The Study of Evaluation System of Academic Achievement (Exams) in Iran Education Department

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ABSTRACT

The main goal of this research is the total identification of the existing condition of Iran evaluation system and identification of its main problems and providing a special model to modify evaluation system of academic achievement. According to this aim the minor aims and research questions are raised. The dominant method in this research is survey and in accordance with the conditions, document method is used. To collect data, some instruments such as documents, interview and researcher-built questionnaire are used. To determine the validity, face validity is used and to determine reliability of the required instrument, Cronbach' alpha is used. Statistical population in this research is including all employed human resources in Iran education system and all the educating students at elementary, guidance school, high school and pre-university level in Iran schools and their parents and also planners, experts and lecturers in 31 provinces of Iran. To select the samples, multi-stage cluster random sampling method was used. To describe the data, the existing techniques in descriptive statistics such as one-dimensional, two- dimensional tables and drawing techniques were used and for data analysis based on assessment levels scales, the means and variances of a design were used. The assessment of respondents about the required 5 indices was positive such that students' parents were in the first rank, teachers in the second rank and students were in the third rank in terms of the success of academic achievement evaluation system. According to the calculations of the difference between the studied groups namely the parents of the students and the two other groups (Teachers and students), it can be said that academic achievement evaluation system couldn't unify these three studied groups. The results of the studies show that parents were more optimistic about their evaluation in the success of academic achievement evaluation system in comparison with the other two groups but this difference is due to the fact that parents are less informed about academic achievement evaluation process and they have less in touch with the teachers and their children and this indicates a crisis in academic (Exams) achievement evaluation system.

KEYWORDS: Evaluation; Education Department; Iran; Qualitative; achievement.

INTRODUCTION

Evaluation is one of the basic and inseparable elements of Education department. Education is a continuous process with its constituents organized as if they act to achieve a definite goal. Indeed, achieving these goals requires identification, control and removing the obstacles that can influence the good performance of educational processes. To do so, evaluation mechanisms provide the necessary conditions for educational goals.

Evaluation is a process by which the amount of achieving educational goals is determined for the teacher and the student (Shariatmadari, 1987: 43). Indeed, it is the evaluation of the final stage of the teacher educational activities and completes his/her activities (Mohammadi, 2006: 115). Exams in educational system are having some deficiencies and cannot meet the demands of advanced and constructive education." The experiences of Iran and The world have shown that one the most important inhibiting factors is the significant change of educational system, continuing old and unscientific traditions of exams" (Haqi, 2008: 121). In other words, educational goals and programs of a country are determined by social system and its evaluation of the learning.

Unsuitable methods of achievement evaluation only provide one aspect of inefficiency of educational system. "Although the exams are very important in our country, they don't plan an important role in forming the reasons of academic deficiencies of students, thus, they are not useful in students academic achievement" (Amin, 1988:66). In most cases, it disappoints the student and teacher. Thus, some modifications in exams are more necessary and these modifications require the study of weaknesses and strong points of the existing system of evaluation and identification of deficiencies and demands in this regard.

Research problem

The term "evaluation" is used in different dictionaries of different countries and they all have the similar meanings. This term in Dehkhoda Dictionary is indicated "Evaluaiton and measuring everything" (Dehkhoda Dictionary) and in Moein Dictionary it is defined" Measuring the value and price of everything, the study and assessment of everything and estimating its value" (Moein Dictionary).

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In evaluation dictionary of Arthor,Reber (1985) it generally means " Determining the value or importance of everything and as specific and determination of the success of a plan, lesson, tests etc in achieving their initial goals" (Evaluation dictionary).

"The term evaluation is the determination of the value and price of an object, a process, a product or an action" (Bazargan, 2003: 211). Regarding the definition of evaluation some theorist such as Ralftyler (1964) believe that evaluation is an instrument to collect data to determine that how much educational goals are achieved in a plan. While others as Cronbach considered the evaluation data collection for decision making about an educational program. Wolf (1984) and Stefalbim &Shink field (1986) proposed a comprehensive definition of evaluation. They believe that evaluation is consisting of the process of determining, obtaining and proving descriptive and random data about the value and optimal goals, plans, execution and results to direct decision making, meeting the demands, response and more understanding of the studied phenomena (Kiamanesh, 1995, 69).

Evaluation from the view of others is justification of curriculum, textbook, teaching method etc (Harlen, 1998). The others consider evaluation a systematic process for data collection and data analysis to determine that whether the goals are achieve or not? What amount? (Lenferanso, 1991: 205). Evaluation to some groups is an instrument to find about the success of educational system success for the plans and performances (Kiamanesh, 2003: 83).

A brief review of the condition of the evaluation of learning-teaching in Iran shows that "The current evaluation system not only made some contradictions and damages in cultural philosophical basics, psychology and sociology of Education and it has made some interference in organizational- administrative structure" (Hosseinzade, 2001: 106).

Research questions

1- Does the evaluation system in Iran evaluate the output performance of curriculum as exactly and suitable?
2- Does the common evaluation system in Iran evaluate the learning performance of learners during teaching-learning process?
3- Does the common evaluation system in Iran evaluate the behavioral characteristics and natural and real conditions of the life of learners as exactly?
4- Does the common evaluation system in Iran have good performance in keeping the mental health of learners?
5- Is the common evaluation system in Iran consistent with assessment and evaluation standards of academic achievement?

The type and plan of research

In this research considering the nature of the subject and its goals is the study of the existing evaluation system in Education Department is used to select the best condition. Descriptive research design is used because descriptive research can better provide the background for recognizing more the existing conditions of Iran evaluation system and by helping the decision making pave the way for practical application of the results. In addition, to study the statistical characteristics, "Survey research" method is used because survey method is mostly used in researches such as the current research to describe some aspects and even on aspect of the affairs to find a good background to make them effective.

Data collection methods and instruments

In this research the required data is used by the study of documents, questionnaire, direct observation and interview and collection. At first, all the documents and research references related to responses for the response of sample groups and they will be sent to the sample groups. In this questionnaire 5 –item Likert was used. In these questionnaires conditions and scientific conditions and scientific knowledge of the respondents are considered. The questionnaire is uses as the followings: At first, definite number of these questionnaires is used in a sample with less volume done on the sample groups and after removing probable deficiencies, the corrected or final form.

Interview forms are done on a small group and then it is applied on the main sample group. In this research semi-free interview is used. The remaining information is collected by direct observation of evaluation condition in Iran school and finally, all the required information was used efficiently from different information resources.

To collect data, the existing written documents instrument, interview and researcher-built questionnaire was used. It is worth to mention that researcher-built questionnaire was designed according to 5-item Likert spectrum (Very little, little, mean, much, very much) and it is scored as the following table

Table 1- Scoring the research questions

Choices	Very little	Little	Average	Much	Very much
Score	1	2	3	4	5

Validity of the research instruments

Validity refers to the goal the test was designed to achieve it. To determined validity, face validity technique is used. At first the applied instruments were given to educational evaluation experts (Exams) and then by referring the studied sample and identification of weaknesses and strong points of the required instruments, by considering the expert perspectives of the evaluation method of educational evaluation system (Exams) it was defined that this system can be studied from 5 aspects. It is worth to mention that the required questionnaire was reviewed in three stages and finally the final questionnaire was used to consider the calculations results to recognize the reliability of the studied instruments.

Reliability of the studied instruments

Reliability indicates the stability in measurement of the object being tested. If the results of two times measurement of an entity or two equal things are the same, the measurement instrument is called reliable (Kiamanesh, 2009:103). To do this, 30 questionnaires were completed separately by teachers, students and students parents by considering the comments of experts about the educational evaluation system (Exams) in three stages, the reliability of the required instrument was provided to assess 5 main research questions and the results of the computations were presented separately.

Table 2- The results of the calculations of Cronbach's alpha for 5 research questions

Research Questions	The number of items			Alpha coefficient		
	Teachers	Students	Parents	Teachers	Students	Parents
Does the evaluation system in Iran evaluate the output performance of curriculum as exactly and suitable?	8	5	5	0.822	0.796	0.819
Does the common evaluation system in Iran evaluate the learning performance of learners during teaching-learning process?	6	4	4	0.792	0.812	0.826
Does the common evaluation system in Iran evaluate the behavioral characteristics and natural and real conditions of the life of learners as exactly?	8	5	10	0.802	0.822	0.841
Does the common evaluation system in Iran have good performance in keeping the mental health of learners?	6	7	4	0.831	0.817	0.829
Is the common evaluation system in Iran consistent with assessment and evaluation standards of academic achievement?	7	3	6	0.799	0.809	0.816

Considering the results of the calculations and the obtained alpha, we can say that the resulting alpha is more than expected. As the least resulting alpha coefficient was 0.792 for teachers, 0.796 for students and 0.816 for parents and the resulting alphas are a lot and acceptable. It is worth to mention that according to the experts of the research method, if Cronbach's alpha is more than 0.6 (Rafipur, 2000:89) we can rely on the reliability of the studied instruments.

Statistical population, sample volume and sampling methods

Statistical population in this research is including all employed human resources in Iran education system and all the educating students at elementary, guidance school, high school and pre-university level in Iran schools and their parents and also planners, experts and lecturers in 31 provinces of Iran.

And according to the mentioned items, statistical population of this research is 27742686 teachers, students and students' parents and of this number, 718468 people are the teachers working in Iran Education Department and of this, 218482 people are educating in elementary level, 224137 people in guidance school level and 265849 people in high school level. Also, of the total number of statistical population, 13512109 people were students and among them, 5654962 people were in elementary level, 3511822 in guidance school and 4345325 people in high school level. Also according to the number of the students, 13512109 people are students' parents in this research that are shown in the following tables separated by the studied groups:

Table 3: Frequency distribution of statistical population of the studied teachers

Level	Number	%
Elementary	228482	31.8
Guidance school	224137	31.2
High school and pre-University	265849	37
Total	718468	100

Table 4: Frequency distribution of statistical population of the studied Students

Level	Students	
	Number	%
Elementary	5654962	41.85
Guidance school	3511822	25.99
High school and pre-University	4345325	32.15
Total	13512109	100

It is worth to mention that equal to the number of the students there are parents consisting of the statistical population of this research and due to it similar results with the statistical population of the students we don't write them.

In this research to calculate the sample volume of formula $n = \frac{n_0}{1+\frac{n_0}{N}}$ where $n_0 = \frac{t^2 \cdot s^2}{d^2}$, is used and the results of the calculations are shown in the following table:

Table 5: Frequency distribution of sample of the studied groups (Teachers, students and parents)

Groups	Number per sample
Teachers	2400
Students	2400
Parents	1200
Total	6000

According to the calculations and considering geographical extension of the studied subject, 2400 teachers of three levels elementary, guidance school and high school (Men and women)- 2400 students educating in academic year of 2008-2009 in elementary, guidance school and high school (girl and boy) and 1200 parents of the students of 3 levels were the sample of this research.

To select the samples, multi-stage cluster random sampling method was used. Thus, at first the provinces of Iran were divided into 5 groups based on the geographical and educational divisions and then 2 Educational organizations were randomly selected among Educational organizations of each region. Then, two towns were randomly selected of the educational regions under the supervision of that organization and of Education regions, 2 regions were selected randomly (If it is not possible, one region) and finally the sample group were used as the above method.

In this research it is attempted to use more people as sample group. But some parts of this plan due to the small research population, sampling is not used and statistical population is the statistical sample.

Data analysis methods

To describe the data, the existing techniques in descriptive statistics such as one-dimensional two dimensional tables and drawing techniques are used and for data analysis based on assessment level scales (Nominal, ordinal, interval) the comparison of means and one-way variance (F test) technique is used

RESULTS OF RESEARCH

Teachers' educational level

One of the questions written in teachers questionnaire is "Teachers level" and according to the fact that the view of the teachers according to employment place (Elementary, guidance school and high school) about 5 main research questions and required indices are different to recognize each of the above questions with each other. So, considering the importance of this variable, a question is raised in the questionnaire and the studied teachers responded the questions as the following table:

Table 6: Frequency distribution of the studied teachers according to the employment in academic levels

Employed in academic levels	Absolute frequency	Relative frequency
High school	1198	49.9
Guidance school	799	33.3
Elementary	403	16.8
Total	2400	100

The existing data in the above table show that of the total 2400 studied teachers, 49.9 % were in high school, 33.3% in guidance school and 16.8% in elementary school. The comparison of the above percents shows that most of the studied teachers (49.9%) were working in high school.

Current position of the teachers

Considering the importance of this variable a question was raised in the questionnaire and the studied teachers responded the question as in the table:

Table 7: Frequency distribution of the studied teachers according to their current position

Current position of the teachers	Absolute frequency	Relative frequency
Elementary students Teacher	420	17.5
Guidance school teacher	512	21.3
High school teacher	828	34.5
Principal	179	7.5
Other positions	461	19.2
Total	2400	100

The comparison of the above percents shows that most of the teachers' current position (34.5%) was in high school.

Academic level of the students

The studied students defined their academic level as the following table:

Table 8: Frequency distribution of the studied students according to the academic level

Academic level of the students	Absolute frequency	Relative frequency
High school	1185	49.4
Guidance school	805	33.5
Elementary	410	17.1
Total	2400	100

The comparison of the above percents shows that most of the studied students (49.4 %) were in high school.

The parents' academic level

A question was raised in questionnaire "The parents' academic level "and the respondents defined their academic condition as the following table:

Table 9: Frequency distribution of the studied parents according to their education level

The parents' academic level	Absolute frequency	Relative frequency
Illiterate	72	6.1
Lower than Diploma	272	22.7
Diploma	327	27.2
Associate diploma	185	15.4
BA	285	23.8
MA and higher	59	4.9
Total	1200	100

The comparison of the above percents shows that most of the studied parents (23.8 %) had BA.

The description of the variables to know the evaluation of the studied groups (Teachers, students and parents) according to the academic evaluation system (Exams) in Iran and also to achieve the goals, 5 research questions are as the followings:

1- Does the evaluation system in Iran evaluate the output performance of curriculum as exactly and suitable?

2- Does the common evaluation system in Iran evaluate the learning performance of learners during teaching-learning process?

3- Does the common evaluation system in Iran evaluate the behavioral characteristics and natural and real conditions of the life of learners as exactly?

4- Does the common evaluation system in Iran have good performance in keeping the mental health of learners?

5- Is the common evaluation system in Iran consistent with assessment and evaluation standards of academic achievement?

As the characteristics, perspective and capabilities of the studied groups are different in evaluating the academic achievement system evaluation in Iran Education organization, so to recognize the evaluation of the studied groups to research questions (5 researches Questions), we considered some indices and we deal with each of the comments of the studied groups to the research questions.

1. Reviewing the comments of the studied groups about the capabilities of Iran educational evaluation system for exact evaluation of the performance of curriculum output (RQ.1).

1.1 Reviewing the comments of the studied teachers about the capabilities of Iran educational evaluation system for exact evaluation of the performance of curriculum output (RQ.1).

To know about the comments of teachers regarding the capabilities of Iran educational evaluation system for exact evaluation of the performance of curriculum output (RQ.1), we considered 8 indices

The studied teachers responded the indices as the following table.

Table 10: Relative frequency distribution of the students comments about the required indices to know about the capabilities of Iran educational evaluation system for exact evaluation of the performance of curriculum output

Indices	Very little	Little	Average	Much	Very much	Total	Average of 5	Rank of each index
Informing parents of the students about academic achievement of their children	1.3	10.5	31.5	40	16.7	100	3.60	1
Considering the required subject and teaching goals	1.7	7	40.1	40.7	10.5	100	3.51	2
Proving the background for identifying the learning problems of the students for next planning	2.8	14.3	31.2	37.2	14.5	100	3.46	3
Providing good decision making of the teachers about the students	2.6	14.8	35.6	32.5	14.5	100	3.41	4
Acceptable, effective and efficiency of this system in comparison with its costs	3.4	17.2	40.2	29	10.2	100	3.25	5
Providing evaluation of modification of methods and teachers teaching approaches	2.7	18.6	38.1	32.8	7.9	100	3.24	6
providing the background for evaluation of the modification of educational activities	4.4	18.7	40.8	26.3	9.8	100	3.18	7
providing the background to help the planners and writers of textbooks to take the required decisions	5.4	21.8	34.2	29.4	9.2	100	3.15	8
The variable of empowering Iran educational evaluation system in exact assessment of text book performance and output	1.5	12.1	40.1	32.2	14.1	100	3.45	

The data in the above table indicates the comments of teachers about the required indices to recognize the variable of capability of Iran educational evaluation system in exact evaluation of the performance of curriculum output and it seems that

the factor Informing parents of the students about academic achievement of their children with the average of 3.61 of 5 from the aspect of the success of educational system in exact evaluation is in the first rank, the factor of Considering the required subject and teaching goals with the average of 3.51 of 5 is in the second rank and finally the factor of providing the background to help the planners and writers of textbooks to take the required decisions with the average of 3.15 of 5 from the aspect of capability of Iran educational evaluation system in exact assessment of textbook performance and output is in the eighth rank (The last) and the variable of the capability of Iran educational evaluation system in exact evaluation of the performance of curriculum output with the average of 3.45 of 5 indicates the capability of Iran educational evaluation system in achieving the required goal, because obtained average is more than the moderate average (2.5 of 5).

1.2 Reviewing the comments of the studied students about the capabilities of Iran educational evaluation system for exact evaluation of the performance of curriculum output (RQ.1).

To know about the comments of students regarding the capabilities of Iran educational evaluation system for exact evaluation of the performance of curriculum output (RQ.1), we considered 5 indices

Table 11: Relative frequency distribution of the students comments about the required indices to know about the capabilities of Iran educational evaluation system for exact evaluation of the performance of curriculum output

Indices	Very little	Little	Average	Much	Very much	Total	Average of 5	Rank of each index
Informing parents of the students about academic achievement of their children	5.8	10.7	21.3	32.2	30	100	3.698	1
Providing the background for decision making of teachers in improving the education of the students	4.3	10	32	35.5	18.2	100	3.532	2
providing the background to identify the students learning problems by teachers and removing them	7.3	15.5	26.7	29.5	21	100	3.413	3
providing the way that student be familiar with the educational goals	5	11.3	39	33.7	11	100	3.343	4
Providing the background to modify and improve teachers activities regarding teaching the students	6	12.8	35.8	32.2	13.2	100	3.337	5
variable of the capabilities of Iran educational evaluation system for exact evaluation of the performance of curriculum output	1.5	8.7	25.7	45.5	18.7	100	3.712	

The data in the above table indicates the comments of students about the required indices to recognize the variable of capability of Iran educational evaluation system in exact evaluation of the performance of curriculum output and it seems that the factor Informing parents of the students about academic achievement of their children with the average of 3.698 of 5 from the aspect of the success of educational system in exact evaluation is in the first rank, the factor of Providing the background for decision making of teachers in improving the education of the students with the average of 3.532 of 5 is in the second rank and finally the factor of Providing the background to modify and improve teachers activities regarding teaching the students with the average of 3.337 of 5 from the aspect of capability of Iran educational evaluation system in exact assessment of textbook performance and output is in the fifth rank (The last) and the variable of the capability of Iran educational evaluation system in exact evaluation of the performance of curriculum output with the average of 3.712 of 5 indicates the capability of Iran educational evaluation system in achieving the required goal, because obtained average is more than the moderate average (2.5 of 5).

1.3 Reviewing the comments of the studied parents about the capabilities of Iran educational evaluation system for exact evaluation of the performance of curriculum output (RQ.1).

To know about the comments of parents regarding the capabilities of Iran educational evaluation system for exact evaluation of the performance of curriculum output (RQ.1), we considered 4 indices.

Table 12: Relative frequency distribution of the students parents comments about the required indices to know about the capabilities of Iran educational evaluation system for exact evaluation of the performance of curriculum output

Indices	Very little	Little	Average	Much	Very much	Total	Average of 5	Rank of each index
providing the background for taking good decisions about their children	2.2	5	38.6	32.8	21.4	100	3.663	1
providing the background that parents help their children with the selection of their major	1.9	10.1	30	38.1	19.9	100	3.640	2
providing the conditions to obtain valid information about the success or failure of their children	3.7	8.9	29.1	37.9	20.4	100	3.625	3
providing the background to identify the learning problems of their children for the next planning	2.3	9.5	35.1	43.3	18.8	100	3.577	4
The amount of efficiency of academic evaluation system in comparison with the required costs	3	12.2	44.8	25	15.1	100	3.370	5
variable of the capabilities of Iran educational evaluation system for exact evaluation of the performance of curriculum output	7	10.1	35.1	38.2	16	100	3.587	

The data in the above table indicates the comments of students parents about the required indices to recognize the variable of capability of Iran educational evaluation system in exact evaluation of the performance of curriculum output and

it seems that the factor providing the background for taking good decisions about their children with the average of 3.663 of 5 from the aspect of the success of educational system in exact evaluation is in the first rank, the factor of providing the background that parents help their children with the selection of their major with the average of 3.640 of 5 is in the second rank and finally the factor of The amount of efficiency of academic evaluation system in comparison with the required costs with the average of 3.370 of 5 from the aspect of capability of Iran educational evaluation system in exact assessment of textbook performance and output is in the fifth rank (The last) and the variable of the capability of Iran educational evaluation system in exact evaluation of the performance of curriculum output with the average of 3.587 of 5 indicates the capability of Iran educational evaluation system in achieving the required goal, because obtained average is more than the moderate average (2.5 of 5).

1.4 Reviewing the comments of the studied groups about the capabilities of Iran educational evaluation system for exact evaluation of the performance of curriculum output (RQ.1).

Table 13: Relative frequency distribution of the studied groups comments about the required indices to know about the capabilities of Iran educational evaluation system for exact evaluation of the performance of curriculum output (RQ.1).

Groups	Teachers		Students		Parents		Total	
Choices	Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
very little	36	1.5	36	1.5	8	0.7	264	4.4
Little	290	12.1	208	8.7	121	10.1	956	15.9
Average	962	40.1	616	25.7	421	35.1	1999	33.3
Much	773	32.2	1092	45.5	458	38.2	1986	33.1
Very much	339	14.1	448	18.7	192	16	795	13.3
Total	2400	100	2400	100	1200	100	6000	100
Average	3.45		3.71		3.58		3.35	

The data in the above table shows that most of the studied teachers (46.3%), most of the studied students (64.2%) and most of the studied parents (54.2%) in their evaluation about the research question" variable of the capability of Iran educational evaluation system in exact evaluation of the performance of curriculum output" responded as much and very much and the average evaluation of teachers were 3.45 of 5, students 3.71 of 5, parents 3.58 of 5 and the average of the comments of the total three groups 3.35 of 5 and the obtained average is more than the moderate average (2.5 of 5). It can be said that the evaluation of the studied 3 groups (Teachers, students and parents) about the success of Iran evaluation system is good in exact evaluation of the performance of curriculum output.

Table 14: Relative frequency distribution of the studied teachers comments about the required indices to know about the capabilities of Iran educational evaluation system for exact evaluation of learners' performance during teaching-learning process

Indices	Very little	Little	Average	Much	Very much	Total	Average of 5	Rank of each index
providing the background for continuous evaluation of the academic achievement of the students	3.3	10.3	35.9	36.9	13.5	100	3.47	1
providing the background for improving the learning quality of the students	2.2	16.4	36.5	34	10.9	100	3.35	2
providing the background for creating motivation to continue students learning	5.7	11.3	42.5	29.4	11.2	100	3.29	3
providing the background to help the students to pursue achievement and development of their skills	3.8	14.2	44.1	28.5	9.5	100	3.25	4
Considering the learning levels of the students in knowledge, attitude and skill fields	5.1	17.6	39.3	29.6	8.3	100	3.18	5
Providing the background for evaluation of higher levels of thought and complex mental skills	8.8	21.3	35.4	25	9.6	100	3.05	6
providing the background for evaluation of students groups activities	9	24.8	30.1	36.2	10	100	3.03	7
variable of capabilities of Iran educational evaluation system for exact evaluation of learners performance during teaching-learning process	10	22.8	39.4	19.9	8	100	3.28	

2- Reviewing the comments of the studied groups about the capabilities of Iran educational evaluation system for exact evaluation of learners' performance during teaching-learning process (RQ.2).

To recognize the perspectives of the studied groups about the capabilities of Iran educational evaluation system for exact evaluation of learners' performance during teaching-learning process (RQ.2), we considered some indices for each group. As the indices to understand the comments of each group are different from each other, separately each group's comments about research question 2 are reviewed.

2.1 Reviewing the comments of the studied teachers about the capabilities of Iran educational evaluation system for exact evaluation of learners' performance during teaching-learning process (RQ.2).

To know about the comments of teachers regarding the capabilities of Iran educational evaluation system for exact evaluation of learners' performance during teaching-learning process (RQ.2), we considered 7 indices.
The studied teachers responded the indices as in table 14 above.

The data in the above table indicates the comments of teachers about the required indices to recognize the variable of capability of Iran educational evaluation system in exact evaluation of learners performance during teaching-learning process and it seems that the factor providing the background for continuous evaluation of the academic achievement of the students with the average of 3.47 of 5 from the aspect of the success of educational system in exact evaluation is in the first rank, the factor of providing the background for improving the learning quality of the students with the average of 3.35 of 5 is in the second rank and finally the factor of providing the background for evaluation of students groups activities with the average of 3.03 of 5 from the aspect of capability of Iran educational evaluation of learners performance during teaching-learning process is in the seventh rank (The last) and the variable of capability of Iran educational evaluation of learners performance during teaching-learning process with the average of 3.28 of 5 indicates the capability of Iran educational evaluation system in achieving the required goal, because obtained average is more than the moderate average (2.5 of 5).

2.2   Reviewing the comments of the studied students about the capabilities of Iran educational evaluation system for exact evaluation of learners' performance during teaching-learning process (RQ.2).

To know about the comments of students regarding the capabilities of Iran educational evaluation system for exact evaluation of learners' performance during teaching-learning process (RQ.2), we considered 5 indices

Table 15: Relative frequency distribution of the studied students comments about the required indices to know about the capabilities of Iran educational evaluation system for exact evaluation of learners' performance during teaching-learning process

Indices	Very little	Little	Average	Much	Very much	Total	Average of 5	Rank of each index
Providing the background for the capability of the students in solving the problems requiring intelligence and thought	6.8	16.2	31.2	26.7	19.2	100	3.351	1
providing the background for students participation and using their maximum ability in learning process	4.5	18.2	33.5	26.7	17.2	100	3.338	2
Providing the background for effective involvement and more commitment of the students in learning process	5.7	17.7	35.5	27.7	13.5	100	3.256	3
Providing the background for working inclination and working skills of the students in course groups	11.3	20.2	31.2	24.3	13	100	3.075	4
providing the background for required capabilities for permanent learning of the students	11.8	22.3	33.2	22	10.7	100	2.973	5
variable of capabilities of Iran educational evaluation system for exact evaluation of learners performance during teaching-learning process	1.7	14.7	39.2	32	12.5	100	3.390	

The data in the above table indicates the comments of teachers about the required indices to recognize the variable of capability of Iran educational evaluation system in exact evaluation of learners performance during teaching-learning process and it seems that the factor Providing the background for the capability of the students in solving the problems requiring intelligence and thought with the average of 3.351 of 5 from the aspect of the success of educational system in exact evaluation is in the first rank, the factor of providing the background for students participation and using their maximum ability in learning process with the average of 3.338 of 5 is in the second rank and finally the factor of providing the background for required capabilities for permanent learning of the students with the average of 2.973 of 5 from the aspect of capability of Iran educational evaluation of learners performance during teaching-learning process is in the fifth rank (The last) and the variable of capability of Iran educational evaluation of learners performance during teaching-learning process with the average of 3.390 of 5 indicates the capability of Iran educational evaluation system in achieving the required goal, because obtained average is more than the moderate average (2.5 of 5).

2.3   Reviewing the comments of the studied parents about the capabilities of Iran educational evaluation system for exact evaluation of learners' performance during teaching-learning process (RQ.2).

To know about the comments of parents regarding the capabilities of Iran educational evaluation system for exact evaluation of learners' performance during teaching-learning process (RQ.2), we considered 4 indices

Table 16: Relative frequency distribution of the studied parents comments about the required indices to know about the capabilities of Iran educational evaluation system for exact evaluation of learners' performance during teaching-learning process

Indices	Very little	Little	Average	Much	Very much	Total	Average of 5	Rank of each index
providing the conditions for better learning of the children	2.7	7	25.1	37	28.3	100	3.811	1
providing the background for participation of the children in planning and better learning	2.3	11.5	29.8	38.9	17.5	100	3.579	2
providing the background for involvement of children in learning –teaching process	3.4	11.2	38.8	28.4	18.3	100	3.469	3
providing the background for more attempt of the children outside the school	5.3	16.1	28	30.8	19.8	100	3.439	4
variable of capabilities of Iran educational evaluation system for exact evaluation of learners performance during teaching-learning process	3.8	6.7	27.8	36.3	25.6	100	3.732	

The data in the above table indicates the comments of teachers about the required indices to recognize the variable of capability of Iran educational evaluation system in exact evaluation of learners performance during teaching-learning process and it seems that the factor providing the conditions for better learning of the children with the average of 3.811 of 5 from the aspect of the success of educational system in exact evaluation is in the first rank, the factor of providing the background for participation of the children in planning and better learning with the average of 3.579 of 5 is in the second rank and finally the factor of providing the background for more attempt of the children outside the school with the average of 3.439 of 5 from the aspect of capability of Iran educational evaluation of learners performance during teaching-learning process is in the forth rank (The last) and the variable of capability of Iran educational evaluation of learners performance during teaching-learning process with the average of 3.732 of 5 indicates the capability of Iran educational evaluation system in achieving the required goal, because obtained average is more than the moderate average (2.5 of 5).

2.4 Reviewing the comments of the studied groups about the capabilities of Iran educational evaluation system for exact evaluation of learners' performance during teaching-learning process (RQ.2).

Table 17: Relative frequency distribution of the studied groups comments about the required indices to know about the capabilities of Iran educational evaluation system for exact evaluation of learners' performance during teaching-learning process

Groups / Choices	Teachers Absolute Frequency	Relative Frequency	Students Absolute Frequency	Relative Frequency	Parents Absolute Frequency	Relative Frequency	Total Absolute Frequency	Relative Frequency
very little	65	2.7	40	1.7	45	3.8	412	6.9
Little	511	21.3	352	14.7	80	6.7	1298	21.6
Average	774	32.3	940	39.2	333	27.8	2047	34.1
Much	770	32.1	768	32	435	36.3	1618	27
Very much	280	11.7	300	12.5	307	25.6	325	10.4
Total	2400	100	2400	100	1200	100	6000	100
Average	3.28		3.39		3.73		3.12	

The data in the above table shows that most of the studied teachers (43.8%), most of the studied students (44.5%) and most of the studied parents (61.9%) in their evaluation about the research question" variable of the capability of Iran educational evaluation system in exact evaluation of learners' performance during teaching-learning process" responded to much and very much choices and the average evaluation of teachers were 3.28 of 5, students 3.39 of 5, parents 3.73 of 5 and the average of the comments of the total three groups 3.12 of 5 and the obtained average is more than the moderate average (2.5 of 5). It can be said that the evaluation of the studied 3 groups (Teachers, students and parents) about the success of Iran evaluation system is good in exact evaluation of learners' performance during teaching-learning process.

3- Reviewing the comments of the studied groups about the capabilities of Iran educational evaluation system for exact evaluation of the behavioral characteristics and natural and real conditions of the life of learners (RQ.3).

To recognize the perspectives of the studied groups about the capabilities of Iran educational evaluation system for exact evaluation of the behavioral characteristics and natural and real conditions of the life of learners (RQ.3), we considered some indices for each group. As the indices to understand the comments of each group are different from each other, separately each group's comments about research question 3 are reviewed.

3.1 Reviewing the comments of the studied teachers about the capabilities of Iran educational evaluation system for exact evaluation of the behavioral characteristics and natural and real conditions of the life of learners (RQ.3)

To recognize the comments of the studied teachers about the capabilities of Iran educational evaluation system for exact evaluation of the behavioral characteristics and natural and real conditions of the life of learners (RQ.3), we considered 8 indices for each group

Table 17: Relative frequency distribution of the studied teachers comments about the required indices to know about the capabilities of Iran educational evaluation system for exact evaluation of the behavioral characteristics and natural and real conditions of the life of learners

Indices	Very little	Little	Average	Much	Very much	Total	Average of 5	Rank of each index
Considering the self-assessment and evaluation of each student from his learning	5.7	18.3	37.5	28.7	9.8	100	3.18	1
Increasing the self-confidence and self-sufficiency in students	4.5	20.2	42	24.6	8.7	100	3.12	2
Considering the personal differences of the students during evaluation	10.5	17.3	38.5	22	11.7	100	3.07	3
providing the background for observing ethical principles in evaluation	9	20.1	36.4	25/1	9/4	100	3.05	4
Providing the background for increasing mental health of learning –teaching of the students	8	22.6	40	23. 2	6.3	100	2.97	5
Providing the background for full mind, emotional, social, ethical and movement maturity of the students	10	22.8	39.4	19.9	8	100	2.93	6
Providing the background for decreasing mental pressures of the students during their evaluation	12.9	22.6	38	19.5	7	100	2.85	7
Considering physical, emotional, mind and mental preparations of the students	10.8	25.2	39.6	19.1	5.3	100	2.82	8
Variable of the capabilities of Iran educational evaluation system for exact evaluation of the behavioral characteristics and natural and real conditions of the life of learners	7.5	22.7	40.9	20.2	8.7	100	2.99	

The data in the above table indicates the comments of teachers about the required indices to recognize the variable of capability of Iran educational evaluation system in exact evaluation of the behavioral characteristics and natural and real conditions of the life of learners and it seems that Considering the self-assessment and evaluation of each student from his learning with the average of 3.18 of 5 from the aspect of the success of educational system in exact evaluation is in the first rank, the factor of Increasing the self-confidence and self-sufficiency in students with the average of 3.12 of 5 is in the second rank and finally the factor of Considering physical, emotional, mind and mental preparations of the students with the average of 2.82 of 5 from the aspect of capability of Iran educational evaluation of evaluation of the behavioral characteristics and natural and real conditions of the life of learners is in the eights rank (The last) and the variable of capability of Iran educational evaluation of evaluation of the behavioral characteristics and natural and real conditions of the life of learners with the average of 2.99 of 5 indicates the capability of Iran educational evaluation system in achieving the required goal, because obtained average is more than the moderate average (2.5 of 5).

3.2 Reviewing the comments of the studied students about the capabilities of Iran educational evaluation system for exact evaluation of the behavioral characteristics and natural and real conditions of the life of learners (RQ.3).

To recognize the comments of the studied students about the capabilities of Iran educational evaluation system for exact evaluation of the behavioral characteristics and natural and real conditions of the life of learners (RQ.3), we considered 5 indices for each group.

Table 19: Relative frequency distribution of the studied students comments about the required indices to know about the capabilities of Iran educational evaluation system for exact evaluation of the behavioral characteristics and natural and real conditions of the life of learners

Indices	Very little	Little	Average	Much	Very much	Total	Average of 5	Rank of each index
Providing the background for taking good decisions of students for achievement and progress	5.3	11.7	26	31.7	25.3	100	3.600	1
providing the background for empowering the students in self-assessment and evaluation to change themselves	5.7	14.5	29.7	29.7	20.3	100	3.481	2
Providing the background of evaluation of the students about their high social values	11.3	19.3	27.3	23.5	18.5	100	3.185	3
Providing the background for students evaluation without causing any stress and pressure for students	17	18.7	31.7	20.7	12	100	2.920	4
Variable of the capabilities of Iran educational evaluation system for exact evaluation of the behavioral characteristics and natural and real conditions of the life of learners	2	10.7	36.8	37.7	12.8	100	3.166	

The data in the above table indicates the comments of teachers about the required indices to recognize the variable of capability of Iran educational evaluation system in exact evaluation of the behavioral characteristics and natural and real conditions of the life of learners and it seems that Providing the background for taking good decisions of students for achievement and progress with the average of 3.600 of 5 from the aspect of the success of educational system in exact evaluation is in the first rank, the factor of providing the background for empowering the students in self-assessment and

evaluation to change themselves with the average of 3.481 of 5 is in the second rank and finally the factor of Providing the background for students evaluation without causing any stress and pressure for students with the average of 2.920 of 5 from the aspect of capability of Iran educational evaluation of evaluation of the behavioral characteristics and natural and real conditions of the life of learners is in the fifths rank (The last) and the variable of capability of Iran educational evaluation of evaluation of the behavioral characteristics and natural and real conditions of the life of learners with the average of 3.166 of 5 indicates the capability of Iran educational evaluation system in achieving the required goal, because obtained average is more than the moderate average (2.5 of 5).

3.2 Reviewing the comments of the studied parents about the capabilities of Iran educational evaluation system for exact evaluation of the behavioral characteristics and natural and real conditions of the life of learners (RQ.3)

To recognize the comments of the studied parents about the capabilities of Iran educational evaluation system for exact evaluation of the behavioral characteristics and natural and real conditions of the life of learners (RQ.3), we considered 10 indices for each group

Table 20: Relative frequency distribution of the studied students parents comments about the required indices to know about the capabilities of Iran educational evaluation system for exact evaluation of the behavioral characteristics and natural and real conditions of the life of learners

Indices	Very little	Little	Average	Much	Very much	Total	Average of 5	Rank of each index
Providing the background of self-confidence and self-sufficiency in your children	2.7	7.5	32	33.3	24.5	100	3.695	1
Providing the background for educating creativity in their children	5.3	8.9	33.1	23.3	20.3	100	3.534	2
Providing healthy competition between children by comparing with themselves	4.7	11.4	31.5	31.2	21.3	100	3.529	3
Providing self-assessment of children of their skills	3.6	14.3	33.6	29.4	19.2	100	3.463	4
Providing the consideration of teachers about the personal differences of their children in comparison with other students	5.4	11	33.3	34.3	16	100	3.444	5
Providing the background for being assured of the children development	3.4	13.1	35.3	32.7	15.6	100	3.439	6
Providing the background for constructive interaction between children and testers	3.3	17.3	36.5	29.3	13.7	100	3.327	7
Decreasing children's mental pressure	8.4	19.2	39.1	21.6	11.8	100	3.090	8
Making the teachers to consider ethnical and native minorities of your children	9.1	21.6	35.2	24	10.2	100	3.045	9
Providing the background for removing threat and stress of your children	9.9	25.1	29.8	21.8	13.5	100	3.038	10
Variable of the capabilities of Iran educational evaluation system for exact evaluation of the behavioral characteristics and natural and real conditions of the life of learners	2.9	13.9	38.5	34.3	10.3	100	3.352	

The data in the above table indicates the comments of teachers about the required indices to recognize the variable of capability of Iran educational evaluation system in exact evaluation of the behavioral characteristics and natural and real conditions of the life of learners and it seems that Providing the background of self-confidence and self-sufficiency in your children with the average of 3.695 of 5 from the aspect of the success of educational system in exact evaluation is in the first rank, the factor of Providing the consideration of teachers about the personal differences of their children in comparison with other students with the average of 3.534 of 5 is in the second rank and finally the factor of Providing the background for removing threat and stress of your children with the average of 3.038 of 5 from the aspect of capability of Iran educational evaluation of evaluation of the behavioral characteristics and natural and real conditions of the life of learners is in the tenth rank (The last) and the variable of capability of Iran educational evaluation of evaluation of the behavioral characteristics and natural and real conditions of the life of learners with the average of 3.352 of 5 indicates the capability of Iran educational evaluation system in achieving the required goal, because obtained average is more than the moderate average (2.5 of 5).

3.4 Reviewing the comments of the studied groups about the capabilities of Iran educational evaluation system for exact evaluation of the behavioral characteristics and natural and real conditions of the life of learners (RQ.3).

Table 21: Relative frequency distribution of the studied groups comments about the required indices to know about the capabilities of Iran educational evaluation system for exact evaluation of the behavioral characteristics and natural and real conditions of the life of learners (RQ.3)

Groups	Teachers		Students		Parents		Total	
Choices	Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
very little	180	7.5	47	2	35	2.9	351	5.9
Little	545	22.7	256	10.7	167	13.9	1213	20.2
Average	982	40.9	884	36.8	462	38.5	2328	38.8
Much	185	20.2	905	37.7	412	34.3	1557	26
Very much	208	8.7	308	12.8	124	10.3	551	9.2
Total	2400	100	2400	100	1200	100	6000	100
Average	2.99		3.48		3.35		3.12	

The data in the above table shows that most of the studied teachers (40.9%), answered the research question 3 "variable of the capabilities of Iran educational evaluation system for exact evaluation of the behavioral characteristics and natural and real conditions of the life of learners" as average, most of the studied students (51.5%) and most of the studied parents (44.6%) in their evaluation to answer research question 3" variable of the capabilities of Iran educational evaluation system for exact evaluation of the behavioral characteristics and natural and real conditions of the life of learners" commented as much and very much choices and average evaluation of teachers was 2.99 of 5, students 3.48 of 5 and parents 3.35 of 5 and average of comments and evaluation of the sum of three groups was 3.12 of 5. obtained average is more than the moderate average (2.5 of 5) and it can be said that evaluation of 3 studied groups (Teachers, students and parents)is suitable for the success of the capabilities of Iran educational evaluation system for exact evaluation of the behavioral characteristics and natural and real conditions of the life of learners.

4- Reviewing the comments of the studied groups about the capabilities of Iran educational evaluation system for exact recognition of good performance in keeping the mental health of learners (RQ.4).

To recognize the perspectives of the studied groups about the capabilities of Iran educational evaluation system for exact recognition of good performance in keeping the mental health of learners (RQ.4), we considered some indices for each group. As the indices to understand the comments of each group are different from each other, separately each group's comments about research question 3 are reviewed.

4-1 Reviewing the comments of the studied teachers about the capabilities of Iran educational evaluation system for exact recognition of good performance in keeping the mental health of learners (RQ.4).

To recognize the comments of the studied parents about the capabilities of Iran educational evaluation system for exact recognition of good performance in keeping the mental health of learners (RQ.4), we considered 6 indices for each group.

Table 22: Relative frequency distribution of the studied students comments about the required indices to know about the capabilities of Iran educational evaluation system exact recognition of good performance in keeping the mental health of learners

Indices	Very little	Little	Average	Much	Very much	Total	Average of 5	Rank of each index
Providing the back ground to determine the weaknesses and strong points of the students in teaching-learning process	4.8	16.1	40.2	29.3	9.5	100	3.22	1
Providing useful information for students by giving feedbacks	3.9	16.8	42.9	29	7.4	100	3.19	2
Providing the background for showing potential capabilities of the students	4.4	18.2	43.6	24.9	9	100	3.15	3
Providing the background to achieve good achievement of the students	4.8	22.9	39.5	24.6	8.3	100	3.08	4
Analysis of creativity, innovation in students	9.7	26.1	34.3	22.6	7.4	100	2.91	5
Providing the background to research in students	13.7	23.8	32.9	22.3	7.4	100	2.85	6
Variable of the capabilities of Iran educational evaluation system exact recognition of good performance in keeping the mental health of learners	4.9	25.6	37.1	23	9.4	100	3.06	

The data in the above table indicates the comments of teachers about the required indices to recognize the variable of capability of Iran educational evaluation system exact recognition of good performance in keeping the mental health of learners and it seems that the Providing the back ground to determine the weaknesses and strong points of the students in teaching-learning process with the average of 3.22 of 5 from the aspect of the success of educational system in exact evaluation is in the first rank, the factor of Providing useful information for students by giving feedbacks with the average of 3.19 of 5 is in the second rank and finally the factor of Providing the background to research in students with the average of 2.85 of 5 from the aspect of capability of Iran educational evaluation of exact recognition of good performance in keeping the mental health of learners is in the sixth rank (The last) and the variable of capability of Iran educational evaluation of exact recognition of good performance in keeping the mental health of learners with the average of 3.06 of 5 indicates the capability of Iran educational evaluation system in achieving the required goal, because obtained average is more than the moderate average (2.5 of 5).

4-2 Reviewing the comments of the studied students about the capabilities of Iran educational evaluation system for exact recognition of good performance in keeping the mental health of learners (RQ.4).

To recognize the comments of the studied students about the capabilities of Iran educational evaluation system for exact recognition of good performance in keeping the mental health of learners (RQ.4), we considered 5 indices for each group

Table 23: Relative frequency distribution of the studied students comments about the required indices to know about the capabilities of Iran educational evaluation system exact recognition of good performance in keeping the mental health of learners

Indices	Very little	Little	Average	Much	Very much	Total	Average of 5	Rank of each index
Providing the background for evaluation system causing the weaknesses and strong points of the students in different aspects	7.2	13.2	23	28.7	28	100	3.571	1
Providing the background for creating useful information as feedback for students	7.3	14.7	30	30.5	17.5	100	3.361	2
Providing the background for academic evaluation system to create natural talents	9.8	16	28.3	23	22.8	100	3.330	3
Providing the background for empowering students in creating good communication at different conditions of life	6.8	17.3	38.5	27	10.3	100	3.166	4
Providing the background for educating research morale in students	13	19.2	27.2	23	17.7	100	3.131	5
Variable of the capabilities of Iran educational evaluation system exact recognition of good performance in keeping the mental health of learners	3.3	13.2	30.3	36.7	16.5	100	3.498	

The data in the above table indicates the comments of teachers about the required indices to recognize the variable of capability of Iran educational evaluation system exact recognition of good performance in keeping the mental health of learners and it seems that Providing the background for evaluation system causing the weaknesses and strong points of the students in different aspects with the average of 3.571 of 5 from the aspect of the success of educational system in exact evaluation is in the first rank, the factor of Providing the background for creating useful information as feedback for students with the average of 3.361 of 5 is in the second rank and finally the factor of Providing the background for educating research morale in students with the average of 3.131 of 5 from the aspect of capability of Iran educational evaluation of exact recognition of good performance in keeping the mental health of learners is in the fifth rank (The last) and the variable of capability of Iran educational evaluation of exact recognition of good performance in keeping the mental health of learners with the average of 3.498 of 5 indicates the capability of Iran educational evaluation system in achieving the required goal, because obtained average is more than the moderate average (2.5 of 5).

4-3 Reviewing the comments of the studied parents about the capabilities of Iran educational evaluation system for exact recognition of good performance in keeping the mental health of learners (RQ.4).

To recognize the comments of the studied parents about the capabilities of Iran educational evaluation system for exact recognition of good performance in keeping the mental health of learners (RQ.4), we considered 4 indices for each group.

Table 24: Relative frequency distribution of the studied parents comments about the required indices to know about the capabilities of Iran educational evaluation system exact recognition of good performance in keeping the mental health of learners

Indices	Very little	Little	Average	Much	Very much	Total	Average of 5	Rank of each index
Providing the back ground for educating talents and creativity of your children	6.2	11.3	34.6	28.4	19.5	100	3.437	1
Providing the back ground for your children evaluation with the least evaluation feedback delay	4.1	13.5	39.4	3.29	13.8	100	3.350	2
Providing the background of educating personal skills of your children	6.5	14.4	39.8	24.1	15.3	100	3.271	3
Providing the conditions for evaluation of important learning issues instead of evaluation of memorized things for your children	8.1	18.3	39.4	22.5	11.7	100	3.113	4
Variable of the capabilities of Iran educational evaluation system exact recognition of good performance in keeping the mental health of learners	4.7	11.8	39.8	27.3	16.4	100	3.390	

The data in the above table indicates the comments of teachers about the required indices to recognize the variable of capability of Iran educational evaluation system exact recognition of good performance in keeping the mental health of learners and it seems that the Providing the back ground for educating talents and creativity of your children with the average of 3.437 of 5 from the aspect of the success of educational system in exact evaluation is in the first rank, the factor of Providing the back

ground for your children evaluation with the least evaluation feedback delay with the average of 3.350 of 5 is in the second rank and finally the factor of Providing the conditions for evaluation of important learning issues instead of evaluation of memorized things for your children with the average of 3.113 of 5 from the aspect of capability of Iran educational evaluation of exact recognition of good performance in keeping the mental health of learners is in the fourth rank (The last) and the variable of capability of Iran educational evaluation of exact recognition of good performance in keeping the mental health of learners with the average of 3.390 of 5 indicates the capability of Iran educational evaluation system in achieving the required goal, because obtained average is more than the moderate average (2.5 of 5).

4.4 Reviewing the comments of the studied groups about the capabilities of Iran educational evaluation system for exact evaluation of the behavioral characteristics and natural and real conditions of the life of learners (RQ.4).

Table 25: Relative frequency distribution of the studied groups comments about the required indices to know about the capabilities of Iran educational evaluation system for exact evaluation of the behavioral characteristics and natural and real conditions of the life of learners (RQ.4)

Groups Choices	Teachers Absolute Frequency	Relative Frequency	Students Absolute Frequency	Relative Frequency	Parents Absolute Frequency	Relative Frequency	Total Absolute Frequency	Relative Frequency
very little	117	4.9	80	3.3	56	4.7	394	6.6
Little	614	25.6	316	13.2	141	11.8	1258	21
Average	891	37.1	728	30.3	478	39.8	2097	35
Much	553	23	880	36.7	328	27.3	1574	26.2
Very much	225	9.4	396	16.5	197	16.4	677	11.3
Total	2400	100	2400	100	1200	100	6000	100
Average	3.06		3.49		3.39		3.15	

The data in the above table shows that most of the studied teachers (37.1 %), answered the research question 4 "the capabilities of Iran educational evaluation system exact recognition of good performance in keeping the mental health of learners" as average, most of the studied students (53.2 %) and most of the studied parents (43.7 %) in their evaluation to answer research question 4" variable of the capabilities of Iran educational evaluation system exact recognition of good performance in keeping the mental health of learners" commented as much and very much choices and average evaluation of teachers was 3.06 of 5, students 3.49 of 5 and parents 3.39 of 5 and average of comments and evaluation of the sum of three groups was 3.15 of 5. Obtained average is more than the moderate average (2.5 of 5) and it can be said that evaluation of 3 studied groups (Teachers, students and parents)is suitable for the success of the capabilities of Iran educational evaluation system exact recognition of good performance in keeping the mental health of learners.

5- Reviewing the comments of the studied groups about the consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement (RQ.5).

To recognize the perspectives of the studied groups about the consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement (RQ.5), we considered some indices for each group. As the indices to understand the comments of each group are different from each other, separately each group's comments about research question 3 are reviewed.

5-1 Reviewing the comments of the studied teachers about the consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement (RQ.5).

To recognize the comments of the studied teachers about the consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement (RQ.5), we considered 7 indices for each group

Table 26: Relative frequency distribution of the studied teachers comments about required indices of consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement

Indices	Very little	Little	Average	Much	Very much	Total	Average of 5	Rank of each index
Using different methods and evaluation tools considering the goals and the type of evaluation	6.5	20.2	42	23.5	7.9	100	3.06	1
Providing the background for removing the dominance of final tests in determining the academic destiny of the learners	10	19.3	37.8	21.8	11	100	3.04	2
Using good models during evaluation of learning of the learners	7.3	21.8	39	25.1	6.9	100	3.02	3
Providing the background for independency of the school and teacher in the framework of general policies of education department	8.5	22	38.2	23.4	7.9	100	3	4
Providing the background for emphasis on Education goals instead of emphasis on the content of textbooks	9.7	22	39.5	21.2	7.6	100	2.95	5
Providing the background of using qualitative criterions instead of quantity criterions during evaluation of students learning	10	23	37.1	23.9	6	100	2.92	6
Using the criterions consistent with the world standards to evaluate the students learning	11.7	22.7	39.9	19.3	6.5	100	2.86	7
Variable of consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement	7.6	27.3	34.2	22.3	8.6	100	2.97	

The data in the above table indicates the comments of teachers about the required indices to recognize the variable of consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement and it seems

that using different methods and evaluation tools considering the goals and the type of evaluation with the average of 3.06 of 5 from the aspect of consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement is in the first rank, the factor of Providing the background for removing the dominance of final tests in determining the academic destiny of the learners with the average of 3.04 of 5 is in the second rank and finally the factor of Using the criterions consistent with the world standards to evaluate the students learning with the average of 2.86 of 5 from the aspect of consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement is in the seventh rank (The last) and the variable of consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement with the average of 3.06 of 5 indicates the capability of Iran educational evaluation system in achieving the required goal, because obtained average is more than the moderate average (2.5 of 5).

5-2 Reviewing the comments of the studied students about the consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement (RQ.5).

To recognize the comments of the studied students about the consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement (RQ.5), we considered 5 indices for each group

Table 27: Relative frequency distribution of the studied students comments about required indices of consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement

Indices	Very little	Little	Average	Much	Very much	Total	Average of 5	Rank of each index
Providing the background for empowering students in correct evaluation of their talents	9.2	14.7	30.5	24.7	21	100	3.336	1
Providing the conditions to replace class marks with test marks for students	11	15	25.7	25.2	23.2	100	3.345	2
Providing the background to remove traditional scoring (0-20 scoring)and its reflection in students destiny	15.8	13.2	26.2	23.2	21.7	100	3.216	Pr
Providing the background to improve creativity and innovation in students	11.7	18.3	27.7	24.3	18	100	3.186	4
Providing the conditions for effective involvement of the scores of the students reports to improve them	13.2	15.5	29.5	25.8	16	100	3.160	5
Variable of consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement	4.5	13.3	32	34.5	15.7	100	3.435	

The data in the above table indicates the comments of students about the required indices to recognize the variable of consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement and it seems that the Providing the background for empowering students in correct evaluation of their talents with the average of 3.336 of 5 from the aspect of consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement is in the first rank, the factor of Providing the conditions to replace class marks with test marks for students with the average of 3.345 of 5 is in the second rank and finally the factor of Providing the conditions for effective involvement of the scores of the students reports to improve them with the average of 3.160 of 5 from the aspect of consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement is in the fifth rank (The last) and the variable of consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement with the average of 3.435 of 5 indicates the capability of Iran educational evaluation system in achieving the required goal, because obtained average is more than the moderate average (2.5 of 5).

5-3 Reviewing the comments of the studied parents about the consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement (RQ.5).

To recognize the comments of the studied parents about the consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement (RQ.5), we considered 7 indices for each group.

Table 28: Relative frequency distribution of the studied students parents comments about required indices of consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement

Indices	Very little	Little	Average	Much	Very much	Total	Average of 5	Rank of each index
Prepare the teacher of the student for getting experience	4.1	13.5	38.8	29.4	14.2	100	3.360	1
Providing the background to recognize talents and interests of children in selecting major and job	5	11.3	28.2	29.8	25.7	100	3.598	2
Providing the background for being informed of the teacher of your students teaching methods	3.4	10.8	34.3	34.8	16.7	100	3.504	3
Providing the background to identify your children interests	4.2	13.8	32.1	32.2	17.8	100	3.455	4
Providing the necessary condition to consider all the required aspects to evaluate improvement of children instead of traditional system 0-20	8	12.6	33.4	23	23	100	3.404	5
Providing the background for being assured in achieving achievement conditions of your children	2.7	16.5	34.2	31.8	14.9	100	3.397	6
Using good models and methods for exact evaluation of learning of your children	5	13.9	39.8	27.4	13.8	100	3.311	7
Variable of consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement	2.1	11.8	34.4	35.1	16.7	100	3.525	

The data in the above table indicates the comments of students about the required indices to recognize the variable of consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement and it seems that Preparing the teacher of the student for getting experience with the average of 3.360 of 5 from the aspect of consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement is in the first rank, the factor of Providing the background to recognize talents and interests of children in selecting major and job with the average of 3.598 of 5 is in the second rank and finally the factor of Using good models and methods for exact evaluation of learning of your children with the average of 3.311 of 5 from the aspect of consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement is in the seventh rank (The last) and the variable of consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement with the average of 3.525 of 5 indicates the capability of Iran educational evaluation system in achieving the required goal, because obtained average is more than the moderate average (2.5 of 5).

5-4 Reviewing the comments of the studied groups about the consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement (RQ.5).

Table 29: Relative frequency distribution of the studied groups comments about required indices of consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement (RQ.5)

Groups Choices	Teachers Absolute Frequency	Relative Frequency	Students Absolute Frequency	Relative Frequency	Parents Absolute Frequency	Relative Frequency	Total Absolute Frequency	Relative Frequency
very little	182	7.6	108	4.5	25	2.1	490	8.2
Little	655	27.3	320	13.3	141	11.8	1396	23.3
Average	820	34.2	768	32	413	34.4	2001	33.4
Much	536	22.3	928	34.5	421	35.1	1505	25.1
Very much	207	8.6	376	15.7	200	16.7	608	10.1
Total	2400	100	2400	100	1200	100	6000	100
Average	2.97		3.43		3.52		3.06	

The data in the above table shows that most of the studied teachers (34.9 %), answered the research question 5 "the consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement" as little and very little, most of the studied students (49.2 %) and most of the studied parents (51.8 %) in their evaluation to answer research question 5" the consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement" commented as much and very much choices and average evaluation of teachers was 2.97 of 5, students 3.43 of 5 and parents 3.52 of 5 and average of comments and evaluation of the sum of three groups was 3.06 of 5. Obtained average is more than the moderate average (2.5 of 5) and it can be said that evaluation of 3 studied groups (Teachers, students and parents) is suitable for the success of the capabilities of Iran educational evaluation system with assessment and evaluation standards of academic achievement.

Data analysis

In this research considering the nature of the goals and research questions, for findings analysis, the comparison of means technique is used and for recognition of the difference of the evaluation and comments of the studied groups to the raised questions, one-way variance (F) was used. The following table deals with the findings.

The comparison of the mean of evaluation of the studied groups about the capabilities of Iran educational evaluation system for exact evaluation of the performance of curriculum output (RQ.1):

To know about the difference of evaluation mean of the studied groups to research question 1, one-way variance test (F) was used. The following table deals with the summary of the calculations.

Table 30: The mean evaluation of the studied groups about the capabilities of Iran educational evaluation system for exact evaluation of learners' performance during teaching-learning process (RQ.1)

Groups	Number	Mean
Teachers	24000	2.46
Students	2400	2.29
Parents	1200	3.59
Total groups	6000	2.65

Table 31: The summary of statistical indices

Changes source	Sum of squares	Degree of Freedom	Squares Mean	F value	Significance level
Inter-group	1394.437	2	697.219	827.284	0.009
Intra-group	5054.152	5997	0.843		
Total	6448.589	5999	-		

The results of the studies show that the value of F equals 827.284 and it can be said that at reliability coefficient level more than 99%, there is significant difference in evaluation of three studied groups about the capabilities of Iran educational evaluation system for exact evaluation of the performance of curriculum output (RQ.1).As the parents of the students are with the average of 3.59 of 5 in the first rank, teachers with the average of 2.55 of 5 in the second rank and finally students are in the third rank in terms of success of Iran evaluation system for exact evaluation of the performance of curriculum output with the average of 2.29 of 5.

The comparison of the mean evaluation of the studied groups about the capabilities of Iran educational evaluation system for exact evaluation of learners' performance during teaching-learning process (RQ.2):

To know about the difference of evaluation mean of the studied groups to research question 2, one-way variance test (F) was used. The following table deals with the summary of the calculations.

Table 32: The mean evaluation of the studied groups about the capabilities of Iran educational evaluation system for exact evaluation of learners' performance during teaching-learning process (RQ.2)

Groups	Number	Mean
Teachers	2400	2.71
Students	2400	2.61
Parents	1200	3.73
Total groups	6000	2.88

Table 31: The summary of statistical indices

Changes source	Sum of squares	Degree of Freedom	Squares Mean	F value	Significance level
Inter-group	1113.995	2	556.978	570.263	0.009
Intra-group	5857.292	5997	0.977		
Total	6971.247	5959	-		

The results of the calculations show that the value of F equals 570.263 and it can be said that at reliability coefficient level more than 99%, there is significant difference in evaluation of three studied groups about the capabilities of Iran educational evaluation system for exact evaluation of learners' performance during teaching-learning process (RQ.2).

As the parents of the students are with the average of 3.73 of 5 in the first rank, teachers with the average of 2.71 of 5 in the second rank and finally students are in the third rank in terms of success of Iran evaluation system for exact evaluation of learners' performance during teaching-learning process (RQ.2) with the average of 2.61of 5.

The comparison of the mean evaluation of the studied groups about the capabilities of Iran educational evaluation system for exact evaluation of the behavioral characteristics and natural and real conditions of the life of learners (RQ.3):

To know about the difference of evaluation mean of the studied groups to research question 3, one-way variance test (F) was used. The following table deals with the summary of the calculations.

Table 34: The mean evaluation of the studied groups about the capabilities of Iran educational evaluation system for exact evaluation of the behavioral characteristics and natural and real conditions of the life of learners (RQ.3)

Groups	Number	Mean
Teachers	2400	3
Students	2400	2.51
Parents	1200	3.35
Total groups	6000	2.87

Table 35: The summary of statistical indices

Changes source	Sum of squares	Degree of Freedom	Squares Mean	F value	Significance level
Inter-group	628.209	2	314.104	332.951	0.009
Intra-group	5657.535	5997	0.943		
Total	6285.744	5959	-		

The results of the calculations show that the value of F equals 332.951 and it can be said that at reliability coefficient level more than 99%, there is significant difference in evaluation of three studied groups about the capabilities of Iran educational evaluation system for exact evaluation of the behavioral characteristics and natural and real conditions of the life of learners (RQ.3) As the parents of the students are with the average of 3.35 of 5 in the first rank, teachers with the average of 3 of 5 in the second rank and finally students are in the third rank in terms of success of Iran evaluation system **for exact evaluation of the behavioral characteristics and natural and real conditions of the life of learners (RQ.3)**with the average of 2.51of 5.

The comparison of the mean evaluation of the studied groups about the capabilities of Iran educational evaluation system for exact recognition of good performance in keeping the mental health of learners (RQ.4):

To know about the difference of evaluation mean of the studied groups to research question 4, one-way variance test (F) was used. The following table deals with the summary of the calculations.

Table 36: The mean evaluation of the studied groups about the capabilities of Iran educational evaluation system for exact recognition of good performance in keeping the mental health of learners (RQ.4)

Groups	Number	Mean
Teachers	2400	2.93
Students	2400	2.50
Parents	1200	3.39
Total groups	6000	2.85

Table 37: The summary of statistical indices

Changes source	Sum of squares	Degree of Freedom	Squares Mean	F value	Significance level
Inter-group	659.664	2	329.832	312.644	0.009
Intra-group	6326.682	5997	1.055		
Total	6986.346	5959	-		

The results of the calculations show that the value of F equals 312.644 and it can be said that at reliability coefficient level more than 99%, there is significant difference in evaluation of three studied groups about the capabilities of Iran educational evaluation system for exact recognition of good performance in keeping the mental health of learners (RQ.4). As the parents of the students are with the average of 3.39 of 5 in the first rank, teachers with the average of 2.93 of 5 in the second rank and finally students are in the third rank in terms of success of Iran evaluation system for exact recognition of good performance in keeping the mental health of learners (RQ.4) with the average of 2.50 of 5.

The comparison of the mean evaluation of the studied groups about the consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement (RQ.5):
To know about the difference of evaluation mean of the studied groups to research question 5, one-way variance test (F) was used. The following table deals with the summary of the calculations.

Table 38: The mean evaluation of the studied groups about the consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement (RQ.5)

Groups	Number	Mean
Teachers	2400	3.02
Students	2400	2.56
Parents	1200	3.52
Total groups	6000	2.94

Table 39: The summary of statistical indices

Changes source	Sum of squares	Degree of Freedom	Squares Mean	F value	Significance level
Inter-group	767.036	2	383.518	353.507	0.009
Intra-group	6506.126	5997	1.085		
Total	7273.162	5999	-		

The results of the calculations show that the value of F equals 353.507 and it can be said that at reliability coefficient level more than 99%, there is significant difference in evaluation of three studied groups about the consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement (RQ.5). As the parents of the students are with the average of 3.52 of 5 in the first rank, teachers with the average of 3.02 of 5 in the second rank and finally students are in the third rank in terms of success of about the consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement (RQ.5) with the average of 2.56.

Determination of the success of educational evaluation system (Exams) from the view of three groups (Teachers, students and parents) in achieving the following goals:

In this research 5 research questions were raised and these questions were analyzed from the view of teachers, students and parents. The data of the following table shows the success of educational evaluation system (Exams) to the research goals based on ranking.

Table 40- Ranking the success of educational evaluation system (Exams) in Iran from the view of three groups (Teachers, students and parents) in achieving the goals

No	Research questions	First rank	Second rank	Third rank
1	Determining the effect of Iran evaluation system in exact evaluation of output performance of curriculum	Parents	Teachers	Students
2	Determining the effect of Iran evaluation system in exact evaluation of learning performance of learners during teaching-learning process	Parents	Teachers	Students
3	Determining the effect of Iran evaluation system in exact evaluation of the behavioral characteristics and natural and real conditions of the life of learners performance	Parents	Teachers	Students
4	Determining the effect of Iran evaluation system in exact evaluation of performance in keeping the mental health of learners	Parents	Teachers	Students
5	Determining the effect of Iran evaluation system in exact evaluation by assessment and evaluation standards of academic achievement	Parents	Teachers	Students

The obtained data shows that in evaluation of the studied groups about the success of educational evaluation system (Exams) in achieving 5 search questions (Exact evaluation and output performance of curriculum, learning performance of learners during teaching process, behavioral characteristics performance, natural and real conditions of learners, performance of evaluation system in keeping mental health of learners and consistency of evaluation system in Iran with assessment standards and learners academic achievement evaluation, parents are in the first rank, teachers in the second rand and students are in the third rank in terms of the success of educational evaluation system (Exams).

It is worth to mention that in fact teachers by direct communication with evaluation process should be in the first rank, but as the parents are less informed about the evaluation process (Exams) are in the place of teachers and this should be considered.

Conclusion

Descriptive results
The results of the research are as the followings:

- Of the total of 2400 teachers, 53.4% were men and 46.6 % were women. Also, of the total of 2400 studied students, 64.7 % were boys and 35.3 % were girls and finally of total 1200 parents, 44.3 % men and 55.7 % women.
- Of total 2400 teachers, 49.9 % were working in high school, 33.3% in guidance school and 16.8% were in elementary school.
- Of the total 2400 studied teachers, current position of 17.5% of them were elementary school teachers, 21.3 % were teacher of guidance school, 34.5% teacher of high school, 7.5% principal and 19.2% were in others position in education Department.
- Of the total 2400 students, 49.4% were in high school, 33.5% were in guidance school and 17.1% were in elementary school.
- Of total 1200 studied parents, 6.1% were illiterate, 22.7 % were under Diploma, 27.2% had diploma, 15.4% had associate diploma, 23.8% had BA and 4.9% had MA and higher education.

The results of the findings show that the perspective of the studied teachers about the effect of Iran evaluation system in exact evaluation of output performance of curriculum (RQ.1), the factor "Informing parents of the students about academic achievement of their children" with the average of 3.61 of 5 from the aspect of the success of educational system in exact evaluation is in the first rank, and factor providing the background to help the planners and writers of textbooks to take the required decisions with the average of 3.15 of 5 in the eighth rank. Also, from the perspective of the students' factor "Informing parents of the students about academic achievement of their children" with the average of 3.698 of 5 is in the first rank and the factor "Providing the background to modify and improve teachers activities regarding teaching the students with the average of 3.337 of 5 are in the fifth rank. Finally from the perspective of parents factor "providing the background for taking good decisions about their children" with the average of 3.663 of 5 from the aspect of the success of educational system in exact evaluation is in the first rank, and factor "The amount of efficiency of academic evaluation system in comparison with the required costs" with the average of 3.370 of 5 from the aspect of capability of Iran educational evaluation system in exact assessment of textbook performance and output (RQ.1) is in the fifth rank.

In sum, the data of the research indicated that the average evaluation of teachers about the effect of capability of Iran educational evaluation system in exact assessment of textbook performance and output (RQ.1) were 3.45 of 5, students 3.71 of 5, parents 3.58 of 5 and the average of the comments of the total three groups and evaluation of the sum of three groups to the effect of the above variable (RQ.1) was 3.35 of 5 .

- The results of the findings show that the perspective of the studied teachers about the effect of Iran evaluation system in exact evaluation of learning performance of learners during teaching-learning process (RQ.2), the factor "providing the background for continuous evaluation of the academic achievement of the students with the average of 3.47 of 5 is in the first rank and the factor "providing the background for evaluation of students groups activities" with the average of 3.03 of 5 is in the seventh rank. Finally from the perspective of parents factor "Providing the background for the capability of the students in solving the problems requiring intelligence and thought with the average of 3.351 of 5 is in the first rank and the factor "providing the background for required capabilities for permanent learning of the students with the average of 2.973 of 5 from the aspect of capability of Iran educational evaluation of learners performance during teaching-learning process (RQ.2) is in the fifth rank.

In sum, the data of the research indicated that the average evaluation of teachers about the effect of capability of Iran educational evaluation of learners performance during teaching-learning process (RQ.2) 3.28 of 5, students 3.39 of 5, parents 3.73 of 5, the average of the comments and evaluation of the sum of three groups to the effect of the above variable (RQ.2) was 3.47 of 5.

- The results of the findings show that the perspective of the studied teachers about the effect of Iran evaluation system in exact evaluation of the behavioral characteristics and natural and real conditions of the life of learners performance (RQ.3), factor "Considering the self-assessment and evaluation of each student from his learning with the average of 3.18 of 5 is in the first rank, the factor of Increasing the self-confidence and the factor "Considering physical, emotional, mind and mental preparations of the students" with the average of 2.82 of 5 is in the eights rank. Also from the aspect of students factor "Providing the background for taking good decisions of students for achievement and progress with the average of 3.600 of 5 is in the first rank, and the factor of Providing the background for students evaluation without causing any stress and pressure for students with the average of 2.920 of 5 is in the fifths rank. And finally from the aspect of parents the factor "Providing the background of self-confidence and self-sufficiency in your children with the average of 3.695 of 5 is in the first rank and factor" Providing the background for removing threat and stress of your children with the average of 3.038 of 5 from the aspect of capability of Iran educational evaluation of evaluation of the behavioral characteristics and natural and real conditions of the life of learners is in the tenth rank.

In sum, the data of the research indicated that the average evaluation of teachers about the capability of Iran evaluation system in exact evaluation of the behavioral characteristics and natural and real conditions of the life of learners performance (RQ.3) 2.99 of 5, students 3.48 of 5, parents 3.35 of 5, the average of the comments and evaluation of the sum of three groups to the effect of the above variable (RQ.3) was 3.12 of 5.

- The results of the findings show that the perspective of the studied teachers about the effect of Iran evaluation system in exact evaluation of performance in keeping the mental health of learners factor "Providing the back ground to determine the weaknesses and strong points of the students in teaching-learning process with the average of 3.22 of 5 is in

the first rank and the factor of Providing the background to research in students with the average of 2.85 of 5 is in the sixth rank. Also from the perspective of the students the factor" Providing the background for evaluation system causing the weaknesses and strong points of the students in different aspects with the average of 3.571 of 5 is in the first rank, and the factor of Providing the background for educating research morale in students with the average of 3.131 of 5 is in the fifth rank. And finally from the perspective the parents the factor "Providing the back ground for educating talents and creativity of your children with the average of 3.437 of 5 is in the first rank, and the factor of Providing the conditions for evaluation of important learning issues instead of evaluation of memorized things for your children with the average of 3.113 of 5 is in the fourth rank.

In sum, the data of the research indicated that the average evaluation of teachers about the effect of Iran evaluation system in exact evaluation of performance in keeping the mental health of learners 3.06 of 5, students 3.49 of 5, parents 3.39 of 5, the average of the comments and evaluation of the sum of three groups to the effect of the above variable (RQ.4) was 3.15 of 5.

- The results of the findings show that the perspective of the studied teachers about the effect of Iran evaluation system in exact evaluation by assessment and evaluation standards of academic achievement, factor "using different methods and evaluation tools considering the goals and the type of evaluation with the average of 3.06 of 5 is in the first rank, and the factor of Using the criterions consistent with the world standards to evaluate the students learning with the average of 2.86 of 5 is in the seventh rank. Also from the perspective of the students factor "Providing the background for empowering students in correct evaluation of their talents with the average of 3.336 of 5 is in the first rank, and the factor of Providing the conditions for effective involvement of the scores of the students reports to improve them with the average of 3.160 of 5 is in the fifth rank. And finally from the perspective of the parents the factor "Preparing the teacher of the student for getting experience with the average of 3.360 of 5 is in the first rank, and the factor of Using good models and methods for exact evaluation of learning of your children with the average of 3.311 of 5 is in the seventh rank.

In sum, the data of the research indicated that the average evaluation of teachers about the effect of consistency of Iran evaluation system in exact evaluation by assessment and evaluation standards of academic achievement 2.97 of 5, students 3.43 of 5, parents 3.52 of 5, the average of the comments and evaluation of the sum of three groups to the effect of the above variable (RQ.5) was 3.06 of 5.

Analytic results

In this research considering the nature of the goals and research questions for findings analysis, the comparison of means is used and for recognition of the difference of the evaluation and comments of the studied groups about the questions raised, one-way variance (F) is used. According to the calculations of one-way variance test (F) about the 5 research questions, there was significant difference in analysis of 3 studied groups about 5 questions at reliability coefficient level more than 99%. Based on this, the parents are in the first rank, the teachers in the second rank and finally the students are in the third rank. Evaluation of the studied groups about the success of educational evaluations system (Exams) in achieving 5 search questions (Exact evaluation and output performance of curriculum, learning performance of learners during teaching process, behavioral characteristics performance, natural and real conditions of learners, performance of evaluation system in keeping mental health of learners and consistency of evaluation system in Iran with assessment standards and learners academic achievement evaluation) , parents are in the first rank, teachers in the second rand and students are in the third rank in terms of the success of educational evaluation system (Exams). It is worth to mention that in fact, teachers by direct communication with evaluation process should be in the first rank, but as the parents are less informed about the evaluation process, (Exams) are in the place of teachers and this should be considered.

Suggestions

1- It is recommended that in order that educational evaluation system (Exams) can achieve its goals, planners should increased the real interaction between parents, teachers and students to avoid the extension of this gap between them in the studied 3 groups and be unified and this can increase the success of educational evaluation system (Exams) to achieve its goals.

2- It is recommended that planners provide the background to modify and change the attitudes of the studied groups about the mentioned factors by increasing the interaction between 3 groups and also identification of the ways to make these factors more effective in educational evaluation process (Exams) and it can pave the way for evaluation system to be successful in the mentioned factors.

3- It is recommended that planners for the aim of removing the problems of evaluation system (Exams) take the required measurements about the learning performance of learners in teaching-learning process (RQ.2) and by modifying the existing condition try to identify the ways to make these factors effective in educational evaluation process (Exams) in order that this system can be successful in mentioned indices namely the factors that are lower in evaluation process of the studied groups in research question 2 and pave the way for the success of all the factors at the same time.

4- It is recommended that planners for the aim of removing the problems of evaluation system (Exams) take the required measurements about the consideration of evaluation system in exact analysis of the behavioral characteristics and natural and real conditions of the life of learners performance (RQ.3) and understand behavioral characteristics and natural and real conditions of the life of learners and by changing the existing situation and more consistency of evaluation system with the mentioned conditions and namely naturalizing evaluation system with behavioral characteristics and natural and real

conditions of the life of learners, take the necessary actions in order that that this system can be successful in mentioned indices namely the factors that are lower in evaluation process of the studied groups in research question 2 and by logical understand of these demands, pave the way for increasing the success of Iran educational evaluation system (Exams).

5- It is recommended that planners to remove the problems of evaluation system (Exams) try to attract the attention of Iran evaluation system to exact evaluation of performance in keeping the mental health of learners and by changing the current situation and more consistency of evaluation system with the mentioned condtions and namely considering mental health of learners in educational evaluation process (Exams) pave the way for this system to improve mental health of the learners and provide the progress of mental health education and this cause that evaluation system beside achieving the mentioned goals improve the education of happy and healthy people as they should run the society in future.

6- It is recommended that planners in order to remove the problems of evaluation system (Exams) try to provide more consistency of Iran educational evaluation system with assessment and evaluation standards of academic achievement (RQ.5) to provide more consistency between the mentioned factors to assess the evaluation system conformity with the world standards.

7- It is recommended that the planners to improve Iran educational evaluation system and connecting it to formal teachings in the schools take the necessary measurements to provide the way to develop the educational quality and quantity at the same time.

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