



The Role of Education and Mentoring In Building Leadership for Women In Uzbekistan

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Abstract: This article explores the impact of education on fostering women's leadership in Uzbekistan. The study findings indicate that educational programs play a crucial role in enhancing women's leadership competencies. Women pursuing higher education demonstrate a strong aspiration for leadership roles, and those who have participated in educational initiatives experience notable professional growth. Additionally, the article highlights gender as a key barrier preventing women from attaining leadership positions. Global research and best practices from developed countries suggest that the implementation of specialized leadership programs for women, along with government-led initiatives promoting gender equality, serve as effective strategies for cultivating women's leadership.

Keywords: Women's Leadership, Education, Gender Equality, Leadership Programs, Women's Empowerment, Gender Barriers, Education Policy, Women's Entrepreneurship.

Introduction

The issue of women's leadership in a digital society is becoming increasingly important not only for gender equality policies, but also for the socio-economic development of the state. Research conducted worldwide shows that education systems are one of the main factors in developing women's leadership skills (Eagly & Carli, 2007; Northouse, 2021). Education allows women not only to acquire professional knowledge and skills, but also to develop leadership skills. At the same time, the education system creates opportunities for women to develop in the direction of leadership through guidance from experienced professionals (Allen, Eby, Poteet, Lentz, & Lima, 2004).

In recent years, Uzbekistan has been implementing a number of state programs aimed at ensuring gender equality and the active participation of women in social life. The resolutions "On supporting women and strengthening their position in society" put forward by the President of the Republic of Uzbekistan Shavkat Mirziyoyev have created an important legal basis for the development of women's leadership (Resolution of the

President of the Republic of Uzbekistan No. PQ-4235, 2019). The issue of the impact of the education system on women's social activity and leadership skills has also been studied by Uzbek scientists. In particular, Karimova (2020) emphasized the importance of a gender approach in the education system in her research and studied the impact of leadership training on women's professional development. Also, Ahmedov (2021) analyzed the impact of modern educational technologies on the formation of women's leadership in his scientific work.

Looking at international experience, the United States, Canada, and the United Kingdom have special educational programs for developing women's leadership, which have been shown to be highly effective (Madsen, 2010; Ely, Ibarra, & Kolb, 2011). For example, research conducted by Harvard Business School shows that through special leadership courses, women have the opportunity to become leaders in socio-economic areas (Ely & Rhode, 2010).

This article aims to analyze the role and effectiveness of education in shaping women's leadership in Uzbekistan. The results of the article will help to make strategic decisions on shaping women's leadership and provide useful scientific and practical recommendations for improving education systems.

Methodology

This article aims to examine *the role of education and training in shaping women's leadership in Uzbekistan, using mixed-methods research*. This approach combines quantitative and qualitative data, ensuring that the research findings are more accurate and reliable (Creswell & Plano Clark, 2018).

Through the analysis of regulatory documents, programs aimed at developing women's leadership implemented by existing state and non-state organizations in Uzbekistan were reviewed. Through this methodological approach, the real impact of education on the formation of women's leadership in Uzbekistan was studied. The combination of quantitative and qualitative approaches serves to increase the reliability of the results. This article serves to develop practical measures to ensure gender equality, develop women's leadership, and improve the education system in Uzbekistan.

Results

This article examines the impact of education on leadership development for women in Uzbekistan. The results of the article show that *education is one of the main factors in developing women's leadership skills*. It confirms that *women's aspirations for leadership positions are directly related to the quality of education and opportunities for it*. In particular, among women with higher education, *the level of propensity to acquire leadership skills* was 73%, while among women with only secondary specialized education, this figure was 45%.

It notes that women who have reached leadership positions through educational programs are more effective, and that educational programs have helped them improve their leadership skills and make sound decisions. The analysis of documents showed that a number of

programs have been introduced in Uzbekistan at the state level to ensure gender equality, and *special educational platforms are being established to develop women's leadership* According to official documents, since 2019, initiatives such as the "Women's Leadership School" have been launched for women, and their practical effectiveness is being increased.

The results of the article also made it possible to draw important conclusions for Uzbekistan by analyzing the experience of developed countries. In particular, it was found that *the existence of special leadership programs for women in the USA and European countries* and the institutional basis of such a system contribute to increasing the participation of women in leadership positions. In the conditions of Uzbekistan, it was noted that *further improvement of educational programs and development of training models adapted for women are of great importance*. It was also noted that *the integration of education* has a positive impact on the development of women's leadership. It was found that *the effectiveness of educational programs that include leadership modules in the formal education process* can be much higher. In international experience, such programs are used in prestigious educational institutions such as *Harvard Business School, Oxford University, and MIT*, and their results show high effectiveness.

Overall, the article shows that *the introduction of an integrated model of education for the development of leadership skills for women in Uzbekistan, the development of specialized leadership academies and online platforms* can have a positive impact on the preparation of women for leadership positions.

Literature Analysis

The relationship between women's leadership and education has been widely covered in many international and local academic sources. This section analyzes previous research on this topic and reviews academic perspectives on the impact of education on women's leadership.

Many researchers recognize education as one of the key factors in shaping women's leadership. As *Brown (2007)* notes, education not only helps develop knowledge and professional skills, but also builds leadership abilities. This view is also supported by *Richards (2008)*, who emphasizes the strategic importance of education in women's leadership. According to World Bank reports, expanding women's access to higher education in developing countries contributes to economic growth and gender equality (World Bank, 2020). Research by *Ely, Ibarra, and Kolb (2011)* has shown that *leadership classes and practical training increase the likelihood of women aspiring to leadership positions*. These results indicate that *women with higher education are more likely to have leadership skills*.

One of the scholars who examined the issue of education and women's leadership in the context of Uzbekistan is *Karimova (2020)*, who emphasizes that the role of the education system in ensuring gender equality in Uzbekistan is not sufficiently developed. In her opinion, gender equality-based educational programs in the country are still not sufficiently developed, which hinders the formation of women's leadership. Research conducted worldwide shows that educational programs are one of the important factors in developing women's leadership. Research by *Allen, Eby, Poteet, Lentz, and Lima (2004)* showed that

women who participated in educational programs made significant progress in developing their leadership skills. Research by *Madsen (2010)* confirms that *women need educational programs to succeed in leadership positions*. In her opinion, education not only provides an opportunity to exchange experiences, but also creates a strong network among women, which has a positive impact on their professional growth.

In recent years, *educational programs have been introduced in Uzbekistan by state and non-state organizations to support women's entrepreneurship and prepare them for leadership (Ahmedov, 2021)*. However, analyses show that these programs are still underdeveloped at the institutional level and their effectiveness has not been systematically evaluated. *important importance profession will reach* . International experience suggests that education systems can be more effective when implemented in partnership between government and non-government organizations. Research by *Ely & Rhode (2010)* shows that education plays a significant role in shaping women's leadership in the United States and European countries, leading to their greater participation in leadership positions.

Gender issues remain a major obstacle to women's leadership development. Research by *Eagly & Carli (2007)* confirms that *traditional societal attitudes significantly influence women's aspirations for leadership. Such gender issues lead to a low share of women in leadership positions*. *The World Economic Forum (2021)* report notes that in most countries, leadership positions are dominated by men, which creates the need to develop gender equality policies. As *Mayer (2021)* also notes, in order to increase women's leadership, it is necessary to introduce gender quotas within state policies and expand educational programs. In Uzbekistan, to overcome gender-related problems, it is necessary *to widely promote the principles of gender equality through the education system, create special leadership programs, and strengthen mechanisms for encouraging women (Karimova, 2020)*.

Research conducted worldwide shows that *a combination of education, training, and specific leadership programs are effective in developing women's leadership*. In the United States, Harvard Business School and MIT have developed specific leadership courses for women (*Ely, Ibarra, & Kolb, 2011*). In the United Kingdom, the "Women in Leadership" program has strengthened the education system and supported women's activities in business and the public sector (*Madsen, 2010*). In Norway, Sweden, and Denmark, gender quotas and special programs for developing women's leadership with state support have been introduced (*World Economic Forum, 2021*). *Building on international experience, it is important to expand specialized training programs focused on education and leadership, combat gender issues, and establish special leadership academies for women*.

Literature analysis has shown that *education is an important factor in shaping women's leadership*. Based on international experience and national research, *it is necessary to introduce special educational programs, gender quotas, and leadership courses in the education system to develop women's leadership in Uzbekistan*. At the same time, combating gender issues remains an important issue.

Discussion

Developing women's leadership is one of the most important social, political, and economic issues of modern society. Global research shows that women can significantly impact not only their personal development but also the overall development of society by developing their leadership skills (Eagly & Carli, 2007; Northouse, 2021). However, women's leadership is not fully developed due to problems such as gender issues, social discrimination, and limited educational opportunities (World Economic Forum, 2021).

The issue of women's leadership is of particular relevance in the context of Uzbekistan. A number of important works are being carried out within the framework of state policy on ensuring gender equality, increasing the level of participation of women in leadership positions (Karimova, 2020). Research shows that *education systems play a crucial role in developing women's leadership skills* (Ahmedov, 2021; Ely & Rhode, 2010). The results of this article show that introducing leadership components into the existing education system to develop women's leadership in Uzbekistan will further increase efficiency.

Education plays a key role in shaping women's leadership. According to World Bank research, increasing educational opportunities for women not only ensures their economic independence but also increases their social status in society (World Bank, 2020). Research conducted by Harvard Business School shows that women who receive *leadership training and practical training are more likely to succeed in leadership positions* (Ely, Ibarra & Kolb, 2011).

The results of this article show that women with higher levels of education in Uzbekistan are more likely to aspire to leadership. *73% of women who are currently pursuing or have completed higher education report that they are prepared to take on leadership roles.* These results are consistent with theories about the role of education in developing leadership skills put forward by Brown (2007).

A literature review revealed that there are few specific courses or curricula in higher education institutions that focus on leadership development. This is a major obstacle to fully utilizing the potential of the education system to develop women's leadership. necessary indicates . Globally, educational programs play a significant role in shaping women's leadership. Research by Allen, Eby, Poteet, Lentz, and Lima (2004) *shows that women who participate in educational programs make significant gains in developing their leadership skills.*

Madsen (2010) confirms the importance of experienced mentors in advancing women into leadership positions. According to a literature review, the development of institutional frameworks for leadership modules in the education system in Uzbekistan, especially *specialized educational programs for women*, was identified as one of the key factors in the development of leadership.

One of the main challenges in shaping women's leadership is gender issues and social discrimination. According to a report by the World Economic Forum, in most countries women still face restrictions related to gender roles (World Economic Forum, 2021).

Women leaders believe that traditional views such as *"a woman's primary role is to care for the family"* negatively impact their aspirations for leadership positions. These results are

consistent with theories about the relationship between gender issues and leadership development advanced by *Eagly & Carli (2007)*.

To overcome these barriers, Uzbekistan is *developing networks and education systems that support women's leadership, drawing on international experience*. Countries such as Norway and Sweden have increased women's participation in leadership positions through gender quotas and specific leadership programs for women (Mayer, 2021). Similar approaches could be effective in Uzbekistan.

This article examines the role of education in shaping women's leadership. The results of the article show that the integration of *the education system is necessary to develop women's leadership in Uzbekistan*. This will create a basis for women's active participation not only in economic and political life, but also in scientific and innovative activities.

Conclusion

This article is devoted to studying the role and importance of education in the formation of leadership for women in Uzbekistan. The conducted analyses and research results showed that education is a decisive factor in the development of women's leadership skills. First, it was found that education is the most important component in the formation of women's leadership. Also, women who are receiving or have completed higher education are more likely to aspire to leadership positions. In addition, women with a high level of education expressed a desire to actively participate in leadership activities. At the same time, it indicates the need to develop special programs aimed at developing leadership skills in the education system of Uzbekistan, reform the education system and introduce special leadership courses for women.

Secondly, it was confirmed that the education system plays a significant role in preparing women for leadership positions. World experience has proven that the effectiveness of special educational programs for women is high, and in Uzbekistan, it is important to develop such educational programs at the institutional level and create formal educational platforms for women. Thirdly, it was found that gender issues are one of the main obstacles to the development of women's leadership, and the existing problems facing women's leadership in society prevent them from aspiring to leadership positions. Therefore, in order to ensure gender equality, it is necessary to widely promote the concepts of gender equality in the education system and strengthen programs aimed at supporting women's leadership. International experience has shown that in the USA, Great Britain and other developed countries, special state programs, gender quotas and education systems have been successfully implemented to develop women's leadership. In the conditions of Uzbekistan, the introduction of such approaches can also strengthen the position of women in society and contribute to their active participation in leadership positions.

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