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## Model of Women's Empowerment for Promotion to Managerial Positions in the Ministry of Energy

### ABSTRACT

The present study was conducted with the aim of developing a model for women's empowerment for promotion to managerial positions. In terms of implementation method and data collection, this research is qualitative in nature. A thematic qualitative approach was employed to design the model. To determine the validity of the model dimensions, the Content Validity Ratio (CVR), Content Validity Index (CVI), and Scale-Level Content Validity Index (S-CVI) were utilized. The statistical population consisted of managers of the Ministry of Energy and university professors across the country as experts in the field. Purposive sampling using the snowball technique was applied in accordance with the research topic, and theoretical saturation was achieved after conducting interviews with 10 experts. The findings of the study led to the identification of 23 main themes and 104 basic themes categorized into five overarching dimensions: (1) women's competencies, including individual capabilities, women's social competence, professional efficacy, and work ethics; (2) organizational variables, including feminine management style, social culture, organizational success, self-leadership, and information technology; (3) managerial functions, including accountability, organizational justice, managerial support, professional development, and women's succession planning; (4) gender stereotypes, including women's credibility, gender segregation, feminine leadership style, attention to women's work, and elimination of gender discrimination; and (5) psychological characteristics, including self-esteem, motivation, psychological well-being, and communication skills. Finally, practical recommendations were presented.

**Keywords:** Empowerment, Managerial Positions, Ministry of Energy

### Introduction

Women's empowerment has become a central concern in contemporary management studies because organizational performance, administrative justice, public-sector effectiveness, and sustainable development are increasingly understood to depend on the full use of human capital without gender-based exclusion. In managerial contexts, empowerment is not merely a social slogan or a policy preference; rather, it is a multidimensional organizational process through which women acquire the authority, competence, psychological readiness, social recognition, and structural access required to participate effectively in decision-making and occupy higher managerial positions. Recent studies show that women's empowerment is shaped by interrelated individual, organizational, economic, cultural, technological, and psychological factors, and that these factors must be analyzed within the specific institutional context in which women attempt to advance professionally [1-3]. Accordingly, the design of a model for women's empowerment in the Ministry of Energy requires attention not only to women's capabilities and motivations, but also to organizational culture, managerial support, succession planning, gender

stereotypes, work structures, and the wider social assumptions that determine whether women are perceived as legitimate candidates for senior managerial positions.

The concept of women's empowerment has developed from a narrow focus on access to resources into a broader framework that includes agency, autonomy, participation, self-efficacy, psychological resilience, and institutional recognition. In development-oriented studies, empowerment is often measured through indicators such as employment status, financial access, decision-making power, and participation in social and economic institutions [4, 5]. However, in organizational and managerial research, empowerment must be understood as the capacity to influence organizational outcomes, enter leadership pipelines, access formal authority, and participate in strategic decision-making. This distinction is important because employment alone does not necessarily lead to empowerment unless it is accompanied by career mobility, organizational trust, professional development, and access to managerial roles. For this reason, women's empowerment in public-sector organizations should be treated as a strategic human-resource issue, not only as a social equity concern.

Leadership representation is one of the most important indicators of institutional empowerment. Evidence from public organizations suggests that women's leadership representation can influence organizational performance, administrative legitimacy, and the inclusiveness of public personnel systems [1]. Women's presence in leadership positions is also significant because it challenges traditional assumptions about managerial authority and creates role models for other women in the organization. Nevertheless, representation alone is insufficient when organizational structures continue to reproduce gendered hierarchies. In many public organizations, women may be present in the workforce but absent from key decision-making levels, which indicates a separation between numerical participation and substantive empowerment. Therefore, a valid empowerment model must explain how women move from participation to influence, and from employment to managerial authority.

The development of women's managerial capabilities has received growing attention in organizational studies, especially in government organizations and industrial settings. Studies on women's managerial capabilities emphasize competencies such as strategic thinking, professional knowledge, communication ability, problem-solving, adaptability, ethical conduct, and leadership readiness [2, 3]. These competencies are particularly relevant in technically complex organizations such as the Ministry of Energy, where managerial advancement requires not only general administrative skills but also familiarity with specialized structures, technological systems, operational processes, and interdepartmental coordination. Women's empowerment in such organizations therefore depends on both individual capability development and the organizational recognition of those capabilities. When women's competencies are not formally identified, evaluated, and connected to promotion systems, empowerment remains symbolic rather than operational.

Psychological empowerment is another core dimension of women's advancement to managerial positions. Women who occupy or seek leadership roles must often navigate role conflict, social pressure, gendered expectations, and unequal evaluation standards. Psychological resources such as resilience, self-compassion, emotional regulation, self-confidence, and intrinsic motivation can strengthen women's capacity to persist in demanding professional environments [6, 7]. Similarly, logotherapy-based perspectives emphasize meaning, resilience, and the transformation of freedom into purposeful agency as important elements of women's empowerment [8]. These psychological dimensions are important in managerial promotion because women's career advancement is not determined solely by formal qualifications; it is also affected by self-belief, perceived legitimacy, emotional stability, and the ability to withstand organizational resistance and social stereotypes.

Economic empowerment and access to resources also shape women's ability to pursue advancement. Research on financial availability, microcredit, financial inclusion, and self-help groups shows that women's empowerment is strongly affected by access to financial resources, collective support mechanisms, and opportunities for economic participation [5, 9-12]. Although these studies often focus on community-level or entrepreneurial empowerment, their implications are relevant for organizational management. Economic empowerment increases women's bargaining power, autonomy, and confidence, while collective support structures show how networks can strengthen women's agency. In organizational settings, similar mechanisms appear in the form of mentoring networks, professional associations, leadership-development programs, and access to training resources. Thus, women's advancement in the Ministry of Energy requires not only formal promotion criteria but also institutional mechanisms that support women's professional networks and resource access.

Cultural and social norms remain among the most persistent barriers to women's managerial advancement. Studies on empowerment in Muslim societies and cross-cultural contexts show that women's empowerment must be interpreted with attention to social norms, religious-cultural expectations, family structures, and institutional traditions [13]. In many contexts, women's leadership is filtered through assumptions about gender roles, caregiving expectations, and the perceived suitability of women for authority-bearing positions. Research on men's support for women's empowerment also indicates that empowerment is not solely a women-centered process; it is shaped by how men, families, and communities understand women's autonomy and leadership [14]. Therefore, organizational empowerment models should address not only women's skills but also the transformation of organizational beliefs, managerial attitudes, and gendered expectations that influence promotion decisions.

Gender stereotypes and the glass ceiling are especially relevant in managerial promotion. Women may encounter implicit barriers even when formal rules appear neutral. These barriers include doubts about women's leadership capacity, exclusion from informal networks, limited access to strategic assignments, gendered assumptions about emotionality or authority, and unequal expectations regarding family responsibilities. Research on women pursuing careers in IT and human-resource managerial positions shows that women adopt different strategies to enter and remain in managerial career paths, including competence demonstration, networking, persistence, and adaptation to male-dominated organizational cultures [15]. Similarly, evidence from sport management and related fields demonstrates that gender equity requires changes in institutional practices, leadership opportunities, and cultural perceptions of women's professional legitimacy [16]. These findings support the need to include gender stereotypes, leadership perceptions, and organizational justice as core dimensions of any empowerment model.

Education, training, and technological access are also fundamental to women's empowerment in contemporary organizations. In developing countries, e-learning has created new opportunities for women's education by reducing some geographical, social, and institutional barriers, although it also introduces challenges related to digital access, infrastructure, and technological literacy [17]. In managerial settings, digital competence and familiarity with information systems are no longer optional; they are essential for communication, planning, monitoring, reporting, and decision-making. For a ministry that operates in an energy-related environment, technological literacy can directly affect women's readiness for higher managerial roles. Therefore, information technology should be considered an organizational empowerment variable that enhances women's capacity to perform complex managerial tasks and participate in modern administrative systems.

Training and work discipline also contribute to employee performance and empowerment. Research on social service employees, women's empowerment, and child protection institutions suggests that training and work discipline can improve employee performance in organizations responsible for social and administrative services [18]. This is relevant to the present study because women's empowerment for managerial promotion requires systematic training, professional discipline, performance evaluation, and capacity-building mechanisms. Without targeted training and transparent performance pathways, women may remain concentrated in lower or middle-level roles despite possessing the potential for leadership. Training should therefore be connected to career planning, succession management, mentoring, and the preparation of women for key managerial posts.

Women's empowerment also intersects with family, household, and broader social decision-making dynamics. Studies on intrahousehold relations in South Asia indicate that women's empowerment is associated with task sharing, decision-making, and household-level power relations [19]. Although such studies focus on household contexts, their conceptual implications extend to organizations: empowerment requires redistribution of decision-making authority and recognition of women as capable agents. If women are expected to carry disproportionate domestic responsibilities while also meeting professional expectations, their managerial advancement may be constrained by role overload. Therefore, organizational empowerment models should account for the relationship between women's professional development and social expectations surrounding caregiving, domestic labor, and family responsibilities.

Health-related and psychosexual empowerment studies also demonstrate that empowerment is multidimensional and context-specific. A systematic review of psychosexual empowerment strategies among infertile women highlights the importance of psychological support, education, counseling, and agency in sensitive life domains [20]. While the subject matter differs from managerial advancement, the broader lesson is that empowerment must be designed according to the lived experiences and specific constraints of the target group. In the context of the Ministry of Energy, women's empowerment must therefore be tailored to the organizational culture, promotion system, professional requirements, and gendered experiences of women within that institution. A generic empowerment model may fail to capture the specific barriers and capacities relevant to women's promotion in this sector.

Leadership style is another important dimension in women's managerial empowerment. Studies on female educational managers emphasize attention-based leadership, relational sensitivity, communication, ethical responsibility, and the ability to create supportive organizational climates [21]. These findings suggest that women's leadership should not be evaluated only through traditional masculine models of authority, control, and hierarchy. Instead, feminine leadership styles may contribute to participatory decision-making, organizational transparency, care ethics, psychological safety, and collaborative performance. However, the recognition of feminine leadership should not reinforce stereotypes that restrict women to supportive or emotional roles. Rather, it should broaden the definition of effective leadership and legitimize diverse managerial styles within public organizations.

Child protection, social policy, and public administration studies also show that women's empowerment is often linked to institutional responsibility and social justice. Research on women's empowerment and child protection agencies demonstrates that empowerment-related institutions can play a role in addressing social problems, protecting vulnerable groups, and promoting equitable policy implementation [22]. This perspective is relevant because ministries and public organizations are not only administrative systems but also instruments of public value. When women are excluded from

managerial positions, public institutions lose part of their social representativeness and decision-making diversity. Therefore, women's promotion in the Ministry of Energy can contribute not only to gender equality but also to more inclusive and responsive public governance.

Taken together, the literature indicates that women's empowerment for managerial promotion is a complex and multidimensional phenomenon. It includes personal competencies, professional efficacy, social competence, work ethics, psychological readiness, motivation, technological literacy, organizational justice, managerial support, succession planning, leadership style, cultural beliefs, and the elimination of gender discrimination. Existing studies have examined many of these dimensions separately, including economic empowerment, leadership representation, psychological resilience, technological education, financial inclusion, managerial capability development, and gender equity in professional fields [1, 2, 6, 10, 16, 17]. However, fewer studies have integrated these dimensions into a context-specific model for women's promotion to managerial positions in a technically specialized public-sector organization such as the Ministry of Energy. This gap is important because sectoral context influences the meaning of competence, authority, promotion, and leadership legitimacy.

Accordingly, the need for a comprehensive empowerment model arises from both theoretical and practical considerations. Theoretically, women's empowerment should be conceptualized as an interaction between individual agency and organizational structure. Practically, ministries and public organizations require evidence-based frameworks to identify barriers, strengthen women's competencies, reduce gender stereotypes, improve managerial support, and institutionalize fair promotion systems. A model designed specifically for the Ministry of Energy can help clarify which factors should be prioritized and how different dimensions of empowerment are connected. Such a model can also support policy-making in human-resource management, leadership development, organizational justice, and succession planning.

The aim of this study is to design a model of women's empowerment for promotion to managerial positions in the Ministry of Energy.

## Methodology

The present study is categorized as a qualitative study because thematic analysis was employed in this research to design a model of women's empowerment for promotion to managerial positions in the Ministry of Energy. Thematic analysis refers to the process of coding and analyzing data with the aim of identifying what the data express. This type of analysis primarily seeks to identify patterns within the data (Clarke & Braun, 2013). In the present study, through interviews with 10 experts from the Ministry of Energy who held master's degrees or higher and possessed the necessary expertise and experience in this field, along with the application of the thematic analysis approach and review of the theoretical literature, a model of women's empowerment for promotion to managerial positions in the Ministry of Energy was designed. The sampling method in qualitative research is based on the principle of theoretical saturation proposed by Strauss and Corbin (1998) under the concept of theoretical sampling. Accordingly, sampling continues until the researcher is no longer able to obtain new data from the interviews and theoretical saturation is achieved. The sampling method in this section was purposive because, in qualitative research, the researcher does not seek to generalize the findings but rather aims to select samples that have the greatest alignment and proximity to the objectives of the study. In this qualitative study, purposive snowball sampling was utilized, meaning that the units were selected not randomly, but based on their characteristics relevant to the phenomenon under investigation (Delavar, 2018). The sample of this study consisted of 10 specialists in the field of social issues because

no new information was obtained after the tenth participant; in other words, theoretical saturation was achieved with this number of expert panel members.

The research instrument was a semi-structured interview designed in the form of several questions encompassing the identified components of women's empowerment for promotion to managerial positions in the Ministry of Energy. The analysis of the collected data was conducted in three stages: concept and category generation (creation of initial and open codes), category identification (theme searching and reviewing), and theory generation (theme definition and naming). In the first stage, categories are extracted from the data (Creswell, 2005). The process of searching for themes and generating initial codes is an analytical procedure through which identified concepts (organizing themes), as well as their characteristics and dimensions, are discovered within the data. Reviewing themes refers to linking categories to subcategories and establishing relationships among categories and their levels of characteristics. The researcher selects a category obtained from the concept and category generation stage and places it at the center of the analytical process while attempting to relate other categories to it. Axial coding is the process of relating categories to subcategories and connecting categories at the level of properties and dimensions. The final stage, which involves defining and naming themes, refers to the process of integrating and refining categories. At this stage, the researcher develops a theory regarding the relationships among the categories obtained in the thematic coding model.

## Findings and Results

Before presenting the research findings, the demographic information of the experts (managers and professors) participating in the study is reported. Table 1 shows the demographic information of the participants in the study.

**Table 1**

*Demographic Information of the Experts*

| Variable           | Level                     | Frequency | Percentage |
|--------------------|---------------------------|-----------|------------|
| Gender             | Male                      | 7         | 70%        |
|                    | Female                    | 3         | 20%        |
|                    | Total                     | 10        | 100%       |
| Age                | 20–30 years               | 1         | 10%        |
|                    | 31–40 years               | 2         | 20%        |
|                    | 41–50 years               | 4         | 40%        |
|                    | Over 50 years             | 3         | 30%        |
|                    | Total                     | 10        | 100%       |
| Employment Status  | University faculty member | 6         | 60%        |
|                    | Organizational manager    | 4         | 30%        |
|                    | Total                     | 10        | 100%       |
| Educational Degree | Master's degree           | 3         | 30%        |
|                    | Doctoral degree           | 7         | 70%        |
|                    | Total                     | 10        | 100%       |
| Work Experience    | Less than 5 years         | 2         | 20%        |
|                    | 5–10 years                | 3         | 30%        |
|                    | More than 10 years        | 5         | 50%        |
|                    | Total                     | 10        | 100%       |

The findings of this study led to the identification of 104 basic themes and 23 main themes, which were presented within the framework of a model of women's empowerment for promotion to managerial positions in the Ministry of Energy. The validity of the categories and themes was assessed using the Content Validity Ratio (CVR) and the Content Validity Index (CVI). To calculate the CVR index, the opinions of expert specialists in the content area of the intended test were used. After

explaining the objectives of the test and presenting the operational definitions related to the content of the items, the experts were asked to classify each item based on a three-point Likert scale: “the item is essential,” “the item is useful but not essential,” and “the item is not essential.” Then, based on the following formula, the content validity ratio was calculated. Considering that the expert panel consisted of 10 members, the value of this index had to be greater than 0.60.

**Table 2***Results of the Content Validity Ratio (CVR) Analysis*

| Overarching Themes       | Organizing Themes (Main Themes) | Basic Themes (Subthemes)                                                         | Number of Experts | Number Selecting “Essential” | CVR  |
|--------------------------|---------------------------------|----------------------------------------------------------------------------------|-------------------|------------------------------|------|
| Women’s Competencies     | Individual Capabilities         | Responsibility, order and discipline, personality, ethics                        | 10                | 8                            | 60%  |
|                          |                                 | Speed of action, intelligence and talent, self-confidence                        | 10                | 10                           | 100% |
|                          |                                 | Patience and tolerance, lack of prejudice                                        | 10                | 8                            | 60%  |
|                          | Women’s Social Competence       | Values and attitudes                                                             | 10                | 9                            | 80%  |
|                          |                                 | Ability to participate and work in teams; appropriate work-related communication | 10                | 8                            | 60%  |
|                          |                                 | Ability to transfer experiences and skills to others                             | 10                | 8                            | 60%  |
|                          |                                 | Creating a sense of friendship and cooperation among people                      | 10                | 10                           | 100% |
|                          |                                 | Effective verbal skills, organizational networking, communication                | 10                | 9                            | 80%  |
|                          |                                 | Operational ability                                                              | 10                | 10                           | 100% |
|                          |                                 | Problem identification and solving, crisis management                            | 10                | 9                            | 80%  |
|                          | Professional Efficacy           | Time management                                                                  | 10                | 8                            | 60%  |
|                          |                                 | Up-to-date and specialized knowledge                                             | 10                | 8                            | 60%  |
|                          |                                 | Level of expertise and commitment                                                | 10                | 9                            | 80%  |
|                          |                                 | Level of women’s valid university education                                      | 10                | 8                            | 60%  |
|                          |                                 | Performing extra-role behaviors                                                  | 10                | 9                            | 80%  |
|                          | Work Ethics                     | Attention to the needs of colleagues and the organization                        | 10                | 10                           | 100% |
|                          |                                 | Observance of ethical principles                                                 | 10                | 9                            | 80%  |
|                          |                                 | Honesty in speech and behavior                                                   | 10                | 8                            | 60%  |
|                          |                                 | Ethics at work                                                                   | 10                | 10                           | 100% |
|                          |                                 | Appropriate behavior toward colleagues                                           | 10                | 8                            | 60%  |
| Organizational Variables | Feminine Management Style       | Elimination of inappropriate imitations                                          | 10                | 9                            | 80%  |
|                          |                                 | Greater participation of women in decision-making                                | 10                | 8                            | 60%  |
|                          |                                 | Delegation of authority to female employees                                      | 10                | 8                            | 60%  |
|                          | Organizational Success          | Type of organizational structure                                                 | 10                | 10                           | 100% |
|                          |                                 | Full utilization of human-resource capacities                                    | 10                | 9                            | 80%  |
|                          |                                 | Increasing women’s performance in the organization                               | 10                | 8                            | 60%  |
|                          |                                 | Changing cultural beliefs                                                        | 10                | 10                           | 100% |
|                          |                                 | Eliminating gender discrimination in duties                                      | 10                | 8                            | 60%  |
|                          | Social Culture                  | Eliminating patriarchal beliefs in the organization                              | 10                | 10                           | 100% |
|                          |                                 | Encouragement and support by society for women’s presence in higher positions    | 10                | 8                            | 60%  |
|                          |                                 | Belief in women’s capabilities in administrative organizations                   | 10                | 10                           | 100% |
|                          | Self-Leadership                 | Having autonomy and freedom of choice                                            | 10                | 9                            | 80%  |
|                          |                                 | Perseverance and sensitivity in performing tasks properly                        | 10                | 10                           | 100% |
|                          |                                 | Having decision-making power to achieve goals                                    | 10                | 8                            | 60%  |
|                          |                                 | Self-management in the organization                                              | 10                | 9                            | 80%  |
|                          | Information Technology          | Women’s familiarity with organizational information systems                      | 10                | 10                           | 100% |
|                          |                                 | Having permits for training in internet-based systems                            | 10                | 9                            | 80%  |
|                          |                                 | Women’s familiarity with modern internet networks in the organization            | 10                | 10                           | 100% |
|                          |                                 | Having modern specialized technological knowledge in the organization            | 10                | 9                            | 80%  |
| Managerial Functions     | Responsibility Orientation      | Attention to the details of affairs                                              | 10                | 9                            | 80%  |
|                          |                                 | Performing work in the best possible way                                         | 10                | 9                            | 80%  |
|                          |                                 | Responsibility and accountability                                                | 10                | 10                           | 100% |

|                               |                                      |                                                                   |    |    |      |
|-------------------------------|--------------------------------------|-------------------------------------------------------------------|----|----|------|
|                               | Organizational Justice               | Being orderly and rule-governed                                   | 10 | 10 | 100% |
|                               |                                      | Justice in providing facilities                                   | 10 | 8  | 60%  |
|                               |                                      | Development of justice in the organization                        | 10 | 9  | 80%  |
|                               |                                      | Justice in access to organizational positions                     | 10 | 9  | 80%  |
|                               |                                      | Observing justice in promotion between women and men              | 10 | 8  | 60%  |
|                               | Managerial Support                   | Equitable distribution of positions based on gender               | 10 | 8  | 60%  |
|                               |                                      | Reducing power distance                                           | 10 | 10 | 100% |
|                               |                                      | Senior managers' support for women                                | 10 | 8  | 60%  |
|                               |                                      | Management's trust in women                                       | 10 | 8  | 60%  |
|                               |                                      | Fair management in the organization                               | 10 | 10 | 100% |
|                               | Professional Development             | Growth of capabilities and professional development               | 10 | 10 | 100% |
|                               |                                      | Strengthening job skills                                          | 10 | 10 | 100% |
|                               |                                      | Providing opportunities for talent expression                     | 10 | 8  | 60%  |
|                               |                                      | Developing professional abilities                                 | 10 | 8  | 60%  |
|                               |                                      | Identifying talented women in the organization                    | 10 | 10 | 100% |
| Gender Stereotypes            | Women's Succession Planning          | Recognizing women's abilities for promotion and transfer          | 10 | 9  | 80%  |
|                               |                                      | Awareness of women's capabilities in the organization             | 10 | 8  | 60%  |
|                               |                                      | Selecting and developing women for key positions and jobs         | 10 | 9  | 80%  |
|                               |                                      | Training women for promotion to higher positions                  | 10 | 9  | 80%  |
|                               |                                      | Having a succession management program                            | 10 | 8  | 60%  |
|                               |                                      | Attention to women's role and history of women's success          | 10 | 10 | 100% |
|                               |                                      | Active presence of women and demonstrating women's capabilities   | 10 | 8  | 60%  |
|                               |                                      | Giving women opportunities / women's leadership capability        | 10 | 9  | 80%  |
|                               |                                      | Eliminating the glass ceiling                                     | 10 | 10 | 100% |
|                               |                                      | Reforming patriarchal thinking                                    | 10 | 10 | 100% |
|                               |                                      | Gender-based valuation                                            | 10 | 8  | 60%  |
|                               |                                      | Changing the discriminatory gender approach                       | 10 | 9  | 80%  |
|                               |                                      | Inequality in career advancement                                  | 10 | 8  | 60%  |
|                               |                                      | Eliminating gender inequality and sexism in key positions         | 10 | 9  | 80%  |
|                               |                                      | Gender stereotypes                                                | 10 | 9  | 80%  |
|                               | Feminine Leadership Style            | Helping others and ethics of care                                 | 10 | 10 | 100% |
|                               |                                      | Creating psychological safety                                     | 10 | 9  | 80%  |
|                               |                                      | Participatory management and performance transparency             | 10 | 8  | 60%  |
|                               |                                      | Women's self-control and employee support                         | 10 | 9  | 80%  |
|                               | Attention to Women's Work            | Respecting women's rights                                         | 10 | 9  | 80%  |
|                               |                                      | Creating a sense of social security for women                     | 10 | 8  | 60%  |
|                               |                                      | Removing gender stereotypes                                       | 10 | 8  | 60%  |
|                               | Elimination of Gender Discrimination | Belief in women's equitable participation in work                 | 10 | 9  | 80%  |
|                               |                                      | Society's cultural attitudes and respect for women's rights       | 10 | 8  | 60%  |
|                               |                                      | Belief in women's potential and capabilities                      | 10 | 9  | 80%  |
|                               |                                      | Combating gender discrimination in the organization               | 10 | 10 | 100% |
|                               |                                      | Reduced manifestation of patriarchal culture                      | 10 | 9  | 80%  |
|                               |                                      | Equal view of women and men                                       | 10 | 10 | 100% |
|                               |                                      | Eliminating gendered perspectives in delegation of authority      | 10 | 9  | 80%  |
| Psychological Characteristics | Self-Esteem                          | Removing discrimination and eliminating inequalities              | 10 | 9  | 80%  |
|                               |                                      | Trust in one's own abilities                                      | 10 | 10 | 100% |
|                               |                                      | Having independence and self-belief                               | 10 | 8  | 60%  |
|                               | Motivation                           | Self-appreciation and sense of capability                         | 10 | 8  | 60%  |
|                               |                                      | Confidence in one's own ability                                   | 10 | 9  | 80%  |
|                               |                                      | Women's desire and motivation for advancement in the organization | 10 | 10 | 100% |
|                               |                                      | Motivation to obtain a higher managerial position                 | 10 | 10 | 100% |
|                               |                                      | Having high morale and intrinsic motivation                       | 10 | 8  | 60%  |
|                               |                                      | Enthusiasm for reaching a higher position                         | 1  | 9  | 80%  |
|                               |                                      | Having positive thoughts toward others                            | 10 | 8  | 0.60 |
|                               | Psychological Well-Being             | Women's mental and psychological health                           | 10 | 9  | 80%  |

|                      |                                                                                  |    |   |     |
|----------------------|----------------------------------------------------------------------------------|----|---|-----|
|                      | Work vitality                                                                    | 10 | 8 | 60% |
|                      | Having security and a sense of calm                                              | 10 | 9 | 80% |
| Communication Skills | Communication with others and influence in communication                         | 10 | 9 | 80% |
|                      | Communication and presence in organizational communication networks              | 10 | 8 | 60% |
|                      | Increasing women's interactions with influential people in the organization      | 10 | 9 | 80% |
|                      | Increasing interactions with influential and powerful people in the organization | 10 | 8 | 60% |
|                      | Extensive activity in social networks                                            | 10 | 9 | 80% |

According to the results presented in the above table, the obtained value of the Content Validity Ratio (CVR) for each item was greater than 0.60; therefore, all research concepts had an acceptable content validity ratio.

To examine the Content Validity Index (CVI), the Waltz and Bausell method was used. Accordingly, experts determined the relevance of each item using the following scale: 1 = "not relevant," 2 = "somewhat relevant," 3 = "relevant," and 4 = "completely relevant." The item related to clarity was also rated respectively as 1 = "not clear," 2 = "somewhat clear," 3 = "clear," and 4 = "completely clear." If the CVI score is higher than 0.79, the content validity of the scale is confirmed. The results of this study are reported in Tables 2 and 3, and the final model is presented at the end.

**Table 3**

*Results of the Content Validity Index (CVI)*

| Components                           | Number of Experts | Total Number of Participants Selecting Options 3 and 4 Divided by 10 | CVI |
|--------------------------------------|-------------------|----------------------------------------------------------------------|-----|
| Individual capabilities              | 10                | $10 \div (2 + 7)$                                                    | 90% |
| Women's social competence            | 10                | $10 \div (3 + 5)$                                                    | 80% |
| Professional efficacy                | 10                | $10 \div (8 + 1)$                                                    | 90% |
| Work ethics                          | 10                | $10 \div (8 + 1)$                                                    | 90% |
| Feminine management style            | 10                | $10 \div (7 + 1)$                                                    | 80% |
| Social culture                       | 10                | $10 \div (2 + 7)$                                                    | 90% |
| Organizational success               | 10                | $10 \div (5 + 4)$                                                    | 90% |
| Self-leadership                      | 10                | $10 \div (3 + 5)$                                                    | 80% |
| Information technology               | 10                | $10 \div (3 + 5)$                                                    | 80% |
| Responsibility orientation           | 10                | $10 \div (6 + 3)$                                                    | 90% |
| Organizational justice               | 10                | $10 \div (3 + 5)$                                                    | 80% |
| Managerial support                   | 10                | $10 \div (2 + 7)$                                                    | 90% |
| Professional development             | 10                | $10 \div (3 + 5)$                                                    | 80% |
| Women's succession planning          | 10                | $10 \div (5 + 4)$                                                    | 90% |
| Women's credibility                  | 10                | $10 \div (2 + 7)$                                                    | 90% |
| Feminine leadership style            | 10                | $10 \div (4 + 4)$                                                    | 80% |
| Gender segregation                   | 10                | $10 \div (3 + 5)$                                                    | 80% |
| Attention to women's work            | 10                | $10 \div (5 + 4)$                                                    | 90% |
| Elimination of gender discrimination | 10                | $10 \div (3 + 5)$                                                    | 80% |
| Self-confidence                      | 10                | $10 \div (3 + 5)$                                                    | 80% |
| Motivation                           | 10                | $10 \div (5 + 4)$                                                    | 90% |
| Psychological well-being             | 10                | $10 \div (5 + 4)$                                                    | 90% |
| Communication skills                 | 10                | $10 \div (2 + 6)$                                                    | 80% |

According to the results obtained for the Content Validity Index (CVI), all items had acceptable content validity, as the CVI of none of the categories was lower than 0.79.

In most qualitative studies and research, seven criteria are proposed to determine model validity: relevance, applicability, coherence, comprehensiveness, comprehensibility, innovation, and acceptability. To examine the validity indices of the framework of the women's empowerment model for promotion to higher positions, the views of the interviewees were used. Therefore, the statistical population for the internal validation of the proposed framework consisted of the interviewees in

the field of the “women’s empowerment model for promotion to managerial positions,” and 10 experts participated in this study. The following results relate to the internal validation of the proposed framework:

**Table 4**

*Results of Internal Validation and Examination of the Validity of Women’s Empowerment for Promotion to Higher Positions*

| Criterion         | Minimum | Maximum | Mean | Standard Deviation | CVI  | S-CVI            |
|-------------------|---------|---------|------|--------------------|------|------------------|
| Relevance         | 3.22    | 4.60    | 3.25 | 0.49               | 0.80 | 0.842 = 5.90 ÷ 7 |
| Applicability     | 3.16    | 4.29    | 3.45 | 0.78               | 0.80 |                  |
| Coherence         | 3.22    | 5.00    | 3.25 | 0.55               | 0.90 |                  |
| Comprehensiveness | 3.40    | 4.60    | 3.70 | 0.56               | 0.80 |                  |
| Comprehensibility | 3.48    | 4.00    | 3.51 | 0.51               | 0.90 |                  |
| Innovation        | 3.42    | 4.60    | 3.83 | 0.64               | 0.90 |                  |
| Acceptability     | 3.00    | 5.00    | 3.65 | 0.60               | 0.80 |                  |

The results indicate that the mean of all validity factors was greater than 3. Considering that the questionnaire was rated on a five-point Likert scale, ranging from 1 as the lowest score to 5 as the highest score, a mean greater than 3 indicates that all validity criteria in the above table were above the average score. Therefore, the Content Validity Index (CVI) coefficient for all criteria had to be greater than 0.79, and since the obtained values were higher than 0.79, they were confirmed. The overall coefficient (S-CVI) in this study, as shown in the table, was calculated as 0.84. Since this value is higher than 0.79, the validity of the model was confirmed. This overall index was calculated by dividing the sum of the validity indices by the number of criteria.

## Discussion and Conclusion

The present study aimed to design a model of women’s empowerment for promotion to managerial positions in the Ministry of Energy. The findings led to the identification of 104 basic themes and 23 organizing themes categorized into five overarching dimensions, including women’s competencies, organizational variables, managerial functions, gender stereotypes, and psychological characteristics. The results demonstrated that women’s empowerment for managerial advancement is a multidimensional phenomenon that cannot be explained solely through individual capabilities or formal organizational policies. Rather, empowerment emerges from the interaction of professional competencies, organizational support systems, psychological readiness, social legitimacy, and structural opportunities for advancement. The validity indicators of the model, including CVR, CVI, and S-CVI, also confirmed the coherence and acceptability of the proposed framework. The findings suggest that women’s promotion to managerial positions in the Ministry of Energy requires simultaneous attention to capability development, elimination of gender barriers, and institutional reform.

One of the major findings of the study was the importance of women’s competencies, including individual capabilities, social competence, professional efficacy, and work ethics. The identified indicators such as responsibility, self-confidence, operational ability, crisis management, communication skills, and ethical commitment indicate that managerial advancement is strongly associated with competency-based empowerment. These findings are consistent with studies emphasizing the development of women’s managerial capabilities in organizations [2, 3]. Bostani et al. highlighted that women’s advancement in government organizations depends on managerial competencies such as strategic capability, professional expertise, communication skills, and organizational commitment. Similarly, Samadi et al. emphasized that women’s managerial competencies in industrial organizations are shaped by technical expertise, professional efficacy, and leadership preparedness. The present findings extend these perspectives by demonstrating that women’s competencies in the Ministry

of Energy are not limited to technical knowledge, but also include interpersonal, ethical, and behavioral dimensions that strengthen women's legitimacy in managerial environments.

The findings related to women's social competence and communication ability are also aligned with studies emphasizing collaborative leadership and networking as important dimensions of women's empowerment. Effective communication, organizational networking, teamwork ability, and experience-sharing were identified as major subthemes of empowerment in the present study. These findings are supported by research showing that women's career progression is often facilitated through relational leadership styles, participatory communication, and collaborative organizational behavior [15, 21]. Women occupying managerial positions frequently rely on communication-based leadership approaches that strengthen cooperation and organizational trust. In the Ministry of Energy, where organizational coordination and interdepartmental communication are essential, these competencies appear particularly significant for managerial promotion.

Another important finding of the study was the role of organizational variables in women's empowerment, particularly feminine management style, organizational success, social culture, self-leadership, and information technology. The results indicated that empowerment is not merely dependent on women's individual efforts; rather, organizational structures and cultures significantly influence promotion opportunities. Variables such as reducing patriarchal beliefs, increasing women's participation in decision-making, delegating authority to female employees, and establishing supportive organizational structures were identified as critical factors. These findings are consistent with research emphasizing the importance of organizational inclusion and leadership representation in women's empowerment [1]. Lee demonstrated that women's representation in leadership positions enhances institutional performance and strengthens organizational inclusiveness. The present study similarly suggests that the Ministry of Energy must move beyond symbolic inclusion toward structural empowerment by integrating women into decision-making systems and leadership pathways.

The identified role of self-leadership and autonomy also reflects broader empowerment theories emphasizing agency, self-management, and decision-making capacity. The findings showed that perseverance, freedom of action, and independent decision-making are central to women's empowerment in managerial contexts. These findings align with studies on empowerment through economic participation and self-help structures, which indicate that empowerment requires both external opportunities and internal agency [10-12]. Although those studies were conducted in community and economic contexts, the underlying principle is similar: empowerment becomes meaningful when individuals gain both institutional support and personal authority to influence outcomes. In the Ministry of Energy, self-leadership appears to function as a bridge between professional capability and managerial readiness.

The findings also emphasized the importance of information technology and modern organizational knowledge as dimensions of empowerment. Women's familiarity with organizational information systems, internet-based technologies, and specialized technological knowledge were identified as important components of managerial advancement. These results are consistent with research highlighting the role of technological literacy and digital education in strengthening women's empowerment [17]. In modern administrative organizations, managerial competence increasingly depends on technological adaptability and digital communication skills. Therefore, women's access to technological training and digital resources can directly affect their ability to participate in strategic organizational processes and compete for higher managerial positions.

Managerial functions constituted another major dimension of the proposed model. The findings demonstrated that responsibility orientation, organizational justice, managerial support, professional development, and women's succession

planning are essential mechanisms for women's advancement. The importance of organizational justice and equitable access to positions indicates that women's empowerment is closely connected to perceptions of fairness in promotion systems. This finding is supported by research showing that women's managerial progression is often constrained by structural inequalities and informal barriers within organizations [15, 16]. When organizations fail to distribute opportunities fairly or continue to evaluate women through gendered assumptions, women's empowerment remains limited despite formal equality policies.

The findings regarding managerial support are especially important because they indicate that empowerment requires active institutional endorsement from senior leaders. The identified themes of reducing power distance, management trust in women, and support from senior managers suggest that leadership attitudes play a decisive role in women's advancement. These findings align with studies emphasizing the influence of social and institutional support on empowerment processes [14]. Kilgallen et al. showed that empowerment is shaped not only by women's capacities but also by the willingness of men and institutional authorities to support women's agency and leadership. In the Ministry of Energy, managerial support appears to serve as a legitimizing mechanism that enables women to transition from operational roles to strategic leadership positions.

The role of professional development and succession planning in the findings also reflects the strategic dimension of empowerment. Identifying talented women, preparing women for key positions, and creating succession-management systems were recognized as important components of the empowerment model. These findings support research emphasizing the importance of institutionalized career-development systems in enhancing women's leadership representation [1, 2]. Women's empowerment becomes sustainable when organizations systematically identify leadership potential, provide training opportunities, and establish clear promotion pathways. Without such mechanisms, women may remain underrepresented in senior management despite possessing professional qualifications.

Gender stereotypes emerged as one of the most influential dimensions in the empowerment model. The study identified women's credibility, gender segregation, feminine leadership style, attention to women's work, and elimination of gender discrimination as central themes. These findings indicate that organizational and social beliefs continue to shape women's managerial opportunities. Themes such as eliminating the glass ceiling, reforming patriarchal thinking, reducing gender discrimination, and changing stereotypical attitudes suggest that women's advancement is strongly influenced by cultural perceptions of leadership. These findings are consistent with studies examining gender equity and women's leadership in different organizational contexts [13, 16]. Those studies emphasized that gender inequality persists when women are viewed through restrictive cultural assumptions regarding authority, leadership, and social roles.

The findings regarding feminine leadership style are also noteworthy. Helping others, ethics of care, participatory management, transparency, and psychological safety were identified as dimensions of women's leadership. These findings are consistent with research on women managers and leadership approaches emphasizing collaboration, communication, and relational management [21]. The results suggest that women's leadership in the Ministry of Energy may contribute to more participatory and ethically grounded managerial practices. At the same time, the findings indicate that organizations must avoid reducing women's leadership to stereotypically "soft" characteristics and instead recognize women as capable of diverse managerial styles and strategic decision-making roles.

Psychological characteristics constituted the fifth major dimension of the empowerment model. The identified themes included self-esteem, motivation, psychological well-being, and communication skills. The findings demonstrated that

confidence, self-belief, intrinsic motivation, psychological security, and emotional stability are critical for women's advancement into managerial positions. These results align with studies emphasizing resilience, emotional regulation, self-compassion, and psychological empowerment among women [6, 7]. Women seeking leadership positions often face social pressure, organizational resistance, and performance scrutiny; therefore, psychological empowerment becomes essential for sustaining managerial ambition and professional persistence.

The identified role of motivation in women's empowerment is also consistent with studies emphasizing women's aspiration for advancement and socio-economic participation [4, 9]. Motivation for higher managerial positions reflects both individual ambition and organizational possibility. When organizations provide visible promotion opportunities, women are more likely to develop long-term professional commitment and leadership motivation. Conversely, environments characterized by discrimination or limited advancement opportunities may weaken women's managerial aspirations.

The findings related to psychological well-being and communication skills further demonstrate that women's empowerment is not solely a technical or structural issue. Positive thinking, psychological calmness, social security, and effective interaction with influential organizational actors were identified as essential elements of empowerment. These findings support broader empowerment frameworks emphasizing emotional resilience, social recognition, and interpersonal effectiveness [8, 20]. Psychological empowerment strengthens women's capacity to cope with organizational stress, maintain professional identity, and establish influence within institutional networks.

Overall, the findings of the present study indicate that women's empowerment for managerial promotion in the Ministry of Energy is a comprehensive organizational process requiring simultaneous attention to competency development, institutional justice, cultural transformation, psychological strengthening, technological capability, and strategic leadership support. The proposed model demonstrates that empowerment cannot be reduced to isolated interventions such as training courses or symbolic appointments. Instead, effective empowerment requires an integrated framework that addresses individual, organizational, and socio-cultural dimensions simultaneously. The findings also highlight that empowerment policies in public organizations should move beyond descriptive representation and focus on creating sustainable systems of leadership development, fair promotion, and organizational legitimacy for women managers.

One of the limitations of the present study was the relatively small number of participants due to the qualitative nature of the research and the difficulty of accessing experts with specialized managerial experience in the Ministry of Energy. Another limitation was that the study focused specifically on the Ministry of Energy; therefore, the findings may not be directly generalizable to other governmental or private-sector organizations with different organizational structures and cultures. In addition, some participants may have expressed socially desirable opinions regarding women's empowerment and gender equality because of the sensitivity of the topic. Time limitations and the restricted access to female managers occupying senior executive positions also limited the possibility of broader comparative analysis.

Future studies are recommended to examine the proposed empowerment model quantitatively and test the causal relationships among the identified dimensions using structural equation modeling or mixed-method approaches. Comparative studies between governmental and private-sector organizations may also provide a deeper understanding of the organizational factors affecting women's managerial advancement. Researchers are encouraged to investigate the role of organizational culture, leadership style, digital transformation, and work-family balance in women's empowerment across

different industries and professional sectors. Longitudinal studies may further help identify how empowerment processes evolve over time and how organizational reforms influence women's career progression in managerial hierarchies.

Organizations should design structured empowerment programs that focus on leadership development, professional training, technological competence, and psychological support for women employees. Senior managers should establish transparent promotion systems, succession-planning mechanisms, and mentoring opportunities that encourage women's participation in managerial pathways. Policymakers in the Ministry of Energy should also prioritize the reduction of gender discrimination and the elimination of informal barriers that restrict women's advancement. Creating supportive organizational cultures, increasing women's participation in decision-making, and strengthening trust in women's managerial abilities can contribute significantly to sustainable organizational development and more equitable leadership structures.

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### Authors' Contributions

All authors equally contributed to this study.

### Declaration of Interest

The authors of this article declared no conflict of interest.

### Ethical Considerations

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants. Written consent was obtained from all participants in the study.

### Transparency of Data

In accordance with the principles of transparency and open research, we declare that all data and materials used in this study are available upon request.

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