

Validation of the Citizenship Education Model in Enhancing Civic Culture in the Cultural and Artistic Organization of Tehran Municipality

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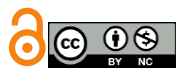
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ABSTRACT

Objective: The objective of this study was to validate a citizenship education model for enhancing civic culture within the Cultural and Artistic Organization of Tehran Municipality.

Methods and Materials: This study employed an applied, quantitative approach using a descriptive-survey design. The statistical population consisted of 1,857 employees and experts of the Cultural and Artistic Organization of Tehran Municipality, from which a sample of 384 participants was selected through simple random sampling based on Cochran's formula at a 95% confidence level. Data were collected using a researcher-developed questionnaire derived from the qualitative phase and grounded theory components, designed on a five-point Likert scale. Content validity was confirmed by expert review, and reliability was established using Cronbach's alpha ($\alpha > 0.70$). Data analysis was conducted using descriptive and inferential statistics, and structural equation modeling (SEM) based on the Partial Least Squares (PLS) approach was applied to test the conceptual model and examine relationships among variables.

Findings: The results indicated that causal factors, including heterogeneous socio-cultural context ($\beta = -0.337$), cultural diversity ($\beta = -0.255$), neglect of citizenship rights ($\beta = -0.377$), erosion of social capital ($\beta = -0.293$), and inefficiency of educational programs ($\beta = -0.274$), had significant negative effects on civic culture. Contextual conditions such as access to demographic data ($\beta = 0.351$) and the background of citizenship education programs ($\beta = 0.509$) positively influenced the implementation of strategies. Intervening factors ($\beta = 0.281$) significantly affected the effectiveness of strategies. Furthermore, strategies including localized content design ($\beta = 0.379$), interactive and multimedia methods ($\beta = 0.285$), local instructor networks ($\beta = 0.314$), peer support groups ($\beta = 0.346$), participatory events ($\beta = 0.382$), and monitoring and evaluation ($\beta = 0.385$)

demonstrated significant positive effects on outcomes, including civic culture, social capital, civic participation, and urban quality of life.

Conclusion: The validated model demonstrates that effective citizenship education, supported by appropriate contextual conditions and strategic interventions, can significantly enhance civic culture, strengthen social capital, and improve civic participation and urban quality of life, providing a robust framework for policy and practice in urban cultural organizations.

Keywords: *Citizenship Education, Civic Culture, Structural Equation Modeling, Cultural and Artistic Organization of Tehran Municipality, Social Capital*

1 Introduction

Urban societies in the twenty-first century are increasingly characterized by complexity, diversity, and rapid socio-cultural transformations, all of which have intensified the need for effective mechanisms to sustain social cohesion and civic engagement. In this context, the concept of civic culture has emerged as a foundational element in promoting responsible citizenship, social participation, and collective well-being within urban environments. Civic culture encompasses a set of shared values, norms, attitudes, and behaviors that guide individuals' interactions within society and shape their commitment to public life. As cities expand and diversify, the development and reinforcement of civic culture become critical for maintaining social order, fostering trust, and enhancing the quality of urban life. Consequently, policymakers and scholars have increasingly emphasized the role of citizenship education as a strategic tool for cultivating civic culture and strengthening social capital within urban communities (Ayeneh Nama, 2022; Azimi & Afshari, 2025).

Citizenship education is broadly understood as a structured process aimed at equipping individuals with the knowledge, skills, and attitudes necessary to participate effectively and responsibly in civic life. This educational approach extends beyond the transmission of legal rights and duties to include the development of critical thinking, ethical reasoning, and social responsibility. In contemporary educational discourse, citizenship education is increasingly framed within global and digital contexts, reflecting the interconnected nature of modern societies. Scholars argue that citizenship education should not only address national identity but also promote global awareness, intercultural understanding, and peaceful coexistence (Caballero, 2023; Kester, 2023). This broader perspective highlights the importance of integrating diverse pedagogical approaches and content frameworks that respond to evolving societal needs.

Theoretical and empirical studies indicate that citizenship education plays a pivotal role in fostering tolerance, respect

for diversity, and democratic participation. In multicultural urban settings, where individuals from different cultural, ethnic, and socio-economic backgrounds interact, citizenship education can serve as a bridge for enhancing mutual understanding and social cohesion. For instance, educational interventions that emphasize diversity and inclusion have been shown to improve students' attitudes toward others and increase their willingness to engage in civic activities (Sincer et al., 2019; Tuhuteru et al., 2023). Such findings underscore the importance of designing citizenship education programs that are context-sensitive and aligned with the specific socio-cultural characteristics of the target population.

Despite its recognized importance, the implementation of citizenship education faces several challenges, particularly in urban contexts characterized by socio-cultural heterogeneity and institutional complexity. One of the key challenges is the gap between theoretical frameworks and practical application. While many educational systems incorporate citizenship education into curricula, the effectiveness of these programs often depends on the quality of instructional methods, teacher competencies, and institutional support. Research suggests that without a coherent pedagogical strategy and adequate resources, citizenship education initiatives may fail to achieve their intended outcomes (Bruce et al., 2019; Houser, 2023). This highlights the need for comprehensive models that integrate theoretical insights with practical implementation strategies.

Another critical issue relates to the influence of broader socio-political and cultural dynamics on the development of civic culture. Urban environments are often shaped by processes such as globalization, migration, and cultural hybridization, which can both enrich and challenge civic cohesion. The increasing privatization and transnationalization of culture, for example, may weaken traditional forms of social solidarity and create new forms of inequality and exclusion (Schiller, 2022). In such contexts, citizenship education must address not only individual competencies but also structural factors that influence civic engagement and social integration. This requires a

multidimensional approach that considers the interplay between individual, institutional, and societal variables.

In the Iranian context, the importance of citizenship education has been increasingly recognized in both academic and policy circles. Studies have highlighted the role of municipal institutions, particularly cultural and artistic organizations, in promoting civic culture through educational and cultural initiatives. For example, research on urban development plans in Tehran emphasizes the need to incorporate citizenship education as a central component of urban policy to enhance residents' participation and sense of belonging (Azimi & Afshari, 2025). Similarly, empirical studies have demonstrated that factors such as the quality of urban services and environmental communication strategies significantly influence citizens' civic attitudes and behaviors (Ayeneh Nama, 2022; Gholami, 2022). These findings suggest that citizenship education should be embedded within broader urban governance frameworks to maximize its impact.

Furthermore, the content and structure of citizenship education programs are critical determinants of their effectiveness. Curriculum design plays a central role in shaping learners' understanding of civic concepts and their ability to apply these concepts in real-life situations. Research on educational materials indicates that the representation of citizenship rights and responsibilities in textbooks significantly affects students' perceptions and attitudes toward civic engagement (Tarahani, 2023). Therefore, developing comprehensive and contextually relevant educational content is essential for fostering meaningful learning outcomes. In addition, the integration of innovative teaching methods, such as interactive and experiential learning, can enhance students' engagement and facilitate the internalization of civic values.

The concept of citizenship-as-competence has gained prominence in recent years, emphasizing the development of practical skills and competencies necessary for active participation in society. However, critics argue that an exclusive focus on competencies may overlook the broader ethical and political dimensions of citizenship, leading to a reductionist understanding of civic education (Joris et al., 2022). To address this limitation, scholars advocate for a more holistic approach that combines knowledge, skills, values, and critical awareness. This perspective aligns with the notion of postcritical pedagogy, which emphasizes reflexivity, dialogue, and transformative learning as key components of citizenship education (Kester, 2023).

Organizational factors also play a crucial role in the successful implementation of citizenship education programs. The effectiveness of educational initiatives is influenced by organizational structures, leadership support, and resource availability. Studies in management and organizational behavior highlight the importance of training quality, employee engagement, and institutional capacity in achieving desired outcomes (Khair, 2013). In the context of municipal organizations, these factors are particularly relevant, as they determine the ability of institutions to design, implement, and evaluate educational programs effectively. Therefore, developing a robust organizational framework is essential for ensuring the sustainability and scalability of citizenship education initiatives.

Given the complexity of factors influencing civic culture, there is a growing need for comprehensive models that can capture the relationships among various variables and provide a systematic framework for analysis. Structural equation modeling (SEM) has emerged as a powerful analytical tool for examining complex relationships among latent constructs and testing theoretical models in social sciences. By integrating multiple variables and pathways, SEM allows researchers to assess the direct and indirect effects of different factors on civic culture and evaluate the overall fit of the proposed model. This methodological approach is particularly suitable for studies that aim to validate conceptual frameworks and identify key determinants of social phenomena.

In light of the above considerations, the validation of a citizenship education model for enhancing civic culture in urban organizations represents a significant research endeavor. Such a model can provide valuable insights into the mechanisms through which educational interventions influence civic attitudes and behaviors, as well as the contextual and organizational factors that facilitate or hinder their effectiveness. Moreover, it can serve as a practical guide for policymakers and practitioners in designing and implementing targeted strategies for promoting civic culture and social cohesion.

Therefore, the aim of this study is to validate a citizenship education model for enhancing civic culture in the Cultural and Artistic Organization of Tehran Municipality.

2 Methods and Materials

This study was conducted with the aim of validating the citizenship education model in enhancing civic culture. In this article, a descriptive-survey research method was

employed, which, due to the use of statistical data analysis, is categorized as quantitative research. In the descriptive–survey method, data are collected from a sample of the population using standardized or researcher-developed instruments and are subsequently analyzed using statistical techniques to examine the relationships among the variables of the proposed model.

The statistical population of this section of the study consisted of employees and experts of the Cultural and Artistic Organization of Tehran Municipality, whose number was reported as 1,857 at the time of the research. Cochran's formula was used to determine the sample size. Based on this formula, considering the allowable error and a 95% confidence level, the sample size was estimated at 384 individuals. Sampling in this section was conducted using a simple random sampling method to ensure that all members of the population had an equal probability of selection. Accordingly, the final sample size was determined to be 384 employees and experts of the Cultural and Artistic Organization of Tehran Municipality.

In this study, a researcher-developed questionnaire was used based on the findings of the qualitative phase and the components extracted from the grounded theory model. The questionnaire included a set of items related to the components of citizenship education and the dimensions of civic culture, which were designed using a five-point Likert scale (ranging from strongly disagree to strongly agree).

To assess the content validity of the questionnaire, the opinions and judgments of several experts in the fields of cultural management and organizational behavior were utilized to ensure that the questionnaire items adequately covered the conceptual dimensions of the variables. After confirming content validity, a pilot study was conducted with 30 members of the statistical population to assess the reliability of the instrument. Subsequently, Cronbach's

alpha coefficient was calculated to measure the internal consistency of the items, and the obtained values indicated satisfactory reliability of the research instrument (Cronbach's $\alpha > 0.70$).

The collected data were first analyzed using descriptive statistics (mean, standard deviation, frequency, and percentage) to examine demographic characteristics and describe the variables. Subsequently, structural equation modeling (SEM) was employed to analyze the relationships among the model variables and to test the model fit.

In the first step, exploratory factor analysis (EFA) was conducted to identify the factor structure of the variables and to examine data multicollinearity. In the second step, confirmatory factor analysis (CFA) and structural equation modeling were applied to validate the conceptual model derived from the qualitative phase.

If the data distribution meets the assumption of normality, the analyses are conducted using LISREL software; however, in the case of non-normal data, Smart PLS software is employed, which is based on the partial least squares (PLS) algorithm and is suitable for complex models with moderate sample sizes.

3 Findings and Results

The demographic findings indicate that the largest proportion of the statistical sample falls within the 30–40 age group (46.87%). In the research sample, 60.15% of the participants were male and 39.85% were female. The results also show that the majority of participants held an associate degree.

Before proceeding to hypothesis testing, it is necessary to examine the normality of the data distribution. Based on the normality or non-normality of the data, appropriate statistical tests can be selected.

Table 1

Kolmogorov–Smirnov Test for Research Variables

Variable	Test Statistic	Sig. (Significance Level)
Heterogeneous socio-cultural context of Tehran	2.047	0.001
Presence of cultural diversity	1.567	0.001
Neglect of citizenship rights	1.657	0.001
Erosion of social capital	1.539	0.001
Inefficiency of existing educational programs	2.528	0.001
Lack of attention to educational and cultural needs assessment	1.427	0.001
Increasing complexity of urban issues	2.538	0.001
Weakness of existing civic culture	2.418	0.001
Awareness and enhancement of civic knowledge	1.347	0.001
Acquisition of citizenship skills	2.726	0.001
Behavioral capabilities and civic conduct	1.371	0.001

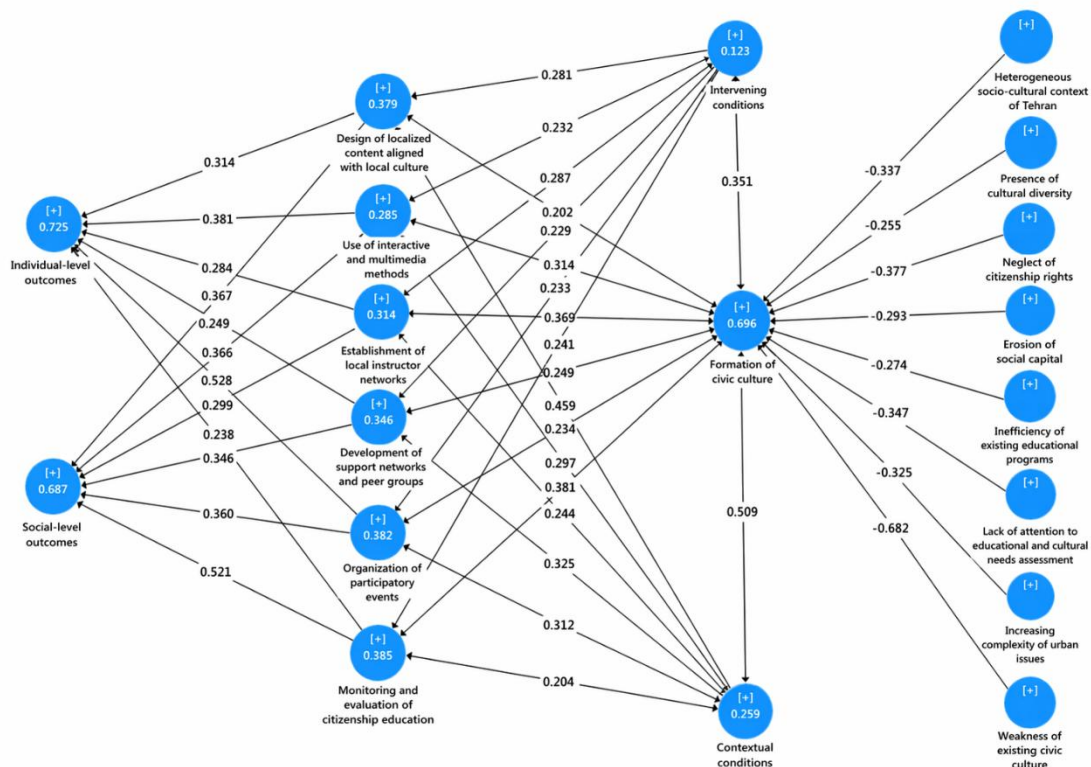
Emergence of trust and social participation	1.255	0.001
Access to demographic characteristics in municipal districts	2.639	0.001
Background of citizenship education programs	1.451	0.001
Organizational structure and requirements	1.235	0.001
Municipal socio-cultural policies	1.567	0.001
Support or resistance of urban managers	1.263	0.001
Limitations of financial and human resources	2.570	0.001
Availability of educational technologies	1.235	0.001
Lack of coordination among executive, cultural, and educational institutions	2.854	0.001
Governing policies on cultural education	2.364	0.001
Dominant political and media approach	1.457	0.001
Cultural and media literacy of citizens	1.536	0.001
Level of local community participation	1.347	0.001
Citizens' distrust of formal governmental education	1.632	0.001
Design of localized content aligned with local culture	1.867	0.001
Use of interactive and multimedia methods	1.235	0.001
Establishment of local instructor networks	1.741	0.001
Development of support networks and peer groups	1.698	0.001
Organization of participatory events	1.354	0.001
Monitoring and evaluation of citizenship education	1.632	0.001
Individual-level outcomes	2.897	0.001
Social-level outcomes	2.633	0.001

Given that the significance level for all research variables is less than 0.05, it can be concluded that the collected data are non-normal. Accordingly, due to the non-normal distribution of the data, the Partial Least Squares (PLS) method was employed to evaluate the research model.

For validation purposes, the proposed conceptual model was examined using structural equation modeling. Based on the research hypotheses outlined in Chapter 1, the Partial Least Squares method was applied to estimate the model. Figure 1 illustrates the tested model and the relationships among the research variables.

Figure 1

Tested Research Model in Standardized Form



According to the findings, causal factors including heterogeneous socio-cultural context ($\beta = -0.337$), cultural diversity ($\beta = -0.255$), neglect of citizenship rights ($\beta = -0.377$), erosion of social capital ($\beta = -0.293$), and inefficiency of existing educational programs ($\beta = -0.274$) had the greatest impact on the formation of the core category of civic culture. Meanwhile, contextual conditions such as access to demographic data ($\beta = 0.351$), the background of citizenship education programs ($\beta = 0.509$), and organizational structure and requirements played a facilitating role in strengthening and enabling strategy implementation. Additionally, intervening factors ($\beta = 0.281$) were found to influence the execution pathway of strategies and, in some cases, reduce their effectiveness. Based on these findings, a set of strategies including the design of localized content aligned with local culture ($\beta = 0.379$), the use of interactive and multimedia methods ($\beta = 0.285$), the establishment of local instructor networks ($\beta = 0.314$), the development of peer support groups and networks ($\beta = 0.346$), the organization of participatory events ($\beta = 0.382$), and the monitoring and evaluation of citizenship education ($\beta = 0.385$) were emphasized. The results indicate that the implementation of these strategies significantly affects outcomes and ultimately leads to the enhancement of civic culture, strengthening of social capital, increased civic participation, and improved urban quality of life.

The analysis of the research data demonstrates that the heterogeneous socio-cultural context of Tehran, cultural diversity, neglect of citizenship rights, erosion of social capital, and inefficiency of existing educational programs serve as fundamental causal factors shaping the issue of civic culture. These conditions not only weaken social capital and civic participation but also render the promotion of civic culture an unavoidable priority.

In this context, civic culture emerges as the core category, simultaneously influenced by causal pressures and requiring effective strategies for improvement and reconstruction.

However, the implementation of strategies is not feasible without considering contextual conditions. Factors such as access to demographic data in urban areas, the background of citizenship education programs, and organizational structure and requirements constitute critical implementation platforms that can enhance the effectiveness of strategies. For instance, access to demographic characteristics enables policymakers to design more targeted and appropriate educational content. Likewise, a coherent organizational structure can facilitate coordination for implementing participatory events and monitoring educational processes.

On the other hand, intervening factors play a dual role in the execution of strategies. Resource limitations, socio-political pressures, and attitudinal differences within society can reduce the effectiveness of strategies such as establishing peer support networks or employing interactive and multimedia methods. For example, financial constraints may hinder the formation of extensive support networks, while cultural diversity may impede convergence in implementing unified educational content. In response to these conditions, a set of strategies has been designed and implemented. These strategies include designing localized content aligned with local culture, utilizing interactive and multimedia methods, establishing local instructor networks, creating peer support groups and networks, organizing participatory events, and monitoring and evaluating citizenship education. These strategies aim to enhance citizens' knowledge, attitudes, and skills, thereby facilitating the development of a more effective civic culture. Ultimately, the adoption and implementation of these strategies lead to outcomes such as strengthening civic culture, enhancing social capital, increasing civic participation, improving the quality of social interactions, and elevating urban quality of life. This creates a cycle in which addressing causal factors through effective strategies, within appropriate contextual conditions, results in positive and sustainable outcomes for urban society.

Table 2

Explained Variance, Communality, and Redundancy of Research Variables

Research Variables	CV-Redundancy	CV-Communality
Heterogeneous socio-cultural context of Tehran	–	0.352
Cultural diversity	–	0.318
Neglect of citizenship rights	–	0.367
Erosion of social capital	–	0.382
Inefficiency of existing educational programs	–	0.343
Lack of attention to educational and cultural needs assessment	–	0.364
Increasing complexity of urban issues	–	0.350

Weakness of existing civic culture	–	0.369
Formation of civic culture	0.374	0.371
Contextual conditions	0.353	0.348
Intervening conditions	0.355	0.309
Design of localized content aligned with local culture	0.316	0.338
Use of interactive and multimedia methods	0.382	0.341
Establishment of local instructor networks	0.334	0.329
Development of support networks and peer groups	0.359	0.370
Organization of participatory events	0.364	0.323
Monitoring and evaluation of citizenship education	0.332	0.325
Individual-level outcomes	0.393	0.373
Social-level outcomes	0.327	0.322

As shown in Table 2, all communality values are positive, indicating acceptable and satisfactory quality of the research model.

Finally, to demonstrate the validity of the model findings, model fit indices for structural equation modeling using the Partial Least Squares method were employed. In addition to the aforementioned indices, the overall model fit in PLS is assessed using the Goodness-of-Fit (GOF) index, which can be used to evaluate the overall quality of the PLS model. This index, similar to LISREL fit indices, ranges between 0 and 1, with values closer to 1 indicating better model quality (Ringle, 2006). The GOF index evaluates the overall predictive capability of the model and determines whether the tested model is successful in predicting endogenous latent variables (Seyed Abbaszadeh et al., 2012). In the present study, the GOF value for the tested model was obtained as 0.58, which indicates an acceptable level of model fit.

4 Discussion

The findings of the present study provide a comprehensive understanding of the mechanisms through which citizenship education contributes to the enhancement of civic culture within an urban organizational context. The results indicated that causal factors such as heterogeneous socio-cultural context, cultural diversity, neglect of citizenship rights, erosion of social capital, and inefficiency of existing educational programs exert significant negative effects on the formation of civic culture. These findings highlight the structural and contextual challenges that urban societies face in cultivating a cohesive civic identity. In line with previous studies, socio-cultural heterogeneity and diversity, while potentially enriching, can also create fragmentation if not accompanied by appropriate educational interventions that foster tolerance and mutual understanding (Sincer et al., 2019; Tuhuteru et al., 2023). The negative impact of neglecting citizenship rights further

emphasizes the importance of institutional commitment to reinforcing civic norms and values, as highlighted in earlier conceptual analyses of citizenship education (Mohammadi et al., 2017).

The erosion of social capital identified in this study aligns with broader theoretical perspectives that consider trust, cooperation, and shared norms as essential components of civic culture. The weakening of these elements undermines citizens' willingness to engage in collective action and participate in public affairs. This finding is consistent with empirical evidence suggesting that the quality of urban services and communication strategies significantly influence civic attitudes and behaviors (Ayeneh Nama, 2022; Gholami, 2022). Moreover, the inefficiency of existing educational programs underscores the gap between policy intentions and practical implementation. Previous research has similarly indicated that without effective pedagogical strategies and adequate institutional support, citizenship education programs may fail to achieve meaningful outcomes (Bruce et al., 2019; Houser, 2023).

The role of contextual conditions as facilitators of strategy implementation represents another critical finding of this study. Access to demographic data, the background of citizenship education programs, and organizational structure and requirements were found to positively influence the effectiveness of strategies aimed at enhancing civic culture. These results suggest that the success of educational interventions depends not only on the content and delivery methods but also on the availability of supportive infrastructures and institutional capacities. This finding is consistent with research emphasizing the importance of integrating citizenship education into broader urban development frameworks and policy planning (Azimi & Afshari, 2025). Additionally, the presence of established educational programs provides a foundation upon which new initiatives can build, thereby increasing their effectiveness and sustainability.

The study also revealed the significant role of intervening factors in shaping the outcomes of citizenship education strategies. Factors such as resource limitations, socio-political pressures, and cultural diversity were found to influence the implementation process, sometimes reducing the effectiveness of otherwise well-designed interventions. This finding reflects the complex and dynamic nature of urban environments, where multiple variables interact to shape social outcomes. The influence of broader cultural and political dynamics on civic culture has been widely discussed in the literature, particularly in relation to the processes of globalization and cultural transformation (Schiller, 2022). These dynamics necessitate a flexible and adaptive approach to citizenship education that can respond to changing conditions and diverse needs.

The effectiveness of the proposed strategies in enhancing civic culture constitutes one of the most significant contributions of this study. Strategies such as designing localized content aligned with local culture, utilizing interactive and multimedia methods, establishing local instructor networks, creating peer support groups, organizing participatory events, and implementing monitoring and evaluation mechanisms were found to have substantial positive effects on both individual and social outcomes. These findings support the argument that citizenship education should be context-sensitive and participatory, engaging learners actively in the learning process. The emphasis on localized content resonates with the idea that educational programs must reflect the cultural and social realities of the target population to be effective (Estellés et al., 2023). Similarly, the use of interactive and multimedia methods aligns with contemporary approaches to digital citizenship education, which emphasize engagement, accessibility, and innovation (Caballero, 2023).

The positive impact of establishing local instructor networks and peer support groups highlights the importance of social learning and community-based approaches in citizenship education. These strategies facilitate the exchange of knowledge and experiences, thereby strengthening social ties and fostering a sense of collective responsibility. This finding is consistent with the notion that citizenship education should promote not only individual competencies but also collective engagement and social cohesion (Joris et al., 2022). Furthermore, the organization of participatory events provides opportunities for practical application of civic knowledge and skills, reinforcing learning outcomes and encouraging active participation in community life.

The significant relationship between the implementation of these strategies and the observed outcomes, including enhanced civic culture, strengthened social capital, increased civic participation, and improved quality of urban life, underscores the effectiveness of the proposed model. These outcomes reflect the multidimensional nature of civic culture, which encompasses cognitive, behavioral, and affective components. The findings are in line with theoretical perspectives that emphasize the transformative potential of citizenship education in promoting social change and fostering democratic values (Kester, 2023). Additionally, the observed improvements in social participation and quality of life highlight the broader societal benefits of investing in citizenship education, extending beyond individual development to collective well-being.

The methodological approach adopted in this study, particularly the use of structural equation modeling, allowed for a comprehensive analysis of the relationships among variables and provided robust evidence for the validity of the proposed model. The satisfactory model fit indices further support the reliability and explanatory power of the model, indicating its potential applicability in similar contexts. This methodological rigor enhances the credibility of the findings and contributes to the growing body of research on citizenship education and civic culture.

5 Conclusion

Overall, the findings of this study contribute to the existing literature by providing empirical evidence on the complex interplay between causal, contextual, and intervening factors in shaping civic culture. The results highlight the importance of adopting a holistic and integrated approach to citizenship education that considers both individual and structural dimensions. By addressing the identified challenges and leveraging the facilitating factors, policymakers and practitioners can design more effective strategies for promoting civic culture and social cohesion in urban environments.

One limitation of this study is that it was conducted within a single organizational context, namely the Cultural and Artistic Organization of Tehran Municipality, which may limit the generalizability of the findings to other settings. Additionally, the reliance on self-reported data may introduce response bias, as participants may have provided socially desirable answers. The cross-sectional nature of the study also restricts the ability to draw causal inferences over time, and future studies could benefit from longitudinal

designs to examine changes in civic culture and the long-term impact of educational interventions.

Future research should explore the applicability of the proposed model in different urban and cultural contexts to assess its generalizability and adaptability. Comparative studies across cities or countries could provide valuable insights into the role of contextual factors in shaping the effectiveness of citizenship education. Furthermore, integrating qualitative approaches could enhance the understanding of participants' experiences and perceptions, providing a more nuanced view of the mechanisms underlying the observed relationships. Investigating the role of emerging technologies and digital platforms in citizenship education also represents a promising avenue for future research.

From a practical perspective, the findings of this study suggest that policymakers and practitioners should prioritize the development of contextually relevant and participatory citizenship education programs. Emphasis should be placed on strengthening institutional capacities, fostering collaboration among stakeholders, and ensuring the availability of necessary resources. Implementing continuous monitoring and evaluation mechanisms can help identify areas for improvement and enhance the effectiveness of educational initiatives. By adopting a strategic and evidence-based approach, urban organizations can play a pivotal role in promoting civic culture, strengthening social capital, and improving the overall quality of life in urban communities.

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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