

## Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

# TECHNOLOGIES FOR DEVELOPING AND ENHANCING LEADERSHIP COMPETENCE IN FEMALE PEDAGOGUES

Sarvinoz Sadiq qizi Rahimova

Doctoral Candidate, Navoi State University (NavDU)

g-mail: sarvinozrahimovaa@gmail.com

+998934373878

### Abstract

The article scientifically substantiates the relevance of improving the managerial competence of female educators in their leadership activities within the modernization process of the education system in the context of New Uzbekistan. It analyzes the theoretical foundations of the concept of "competence," its structural components, as well as gender stereotypes and other factors influencing the activities of female leaders in education. As a result of the research, a five-stage technology for developing managerial competence in female educators was elaborated, based on person-centered, gender-sensitive, and innovative principles. Modern methods such as coaching, mentoring, facilitation, "Agile management," and "Design Thinking" are proposed for the practical implementation of the technology. The significance of using T. Ehlers' "Leadership Motivation Test" at the diagnostic stage is highlighted. This technology aims to enhance the quality and effectiveness of education by systematically developing the transformational leadership capabilities of female educators.

**Keywords:** Female educators, leadership competence, managerial competence, New Uzbekistan, gender-sensitive approach, transformational leadership, mentoring, coaching, Agile, Design Thinking, T. Ehlers test.

## Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

### Introduction

In the process of modernizing the education system of New Uzbekistan, improving the management competence of female pedagogues in leadership activities has become one of the priority directions elevated to the level of state policy. This is because women's active participation in educational management not only ensures gender equality but also directly influences the management culture of educational institutions, public trust, and the quality of the educational process. [1;45] The concept of “**competence**” is interpreted in scientific literature as a multifaceted and integrative category. The Latin words *competentia* or *competere* mean “to correspond,” “to be suitable,” “to be capable,” and “to be able to perform practical activities.” [2;45]

Beginning in the 1960s–1970s, scholars such as John Raven, David McClelland, Richard Boyatzis, and Benjamin Bloom studied the phenomenon of competence. In their works, competence was associated not only with an individual's knowledge but also with the real ability to apply that knowledge and the readiness to make decisions appropriate to specific situations. [3;67]

The main structural components of competence include:

1. **Knowledge system** – concepts, theories, and both general and specialized knowledge.
2. **Skills** – the ability to retain and apply knowledge in practice and to generate solutions appropriate to a problem.
3. **Values** – an individual's attitude toward activity and motivation.
4. **Personal qualities** – willpower, leadership, initiative, and communicative ability.
5. **Reflection** – the ability to analyze one's own activity, recognize mistakes, and strive for improvement. [4;102]

Today, the term **competence** has been accepted in the education system of Uzbekistan—particularly in higher education institutions—as a key category that defines the essence of the competency-based approach. In recent years, research

## Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

related to the managerial competence of female pedagogues has gained particular relevance at the level of state policy. The main reason for this is the need to enhance women's leadership potential in the education system, ensure gender equality, and actively involve them in management processes.

### Discussion and Results

In scientific literature, **management competence** is interpreted as the following set of abilities:

- the ability to plan and organize the educational process;
- competence in making managerial decisions;
- communicative and social maturity;
- teamwork and leadership skills;
- monitoring and evaluation of the pedagogical process;
- intellectual and emotional stability. [5;88]

The following factors influence the managerial experience of female pedagogical leaders:

1. **Gender stereotypes** – social perceptions often associate leadership with “masculine qualities.”
2. **High emotional load** – since women often demonstrate higher emotional sensitivity, additional psychological pressure may arise in the management process.
3. **Multiplicity of social roles** – the combination of family responsibilities, child upbringing, professional duties, and social activity directly affects the management process. [6;111]
4. **Issues of self-assessment and confidence** – many studies show that female leaders may sometimes underestimate their own capabilities.

Therefore, the technology for improving management competence among female pedagogues should be designed on the basis of a **gender-sensitive approach**.

## Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

The **integrative model of management competence** consists of the following components:

### 1) Cognitive component

- educational management;
- leadership theories;
- principles of organizational and social management;
- fundamentals of pedagogical conflictology. [7;52]

### 2) Operational–practical component

- decision-making techniques;
- delegation of responsibilities;
- team management;
- pedagogical monitoring and project design.

### 3) Communicative–competitive component

- effective communication technologies;
- conflict management;
- facilitation skills;
- gender-sensitive communication.

### 4) Personal–axiological component

- system of values;
- aspiration for leadership;
- motivation for self-development. [8;77]

### 5) Reflexive–regulative component

- analysis of one’s own activities;
- working on mistakes;
- development of a personal development program.

## Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

This model will subsequently serve as the foundation for developing the technology.

The technology aimed at female pedagogues is built on the following principles:

### **1. Principle of a learner-centered approach**

The psychological characteristics, life experience, family conditions, and social environment of each pedagogue are taken into account.

### **2. Principle of a gender-sensitive approach**

The opportunities, barriers, and motivational mechanisms of women in management are analyzed in depth.

### **3. Principle of innovation**

Modern technologies are applied in management, including:

- facilitation,
- coaching,
- mentoring,
- Agile Education Management,
- Design Thinking.

### **4. Principle of the competency-based approach**

Educational outcomes are evaluated through clearly defined competencies.

### **5. Principle of continuity of development**

Competence is not formed once and permanently but is continuously improved and developed. [9;96]

The following methods may be applied in the practical part of the technology:

## Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

### Coaching technology

- goal setting;
- identifying strengths;
- revealing leadership potential;
- making decisions based on the GROW Model.

**Mentoring technology.** An experienced female leader teaches leadership skills to a young female pedagogue.

**Facilitation technology.** Facilitating group decision-making, managing teams, and activating the flow of ideas.

**Case-study method.** Analyzing various management problems and finding solutions to real educational situations.

**Role-play methods.** Modeling leadership situations and developing decision-making skills.

### Agile management approach

- flexible planning;
- managing teams through sprints;
- working with small groups.

### Design Thinking approach

- empathy;
- problem identification;
- idea generation;
- prototyping;
- testing.

This approach enables creative solutions to pedagogical problems.

## Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

### Competency-based trainings

- leadership;
- conflictology;
- communication management;
- stress management;
- Time Management.

In order to effectively implement the technology for developing management competence among female pedagogues, it is important to structure it sequentially, systematically, and based on diagnostic criteria. This technology is grounded in psychological and pedagogical principles, a gender-sensitive approach, and the principles of competency-based education. [10]

In order to determine the level of formation of management competence among female pedagogues, as well as to assess their individual leadership motivations, internal resources, and psychological readiness, a number of internationally recognized psychodiagnostic methods can be used. In particular, the **Leadership Motivation Test** developed by Thomas Ehlers is considered effective.

This test, developed by Thomas Ehlers, is a psychological diagnostic tool aimed at identifying a leader's internal motives, interest in decision-making, level of initiative, the need to influence others, and sense of responsibility. [11;112] According to Ehlers, leadership is not merely a combination of competencies but also a form of activity determined by an individual's internal motivational orientation.

The theoretical basis of this test is grounded in three main motives:

1. **Power motivation** – the need to manage others, exert influence, and occupy a leadership position.
2. **Achievement motivation** – the aspiration to achieve high results, demonstrate one's abilities, and strive for success.
3. **Affiliation motivation** – the need for communication, teamwork, social relationships, and support. [12;68]

## Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

The **Ehlers Achievement Motivation Test**, often referred to as the “**Leadership Motivation Test**” or simply the “**Motivation Test**,” is widely distributed in Russian under the title “Test-oprosnik T. Ehlersa dlya opredeleniya motivatsii k dostizheniyu uspekha” (T. Ehlers Questionnaire for Determining Motivation for Achievement). This test is designed to assess the motivation level of individuals aspiring to leadership positions, particularly their motivation to achieve success. The test consists of **41 questions**, each of which requires a “**Yes**” or “**No**” answer. Each response is assigned a specific score, and the total score reflects the individual’s level of motivation to achieve success

### Structure and Questions of the T. Ehlers Leadership Motivation Test (Motivation for Achievement of Success)

#### Instruction:

Answer the following questions with “**Yes**” or “**No**.” Do not think too long about your answers; choose the first response that comes to mind.

1. Do you usually set an average or high level of expected results in your actions?
2. When faced with difficult problems, do you try to solve them?
3. Are you dissatisfied with work that you may fail to complete on time?
4. Are you persistent in performing difficult tasks?
5. If you fail to solve a difficult problem, do you rarely worry about it?
6. Do you strive to demonstrate results and success in your work?
7. Do failures motivate you to take action?
8. Is your work distinguished by persistence and efficiency?
9. Do you work effectively in a competitive environment?
10. Do you usually strive to be like successful people?
11. If you know that your actions will not lead to success, do you limit yourself?
12. Do you like to talk proudly about your successes?
13. If failure occurs, do you blame the person who assigned the task to you?

## Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

14. Do you consider your life to be a series of successes and failures?
15. Do you constantly strive to learn new things?
16. Do you work continuously in order to achieve better results?
17. After work, do you usually continue to think about it?
18. Are you independent when making decisions?
19. Do you become nervous if the results are worse than usual?
20. If you fail, do you blame yourself?
21. Do you strive to achieve high results in your work?
22. Are you attracted to difficult tasks?
23. Do you try to complete your work even if something is not working properly?
24. Do you strive to achieve success in work that is important to you?
25. Do you never want to start a task if you think you are not the right person for it?
26. Do you tend to associate with people who have experienced failure?
27. When facing difficult problems, do you remain calm and not rush?
28. Are you competitive at work?
29. Do you usually become discouraged in problematic situations?
30. Is your work characterized by persistence?
31. Are you determined when completing tasks?
32. Does failure motivate you to act in another direction?
33. Is your work distinguished by its effectiveness?
34. Do you accept failures without falling into despair?
35. Do you have a strong desire to achieve success?
36. If you make a mistake, do you feel worried?
37. When solving difficult tasks, do you often ask for help?
38. Are there successful people among your friends or colleagues?
39. Do you make little effort to achieve success?
40. Is your character distinguished by persistence?
41. Despite failures, do you continue striving to achieve your goals?

## Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

### Scoring Procedure

For the following questions, **1 point is given for the answer “Yes”**:  
1, 2, 4, 6, 7, 8, 9, 10, 12, 15, 16, 17, 18, 19, 21, 22, 23, 24, 28, 30, 31, 32, 33, 35,  
36, 38, 40, 41.

For the following questions, **1 point is given for the answer “No”**:  
3, 5, 11, 13, 14, 20, 25, 26, 27, 29, 34, 37, 39.

### Interpretation of Results

- **1–10 points:** Low motivation to achieve success. Such individuals usually do not demonstrate initiative, tend to avoid risks, and are reluctant to take responsibility for difficult tasks.
- **11–16 points:** Below-average motivation for achievement. There is a desire to succeed, but persistence and initiative may be insufficient.
- **17–20 points:** Average motivation for achievement. Individuals are generally self-confident and ready to face difficulties; however, the motivation to constantly strive for high results may sometimes be lacking.
- **21–26 points:** High motivation for achievement. Such individuals set high goals, are not afraid of difficulties, and demonstrate persistence and initiative.
- **27–41 points:** Very high motivation for achievement. This level is characteristic of high-level leaders and individuals strongly oriented toward success. They constantly strive for development and self-improvement; difficulties do not stop them but rather inspire them.

Furthermore, the proposed technology is presented as a **five-stage structural model**, which includes: diagnostic–analytical, goal and outcome design, structural–competency development, practical–integrative activity, and reflexive–evaluation stages. In ensuring the effectiveness of this technology, particular emphasis is placed on the use of internationally recognized psychodiagnostic methods—especially the **T. Ehlers Leadership Motivation Test** developed by Thomas Ehlers—during the diagnostic stage. This test makes it possible to determine the level of leadership motivation among female

## Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

pedagogues (high, medium, or low) and thereby allows subsequent development programs to be directed according to their individual needs.

Conclusion. The developed technology and its methodological foundations create a solid basis for systematically enhancing the transformational leadership abilities of female pedagogues. This contributes to the training of competent, initiative-driven, and modern educational managers within the education system of Uzbekistan, ultimately leading to a new stage in improving the quality and effectiveness of education. In the future, conducting large-scale practical approbation of this technology and carrying out an in-depth scientific and pedagogical analysis of its impact on educational practice will remain important directions for further research

### References

1. Vazira Karimova. Gender Psychology. Tashkent: Fan Publishing House, 2021. p. 45.
2. Islam Karimov. High Spirituality – An Invincible Force. Tashkent: Ma'naviyat Publishing House, 2008. p. 45.
3. David McClelland. Human Motivation. Cambridge: Cambridge University Press, 1987. p. 67.
4. Daniel Goleman. Emotional Intelligence. New York: Bantam Books, 1995. p. 102.
5. Paul Hersey and Kenneth Blanchard. Management of Organizational Behavior: Leading Human Resources. Prentice Hall, 2013. p. 88.
6. B. Hasanov. Fundamentals of Pedagogical Diagnostics. Tashkent: Fan Publishing House, 2018. p. 111.
7. N. Ziyodova. Management Competence in Education. Navoi, 2022. p. 52.
8. S. O'rinova. Technologies for Developing Leadership Qualities in Pedagogues. Tashkent: Yangi Asr Avlodi, 2023. p. 77.

## Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

9. Michael Fullan. *The New Meaning of Educational Change*. New York: Teachers College Press, 2016. p. 96.
10. John Whitmore. *Coaching for Performance* (4th ed.). London: Nicholas Brealey Publishing, 2009.
11. Thomas Ehlers. *Motivation und Führung: Psychologische Grundlagen der Mitarbeiterführung*. Berlin: Springer Verlag, 1999. p. 112.
12. Heinz Heckhausen. *Motivation und Handeln*. Heidelberg: Springer, 2006. p. 68.