

Langerian Mindfulness and School Manager's Competencies: A Comprehensive Model in Khorasan Razavi Educational Province

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Abstract : Effective management plays a crucial role in the success of educational institutions and training organizations. This study aims to develop and validate a professional competency model for managers in the education and training sector of Khorasan Razavi Province using a mindfulness approach based on Langerian theory. Employing a mixed exploratory design, the research involved qualitative data collection from experts and top national and provincial managers, as well as quantitative data collection using a researcher-developed questionnaire. The findings revealed that 81% of the competency of education and training managers is influenced by the dimensions of Langerian mindfulness, including engagement, seeking, producing, and flexibility. These dimensions were found to be predictive of the competencies of education and training managers, which encompass specialized knowledge, professional skills, pedagogical knowledge, commitment to Islamic values, personal characteristics, and creativity. This research provides valuable insights into the essential role of mindfulness in shaping the competencies of education and training managers, shedding light on the specific dimensions that significantly contribute to managerial success in Khorasan Razavi province.

Keywords : school managers, school manager's competencies, mindfulness, Langerian mindfulness

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