

Investigation on the Political Participation of Employed women in the Education Area of Iran, Case Study, Province Ilam

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Abstract: Practical political participation is a voluntary and informed action which directly is done from legal and peaceful ways in order to influence decisions related to society administration. Today, political participation as a political way has certain operations. Women as a influential group in participation, particularly political participation have important roles in policy decisions. This study aims to examine the political participation of employed women in education systems of province Ilam in order to understand the contribution of this group in political decisions. Statistical analysis showed that the level of political participation of women in political activities is too moderate. The highest average responses were related to participation in parliamentary elections, political news and information and participate in parades. This study showed that political knowledge and skills are important factors in women's political participation.

Key words: Education • Political Skills • Employed women • Province Ilam • Political participation

INTRODUCTION

Political participation is one of the main areas through which women can involve in decision-making for the future activities. Political participation is voluntary activities through which community members participate in the activities of neighborhood, the city and their villages and directly or indirectly are involved in shaping the social and political life [1]. In fact, political participation is composed of real interference of people in the fate of their community away from any political and career threats or material expectations so that they can have a determining effect on their fate [1]. In the contemporary literature, what distinguishes democracies from other forms of government is active participation of people at various levels of decision-making policy about their destiny [2]. Democracy is a government of people, for people and by people. Full political participation and achieving political development are not available without the involvement of women [2, 3]. Women make up half of the body of human society that their role and impact on the family and society has been debated. In addition to the women's family duties, they have social responsibility that in Islam culture these responsibilities are the same of men responsibility. There is growing recognition of the

untapped capacity and talents of women and women's leadership. In the last 10 years, the rate of women's representation in national parliaments globally has grown from 13.1 percent at the end of 1999 to 18.6 percent at the end of 2009 [1, 4].

Teaching and learning takes place in the social presence, because social presence can provide a service to mankind which is a kind of perfection. In community involvement, political understanding and awareness of time which is one of necessary knowledge for every human, are achieved [5]. Hence, one of the motivations to invite women to social life is increasing their scientific and social character. Whatever the percentage of female teachers in a basic education system, it is necessary to value their role as educators, in order to offer those working conditions that lead to the development of the community as a whole. Women play an important educational role in the community, because they are responsible for educating their children [6]. Women also exercise an influence over the rest of the community in order to guarantee their integrity and development.

In this study, the rate of political participation of women in education was investigated because of their potential effects on political education and political socialization of the next generation. In the current study,

participation of women in different activities such as involving in political parties and groups, elections, parliament and city council was investigated by questionnaire be examined [3, 5]. In general, political participation of employed women in education of province Ilam was investigated in two areas including, general political participation and special political participation. The options were as following:

- Political activities such as parliament and city council
- Encourage friends, children and other relatives to participate in political activities
- Interest in news and political information from the media
- Attend lectures and listen to political talk
- Encourage others to participate in promotional activities desired candidate
- Creation of political entities to participate in the Department of Community Affairs
- Failure avoidance and active participation in political parties
- Interest in political discussions with friends and colleagues
- Believed to affect women's political participation in solving community problems
- Participate in local or national political parties
- Believed to have a sufficient knowledge and skills to participate in politics
- Interesting essay in political magazines and newspapers

Therefore, the present study with regard to the mentioned options, seeks to examine the political participation of women working in the area of ??education in province Ilam in Iran. In order to answer this question by considering factors such as marital status, age, education, work experience, education level and field of study, the role of religious beliefs, family, political skill, knowledge and political participation of women working in the education.

Research Variables

Dependent Variable: in this study, the dependent variable is political participation of women in the education in Ilam. **Independent variable:** overall, the independent variables in this study including age, profession, education level, economic status, career experience and marriage state. It seems that in the terms of men and women patterns differences, age, economic status, religious obligations, family, political knowledge and skills and education play important roles.

MATERIAL AND METHODS

This study was carried out in a descriptive-analytical method and from controlled conditions and monitoring is a survey study. Using questionnaires and statistical techniques in relation to sample size and data collection is of the other benefits of the applied method. In descriptive researches, phenomenon is examined, according to previous studies, descriptive research deals with the conditions and relationships, beliefs, views, beliefs and attitudes of people toward a phenomenon, processes and procedures. The reason for selecting this approach is that the researcher reports what there is without any interference or subjective inference and takes objective results from the position. Meanwhile the research is from applicable kind. The population consists of a collection of individuals or entities that have at least one common trait. Usually in each study, the study population is a kind of study that through which the research wants to study about the variable attribute units. The population studied in this research was made of employed women attending primary school, tips, secondary and pre-university education from province Ilam, which they number was more than 800 people.

Because examining all the communities is not affordable in terms of cost and time and also it is practically impossible, a subset is selected as a sample. A sample is a small group of the population that is selected for viewing and analysis. According to the number of individuals in this study, the sample size was calculated by the following formula:

$$S = Z^2 NP (1-P) / d^2 (N-1) + Z^2 P (1-P)$$

Which N, S, d, Z² and P mean the population, sample volume, the amount of allowable error (0.05), confidence coefficient which with 5 percent error is equivalent to 1.96 and ratio of individuals how have the mentioned character respectively. After determining the sample size (262) using stratified sampling proportional to volume, contribution of each of the primary groups, tips, secondary and pre-university was identified. Then among the schools for girls in Ilam, ten elementary schools, eight middle school and nine secondary and pre-university schools were randomly selected.

The instrument used in this study is a questionnaire. This questionnaire has been prepared in two parts: demographic characteristics and questions. The questionnaire is based on a five-point Likert. To check the validity after preparation, the questionnaire was given to expertise. In order to evaluate the reliability coefficient,

the questionnaire was conducted on a group of 30 persons and after extracting reply by Cronbach's alpha, reliability coefficient was estimated which was 0.89.

Descriptive and inferential statistics were used for data analysis. In descriptive statistics frequency tables, percentage, mean and diagram were used and in inferential statistics Chi-square test for participation, independent t-test for compare the contributions of different groups and ANOVA were used.

RESULTS

The first hypothesis of the study claims that women working in education are involved in political activities. The data in Table 1 shows that the average of women's Political Participation in compare to average hypothetical was higher that means women's political participation is higher than average. The average of general Political Participation of Women was higher than average hypothetical. The average of special Political Participation of Women was lower than the average hypothetical. From the perspective of women working in the education, knowledge and political skills can lead to women's political participation. The average of Women's political awareness and skills was higher in comparison to the average hypothetical. From the perspective of women in education, the family can affect the political participation of women. The results indicated that the average of family roles on women's political participation was lower than the average hypothetical which means the family has little role in political participation.

The results for the hypothesis that claims there are differences between political participation of women in education and its component (the role of religion, knowledge, political skills and family) according

to sessions (elementary, tips, secondary and pre-university) indicated that the calculated F ($p < 0.05$) is not significant (Table 2). Therefore, there were no differences between political participation and respondents views about the role of religion on political participation, the role of political knowledge and skills on the level of political participation and the role of family on political participation according courses.

DISCUSSION

Political participation is as a voluntary and informed action that according to the impact of some factors such as age, work experience, education, marriage and economic status, cultural and psychological factors can takes many forms [6, 7]. Today, with the expanding presence of women in social activities the field is prepared for them to participate in political activities. Women occupy some main positions in the area of policy such as ministry, parliament and city council [8].

The research findings suggest that women in some areas such as participate in parliamentary elections, receiving information and news, participate in parades and their roles of political participation in solving community problems has the highest average response [9]. Total average response of this component indicates that general political participation of women was high.

The findings of this study for the special political participation of women showed that belief in the role of women in the activities of political parties had the highest average among responses. Knowledge and political skills are of the main reasons for political participation. In fact, as the political knowledge and skills of women become higher, their political participation will be increased [7, 9].

Table 1: Comparison of the average hypothetical with the main hypothesis of the study

Component	Mean	Standard deviation	T
Political Participation	4.27	0.61	6.12
Public Participation	4.12	0.73	6.76
Special Participation	2.1	0.32	2.77
Knowledge and political skills	3.66	0.42	3.78
Family	2.88	0.56	-17

Table 2: The comparison of mean components of political participation according to courses

Components	Elementary	Tips	Secondary	Pre-university	F	P
Political Participation	3.77 ± 0.44	3.12 ± 0.19	3.77 ± 0.88	3.53 ± 0.6	1.67	0.18
Knowledge	3.16 ± 0.62	3.19 ± 0.7	3.08 ± 0.33	3.71 ± 0.65	1.4	0.31
Religion	3.18 ± 0.59	3.72 ± 0.78	3.08 ± 0.47	3.04 ± 0.37	1.28	0.34
Family	2.8 ± 0.22	3 ± 0.62	2.56 ± 0.83	2.78 ± 0.52	0.43	0.8

Therefore, the knowledge, political skills and their ability to analyze information and political situation are important factors in making the tendency to participate in political activities [10, 11].

Family also plays an important role in political participation. But the role of family is far less than religion, political knowledge and skills. In this context, the role of family should not be ignore, because, the train practices they apply can establish knowledge and political skills in children [12, 13]. The results showed that, from the respondents' views, in terms of course, there is no difference between political participation and its components. It means that perspectives of women employed in the primary, intermediate and pre-university are similar about the role of religion, knowledge and skills and family in political participation [14].

CONCLUSION

Due to the political participation of employed women in education, moderate to high, this group has the background of political activities; therefore, it is necessary that education organizations make it easy for women, particularly teachers, to make decision oninfluencing political decisions. Political and diplomatic skills and knowledge play an important role in women political participation, therefore, education organizations with holding in-service courses can increase the political knowledge and skills of women.

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