

A Sociological Research on Social Participation of Rural Women of Aghkand Village of Mianeh Township

Mansoor Vosooghi¹, Afsaneh Yousefi Aghabin²

Abstract

Participation is a process in which people involved to make endeavors aiming at a common goal; and they do this actively, freely with awareness and accountability. Women participation as one of the principles for development can be studied from different perspectives. The objective of the present study is to investigate social and cultural factors influencing social participation of rural women in the developmental process.

The theories of experts in modernism domain in general and feminism theories like liberal feminism in particular, are theoretical bases of this study.

This research was conducted through interviews (during October 2002 to May 2003) in one of the villages of Azerbaijan Sharghi province; where 155 women with the average of 15-60 were selected as subjects whose answers were then analyzed.

The average rate of social participation of rural women based on this research is shown to be low and only 4 percent of respondents had a high participation rate.

Their type of participation was mainly traditional and religious including participation in birth anniversary, religious get-to-gether and health houses; it in fact manifests a kind of passive participation. However, based on the data there was a correlation between the social participation of rural women and variables relevant to women's attitude and self-concept (internal factors), age, education (background factors), their access level to urban centers, and the media (structural factors).

Key words: Development, Participation, Social Participation of Rural Women, Factors Influencing Women's Participation

1. Professor of Social Sciences, Tehran University, P. O. Box: 19395-3711, Tehran, Iran. E-mail: Vosooghi@chamran.ut.ac.ir
2. M. A. of Rural Development

Introduction

Women form a social stratum have not been duly taken into account and whose high capacities not appropriately implemented in the developmental trend. To attract women's participation, extensive cultural and social measure should be taken. The major obstacles for the participation of this social stratum in our community relate to the culture and social issues. The long history of patriarchal maneuvering in Iran has led to inequality between men and women in different aspects of social life including ownership, income, education and social status.

The issue of women participation, rural women in particular, plays an effective role in the transient trend of underdevelopment towards development is of great importance to ponder on. The weak participation of women in general and rural women in particular is obvious with a glance at data obtained from conducted investigations.

To overlook traditional forms of women participation mainly in agriculture sector on one hand, and to ignore customary and unstructural forms of rural women participation in limited arenas like marriage, delivery, and the like occurring in similar formats and legal boundaries across the world on the other participation arena would be left for rural women (Piran, 1376, p: 53).

Restrictive sub-cultures like limited benevolence and fatalism instead of calculation and planning, the lack of women's involvement in executive, administrative, and policy-making activities, their low knowledge orientation and acceptance of technology, low literacy rate, the lack of self-confidence of rural women, their being prevented from any involvement in decision-making by men are all among factors which inhibiting women participation.

Cultural and social causes and factors influencing the process and the rate of participation, the inequality and unfairness of opportunities for women and their impact on the development process have been the subject of the present research aiming at identifying the relevant perspectives.

Review of Literature

Feministic theories (focus on external factors) and modernism (focus on internal factors) are theoretical approaches that jointly form the bases of the present study. The authors have incorporated some variables from both approaches to present the conceptual model. The variables like decision-making strength, one's self-concept and attitude toward her own capabilities and qualities, access to urban centers, media and education, social-economic classification are all factors placing impact on the social participation of women.

Regarding theoretical and empirical aspects of participation, some investigations mainly in two different directions though in parallel and relevant have been conducted.

a) Some theorists of social and behavioral sciences like R. Dahl (1975) S. M. Lipset (1960) D. Sills (1986) V. Baldrige (1980) P. Lazarsfeld (1976) R. Lane (1962) M. Levin (1972) S. Huntington (1968) and L. Cosser (1969) have tried to give an image of participation in group-based communities, among different individuals, and at different time spans and have explained differences based on social, metnal, economic, and political factors.

b) Some other experts have devoted their attention to the social participation as an element of civil life and studied its relevance to social and economic development. M. Winner (1969) G. Mirdal (1973) D. Lerner (1958) F. Fraie (1976) and A. Rosstow (1971) are some of these experts. However,

there are others whose focus is particularly on the concept of social participation and its applications, especially the role of participation in social and economic development, social groups and participation, group growth and participation, participation and leadership in small groups, methods of group leadership in raising the participation level of group members, participation in working groups, participation in local associations and councils, interaction and participation and social psychology in group decision-making, group reliability as the factor influencing participation and the like. B. Hoverkot, N. Roling, A. Tolen, and P. Oakely are among these theorists (Mohseni Tabirizi, p. 45).

The findings of Piran and his colleagues show that there is a deep contradiction in social participation model of the communities in the East. This indicates that people in such communities in their private and family life are collaborative and selfless but in public and civil arenas are strongly selfish and non-collaborative (Yarndi, 1379, p. 59).

The research finding of Fakhraiee shows that participation in most of the third world countries is performed in a sentimental and effectionate way, not logically and thoughtfully. More over, participation is very weak and has its own characteristics: firstly, it is followed in a way that in sociological term can be called as collective excitement; Secondly, it is not voluntary rather an obligatory; thirdly, it is passive; fourthly, it is not collective and people being in partnership in such communities just seek their own benefit; lastly, since it emanates from sentiments, it is temporary and unstable or is observed in certain periods with no durability (Yarndi, 1379, p. 59).

Women based on pre-defined social models play their role as required. If a women is intended to conduct a behavior contrary to social models, it will be considered as an abnormality facing her with difficulties interacting with the society.

Thus, behavioral models and women actions are functions of social and cultural factors imposed on by the society. Women participation as a purposeful action is influenced by social and cultural factors. Based on the research and studies conducted in the field of women's participation, the educational weakness and the low level of general education, the economic poverty of families, the low level of self-concept and tendency to develop, communicative limitation, limited access to the media, and gender-based job division are some of the social and cultural factors placing impact on the rate of women social participation.

The theoretical basis of the present research emanates from feministic approaches (reliance on internal factors) and modernism theories (reliance on external factors) variables from the both approaches, the theoretical basis of this study developed.

Feministic theory relies from three perspectives: firstly, the starting point of its main investigation pertains to women's successes and experiences in the society; secondly, women are the central subject in such investigations; that is, the world is observed from the alternative view of women in the social world; thirdly, it is a critical theory trying to bring about a better world for women since it in turn improves the world condition to be more suitable for all humanity.

Feministic theory establishes on two fundamental analytic questions: what we know about women as a descriptive question and why

women have come out to be as they are? (Reitzer, 1374, p. 462).

On the other hand, modernism is an approach trying to elaborate on internal obstacles of development in the third world countries. Those favoring this viewpoint consider elements like rationalism and intellectuality, orderliness, organization, participation, non-fatalism, calculation, and the like as the primary essence of modernism trend. Modernism advocates analysis by considering the status quo of communities without incorporating their past into three categories of micro, medial, and macro levels. At micro level, attention is paid to factors like mental backgrounds and individual concessions; at medial, elements like the existence of schools, associations, pioneer and leading groups, cooperative companies, productive organizations, and at macro level, emphasis on communication system, educational system, urbanism, industrialization, bureaucracy, and others (Azkia, 1370, p. 8).

In the framework of such a viewpoint, some theorists like Inkels, Smith, Learner, Heagen, Rogers, Mckleland believe that mental and individual modernism are the preliminaries for the materialization of modernism at social levels (extensive scope).

From a general viewpoint, the variables placing impact on participation can be subdivided into two sets of intrinsic variables including psychological and cognitional and extrinsic variables including social and political conditions.

Thus, due to the correlation between dependent independent variables, some hypotheses seem to develop. Based on the required hypotheses in this research, there seems to be a positive and direct correlation between the social participation of rural women and their decision-making ability based on free

will, marital status, age, their self-concept and inward attitude, access to urban centers, media, education, and social economic status of their families.

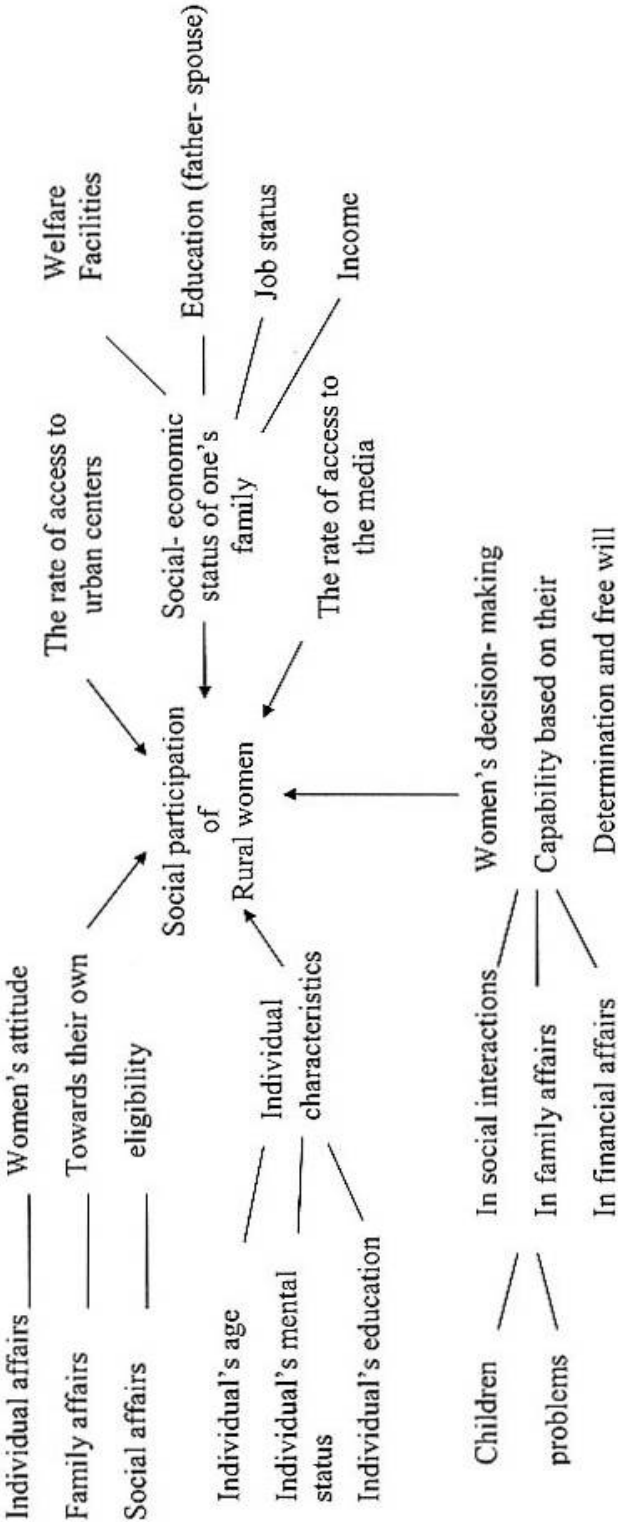
Methodology

This study was conducted through primary survey during the time period of Mehr 1381 (October, 2002) to Urdibehesht 1382 (May, 2003) in one of the villages of Mianeh township known as Aghkand. The main objective of the study was to highlight the problem and in order to increase reliability and reduce random and systematic errors, the guided and semi-standardized interview was formulated. To this end, a questionnaire incorporating the identified variable, effective in social participation of rural women was prepared contained as open-ended and close-ended questions at one type of the measurement scales (nominal, ordinal, interval, ratio). The questionnaire started with easy and general questions followed by more difficult and detailed one. Finally, the obtained data were rated and coded and were then analyzed by SPSS data analysis software.

The sample population were selected based on the main table filled out by referring to the village some times at the beginning of the research. To this end, a precise census was taken showing a total population of 2294 comprising 1149 men and 1145 women, though it differed a little from the census taken in 1375 (1996). This difference pertains to a decrease of 173 people indicating gradual immigration of villagers to the city. Out of 1145 female, 790 female at the range of 15-60 years of age were selected as subjects of the study; this number was then analyzed by Cochran formula and the number of 157 female sample was determined.

After determining the sample population using the above-mentioned formula, the demographic and economic data of the village were obtained.

Diagram 1 The theoretical model of the research indicating the hypothetical relation between independent variables and the dependent variable.



Findings

a) A brief description of the population under study

Data obtained from this research can be briefly put forward as follows:

Age is one of the variables that sociologically speaking is one of the important factors in participation. Based on the data obtained, the highest number of respondents belong to the age range of 20-25 and the lowest go to the age ranges of 40-45 and 55-60.

About 30 percent of the subjects are single and 65 married. More than 69 percent have the maximum education level of the guidance school out of whom 30.3 percent are illiterate, 29 are at primary school, 10.3 at guidance school; the rest of the subjects have diploma degree (19.4 percent) and higher education (11 percent).

Their access to welfare facilities is one of the ways to identify their social status. All families acting as subjects have access to piped water, 99.4 percent enjoy electricity, 98.1 percent have TV access, 91 percent have Radio access and 92.9 percent enjoy telephone facility. The

minimum access to facilities goes to computer that only 2.6 percent of the population under study enjoy this facility. As you observe, TV is the mostly used facility followed by radio ranking the second in having impact on the population.

b) Data Analysis and Hypothesis Testing

In this study, in most cases Pearson product moment coefficient correlation has been used because the dependent variable i.e. the social participation of rural women is at the highest level of assessment and accordingly the independent variables have also been tried to fall at this level. However, T-test and χ^2 have also been applied.

Findings show that there is a negative correlation between age and the participation rate of rural women as subjects of this study.

Coefficient 0.007 indicates this negative correlation. Furthermore, Pearson coefficient correlation used to measure the relationship between these two variables shows a medium negative correlation; that is, the rate of social participation reduces by the age growth (Table 1).

Table 1 Pearson Coefficient Correlation of the Age Variable of Respondents and the Rate of Participation

Variable	Social Participation	Total
Age	-0.21 =0.007	155

To assess the relationship between the social participation and the marital status variable of the subjects, T-test was used. To apply this qualitative procedure, at first the subjects were

separated into two sets according to their marital status; the divorced or those who had lost their spouse were also as married. Then, T-test procedure applied. The mean score of the

participation rate among the single is 28.04 and in the married 25.39; the coefficient of 0.40 indicates that there is no significant correlation

between two variables of the rate of participation and marital status (Table 2).

Table 2 Mean Differences of the Marital Status Variables and the Rate of social Participation

Variable	Marital Status	
Participation	Married	Single
	25.39	28.04
	=0.40	

To test the hypothesis that there is a relation between education variable and the social participation, chi-square procedure was used. Since the education variable is a nominal variable, the variable of social participation has also converted into a scale rating so that chi-square can

appropriately apply. The coefficient of 0.01 indicates the significant correlation between the two variables; the coefficient of 0.40 shows a medium correlation between the two variables. Thus, the highest number of subjects belongs to the low participation rate (Table 3).

Table 3 The Relation Between the Social Participation and Education Level of the Subjects

Participation Rate	Illiterate	Primary School	Guidance School	Diploma	Higher Education	Total
Very Low	3	3	1	2	1	10
	1.9	1.9	0.6	1.3	0.6	65
Low	43	40	13	23	9	128
	27.7	25.8	8.4	14.8	5.8	82.6
Medium	1	1	1	4	6	13
	0.6	0.6	0.6	2.6	3.9	8.4
High	0	1	1	1	1	4
	0	0.6	0.6	0.6	0.6	2.6
Total	47	45	16	30	17	155
	30.3	29	10.3	19.4	11	100
The Significant Relation		=0.40	=0.01	=12	=25.34	

The social status index of family is obtained from the education level of the subject, her spouse and her father, the job status in come of her spouse and her father, the level of use of welfare facilities, and the belongings of one’s family; these elements total to 40 items that form the index of the social participation after standardizing the responses.

This index that is at the interval scale is assessed with Pearson coefficient correlation. The coefficient of 0.28 shows that there is no significant difference between the variable of the rate of social participation and the social status of family (Table 4).

Table 4 The Coefficient Correlation of the Variable of Social Status and the Participation Variable

Variable	The social Participation	Total
The Social Status of Family	0.08 =0.28	155

The rate of the level of access to the madia and the social participation, was obtained from the level of use of the 10 mass media means (Radio, TV, video, book, magazine, newspaper, video CD, internet, satellite, computer). The level of access to these means differed from one another. TV and Radio were the means that ranked first and second in the level of use by the subjects; however, this ranking has had no impact on the rate of the

participation of the subjects. In other words, only three variables of use i.e. magazine, newspaper, and book have significant correlation with the social participation variable. The other communication means such as radio, TV, video, video CD, and computer do not show a significant correlation with the social participation rate. Internet and satellite do not have any coefficient since they have just one user each (Table 5).

Table 5 The Coefficient Correlation of the Variable of the Level of Access to the Media and the Social Participation Variable

Variable	The social Participation Rate	Total
The Level of Access to the Media	0.22 =0.005	155

Regression Analysis of Data

To measure the relation between independent and the dependent variables, the impact of a group of variables on the dependent is taken into account. To this end, regression analysis of data is used. Since most of the variables in this study are at interval scales, a multi-variable

regression is the most appropriate method to apply. Therefore, a stepwise method was selected, where the first variable involved in the model, has the highest correlation with the dependent variable. The next variables are added to the equation to the extent the variable entry criteria permit.

Further, in this study, the variables are categorized into two general sets: first, the demographic variables like age, marital status, and education; secondly, the social variables, the level of use of the media, the level of access to urban sites, and one's economic-social status.

Then, the relationship of the dependent variable (here the social participation) with each one of the two sets is assessed. On the other hand, due to the significance of the independent variables of one's

inward attitude towards one's own eligibility, and one's decision-making based on determination and free will, the impact of other available variables on these two variables are also studies which are as follows:

- The dependent variable (participation) has been assessed with respect to the two demographic variables. Out of these two only the age variable has been accepted to the equation. Statistic in this equation shows a negative correlation between age and participation lowers (Table 6).

Table 6 Relative Correlation of the Demographic Variables With the Participation Variable

Category	β	Beta	Sig t
Age	-0.1523	0.2165	0.0068
Constant	31.5749		0.000
M.R=0.2166 Adj. R=0.0406 DF=1		R. Square=0.0469 Std. Err=8.4681 Sig f=0.0068 F=7.5311	

A simple regression model is obtained from this model as follows:

$$Y (\text{participation}) = 31.5749 + (-0.1523) \text{ age}$$

The standardized regression model for this equation develops as follows:

$$Y (\text{participation}) = -0.2165 (\text{age})$$

The standard error of measurement is 8.4671 that shows the medium square root of deviations of the predicted scores.

- Out of the three variables of education, job status, and income, the education variable has met the criteria to enter the regression model. There is a significant positive correlation between education level and participation. It implies that the higher the education level, the higher the participation (Table 7).

- Three variables of access to urban centers, use of the media, and the social status are studied and found that the two variables of

access rate to urban sites and the level of use of the media entered the regression equation. Both variables have a positive correlation with the participation variable. There is a medium correlation between the variable of access to the mass media and the variable of social participation. The coefficients show that as access to urban centers and the mass media increases, the participation variable rises as well (Table 8).

Table 7 The Relative Impact of Demographic Variables on the Social Participation Variable

Category	β	Beta	Sig t
Education	1.769	0.2875	0.0003
Constant	23.456		0.000
M.R=0.28 Adj. R=0.07 DF=1 F=13.788		R. Square=0.08 Std. Err=8.30 Sig f=13.788	

The simple regression model obtained is as follows:

Y (participation) = 21.6595 + 1.7968 (education level) the standardized regression equation resulted from this calculations is: Y=0.2875 (education level) the standard error of measurement of 8.3067 shows the medium square roots of deviations of the predicted scores.

Table 8 The Relative Impact of Social Variables on the Participation Variable

Category	β	Beta	Sig t
Access to urban centers	0.1760	0.1594	0.0477
Use of the media	0.3705	0.1926	0.0151
Constant	26.0732		0.000
M. R=0.2628 Adj. R=0.0595 DF=2 F=5.7486		R. Square=0.00720 Std. Err=8.3938 Sig f=0.0039	

The simple regression equation obtained from these three variables is as follows:

0.3705 (use of the media) + 0.1760 (access to urban centers) + 26.0732 = Y (participation)

The standardized regression model achieved is as follows:

Y (participation) = 0.1594 (access to urban centers) + 0.1926 (use of the media)

The standard error of measurement of 8.3938 shows that the medium square root of deviations of the predicted scores is 8.3938.

- Regression model of the variable of decision-making capability based on determination and free will, considering the demographic variables.

The variable of decision-making based on determination and freewill is one of the most significant independent variables in this study. Thus, the impact of the effective factors in this

research on this variable is assessed. In this model, the relative impact of demographic variables on this independent variable is evaluated. As it is apparent, only the variables of marital status and income have added to this equation. Both variables have a positive correlation with this independent variable (Table 9).

Table 9 The Relative Impact of Income and marital Status Variables on the Variable of Decision-Making Based on One's Own Determination and Free Will

Category	β	Beta	Sig t
Marital Status	5.06	0.185	0.0001
Income	0.0017	0.319	0.00166
Constant	40.973		0.000
M. R=0.407 Adj. R=0.1548 DF=2 F=15.110		R. Square=0.165 Std. Err=0.00166 Sig f=0.000	

Out of the data appeared in the above table, the simple and standardized regression models are obtained.

Simple regression model:

Y (decision-making based on free will) = 40.973 + 5.06 (marital status) + 0.0017 (income)

Standardized regression equation

Y (decision-making based on free will) = 0.185 (marital status) + 0.319 (income)

The standard error of measurement was estimated to be 6.682. It implies that the square roots of deviations of the predicted scores are 6.682.

- Regression model of the variable of decision-making based on determination and free will considering the social variables is also tested in this research.

Out of the three variables of access to urban

centers, use of the media, and social status, only the first variable has entered the equation showing a positive correlation with the variable of decision-making based on free will (Table 10).

Table 10 The Relative Impact of Social-Economic Variables on the Variable of one's Inward Attitude Toward her Eligibility

Category	β	Beta	Sig t
Access to urban centers	0.2839	0.3041	0.0001
Constant	45.8477		0.000
M. R= 0.3041 Adj. R ² = 0.0864 DF=1 F=15.1894		R ² =0.00925 Std. Err=6.9945 Sig f=0.0001	

The simple regression equation obtained is:

Y (decision-making based on free will) = 45.8477 + 0.2839 (access to urban centers)

The standardized regression equation reads as follows:

Y (decision-making based on free will) = 0.3041 (access to urban centers).

- Women's self-attitude toward their own eligibility is another significant independent variables. Thus, the impact of the other demographic and social variables on this variable is studied. Out of the demographic variables studied in this model, only education

level has entered the equation showing a positive correlation with the independent variable. Other variables were not accepted to be added to the regression model (Table 11).

- Finally, regression model of one's inward attitude towards her eligibility and social variables

show that, out of the three variables under study in this model, only the one's access to the media has not entered the equation of simultaneous impacts. The other two variables have shown a positive

correlation with the independent variable. It implies that the higher these variables, the higher the variable of inward attitude towards one's eligibility (Table 12).

Table 11 The Relative Impact of Demographic Variables on the Variable of Inward Attitude Toward one's Eligibility

Category	β	Beta	Sig t
Education	2.1696	0.3712	0.000
Constant	42.1427		0.000
M. R= 0.3712 Adj. R ² = 0.1321 DF=1 F=24.457		R ² =0.1378 Std. Err=7.531 Sig f=0.000	

The simple regression equation obtained from the model has only one independent variable.
Y (women's, inward attitude toward their eligibility) = 42.1427 + 2.1696 (education)
The standardized regression model out of the data is as follows:
Y (women's, inward attitude toward their eligibility) = 0.3712 (education)
The standard error of measurement of 7.531 indicates that the square root of the deviations of the predicted scores is 7.531.

Table 12 The Relative Impact of Social Variables on the Variable of one's Inward Attitude Toward her Eligibility

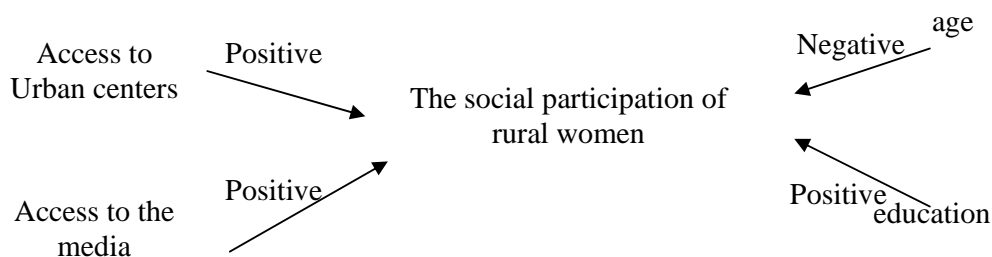
Category	β	Beta	Sig t
Access to urban centers	0.4266	0.4102	0.000
Social status	0.4086	0.2298	0.0017
Constant	45.4115		0.000
M. R= 0.4956 Adj. R ² = 0.2355 DF=1 F=24.1039		R ² =0.2457 Std. Err=7.1281 Sig f=0.000	

The simple regression model out of these data is as follows:
0.4086 (social status) + Y (one's inward attitude toward her eligibility) = 45.4115 + 0.4266 (access to urban centers)
The standardized regression equation read as:
Y (one's inward attitude toward her eligibility) = 0.4102 (access to urban centers) +0.2298 (social status)
The standard error of measurement shows the square root of the deviations of the predicted scores that is estimated to be 7.1281.

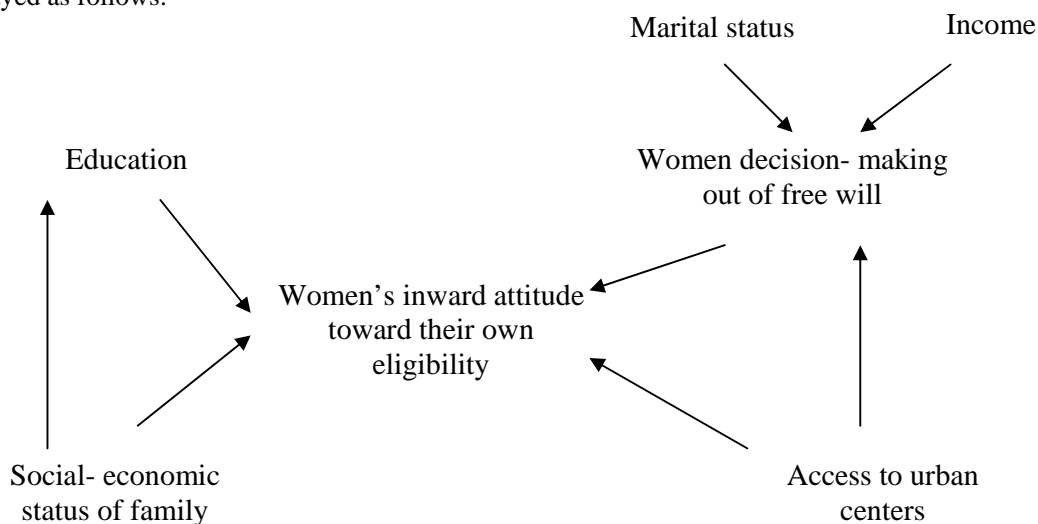
At last, in this study, hpohtheses were tested; further more a multi-variable regression model through stepwise method to study the simultaneous impact of variables applied. On the whole, four variables of age, education, the rate

of access to urban centers, and the access to the mass media met the criteria to incorporate in the model. The experimental model obtained from the findings of the measurement can be displayed as follows:

Diagram 2 The regression model of independent and dependent variables



Regression comparison of the data and the available correlations between the independent variables can be displayed as follows:



Conclusions

It should be mentioned that the social participation of rural women under study is at a low rate; their participation mainly pertains to traditional and religious ceremonies.

Participatory activities like cooperation with health houses to implement health projects or voting, though classified as modern methods of participation, are in fact passive. In other words, women in this village are active in the lowest rate of participation that is passive.

The lack of attention by the authority to the problems of rural women, the available social and cultural obstacles on the way of their participation, the lack of organization and incongruity of training with employment needs and potentials for women, traditional image of women, the patriarchal approach dominating the village at different levels from offices and organizations to families all have faced rural women with difficulties and confusion. To accept the fact that knowledge is an important factor in empowering human beings and given the research findings showing the impact of education

on the affairs like marriage, delivery, nurturing children, participation, and presence in cultural, social, economic, and political arenas, it is imperative to believe the value of knowledge and education. Moreover, with the increase of education level, the rate of self-confidence and decision-making capability of women rise accordingly tending to a better life prospects. Therefore, literacy efforts and obtaining different training and skills are the best means for the development of rural women.

A glance at different governmental organizations and institutes all aiming at different objectives shows that they are in fact doing one activity in parallel. For instance, the activities of female mobilization department, promotion house of sisters, cultural-educational centers, confirm this claim. In such centers, the main training courses have been allocated such as handicrafts including embroidery, guipure sewing, etc. However, it seems that the allocation of financial and time costs of such training could be spent in other required fields that can lead to actual employment in the village.

It is interesting to note that some of these training courses including short-term training of fish cooking are held in the region where there is no fish in the stores and the inhabitants have no taste for fish. The same is true in the case of type-setting training because there is no market for such an activity and useless for rural girls to obtain this skill.

Anyway, the issue of the social participation of rural women is structural whose prerequisite is evolution across different social institutes like education ministry, legal laws and regulations, and

implementation of promotion and development projects in their real sense. On the other hand, to materialize all goals, it is imperative to embark on the individual revival of rural women. The change in the attitude of rural women to the extent that they consider themselves independent, powerful, empowered, decision maker would help in this regard. Finally, the following two important points need to be seriously addressed:

Firstly, rural women form a significant section of the productive force of the society and thus they play significant role in the economic prosperity and development.

Secondly, the rural development is impossible to materialize without attracting the participation of rural women and without paying due attention to their needs and problems.

References

- [1] Alireza Nejhad, S. 1373(1993). Women participation in production activities and its transformation by the advent of technology. Supervised by Dr. Vosughi, M. MA Thesis of Tehran University, the college of social sciences, Tehran.
- [2] Azadi H., and Karami E. 1376 (1996). Rural women, development, and modern technology in ultra-analysis. In papers collection of the conference of women-employment-agriculture 1400 (2023).
- [3] Azkia, M. 1377 (1997). *The sociology of development*. Kalameh publications.
- [4] Azkia, M. 1365 (1985). *The sociology of rural development and underdevelopment in Iran*. Ettellaat publication, Tehran.

- [5] Babaie M. 1380 (2001). Literacy transformations in the attitude of rural women. *In women research quarterly of women research center*. Vol, 1, Nr, 1, Tehran.
- [6] Bagherian, F. 1376 (1996). Rural women, development, and modern technology in ultra-analysis. In papers collection of the conference of women-employment-agriculture 1400 (2023).
- [7] Biro A. 1366 (1986). *The culture of social sciences*. Translated by Sarokhani, B., Keihan publications, Tehran.
- [8] Bashiriyeh. H 1377 (1997). *The crisis of political participation and 1376 presidential election*. Tarhe No publications, Tehran.
- [9] Davoodi, F. 1372 (1992). Participation: Concept and Applied Principles in planning. *In research quarterly of agricultural economy and development*. The first year, Nr. III, Tehran.
- [10] Doll, R. 1364 (1984). *The new analysis of politics*. Translated by Zafarian H., Marandiz Publications, 1st Publications.
- [11] Effati M. 1371 (1991). The study of the factors effective in the participation of villagers in rural developmental projects. MA thesis. Allame Tabatabaei University, Tehran.
- [12] Ezazi, S. 1380 (2001). The reflection of social rewards in TV. In women research quarterly of women research center. Vol, 1, Nr. 1, Tehran.
- [13] Farhadi, M. 1373 (1993). The culture of in Iran. Vol. I, University publications center, Tehran.
- [14] Ghaffari, GR. 1380(2000). The explanation of social and cultural factors effective in organized social-economic participation of villagers as a mechanism in rural development in Iran, Ph.D. Dissertation of sociology in the college of social sciences of Tehran University, Supervised by Dr. Azkia, M., Tehran.
- [15] Mohseni, T. 1377(1997). The study of ways to Absorb public prticipation in sustainable development poojects of agriculture in Garmsar villages. The college of social sciences of Tehran university, the institute of social research, Tehran.
- [16] Navvab Akbar, F. 1376(1996) the role of rural women in agriculture development in the last decade. In papers collection of the conference of women-employment-agriculture 1400(2023).
- [17] Paknahad, M. 1380 (2001). Women in Farsi language. In women research quarterly of women research center. Vol 1, Nr. 1, Tehran.
- [18] Piran, P. 1376 (1996). The conceptual principles of rural women participation. In the Brief report of working parties in the conference of women-employment-agriculture 1400 (2023), vol. I, Nr. I.
- [19] Rauf, H. 1377(1997). Women political participation. Translated by Armin, M. Qatreh Publications, Tehran.
- [20] Reitzer, J. 1377 (1997). The contemporary sociological theories. Translated by Salasi, M. Tehran scientific publications.
- [21] Rocher, G. 1382 (2003). Social changes. Translated by Vosooghi, M. 14th Impression, Ney publications, Tehran.
- [22] Saraei, H. 1372 (1992). An Introduction of Sampling in Research. Samt publications, Tehran.

- [23] Shaditalab, Z. 1374 (1994). Women employment and the role of cooperatives, women-employment-cooperative. In women magazine, Vol. 7 and 8.
- [24] Susan, J. 1363 (1983). How the other half die. Translated by Azkia, M. and hajjarian, A. Keihan Publications, Tehran.
- [25] Tulen A. 1368 (1988). People participation. In ten articles about agriculture promotion. Research center of rural issues.
- [26] Ukli P., and Marson D. 1370 (1990). Participation strategy in political development. Translated by Mahmud nejhad M. in Research center of rural issues, ministry of reconstruction movement.
- [27] Yarendi, M. 1379 (1999). The development of employees' participation, social and organizational prerequisites. In papers collection of the first national congress of recommendations system, Tehran.

پژوهشی جامعه‌شناختی در زمینه مشارکت اجتماعی زنان روستایی روستای آغکند شهرستان میانه

چکیده

مشارکت فرایندی است که افراد دخیل در آن به صورتی فعال، آگاه، آزاد و مسئول، برای رسیدن به هدفی مشترک تلاش می‌کنند. مشارکت زنان به‌عنوان یکی از اصول تحقق توسعه، از زوایای مختلف قابل بررسی است. هدف اصلی پژوهش حاضر بررسی عوامل اجتماعی و فرهنگی موثر بر مشارکت اجتماعی زنان روستایی در فراگرد توسعه است.

نظریه‌های اندیشمندان حوزه نوسازی و همچنین نظریات فمینیستی، خصوصاً آرای فمینیستهای لیبرال، پایه نظری این بررسی است. صاحب‌نظران نوسازی با در نظر گرفتن مشارکت به‌عنوان یکی از ملزومات اساسی نوسازی، متغیرهایی روان‌شناختی و ادراکی را در میزان مشارکت موثر می‌دانند. این گروه ویژگیهای درونی نظیر اعتماد به نفس، نوع نگرش زنان به خود، انگیزه موفقیت، حس همکاری و ... را در تحقق مشارکت دخیل می‌دانند. این در حالی است که فمینیستهای لیبرال بر عوامل بیرونی و زمینه‌های ساختاری و اجتماعی مشارکت تأکید دارند. به این معنی که ایجاد زمینه‌های ساختاری مشارکت در گرو وجود فرهنگ مشارکت است. یعنی اگر شرایط ساختاری مناسبی فراهم باشد، به ویژگیها و متغیرهای درونی مشارکت می‌انجامد.

این پژوهش به روش مصاحبه (در فاصله ماههای مهر تا اردیبهشت سال ۱۳۸۲) در یکی از روستاهای استان آذربایجان شرقی انجام شده و نتایج مصاحبه‌های به عمل آمده از ۱۵۵ زن این روستا که بین سنین ۱۵ تا ۶۰ سال قرار داشتند مورد تحلیل قرار گرفته است. میانگین مشارکت اجتماعی زنان روستایی براساس این تحقیق، سطح پایینی را نشان می‌دهد و تنها ۴ درصد پاسخگویان، مشارکت اجتماعی بالایی داشته‌اند. مشارکت این تعداد عمدتاً به صورت مشارکتهای سنتی و مذهبی، مشارکت در مراسم مولودی، هیأت‌های مذهبی و خانه بهداشت بوده و در واقع نوعی مشارکت منفعلانه است. از سوی دیگر براساس تحلیل‌های آماری انجام شده، وجود رابطه بین مشارکت اجتماعی زنان روستایی با متغیرهای نگرش زنان نسبت به خود (عوامل درونی)، سن، تحصیلات (عوامل زمینه‌ای) میزان دسترسی آنها به مراکز شهری و همچنین وسایل ارتباط جمعی (عوامل ساختاری) تأیید شد.

واژگان کلیدی: توسعه، مشارکت، مشارکت اجتماعی زنان روستایی، عوامل موثر بر مشارکت زنان.

۱. دانشیار دانشکده علوم اجتماعی دانشگاه تهران

۲. کارشناس ارشد توسعه روستایی