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***Research Article***

# INVESTIGATION OF DEVELOPMENT OF EXCEPTIONAL TALENTS CULTURAL BARRIERS IN HIGHER EDUCATIONAL SYSTEM

***Farshid Rahmani**
*Program in the Field of Educational Management and Planning*
**Author for Correspondence*

## INTRODUCTION

"Elite" is applied for a noble and efficient person whose effectiveness in science, art and technology generation for his country is tangible and his intelligence, creativity, entrepreneurship and mental genius accelerate scientific growth and development along with knowledge and innovation generation; also, balance his country. Development of exceptional talents, on the other hand, in line with this definition means to utilizes elite's creative energy, those selected in a community. Stated differently, it mean to rear empowered, efficient and edible people who can always bring economical, social, cultural, scientific dynamics about his society (Lindsay *et al.*, 2014). University is as one of the most important constitutes to rear man force which can prepare the ground for nurturing potential talents of elite people and possesses society of their blessings and capabilities through directional and proper training. What we told above is not possible but through fundamental, managerial and educational changes. It is impossible but after our universities turn in to dynamic and active places rather than traditional and immovable ones. Although we have thousands of centers, to achieve this aim is impossible till there is no meritocracy in the country. To nurture university students will start with learning quality. The learning quality for elite students includes: discovery of knowledge, long-term maintain of knowledge, creation of relationship between new and old students, discovery of new knowledge, problem solving, knowledge propagation and interest to learn. To nurture elites will create a society based upon wisdom and also a developed country. In this context, the country requires to nurture strong mental capitals much more than anything else, that is, forces which can complete at regional and world level. Technical and scientific accomplishments as well as development of universal science, both hope us to build an advanced country. Since elites in any society are as wisdom standard or touch stone of that society and development of any society depends on its elite forces, the necessity of nurturing efficient and expert man force requires essential measures to rear them (Malahi and Collinges, 2009). By interpretation, development of exceptional talents is to use creative energy of the elites. Now, in civilized and developing country, education and training system along with higher education system as the most basic principle in building scientific research and educational infrastructure is pioneer since the great talents and development of exceptional talents to be emerged, need an education that has revolution, innovation, joy and mirth as its own guideline (Strategic Document of Elites Issues, 2012). Due to that, the supreme leader wants some revolutions in educational system (whether school or universities) with a realistic view and believes that:" education and training should codify education and training system according to the religious and national identity and change the educational system on that base through mental, expert and efficient forces in the country". So, there is a tangible and objective reality that in fact, says that there is no practical and specialized perspective in our educational area. Basically, we are a double distance farther away from ideal and defined standard in that area.

Within development of exceptional talents, the aim is to select young specialist, competent forces in hierarchy of growth and elevation in order to obtain scientific, performable high promotions and policy making and to apply necessary measures for rearing them to be considered as a country of elites I the future, passing training and experimental courses. as meritocracy is to believes that society leaders and managers should be selected based on their superior capabilities but not anything else, in development exceptional talents capabilities and empowerments cause to selection and an elite person as a selected one is directed toward a target route (Management and Planning Organization, 2006). In this regard, there are some barriers to the elites; each can interfere in success or failure of educational system in the development process. By cultural barriers we mean private or affirmative factors which are interpreted as

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traditions, national rules, elegances or even interests pertained to the fields called secondary sub nature or indomitable principle and stand against science genesis or development" (Baratloo, 2006). Aghababaii (2005) in a survey, " investigation of development cultural barriers in Iran today" came to this conclusion that cultural barriers can show themselves as dictatorial behavior, normative behavior, sentimental behavior, conflict, self-assertion, individualism and religion. Seraj (2005) in his M.A. thesis, "investigation of elite migration reasons", in social and cultural areas, referred to several cultural barriers, including: so undesirable scientific culture, dominance of relations at schools, imitation and stealth. Malecian (2008) referred to some others, quoted by Aghababaii, such as superstition in religious and nonreligious contexts, induction, and auto suggestibility, blind follow, not to take experience and not to take the life serious. Uttering above discussion, since culture and cultural determinants are effective in all part of society, whether it is tangible or intangible, we are to have a look toward those factors in the frame work of survey questions which are effective in the development. The factors are cultural too. Thus, the main issue in the present survey is that what are cultural barriers to the development of exceptional talents in the society and higher educational system? We hope that by analyzing this topic, people in charge with training and education system, higher education responsible, professors, teachers and parents, in general, all parts of society as well as experts and thinkers in culture area, prepare the development conditions in the educational system, regarding to those factors.

**The aim ofthe survey**: investigation of cultural barriers to the development of exceptional talents in higher educational system.

***Survey Questions***

1. What individual factors are there as barriers to the development of exceptional talents in higher educational system?
2. What educational factors are there as barriers to the development of exceptional talents in higher educational system?
3. What managerial factors are there as barriers to the development of exceptional talents in higher educational system?
4. What environmental factors are there as barriers to the development of exceptional talents in higher educational system?
5. What solutions are regarded as exit from barriers?

## MATERIALS AND METHODS

***Survey Methodology***

This present survey is a documentary one. The process to perform documentary studies is in a way in which researcher searched based on a comprehensive study of the topic, literature, conceptual frame work of the survey; performed surveys and all other that contribute to identify the discussion further. Then, above discussion were gathered in a steady, dynamic alignment which compromised the writing principles and at final, the survey questions were answered.

## RESULTS AND DISCUSSION

***Findings***

**1. What individual factors are there as barriers to the development of exceptional talents in higher educational system?**

By individual factors we mean those related to the characteristics of a person and include: intelligence, IQ, skills and talents, creativity or in other words, creative thought, interests and etc. which can impact on a person to be elite. The most important ones are as bellow: 1. Intelligence: this is a term which is applied by most people, considered as an independent factor of a person. People judge about a person`s intelligence by some terms such as " gifted", "slow-witted", "witless" but has a less agreement on its meaning (Lund *et al.*, 2013). Some definitions are:

1. Intelligence is talent of abstract thinking – accommodation with environment (Sheikhzadeh, 2006), Guilford (1964) believes that there is a direct relationship between intelligence and creativity. Intelligence

is not a single trait but is a set of several operations. If this general structure shows intelligence, creativity is a part of it. Thus, intelligence, inevitably, has relationship with creativity. Surveys done by Jackson (2001) are also indicatives of a significant relationship between intelligence and creativity.

2. Inheritance: regarding the importance of inheritance and environment in rearing growth of a person, it can be seen that humankind is compromised by his natural talents and environmental facilities, that is, human character is shaped by these two factors. Inheritance has an important effect in evolution of human character through metabolism. It has more effects on some traits like: IQ, bulk, motional and sensitive system but environment is of more effects on formation of habits, traits, character, beliefs and values.

3. Interest: it is one of the most important of individual factors. A student achieves success on the condition of having interest at first. A student should really seek knowledge by interest.

**2. What educational factors are there as barriers to the development of exceptional talents in higher educational system?**

Before determination of its duty to train elites, every educational system should identify his mission, that is, it should be identified that educational system mission is academic upgrading and growing of individuals or preparing them for job market, or both of them, since higher education has an effective role in increasing mental abilities and practical capabilities. In a world that, on one hand, new experiences and abilities are required due to expansion of technical and theoretical know-how areas and on the other hand, all models are applied to solve different problems, in this research, we will use some factors as below:

Educational content, educational space, technology and in and formation sources, to apply science, technology and algorithms in educational system all are appropriate measures, provided that we know our own capabilities, criticize what we learn or get outside of our system and accommodate it with Iran society (Paya, 2006). At bellow, we have a brief point to each of the educational factors: basically, in **educational content** of our universities, codified courses and program are in the form of theoretical training. Without nurturing the strength of mind and supposing and without practical abilities, educational and practical system products would not be useful. **Educational space** has various aspects as physical conditions, emotional relationship between people, scientific and educational facilities, and job motivation among the staff, design and space of the classes which can impact on the creativity. Technology, sources and information have their special problems because entrance of these advanced tools can encourage or prevent improvement and creativity.

3. **What managerial factors are there as barriers to the development of exceptional talents in higher educational system?**

Managerial factors are those effective in the system. The system is governmental or educational. In this paper, by system we mean an educational one. Some of its main factors are: 1. Norms, including: imitation of research and creativity. Imitation in Iranian culture is one of the principles and birth places of complete acceptance of other orders. Imitation means to try exact following of another person`s acts and behaviors. “It is sometimes logical but sometimes it is not so”. (Tayefi, 2003) not to ask questions is one of the scientific traits in Iranian cultures which as a negative one, or even to expand science and survey, although design or statement of the problem is considered as the first and the main scientific step in literature and also in research methodology (Ghasemzadeh, 2007). 2. Organizational culture: it means that each organization is of its particular culture. It is similar to a personal character, intangible and permanent topic which determine the aim and the direction. It is a base for all activities, including: **organizational chart**: at the level of university, the factors can be divided in two scientific and administrative parts that are: the present, council, the bosses of faculties, groups, professors. On these two parts, the strengths or weaknesses of the president and scientific board members are very effective in the development of exceptional talents (Rafipoor, 2003). **Individualism**: in this range, individuals in a society abide by a group or by collaborative values and a degree in which they are individualist or collectivist. It is effective in the development.

4. **What environmental factors are there as barriers to the development in higher educational system?**

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**Environmental factors:** it is applied for situations in which a person is in relationship with others. By a comprehensive concept, environment includes factors surrounded a person. A person comes in to new environments after his birth. These environments are those in family or in society. Everybody, first, comes in to his family, nest, in to the society. Thus, the environments are controversial. **Family**: however, a person is considered as an independent creature but it is also product of his present behaviors in the family. The most part of learning and pattern of a person root from his family (Khorshidi, quoted by Ghasemzadeh, 2007). **Society**: in social economic model (external development) the aim is to obtain development superficial components in order to show who we are… this policy is basically upon inferiority complex and dejection and western governments increase this to sell their products (Rafipoor, 2003), that is, as a matter of fact, environmental factors are simulative in society which cause a person to have no motivation to be efficient, creative or active.

5. **What solutions are regarded as exit from barriers?**

- In regard with the solutions, collaborative mood along with perfect belief in "we can nurture elite people" are essential to have. In the present study, we have a review on some more important solutions.
- One other solution is to estimate needs to the fields of creativity growth and interest among students in the programs and scientific, cultural activities through polling and in this line moves toward creativity and innovation with an exact program based upon their interests. for examples short-terms interventions
- Knowledge should be constitutional at the level of society and the development should be based on meritocracy. Stated differently scientific attitudes of the professors should be preferred to the some managers or it should be a combination of both. On the other hand, collectivism should be preferred over individualism (Clakoglu, 2014)
- The presents of the universities have an important role in increasing the discussion culture and collaborative training. Since non collaborative methods are based on dictatorial system and its sponsoring values, the responsible in the system should diminish these sorts of beliefs. They can do that by through policy and lingual focus and also through discussion method. On the other hand they can be a good pattern in this regard in their classes, administrative sessions and all other daily activities. We should keep in the mind that class is a part of a bigger composition named university or faculty. If there is not any collaboration, democracy or discussion in the higher educational system the classes would not change.
- Educational space and facilities are among effective factors on increase in scientific level and consideration the development of exceptional talents. In this regard, serious investment should occur. Regarding university as a real capital as a source of information in order to boost class content is of great important so that the sources should be accessible enough for the professors.

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