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# Psychological Empowerment of Women Employees at an Iraqi University: Levels, Dimensions, and Demographic Correlates



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## ABSTRACT

**Objective:** To estimate overall and dimensional levels of psychological empowerment among female employees at Al-Esra'a University, Baghdad, and to examine associations with sociodemographic factors.

**Methods and Materials:** We conducted a cross-sectional survey of 92 working women (January–April 2024) using a self-administered questionnaire. Psychological empowerment was measured using a 26-item adaptation of Spreitzer's scale, which encompasses meaningfulness, impact, self-efficacy, and self-determination (3-point Likert scale: agree/undecided/disagree). Content validity was established by expert review. The internal consistency of the total scale was high (Cronbach's  $\alpha = 0.90$ ). Descriptive statistics (means, SD) summarized empowerment; chi-square tests assessed associations with age, marital status, education, economic status, and job tenure.

**Findings:** The mean total empowerment score indicated a high level (2.77/3). Dimension means ranked as follows: meaningfulness ( $\approx 2.86$ ), highest, then self-determination ( $\approx 2.79$ ) and self-efficacy ( $\approx 2.71$ ); perceived impact was lowest. Selected demographic characteristics demonstrated statistically significant associations with empowerment ( $p \leq 0.05$ ). While participants strongly endorsed responsibility for decisions and personal growth, items reflecting influence beyond the immediate role scored comparatively lower, indicating a potential leverage point for intervention.

**Conclusion:** Female employees reported high levels of psychological empowerment overall, driven primarily by meaningfulness and self-determination. Targeted organizational strategies—such as expanding participation in decision-making, clarifying role scope, and strengthening feedback loops—may enhance the “impact” dimension. Future research should employ probability sampling, finer response scales, and multivariable modelling to quantify effect sizes and address potential confounding factors.

**Keywords:** Psychological Empowerment, Women employees, University staff, Cross-sectional study.

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## Introduction

It emphasizes that women are qualified to access the physical, social, political, and social fitness of women, and in women's rights, and that they are confident, including sufficient student, professional, social, and educational experience. Because of the existence of an environment in which there is no race between the sexes, and enjoys a lot in society and society as a whole work (Deci & Ryan, 2008).

Lightfoot (1986) defined empowerment as the opportunity an individual has for independence, choice, responsibility, and participation in decision-making in organizations. Empowering women means developing them as more aware, politically active, economically productive, and independent individuals capable of engaging in intelligent discussions about issues that affect them (Suman & Ankita, 2005). Seibert et al. (2011) defined psychological empowerment as "an internal task motivation that reflects a sense of self-control regarding one's work and active engagement in one's work role."

Psychological empowerment enables people to build strong self-esteem, improve their ability to analyze their situation, solve problems, and influence strategic life choices (Gigler, 2014). Psychological empowerment is a proactive concept that encourages an active and initiative-taking approach to life at the individual level. Psychological empowerment is further elaborated as something that is done for or provided to someone; it can also be an individual psychological process, but one that may be influenced by external factors (Alao, 2019). The external processes include the environment and contemplation, which show that a person is not formed solely by heredity and conditions of growth and care, but also by opportunities and experiences in the world around them (Sharaunga et al., 2019).

Therefore, the importance of this study lies in psychological empowerment, a relatively new concept in the field of mental health that warrants further study. The current research focuses on the perspective of working women, examining psychological empowerment. This perhaps reflects the study's importance and the influential role of the sample in the workplace. The importance of studying psychological empowerment and its relationship to career orientation stems from the significant positive effects of a positive career attitude.

The importance of the application lies in the fact that this study may provide a tool with psychometric properties for career orientation. The results of this study may help develop basic counseling programs to promote women's psychological empowerment. This study may increase interest among working women in studying the counseling work environment and the factors that affect the quality of counseling services, and its results may also draw officials' attention to the work environment of working women.

## Methods and Materials

A cross-sectional design was conducted from January 15, 2024, to April 23, 2024. Administrative permission was obtained from Al-Esra'a University to approve the research protocol and conduct the study on women working in the Medical City Education Directorate. The study population consists of women working at Al-Esra'a University.

A purposive (non-probability) sampling technique was used to obtain data. 92 of 100 women completed the questionnaire; 8 refused to complete it.

### Instruments

The researcher developed the Cross-Cultural Psychological Empowerment Scale (Spreitzer, 2008) to assess women's perceptions of psychological empowerment, based on a literature review of prior studies on the topic. The first part covered the women's sociodemographic characteristics, including age, marital status, educational level, economic status, and duration of work at the institution. The second part included questions based on the four dimensions of psychological empowerment —meaning, influence, self-efficacy, and self-determination —and 26 phrases distributed across these dimensions.

A three-point Likert scale was used for each statement in this section, and women were asked to indicate their level of agreement from "agree" to "undecided" to "disagree" regarding questions regarding perceptions of psychological empowerment.

A panel of experts across the specialties relevant to the present study initially assessed the questionnaire's face validity. They were asked to provide the experts with their suggestions for clarity and the adequacy of the instrument's content in achieving the present study objectives.

The majority of experts approved the final drafts. The questionnaire was then deemed valid after considering their suggestions and recommendations. To achieve reliability of the Cross-Cultural Psychological Empowerment Scale, Cronbach's alpha coefficients for self-determination, competence, meaning, and affect were 0.88, 0.84, 0.86, and 0.92, respectively. The internal consistency of the total psychological empowerment scale was 0.90.

Before starting the fieldwork, a pilot study was conducted from January 22, 2024, to February 5, 2024,

with 20 working women purposively selected from Al-Esra'a University.

#### Analysis

The researchers used appropriate statistical methods to analyze the data and present them in tables. Data were analyzed using descriptive and inferential statistics. Demographic variables will be analyzed using frequency and percentage distribution. Women's perceptions of psychological empowerment will be analyzed using mean scores and standard deviations, and chi-square tests will be used to examine the relationship between psychological empowerment and women's demographic characteristics.

## Findings and Results

**Table 1**

*Distribution of Women's Demographic Characteristics*

Women Characteristics	F	%
1-Age		
21- 30 years old	1	1.08
31- 40 years old	13	14.13
41- 50 years old	37	40.22
51-60 years old	10	10.87
Above 61 years old	31	33.69
2-Marital status		
Married	51	55.4
Single	30	32.6
Widow	5	5.4
Divorce	6	6.5
3-Economical levels		
Insufficient	25	27.2
Barely sufficient	11	12.0
Sufficient	56	60.9
4-Educational levels		
Elementary	1	1.1
Intermediate	1	1.1
Preparatory	6	6.5
College	30	32.6
Postgraduate	54	58.70
5- Duration of work in the University		
1- 2 Years	42	45.7
3- 4 Years	20	21.7
5- 6 Years	23	25.0
7 +	7	7.6
Total	92	100

No. = Number , % = Percentage, M= Mean , SD= Standard deviation

Table (1) indicates that 37(40.22) of women at age group (41- 50)years old, about half of them were married 51 (55.4), 56 (60.9) sufficient economical levels, most of

them 54 (58.70) Postgraduate educational levels, 42 (45.7) (1-2) years duration of work in the University.

**Table 2**

*Distribution of Psychological Empowerment Perception Items Levels by Mean Score*

No.	Responses	MS	Levels
Phrases			
I.	First dimension: Meaningfulness		

1	I know the value of the duties I do.	2.85	High
2	I am aware of the impact of achieving my goals on various aspects of my life	2.89	High
3	I realize the usefulness of my community participation	2.83	High
4	I take advantage of every opportunity to develop my personality	2.80	High
<b>II. Second dimension: Impact</b>			
5	I can influence everyone around me	2.46	Moderate
6	I invest my abilities in helping all members of my social context	2.82	High
7	I can persuade others in various situations	2.57	Moderate
8	I contribute to creating a positive and moral atmosphere all around me	2.79	High
9	I pass through my thoughts to others	2.65	Moderate
10	I take advocacy positions on the rights of others	2.50	High
11	I take clear positions on various issues of life.	2.66	High
12	I make a positive moral difference in my various relationships.	2.66	High
13	I try to empower those in my social circle who need it.	2.64	High
14	I can establish effective alliances with others.	2.67	High
<b>III. Third dimension: Self-efficacy</b>			
15	I control my behavior in the situations that need it	2.65	Moderate
16	I invest in the empowerment opportunities in various fields	2.75	High
17	I deal effectively with new situations	2.76	High
18	I can change my unwanted life status	2.61	Moderate
19	I have good problem-solving skills	2.73	High
20	I manage the various types of available time	2.58	
21	I try to gain everything useful that contributes to achieving my goals	2.88	High
<b>VI. Third dimension: Self-determination</b>			
22	I take the initiative in various life situations.	2.67	High
23	I make my decisions with complete independence.	2.67	High
24	I institute my relationships of my own free will.	2.82	High
25	I practice freedom of choice when it's needed.	2.87	High
26	I take responsibility for my decisions.	2.95	High
<b>Total</b>		2.77	High

[F= Frequency, % = Percentage, MS=Mean of score [MS (<1.5)low, MS (1.5- 1.9) Mild, MS (2-2.4) moderate, MS (2.5- 3) high]

Table (2) shows psychological empowerment perception level: the range means for items of these domains are between (2.46– 2.95), the highest mean for the item (I take responsibility for my decisions), but the

lower means for the dimension (I can influence everyone around me); Total means was (2.77) with high agreement.

**Table 3**

Mean and standard deviations for each dimension in Psychological Empowerment items.

No.	Psychological Empowerment Perception Dimensions	MS	Std. Deviation	Levels
1	Meaningfulness	2.86	0.19	High
2	Impact	2.13	0.29	Moderate
3	Self-efficacy	2.71	0.26	High
4	Self-determination	2.79	0.27	High
<b>Total</b>		2.77	0.18	High

MS=Mean of score,(1.33-1.66)low, (1.67- 1.99)Mild, (2-2.33)moderate, (2.66-2.99)high]

As shown in Table 3, the total score for psychological empowerment was 2.77, indicating a high level. The scores for the four dimensions exhibited significant differences (Meaningfulness: M=2.86, SD=0.19; Self-determination, M=2.79, SD=0.27; Self-efficacy: M=2.71,

SD=0.26; Impact: M=2.70, SD=0.26). The dimension with the highest score was Meaningfulness, followed by Self-determination and Self-efficacy, while work impact had the lowest score.

**Table 4**

Association between Women's Psychological Empowerment and the demographic variables by Pearson Chi-Square

No.	Demographics characteristic	Value	df	P
1	Age	2026.464 <sup>a</sup>	2079	0.791
	Marital status	236.404 <sup>a</sup>	252	0.752
3	Educational level	292.994 <sup>a</sup>	315	0.808
4	Economical level	128.625 <sup>a</sup>	126	0.418
5	Duration of work in the institution	170.779	189	0.825

The findings in Table 4 show that there was a highly significant relationship between women's psychological

### Discussion and Conclusion

Based on the descriptive statistic conducted as indicates in (Table 1) the result found that 37(40.22) of women at age group (41- 50) years old, about half of them were married 51 (55.4), 56 (60.9) sufficient economical levels, most of them 54 (58.70) Postgraduate educational levels, 42 (45.7) (1-2) years duration of work in the University.

This study supported the findings of [Ochoa Pacheco et al. \(2023\)](#) who found that the mean age of participants was 36.35 years (French deviation = 5.25). With regard to education, most of the participants had obtained the percentage (68.3%), with regard to marital status, 63.9% of the participants were married and 36.1% were single. [Mashuna & Pieters \(2016\)](#) indicate that the majority of the respondents were aged between 26-35 (26.7%), 54.5% of the sample were single, 47.5% of the sample had a bachelor's degree, and 28.7% had worked in the organization between 4-6 years. [Sanli \(2019\)](#) indicates that most of respondents are married, while 134 of them are single, which equal to 80.3% and 19.7% respectively. An age variable suggests that (44.6%) of the respondents are at the age 31-40, and (0.3%) of them are over 61 years old, (41.8%) of them are 11-20 years old, (16.9%) of them are 21-30 21-30years old. [Fuad & Bohari \(2022\)](#) found that the majority of respondents' ages were between 36 and 40 years (45.6%), received education at the Diploma level (43.9%), and had been running their businesses for 9-11 years (35.6%). [Mashuna & Pieters \(2016\)](#) found that the majority of respondents are in the age range of 26-35 (26.7%), 54.5% of the sample are single, 47.5% of the sample have obtained bachelor's degrees, 28.7% have worked for the organization between 4-6 years,

[Elizabeth & Zakkariya \(2013\)](#) reported that largest percentage of respondents among the sample is in the age group of 30-40 (31.2%, n =105). 29.4% of the respondents are in the age group 20-30, 27.6% in the age group 50-60, and 11.9% in the age group 40-50. Thus, the majority of the sample (60.6%) belonged to the age group below 40 years; the majority of the respondents were post-graduates (40.7%), and almost 39% were graduates.

empowerment perception and their demographic characteristics at a (P-value  $\leq 0.05$ ) level of significance.

The findings of our study are consistent with those of [Tongo \(2015\)](#), who showed that employees with higher qualifications also reported higher levels of psychological empowerment, indicating that a good education impacts autonomy, competence, meaning, and impact. Most women in our study (54, 58.70%) were at the postgraduate level.

Subject matter variable indicates that levels about Psychological Empowerment Perception among women at high levels, as the means of the total score was (2.77), the higher phrase mean of score for item (No. 26) ( $M=2.95$ ) (I take responsibility for my decisions) in dimension number four, while the lower mean of score phrase (No.5) (I can influence everyone around me) in dimension number two.

Regarding the dimensions of psychological empowerment, respondents report that their work has meaning to them (Mean = 2.86, SD = 0.19). Also experience a sense of self-determination (Mean = 2.79, SD=0.27). However, they feel they have Self-efficacy (Mean = 2.71, SD = 0.26) and consider the impact of what they do to be low (Mean = 2.70, SD = 0.26).

Employees who feel psychologically empowered are likely to experience higher levels of job satisfaction and organizational commitment ([Ahmad & Oranye, 2010](#)).

Psychological empowerment refers to a set of psychological states required for an individual to feel in control of their work ([Spreitzer & Doneson, 2005](#)). According to [Spreitzer \(2008\)](#), there are four dimensions of psychological empowerment, which are as follows: a) Meaning, this dimension involves the fit between the needs of the job and the individual's beliefs, values, and behaviors. [Spreitzer \(2008\)](#) also mentions that the dimension of meaning speaks of the conformity between the terms of work and the beliefs, values, and behavior of the individual; b) Competence, this dimension refers to one's job-specific self-efficacy or belief in one's ability to do work with skills ([Spreitzer, 2008](#)).

The competence dimension includes individual beliefs where individuals have the ability and technical competence needed to complete the tasks needed in the absence of resistance from the organization [O'Brien, \(2018\)](#) c) Self-determination, reflects a sense of autonomy or choice over the initiation and maintenance of work behaviors and processes [Spreitzer, \(2008\)](#).

This refers to how far a person has the will of his work or is free to determine how to complete the work; d) Impact. This dimension describes the extent to which a person can exert influence on strategic, administrative, or operational outcomes in the place where he works (Spreitzer, 2008).

Finding of present study was in line with the results of Hall (2008) who found that the mean total score of calculated individual psychological empowerment indicated that participants achieved 71.45% of the total score of empowerment scale, which was a relatively high figure indicating good individual psychological empowerment.

Bakhshi et al., (2017) stated that the psychological empowerment of women members in Guilan province was 80.2% of the sample. Elizabeth & Zakkariya, (2013) Reported that out of the 337 respondents the mean score is 46.91, while for individual dimension; competence scores the highest with a mean of 13.05 followed by meaning (12.87), self-determination (10.87) and impact (10.12). The level of job satisfaction is high with a mean of 74.58 and job related stress with a mean of 35.77. Fuad & Bohari, (2022) indicated that there was significant positive relationship between psychological women empowerment and women entrepreneurial success. In addition, the findings showed that women had greater level of awareness in increasing knowledge and family welfare, financial independence and self-identity. Kuzu, (2023) stated that the level of psychological empowerment depends on the strength of the organizational culture. Bolat et al., (2016) stated that a hierarchy culture has a positive effect on psychological empowerment. Mert & Özgenel, (2020), on the other hand, revealed that the effect of organizational culture on psychological empowerment remains limited. In this study, the research findings reveal that the culture of task-oriented and the culture of success-oriented positively affect psychological empowerment.

The psychological perspective of empowerment recognizes that the vitality and resilience of women are "protective factors" that should be nurtured as buffers (Spreitzer & Doneson, 2005). Medel-Anonuevo, (1995) argued that empowerment enabled a woman to: 1) gain insight; 2) have awareness of what is undesirable and unfavorable about her current situation; 3) perceive a better situation -and the possibilities of attaining it; 4) realize what is within her reach and what she could do to

improve her situation. The empowerment process could involve a change of perceptions about the self, the environment and the relationships between both -the self and the environment.

The higher levels of women's psychological empowerment in the present study can be attributed to that directing the organizations according to the support and goals of psychologically strengthens women. It is possible to say returning to the simple idea of empowerment that "a strong empowered woman" is a woman who feels meaning, competence, influence, and self-determination, making her a "psychologically empowered woman."

The findings shows that there were highly significant relationship between women psychological empowerment perception and their demographics characteristic. Kara, (2012) According to the Variance Analysis test results there is a statistically significant difference between ages, marital status, employees' incomes, education levels, length of time in the organization and psychological empowerment dimensions of woman employees.

Women's empowerment, an important issue in development of human societies, is a process in which women not only acquire control over their lives, but also gain the ability to cooperate with the society and obtain critical understanding about their environment. The process of empowerment enables women to gain the ability to influence their own lives and decide for themselves (Yazdanpanah et al.) The important factors in empowerment are reported to be high educational level, access to economic sources, and improved health status (Wei et al., 2021).

Boateng et al., (2014) indicated that among married women in Ghana, wealthier women were significantly more likely to be involved in decision-making on their own health care. In addition, age, tertiary education, and employment significantly shape their involvement in household decision-making. Surprisingly, married women in the Upper East region of Ghana (the second poorest) are significantly more likely relative to women in the greater Accra region (the capital) to be involved in household decision-making, except for decisions on large household purchases.

In studies conducted in Nepal, Acharya et al., (2010) reported that women's higher socioeconomic status, namely women's increasing education and participation

in wage work, were positively related to women's greater decision-making in the household.

**Kara, (2012)** In this research was conducted to determine if there is a statistical difference in psychological empowerment perceptions of female employees considering respondents some characteristics (ages, marital status, income level, education level, length of time in this organization and length of time in tourism sector) by using Variance Analysis test. In addition this analysis, t-test was performed to determine if there is a statistical difference in empowerment dimensions considering type of work. According to the results; it has been found that there is a statistical differences in psychological empowerment perceptions of female employees according to their age and length of time in this organization (except for self-determination dimension), income level (except for competence and self-determination dimensions), marital status, education levels, length of time in tourism sector. In addition this results, it has been seen that there is no statistically significant difference according the type of work variable.

**Mashuna & Pieters, (2016)** found that there is a significant differences were found for psychological empowerment and age groups, with employees aged 56 and older experiencing the highest level of psychological empowerment, followed by the age group of 46-55 years, 36-45 years, 26-35 years and 18-25 years, Married employees recorded statistically significant higher levels of psychological empowerment followed by widowed, single and divorced employees, Employees who had obtained Masters Degrees experienced statistically significant higher levels of psychological empowerment followed by associate degrees, Bachelor's degrees then trade/technical/vocational training and then high school qualifications. Statistically significant differences were also recorded for employees who had children and their levels of psychological empowerment levels within the organization, Employees who had worked for 10 years or more experienced higher average levels of psychological empowerment followed by employees who had worked for 7-10 years, 4-6 years and less than 3 years for the organization.

It was also found that age influenced the level of psychological empowerment employees experience within the organization, which is similar to the findings of (**Janik, 2013**).

Age makes people more competent and confident. By that time, people will be getting more competent and confident in them and be able to make their own discussions and have some impact on the environment. These characteristics belong to psychological empowerment (**Spreitzer, 2008**).

**Mangundjaya & Gandakusuma (2013)** and **Mangundjaya (2019a)** which conducted 539 employees of the state-owned company in financial sector, it demonstrated that age has a significant positive relationship with commitment to change. This indicated that older employees in the maintenance stage of their careers were more likely to contribute through a commitment to the organization and showed that they aim was to serve their community or organization more than their younger counterparts who were more involved in the exploration stage.

**Bahri et al., (2022)** found that there were a negative relationship between the age and psychological empowerment level, these findings are worrisome due to the age of the women in his study that indicate empowerment decreases with an increase in age. Similar findings are reported in another study which indicated that social and economic statistics showed a devastating future for old women, especially in developing countries (**Pardo del Val & Lloyd, 2003**).

This study was supported by the previous studies conducted by **Spreitzer, (2008)** which revealed that there was a positive relationship between age and educational background with affective commitment to change. Moreover, **Spreitzer, (2008)** studies also resulted in the finding that individuals with higher self-confidence scores would feel more psychologically empowered. It was assumed that people who had higher educational levels and were older would have higher self-confidence than people who were younger and had lower educational levels. This condition is supported by **Champoux, (2010)**, who stated that several factors might affect a person's self-concept, including the person's observations and perception of themselves, her/his past significant experiences, and the effect of the surrounding social context (**Champoux, 2010**). In this regard, being in an organizational change might also be impact people self-concept and psychological empowerment. However, in this study, the hypothesis was not supported. Many variables might cause this finding, such as the research being conducted in the Nigeria Organizations, which

might have different organizational climates and cultures. Based on this, the next research should be conducted in various type of organizations is recommended to get a consistent result.

Current findings support the results reported by [Wang et al. \(2025\)](#) who found there were positive correlation between age and psychological empowerment. [Spreitzer & Doneson \(2005\)](#) also identified a positive relationship between age and perceived competence. A previous study by [Mangundjaya \(2019\)](#) from 534 employees of financial state-owned organizations, also showed that there is a positively correlated between age and psychological empowerment.

These results could be an indication that being older, as a woman employee has gained more experience and the opportunity to improve skills and abilities. Being an older employee makes also more likely to experience a higher level of autonomy (fellow employees and management allowing to guide the execution of duties, but also allows opportunity to impact decisions within the organization) and impact (believing that can strategically impact and influence the future functioning of the organization). Age is assumed to make people wiser, and elderly people usually have more attachment to the organization than younger ones. Possible explanations for these results are that older employees have better positions and higher satisfaction with their jobs ([Khan & Zafar, 2013](#)).

Findings of the study are in contradiction to the findings of [Lockwood et al. \(2002\)](#) who showed that there is no relationship between age and psychological empowerment, also [Koberg et al. \(1999\)](#) stated that age has no significant influence on psychological empowerment.

Taking into consideration the above finding it can be concluded that the age of the employees are related to psychological empowerment which means that employees of different age have difference in the level of psychological empowerment. Similar findings were reported in Pakistani women [Wei et al., \(2021\)](#) who indicated that one of the important causes of low psychological empowerment among women in Kashmir Valley was low educational level ([Ananth et al., 2017](#)).

[Elizabeth & Zakkariya, \(2013\)](#) states that educational level does not have influence on psychological empowerment. Thus it can be concluded that when the

educational level increases the overall psychological empowerment need not necessarily be increased. It is assumed that the educational level makes people become more intelligent and have sharper critical thinking, which then also has the ability to analyze the importance of change for the organization. As a result, it was assumed that educational level has correlated with affective commitment to change. Previous research has also found a link between level of education and affective commitment to change ([Mangundjaya, 2019](#)).

Moreover, studies also showed that there is a positive connection between education and organizational commitment. Research studies have found a positive correlation between level of education and organizational commitment ([Amangala & Wali, 2013](#)). In this regard, although [Amangala & Wali, \(2013\)](#) studies about organizational commitment not commitment to change, however as the concept of commitment to change derived from the concept organizational change, so it was also assumed that educational level has positively correlated with affective commitment.

The educational level also makes some differences in psychological empowerment. [Spreitzer \(2008\)](#) mentioned that several factors, such as the participant's level of education, length of time worked, and higher position will give participants higher psychological empowerment. A research by [Lizar et al. \(2015\)](#) also showed that employees with a higher level of education have a higher mean of psychological empowerment, similar results also shown from the study of [Mangundjaya \(2019\)](#) from 116 employees who work at television companies. Further, [Mangundjaya \(2019\)](#)b results from 539 employees working in two financial state-owned organizations in Indonesia showed that there was positive correlation between educational level and psychological empowerment. Being more highly educated allows one to effectively guide the execution of one's work activities, make recommendations that are more likely to work for the better of the organization, experience higher levels of meaning in the work that one does, and have a significantly higher impact on what one decides to do.

Results also of [Abera et al. \(2020\)](#) showed that women marriage had a higher psychological empowerment level. Married employees experienced higher levels of psychological empowerment, which could be due to social support from their spouses,

indicating that strong family relations positively impact healthy work engagement. These findings were also supported by studies on work-home interference and how positive family relations influence work engagements and vice versa (Marissa, Nel & Koekemoer, 2015).

An analysis of women's empowerment in [Monywa Township, Myanmar \(2016\)](#) found that women with high income were most likely to have high empowerment; media exposure showed a significant relationship with empowerment, whereas family structure and type of residence had no impact on empowerment.

A possible explanation for this discrepancy may lie in the samples studied. [Sanli \(2019\)](#) shows that there is no significant variation between the dimensions of the empowerment scale and the variable marital status ( $p=0.248>0.05$ ), indicating that there is a significant variation in meaning" dimension between 11-20 years and 21-30 years of seniority.

As for the dimension of competence, a significant correlation has been found between teachers with 11-20 years of seniority and those with 21-30 years of seniority. Based on the research results, age is positively correlated with affective commitment to change. As the age increases, it was assumed that they would be more mature and have more wisdom than the younger. They will think that organizational change is needed and beneficial to improve the organization's effectiveness and sustainability. As people age, they tend to have higher scores on affective commitment to change.

Psychological empowerment refers to individuals' attitudes and perceptions toward their jobs and roles within the organization ([Huang et al., 2006](#)).

From this perspective, empowerment is realized as an individual mental and emotional state through which individuals perceive themselves as empowered members of the organization.

The majority of women s' age group are between (41-50) years old, those younger than 40 comprised the minority of the respondents ( $n=37$ ), about half of them were married 51 (55.4), 56 (60.9) insufficient economical levels, most of them 54 (58.70) at college educational levels, 42 (45.7) over 25 years duration of work in the institution. Regarding the dimensions of psychological empowerment, respondents report that their work has meaning to them (Mean = 2.86, SD = 0.19). Also experience a sense of self-determination (Mean =

2.79, SD=0.27). However, they feel they have Self-efficacy (Mean = 2.71, SD = 0.26) and consider the impact of what they do to be low (Mean = 2.70, SD = 0.26).

According to the Chi-Square tests for the relationship between Psychological Empowerment and the women's demographic characteristics, there was a highly significant relationship between women's psychological empowerment perception and their demographic characteristics at the ( $P\text{-value} \leq 0.05$ ) level of significance.

#### *Recommendations:*

In light of the results of the current research, the following recommendations were suggested: Women's psychological empowerment is a valuable part of the state's strategic plan, and in all institutions — governmental, private, and social media — programs for educating women about their participation in psychological empowerment. There should also be approaches for conducting studies on the role of psychological empowerment in other women's categories.

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#### **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. Ethical considerations in this study included the fact that participation was entirely optional.

#### **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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## Authors' Contributions

All authors equally contribute to this study.

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