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Identifying the Dimensions and Components of Constituent and Effective Factors on Discovery and Support of the Talents of Junior High School Students in Deprived Areas

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Research Paper

Abstract

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Purpose: Considering the importance of finding talent in schools, the purpose of this research was identifying the dimensions and components of constituents and effective factors on discovery and support of the talents of junior high school students in deprived areas.

Methodology: The current study in terms of purpose was applied and in terms of implementation method was qualitative. The research population was finding talent documents and universal and non-universal experts in the field of finding talent in Tehran city in 2020 year, which 15 finding talent documents and 20 people of experts according to the principle of theoretical saturation were selected as a sample by using the purposeful sampling method. The research tools were note-taking of documents and semi-structured interviews with experts, which their formal and content validity was confirmed by the opinion of experts and its reliability was obtained by the agreement coefficient method between two coders 0.79. Finally, the data were analyzed by open, axial and selective coding method in MAXQDA software.

Findings: The findings showed that the discovery and support of the talents of students had a one dimension of finding talent and supporting it (with four components of talent attraction, talent discovery, talent development and training, and talent maintenance and preservation). Also, the effective factors on discovery and support of students had six dimensions of structural factors (with three components of culture, education and manager's support), family factors (with three components of family economic facilities, physical facilities and educational and occupational status of parents), social factors (with two components of communication and social responsibility), individual factors (with four components of self-confidence, trustworthiness, risk-taking and self-motivation), environmental factors (with two components of school and teacher) and contextual factors (with two components of student age and student gender).

Conclusion: Considering to the dimensions and components of constituents and effective factors on discovery and support of the talents of junior high school students in deprived areas, officials, managers and planners can use them to discover and support the talents of the students.



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Detailed abstract

Purpose: Examining the factors affecting the development and progress of all advanced and developed societies indicates that all of them had powerful and efficient education and training and the crystallization of education and training is in the training of committed, expert and skilled human forces. Today, the school and its activities are constantly exposed to the judgment of public opinion, and it is the only organization that has a direct relationship with the external environment, and its customers are all strata of society. In this context, it has been stated that schools and their work are always subject to the judgment of public opinion, and therefore, schools and their managers must pay attention to public opinion and people's reaction, and today the first priority of education is to have capable and talented managers, staff and students. Education is the key to conquering the future, and it has long been expected from education to educate the people of tomorrow and prepare today's generation to live in tomorrow's society. This educational system plays an essential role in the production of human capital, and by creating different skills in people, it is effective in producing productive labor force and, as a result, economic growth, and it creates social and political mobility. In recent years, due to the importance of education in the growth and development of societies, it has become important to examine how education is distributed in different societies, and a lot of attention has been paid to the discussion of equality in education, the benefit of students from quality education, and the identification and flourishing of their talents, according to The importance of finding talents in schools, the purpose of this research was to identify the dimensions and constituents and factors affecting the discovery and support of talents of first secondary students in deprived areas.

Methodology: This study was applied in terms of purpose and qualitative in terms of execution method. The research community was talent search documents and academic and non-university experts in the field of talent search in Tehran in 2020, 15 talent search documents and 20 experts were selected as a sample according to the principle of theoretical saturation with the purposeful sampling method. The process of conducting the research was as follows: first, the theoretical foundations of talent search and related documents were identified, and after their detailed study, 15 documents were selected as the final sample, and the related dimensions and components were identified and noted. In the next step, according to talent search documents, questions were designed for interviewing experts and identifying samples including university and non-university experts. For the samples, the importance and necessity of the research was expressed and their consent to record the interviews was obtained after the commitment of the researcher to observe the ethical points. Also, necessary arrangements were made with the samples regarding the place and time of the interview, and both the interviewer and the interviewee were present at the predetermined time and place, and the interviews were conducted individually. The tools of the present research were taking notes from documents and semi-structured interviews with experts. In this research, 15 documents were selected as a sample and the codes related to the dimensions and constituent components and influencing factors on the discovery and support of students' talents were noted. Another tool of this research was a semi-structured interview with six questions (Table 1). In this research, the interviewer asked the interviewee the first question and, while noting the codes or key content, recorded all the interviews for re-examination as coordinated with the interviewees, and the other questions were done in the same way. It should be noted that the formal and content validity of the findings obtained from taking notes from documents and interviewing experts by experts who are not members of the current research community, and their reliability was confirmed by the agreement coefficient method between two coders was 0.79. Axial and selective were analyzed in MAXQDA software.

Findings: The findings showed that the discovery and support of students' talents had a talent search and support dimension (with four components of talent attraction, talent discovery, talent development and training, and talent maintenance). Also, the factors affecting the discovery and support of students' talents have six dimensions: structural factors (with three components of culture, education and support of the manager), family factors (with three components of family economic facilities, physical facilities and educational and occupational status of parents), social factors (with two components of communication and social responsibility), individual factors (with four components of self-confidence, trustworthiness, risk-taking and self-motivation), environmental factors (with two components of school and teacher) and contextual factors (with two components of student age and student gender).

Conclusion: In explaining the findings of this research, it can be said that the capacity or potential ability to benefit from special subjects and develop a special skill is called talent, and its correct discovery helps a person to take steps in the right field of life and achieve success in all aspects. The steps are slow. Discovering the inner talent to achieve goals in academic life, career, etc. requires self-awareness, which means that a person knows the main characteristics of the character, i.e., thoughts, beliefs, values, emotions, desires, weaknesses and strengths, and uses them to achieve Manage material and spiritual goals. All students need experience to find and find their potential and inner talents, although some are born with special talents, but the majority in different societies are not well-known enough to be able to realize their special abilities in the early years of their lives, so they should only He did not rely on luck and looked for action and doing different activities so that a person can find out his talent. One of the important concerns of students, parents and school teachers regarding the choice of field and future job is to identify, support and guide the individual talents of students, and considering that students at elementary and younger ages can better learn the necessary training, therefore talent identification of students at ages A foundation such as children's talent search can have a tremendous impact on the progress of their education, learning and talent development processes. In the discussion of students' talent, we cannot consider only logical-mathematical and linguistic-verbal talents as the absolute criteria of talent assessment. Because then many students are ignored. For many years, unfortunately, the main method of identifying the talent of students in the educational system has been the use of the

method of identifying talent with intelligence. In this way, people who had high logical-mathematical and linguistic-verbal talents were always recognized as superior and many people were also rejected. While each person has talents that are unique to him and these talents need to be identified and guided. Also, the prevailing atmosphere of schools and society and ignoring students' internal motivations and interests that indicate their talents, pulls students towards fields with respectable titles that students may not have talent in and are not interested in. The weight of this atmosphere is to such an extent that even in cultured and educated families, talking about entering academic fields such as humanities and arts is something like a joke, and among this, interest, talent, and personal concerns and mental questions of students are in the last ranks. It affects the choice of field and continuing education. In such an environment where parents and teachers are subject to society's judgment about the social status of fields and jobs, it is naturally not expected that teenage students will simply seek to find and flourish their talents and will put aside their interests and talents according to the dimensions and constituent components. And the factors affecting the discovery and support of the talents of the students of the first secondary school in deprived areas, officials, managers and planners can use them to discover and support the talents of the students.

Keywords: Talents Discovery, Talents Support, Students, Deprived Areas.