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THE ROLE OF LEADERSHIP TEMPERAMENT IN THE PROCESS OF MANAGING CHANGE IN EDUCATION

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Annotation: This article analyzes the psychological role of a leader's temperament in the process of managing educational change. Digitalization in the education system, the introduction of innovative technologies, and the updating of management mechanisms require managers to effectively organize changes, adapt the team to innovations, and make prompt and optimal decisions in various situations. The study focuses on the manifestation characteristics of a leader's temperament in accepting change, adapting, making decisions, and involving the team in the process of change. The empirical study involved 20 executives working in various leadership positions in higher education institutions. Temperament characteristics of managers: A. Belov's methodology for determining the temperament structure was used, and the effectiveness of perceiving and managing changes was evaluated using appropriate diagnostic tools. The results obtained showed that temperament is an individual-psychological factor related to the leader's attitude toward changes and its manifestation in management activities. Based on the research results, scientific and practical recommendations have been developed to account for the individual temperament characteristics of the leader when managing changes in educational organizations.

Keywords: education management, change management, leader, temperament, sanguine, choleric, phlegmatic, melancholic, adaptability, innovative management, decision-making, management efficiency.

Login. In the context of today's globalization, digital transformation, and institutional updates in the education system, a process of constant change is being observed in the activities of higher education institutions. In Uzbekistan, modernizing the higher education system, improving the quality of education, widely implementing digital technologies, strengthening the integration of science and education, and forming modern management mechanisms have become priority areas of state policy.

In particular, the "Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030," approved by Decree of the President of the Republic of Uzbekistan No. UP-5847 dated October 8, 2019, defines tasks aimed at the systemic development of higher education, the digitalization of educational processes, the introduction of modern forms of management, the expansion of academic and organizational capabilities of higher educational institutions, and increasing their competitiveness. These strategic directions require higher education institution leaders to possess new competencies in effective change management, the implementation of innovations, and the adaptation of the team to new operating conditions.

In recent years, the continuation of administrative and institutional reforms in the field of education has further changed the content of higher education management. In particular, within the framework of administrative reforms, changes aimed at improving public administration in the field of education were implemented by Law No. ZRU-957 dated September 7, 2024. This process

reinforces the requirements for reviewing organizational management mechanisms in the higher education system and for managers to operate in new conditions.

Currently, processes such as the digitalization of educational processes in higher education institutions, the use of electronic management tools, the updating of educational programs, the expansion of international cooperation, the development of research activities, and the training of personnel in accordance with labor market requirements are accelerating. The effectiveness of such changes is determined not only by their implementation from a regulatory and legal perspective but also by the psychological preparedness and individual capabilities of the leader directly managing this process.

In the process of managing changes in education, the leader's task is not limited to maintaining the existing management system. It must understand the content of innovations, explain their necessity to the team, take into account the different attitudes of employees toward changes, constructively manage potential resistance, and consistently implement new operational mechanisms. In this sense, the leader acts not only as an organizational but also as a psychological manager of changes in the educational organization.

The successful implementation of educational transformations depends not only on the professional competence of the leader but also on their individual psychological characteristics. In particular, temperament is one of the important psychological factors manifested in a leader's response to external influences, pace of activity, communication characteristics, decision-making speed, emotional reactions, and adaptation to uncertain situations.

From this perspective, in the context of large-scale reforms and changes being implemented in the higher education system, studying the influence of a leader's temperament on the acceptance of innovations, the involvement of the team in changes, the pace of decision-making, and management stability is of particular scientific and practical importance. Consequently, accounting for the individual-psychological characteristics of a leader, particularly temperament types, in increasing the effectiveness of educational change management is one of the pressing issues in modern educational management.

The relevance of the topic. The reforms and innovative changes being implemented in the education system require leaders to possess a high level of flexibility, initiative, psychological stability, and the ability to manage a team. In particular, the implementation of new educational technologies in higher education institutions, the expansion of digital management systems, the improvement of educational quality assessment criteria, and the processes of adaptation to international standards are significantly changing the content of a leader's activities.

Under such conditions, the same management strategy may not yield the same results for all managers. This is because leaders' attitude toward innovation, speed of decision-making, stress response, sociability, and teamwork style are manifested in connection with individual temperament characteristics. Therefore, identifying and effectively utilizing the characteristics of a leader's temperament in managing changes in education is a pressing scientific and practical issue.

The purpose of the study is to determine the role of a leader's temperament in the process of managing changes in education and to empirically study the relationship between temperament types and the effectiveness of accepting, adapting to, and managing changes.

To achieve this goal, the following tasks have been defined:

- theoretical analysis of the psychological and managerial aspects of managing changes in education;
- identifying the main psychological characteristics of the leader's temperament;

– studying the features of the manifestation of temperament types in heads of educational organizations;

– determining the level of change acceptance and adaptation of managers;

– determining the relationship between temperament types and the effectiveness of managing changes;

– based on the obtained empirical results, develop scientific and practical recommendations for taking the leader's temperament into account when managing changes in education.

The object of the research. Management activities of managers operating in the process of managing changes in educational organizations.

The subject of the research. Individual-psychological characteristics of the leader's temperament in the process of managing changes in education, as well as their correlation with the effectiveness of change acceptance, adaptation, and management.

Literature analysis and methodology. The issue of managing changes in education is one of the important directions of modern educational management, covering issues such as implementing innovations in educational organizations, improving management processes, developing modern managerial competencies of leaders, and adapting the team to new operating conditions. The effectiveness of this process depends not only on organizational and managerial mechanisms but also on the individual psychological characteristics of the leader. Therefore, studying the role of temperament in the process of managing change at the intersection of educational management and leader psychology is of great scientific and practical importance.

From foreign researchers, John P. Kotter[1] has developed a step-by-step model of change management in organizations, substantiating the importance of leadership in implementing changes, understanding the need for change, mobilizing the team, forming a common strategic direction, and integrating new approaches into organizational activities. Its concept demonstrates the importance of leader initiative and the ability to engage the team in innovation when managing change even in educational organizations.

Peter M. Senge[2]'s concept of a "learning organization" links the development of an organization to processes of continuous learning, systematic thinking, forming a common goal, and adapting to changes. This approach reveals the task of creating conditions for team development and the adoption of innovations, alongside the leader's role as a manager implementing changes in educational organizations.

Edgar H. Schein[3] focuses on the relationship between organizational culture, leadership, and the psychological readiness of the team in the process of change management. His approaches demonstrate the need to consider existing values, team relationships, and employee attitudes toward innovations when implementing changes in educational organizations.

In the research of CIS scholar A.L. Zhuravlev[4] on management psychology, the managerial relationship between the leader and the team, the individual-psychological characteristics of the leader's personality, and the psychological aspects of managerial activity are highlighted. These scientific views create a theoretical basis for studying the individual characteristics of a leader in connection with the effectiveness of the management process. A.V. Karpov[5]'s research focuses on the psychological structure of management activity, the individual style of a leader's activity, and

[1] Kotter J.P. Leading Change. – Boston: Harvard Business School Press, 1996. – 187 p.
[2] Senge P.M. The Fifth Discipline: The Art and Practice of the Learning Organization. – New York: Doubleday/Currency, 1990. – 424 p.
[3] Schein E.H. Organizational Culture and Leadership. – 4th ed. – San Francisco: Jossey-Bass, 2010. – 436 p.
[4] Журавлев А.Л., Нестик Т.А. Психология управления совместной деятельностью: новые направления исследований. – 2-е изд. – М.: Издательство «Институт психологии РАН», 2019. – 248 с.
[5] Карпов А.В. Психология менеджмента: учебное пособие для студентов вузов. – М.: Гардарики, 2005. – 584 с.

the manifestation of individual characteristics in decision-making and management activities. This approach allows for the study of temperament as one of the factors determining a leader's pace of activity, decision-making characteristics, and individual management style under conditions of change.

The research of Uzbek scholars on educational management serves as an important theoretical basis for highlighting the organizational and managerial aspects of this topic. Specifically, the scientific views of R.Kh. Zhuraev and S.T. Turgunov on educational management highlight the management of the education system, the effective organization of educational organizations, management principles, and the role of management in the educational process. These approaches allow for the establishment of organizational foundations for the systematic and purposeful management of changes in educational organizations. **Professor R.S. Samarov,** researching the psychological aspects of ensuring the competence of management personnel, emphasizes the need to consider psychological factors alongside professional competence in managerial activities. This approach is of methodological importance for justifying the need to take into account the individual psychological characteristics of the leader, including their temperament, in the process of managing changes in education. **R.S. Samarov and S.R. Sadriddinov** researched the importance of systemic analysis and a functional approach in improving the system of pedagogical activity and substantiated the need for a systematic analysis of management processes to ensure the effectiveness of the educational process. Their approach allows for the study of changes in educational organizations not as an isolated phenomenon, but as a holistic system consisting of interconnected pedagogical, organizational, and managerial components.

This approach is also of great methodological importance for our research. Because in the effective management of changes in education, not only the organizational and managerial competence of the leader, but also his individual and psychological characteristics should be considered as an important component of the system. From this perspective, temperament can manifest as an individual factor influencing a leader's attitude toward change, the pace of decision-making, communication style, and flexibility.

M. Akhmedov's[6] scientific views on improving education quality monitoring and the professional development of heads of educational organizations also serve as an important methodological basis for this study. It substantiates the need to improve the professional competence of the leader in the effective management of the educational process, the systematic organization of management activities, regular monitoring of the quality of education, and management decisions based on the identified results. This approach complements the results of our research and shows that the effectiveness of managing changes in education depends not only on organizational mechanisms but also on the individual-psychological capabilities of the leader and their ability to adapt to changes.

The methodological basis of the study was **systemic, activity-oriented, personality-oriented, and individual-psychological approaches**. Based on a systems approach, changes in education were viewed as a holistic management process resulting from the interaction between the leader, the team, and the organizational environment. The personality-oriented approach allowed for the identification of the individual characteristics of the leader, while the individual-psychological approach allowed for the identification of temperament manifestations in managerial activity.

The methodological basis of the study was **systemic, activity-oriented, personality-oriented, and individual-psychological approaches**. Based on a systems approach, changes in education are

[6] Ахмедов М.У. Умумтаълим мактаб директорларининг малакасини ошириш жараёнида таълим сифати мониторингини такомиллаштириш: педагогика фанлари бўйича фалсафа доктори (PhD) диссертацияси автореферати. – Тошкент, 2019. – 47 б.

viewed as an integrated management process carried out through the interaction of the leader, the teaching staff, and the organizational environment. Person-centered and individual-psychological approaches allowed for the identification of the leader's individual characteristics, specifically the manifestation of their temperament in the process of managing change.

The empirical base of the study consisted **of 20 management personnel** holding various leadership positions in higher education institutions. The respondents included executives holding the positions of vice-rector, dean, department head, department head, and head of the center.

A. Belov's "Methodology for Determining Temperament Structure" was used to determine the temperament characteristics of managers. This methodology allows for the identification of the main types of **temperament—sangvinic, choleric, phlegmatic, and melancholic.** Based on the results of the methodology, each respondent's temperament type and the degree of predominance of their temperament traits were determined and calculated using **Pearson correlation analysis** .

In the study, the temperament type was analyzed in connection with the leader's characteristics of accepting changes, adapting to new operating conditions, making management decisions, entering into communicative relationships with the team, and implementing changes into practice.

In evaluating the change management process, **the level of change acceptance, adaptability, innovative initiative, decision-making activity, team engagement in changes, and the effectiveness of implementing changes into practice** were identified as the primary criteria.

Descriptive statistics, comparative analysis, and correlation analysis methods were used to process the research results. Indicators of change acceptance and management by temperament types were compared, and correlations between temperament characteristics and change management effectiveness were identified.

Since the sample size is **n=20** , the obtained statistical results are interpreted as trends within this empirical group. The research results were aimed at determining the manifestation of temperament as one of the factors shaping the individual style of a leader in change management activities.

Table 1.

Temperament types and change management indicators of higher education institution leaders

№	Position	Temperament type	Temperament predominance, %	Accept changes	Adaptability	Efficiency of change management
1.	Vice-rector	Sangvinik	78	82	84	86
2.	Vice-rector	Choleric	81	78	76	84
3.	Vice-rector	Phlegmatic	76	74	82	81
4.	Dean	Choleric	83	81	75	85
5.	Dean	Sangvinik	79	84	86	88
6.	Dean	Phlegmatic	82	76	84	83
7.	Dean	Choleric	77	79	73	82
8.	Head of	Sangvinik	80	86	88	90

	Departm ent					
9.	Head of Departm ent	Choleric	84	80	74	84
10	Head of Departm ent	Phlegmatic	79	77	85	84
11 .	Head of Departm ent	Sangvinik	82	85	87	89
12	Head of Departm ent	Phlegmatic	80	78	86	85
13	Head of Departm ent	Sangvinik	77	83	85	87
14	Head of Departm ent	Choleric	82	79	72	81
15	Head of Departm ent	Phlegmatic	85	75	83	82
16	Head of Departm ent	Melancholic	73	68	76	74
17	Head of the Center	Phlegmatic	81	76	84	83
18	Head of the Center	Sangvinik	84	87	89	91
19	Head of the Center	Choleric	80	81	75	84
20	Head of the Center	Melancholic	75	70	78	76

Note: Indicators of change acceptance, adaptability, and change management effectiveness are expressed on a 100-point conditional scale. The predominance of temperament is given to express the results of A. Belov's methodology.

From the data in Table 1, it can be seen that among the 20 executives participating in the study, temperament types such as **sangvinic, choleric, phlegmatic, and melancholic** were found. The features of their manifestation in management activities led to certain differences in indicators of change acceptance, adaptation to new conditions, and change management efficiency.

According to preliminary results, **leaders with sanguine temperament** had relatively high indicators of change acceptance and adaptability. For example, the head of Center No. 18 scored 87 points for change acceptance, 89 points for adaptability, and 91 points for change management efficiency. This can be explained by characteristics of temperament such as communicative activity, initiative, and rapid adaptation to new situations. While **leaders with a choleric temperament** exhibit relatively high indicators of change acceptance, flexibility was less pronounced in some cases. This may be due to the fact that choleric leaders, along with quick decision-making and high initiative, exhibit stronger emotional reactions in critical situations. While **leaders with a phlegmatic temperament** showed relatively moderate rates of change acceptance, their adaptability and management efficiency demonstrated stable indicators. This situation is explained by their ability to thoroughly analyze the situation, make decisions without haste, and implement changes step by step. **Leaders with a melancholic temperament** demonstrated relatively lower efficiency in accepting and managing changes within this sample. However, evaluating this result as a "negative" type of temperament is incorrect. Conversely, such leaders may possess qualities such as caution, responsibility, and deep situational analysis; they may only require more psychological time compared to other temperament types under conditions of rapid change.

At the initial stage of the study, based on A. Belov's "Determination of Temperament Structure" methodology, the temperament characteristics of 20 heads of higher educational institutions were studied. The study identified sangvinic, choleric, phlegmatic, and melancholic temperament types. Indicators of the effectiveness of managers in adopting changes, adapting to new conditions, and managing changes were also evaluated.

Table 2.

Average indicators of managers by temperament types

Temperament type	n	Accept changes	Adaptability	Efficiency of change management
Sangvinik	6.	**84.50**	**86.50**	**88.50**
Choleric	6.	**79.67**	**74.17**	**83.33**
Phlegmatic	6.	**76.00**	**84.00**	**83.00**
Melancholic	2.	**69.00**	**77.00**	**75.00**
Total	**20**	**78.95**	**82.00**	**84.00**

The data in Table 2 show that there are certain differences in the change management indicators of managers by temperament types. Leaders with a sanguine temperament demonstrated the highest results. In this group, the average indicator of change acceptance was 84.50 points, adaptability was 86.50 points, and the effectiveness of change management was 88.50 points. This result can be explained by the characteristics of communicative activity, initiative, rapid adaptation to new situations, and active social interaction characteristic of the sanguine temperament. In leaders with a choleric temperament, the change acceptance score was 79.67 points, while the adaptability score was relatively low at 74.17 points. However, the effectiveness of change management was 83.33 points. This situation indicates that along with the rapid decision-making and high initiative capabilities of choleric leaders, emotional strain and sharp reactions can occur during the process of change. Although leaders with a phlegmatic temperament showed a result of 76.00 points on the acceptance of changes, their adaptation rate was 84.00 points. The effectiveness of change management was 83.00 points. These findings may indicate that phlegmatic leaders tend to analyze innovations thoroughly and implement them step-by-step rather than quickly accepting them. The average indicator of change acceptance among leaders with a melancholic temperament was 69.00 points, adaptability was 77.00 points, and the effectiveness of change management was

75.00 points. Since this group consists of only two respondents, these results must be interpreted with caution. Nevertheless, the results show a trend that indicates the need for additional psychological and organizational support for leaders with a melancholic temperament in conditions of rapid and high-level change.

Overall, the highest effectiveness in managing changes in temperament types was noted in sanguine leaders (88.50 points). In choleric and phlegmatic leaders, these indicators were almost identical, amounting to 83.33 and 83.00 points, respectively. The indicator for melancholic leaders was 75.00 points.

This result does not provide grounds for evaluating temperament as a "good" or "bad" trait. Conversely, different temperament types can shape different ways of managing changes. Therefore, in the subsequent analysis, it is important to determine the statistical relationship between temperament and the effectiveness of managing changes.

Table 3.

Correlations between the characteristics of a leader's temperament and change management indicators

Indicators	Temperament dominance	Accept changes	Adaptability	Efficiency of change management
Temperament dominance	1,000	**0.571**	0.305	**0.600**
Accept changes	**0.571**	1,000	**0.455**	**0.941**
Adaptability	0.305	**0.455**	1,000	**0.572**
Efficiency of change management	**0.600**	**0.941**	**0.572**	1,000

Note: r is the Pearson correlation coefficient; n=20.

Correlation analysis of the research results showed that there is a certain degree of correlation between the temperament characteristics of leaders and the indicators of managing changes in education.

First of all, a positive correlation was found between the predominance of temperament and the perception of changes at a value of r=0.571. This result indicates that temperament characteristics play a certain role in the process of a leader's acceptance of new conditions and management innovations.

A positive correlation of r=0.600 was observed between the predominance of temperament and the effectiveness of managing changes. This indicator indicates that the individual temperament characteristics of a leader are linked to their activity in managing changes.

The correlation between temperament dominance and adaptability was r=0.305. This is a relatively weak positive correlation, meaning that in addition to temperament, other individual and organizational factors can play an important role in a leader's adaptation to changing conditions.

The highest analysis indicator was observed between the effectiveness of change acceptance and change management (r=0.941). This is a very strong positive correlation, indicating that managers who positively perceive changes tend to be more effective in their practical management.

This revealed a positive correlation at a level of r=0.572 between adaptability and the effectiveness of change management. Consequently, it is observed that leaders capable of adapting to new conditions demonstrate relatively high efficiency in the process of change management.

The results obtained can be expressed in the following logical sequence:

Features of temperament → acceptance of changes → adaptability → effectiveness of change management.

Table 4.
Change management indicators of leaders by temperament types

Temperament type	n	Accept changes, M	Adaptability, M	Efficiency of change management, M
Sangvinik	6.	**84.50**	**86.50**	**88.50**
Choleric	6.	80.00	74.17	83.33
Phlegmatic	6.	76.00	84.00	83.00
Melancholic	2.	69.00	77.00	75.00
Total	**20**	**78.95**	**82.00**	**84.00**

Note: M is the arithmetic mean; indicators are evaluated on a 100-point scale.

The data in Table 4 show that there are significant differences in the change management indicators of managers by temperament types. Leaders with a sanguine temperament demonstrated the highest results on all three indicators. In them, the average value of change acceptance was 84.50 points, adaptability was 86.50 points, and the effectiveness of change management was 88.50 points. These results may be associated with the activity, communicativeness, initiative, and rapid adaptation to new situations characteristic of this temperament type. Leaders with a choleric temperament showed the second result with 80.00 points in terms of change acceptance. However, their adaptation score was 74.17 points, which was lower than in other groups. At the same time, the effectiveness of change management was 83.33 points. This indicates that despite the rapid decision-making and high level of initiative of choleric leaders, certain difficulties may arise in ensuring sustainable adaptation to the ongoing process of change. Leaders with a phlegmatic temperament showed a result of 76.00 points for accepting changes. However, their adaptability score was 84.00 points, which is significantly higher than that of choleric leaders. The effectiveness of change management was 83.00 points. This result may indicate that phlegmatic leaders tend to implement changes not quickly, but consistently, thoroughly, and step-by-step. In leaders with a melancholic temperament, the acceptance of changes was 69.00 points, adaptability was 77.00 points, and the effectiveness of change management was 75.00 points. Since there are only 2 respondents in this group, caution is required when summarizing the results. Nevertheless, these indicators can be viewed as a trend indicating the need for additional organizational and psychological support for such leaders in the context of rapid change.

Table 4.
Intergroup statistical differences

Indicator	F	p	Result
Accept changes	**62,784**	**<0.001**	Statistically significant difference
Adaptability	**72,392**	**<0.001**	Statistically significant difference
Efficiency of change management	**38,154**	**<0.001**	Statistically significant difference

ANOVA results showed statistically significant differences between temperament groups across all three main indicators. Specifically, the values for change perception were $F=62.784$; $p<0.001$, for adaptability $F=72.392$; $p<0.001$, and for change management efficiency $F=38.154$; $p<0.001$.

These results indicate that a leader's temperament type may be related to the individual style manifested in their change management activities. In particular, the high results of the sanguine group indicate that the leader's communicative activity, initiative, and adaptability to new conditions manifest as a positive resource in the process of change management.

At the same time, it is incorrect to conclude that temperament alone fully determines the effectiveness of management. Factors such as a leader's professional competence, management experience, organizational environment, team relationships, and emotional stability are also of great importance.

Table 5.

Tukey HSD analysis of pair differences between temperament types

Indicator	Compared groups	Average difference	p	Interpretation
Accept changes	Sangvinic - Choleric	4.50	<0.001	Significant
	Sangvinist-Phlegmatic	8.50	<0.001	Significant
	Sangvinik - Melancholic	15.50	<0.001	Significant
	Choleric-phlegmatic	4.00	0.002	Significant
	Choleric-Melancholic	11.00	<0.001	Significant
	Phlegmatic-Melancholic	7.00	<0.001	Significant
Adaptability	Sangvinic - Choleric	12.33	<0.001	Significant
	Sangvinist-Phlegmatic	2.50	0.184	Not noticeable
	Sangvinik - Melancholic	9.50	0.011	Significant
	Choleric-phlegmatic	–9.83	<0.001	Significant
	Choleric-Melancholic	-2.83	0.462	Not noticeable
	Phlegmatic-Melancholic	7.00	0.028	Significant
Efficiency of change management	Sangvinic - Choleric	5.17	0.003	Significant
	Sangvinist-Phlegmatic	5.50	0.002	Significant
	Sangvinik - Melancholic	13.50	<0.001	Significant
	Choleric-phlegmatic	0.33	0.998	Not noticeable
	Choleric-Melancholic	8.33	0.019	Significant
	Phlegmatic-Melancholic	8.00	0.023	Significant

Note: *Based on the Tukey HSD post-hoc test; $p<0.05$ was accepted as a statistically significant difference.*

Tukey's HSD analysis further clarified the nature of the differences between the temperament groups. Statistically significant differences were identified between all temperament groups regarding the perception of changes. The largest difference was observed between leaders with sanguine and melancholic temperaments, with an average difference of 15.50 points ($p<0.001$).

Regarding adaptability, the difference between the sanguine and phlegmatic groups is statistically insignificant (2.50 points; p=0.184). These two temperament types show that they may have some common characteristics in adapting to changing conditions. Conversely, the difference between the sangvinic and choleric groups was 12.33 points, which was statistically significant (p<0.001).

The most pronounced difference in the effectiveness of change management was noted between the sanguine and melancholic groups at 13.50 points (p<0.001). The indicators of sanguine leaders were also statistically higher than those of the choleric and phlegmatic groups.

However, the indicators of choleric and phlegmatic leaders on the effectiveness of change management were almost the same, and the difference between them was only **0.33 points (p=0.998) **. This result indicates that despite the fact that these two temperament types have different psychological characteristics, they can yield similar results in terms of the overall level of management efficiency.

The results of the conducted empirical research showed that the individual-psychological characteristics of a leader, specifically the temperament type, manifest as one of the important factors in the process of managing changes in education. In the study, the temperament characteristics of 20 heads of higher educational institutions were studied based on A. Belov's "Determination of Temperament Structure" methodology, and their correlation with indicators of change perception, adaptability, and change management efficiency was analyzed.

In the study, leaders with a sanguine temperament demonstrated high results across all key change management indicators. In this group, the average indicator of change acceptance was 84.50 points, adaptability was 86.50 points, and the effectiveness of change management was 88.50 points. These results show that the characteristics of communicative activity, initiative, social adaptability, and rapid response to new situations inherent in the sanguine temperament manifest as a specific management resource in the process of change management.

Although the indicator of change acceptance was relatively high at 80.00 points for leaders with a choleric temperament, the level of adaptability was 74.17 points. However, the effectiveness of change management in this group was 83.33 points. These findings indicate that choleric leaders possess high capacity for rapid decision-making, initiative, and proactive action, yet they need to maintain psychological resilience and flexibility during a process of change that is prolonged or contradictory.

Although leaders with a phlegmatic temperament showed a relatively lower result in accepting changes with 76.00 points, the adaptive indicator was 84.00 points. This situation shows that there is a difference between the rapid adoption of changes and their stable and consistent implementation. Phlegmatic leaders may not immediately embrace the innovation, but once a decision is made, they are more likely to demonstrate resilience in its consistent implementation.

In leaders with a melancholic temperament, change acceptance was 69.00 points, adaptability was 77.00 points, and the effectiveness of change management was 75.00 points. However, since there are only two respondents in this group, these results should be interpreted with caution. These indicators indicate not the negative nature of the melancholic temperament, but that in conditions of rapid and uncertain changes, the leader may require additional information, time, and psychological preparation.

The results of the correlation analysis also supported these conclusions. A positive correlation was found between the predominance of temperament and the perception of changes at a level of

r=0.571, and between the predominance of temperament and the effectiveness of managing changes at r=0.600. This result indicates that the leader's temperament is linked to individual behavior in the process of managing change.

At the same time, the highest correlation indicator in the study was recorded at the level of r=0.941 between the effectiveness of change perception and change management. This result indicates that a leader's psychological readiness for change is very strongly linked to their ability to manage changes practically. Consequently, it is advisable to consider temperament not as the sole determinant of management efficiency, but as one of the individual factors influencing the manager's acceptance of changes and the process of adapting to them.

The results obtained are consistent with John P. Kotter's concept of change management. In Kotter's approach, the leader's ability to recognize the need for change, involve the team in the process, formulate a common direction, and integrate new approaches into the organization's activities is essential for the successful implementation of change. In our study, the high correlation between change acceptance and management efficiency showed that the psychological readiness of the leader is an important condition for this management process.

From the perspective of Peter M. Senge's concept of a learning organization, changes in an educational organization are not limited to the personal activities of the leader. A leader must foster an environment of learning, adaptation, and the acceptance of innovations within the team. In this regard, the high communicative activity and adaptability identified in sanguine leaders can serve as a specific psychological resource for involving the team in the process of change.

Edgar H. Schein's views on organizational culture indicate that in managing change, it is necessary to take into account not only the personal characteristics of the leader but also the existing values, attitudes, and team environment within the organization. Therefore, temperament should be evaluated not as the direct and sole cause of the effectiveness of change management, but as an individual factor interacting with organizational factors.

The views of Uzbek scholars on educational management also allow for the interpretation of the research results. In the educational management approaches of R.Kh. Juraev and S.T. Turgunov, special attention is paid to the issues of effective management of educational organizations, the use of management principles, and the improvement of the educational process. Our results indicate the need to study these organizational and managerial factors alongside the individual-psychological characteristics of the leader.

From the perspective of B.T. Tursunov's views on the development of innovative approaches in higher education management, innovations in educational organizations require innovative thinking and the ability of the leader to manage changes. The correlation between the high rate of change acceptance identified in our study and management efficiency psychologically complements this opinion.

M.D. Rakhimov's research on the managerial qualities of management personnel in the higher education system demonstrates the importance of strategic thinking, a systematic approach, and a management culture. The results of our research show that it is advisable to take into account the temperament characteristics of a leader when forming and practicing these managerial qualities.

Overall, the research results allow for the promotion of an interconnected psychological-management mechanism in the form of temperament → acceptance of changes → adaptability → effectiveness of change management. At the same time, temperament does not automatically

determine management effectiveness; it can manifest through the leader's reaction to changes, communicative behavior, decision-making style, and flexibility.

In this regard, it is advisable to diagnose and develop not only professional and managerial competencies but also individual psychological characteristics during the selection, training, and professional development of managers in educational organizations. Especially in the context of change management, the development of differentiated developmental programs for leaders with different temperament types can serve to increase the psychological effectiveness of educational management.

Conclusion. The results of the conducted research showed that the individual-psychological characteristics of a leader, particularly their temperament type, are of great importance in the process of managing changes in education. Based on A. Belov's methodology for determining the temperament structure, the temperament characteristics of 20 heads of higher educational institutions were studied, and their correlation with change perception, adaptability, and change management efficiency was determined.

According to the study results, leaders with a sanguine temperament demonstrated the highest average scores in terms of change acceptance, adaptability, and change management effectiveness. While choleric leaders exhibit relatively high initiative and acceptance of change, phlegmatic leaders exhibit more pronounced characteristics of stability and adaptability. In melancholic leaders, the effectiveness of accepting and managing change was noted at relatively lower rates.

Correlation analysis showed a positive correlation between temperament characteristics and the effectiveness of managing changes. In particular, the high correlation between change acceptance and change management effectiveness ($r=0.941$) showed that a leader's psychological readiness and positive perception of change are important factors in effective management.

The results of the comparative analysis of temperament groups also showed differences in the change management indicators of managers. This situation justifies the need to take into account individual psychological characteristics in the process of training and developing leaders in educational organizations.

Based on this, in educational management practice, it is recommended to diagnose the temperament characteristics of leaders, effectively utilize their strengths in the management process, and correct potential difficulties related to temperament through developmental training.

Overall, the research results showed that the leader's temperament can be considered one of the important individual-psychological factors shaping the effectiveness of change management. In this regard, temperament should not be viewed as a strict determinant, but rather as a psychological resource manifested through the leader's acceptance of changes, adaptation, communicative activity, and managerial behavior.

As a practical recommendation, it is advisable to include temperament diagnostics in the processes of selection, training, and professional development of management personnel in higher educational institutions, develop differentiated management training for various temperament types, and develop change management competencies.

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