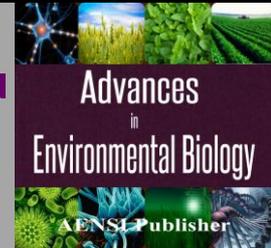




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Study of the Effect of Publishing Teacher's Growth Journal on Development of Culture of Reading among Teachers at Secondary Education Level of the Department of Education, Tehran, 2012-2013

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ABSTRACT

The goal of this study is to investigate the effect of Teacher's Growth Journal on development of culture of reading among teachers at secondary education level of the Department of Education, Tehran in the academic year 2012-2013 in order to present solutions to amend and expand this culture. The descriptive study is of correlation type and its statistical society was 2925 people. 360 people were selected as sample using systematic random sampling method and responded to the questionnaire made by the researcher, showing a reliability coefficient of 0.76. Upon testing the target group and extracting the data, descriptive statistics (abundance, percentage, mean, criterion deviation, etc.) and inferential statistics (Kolmogorov Smirnov test, one sample t parametric test and K square test) were used to analyze them. The results showed that publication of Teacher's growth journal has effect on the degree of spent time by teachers to read this journal ($\chi^2=387,329$, P). Also teacher's view toward the effect of publishing teacher's growth journal on the degree of thinking and planning about the read topics is significantly negative ($t=-20,703$, p). Furthermore, teachers' view about the effect of publishing teacher's growth journal on degree of using the read materials for the purpose of individual and professional growth and development is significantly negative ($t=-12,336$, p) and at last the teachers' view toward the effect of publishing teacher's growth journal on the degree of debate and exchange of views regarding the read topic of the journal with the colleagues is significantly negative ($t=-21,512$, p).

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INTRODUCTION

The world of today is changing with an undefinable speed. These changes affect many dimensions of the human life and affect his equations. The developments that were made in different areas of science and technology pave the ground to create a new knowledge in different areas that create different and modern needs for the current life of human being. Facing these needs and providing conditions to meet them requires the full command of modern knowledge. In this direction, the route of education has experienced or will experience many changes. Human being is currently in an era when the educational media play a very important and effective role to materialize the educational objectives. Use of educational media and materials facilitates, accelerates and increases the precision in education and learning. The educational media and tools are the facilities that if they are used properly in the process of learning and teaching, they will help the audience a lot by creating concepts and knowledge. Educational media could be used to create new information and understanding of the issue, learning new skills, changing the beliefs and views of the audience and or changing their method of life or in other words, educational media are able to transfer the total content of education to the audience [10].

Educational media are classified from different perspectives and each of them pays attention to the media from a particular perspective. One type of classification of media is as follows: Visual media, auditory media, Visual-auditory media and multi-sensory media. Among these books, newspapers, magazines, reproduced documents and materials that are considered as visual media are the most frequently used ones among the addressees [4]. One of the most common visual media is educational magazines whose main addressees are the teachers and students. They are always welcomed by the addressees due to their rich educational content, variety

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in frames to present content and being up-to-date. One of the main objectives of this journal (including Teacher's Growth Journal) from when it was published in 1963 was paying attention to the expansion of literacy and development of culture of reading among teachers [14].

The reality is that although the Ministry of Education invests hugely on preparation of textbooks and specialized publications and its aim is to inform the teachers of the new research and scientific findings and to increase the level of knowledge and update their information in their job field and since teachers are considered as one of the effective strata in education and learning, they themselves would need to learn and read consequently, while unfortunately the researches showed that about 47% of the teachers are not interested in reading [5].

This is while according to clause 13 of the 6th chapter of macro-strategies of the fundamental development plan of the Department of Education regarding ongoing development of qualifications and ideological, educational, scientific and professional abilities of the teachers, this group is considered as one of the effective strata on education and learning and they themselves need to learn and consequently read.

Theoretical Grounds of the Study:

The word 'Majaleh' (means journal) was extracted from the Arabic word 'Makhzan' that means the storage for different goods and it consists of a vast selection of different literary works such as stories, non-stories, relatively short selected texts, thematic variety such as tables, hand-made works, images, pictures, etc. The relatively short selected texts, thematic variety and the shape and format of the journal is a factor that encourages the addressees to read the journal. This characteristic meets the requirements of the addressees with different tastes and interests and satisfies the addressees who avoid reading long and heavy topics.

A look at the date of educational publications shows that the first publication was published by the Ministry of Culture in March 1919 under the title of principles of education. This publication gradually continued to be published for a few years under the title of 'education', 'culture monthly', 'education monthly'. In 1962, the establishment of the Bureau of Educational Publications gradually started publishing set of publications under the main title of 'Peyk' and minor titles of 'child', 'new learner', 'teenager', 'young adult', 'teacher' and 'family' as well as 'education' monthly. Most of these journals were published every 15 days throughout the academic year and the number of their editions was total of 3 million copies that were distributed as much as possible in different cities and villages of the country.

The considerable point to publish 'Peyk' journals was the scientific assessment, study and introductory tests before publishing journals according to different age groups. Before publishing the first journal of the group of 'Peyk' journals, vast study and research started with regard to objectives, methods and working programs of the similar journals in other countries of the world. Finally, the first experimental round of reading items for the newly-literate ones started by publishing a journal in 12 pages in the name of 'student's Peyk' for the children studying at 3rd to 6th grades of primary school and a journal in 8 pages in the name of 'teacher's Peyk' for the teachers of those classes. In 1969, 'children's Peyk' was published for the children studying at kindergartens and students of the 1st grade of primary school. In 1974, the Educational Publication Centre started publishing with the cooperation of Soroush Publications to publish Peyk journals, educational monthlies, practice books, textbooks and publications specific for children, teenagers and the young adults. 1978 was in fact the last year of activity of Peyk journal. During two years after the victory of the Islamic revolution, it was generally tried to publish Peyk journals with a more suitable appearance and this journal was re-published under the name of 'Roshd' from 1982 by publishing Teacher's Growth Journal [7].

The Teacher's Growth Journal was the first journal that was published in the new edition under the title of 'Growth for Teachers', students of teacher training centers and experts of the Department of Education and families, and they continued being published regularly during the past 31 years.

Some main characteristics of these journals that differentiate them from other journals are as follows:

1. They use all methods of subject elaboration and the tricks to attract addressees. But all these activities serve the educational objectives.
2. They do not substitute teachers, but adjust the teacher-centered atmosphere as a powerful educational tool and get the students share their education. Teacher's guidelines are the inseparable parts of these journals.
3. Educational journals are not content-centered and some pages are allocated to interesting activities or making educational tools.
4. These journals often play an important role for the parents to teach their children, particularly at the pre-primary school and first grade of primary school and share them in the trend of child's education by including activities in the journal that children perform or complete them with the help of their parents.
5. To avoid unilateral messages and speeches and to play a role as a connecting bridge between the officials and addressees.
6. To have unique quality of publications as far as the pictures, page setting, artistic writing, editing, etc. are concerned.
7. To stress on using committed, sympathetic and efficient forces in the stages of producing publications

8. To emphasize on educational aspects of the journals and their connection with educational programs.
9. To develop and expand culture of reading among their addressees [9].

In advanced societies of the world the importance of studying and reading different topics has become clear for the people and improvement of reading situation and the correct ways and acceleration of this issue as well as better understanding of the topics is considered as one of the important educational measures. In advanced societies, the correct methods of study are not only presented during education of different subjects of the schools to the learners, but short-term and long-term courses of correct methods of studying and methods of quick and conceptual reading are held for all the interested people and they encourage and persuade them in different ways for the people to participate in these courses [8].

Study could be noted in the light of three principles of reasonable actions, least attempt and accessibility in one go.

1. Principles of wise treatment by humans:

According to this principle, at least three main intentions could be specified for reading:

- Reading for enjoying.
- Reading for learning.
- Reading for better decision-making and better action.

It is correct that each of these could be accompanied by the other one simultaneously, but in each case of reading one of these might have priority over the other one at each given time.

When reading, whatever is fit into art dominates that reading for joy. Art is defined as beautiful and exalted expression of thoughts, emotion and human feelings [13]. When reading a poem, story, drama, comedy, scenario and cases of this group, 'joy is actively present'. On the other hand, thinking wisely is accompanied by attention to priority deep down.

The third type of reading is reading for better decision-making and better action. In this type, learner raises questions that clarify the duties under action for him. Learning situation is meticulously noted and mixes a new understanding which is the product of this process with its knowledge framework. He does not find it sufficient as to what there is or what others say, but he checks its correctness himself and modifies or rejects them. We intend in this type of reading to remove the problem, to make better decisions, to overcome a difficult situation, to come up with an insight, to achieve more transparent goals, to provide a new combination of knowledge, to change the approach, to expand the abilities and to come up with new solutions.

2. Principles of the least endeavor:

According to this principle, humans are inherently inclined to choose a case among the different cases that are available to them to reach an objective that needs fewer endeavors. Zipf's studies show that humans prefer the words for speech and writing that are shorter and their usage requires less energy to longer terms [2]. The important point related to the principles of least attempt is that hearing and seeing is always simpler than reading.

3. Principles of accessibility:

Accessibility could be noted at least from four aspects: Accessibility based on reading skills, materialistic accessibility, physical accessibility and conceptual accessibility. Materialistic accessibility is related to the individual's ability to buy materials for reading. Physical accessibility is another factor that has a determining effect on the quality and quantity of reading books. Considering the three mentioned principles as mentioned above, it is necessary to differentiate among reading for leisure, reading for learning and reading for better decision-making and each should be considered separately from one another.

Research History:

Some studies have been conducted regarding the educational journals and the degree of their effectiveness and how they are welcomed by their addressees and some of these relevant studies are mentioned as follows:

Akbari, 1997 studied 'the effective factors on the degree of reading by teachers of secondary education level and teachers of Tehran and came up with the following results:

1. School teachers read more than high school teachers.
2. Teachers who are very occupied do not read non-textbooks, but read newspapers.
3. Different factors such as not having sufficient time for reading, being bored of educational and health affairs of the children and high price of books and journals prevent the teachers from reading.
4. Different factors such as payment of benefits according to the evaluation of teachers' knowledge, reduced weekly committed hours of teachers and including time for reading at school persuade teachers to read.

Regarding the fact how much the teachers are inclined to reading, the results of the study conducted by Akbari, 1997 show that the teachers of school read more than the teachers of high School.

The teachers who are very busy, do not read non-textbooks, but read newspapers. Different factors such as insufficient time for reading, tiresome, educational and health affairs of children, expensive book and journals impede the teachers to read. Different factors such as payment of benefits according to evaluation of teachers' knowledge, reduction of weekly hours of commitment of teachers and allocation of some hours for reading in the school will provoke teachers' interest in reading.

Mansouri, 1998 found out the following results in his study under the title of 'study of the effective factors on turning reading to a habit of teachers from the perspective of teachers of Primary School in Isfahan:

1. "Personal characteristics" could affect the teacher's habit in reading.
2. Social factors (libraries and their facilities) attract individuals to reading.
3. Educational factors (Teachers' educational courses while serving) have made individuals more interested to read and to acquire knowledge.

Thus it seems that the results obtained by Joushaqani, 2000 under the title of 'study of the degree and type of teachers' reading at three educational terms of Kashan and the ways to persuade them to read' showed that the teachers read roughly 1 hour during 24/7 and each teacher reads roughly 8 hours whether textbooks or others. Regarding reading publications, 85.8% of teachers read different publications. Among them Teacher's growth shows 34%, Peyvand journal shows 27.5%, education journal shows 16.5%, educational technology growth shows 10.7%, education quarterly shows 3.9% and educational research paper shows 1.9% of the abundance. Also the teachers of junior high school and high school read more than the teachers of primary school. It is clarified that the development of culture of reading by media such as Growth Journal for the teachers and aiming at updating their information and knowledge is an issue that should be constantly and regularly assessed and studied by determining the degree of its effect on developing the culture of study. Even without its effect, the necessary decisions are made to prepare the suitable content of the journal considering this important goal.

Golchoobi, 2005 also raised in his study that introduction of suitable books and journals in TV programs and production of movies from life of individuals who read a lot and study by the producers of IRIB and training of correct methods of study in schools and increased number of books and journals and the reduction of their prices by the authorities are the effective social factors to make individuals interested in reading.

Sharifan, 2008 found out in a study under the title of 'taking the public opinion of the teachers of primary schools in Fars province regarding the Growth Journal of primary education and found out that according to teachers, the objectives of the journal were materialized at average and low level. Thus the journal moves toward complete materialization of its objectives as far as the type of topics and content, the volume of topics to attract the teachers' participation in providing, forming and graphic design and also timely distribution of the necessary revisions are concerned.

Kim and Creschen, 2002 conducted a study on the topic of reading by teachers and found out that most of the teachers are not inclined to read and the life problems causing this lack of interest were studied. Their answers show that they have no interest in reading. Commeyros & Mazile, 2011 conducted a study under the title of research about culture of reading among teachers of primary schools and asked 86 teachers of primary schools regarding the habits, incentives and attitudes of students toward reading. These teachers believed that the teachers who spent a longer time to read have students who read more and the students learn how to conduct a research or study using their teachers' experience.

Research Method:

The research method of this descriptive study is of quantitative type. The statistical society of this study is all the teachers working for the secondary education schools of Tehran who are 2,925 people in the academic year 2012-2013 who were subscribed to Teacher's Growth Journal and received it. Out of the society in question, 340 were selected as the sample group using Morgan table and systematic sampling method.

The used instrument to collect data was the researcher's made questionnaire. The questionnaire in question has three guideline or instruction parts, individual details and items. In the guideline or instruction part, the method to respond to the questionnaire was explained. In the part of individual details, information such as age, gender, education, etc. was asked. In the section of items also, the information related to research questions is asked. The third part (items) proportionate to the research questions has four parts about the degree of spent time, the used topics and the degree of thinking and planning as well as debate and exchange of views. Following the regulation of the questionnaire and their items as assessed by the experts, its validity was calculated to be 4. To determine the reliability of the questionnaire, the test-retest method was used. For this purpose the researcher once implemented it in a small group of 30 people. After a limited time of 2 weeks, the questionnaire was again implemented on the same group of 30 people. In order to calculate the reliability coefficient of the questionnaire, the correlation of the results of the first and second implementation were calculated. The calculated coefficient which is the same reliability coefficient is 0.768.

Upon implementation of the instrument for the target group and extraction of data, descriptive statistics (abundance, percentage, mean and criterion deviation) and inferential statistics (Kolmogorov Smirnov test, one sample t parametric test and non-parametric single-variable K square test) were used.

Data Analysis:

In the section of descriptive statistics, it was found out that 52.2% of the sample teachers were men and 47.1% of them were women. 64.8% of them were married, 29.2% of them were single and 6% of them were divorced. Regarding the service details of the teachers, it could be said that 75.1% of them were full time teachers, 24.6% of them were part time teachers and 0.3% of them were retired. The highest abundance is about the teachers holding Bachelor's degree (61%) and the lowest abundance is about the teachers holding PhD degree (1.5%). The results show that the highest abundance is about the age group of 35-39 years old followed by the age group of 28-9 years old and the least abundance is about the age group of 50-54 years old. On the whole, it could be said that 33.1% of teachers had 20 years of service and above, 31.7% had 16-20 years of service, 13.9% of them had 5-10 years of service and 11.5% of them had 11-15 years of service. The least abundance is about the teachers who had less than 5 years of service.

First question of the research: Is publishing Teacher's Growth Journal effective on the amount of spent time on reading this journal by the teachers?

Table 1: Time allocated to read Teacher's Growth Journal.

Significance level	Freedom degree	K2 Square	It has reduced	It has not changed	It has increased
0.001	2	387.329	3.6	% 12.6	% 83.8

83.8% of the teachers believe that the figures of reading Teacher's Growth Journal have increased since when it was received. 12.6% of them also believe that this has not changed and finally 3.6% of them claim that they read it less since then. Considering the calculated K square ($387,329 < 0.01$, p) with 99% degree of certainty, we conclude that publication of the Teacher's Growth Journal had effect on the degree of spent time for reading this journal by the teachers.

Second question of the research: Is publishing Teacher's Growth Journal effective on the amount of thinking and planning of the read topic by the teachers?

Table 2: Effect of journal publication on degree of thinking and planning regarding the read topics by teachers.

Significance level	Freedom degree	T amount	Little and too little	To some extent	Many and too many
0.001	333	-20.703	%36.8	-%56.2	% 7.1

56.2% of the teachers believe that the figures of reading Teacher's Growth Journal had effect on reading and planning about the read topics and 36.8% of them also said that this effect has been little or very little. In the contrary, 7.1% said that the effect of publishing this journal was much or very much. Considering the calculated t ($t = -20,703 < 0.01$, p) with 99% degree of certainty, we conclude that teachers' view about the effect of the Teacher's Growth Journal on the degree of thinking and planning about the read topics is significantly negative.

Third question of the research: Is publishing Teacher's Growth Journal effective on the amount of using the read topics by the teachers to personally and professionally grow and develop?

Table 3: Effect of journal publication on the degree of using the read materials in the direction of individual and professional growth and development by teachers.

Significance level	Freedom degree	T amount	Little and too little	Mean	Many and too many
0.001	340	-12.236	%31.7	%61.3	% 7

61.3% of the teachers believe that publication of Teacher's Growth Journal had effect on the degree of using the studied topics in the direction of individual and professional growth and development to some extent and 31.7% of them also said that this effect has been little or very little. In the contrary, 7% said that the effect of publishing this journal was much or very much. Considering the calculated t ($t = -12,236 < 0.01$, p), we conclude that teachers' view about the effect of the Teacher's Growth Journal on the degree of using the read topics in the direction of individual and professional growth and development is significantly negative.

Fourth question of the research: Is publishing Teacher's Growth Journal effective on the degree of debate and exchange of views regarding the read topics of this journal by the teachers with the colleagues?

Table 3: Effect of journal publication on the degree of using the read materials in the direction of individual and professional growth and development by teachers.

Significance level	Freedom degree	T amount	Little and too little	Mean	Many and too many
0.001	340	-21.512	%38.7	%55.6	% 5.7

55.6% of the teachers believe that publication of Teacher's Growth Journal had effect on the degree of debate and exchange of views regarding the read topics in this journal with the colleagues and 38.7% of them also said that this effect has been little or very little. In the contrary, 5.7% said that the effect of publishing this journal was much or very much. Considering the calculated t ($t = -21,512 < 0.01$, p) with 99% degree of certainty,

we conclude that teachers' view about the degree of debate and exchange of views about the studied topics of this journal with the colleagues is significantly negative.

Conclusion:

According to the obtained findings, we conclude that the sample teachers under study in this research believe that Teacher's Growth Journal has improved since they first received it. They also believe that publication of Teacher's Growth Journal did not have much effect on the degree of thinking and planning about the read topic. The teachers say that publication of Teacher's Growth Journal did not have any effect on the degree of using read topics for the purpose of individual and professional growth and development and on the degree of debates and exchange of views regarding the studied topics of this journal with the colleagues.

Naemi, [12] said that when someone reads a book, he finds out about its required information by discussing about it with the friends and or asking others to evaluate the book contents consciously or unconsciously and gets over the assessment stage. For an individual to continue his studies and go beyond the testing stage and get across the reading, he would usually need to be informed by his friends and also by the people such as book shops, book keepers and publishers who are aware of the latest books in the market. It is noticed that according to the teachers of the sample group, the Teacher's Growth Journal has not managed to create the incentive for the teachers to discuss about its different topics.

Fardanesh, [10] believes that the educational media that are more capable to evoke the sense of curiosity, to activate the mind of the addressee, to encourage him to have intellectual and practical endeavors and to be responsive will be more successful. In other words, a good media should take the communication process out of the unilateral mode and change it to a bilateral (interactional) current, while this publication has not managed to materialize this criterion.

Zolfaqari, [15] finds increased interests and professional skills one of the incentives to read and thus concludes that Teacher's Growth Journal has not managed to achieve this objective from the teachers' point of view. Zolfaqari, finds the impact on discussion and reasoning one of the impacts of reading, and adds that considering the results from the teachers' point of views, Teacher's Growth Journal has not achieved this goal. He enumerates full knowledge and familiarity with the actual problems, eligibility to confront the problems, affect the personality and create new personality to affect the beauty (increased degree of understanding through discovery of deep meaning of a written piece) among the effects of reading. On this basis, it could be said that from the viewpoint of the sample teachers under study, the content of the Teacher's Growth Journal did not have a positive effect on their culture of reading. The obtained results show that Teacher's Growth Journal does not meet the requirements of what is expressed by Seif, 2011 with regard to the reading incentives including awareness of the real routine needs to revise one and to add to one's information from the viewpoint of the sample teachers.

Seif [8] believes that effective reading enjoys two factors, 1. Interest in what one reads and 2. Skillful use of reading techniques. The goal of critical reading is to achieve a reasonable justification and to be deeply involved in the topics through analysis of the meanings. As it is noticed, the teachers do not have a favorable view toward the degree of impact of the content of Teacher's Growth Journal on their method of judgment.

Educational media could be used to create information or new understanding about one topic, to learn new skills, to change the students' belief and view and to change their method of living particularly to increase their incentive to read. According to what was said, the degree of success of Growth Journal to create incentive toward reading has not been considerable.

Suggestions:

Considering the obtained results and in order to expand the culture of reading among teachers and to persuade them to read and use the content of the educational journals more, the following suggestions are made:

1. A study could be conducted under the same title using combined approach so that several methods are applied at the same time and every method compensates the shortcomings of the other method. Also it is better that researches are conducted under similar topics at national level.
2. Serious, scientific, technical and professional topics could be prepared for the teachers to read to create competition and habit in them.
3. Since the teacher's awareness of educational techniques and skills is the necessity of the teaching profession and the teacher should be informed of educational tools, facilities and equipment of the working environment, the contents of these journals should meet the teachers' requirements.
4. Suitable environmental conditions (time and place) for reading at the environment of the school should be provided for the teachers and students.
5. Since the media was selected proportionate to the educational targets, content and activities and should be in compliance with it and considering the views of the teachers in the current study, Teacher's Growth Journals are not considered as suitable, thus it is suggested that the relevant authorities pay more attention in this regard.

6. The relevant authorities should adopt artistic and technical characteristics into consideration to produce educational message or content and should design these journals in a way to get the communication process out of one-way mode and change it to a two-way interaction.
7. The journal should move toward the complete materialization of its objectives by revising the type, content and volume of the topics, attracting the teachers' participation in provision, shape, form, graphics and timely distribution of it.

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