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# Compilation a Model of Professional Competencies of Educational Managers of Iran Program and Budget Organization

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## ABSTRACT

**Objective**: The primary aim of the present investigation was to establish a model delineating the professional competencies exhibited by educational managers within the program and budget organization of Iran.

**Methods**: The research employed a systematic methodology via grounded theory, with the statistical population consisting of 16 experts or focal circles specializing in professional competencies. Data was gathered through interviews as the primary qualitative data collection method, and triangulation method (methods, theories, and investigators) was utilized to validate and ensure the reliability of the measurement tool. To dissect the qualitative data, a systematic approach based on foundational data theory (Strauss and Corbin) was implemented through three phases of open, axial and selective coding.

**Results**: The outcomes reveal that the principal dimensions of professional competencies among educational managers in the Iran program and budget organization encompass six dimensions: causal conditions, contextual conditions, intervening conditions, strategies, consequences, and central categories.

**Conclusions**: The distinctive aspect of the current study lies in its development of a model illustrating the professional competencies of educational managers within Iran's program and budget organization through a qualitative lens.

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## Introduction

Companies must get ready for the possibility of a skilled labor shortage in the near future. Developing managers' skills is one way to deal with this problem. It is clear that in this kind of environment, managers, who are the ones steering the corporate ship through tumultuous shifts, need to move away from traditional methods. Supervisors who do not possess the necessary expertise and managerial abilities to adjust to these situations run the risk of rapidly bringing the organization backward (Fitria, 2022).

Leveraging both intrinsic and acquired skills and competencies is essential for successful and profitable management. The importance of skilled and capable managers to the functioning of organizations has grown, making management science a vital and complex field in the humanities (Fuadi et al., 2023). A supportive atmosphere can be created by placing a strong emphasis on the abilities and capabilities of managers, especially during the hiring and appointment procedures, and by establishing these qualities as essential requirements for promotion and selection. Efficient use of all available organizational resources will eventually result in increased productivity within the management structure and the accomplishment of ambitious goals.

Nowadays, everyone agrees on the importance, standing, and duties of managers as the planners and architects of organizations. The implementation of effective processes for the recruitment, retention, appraisal, and training of managers is of course essential and noteworthy. Recognizing the capabilities of managers, making the most of them, correcting their shortcomings, and always looking to improve are essential for organizational expansion and success in their specific roles (Pamuji & Limei, 2023; Shet et al., 2019).

Competency is a term that encompasses a collection of behaviors that show a particular combination of knowledge, skills, abilities, and motivations that influence performance in a certain role. Active listening skills, for example, include things like keeping eye contact, nodding, giving vocal affirmations, accurately understanding, and more. The effective utilization of listening techniques depends on domain knowledge, auditory comprehension abilities, listening behavior mastery, and the will to listen intently. To succeed in the competitive environment, firms need to make an effort to attract, develop, and nurture their people resources. Various instruments are employed to achieve this goal. One well-known method, widely used to assess people's abilities, is the training process. In order for managers to have a crucial position in the company, be a

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valuable asset in the creation of overarching strategy, devote more time to improving performance, stimulate passion, and strengthen workers' loyalty to the company, they need to be competent. Determining these competencies is a basic prerequisite for creating manager-specific training and development programs. Thus, the main objective is to restructure managerial duties and identify their competencies in order to further develop and improve human resources (McCartney et al., 2021).

In the Iranian program and budget administration hierarchy, it is a unique and sensitive position due to the professional and specialized nature of its activities, which are in line with its goals, viewpoints, and job classification, among other things, making its decisions highly influential on the advancement of the country. This organization needs skilled management in the social, political, cultural, educational, and economic spheres in order to realize its goals. One delicate and important part of the entity's operating continuum will be the selection and employment of deserving managers. It is therefore essential to set standards and criteria in order to find and appoint the most deserving persons in order to carry out the selection and appointment of managers. This will allow skilled and competent individuals to take on jobs within the firm.

Given that the instructional managers in this organization comprise a range of management levels (senior, intermediate, foundational, and operational), it becomes apparent that competencies and skills involving foundational professionalism, instructional methodologies, assessment and appraisal techniques, personal behaviors, staff and task management, interpersonal competence, cognitive frameworks, environmental organization, holistic management, ethical values, perceptual abilities, interpersonal proficiencies, technical aptitude, job-specific skills, organizational capabilities, and more are required. Considering the critical role and importance of professional managers, the lack of research on this topic in the country's program and budget administration, and the perceived need and demand for professional managers with education within this organization, the goal following the researcher's assessment and needs analysis is to present an appropriate model that responds to these questions and enhances the professional competencies of educational managers in the program and budget administration of the country. So, what exactly defines the professional credentials of educational managers in Iran's budget and program organization?

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## Material and Methods

The prevailing investigation was employed with respect to objectives, as well as the nature and type of study in the qualitative realm, where a systematic approach was adopted in laying the grounded theory. The statistical population under scrutiny in this study comprised all experts or focal circles within the realm of professional competences (comprising experts and researchers specializing in professional competences).

**Table 1**. Demographic details of experts in the professional competencies' domain

| Row | Field of Study | Academic degree | University name |
|---|---|---|---|
| **1** | Operational management | P.H.D | University of Tehran |
| **2** | Government management | P.H.D | Higher Institute of Management and Planning Education and Research |
| **3** | Government management | P.H.D | Higher Institute of Management and Planning Education and Research |
| **4** | Government management | P.H.D | Allameh Tabatabayi University |
| **5** | Government management | P.H.D | University of Tehran |
| **6** | Education Management | P.H.D | Al-Zahra University |
| **7** | Education Management | P.H.D | University of Tehran |
| **8** | Education Management | P.H.D | Allameh Tabatabayi University |
| **9** | Education Management | P.H.D | Shahid Beheshti University |
| **10** | Business management | P.H.D | University of Tehran |
| **11** | Business management | P.H.D | Tarbiat Modares University |
| **12** | Curriculum | P.H.D | Islamic Azad university |
| **13** | Curriculum | P.H.D | Shahid Beheshti University |
| **14** | Entrepreneurial management | P.H.D | Islamic Azad university |
| **15** | HR management | P.H.D | University of Tehran |
| **16** | Higher Education Management | P.H.D | Islamic Azad university |

The sampling methodology employed was deliberate and purposeful. The instrument utilized for data collection and assessment in the present study was a semi-structured interview conducted by the researcher, employing open, axial, and selective coding. Semi-structured interviews were conducted with seasoned experts and educational administrators to propose a model for the professional competencies of educational managers within Iran's program and budget organization. The rationale behind opting for a semi-structured interview lies in the opportunity it provides for the exchange of viewpoints and thoughts, while also enabling steering the conversation towards the research objectives. Subsequent to identifying the experts (interviewees), necessary arrangements were made for scheduling the interview sessions. These interviews were

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audio-recorded to ensure the preservation of qualitative data and were later transcribed onto paper. The interview inquiries are as follows:

1 .Do you possess a definition of competence? In your view, what are the qualifications expected of educational staff and managers, along with their distinctive attributes? 2. What are the factors influencing the qualifications of educational managers, and in what manner do they impact these qualifications? 3. What measures could enhance the proficiency of managerial skills? How would these measures contribute to enhancing organizational efficiency? 4. Drawing from your experience, what solutions would you propose to surmount the challenges encountered in researching the model of professional competencies among educational managers?

The validation of the measurement tool was accomplished through a triangulation method (methods, theories, and investigators). In line with the reliability criteria of this study, the member checking technique was employed for assessing reliability. Subsequently, the data analysis and resultant findings were shared with three participants to solicit feedback during the written report phase. All outcomes were validated at this stage, with due consideration given to the suggestions provided. Based on the self-assessment technique employed by the researcher throughout the data gathering and analysis phases, the research's credibility was enhanced. The confirmability index guided the presentation of the initial three interviews' complete texts, alongside open coding, to three members of the academic committee. Their endorsement was sought to ensure accurate implementation and coding of the texts. A sample of three interviews was chosen from the pool of conducted interviews to ascertain the test's reliability. Each interview underwent dual coding within a specific timeframe, followed by a comparison of the assigned codes during two distinct intervals. Codes matching in both intervals were labeled as "agreement," while non-matching codes were labeled as "disagreement." The test-retest reliability of the interviews in this study was determined to be 0.79, surpassing the threshold of 0.6, therefore confirming reliability. The research adopted an inductive text document analysis approach to model development. This method, proposed in accordance with Berelson & Lazarsfeld's definition, entails quantitative content analysis post-event, focusing on the explicit content of a text for descriptive textual content analysis. Examination and analysis of the text involves identifying logical units of investigation

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such as text dimensions, predetermined keywords, foreign phrases, word groups, and sentences or paragraphs.

Data serves as a strategic cornerstone for data reduction and contextual management, facilitating data engagement, organization, synthesis, and interpretation. Coding is a methodical procedure devised by Strauss and Corbin (1990) for the exploration of categories, characteristics, and dimensions within data. Within this study, a process model has been formulated using this coding approach to depict and elucidate the phenomenon associated with the professional competencies exhibited by educational managers within the program and budget organization of the country. It is imperative to highlight that the data collection and analysis process in this research technique unfolds in a nonlinear fashion simultaneously. The data collection persisted until the researcher achieved theoretical saturation (i.e., concepts articulated by experts (interviewees) regarding the professional competencies of educational managers within the program and budget organization of the country were reiterated) within the data, with no novel concepts being introduced to the model. Partial data analysis, inquiry, and comparative analysis stand as pivotal techniques within theory grounded in data. To construct the theoretical model concerning the professional competencies of educational managers within the program and budget organization of the country, the researcher actively transitioned between open and axial coding during the data analysis phase. It should be emphasized that the coding process is fluid and evolving, whereby categories are initially identified through open coding, and subsequently interconnected during axial coding. Following the establishment of relationships between categories via open and axial coding, the integration of categories, subcategories, and their correlations occurs during selective coding to formulate the process model. This approach led to the identification of dimensions, categories, indicators, as well as their priorities within the model of professional competencies of educational managers within the Iran program and budget organization of the country.

## Results

In the present study, a research process model has been formulated, illustrating the connections between components and categories within the research data. Subsequently, an elucidation of the components comprising the research process model is presented. Within this section, the researchers have categorized the indicators into dimensions and categories as indicated:

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## Causal conditions

Upon scrutinizing the conducted interviews, the causal conditions influencing the professional competencies of educational managers at the program and budget organization of Iran align with the tabulated information in table 2.

**Table 2**. Concepts and categories associated with causal conditions

| Dimention | Selective codes | Axial codes | Open codes |
|---|---|---|---|
| Causual conditions | Individual futures | Interpersonal interactions and communication | Attention to the promotion of subordinate forces |
| | | | Attention to the position and glory of the subordinate forces |
| | | | Allocating time to subordinate forces |
| | | | Giving importance to subordinate forces |
| | | | Respect for subordinate forces |
| | | | Establishing an incentive and reward system |
| | | | Interaction with subordinate forces |
| | | Improving the knowledge of employees | Cultivating the skills of subordinate forces |
| | | | Designing in-service courses for subordinate forces |
| | Professional and specialized knowledge | Monitoring and interaction | Paying attention to the opinions of subordinate forces |
| | | | Promotion of teamwork and group work |
| | | | Helping subordinate forces |
| | | | Guidance of subordinate forces |
| | | Cultivation and growth | Attention to the dynamics and activation of the subordinate forces |
| | | | Attention to the capabilities of the subordinate forces |
| | | self-management (self-control) | Accepting your managerial abilities |
| | | | Interest in management work |
| | | | Charity |
| | | | Having a spirit of forgiveness |
| | | | being humble |
| | | | Don't be in a hurry |
| | | | to be well-mannered |
| | | | to be well behaved |
| | | | having balance |
| | | The upgrade process | Having a work history |
| | | | Having work experience |
| | | | Eligibility for promotion |
| | | Related education | Management education |
| | | | Education related to the desired profession |
| | | Mastery of technology tools | skill training |
| | | | up to date |
| | | | Familiarity with technology |

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As delineated in the Table 2, the causal conditions encompass 32 open codes, 8 axial codes, and 2 selective codes.

**Contextual conditions**

The contextual conditions encompass those detailed in Table 3.

**Table 3**. Concepts and categories associated with contextual conditions

| Dimention | Selective codes | Axial codes | Open codes |
|---|---|---|---|
| Contextual conditions | Teamwork and collaborative culture | Participation in work | Participation in work |
| | | | Group and team work ability |
| | | | Ability to participate in different situations |
| | supportive atmosphere | satisfaction | Organizational support from personnel |
| | | | The support umbrella of the organization from the manager |
| | Decentralized structure | Intellectual independence | Delegation of authority |
| | | | Participation in decision making |
| | | Interaction with employees | Group decision making |
| | | | Paying attention to the comments of subordinates |

As illustrated in the Table 3, the contextual conditions involve 9 open codes, 4 axiall codes, and 3 selective codes.

**Intervening conditions**

The intervening conditions encompass those specified in Table 4.

**Table 4**. Concepts and categories associated with intervening conditions

| Dimention | Selective codes | Axial codes | Open codes |
|---|---|---|---|
| **Intervening conditions** | Cultural factors | Acquaintance and harmony with the culture of society | Identification and management of organizational cultural problems |
| | | | Understanding the culture of the organization |
| | | | Coordination with the culture of the organization and society |
| | | Social respect and dignity | Having an economic base |
| | | | Having a social network |
| | | | Being respected in the organization |
| | Social factors | Solving social problems | Enjoying various types of security (occupational, moral, etc.) |
| | | | Peace of mind in the work environment |
| | | | Legality of organization and society |
| | | | Unemployment of educated people and the prevalence of fake jobs |
| | | Social intelligence | Knowing and understanding people's feelings to communicate with them |
| | | | Effective interaction and communication with others |

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| | | | |
|---|---|---|---|
| | | | Providing organizational conditions for individual growth |
| | | Supporting organizations and institutions | Appointment of managers in positions related to their field of study |
| | | | Providing services to employees in the organization |
| | | | Providing services to managers by specialized centers |
| | | | Providing conditions for providing facilities to employees by banks |
| | | | Using the services of other organizations |
| | Organizational factors | Job satisfaction | Observance of civil rights of employees |
| | | | Communicate closely with employees |
| | | Organizational support | Supporting personnel against work and family problems by the organization |
| | | | Supporting personnel to achieve peace and success by the organization |
| | | Providing needs | Having a living minimum |
| | | | Providing the basic needs of personnel |
| | | | Having a healthy diet |
| | | | Providing the needs of high levels of personnel |
| | Individual factors | Balance and overall health | Not having a disability preventing him from doing the assigned tasks |
| | | | Having mental health |
| | | | Not having chronic diseases |
| | | | Having minimum physical health |
| | | Social intelligence | The ability to adapt to the environment |
| | | | self-awareness |
| | | | The skill of dealing with others in critical situations |
| | | | Recognizing one's own and others' emotions |
| | | Psychological capital | Having self-esteem |
| | | | Having self-confidence |
| | | | Having a sense of efficiency |
| | | | Being optimistic about the work environment and people |
| | | | happiness |
| | | | Self-concept |

As depicted in Table 4, the intervening conditions comprise 37 open codes, 11 axial codes, and 4 selective codes.

**Strategies**

This section aims to delineate strategies for enhancing the professional competencies of educational managers. The categories and concepts pertinent to strategies are detailed in Table 5.

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**Table 5.** Concepts and categories associated with strategies

| Dimention | Selective codes | Axial codes | Open codes |
|---|---|---|---|
| Strategies | Appropriate administrative structure | Adaptability and flexibility | Compatibility between job and personal aspects |
| | | | Satisfaction with management services |
| | | Economic justice | Addressing economic inequalities |
| | | | Justice in having facilities compared to other organizations |
| | | | Justice is about respect |
| | Growth training | earn knowledge | Development of managers' abilities |
| | | | Empowering managers |
| | | | Development of managers' capabilities |
| | Providing training | Dissemination of knowledge | Providing training |
| | | | Career development of managers |
| | | | In-service training |

As shown in Table 5, the strategies involve 11 open codes, 4 axial codes, and 3 selective codes.

**Consequences**

The objective of this segment is to identify the consequences of the professional competencies of educational managers. The categories and concepts concerning consequences are depicted in Table 6.

**Table 6**. Concepts and categories associated with consequences

| Dimention | Selective codes | Axial codes | Open codes |
|---|---|---|---|
| Consequences | Individual professional development | Satisfaction | job satisfaction |
| | | | self-satisfaction |
| | | Motivation | Job interest |
| | | | Job commitment |
| | Organizational professional development | Improving efficiency and effectiveness | Increasing capabilities in the preparation of courses |
| | | | Preventing elites from leaving the organization |
| | | | Reducing the displacement of managers |
| | | | Increasing organizational productivity |
| | | | Monitoring the good implementation of affairs |
| | | | Increasing the quality of training courses |
| | | | Efficiency and usefulness |
| | | Accountability | responsibility |
| | | | A sense of belonging to the organization |
| | | | Responsibility in providing courses |
| | | | The ability to respond to superiors and subordinates |

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As depicted in Table 6, the consequences encompass 15 open codes, 4 axial codes, and 2 selective codes.

**The core category**

The educational managers at the program and budget organization of Iran possess technical (technological) competencies, personal (individual) competencies, meta-organizational (environmental) competencies, economic competencies, cultural and social competencies, educational and research competencies, managerial competencies, and political and legal competencies as the primary categories. The creation of the core category is instigated by causal conditions. In Table 7, the categories and concepts associated with the core category are detailed.

**Table 7**. Identified concepts and categories related to the core category

| Dimention | Selective codes | Axial codes | Open codes |
|---|---|---|---|
| **Core category** | Technological (technical) competencies | Technical ability | Mastery of computer software necessary for daily affairs |
| | | | Familiarity with new educational methods |
| | | | Management skills |
| | | | Ability to manage educational events |
| | | Scientific ability | Documentation of organizational knowledge and processes |
| | | | The ability to evaluate the cost and allocate the budget |
| | | | Research ability |
| | Personal skills | Personality ability | Being different from others |
| | | | Individual power |
| | | | Ability to adapt to changes and new environment |
| | | Perceptual ability | Perceptual ability |
| | | | Human ability |
| | | | Comprehensive understanding of the organization |
| | Meta organizational (environmental) competencies | Communication skill | Interaction with employees and managers of the relevant organization |
| | | | Interaction with legislative and decision-making authorities |
| | | | Interaction with stakeholders and customers |
| | | | Criticism from the media |
| | | Globalization ability | Understanding the function of international institutions |
| | | | Participation in global processes |
| | | | Modeling the experiences of global educational organizations |

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| | | | |
|---|---|---|---|
| | | Ability to compete | Being competitive and successful |
| | | | Identifying new opportunities for growth and success |
| | | | Constant monitoring of competitors |
| | Economic merits | Ability to identify financial resources | Identification of new financial sources for the organization |
| | | | Understanding the characteristics of financial resources |
| | | | Cost calculation and financial accounting |
| | | Entrepreneurial ability | Understanding entrepreneurial culture |
| | | | Entrepreneurial ability |
| | | Professional marketing ability | Familiarity with professional marketing |
| | | | market research |
| | | | Understanding the national and global market |
| | | The ability to create employment opportunities | Search for employment opportunities |
| | | | Creating and updating employment opportunities |
| | Cultural and social competencies | The ability to influence and persuade | The power of motivation in others |
| | | | Persuasion and influence in subordinate forces |
| | | | Knowledge of the territory under influence |
| | | | Persuasion and influence at the top |
| | | | team building |
| | | Collective control skills | Participation, cooperation and teamwork skills |
| | | | Understanding the culture of participation |
| | | Tolerance and acceptance of cultural and social differences | Respect for cultural differences and values |
| | | | Awareness of cultural and social differences |
| | | | Knowing different cultures |
| | Educational and research skills | Research-oriented ability | Educational and research skills |
| | | | Familiarity with research standards |
| | | | Research outsourcing |
| | | | Course design ability |
| | | Teaching skills | The ability to design an educational calendar |
| | | | Feasibility and educational needs assessment |
| | | Promotion of research culture | Creating study opportunities |
| | | | Creation of research identity card for employees |
| | Management skills | General management | leadership |
| | | | organize |
| | | | Mobilization of resources |
| | | Crisis Management | Management of special conditions |
| | | | Management of change and transformation |
| | | Human resource management | Management of subordinate forces |
| | | | Empowerment of subordinate forces |
| | | | Succession |
| | Political and legal competences | Performance management | Evaluation of subordinate forces |
| | | | job evaluation |
| | | | Analysis of the results |
| | | Ability to understand laws and programs | Knowing the laws and policies of the country and the organization |
| | | | Understanding legal restrictions |

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| | | | |
|---|---|---|---|
| | | The ability to participate politically | Knowing the influential institutions and organizations in the country's decision-making |
| | | | Understanding the political applications of decisions |
| | | | Tolerance of conflict and ambiguity |
| | | Ability to negotiate and bargain | Skill in negotiation |
| | | | Intelligence and political frost |
| | | | Creating harmony in common interests |

As shown in Table 7, the core category consists of 70 open codes, 24 axial codes and 8 selective codes.

## Discussion

**Causal conditions**: The causal conditions influencing the professional competencies of educational managers in the country's program and budget organization were identified through the analysis of conducted interviews, encompassing 32 open codes, 8 axial codes, and 2 selective codes. The findings presented here align with previous studies by Khanifar et al. (2010), Shabani et al. (2019), and Dianat et al. (2018) who highlighted organizational factors, personality traits, and role factors as key determinants of managerial competence.

**Contextual conditions**: The contextual conditions influencing the professional competencies of educational managers in the country's program and budget organization were identified to include 9 open codes, 4 axial codes, and 3 selective codes. These findings are consistent with prior research conducted by Khanifar et al. (2010), Dianat et al. (2018) and Shabani et al. (2019). For instance, Fathi et al. (2021) emphasized competencies like emotional intelligence, trustworthiness, and innovation as integral to managerial effectiveness and managerial competence.

**Intervening conditions**: Additionally, the intervening conditions impacting the professional competencies of educational managers in the country's program and budget organization were identified through 37 open codes, 11 axial codes, and 4 selective codes.

These findings are in line with previous studies by Khanifar et al. (2010), Dianat et al. (2018) and Shabani et al. (2019)..

**Strategies**: The subsequent classification within this framework pertains to strategies. The primary aim of this classification is to pinpoint strategies aimed at enhancing the professional competencies

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of educational leaders. The strategies outlined in the managerial competency model comprise of 11 open codes, 4 core codes, and 3 selective codes. The outcomes of this study are in harmony with the investigations conducted by Khanifar et al. (2010), Shabani et al. (2019), and Dianat et al. (2018). For instance, Bhardwaj and Punia (2013) demonstrated in his study that an effective administrative framework encompasses components such as goal orientation, influence and persuasion, critical thinking, problem-solving, proactiveness, self-assurance, interpersonal skills, respect for authority, information acquisition, teamwork, expertise, and customer service orientation as fundamental competencies.

**Consequences**: The subsequent classification in this model pertains to consequences. The primary objective of this section is to elucidate the repercussions of the professional competencies of educational leaders. The findings encompass 15 open codes, 4 axial codes, and 2 selective codes. The outcomes of this study are consistent with the studies conducted by Khanifar et al. (2010), Shabani et al. (2019), and Dianat et al. (2018). For example, Hrebiniak and Alutto (1972) identified three factors—organizational, personal, and role-related—that influence managers' competencies. Additionally, Viitala (2005) findings highlighted creativity as a paramount competency for managers, alongside organizational knowledge and skills essential for fostering a conducive work environment aligned with organizational and business objectives, effective communication, financial market-related knowledge and skills, and understanding of social responsibility within the environmental context.

**Core category**: The final designated category in this model is the core category. Concerning the identification and delineation of the central category, which serves as the pivotal point in the formation of the paradigmatic structure and the alignment of other associated elements, it is imperative to note that causal conditions underlie its emergence. The core category comprises 70 open codes, 24 axial codes, and 8 selective codes.

The findings of this study align with the investigations conducted by Khanifar et al. (2010), Shabani et al. (2019), and Dianat et al. (2018).. Consequently, the training of professionals significantly impacts the capabilities of educational managers in fulfilling their responsibilities. Moreover, De los Ríos-Carmenado et al. (2014) indicated that competencies crucial for this role include technical, behavioral, and political-contextual skills. Technical skills encompass aspects such as information management, resource allocation, and organizational unit oversight. The outcomes of

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this research underscore the role of managerial competence in enhancing performance efficiency, warranting careful consideration. Furthermore, the primary approach in enhancing the professional qualifications of educational managers involves establishing a suitable administrative framework, fostering continuous development, and reinforcing training initiatives within program and budget organizations. Essential prerequisites encompass the promotion of teamwork, a collaborative work environment, and a decentralized structure, which should be further reinforced.

The ultimate outcome of enhancing the professional competencies of educational managers includes both individual professional growth and organizational advancement. Based on the study findings, it is recommended to design and implement practical in-service programs to address the diverse developmental needs of managers and staff amidst evolving circumstances, with adequate material and moral support. A limitation of this research lies in the qualitative nature of data collection through interviews, which poses risks of bias and limits generalizability.

Employing this model as a scientific benchmark in various aspects such as employee selection (recruitment, promotion, succession planning, bonus allocation, etc.) within the country's program and budget organization, as well as the management and planning organization of provincial entities, is paramount. Moreover, a comprehensive set of professional competencies for educational managers must be identified among a specific group within the country's program and budget organization, with policymakers evaluating managers based on their possession of these competencies. While this study was conducted within a small and constrained sample, it is imperative to replicate and update the model in a broader and more diverse population for further refinement.

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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 the ethics committee of the 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. All authors contributed to the article and approved the submitted version.

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**Conflict of interest**

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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