



Indonesian Journal of Educational Research and Technology

Journal homepage: <http://ejournal.upi.edu/index.php/IJERT/>



Developing Gender Culture in Families: A Social and Pedagogical Perspective

Kodirova Feruzakhon Usmanovna^{1,*}, Abdunazarov Abdumutal Olimovich², Ergashova Munisa Khoshim³,
Vokhobova Munirakhon Sadirdinovna⁴, Safieva Mokhinur Akram¹

¹Chirchik State Pedagogical University, Chirchik, Uzbekistan

²Jizzakh State Pedagogical University, Jizzakh, Uzbekistan

³Tashkent Institute of Economics and Pedagogy, Tashkent, Uzbekistan

⁴Namangan State Pedagogical Institute, Namangan, Uzbekistan

*Correspondence: E-mail: feruzausmon@mail.ru

ABSTRACT

This study aims to develop gender culture within families by identifying effective social and pedagogical strategies. The research involved a comprehensive review of pedagogical and psychological literature, as well as legal documents related to gender and education. Methods employed include comparative analysis, pedagogical observation, experimental teaching sessions, surveys, interviews, and statistical data analysis using SPSS. The study was conducted with 623 families across Tashkent, Syrdarya, and Khorezm regions. Findings revealed that while parents generally have a basic understanding of gender equality, students—especially those in the control group—lack sufficient knowledge. However, after educational interventions, 73% of students in the experimental group could accurately define gender equality as equal opportunities for both genders. The research led to the development of a mobile application and a training program aimed at fostering gender awareness in families. These initiatives are expected to positively impact social attitudes and contribute to reducing gender-based stereotypes.

ARTICLE INFO

Article History:

Submitted/Received 8 Apr 2025

First Revised 10 May 2025

Accepted 16 Jul 2025

First Available online 17 Jul 2025

Publication Date 01 Dec 2025

Keyword:

Culture,
Family education,
Gender,
Pedagogical invention,
Socialization process.

1. INTRODUCTION

In the 21st century, global society is undergoing profound transformations in the fields of education, culture, and social interaction. Among the critical challenges facing modern communities is the issue of gender equality and the development of gender culture—a set of social attitudes, values, and behavioral norms that shape how individuals perceive and interact across gender lines. This issue is not only central to human rights and social justice but also closely linked to sustainable development, democracy, and social harmony (Bayjonov, 2023a; Bayjonov, 2021b; Bayjonov, 2021c; Bayjonov, 2021d).

Despite international efforts to promote gender equality—through declarations, legal reforms, and educational policies—many families and societies still maintain deep-rooted gender stereotypes. These stereotypes are often passed from one generation to the next through family socialization, where children observe and internalize gender roles based on the behaviors and attitudes of their parents and immediate environment (Delmata et al., 2024). For instance, children may grow up believing that household responsibilities are solely the domain of women, while leadership or financial decision-making belongs exclusively to men. These patterns not only limit individual potential but also perpetuate systemic inequalities in broader social structures (Fagbemi, 2023).

The family serves as the first and most influential institution in a child's life. It is within the family that children first learn about values, norms, and interpersonal relations. Therefore, the family plays a pivotal role in shaping gender perceptions from early childhood. How parents interact with each other, how they distribute roles and responsibilities, and how they treat sons and daughters differently or equally—these factors form the foundation of a child's understanding of gender (Francis et al., 2023).

However, addressing gender culture is not merely a family responsibility; it is also a pedagogical challenge. Modern gender pedagogy emphasizes that education must not only transmit academic knowledge but also cultivate social and emotional competencies, including respect for diversity and equality between men and women. Schools and educators play a vital role in breaking down stereotypes by introducing students to concepts of gender equality, social justice, and mutual respect. Yet, without alignment and reinforcement at the family level, school-based gender education may face resistance or fail to take root in daily life (Hassan et al., 2023).

The gap between policy and practice is especially apparent in many post-Soviet countries, including Uzbekistan. While legal frameworks and educational programs increasingly recognize the importance of gender equality, everyday family life often reflects traditional views, limiting women's participation in public life and reinforcing patriarchal norms. This dissonance calls for comprehensive social and pedagogical interventions that target both educational institutions and the family unit (Mulyati & Rasiban, 2021).

Given this context, the purpose of this study is to develop a scientifically grounded model for fostering gender culture within families through a social and pedagogical approach. The research specifically aims to identify the current perceptions of gender roles among parents and children, to design effective educational interventions—including training programs and digital applications—that promote awareness and understanding of gender equality, and to evaluate the outcomes of these interventions through comparative analysis between experimental and control groups. Furthermore, the study seeks to offer actionable recommendations for educators, parents, and policymakers to integrate gender-sensitive education into both formal and informal learning environments (Pranathi & Kamraju, 2024; Situngkir et al., 2024).

The novelty of this research lies in its integration of digital technology with family-based gender education, a combination that is rarely explored in current literature. Unlike previous

studies that focus solely on school curricula or policy reforms, this study introduces an innovative mobile application—"Family and Gender"—designed to directly engage parents and children in meaningful discussions about gender roles at home. In addition, the research provides a holistic social-pedagogical model that aligns formal education with family practices, creating a continuous and reinforcing cycle of gender awareness from the private to the public sphere. This approach not only fills a gap in the existing body of knowledge but also offers practical tools for transforming everyday family dynamics to foster long-term gender equality.

2. METHODS

This study employed a mixed-method approach that combined both quantitative and qualitative research techniques to comprehensively examine the development of gender culture within families from a social and pedagogical perspective. The research was designed as an experimental study involving control and experimental groups to measure the effectiveness of educational interventions related to gender equality. A total of 623 families from three regions of Uzbekistan—Tashkent (350 families), Syrdarya (123 families), and Khorezm (150 families)—participated in this study. Both parents and high school students were included as participants, providing a multi-generational perspective on gender awareness and cultural norms. The participants were divided into two groups: 312 families formed the experimental group, where interventions were applied, and 311 families comprised the control group, which did not receive any intervention during the study period.

Data collection involved several instruments to capture both numerical and contextual information. Structured questionnaires were distributed to both parents and students to assess their initial knowledge, perceptions, and attitudes toward gender roles and equality. To complement the survey data, semi-structured interviews were conducted with selected participants to explore deeper insights into family practices and cultural beliefs regarding gender relations. Additionally, pedagogical observations were carried out during the intervention sessions to monitor engagement levels, behavioral responses, and the overall learning environment.

A core component of the intervention was the development and deployment of an innovative mobile application called "Family and Gender." This application provided interactive learning modules, reflective exercises, and scenario-based discussions designed to facilitate family dialogue about masculinity, femininity, and shared responsibilities. Alongside the digital platform, a structured educational program titled "Stabilizing Gender Relations" was implemented. This program included seminars, workshops, role-play activities, and family-centered assignments aimed at reinforcing the concepts of gender equality and promoting positive family interactions.

The data collected from the questionnaires were analyzed using SPSS software, employing descriptive statistics, frequency analysis, and comparative tests such as t-tests and chi-square tests to evaluate differences between the experimental and control groups before and after the intervention. Qualitative data from interviews and observations underwent thematic analysis to identify recurring patterns, contextual nuances, and participant reflections on gender dynamics in their daily lives. Ethical considerations were prioritized throughout the research process, ensuring voluntary participation, informed consent, confidentiality, and the right of participants to withdraw from the study at any time. Parental consent was specifically obtained for all student participants under the age of 18, in line with ethical research standards.

3. RESULTS AND DISCUSSION

The findings of this study confirm the hypothesis that pedagogical interventions—when properly designed and integrated into both school and family settings—can significantly improve awareness, knowledge, and attitudes regarding gender equality. Through a combination of surveys, interviews, and technological engagement via the "Family and Gender" mobile application, the study generated rich data that reveal both the current state of gender culture in families and the transformative potential of targeted educational program.

3.1. Parents' Understanding of Gender Equality

The first set of data focused on the parents' understanding of gender equality, as illustrated in **Figure 1**. The majority of parents (94%) demonstrated a basic awareness of the concept, but the definitions they provided varied. Specifically, 38% of parents equated gender equality with equal opportunities for men and women in all areas of life, which is the most comprehensive interpretation aligned with international gender equality frameworks. Meanwhile, 23% focused on legal equality, 17% interpreted it as men respecting women's rights, and 16% emphasized mutual respect and avoidance of rights violations. These varied interpretations indicate that while parents have embraced the idea of gender equality on the surface, deeper socio-cultural understandings are still influenced by traditional views and partial interpretations of what true gender parity entails.

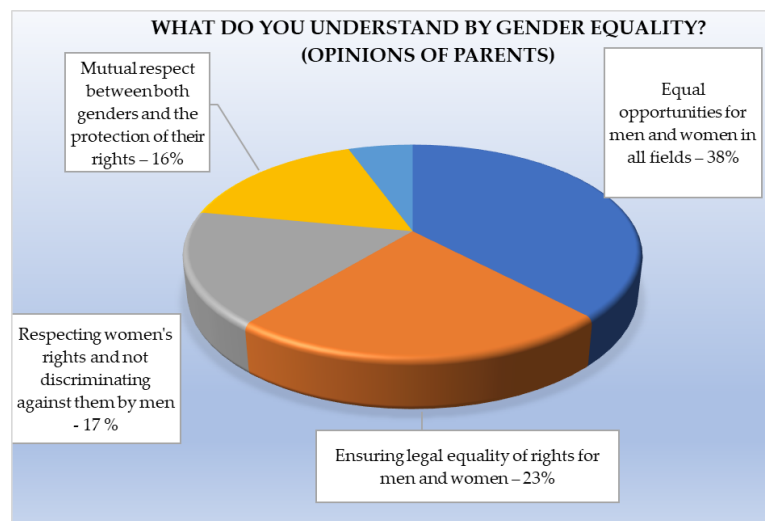


Figure 1. Parents' views on gender.

3.2. Students' Initial Knowledge and Post-Intervention Shifts

A significant gap was found between parents' stated awareness and the students' actual understanding of gender equality, particularly in the control group. According to Figure 3.1.4, 39% of students in the general (control) group admitted they did not have enough information about gender equality, and nearly 40% of the students left the question unanswered. Only 15% of the students correctly defined gender equality as the creation of equal opportunities for both genders, while others provided one-dimensional answers such as mutual respect (20%), respect for women's rights (15%), or legal equality (11%). This shows that schools and families, prior to the intervention, failed to provide comprehensive gender education.

However, after the implementation of the "Stabilizing Gender Relations" program and the use of the "Family and Gender" application, a significant improvement was recorded in the experimental group. 73% of students in this group accurately defined gender equality as equal

opportunities in all spheres of life, while 24% referenced legal equality. Only 1% of students were unable to answer after the intervention, indicating that the combination of pedagogical methods and digital tools had a profound impact on conceptual understanding.

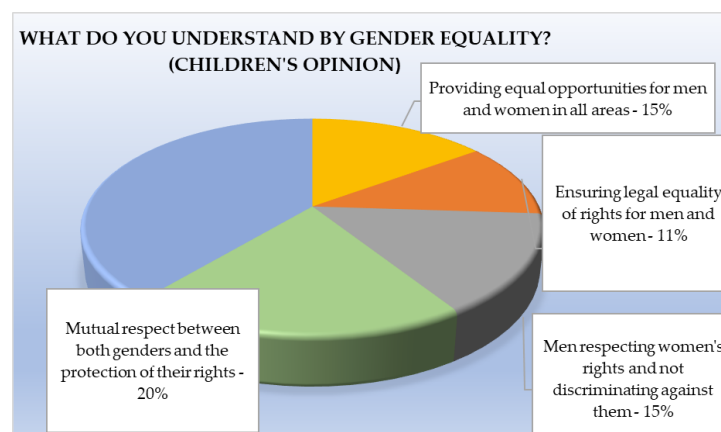


Figure 2. Opinions of regular group students on gender equality.

3.3. Belief in the Existence of Gender Equality in Daily Life

Further analysis involved examining whether participants believed gender equality exists in everyday life. This is reflected in **Table 1**, which compares the experimental group, control group, and parents' responses. In the control group, 40% of students could not answer, reflecting confusion or lack of discussion at home or school. Only 11% of control group students and 10% of parents expressed strong belief that gender equality exists fully in daily life.

In contrast, in the experimental group, 100% of students were able to answer, with 35% believing that gender equality often exists, 35% suggesting it exists in some situations, 15% stating that inequality often prevails, and 5% asserting that there is no gender equality at all. These results show a shift from passive unawareness to critical reflection. The intervention did not simply increase knowledge but also fostered awareness of the social complexity of gender relations, encouraging students to think about real-world applications rather than idealized concepts.

Table 1. Parents' and children's opinions on gender equality in daily life.

Thought	Do you believe in gender equality in our life?		
	Experimental (%)	Regular (%)	Parents (%)
Of course, it exists, I believe	10	11	10
Gender equality exists in many situations	35	25	23
It may exist in some situations	35	15	20
In many cases, inequality prevails	15	5	20
There is no equality	5	7	17
It's hard for me to answer	0	40	10
Total	100	100	100

3.4. Perceptions of Disadvantaged Groups in Gender Inequality

Participants were also asked to identify which group suffers more when gender equality is violated. According to **Table 2**, 88% of parents correctly stated that women's interests are most often limited when gender equality is compromised. Among students, responses were mixed:

50% of students agreed that women are the primary victims of inequality, but 46% did not answer or found it difficult to decide, especially in the control group. Only 4% of students mentioned that men are disadvantaged in gender relations, indicating a lack of comprehensive understanding of gender dynamics prior to the intervention.

Further analysis involved examining whether participants believed gender equality exists in everyday life. This is reflected in **Table 1**, which compares the experimental group, control group, and parents' responses. In the control group, 40% of students could not answer, reflecting confusion or lack of discussion at home or school. Only 11% of control group students and 10% of parents expressed strong belief that gender equality exists fully in daily life. This highlights a critical issue: students initially lacked awareness of systemic gender inequalities, but after the intervention, their responses aligned more closely with those of adults, showing increased awareness of real-world gender disparities.

Table 2. Parents' and children's opinions on the side whose benefits are limited when gender equality is violated.

When gender equality is violated, which gender's benefits do you think are typically limited?		
Thought	Students	Parents
Women	50	88
Men	4	0
I don't know	33	2
No answer	13	10
Total	100	100

3.5. Attitudes Toward Women's Employment

One of the most sensitive indicators of gender culture is attitudes toward women's participation in the workforce. The data in **Table 3** reveal significant differences between the control and experimental groups. Among boys in the control group, 40% opposed women working, reflecting deep-seated cultural and patriarchal beliefs. In contrast, this figure dropped to 10% in the experimental group after the intervention, suggesting a significant shift in male students' perceptions.

Furthermore, 30% of boys in the experimental group supported the idea that every woman should work, compared to 0% in the control group. Among girls, the intervention also had a positive impact, with 37% in the experimental group believing all women should work, slightly higher than 34% in the control group. This demonstrates the effectiveness of pedagogical programs in reshaping gender role expectations, particularly concerning women's economic participation. These results have critical implications for both educational practice and social policy. The study demonstrates that gender culture cannot be developed solely through formal school curricula; it requires active participation from families, interactive learning tools, and continuous dialogue. The use of the "Family and Gender" mobile application represents a novel approach to bringing these discussions into the household, allowing parents and children to engage together in learning processes that challenge traditional roles.

Moreover, the intervention proved that students are capable of changing long-standing beliefs when provided with structured, reflective, and participatory learning experiences. This is particularly important in societies where gender stereotypes are perpetuated unconsciously through daily practices.

The combination of quantitative data from surveys and qualitative insights from observations and discussions validates the hypothesis that social and pedagogical strategies can significantly

shift gender perceptions at the family level. The study not only bridges the gap between theory and practice but also provides a practical model for integrating technology into gender education—making this research a valuable contribution to both pedagogy and social development studies.

Table 3. Attitude toward women's employment.

Thought	What is your opinion on a married woman's employment?					
	Girls		Boys		Thoughts of mothers (%)	Thoughts of fathers (%)
	Regular Group (%)	Exper-1 Group (%)	Regular Group (%)	Exper-1 Group (%)		
Women should not work	0	10	40	10	10	30
It is preferable for a woman to work if it does not interfere with her family	50	60	60	60	85	70
Every woman should work	34	37	0	30	5	0
I don't know	6	3	0	0	0	0
Total	100	100	100	100	100	100

4. CONCLUSION

This study provides compelling evidence that the development of gender culture within families requires deliberate and structured educational interventions that combine both pedagogical strategies and technological innovations. The research demonstrated that traditional family dynamics often perpetuate gender stereotypes due to a lack of formal discussion and reflection on gender equality. Prior to the intervention, both parents and students exhibited partial or fragmented understandings of gender roles, with many students unable to define or critically analyze gender equality issues.

Through the implementation of the "Stabilizing Gender Relations" training program and the "Family and Gender" mobile application, significant progress was observed in the experimental group. Students not only gained a clearer conceptual understanding of gender equality but also developed critical thinking skills regarding real-life applications, including recognizing the existence of gender inequality in daily life and supporting women's right to participate fully in the workforce. These shifts highlight the potential for pedagogical innovation to reshape social norms and attitudes, starting at the micro-level of the family.

The findings emphasize that promoting gender equality cannot be achieved through school education alone. Instead, it requires a holistic approach involving families, schools, and communities, supported by interactive tools that engage learners in meaningful dialogue. The study's novelty lies in integrating digital technology into family-based gender education, an approach that makes the learning process accessible, practical, and directly relevant to daily life.

Overall, this research contributes to the growing field of gender pedagogy by providing a tested model for how social and educational systems can collaborate to reduce gender biases from an early age. By fostering awareness and dialogue at home, societies can move toward

more equitable gender relations, ultimately contributing to social justice and sustainable development.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

6. REFERENCES

- Bayjonov, F. (2023a). Technologies for the development of gender culture in cooperation with the family and educational institutions. *Бюллетень науки и практики*, 9(4), 531–534.
- Bayjonov, F. B. (2021b). Gender differences in the contemplation of teenagers. *International Scientific Journal Theoretical and Applied Science*, 6(98), 144–146.
- Bayjonov, F. B. (2021c). Stages of formation of gender culture in youth. *European Journal of Research and Reflection in Educational Sciences*, 4, 1–4.
- Bayjonov, F. B. (2021d). Umumta'lim maktablardagi o'spirin o'quvchilarda gender madaniyatni shakllantirishning pedagogik asoslari. *Xalq ta'limi vazirligi, Xalq ta'limi jurnali*, 6, 6–8.
- Borongan, N.A., and Abdulmalic, J.B. (2023). A survey regarding gender issues in family. *ASEAN Journal of Community Service and Education*, 2(2), 127-134.
- Demalata, J.G., Teves, R.M.C., Oreiro, L.A.A., Mariano, G.F.A., Estrellan, J.C., Valdez, A.G., and Valdez, D.M. (2024). Gender influence on students' interest, classroom participation, academic achievement and academic performance in science. *Indonesian Journal of Teaching in Science*, 4(2), 269-282.
- Fagbemi, O.M. (2023). Gender differentials in the agricultural specialization in higher education. *ASEAN Journal of Agricultural and Food Engineering*, 2(1), 9-12.
- Francis, T.T., Mukhtar, B., and Sadiq, K. (2023). Effect of scaffolding instructional strategy and gender on academic achievement of senior secondary school Islamic studies students. *Indonesian Journal of Multidisciplinary Research*, 3(1), 139-144.
- Hassan, A.A., Abdulkareem, H.B., and Sanni, R.F. (2023). Efficacy of performance management on organizational commitment to serve police personnel. *Indonesian Journal of Multidisciplinary Research*, 3(1), 145-152.
- Mulyahati, T., and Rasiban, L.M.R. (2021). Analysis of the gender equality application in Japanese and Indonesian elementary school education through class pickets. *Indonesian Journal of Community and Special Needs Education*, 1(1), 11-14.
- Pranathi, O., and Kamraju, M. (2024). Exploring the influence of gender in political campaigns: A comparative study from community service perspective. *ASEAN Journal of Community Service and Education*, 3(1), 1-10.
- Situngkir, S., Salis, M.I., and Aqila, K.T. (2024). Effect of religion, gender, and overconfident interactions on investment decisions tiar lina. *ASEAN Journal of Religion, Education, and Society*, 3(1), 37-50.