

The Role of Cultural and Social Factors in Women's Economic Participation on the Activities in Iran

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ABSTRACT

Measure of women's economic participation, economic development - is social. The purpose of this study, social and cultural factors in the economic participation of Iranian women's activities, some of these factors include: age, education, social class, level of media, research methods, the survey questionnaire with face and content validity and reliability confirmed by Cronbach's alpha coefficient 0.76 that calculated. Community about the composite 16000000 women over 20 years that Iran was using cluster sampling a random number of 2,500 were selected, method of data analysis in the descriptive statistics mean and standard deviation, and the inferential statistical T tests, the average and the correlation and regression analysis. Results showed a significant relationship between age and levels of economic participation of women there. Between variables: marital status, housing, education and social class with respect to women's economic contribution are significant. The results showed that women between the variable rate of economic participation of women in the media and there is significant while the variables: the use of mass media, religious and Approaches to the economic participation of women, there is no significant relationship.

KEY WORDS: Higher education, sustainable development, Status Women, economic participation, marital status, Mass media.

INTRODUCTION

This concept implies to links communications among members of one network as valuable source and causes to realize purposes of members creating norms and reciprocal trust Higher education has an origin and is introduced as successful and acceptable lever Higher education is sociological suitable bed for exploiting of physical and human capital and one way for achieving to success. Managers and persons who can make Higher education in organization, they even the way of business and organizational success. On the other hand, higher education denotes personal life and makes life easier and more pleasurable.

As per statistics of 1991, 2.2 per cent of the girls in the age group of 10-14 years in Iran were already married (Ghiasi, 2000 P: 202).

It means that before these girls could finish their education, they had to assume the role of wife/mother. It may also be noted that one out of the 25 marriages that took place in this age group ended in divorce Around 50 per cent of girls in Iran got married before the age of 19 years (Bina, 2002 P:15).

In marrying at an early age these girls not only increase the vulnerability of family but also are likely to fail as mothers who can motivate their children to develop themselves.

The girls' retardation in education in 1922. In 1965 the percentage of educated men and women had been 22 and 3.7 respectively. In 1991 there has been substantial improvement in women's participation in education. The percentage of the educated was 81 and 67 among men and women respectively in 1991 (Ghiasi, 2000 P: 113).

Gender discrimination in education has been quite evident in Iran. The first special school for girls in Iran was established in 1922 and the number of girls and boys who registered at schools in that year had been 7239 and 35000 respectively (Bina, 2002 P: 16).

Although the level of women's education has had a significant increase, it is a fact that the number of educated women has been always less than that of educated men. The situation has been worse in the case of rural women. In 1991 just 50 per cent of the rural women in Iran have been educated (Ghiasi, 2000 P: 182).

Nowadays, around 15 per cent of the rural girls of the age group of 6-9 years do not go to school (Bina, 2002 P: 17).

Contribution

Plato knew the origin of participation repelling every kind of belongings and possession and achieving to common purpose in the society based on the reign of thinkers and philosophers. Most of other thinkers consider participation to perform affairs and sympathy as a human nature. Broche Spine believed that when a person looks another working or an instrument of

emotion. He or she imitates that work or emotion in voluntary. Other scientists with same insight are David Hum, August Kant and Adam Smith. (Papliyazdi, 20002, p: 116)

David Hum reached to this belief by expanding Spinoza's theory that if sympathy doesn't become main reason of social life. It is basic element to social compatibility and causes humans contribute to each other in happy and trouble terms and imitates from each other. (Farhadi, 2009 p: 230)

The purpose of research

Study relation age of women and Economical contribution.

Study marital status of women and Economical contribution.

Study education of women and Economical contribution.

Study social class of women and Economical contribution.

Study using mass media by women and Economical contribution.

Study religious from women and Economical participation.

Social – Economic

One of useful concepts for determining social capitals is "network of trust, Network of trust is one group of people who use info, norms and comparative values in their interactions based on reciprocal trust. So the trust has main role for simplifying can be made among individuals and groups and different organizations. Useful concept is radius of trust. All groups have certain value of radius of trust that is level of exploding collaboration's circle and reciprocal trust of members. We can conclude that whatever one social group has higher of trust, they have more social capital, If social group has positive externalism against other. Radius of trust of group is higher than internal level one. Glen Lori, an economist like Ivan Light as a sociologist use the term of Higher education in 1970s for describing the problem of economical development of inland. In 1980s, this term is accepted by Jims Colman, a sociologist in more widespread meaning and Robert Putnam, a political scientist was second person who discuss powerful discussion about Higher education and civic society either Italy or United States. (Fokoyama, 1999 p: 10)

Focusing on conceptual factors of Higher education in retail level like trust, attachment and collective identity and consideration of ideas like Restorative Justice theory by Boris white (2001) and concepts of reiterative shame and dispersive shame and also authorities approach for considering and more explaining social damages. Higher education is collection of available norms society's in social system cause to prompt collaborative level of members and lowering expense of interactions and communications (Fokoyama, 1999 P: 183).

Current definition of Higher education in main process of American sinology, particularly in approach of functionalism is bilateral relations and interactions and networks among human groups and trust level among special group as consequent of commitments and continuous norms with social structures. In construct, European sinology uses this concept for studying how stimulus of social networks can enforce social hierarchy and different powers. However, common points of those approaches about effecting of Higher education cause to increase some features like education, social stimulus, economical growth, political priority and finally development. (Wall, 1998 p: 308)

Also using Higher education concept according to globalization and weakening of role of public governments as practical and execute solution in local societies for problems of development, politicians and responsible of social policy. (Warner, 1999 p: 126)

Higher education is defined by its application. It is not unit object, but it is different things have two common features: they are one aspect of social structure Higher education is like other capital one productive and achieving to goal will be possible by it. Higher education is not changeable like physical and human capital. But it is changeable with certain activities. Certain form of Higher education that is valuable for simplifying certain activities maybe useless or even pernicious. Higher education is not placed either people or physical devices of producing. (Fokoyama, 1999 p: 5).

Higher education is one modern concept and doesn't have long term history. Application of the concept follow in thesis's and Higher education article, particularly sociology, economics, politics instruction and increased by studies of some sociologists like Jims Colman, Robert Putman and Franchise Fokoyama. (Wall, 1998 p: 256)

Comparison Higher education with human and physical capital: perhaps important progression in economics of education in 30 years ago is one thought that the concept of physical capital can be substantiate as devices and other productive resources and expand human capital. Also physical capital grades devices producing, human capital is made by changing persons for giving skills and abilities and enabling by new methods. (Colman, 1998 p: 402)

Also global bank considers Higher education as an event resulting from effects of Social institutions, human relations and norms over quality and quantity of social interactions. There is not Higher education as physical capitals, rather it is resulting from social and group norms and interactions and on the other hand, its increment causes to decrease level of social expense of organizations. (Global bank.1999).

The term of capital denotes that human or economical capital for conducting society and practical capital has productive entity that is we can make value and do, achieving our purpose, finishing our duties in the life and contributing to the world we live. When we can say Higher education is productive, it is that no one is successful without it even alive.

Historical aspect of social capital

Assignment of relating humanity institution for attracting their contributions plates enforcing social institutions and networks of trust between different people. (Fokoyama, 1999, p: 5)

Social capital's theories

Weak relations' theories: first theory for making concept of Higher education is weak relations' theories. According to it, if intensity and solidity of relations are higher among members of network, the value of Higher education is lower and reversely if intensity and solidity are lower, it is a sign of social capital.

Theory of structural fraction: According to this, if one has not relation with his/her counterpart within social networks or at least has slight relation, they have extreme interest (Sybarite, 2001 P: 301)

Theory of social resources: this theory is divided by studies of Lin and Kaptur in 1981 and shows that available relations in the network without existing resources inside are not useful. Based on that, just these resources van be as one main capital.(Lin ,1981 P: 279)

Table 1 –different definitions of Higher education based on purpose and level of analysis

Level of analysis	Purpose	Definition of social capital	Axes/main researchers
people competing together	Reaching to economical capital	they are resources that are evaluating public benefits	Colman
People in family and social groups	Reaching to human resources	They are aspects of social structure that its members use them as resource for achieving purpose	Birdie
Political governments in national level	Reaching to democracy and economical development	They are trust, norms and networks as simplifiers contribution of members for reaching to common benefits	Putnam

Constitutive factors of social capital: factors of constituting Higher education are divided by 4 sections:

Institutional factors: institution means rule, custom, tradition, habit and an organization are effective for social and political life of people and make purposeful system for solving needs of organizing society, like government cause to approve rules and finally forming social capital.

Automatic factors: norms are automatically created interactions of members in society instead f rule and other formal institutions, and they are not resulted by intentional chooses.

External factors: the meanings of these factors are norms originated from one place than same society. They are used like religion, faith, ideology, culture or common historical experiences. Natural factors in this section are including two factors: family relations and national and racial solidarity.

Relations of Higher education of development

Trusting: one of main enterprise in this field is attempt of groups' and organizations' leader for trusting among members of them and different groups. Trust can be formal by making relations and continuous communications. Human's trust to each other after proper and gradual recognition. It is important for different sections in intra – inter organization. Unfortunately, in many organizations, the type of organizational communications is in the way that people and organizational unit don't get proper and real recognition and naturally don't prepare necessary field for making trust's network (Rahmanpour, 2003)

Table 2 –Percentage of Employed Women in Iran, and Some Developing and Developed Countries

Developing Countries			Developed Countries		
Country	Year	Percentage	Country	Year	Percentage
Egypt	1984	18.7	Austria	1987	40.1
India	1981	25.9	Canada	1986	42.9
Indonesia	1985	35.9	France	1987	43.3
Korea (South)	1987	39.9	Germany	1987	39.5
Pakistan	1980	03.7	Italy	1987	36.4
Tunis	1984	21.3	Japan	1985	38.6
Turkey	1980	30.0	Sweden	1987	48.7
Iran	1988	09.0	United States	1987	45.5

Source: ILO 1988: 169
During the 1980s

Table 2 gives information on the percentage of employed women in some select countries in the decade following the Islamic Revolution in Iran. Among the 16 countries appearing in the table Iran had the lowest percentage of women employment (9%) after Pakistan (3.7%).

Table 3 –Repetition Rate of Boys and Girls in the Five Grades of Primary Education

Grade	Girls	Boys
First	7.9	10.2
Second	4.7	7.6
Third	2.9	5.4
Fourth	3.1	6.1
Fifth	2.0	4.1

Source: UNESCO 2002: 266

Yet another indicator to assess the progress towards gender equality in education is the rate of repetition in a grade or class. The repetition rate in primary education in Iran has become lower for girls in grades 1 through 5 (Table 3). In 1999-2000 repetition was consistently higher for boys in the all the five grades. In the fifth grade it was twice as that of girls.

Research's assumptions

1. It seems that there is a meaningful relation between women's age and participation.
2. It seems that there is a meaningful relation between women's marital status and participation.
3. It seems that there is a meaningful relation between women's dwelling place and participation.
4. It seems that there is a meaningful relation between women's education and participation.
5. It seems that there is a meaningful relation between women's social class and participation.
6. It seems that there is a meaningful relation between using mass media by women and participation.
7. It seems that there is a meaningful relation between women's religion views and participation.

Statistical analysis:

Assumption 1-It seems that there is a meaningful relation between it seems that there is a meaningful relation between women's age and participation.

Table 4 –correlation coefficient and study relation between women's age and participation

	Standard deviation	Average	Significance	Correlation coefficient
Age	12.03	37.5	0.12	0.11
Employment level	10.6	41.42		

In this assumption, women's age and participation are studied, according to obtained information in validity %95 and sig %0.05, this assumption is not confirmed.

Assumption 2-It seems that there is a meaningful relation between women's marital status and participation.

Table 5– correlation coefficient and study relation between women's marital status and participation

Employment level		Significance	t	Standard deviation	Average
Marital status	Married	0.00	2.82	9.90	41.91
	Single			7.75	37.21

According to table information, average and standard deviation of married men are 41.91 and 9.90, respectively and for single ones are 37.21, 77.5, respectively. Thus freedom degree 366 is equal 3.82 that there is a meaningful relation between participation of married and single women.

Assumption 3- it seems that there is a meaningful relation between women's dwelling place and participation. It means that urban women have higher participation that rural ones. **Table (6)**

Table 6 – variance of study relation between dwelling place of women and their participation

Dwelling place		Significance	Variance	Average square	Total square
Employment level	Intergroup	0.00	3.59	284.57	1937.54
	Intra-group			98.34	26375.38
	Total			-	31263.16

In this assumption, relation between dwelling place and participation are studied. According to information of statistical analysis obtained by variance method, we can say that there is a meaningful relation between both variables.

Assumption 4-it seems that there is a meaningful relation between women's education and participation.

Table 7 – variance study relation between education and participation of women

Education		Significance	Variance	Average square	Total square
Employment level	Intergroup	0.00	12.62	1168.82	7268.49
	Intra-group			82.11	28695.73
	Total			-	3431.17

According to information of statistical analysis obtained variance method, we can say that there is a meaningful relation between both variables.

Assumption 5- it seems that there is a meaningful relation between women's social class and participation.

Table 8 – variance study, relation between social class and participation of women

	Standard deviation	Average	Significance	Correlation coefficient
Social class	12.29	67.21	0.00	0.22
Employment level	10.19	43.96		

In this assumption, women's social class and participation are studied, according to obtained information with validity %95 and sig %0.05, this assumption is not confirmed.

Assumption 6- it seems that there is a meaningful relation between using mass media by women and participation.

Table 9 – variance study relation between using mass media and participation of women

	Standard deviation	Average	Significance	Correlation coefficient
Social class	10.6	44.48	0.07	0.13
Employment level	2.7	11.93		

It means that increasing using mass media leads to employment.

Assumption 7- it seems that there is a meaningful relation between women's religion views and participation.

Table 10 – variance study relation between women's religion views and participation of women

	Standard deviation	Average	Significance	Correlation coefficient
Social class	10.2	48.43	0.21	0.44
Employment level	5.11	25.52		

According to information of analysis both variables , average and standard deviation of religious views are 48.25, 10.2 and those of employment is 25.52, 51.11 in the level 0.05 , there is a meaningful relation between not between both variables , so research's assumption is declined.

Conclusion

The aim of study is to investigate effective factor on occupational opportunity of Iranian women. Statistics of society is a combination of all married women. It means that 368 persons are selected from 80 students. After gathering information through the questionnaire, assumptions are analyzed and the results are presented in two parts descriptive and inductive. Basic features of a sample are studied and then analyzed date and assumptions. Results show that all respondents are in the range of 35-40 years in total, average age is 37.5.

In assumption 1, there is not a meaningful relation between age and participation of women, thus this assumption is declined.

In assumption 2, there is a meaningful relation between marital status and participation of women, thus this as is confirmed.

It means that married women have higher participation than single ones.

In assumption 3, there is a meaningful relation between dwelling place and participation. According to variance and sig (P= 0.001) obtained results of Inkle and Smith is compatible with Azkia. (2001)

In assumption 4, there is a meaningful relation between education and participation of women that are studied by variance test in the validity %95 and sig 0.05. This result is compatible with those of Castillo quoted from Karim Pour. (2004) Daniel Gagsi quoted from Alikhani (1998), Huntington (1991), Vosoghi and Hashemi (2004). For further explanations, we can say that women with higher education are highly able to have high participation due to higher information and self confidence.

In assumption 5, there is a meaningful relation between social class and participation of women (p=0.000)

In interpreting this level, women who are denied from higher social class and don't work in management and specialized jobs that have required the higher education, it increases their interests and skills, as low class members are deprived as results participation would be lower. Neiva and Nai, two well known members, claimed that social, economical position of women in United States is determiner of participation. Data show that whatever we go from lowest level to highest, the ratio of high class women is increasing and the ratio of low class is falling.

In assumption 6, there is not a meaningful relation between using mass media and participation of women , the result shows that buy raising mass media , participation is not increasing in the level %95 and sig 0.05 , thus this assumption is declined and results are not a demonstrator direct and positive correlation.

In assumption 7, according to relation between religious view of women and participation and information of analysis both variables religious view, average and standard deviation of religious view is 1.02 and 48.32 ,respectively and those of participation is 25.52 and 51.11 in the level of sig 0.05 , thus this assumption is declined.

Suggestions:

- It is suggested that councils and organization s are due to support women and their revenues and act or women by more intelligent and active in the society.
- Increasing women's awareness of the society and recognition them against themselves as members of the society similar rights and position of men
- Changing insights of women through cultural system of country
- Encouraging women to participation with political parties are secondary factors of accepting society , these parties encourage women to active political social participation .One of present problem along participation is lack of legal support of women's rights. Thus rules are confirmed by facilitating and encouraging women.
- Government should pay attention into promote women situation that is necessary to development.

- Increasing women education raise participation and these two variables as education and participation has positive effect on women participation. Studies suggested that conditions have provided to study higher levels.
- Tendency to participation has a direct relation with economical social position of women who have higher economical position that adds to their participation.

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