Identifying the Status of the Influential Components of Citizenship Education for Citizens' Cultural and Social Development

Leila Rostami[1], Rashid Zolfaghari Zafarani[2*]

1. PhD student in Educational Management, Islamic Azad University, Roudehen Branch, Tehran, Iran.
2. Assistant professor of educational Management of Islamic Azad University, Roudehen Branch, Tehran, Iran.

Abstract

Purpose: The purpose of the research was to identifying the status of the influential components of citizenship education for citizens' cultural and social development. **Methodology:** mixed inferential method (qualitative - quantitative) was considered. statistical population included all key informants, experts and managers of urban management and quantitative part of all youth between 18-25 years in Tehran. To select the samples in the qualitative part, snowball or chain sampling method was used to identify and select key informants and in the quantitative part, stratified random sampling method was used. Citizenship education and its role in the socio-cultural development of citizens was used and its validity and reliability were confirmed. Data were analyzed by SPSS software using descriptive and inferential statistical methods. **Findings:** The findings of factor analysis showed that attention to strengthening of legalism, attention to strengthening the spirit of participation, attention to strengthening sense of responsibility, attention to strengthening self-confidence, attention to strengthening communication skills, attention to strengthening civil awareness. **Conclusion:** focusing on strengthening the problem-solving skills of naming is one of the influential factors in citizenship education for the cultural and social development of citizens.

∗ Corresponding author: rashid_Zo@yahoo.com

1. Introduction

Today, one of the major challenges of Iranian cities is the low level of citizen awareness and practice of citizenship rights and duties. Different social institutions have different responsibilities in this regard, and through effective education, they can change citizens' behavior to fit patterns. Undoubtedly, to achieve this goal, it is necessary to adopt a cultural approach to education as a new approach to the design of educational systems and texts by relevant managers (Mostafavi, 2011). Concerns about citizenship education in recent decades among educators and other competent officials represent the starting point for attention to citizenship education and education. Hence, the debate on citizenship education is nowadays considered in most countries of the world and the program Activities such as UNESCO's World Peace Education Program have been the focus of peace for educationists and sociologists alike. Civic education is a relatively new phenomenon today in the cultural literature of the world. he does. Among these, the training of civilized citizens is one of the most important goals of citizenship programs and education (Shahtalebi & et al., 2012).

Citizenship education is the development of the capacity of individuals and groups to participate, make informed, responsible and responsible decisions in social, political, economic, and cultural life. These include human rights, continuous and comprehensive development, ethics and values, peace and tranquility, social equality, and respect for differences (Lotfabadi, 2006). Citizenship education has been widespread in most countries, but it is getting a lot of attention these days. Some early writers believe that these teachings are salvaging the crisis of the contemporary world (Birza, 2000).

In this regard, the students have unique and sensitive characteristics regarding the special conditions of adolescence and early adulthood, which are the most vulnerable groups in terms of behaviors related to social and health problems. Because the beginning of one of the most important challenges in educating a useful citizen is the identity crisis that occurs most in adolescence and youth. However, developing ethics, a sense of citizenship, and a system of values, national, religious and human, should be the most important task Education to be considered. Therefore, nurturing and enhancing citizenship skills must be thought through proper education - not only in a particular curriculum such as the social sciences or literature but as an integral part of the curriculum as a whole, but unfortunately identified by analyzing the content of educational programs. Considering these needs as the foundations of citizenship education and promoting civic education, with the aim of developing citizenship education, has rarely been considered and the educational system curricula have not been adapted to many new needs, especially political and social needs. Culture is clearly seen Recently created cultural, political, economic and social issues, such as widespread migration, increased public knowledge of children, media governance, audiovisual communication, increased demands on school and family, the need to pay more attention to political-religious education, Economic, social and cultural are increasingly felt, and curriculum review should be taken more seriously (Shariatmadari, 2006).

In this regard, the results of various researches indicate many challenges. Among the results of Sword and Prior's research (2006) show that textbook content is relatively political and religious in nature and lacks other national and national identity components. The goals of citizenship education have not been met as expected. Askarian (2016) also found that facilities in Iran's school curriculum were too weak to maintain a favorable relationship with other core ethnic groups, and the national convergence index in the curriculum was lower than expected (about 46%). It is estimated. As a result, the low sense of national convergence affects students' upbringing in other aspects of citizenship (political, social, moral, economic, etc.). Sharbatian (2008) also found that adolescents have Australians appreciate democracy, but their level of understanding of civilization and citizenship is lower than expected. Although Australian students have a written citizenship curriculum, 39% of them are still not familiar with national events, symbols and symbols. Also, students who are influenced by the curriculum and the family environment have learned basic social and political concepts, either do not believe in it or do not practice it (Prior, 2006).

Valipour (2018) also showed that the mean of student knowledge and citizenship skills is lower than average in a study of student citizenship and citizenship skills. Azvazi et al. (2017) also in another study on citizenship curriculum outline Indigenous in the age of globalization showed that for the faculty members the most important characteristics of the globalization era included: destruction of the national identity of the native citizen, endangering national identity, religious values, prevalence of non-native education, threat to indigenous norms and beliefs, lack of The fixed economic system is the supremacy of international social identity and so forth in the higher education curriculum b They have not been substantially addressed (Azani & Hatami ,2012).

Considering that the literature review shows that no research has been done in this regard, and Citizenship and citizenship education actually involves learning the knowledge, skills, and values that are consistent with the nature and administrative practices of a democratic and participatory system, and as a means of fostering a sense of community and purpose. It will be used in life. From the outset, such education has given rise to a sense of socially and morally responsible self-esteem and behavior. In fact, the purpose of such education is the pursuit of social and moral responsibility, social activism, and political literacy. The implementation of citizenship learning and education actually determines the minimum level of individual's structural and political rights in society, on the other hand, it reinforces awareness of individual socio-political and social rights (Mesa, Kamonwan, Shotiga ,2016).

Citizenship is an issue that on one hand relates to the sense of social belonging and national identity and in religious, cultural and religious identity on the one hand, and on the other hand, to how the political and economic system is related. One of the issues in the interaction between globalization and citizenship is global citizenship. Global citizenship is a concept with two different meanings: 1. Global citizenship that, from the perspective of liberalism, is the result of the integration of national economies into the world economy, which forces national governments to engage in regional and global cooperation and development. It has provided the "trans nationalization of the economy and the political system". This process of trans nationalization of social and political factors has inevitably created a global context of citizenship. On the other words, global citizenship means "developing local citizenship in the global arena". When, for example, an Iranian emigrated from his home country, he lost much of his cultural connections (Mossberger, Tolbert & McNeal, 2012). One of the important reasons was the severing of links and connections that an Iranian would enjoy. It doesn't really matter where an Iranian life in the world today. In any region of the world, it is associated with Iranian television and radio, with diverse elements of art, literature, music, cinema and many other cultural sources and important elements of Iranian identity and can be linked to cultural products. To connect with their nation and the owners of art and virtue. In other words, Iranian citizenship in its cultural dimension, that is, those who enjoy the "cultural benefits of citizenship" is not limited to those who live in Iran (Amali, 2001).

Considering that today at the global level, the discussion of "urban management" and the relationship between urban life and urban management is very important, and if the "city management system" includes the processes of policy making, planning, coordination, organizing and overseeing the management of city affairs (Lees, 2014; Kishani, Ezzat & Salehi, 2013). And to consider the "citizenship education system" as the process of regulating the multiple processes of the urban management system, as well as the legalization of the reciprocal and reciprocal duties and tasks of the municipality to the citizen whose purpose is to organize urban life and the activities of the municipality and citizens. , The importance of the role and position of the citizen education system in urban management as well The relationship between urban management and citizenship education is outlined(Shani, 2002; Shamshiri & Noshadi ,1998; Timournejad, Yuzbashi & Ebrahimi, 2016). It can be inferred from the above study that the components of Citizenship Education - Cultural - Social Development of Citizens of Tehrani can be effective in conditions that can be accomplished by qualified, competent and effective individuals in the work of citizenship education, which requires a set of conditions. It is a structure on which to select and select effective components. It is hoped

that important components can be extracted from the results of the research because it is of particular importance to the urban management system and the citizenship education system. Its role in urban management at home and abroad can be met Some of them are as following:

Lotfabadi (2016) in a study entitled "National and World Citizenship Education with the Consolidation of Students' Identity and Value System" has presented citizenship skills for teaching students and students in eight groups: Understanding individual life and Family, social, cultural, national and religious life in the country, maintaining physical and personal health and environmental health, observing law and order and justice in the community, establishing healthy social relationships, sympathy and helping others, recognizing skills Is a job, identifying your lifestyle based on your abilities, talents, realistic and logical thinking abilities, awareness and hassle Critical thinking and thinking, creativity in thinking and attitude, is the ability to solve problems, maintain the health and balance of one's mental system through coping with false and extreme anxiety and emotions, coping with depression and inaction, coping with stress and stress. Burnout, coping with selfishness, jealousy, and resentment and resolving harmful conflicts in inner and outer life.

Timournejad & et al (2015) in a study entitled "Factors Affecting Citizenship Education with Emphasis on Sustainable Urban Development (Case Study: Zanjan City)" found that all factors affecting citizenship education (behaviors based on social / political interactions), Legality and legality, behaviors based on religious and national teachings, and behaviors based on environmental protection and sustainable development are significant at the 0.05 level.

Ganji et al. (2014) in a study entitled "Analysis of Citizenship Culture" Emphasizing on Citizenship Education »achieved results that suggest a relationship between citizenship education and commitment to citizenship culture. There is a direct impact and citizenship education has played an important role in people's commitment to the culture of citizenship. According to the results of the correlation matrix table, ie correlation coefficient (0.17), there is a relationship between municipal education and the degree of adherence to citizenship culture in society. In other words, municipal education can play an important role in increasing people's adherence to the culture of citizenship. Also, among its three dimensions, municipal education played a greater role in increasing the level of citizen responsibility with a correlation coefficient (0.33), but there was no significant correlation between the dimensions of participation and legislation.

Hashemianfar and Ganji (2014) have studied citizenship culture with emphasis on citizenship education by Aran and Bidgol municipality. This article examines citizenship culture in terms of accountability, participation, and compliance with laws and regulations. The research method is survey and the sample is 180 citizens of Aran and Bidgol. The questionnaires are distributed among citizens by quota sampling. The results of the data analysis of the questionnaires show that there is a direct relationship between citizenship education and adherence to citizenship culture and citizenship education has an effective role in people's adherence to culture. Has citizenship. According to the results of correlation matrix table, correlation coefficient (0.17), there is a relationship between municipal education and the level of commitment to citizenship culture in society. In other words, municipal education can play an important role in increasing people's adherence to citizenship. Also, among its three dimensions, municipal education has been more involved in increasing the level of citizen responsibility with a correlation coefficient (0.33), but there is no significant correlation between the dimensions of participation and legislation. (Mirhosseini & Ghafar Samar, 2015).

2. Methodology

Whereas the components of citizenship education for socio-cultural development should be clarified from the perspective of cultural managers and cultural-social experts working in formal and nongovernmental institutions located in Tehran to be able to measure them to proceed with the design of the template, the qualitative-quantitative research approach should be used. For this purpose, the exploratory method of mixed research method is used. Mixed-method is used in this research. First gathered through semi-

structured interviews with "focus groups" on qualitative data on the factors and factors affecting citizenship education for socio-cultural development, such as interviewing 10 experts and experts in the field of cultural management. Citizenship education for socio-cultural development was extracted, and then qualitative analysis of the data collected, the current status of dimensions and elements were categorized, and a questionnaire was developed to identify the components. Also, the quantitative research method of this study is descriptive-analytical. Whereas, at the qualitative stage of research, the proposed components for measuring the components of citizenship education for socio-cultural development are represented. In the quantitative phase, using descriptive-analytical method, factor analysis techniques were used to describe the factors identified in the research community, as well as to study the relationships between the proposed concepts and components.

The study population included all key informants, experts and managers in the qualitative phase. Management is urban. The main characteristics of the mentioned community are as follows: experts of cultural and social sectors working in formal and non-governmental institutions based in Tehran, cultural managers and also experts of cultural and social sectors working in official and non-governmental institutions based in Tehran City. Therefore, after semi-structured interviews with the "focus groups", qualitative data on the factors and factors affecting citizenship education and their role in the socio-cultural development of citizens with 10 experts and experts in the field of urban management are effective elements of citizenship education and their role in development. Citizens socio-cultural were extracted.

The study population was quantitatively based on the objectives of the observation and analysis unit research; the statistical population was considered in the quantitative section of all youth between 18-25 years in Tehran because the model presented in Tehran climatic context. Referring to the National Statistics Center, it was found that more than 100,000 youth are living in Tehran between the ages of 18 and 25 in the year 2019. For qualitative phase sampling in the qualitative phase in order to inform the experts, semi-structured interviews Multiple structured approaches were used. The interview process was designed so that data were coded and analyzed after each interview to identify the dimensions proposed by the primary experts, to be followed up in subsequent interviews. In the present study, after the repetition of the interviews, the interviews were conducted to ensure that the findings were repeated and to ensure further follow-up interviews. In the main phase of the qualitative research,

in order to determine the face and content validity of the researcher-made questionnaire, the factors involved in citizenship education and its role in the socio-cultural development of citizens after interviewing subject matter experts and focal group discussions, 56 questions based on their views were then redesigned. The validity of all questions was confirmed and re-examined by experts. In order to determine the reliability, a researcher-made questionnaire of the factors involved in citizenship education and its role in the socio-cultural development of citizens was firstly formulated between 40 questionnaires. Distribution and aftermath of youth aged 18-25 in Tehran Responsiveness was collected, then the reliability of spss software was used and reliability of Cronbach's alpha was 0.829 for the above questionnaire.

3. Findings

in which a large number of interrelated variables are reduced to a smaller number of hidden or present dimensions and its main purpose is to observe the principle of economics and save through the application of the smallest. Explanatory concepts are used to explain the maximum amount of variance shared in the correlation matrix. The data matrix for factor analysis should contain meaningful information. The significance of the information in a matrix is determined by the Bartlett square test and the significance of the chi-square test and the Bartlett test is the minimum requirement for factor analysis. Therefore, prior to exploratory factor analysis, Bartlett test was used to confirm the functionality of the items.

Table 1. Bartlett test

KMO test	0/926
Approximate amount of Chi score	28591/139
Degrees of freedom	383
Significance level	0/001

According to Table 1 and the value of KMO index which is 0.926 and greater than 0.6 it can be concluded that the number of samples is sufficient for factor analysis. On the other hand, the significance level of Bartlett test is equal to (000). Is P = .0 and, given its smaller size (p <0.05), the null hypothesis is rejected. In the Bartlett test, the null hypothesis is that the variables are only correlated with themselves, and the rejection of the null hypothesis implies that the correlation matrix has meaningful information and there are minimum requirements for factor analysis, so exploratory factor analysis on the questions can be made. Questionnaire was administered. The factor analysis test, after multiple rotations, presented 10 main factors with different factor loadings. An in-depth examination of the extracted coefficients revealed that out of 10 explored factors, only 7 factors had factor coefficients above 0.50. They were less than 0.50 or had negative coefficients above 0.50 and were excluded from the factors used, and finally the seven main factors that met these conditions remained as their information is presented in the table below. Also, according to the data in the table above, the extraction subscription value for two questions with numbers 55-54 is less than 0.50 Therefore, the above-mentioned questions are excluded from the questionnaire. In other words, it can be concluded that the questionnaire questions are generally divided into 7 factors. The expert on the training of the 7 extracted factors was named as follows:

Table 2. Introducing the factors extracted from the Citizenship Education Questionnaire

row	Factor	Item number	Factors name
1	First	1-2-8-10-16-17-52	Paying attention to strengthening legalism
2	Second	3-6-7-18-21-23-33-42	Focus on strengthening the spirit of participation
3	Third	4-11-14-15-20-27-40-46-49-51	Paying attention to strengthening the sense of responsibility
4	Fourth	5-9-12-13	Paying attention to boosting confidence
5	Fifth	19-22-24-25-29-37-38-39	Paying attention to strengthening communication skills
6	Sixth	31-32-34-35-36-41-43-44-45-50-53	Focus on strengthening civic awareness
7	Seventh	26-28-30-47-48	Focus on strengthening problem solving skills

Question 2: From the perspective of youth between the ages of 18 and 25 in Tehran, what is the status of the influential components of citizenship education in terms of cultural and social development of citizens? Before examining this question, Kolmogorov-Smirnov test was used to determine the normality of the identified variables to determine the type of parametric or nonparametric test.

Table 3. kolomoghraph Smirnoph test for normality of data

	1	2	3	4	5	6	7
Number	384	384	384	384	384	384	384
Average parameters	4/06	4/026	4/040	4/127	4/021	4/002	3/370
Standard deviation	0/57	0/481	0/370	0/368	0/300	0/378	0/196
Complete the highest upper bound	0/06	0/069	0/069	0/064	0/054	0/066	0/066
Positive differences	0/05	0/057	0/069	0/055	0/044	0/048	0/066
	0/067	-0/069	0/069	-0/064	-0/054	-0/066	-0/064
Negative	1/312	1/354	1/352	1/250	1/062	1/289	1/294
z K-S	0/064	0/051	0/052	0/088	0/209	0/072	0/070

Note: numbers stands for the following in term 1-Focus on Strengthening Problem-Solving Skill2- Focus on Strengthening Civic Consciousness 3-Focus on Strengthening Communication Skills4- Focus on Strengthening Self-Confidence 5-Focus on Strengthening Sense of Responsibility6- Focus on Strengthening Participation Morale7- Focus on Strengthening Legalism. According to the data in Table 3 it can be seen that the significance level (Sig) of the test of data normality in the mentioned variable is greater than (p> 0.05). Therefore, it can be stated that the mentioned variables have assumption of normality. Parametric tests can be used to investigate the above question

Table 4. Single-sample t-test

Variable	T	D f	Sig	md	Confidence interval		mean
					low	high	
Paying attention to strengthening legalism	3/37	383	0/001	1/06	1/003	1/11	4/06
Focus on strengthening the spirit of participation	4/75	383	0/001	1/02	0/977	1/07	4/02
Paying attention to strengthening the sense of responsibility	5/98	383	0/001	1/04	1/002	1/07	4/04
Paying attention to boosting confidence	5/92	383	0/001	1/12	1/090	1/16	4/12
Paying attention to strengthening communication skills	6/57	383	0/001	1/02	0/991	1/05	4/02
Focus on strengthening civic awareness	5/88	383	0/001	1/00	0/964	1/04	4/00
Focus on strengthening problem solving skills	3/999	383	0/001	0/37	0/350	0/39	3/37

According to the data in Table 4 and the significance level of tests (p = 0.000), (p = 0.000), (p = 0.000), (p = 0.000), (p = 0.000) , (P = 0.000) and (p = 0.000) and smaller than all 7 factors (p <0.05) can be concluded that the test in these 7 factors (attention to legalism reinforcement, attention to moral reinforcement) Participation, attention to strengthening sense of responsibility, attention to self-esteem, attention to communication skills, attention to enhancing civic awareness, and attention to enhancing problem-solving naming skills are significant. And there is a significant difference in the mean of the population (3), which argues that the response of young people is low The age of 18 to 25 years in Tehran is statistically different from the average level of society in relation to the status of the influential components of citizenship education in terms of cultural and social development of citizens. According to the mean values calculated in these 7 factors (4.060), (4.026), (4.40), (4.12), (4.021), (4.002) and (370) (3) and being larger than the average community (3), it can be concluded that for the youth between the ages of 18 and 25 in Tehran, the above mentioned 7 components of citizenship education are in favor of the cultural and social development of citizens.

4. Discussion

In response to the first question, the findings of the present study showed that attention to the strengthening of legalism, attention to strengthening the spirit of participation, attention to strengthening the sense of responsibility, attention to enhancing self-confidence, attention to strengthening communication skills, attention to strengthening awareness. Citizenship and Attention to Strengthening Problem-Solving Skills is Factors Influencing Citizenship Education for Citizens' Cultural and Social Development. Timurnejad et al. (2015), Ganji et al. (2014), Jahanian and Hamdi (2013) and Azani et al. (2011). In explaining this finding, it can be said that strengthening the culture of legalization and promoting it among citizens through citizenship education can be an important step in citizenship education. In line with the component of reinforcing the spirit of participation, it is in line with the findings of Hashemian Far and Ganji (2014), Ganji et al. (2014), Jahaniyan and Hamdi (2013) and Azani et al. (2011).

One of the goals of citizenship education is to empower and encourage people to collaborate and participate in teamwork. If the authorities consider programs that encourage greater participation, Empathy

among citizens is also strengthened. In line with the component of reinforcing the sense of responsibility, it is in line with the findings of Shah Talebi & Ghanchchi, 2014); Ganji & et al. (2014), Fermahini ,2010), Azani et al. ,2012) & Bellah,2011). In explaining this finding, one can say that responsibility is one of the biggest mysteries of one's success in work and family life. However, this component needs to be positively reinforced in the context of citizenship education. In this case, it can be said that citizenship education has taken an important step. In terms of enhancing self-esteem, no finding was found to confirm or disprove this finding. It can be said that enhancing self-esteem is one of the important components of citizenship education if Citizenship is concerned and in the form of proper training by experts, it can be said that an important step has been taken in citizenship education. In order to strengthen the communication skills with the findings of the skilled gardener (2013), Baghban maher, 2013)., Darghari (2015) and Shahtalebi, Sharifi & Gholizadeh, 2012). are in line.

In explaining this finding it can be said that communication skills are one of the keys to success People are in life. In this regard, it is necessary to provide these skills in the form of coherent and attractive programs for citizens. In particular, this skill is essential for young people. In line with the component of strengthening civic awareness, it is in line with the findings of Lotfabadi (2017) and Teymournejad et al. (2015). This finding can be said to increase the awareness of citizens about civil and legal matters is very important and important for citizens as to what rights and benefits they enjoy as citizens of Tehran. To challenge and further the public order. Also, in response to the second question, the findings showed that citizenship education is in desirable condition for the cultural and social development of citizens. This finding is in line with the findings of Azani & et al,2011; Karamalipour, 2013; Islamia, 2009; Ali, 2001). Since the study found that attention to the strengthening of legalism is an important factor in citizenship education for the cultural and social development of citizens, it is therefore suggested to officials and managers of local cultural centers and houses to promote the spirit of citizenship. First, to instill a culture of compliance with law and order, and secondly, to promote these laws and regulations through educational programs, and to educate citizens through billboards and advertisements throughout the city.2- The survey found that attention to reinforcing a sense of responsibility was one of the factors influencing Citizen education is for the cultural and social development of citizens, so it is suggested that officials and managers of local cultural centers and houses provide education that promotes citizens 'attention to law and order and justice at all times in order to enhance citizens' sense of responsibility And feel responsible for everything they do (Men, 2012; Darghari, 2015, Fermahini, 2010).

References

Ali S R. (2001). The Interaction of Globalization, Citizenship and Religion. Journal of Social Sciences. 18:167 - 200.

Askarian M, Taheri A, Fataneh B. (2016). Organizational Culture and Its Role in Shaping Organizational Citizenship Behavior from the Perspectives of the Ministry of Education Staff. New Approach in Educational Management. 3(1):21-24.

Ayvazi M, Moghadam Gh, Sobhani Nejad A. (2017). Explaining the Outline of Native Citizen Education Curriculum in the Age of Globalization from the Viewpoints of Faculty Members of Tehran Universities. Tehran, Conference on Globalization and Native Curriculum; Challenges and Opportunities.

Azani M, Hatami M, Hatami H. (2012). An Analysis of Citizenship Culture in Yazd, Journal of Space Planning (Geography). 1:81-102.

Baghban maher F. (2013). The Role of Citizenship Education in the Development of Social Communication (Case Study of Qazvin Municipality Sport and Cultural Organization). Master thesis. Islamic Azad University East Tehran Branch.

Bellah R N. (2011). Civil Religion in America. Journal of the American Academy of Arts and Sciences. 96 (1): 1–21

Birzea C. (2000). Education f or democratic citizenship: A lifelong learning perspective. Council of Europe Publication, Strasbourg.

Castells S, Elster D. (2004). Migration and Citizenship, translation by Faramarz Taghi Lu. Tehran: Nonprofit Strategic Studies Institute.

Darghari M. (2015). Citizenship education (with emphasis on components). Isfahan: Academic Jihad Publications.

Fermahini F. (2010). Globalization and citizenship education. Proceedings of the First Conference on Globalization and Education. Tehran: Foreign Ministry Press and Publication Center. 25:371 - 351.

Ganji M, Niazi M. (2015). An analysis of citizenship culture with an emphasis on citizenship education. Urban Sociological Studies. 4 (12):100-75.

Gholtash A. (2009). Review of approaches to citizenship education in primary school curriculum in Iran and citizenship education curriculum design. Thesis in the field of curriculum development, Islamic Azad University, Khorasgan Branch. (in Persian).

Hashemianfar A, Ganji M. (2014). An Analysis of Citizenship Culture in Isfahan Journal of Applied Sociology. 1:44-25.

Islamia F. (2009). Investigating the Role of University Education in Creating and Nurturing Professional Citizenship Characteristics from the Perspective of Undergraduate Students of Humanities (Undergraduate Degree) in Islamic Azad Universities Based in Tehran. Master thesis. Islamic Azad University of Grammar Branch.

Karamalipour N. (2013). A Study of the Attention of Citizenship Education Curriculum in Citizenship Education. Master thesis. Islamic Azad University of Roodehen Branch

Kishani F, Ezzat A, Salehi A. (2013). Development Model of Islamic Citizenship Education. 2nd Cyprus International Conference on Educational Research (CY-ICER 2013). Procedia - Social and Behavioral Sciences. 89: 64-68.

Lees S. (2014). 15 Sexuality and citizenship education. Challenging Democracy: International Perspectives on Gender and Citizenship.

Lotfabadi H. (2017). National and global citizenship education with students' identity and value system consolidated. Journal of Educational Innovation.

Lotfabadi H. (2006). National and global citizenship education by strengthening the identity and value systems of students. Journal of Educational Innovations, 5 (17):25-32. (in Persian).

Men R. (2012). The Role of Iranian Municipalities in Teaching Citizenship Rights and Responsibilities. Master thesis. Allameh Tabatabaei University.

Mesa N, Kamonwan T, Shotiga P. (2016). Development of Multidimensional Construct Map of Responsible Citizenship of Lower Secondary School Students. Procedia - Social and Behavioral Sciences.217: 537-543.

Mossberger K, Tolbert C, McNeal S. (2012). Digital Citizenship: The Internet, Society, and Participation. The MIT Press, Cambridge, Massachusetts, London, England.

Mostafavi S R. (2011). Characteristic Design of Municipalities for Social Institution in Landscape 1404. Proceedings of the Scientific Conference of Municipalities as Social Institutions, Volume 2.

Prior W. (2006). What it means to be a 'good citizen' in Australia: perceptions of teachers, students and parents. Theory and Research in Social Education. 27 (2):215- 248.

Shahtalebi B, Ghanchchi A. (2014). The Impact of Citizenship Education on Raising Citizenship Awareness in Eight-Year-Old Children in Isfahan (with Emphasis on Multimedia Software). Journal of Information and Communication Technology in Educational Sciences. Third Year Third Issue, 1(2):150-129.

Shahtalebi B, Sharifi S, Gholizadeh A. (2012). Determining the content and effectiveness of citizenship education a t school. Isfahan: Leisure and Cultural Organization Municipality and Planning Department. (in Persian).

Shani M. (2002). Fundamental Issues of Citizenship and Social Welfare. Journal of Social Welfare. 4:24-7.

Sharbatian M H. (2008). Reflecting on the foundations of citizenship culture and presenting ways to expand it. South Khorasan Cultural Research Journal. No. 14-8. Year 3-2. Pp. 154-119.

Shariatmadari H. (2006). Society and Education, Tehran: Amirabad Publications.

Sharifi A, Islami F. (2011). How to be a 21st Century Citizen? (Teachings for Living Effectively in the Third Millennium). Tehran: Green Culture.

Shamshiri B, Noshadi M. (1998). A Survey of Persian Textbooks, History, and Social Education Elements of National Identity Curriculum. Curriculum Studies Quarterly, Issue 6.

Timournejad K, Yuzbashi A, Ebrahimi M. (2016). Factors Affecting Citizenship Education with Emphasis on Sustainable Urban Development (Case Study: Zanjan City. Journal of Urban Economics and Management. 5 (3):79-95.

Valpour R. (2018). Investigating Citizenship Areas in Higher Education from the Perspective of Students and Students (Case Study of Mazandaran University), Tehran (1996) Globalization Conference and Staying Alive: Challenges and Opportunities.