

## Investigating the Strengths, Weaknesses, Opportunities and Threats of the Shahab National Plan based on the SWOT Method

### Article info

#### Article Type:

Original Research

#### Authors:

Maryam Asefi\*

#### Article Cite:

Asefi, M. Investigating the Strengths, Weaknesses, Opportunities and Threats of the Shahab National Plan based on the SWOT Method. Curriculum Research, 2022;2(3): 32-41

#### Article History:

Received: 2021/01/28

Accepted: 2021/03/12

Published: 2022/06/21

#### Affiliations:

1. Master, Department of Educational Management, Kharazmi University, Tehran, Iran (Corresponding Author). asefi7890@gmail.com

### Abstract

**Purpose:** Regarded to the importance of the national plan of identifying and guiding top talents or the Shahab national plan, the purpose of this study was investigate the strengths, weaknesses, opportunities and threats of the Shahab national plan based on the SWOT method.

**Methodology:** This research in terms of purpose was applied and in terms of implementation method was descriptive. The research population was specialists working in education of District 3 of Tehran city. The research sample was 30 people who after reviewing the inclusion criteria were selected by available sampling method. The research tool was a researcher-made questionnaire whose face and content validity by experts was confirmed and its reliability by Cronbach's alpha method was obtained 0.91. To analyze data was used from weighted average and rank methods in SPSS-22 software.

**Finding:** The results showed that in Shahab national plan, the most important strengths were included the existence of specialized teachers with sufficient knowledge and skill, promotion of teachers' professional activities and providing guidance and counseling services to students within the framework of Shahab program, the most important weaknesses were included the possibility of discriminatory behavior by teachers, existence of confusion in the theoretical foundations and conceptualization of the Shahab national plan and lack of satisfactory funding for the implementation of the Shahab national plan, the most important opportunities were included the opportunity to identify talented students, possibility of putting students on the path of progress from childhood and adolescence and making positive changes in schools and the most important threats were included inequality in access to educational opportunities, insufficient time of implement the Shahab national plan and the retention of some talents during the implementation of the plan. Also, the results of the internal factors evaluation matrix on the strengths and weaknesses of the Shahab national plan showed that the mentioned plan had strengths, but the results of the external factors evaluation matrix on the opportunities and threats of the Shahab national plan showed that the mentioned plan had little attention to opportunities and dealing with threats and based on designed strategies.

**Conclusion:** According to the results using the Shahab national plan if special attention is paid to the opportunities and dealing with its threats, it can lead to useful results, which for this purpose planning by experts and planners of the education system is necessary.

**Keywords:** Strengths, Weaknesses, Opportunities, Threats, Shahab National Plan

## Introduction

Today, it has been determined that the growth and development of societies in political, social, economic, scientific, etc. dimensions will be possible only with the development of talents and the effective use of elites at different levels of societies. In fact, it is believed that the basis of countries' authority and credibility depends on their scientific capital, not on the amount of underground resources and things like that; Although there are other factors involved, the most important thing is manpower, and the most important thing is how to use this huge capital of elites and top talents optimally (Sharei, Ebrahimi, Damghanian & Zarei, 2020). In educational systems, including the education system, attention to individual differences is always considered by experts and planners, and attention to the needs of students is necessary to tailor education to the level of their abilities and talents (Ford, Wright & Trotman Scott, 2020). To pay attention to the individual differences of students and education commensurate with their abilities and talents, it is necessary to provide special education to talented students (Jolly & Robins, 2021). An overview of research on the education of highly gifted children shows that US researchers, as pioneers of the education of the most gifted, had the greatest share in promoting and improving the quality of their education. In the United States, each state has specific policies for gifted students, including different policies between those states, such as defining, identifying, selecting educational programs, facilities, funding, and special teacher programs (Cheragh). Mollaei, 2018). Every society that thinks about its progress and survival focuses on its top talents, and talents are valuable resources that are very important to identify for all educational systems in the world. Therefore, today, adopting effective policies and procedures to identify and guide top talent under the name of Shahab Project is a fundamental issue for educational systems (Alipoor, Ayaty & Soorgi, 2019).

Top talents are people who have evidence of high ability in areas such as intellectual skills, creativity, art, leadership and management, or in specific scientific fields and need services and activities that are not normally provided in school (Boran & Karakus, 2022). Such people have the ability to make a significant difference between their current and future performance and can create a competitive advantage for their organization (Heuser, Wang & Shahid, 2017). Highly talented people not only have higher intelligence, but also have enough motivation to succeed and are able to solve problems and make decisions socially (Garcia-Guardia ML, Ayestaran-Crespo R, Lopez-Gomez JE, Tovar-Vicente, 2019). Top talents are people who have at least four sets of characteristics that are interrelated, which include general talents, a serious commitment to work, a high level of creativity, and a strong personality organization (Lakin & Wai, 2020). Highly talented people are those who have high performance due to higher and more prominent abilities, so these people need educational programs and services different from other people to be able to flourish and provide special and valuable services to the community (Avcu & Ayverdi, 2020).

In Iran, the issue of identifying and guiding top talents under the title of Shahab National Plan has been emphasized by all thinkers and experts in the country and in upstream documents such as "Vision Document of the Islamic Republic of Iran 1404", "Comprehensive scientific map of the country", document of fundamental transformation of education and "Therefore, planning based on identifying talents and guiding top talents from a young age is of fundamental importance, and the Shahab National Plan was approved as the first official document of the National Elite Foundation's mission in the field of student affairs and its mission. Identifying, guiding, providing educational, training and spiritual support to talented students from elementary school to high school and paving the way for continued support in various stages of higher education (Cheragh Mollaei, 2018). Ordinary announced its work in public, with the same headline as the educational headline of the media, the plan to identify and guide top talent, or Shahab, as the first official document of the National Elite Foundation's student mission. In 2007, the members of the foundation's board of trustees approved the then president, and its latest amendments were approved in 2012. The first phase of this project was carried out experimentally in seven provinces in the academic year 2012-2013 for a small group of students in all grades, but a year later, in the academic year 2012-2013, the implementation of this project was interrupted due to the scope. The scope of the plan and the change of government were mentioned. The following year, the project was implemented in the fourth grade in all schools in one district of each province and teacher training for the project began (Abdollahikhanghah, Ghaedi, Zarghami & Barkhordari, 2018).

Shahab National Plan is one of the plans that have been proposed for more than 10 years to identify and guide top talents, and this plan is supposed to identify the talent of each student to witness the flawed cycle of the country's

education system, which is directed only towards acquiring knowledge and guidance. Students should not go to universities and that is in the wrong direction beyond their capabilities. Shahab National Program started in the fourth grade in the academic year 1393-94 with 32 districts in 32 provinces of the country and reached 386 districts in the academic year 1396-97, and it is predicted that this plan will be implemented for all grades in 1406-1408 (Yousefzadeh, 2021). Shahab project as one of the management measures to identify and guide top talents is one of the projects of the National Elite Foundation in the field of students, the implementation of which began with the Ministry of Education and aims to cultivate top talents and create appropriate mechanisms for their growth and development as God-given and national capitals, strengthening and internalizing the religious and national identities of the top talents in different courses of public education to feel responsible for playing a constructive role in the upliftment of the country and the educational and spiritual support of top talented students to benefit from their abilities and capabilities in excellence. Is the progress of the country (Navidi, 2020). The Shahab National Plan seeks to guide and support top talented individuals so that environmental, social, educational, and economic constraints and deprivations do not impede the growth of students' abilities and talents. At present, in Iran, in the framework of Shahab program, using the theory of multiple intelligences Gardner (1999), students' talents in eight areas of theology, mathematics, art, space, motor-sports, social, religious culture and experimental sciences are identified by teachers. In this program, superior talent does not mean academic talent and ingenuity, but outstanding ability in each of the various talent areas, and the Shahab National Plan is a teacher-centered plan, and therefore teachers must have the necessary academic and professional qualifications to carry out this plan (Kalbasi, Aghahosseini & Fardin, 2020).

Although almost a decade has passed since the Shahab National Plan, little research has been done on it and no research has been found to examine its strengths, weaknesses, opportunities and threats, and the results of the most important research related to the Shahab National Plan are reported below. Zazarian, Abedi, Mahdad & Nadi (2021) while conducting research concluded that to identify the talents of students, five main themes and fifteen sub-themes were identified; The main themes include engaging students (with four sub-themes of participation, concern, mentality and motivation), students' curiosity (with three sub-themes of critical thinking, self-centered questioning, opportunity-centeredness, self-centeredness, and four-dimensionality). And improving insight), goal-free evaluation (with two sub-themes of evaluating unforeseen abilities and evaluating unintentional goals) and developing perceptions of learned content (with two sub-themes of hidden perception of content and overt perception of content).

Yousefzadeh (2021) while researching concluded that the plan to identify and guide top talent with four themes of motivational organizing (with the basic themes of no difference between teachers, imposing extra work, being questioned, not encouraged, passing the course certificate and not setting up camp), headquarters And support (with the basic themes of not knowing the status of schools, not forming headquarters, simultaneous implementation of projects, lack of supervision, not receiving feedback and lack of knowledge about the future of the project), educational (with the basic themes of insufficient courses, inefficient teachers, lack of tools Assessment, lack of information from the previous grade, lack of information from the next grade, introduction based on grades, lack of communication between teachers, ineffective textbooks, large number of students, multi-grade classes and large volumes of books) and social and cultural issues. Trustees, lack of communication between school and home, unrealistic expectations, differences in design with specific schools, insufficient information, family and community scoring, and stereotypes of design). Other results showed that teachers had unpleasant perceptions and experiences with the implementation of the plan and the most unpleasant experiences were related to educational factors. Replacing creativity, self-initiation, exploration, self-discovery, and self-motivation with result-oriented, score-oriented, competition-oriented, learning-oriented, and memory-rich training under the meteor design requires the interaction of all stakeholders, including the National Elite Foundation, Talent Development Organization, Leadership Office, and Leadership Office, Family, teacher and school principal.

Ghahremani, Salahshoori, Shaban Nezhad & Dortaj (2020) while researching concluded that the weakness of education and talent identification of Shahab National Plan for the second elementary school includes three categories of talent development and use (with three components of career path management, interactive communication and teacher education) , Was the identification and acquisition of talent (with three components of job, organizational

and individual) and talent retention (with three components of management and leadership, cultural, organizational and motivational).

Bakhtiyari Ramezani, Sahebazzamani & Niknami (2020) in a study concluded that to identify and support students' talents, 96 indicators were identified in 16 components and 6 dimensions, including the dimensions of structural factors (with culture, education and managerial support), family factors (With components of family economic facilities, physical facilities and educational and occupational status of parents), social factors (with components of communication and social responsibility), individual factors (with components of self-confidence, trustworthiness, risk-taking and self-motivation), environmental factors (with components of school and teacher) ) And contextual factors (with components of student age and gender).

Navidi (2019) while researching concluded that the existing cultural-economic context is not conducive to the implementation of the Shahab project and the centralized approach of the formal education system and the emphasis on the implementation of pre-determined programs is not compatible with the education approach based on superior talent in the Shahab project. Another important point is that not enough software and hardware resources are provided for the proper implementation of the Shahab project, and most experts, administrators and teachers are faced with ambiguities in the overall purpose of the project and its implementation method, and the implementers were not well justified.

Alipoor et al (2019) while researching concluded that in the areas of motor-sports, social, cultural-religious, mathematical, verbal and general talent in the areas of talent, there was a significant correlation between teachers and parents, but in the areas of artistic talent, experimental sciences And there was no significant spatial correlation. Other findings showed that parents gave their children more points than teachers in all areas of talent, and these results showed different perceptions of talents by teachers and parents.

Fraser-Seeto (2013) concluded that the preparation of teachers with pre-service training by teaching the knowledge and skills required in gifted education had a significant effect on their ability to increase the output of talented students through effective learning experiences.

The problem that has always been observed in our society, especially by families, is that talented students are considered to excel in certain subjects such as mathematics and science and obtain high grades. A more serious problem is that only successful students are considered to be able to access special educational institutions such as gifted schools, which creates a constraint on discovering the general talent of students (Nazarian et al, 2021). The Shahab National Plan is a justice-oriented plan that seeks to pave the way for the flourishing of talents and the growth of abilities of talented people from all over the country, not just students from special schools or children from special families. Because intelligence and talent is not a gift that has been given only to a certain class and the general goal of Shahab National Plan is to guide and support the best talents (Yosefzadeh, 2021). Therefore, in order to better understand the Shahab National Plan and its proper application in society, it is necessary to conduct research on the plan and use the results of those studies to design and implement programs to improve the plan. Since more than a decade has passed since the introduction of the Shahab National Plan, little research has been done on it and no research has examined its strengths, weaknesses, opportunities and threats. As a result, the purpose of this study was to investigate the strengths, weaknesses, opportunities and threats of the Shahab National Plan based on the SWOT method.

## **Methodology**

This research was applied in terms of purpose and descriptive in terms of implementation method. The research population was specialists working in education in District 3 of Tehran. The research sample was 30 people who were selected by available sampling method after reviewing the inclusion criteria. Inclusion criteria include willingness and satisfaction to participate in the research, knowledge of the Meteor National Plan, at least a master's degree, being a Meteor National Planner or supervising its implementation, the absence of stressful events such as Covid-19 in the past three months, Divorce or death of loved ones in the last three months, no psychological disorders and no addiction and use of psychiatric drugs such as anxiety and antidepressants. Exclusion criteria included refraining from responding to the tools of the present study or not responding to more than ten percent of the items.

The research process was such that after designing a questionnaire by the researcher about the strengths, weaknesses, opportunities and threats of the Shahab National Plan based on the SWOT method, experts and specialists working in education in District 3 of Tehran were identified and after reviewing the criteria Admission to the study mentioned above 30 people were selected as a sample. For example, the general purpose of the research, its importance and necessity were stated and the researcher undertook to observe ethical considerations in the present study. In the next step, the samples were asked to comment on the items of the researcher-made questionnaire using the Delphi method.

The instrument of the present study was a researcher-made questionnaire of strengths, weaknesses, opportunities and threats of the Shahab National Plan based on the SWOT method. SWOT method is an efficient way to identify internal factors (internal conditions) and external factors (external environmental conditions) of the organization; So that the strengths and weaknesses show the internal factors (internal conditions) of the organization and opportunities and threats represent the external factors (external environmental conditions) of the organization. Strengths are the resources and capabilities with which an organization can create a competitive advantage. Weaknesses are the lack of some abilities that lead to the weakening of the organization and recognizing it can be effective in turning weaknesses into strengths. Opportunities mean recognizing and examining the external environment to improve the organization's position and initiating a new path for development and growth, and threats can weaken or even dissolve the organization or change its goals. Researcher-made questionnaire of strengths, weaknesses, opportunities and threats of Shahab National Plan based on SWOT method after three Delphi rounds with 29 items in four sections: strengths (9 items), weaknesses (7 items), opportunities (7 items) and threats (6 items) was designed (Table 1).

**Table1.** Items of the researcher-made questionnaire Strengths, Weaknesses, Opportunities and Threats of Shahab National Plan

Dimensions	Items	Dimensions	Items
Strengths	Strengths (S)	weaknesses	Weaknesses (W)
	1. Providing guidance and counseling services to students within the framework of the Shahab program		1. The possibility of discriminatory behavior by teachers
	2. Promoting the professional activities of teachers		2. Inequality in access to educational opportunities
	3. Existence of specialized teachers with sufficient knowledge and skills		3. Existence of confusion in the theoretical foundations and conceptualization of the Shahab National Plan
	4. Reducing the damage caused by choosing the wrong field of study		4. Lack of professional attitude of teachers towards their job
	5. Reduce the loss of motivation in students		5. Lack of satisfactory financing for the implementation of the Shahab National Plan
	6. Putting students on the path of progress from childhood and adolescence		6. Lack of appropriate skills of teachers to implement the plan
	7. Grounding in order to modify and improve educational strategies and practices		7. Doubts about the appropriateness of the Shahab National Plan
	8. The teacher's accurate knowledge of his student		
	9. Identify talent by teacher insight		

Opportunities	Opportunities (O)	threats	Threats (T)
	1. Opportunity to identify talented students		1. Insufficient time to implement the Shahab National Plan
	2. Optimization of teaching methods		2. Lack of appropriate opportunities for students to develop their talents
	3. Make positive changes in schools		3. The possibility of imposing the Shahab National Plan in some areas
	4. Optimization of teaching methods in the relevant bases		4. Remaining some talents during the implementation of the project
	5. Optimization of academic achievement evaluation methods		5. Existence of huge costs for proper implementation of the plan
	6. The possibility of changing teachers' teaching methods		6. Inequality in access to educational opportunities
	7. The possibility of placing students on the path of progress from childhood and adolescence		Items

The face and content validity of the researcher-made questionnaire of strengths, weaknesses, opportunities and threats of Shahab National Plan based on SWOT method was confirmed by experts and the CVR index for all items was higher than 0.80, which indicated their very good validity. Also, its reliability was obtained by Cronbach's alpha method for each of the four dimensions higher than 0.80 and for the whole instrument 0.91. Finally, the weighted mean and rank method in SPSS-22 software was used to analyze the data.

## Findings

The results of the internal factors evaluation matrix showed that the most important strengths in the Shahab National Plan include the presence of specialized teachers with sufficient knowledge and skills, promotion of teachers' professional activities and providing guidance and counseling services to students within the Shahab program and the most important weaknesses including possible behaviors, Discrimination on the part of teachers, confusion in the theoretical foundations and conceptualization of the Shahab National Plan, and a lack of satisfactory funding for the implementation of the Shahab National Plan. Also, the evaluation of internal factors in the strengths and weaknesses of Shahab National Plan showed that the total weight multiplied by the rank of the plan with a value of 3.559 had strengths due to an average higher than 3. Because a score of 1 indicates a fundamental weakness, a score of 2 indicates a normal weakness, a score of 3 indicates a normal strength, and a score of 4 indicates a very high strength (Table 2).

**Table2.** Results of internal factors evaluation matrix

Dimensions	Items	Weight	Rank	Weight × rank
Strengths				<b>2/576</b>
	Providing guidance and counseling services to students within the framework of Shahab program	0/094	4	0/376
	Improving the professional activities of teachers	0/120	4	0/480
	Existence of specialized teachers with sufficient knowledge and skills	0/180	4	0/720
	Reduce the damage caused by choosing the wrong field of study	0/079	3	0/237
	Reducing the loss of motivation in students	0/061	3	0/183
	Putting students on the path to progress from childhood and adolescence	0/043	4	0/172
	Laying the groundwork for reforming and improving educational strategies and practices	0/047	3	0/141

	The teacher's accurate knowledge of his student	0/045	3	0/135
	Talent identification by teacher insight	0/044	3	0/132
weaknesses				<b>0/483</b>
	Possibility of discriminatory behaviors by teachers	0/049	2	0/098
	Inequality in access to educational opportunities	0/054	1	0/054
	Existence of confusion in the theoretical foundations and conceptualization of the Shahab National Plan	0/045	2	0/090
	Lack of professional attitude of teachers towards their job	0/062	1	0/062
	Lack of satisfactory funding for the implementation of the Shahab National Plan	0/042	2	0/084
	Lack of proper skills of teachers to implement the plan	0/046	1	0/046
	Doubts about the appropriateness of the Shahab National Plan	0/049	1	0/049
total	Items			<b>3/059</b>

The results of the external factors evaluation matrix showed that in the Shahab National Plan, the most important opportunities, including the opportunity to identify talented students, the possibility of placing students on the path of progress from childhood and adolescence and making positive changes in schools, and the most important threats, including inequality in access to educational opportunities. There was no time to implement the Shahab National Plan and some talents were left behind during the implementation of the plan. Also, the evaluation of external factors in the opportunities and threats of Shahab National Plan showed that the total weight multiplied by the rank of the mentioned plan with the value of 2.708 due to the average below 3 paid little attention to opportunities and dealing with threats. Because score 1 indicates a weak reaction, score 2 indicates a normal reaction, score 3 indicates a good reaction and score 4 indicates a very good reaction (Table 3).

**Table3.** Results of external factors evaluation matrix

Dimensions	Items	Weight	Rank	Weight × rank
Opportunities				<b>1/860</b>
	Opportunity to identify talented students	0/098	2	0/392
	Optimization of teaching methods	0/094	2	0/282
	Make positive changes in schools	0/096	3	0/288
	Optimization of teaching methods in the relevant bases	0/087	2	0/174
	Optimization of academic achievement evaluation methods	0/085	2	0/170
	Possibility to change teachers' teaching methods	0/081	2	0/162
	Possibility to put students on the path of progress from childhood and adolescence	0/098	3	0/392
threats				<b>0/848</b>
	Insufficient time to implement the Shahab National Plan	0/059	3	0/177
	Lack of proper opportunity to develop students' talents	0/056	2	0/112
	Possibility of imposing the Shahab National Plan in some areas	0/052	3	0/156
	Remaining some talent while implementing the project	0/084	2	0/168
	Existence of huge costs for proper implementation of the plan	0/055	1	0/055
	Inequality in access to educational opportunities	0/090	2	0/180
total				<b>2/708</b>

Based on the above findings, four strategies were designed based on the SWOT method, which included aggressive strategies (SO), contingency strategies (ST), adaptive strategies (WO) and defensive strategies (WT), which are introduced below. Three important offensive strategies include increasing the recruitment of specialized personnel and holding training courses for teachers to familiarize them with the Shahab National Plan, developing and

improving school spaces in order to better implement the Shahab National Plan and increase its utilization, and targeting teachers' teaching methods to make the plan more efficient. Shahab National, three important strategies of members including advising students and their parents in order to put students on the path of progress, providing advice to students within the Shahab program and improving teacher training methods in accordance with the goals of the Shahab National Plan, three important adaptive strategies including appropriate policy To implement the Shahab National Plan in schools, proper management of teachers to increase the impact on students and optimize costs through the use of appropriate strategies to implement the Shahab National Plan and three defensive strategies including emphasizing proper planning for student development in the Shahab National Plan, creating management They were suitable for controlling costs and using qualified human resources and agents to advance students.

## Conclusion

Shahab National Plan is one of the plans that, if successfully implemented, can play an important role in the development and promotion of society by identifying and guiding top talents. As a result, the purpose of this study was to investigate the strengths, weaknesses, opportunities and threats of the Shahab National Plan based on the SWOT method. The results of this study showed that in the Shahab National Plan, the most important strengths include the presence of specialized teachers with sufficient knowledge and skills, promotion of professional activities of teachers and providing guidance and counseling services to students within the Shahab program. On the teachers' side, there is confusion in the theoretical foundations and conceptualization of the Shahab National Plan and the lack of satisfactory funding for the implementation of the Shahab National Plan. And the most important threats were inequality in access to educational opportunities, insufficient time to implement the Shahab National Plan, and the retention of some talent during the implementation of the plan. Also, other results of this study matrix of evaluation of internal factors in the strengths and weaknesses of Shahab National Plan showed that the plan had strengths, but the results of the matrix of evaluation of external factors in the opportunities and threats of Shahab National Plan showed that the plan paid little attention to opportunities. And dealt with threats, and based on them, strategies were developed to improve strengths, identify weaknesses, identify and take advantage of opportunities, and deal with threats. These results are in line with the results of Zazarian et al (2021), Yousefzadeh (2021), Ghahremani et al (2020), Bakhtiyari Ramezani et al (2020), Navidi (2019), Alipoor et al (2019) and Fraser. -Seeto (2013).

In interpreting the internal factors or internal conditions of the organization, including strengths and weaknesses, it can be said that in order to increase the strengths and use them, guidance and counseling services can be provided to students within the framework of Shahab program, promoting professional activities of teachers, using specialized teachers. Adequate knowledge and skills, reduction of injuries due to incorrect choice of field of study and education, correct choice of field, reduction of loss of motivation in students and efforts to improve their motivation according to different approaches and theories of motivation, putting students on the path of progress from childhood and Adolescence paved the way for the improvement of educational strategies, strategies, and practices, the teacher's accurate knowledge of students, and the use of various intelligence, personality, and psychological tests for this purpose, and the identification of talent by teachers. In addition, in order to reduce weaknesses and turn them into strengths, it is possible to discriminate against teachers, inequality in access to educational opportunities, confusion in the theoretical foundations and conceptualization in the Shahab National Plan, lack of professional views of teachers and jobs. His profession reduced the lack of satisfactory funding for the implementation of the project, the lack of appropriate skills of teachers to implement the Shahab project, and the skepticism about the appropriateness of the Shahab National Plan, and paved the way for a better and more appropriate implementation of the Shahab National Plan.

Also, in interpreting external factors or external environmental conditions of the organization, including opportunities and threats, it can be said that to increase the use of opportunities and take advantage of them, we can create opportunities to identify talented students, make positive changes in schools, optimize and change Teaching methods at different levels and methods of evaluating academic achievement and placing students on the path of progress from childhood and adolescence. In addition, in order to reduce the threats and try to turn them into opportunities, there may be insufficient time to implement the Shahab National Plan, lack of suitable opportunities for students to develop their talents, imposing the Shahab National Plan in some areas, leaving some talents during



the plan, and huge costs. In order to properly implement the Shahab National Plan, it reduced inequality in access to educational opportunities and provided the ground for a better and more desirable implementation of the Shahab National Plan.

In general, in order to use the strengths and opportunities and reduce the weaknesses and threats and turn the weaknesses and threats into strengths and opportunities in the national plan, identifying and guiding the top talents can be strategies such as increasing the recruitment of specialists and holding training courses for teachers. With the Shahab National Plan, they develop and improve school spaces in order to better implement the Shahab National Plan, increase its utilization and target teachers' teaching methods for the efficiency of the Shahab National Plan, advise students and their parents to put students on the path to progress. Advising students in the framework of the Shahab program, reforming teachers' teaching methods in accordance with the goals of the Shahab National Plan, adopting appropriate policies to implement the Shahab National Plan in schools, proper teacher management to increase impact on students, optimizing costs by using appropriate strategies to implement the plan Shahab National, emphasizing proper planning for students' progress in the Shahab National Plan, creating appropriate management to control costs and using qualified factors and human resources at the top The students benefited from the progress. The present study is no exception to the rule of limitations in conducting research and its most important limitations include the impossibility of examining all strengths and weaknesses and all opportunities and threats of the Shahab National Plan due to time constraints, low cooperation of some experts and different interpretations of the researcher questionnaire. In this study, an attempt was made to deal with the low cooperation of some experts by stating the importance and necessity of research and motivating them to control this limitation. Further research on the Shahab National Plan is needed to identify other strengths, weaknesses, opportunities and threats. Because recognizing them can play an important role in reforming and modifying the Shahab national plan. Another suggestion to reduce different interpretations of the items of the researcher-made questionnaire is to use a structured or semi-structured interview method to collect data instead of using a questionnaire. According to the results of using the Shahab National Plan, if special attention is paid to the opportunities and confronting its threats, it can lead to useful results, for which planning by experts and planners of the education system is necessary. Therefore, it is suggested that the experiences of experts be used to increase the effectiveness of the Shahab National Plan and shorten the path to achieve its goals. Another suggestion is to pay attention to the implementation obstacles of the Shahab National Plan, to design appropriate solutions for its implementation, and to hold appropriate and practical briefings for teachers before its implementation.

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