

# Women and Achievement

Ade Galih N, Ananda Wahidah, Anwar Soleh Purba, Siti Nurbayani K., Ade Gafar Abdullah and Ari Arifin Danuwijaya

*Universitas Pendidikan Indonesia, Jl. Dr. Setiabudhi No.229, Bandung, Indonesia  
anandawahidah@upi.edu*

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**Abstract:** There is a paradigm in our society that women are constrained with their backgrounds. It is undeniable that their backgrounds as marriage, raising children in family, and household duties have restricted women. However, over time a large number of women can prove that they are able to excel with those backgrounds. The purpose of this study is to know the influence of women's backgrounds on achievement. In this study, the data were collected using a quantitative approach, which emphasizes a simple linear regression analysis. The respondents were female graduate students (master and doctorate degree) in one public university in Indonesia. The results of the research show that women's backgrounds have influenced their achievement up to 13.8%. The students' achievement in this study also opposes the dominance of stereotyped masculinity, which states that intellectual women are impossible.

## 1 INTRODUCTION

Women are always interpreted to the feminine who limit it in changing the status of his life (Illich, 1982). That is because feminine studies always consider the dominant narratives of women within the scope of their leadership (Notko and Sevón, 2002). Through a case, it is possible to investigate how education for women raised feminist awareness and encouraged the women's movement and a series of social. In accordance with the concept of reform that demands high-skilled women, women are regarded as potential scholars to be leaders in the public sectors (Tolar, 2012). The period of adolescence and early adulthood is a critical period for every gifted young woman about her role as a woman in education, such as a graduate student of master and doctorate degrees (Noble and Smyth, 1995). Thus, higher education the women possess will equip women to lead happier life (Hyde and Kling, 2001).

As explained by Zhu (2013), the level of education to the graduate level will change the pattern of awareness of the feminism that can encourage other women to better achievement. This is because, through higher education, women will have increased opportunities for more success. As Wilinska (2016) remarks, most women who have completed at the graduate level will demonstrate an active role in achievement. Therefore, it is certainly necessary to

encourage the next generation in continuing studies to graduate degree and will have an impact on her intellectual skills (Eccles, 1987).

Gender stereotypes have an influence in various aspects of life that women are more likely to be subordinate (Borg, 2014). The continuing inequality is due to a vicious cycle in which the stereotypical views of women produce little chance for progress (Coate and Howson, 2016).

Various women's issues raised feminism. The first wave of feminists opposed patriarchal dominance (Jones et al., 2016). Banks says criticism of the subordination of traditional women such as law, customs and religion, men and women will give women more control over their lives (Weiner, 2008), which opposes the patriarchal mode as Walby thinks about the household structure. The housewife is the production class, while the husbands are the takeover class (Jones et al., 2016). This is a new identity that re-shows their position in society in the transformation of social structures (Findlow, 2013).

The world of education is a concern for gender observers. Women's enrolment rates are significantly lower than men are, women tend to concentrate in 'feminine' disciplines and provide small rewards in wage, authority, and social prestige (Stromquist, 2006). The dominance of stereotypical masculinity among academics has shown that 'intellectual women' are 'impossibilities' (Coate and Howson, 2016). As

the times progressed, the United States experienced a dramatic increase in the number of female students, and women then showed the greatest progress in the American 'caste' (Horton and Hunt, 1984). Education has long been a key to the equitable feminist goals of citizenship in terms of economic, legal, political and cultural participation (Findlow, 2013).

The view of women continues to grow, such as the post-structural feminism in which the re-examination of women's categories in feminist analysis (Jones et al., 2016, p.31). Judith Butler asserts that feminism will degenerate into a narrow perspective if it denies the important difference of women (Jones et al., 2016, p.318). The notion of meaning demands discontinuity attention to plurality, diversity and difference, not on equality (Kenway et al., 1994). Just as in the concept of a career. Re-conceptualizing the concept of career does not always help us to understand the complexity of women's lives (Deem, 1996). They make choices based on situations in which they are in themselves, such as women, wives, mothers and workers (Raggl and Troman, 2008). Feminist perspectives consider women as the ultimate reference, yet vary greatly in the roles they provide to State, family, and school systems in the process of change to achieve women's equality (Stromquist, 2006).

Students who continue their education to the graduate level will change the pattern of awareness of her feminism that can encourage herself and others to better achievement (Zhu, 2013). It is seen because married women who continue their studies in master and doctorate graduate level expressed greater achievement in motivation (Glowacki-Dudka et al., 2016). Thus, it relates to this research which discusses how the influence of student background in continuing education level to their achievement. In addition, this study will also elevate the status of female students who influence their achievement in the field of graduate level academy. So the researchers will limit the problem on the student's background to her achievements.

## 2 METHODS

This research used a quantitative research involving female graduate students in one public university in Indonesia. The population of this study were master and doctorate (postgraduate) students who are married with the number of 250 female students. The sample of the study were 34 female students, which were selected using a purposive sampling technique. The reason for using purposive sampling because this study has the criteria of students with a married

background, housewives, although they have jobs but not included into the formal work.



Figure 1: The model of educational level, student's backgrounds, and achievement.

The data in this study were collected using a closed questionnaire. The questionnaire in this study consisted of 26 questions with two variables, namely the independent variables concerning the educational background the female students in continuing education, and the dependent variable on the female student's achievement postgraduate studies. The responses in the questionnaire were submitted using Likert scale then the values of ordinal were changed to interval by using MSI which aims to determine whether there is an influence from the background of postgraduate students continuing education to the achievements obtained.

Data analysis conducted in this research was a simple linear regression analysis. There were two stages: simple linear regression to know whether there is influence of the female student background variable to their achievement variable, and analysis of coefficient of determination (R square) to know how big contribution influence of background variable of the female student of graduate with variable of student achievement. The hypothesis proposed in this study consists of two hypotheses namely:

H0 = there was no significant effect of the female graduate student's background on achievement.

H1 = There is a significant effect of female graduate student's influence on achievement.

## 3 RESULTS AND DISCUSSION

### 3.1 Results

The results of data analysis in this study show that  $Y = 34.735 + 0.089X$  which implies that the constant 34.735 states that if there is no value of the variable x (student background) then the value of variable y (achievement) of 34.735. If the coefficient of regression x amounted to 0.089, it states that each addition 1 value on the variable x (student background), then the value of variable y

(achievement) will increase 0.089. The calculation of this research can be seen in Table 1 below.

Table 1: SPSS Calculation Results.

Variables	R Square	Significance
Background of Graduate the female students and Achievement	.138	.001 <sup>b</sup>

Based on the calculation, it is shown that the contribution of influence from the background of graduate student on achievement was 13.8%. Thus, H1 hypothesis is accepted. While the remaining 86.2% is the result of other variables that are not researched and included in this study. The 13.8% gain can also be seen from one of the cumulative achievement index factors that female graduate student's have achieved. The result of percentage of cumulative achievement index of female graduate student's can be seen in Figure 1.

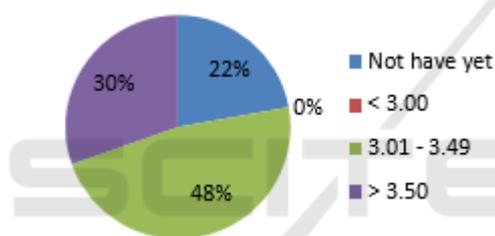


Figure 2: Students' grade point of average.

It can be seen that student achievement is seen from the GPA using a scale of 4. It is found that students obtaining 3.50 in GPA was almost 30% female students from 34 respondents that we studied, then with a GPA score between 3.01 to 3.49 scored 48% of female students. No female student earned GPA below 3.00. However, 22% of female students had not obtained the results of GPA. The achievements by the students were due to their having free time to do the task. This is supported by 64.8% of respondents who stated that their spare time is consumed to do the task, then 5.8% of respondents chose to be neutral, and the remaining 29.4% stated that their time is not at all consumed by the task.

### 3.2 Discussion

This study shows that family, free time, and self-motivated are supportive factors for women to get good achievement (Khattab and Modood, 2018). The background of female students who have the status as housewives, such as supporting husband and children

and having more free time to study is an important aspect in supporting the achievement of academic achievement. Studies have also repeatedly found that performance in terms of women's academic achievement has begun to surge more than men (Khattab and Modood, 2018). Achievement in the GPA above 3.00 - 4.00 on the female students in this study also opposes the dominance of stereotypical masculinity which states that the intellectual woman is an impossibility (Coate and Howson, 2016). Previous studies also suggest that women tend to concentrate in feminine disciplines and women are more likely to earn achievement (Stromquist, 2006).

The results also show the reasons for the female students to continue their education and achieve a good achievement in order to be future models for her children and grandchildren. The achievement as shown in GPA obtained by this study has also provided a new identity for female students who can strengthen evidence of women's position in society (Findlow, 2013). High achievements they obtain now also become role models for families, especially their children to follow in the footsteps of the mother. Apart from the GPA itself, the female student respondents also felt that the pre-requisites, such as obtaining good results in English test and scientific work were also showing their achievements. However, some female college students say that in achieving high GPA in particular makes them sometimes feel overwhelmed and they realize there is a reduction in their role as a mother because of the free time they have is used to study to get higher GPA. However, these students still insist that it is important to be able to manage the time between task and family. It is women's background that can influence their achievements, it affects the achievement at 13.8%.

### 4 CONCLUSIONS

Based on the above results, it can be concluded that there is a background influence of female postgraduate students on their achievements. Although the backgrounds of the female students with the criteria of being a housewife has an influence on the achievement, it should be taken into consideration that the achievement of female students, especially the women, must not be influenced by their backgrounds. Many factors out there can also influence the female students especially with the criteria of housewife status. However, it is necessary to understand the background of female students is also seen from the amount of time used to complete

the task. Having enough free time to make women students can freely do the task to get better performance and satisfactory results.

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