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Original Article

Development of a Strategic Plan for the Educational System of Farhangian University Based on the SWOT Model

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Abstract

Background and Objectives: Today, strategic planning is considered a way to help increase productivity and achieve organizational goals, and it has become more necessary at Farhangian University as a new organization. Therefore, the current research was conducted to develop Farhangian University's strategic educational program. Methods: The research method is mixed, quantitative, and qualitative. The statistical population included all professors, officials, deputies, and education experts of Farhangian University of Alborz Province. In the qualitative section, sixteen people and in the quantitative section, 50 people were selected based on random sampling. The research tool was a semi-structured interview in the qualitative part and a researcher-made questionnaire with reliability (0.943) in the quantitative part. Findings: Findings showed that threats (3.49), weaknesses (3.48), strengths (3.22), and opportunities (3.21) are more effective, respectively. As a result, a suitable teaching strategy at Farhangian University is a defensive strategy. The proposed solutions are presented in 4 sections: Conservative (so), Conservative (St), Defensive (wt), and Defensive (WT). Conclusion: As a result, the university has developed quantitatively and qualitatively using a suitable defensive strategy.

Keywords

Educational Management, Farhangian University, Strategic Planning, SWOT Analysis.

Introduction

Due to the achievement of goals and visions that organizations and countries draw for themselves and the changes and developments in the environment, the analysis of the organization's strategy has a special place. The world in the 21st century has become very complex, technological, and information-oriented. It needs people who have different skills and have acquired the ability to use these skills. One of the most critical skills is the ability to think, which is essential for people's success (Annals, 2017). Higher education institutions are indispensable in training people sufficiently prepared for these conditions. Of course, to play their role correctly and to keep up with these developments, they need to adapt their educational system to national and international requirements.

This adaptation is necessary because experts believe that the development of higher education cannot be separated from global development (Abacioglu et al., 2022; Molderez & Fonseca, 2018; Wu & Liu, 2021; Zafar et al., 2022). Globalization, as a phenomenon in its development, has forced universities to make various improvements and improve the quality assurance system for survival. Universities should anticipate the above problems by preparing a strategic plan to achieve a competitive advantage. These benefits can be achieved with solid management by responsible leaders. Therefore, the key to leadership, management, and institutional development success is to design and implement a long-term strategic and operational planning process.

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Along with globalization, universities face a significant challenge to be accountable and responsible for long-term sustainability within their institutions and the community outside the institution. One of the actions private universities can take is to create a competitive advantage for universities to compete with other universities. Implementing strategic management provides an understanding of organizational strategy to achieve a corporate goal (Mursidi, 2017).

Based on this, higher education institutions develop strategies that allow them not only to survive in the fierce competition in the national market of educational services but also to have a positive and stable image as a representative of the status of these services in the world arena and their potential. Absorb the existing, and that is why the search for a modern and effective model of higher education institutions requires the modernization of educational management, the system of training future specialists, and the use of current educational innovations (Online, 2021). The new approach to education should be based on the active participation of learners in innovative educational technologies that aim to develop independent learning needs and skills. In the meantime, the teacher should move from the role of a transmitter to the role of the developer who organizes the active learning process of students and psychologically and educationally supports their existing needs for knowledge, free-thinking, creativity, and innovation (linguistics et al., 2020).

However, the global changes that affect national universities today, especially universities of education, which are the link between higher education and student education, require guidance and agreement on the definition of teachers' performance in virtual environments and their related competencies. These results should be kept in mind, especially when considering the need for teachers to be trained to deal with educational changes effectively. Apart from the conceptual problem mentioned above, demands for change in the role of teachers are not explicitly stated and often arise only indirectly, as pressure for change is implicit in current curriculum reforms. On the other hand, progress in explaining the organizational, educational, and technological functions involved in teaching in this new educational paradigm is necessary (Guasch & Alvarez, 2010), which can be called organizational culture. He considers corporate culture as a pattern of shared beliefs and values that gives meaning to the members of an organization and provides guidance for their behavior in the organization. Organizational culture: Empowerment, team orientation, ability development, fundamental values, agreement, coherence and coordination, creating change, customer orientation, organizational learning, strategic intention, direction, goals, objectives, and vision are a social concept that Social groups instill a familiar feeling and are the way of life of an organization (Momenfar et al., 2021).

Therefore, training teachers to educate future generations to achieve the Sustainable Development Goals is a crucial goal based on ensuring inclusive, equitable, and quality education that promotes lifelong learning opportunities for all (Fuertes-Camacho et al., 2019). Education is usually planned based on individual and social needs and is the most real tool for change in any society. The quality of education provided in any society and the nature of changes affected by that education depends on the quality of teachers and the effectiveness of their teaching in schools (Dietrich and Latzko, 2020; Howard and Mayes, 2020). Teachers must undergo successful specialized training to act effectively, so a good teacher must first have the knowledge, skills, and attitudes he intends to transfer through specialized training. Through this education, he should develop the ability to communicate knowledge to others (Rahmati & Karimi, 2022). This means that future teachers must acquire sustainable competencies in education for sustainable development to make societal changes. These competencies should be developed in higher education so prospective teachers can take personal actions from this perspective.

In this regard, teachers need empowerment and professional qualifications because

qualified teachers are the key to quality education. They should be given basic training and equipped with efficient and effective methodological strategies. To identify potential challenges, risks, and impacts, today's professionals must understand how their professional activity interacts with society and the environment, locally and globally (Fuertes-Camacho et al., 2019). In the meantime, teacher training universities, known by different nicknames and titles worldwide, have new approaches to this development.

For example, Yan states that teacher education is essential in improving education in China, where lifelong learning is considered a right and an obligation for teachers according to its programs. To meet the need for educational reforms, the Ministry of Education has issued a five-year training program to guide the training of all in-service teachers in the last two decades and has provided a solid foundation for the training of future teachers in this country (Yan, 2009). In fact, with the progress of the Europeanization process in education, teacher training has increasingly found a special place in the activities of ministerial and university networks. The exchange of information, data, and best practices influenced recent developments in teacher education policy and understanding of the complex systems of teacher education. European cooperation programs have had a significant effect in creating convergence between different educational systems. However, the teacher education systems in other countries differ significantly (Sacilotto-Vasylenko, 2013).

Farhangian University in Iran is the only university that specializes in the training of teachers, trainers, and counselors, and has the heavy duty of training the future teachers of the country; this heavy duty with the increase in the country's need for teachers as well as the retirement of a massive range of teachers, the importance of providing this scope of Teachers, while maintaining the educational and professional quality, it becomes problematic. Farhangian University is responsible for providing and training teachers, managers, and efficient employees needed in the style of the Islamic Republic, empowering and promoting the specialized competencies of the human resources of the Ministry of Education with an emphasis on cultivating pious, entrepreneurial, creative forces in the production of science, etc. Also, creating transformation and innovation in the country's teacher training system and improving and improving the methods and educational and research programs of teacher training, developing the field of study, strengthening the research spirit, and expanding the knowledge, insight, and skills of human resources are among the most important goals of this strategic university. (Farhangiyan) university, 2022)

The realization of a professional teacher is inevitable without the participation of the teacher training institute, which not only has to grant the teacher a certificate with the title "Bachelor of Education" but also has to guarantee the professionalism of the teachers. As a result, it should be a multi-purpose institution with a well-structured system, a clear vision, and a mission, as well as a qualified beneficiary to create human resources ready to develop the country's intellectual life through its graduates. However, improving quality is another challenge for this institution (Rokhman et al., 2017). For the successful functioning of the higher education institution, improving the quality of educational services, and the competitiveness of its graduates, it is essential to create flexibility against sudden and unexpected conditions that can be predicted in time. Threats that may arise and new related opportunities should be actively developed. For this purpose, it is necessary to determine the priority areas of the high-quality education system and develop a strategy for the development of higher education institutions, adapt to changes in the external environment, make maximum use of internal resources, and use modern educational management technologies (Online, 2021). To develop their capabilities and abilities, universities should draw future perspectives and strategic planning to achieve their goals and compete with other universities. Strategic management helps Farhangian University to be aware of its current situation and take full advantage of future situations to train successful and efficient students. Different

terms are used in strategic management and other approaches for its implementation.

It cannot be said that there is a perfect way to implement strategic planning. Every institution has its interpretation of approaches and activities in strategic management. What is common to strategic management, however, are typical steps involving similar activities performed in a similar sequence. Every management includes four primary stages: analysis, planning, implementation, and evaluation. More precisely, it can be said that strategic management is a continuum of consecutive steps such as critical analysis of a system, formulation and evaluation of policy, action planning, management and monitoring, review, and assessment. Experience and lessons learned from implementation, monitoring, and evaluation provide feedback for adjusting the current program or for the next cycle of policy formulation and action planning (Chang, 2008). Based on this, several types of research conducted in this field are mentioned.

In domestic research, we can refer to the study of Yazdi and Mirheidari (2022), who, in examining the weaknesses and strengths of virtual education, showed that the best strength of virtual education is saving and saving time, and they mentioned two opportunities, i.e., reducing air pollution and preserving the environment and preventing the spread of the coronavirus. The most frequent weakness of virtual education is the disruption of the e-learning website, and things like internet outage, low internet speed, and internet cost are among the most frequent threats, respectively.

Ahmadian Jaludari, Alam, and Nowzari (2022), based on the final score of 2.56 in the matrix of internal factors and the score of 2.57 in the matrix of external factors and calculations, the strategic position of the General Department of Physical Education of Farhangian University was identified.

The results of the research of Mutoli and Rezaei Tabar (2021) showed that the most crucial strength of Farhangian University is research projects in the field of education, and the weak point, the factor of confusion in the policy-making field of officials has been given priority. Also, concerning the opportunities and threats facing strategic planning at Farhangian University, the factors of having the support of the country's officials and having the statutes approved by the Supreme Council of the Cultural Revolution and the difference in the views of the education authorities, the program and budget organization, and the administrative and employment organization, respectively They have assigned the priority.

Hijazi (2021) showed in the results of his research that the positive attitude of professors towards implementing cultural and social programs is the most significant opportunity; the lack of group implementation and cultural and social programs are the most critical threats to the artistic programs of the university.

Hijazi and Bakhtiari's (2018) analysis of the matrix of internal factors (1/54) showed that this university has several weaknesses in implementing the study program regarding learners, including the knowledge and teaching skills of students and teachers. The analysis of the matrix of external factors (1/82) also showed that the most significant opportunity of the university in the dimensions of the learning environment, the potential of Farhangian University campuses for the successful implementation of the program, and the most critical threats of the university is the lack of possibility of conducting group lessons in executive schools and the low cooperation of guidance teachers in schools. In his research, Eskandari (2017) examined strategic options and strategic analysis and proposed Farhangian University's organizational strategy as a conservative strategy.

Soroka et al. (2021) aimed to study the identification of strengths, weaknesses, opportunities, and threats of university teachers in their work during the COVID-19 epidemic in Ukrainian universities; suggested strengths: good relations with students and management, the grading system in universities, Satisfactory working conditions, good company, good experience, and moral satisfaction. Weaknesses: low salary, high workload, inadequate

technical support. Opportunities: the opportunity to develop skills and creativity, the opportunity for further education/teacher training, the chance to fulfill plans, and an opportunity for promotion. Threats: conflict with colleagues, unhealthy competition, job loss, high demands, and high responsibility (Soroka et al., 2021). In his article, Al-Marwani (2020) emphasizes the need for better preparation of pre-service teachers to face the challenges of applying and teaching critical thinking skills through developing their skills, especially in the context of the Saudi government's commitment to improving education in this country in the next decade. Al-Marwani, 2020).

Abrin et al. (2022) identified thematic variables for physical education teacher education at a general program, staff, and student level; SWAT analysis extended the physical education teacher's understanding of the subject matter beyond physical contact spaces to provide meaningful tertiary teacher education (O' Brien et al., 2020). Cultura (2018) proposed a structure of a training cluster for continuing teacher education and qualifications and presented the experiences of the Department of Information and In-Service Teacher Education at Trakia University, Stara Zagora, Bulgaria (Cultura, 2018).

Zou and Josti Mughensi (2015) investigated the strengths, weaknesses, opportunities, and threats (SWAT) for e-learning integration as perceived by academic staff at a university in Uganda and a university in Tanzania. They showed that a lack of capacity regarding institutional policies, teacher competence, And domestic investment is considered a weakness and a threat to universities (Zhu & Justice Mugenyi, 2015). Pérez Cañado (2014) on in-service teachers' perceptions using the SWAT model presents the results of a European study on the primary educational needs that in-service teachers consider to adapt to a bilingual educational model (Pérez Cañado, 2014).

The review and study of the research literature show that the study of weaknesses and strengths, opportunities and threats of universities using the SWOT method is one of the significant things researchers pay attention to. However, the point to consider in internal research is that more detailed factors are addressed, and general strategies have not been noticed. Because Farhangian University is newly established and its weaknesses, strengths, opportunities, and threats have been studied less, it is more important to address them. Since the SWAT model is used for decision-making in the direction of determining short-term and long-term strategies and for organizations, It helps them make effective strategic decisions for their strategic challenges, and the results of numerous researches have proven that this method is an "effective tool for teaching practical business skills" and is effective for decision making in organizations whose organizational thinking is predominantly biased, inaccurate, uninformed and unstructured. It can help structure different elements of an organization's strategic decision-making processes (Helms & Nixon, 2010). Since Farhangian University is considered an organization, the SWAT model can be effective for Farhangian University. Therefore, paying attention to Farhangian University, recognizing the current situation, and providing suitable strategies can be a way forward for the planners of Farhangian University. A step can be taken toward designing an all-around plan for its educational and educational goals. Therefore, this research was done to answer these questions. What are the strengths and weaknesses of education at Farhangian University? What external opportunities and threats are there for Farhangian University? Moreover, what are the practical and appropriate strategies for the current conditions of Farhangian University?

Research Method

SWOT or SWAT analysis means evaluating internal (strengths and weaknesses) and external (opportunities and threats) factors during situational analysis and implementation of strategic planning of organizational policy (Dyson, 2004).

This method is widely used for analyzing internal and external environments to achieve a

structured approach and support decision-making situations (Ghazinoory et al., 2011). It is among many models continuously emerging in the field of strategic management. , in recent decades, the SWAT framework has enjoyed tremendous popularity among researchers and practitioners. This tool includes environmental analysis (the process of examining the business environment for threats and opportunities) and organizational analysis (the process of analyzing a company's strengths and weaknesses) (Figure 1). It helps organizations gain better insight into their internal and external business environment when making strategic decisions and plans by analyzing and placing the organization's resources and environment into the strengths, weaknesses, opportunities, and threats.

The current research is of a mixed type, and quantitative and qualitative methods, including interviews and reviews of documents, surveys of expert professors, and analyses of studies, have been used to collect data. At first, to form the SWAT matrix, the most important internal strengths and weaknesses, opportunities, and external threats were identified by studying library documents and published articles. In this section, all the documents published by the university and articles related to the research position, which were published in reliable publications since 2013, i.e., after the establishment of Farhangian University, were examined. In this stage, the content analysis method (open, central, and selective coding) was used for data analysis, and open codes were extracted.

In the next stage, interviews were conducted with faculty members and experts working on the two campuses of Farhangian University since its establishment, as well as the presidents and vice presidents of the two campuses. The statistical sample was selected purposefully, and a semi-structured interview was conducted with them. The interviews continued until the saturation of information and up to 16 people. At this stage, the content analysis method (open, central, and selective coding) was used for data analysis, and open codes were extracted. Next, the open codes extracted from document review and interviews were merged, and 171 open codes were identified. The concepts were categorized in the following stage, which was the central coding stage.

The codes were reviewed and matched, and after removing duplicate codes and several studies and investigations among the data, concepts (codes) and categories, strengths, weaknesses, opportunities, and threats were categorized. At this stage, 48 main components were extracted to form the SWAT model, and the extracted components were sent to 6 expert professors. According to their opinions, some items were deleted, some were merged and modified, and finally, 40 final components (10 components for each section) were selected and finalized.

In the quantitative section, based on the prepared list, a questionnaire containing 40 questions about strengths (10 items), weaknesses (10 items), opportunities (10 items), and threats (10 items) was prepared and given to the subjects. The questionnaire was closed-answer based on the Likert model (very good, good, average, poor), and three expert professors confirmed its validity and reliability.

The reliability of the questionnaire was equal to (0.943) using Cronbach's similarity coefficient. The compiled questionnaire was sent to 6 expert professors, and finally, the collected data was analyzed using Excel and SPSS version 26 statistical software and statistical tests and presented in the form of statistical tables.

The statistical population of this part of the research was made up of active professors (elite population) with at least five years of teaching experience in Farhangian University, management of provincial campuses, managers and assistant professors of Farhangian University campuses in Alborz province, who were more than 60 people. Fifty were selected as a statistical sample based on Morgan's table, stratified random sampling, and answered the questionnaire.

The data obtained from the implementation of the questionnaires were extracted, and their

primary, secondary, ranking, and final coefficients were calculated in four sections: strengths and weaknesses, opportunities, and threats. The most critical factors were identified to provide appropriate strategies.

In evaluating the internal factors of an institution, a checklist of strengths, weaknesses, opportunities, and threats (IFE and EFE) is created by reviewing statistics, reports, field studies, and direct observations. Each factor is assigned a weight from 0.0 to 1.0 based on its relative importance to organizational success. Factors with the most significant impact receive higher weights, ensuring that the total weight assigned to all factors equals 1.0. Factors are then scored from 1 to 4, with 1 and 2 indicating weaknesses and 3 and 4 indicating strengths. The scores reflect the institution's perspective, while the weights represent the industry's perspective. To calculate the weighted score for each factor, multiply the weight by the rating and sum up the weighted scores to determine the total weighted score of the organization.

Findings

After going through the steps mentioned in the methodology, various tables are presented to analyze the research findings, each showing weaknesses, threats, strengths, and opportunities separately. The information displayed in the table was ranked based on the authors' analysis.

Table 1. Evaluation of strengths caused by internal factors (IFE*)

Strengths	Primary coefficient	The secondary coefficient	Rank	Final coefficient
Having caring teachers	178	0.11097	3	0.33291
The existence of a close relationship between professors and staff with students	166	0.10349	3	0.31047
New and updated programs	128	0.0798	2	0.1596
Entry of motivated students	154	0.096	2	0.192
Focus on internship along with theory training	164	0.10224	3	0.30672
The existence of educational courses in addition to specialized classes (interdisciplinary)	154	0.096	4	0.384
Familiarization of professors with the app system and schools	169	0.10536	4	0.42144
Entry of high-ranking students to Farhangian University	169	0.10536	3	0.31608
Admission of students from all parts of the country	166	0.10349	4	0.41396
The educational nature of the university (combination of opinion and practice)	156	0.09725	4	0.398
Total	1604	1	32	22618/3

(Internal Factor Evaluation Matrix) *

Table 1 shows that the most critical strengths of Farhangian University from the point of view of the elite society are the familiarity of professors with the UP system and schools with a coefficient of 0.42, acceptance of students from all parts of the country with a coefficient of 0.41, the educational nature of the university (combination of opinion and practice) with a coefficient 0.389, the existence of academic courses in addition to specialized (inter-major) courses with a coefficient of 0.384, which were respectively the most important.

Table 2. Evaluation of weaknesses caused by internal factors

Weaknesses	Primary coefficient	The secondary coefficient	Rank	Final coefficient
The limited and worn-out space of the campuses	146	0.09818	4	0.39272
The average age of professors is high, and they are not updated	139	0.09347	4	0.37388
Lack of official faculty members	165	0.11096	3	0.33288
Uncertainty of the status of the faculty and their multiplicity	167	0.1123	3	0.3369
More emphasis on theory units	155	0.10432	3	0.31269
High ratio of educational science courses to specialized courses	139	0.09347	2	0.18694
Overlapping the headings of different courses with each other	141	0.09482	4	0.37928
Failure to pay attention to prerequisite courses	126	0.08473	4	0.33892
Students' motivation dropped due to the ruling on the first day	154	0.10356	4	0.041424
Lack of proper communication between the university and AP schools	155	0.10423	4	0.41692
Total	1487	1	35	48537/3

Table 2. shows that the most critical weaknesses of Farhangian University from the point of view of the elite society are the lack of proper communication between the university and AP and schools with a coefficient of 0.416, a drop in students' motivation due to the issuance of a verdict from the first day with a coefficient of 0.412, a limited and worn-out space The campuses with a coefficient of 0.392, the overlap of the titles of different courses with each other with a coefficient of 0.379 are the most important respectively.

Table 3. Evaluation of threats caused by external factors

Threats	Primary coefficient	The secondary coefficient	Rank	Final coefficient
The disorder in the AP system	158	0.09981	4	0.39924
University politics	162	0.10233	4	0.40932
Non-allocation of independent budget line to Farhangian University	172	0.10865	3	0.32595
Unfavorable position of teaching job in the country	147	0.09286	4	0.37144
Unisexuality of the university	162	0.10233	3	0.30699
Unstable fields and the number of students in each field	154	0.09828	3	0.29184
Lack of graduates from the university	154	0.09728	4	0.38912
Limitation in selection (the same number of applicants as the number of interviewees)	150	0.09475	3	0.28425
Lack of educational infrastructure and technology	166	0.10486	4	0.41944
Multiple conditions of faculty members	158	0.09981	3	0.29943
Total	1583	1	35	49702/3

Table 3 shows that the most critical threats to Farhangian University from the perspective of the elite society are the lack of educational and technological infrastructure with a coefficient of

0.419, the politicization of the university with a coefficient of 0.409, the disorder in the AP system with a coefficient of 0.399, the lack of output refineries from Universities with a coefficient of 0.389 are respectively the most important.

Table 4. Evaluation of opportunities caused by external factors

Opportunities	Primary coefficient	The secondary coefficient	Rank	Final coefficient
Guaranteeing students' future careers	168	0.10132	4	0.40528
The presence of educated experts on the campuses	162	0.0977	2	0.1954
Setting up the electronic system	170	0.10253	3	0.30759
Motivating students to expand interactions with other universities	164	0.09891	2	0.19782
The universality of the university	178	0.10735	4	0.4294
Entrance interview for admission of students	168	0.10132	4	0.40528
Exemption from military service	168	0.10132	4	0.40528
Using the capacity of education teachers	164	0.09891	3	0.29673
Employment and service history with salary	153	0.09227	3	0.27681
Day and night students	163	0.09831	3	0.29493
Total	1658	1	32	3.21452

Table 4 shows that the most significant opportunities of Farhangian University from the point of view of the elite society are the university's universality, with a coefficient of 0.419, and the three factors of entrance interview for accepting students, guaranteeing students' future career and exemption from military service with a coefficient of 0.405, which respectively have the most importance. have been.

Table 5. The final coefficients in the four sections

	Strengths	Weaknesses	Threats	Opportunities
Final coefficient	3.22618	3.48537	3.49702	3.21452

The findings presented in Table 5 show that the weaknesses and threats have scored more than Farhangian University's strengths and opportunities. Based on this, diagram 1. has been defined, which shows that Farhangian University's strategy is more defensive because the range of threats and weaknesses is more comprehensive than strengths and opportunities.

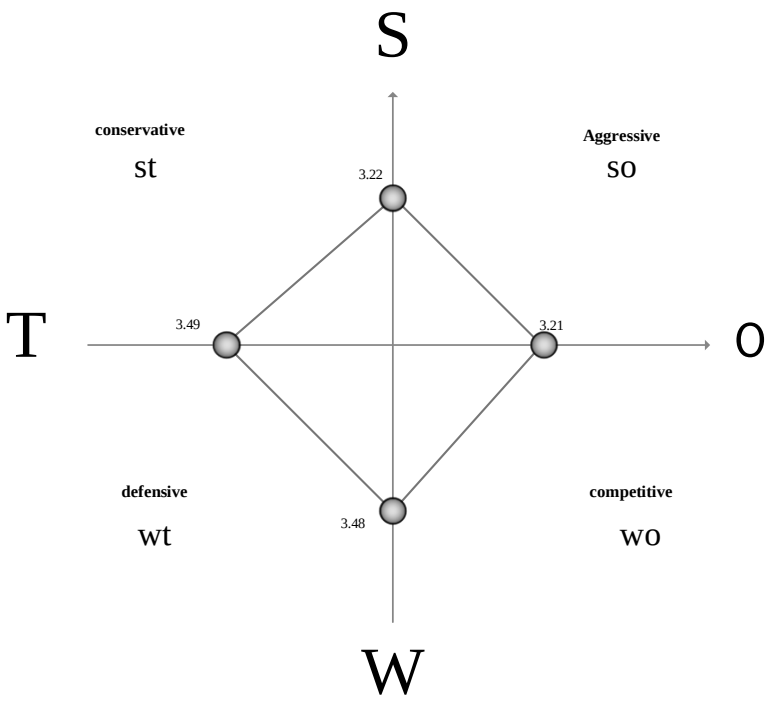

Fig 1. Evaluation matrix and strategic action

The findings obtained in Chart 1 show that the threats and weaknesses of Farhangian University have a more significant effect on the system. As a result, the strategies of Farhangian University are close to defensive strategies, and the authorities should consider a defensive approach to improve the performance of Farhangian University and pay more attention to fixing the weaknesses by using domestic and foreign talents.

Discussion and Conclusion

According to the points in this research, a strategic analysis of the situation at Farhangian University was done using the SWAT model. The results obtained from the SWAT analysis show that the threat factors are (3.49), weaknesses (3.48), strengths (3.22), and opportunities (3.21). The matrix of internal and external factors was equal to 3.35. From the point of view of the elites, the most crucial strength of Farhangian University is the familiarity of professors with the UP system and schools, with a coefficient of 0.42; its most significant weakness is the lack of proper communication between the university and the A, P system and schools with a coefficient of 0.416, the most critical threat: the lack of educational infrastructure and technology with a coefficient of 0.419 and the most significant opportunity: the nationalization of Farhangian University with a coefficient of 0.419.

The findings of this part of the research agreed with the findings of Ahmadian et al. (2022) that the matrix of internal and external factors was almost equal. It also disagreed with Soroka et al.'s (2021) findings that suggested strengths: good relationships with students and administration, the university grading system, satisfactory working conditions, good fellowship, good experience, and moral satisfaction. Weaknesses: low salary, high workload, inadequate technical support. Opportunities: the opportunity to develop skills and creativity, the opportunity for further education/teacher training, the chance to fulfill plans, and an opportunity for promotion. Threats: conflict with colleagues, unhealthy competition, job loss, high demands, and high responsibility; the findings of al-Marwani (2020) his article

emphasize the need for better preparation of pre-service teachers to face the challenges of applying and teaching critical thinking skills through the development of their skills, especially in the context of the Saudi government's commitment to improving education in this country in the next decade. He does.

Abrin et al. (2020) identified thematic variables for physical education teacher education at a general program, staff, and student level; SWAT analysis extended the physical education teacher's understanding of the subject beyond physical contact spaces to provide meaningful tertiary teacher education. It seems that these differences are related to the differences in the views of these countries' higher education systems on teacher training and the differences in research titles.

In the second part of the findings, according to the results of the SWAT model, the appropriate strategy for Farhangian University is defensive. The results obtained in this section were against the findings of Ahmadian Jellodari et al. (2022), who identified the strategic position of the General Department of Physical Education of Farhangian University as aggressive, and also against the findings of Eskandari (2017), who in his research proposed the organizational strategy of Farhangian University as a conservative strategy. In explaining this issue, it can be pointed out that the first research was about physical education strategies, and the second was about task strategies that differ from educational ones.

To conduct the research, the researchers pointed to Farhangian University of Alborz province professors with limitations such as the limited statistical population. A similar study with a different or broader statistical population is suggested. Also, due to existing limitations, researchers have refrained from analyzing the effects of existing variables on each other, which can be a topic for future research.

Finally, according to the research findings and considering that the appropriate educational approach for the university is a defensive strategy, in the direction of its lofty goals, in the current situation, it should seek to correct or eliminate its weaknesses. In the future, it should seek solutions to eliminate existing threats. It uses national, regional, and global opportunities to exploit its strengths. Based on this, according to internal strengths and weaknesses and external threats and opportunities, strategies are developed in 4 areas and suggested as follows.

Aggressive strategies (SO): academic development of the university to attract senior and junior students, development of the practical base of the university in teaching and learning, interaction with foreign teacher training universities (short-term courses for international students and sending of selected student teachers), increasing the student acceptance capacity, development of majors Education and creation of new and unique fields of Farhangian University, establishing a connection between Farhangian University and prestigious universities such as Tehran University and Allameh University, targeting the development of faculty.

Conservative strategies (St): localization of theoretical and practical training, signing a new memorandum of understanding with AP organization to expand educational interactions, creating suitable platforms for financing, increasing the scientific-research journals of Farhangian University, designing practical and skill criteria for performance evaluation students, making scientific and research parks, attracting international students to improve the global scientific rank.

Revision strategies (wo): development of an electronic education system, creation of specialized working groups, the possibility of study opportunities and research activities in cooperation with other universities, the foundation of socio-cultural activities, promotion of support and encouragement system for research promotion, creation of motivational policies to attract faculty members and top students entrance exam, reforming and improving promotion regulations based on the characteristics and missions of the university, creating

opportunities for students to collaborate with other universities and compete in university competitions and festivals, redefining Farhangian University's relationship with the A&P organization, training interviewers to conduct entrance interviews for student admissions, Revising and subjecting the calculation of service history to success in the output refineries.

Defensive strategies (wt): repairing worn-out infrastructures and developing the physical space of campuses, stability in maintaining existing privileges for students, creating a standardization system in campuses, designing a flexible and practical curriculum, modifying the exit criteria for students who graduate from the university, stabilizing the fields and the number of students each field, reforming the infrastructure (physical, educational and technological), assigning the terms of the faculty members, merging the teaching classes of the provincial campuses, allocating an independent budget line to Farhangian University, revising the curriculum design (flexible and practical curriculum design, paying more attention to the courses practical and specialized, compliance with prerequisite courses, non-overlapping of course titles with each other), using new methods of financial management in campuses.

In the end, considering that this research was carried out in the campuses of Alborz province, it is suggested that for a better understanding of the general conditions of Farhangian University, future research should be carried out with a larger statistical population, and also because the defense strategy is suitable for the campuses of the province. Based on the findings of the current research, Alborz is a defensive strategy, so it is essential to prioritize

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