

## Analysis of Students' Academic Progress from the Teachers' Point of View (Case study: teachers of Malekshahi Township)

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### Abstract

The present research was conducted using a qualitative method of thematic analysis, with the aim of analyzing the reasons for the academic progress of students in Malekshahi schools in Ilam province from the teachers' point of view. The studied schools were divided into three categories: urban, rural and nomadic. To collect data, 32 semi-structured interviews and purpose-based sampling were used, and 32 teachers teaching in these schools were interviewed. Data analysis was also done by the method of implementing the data and converting them into text, analyzing the interviews and coding the concepts obtained from these interviews. Finally, these concepts were categorized and classified. The main research questions were: One: What are the reasons for the academic progress of primary school students in Malekshahi? And two: Are these effective and important factors taken into account in academic evaluation or not? The findings of the research showed 5 main themes: -1 Contextual interventionists; -2 familial challenges; -3 Vulnerable livelihood; -4 Social and cultural contexts and -5 Educational theme. In addition, the evaluation in the current way in the educational system of primary schools and the speaking of Malekshahi students in Kurdish and their lack of proficiency in Persian, especially in rural and nomadic areas, are among the effective reasons for their academic failure.

**Keywords:** social and cultural contexts, educational progress, students, Malekshahi city.

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