
Providing a model for educating professional citizens through knowledge-oriented era of Iran's education system

Mina Mozaiiani¹, Masoumeh Oladian^{2*}, Mohammad Taghi Imani³

1. Department of Educational Sciences, Damavand Branch, Islamic Azad University, Damavand, Iran.

2. Department of Educational Sciences, Damavand Branch, Islamic Azad University, Damavand, Iran.

3. Department of Educational Sciences, Damavand Branch, Islamic Azad University, Damavand, Iran.

Article history:

Received date: 29 November 2018

Review date: 27 January 2019

Accepted date: 15 April 2019

Keywords:

Professional citizenship education, knowledge-oriented era, Iran's education system, Citizenship education

Abstract

Introduction: This study aimed to provide a model in order to educate professional citizens through knowledge-oriented era of Iran's education system. **Methodology:** The statistical population of the research consisted of all female and male principals and deputies of governmental elementary schools within cities of Tehran province (N = 11382). The sample size estimated to be 362 people based on the Cochran formula. The data collection tool was a researcher-made questionnaire based on a 5-point scale. **Findings:** Data analysis was performed by Cronbach's alpha test, Average Extracted Variance (AVE), Square root of AVE, Kolmogorov-Smirnov, Exploratory Factor Analysis, Confirmatory Factor Analysis and Friedman ranking test. Reviewing the research literature for understanding the complexity and extent of theoretical and practical domain of the research in training professional citizenship, and also reviewing the models, theories, and the study components, a global model of educating professional citizens was developed including the components of philosophy, goals, Perceptual framework, procedure of implementation, and system of evaluation and engineering. A survey was conducted through 30 experts of this field in order to determine the degree of quality of the proposed model for presenting the final model through an evaluation questionnaire including the philosophy and objectives of the model, the theoretical foundations, dimensions, components, indices, and mechanisms for educating a professional citizen in the knowledge-oriented era of Iran's education system. In addition, this questionnaire was confirmed with a scale of 4.64 out of 5. **Conclusion:** Using this model, the country's education and training system can provide knowledgeable, committed, skilled, and professional citizens for society, knowledge economy and knowledge management in response to the third millennium generation.

Please cite this article as: Mozaiiani M, Oladian M, Imani M T. (2019). Providing a model for educating professional citizens through knowledge-oriented era of Iran's education system, *Iranian journal of educational Sociology*. 2(1), 1-12.

* Corresponding Author Email: m.oladian@yahoo.com

1. Introduction

As an atom, which is the main unit of cells, a citizen is the main unit of a community. An atom cannot stand alone on its own, but it joins other atoms and becomes meaningful. Similarly, a citizen's ability to influence society is limited, but by joining others, they can also make significant changes as individuals (Chavez, 2016: 207). Citizenship education means the opportunities provided by schools to help students learn experiences such as playing roles and responsibilities, participating in discussions, holding ceremonial examinations, collaborative classroom evaluations, and creating school councils for the development and promotion of social and political responsibilities of individuals. (Gray, 2015: 38). In other words, citizenship education should lead to a sense of national loyalty and voluntary services in individuals (Al-Zoubi et al., 2016: 87). Given that nowadays, almost all those who seek development and reform begin from education throughout the world (Sabouri Khosroshahi, 2010: 153).

Essentially, the basic goal of citizenship education in any society is to transfer the body of knowledge, values, and necessary behavioral orientations to the younger generation in line with survival and well-being of the society. Therefore, citizenship education and training seeks to attract people's support for the civil society culture, which occurs through educational processes (Fathi Vachargah & Vahed Chokade, 2010: 39). Researchers believe that active citizenship education requires an educational structure and active participatory school curriculum (Ersoy, 2014: 2).

Accordingly, educational systems in general and schools in particular can play an important role in development of citizenship for students and preparation of the new generation for the acceptance of citizenship role in local, national, and global communities (Safaei Fakhri & Talebzadeh, 2011: 1133). According to Hopkins (2007), the professional education of civilians requires the educational curriculum to contain concepts such as humanity, integrity in behavior and speech, mutual respect, personal and social responsibility, courage, and risk-taking ability. These concepts ought to be institutionalized in students from the beginning of education and learning (Henson, 2015: 46). In the current millennium known as the "Knowledge Era," the educational institutions are heavily influenced by global approaches, and considering the important goals of schools, that is preparation of children and young people to live in society, education is expected to change in line with social, political, and economical changes at national and international levels. Otherwise, if education is not in line with global approaches, it will soon become obsolete, while informal and transnational educations and trainings will replace it (Toffler, 2000; translated by Kharazmi, 2012: 17).

The professional education of citizens at a space called "school" considered as the second home, needs to provide a model and pattern to logically educate and train students about socially and culturally important issues correctly and accurately in line with the needs of the third millennium. According to Macdonald (2014), Citizenship Education Programs should equip students with the attitudes, skills, values, and behaviors they need to have the ability to face with all the challenges and changes of the twenty-first century actively and fully without fear (Toffler, 2000; translated by Kharazmi, 2012: 61). Unlike the past, today's mankind is not merely a creature of his own family, society and country; but they are an inseparable part of the human world and global relations, and whether we want or not every individual is affected by global relations as a global existence. Therefore, educational curriculum should emphasize on the individual and social skills required for collective life and it should contain special concepts such as environment, human rights, peace, health, and multiculturalism in societies (Saadatbakhsh & Tighbakhsh, 2011: 109). This is much more important while the review of studies suggests a low level of knowledge and awareness of citizens about the skills and duties of citizenship (Shabani & Shabani, 2015; Azizi et al., 2014; Sharifi & Eslamiyah, 2012). Citizenship education earns a low place in educational textbooks (Jamali Tazekand & Zamani Mansh, 2011; Hashemi, 2010; Hosseini Nasab & Dehghani, 2008). The provided education and training system of

the country has been ineffective in creating and enhancing the characteristics of professional citizenship (Eslamieh, 2018).

Given the lack of attention to principles and rules of citizenship education in the curriculum of the existing educational system and according to the mentioned studies, this educational system is traditional and resistant to fundamental changes and innovation in learning. There is also no specific evident definition of an ideal citizen and a desirable society in accordance with developments of international community. Therefore, it is necessary to develop a model for professional citizenship education in the current educational system in order to improve the level of professional citizenship education. Therefore, the exiting challenges are identified and solved in the system of which ought to train the students with individual and social identity and personality. Accordingly, the researcher in this research seeks to answer the question that what model can be presented for education of professional citizenship in this era while thoughts should be globalized and in line with Islamic and religious background of the society? The main issue of this research was the lack of appropriate model, its dimensions, components, and main indices in line with professional citizenship education. Accordingly, the main goal of the study was "to provide a model for professional education in knowledge-oriented era of Iran's education system" and to present this model, two questions raised as follows: 1) What model can be used to educate professional citizenship in the knowledge-oriented era of Iran's education system? 2) What is the degree of fit for the proposed model of educating professional citizenship in the knowledge-oriented era of Iran's education system from experts and specialists' point of view?

2. Methodology

This research method was applied in terms of purpose and descriptive-survey in terms of data collection type. The statistical population consisted of all male and female principals and deputies of elementary schools in cities of Tehran province in 2017-2018 year. The combined sampling method was used including the stratified cluster random sampling. In this regard, 10 cities with more population were extracted out of the 21 possible cities using the clustering method. Then, the number of male and female principals and deputies of public schools was extracted which was 6110 individuals and according to Cochran's formula, 362 samples would represent the research community. This number of principals and deputies were finally chosen as statistical population through the stratified random method by gender. In order to collect the data, a researcher-made questionnaire was developed. The questionnaire included closed-ended questions with a five-point Likert scale. Experts in this field formally approved the validity of the questionnaire. In order to determine the diagnostic validity (convergent and divergent), Smart-PLS statistical software was used. Calculated AVE of the research was greater than 0.5 for all the 18 components. The resulted factor loads were also greater than the confidence level (0.4), which confirms that the convergent validity of all the 18 components in the research questionnaire is acceptable.

3. Findings

In order to investigate this question, confirmatory factor analysis was used using the structural equation modeling technique (SEM) and the LISREL statistical software. The results were as follows:

- 1) For software and hardware component in the model in standard estimation mode, confirmatory factor analysis indicated that factor loads for all the components were greater than 0.3 that is through an acceptable range. The maximum factor load of the indices was calculated through measuring the index number 4 or also the "hardware and software knowledge" index with a weight of 0.78 and the lowest calculated factor load was associated with index number 1 with a weight of 0.55. In addition,

considering that all the t-statistic values of the paths were greater than 1.96, there is a significant relationship between each index and "hardware and software knowledge."

- 2) For ability to work with network and the Internet component in the model in standard estimation mode, confirmatory factor analysis indicated that factor loads for all the components were greater than 0.3 that is through an acceptable range. The maximum factor load of the indices through measuring the "ability to work with network "was due to index number 7 with a weight of 0.92 and the lowest calculated factor load was associated with index number 5 with a weight of 0.68. In addition, considering that all the t-statistic values of the paths were greater than 1.96, there is a significant relationship between each index and "ability to work with network."
- 3) For entrepreneurship and business creation component in the model in standard estimation mode, confirmatory factor analysis indicated that factor loads for all the components were greater than 0.3 that is through an acceptable range. The maximum factor load of the indices through measuring the "entrepreneurship and business creation "was due to index number 34 with a weight of 0.82 and the lowest calculated factor load was associated with index number 36 with a weight of 0.67. In addition, considering that all the t-statistic values of the paths were greater than 1.96, there is a significant relationship between each index and "entrepreneurship and business creation."
- 4) For work consciousness component in the model in standard estimation mode, confirmatory factor analysis indicated that factor load for all the components were greater than 0.3 that is through an acceptable range. The maximum factor load of the indices through measuring the "work consciousness " was due to index number 38 with a weight of 0.99 and the lowest calculated factor load was associated with index number 39 with a weight of 0.82. In addition, considering that all the t-statistic values of the paths were greater than 1.96, there is a significant relationship between each index and "work consciousness."
- 5) For interpersonal, intrapersonal, and extra-personal relationship skill component in the model in standard estimation mode, confirmatory factor analysis indicated that factor load for all the components were greater than 0.3 that is through an acceptable range. The maximum factor load of the indices through measuring the "interpersonal, intrapersonal, and extra-personal relationship skill " was due to index number 42 with a weight of 0.95 and the lowest calculated factor load was associated with index number 44 with a weight of 0.47. In addition, considering that all the t-statistic values of the paths were greater than 1.96, there is a significant relationship between each index and "interpersonal, intrapersonal, and extra-personal relationship skill."
- 6) For doing group works component in the model in standard estimation mode, confirmatory factor analysis indicated that factor load for all the components were greater than 0.3 that is through an acceptable range. The maximum factor load of the indices through measuring the "doing group works " was due to index number 50 with a weight of 0.82 and the lowest calculated factor load was associated with index number 52 with a weight of 0.67. In addition, considering that all the t-statistic

values of the paths were greater than 1.96, there is a significant relationship between each index and "doing group works."

- 7) For responsibility component in the model in standard estimation mode, confirmatory factor analysis indicated that factor load for all the components were greater than 0.3 that is through an acceptable range. The maximum factor load of the indices through measuring the "responsibility " was due to index number 55 with a weight of 0.85 and the lowest calculated factor load was associated with index number 53 with a weight of 0.44. In addition, considering that all the t-statistic values of the paths were greater than 1.96, there is a significant relationship between each index and "responsibility."
- 8) For preservation and development of cultural heritage component in the model in standard estimation mode, confirmatory factor analysis indicated that factor load for all the components were greater than 0.3 that is through an acceptable range. The maximum factor load of the indices through measuring the "preservation and development of cultural heritage " was due to index number 58 with a weight of 0.89 and the lowest calculated factor load was associated with index number 59 with a weight of 0.53. In addition, considering that all the t-statistic values of the paths were greater than 1.96, there is a significant relationship between each index and "preservation and development of cultural heritage."
- 9) For peaceful engagement with cultures component in the model in standard estimation mode, confirmatory factor analysis indicated that factor load for all the components were greater than 0.3 that is through an acceptable range. The maximum factor load of the indices through measuring the "peaceful engagement with cultures " was due to index number 63 with a weight of 0.77 and the lowest calculated factor load was associated with index number 64 with a weight of 0.46. In addition, considering that all the t-statistic values of the paths were greater than 1.96, there is a significant relationship between each index and "peaceful engagement with cultures."
- 10) For social and individual health component in the model in standard estimation mode, confirmatory factor analysis indicated that factor load for all the components were greater than 0.3 that is through an acceptable range. The maximum factor load of the indices through measuring the "social and individual health " was due to index number 67 with a weight of 0.66 and the lowest calculated factor load was associated with index number 65 with a weight of 0.47. In addition, considering that all the t-statistic values of the paths were greater than 1.96, there is a significant relationship between each index and "social and individual health."
- 11) For sports and physical education component in the model in standard estimation mode, confirmatory factor analysis indicated that factor load for all the components were greater than 0.3 that is through an acceptable range. The maximum factor load of the indices through measuring the "sports and physical education " was due to index number 71 with a weight of 1 and the lowest calculated factor load was associated with index number 70 with a weight of 0.31. In addition,

considering that all the t-statistic values of the paths were greater than 1.96, there is a significant relationship between each index and "sports and physical education."

- 12) For attention to sustainable development by maintaining natural resources component in the model in standard estimation mode, confirmatory factor analysis indicated that factor load for all the components were greater than 0.3 that is through an acceptable range. The maximum factor load of the indices through measuring the "attention to sustainable development by maintaining natural resources " was due to index number 76 with a weight of 0.78 and the lowest calculated factor load was associated with index number 74 with a weight of 0.35. In addition, considering that all the t-statistic values of the paths were greater than 1.96, there is a significant relationship between each index and "attention to sustainable development by maintaining natural resources."
- 13) For urban ecosystem and wildlife component in the model in standard estimation mode, confirmatory factor analysis indicated that factor load for all the components were greater than 0.3 that is through an acceptable range. The maximum factor load of the indices through measuring the "urban ecosystem and wildlife " was due to index number 80 with a weight of 0.79 and the lowest calculated factor load was associated with index number 81 with a weight of 0.75. In addition, considering that all the t-statistic values of the paths were greater than 1.96, there is a significant relationship between each index and "urban ecosystem and wildlife."
- 14) For political understanding and comprehension component in the model in standard estimation mode, confirmatory factor analysis indicated that factor load for all the components were greater than 0.3 that is through an acceptable range. The maximum factor load of the indices through measuring the "political understanding and comprehension " was due to index number 84 with a weight of 0.77 and the lowest calculated factor load was associated with index number 85 with a weight of 0.35. In addition, considering that all the t-statistic values of the paths were greater than 1.96, there is a significant relationship between each index and "political understanding and comprehension."
- 15) For defending authority and national interest's component in the model in standard estimation mode, confirmatory factor analysis indicated that factor load for all the components were greater than 0.3 that is through an acceptable range. The maximum factor load of the indices through measuring the "defending authority and national interests " was due to index number 90 with a weight of 0.98 and the lowest calculated factor load was associated with index number 87 with a weight of 0.45. In addition, considering that all the t-statistic values of the paths were greater than 1.96, there is a significant relationship between each index and "defending authority and national interests."

Table 1. Model-fitting indices (total)

Index name	calculated value of index	Acceptable level	Result of Fitness
Root Mean Squared Error of approximation (RMSEA)	0.074	0.08>	Excellent
chi-square ratio of degrees of freedom (X ² / df) (12943.11/3851)	3.360	5>	Excellent
Goodness of fit index (GFI)	0.95	>0.90	Excellent
Adjusted goodness fit index (AGFI)	0.81	>0.80	Excellent
Normative fit index (NFI)	92/0	>90/0	Excellent
Non-normative Fit index (NNFI)	0.96	>0.90	Excellent
comparative fit index (CFI)	0.97	>0.90	Excellent
Increase Fit index (IFI)	0.97	>90/0	Excellent
Standardized root mean square residual (SRMR)	0.033	<0.05	Excellent

As shown in Table 1, the chi-square value with a degree of freedom of $df= 3851$ for this model is equal to $X^2 = 12.943$ and its significance level is 0.000, which is significant at the level of 0.05. The chi-square ratio to the corresponding degree of freedom is obtained to be 360.3, which corresponds to an acceptable level of less than 5, indicating an acceptable fit for the model. The root mean square error of approximation (RMSEA) index for good models is 0.05. In the case of between 0.05 and 0.8, the fitness is acceptable, if it is between 0.81 and 0.1, the fitting is mediocre, and the model in which this index is greater than 0.1 is poorly fitted. The index in the presented model is equal to 0.074, which indicates that the model has an acceptable fit. The standardized root mean square residual (SRMR) for this model was calculated to be 0.033, while values less than 0.05 show a relatively good explanation of covariance. Other indices such as Goodness of Fitness index (GFI), Normalized Fit index (NFI), non-normalized Fit index (NNFI), comparative fit index (CFI), and Increase Fit index (IFI) should also be greater than 90%, and the Adjusted Fitness Index (AGFI) should be greater than 80%, which is also considered in the research model. Therefore, it can be concluded that the values obtained in the model fitting indices through all the components and indices (18 components and 91 inices) are in accordance with acceptable standards and it can be stated with certainty that the research model has appropriate fit and the experimental data are well suited for it.

To determine the appropriateness for the final model, a poll was conducted through 30 experts in the field by using a model evaluation questionnaire containing the philosophy and objectives of the model, theoretical aspects, elements, indices, and mechanisms for effective education of professional citizenship in the era of knowledge in Iran's education system. To choose the appropriate test for this purpose, a single sample t test was selected, and according to the scale of the questionnaire, which was the 5 degrees Likert scale, the basis of the decision taking was based on the score of 3, the results are as follows:

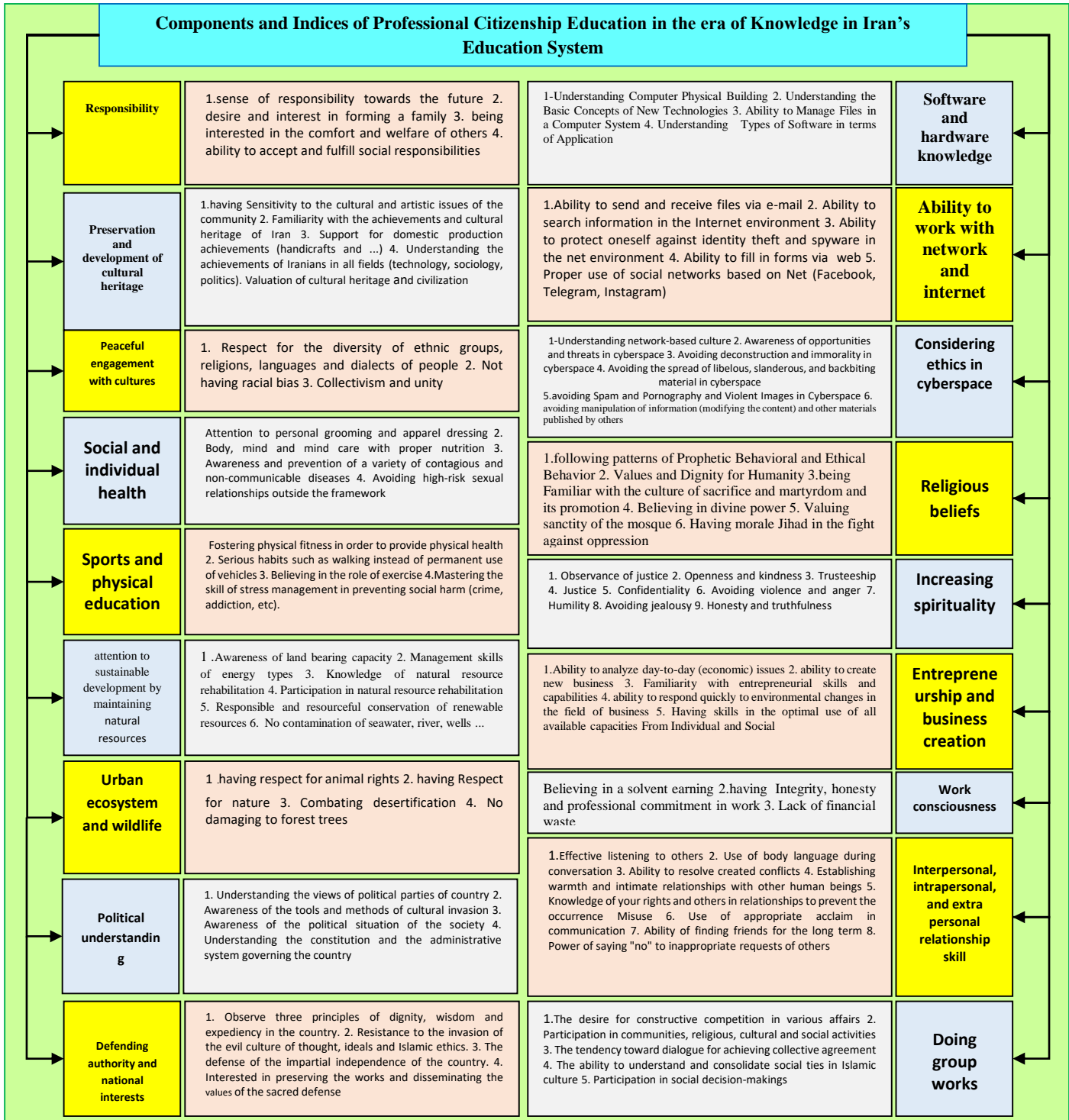


Fig 1. single sample T test results to determine the degree of fit of the proposed model in philosophy and objectives

The calculated t-statistic in all parts of the model (philosophy and objectives, theoretical foundations, dimensions, components, indices and mechanisms) show that the obtained values with a degree of freedom of 29 and an alpha of 0.05 are larger than the critical value of t. Therefore, the null hypothesis is based on the absence of any difference between the observed averages and the average of society number (3) which is eliminated and it is determined that there is a significant difference between the observed average and the

average of society (3), as a result, the research model was highly qualified by experts with a 95% confidence level.

4. Discussion

The findings of the study led to the identification of 18 components and 91 effective indices in order to educate a professional citizen in the knowledge age of Iran's education system. Based on the findings, the first component identified as the component of the "preservation and development of cultural heritage" and the second component identified as the component of "peaceful engagement with cultures." In the performed ranking, "Preservation and Development of the Cultural Heritage" with 5 indices gained the 12th rank with $M=8.18$, and "peaceful engagement with cultures", with 9 indices also ranked 18th with $M=8.7$. teaching of cultural skills in the education of a professional citizen is the responsibility of the schools after the family; and this educational system should include issues such as sensitivity to the cultural and artistic issues of society, cultural heritage and civilization, respect for the diversity of ethnic groups, religions, languages and dialects of different peoples Through the curriculum and even supplementary cultural programs at school, and teach them to students and make them ready for And they will attend the multicultural community. The Model of Professional Citizenship Education in Iran's Higher Education System (2003), which has identified cultural qualifications as one of the key professional qualifications in the education of professional citizens. In the obtained explanation, based on theoretical foundations, it has to be admitted that, essentially, in theory of the right of individuals, the basis of citizenship, as articulated by Stirner, social and cultural freedoms are defined as individual freedoms based on citizenship (Tabatabayi Mutmeni, 2009: 32). The results are in accordance with the results of the researches such as Jameedar Mohafez (2013), Maroofian (2013), Eslamieh (2009), Faez andD (2017), Ganel and Palivan (2015), Angel (2014), zahabion et al. (2013) As the skill required for Third Millennium citizens. The third, fourth and fifth components identified as "hardware and software knowledge", "ability to work with the network and the Internet" and "observance of ethics in cyberspace" were identified in order to educate the professional citizen. In the performed ranking, "Hardware and Software Knowledge" with 4 indices gained the 17th rank with $M=31.8$, and "Ability to work with the Internet and the Internet" with 5 indices ranked sixteenth with $M=8.35$, and "ethics in cyberspace" with 7 indices ranked 15th in the rankings with $M=43.8$. In resultant explanation, based on theoretical foundations, it should be acknowledged that the technology skills and the ability to apply information technology are among the skills required by citizens in the global community of the twenty-first century. In Durkheim's view (2004), citizenship education should be included in the tangible and objective curriculum of schools so that the individuals can meet the requirements of life through tomorrow's world. Proper use of these tools calls for the education of citizens in digital space, which has provided new opportunities for expanding citizenship education in schools, and its wide acceptance has become a necessary tool through which students become aware and active citizenship throughout the community. Findings and results were in line with the results of well-known researches, Eslamieh (2009) and Maroofian (2013) that have declared technology as skills required for third-millennium citizens. The sixth to eighth components of professional citizenship education were identified as "interpersonal, intrapersonal, and extra personal relationship skills," "doing group-work" and "respectively" respectively. Through the performed ranking, "interpersonal, intrapersonal, and extra personal relationship skills," with 8 indices, got the 2nd ranking with $M=11.51$, and "doing group work" with 5 indices obtained the 4th rank with $M=10.73$, and "responsibility" with 4 indices gained the 5th ranking, with $M=10.73$, respectively. The findings are in line with the results of researches such as Eslamieh (2018), Mesbahian (2017), Sheikh Zadeh Takabi (2015), Ghiasvand (2015), Chavez (2016), Maroofian (2013), Sharifi & Eslamieh (2012, A), Eslamieh (2009), Caradomen (2017), and Blancoloups et al. (2015); and are also in line with the models and theories proposed by Wo (2014) that pointed out the social participation and the ability of students to take

on social responsibility, in the model for promoting education and training of citizenship. Schools are in charge of training the ability to establish warmth and intimate relationships with other people, they are in charge of creating the power of saying "no" to others about inappropriate requests, participating in communities, religious, cultural, and social activities, therefore they should highly notice to such matters. In order to educate professional citizenship, the civic citizen's domain, which includes freedom in interactions and communications in general sense as well as the free flow of information, should be considered in the educational system.

The ninth and tenth components were identified under the headings of "religious beliefs" and "spiritual excellence", respectively, and "religious beliefs" with 6 indices obtained the 13th ranking with $M = 8.63$, and "spiritual excellence" with 9 indices obtained the fourteenth place with $M = 8.48$. The obtained results were in line with the results of researches such as Youzbashi (2016), Maroofian (2013), Sharifi & Eslamieh (2012 A), Eslamieh (2009), Eftekhazadeh's (2003) Model of professional citizenship education in Iran's higher education system, Leily et al. (2017), Feyz and Danss (2017), Angel (2014), Zahabion et al. (2013), that have identified moral skills as the skill required for Third Millennium Citizens. As an explanation of the findings, based on theoretical foundations, it should be acknowledged that in the perspective of the trainings of Imam Ali (APBUH), one of the most common features of education principles is the characteristic of being God-oriented. This characteristic forms the essence of religious behavior and is considered as the most important factor through the distinction between religious educations against non-religious ones. Ethical behavior is the key factor to the skill of social engagement, which should be addressed by the educational system to educate a professional citizen in the new millennium. In fact, in terms of ethics and spirituality, it is expected from Iranian students who grow up in an Islamic society to have positive qualities such as honesty, truthfulness, openness, avoidance of jealousy, observance of justice, trust, fairness and many other traits based on the path and teachings of the Ahl al-Bait (PBUT); and these qualities and standards should reach the highest degree of growth in the educational system.

The 11th and 12th components were identified under the titles of "political understanding" and "defending national authority and interests." In the performed rankings, "Political understanding" with 4 indices obtained the 6th ranking with $M = 9.87$, and "defending authority and national interest" with 5 indices obtained the 10th ranking with $M=8.81$. The results were in line with the results of researches such as youzsbashi (2016), Maroofian (2013), Sharifi & Eslamieh (2012 A), Sharifi and Eslamieh (2012 B), Eslamieh (2009), Mojalal Chubgholu (2007), Fayez and Danms (2017). As an explanation of the obtained finding, based on theoretical foundations, it should be acknowledged that students are not exempted from the citizenship education and teachings must adapt and increase students' understanding of government and power. For this purpose, the goal of teaching critical citizenship is to provide critical citizens who are inclined to promote social justice and eliminate injustice. Due to inadequacy of the political situation among the citizens of the community and the school textbooks, it should be noted that political skills also require training and teaching. This issue should be highly considered and planned by the current educational system so that students recognize the views of the parties and political factions of the country, be aware of the tools and methods of cultural invasion, resist the invasion of the evil culture of ideas, ideals and Islamic ethics, and so on. Students should be provided with necessary trainings so that they won't fall into traps due to lack of political knowledge and they can also be able to properly address political issues to criticize policies and to correctly diagnose false ones.

The Thirteenth and fourteenth components were identified as "entrepreneurship and business creation" and "work consciousness" respectively, and in the performed rankings, "work consciousness" with three indices obtained the first rank with $M = 11.62$; and "Entrepreneurship and Business Creation" with five indices obtained the third rank with $M = 11.48$. The results were in line with the results of the researches such as Masoumeh (2013), Sharifi & Eslamie (2012-A), Ghaltash et al. (2012), Eslamie (2009), Ganel and Pliven (2015), and Kishani, Farahani & Salehi (2013). As the finding explanation, based on theoretical

foundations, it should be acknowledged that in the theory of human individual rights, the basis of the citizenship, proposed by Stirner, economic freedom is defined as an individual right and freedom based on citizenship. Therefore, steps should be taken due to educating citizens and informing them about a unified society. Basically, the economic skills are considered as the skills required by Iranian citizen, in the global community of the twenty-first century. In social approach or social pathology, it's stated that schools should teach students about social and economic affairs (taxes, costs of living) (Parker, 2010: 51).

The Fifteen and sixteenth components were identified as "Individual and Social Health" and "Exercise and Physical Education" respectively. Through the performed rankings, "Individual and Social Health" with four indices obtained the 9th rank with $M = 9.26$; and "physical exercise and physical education" With 4 indices obtained the 11th rank with $M = 8.73$. The results are in line with on the results of the researches such as MaRoofian (2013), Sharifi & Eslamie (2012A), Eslamie (2009), and also the models and theories proposed by the European Solidarity Project (2016). As an explanation derived from the theoretical foundations, it should be acknowledged that, according to social theory of Focal citizenship of Marshall (1992), health and safety are through the rights of welfare and social citizenship. In order for individuals to be able to participate effectively in social life, they must have the skills necessary to maintain the health of the body and the soul (Shariatmadari, 2016: 65). Lack of awareness and even low awareness of health as an important skill needed by citizens is very dangerous to individual health, and this may even endanger the health of the community.

The 17th and 18th components were identified as "Attention to Sustainable Development with Conservation of Natural Resources" and "Urban Ecosystem and Wildlife" respectively. In the performed rankings, "Attention to sustainable development with conservation of natural resources" with six indices obtained the eighth rank with $M = 9.56$; and "Urban Ecosystem and Wildlife" with four indices obtained the seventh rank with $M = 9.7$. The results were in line with the results of researches such as Youzbashi (2016), Maroofian (2013), Eslamie (2009), Mojalal Choubghalou (2007), and also the models and theories proposed by Canadian researchers (2016) such as Rothblum and Laksir, 2016: 9, Taville (2013), based on the Global Approach, and the Model of Citizenship Education in Australian Schools (2011) that emphasized the teaching and educating of global citizens. As an explanation, based on theoretical foundations, it should be acknowledged that professional citizens change their lifestyle to protect the environment. According to researchers of University of Minnesota, the ability and desire to change their lifestyle and their habits of consumption in order to protect the environment is one of the skills of an ideal citizen of the twenty-first century (Cogan & Ray, 2013: 42). It is expected from students to learn how to manage their consumption of energy types, to take responsible and diligent protection from recyclable consumables, to have respect for nature and not to damage it through their learning environments and in theory and in practice.

References

- Al-Zoubi M, Al-Dalabeeh D, Haifa A. (2016). The Role of Irbid Directorate of Education in Supporting of Citizenship and Loyalty Values among Students: Look from Inside. *Journal of Education and Practice*. 7(3): 83-101.
- Chavez A A. (2016). Citizenship Education in Ecuador: Perceptions of Students and Teachers. *International Education Studies*. 9(12): 206-218.
- Eftekharzadeh F. (2003). Providing a model for training a professional citizen in the country's higher education system in the third millennium. PhD thesis, University of Science and Research. management and Economy faculty.
- Ersoy A F. (2014). Active and democratic citizenship education and its challenges in social studies classroom. *Eurasian Journal of Educational Research*. 55: 1-20.
- Eslamie F. (2009). Review of role of university education in creating and developing the characteristics of a professional citizen from the viewpoint of the final year students of the humanities (undergraduate) Islamic Universities in Tehran. Master's Thesis. Azad University of Garmsar Branch.
- Eslamie F. (2018). Education of professional citizen and its position in the higher education system of the country. articles of The Sixth Congress Scientific Research Science Educational and Psychology Injury Social and Cultural Iran. PP 1-6.

- Farmaheini Farahani M. (2013). Citizenship Education. Tehran: Ayij.
- Fathi K. (2003). Citizenship Education Curriculum: A Hidden Priority for the Iranian Education System. *Journal of Humanities University of Isfahan*. 14(2):226-211.
- Fathi Vajargah K, Diba Vajari T. (2011). Citizenship Education. Tehran: Fakhr.
- Fathi Vajargah K, Vahed Chukade S. (2010). Citizenship Education in Schools. Tehran: Ayij.
- Gary H, Carolyn B, Jodith T. (2015). Assessing school citizenship education climate: Implications for social studies, the center for information and research on civic learning and engagement.
- Ghaltash A, Fayyaz Bakhsh H, Farokheinejad P, Mohammad Jani S. (2012). Attention to the Progressive Citizen Education Approach in Social Science Textbooks of the Iranian Educational Institution. *Quarterly journal of research in curriculum planning*. 9(33):70-58.
- Hajipour R. (2011). Education Citizenship (What Citizens should know). Tehran: Farhange Sabz.
- Hazeri A, Khalili A. (2014). Study of Citizenship Education in the Official Curriculum of Iran's Official Education system. *Sociology of social institutions*. 1(3):149-131.
- Henson, Kenneth T. (2015). *Curriculum Planning, Integrating Multiculturalism, Constructivism, and Education Reform*. Fifth Edition. Long Grove Illinois.
- Hosseini S D, Dehghani M. (2008). Analysis of Education Sociology Books Content for middle schools On the Basis of social Skills and review teachers' views About Content Books Above. *Journal of Educational Sciences*. 94:98-79.
- Jamali Tazehkand M, Zamanimanesh H. (2011). Pathology of Citizenship Education in Secondary School of Social Sciences. *Articles of the first National Education Conference in Iran 1404*.
- Jamedar Mohafez F. (2013). Analysis Content Books Math the period First Elementary on Basis Components Citizen Professionals. the end Letter Masters MS. University Free Islamic the unit Tehran Central.
- Khosroshahi Sabouri H. (2010). Education in the age of globalization; Challenges and strategies for dealing with it. *Journal of Strategic Studies in Public Policy*. 1(1):196-153.
- Macdonald L G. (2014). *Traditional Approaches Tocitizen Education, Globalization, Towards peace Education Framework Canada: House university*.
- Maroofian N. (2013). Measuring the level of knowledge of students in the field of education about the educational qualities of a desirable Iranian citizen in the international community. Master's thesis. Islamic Azad University of Tehran South Branch.
- Mesbahian A. (2017). Assessment of Students' Knowledge Levels of Professional Citizens Skills and Their Comparison Based on Gender. *Articles of the Second Congress on the Transformation and Innovation in the Humanities*. Shiraz. June 2017.
- Mojalal Chubghalou M A. (2007). Designing an Optimal Citizen Education Curriculum Model in Local, National, and Global Dimensions and Comparing it with the Official Curriculum Executed in the Elementary Period of Iran. PhD dissertation, Islamic Azad University, Science and Research Branch.
- Saadatmand Z, Tigh Bakhsh Z. (2011). The Impact of the Components of Globalization Phenomenon on the Curriculum of Social Education. *Journal of Educational Sciences*. 4(14):126-107.
- Safaiefakhri L, Talebzadeh F. (2011). A framework for Professional citizenship education based on knowledge management principles. *Procedia - Social and Behavioral Sciences*. (29):1133-1142.
- Shabani F, Shabani M. (2015). Evaluation of recognition and performance of high school students in Mazandaran province toward citizenship duties in the academic year of 93-92. *Articles of the 3rd National Conference of Sociology and Social Sciences*.
- Share pour M, Aliverdinia A, Shabani M. (2016). Investigating the level of awareness of citizenship rights and responsibilities towards urban affairs and related social factors. *Quarterly urban sociological studies*. 6(18):22-1.
- Shariatmadari A, (2016). *Society and Education (the Basics of New Education)*. Tehran: Amir Kabir
- Sharifi A, Eslamie F. (2011). How to be a citizen of the 21st century? (Teachings for effective living in the third millennium). Tehran: Farhange Sabz.
- Sharifi A, Eslamie F. (2012). The Place of the 21st Century University in the Education of a Citizen. *Proceedings of the International Conference on Education and Globalization*. Tehran: Shahid Beheshti University
- Sheikh Zadetakabi M, Heidari Mousulo M, Yahrami K. (2015). Investigating the Attention to the Elements of Citizenship Education in the Document of the Fundamental Transformation of Education in Iran. *Proceedings of the first international humanitarian conference with a Native-Islamic approach and with emphasis on new research*.
- Tabatabai Motameni M. (2009). *General Freedom and Human Rights*. Tehran University of Tehran.
- Toffler A. (2000). *The Third Wave*. Translated by Shahin Dokht Kharazmi 2012. Tehran: Science.
- Youzbashi A. (2016). Investigating the Factors Affecting Citizenship Education from the Viewpoint of Municipal Employees of Zanjan City. *Proceedings of the International Conference on Urban Economics*. Pp.1-6.