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Identification and Ranking of the Components of a Development-Oriented, Progress-Centric Organization Based on an Education-Oriented Model (Case Study: Islamic Republic of Iran Broadcasting)

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A B S T R A C T

Purpose: The aim of this research was to identify and rank the components of a development-oriented, progress-centric organization based on an education-oriented model (case study: Islamic Republic of Iran Broadcasting).

Methods and Materials: The research method was fundamental-applied in terms of its goal, cross-sectional in terms of data collection time, and mixed with an exploratory approach in terms of data type. The qualitative study population included academic experts, managers, and specialists in management, mass communication, and human resources from the Islamic Republic of Iran Broadcasting in Tehran. Using the principle of data saturation and non-probability purposive sampling, a sample size of 22 individuals was selected. The quantitative study population consisted of 103 senior managers of the organization, from which a sample of 79 individuals was determined using Cochran's formula and simple random sampling. To collect data, semi-structured interviews and the Delphi technique were used in the qualitative phase, while a researcher-made questionnaire was employed in the quantitative phase.

Findings: The prioritized dimensions affecting a dynamic media organization included three main dimensions: progress-centric with 17 components, development-oriented with 11 components, and education-oriented with 11 components. Data analysis in the qualitative phase utilized the Delphi technique and coding with MAxqda software, while in the quantitative phase, the AHP ranking technique and structural equation modeling with PLS software were applied. The findings indicated that the education-oriented model had an impact on the development-oriented organization (0.759) and the progress-centric organization (0.787). Additionally, the development-oriented and progress-centric organization models influenced the media dynamism of Islamic Republic of Iran Broadcasting, with coefficients of 0.353 and 0.609, respectively.

Conclusion: This study highlights the importance of development-oriented, progress-centric, and education-oriented organizational models. Effective management, continuous learning, and strategic leadership are crucial for organizational success. Implementing these models can enhance adaptability, innovation, and competitiveness, making organizations better equipped to handle changing environments and achieve long-term goals.

Keywords: *education-oriented, development-oriented, progress-centric, dynamic media.*

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1. Introduction

The global consensus holds that one of the main pillars of a country's development is access to knowledge and progress, and regardless of their developmental model, the role of scientific advancement in societal progress is undeniable. The ability to be "development-oriented" within an organization depends on how various components, such as macro development foundations, organizational innovation, and development-oriented strategies, are managed. This requires shaping an organizational environment with stronger cohesion, more open communication, and greater decision-making freedom (Emami et al., 2024; Golabchi et al., 2024; Hormozi Moghaddam et al., 2024; Khanche Sepehr et al., 2011).

One major issue facing Iranian public organizations is the lack of development orientation and the absence of a structured system for training the necessary foundations for development. This stems from an unsuitable organizational environment for fostering development and the improper management of organizational progress. To transform a public organization into a development-oriented entity, appropriate methods and localized frameworks are needed, along with a specific organizational environment, which Iranian public organizations typically lack. Consequently, the main problem for the Islamic Republic of Iran Broadcasting (IRIB) regarding development orientation is that managers are unable to accelerate progress within the organization by creating suitable conditions (Ghanbary & Sharifi, 2020; Salavatian & Mansouri 2017).

The second major issue for Iranian public organizations is that "progress orientation" is either not taken seriously or the results of organizational progress are not utilized. As a result, efforts to establish development orientation in these organizations face significant challenges, reducing their competitiveness. Progress orientation is a strategic factor crucial for organizations to remain competitive and successful. Given the competitive environment and the continuous emergence of new competitors, developing distinctive and sustainable progress by encouraging employees to generate and implement ideas and innovations is a key step for any organization to achieve a competitive advantage (Salavatian & Mansouri 2017; Salemi et al., 2021).

The "development-oriented media" strategy aims to enhance IRIB's hardware and software capabilities as a bastion of soft warfare in areas such as virtual space, satellite operations, signal strength, and the production of high-quality series. Success in this regard requires not only the hard work of IRIB's staff and managers but also comprehensive support from other institutions. A national determination is needed to succeed in cultural confrontations and defeat the cultural aggression doctrines of adversaries (Salmani et al., 2016; Taheri, 2016; Yasamin et al., 2023).

The significance of media has reached the level of a "final criterion." Media's role and impact on national and regional policymaking are critical, as they must play a fundamental role in the development process and in adopting appropriate strategies. The logic and structure of each media outlet are influential in the process of developmental communication. Therefore, the media itself must undergo fundamental changes in alignment with the 20-year development vision of the country to fulfill its intended role effectively. Media can act as agents of positive change by considering the country's conditions and cultural and economic imperatives (Khanche Sepehr et al., 2011).

The fundamental principle is that, given the presence of strong domestic and international competitors and emerging media platforms, IRIB must replace its traditional, centralized, inactive, and static structures with dynamic, active, participatory, and self-managing organizational frameworks. Analyzing and monitoring the external environment that affects media management, with the goal of identifying challenges, opportunities, and strategic issues, is now a priority for media organizations. In a highly competitive media landscape, IRIB needs to focus on organizational learning and enhancing employees' capabilities through new managerial approaches. Individuals learn from their own and others' experiences, but collective learning and the transfer of individual knowledge are more complex. Moving from collective to systematic learning requires new media skills (Ghanbary & Sharifi, 2020).

In the third millennium, learning and education-oriented organizations exemplify development- and progress-oriented institutions. Competitive intelligence and strategic monitoring of the competitive environment, aimed at making informed strategic decisions, remain a missing link in Iranian organizations. This lack of attention to employee training and learning as a competitive advantage hampers progress. Today, education and learning are considered fundamental principles for individual, organizational, and societal development, especially in the face of rapid changes

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and transformations (Salavatian & Mansouri 2017; Salemi et al., 2021; Tirgar Fakheri et al., 2021).

With the critical mission of "guiding and managing public culture and opinions," IRIB functions as a public university, relying on professional and advanced media activities and programs to spread religion, ethics, hope, awareness, and promote an Islamic-Iranian lifestyle among the populace. The media world is rapidly evolving, and longstanding beliefs about value sources in specific business models, media sectors, or geographical areas have changed. In this transformed landscape, media outlets face increasing demand for various forms of data, and consumer and advertiser interest in spending on media and entertainment has become more deliberative. Given these considerations, this study seeks to answer the question of which components IRIB must focus on after nearly four decades of activity to become a development-, education-oriented, and progressive organization, capable of operating effectively, efficiently, and productively in competition with other media.

2. Methods and Materials

The present study is fundamental-applied in terms of its goal, cross-sectional in terms of data collection time, and mixed in terms of data type with an exploratory approach. The qualitative study population included academic experts, managers, and specialists in management, mass communication, and human resources from the Islamic Republic of Iran Broadcasting in Tehran. Using the principle of data saturation and purposive non-probability sampling, a sample size of 22 individuals was selected. For data collection in the fieldwork, semi-structured interviews and the Delphi technique were employed. The coding stages used in this research included open coding and axial coding. To ensure the validity of the qualitative research instruments, valuable insights from professors familiar with this field and academic experts with knowledge and expertise in this area were utilized. Reliability was assessed using the “test-retest” method and intra-subject agreement, with an inter-coder reliability coefficient of 81.3%, indicating acceptability. Data analysis was performed using the Delphi technique and coding with MAXQDA software.

The quantitative study population consisted of 103 senior managers of the organization. Using Cochran’s formula and simple random sampling, a sample size of 79 individuals was determined. A researcher-made questionnaire derived from the qualitative phase was used for data collection in the quantitative section. To determine the validity of the questionnaire, face validity, content validity, and construct validity were employed. In terms of face validity, questionnaires were reviewed by several sample members and academic experts before distribution. For content validity, a Delphi method was used with CVR and CVI forms, involving 10 experts, including interview participants, academic specialists, and several subjects, to assess the questionnaire’s content for any redundant or modified questions. Construct validity was evaluated using convergent and divergent validity with Smart-PLS 2 software. Reliability was calculated using Cronbach’s alpha coefficient and composite reliability, with values exceeding 0.7 for all research variables, indicating the reliability of the measurement instruments. For data analysis in the quantitative section, AHP ranking technique and structural equation modeling with PLS software were utilized.

3. Findings and Results

To identify the components and sub-components using the Delphi method, four rounds of in-depth interviews with experts were conducted, and the indicators were identified. From the 232 semantic units obtained in the fourth round (theoretical saturation and consensus among panel members), 47 main indicators were extracted, concluding the iteration rounds. After analyzing the data collected from informational sources, texts, and scientific resources, the relevant indicators, components, and dimensions of the development-oriented and progress-centric organization based on the education-oriented model were identified. This process continued through questionnaire distribution, response collection, compiling a second questionnaire, and repeating this process until a final model was achieved.

Question 1: What are the components of a development-oriented organization?

More than 50% of the members selected 10 development-oriented organizational factors among their top 10. The final components of the development-oriented organization in media are presented in Table 1 in the last round.

Table 1

Final Delphi Method Results for Development-Oriented Organization Components

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Index	Sub-Index	NE: Number of Experts Deeming the Item Beneficial	CVR	Mean	Standard Deviation	Maximum	Minimum
Development-Oriented Organization	Management and Leadership	18	0.636	4.77	0.24	5	3
	Resources	17	0.545	4.49	0.28	5	3
	Core Elements (Objectives, Vision, etc.)	16	0.455	4.72	0.25	5	2
	Operational Systems and Support Processes	18	0.636	4.28	0.24	5	3
	Effective Mechanisms	17	0.545	4.56	0.26	5	2
	Rewards	19	0.727	4.33	0.39	5	1
	Attitude Toward Change	17	0.545	4.45	0.38	5	3
	Products and Services Outcomes	16	0.455	4.06	0.46	5	1
	Assessment and Evaluation	17	0.545	4.87	0.35	5	2
	Market	20	0.818	4.28	0.32	5	3
	Organizational Culture	16	0.455	4.94	0.34	5	2

Question 2: What are the components of a progress-centric organization?

More than 50% of the members selected 13 progress-centric organizational factors among their top 13. The final components of the progress-centric organization in media are presented in Table 2 in the last round.

Table 2

Final Delphi Method Results for Progress-Centric Organization Components

Index	Sub-Index	NE: Number of Experts Deeming the Item Beneficial	CVR	Mean	Standard Deviation	Maximum	Minimum
Progress-Centric Organization	Flexible Goals	17	0.545	4.08	0.39	5	1
	Information	16	0.455	4.39	0.37	5	2
	Progressive and Advanced Technology	18	0.636	4.01	0.32	5	1
	Dynamic and Effective Leadership	19	0.727	4.68	0.40	5	3
	Knowledgeable Employees	16	0.455	4.52	0.37	5	2
	High Motivation	18	0.636	4.20	0.45	5	2
	Systems Thinking	17	0.545	4.49	0.46	5	3
	Feedback	17	0.545	4.33	0.36	5	2
	Collective Learning	16	0.455	4.25	0.39	5	3
	Innovation and Creativity	18	0.636	4.87	0.41	5	3
	Team Building and Team Orientation	14	0.727	4.29	0.46	5	2
	Dynamic and Agile	16	0.455	4.12	0.33	5	2
	Continuous Change	18	0.636	4.88	0.47	5	2
	Accountability and Social Responsibility	17	0.545	4.04	0.42	5	1
	Productivity and Efficiency	18	0.636	4.91	0.29	5	2
	Innovative Structure	17	0.545	4.55	0.34	5	3
	Rapid Growth	16	0.455	4.41	0.41	5	2

Question 3: What are the components of an education-oriented organization?

More than 50% of the members selected 8 education-oriented organizational factors among their top 8. The final components of the education-oriented organization in media are presented in Table 3 in the last round.

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Table 3

Final Delphi Method Results for Education-Oriented Organization Components

Index	Sub-Index	NE: Number of Experts Deeming the Item Beneficial	CVR	Mean	Standard Deviation	Maximum	Minimum
Education-Oriented Organization	Promotion of Inquiry and Dialogue	17	0.545	4.38	0.37	5	2
	Establishing Systems for Access and Knowledge Sharing	16	0.455	4.61	0.43	5	3
	Creating Opportunities for Continuous Learning	16	0.455	4.15	0.32	5	2
	Empowering Individuals (Collective Vision)	17	0.545	4.94	0.37	5	2
	Connecting the Organization to the Environment	18	0.636	4.23	0.50	5	3
	Leadership Models and Support for Learning	19	0.727	4.79	0.44	5	2
	Individual Skills	17	0.545	4.29	0.42	5	1
	Mental Models	18	0.636	4.20	0.47	5	3
	Encouraging Colleagues and Group Learning	19	0.727	4.05	0.39	5	1
	Shared Vision	18	0.636	4.90	0.41	5	2
	Team Learning	17	0.545	4.25	0.21	5	2

Question 4: What is the importance and ranking of the components influencing a development-oriented organization?

The prioritization of components in a development-oriented organization based on the education-oriented model in media was conducted using the fuzzy AHP technique. The final weight matrix of sub-criteria relative to a dynamic IRIB media organization is shown in Table 4.

Table 4

Final Weight Matrix of Development-Oriented Sub-Criteria Relative to Dynamic IRIB Media

Component	Final Fuzzy Weight	Final Definite Weight
Management and Leadership	(0.01, 0.053, 0.225)	0.085
Resources	(0.007, 0.039, 0.183)	0.067
Core Elements	(0.005, 0.022, 0.106)	0.039
Operational Systems and Support	(0.002, 0.011, 0.064)	0.022
Effective Mechanisms	(0.002, 0.009, 0.039)	0.014
Rewards	(0.001, 0.003, 0.018)	0.006
Attitude Toward Change	(0.001, 0.004, 0.021)	0.007
Services and Outcomes	(0.003, 0.015, 0.08)	0.028
Assessment and Evaluation	(0.001, 0.006, 0.032)	0.011
Market	(0.001, 0.006, 0.03)	0.011
Organizational Culture	(0.004, 0.022, 0.106)	0.038

Figure 1

Final Ranking of Development-Oriented Sub-Criteria Relative to Dynamic IRIB Media

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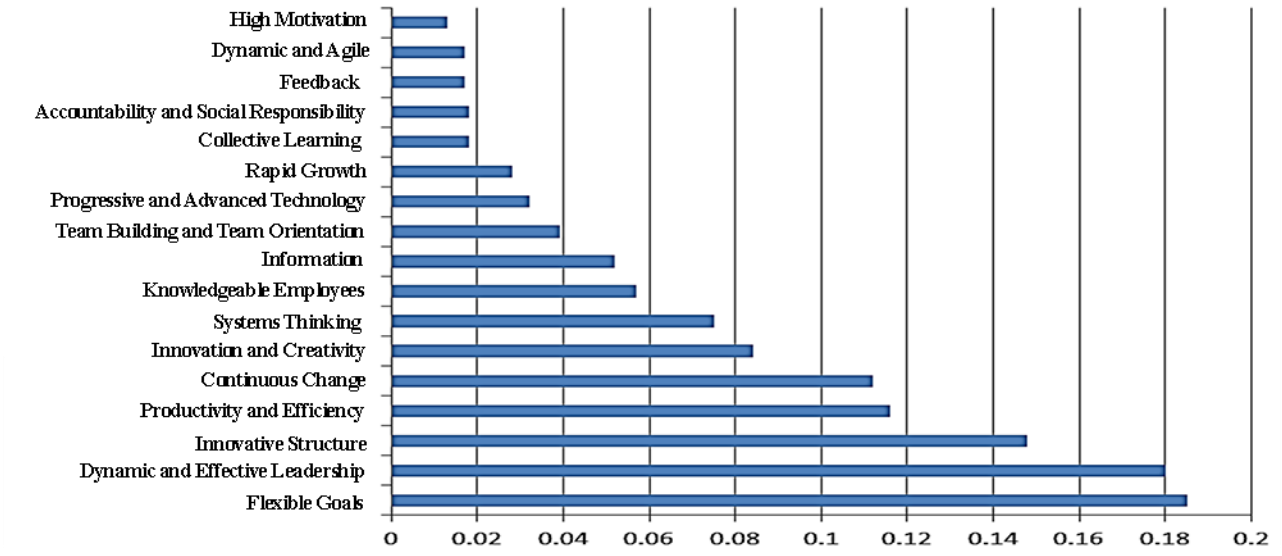

Question 5: What is the importance and ranking of the components influencing a progress-centric organization?

The prioritization of components in a progress-centric organization based on the education-oriented model in media was conducted using the fuzzy AHP technique. The final weight matrix of sub-criteria relative to a dynamic IRIB media organization is shown in Table 5.

Table 5

Final Weight Matrix of Progress-Centric Sub-Criteria Relative to Dynamic IRIB Media

Component	Final Fuzzy Weight	Final Definite Weight
Flexible Goals	(0.029, 0.126, 0.459)	0.185
Information	(0.007, 0.03, 0.141)	0.052
Progressive Technology	(0.004, 0.018, 0.088)	0.032
Knowledgeable Employees	(0.007, 0.033, 0.155)	0.057
High Motivation	(0.002, 0.007, 0.036)	0.013
Systems Thinking	(0.009, 0.044, 0.204)	0.075
Feedback	(0.003, 0.01, 0.045)	0.017
Collective Learning	(0.002, 0.01, 0.05)	0.018
Innovation and Creativity	(0.011, 0.048, 0.227)	0.084
Team Building and Orientation	(0.005, 0.022, 0.107)	0.039
Dynamic and Agile	(0.003, 0.01, 0.046)	0.017
Continuous Change	(0.015, 0.067, 0.3)	0.112
Accountability and Social Responsibility	(0.002, 0.009, 0.052)	0.018
Productivity and Efficiency	(0.016, 0.07, 0.309)	0.116
Innovative Structure	(0.02, 0.091, 0.392)	0.148
Rapid Growth	(0.004, 0.016, 0.077)	0.028
Dynamic and Effective Leadership	(0.027, 0.12, 0.452)	0.18

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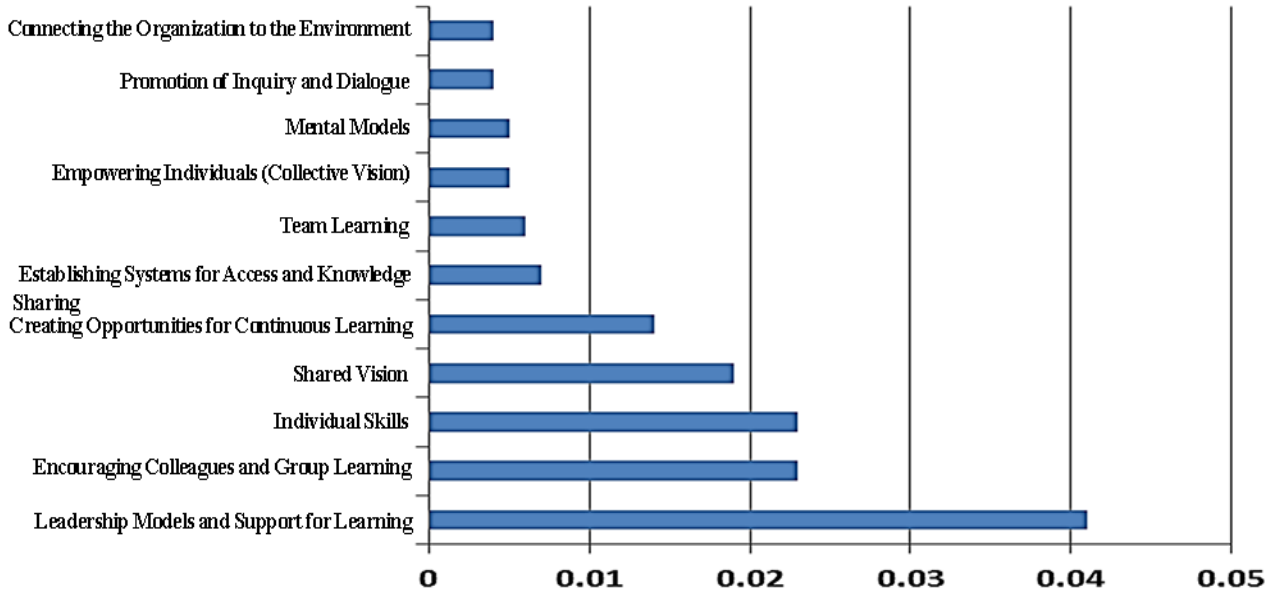
Figure 2

Final Ranking of Progress-Centric Sub-Criteria Relative to Dynamic IRIB Media



Question 6: What is the importance and ranking of the components of an education-oriented organization?

The final weight matrix of sub-criteria relative to a dynamic IRIB media organization is shown in Table 6.

Table 6

Final Weight Matrix of Education-Oriented Sub-Criteria Relative to Dynamic IRIB Media

Component	Final Fuzzy Weight	Final Definite Weight
Promotion of Inquiry	(0.001, 0.002, 0.012)	0.004
Continuous Learning Opportunities	(0.001, 0.006, 0.042)	0.014
Empowering Individuals	(0.001, 0.003, 0.015)	0.005
Access and Knowledge Sharing	(0.001, 0.003, 0.021)	0.007
Connecting to the Environment	(0.001, 0.002, 0.011)	0.004
Leadership and Learning Support	(0.005, 0.023, 0.113)	0.041
Individual Skills	(0.003, 0.013, 0.064)	0.023
Mental Models	(0.001, 0.003, 0.015)	0.005
Encouraging Group Learning	(0.003, 0.012, 0.065)	0.023
Shared Vision	(0.003, 0.011, 0.052)	0.019
Team Learning	(0.001, 0.003, 0.018)	0.006

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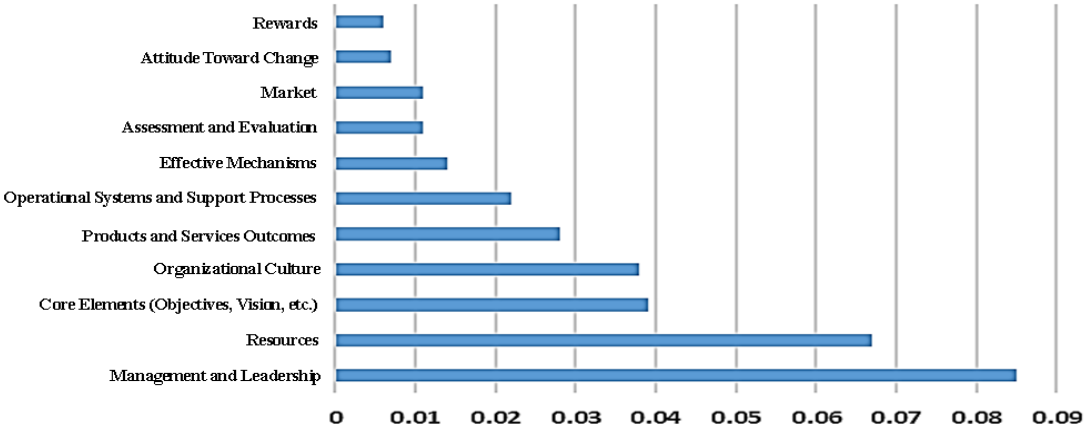
Figure 3

Final Ranking of Education-Oriented Sub-Criteria Relative to Dynamic IRIB Media



Overall, among the 39 identified sub-indicators, the results showed that flexible goals, dynamic and effective leadership, innovative structure, and productivity and efficiency received the highest weights and top ranks among the sub-indicators of the three main components of a development-oriented and progress-centric organization based on the education-oriented model, according to the experts in this field.

Question 7: What is the model and framework of the education-oriented organization?

After achieving consensus among the participants and extracting the final indicators of the development-oriented and progress-centric organization based on the education-oriented model, it was necessary to validate this model before proceeding to the testing phase of the research's conceptual model. Ensuring the accuracy of the measurement models for exogenous and endogenous variables was crucial, and this was accomplished through confirmatory factor analysis.

Based on

Figure 4 and the standard coefficients, it can be stated that the education-oriented organization had the highest impact on the development-oriented organization with a coefficient of 0.761, and on the progress-centric organization with a coefficient of 0.786. Additionally, the development-oriented organization had an impact of 0.384, and the progress-centric organization had an impact of 0.655 on the dynamism of Islamic Republic of Iran Broadcasting.

According to the results from the estimation of standard coefficients and significance values, all components of the development-oriented and progress-centric organization based on the education-oriented model in media were significant at the 99% confidence level. They played a meaningful role in measuring their respective constructs. Thus, all components derived from the final round of the Delphi technique were confirmed through factor analysis.

Subsequently, the ranking and assessment of the importance of the components of the development-oriented and progress-centric organization based on the education-oriented model in media were conducted using the Fuzzy AHP technique.

Table 7

Ranking of Components Using the Fuzzy AHP Technique

Variable	Development-Oriented Organization			Progress-Centric Organization			Education-Oriented Organization		
	L	M	U	L	M	U	L	M	U
Development-Oriented Organization	1.000	1.000	1.000	0.143	0.200	0.333	1.000	3.000	5.000
Progress-Centric Organization	3.000	5.000	7.000	1.000	1.000	1.000	5.000	7.000	9.000
Education-Oriented Organization	0.200	0.333	1.000	0.111	0.143	0.200	1.000	1.000	1.000

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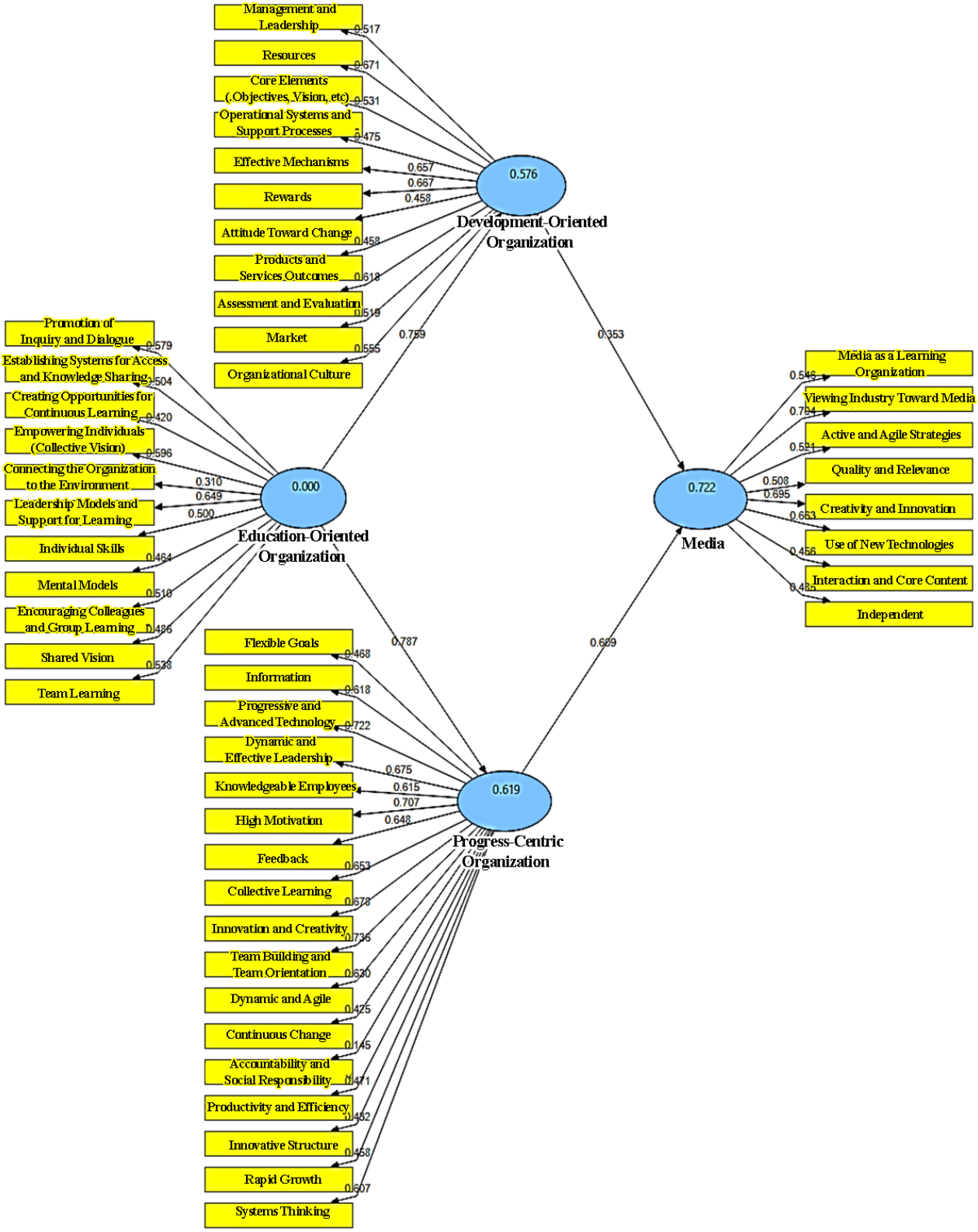
Figure 4

Conceptual and Final Research Model in the Estimation of Standard Coefficients



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4. Discussion and Conclusion

The aim of the present research was to identify and rank the components of a development-oriented, progress-centric organization based on the education-oriented model. Regarding the first research question, the findings indicated that organizational development involves developing organizational structure, culture, and management systems to achieve overall organizational goals. This requires collective cooperation among members and their effort to achieve these objectives. Thus, a development-oriented organization includes indicators such as management and leadership; resources; core elements (objectives, vision, etc.); operational systems and support processes; effective mechanisms; rewards; attitude toward change; products and service outcomes; assessment and evaluation; market; and organizational culture. A development-oriented organization embodies a body of knowledge and practice that improves organizational efficiency and personal development by increasing coordination among the various subsystems within the overall system (Kashtidar et al., 2024; Mohammadi Yazdi et al., 2024). Therefore, it requires the use of management tools such as operational systems, support processes, effective mechanisms, rewards, attitudes toward change, outcomes, assessment, evaluation, and even market-related activities.

It should be noted that organizational development involves methodologies and approaches related to strategic planning, organizational design, leadership development, change management, productivity management, guidance, diversity, team building, and work-life balance. Therefore, having indicators like strong and supportive management and leadership, appropriate resources, clear objectives, a shared vision, and a supportive organizational culture at all employee and management levels is essential.

Regarding the second research question, the findings showed that creating a progress-centric organization is not a dream but requires relentless effort. It involves the coordination of various elements, designing new business models, the increasing use of information and communication technology, finding new revenue sources, updating and disseminating information within the organization, effective knowledge management, and promoting organizational wisdom. A progress-centric organization must understand its current position, how it reached this point, and then recognize the desired future position. Planning and working toward this position require flexible goals, up-to-date and actionable information, necessary technology, dynamic and effective leadership, knowledgeable and motivated employees, systems thinking, collective learning, innovation, creativity, team building, dynamism, continuous change, accountability, social responsibility, productivity, efficiency, an innovative structure, and rapid growth. The primary goal of a progress-centric organization is to achieve a significantly higher impact and efficiency than competitors through unconventional organizational management and advanced technology (Sekhar et al., 2017; Shahraki Sanavi et al., 2022; Singh et al., 2013).

The results for the third research question revealed that, without a doubt, in the third millennium, an education-oriented organization is one that can institutionalize organizational learning and knowledge sharing among employees to transform itself into a learning organization. This first requires establishing foundational systems and creating an environment conducive to learning and empowering employees, along with continuous learning opportunities at all levels. Next, it requires motivation and the encouragement of developing mental and individual skills among all employees, aligning with the shared vision of the organization. Mental models and individual skills can act as facilitators in this process.

For the fourth research question, the findings demonstrated that management and leadership; resources; core elements (objectives, vision, etc.); operational systems and support processes; effective mechanisms; rewards; attitude toward change; products and service outcomes; assessment and evaluation; market; and organizational culture significantly impact a development-oriented organization. Studies emphasized that the ability to be development-oriented depends on how various components, such as macro development principles, organizational innovation, and development-oriented strategies, are managed. Strong and effective management and leadership are essential. Organizational development recognizes the importance of management and leadership's commitment, support, and involvement, endorsing a bottom-up approach for gathering resources from employees and achieving defined goals through leadership initiatives (Mohammadi Yazdi et al., 2024; Moon et al., 2017; Otoo, 2019).

The findings for the fifth research question highlighted that flexible goals, information, advanced technology, dynamic and effective leadership, knowledgeable employees, high motivation, systems thinking, feedback, collective learning, innovation and creativity, team building, dynamism, continuous change, accountability, social

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responsibility, productivity, efficiency, an innovative structure, and rapid growth impact a progress-centric organization. Studies emphasized the necessity of flexible goals and dynamic leadership to create a progress-centric organization that pursues goals while considering individual and group development (Lim et al., 2020; Mohammadi Yazdi et al., 2024; Otoo, 2019). Taheri (2016) found that training and development help organizations face competitive challenges, as progress without these factors is impossible (Taheri, 2016).

For the sixth research question, the findings indicated that promoting inquiry and dialogue; establishing systems for accessing and sharing knowledge; creating continuous learning opportunities; empowering individuals (collective vision); connecting the organization to the environment; leadership models and learning support; individual skills; mental models; encouraging group learning; shared vision; and team learning impact an education-oriented organization. One of the most effective tools for coping with global changes is creating a learning organization and institutionalizing organizational learning. Organizational learning develops knowledge through new insights that can potentially influence behavior. Successful organizations learn faster and better than their competitors. An education-oriented organization is both a learner and a teacher, and it is crucial to consider its impact at all employee and management levels. Achieving organizational learning requires systems for accessing and sharing knowledge and creating continuous learning opportunities. In business management, a learning organization facilitates learning for its members and continuously transforms itself. Additionally, a learning organization explores how individuals commit to learning at all levels, how employees continuously expand their capacity to create desired results, and how collective aspirations are freely expressed while new and broad ways of thinking are nurtured. Mental models and individual skills are essential for an education-oriented organization. These findings align with prior research (Kashtidar et al., 2024; Mohammadi Yazdi et al., 2024; Moon et al., 2017; Otoo, 2019; Shahraki Sanavi et al., 2022).

Regarding the seventh research question, the results suggest that organizations must develop their competencies to remain competitive and responsive to changing environmental conditions. Progress-centric approaches act as a strong lever, playing a crucial role in improving organizational and human resource performance. Reviewing theoretical foundations shows that a development-oriented, progress-centric organization based on the education-oriented model is supported by sustainable and institutionalized educational networks that facilitate collective learning and sharing. This structure promotes social engagement and better interaction among employees and managers. It is essential to distinguish between training and development. Training involves system, process, and technique reprogramming, assuming that current methods are correct. Training is often a one-way, inflexible process, whereas development is dynamic and forward-looking. These findings align with prior research (Khanche Sepehr et al., 2011; Salemi et al., 2021; Salmani et al., 2016; Taheri, 2016; Tirgar Fakheri et al., 2021; Yasamin et al., 2023).

This research faced several limitations, including the reliance on the Delphi method, which may have introduced subjectivity in expert opinions. The sample size in the qualitative phase was restricted due to the saturation principle, which may limit the generalizability of the findings. Additionally, the study's focus on a specific organizational context, namely the Islamic Republic of Iran Broadcasting, may not fully capture variations across different organizations or industries. The reliance on self-reported data could also introduce bias, and the cross-sectional nature of the study limits the ability to draw causal inferences.

Future research could expand the scope of the study by exploring similar models in diverse organizational contexts, including private and international organizations, to enhance the generalizability of the findings. Longitudinal studies could be conducted to assess the causal relationships between development-oriented, progress-centric, and education-oriented organizational models over time. Additionally, integrating quantitative and qualitative data more extensively could provide a richer understanding of organizational dynamics. Future studies should also explore the impact of cultural differences on the effectiveness of these organizational models.

The findings of this study have several practical implications for organizational leaders and policymakers. Implementing a comprehensive framework that emphasizes education-oriented practices, such as continuous learning and knowledge sharing, can drive organizational development and competitiveness. Management should focus on creating a supportive culture that encourages innovation, teamwork, and adaptability. Policymakers should consider developing targeted training and leadership development programs that equip managers and employees with the skills needed to thrive in dynamic environments. Emphasizing flexible organizational structures and

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leveraging technology can further enhance organizational efficiency and responsiveness.

Authors' Contributions

Authors equally contributed to this article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

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