



## Exploring the Dimensions and Components of Empowerment and Promoting the Position of Female Educational Managers

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### Abstract

**Purpose:** The aim of this study was to explore the dimensions and components of empowerment and promote the position of female educational managers.

**Methodology:** The present study was a qualitative research of contractual content analysis. The sample size included 27 written documents related to the research topic and 19 interviews with academic experts, successful educational administrators and senior administrators who were selected by purposive sampling method. Semi-structured interviews were used to collect data. To analyze interview information and documents; Inductive and content analysis methods were used.

**Findings:** Findings from the analysis of interviews and documents showed components and dimensions to empower and promote the position of female educational managers in the field of information 3 dimensions (general, educational and managerial information), in the field of self-personality 2 dimensions (existential personality) Manager and interpersonal personality), in the political field 2 dimensions (government view and qualification), in the field of management attitude 3 dimensions (human relations management, special knowledge management and performance and efficiency), in the environmental field 4 dimensions (information from the environment, View of society, family and environmental impact) and in the economic sphere there is only one dimension of credit.

**Conclusion:** The results showed that the most important components and dimensions for empowerment and promotion of female educational managers are: information field, personality, political, managerial, environmental and economic attitudes, respectively.

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## 1. Introduction

New organizational environments that are characterized by complexity, turbulence, speed, and rapid change require flexible, entrepreneurial, responsible, highly trusted, innovative, and participatory workforces. In such organizations, organizational structures and management styles and methods should be such that the human resources of the organization are involved in the decision-making process and implementation and achievement of organizational goals to form self-governing working groups and working groups and delegate executive authority to subordinates. Form a dynamic, developed and flexible organization, thereby improving the relationship between upstream and downstream, and achieve conditions with organizational trust and consequently useful participation in the organization (Niazi & Nasabadi, 2012).

Nowadays, issues such as attracting, retaining and promoting specialized personnel in education and training, in order to increase the productivity of human resources and ultimately the organization, have caused organizations to reconsider their management patterns and use new management approaches and strategies. Among these, one of the most effective human resource management processes is empowerment (Neale & kanzkanlı 2010). Empowerment of women and women educational managers is one of the effective techniques to increase employee productivity and optimal use of their individual and group capacity and abilities in line with organizational goals. Empowerment is a process that helps to improve performance by developing the influence and capability of individuals and groups (Niazi & Nasabadi, 2012). Therefore, empowerment of female educators is a process by which women need to be empowered to organize them and by increasing self-confidence can defend their rights to independent choice and control over resources, which leads to the loss of their inferior position (Arabkhani, Seyed Mirzaei & Kaldi, 2020).

Today, the empowerment of women and their full participation on the basis of equality, in all areas, including the decision-making process and management of society is one of the prerequisites for sustainable development that our country desperately needs. Success in women's managerial careers, in addition to empowering women to cope with job discrimination, boosts their self-confidence, their independent identity, and their well-being and social development, which will benefit the whole of society (Moustofi, 2013). Empowering female educators means whether they can overcome their low self-esteem, their actions and words, show self-confidence and confidence, and have the power to face difficulties and difficulties, be able to evaluate and recognize accurately, and Use their abilities and capabilities in order to achieve their goals and achieve their goals by increasing their ability in various fields (Jamshidi & Mehdizadeh, 2020).

To empower women, there are five stages: welfare, access, awareness, participation and control. The four components of the empowerment method for educational administrators that are the basis are: self-awareness, creating insight, mental clarity (helping to heal and change shape when you step into a new area) and revealing insight. The difference between empowerment of educational managers and other empowerment of managers is that the empowerment of managers in each organization according to the goals, policies and policies and strategies of the relevant organization to advance the missions of the same organization and if the empowerment of educational managers according to The goals, policies and training policies of each organizational unit are for the training and education of specialized and efficient staff.

Empowerment communication approach means delegating authority and the process through which the leader or manager tries to divide his power among his subordinates. According to motivational experts, empowerment is rooted in people's motivational tendencies. Any strategy that leads to an increase in employees' right to self-determination (self-determination) and self-efficacy will empower them, and conversely, any strategy that weakens their motivation for power will strengthen their sense of powerlessness will lead to inability (Jahanian, 2010). Cognitive approach theorists, led by Thomas and Welthaus, argue that empowerment is a multifaceted subject and cannot be studied solely on the basis of a particular concept. Therefore, empowerment has been defined as increasing the intrinsic motivation of

tasks assigned to employees, which is manifested in a set of cognitive characteristics such as effectiveness, competence and significance (Jahanian, 2010).

Iranzadeh (2018) in a study to identify and level the relationships of employee empowerment components using the ISM approach (Case study: Tabriz Oil Refining Company). The results of the study of the relationship between the components of the research showed that the components of "responsibility" and "attention to meritocracy" are in the first level, which indicates the high impact of these two variables. Also, the indicators of "training", "guidance of managers" and "employee participation" are the most effective indicators of empowerment of managers in Tabriz Oil Refining Company. Hashemi Shal & Razzaqi (2018) in a study identified and ranked the factors affecting the empowerment of staff at Khajeh Nasir al-Tusi University of Technology. The results showed that all indicators of empowerment are effective in performing the assigned tasks of employees. The results also showed that the education index has the highest priority and among the sub-indicators, specialization and technology have more priority, Ghasemi Aghdami (2017) in a study to empower female managers in education and upbringing with an approach to assessing the status of the degree and field of study. The results show that having a certificate of general management competencies for applicants for school management positions can be a prerequisite for their registration. Zare & Rajabi (2013) in a study examined the factors affecting the empowerment of managers of education and training organizations. The results showed that from the perspective of individual and psychological CEOs with an average of 54.16 has the highest value.

Mestry (2017) in a study examined the empowerment of principals for effective leadership and management of public schools in the 21st century. The findings show that in South Africa, there is no formal readiness for senior or top jobs to hold leadership and management positions, and there are few in-service career development programs. Neale & kanzkanlı (2010) in a study entitled "Organizational Barriers to Women in Senior Management: A Comparison between New Zealand and Turkish Universities" concluded that women were more likely to reach senior management positions, especially university presidency, due to the dominance of patriarchal culture is down.

The importance of empowering female educational managers and promoting their managerial position in the path of their career advancement to the highest level of the organization and their impact on the performance of the education and training organization is the most important reason for paying attention to the present study, because women working in culture in education and training of government organizations are considered as one of the most important resources of society that need special attention to them. According to the above, the purpose of this study is to identify the dimensions and components of empowerment and promote the position of female educational managers and provide a favorable model.

## 2. Methodology

The method of the present study was qualitative content analysis. The statistical population of this study consisted of two parts. The first part was written documents, ie Persian and foreign articles and books related to the subject of the present study, and the second part were academic experts, successful educational managers and senior managers. The sampling method was purposeful and 27 documents and 19 interviews were selected as the research sample. Semi-structured interviews were used to collect data.

**Table1.** Details of the interviewees in the research

Row	degree of education	Major	Years of service	Job	Age
01	P.H.D	Sociology	33	University faculty member	53
02	P.H.D	Education Management	17	University faculty member	45
03	P.H.D	Curriculum	25	University faculty member	48
04	P.H.D	political science	20	University faculty member	50
05	P.H.D	Curriculum	15	faculty member	52

06	P.H.D	Curriculum	18	University staff	42
07	P.H.D	Curriculum	10	Counseling center	38
08	PhD student	Curriculum	32	High school manager	54
09	PhD student	Curriculum	32	Deputy Director of Education	52
010	MA	Management	28	Deputy Head of Education, Central Bank	49
011	MA	Political Science Regional Studies	14	Head of Education Department of Azad University	39
012	MA	Civil and agricultural	15	Responsible for agricultural education and promotion	46
013	MA	Training management	4	Primary school principal	39
014	MA	personality psychology	12	Talent Acquisition Center represents the future of the elite	42
015	MA	Curriculum	25	High school manager	40
016	Bachelor	social Sciences	25	High school manager	39
017	Bachelor	the literature	30	High school manager	45
018	Bachelor	Management	26	High school manager	48
019	MA	social Sciences	24	High school manager	53

To analyze interview information and documents; inductively and content analysis method was used. Content analysis was one of the main methods of viewing documents by which texts, documents and in the documents and facts of any type of document and recorded materials, whether related to the past or the present, can be evaluated and It provided a more systematic, accurate, and most importantly, analytical analysis with higher degrees of reliability.

Content analysis is a method in which researchers test the achievements of human social communication, which are typically documents (written and unwritten). In fact, researchers can find the contents of letters, diaries, articles, journals, minutes, books and newspapers, poems, songs, drawings, lectures, rules, and any type of text. Analyze another document. Content analysis is thus both a way of analyzing data and a way of viewing documents, but instead of directly observing or asking people about their behavior, it is about the connections they make and the messages they exchange. They do, pay attention and question and evaluate it (Bayani, 2016).

Validity and reliability of qualitative research is an important issue that Lincoln and Guba entered. The concepts that describe scientific reliability differ in quantitative and qualitative studies. According to Goba and Lincoln, the study of the scientific validity of qualitative studies included four criteria: reliability, transferability, reliability and validity. Lincoln & Guba (1985) used the criterion of "reliability" to refer to the evaluation of the quality of qualitative results, instead of using the terms validity and quantitative validity. Reliability in simple terms is the degree to which one can rely on the findings of a qualitative research and rely on their results. Lincoln & Guba (1985) believe that the validity criterion included the following four separate but interrelated criteria;

Reliability meant a conscious effort to ensure that the meaning of the data was interpreted correctly. Validity was related to the internal validity of the research, ie the degree of authenticity of the study findings and that the findings reflected the purpose of the research and the social reality of the study participants. (Mohamadpor, 2010). The full text of all interviews with coding and first grades was sent to the supervisor and the full text of 2 interviews with coding was sent to the respected advisor professors, in addition to the confirmation and supplementary comments of the professors in all stages of work to implement, Coding and extraction of primary classes were used and expert approval was obtained. The criterion of stability is the stability of data over different times and conditions. In other words, this criterion indicates the reproducibility of data at similar times and conditions, which can be considered similar to the reliability criterion in quantitative research (Mohamadpor, 2010).

According to this criterion in this study, all interviews were recorded with all the details and notes were taken in all stages of the research. Portability is the degree to which the results of a qualitative study

can be transferred to a different environment and applied to a different population. The primary tool for creating transferability was the use of appropriate descriptions in providing all the details related to the research process (Mohamadpor, 2010). In this study, in line with this criterion, the opinions of several experts who had no participation in the research findings were obtained and approved. Verifiability indicates the relationship of data with sources and the emergence of results and interpretations of these sources. Verification can be ensured by presenting the research process in a way that can be followed. In fact, this criterion shows that the results of the research are not the result of the hypotheses and assumptions of the researcher. Verification is complemented by the standards of the methods as much as possible, as well as the recording of all insights, design decisions, and is related to the details of the methodologies used in the research. According to this criterion, all stages of research and documents collected in the research process were validated and preserved (Mohamadpor, 2010).

### 3. Findings

Findings from qualitative analysis: Investigating the research question: What are the most important components and dimensions for empowering and promoting the position of female educational managers?

In the present study, 6 main categories, 15 subcategories and 60 subcategories were obtained. The subcategory of data obtained from expert interviews and documents was analysed through content analysis. As shown in Table 2, the results of the analysis of interviews and documents showed that the most important main categories for empowerment and promotion of female educational managers are: information, personality, politics, and managerial, environmental and economic attitudes, respectively. In information category, 3 sub-categories (general, educational and managerial information), in self-personality, 2 sub-categories (managerial personality and interpersonal personality), in politics, 2 sub-categories (government view and qualification), in management attitude, 3 sub-categories ( Human relations management, special knowledge management and performance and efficiency), in the environment there are 4 sub-categories (information about the environment, community view, family and environmental impacts) and in economics there is only one sub-category of credits.

**Table2.** Dimensions and components of empowerment of female educational managers

The main category	Subcategory	Subcategory
Information	1. General information	1- Upgrading the level of general information and cultural information Q (2 and 9) M (4 and 11) 2- Gaining experience S (1 and 10) M (3 and 5 and 8 and 9 and 11 and 13 and 16) 3- Opportunity to observe women Successful M (3) 4- How to deal with those around M (9 and 16)
	2. Specialized information	1- University education (1, 3, 4, 5, 9, 15, 18) 2- Participation in in-service classes (3, 8, 9, 10, 13 and 16) 3- Learning new management methods Q (13 and 14) M (16) 4- Ability to use new information and communication technologies Q (3 and 12) 5- Training before entering the management of M (1 and 5)
	3. Management information	1- Expertise in the field of profession and mastery of regulations and financial issues Q (10) M (8) 2- Decision making skills Q (4) 3- The art of integration, skills of supervision, coordination and control and problem solving (2) 4- Leadership style Q (5) M (15 and 18) 5- Holding empowerment courses (5, 15, 12 and 16)
Self-personality	4- Existential personality	1- Acquired and innate skills (1, 5, 14) 2- Strong will and motivation, perseverance and interest (6) (9)

		<p>3- Promoting self-confidence and art of expression (3, 5, 14, 16) 18)</p> <p>4- Growth and self-confidence of women, strong beliefs and commitment of M (1, 2, 8, 9, 13, 16 and 18)</p> <p>5- Nurturing creativity and innovation Q (16 and 17)</p> <p>6- Nurturing the body of M (16 and 17) Q (18)</p> <p>7- Honesty and confidentiality M (2)</p> <p>8- Order and neatness M (1)</p> <p>9- Ability to do several things at the same time M (14)</p>
	5. Interpersonal personality	<p>1- Orbital law (18)</p> <p>2- Appropriate human and emotional relationships and morality (11, 14 and 18)</p> <p>3- Appropriate public relations with top managers (9, 12 and 16)</p> <p>4- Respect between the manager and others M1) )</p>
Political	6. Government view	<p>1- Presenting key posts M (8 and 16)</p> <p>2- Upgrading the bureaucratic and political position S (11) M (4 and 8)</p> <p>3- Upgrading the level of political information S (8) M (8 and 17)</p>
	7- Qualification	<p>1- Non-discrimination of gender and efficiency of women Q (7) M (5, 8, 10 and 17)</p> <p>2- Allocation of special quota for continuing education of managers M (1 and 9)</p> <p>3- Paying attention to the performance competencies of managers regardless of gender M (1, 5, 8 and 16)</p> <p>4- Paying attention to the constitution based on meritocracy (1 and 12)</p> <p>5- Holding tests to determine competence and competence (1, 5 and 15)</p>
Managerial attitude	8. Human relations management	<p>1- Appropriate communication with superiors and subordinates M (19)</p> <p>2- Efficient, skilled human resources M (18 and 19)</p> <p>3- Increasing decision-making power and policy-making by increasing awareness M (3 and 18)</p> <p>4- Emphasis on criteria And empowerment of party (16)</p>
	9-Specific knowledge management	<p>1- Consulting and consulting style (2)</p> <p>2- Planning for more productivity (10) 3- Organizational structure (1, 2 and 18)</p>
	10. Performance and efficiency	<p>1- Increasing the internal motivation of the manager (1)</p> <p>2- Evaluating the performance of the managers (10, 12 and 13)</p> <p>3- The performance of the educational manager in the previous posts (12, 13 and 18)</p> <p>4- The manager's effort to improve the affairs of the manager (9 and 13)</p>
Environmental area	11-Information from the environment	<p>1- Recognition of work environment M (13)</p> <p>2- Acceptance of management responsibility by women in large communities M (11)</p> <p>3- Needs assessment (community, manager, people covered) M (2 and 18)</p>
	12-Society view	<p>1- Support and acceptance by the society and the organization (2, 3, 5, 9, 11 and 14)</p> <p>2- Cultural factors of the society (2, 3, 4, 16 and 18)</p> <p>3- Valuation, dignity and respect for Female managers M (1, 2, 4 and 5)</p> <p>4- Presenting responsibilities and the right to choose and empower Q (5 and 15) M (8 and 15)</p>
	13-Family	<p>1- Acceptance by M family (3, 14 and 19)</p> <p>2- Bed of M family (1, 3, 4, 8 and 9)</p>
	14. Environmental effects	<p>1- Providing the ground for promotion to motivate M (1)</p> <p>2- The effectiveness of promoting the managerial position M (11)</p>
Economic	15-Credits	<p>1- Financial issues and increasing the salaries of managers (1, 11 and 18)</p> <p>2- Providing and strengthening the financial resources of the organization (1, 18 and 19)</p>

#### 4. Discussion

The purpose of this study was to explore the dimensions and components of empowerment and promote the position of female educational managers. A) Information: As Table 2 shows, the category of information is divided into 3 sub-categories (general information, specialized information and management information).

1) General information: General information or culturally valuable knowledge defined among non-specialist media. Public information has a lot to do with public intelligence and gaining experience. Document No. 9, page 2, states: "The workforce is well-trained and has access to comprehensive, universal and up-to-date scientific information, While in the modern scientific economy the "human factor" is not only not seen as a cost but also referred to as "human capital", the development of human resources as a double value-added investment is considered the most strategic factor among other factors. Therefore, improving the scientific level of human resources researchers and their access to information, especially up-to-date knowledge, along with having facilities and equipment, plays a pivotal role in the field of research to achieve its lofty goals, which is the transformation and development of the country's economy. "The future of development owes to rationality," said interviewee No. 4. "Women who are appointed as managers must be educated."

2) Specialized information: Information that is collected in a specific field and in which specialized words related to the subject are used, Interviewee No. (9) Said: "By creating in-service classes and facilitating the training of female managers in universities and inviting the country's elite teachers and holding training classes and sometimes short-term and part-time training sessions can help empower managers in this way."

3) Management information: includes managing and collecting information from one or more sources and providing that information to managers and this information should be about the management job and how to manage it. Document 10 on pages 2 and 3 states: "Should managers have technical knowledge about the department in which they operate or general managerial skills?" The question of whether or not managers should have scientific expertise in their field of activity is a matter of great debate. Research in specific industries shows that having in-depth technical knowledge of a particular sector is of great value. Dr. Amanda Goodall, Instructor of Business School Management in London, has conducted extensive research in a variety of disciplines, from higher education to Formula One racing. This research has led him to conclude that organizations run by managers who have specialized knowledge and are, of course, powerful, perform better than companies that have ordinary managers. The component of full knowledge of the rules and regulations is important not only for the educational director, but for all jobs, Full mastery of the rules in any job for a female educational director, leads to rapid progress of managers. Mastery of financial and administrative issues is part of the specific knowledge of the job of educational management and is a prerequisite for accepting responsibility, Interviewee No. (8) Said: "Female principals should be proficient in financial matters, disciplinary matters, regulatory issues and exam instructions and empowerment in enrolling students in the documentation and education system." B) Self-personality: As shown in Table 2, the category of self-personality is divided into two sub-categories (existential personality and interpersonal personality).

4) Existential personality: Existential personality can be considered as certain patterns of thinking, excitement and behavior that determine the personal style of the individual in relation to society and its development, Document No. 6, page 136, states: "Being empowered refers to creating the conditions for increasing motivation, performing assigned tasks by enhancing a sense of personal self-efficacy." Interviewee No. 9 said: "Interest in work, family support and education, hard work and strong will can make a manager successful in his work."

5) Interpersonal personality: refers to the laws and human and emotional relationships and morals of the individual with others and respect and esteem between managers. Zahedi (2018) stated that the process of communication between principals and teachers is one of the important aspects of organizational communication that the resulting feedback facilitates effective behavior. This means that establishing the right relationship between the boss and the subordinate strengthens morale, job tact and higher performance, and on the other hand reduces the stress of work, tension, opposition, resistance. "Strengthening human and emotional relationships must be done with logic and adaptation. Women are much better managed, and women are better able to manage emotional relationships," said interviewee No. 14. C) Political: As shown in Table 2, the political category is divided into two sub-categories (government view and managers' qualifications).

6) The government's view: means the government's view of female managers and how to accept them. Document No. 11, page 2, and states: "A society that is moving towards political development, the enjoyment of a decision-making position, is one of the basic rights of women. In this regard, it is expected that different sections and groups of society will contribute to the ultimate goals of political development, which is the realization of equality, justice and maximum participation of all sections of society. What is certain is that half of the total human assets of the society are in the hands of women, and when a decision can be successful, it can be maximized by using a human capital. Therefore, in terms of women's capabilities and potentials and productivity and its realization, it will not only be useful for the protection of women's interests, but more important and vital is the protection of society's interests. It seems that one of the necessities of a comprehensive planning system is the empowerment of women in society, the purpose of which is non-discrimination and to describe women's participation in the development process.

7) Qualification of managers: To maintain the culture of organizations, in the organization should be selected enough competent and skilled forces for management and it is better to select managers in the form of promotion and from within the organization. "If female managers are qualified, promotion is necessary. If the manager is capable, the position should be promoted." Interviewee No (5) said: "The education community itself should pay more attention to female principals. Gender discrimination should not lead to the use of female principals. "Break the law that women do not have the ability and cannot be the director of the executive branch." D) Managerial attitude: As shown in Table 2, the category of managerial attitude is divided into three sub-categories (human relations management, special knowledge management, performance and efficiency).

8) Human relations management: means proper communication with superiors and subordinates so that this communication must be very skillful and fully aware and in accordance with the rules and regulations. "Public relations are very strong and good communication with higher authorities is one of the effective factors in empowerment and promotion," said interviewee No. 16. Saeedi (2002) regarding relationships with superiors, in a situation where employees feel that their boss is a thoughtful and considerate person, friendly relationships are established that are based on mutual trust, respect and intimacy and will not cause stress to employees.

9) Specific knowledge management: Knowledge in different areas in an organization has its own dynamics; Knowledge management is a new method of management, Kalantar (2004) states that this concept works on transforming the rational gifts of employees and organizing the internal beneficial forces of staff members - the force of competition and new value. Knowledge management focuses on linking information to information, information to activities, and information to the individual - to achieve knowledge sharing (such as tacit knowledge and explicit knowledge); And it is completely different from information management.

10- The performance and efficiency of managers is very important so that to evaluate the performance and efficiency of managers in organizations starts from the lower classes and according to the knowledge of the environment to higher classes and their performance is examined and finally to the ability. Managers

arrive. And the performance and efficiency of the manager refers to the efforts of managers to improve things. Interviewee No (13) Said: "The performance of the educational director in previous courses should be reviewed and promoted according to the positive performance. Rezaei & Tarin (2018) stated that good performance means productivity, quality, profitability and customer orientation. For this reason, successful organizations in the world make great efforts to identify and manage the factors affecting the performance and behavior of human resources and succeed in providing human resources in the organization by providing these factors. R) Environmental: As shown in Table 2, the environmental category is divided into four sub-categories (information from the environment, community outlook, family, environmental impacts).

11) Information from the environment: It means knowledge of the work environment, geographical and social environment of managers. Safari Grayli (2020) Page 157 states that capable managers perform better because they are more aware of the business, industry, and economic conditions of their environment, and by exercising more transparency in the company's financial reporting and information environment. They have a lot of motivation to announce their superior performance to stakeholders.

12) The view of society: This view refers to the support and acceptance of society towards female managers that in a positive view, female managers should have more respect and status in society. Document No. 15 states: "In order to achieve balance, equality and non-discrimination, and as a result, better and more complete development of society, it is necessary for women to be able to participate in the decision-making process at different levels of society." Fortunately, in many countries, these efforts have been remarkably successful. "Unfortunately, in many third world countries, this issue is not very noticeable and only a limited number of women are in managerial and important decision-making positions in the country." Interviewer No. 8 said: "Giving ground and that the female manager is capable and used in managerial positions and given authority and freedom of action."

13) Family: The interviewee No. (14) Said: "Admission must be done by the family and spouse to accept this position." Interviewer No. 1 said, "The context of the family itself means that the views of managers and men must change and they must allow their spouses, that is, men, to play a supportive role." Interviewee No. 3 said: "The family must first provide the bed for the female manager. Changing admissions is difficult for families, but there must be a bed of trust to express a new idea."

14) Environmental Impacts: The interviewee No. (1) Said: "If the ladies of the manager are appreciated and appreciate their efforts and the grounds for promotion are provided, more motivation and more promotion will be provided." Interviewee No. 11 said: "Promotion helps other people who have not reached those abilities to set an example and play a role model for other women." G) Economic: As shown in Table 2, the economic category is divided into a sub-category (credits).

15) Credits: to financial issues, including the rights of managers and the budget that is given to the manager to implement plans and projects. Interviewer No. 1 said: "In the economic dimension, for the dignity and respect of women managers, salaries must be increased." Ebrahimi & Hayatnia (2020) states that the financial resources of the education sector in Iran are limited; therefore, how these resources are spent and the proportion of distribution indicators to the objectives of the planners is of great importance. It is necessary for the optimal distribution of financial resources; Provide sufficient resources at the national level, allocate decentralized funds and distribute funds based on per capita indicators of students, per capita teaching and staff, per capita educational space, per capita office space and deprivation coefficient while maintaining the weight and importance of each indicator. In line with this research and in connection with empowerment and promotion of female educational managers, the following suggestions are proposed. Changing the perspective of society in relation to women through the media and the development of new regulations in this regard and providing conditions for holding managerial positions and promoting the position of women educational managers.

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