

Examining the role of patriarchy in the political socialization of cultural women (a case study of cultural young women in Ahvaz)

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Abstract

Since women always make up half of the world's population, addressing their role in the development process of society is of major importance. According to official statistics, women make up half of the population of Iran, i.e. 49% of the society. It is not possible to achieve the goals of comprehensive growth and development in the country, except by using all social forces, including women. In this regard, a survey research has been conducted in the target community consisting of 8763 cultural women of Ahvaz city.

The resulting data were analyzed using descriptive statistics such as mean, standard deviation, variance and frequency tables as well as inferential statistics such as Pearson's correlation test. According to the grouping of the sample, the largest age group, including 92% of the sample, was under 81 years old. To check the natural distribution of the data, multivariate regression was used in the backward method. The resulting data were analyzed using descriptive statistics such as mean, standard deviation, variance and frequency tables as well as inferential statistics such as Pearson's correlation test. The research findings show that there is an inverse relationship between patriarchy and women's political socialization.

Keywords: Patriarchy, gender socialization, barriers to socialization, cultural young women.

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1. Introduction

The transition of societies from a traditional to a modern state requires changes in the old structures of societies and creates different opinions and attitudes compared to the past. This leads to redefining the human and social identity of men and women. One of the consequences of this issue is the questioning of structures and values that take discrimination and gender inequality between men and women for granted (Hominfar, 2012). Women make up almost half of the world's population, so the state of social life in any society is closely related to the state of social life of women in the society. In the framework of "women's studies", the explanation of the position of women in certain societies is usually based on the central concept of gender, which itself is a kind of social construct; That is, gender is a set of ideas or perceptions (created and transmitted over time) that members of certain societies share more or less. In other words, gender is the ontological and normative positions towards women or femininity (and men or masculinity) that members of certain societies more or less adhere to. Therefore, gender is the set of definitions and expectations that the members of certain societies more or less accept from men and women, and based on those adherences and acceptances act (Razavi Al-Hashim, 2008, p. 65).

Researches show that women, as a result of different socialization and gender stereotypes that are instilled in them in the process of socialization through institutions such as family, media, schools, educational institutions, do politics. They consider it a male domain and do not have a strong presence, especially in the arena of power. The reluctance of women to be in the power arena is more than caused by the ruling structures of the society, it is evaluated that it originates from the different socialization of girls and women. It is a clear fact that both in developed countries and in less developed countries, the field of politics has been primarily a male field. Of course, based on the constitution of all countries, women have the same right and duty to participate politically in society as men. What factors prevent women from entering various decision-making and power scenes in society and benefiting from their political rights, which are clearly considered in the constitution and ordinary laws, without discrimination? Which factors are effective in their political socialization? In this research, we intend to show how patriarchy causes the

lack of political socialization of women, especially the cultural women of Ahvaz. Also, this research aims to investigate the obstacles in the society that cause the non-fulfillment of the political socialization process regarding the cultural women of the society, especially in Ahvaz city.

The necessity and importance of this discussion is that if the socialization of humans is not done in a proper way and in accordance with the social norms in the social system, we will witness the alienation of personality in humans and ultimately social disorganization, the result of this situation can be seen in He observed psychological tensions between people, lack of proper social control, increase in crimes, political crises, etc. Political socialization is a special type of political education by which people develop their attitudes, values, beliefs, opinions and behaviors in a way that is favorable for a citizen to become a good citizen in their country. Political education is of special importance for women; because it is a fact that women naturally make up at least half of the population of any country. Decision-making, not only in social activities; because their distance from political decision-making centers also distances them from social and economic decision-making centers (Waston, 2014). So, considering the importance of political socialization and the role of women in the society, this research aims to investigate one of the obstacles in the society that causes the political socialization process to fail in the cultural women's stratum of the society, especially in Ahvaz city.

2. Review of Literature

Safari et al. (2016), in an article titled "Explanation of Gender Inequality in Non-Governmental Organizations in East Azarbaijan Province" investigated the sociological factors that prevent women from becoming members or founders of non-governmental organizations. The theoretical framework of this research is interactionism and feminism approaches, survey research method and its tool is a questionnaire. The statistical population includes urban women of 25 years old, with higher education and unemployed. The sample size is 371 women and the sampling method is cluster-quota. Correlation analysis shows the relationship between gender and patriarchy variables with the inability of women to establish non-governmental organizations or become members of them, respectively is 0/48 and 0/36.

Azam Azadeh (2003), in an article titled *Awareness of Gender Inequalities* (a model for measuring awareness of gender inequalities) has discussed how awareness of gender inequalities and its stages are formed and redefinition of gender identity. The results of this article show that gender awareness is more recognition of gender as a social and cultural construct that does not have biological roots.

Soltani (2001), in his master's thesis, has studied the sociological factors affecting parents' attitudes towards children's gender socialization. Socialization has been used according to the gender of the children. The data has been obtained based on a questionnaire using a random sampling method. The results showed that there is a significant relationship between the gender variable and improving expectations. More than women, men tend to separate their future career trends and divide the work at home between boys and girls.

Shaditalab (1995), in his article on development and backwardness of women, has investigated the generalizability of development theories with regard to the conditions of women in developing or less developed countries. The results of this research show that we live in a patriarchal society and all decisions and policies are made by men, and transformation in these dimensions is one of the necessities of every development program.

Waston (2014) in a document titled "Gender Equality for All", points out that discrimination and inequality in the family harms both men and women. One of the types of violence against women and girls is their inability to make decisions within the family. Gender inequality is rooted in the patriarchal system, which has been passed down from generation to generation.

Schwarzer (2011), conducted a research titled *political socialization as a factor for political employment and political participation*. This research is focused on the socialization pattern of students, which can be seen as the starting point of political participation. According to the results of the research, primary factors have a greater impact on the sociability of students than secondary factors, which shows that secondary factors have been neglected.

The problem and concept of socialization and, as a result, political socialization have long been the concern of philosophers and political leaders in different societies. Previously, philosophers did not call the process of

political learning as political socialization and expressed their content with terms such as civic education, lessons in patriotism, citizenship learning or personal learning (Hominfar, 2013). Although the phrase "political socialization" is one of the new terms in political science, this theory has roots and historical records and has been the concern of philosophers and political theorists for a long time. For example, how political opinions and ideas take root in people's minds and what factors cause the maintenance and continuation of political regimes: these are all issues that have been the concern of thinkers and theorists since a long time ago. Issues such as "citizen" education or getting used to civic affairs have been discussed and emphasized in works such as "Republic", "Politics" by Aristotle and in the writings of Emile Zola, Jean-Jacques Rousseau and others (Ritzer, 1993) Fred Greenstein has well looked at political socialization from several different perspectives. His first definition of political socialization is "deliberate induction of information, values, and ways of political action by institutional agents who are officially given this responsibility." And his broader definition is: all learning. Political, formal and informal, deliberate and planned at every stage of the life cycle, including overtly political learning and apparently non-political learning of politically relevant features" (Abbott and Wallace, 2014, p. 312).

According to Parsons, socialization is a process in which a person learns what roles he is responsible for in a general sense, because these roles are determined for him by others. In this process, a person is in a mutual relationship with others and learns the dos and don'ts. It is learned in this connection. Playing the role of a mother is different for girls and boys, that is, what a mother teaches her daughter is different from what a boy learns from his mother, and the mother also has special expectations from each of them. So that he expects masculine behavior from his son and female behavior from his daughter (Abbott and Wallace, 2013, 312).

Parsons generally thinks that actors are passive receivers in the process of socialization. Children should not only act, but also learn the norms, values and morals of the society. (Ritzer, 2007). Parsons separates family roles according to gender and biological differences and believes that: acquiring skills and expertise in the field of playing family roles should be in accordance with the

natural and potential talents of the members - which are necessarily different, their differences are caused by the structures. It is special psychological and physical of each of the two sexes. This same issue, that is, the separation of roles based on gender and the acquisition of appropriate expertise in the family, "helps to maintain the family system and [in addition] is the basis for the socialization of the child." (Jahed, 2010).

The feminist perspective examines social life and human experience from the perspective of women. This point of view emphasizes the position of women in the society and focuses on women and their views in its investigations. The purpose of this theory is to eliminate not only the inequality between men and women but also to identify any social structure that acts in the direction of the inequality of people in the society by recognizing gender inequality and the injustices that are imposed on women because of being women. put, and destroy or correct it (Ritzer, 1993). According to this theorizing, the position of women is basically the same position in which women are abused, under the supervision, subjugation and oppression of men. This pattern of oppression is embedded in the deepest and most comprehensive forms in the organization of society and has formed a fundamental dominance structure, which is generally called patriarchy. Patriarchy is not a passive and secondary consequence of some other factors such as biological factors, socialization, or gender roles or social class, but rather this power structure that is maintained with a general and strong intention. In fact, according to most theorists of sexual oppression, sexual differences and inequalities are products of patriarchy (Ritzer, 2007).

According to this theory, women in society are in a position of inequality compared to men. Compared to men, women have less access to financial resources, social base, power and opportunities for self-fulfillment in the social place, and this inequality is the result of the organization of society. , not that it has a biological origin or personality differences between women and men. In the field of family, feminists believe that the basis of the family has not moved towards equality and symmetry. Therefore, the family is a place of inequality, where women are submissive and their roles are predetermined. Feminists believe that there are two closed structures of women's citizenship and

leadership in the family. These two structures internalize the gender tendencies of men and women in the family, transfer it to their children, and make men's dominance permanent and women's submissiveness" (Abbott and Wallace, 2014) quoted by (Yazdi and Hosseini, 2007). The point of departure of this view is that they believe that the distribution of financial resources in the family depends on the power relations between the husband and wife, and the power relations relate to who has the right to decide how and where to spend the family's money (Mahdavi and Sabouri, 2002, 37).

According to Mead, childhood and its games are an expression of the great social life. From childhood, a person learns how to distinguish himself from others by playing different roles and internalizing the entire social structure and his dependencies to them. According to him, socialization teaches us to anticipate others' expectations of ourselves and shape our behavior based on it, and in the meantime, the ability to role play (which started from childhood) will help us (Najafian, 2017). Mead believed that individual actors make multidimensional and composite definitions of their roles and others to interpret the interaction that occurs to them. Boys and girls also rely on expectations of masculinity and femininity to interpret their interactions with others. Therefore, in the future, these expectations will be used to interpret the next interaction and play roles. The roles are internalized by the child according to gender, then it becomes a basis for the subsequent roles of other people's actions for adults. In any case, the role of gender is that it is internalized by a person (male or female) when he is young. Such a process will necessarily have a strong impact on Farda's perspective and the traditional roles he has assumed in his life (Detiz T.L, 1998). For girls, pink clothing and affection and for boys, blue clothing and violence are accepted, so the style of clothing, colors, hairstyles, the way parents treat and the choice of toys all mean strengthening and intensifying gender roles. At first, girls are allowed a little more flexibility in behavior than boys, after that, more pressure is applied to them until girls are forced into unchangeable roles (Whiting, 1974).

3. Methodology

The statistical population is the society in which the research is formed and the researcher tries to clarify and solve the problem (Taheri, 2015, p. 122). The statistical population of this research includes the cultural women of four educational districts of Ahvaz According to the detailed information that we obtained from the statistics and budget department of the General Department of Education, they include 2379 people (Table No. 4). Since the multi-stage cluster sampling method was used in this research to select the statistical sample, to a large extent we can consider the studied sample to be a part of the statistical population in terms of homogeneity with the studied population and having its characteristics and traits.

Table 1. breakdown of the statistical sample based on districts in Ahvaz city (counting unit) (General Department of Education of Khuzestan Province).

| Area | Number |
|-------------|---------------|
| 1 | 2390 |
| 2 | 3026 |
| 3 | 1676 |
| 4 | 1671 |
| Total | 3876 |

In research studies, sample size is the basis of calculation. In this research, Cochran's formula was used to determine the sample size.

Table 2. Breakdown of the statistical sample based on districts in Ahvaz city (counting unit) (General Department of Education of Khuzestan Province).

| Area | Number |
|-------------|---------------|
| 1 | 100 |
| 2 | 127 |
| 3 | 71 |
| 4 | 70 |
| Total | 368 |

Data collection in the current research was done in two forms, library and field, in the library section by using the search for resources available in the virtual space, as well as the information available in relevant books and theses available, resources and necessary information related to The research topic was collected and analyzed in reliable internet databases and sources, and the information related to the present topic was used in the theoretical and experimental sections. The first and second chapters of the research were prepared using the document study method and rereading previous sources and researches. Questionnaires are divided into two parts:1. Questions that measure

people's tendency and level of political socialization. 2. Questions that measure the level of patriarchy in the society. (Tables 3 and 4).

Table 3. items for measuring the variable of political socialization.

| Row | Statements |
|-----|--|
| 1 | The slogan of human rights and democracy is an excuse for the domination of most western countries. |
| 2 | It seems that our social, political and international relations in today's world cannot be regulated based on the laws of religion. |
| 3 | As much as our country helps the struggle of Muslims and especially the Palestinian people against the Israeli regime, it is for our national interests. |
| 4 | In appointments and elections, from among two people who deserve to be chosen, one of whom has higher commitment and piety and the other has more expertise and efficiency, the first option should be chosen. |
| 5 | Even though some laws seem weak and incorrect, it should be adhered to. |
| 6 | Establishing justice should be the most important goal of establishing governments. |
| 7 | While respecting the freedom of speech and action, any activity that disturbs the unity of the society is not right. |
| 8 | The best way for our country to progress is to fully implement the republican and Islamic system according to the constitution. |
| 9 | In my opinion, Western civilization is the highest level of human development and people of other countries should adjust their lives based on its characteristics. |
| 10 | The place that Islam gives to women can ensure their happiness in the current social life. |
| 11 | Our attachment to Iran's historical, cultural and literary past makes our country last and survive. |
| 12 | Foreigners should not be allowed to interfere in the affairs of our country under any circumstances. |
| 13 | The system based on Velayat al-Faqih is a manifestation of democracy. |
| 14 | Iran's Islamic revolution has awakened other Muslim nations. |
| 15 | The news and information published by our radio and the press are more honest than the news published by foreign media. |
| 16 | The Islamic Republic, as a type of religious democracy, is the best form of government for our country. |
| 17 | The Islamic revolution made the country move towards goals such as progress, independence and freedom. |
| 18 | In my opinion, national freedom and independence have been realized in our country to some extent, and the fate of the country's affairs is in our own hands. |

Table 4 .Variable measurement items of patriarchy (Mahdavi et al., 2003).

| Row | Statements of patriarchy in the family |
|-----|---|
| | Making power relations |
| 1 | Usually, my father did not ask for my mother's and my opinion in the decisions that were made at home. |
| 2 | Sometimes it was useless to disagree with my father's decisions in life. |
| 3 | In general, my father paid less attention to my and my mother's opinions in life. |
| 4 | My father rarely allowed me and my mother to make decisions alone. |
| 5 | Overall, my father had the last word in the family. |
| 6 | If my father wanted to do something, he would consult with me and my mother most of the time. |
| 7 | My mother's and my opinions were very important in making the decisions of my parents' joint life. |
| 8 | It is true that my father listened to me and my mother in making decisions, but in the end, it was him who decided on his own what should be done |
| | Domains and realms of power |

| | |
|----|--|
| 9 | The field of economic issues (changing the house, how to spend daily income and expenses, buying a car, providing carpets, refrigerators and televisions). |
| 10 | The field of family relations (visiting relatives, having a party at home). |
| 11 | The area of important decisions (determining the age gap between children, choosing names for children, deciding on the number of children). |

In this research, we describe the demographic variables using tables of descriptive statistics such as absolute frequency, percentage, variance, mean, standard deviation, minimum and maximum. We will also use inferential statistics techniques such as Pearson's correlation coefficients, multivariate regression and stepwise regression to analyze the data and examine the relationship between the research variables, and structural equations have also been used to determine the more precise relationship between the variables.

Table 5. Cronbach's alpha results to trust the research questionnaire.

| Variable name | Cronbach's alpha |
|--|------------------|
| Political socialization | .852 |
| Patriarchy (building power relations) | .908 |
| Patriarchy (domains and realms of power) | .568 |

Research questions are: What are the obstacles to the political socialization of the cultural women of Ahvaz? Is there a negative and inverse relationship between patriarchy and political socialization of cultural women? Research hypothesis 1s: There is a negative and inverse relationship between patriarchy and political socialization of cultural women.

4. Findings

Descriptive statistics is a statistic that summarizes the pattern of responses of sample people (Dowas, 1995: 137) In this section, descriptive statistics tables such as absolute frequency, percentage, variance, standard deviation, mean, and minimum and maximum levels are used to summarize the data. In this research, the variables of age, education, job rank, education and training area of the place of service and work experience have been used to investigate and describe the target society, as well as describe the independent variable of political socialization and the independent variable (patriarchy). Based on the available data and also according to the grouping of the sample, the largest age group, including 92% of the sample, was under 81 years old. Also, according to the descriptive statistics of the education variable, we find that 9.19 percent,

i.e. 417 people with an associate's degree, comprise the majority of the group. In terms of job classification, 478 people, 11% of people, are teachers, and the rest of the groups include teachers, counselors, educational coaches, health coaches, managers, experts, responsible experts, vice presidents, and principals. In terms of the frequency distribution of the respondents according to the educational district of the place of service, the largest educational district of Ahvaz is the 8th district and the number of 491 people, i.e. 97.3% of the people are located in it. The frequency distribution of the respondents according to their work experience shows that the largest group under investigation, 479 people, i.e. 1.19% of people have less than one year of experience.

Table 6. Descriptive characteristics of the independent variable

| frequency | percent | Valid percent | The cumulative frequency | |
|-----------|---------|---------------|--------------------------|-------|
| 26 | 7.1 | 7.1 | 7.1 | 19-37 |
| 131 | 35.6 | 35.6 | 42.7 | 37-55 |
| 154 | 41.8 | 41.8 | 84.5 | 55-73 |
| 57 | 15.5 | 15.5 | 100.0 | =>73 |
| 368 | 100.0 | 100.0 | | Total |

According to the above table, 26 people, i.e. 7.1% of the sample, have a total score of 19 to 37, 131 people, i.e. 35.6 between 37 and 55, 154 people, i.e. 41.8%, between 55 and 73 and 57 people, i.e. 15.5%, their political socialization score is higher than 73.

Table 7. Descriptive characteristics of the independent variable of (domains and realms of power).

| The cumulative frequency | Valid percent | percent | frequency | |
|--------------------------|---------------|---------|-----------|-------|
| 7.9 | 7.9 | 7.9 | 29 | <9 |
| 39.1 | 31.3 | 31.3 | 115 | 9-17 |
| 73.6 | 34.5 | 34.5 | 127 | 17-25 |
| 94.8 | 21.2 | 21.2 | 78 | 25-33 |
| 100.0 | 5.2 | 5.2 | 19 | =>33 |
| | 100.0 | 100.0 | 368 | Total |

According to the above table, 29 people, i.e. 7.9% of the sample, have total scores less than 9, 115 people, i.e. 31.3% between 9 and 17, 127 people, i.e. 34.5% between 17 and 25, 78 people 21.2 percent are between 25 and 33 and 19 people, that is, 5.2 percent are more than 33.

According to the table, 18 people, i.e. 4.9% of the sample, have a total score of less than 4, 331 people, i.e. 89.9%, are between 4 and 7, and 19 people, i.e. 5.2%, are between 7 and 10.

Table 8. Descriptive characteristics of the independent variable of patriarchy (building power relations)

| The cumulative frequency | Valid percent | percent | frequency | |
|--------------------------|---------------|---------|-----------|-------|
| 4.9 | 4.9 | 4.9 | 18 | <4 |
| 94.8 | 89.9 | 89.9 | 331 | 4-7 |
| 100.0 | 5.2 | 5.2 | 19 | =>7 |
| | 100.0 | 100.0 | 368 | Total |

The main variables of this research include political socialization and patriarchy. The variable of political socialization with an average of 3.658 and a standard deviation of 0.823 and the variable of patriarchy with an average of 2.845 and a standard deviation of 1.012 (Table 9)

Table 9. statistical indicators of concepts Political socialization patriarchy

| Variance | The standard deviation | Mean | maximum | minimum | Sample size |
|----------|------------------------|--------|---------|---------|-------------|
| 0.678 | 0.82346 | 3.6576 | 5.00 | 2.00 | 368 |
| 0.1025 | 1.01242 | 2.8456 | 5.00 | 2.00 | 368 |

Inferential statistics, using principles and laws whose bases are based on probability theory, determines the importance and validity of descriptive values and the probability of correctness of each of these values and the results expressed by descriptive indices, the degree of accuracy and What is their certainty, and how can they be considered sufficient to know more general issues of society (Homan, 2014: 10-12). The question of this research was whether there is a meaningful relationship between patriarchy and political socialization of cultural women?

Our initial assumption was that parenting methods are effective in children's personality and actions. In families where parents have authoritarian and oppressive attitudes, only autocratic and patriarchal relationships are formed and there is no room left for the child's independent personality. Children whose parents have a democratic style can question and criticize their parents' behavior and even oppose and protest. A person who grows up in such relationships has internalized many elements of democratic culture. Also, they are able to make decisions about their own issues and present suitable and worthy plans. Accepting and democratic attitudes of parents maximize the

possibility of children's development, therefore, the children of such parents show increasing mental development, initiative and emotional security in contrast to the children of rejecting and domineering parents, unstable, rebellious and aggressive people.

Therefore, the model of democratic decision-making in the family increases the political and social participation of women, which is one of the results of women's political socialization, on the other hand, traditional ideology, dominance in the family and traditional division of labor reduce the political participation of women. and leads to the formation of patriarchal decision-making pattern. In a patriarchal structure, the rules governing the actions of activists oblige boys and men to do economic work outside the home and to have characteristics and traits such as self-reliance, independence, competitiveness and ambition, and oblige girls and women to do things The interior of the house and having characteristics and qualities such as loyalty, compassion, gentleness and obedience. Pearson's correlation test was used to test this hypothesis. The results of this test show that there is a significant relationship between the two variables of political socialization and patriarchy. The results show that the correlation coefficient between these two variables is 0.184 and its significance level is 0.01. So, this hypothesis is significant at the 0.01 level, which means that patriarchy in the family of cultured women is one of the obstacles to socialization. Of course, the significant relationship between political socialization and patriarchy is an inverse relationship, in other words, the stronger the power structure in the father's family, the less political socialization of women.

Table 10. Results of Pearson's correlation test between the variables of political socialization and patriarchy.

| Variable name | Pearson correlation | Sig |
|--|---------------------|------|
| Political socialization and patriarchy | -0.184 | 0.01 |

In the regression method, all the independent variables are automatically entered into the equation first, and then the less effective variables are removed from the regression equation until the significant test error reaches ten percent. Using this method, important variables are known and remain in the final equation.

Table 11. Multivariate regression analysis (influence of independent variables on political socialization)

| The way to enter variables | regressive |
|---------------------------------------|----------------------------------|
| Multiple correlation coefficient | R=0.578 |
| The coefficient of determination | R Square= 0.334 |
| Adjusted coefficient of determination | Adjusted R Square =0.321 |
| standard error (correlation error) | Std. Error of the Estimate=10.64 |
| Analysis of variance | F=25.761 |
| Significance level | Sig.=0.000 |

Considering that the value of the inflation factor (VIF) is less than 10 and the value of the minimum tolerance factor (Tolerance) is more than 0.1, it can be concluded that there is no overlap or collinearity between the independent variables under investigation. Therefore, the correlation between independent variables is not seen. These two indicators show that the correlation between the independent variables is not more than their correlation with the dependent variable. Knowing such information helps the analyst to find out to what extent he has followed the principle of non-overlapping of independent variables in the selection of independent variables to predict the dependent variable (political sociability).

As can be seen, the analysis of variance test was calculated for the regression equation and the F value was 25.761 and the significance of F was Sig=0.000. which shows that political socialization definitely has a direct linear relationship with independent variables in the regression model. The multiple correlation coefficient is equal to $R = 0.578$. This value of the coefficient indicates the average relationship between political sociability and the independent variables in the regression model. The coefficient of determination in this regression equation is equal to 0.334. This coefficient shows that the independent variables in the regression equation explain 33.4 percent of the changes related to political socialization. The adjusted coefficient of determination was obtained as 0.321 and it shows that the variables in the regression model explain 32.1% of the changes related to political socialization, and although this criterion is lower than the coefficient of determination, it is compared to the coefficient of determination. It is more real, because it does not necessarily increase with the increase of the number of independent variables, while the value of the coefficient of determination is a function of the number of independent variables. In this equation, the standard

error or correlation error is equal to 10.645. This indicator shows the predictive power of the multivariable regression equation.

Table 12. Multivariate regression analysis test coefficients of the influence of independent variables on political socialization

| variables | b | Beta | S.E | t | sig | Tolerance | VIF |
|------------|--------|--------|-------|--------|-------|-----------|-------|
| constant | 39.754 | - | 7.807 | 5.092 | 0.000 | - | - |
| education | -1.266 | -0.219 | 0.269 | -4.699 | 0.000 | 1.168 | 0.856 |
| background | -0.350 | -0.263 | 0.061 | -5.712 | 0.000 | 1.144 | 0.874 |
| patriarchy | -1.968 | -0.154 | 0.607 | -3.241 | 0.000 | 1.223 | 0.818 |

The beta coefficient in the above table shows that there is an inverse relationship between the independent variable of education with a negative coefficient of -0.219 and the dependent variable of political socialization. That is, as education increases, political socialization decreases. The results show that there is an inverse relationship between the independent coefficient of history with a negative score of -0.263 and political socialization, as the history increases, political socialization decreases. Also, between the independent variable of patriarchy with a negative score of 154 -0/ and there is an inverse relationship with the dependent variable of political socialization. The more patriarchy in the family, the less political socialization.

Table 13. Checking the correlation of dependent variable (political socialization) and independent variables

| independent variable | The correlation coefficient | Sig |
|----------------------|-----------------------------|-------|
| Age | -0.263 | 0.000 |
| education | -0.265 | 0.000 |
| job rank | -0.027 | 0.600 |
| work experience | -0.241 | 0.000 |
| patriarchy | -0.167 | 0.000 |

According to the table of correlation coefficients, the dependent variable (political sociability) has an inverse correlation with the variables of age, education, work experience and patriarchy at a significant level of 0.05. This means that with the increase of each of these variables, the score of political socialization decreases. Also, the dependent variable (political sociability) has no significant relationship with job rank variables at the 0.05 level.

5. Conclusion

Women, all over the world, play an important and determining role in the administration of family and community affairs. They can take on very serious and important responsibilities in order to accelerate the process of change and achieve the goals of sustainable development. When sustainable development as one of the platforms for human excellence and growth can be successful if it is done with the help and participation of all social groups. While the participation of women in high decision-making levels is still at a very low level. In response to the question why women stay away from politics, we proposed the hypothesis that there is a relationship between patriarchy and the political socialization of cultured women. Our initial assumption was that parenting methods are effective in children's personality and actions. Pearson's correlation test was used to test this hypothesis. two variables of political socialization and patriarchy.

The correlation coefficient between these two variables is 0.184, its significance level is 0.01, so this hypothesis is significant at the 0.01 level. In families where parents have authoritarian and oppressive attitudes, only autocratic and patriarchal relationships are formed and there is no room left for the child's independent personality. Children whose parents have a democratic style can question and criticize their parents' behavior and even oppose and protest. A person who grows up in such relationships has internalized many elements of democratic culture. Also, they are able to make decisions about their own issues and present suitable and worthy plans. children's growth, therefore, the children of such parents show increasing mental development, initiative and emotional security in contrast to the children of rejecting and domineering parents, unstable, rebellious and aggressive people.

Therefore, the model of democratic decision-making in the family increases the political and social participation of women, which is one of the results of women's political socialization, on the other hand, traditional ideology, dominance in the family and traditional division of labor reduce the political participation of women and leads to the formation of patriarchal decision-making pattern. This means that the power structure in the paternal family of cultured women is one of the obstacles to women's political socialization. Of

course, the significant relationship between political socialization and patriarchy is an inverse relationship, in other words, the stronger the patriarchy, the lower the political socialization of women.

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