

Female students' views of Gachsaran Islamic Azad University and housewives of Gachsaran (southwestern of Iran) on challenges facing with equality of men and women rights

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Abstract—about half of populations of every country are women. If we consider a human society as a bird, women would be a wing of this bird and men would be the other wing. Religions, cultures and different nations considered the women as an active and effective element. Women activities and their rights have been recently issued at 20th century so that providing different aspects resulted in women's equality movements and eventually, led to feminism movement. In this research, apart from feminism's views, we study the housewives' and female students' views of southwestern of Iran on challenges confronting with men and women rights. The most of repliers observed these issues as the reason of violence against women: unobserving of men and women equality (gender inequality), social believes, training approaches of boys and girls inequality, response to illogical respects of society, preservation of family life, loss of self confidence and women social and emotional stress, individual and unreal understanding of some people about religion, loss of employment for educated women. There is a significant difference between housewives and female students' point of views, about 1% level, $T=5.76$.

Keywords: *feminism; Islam; social right; equality; challenge; gender; culture.*

I. INTRODUCTION

Humans are physically different with each other and behave differently. In other words, the individual differences are paved the way for male and female differences. History shows that women were treated in a cruel way and they were oppressed. Men once considered women as dolls and heredity transmitter, but the present conditions necessitate human view and equality. The civil law and regulation of countries, religion and theology, social and human science experts paid attention to women right and emphasize on it. As a general purpose, this research investigates housewives and female students' views of southwestern of Iran about challenges facing with equality of men and women rights.

The research issue is study of females view about challenges facing with real equality of women.

The importance of the research issue in relation to theories and researches:

Mortazavi believes that males and females are the same in the case of human truth and the only difference among them is related to this fact with the other. Both of them come

from a truth and they have the same fact [10]. Obviously, Quran denies difference between men and women at two orders. At first, it refers to human place of men and women at formation step of existence facts and addresses the same actual and common source and observes the main task and their duties as a human, both of them are the same [10, 11].

"There is no differences between men and women rights, since both of them are human and women have a right to intervene in her fate as men" [10]. Several investigation are conducted on difference issue of women, including [1, 2, 3, 5]. It is generally concluded that the Iranian women reviewed the social situations that they have traditionally gained them and made some progress for their intellectual maturation [2]. However, 60% of university students have recently been of females, there is so great endeavor to reach the main place. In 19th century, there was some inequality between men and women and the women were treated in a cruel and unfair way, Tylor Kaltrich, Aldes Haksly and John Stewart Mill in their article were stated that there is no difference between men and women and also between their mental skills [8]. They tried to give value and importance to women and remove them from the prison of home affairs [8]. The women right observations were differently changed at 20th century. The high peak of feminism had happened before the main movement in 1970. John Stewart Mill's well known article "women allegiance" [8] was a sparkle that happened in relation to feminism issue Briefly, women liberal movements were formed on religion, social and west feminism in Latin America and the third world countries. This problem should be responded with regarding to society condition and cultural and social limitation of a society.

II. METHODS

Our sampling is culturing and multistep. Finally, Islamic Azad University of Gachsaran and Gachsaran city were selected. The statistic sample includes 30 students and 120 housewives. Data gathering tools are questionnaires superficial reports and its end under jury board supervision were determined 82% of Crown boch index and were set at Likrat Spectrum.

III. RESULTS

The challenges that were approved by responder includes: unobserving equal right between men and women

(gender inequality), I agree with combination and I completely agree: 68% of female students and 72% of housewives answered positively. Social believes: 56% of female students and 65% of housewives responded positively. Inequality in available rules: 85% of female students and 87% of housewives. Inequality in occupation chance: 58% of female students and 71% of housewives. Inequality in boys and girls training and cultural approaches: 44% of female students and 68% of housewives. Response to illogical expectations of society: 35% of female students and 40% of housewives. Have no self-confidence and social and psychological stress of women: 55% of female students and 61% of housewives. Individual and unreal men's perception of religion for their sake: 86% of female students and 82% of housewives. Lack of jobs for educated women: 92% of female students and 81% of housewives. Cruel phenomenon against women: 48% of female students and 52% of housewives responded positively. There is a significant difference between female students' and housewives' views ($T=5.76$ at 0.01 level).

IV. CONCLUSION

Gender inequality category means non-observation of equality between men and women rights in society. However, some rules were made and suitable reforms were conducted, there are different reasons for this inequality including cultural, traditional and group perception of rules. Category: some groups of society haven't aware of women's skills and believe on their ancient.

Inequality of rules and interpretation of available rules for men's sake: there are different kinds of rule that interpreted or approved for men's sake. Inequality in occupation chances is related to special works such as engineering that employers tried to choose among men. Inequality in boys' and girls' training approach: it's less observed in large cities but it appears in village areas and towns. Inequality due to responding to society expectation: expectation of people in a society is based on cultural approaches. Society expectation from men and women are different and the men benefit from this difference.

Saving family life: regarding to traditional believes in society, the premier tasks of women are including: children training, preparing food and even housekeeping.

No self confidence, social and psychological stress of women: women under effects of environment have less self confidence than men. Depression diseases among women are more than men.

Individual perception from religion: however, Islam completely recognizes women rights, in verses including: Nesa 124, Enfal 24, Moemenon 40, Nahl 97 and etc., there are many people that percepts religion for their sake and hinder or prevent women growth. The universal sample was Taliban tribes' behaviors with women in Afghanistan.

Violence against women: physical and mental violence and in general all kinds of violence are forced against women.

Training and cultural approaches: there are many families that pay much attention to boys training. Girl's training

limited to housekeeping roles, baby sitter, mother craft and men's service.

Applicable suggestion:

1. Men and women are considered as a human and pay attention to their personal differences not gender differences.
2. At books and educational program, men and women should be referred equal.
3. Scientific center and universities are introduced women's mental skills and their aptitudes by holding conferences and workshops with attention to biological dimensions.
4. Legislator bureaus reviewed the previous rules and shifted their views about women.

Challenges that are confirmed by the university students include in the first question (Q1) not equality of men and women (sexual inequality 68% of female student and 72% of housekeepers answered positively

This result is in consistent with Alborzi and khayer research at entitled barriers and successful women life [2].

In their study cultural barriers and social views in relation to the role of women are considered as some of the causes of sexual inequality. On the other hand, social belief, social behaviors, education and expectations are subdivision of sexual inequality.

Q2: social beliefs:

56% of students and 65% of housekeepers answered positively to this question. This result complies with Zink (2000) which is based on Chinese culture quoted by Alborzi and khayer.

It is indicated in their study that in some societies woman's value is related to the man's. In this society male thought holds that women are one step lower than men [2].

Q3: unequal education for girls and boys. 44% of students and 68% of housekeepers answered yes. Different education and training for girls and boys can be seen in different cases in Iran. Even the educational books and special literature of some poet show this difference.

Q4. It is in relation with unreasonable expectations in society .65% of students and 40% of housekeepers answered this question. This result is in consistent with Alborzi and khayer's study. In that study it is indicated that the problem in the society is that all of the women's responsibilities are at home or in it is mentioned that: women don't see themselves equal to men our mind [2].

Society and social system impose this belief on us .History confirms that to some extent people are trained according to the expectations of the society.

There would be chaos out of anti expectations.

Q5. Is the matter of maintaining family life, 62% of students and 80% of housekeepers answered positively to this proverb that women must do whatever they can to maintain their family child education and their protection impose all of these inequalities.

Q6. not having self confidence and mental and social upsets is among the challenges.

55% of students and 61% of housekeepers answered yes to this question and this result is in consistent with Alborzi and khayer's study [2].

Q7. Personal and unreal understandings of religious beliefs are among the challenges, that 86% of students and 82% of housekeepers answered yes to this question Islam paid special attention to women's right and it is required to prevent personal understandings.

Q8. Lack of job for educated women is among the challenges. 92% of women and 81% of housekeepers answered positively to this question.

Q9. Violence against women is among the challenges.

48% of students and 52% of housekeepers answered positively to this question.

Violence against women happens in different countries and all social economical religious and cultural groups [6, 7, 8, 9 and 10].

And tens of studies confirm that violence is the result of ignorance of women's right and is one of the most important sexual challenges.

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