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Criticism and Philosophical Analysis of Shahab National Project (Multiple Intelligence) for Primary School Students

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ABSTRACT

Objective: The aim of this study was to evaluate and scrutinize the ideology behind the Shahab national program (multiple intelligence) among primary school students.

Methods: The methodology employed is pragmatic in its objectives and descriptive-analytical in its approach to data collection, utilizing surveys and post-event analyses. The target population for this study encompassed all primary school students in Isfahan province during the academic year of 2022. By employing cluster sampling and the Cochran formula, a sample size of 250 individuals was determined. The instrument utilized for data collection in this study was the Gardner multiple intelligences questionnaire comprising 80 items.

Results: The findings indicated that according to the participants, the strengths and weaknesses of the national Shahab program have a significant impact and were deemed acceptable and conventional. As per the respondents of the Fundamental Transformation of Education document, the fostering of talents contributes to the unique abilities and individual variances among students. The participants also noted the significance of nurturing the exceptional abilities of elementary school students.

Conclusions: The results typically offer school planners and counselors the essential understanding and perspective to recognize and support exceptional abilities.

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Introduction

The proposition of the theory of multiple intelligences by Gardner in 1983 addresses the unique differences, requirements, and principles of learners through eight distinct forms of intelligences known as verbal-linguistic, logical-mathematical, visual-spatial, musical, and bodily intelligences (Cavas & Cavas, 2020). These include Kinetic, interpersonal, intrapersonal, and nature-oriented intelligences. The integration of multiple intelligences in educational materials has been recommended for assessing their appropriateness with students (Sharafati et al., 2020). Intelligence plays a role in all cognitive processes of humans, as highlighted by Binet: "Understanding well, reasoning well, judging well are fundamental activities of intelligence." While there is minimal variation in the overall nature of intelligence, psychologists have explored and applied this concept in diverse manners over the years. Gardner, a proponent of a relatively new theory, has recently emerged in this domain (Gardner & Moran, 2006). The theory posited by Gardner emphasizes that individuals possess at least seven types of intelligence, all of which hold equal significance. These intelligences represent the various languages used for interpersonal communication, reflecting distinctions based on individuals' capabilities, as well as cultural and educational backgrounds (Phillips, 2010). Gardner expanded this list by introducing two additional intelligences in subsequent research. An essential aspect of investigating intelligence is acknowledging the importance of catering to individual distinctions within classroom curricula by educators (Caputo et al., 2018). Educators should be cognizant of their students' cognitive levels and adapt their teaching methods accordingly. Effective educators assist students in structuring or restructuring their experiences into more intricate and suitable forms. They recognize that the students' cognitive frameworks are pivotal to their advancement across all domains (Sulaiman et al., 2010).

On the contrary, the primary objective of the Shahab project is to recognize and mentor individuals with exceptional abilities along an innovative trajectory, eliminate potential barriers, and establish a conducive setting for their progression in this trajectory. Consequently, activities such as granting material rewards based on exceptional talent, conferring a status or level of distinction upon students, or any analogous endeavors that underpin self-superiority in identified individuals, inducing internal stress and external pressure on students, or instilling despondency and disillusionment in those not identified, are incongruent with the ultimate aim of the initiative. Those students identified within this initiative, irrespective of any advantages in terms of material

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incentives (e.g., prizes, appointments, etc.) and educational benefits (e.g., admission boosts in prestigious schools and exceptional talents, preparatory courses for entrance exams, university admission without the need to take the entrance exam, and preferential treatment), will exclusively receive scholarly and spiritual mentoring and instruction to nurture their abilities. In essence, this initiative aims to unearth the maximum number of students displaying exceptional talent through identification, and in terms of mentoring and assistance, endeavors to steer these students in the right direction for elite development by eliminating potential barriers and directing them towards the appropriate course for cultivating their talents.

The fundamental transformation in the education system based on the ideals of the Islamic system should be it is a vision that in the horizon of 2025, the developed Iranian mapmaker with the first economic, scientific and technological position in the region with a revolutionary Islamic identity, inspires the Islamic world with a constructive and effective interaction in the field of international relations. In the past three decades, abundant and commendable efforts have been made by the officials and those involved in the education system to improve and reform the country's education system, which fortunately has yielded positive and useful results. However, education is still facing serious challenges and its output is not in the style of the Islamic Republic of Iran and does not respond to the environmental changes and the needs of the society (CheraghMollaei, 2018). Nowadays, given that changes in all aspects of human life happen so fast that people constantly face new and diverse issues; And he doesn't have enough preparation to solve them. In fact, in today's new world, people need to think because people who live in a new society are offered new and different opinions and these people have to choose one of them (CheraghMollaei, 2018). Considering this importance, the education of each country plays a very important role in cultivating these skills in people. This requires the anticipation of new activities, programs, and textbooks that rely on concepts and methods that guide learners in discovering new concepts and providing novel solutions to life's problems. In this regard, curriculum planners are also required to select and organize the content of curriculum subjects in a favorable way to meet the present and future needs of individuals and human society (Abdi et al., 2013). When a student is faced with a problem or issue and cannot solve it; Therefore, in setting up learning experiences in order to develop thinking skills, it is necessary to create a context for the student to be involved in the problem. In addition, these issues should not be the type of questions that can be immediately

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answered from textbooks; rather, the answer to them should require connecting different facts and ideas to each other; For this purpose, it is better to raise issues in textbooks that originate from the surrounding environment and are also related to real life (Suhendi et al., 2021). Inclusion of multiple information in textbooks, memorization approach, superficial learning, passive content, lack of attention to the applicability of textbooks and excessive attention to getting grades have always been major issues in the education system of Iran. In educational systems whose goal is to raise students' grades, what should be taught to them is neglected.

Atkin et al. (2018) believe that if a student is successful in memorizing scientific words and formulas, he will progress and be accepted in university entrance exams. Such training is good for continuing education, not for real life preparation. As a primary factor in the students' learning process, the textbook has a comprehensive and continuous role; How to compose and compile its content can solve the concern of the teaching method based on inclusive activity with student-centeredness in the learning process or become an ineffective factor in learning (here, the meaning of educational content or textbook is any written message, both visual and written) or a combination of them that directly and indirectly affects the mind, thoughts, values and skills of the audience. Obviously, in this view, educational content includes a wide range of learning materials and topics in various written, visual and audio forms. One of the most important dimensions of educational content can be mentioned the study and analysis of educational texts and content, and more specifically the textbook, because they must bring students to the goals that are intended and written by the supreme council (Son & Diletti, 2017).

Also, by examining the researches inside and outside in line with the subject, it was found that so far, no comprehensive research has been done on the philosophical analysis of Shahab national program (multiple intelligence) of primary school students, and only relatively close topics in this field have been conducted. Abdi et al. (2013) in research that they conducted under the title of comparing the effectiveness of teaching strategy based on multiple intelligences and conventional method on academic progress and attitude towards learning of fifth grade students, the results of the research showed that the teaching strategy based on multiple intelligences compared to the conventional method improves students' attitude significantly. According to Köksal and Yel (2007), the theory of multiple intelligences emphasizes that each person has at least one strong intelligence field. Therefore, it is necessary to find a strong intelligence area and develop it.

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Because the strong area may complement the weak areas. It is also important to develop these strengths to facilitate overall progress. Köksal and Yel (2007) stated that education based on the theory of multiple intelligences has a significant effect on the academic success of learners and the continuity of the education process. But it does not have a significant effect on their attitude towards the lesson.

When discussing the significance and essential nature of research, it is imperative to emphasize that the Shahab National Program aims to identify talented students who have gone unnoticed due to lack of awareness among family members or educators about the characteristics of gifted children, as well as limited access to platforms such as festivals, thus hindering them from showcasing their abilities to prestigious institutions. The concept of talent within this framework encompasses not only academic prowess and intellect, but also exceptional skills in various domains including mathematics, arts, spatial reasoning, language, physical movement, experimental sciences, social interactions, and religious knowledge. Consequently, conventional assessments focusing solely on intelligence and academic aptitude prove inadequate for this initiative, as the identified individuals may not necessarily excel in traditional academic settings. Factors such as innovation, personal passion, determination, and inquisitiveness are also taken into account during the identification process. The strategies for recognizing and supporting exceptionally talented students within educational settings revolve around the collaborative efforts of teachers, school administrators, and other educational influencers, ensuring that these individuals are seamlessly integrated into their classroom and school environments. As a result, identified individuals are empowered to carve their own paths towards excellence while leading normal lives and receiving standard education. In this context, educators play a pivotal role in both identifying gifted students and providing them with guidance. Within the Shahab national program, there is a strong emphasis on expanding opportunities for identifying gifted students, conducting longitudinal assessments based on continuous observations, and moving away from one-time assessments that mainly focus on intelligence and talent, thereby mitigating detrimental effects such as mental stress and intense competition. Furthermore, the program aims to curb the proliferation of profit-oriented institutions and coaching classes that prepare students for the Shahab exam. An integral aspect of this program is the inclusion of all students in the Shahab national program, ensuring that those who may not initially be identified as gifted have the chance

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to be reassessed based on their subsequent behaviors and performances. Thus, the primary objective of this study is to critically examine and philosophically analyze the Shahab national program (with a focus on multiple intelligences) for primary school students, with a particular emphasis on evaluating the current status, strengths, and weaknesses of the program in alignment with the broader educational transformation research initiatives.

Materials and Methods

The research methodology demonstrates practicality with respect to its objectives and employs a descriptive-analytical approach in information collection, particularly through surveys and post-event analyses. The statistical population under study encompassed all elementary school students in Isfahan province during the academic period of 2022. Utilizing cluster sampling in conjunction with the Cochran formula, a sample size of 250 individuals was determined. The principal tool utilized for data collection within this investigation is the Gardner multiple intelligences questionnaire, which comprises a total of 80 inquiries. This particular survey, crafted to assess the eight different aspects of intellect, employs a Likert scale that spans from a minimum value of 1 to a maximum value of 5, encompassing 5 response alternatives for each of the 80 items that are spread out amongst the eight constituents, with each section consisting of 10 queries. The current research has found the validity and reliability (Alpha = 0.85) of this measurement instrument to be satisfactory. Ethical considerations involved in this research encompassed the assurance provided to participants regarding the confidential nature of responses, emphasizing that anonymity was preserved by not requiring names or surnames. Furthermore, subjects were informed that their involvement in the research was voluntary and free from any form of coercion.

Results

The main question of the current research is what is the current situation and the strengths and weaknesses of the Shahab national program in line with the research of the document on the fundamental transformation of education. Based on this, the strengths and weaknesses of Shahab National Program, the development of superior talents, the individual differences of students, the development of superior talents in the elementary school period, individual differences, the content of textbooks and the methods of active presentation in the text and images of textbooks are

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examined. has taken. To answer this question, the average of the mentioned factors has been compared with the theoretical average of 3. The results are presented in Table 1.

Table 1. One sample T test to compare the factors related to the Shahab national program with the current situation

Variable	Test value = 3					
	T value	DF	P	Mean difference	Low limit	High limit
Strengths and weaknesses of Shahab national program	67.45	250	0.001	21.12	20.50	21.74
Cultivating top talents	55.09	250	0.001	16.24	15.66	16.82
Individual differences of students	50.17	250	0.001	20.17	19.37	20.96
Cultivating the best talents of elementary school	60.61	250	0.001	16.74	16.19	17.28
Individual differences	42.65	250	0.001	10.60	10.10	11.09
Content of textbooks	69.59	250	0.001	11.76	11.43	12.10
Methods of active presentation in the text and images of textbooks	32.04	250	0.001	8.34	7.82	8.85

Friedman's test was used to rank the investigated factors. The results are presented in Table 2.

Table 2. Friedman's test result

Variable	Mean rank	Rank
Strengths and weaknesses of Shahab national program	6.30	2
Cultivating top talents	4.33	5
Individual differences of students	5.84	3
Cultivating the best talents of elementary school	4.60	4
Individual differences	2.53	7
Content of textbooks	2.88	6
Methods of active presentation in the text and images of textbooks	6.42	1

As indicated in table 2, the variables encompass active presentation approaches involving textual and pictorial elements within educational materials, the evaluation of strengths and limitations within the Shahab national project, variations in student characteristics, the cultivation of exceptional abilities, the fostering of exceptional talents among elementary school students, the composition of educational content, and the distinctions in individual rankings are arranged from the first to the seventh position.

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Discussion

The purpose of this research was to criticize and analyze the philosophy of Shahab national program (multiple intelligence) of primary school students. Since the significance level is equal to 0.001 and is less than 0.05, therefore, from the point of view of the respondents, the strengths and weaknesses of Shahab national program play a role and it was acceptable and conventional. Abdi (2016) in a research titled comparing the profiles of multiple intelligences of students in two groups with learning disabilities and without learning disabilities in third grade elementary school students showed that students with learning disabilities in mathematics have different profiles in multiple intelligences. and that the design of interventions based on multiple intelligences can be effective in improving the performance of students with mathematical learning disabilities. Jenaabadi and Haghgoo (2015) stated that students studying in private schools were more creative compared to public schools.

The significance level of sig being 0.001, which is less than 0.05, implies that, according to respondents, the core transformation of education contributes to the advancement of exceptional talents. Parents of gifted children frequently express that navigating the educational system can be a source of vexation in their lives. The distinctive talents of students are considered to play a role from the perspective of respondents, given that the significance level of sig is 0.001, less than 0.05. Students in domains where their talents are more pronounced tend to learn more rapidly, achieve superior outcomes, and exhibit greater openness to embracing growth strategies. Addressing the individual talents of all students necessitates employing varied and high-caliber methodologies (Yalmanci & Gozum, 2013). Individuals exhibit variations in their innate abilities and levels of talent. The categorization of talents is intertwined with the manifestation of exceedingly stable and robust instances and a particular cognitive approach (e.g., mathematical, literary, philosophical, etc.). Schools seldom utilize comprehensive and specialized talent assessment examinations; when required, a single academic aptitude test suffices. Many parents deem it essential for their children to undergo a comprehensive aptitude evaluation outside the conventional educational framework, as they perceive a lack of attention to student talents and inadequate provisions for nurturing individual aptitudes. The prevalent approach in schools for nurturing talents involves forming classes where students can complete their studies a year early, benefiting highly gifted students or those with special talents exclusively. Another variation of this approach involves disregarding

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students' diverse talents, such as musical or oratory skills, among others. In this scenario, students are chosen based solely on academic performance instead of a holistic evaluation of their talents. The significance level being 0.001, less than 0.05, signifies, according to respondents, the role of fostering exceptional talents in elementary education. Contemporary education experts advocate for equal emphasis on evaluating academic and non-academic proficiencies, contrary to the traditional focus on intelligence gauged through intelligence tests (Baum, 2023). Presently, numerous scholars opt for the term "talent" instead of "intelligence," viewing it as a prognostication of future advancements and an inherent capability necessitating cultivation at the opportune moment and in the appropriate manner.

The individual differences among students are believed to influence the attainment of objectives in the Shahab National Program, as indicated by the significance level of 0.001, less than 0.05. Köksal and Yel (2007) asserts in his publication that education grounded in the theory of multiple intelligences significantly impacts learners' academic accomplishments and the continuity of the educational trajectory. Since the significance level is equal to 0.001 and is less than 0.05. Thus, based on the perspective of the participants, the essential transformation of education is implicated. According to Winarti et al. (2019), incorporating diverse activities in second language reading classes that challenge students' multiple intelligences can significantly enhance their performance in reading assessments.

In addressing the study's constraints, it is crucial to acknowledge that the data collected from students are self-selected, potentially leading to over or under-reporting. Furthermore, when deliberating research suggestions, it is imperative to consider examining the dissertation topic with teenage groups pre and post this transformative (educational) phase across various cultural, economic, and social strata, as well as in different urban and geographical settings. Moreover, institutions employing methodologies like clinical interviews involving insights from individuals in the surroundings and caregivers, educators emphasizing longitudinal approaches, may aid in broadening research endeavors.

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Data availability statement

The original contributions presented in the study are included in the article/supplementary material, further inquiries can be directed to the corresponding author.

Ethics statement

The studies involving human participants were reviewed and approved by ethics committee of Islamic Azad University. The patients/participants provided their written informed consent to participate in this study.

Author contributions

All authors contributed to the study conception and design, material preparation, data collection and analysis and contributed to the article and approved the submitted version.

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