

# Gender Aspects of Leadership of Higher Education Students

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**Abstract:** The study explores gender aspects of leadership among higher education students, focusing on future social workers in Ukraine. Leadership development is influenced by socio-psychological and gender factors, with student years being a critical period for cultivating organizational skills. Despite global gender inequalities in higher education leadership, the role of extracurricular activities in shaping egalitarian values among students remains underexplored. The study involved a survey of 100 female and 100 male students majoring in Social Work at Pavlo Tychyna Uman State Pedagogical University. A questionnaire, "Study of Gender Aspects of Leadership of Higher Education Students," assessed relationships, childhood experiences, activism, leadership self-perception, collaboration preferences, and success motivators. Data were processed and analyzed using charts to identify gender-based patterns. Findings indicate no significant gender differences in leadership effectiveness, though boys excel in certain roles and girls in others. Both genders demonstrate egalitarian values, with 80% of girls and 99% of boys recognizing extracurricular activities as key to leadership development. Girls prioritize self-development and empathy, while boys emphasize fairness and perseverance, reflecting diverse leadership styles. Extracurricular activities effectively foster leadership skills among students, supporting personal growth and social sensitivity regardless of gender. Future research should explore international practices and programs to support graduates, addressing gender-related barriers to enhance leadership potential in social work.

**Keywords:** activity, education, extracurricular activities, gender, higher education institution, leadership, students, social worker.

## Introduction

It is important to study the socio-psychological and gender factors that influence leadership, to establish cause-and-effect relationships between leadership and its determinants, which will make it possible to develop means of managing this phenomenon and identify ways to optimize it. It is the student's age that is the most sensitive for the formation of successful organizational leaders, so it is important to conduct theoretical and methodological research on the phenomenon of leadership, as well as to develop practical recommendations for the implementation of special programs and activities in higher education institutions.

Numerous scientific studies have shown that leadership is genetically determined and most clearly diagnosed in childhood and adolescence. Therefore, it is important to identify, develop a "successful leader" and implement it in specific situations of the student and youth environment, not in the status of a manager.

## Literature review

Leadership is interpreted as a relationship of domination and subordination, influence and following in the system of interpersonal relations in the group, while at the same time it is a personalized form of control and integration of all

mechanisms and methods of social and psychological influence in order to achieve maximum effect in group activities and communication (Chernyshova, 2014, pp. 86–87).

Research confirms that the level of development of the group directly affects the quantitative and qualitative growth of leaders: the higher the level of development of interpersonal relations, organizational culture, intellectual and emotional component in the group, the more favorable the environment for identifying leaders and involvement in various areas of the team's life (Martseniuk, 2022).

The study of the phenomenon of leadership is important from the perspective of gender issues, due to the existing contradictions between the existing ideas about the models of leadership behavior of boys and girls and the existing demands on the behavior of girls' leaders and boys' leaders.

“UNESCO IESALC Report on Gender Inequality in Higher Education” asserts that gender inequality remains a universal issue in higher education. Specific recommendations include collecting and sharing data on female participation in HE, implementing diversity policies, and empowering women to reach leadership positions (UNESCO, 2021).

Research indicates that women are under-represented in senior leadership roles in UK HEIs. Structural issues affecting women's career progression include gendered organizational cultures, cognitive bias, and homosocial norms. The use of executive search firms (ESFs) in recruitment and selection for senior HEI appointments is increasing. Analyzing ESFs' involvement from a gender equality perspective can lead to better equality outcomes (Manfredi et al., 2019).

Leadership development programs in higher education explore perceptions of transformational leadership across gender and role types. These programs aim to enhance leadership skills and promote inclusivity (Lamm et al., 2021).

Gender stereotypes influence how women perceive themselves in leadership situations. These stereotypes impact behavior and expectations, affecting women's leadership opportunities (Madden, 2011).

Women engage in leadership across various roles: teaching, research, and management. However, their participation is unequal in each role. Women often take on more teaching responsibilities, which require support and mentoring. Despite equal access to higher education, women face barriers in advancing to leadership positions. Literature highlights factors such as the “female advantage,” internal and external barriers, and the glass ceiling (Meza-Mejia et al., 2023).

Women leaders emphasize competence and experience as crucial factors for leadership accession. They express a need for mentoring, measures to address discrimination, and greater visibility (Diab, et al., 2024).

Efforts should focus on collecting and sharing data on female participation in HE, implementing diversity policies, and empowering women through mentorship to reach leadership positions (UNESCO, 2021).

Addressing gender aspects in leadership within HEIs requires concerted efforts to break down barriers and promote inclusivity. Initiatives like the UGC program in India demonstrate progress, but ongoing work is essential to create equitable opportunities for all (Chanana, 2020; UNESCO, 2021)

So, addressing gender aspects in leadership within higher education institutions is crucial for achieving equity and inclusivity. Efforts to break down barriers and promote women's leadership are essential for creating a more balanced and representative academic environment.

Gender studies of leadership are motivated to be carried out in the context of training future social workers who are agents of change in the lives of individuals, families, communities, and thus agents of change in society. At the same time, in their professional activities, they try to avoid any form of discrimination, in particular on the basis of gender, which affects the prospects for anti-discrimination social services. At the same time, reforming the social protection system in Ukraine requires targeted training of social workers who will be involved in future management activities in the social sphere. Therefore, it is important to create conditions for identifying talented leaders from the “student's bench” and provide them with social and psychological support to train effective social work managers.

At the same time, the scientific literature lacks a special study of gender aspects of leadership qualities of students who receive higher education in the specialty “Social Work” in Ukraine.

**The purpose of the article** is to theoretically substantiate the program of social and psychological support of leadership among future social workers in a higher education institution, to find out the gender aspect of leadership and its impact on the identification and dynamics of leadership qualities in girls and boys.

To achieve the aim of the research, the following tasks were solved:

- 1) to study the theoretical aspects of leadership of higher education students;
- 2) to identify gender peculiarities of leadership of students of higher education institutions;
- 3) to summarize the practical experience of organizing extracurricular activities of future bachelors of social work in the formation of leadership skills;
- 4) to propose effective ways to develop the leadership skills of students.

## Research methods

An important characteristic of leadership is that it is genetically laid down and manifests itself from preschool age. Therefore, it becomes important to identify, develop a successful leader and realize his or her potential in specific situations of students and youth, rather than in the status of a manager. Therefore, educational institutions, in particular higher education, face the issue of developing and providing social and psychological support programs for leaders among students. At the same time, the issue of taking into account the gender aspect in the formation of the personality of a girl leader and a boy leader, the conditions for actualizing and developing their leadership potential, its impact on the student group, motives of behavior, problems and difficulties related to leadership remains unexplored.

The Faculty of Social and Psychological Education (FSPE) of Pavlo Tychyna Uman State Pedagogical University trains social workers (the educational program “Social Work. Management of a Social Service Institution”) and provides Cherkasy, Vinnytsia, Kirovohrad, Odesa, Mykolaiv, and Kyiv regions with the appropriate personnel. If we analyze the quantitative composition of graduates by gender, the largest percentage is given to girls – 73%, boys – 26%.

Our study is based on the results of a survey of future bachelors of all years of study majoring in Social Work at the Faculty of Social and Psychological Education of Pavlo Tychyna Uman State Pedagogical University (Ukraine). The survey involved 100 female and 100 male students. The survey method was a questionnaire. Initially, a questionnaire “Study of Gender Aspects of Leadership of Higher Education Students” was developed, which included the following questions:

1. What is your relationship with your parents?
2. What was your childhood like?
3. Were you an activist during your school years?
4. Are you a member of the centers operating at the faculty?
5. Do you consider yourself a leader?
6. With whom do you feel comfortable working?
7. What is your motivator for success?

Each question in the questionnaire was accompanied by answer options, as well as the field “Your answer”. The survey results were processed, grouped and combined in charts. The description and analysis of the numerical values presented in the charts formed the basis of the practical part of our research.

## Results and Discussion

As a rule, the gender stereotype about two styles of management is firmly rooted in society, which affects popular approaches to understanding leadership as a precondition for managerial activity: masculine (characterized by competitiveness, hierarchical power structure, high control by the leader and analytical, unemotional way of solving problems) and feminine (characterized by cooperativeness, cooperation between the leader and subordinates, low control by the former and solving problems with the help of intuition and empathy, not just logic) (Veselska, 2014; Kravchenko et al., 2021). At the same time, the existence of a “glass ceiling” as a sign of an invisible and formally unmarked barrier that limits women’s career advancement remains a significant problem in realizing women’s potential.

Girls are more likely to face the problem of equal opportunities for academic growth, encouragement to lead due to marital status or childbirth. Most girls and women leaders try to combine their studies, career development and personal life, but often fail to achieve harmony in this dichotomy. Therefore, models and norms of a balanced lifestyle and successful integration of female students in the context of higher education, civic engagement, family life, and child-rearing obligations require a separate study. Therefore, it is important to take this aspect into account in the educational activities of higher education institutions, which will allow girls to realize the values necessary for their future life in terms of building interpersonal relationships with their career aspirations for leadership, providing opportunities to build their own careers in favor of a full life and professional integration into society.

The above is actualized by the adoption in our country of the Law “On Ensuring Equal Rights and Opportunities for Women and Men” (2005), which aims to achieve parity of women and men in all spheres of society through legal provision of equal rights and opportunities for women and men, elimination of gender discrimination and application of special temporary measures aimed at eliminating the imbalance between the ability of women and men to exercise equal rights.

Thus, along with providing educational services, higher education institutions ensure the functioning of a youth environment where socially active, proactive youth – the future elite of the country – would be generated, while at the same time acting as centers for overcoming any barriers and stereotypes for personal growth, regardless of health status, gender, religious beliefs, etc.

This can be achieved through the development and practical implementation of programs for the formation of potential leaders among students, taking into account the gender aspect, providing favorable opportunities for female leaders and male leaders, providing social and psychological support, creating innovative structural units and associations, encouraging and enabling students to use these structures.

In general, leadership in a student group manifests itself differently in each course. In addition to the official leadership roles of the head of the group and the trade unionist, informal leadership plays a greater role as a form of self-management of the group. In the first year, leadership functions are usually performed by the chairman of the student council, headmen, and trade unionists, which is mostly satisfactory for freshmen. Third-year groups are characterized by a disconnect between official and unofficial leadership, and in the fifth year there is a gradual decline in intragroup activity, which is naturally perceived by students. At this time, the influence of official leaders in the group decreases.

Studies on gender management show that there are no fundamental differences between boys and girls in terms of management and leadership effectiveness, but in some situations and roles, boys are more effective, while girls are more effective in others (Semygina, & Yaroshenko, 2020).

Let's try to characterize and identify differences in leadership by gender, which motivates the need to compare both sexes in terms of similar characteristics, because their absence does not mean complete similarity, as the difference may be small, depending on the conditions, factors and environment, etc. Research is important for identifying the characteristics inherent in boys and girls not for the sake of contrasting them, but for taking these differences into account in harmonizing relationships in a diverse society (Kravchenko, & Voitovska, 2022; Kravchenko et al., 2022).

Boys and girls are compared according to various parameters – from psychophysiological and neuropsychological to socio-psychological characteristics – the goal is to establish differences and similarities, to identify the originality of the sexes, and specific characteristics of boys and girls. The paradigm used in this comparison is quite important – from establishing differences to identifying specificity and originality, including similarities (Hornstai, 2004; Kravets et al., 2023).

Let's find out the psychological characteristics of girls and boys. Modern research on attention shows a peculiar pattern of differences by gender: girls' superiority in selectivity, sustainability, and volume of attention, a focus on speed, and boys' on accuracy (in terms of volume, sustainability, and distribution of attention), boys' preference for working with new and girls' preference for working with old, patterned motivations, and girls' preference for “communicative attention” (to the thoughts and feelings of a partner). In terms of memory, differences are related to age and the material to be memorized, but in most cases there are no differences. There are no obvious differences in general intelligence, although boys' general intelligence has a clearly defined structure, with a dominant non-verbal component, while girls' intelligence is weakly integrated. In the case of language abilities, girls have a majority advantage, which is manifested in the ability to articulate and imitate, vocabulary, level of language development and language skills, language decoding, richness and correctness of associations, semantic understanding of language, psycholinguistic abilities, verbal intelligence in texts and reading performance. Girls also have advantages in the emotional sphere: higher levels of anxiety, greater interrelation of emotions with interpersonal relationships, greater sensitivity to negative life events, more frequent depression, greater brightness of positive emotions, etc.; boys tend to hide their emotions, especially negative ones, and are emotionally reserved (sometimes boys even outperform girls in emotionality, especially when it comes to such negative emotions as anger, contempt, and disgust). Boys have an advantage in the “masculine” aspect of self-esteem (related to physical development and dominance), while girls have an advantage in the feminine aspect (social sensitivity, communication skills). According to the results of experimental studies, boys are characterized by an instrumental style (problem-solving orientation), while girls are either expressive or a combination of both styles (Veselska, 2014; Kravchenko, 2020).

Thus, empirical evidence shows that girls have no less (and in some cases even more) potential for success, including in leadership. And the fact that the role of women in human history is much more modest than that of men should not be viewed from the standpoint of the latter's better abilities and talent, but rather from the fact that the socio-political conditions were different and women did not have equal opportunities to realize their potential. Humanistic guidelines for social progress involve creating equal conditions and opportunities for people, tolerating diversity and otherness, and taking into account the uniqueness of each individual (Kovalchuk, & Levchenko (Eds.), 2017; Voitovska, 2022).

In the context of finding effective ways to develop leadership qualities of young people in higher education institutions, it is advisable to take into account the following aspect: it is difficult to create an atmosphere of leadership within the educational process, as a number of formal factors stand in the way (requirements of the working curriculum, orientation of the educational material to the acquisition of a certain body of knowledge in the subject, fixed time of the academic pair, the personal factor of the teacher, etc.)

Therefore, it is only in the context of extracurricular activities that it is most optimal to organize activities aimed at identifying and developing leadership qualities in students. The most favorable environment for this is thematic centers and other professionally oriented organizations, on the basis of which temporary youth groups are formed.

In this direction, at the Faculty of Social and Psychological Education of Pavlo Tychyna USPU, students – future social workers are actively involved in innovative structural units whose purpose is integrative: in-depth theoretical study of professional cycle disciplines, formation of important professional competencies within the framework of students' involvement in various social work practices, creation of conditions for identifying student initiatives in the field of social support for vulnerable groups, support for organizations.

Among these structural units are the following:

1. Student Social and Psychological Service, the purpose of which is to organize volunteer work of future social workers in higher education institutions, prepare them for professional functions by involving them in charitable activities, support and development of social initiatives.
2. Center for Social and Educational Integration and Inclusive Rehabilitation and Social Tourism "Without Barriers", the purpose of which is to consolidate the efforts of the relevant structural units of the university, involved executive authorities and public organizations aimed at social and pedagogical support for persons with disabilities in their adaptation to the student and teaching staff, integration into the educational and social environment, creating conditions for self-development and self-realization, development of social activity, autonomy, responsibility.
3. National patriotic camp for students "Action" as a center of civic socialization of students – special attention is paid to the organization of social and psychological assistance to children and youth affected by military operations and armed conflicts.
4. The School of Social Experience "School of Social Knowledge" is a joint educational project of the Department of Labor and Social Protection of the Uman City Council and Pavlo Tychyna Uman State Pedagogical University aimed at improving the efficiency of social services, providing highly qualified social protection and support to vulnerable groups of the population, and introducing innovative technologies for the quality training of social work specialists.
5. The Family Education Center, which aims to develop scientific and methodological methods of effective family education, actively involve the teaching community and parents in the prevention of negative phenomena in the youth environment.
6. Experimental social and pedagogical platform in the context of rehabilitation and recreation – a joint project of the Pavlo Tychyna Ukrainian State Pedagogical University's Faculty of Social and Psychological Education and the State Enterprise "Ukrainian Children's Center "Young Guard", the goal of which is to assist in the adaptation and positive socialization of children and youth in difficult life circumstances by helping them to learn social norms and values in a temporary team.
7. The Gender Center is focused on the development and implementation of the gender educational component of the university's activities; providing information, training and educational services in the field of gender equality and gender approaches to students (with special attention to students with special educational needs) and faculty members.

8. The Center for Psychological Diagnostics and Training Technologies, created to identify professional interests, value orientations and priorities of pupils and students, develop their creative and intellectual abilities, provide psychological counseling support; organize and conduct psychological training programs to develop personal, professional and leadership potentials.

9. The Barvograi Leisure and Recreation Center for School Age Children is a joint project of the Department of Labor and Social Protection of the Uman City Council and the Faculty of Social and Psychological Education of Pavlo Tychyna Uman State Pedagogical University. The Center's activities are aimed at creating the necessary conditions for meaningful recreation, interesting leisure, healthy lifestyle, creative and spiritual development of children. It operates in summer during three camp shifts and covers children between the ages of 6 and 17. The peculiarity of the center's work is that children's leisure activities are organized on the territory of sports and playgrounds of the city's neighborhoods, in squares and parks.

10. START Youth Center, the main goal of the center is the comprehensive development and self-realization of young people in various spheres of public life, unlocking their potential, protecting their interests and rights; promoting social formation and development, professional orientation and organization of meaningful leisure, and supporting talented youth. The main tasks of the center are: creating conditions for creative development of the individual, intellectual self-improvement of youth; involving youth in scientific, artistic, sports, information and educational activities; interaction with youth and children's public organizations; ensuring the development of international youth cooperation.

An important condition for the activities of these structural units is the organization of a developing environment. To begin with, students attend introductory lectures organized by the above-mentioned centers, where they not only gain new knowledge but also have the opportunity to get involved in certain tasks. The most active and interested students are among the core group of students at a particular center, but this group is not constant – it can change depending on the topic of the event and the personal motives of the students. Usually, students who are active participants are encouraged by the possibility of receiving additional points in their studies of a particular discipline. Such leaders bring a spirit of accomplishment, creativity, and optimism to the youth environment. After all, participation in these structural units allows them to act as generators of ideas and organizers of various social activities upon returning to their academic groups.

Let's try to highlight the content and focus of the main events in which students are involved: Organization of competitions (City competition of social projects among pupils and students "RAZOM", Youth competition of pupils and students' research papers on gender issues, Student competition of videos "Make a dream come true", Regional competition in psychology "Family from A to Z", Professional Skills Competition "Social Worker of the Future", Student Project Competition on Inclusive Tourism "Traveling without Barriers", Student Video Competition on Academic Integrity), holding festivals (Festival of Social and Psychological Theaters "Hear! See!", Festival "The Best of the Best", Festival "Staging of V. O. Sukhomlynskyi's fairy tales on social and psychological issues", Festival of creativity of future teacher-organizers), a permanent seminar with leading specialists of the social sphere of the region (Department of Labor and Social Protection of the Population of Uman City Council, Uman District Center of Social Services for Children, Family and Youth, Department of Family and Youth Affairs of Uman City Council, Pension Service, Employment Service, etc. ), volunteering and holding charity events (Decade of Kindness on the occasion of New Year and Christmas holidays, Reception of St. Nicholas, thematic fairs, collection of humanitarian aid), project activities in the social sphere (development and implementation of social projects within the framework of the "Make a Child's Dream Come True" and "No Barriers" competitions, designing of the first-year students' project "My Student Years"), patronage of shelters and rehabilitation centers (Regional Center for Social and Psychological Rehabilitation of Children in Uman, Center for Social Rehabilitation of Disabled Children "Prolisok" of the Department of Labor and Social Protection of the Population of Uman City Council), Uman, the Center for Social Rehabilitation of Disabled Children "Prolisok" of the Department of Labor and Social Protection of the Uman City Council), events to identify student initiatives (national-patriotic camp, meaningful events dedicated to the Day of the Psychologist, Day of the Social Worker, Family Day, Mother's Day, Father's Day, City Day, Student Day based on students' ideas and suggestions), activities to include vulnerable groups of young people (organization of excursions within the framework of the inclusive tourism program, Festival of Creativity "We are equal. I and You Will Be Together", social and psychological support for orphans, students with disabilities, internally displaced persons, etc.), social and psychological support for orphans, students with disabilities, internally displaced persons, etc.), training activities (participation in trainings both within the university (Festival of Trainings, basic training "Youth Worker") and at events of national and international levels), cultural and leisure activities (organization and holding of concerts, festive events, flash mobs, talk shows, quests on the occasion of Valentine's Day, Humor Day, Student's Day and

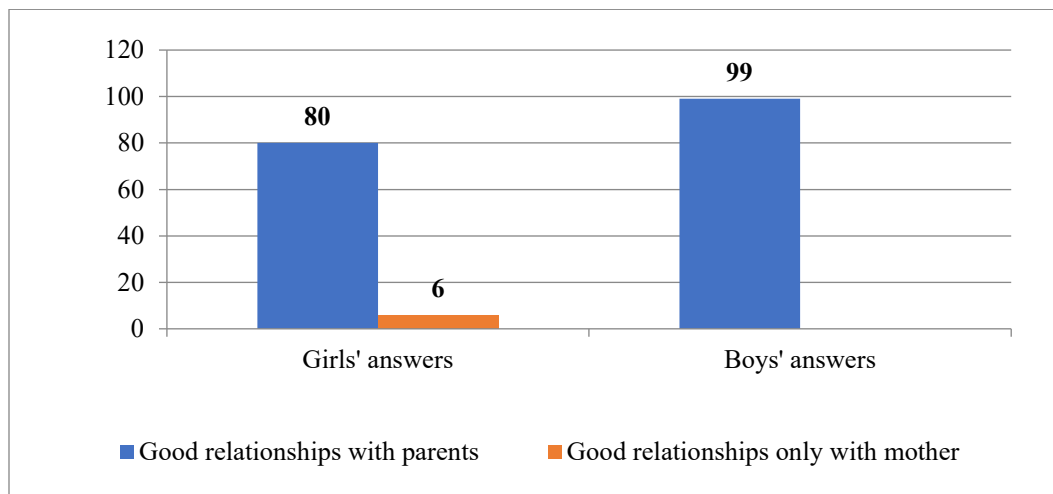
other holidays, film lectures), intellectual and scientific activities (participation in the competition “The Smartest Faculty”, in the activities of the Student Scientific Society, scientific clubs, All-Ukrainian competitions of scientific papers and Olympiads in the specialty “Social Work”) (Safin et al., 2021; Faculty of Social and Psychological Education, 2023).

Thus, during their studies, each academic group participates in various competitions, charity events, and project tasks. And at the end of the academic year, the “Best of the Best FSPE” Awards Ceremony is held annually, during which the best students receive the titles of the “Best Student of the Year”, the “Best Head of the Year”, the “Best Group of the Year”, the “Best Volunteer of the Year”, the “Best Scholar of the Year”, the “Discovery of the Year”, etc.

Such an atmosphere of creativity and meaningful extracurricular activities is conducive to identifying and nurturing proactive, talented young people who have the opportunity not only to demonstrate their organizational and leadership skills, but also to improve them in accordance with their specialty and future professional activities. The above-mentioned activities are focused on helping vulnerable groups, social development and community well-being. Therefore, along with academic knowledge, students have a unique opportunity to develop important professional competencies, as well as leadership skills and managerial experience in implementing interesting social work practices.

It is worth noting that the students of the faculty are participants in the project of the Department of Family and Youth Affairs of the Uman City Council “Academy of Youth Leader”. The Academy participants get acquainted with the work of services, departments and divisions of the Uman City Council, have the opportunity to attend meetings of the executive committee, sessions of the city council, personal receptions of the mayor, utilities, and social institutions. The “One Day with the City Mayor” program, which was held as part of the Student’s Day events, was interesting and informative.

A survey was conducted among the students of the faculty, the results of which indicate the following: the contingent of students by gender and geographical factor – 53% of female students are from rural areas, and 64% of boys, respectively. 80% of girls have good relationships with their parents, 6% have good relationships with their mothers only. The situation with boys is radically different, as 99% of them indicated that they had good relations with their parents (Figure 1).

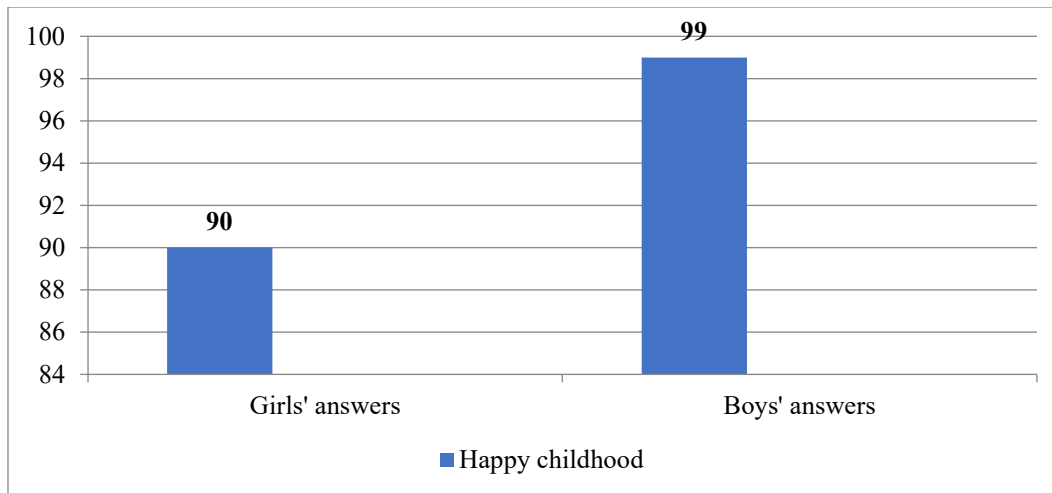


**Figure 1.** Distribution of answers to the question “What is your relationship with your parents?”

Source: Results of a survey conducted by the authors.

Equally, 56% of girls and boys indicated that their parents played an important role in their personal development (among girls, 2% indicated only such support as advice, assistance in choosing a profession, and assistance in paying for school).

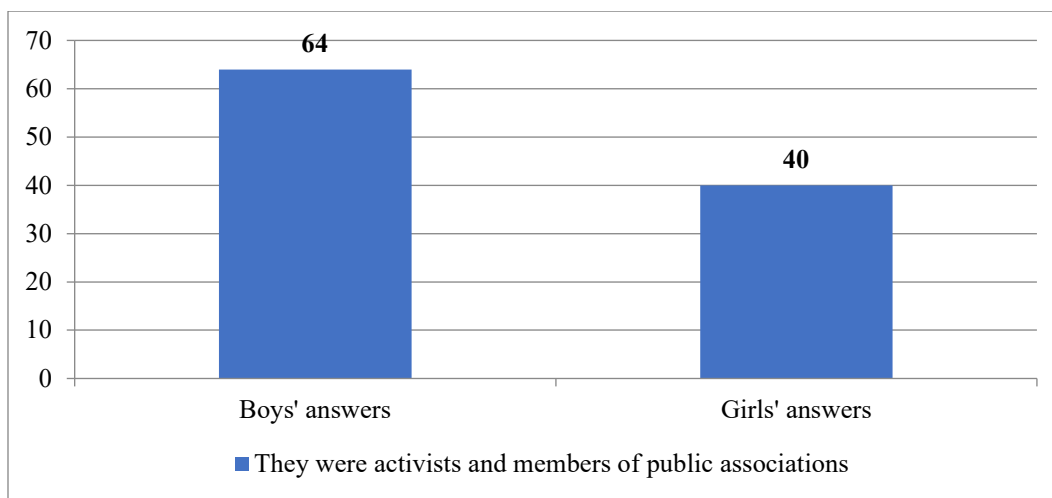
90% of girls said that they had a happy childhood, while the figure for boys was better – 99% (Figure 2).



**Figure 2.** Distribution of answers to the question “What was your childhood like?”  
Source: Results of a survey conducted by the authors.

Among girls, in 1.5% of cases, one of their parents held a leadership position, and among boys, this figure is also much higher – 37%.

40% of girls were activists and members of public associations during their school years, and 64% of boys, respectively (Figure 3).

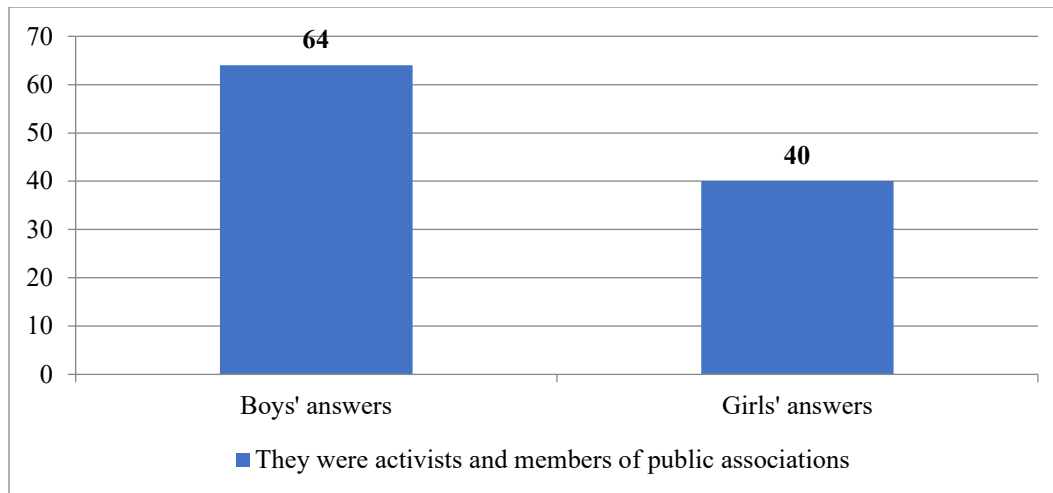


**Figure 3.** Breakdown of answers to the question “Were you an activist during your school years?”  
Source: Results of a survey conducted by the authors.

About 45% of both girls and boys have been involved in management activities during their studies at university, either as a head of an organization, an organizer of an action, etc.

About 30% of girls and 54% of boys are members of centers operating at the faculty (Figure 4).

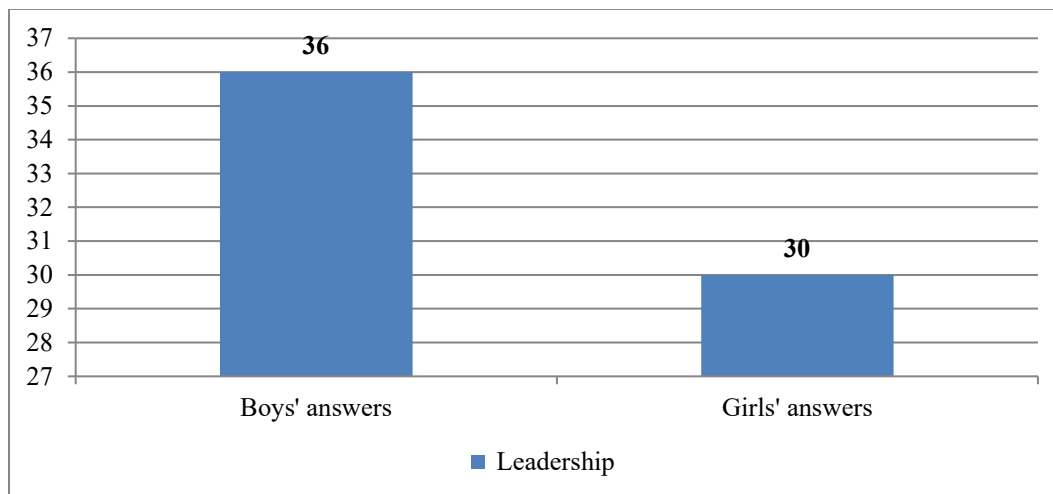




**Figure 4.** Distribution of answers to the question “Are you a member of the centers operating at the faculty?”  
Source: Results of a survey conducted by the authors.

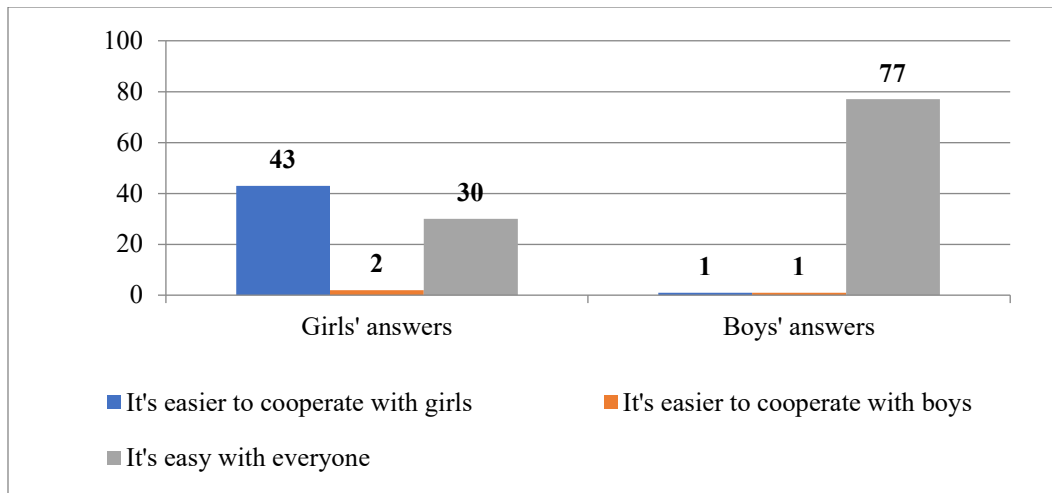
Among the events that students participated in were: volunteer work, freshman initiation, training activities, excursions, “We are equal among ourselves”, the festival of teacher-organizers’ skills, charity events, gender competition, The Best of the Best, the Miss FSPE.

The 80% of female students believe that participation in these events and extracurricular activities in general contributes to the formation of students’ leadership skills, while among boys this figure is 99%. Almost the same number of both girls (30%) and boys (36%) consider themselves leaders and are convinced that this potential has been realized at the university (Figure 5).



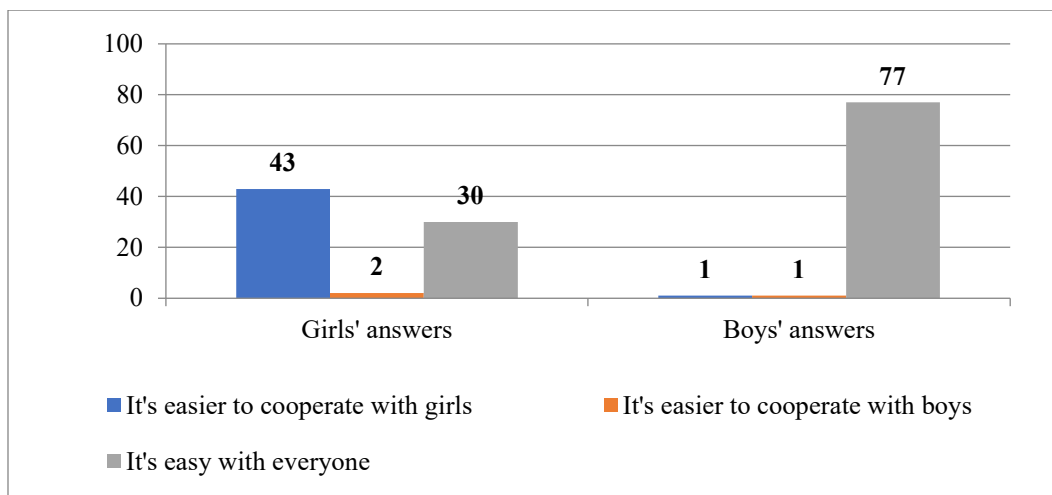
**Figure 5.** Distribution of answers to the question “Are you a leader?”  
Source: Results of a survey conducted by the authors.

47% of girls indicated that they would like to be a head of a social care institution in the future, 54% of boys, respectively. As a rule, those who consider themselves to be a leader want to be the head of a social service institution in the future (80%). 43% said that it is easier to cooperate with girls, 2% – with boys, 30% – with both equally easily. For boys, these rates are quite different: 77% said that there was no difference with whom to work, 1% said it was easier to work with girls, and 1% said it was easier to work with boys (Figure 6).



**Figure 6.** Distribution of answers to the question “Who do you feel comfortable working with?”  
Source: Results of a survey conducted by the authors.

For girls, the “motivators” for success are: an award – 0.1%, a scholarship – 0.1%, 66% of answers are directed to the future – to reach the top, to prove themselves, to have the opportunity for self-development and self-realization, to ensure a decent future. For boys, 46% of answers were directed to the future (Figure 7).



**Figure 7.** Distribution of answers to the question “What is a motivator for you to achieve success?”  
Source: Results of a survey conducted by the authors.

Among the qualities that are pronounced and contribute to success, girls mentioned: desire for self-development, responsibility, independence, organization, stress resistance, confidence, purposefulness, speed, sincerity, kindness, tolerance, communication skills, determination, sensitivity, courage, empathy, self-criticism, optimism.

The boys identified personal qualities that are pronounced and help them achieve success: honesty, fairness, friendliness, generosity, sociability, sincerity, responsibility, activity, honesty, empathy, punctuality, perseverance, politeness, stubbornness, perseverance, patience, courage, tact, optimism, benevolence, kindness, self-control.

## Conclusions

Thus, the theoretical analysis of the research problem, generalization of practical experience in organizing meaningful and multifaceted extracurricular activities of future social workers, as well as the study of feedback from students on the effectiveness of such activities, allows us to state that the outlined conditions contribute to the formation of personal and leadership neoplasms of future successful leaders, the development of personal potential, “social sense” – social sensitivity to people, problems of the region, country; development of the ability to influence the successful

construction of one's life; and also actualize leadership qualities: demonstration of organizational skills; pronounced motivation to succeed; communication competence; aptitude for organizational activities with people of different ages; use of social and psychological technologies to influence the individual and the team.

In terms of gender management, there are no fundamental differences between boys and girls in terms of management and leadership effectiveness, but in some situations and roles, boys are more effective than girls, and in others, girls are more effective. In general, young people tend to have egalitarian values and no beliefs against women's leadership.

Perspective directions of the study include the study of foreign experience in university work on the formation of leadership qualities in girls and boys; development of programs to support university graduates in their first job and tracking the dynamics of leadership aspirations after graduation; theoretical substantiation and practical implementation of programs for the development of leadership qualities in youth with gender-related disabilities.

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