

Determining the Dimensions and Components of Professional Citizenship Education at Islamic Azad University, Tehran Province

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ABSTRACT

Objective: This study aims to identify the dimensions and components necessary for effective professional citizenship education at Islamic Azad University, Tehran Province.

Methodology: This qualitative research employed semi-structured interviews to collect data from participants with significant experience and expertise in organizational management and university administration. The study utilized a purposive sampling method to select individuals with a minimum of a master's degree, ten years of work experience in organizational management, and five years of university management experience. Data were analyzed using NVivo software to perform thematic analysis, which identified recurring themes and patterns. Theoretical saturation was achieved, ensuring that the key themes and concepts were thoroughly explored.

Findings: The analysis revealed six main constructive themes: Educational Planning for Professional Citizens, Educational Infrastructure, Current Educational Status, Facilitation of Education, Flourishing Professional Citizen Education, and Personal Growth. These themes encompassed 24 foundational themes and 164 initial codes. Key findings included the importance of updating curricula to cover comprehensive content, the need for adequate facilities and technological infrastructure, the critical role of educators' professional development, and the necessity of fostering a culture of active participation and collaboration. The study highlighted the multifaceted nature of professional citizenship education and the various dimensions necessary for its effective implementation.

Conclusion: This study provides a detailed framework for professional citizenship education, emphasizing the importance of educational planning, infrastructure, current educational status, facilitation, flourishing professional citizenship

education, and personal growth. Implementing these components can enhance students' ability to navigate and contribute to their communities and the global society. The study recommends continuous professional development for educators, organizational support, and collaboration with governmental and non-governmental organizations to create a supportive environment for professional citizenship education.

Keywords: *Professional Citizenship Education, Educational Planning, Educational Infrastructure, Curriculum Development, Student Engagement, Educator Professional Development, Organizational Support.*

1 Introduction

Citizenship education has traditionally focused on instilling a sense of national identity and civic responsibility among students (Geske & Ćekse, 2013; Yavari et al., 2013). Arthur and Davison (2000) highlight that social literacy and citizenship education are integral parts of the school curriculum, aiming to develop informed, responsible, and active citizens. However, as societies evolve, the scope of citizenship education must expand to address the demands of a globalized world (Arthur & Davison, 2000). Poursalim, Arefi, and Vajargah (2020) emphasize the need for a curriculum that encompasses global citizenship education, particularly in elementary schools, to prepare young learners for future challenges (Poursalim et al., 2020).

The importance of organizational citizenship behavior (OCB) in enhancing organizational commitment has been well-documented. Hasani, Boroujerdi, and Sheikhesmaeili (2013) found that OCB positively influences organizational commitment, which is crucial for fostering a collaborative and productive work environment. This concept extends to educational institutions, where fostering a sense of professional citizenship among students can enhance their commitment to their academic and professional communities (Hasani et al., 2013).

In the context of higher education, professional citizenship education must be tailored to address the unique needs and challenges faced by students. Shahri, Shafizadeh, and Soleimani (2021) validated a model of professional citizen education in the Iranian educational system, emphasizing the importance of contextual factors in shaping effective educational practices (Shahri et al., 2021). Similarly, Chong and Pao (2021) discuss the promotion of digital citizenship education in Hong Kong, highlighting the role of professional development and action research in supporting schools' efforts to integrate digital citizenship into their curricula (Chong & Pao, 2021).

Emotional intelligence has also been identified as a critical component of professional citizenship education.

Tofighi et al. (2015) explored the relationship between emotional intelligence and OCB among nurses in Iran, finding that higher emotional intelligence correlates with increased OCB. This relationship suggests that developing emotional intelligence in students can enhance their ability to engage in professional citizenship behaviors (Tofighi et al., 2015).

The concept of global citizenship has become increasingly relevant in the context of citizenship education. Engel (2014) analyzed citizenship education reform in Spain, noting that global citizenship education aims to develop individuals who are not only aware of global issues but are also capable of acting upon them (Engel, 2014). Similarly, Horey et al. (2018) conducted a scoping review of global citizenship and higher education, emphasizing the need for empirical evidence to guide the development of effective educational practices (Horey et al., 2018).

The role of teachers in fostering citizenship education cannot be overstated. Willemse et al. (2015) argue that professional development for teachers is crucial for effective citizenship education, as teachers are the primary facilitators of students' learning experiences (Willemse et al., 2015). This sentiment is echoed by Saperstein (2020), who asserts that global citizenship education begins with teacher training and professional development (Saperstein, 2020).

The effectiveness of citizenship education programs depends on various factors, including curriculum design, teaching methods, and institutional support (Mnguni, 2018). Mnguni (2018) discusses the curriculum ideology recommended by novice teachers in South Africa, highlighting the importance of aligning educational content with the needs and perspectives of both teachers and students. Patterson, Doppen, and Misco (2012) explore teacher conceptualizations of citizenship education, noting that teachers' beliefs and attitudes significantly influence the implementation of citizenship education programs (Patterson et al., 2012).

In addition to curriculum design and teacher training, institutional factors play a critical role in the success of citizenship education programs. Coopmans et al. (2020)

propose a comprehensive school effectiveness model for citizenship education, emphasizing the need for empirical analysis to identify the key factors that contribute to successful implementation (Coopmans et al., 2020). This approach aligns with the findings of Eidhof et al. (2016), who examined consensus and contested citizenship education goals in Western Europe, highlighting the diverse perspectives and priorities that must be considered in developing effective citizenship education policies (Eidhof et al., 2016).

The integration of environmental citizenship into the broader framework of citizenship education is also essential. Georgiou, Hadjichambis, and Hadjichambi (2021) conducted a systematic review of teachers' perceptions of environmental citizenship, emphasizing the importance of incorporating environmental education into citizenship education programs. This integration aligns with the broader goals of sustainable development and global citizenship (Georgiou et al., 2021).

As educational institutions strive to develop effective citizenship education programs, they must consider the diverse needs and perspectives of their students. Leeman and Volman (2019) discuss the role of professional pride in prevocational education, noting that fostering a sense of pride and belonging among students can enhance their engagement and motivation (Leeman & Volman, 2019). This approach aligns with the findings of Tajari et al. (2019), who developed a model of educational citizenship behavior for teachers, emphasizing the importance of teacher-student relationships in fostering a positive educational environment (Tajari et al., 2019).

The development of professional citizenship education programs must also consider the broader socio-political context. Frazer (2000) critiques the anti-political culture of citizenship education in Britain, arguing that effective citizenship education must engage students in meaningful political discourse and action (Frazer, 2000). Harber (2009) echoes this sentiment, highlighting the contextual issues that influence citizenship education in schools in England (Harber, 2009).

In conclusion, the development and implementation of professional citizenship education programs require a comprehensive and multi-faceted approach. This includes curriculum design, teacher training, institutional support, and consideration of the broader socio-political context. By integrating these elements, educational institutions can effectively prepare students to navigate and contribute to their communities and the global society. This research aims

to explore these dimensions and components in the context of Islamic Azad University, Tehran Province, providing valuable insights for the development of effective professional citizenship education programs.

2 Methods and Materials

2.1 Study Design and Participants

This qualitative research aims to explore the dimensions and components necessary for the education of professional citizens at the Islamic Azad University in Tehran Province. The study employs semi-structured interviews as the primary data collection method. The following sections detail the approach taken to gather and analyze the data.

The study targeted individuals with significant experience and expertise in organizational management and university administration. The criteria for participant selection were as follows:

- A degree in organizational management.
- A minimum of a master's degree.
- At least ten years of work experience in the field of organizational management.
- A minimum of five years of university management experience.

The process of data collection continued until theoretical saturation was achieved. This point was reached when additional interviews no longer provided new insights or information, indicating that the key themes and concepts had been thoroughly explored.

2.2 Measures

2.2.1 Semi-Structured Interview

Data were collected through semi-structured interviews, which allowed for in-depth exploration of participants' views and experiences. The interviews were designed to gather detailed information on the following key questions:

- What components and indicators do you consider essential for identifying a professional citizen, and what is their priority from your perspective?
- What infrastructure is needed in the country to develop professional citizenship education, and how can it be used as a tool to achieve significant national achievements?
- What features should the educational and university system have to effectively train professional citizens?

- On what basis should the needs assessment for implementing professional citizenship education be conducted?
- From your perspective, what are the challenges facing professional citizenship education in universities?

2.3 Data Analysis

The interviews were transcribed and analyzed using NVivo software. This software facilitated the coding and categorization of data, enabling the identification of recurring themes and patterns. The analysis followed the

principles of thematic analysis, ensuring a systematic approach to data interpretation.

3 Findings and Results

The analysis of the qualitative data reveals essential insights into the components and dimensions necessary for professional citizenship education at Islamic Azad University, Tehran Province. Through thematic analysis, 24 foundational themes from 164 indicators (statements) were identified and categorized into six main constructive themes. These themes, based on existing literature, prior studies, and relevant theories, are presented in [Table 1](#).

Table 1

Categorization and Explanation of Professional Citizenship Education Model at Islamic Azad University, Tehran Province

Constructive Themes	Foundational Themes	Initial Codes
Educational Planning for Professional Citizens	Objectives	Updating students' knowledge, improving individual performance through education, developing educational justice, increasing options for citizenship learning to achieve goals, globalization of professional citizenship education, enhancing innovation and creativity in professional citizenship education, increasing flexibility in learning and education, specialization in citizenship education curriculum
	Content	Life skills education, integration and cosmopolitanism, rights and responsibilities education, preliminary education, economic education, civil rights education, political rights education, waste management and recycling education, environmental conservation education, energy consumption pattern education, multi-faceted content
	Educational Techniques	Use of integrative teaching methods, face-to-face education, special recycling festivals for citizens, field trip education, education with pictures, videos, clips, and educational brochures
	Evaluation	Initial, diagnostic, formative, and summative evaluation, measuring learning and comprehension, formulating educational objectives, conditions, resources, and learning outcomes, multi-dimensional assessment techniques, specialized assessment in professional citizenship education
Educational Infrastructure	Role of Educators	Patience of professional citizenship educators, good listening skills, understanding special conditions of learners
	Facilities	Access to educational tools for professional citizenship, high-speed internet for international access, updated knowledge infrastructure, access to electronic resources for professional citizenship education, technological structure of universities for professional citizenship education
	Organizational Factors	Organizational policy and planning for professional citizenship education, planning based on professional citizenship education components, supervision and control to reduce errors in professional citizenship education, organized coordination for professional citizenship education
	Individual Factors	Individual knowledge in professional citizenship education, personal mindset, previous experience (success and failure), age, gender, and work experience, participatory spirit, flexibility and adaptability to the environment, perseverance in achieving suitable job positions, emotional intelligence, creativity and innovation, learning ability and speed of information transfer, intuition, self-confidence
Current Educational Status	Managerial Factors	Managers' and decision-makers' attitudes towards professional citizenship education, managerial support for innovative professional citizenship education methods, managerial flexibility for professional citizenship education, participatory decision-making by managers
	Negligence	Indifference of managers towards the state of professional citizenship education, negligence in performing educational responsibilities, lack of attention to the necessity of professional citizenship education as essential life education, indifference towards global changes in professional citizenship education, lack of effort to align with colleagues, lack of attention to teamwork, prioritizing non-core responsibilities over professional citizenship education
	Cultural and Social Conditions	Difficulty of professional citizenship education acceptance among managers, lack of a culture of using digital tools for education, regional living characteristics, updating lifestyle, keeping pace with global changes, social status, religious conditions of society, institutionalization of professional citizenship education in Iran
	Cultural Formation	Training different trades regarding respect for professional citizenship teachings, social groundwork for lifestyle models based on professional citizenship, use of public and national media, use of social networks, family behavior, behavior of educators and managers, societal behavior, encouragement, appreciation and recognition, respect and acceptance of professional citizenship behavior, changing traditional societal structures

Facilitation of Education	Facilitating Professional Citizen Education Systems	Easy access to necessary educational resources (hardware, software, internet, knowledge), providing sufficient facilities and budget for professional citizenship education, enacting laws to facilitate the creation of professional citizenship education, establishing support and oversight units for professional citizenship education, incentive systems for increased participation in professional citizenship education, security and legal regulations in professional citizenship education, creating comprehensive databases for optimizing professional citizenship education, infrastructural investment for the development of professional citizenship education, proper cultural formation for professional citizenship education, development of a supervision system
	Innovative Approaches	Modern professional citizenship education, design of digital educational games for professional citizenship, localization of professional citizenship education programs for all individuals, focus on teamwork, development of open communication between organizations, updating traditional structures, use of new technologies (IoT, ChatGPT, etc.)
	Innovative Approaches Based on Benchmarking	Benchmarking from top educational centers in implementing professional citizenship education, focusing on global educational goals, using modern and updated equipment for professional citizenship education, educational institutions' system flexibility, comprehensive support and participation, improving research and development units in the relevant ministry, enhancing the dynamism of educational institutions based on extracted knowledge in professional citizenship, creating unique educational approaches in professional citizenship
Flourishing Professional Citizen Education	Comprehensive Support for Professional Citizen Education	Enacting laws and principles for citizenship education from early ages, governmental support for schools with citizenship education programs, providing necessary financial resources, dynamic legislation, improving education-related laws towards citizenship education, increasing the efficiency of strategic educational programs, enhancing the efficiency of professional citizenship education laws and regulations
	Ethical Considerations	Promoting Islamic Iranian lifestyle, promoting spirituality, aligning religious teachings with citizenship education principles, religious motivations as part of cooperation incentives in waste management, religious beliefs and elements of piety, adherence to religious laws and teachings, anti-waste and consumption pattern reform from a religious perspective
	Participation	Need for individual cooperation, importance of active individual roles, gaining individuals' trust, gaining individuals' satisfaction, creating a positive competitive atmosphere among colleagues, developing individual learning, improving individuals' attitudes, enhancing job knowledge and skills, improving individual performance and efficiency
	Educational Assessment	Accurate and realistic execution of the needs assessment process as the basis of the educational process, needs assessment, design and educational planning and implementation, examining prerequisites for starting education, identifying and assessing students' awareness of citizenship education concepts, surveying regarding citizenship concepts
Personal Growth	Improving Social Capital	Professional citizenship education skills as a life necessity, identifying citizenship rights, recognizing social responsibilities, citizenship education for improving collective life quality, strengthening social capital
	Quality of Individual Life	Independent living, increasing courage, clarifying the future, accepting and adapting oneself to life conditions, ability to defend individual and social rights, sense of vitality and happiness, learning proper attire, ability to meet personal needs, ability to communicate effectively in society
	Improving Psychological Status	Increasing self-confidence, reducing aggressive behaviors, maintaining mental health, ensuring mental hygiene, increasing motivation, enhancing hope in life
	Social Participation	Improving collective attitude, increasing societal trust, enhancing collective participation, increasing social responsibility
	Life Skills	Conversation skills, collaboration and teamwork skills, compliance with laws and regulations, order and discipline

The analysis of the qualitative data reveals significant insights into the components and dimensions necessary for professional citizenship education at Islamic Azad University, Tehran Province. Through thematic analysis, 24 foundational themes from 164 indicators (statements) were identified and categorized into six main constructive themes. These themes, based on existing literature, prior studies, and relevant theories, are discussed below.

3.1 Educational Planning for Professional Citizens

Objectives: The objectives of professional citizenship education include updating students' knowledge, improving individual performance through education, developing educational justice, increasing options for citizenship

learning to achieve goals, globalization of professional citizenship education, enhancing innovation and creativity in professional citizenship education, increasing flexibility in learning and education, and specialization in citizenship education curriculum. One participant mentioned, "Updating students' knowledge and enhancing their creativity are crucial for effective citizenship education."

Content: The content of professional citizenship education should cover life skills education, integration and cosmopolitanism, rights and responsibilities education, preliminary education, economic education, civil rights education, political rights education, waste management and recycling education, environmental conservation education, energy consumption pattern education, and multi-faceted content. An interviewee stated, "Life skills and

understanding civil rights are fundamental elements that should be included in the curriculum."

Educational Techniques: Effective educational techniques identified include the use of integrative teaching methods, face-to-face education, special recycling festivals for citizens, field trip education, and education with pictures, videos, clips, and educational brochures. According to one educator, "Field trips and practical experiences are essential to teach students about their responsibilities as citizens."

Evaluation: The evaluation methods suggested comprise initial, diagnostic, formative, and summative evaluation, measuring learning and comprehension, formulating educational objectives, conditions, resources, and learning outcomes, multi-dimensional assessment techniques, and specialized assessment in professional citizenship education. One participant noted, "A comprehensive evaluation system that includes formative and summative assessments is necessary to track student progress."

Role of Educators: The role of educators in professional citizenship education emphasizes patience, good listening skills, and understanding special conditions of learners. One educator highlighted, "Being patient and understanding the unique needs of each student is key to fostering a supportive learning environment."

3.2 Educational Infrastructure

Facilities: The necessary facilities for professional citizenship education include access to educational tools, high-speed internet for international access, updated knowledge infrastructure, access to electronic resources, and a technological structure in universities. An administrator mentioned, "High-speed internet and access to electronic resources are vital for the global integration of our education system."

Organizational Factors: Organizational factors involve policy and planning for professional citizenship education, planning based on educational components, supervision and control to reduce errors, and organized coordination. One participant stated, "Effective policy and planning at the organizational level are essential for successful implementation."

Individual Factors: Key individual factors include personal knowledge in professional citizenship education, personal mindset, previous experience (success and failure), age, gender, work experience, participatory spirit, flexibility, adaptability, perseverance, emotional intelligence, creativity, innovation, learning ability, speed of information

transfer, intuition, and self-confidence. An interviewee remarked, "Personal experiences and adaptability significantly influence how individuals engage with citizenship education."

Managerial Factors: Managerial perspectives encompass attitudes towards professional citizenship education, support for innovative methods, flexibility, and participatory decision-making. One manager noted, "Support from management and flexibility in approaches are critical for promoting innovative educational practices."

3.3 Current Educational Status

Negligence: Negligence in current educational status includes indifference of managers, negligence in responsibilities, lack of attention to the necessity of professional citizenship education, indifference to global changes, lack of effort to align with colleagues, and lack of attention to teamwork. An interviewee observed, "There is a notable indifference among some managers towards the importance of professional citizenship education."

Cultural and Social Conditions: Cultural and social conditions affecting professional citizenship education include acceptance difficulties among managers, lack of a digital culture, regional living characteristics, lifestyle updating, global change adaptation, social status, and religious conditions. One participant mentioned, "The lack of a digital culture and acceptance among managers are significant barriers."

Cultural Formation: Cultural formation involves training trades on respecting professional citizenship teachings, social groundwork for lifestyle models, use of public and national media, social networks, family behavior, behavior of educators and managers, societal behavior, encouragement, appreciation, recognition, and respect for professional citizenship behavior. One educator stated, "Encouraging respect and proper behavior through media and social networks is essential for cultural formation."

3.4 Facilitation of Education

Facilitating Professional Citizen Education Systems: Facilitating systems include easy access to necessary educational resources, sufficient facilities and budget, laws to facilitate education, support and oversight units, incentive systems, security and legal regulations, comprehensive databases, infrastructural investment, proper cultural formation, and supervision system development. An

interviewee noted, "Adequate facilities and budget, along with supportive laws, are crucial for facilitating education."

Innovative Approaches: Innovative approaches involve modern professional citizenship education, digital educational games, localization of programs, teamwork focus, open communication between organizations, updating traditional structures, and use of new technologies. One participant remarked, "Incorporating digital educational games and new technologies can significantly enhance learning experiences."

Innovative Approaches Based on Benchmarking: Benchmarking includes learning from top educational centers, focusing on global goals, using modern equipment, institutional flexibility, comprehensive support, improving research and development, enhancing educational dynamism, and creating unique educational approaches. An interviewee stated, "Benchmarking from top institutions and focusing on global educational goals can provide valuable insights for improvement."

3.5 Flourishing Professional Citizen Education

Comprehensive Support for Professional Citizen Education: Comprehensive support involves enacting laws for early citizenship education, governmental support for schools, necessary financial resources, dynamic legislation, improving related laws, increasing program efficiency, and enhancing laws and regulations. One participant emphasized, "Governmental support and dynamic legislation are fundamental for the flourishing of professional citizenship education."

Ethical Considerations: Ethical considerations include promoting Islamic Iranian lifestyle, spirituality, aligning religious teachings with education principles, religious motivations, and anti-waste and consumption pattern reform from a religious perspective. An interviewee highlighted, "Aligning educational principles with religious teachings can motivate students to adopt sustainable practices."

Participation: Participation involves individual cooperation, active roles, trust, satisfaction, positive competitive atmosphere, individual learning development, improved attitudes, job knowledge, skills enhancement, and performance improvement. One educator noted, "Active participation and a positive competitive atmosphere are vital for effective education."

Educational Needs Assessment: Needs assessment includes accurate execution, design and planning, examining prerequisites, assessing awareness, and surveying concepts.

One participant mentioned, "A thorough and realistic needs assessment process is the foundation of effective education."

Improving Social Capital: Improving social capital involves life skills education, citizenship rights identification, social responsibilities recognition, collective life quality improvement, and social capital strengthening. An interviewee observed, "Teaching life skills and social responsibilities is essential for building social capital."

3.6 Personal Growth

Quality of Individual Life: Personal growth includes independent living, increased courage, future clarification, life condition adaptation, individual and social rights defense, vitality, proper attire learning, personal needs fulfillment, and effective communication. One participant stated, "Enhancing individual life quality and communication skills is crucial for personal growth."

Improving Psychological Status: Psychological improvements involve increased self-confidence, reduced aggressive behaviors, mental health maintenance, mental hygiene, motivation enhancement, and hope in life. An interviewee noted, "Improving self-confidence and mental health are key aspects of psychological well-being."

Social Participation: Social participation includes collective attitude improvement, societal trust increase, collective participation enhancement, and social responsibility increase. One participant highlighted, "Fostering social responsibility and participation can strengthen community bonds."

Life Skills: Life skills include conversation skills, collaboration, teamwork, compliance with laws and regulations, and discipline. One educator emphasized, "Teaching conversation skills and teamwork is fundamental for developing well-rounded citizens."

4 Discussion and Conclusion

The present study aimed to identify the dimensions and components necessary for effective professional citizenship education at Islamic Azad University, Tehran Province. The thematic analysis revealed six main constructive themes: Educational Planning for Professional Citizens, Educational Infrastructure, Current Educational Status, Facilitation of Education, Flourishing Professional Citizen Education, and Personal Growth. Each of these themes encompasses several foundational themes and initial codes that provide a comprehensive framework for professional citizenship education.

Educational Planning for Professional Citizens: This theme includes objectives, content, educational techniques, evaluation, and the role of educators. The findings suggest that updating students' knowledge, improving individual performance, and developing educational justice are critical objectives. The content should cover life skills, civil and political rights, environmental conservation, and economic education. Effective educational techniques include integrative teaching methods and practical experiences. Evaluation should be comprehensive, encompassing initial, diagnostic, formative, and summative assessments. Educators must be patient, good listeners, and understanding of students' unique conditions.

Educational Infrastructure: This theme highlights the importance of facilities, organizational factors, individual factors, and managerial factors. Adequate facilities, such as access to educational tools and high-speed internet, are crucial. Organizational support, including policy and planning, supervision, and coordination, is essential. Individual factors, such as personal knowledge and emotional intelligence, significantly influence students' engagement. Managerial support and flexibility are critical for fostering innovative educational practices.

Current Educational Status: This theme identifies negligence, cultural and social conditions, and cultural formation as critical factors. The study found that indifference and negligence among managers hinder the implementation of professional citizenship education. Cultural and social conditions, including the lack of a digital culture and regional living characteristics, pose challenges. Cultural formation requires training, social groundwork, and the use of media and social networks to promote professional citizenship behavior.

Facilitation of Education: This theme encompasses facilitating professional citizen education systems, innovative approaches, and innovative approaches based on benchmarking. Facilitating systems include access to resources, sufficient budget, supportive laws, and comprehensive databases. Innovative approaches involve modern educational methods, digital games, and localization of programs. Benchmarking from top educational centers and focusing on global goals provide valuable insights for improvement.

Flourishing Professional Citizen Education: This theme emphasizes comprehensive support, ethical considerations, participation, educational needs assessment, and improving social capital. Comprehensive support involves governmental backing, financial resources, and dynamic

legislation. Ethical considerations include promoting spirituality and aligning religious teachings with educational principles. Active participation, accurate needs assessment, and strengthening social capital are crucial for the success of professional citizenship education.

Personal Growth: This theme includes the quality of individual life, improving psychological status, social participation, and life skills. Enhancing individual life quality, mental well-being, and social participation are vital. Developing life skills such as conversation, collaboration, and discipline are fundamental for personal growth.

The results align with previous studies on citizenship and educational development. Arthur and Davison (2000) emphasized the importance of social literacy and citizenship education in developing informed and responsible citizens (Arthur & Davison, 2000). The findings of this study highlight similar objectives, focusing on updating students' knowledge and developing educational justice. This aligns with Poursalim, Arefi, and Vajargah (2020), who stressed the need for a curriculum that prepares young learners for global challenges (Poursalim et al., 2020).

Hasani, Boroujerdi, and Sheikhesmaeli (2013) found that organizational citizenship behavior enhances organizational commitment. The current study's emphasis on individual and organizational factors aligns with this finding, suggesting that fostering a sense of professional citizenship can improve students' commitment to their academic and professional communities (Hasani et al., 2013). Similarly, Tofighi et al. (2015) identified a positive relationship between emotional intelligence and organizational citizenship behavior, which supports the current study's focus on emotional intelligence as a critical individual factor (Tofighi et al., 2015).

Chong and Pao (2021) discussed the promotion of digital citizenship education and the role of professional development (Chong & Pao, 2021). The current study's findings on innovative educational techniques and the use of digital tools align with their conclusions. The emphasis on benchmarking and global educational goals is supported by Engel (2014), who analyzed citizenship education reform in Spain, highlighting the need for global citizenship education (Engel, 2014).

Willemse et al. (2015) and Saperstein (2020) emphasized the importance of teacher training and professional development for effective citizenship education (Willemse et al., 2015). The current study's findings on the role of educators and the need for professional development align with these studies. Mnguni (2018) and Patterson, Doppin, and Misco (2012) discussed the significance of aligning

curriculum design with the needs and perspectives of teachers and students, which supports the current study's emphasis on content and educational techniques (Mnguni, 2018; Patterson et al., 2012).

The study's findings on the importance of environmental education align with Georgiou, Hadjichambis, and Hadjichambi (2021), who highlighted the need for integrating environmental citizenship into broader citizenship education (Georgiou et al., 2021). Leeman and Volman (2019) and Tajari et al. (2019) emphasized the role of professional pride and teacher-student relationships, which supports the current study's focus on cultural formation and the role of educators (Leeman & Volman, 2019).

Frazer (2000) and Harber (2009) discussed the contextual issues and the need for meaningful political discourse in citizenship education (Frazer, 2000; Harber, 2009). The current study's findings on cultural and social conditions and cultural formation align with their conclusions, suggesting that effective citizenship education must consider the broader socio-political context.

This study has several limitations that must be acknowledged. Firstly, the research was conducted within a specific context, focusing on Islamic Azad University in Tehran Province. Therefore, the findings may not be generalizable to other universities or regions with different cultural, social, and educational contexts. Secondly, the study relied on qualitative data collected through semi-structured interviews, which may be subject to interviewer bias and the subjective interpretations of the participants. Additionally, the study achieved theoretical saturation; however, the sample size was relatively small, which may limit the depth and breadth of the findings. Finally, the study primarily focused on the perspectives of educators and administrators, potentially overlooking the viewpoints of students, which are crucial for a comprehensive understanding of professional citizenship education.

Future research should address these limitations by expanding the scope of the study to include a more diverse range of universities and educational contexts. Comparative studies involving universities from different regions and countries could provide valuable insights into the universal and context-specific components of professional citizenship education. Additionally, incorporating quantitative methods alongside qualitative approaches could enhance the reliability and generalizability of the findings. Surveys and longitudinal studies could provide a broader perspective on the long-term impacts of professional citizenship education

on students' personal and professional development. Future research should also include the perspectives of students to gain a more holistic understanding of their experiences and needs. Exploring the impact of professional citizenship education on students' engagement, academic performance, and career success would provide valuable insights for refining educational programs.

Based on the findings of this study, several practical recommendations can be made for educational institutions aiming to implement or enhance professional citizenship education programs. Firstly, universities should prioritize updating their curricula to include comprehensive content that covers life skills, civil and political rights, environmental conservation, and economic education. Integrating practical experiences, such as field trips and digital educational tools, can enhance students' learning experiences. Secondly, universities should invest in adequate facilities and technological infrastructure, ensuring access to high-speed internet and electronic resources. Organizational support, including effective policy and planning, supervision, and coordination, is essential for successful implementation. Thirdly, educators should receive continuous professional development to enhance their teaching skills and emotional intelligence. Training programs should focus on developing patience, listening skills, and the ability to understand students' unique conditions. Fourthly, universities should foster a culture of active participation and collaboration among students, educators, and administrators. Encouraging student involvement in decision-making processes and creating opportunities for practical application of citizenship education can enhance their commitment and engagement. Finally, educational institutions should collaborate with governmental and non-governmental organizations to secure financial resources and policy support for professional citizenship education. This collaboration can help create a supportive environment that promotes ethical considerations, social responsibility, and lifelong learning.

In conclusion, this study provides a comprehensive framework for professional citizenship education at Islamic Azad University, Tehran Province. The findings highlight the importance of educational planning, infrastructure, current educational status, facilitation of education, flourishing professional citizen education, and personal growth. By addressing the identified components and implementing the practical recommendations, universities can effectively prepare students to navigate and contribute positively to their communities and the global society.

Future research should continue to explore and refine these components to enhance the effectiveness of professional citizenship education programs.

Authors' Contributions

All authors have contributed significantly to the research process and the development of the manuscript.

Declaration

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

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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Declaration of Interest

The authors report no conflict of interest.

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Ethical Considerations

In this research, ethical standards including obtaining informed consent, ensuring privacy and confidentiality were observed.

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