



**DYNAMICS OF STUDENTS AND TEACHERS IN HIGHER  
EDUCATION INSTITUTIONS OF KASHKADARYA REGION (2014-  
2024)**

***Safarov Shokhrukh S.***

*Basic doctoral student of Karshi state university  
akademikmarketing1234@gmail.com*

**Annotation:** This article provides a statistical analysis of reforms in higher education in Uzbekistan (mainly the Kashkadarya region), and sets the main goal of training qualified specialists who meet modern needs and raising the quality of education to an international level. Strategic measures are proposed to improve the quality of education, develop the scientific potential of professors and introduce an individual approach.

**Kalit so'zlar:** Higher education institutions, number of students, professors and teachers, personnel with academic degrees, quality management of education, quality of education, personnel potential.

Great attention is being paid in our country to the comprehensive renewal of the higher education system, reshaping the personnel training process in line with modern needs, fostering competitive and highly qualified specialists, and elevating the sector to international standards through the development of innovative activity management. President Sh. Mirziyoyev<sup>1</sup>, while speaking about the Third Renaissance, emphasizes that the foundational pillars of this new Third Renaissance will undoubtedly be qualified personnel, high-caliber professors and teachers who train them, and the higher education institutions where they operate—which form the foundation of the new society we aim to build.

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<sup>1</sup> Official website of the President of the Republic of Uzbekistan. Source:  
<https://president.uz/oz/lists/view/7403>



Reforms in the higher education sector are bringing noticeable changes across all regions and districts of our country, including our oasis region in particular. This table presents a study of student enrollment, the number of Higher Education Institutions (HEIs), and the quality of education within them in Qashqadaryo region over the last 10 years..

As can be clearly seen from the table below, **the number of students** has been steadily increasing year by year. If 11.8 thousand students were enrolled in higher education institutions in 2014, this figure rose to 22.4 thousand in 2020, 44.2 thousand in 2022, and reached 57.4 thousand in 2023 and 2024. The nearly fivefold increase in the number of students reflects the growing demand for higher education among the population and the expansion of educational institutions' capacities.

**The number of faculty members is also increasing in a balanced manner.** The number of teachers, which was 858 in 2014, increased to 1,404 in 2020 and reached 2,031 by 2024. However, due to the significantly faster growth rate of the student population, the student-to-faculty ratio declined sharply. In 2014, there were 0.36 teachers per 5 students, while by 2024, this indicator dropped to 0.18. This means that in 2014, there was an average of 14 students per teacher, whereas by 2024, this number increased to 28. This situation poses a serious threat to the quality of education, as the workload per teacher rises drastically, limiting the depth of instruction and opportunities for individualized approaches.

**Furthermore, the shortage of academically qualified staff** is also a significant issue for education quality. While the number of Doctors of Science (D.Sc.) increased from 25 in 2014 to 87 in 2020, it declined in subsequent years, reaching 70 by 2024. The number of Candidates of Science (Ph.D.) showed no significant change during the 2014–2024 period, decreasing slightly from 272 to 240. The ratio of academically qualified professors and teachers to students has



been declining year by year: in 2014, there were 0.25 academically qualified teachers per 10 students, but by 2024, this indicator dropped to 0.05. This situation persists despite the regulatory documents of the Republic of Uzbekistan setting targets for increasing higher education enrollment rates and enhancing the academic potential of university faculty. The increase in enrollment rates has not been matched by a corresponding growth in academic qualifications, as improving academic potential is a complex and gradual process. This discrepancy risks undermining the scholarly rigor and analytical foundation of the educational process, potentially negatively impacting efforts to improve education quality.

**The proportion of students and graduates per 10,000 inhabitants** is also an important indicator for assessing the quality of education. The number of students per 10,000 people was 40.8 in 2014 and 68.3 in 2020, while this figure increased to 129.7 in 2022 and reached 161.2 by 2024. The fact that this indicator has grown approximately fourfold over the past 10 years among higher education institutions (HEIs) in Kashkadarya region can be explained by the expansion of access to higher education institutions in the region, the relatively improved quality of education in pre-higher education institutions, and the implementation of nationwide requirements in this regard. Additionally, a significant increase in the number of students admitted to HEIs has been observed in the years following 2020. For example, while 2,836 students were admitted in 2014, this number rose to 14,177 by 2024.

**According to the analysis of the proportion of graduates per 10,000 inhabitants**, the study years show that this indicator was 8.44 in 2014, 11.71 in 2020, and 16.56 in 2024, indicating an increase of nearly twofold compared to 2014. However, when analyzing the difference between applicants and admitted students in Kashkadarya region's HEIs, it is evident that the level of competition remains very high. Statistical data analysis reveals that in 2014, out of 27,639 applicants expressing interest in studying at regional HEIs, 2,836 (10.3%) were



admitted; in 2020, 5,072 out of 62,156 applicants (8.2%) were admitted; and in 2024, 14,177 out of 90,702 applicants (15.6%) were admitted. Although the data for 2024 suggests a decrease in competition compared to previous years, the issue of ensuring adequate human resources and material-technical infrastructure to maintain education quality for the growing student body remains critically important

In summary, the higher education system in Kashkadarya region has achieved significant structural and quantitative growth. However, ensuring the quality of this growth requires serious measures—particularly in terms of the number of professors and teachers, their qualifications and academic expertise, individualized approaches in the teaching and learning process, and the substantive richness of education. Reforms focused on strategic planning by agencies and institutions to enhance human resource capacity, ensure educational quality, and develop students' critical and scientific thinking abilities can channel current growth rates into a sustainable and effective direction.

**Source:**

1. Decree of the President of the Republic of Uzbekistan” On approval of the Strategy “Digital Uzbekistan-2030” and measures for its effective implementation” № DP-6079 year 2020, October 5.. Source: <https://lex.uz/ru/docs/7008256>
2. Official website of the President of the Republic of Uzbekistan. Source: <https://president.uz/oz/lists/view/7403>
3. Ochilov, A. O., & ugli Safarov, S. S. (2023). Prospects For Improving Educational Efficiency In Higher Education Institutions. *Miasto Przyszłości*, 43, 58-62.



4. Ochilov, A. O., & ugli Safarov, S. S. (2023). Directions For Improving The Quality Of Education In Higher Education Institutions. EUROPEAN JOURNAL OF BUSINESS STARTUPS AND OPEN SOCIETY, 3(12), 78-82.

5. Ochilov, A. O., & ugli Safarov, S. S. (2021). Management of Competitive Personnel Training in Higher Education System. International Journal on Economics, Finance and Sustainable Development, 3(9), 56-60.

6. ugli Safarov, S. S. (2021, September). Principles of Improving the Quality of Higher Education in a Pandemic Period. In " ONLINE-CONFERENCES" PLATFORM (pp. 110-112).