Evaluation of Educational Problems of Primary School in the Kouhrang County

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Abstract
The purpose of this manuscript is evaluation of educational problems of primary school in the Kouhrang County. The method of research was descriptive and field study. Statistical population constituted of all teachers in the Kouhrang County and by referral to the county education and development department their number was found to be 300 individuals all of which were included for participation in the study. The instrument of research was a researcher formulated questionnaire with 30 items scored on the 5 degree Likert scale with choices of “very little,” “little,” “moderate,” “much” and “very much.” The questionnaire evaluates the level of effect of physical and emotional problems, problems with teaching by the instructor, family issues, problems due to inappropriate expectations by trainers and parents and educational decline and problems arising from it on teaching and level of learning of students. Results of the research show that emotional problems, family issues, educational decline and problems arising from it and problems with teaching by the instructor have negative effect on the educational trend of students in the Kouhrang county. Additionally, physical problems and expectations of parents and trainers do not cause disruption on the educational trend.

Keywords: Educational Problems, Students, Problems with Teaching by the Instructor, Physical Problems, Educational Decline

Introduction
Education and development is the substructure of social, economic, political and cultural development of every society. Evaluation of factors influential on progress and advancement of developed countries show that all these countries have had a powerful and efficient education and development system. Additionally, in every educational system, various factors act together for learning and educational progress of students to be achieved. Every section of this system needs to be prepared such that access to the desired return and goals under consideration is achieved, because if a part of the system stops working, the efficiency of the other components of the system decreases and it suffers from harm (Moinpour, 2001). Modern societies need boastful individuals who can use a collection of skills in various occupations with the appropriate insight; qualified, creative and innovative individuals with extended skills that can reach particular goals in the scientific and systematic educational organization (Farajollahi, 2010). The constituents of this system in coordination and cohesion have persistent search in inside and outside of humans; a search for reaching desired and valued excellence which is a kind of care of growth in the natural path and it will persist from the stages of nursing, disciplining and educating to the stages of self-building and effect of the individual on him or her inner self and the beginning of reflection of action on the actor. Provision of learning needs inclusive of instrumental needs (literacy, verbal expression, counting and solving problems) and content needs (knowledge, skill, value and outlook) in the era of rapidity in knowledge and information transfer requires “learning how to learn” for learning to be deep and for “knowing, doing, living and cohabitation” to be created in them. Meanwhile, preliminary education has effective importance and role. Research has
shown that primary education has had positive effect on economic development of a hundred and ten countries in the world and has been the cause of decreased poverty (Farajollahi, 2010). Overall, look at the situation of education and development particularly primary education in the world in the last decade of the twentieth century shows that on the one hand based on the human rights declaration, the right to be educated is one of the definite rights of humans. Near one fifth of the population of earth are still not profiting of acquisition of basic literacy skills and near one fifth of children who should be educated in many developing countries do not gain access to school and every year they join the numerous illiterates and on the other hand, in these countries near one fourth of children who should be educated in primary schools, before completion of this stage due to educational decline and without acquisition of the needed skill for occupation enter the work market and gradually add to the population of illiterates and unemployed (Azaraksh, 2005). Most students attending schools have the intelligence needed for the education in their relevant section and as stated by Benjamin Bloom, most students are able to achieve educational goals and only the time of learning is different among them who have problems. The main obstacles in the path of education include: Physical problems, emotional problems, issues with teaching of the instructor, familial issues, problems arising from inappropriate expectations of trainers and parents. Of other problems of educational environment include deficiency in the necessary facilities. Most primary schools lack motivating attractants with regards to physics and equipment and this leads to decreased interest in teachers in primary school in the act of teaching (Ahanchian, 2003). The process of education begins from the time of birth and during childhood which is the most important period of human life, personality and behavioral structures of children are founded. This period of life is so important that a major group of experts in education and development, sociologists, philosophers and physiologists have allocated their attention and developmental opinions to it. Plato (third century BC) believed that education in the primary childhood period is a social matter. Experts in developmental sciences also agree that if education begins from childhood, many acute social problems will not happen. Along history, out look towards children has been different. At times, children were considered miniatures of adults and their educational programs were designed similar to adults. Also, at times they were designed with attention to interests, needs and developmental stages of their age. At one time, education of children was a private and familial matter and at another, it had social aspects. Reflection of the importance and necessity of education during childhood can be found in numerous researches that have been performed in the context of educational programs for children. In two studies of “Headstart” and “follow-through” education in childhood has been evaluated from two aspects and its importance stated.

1) Ease of being affected by educational environments in this period 2) Persistence and depth of learning in this period.

From the two studies above, it can be concluded that destruction and obliteration of what is learned in childhood is very difficult, because learning of children in this period has more persistence and stability and provides the context for learning in other periods (Farajollahi, 2010). Changes in social, communication, educational and familial life has great effect on growth and evolution of children. Today’s children differ greatly with two generations prior to them. They are more active, curious and independent. They appear older than usual and have more complex interests. Today’s children cannot be easily subordinated, because they disagree with limitations. Various toys, computers, books and increased attention by parents to their education has had great influence on the lives of adults, youth and adolescents and also on the growth and education of children. Many of the parents and teachers compared to the past have acquired a human view point towards children’s rights and observance of their personality and respecting them. Now a day, the understanding of cultural and familial society toward physical, psychological and mental needs of children has deepened and perceiving their potential abilities has become possible. Undoubtedly, under such conditions of global changes when we want to have an education and development appropriate to the characteristics of the 21st century children and take steps in the way of growth and blossoming of their god given talents based on human and god approved criteria, it is necessary that planning of education and development be based on children’s practical talents and for acquisition of basic concepts and skills (Farajollahi, 2010). The school should also be a place for social and individual growth of the child such that he or she can build his or her future in and in accord with physical growth, he or she can reach independence and growth of personality and express his or her abilities in the direction of positive belief,
cultural and social values. Any kind of scientific and practical approach in educational planning for primary school begins with understanding of the characteristics of children in this period. Children in primary school ages seek acceptance among their peers in three axes: A) Physical growth, B) personality growth, C) social growth. They have tendency to show power in respect to the opposite gender and are interested in group plays and highly kinetic activities. During this period, their interest in collaboration and participation in group work, acceptance of responsibility and acquisition of skills that helps them succeed in group activities is evident (Farajollahi, 2010). Design of educational goals for the primary school period is clear and determined with attention to the mentioned issues. It is obvious that if in this educational trend problems exist and the education and development system does not reach its goals, it cannot train individuals with specialization and insight which leads to disruption in progress of individuals and society. Weak points in the educational sector may in appearance and first look be a problem. Yet, in the long run it will put its negative effect on society. Since education and development of individuals has a high place, every government endeavors to plan precisely and fundamentally for training their country’s future generation. Construction of every country is completely dependent to the educational level in its educational center the substructure of which is built in primary education. To increase the level and particularly quality of education and its application for progress at various levels, studies should be performed that promote education and remove educational obstacles and decrease them as much as possible. The more the work of education and development is combined with awareness, knowledge and insight, the higher its quality will be. Battling illiteracy at the level of slogans and promotion in media and creation of a few classes in cities or villages will not be productive. Instead, the facilities and problems should be identified and then engaged in advertisement. Many students due to various reasons might not have the opportunity for getting educated and are forced to leave school and this matter puts the process of their socialization at risk. Undoubtedly, familiarizing teachers and officials of education and development with educational problems and difficulties for making them hopeful in overcoming them is a necessity. With this regard, numerous studies have been performed some of which will be discussed in the following. Mousavi (2008) performed a research titled “Relationship of parents’ aggression with the last academic year grade point average of students in primary school.” The results of this study shows that reverse correlation exists between parents’ aggression with their children’s progress. In fact, the level of bad temper of parents leads to problems in the educational trend of students. Mehraiin (2008) performed a research titled “Relationship between social strata of students and their level of learning.” Results showed that level of learning in higher social strata and families that have a better economic situation is more and level of learning in families with lower social strata is less. This research showed that the level of learning in average strata is higher than the two high and low social strata. To decrease the effect of economic situation on educational trend, teachers and principals need to familiarize their mentality with the students based on their individual differences in the psychological area. Even though, the first difference among students is in their social strata, yet, their intelligence and talent and interaction with each other and effort in educational matters are of significant importance. Narimani (2005) performed a study titled “Evaluation of prevalence and reasons for learning problems in students in primary school in the province of Ardabil.” Results of the study showed that 13 percent of students in third, fourth and fifth years of primary school in the city schools of the province of Ardabil have special deficiencies in learning and factors related to these deficits include problems in reminding, less use of repetition and exercise and weakness in visual memory, weak mental control and weakness in auditory recognition. Additionally, these students have increased behavioral problems and are weaker regarding visual-motor perception compared to regular students. Mirlohi (2007) performed a study titled “Relationship between the family emotional atmosphere and student creativity in fourth and fifth grades of primary school in the city of Isfahan.” Results showed that meaningful correlation did not exist between the variables of communication and roles in the family and student creativity. Yet, meaningful correlation existed between family emotional atmosphere and student emotional responsiveness and creativity. Ghalipour (2013) performed a study titled “Effect of Tanavarz national plan on hand-eye coordination of boy students in the fourth grade of primary school.” The results of the post-test compared to the pre-test of the groups showed that students in the experimental group had significant progress in hand-eye coordination for both the right and left hands.
Yet, students in the control group did not show meaningful difference. In comparison of the pre-test of the experimental group with the control group meaningful difference was not found which shows the equality of the groups before implementation of the exercise program. Yet, in evaluation of the post-test of the two groups meaningful difference among the groups was found and the amount of this difference was more pronounced in the left hand which shows the effect of the exercise program for hand-eye coordination in the students. Mohammadifar (2011) performed a study titled “Prevalence and variety of learning disabilities in students in primary school in Shiraz.” The level of prevalence and variety of learning disabilities in students was 9/7 percent. Rajabpour Farkhani (2011) performed a research titled “Effectiveness of story therapy in decreasing behavioral disorder in boy students in primary school.” Story telling as an intervention method for education can encourage students to discovery of their uniqueness and increase their ability for real connection between their thoughts and emotions. Verbal skill scan increase student ability for solving inter individual disputes in a calm way combined with discussion and talk. Parsaii (2011) performed a study titled “Relationship between emotional learning methods with self-efficacy and emotional intelligence of students.” This finding can have important educational points with it for parents, teachers and trainers. With attention to emotional needs of children and positive effect on them, their growth and educational progress can be enhanced. Ghabaribanab (2009) performed a study titled “Prevalence of behavioral problems in students in primary schools of the city of Tehran.” As shown in numerous studies, emotional/behavioral disorders have relatively high prevalence and exert great effect on educational and social performance of children and adolescents. The findings of this research regarding level of prevalence agree with studies in other countries. On this basis, one becomes aware of the necessity of attention to behavioral problems and design of intervention programs for students, parents and teachers. Farajollahi (2010) performed a study titled “Role of persistent evaluation in deepening learning of students in second grade of primary school in the city of Tehran.” It appears that if the process of evaluation is correctly implemented, while it provides trainers and teachers with useful information regarding revision of teaching, it can also help in self-evaluation. Majidi (2010) performed a research titled “Effect of self-teaching technique in decreasing reading problems and depression in students underdeveloped in reading at the primary school level.” Results of the research show that teaching the strategy of self-education to students with deficits in reading is effective on their reading performance and decreased depression among them in the experimental group. Moinpour (2001) performed a study titled “Effect of physical factors in the class on educational progress of students.” According to the results of the study, factors that can influence educational performance of students include the outlook of the teacher towards level of educational facilities of the class. Based on the findings obtained from other studies also, the share of level of outlook of the teacher in various contexts and dimensions and its effect on the success or lack of success of students is very high, because the teaching method and class management of the teacher, persistent use of active methods, strategies that can develop the creative potential of students and quality of human mutual relations between the teacher and students is a product of viewpoints and outlooks of teachers. Ghasemi (2012) performed a research titled “Comparison of effect of Persian teaching methods of instructors on increased level of reading literacy and understanding class material in fourth grade students in primary schools of the city of Tehran.” Results show that meaningful difference does not exist between methods of traditional and active teaching in increased level of reading literacy and material comprehension. The effect of interaction between teaching models and gender on reading scores of students was meaningful such that without considering gender, meaningful difference between the active and traditional methods of teaching was not found. Boys who were trained by the traditional teaching method had the best performance in the boy group. Yet, regarding girls the reverse was found. Girls who were taught by the traditional method had the weakest performance in the girl group. Based on the mentioned, the purpose of this research is evaluation of the educational problems and issues of primary school in the Kouhrang County and the questions of this research are:
Main questions

• What are the educational problems of primary schools in the Kouhrang County?
• Are physical problems effective on education in primary schools of the Kouhrang County?
• Are emotional problems effective on education in primary schools of the Kouhrang County?
• Are problems with teaching of instructors effective on education in primary schools of the Kouhrang County?
• Are family problems effective on education in primary schools of the Kouhrang County?
• Are problems resulting from inappropriate expectation by teachers and parents effective on education in primary schools of the Kouhrang County?
• Are educational decline and problems arising from them effective on education in primary schools of the Kouhrang County?

Method of Research

The method of this research was descriptive-field study. Statistical populaiton consisted of all teachers in primary schools of the Kouhrang County whose number was determined by referral to the county education and development departement to be 150 individuals and sampling was by convenience. Questionnaire was distributed among all 150 teachers. In fact, the research was performed with inclusion of all teachers. The instrument of research was a researcher formulated questionnaire which had 30 items and was scored based on a 5 degree Likert scale including choices of “very little,” “little,” “moderate,” “much” and “very much.” The questionnaire evaluates the level of effect of physical and emotional problems, problems with teaching by the instructor, family issues, problems due to inappropriate expectations by trainers and parents and educational decline and problems arising from it on teaching and level of learning of students. Content validity of the questionnaire was provided for by confirmation by five professors at the Payame Nour University. Reliability of the questionnaire was obtained by the Cronbach’s alpha formula using the SPSS software to be 0/89 which is at an acceptable level. Data analysis was performed by using the Chi-square test. Statistical evaluations were performed using the SPSS software.

Results

1) Are physical problems effective on education in primary schools of the Kouhrang County?

Table 1: Results of the Chi-square test in relation with the first question

<table>
<thead>
<tr>
<th>Number</th>
<th>Choice</th>
<th>Very little</th>
<th>Little</th>
<th>Much</th>
<th>Very much</th>
<th>Total</th>
<th>x²</th>
<th>df</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
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<td>80</td>
<td>63</td>
<td>37</td>
<td>300</td>
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<td>3/12</td>
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<tr>
<td>Percent</td>
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<td>26/66</td>
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<td>12/33</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Considering that sig=0/053 and is larger than 0/05 the acceptable error level, therefore, with a confidence of 95 percent, physical problems are not effective on education in primary schools of the Kouhrang County.

2) Are emotional problems effective on education in primary schools of the Kouhrang County?

Table 2: Results of the Chi-square test in relation with the second question

<table>
<thead>
<tr>
<th>Number</th>
<th>Choice</th>
<th>Very little</th>
<th>Little</th>
<th>Much</th>
<th>Very much</th>
<th>Total</th>
<th>x²</th>
<th>df</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>48</td>
<td>39</td>
<td>162</td>
<td>51</td>
<td>300</td>
<td></td>
<td>2/86</td>
<td>3</td>
<td>0/03</td>
</tr>
<tr>
<td>Percent</td>
<td>16</td>
<td>13</td>
<td>54</td>
<td>17</td>
<td>100</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Considering that sig=0/03 and is less than 0/05 the acceptable error level, therefore, with a confidence of 95 percent, emotional problems are effective on education in primary schools of the Kouhrang County.

3) Are problems with teaching of instructors effective on education in primary schools of the Kouhrang County?
Table 3: Results of the Chi-square test in relation with the third question

<table>
<thead>
<tr>
<th>Number</th>
<th>Choice</th>
<th>Very little</th>
<th>Little</th>
<th>Much</th>
<th>Very much</th>
<th>Total</th>
<th>$x^2$</th>
<th>df</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
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<td>28</td>
<td>124</td>
<td>129</td>
<td>300</td>
<td></td>
<td>2/09</td>
<td>3</td>
<td>0/007</td>
</tr>
<tr>
<td>Percent</td>
<td>6/33</td>
<td>9/33</td>
<td>41/33</td>
<td>43</td>
<td>100</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Considering that sig=0.007 and is less than 0.05 the acceptable error level, therefore, with a confidence of 95 percent, instructor’s teaching is effective on education in primary schools of the Kouhrang County.

3) Are family problems effective on education in primary schools of the Kouhrang County?

Table 4: Results of the Chi-square test in relation with the fourth question

<table>
<thead>
<tr>
<th>Number</th>
<th>Choice</th>
<th>Very little</th>
<th>Little</th>
<th>Much</th>
<th>Very much</th>
<th>Total</th>
<th>$x^2$</th>
<th>df</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>58</td>
<td>142</td>
<td>51</td>
<td>49</td>
<td>300</td>
<td></td>
<td>1/98</td>
<td>3</td>
<td>0/046</td>
</tr>
<tr>
<td>Percent</td>
<td>19/33</td>
<td>47/33</td>
<td>17</td>
<td>16/33</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Considering that sig=0.046 and is less than 0.05 the acceptable error level, therefore, with a confidence of 95 percent, family problems are effective on education in primary schools of the Kouhrang County.

5) Are problems resulting from inappropriate expectation by teachers and parents effective on education in primary schools of the Kouhrang County?

Table 5: Results of the Chi-square test in relation with the fifth question

<table>
<thead>
<tr>
<th>Number</th>
<th>Choice</th>
<th>Very little</th>
<th>Little</th>
<th>Much</th>
<th>Very much</th>
<th>Total</th>
<th>$x^2$</th>
<th>df</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>149</td>
<td>86</td>
<td>41</td>
<td>24</td>
<td>300</td>
<td></td>
<td>1/05</td>
<td>3</td>
<td>0/068</td>
</tr>
<tr>
<td>Percent</td>
<td>49/66</td>
<td>28/66</td>
<td>13/66</td>
<td>8</td>
<td>100</td>
<td></td>
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</tr>
</tbody>
</table>

Considering that sig=0.068 and is larger than 0.05 the acceptable error level, therefore, with a confidence of 95 percent, inappropriate expectations of teachers and parents are not effective on education in primary schools of the Kouhrang County.

6) Are educational decline and problems arising from them effective on education in primary schools of the Kouhrang County?

Table 6: Results of the Chi-square test in relation with the sixth question

<table>
<thead>
<tr>
<th>Number</th>
<th>Choice</th>
<th>Very little</th>
<th>Little</th>
<th>Much</th>
<th>Very much</th>
<th>Total</th>
<th>$x^2$</th>
<th>df</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>37</td>
<td>46</td>
<td>168</td>
<td>49</td>
<td>300</td>
<td></td>
<td>3/67</td>
<td>3</td>
<td>0/009</td>
</tr>
<tr>
<td>Percent</td>
<td>12/33</td>
<td>15/33</td>
<td>56</td>
<td>16/33</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Considering that sig=0.009 and is less than 0.05 the acceptable error level, therefore, with a confidence of 95 percent, educational decline and problems arising from them are effective on education in primary schools of the Kouhrang County.
Conclusion
Regarding the first research question which is: «Are physical problems effective on education in primary schools of the Kouhrang County?» since sig=0/03 which is larger than the 0/05 acceptable error level, with a confidence of 95 percent physical problems do not have effect on education in primary schools of the Kouhrang County. This result shows that it is possible that students in primary schools of Kouhrang County are mostly healthy physically or if they have physical problems, they have adapted to it and the physical problems are not very effective on them. This result agrees with the findings of studies by Mousavi (2008), Mehraini (2008), Narimani (2005), Mirlohi (2007), Ghalihoopour (2013) and Mohammadifar (2011).Regarding the second research question which is: «Are emotional problems effective on education in primary schools of the Kouhrang County?» since sig=0/03 which is smaller than the 0/05 acceptable error level, with a confidence of 95 percent emotional problems are effective on education in primary schools of the Kouhrang County. This result shows that primary school students in this county are influenced psychologically which leads to their educational decline. With this regard, families should help with provision of the emotional needs of their children in resolving this problem. This result agrees with studies by Mousavi (2008), Mehraini (2008), Narimani (2005), Mirlohi (2007), Ghalihoopour (2013) and Mohammadifar (2011).Regarding the third research question which is: «Are problems with teaching of instructors effective on education in primary schools of the Kouhrang County?» since sig=0/007 which is smaller than the 0/05 acceptable error level, with a confidence of 95 percent problems with teaching of instructors are effective on education in primary schools of the Kouhrang County. This result shows numerous problems with teaching of instructors in primary schools. This problem results from lack of scientific information and awareness of students and deficiency in their teaching methods. Considering that the county is classified in deprived regions and many of its locations are difficult to reach, this problem also leads to disorder in the educational trend of teachers and most of them do not have interest in teaching in farfetched regions of the county. With this regard the government should with provision of appropriate facilities and necessary promoters for teachers resolve this issue. These results agree with studies by Mousavi (2008), Mehraini (2008), Narimani (2005), Mirlohi (2007), Ghalihpoour (2013) and Mohammadifar (2011).Regarding the fourth research question which is: «Are family problems effective on education in primary schools of the Kouhrang County?» since sig=0/046 which is smaller than the 0/05 acceptable error level, with a confidence of 95 percent family problems are effective on education in primary schools of the Kouhrang County. Considering the percentage distribution of the choices, this effect is small. In other words, family problems have little effect on the educational trend. In cases such as economic problems, high family population, lack of aware parents or losing one of the family members, the students may face educational decline and schools should have counselors or psychologists to inform them sufficiently and with help of counselors effect of family problems on educational trend is minimized. These results agree with studies by Mousavi (2008), Mehraini (2008), Narimani (2005), Mirlohi (2007), Ghalihpoour (2013) and Mohammadifar (2011).Regarding the fifth research question which is: « Are problems resulting from inappropriate expectation by teachers and parents effective on education in primary schools of the Kouhrang County?» since sig=0/068 which is larger than the 0/05 acceptable error level, with a confidence of 95 percent problems arising from inappropriate expectations by teachers and parents are not effective on education in primary schools of the Kouhrang County. These results show that either the expectations of instructors and parents is logical from the students and does not lead to stress in them or the educational process in this county is so weak that parents and teachers do not consider scientific return of students important. Considering the field studies that have been performed in village and farfetched areas of this county, parents do not give much importance to their children’s education particularly girls. This matter leads to increase in number of students that leave school in various educational levels. These results agree with the study by Farajollahi (2010).Regarding the sixth research question which is: « Are educational decline and problems arising from them effective on education in primary schools of the Kouhrang County?» since sig=0/009 which is smaller than the 0/05 acceptable error level, with a confidence of 95 percent educational decline and problems arising from it are effective on education in primary schools of the Kouhrang County. These results show that following educational decline of students, problems arise from it. One of the reasons for educational decline is that students help their families in agriculture and herding which leads to lack of sufficient time for performing their
assignments. Another reason for educational decline is that the families give more importance to daily activities of agriculture and herding compared to their children’s education. With this regard, the government should with regular planning endeavor to solve this problem. These results agree with studies by Mousavi (2008), Mehraini (2008), Narimani (2005), Mirlohi (2007), Ghalihpour (2013) and Mohammadifar (2011). Considering the results obtained and the importance of primary school, the vast teaching problems existing against better education and development of students should be identified and for resolving them short and long term plans and activities should be performed.

References