Validation of the Professional Citizen Education Model in Education

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Abstract

Purpose: The aim of this study was to validate the model of professional citizen education in education.

Methodology: The present study was applied in terms of purpose and quantitative in terms of data collection and was conducted using a descriptive survey research method. The statistical population of the study was all line managers and education staff in Khorasan Razavi province in 2019. According to the collected statistics, their number was 12 thousand people and according to Krejcie and Morgan table, 400 people by available sampling method, as a statistical sample. They were selected and answered a 42-item researcher-made questionnaire. Data analysis method Structural equation modeling and Lisrel software were used.

Findings: The results of confirmatory factor analysis and path analysis indicated the appropriate fit of the designed model and the results of testing research hypotheses showed social participation training, social demand training, work conscience training, social responsibility training, socio-political awareness, culture Students' family, culture of friendship groups, culture of society, economic situation of society had a significant effect on the education of concerned students in the field of citizenship, as well as family culture and culture of student friendship groups, education of concerned students, culture of society, The prevailing economic situation of the society had a significant effect on the efforts to reform and improve the society and on the correct education of future generations, and finally the efforts to reform and improve the society and the correct education of future generations had a significant effect on achieving a productive society.

Conclusion: According to the research findings, our country's educational system needs a system of thought, theoretical foundations and clear philosophical and social foundations for the formation of the process of educating professional citizens, based on the needs and foundations and cultural, economic and political conditions of society.

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1. Introduction

The important goal of education is to prepare children and adolescents for life in society, so education must move in line with social, political and economic changes at the national and international levels (Mozayeni, Ouladian, Imani, 2018). To be able to provide appropriate educational opportunities to prepare citizens for life in a local, national and international context, and by teaching citizenship to teach people how to become aware, active and responsible citizens to take their rightful place and role in Gain urban community and beyond, national and even global society (Keshavarz, Bidokhti & Mohammadi Fard, 2018). Therefore, one of the most important issues in the structure of education in any society is the issue of citizenship (Poursalim, Arefi, Fathi Vajargah, 2019) and the main purpose of education and citizenship is the transfer of a set of knowledge, values and orientation. Behaviors necessary for the survival and well-being of that society are to the younger generation (Fathi Vajargah, VahedChookdeh, 2010), so researchers believe that active citizenship education requires an active and participatory educational structure (Haigh, 2016). Citizenship education actually provides Opportunities for students to engage in meaningful learning experiences. In a way that facilitates their development as committed and socially and politically active individuals (Gholtash, 2012) and refers to that part of education activities that in formal forms, members of a community to join the political community Prepares and socializes and prepares them to prepare for the acceptance of their roles and responsibilities as citizens, so it can be said that citizenship education as a multidimensional concept includes moral, environmental, cultural, economic and political concepts (Gheyasvand, 2015), which according to UNESCO has three important issues: 1. Teaching civil and human rights to the people through understanding the principles and institutions of a government, a country or a nation, 2. Learning to practice individual judgment and critical spirit, and 3. Gaining a sense of personal and social responsibility (Molaee, 2011).

Concepts of citizen and citizen education: Shahrvand plays a role as one of the most abstract social concepts, the link between social structures, and human agency. With the emergence of new forms of government and the realization of geographical boundaries, the status of citizens and activists to whom the concept of citizenship refers, a fundamental difference was made in the conceptual dimension and dimensions of the right to work. The term citizenship can be seen in the works of Marshal (1994). According to him, citizenship is a situation resulting from a person's full membership in society. Secondly, those who have this status have equal rights and duties. In addition to duties and responsibilities, Marshal also deals with the concept of citizenship education. According to Marshal, citizenship education in democratic regimes has developed over time and finally finds three basic and specific aspects. He called these three aspects civil, political, and social: the civil aspect is the right to liberty and civil citizenship, which means freedom of expression, freedom of thought, freedom of choice of religion, freedom of property, freedom of the press, and the enjoyment of justice, Political aspect, the right to participate and political citizenship, which means the right to vote, the right to participate in the political affairs of society. Social aspect, the right to citizenship, which means health, public education, social security, social security and social responsibilities (Vaziriaghdam, Makialagha, Etemadahari, 2020).

An individual is considered desirable when he can have the minimum competency to accept roles that are appropriate and commensurate with society and has reached a degree of self-sufficiency. In this sense, recognizing and examining the dimensions of citizenship and obligated citizenship requires examining the structural dimensions of society, the basics of civic education and, in general, preparing the desired citizen (Kamalpour khoob, Hashemi, Nejati, 2020). Drucker believes that the concept of citizenship education includes the following: the ability to see issues and how to deal with them as citizens of the international community, the ability to work collaboratively with others and accept responsibility for the role or task assigned to them, the ability to understand , Acceptance and tolerance of cultural differences, ability to think critically and organized, willingness to resolve their conflicts with others in peaceful ways, willingness to sensitize and defend human rights, willingness to participate in political activities at local, national and

international (Ghaedi, 2006). Therefore, one of the important goals of citizenship education should be to help learners in gaining individual, national and global identity in order to have an active and key participation as a global citizen in solving difficult international problems and issues. Citizenship education should also help individuals gain a clear and accurate understanding of their role in the global community and understand how their lives in their cultural communities affect the lives of other nations and how global events can affect their daily lives (Mohammadi, MozayeniBeheshti, 2016).

Regarding the category of citizenship, researches have been done, some of which are briefly mentioned: the results of document analysis in the research Kamalpour khoob, et all (2020) with the title of sociological explanation of political positions of student education to As a desirable citizen in the official documents of the Islamic Republic of Iran (case study of the document of fundamental transformation of education, 20-year vision document) shows that both documents consider reaching the nearness of God as the ultimate goal of the ideal of education. The extractive category of the religious citizen in the religious (doctrinal, devotional) axes and the cognitive category (value, moral, scientific and cultural) in both documents show this similarity. But in examining the category of social citizen with the studied axes (social benefit, social-political participation, separate social role-playing and the source of social growth), they introduce a different path to achieve the goal. Based on these results, the document sees the transformation of achieving the ideals of the desired citizen in prioritizing the individual will; While taking into account these differences, the vision document sets the starting point for citizenship education, creating an appropriate structure and placing people in these institutions to learn the formal patterns of the ruling system (Golshani, Makialagha, Etemadahari, 2020) in a study entitled Design The Citizenship Education curriculum model showed that citizenship education topics include human and moral values, collective life skills training (discipline and responsibility), cultural reconstruction, political education, civic participation, emphasis on social justice, and multicultural education. In teaching methods as well as evaluation, the formation of informal groups and monitoring the activities of groups, learning in practice and student-centered and participatory teaching methods are emphasized. Examination of agreement coefficients for all educational topics and teaching methods is higher than 0.6, which indicates the validity of the results obtained (Poursalim, Arefi, Fathi Vajargah, 2019).

A study entitled Exploring the Elements of the Global Citizen Education Curriculum in the Elementary School of Iran: A Qualitative Study, Interviews were Analyzed by Coding in 9 General Categories, Including Necessity and Need; Targets; Content; Teaching-learning methods; the role of the teacher; assessment; Materials and resources; Space and time were provided. The results of the study (Yazdani, Sharifi, Imani, 2018) in a study aimed at identifying and assessing the status of the antecedents and consequences of professional citizenship education in the country's education system: Includes, goals and philosophy of training, training technology and equipment, manpower, evaluation criteria, standards and training resources; Process factors include components such as training methods, pedagogy, training content, and training processes and hidden functions of education, and output factors, ie professional citizen, including cognition, ability, and civic attitude. Bruce, North & FitzPatrick (2019) in a study, teachers' views on citizenship education and the consequences of global citizenship education. The purpose of this study is to examine the teachings of preschool teachers of global citizenship with a special focus on cultural diversity. Preschool teachers participated in the interviews and the findings showed that their views on the idea of the citizen were unknown, they sought harmony and a desire for assimilation in relationships, and ethnocentric, patriarchal and salvation views on the "other" They accept. Holi & Chuanbatan (2017) In a study entitled Chinese Teacher Perception of a Good Citizen, Responsible Citizens addressed the issue of Chinese teachers' perception of a good citizen focusing on individual responsibility for a country (patriotism), society (good behavior habits), and others (virtues). This type of good citizen is the basis of a responsible citizen rather than a participatory and justice-oriented citizen. Pugliese (2015) in a study entitled Preparing Students for Citizenship in a Global Community (Case Study), found that a well-designed

social studies curriculum has a special place in participatory learning. It can be very effective in educating the world citizen. This study also showed that there is a significant gap in the current models of education and this could be a way to develop a new model of educating the world citizen. Numerous studies in the field of citizenship education in different societies have reported different criteria for a desirable citizen, including, in a study conducted in Spain, social skills, independence and personal initiative; Learning to learn and interact with the world has been cited as a key competence for citizens in education programs (Lleixà, Teresa; González, Carles, Marcelo, 2016), as well as in the UK, understanding cultural differences, critical thinking, Dispute resolution, political participation, were mentioned as characteristics of 21st century citizens. In Taiwan, five categories of media literacy, aesthetic literacy, moral literacy, scientific literacy, and democratic literacy were categorized as skills required by citizens (Clough, Nick & Holden, Cathie, 2015).

Chandler & Hawley (2017) presents four elements for a desirable citizen: knowledge, thinking, commitment, and action. But in view of all the above, what is said about the concept of citizenship and citizenship is how it can be taught and trained to witness the development and development of skills and citizenship skills and abilities of individuals in society. And how to prepare teenagers and young people for urban life and citizenship and teach them how to participate in social issues? In answering this question, experts consider the education institution as the best place for teaching and education in this category. They believe that because the educational institution is the second environment after which children and adolescents spend most of their time, and plays an important role in the development of personality and the transfer of knowledge and life skills to them, thus getting to know the citizen and Citizenship is also one of the skills that should be taught in the educational institution and students of different educational levels should learn the rights, duties and responsibilities of citizenship in the educational institution (Mok & Lee, 2017). Therefore, active and professional citizenship education has become a major challenge for the education of any country that identifies the challenges, limitations, opportunities, areas and main ways of educating active, professional, committed and responsible citizens, Has become one of the top priorities of education systems (Buchana Burridge Chodkiewicz, 2018). Regarding the importance of vocational education, several studies claim that citizenship education should still be considered as one of the most important concepts in the formal framework of the education system (Hahn, 2015; Yemini, 2014). Because education as one of the most important ministries and infrastructure organizations is of considerable importance for creating capable human resources (Yazdani, Sharifi, Imani, 2017). Rubenstein (2017) states the importance of citizenship education As much as a student needs civic skills and arrangements, he or she needs civic knowledge content to become a democratic and participatory citizen. Citizenship education is also important because it develops a person's personality and has implications for the education system, including independence, commitment, and knowledge improvement (Groves, Townson, Ofer & Herrera, 2017). According to Bee (2017), training a professional citizen creates responsible and ideal citizens. Osler (2010), director of the Center for Citizenship and Human Rights Education at the University of Leeds, also emphasizes that education for living together in this world is not an option but a necessary principle (Jafari, 2o19). In general, professional citizenship education has a significant role in the growth, development and health of society (Klein, Wikan, 2019). But without a clear picture and description of the process of citizenship education and professional citizenship criteria, goals, principles cannot be formulated, Methods and stages of professional citizen education and because the lack of a model or conceptual framework in the field of professional citizenship, confuses children and adolescents in choosing and accepting multiple models (social behaviors), every society needs a model It is for educating a professional citizen. Therefore, according to the current situation, education, development and validation of coherent models for professional citizen education is necessary. Based on what was mentioned, paying attention to the criteria of professional citizen education is a requirement to achieve the goals and prospects of education. Therefore, the main question of the present study is: Is the model of professional citizen education in education valid?

2. Methodology

The present study was practical in terms of purpose and quantitative in terms of data collection, which was conducted using a descriptive survey research method. The statistical population of the study was all line managers and education staff in Khorasan Razavi province and according to the obtained statistics, their number was 12 thousand people and according to Krejcie and Morgan table, 400 people were selected as the statistical sample by available sampling method. The research method was that after obtaining the initial conceptual model of the research, which consisted of 39 concepts and the hypothetical relationships in the model, were formed in the form of 21 hypotheses. In order to fit the conceptual model of the research, it was necessary to design and apply an appropriate quantitative methodology. Then, based on the research model and the conceptual structure that formed it, a questionnaire containing 42 items was set up. Before the general distribution of the questionnaires, the validity and reliability of the questionnaire were ensured in various ways and then the general distribution of the questionnaire among the statistical population was performed. In this process, various descriptive and inferential analyzes were performed to clarify the status of the statistical sample, the validity of the structure of variables, model fit, and test hypotheses. These measures include descriptive analysis (mean, standard deviation, skewness, elongation) of questionnaire questions and variables, Kolmograph-Smirnov test to determine the normality of data, adequacy test of sample size, confirmatory factor analysis (level one) single The single variables involved in the research model and level two factor analysis, Cronbach's alpha coefficient calculation, hybrid reliability study, convergent validity study, and path analysis were mentioned. Structural equation modeling and Lisrel software were used to fit the model. "

The main data collection tool was a closed and researcher-made questionnaire consisting of 42 items that was designed based on the initial conceptual model. In this questionnaire, the answers were designed based on Likert's five-choice spectrum and a "consent rate" spectrum was used. I strongly agree (5), Agree (4), Neither Agree nor Disagree (3), Disagree (2) and Strongly Disagree (1). The structure of the questionnaire includes the components of teaching social participation to students, teaching social demands to students, teaching work conscience to students, teaching social responsibilities to students, providing socio-political awareness to students, students' family culture, culture of student friendship groups, The training of concerned students in the field of citizenship, the culture that governs society, the economic situation that governs society, the effort to reform and improve society, the proper education of future generations, the achievement of a productive society. In the present study, in order to evaluate the validity of the instrument, face validity and CVR method were used. In order to check the face validity of the questionnaire, first the questionnaire items were prepared and provided to 10 experts, experts and professors. After reviewing and commenting by experts and professors and editing the items, the final questionnaire was developed. The results of confirmation or rejection of different items of the questionnaire in terms of validity showed that the CVR of items was between 0.8 to 1 so 42 items had sufficient validity. The Cronbach's alpha method was also used to evaluate the validity of the questionnaire. After collecting the questionnaires and performing the necessary calculations to perform the above method, it was found that the validity of all variables is more than 0.7, and Cronbach's alpha coefficient of social participation training to the student (0.862), respectively. Social Demand for Students (0.751), Work Conscience Education for Students (0.804), Social Responsibility Education for Students (0.794), Providing Socio-Political Awareness to Students (0.816), Student Family Culture (744) 0.), the culture that governs student friendship groups (0.729), the education of concerned students in the field of citizenship (0.837), the culture that governs society (0.881), the economic situation that governs society (0.780), the effort To reform and improve the society (0.759), correct education of future generations (0.717), achieving a productive society (0.849) and the whole questionnaire (0.814) were obtained, so the validity of the questionnaire was confirmed from this perspective.

3. Findings

The results of the research findings on the demographic information of the sample group showed that 242 (60.5%) of the study group were male and 158 (39.5%) were female, 12.25% had less than ten years of work experience., 5.75% had a background between ten and twenty years and 34% had more than twenty years of work experience, of which 61.5% had a bachelor's degree, 2.5% had a master's degree and 9.25% had a doctorate. In performing factor analysis, it must be ensured whether the available data can be used for analysis or not. in other words; Is the number of data required for factor analysis appropriate or not? For this purpose, KMO index and Bartlett test were used. Based on these two tests, the data are suitable for factor analysis when the KMO index is greater than (0.6) and close to one, and the sig of Bartlett test is less than (0.05). The output of these tests is as follows: KMO test (0.924), Bartlett test (χ2307/306) degree of freedom = 656 (1), Sig = 0.000, so according to the value of KMO index equal to 0.924 (More than 0.6), so the number of samples (number of respondents) is sufficient for factor analysis. Also, the sig value of Bartlett test is less than 0.05, which indicates that factor analysis is appropriate to identify the structure of the factor model and the assumption that the correlation matrix is known is rejected. In inferential analysis, before testing the hypotheses, we must test the validity of the structure using the factor analysis test. Suitability test in confirmatory analysis and path, RMSEA index, or the root of estimating the variance of the approximation error is less than eight percent of x^2/df index less than three and (GFH, CFL, IFI, NNFI) more than 90 percent. The value (T-value) of the significant coefficients of each variable is greater than (+ 1.96) or less than (-1.96), the model has a good fit or in other words has a reasonable approximation of society. To identify the acronyms of latent and observable variables, the variables are opposite, respectively: teaching social participation to students, teaching social demands to students, teaching work conscience to students, teaching social responsibilities to students, providing socio-political awareness to students, culture Student family, culture of student friendship groups, education of concerned students in the field of citizenship, culture of society, economic status of society, efforts to reform and improve society, proper education of future generations and achievement of a productive society. These variables were named in the software as var1 to var13. Also, the items related to each variable in the questionnaire are opposite in order: 1 to 3, 4 to 6, 7 to 9, 10 to 14, 15 to 18, 19 to 21, 22 to 24, 25 to 27, 28 to 30, 31 to 33, 34 to 36, 37 to 39, 40 to 42.

The following figure shows the level two factor analysis (total variables in the form of a model) in standard and significant mode.
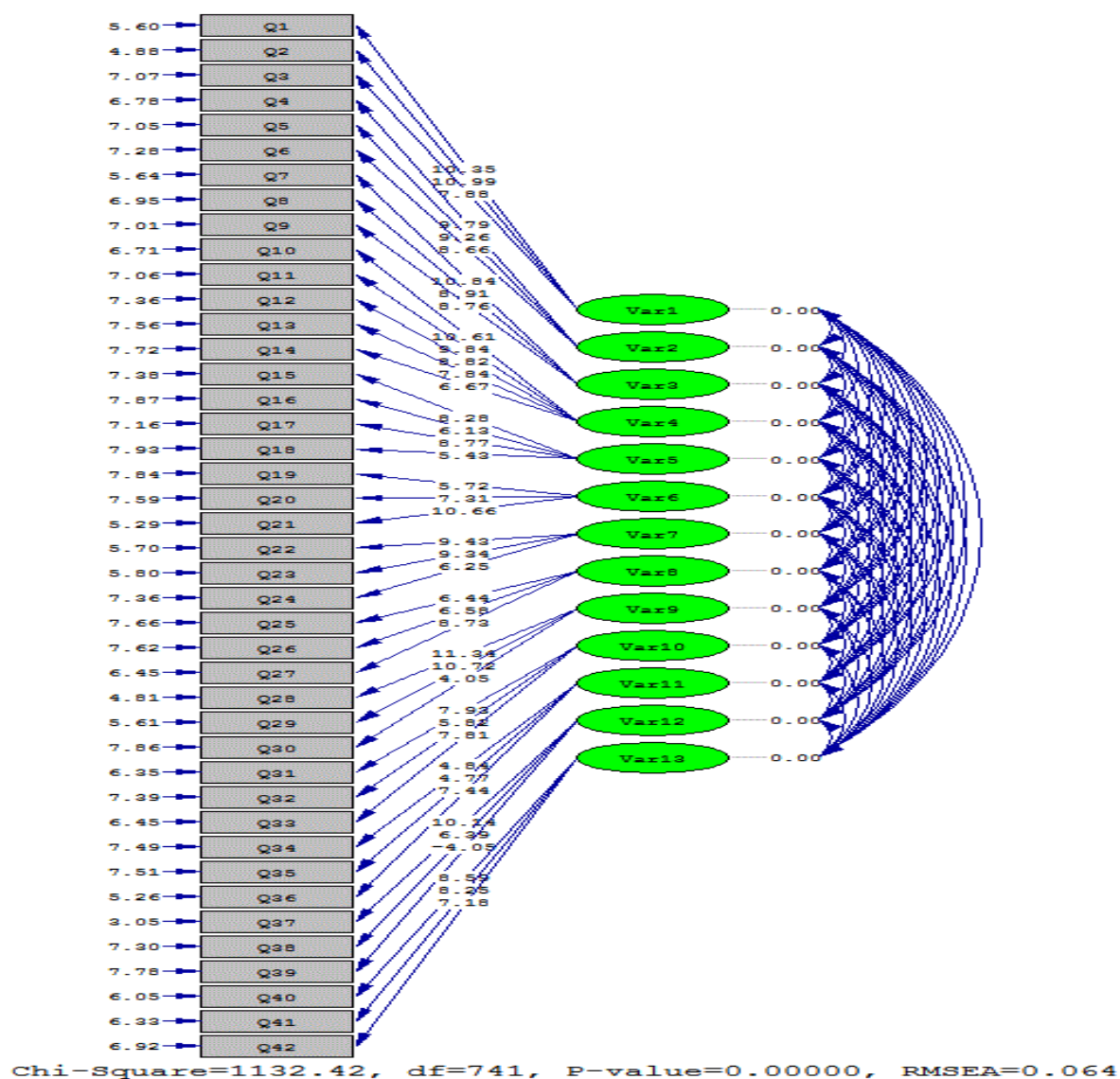
figure1. Factor analysis of the level of two total variables (significant state)

Using the structural equation model, the relationships of hidden variables with each other as well as the items of measurement of each hidden variable with the related variable can be examined. Multivariate theoretical models cannot be evaluated in a two-variable way in which only one independent variable is considered to be related to one dependent variable at a time. Multivariate analysis refers to a series of analysis methods whose main feature is the simultaneous analysis of k independent variables and n dependent variables. In general, the relationships between variables in the structural equation model are of two categories: measurement model or confirmatory factor analysis: relationships between hidden variables with explicit variables, structural model: relationships between hidden variables with each other.

To examine the model, first, confirmatory factor analysis is used to measure the relationships of hidden variables with their measurement items. Each research variable is the same as the hidden variable. Each measurement item that constitutes the same questionnaire questions is an observable variable. The measurement model (confirmatory factor analysis) examines the relationship between the items or the questions of the questionnaire with the structures. Then, using the structural model, the relationship between the factors will be examined to test the hypotheses. In fact, relationships cannot be tested until the markers or questionnaire questions have proven that the latent variables are well measured.

Therefore, a confirmation factor measurement or analysis model is used to prove that the concepts are well measured. Due to the fact that in this study, a combination of two models has been used, confirmatory factor analysis has been used both as a tool to confirm the validity of the structure and as one of the modeling steps of structural equations.

There are two main steps in analyzing models in the structural equation modeling method. This includes the model fitting stage and hypothesis testing, examines the hidden by the relevant explicit variables (questions). In fact, the measurement model is part of the general model, which includes a variable with related questions. Four items are used to check the fit of the measurement model; Factor load coefficients, index reliability, convergent validity and divergent validity. Factor loads are calculated by calculating the correlation value of the characteristics (questions) of a structure with that structure. The reliability of the index is measured by two criteria: 1) Cronbach's alpha, 2) Combined reliability. It is a classic criterion for measuring and measuring the internal stability. One of the things that is used to measure the reliability of structural equation modeling is the internal stability (internal consistency) of measurement models. Internal stability indicates the degree of correlation between the structure and its characteristics. The high value of variance expressed between the structure and its indices results in high internal stability against the measurement error of each index. A Cronbach's alpha value above 0.7 indicates acceptable reliability).

Alpha coefficient of the model variables and the whole questionnaire: training of social participation to students (0.862), training of social demands to students (0.751), training of work conscience to students (0.804), training of social responsibilities to students (794 / 0), Providing socio-political awareness to the student (0.816), Student's family culture (0.744) Culture governing student friendship groups (0.729), Education of concerned students in the field of citizenship (0.837), Ruling culture On society (0.881), economic status of society (0.780), efforts to reform and improve society (0.759), proper education of future generations (0.717), achieving a productive society (0.849) The whole questionnaire (0.814) was reported. Combined Reliability (CR): Since Cronbach's alpha criterion is a traditional criterion for determining the reliability of structures, the PLS method uses a more modern criterion than alpha called composite reliability and its superiority over Cronbach's alpha. That is, the reliability of structures is not calculated absolutely but according to the correlation of their structures with each other. As a result, both of these criteria are used to better measure the reliability of the PLS method. The value of the combined reliability of a structure is obtained from a ratio which, in the case of this fraction, is the variance between a structure and its indices plus the amount of measurement error. If the CR value for each structure is above 0.7, it indicates a suitable internal stability for the measurement model and a value less than 0.6 indicates the lack of reliability.

Table1. Combined reliability test results

Variable	CR coefficient	Reliability status
Teaching social participation to students	0/804	Confirmation
Teaching social demands to the student	0/719	Confirmation
Teaching work conscience to students	0/738	Confirmation
Teaching social responsibilities to students	0/729	Confirmation
Provide socio-political awareness to the student	0/744	Confirmation
Student's family culture	0/764	Confirmation
The culture that dominates student friendship groups	0/814	Confirmation
Educate concerned students in the field of citizenship	0/770	Confirmation
The culture that governs society	0/851	Confirmation
The economic situation of the society	0/763	Confirmation
Efforts to reform and improve society	0/735	Confirmation
Proper education of future generations	0/813	Confirmation
Achieving a productive society	0/759	Confirmation

Validity: Convergent validity is the second criterion used to fit measurement models in the PLS method. The AVE criterion represents the average variance shared between each structure with its own characteristics. AVE shows the degree of correlation of a structure with its characteristics that the higher the correlation, the greater the fit. A value of AVE above 0.5 indicates acceptable convergent validity. Some researchers have considered the minimum acceptable value to be 0.4.

Table2. Convergent validity test results

Variable	AVE coefficient	Reliability status
Teaching social participation to students	0/745	Confirmation
Teaching social demands to the student	0/628	Confirmation
Teaching work conscience to students	0/529	Confirmation
Teaching social responsibilities to students	0/543	Confirmation
Provide socio-political awareness to the student	0/670	Confirmation
Student's family culture	0/594	Confirmation
The culture that dominates student friendship groups	0/538	Confirmation
Educate concerned students in the field of citizenship	0/557	Confirmation
The culture that governs society	0/806	Confirmation
The economic situation of the society	0/769	Confirmation
Efforts to reform and improve society	0/583	Confirmation
Proper education of future generations	0/631	Confirmation
Achieving a productive society	0/746	Confirmation

Overall model fit (Z-values (t-values)): Several criteria are used to examine the fit of structural models. The first criterion for measuring the relationship of structures in the model is the criterion of significant numbers t or t-values; and the numbers should be either more than (+1.96) or less than (-1.96) in order to confirm the accuracy of the relationship between the structures and research hypotheses at the 95% confidence level. Of course, it should be noted that the numbers t only indicate the correctness of the relations and the intensity of the relationship between the structures cannot be measured with them:
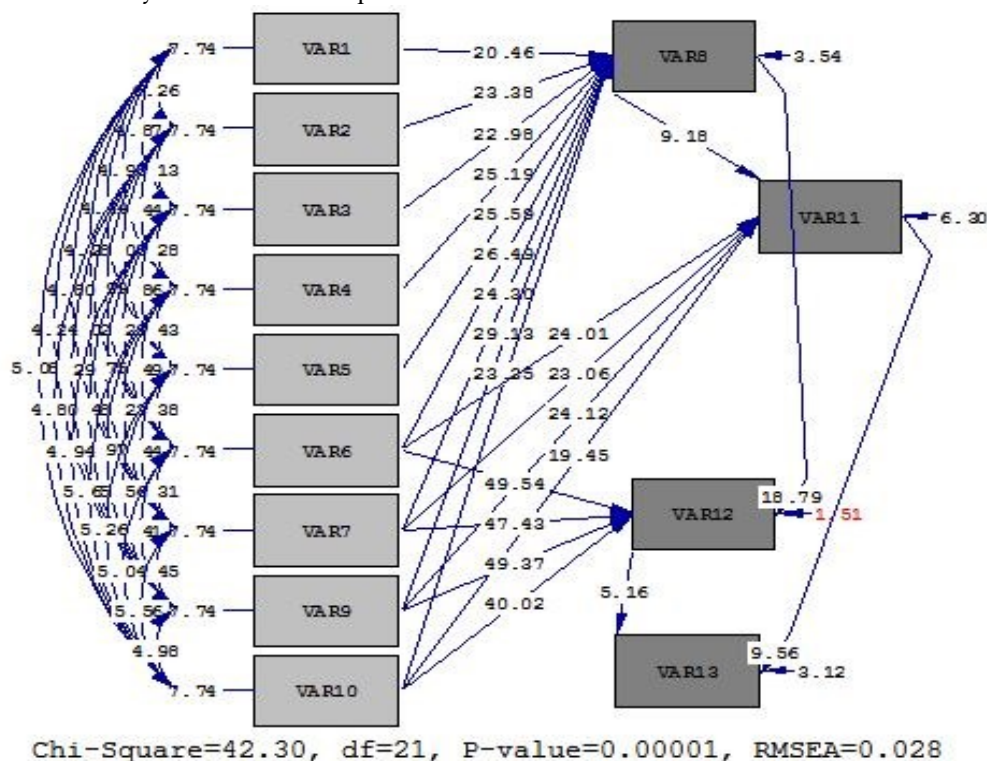

Chi-Square=42.30, df=21, P-value=0.00001, RMSEA=0.028

Figure2. Fitted research model with significant coefficients of Z (t-values)

According to the software output in Table (4-11), the second root value of the mean of the remaining squares (RMSEA) is equal to 0.069. Good Fit Index (GFI) equal to 0.976, Adjusted Good Fit Index (AGFI) equal to 0.92, Adaptive Fit Index (CFI) equal to 0.928, Bentler Bont Normalized Fit Index (NNFI) equal to 0.95, the incremental fit index (IFI) is equal to 0.93. The significance coefficients of the model paths indicate whether the research hypotheses are significant or not. If the significance coefficient of the path between the two variables is more than 1.96 or less than -1.96, it indicates that the effect of those two variables is significant at the 95% confidence level and the hypothesis is confirmed. The following table summarizes the significance coefficients and the results of the hypotheses:

Table3. Test hypotheses of model hypotheses

theories	meaningful	Result
Teaching social participation to students has a significant effect on educating concerned students in the field of citizenship.	20/46	Confirmation
Teaching social demands to students has a significant effect on the education of concerned students in the field of citizenship.	23/38	Confirmation
Teaching work conscience to students has a significant effect on educating concerned students in the field of citizenship.	22/98	Confirmation
Teaching social responsibilities to students has a significant effect on educating concerned students in the field of citizenship.	25/19	Confirmation
Providing socio-political awareness to the student has a significant effect on the education of concerned students in the field of citizenship.	25/58	Confirmation
Student's family culture has a significant effect on the education of concerned students in the field of citizenship.	26/49	Confirmation
The culture of student friendship groups has a significant effect on the education of concerned students in the field of citizenship.	24/30	Confirmation
The culture of the society has a significant effect on the education of concerned students in the field of citizenship.	29/13	Confirmation
The economic situation of the society has a significant effect on the education of concerned students in the field of citizenship.	23/25	Confirmation
The student's family culture has a significant effect on the effort to reform and improve society.	24/01	Confirmation
The student's family culture has a significant effect on the proper education of future generations.	49/54	Confirmation
The culture of student friendship groups has a significant effect on the effort to reform and improve society.	23/06	Confirmation
The culture that dominates student friendship groups has a significant impact on the proper education of future generations.	47/43	Confirmation
Educating concerned students in the field of citizenship has a significant effect on efforts to reform and improve society.	9/18	Confirmation
Educating concerned students in the field of citizenship has a significant effect on the proper education of future generations.	18/79	Confirmation
The prevailing culture of the society has a significant effect on the efforts to reform and improve the society.	24/12	Confirmation
The culture of the society has a significant effect on the proper education of future generations.	49/37	Confirmation
The economic situation of the society has a significant effect on the efforts to reform and improve the society.	19/45	Confirmation
The economic situation of the society has a significant effect on the proper education of future generations.	40/02	Confirmation
Efforts to reform and improve society have a significant effect on achieving a productive society.	9/56	Confirmation
Proper education of future generations has a significant effect on achieving a productive society.	5/16	Confirmation

Based on the research findings, all research hypotheses were confirmed and the final research model was explained as follows:
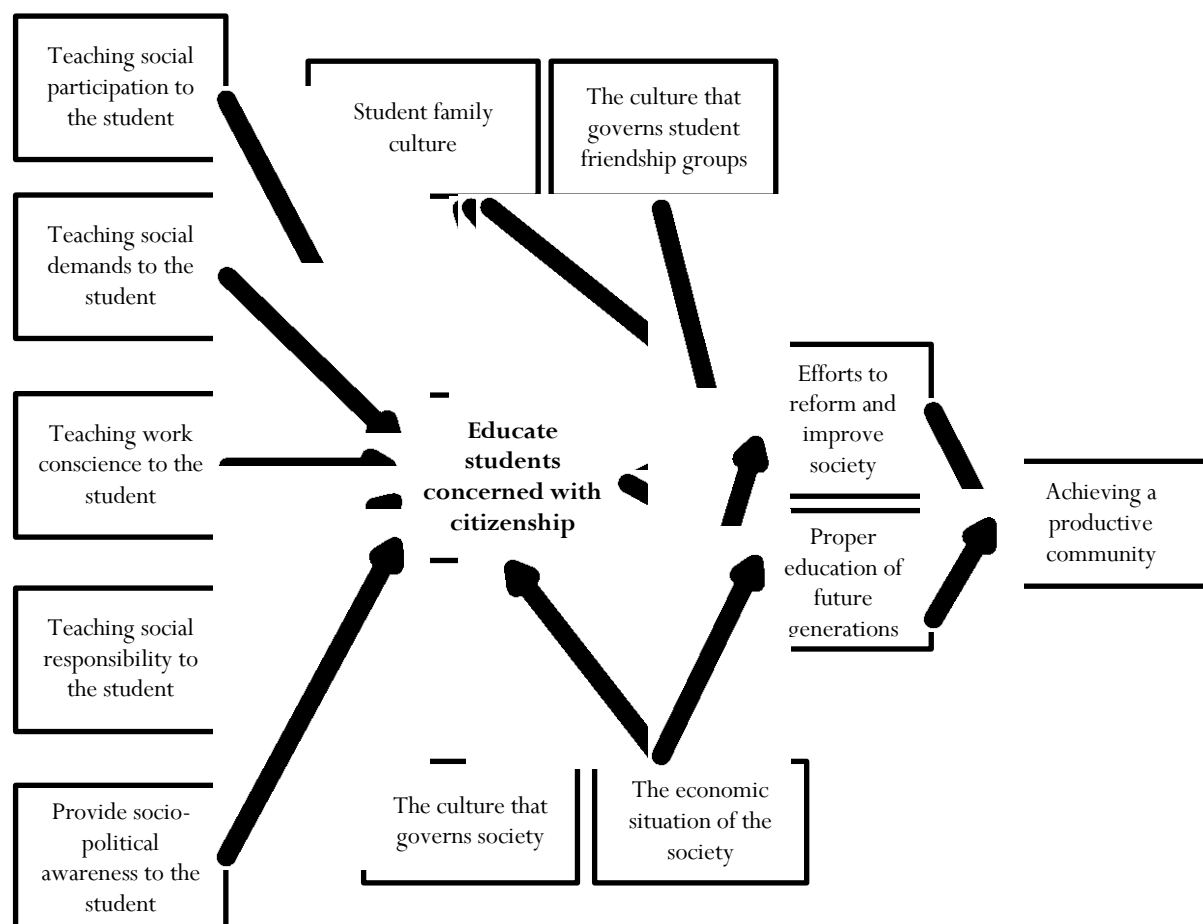
Figure3. The final research model

4. Discussion

The aim of the present study was to validate the model of professional citizen education in education. The results showed that the designed model has a good fit and 21 hypotheses proposed in the research were confirmed. In the first hypothesis of the research, it was claimed that teaching social participation to students has a significant effect on educating concerned students in the field of citizenship, citizenship education directs interaction between the individual and society, and creates mutual commitment between the individual and the government; In this way, on the one hand, it causes the conscious participation of the individual in the interactions of society, and on the other hand, it causes the respect and fulfillment of individual rights by the government (Fathi Vajargah, VahedChookdeh, 2010). These trainings also develop the capacities of individuals and groups for participation and decision-making and conscious and responsible action in social, political, economic and cultural life (Keshavarz, 2011). The results of the second hypothesis showed that demand training Social to the student has a significant effect on the education of students concerned in the field of citizenship. Act legally, use tools such as the media, parties, organizations, etc., act professionally, and especially inform others of their rights. A society that institutionalizes a culture of demand and questioning, the path to progress and Excellence will pass quickly because it will lead everyone to follow the law, create health in various areas of the country and the presence of people in a supervisory position. The results of the third hypothesis of the study showed that teaching work conscience to students on training students concerned Citizenship has a significant impact, as human resources are the most

important resources of any organization For effective performance, it requires work conscience and conscientiousness, so the training of work conscience and conscientiousness has an essential role in educating responsible and professional citizens. The fourth hypothesis showed that the teaching of social responsibilities to students has a significant effect on the education of concerned students in the field of citizenship. The results of numerous studies show that responsible behavior will lead to flexibility, social adjustment and ultimately success in life. Irresponsible behavior also causes selfish behavior and confusion in social relationships, so the presence of people with a high spirit of social responsibility as professional citizens and responsible is one of the great social assets (MacLeod, 2018; Voegtlin, 2016).

Students should know that they are responsible for their own actions and take responsibility for learning so that they can take on heavier responsibilities in society. The results of the fifth hypothesis showed that providing socio-political awareness to the student on student education Concerned citizenship has a significant impact, in this regard, (Navarro & Fernandez, 2015). In their research showed that a global citizen is someone who is aware of global issues, has social responsibility and has a political vision. The student's family culture has been shown to have a significant effect on the education of concerned students in the field of citizenship. The development of students' social and cultural capital depends on their health and activation of their living environment. The family in the modern world despite modern educational institutions it is also considered as the most basic institution of education and socialization. Naturally, the values that are passed on to children in the family have profound effects at the micro and macro levels in society (Hitlin, Scott Brown & Elder, 2006). In the seventh hypothesis, it was shown that the culture of student-friendly groups has a significant effect on the education of concerned students in the field of citizenship. By joining these groups, students understand a different context of interaction in which they measure and explore rules of behavior. Peer relationships are more important throughout personal life and are important in shaping people's attitudes and behaviors (Ghorbani, Jomenia, 2016).

In the eighth hypothesis, it was shown that the culture of the society has a significant effect on the education of concerned students in the field of citizenship. In this regard, it can be said that the external structures and cultural, social situations and habits formed in the human mind are the result of his social and cultural field or external situation; These factors have led to the choice of specific stylistic conditions and based on this particular style and pattern, the individual and social life of the individual, culture and values that govern society play an important role in the extent and type of flourishing of human talents. On the other hand, culture is also effective in the quality of emergence and expression of personality, so the culture of society can play a key role in educating professional citizens. In the ninth hypothesis, it was shown that the economic situation of the society has a significant effect on the education of concerned students in the field of citizenship. To express the impact that the economy has on education, it is necessary to pay attention to two points. One is the effect that the general state of the society's economy and the general income of each country have on education, and the other is the effect that the right or wrong economic relations that govern the society have on education. In explaining the first point, it should be said that one of the economic issues related to education is the issue of development of educational facilities and equipment. Another issue is how to invest in different sectors and stages of education. That is, we must know that the development of the educational system in which of the theoretical or technical and professional branches and agriculture and services is more necessary and more efficient. In general, human capital requires educational activities. Educational activities require economic investment. Explaining the second point, it should be said that wrong and unhealthy economic relations directly affect the education of the society. The results of the tenth hypothesis showed that the student's family culture has a significant effect on the effort to reform and improve society. Also, in the eleventh hypothesis, it was shown that the student's family culture has a significant effect on the proper education of future generations. The results of the twelfth hypothesis showed that the culture of student friendship groups has a significant effect on efforts to reform and improve society and in the thirteenth hypothesis it was shown that the culture of student friendship

groups has a significant effect on the proper education of future generations. It was found that the education of concerned students in the field of citizenship has a significant effect on efforts to reform and improve society, and in the fifteenth hypothesis, it was shown that the education of concerned students in the field of citizenship has a significant effect on the proper education of future generations. Also, in the sixteenth hypothesis, it was shown that the culture of the society has a significant effect on the effort to reform and improve society in this regard (Huda, Mulyadi, Hananto & etal, 2018).

Improving culture is considered as one of the factors affecting the education of professional citizens. And in the seventeenth hypothesis of the research, it was shown that the culture of the society has a significant effect on the proper education of future generations. In the eighteenth hypothesis, it was shown that the economic situation of the society has a significant effect on the efforts to reform and improve society. In the nineteenth hypothesis, it was shown that the economic situation in the society has a significant effect on the proper education of future generations. To reform and improve society has a significant effect on achieving a productive society, and finally the results of the twenty-first hypothesis showed that the correct education of future generations has a significant effect on achieving a productive society, according to Plato, the beautiful and virtuous city laid the foundation for education It is possible that societies create a special image of education according to the nature and infrastructure of government, economy, politics, culture, security and each. Although the image that each country receives of education depends on the nature of their infrastructure, the most important element without which it is not possible to achieve goals is the people who lead societies (Ghaedi, 2006).

In general, it can be said that professional citizen education depends on the cultural, economic and social structure of a society and citizen education is closely related to social foundations and also today, in addition to educating citizens for a national society, there is a need to prepare citizens to live in society. The world has become an educational necessity and educating citizens is not only in the field of school education, but also the family, school, peer group, economic status of the society in educating citizens and a culture must be created for citizenship education and Therefore, the educational system of our country needs a system of thought, theoretical foundations and clear philosophical and social foundations for the formation of the process of educating professional citizens, based on the needs and foundations and cultural, economic and political conditions of society. Therefore, until the investment and planning of citizenship education is considered as a national endeavor, not all social institutions, including family, school, society, government, policymakers have a committed role in educating citizens; we cannot expect that the process of educating professional citizens will be done effectively. Finally, according to the results of the present study, it is suggested that the family system in its role, education in turn in its education to children and adolescents, individual and social responsibility, demanding, awareness of the rights of themselves and others, Learn not to be passive in the face of social issues and the spirit of teamwork. Also, in schools, students should be taught that they should not do the right thing just because of direct supervision, but their work conscience should be considered as a constant observer and they for their city and country, the environment, for the economy are responsible for their kind. One of the limitations in conducting this research is the use of questionnaires, because in conducting research based on questionnaires, a person's perception of a fact is examined, which may not correspond to reality. Also, people's responses to their feelings or characteristics may be their personal and professional are affected.

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