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PEDAGOGICAL SYSTEM OF FEMALE LEADERSHIP DEVELOPMENT IN THE CONTEXT OF SOCIOCULTURAL INCLUSION IN RUSSIA

SISTEMA PEDAGÓGICO DE DESARROLLO DEL LIDERAZGO FEMENINO EN EL CONTEXTO DE LA INCLUSIÓN SOCIOCULTURAL EN RUSIA

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ABSTRACT

Modern economic and social development brings many changes in gender roles and in the specifics of women involvement into professional life. Many women become successful as leaders across levels and industries. This tendency raises fundamental questions about both how women lead and what personal traits and skills they need for the effective leadership. At the same time, there are sociocultural factors which influence female leadership development in the country like religious, cultural practices and beliefs.

To deepen our understanding of women's leadership we explored and studied theoretical background of female leadership development in Russia and analyzed the influence of sociocultural factors on woman leadership specifics in Russia and abroad. It was concluded that culture continues to form the extent to which this leadership is developed.

Education plays a significant role in developing leadership skills. Educational organizations have to be effective in preparing qualified leaders, including women-leaders. Authors have developed pedagogical system of female leadership development in the context of sociocultural inclusion in Russia and showed the pedagogical conditions needed for preparing effective leaders among women at different age periods.

In order to reveal students' attitude to female leadership a special study was conducted at Kazan innovative University named after V. G. Timiryasov (Kazan, Russia). 120 Students of the Faculty of Pedagogy and Psychology participated in study. As found in the research, most of students (94 %) have a positive attitude to a female leadership; the most important personal traits mentioned by students are responsibility, ability to control emotions and reasonableness.

Keywords:

Pedagogical system, female leadership, sociocultural inclusion, pedagogical conditions.

RESUMEN

El desarrollo económico y social moderno trae consigo muchos cambios en los roles de género y en las características específicas de la participación de las mujeres en la vida profesional. Muchas mujeres alcanzan el éxito como líderes en todos los niveles e industrias. Esta tendencia plantea preguntas fundamentales sobre cómo lideran las mujeres y qué rasgos y habilidades personales necesitan para un liderazgo eficaz. Al mismo tiempo, existen factores socioculturales que influyen en el desarrollo del liderazgo femenino en el país, como las prácticas y creencias religiosas y culturales.

Para profundizar nuestra comprensión del liderazgo femenino, exploramos y estudiamos los antecedentes teóricos del desarrollo del liderazgo femenino en Rusia y analizamos la influencia de los factores socioculturales en las características específicas del liderazgo femenino en Rusia y en el extranjero. Se concluyó que la cultura sigue formando la medida en que se desarrolla este liderazgo.

La educación juega un papel importante en el desarrollo de habilidades de liderazgo. Las organizaciones educativas deben ser eficaces en la preparación de líderes calificados, incluidas mujeres líderes. Los autores desarrollaron un sistema pedagógico para el desarrollo del liderazgo femenino en el contexto de la inclusión sociocultural en Rusia y mostraron las condiciones pedagógicas necesarias para preparar líderes eficaces entre mujeres de diferentes edades.

Para revelar la actitud de los estudiantes hacia el liderazgo femenino, se llevó a cabo un estudio especial en la innovadora Universidad de Kazán V. G. Timiryasov (Kazán, Rusia). En el estudio participaron 120 estudiantes de la Facultad de Pedagogía y Psicología. Según se encontró en la investigación, la mayoría de los estudiantes (94 %) tiene una actitud positiva hacia el liderazgo femenino; los rasgos personales más importantes mencionados por los estudiantes son la responsabilidad, la capacidad de controlar las emociones y la razonabilidad.

Palabras clave:

Sistema pedagógico, liderazgo femenino, inclusión sociocultural, condiciones pedagógicas.

INTRODUCTION

Leadership has become a relevant topic for both researchers and practitioners from all over the world. The study of leadership was performed from historical perspective (Toma, et. al., 2020), psychological (Karabuschenko & Petrovskaya, 2020), sociological (Shrestha, 2020). The authors Appelbaum, et. al. (2019) mentions that the «definition of leadership has seemingly evolved from the ability to impose the will of the leader onto others to induce obedience, respect, loyalty and cooperation to the enhancement of behaviors, cognitions and motivations to achieve the goals of a team which members all can benefit» (p. 25).

The ongoing economic, political and sociocultural processes happen in a modern world changes the gender gap when it comes to occupying high executive roles. Women start to take their place as leaders in a modern society and in different sectors of employment. Duehr & Bono (2008) found that stereotypes about gender roles have changed as compared to decades ago; males and females are starting to consider women as less passive, more confident, ambitious, analytical and assertive.

The following characteristics today are given to women-leaders: female managers prefer participative, team oriented, and charismatic leadership prototype dimensions more than males (Paris et al., 2009); they may face a significant risk tax in order to overcome gender stereotypes that limit career mobility (Ingersoll et al., 2023); they are determined, sincere, hardworking, feel commitment towards their work and set future goals that give them the desired position in an organization (Kulkarni & Mishra, 2022).

Education plays a big role in socialization processes, which facilitate or prevent certain positions in life (Makori et al., 2020). The educational programs at different levels of education are aimed at developing certain skills and qualities in both women and men, but also there are those, which prepare especially women as future managers enhancing decision making skills, creativity, conflict resolution, emotional intelligence, flexibility and working effectively in a sociocultural reality of country.

Following are the objectives of the study:

1. To explore and study theoretical background of woman leadership development in Russia.
2. To find and analyze the influence of sociocultural factors on woman leadership specifics in Russia and abroad.
3. To build and analyze the pedagogical system of female leadership development in the context of sociocultural inclusion in Russia.
4. To reveal the Russian students' opinion on attitude to a woman leadership in the context of sociocultural inclusion.

MATERIALS AND METHODS

The researchers used a systematic literature review method (analyzing and synthesizing the literature). The data was collected from Scopus, Google Scholar and

Russian Science Citation Index databases. The search was done using the keywords: «Pedagogical system», «female leadership», «woman leadership», «sociocultural inclusion» and was extended to keyword «pedagogical system of female leadership development». For this study, we have considered peer-reviewed articles from 2006 to 2022. We conducted a study with the participation of students of the Faculty of Pedagogics and Psychology who study at Kazan Innovative University named after V. G. Timiryasov(Kazan, Russia). A total of 120 female students participated in this study (Table 1). Respondents answered 4-survey questionnaire items using Google Forms. The estimated time to complete the questionnaire was 10 minutes. We also put the conversation with students about female leadership into the broader context of equity & inclusion.

Table 1. Demographic of survey participants

Category	Variable	N	Percent
Gender	Female	120	100.0
Age	21-25 years	45	37.5
	25-30 years	30	25.0
	30-45 years	45	37.5
Faculty	Pedagogy and Psychology		
Total		120	100.0

Source: author’s development

RESULTS AND DISCUSSIONS

Female leadership development in Russia

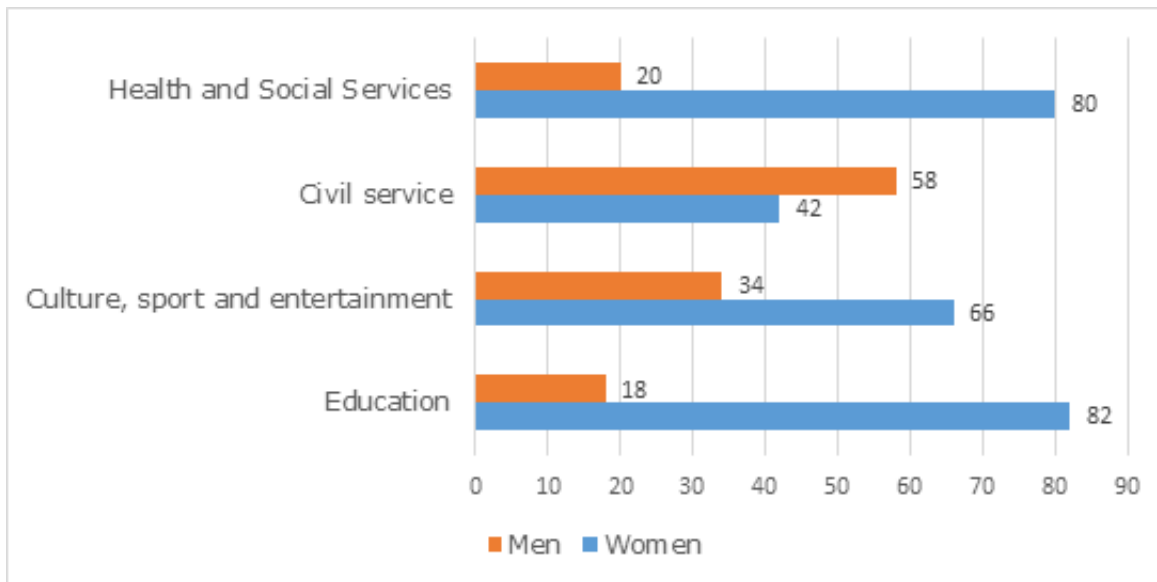
Russia has a unique period in the history of women leadership which refers to the 18th century – at that moment women took high positions in the government (Catherine I, Anna Ioannovna, Elizaveta Petrovna, Catherine II). Tradition of female leadership in Russia was interrupted at the beginning of the 19th century, when some time later the stormy development of bourgeoisie brought to sociocultural changes in society and social, economic and political lawlessness of women remained unchanged.

The revolutionary events in the XX century brought Russia the hope for the civil equality. The traditional view about the woman in a society was changed. Soviet Russia was the first country, which proclaimed the legal equality of men and women in the Constitution of 1918 in all spheres of social life. Soviet propaganda has always been proud of the fact that women were involved in the socio-political and cultural life of the country. In the post-Soviet period, despite the Presidential Decree of 1996 on increasing the role of women in the system federal government bodies both in the government and in parliament, women were poorly represented (Svetlakova, 2009).

At the beginning of 2023, the Women’s Entrepreneurial Activity Index which was developed by analysts from NAFI and the Committee for the Development of Women’s Entrepreneurship «Fundamentals of Russia» hit 73.7 points. It demonstrated the high changes during over the past eight years. Experts are confident that women are becoming more and more in demand by society as entrepreneurs because of their qualities: the ability to inspire trust, developed intuition, orientation towards deep values, and the ability to negotiate, show flexibility, make and act within the framework of longer-term decisions in favor of the common good.

ROSSTAT gives the following distribution of women and men in different sectors of employment (Laikam, 2021). (Figura 1)

Figure 1. Distribution of Employment by Gender and Sector in 2021 (%)



Source: author's development

The influence of socio-cultural factors on female leadership

Although leadership shares similar practices across East and West, some practices have inherently distinguished socio-cultural characteristics (Jawas, 2017). For example, gender inequality of women talent is deeply rooted and widely spread in Asian cultures. Women's appointment to high-ranking leadership roles in Asia is extremely challenging because of traditional culture (Confucianism) and religious beliefs (Buddhism) which determine the inferior status of women in their daily life. The fundamental roles for women in many parts of Asian countries are mothers and wives (Nakamura, et al., 2017). In the educational sector Arquisola, et al. (2020) found that female leaders in higher education viewed leading a division or institution as *Amanah* (the mandate is given to someone with trust and the expectation that it will be well-preserved and secure). In Japan the traditional view is deeply strengthened that men are expected to work while women are responsible for family and growing children. Confucianism and military culture prevent the growth of Korean women's status.

In African society, female and male children are influenced by some social beliefs and practice that emphasize male status above female status: women should do all the domestic work and take care of the household and children (Abolade, 2014). In USA woman is a full-fledged person, an individual. The evolution of democratic female movement brings to the increase of the role of women in political and social life. As for Latin America, it is concluded that in countries such as Guatemala, Honduras, Bolivia, and Ecuador, greater public policy actions are required to seek the economic empowerment of women; while in Brazil, Mexico, and Colombia, laws are necessary to regulate violence against women (Medina-Hernandez et al, 2021).

In Arab countries, females are usually expected to balance their gender role as mothers and wives with their social role as workers/leaders. In many Muslim countries, Islam is a main regulator of ethical understandings, way of life, worldview and behavior. Women are considered as less capable and less independent than men. Such kind of attitude to a woman remains a barrier that hinders women participation in education and professional life, especially in leadership positions. Even though many Arab countries have made several attempts to raise awareness of gender equality and provide more opportunities for women to take leadership positions in different employment sectors, women are still being not enough presented in the leadership context. Nowadays women occupy mostly leadership positions in all-female areas such as education, health, and clerical jobs (Almadanat, 2019).

The Russian sociocultural specifics is characterized by the intermediate position between two types of cultures (Eastern and Western). The traditional values of Russian woman-mother (responsibility, kindness, love for family, children, compassion) are transforming to the values which assist the professional development of woman: self-confidence,

purposefulness, commitment, efficiency, practicality, efficiency (Lezhina, 2013). It should be underlined that public policy in our country is determined by the principle of gender equality which is proclaimed in the current Constitution, but also by the former socialist approach to the implementation of the idea of equality with an emphasis on state paternalism and improvement of women status.

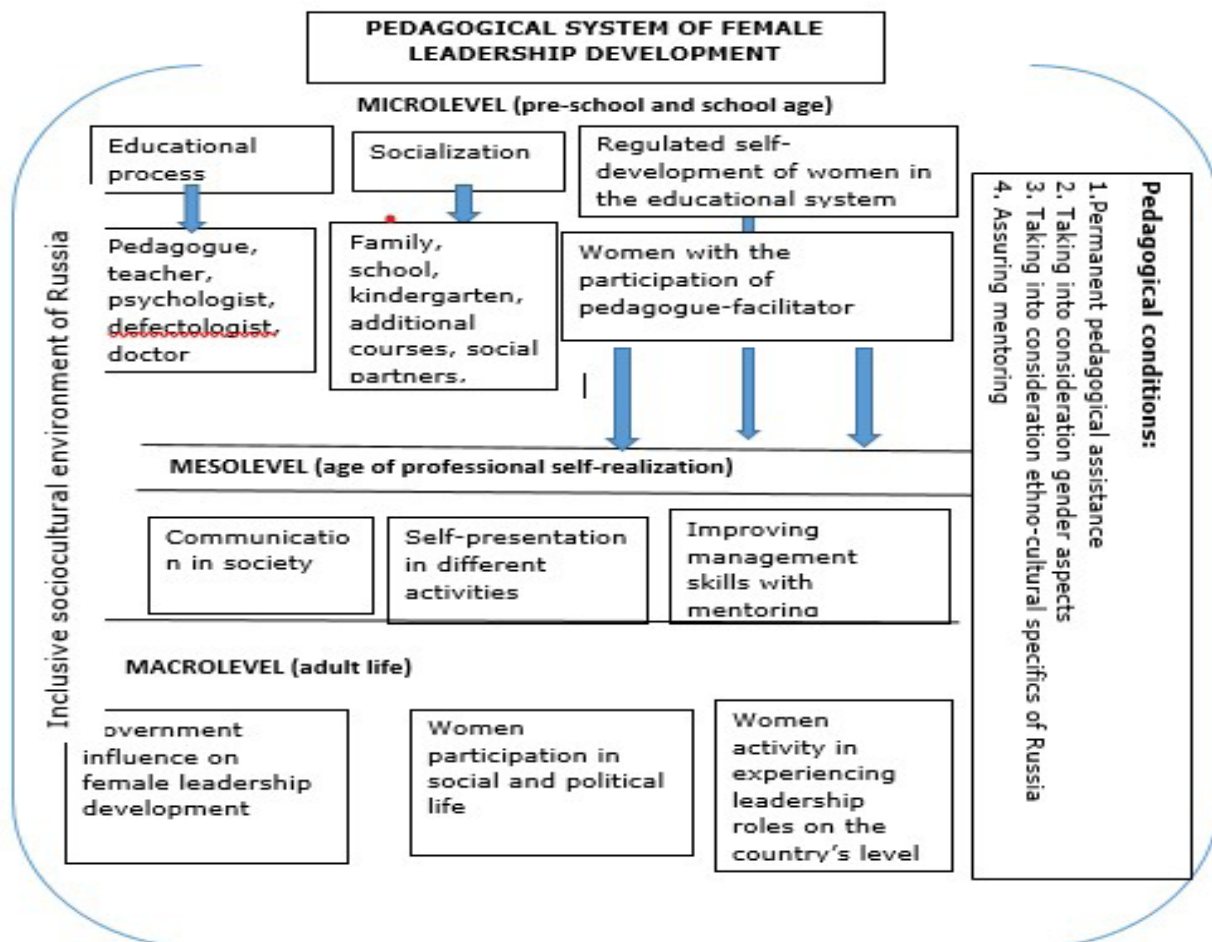
The authors Beginnina et al. (2018) conducted a survey among 610 participants from Russia (50 % male and 50 % female) aged 30. The results of the survey were the following: majority of respondents (93 %) chose a family as a main value. Second place in the ranking was «money», third place was given to the desire to get married successfully (66%). 48 % of respondents said that career takes an important place in women’s life.

The pedagogical system of woman leadership development in the context of sociocultural inclusion in Russia

The pedagogical system is the interaction of various interrelated structural components, which are combined in order to develop an educational one of individuality and personality (Usoltsev & Scherbakova, 2016). There are studies which are devoted to the pedagogical system for individual self-development (Panachev et al., 2017), pedagogical educational system in conditions of Modern society (Fominykh et al., 2018), pedagogical system based on modern Information Technology (Kurymbayev et al., 2016).

Slastenin (2006) defines the pedagogical system as a set of the interconnected components (pedagogues, students, content of education and material basis or infrastructure). We have developed the pedagogical system of woman leadership development in the context of sociocultural inclusion in Russia (Figure 2).

Figure 2. Pedagogical system of female leadership development in the context of sociocultural inclusion



Source: author’s development

As we can see on the Figure 2, the pedagogical system of female leadership development in the context of sociocultural inclusion has three levels. It is a lifelong process. On the microlevel the leadership skills start to be developed in family, at school, kindergarten, during additional courses. Parents and teachers guide their children in different tasks of life: to be fair and honest, to communicate and actively listen, to negotiate, to value other feelings and to take into consideration other opinion, to manage own emotions. At this level family traditions and values have a big influence on the developing certain traits and skills in children. At the level of school and kindergarten ethno pedagogical factors have a great impact on the educational process. Ethno pedagogics represents the experience of different nations in teaching children based on moral, ethical and aesthetic principles, which exist in a concrete sociocultural society.

On the mesolevel girls start to choose their future professional path and enter colleges and universities where their leadership skills can be developed on a more advanced level: through team sports, student’s clubs, creative and scientific activities, volunteering, getting a part-time job. Teachers-mentors support young girls, enhance their leadership skills, help them to develop their abilities and talents; they facilitate the whole education process supporting each student. When organizing an educational process, teachers take into consideration women cultural background represented by a set of habits, value orientations, worldview, family education (Akhmetova et al., 2021).

Macrolevel implies women participation in social and political life. It facilitates women’s direct involvement in experiencing leadership roles on the country’s level. However, government policy has a direct influence on female leadership development. For example, women’s participation in social, political and economical life is regulated by government. Gender policy in each government is implemented in a specific historical decade, so the state’s approach to it depends on the level of economic and political development in the country, the historical past and mentality of society, country’s involvement in globalization processes.

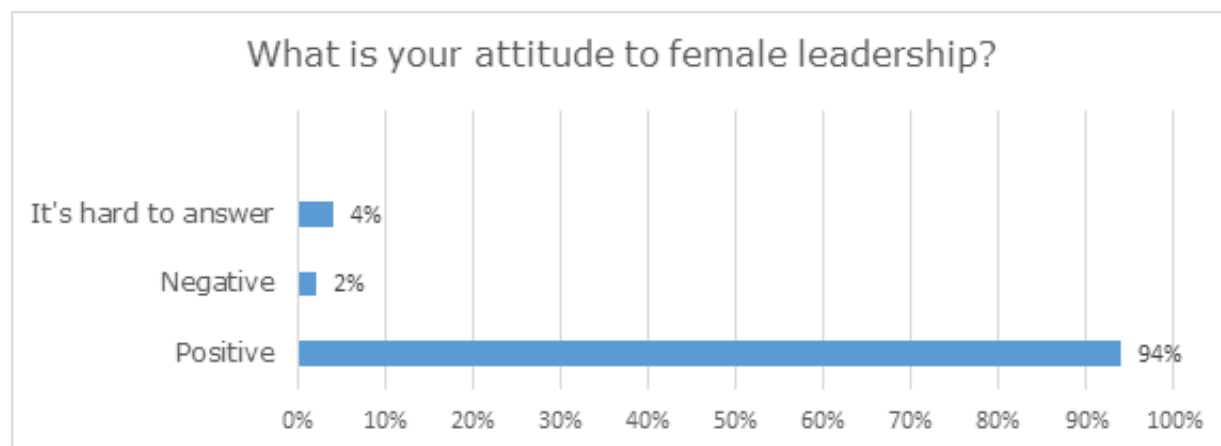
The following pedagogical conditions provide the implementation of pedagogical system of female leadership development:

1. Permanent pedagogical assistance of leadership skills development.
2. Taking into consideration gender aspects.
3. Taking into consideration ethno-cultural specifics of Russia
4. Assuring mentoring of leadership skills development.

Students’ opinion on attitude to a female leadership in the context of sociocultural inclusion

On the Figures 3, 4, 5 we can see the results of the survey carried out among 120 students of the Faculty of Pedagogy and Psychology of Kazan Innovative University named after V. G. Timiryasov.

Figure 3. Attitude to female leadership

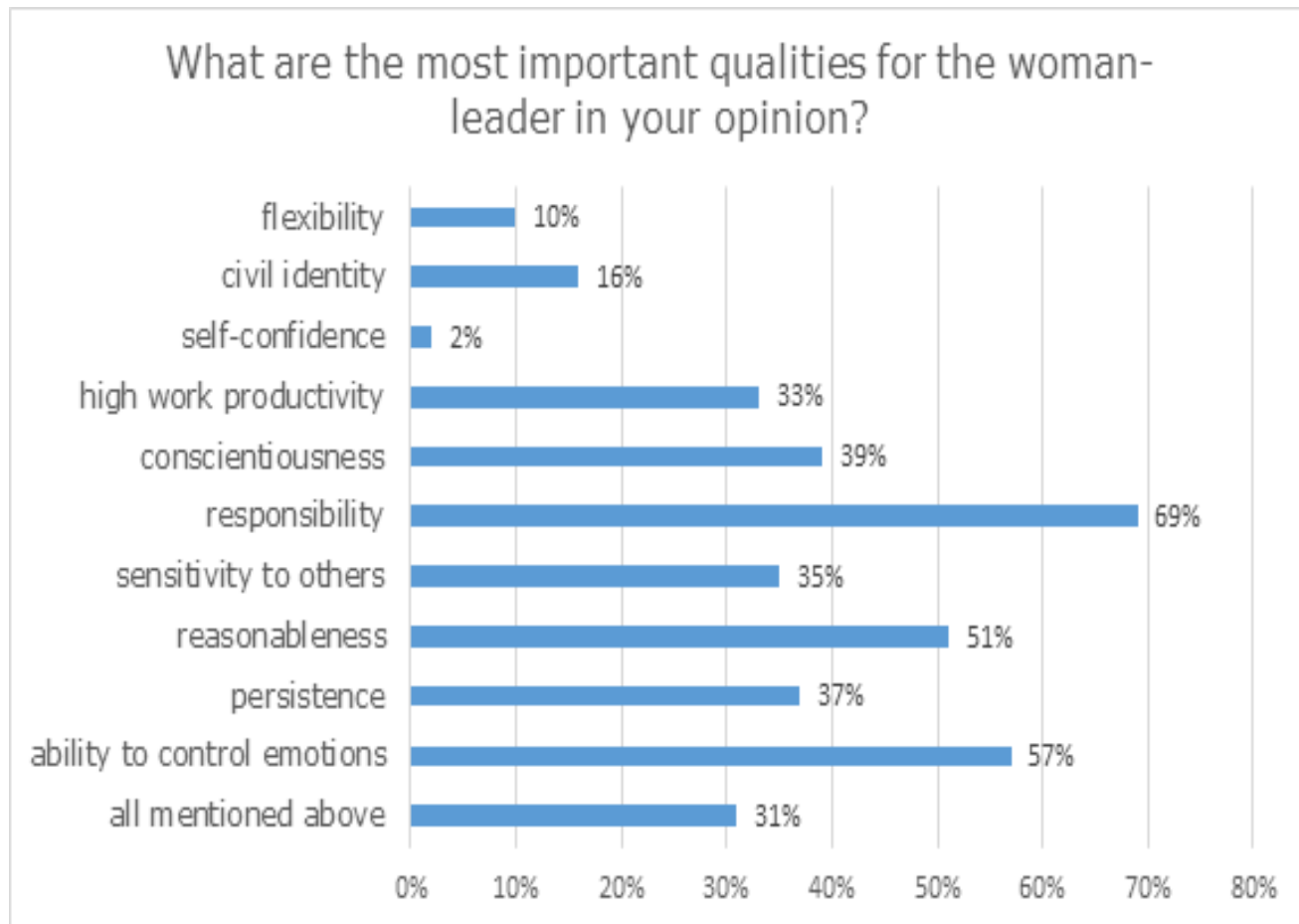


Source: author’s development

94% of students showed their positive attitude to female leadership. They expressed the opinion that female leadership creates a culture of belonging, builds more diverse society. Women as leaders enhance collaboration, inspire their

colleagues, and improve fairness. Some students said that women often bring talents, new views, they make the work environment less conservative and more cooperative. Women leaders can foster empathy, collaboration, communication, resilience, empathy in a company. 2 % percent of students expressed their negative attitude to woman leadership. In their opinion, women spend much time and focus on the home and their families. Sometimes women are too hormonal and too emotional and it can be hard for them to take rational decisions in some situation. 4 % of students were in doubt about these questions. From one side, the opportunity to become a leader depends on a parental status of a woman —having children or being childless and many other family factors. From another side, it depends on the employment sector where woman can take a leadership position.

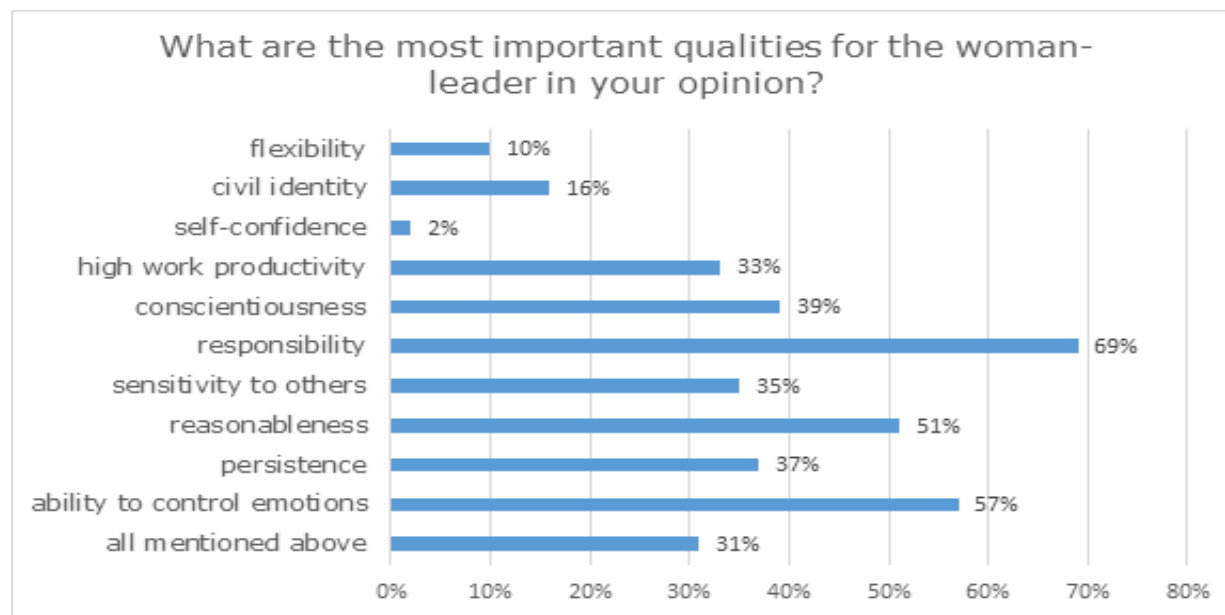
Figure 4. The most important qualities of the woman-leader



Source: author's development

From Figure 4 we can see that three qualities for the woman-leader mentioned by students are the most important: responsibility, ability to control emotions, reasonableness. Students commented that emotional control is a skill that most women leaders need to be successful in managing their employees. Another important quality for the woman-leader is a reasonableness. The reasonable woman can be described as a person possessing and exercising such qualities as attention, knowledge, intelligence, judgment. On the second place among important qualities mentioned by students were: conscientiousness, persistence and high-work productivity. The students added that the persistence allows female leaders to continue doing their work and achieving high results even though they face difficulties or opposed by other people. Conscientiousness is the personality trait of being diligent which is important not only for women but for men also. As students underlined, it helps the woman to make clear decisions based not on emotional state but on clear mind with a balanced thinking. Other personal traits such as civil identity, flexibility, self-confidence are also important for a woman in students' opinion.

Figure 5. The sectors where the women leadership is more widespread



Source: author's development

As we see on a Figure 5, in most of students' opinion (78 %) education is a main sector where women leadership is more widespread. They think that female leaders can create a safer, more positive learning environment for students, show more empathy and being much more flexible in comparison with man. They also think that if female head teachers and others in educational administration roles are numerous enough, it can only benefit the younger generations, especially girls and young women who grow up seeing women in leadership positions. On the second place among the employment sectors where women take leadership positions is Business, on the third place – Production Industry. And the smallest percent of students (10 %) gave the preference to Healthcare.

CONCLUSIONS

This study has being able to find out the influence that society, culture and beliefs could have on the leaders in organization and the overall effects on the performance of leaders. It has been concluded that the current economic, political and sociocultural processes happen in a modern world change the specifics of women involvement into professional life.

One major objective of this study was to look at the influence of sociocultural factors on female leadership development in different countries. Even though globalization processes have a great impact on gender equality the women still face additional challenges in taking leadership positions because of traditional stereotypes, values, beliefs which exist in a specific society. We have found that in Russia the traditional values of Russian woman-mother (love for family, children, compassion) are transforming to the values which assist the professional development of woman.

Result of the survey showed that most of female students have a positive attitude to a female leadership. Students remarked that women can be great leaders as they enhance collaboration, motivate and inspire their co-workers, and more disposed to emphasize collaboration and communication. In educational sector women-leaders can create a more supportive and inclusive environment. The students also expressed an opinion that female leaders should be responsible, reasonable, conscientious. It's very important for women-leaders to control their emotions. This ability, in student's opinion, will positively affect the relationship at work, women with high level of emotional intelligence succeed at work, and achieve their career goals.

We offered the continuous pedagogical system of female leadership development in the context of sociocultural inclusion. The specifics of the system implementation depends on many factors, such as: public policy on gender equity, ethno-cultural specifics of the country including mentality, traditions, values and beliefs, ethno-pedagogical practice. The findings of this study have big implications for educational organizations and pedagogues for designing their own

pedagogical system of female leadership development based on sociocultural background of their country.

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