

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

Ali. Haji Mollarabi¹, Zolfaghar. Rashidi^{2*}, Rozita. Sepehrnia³

¹ Department of Cultural Management and Planning, Ki.C., Islamic Azad University, Kish, Iran

² Department of Education Al Science, Ro.C., Islamic Azad University, Roudehen, Iran

³ Department of Cultural and Media Studies, CT.C., Islamic Azad University, Tehran, Iran

* Corresponding author email address: zo.rashidi@iau.ac.ir

E d i t o r	R e v i e w e r s
Aliakbar Aminbeidokhti ^{id} Educational Administration, Faculty of Psychology and Educational Sciences, Semnan University, Semnan, Iran kafashpor@um.ac.ir	Reviewer 1: Mehrdad Bayat ^{id} Assistant Professor, Department of Management, Payam Noor University, Tehran, Iran. Email: bayatmehrdad60@pnu.ac.ir Reviewer 2: Manijeh Haghighinasab ^{id} Assistant Professor, Department of Management, Alzahra University, Tehran, Iran Email: haghighinasab@srbiau.ac.ir

1. Round 1

1.1. Reviewer 1

Reviewer:

In the paragraph beginning “Despite its recognized importance, the implementation of citizenship education faces several challenges...”, the claim regarding the “gap between theoretical frameworks and practical application” would benefit from empirical substantiation; the authors should specify whether this gap is structural, pedagogical, or institutional and relate it to the Iranian municipal context explicitly .

In the paragraph “Another critical issue relates to the influence of broader socio-political and cultural dynamics...”, the discussion of globalization and cultural hybridization is conceptually rich but insufficiently integrated into the proposed SEM model; the authors should clarify how these macro-level constructs are operationalized or whether they remain exogenous contextual assumptions .

In the Findings section, Table 1 (“Kolmogorov–Smirnov Test for Research Variables”) reports all variables as non-normal; however, the authors should also report skewness and kurtosis values and justify the exclusive reliance on PLS rather than considering robust covariance-based SEM alternatives .

In the paragraph “According to the findings, causal factors including heterogeneous socio-cultural context...”, the interpretation of negative beta coefficients is descriptive but lacks theoretical explanation; the authors should elaborate on causal mechanisms and potential mediating effects rather than merely reporting directionality .

In the paragraph discussing contextual conditions (“In this context, civic culture emerges as the core category...”), the manuscript blends grounded theory terminology (core category) with SEM analysis without clarification; the authors should explicitly reconcile these paradigms to avoid epistemological inconsistency .

Authors revised the manuscript and uploaded the new document.

1.2. Reviewer 2

Reviewer:

In the paragraph addressing the Iranian context (“In the Iranian context, the importance of citizenship education has been increasingly recognized...”), the manuscript relies heavily on descriptive statements; the authors should provide more recent empirical evidence or policy documents and clarify how this context directly informed variable selection in the grounded theory phase .

In the paragraph “Furthermore, the content and structure of citizenship education programs are critical determinants...”, the sentence “Curriculum design plays a central role...” requires methodological linkage; the authors should explain how curriculum-related constructs were translated into questionnaire items and validated statistically .

In the paragraph “The concept of citizenship-as-competence has gained prominence...”, the critique of reductionism is theoretically important but remains disconnected from the empirical model; the authors should clarify whether their model adopts a competence-based, holistic, or hybrid approach and reflect this in construct naming and measurement .

In the paragraph “Organizational factors also play a crucial role...”, the inclusion of organizational variables is justified, yet the manuscript does not clearly distinguish between organizational antecedents and contextual conditions; this conceptual overlap should be resolved to avoid multicollinearity and model misspecification .

In the Methods section, the paragraph “This study was conducted with the aim of validating the citizenship education model...” lacks clarity regarding the integration of qualitative and quantitative phases; the authors should explicitly describe the sequential mixed-methods design and how grounded theory outputs informed SEM constructs .

In the paragraph “The statistical population... consisted of 1,857 employees...”, the use of Cochran’s formula is appropriate, but the authors should report the exact parameters used (p, q, margin of error) and justify the assumption of maximum variability if applied .

In the paragraph describing the questionnaire (“In this study, a researcher-developed questionnaire was used...”), the manuscript does not provide sample items or dimensions; the authors should include a table or appendix detailing constructs, item loadings, and sources to enhance transparency and replicability .

In the paragraph on validity and reliability (“To assess the content validity...”), the reliance solely on expert judgment and Cronbach’s alpha is insufficient; the authors should report additional metrics such as composite reliability, AVE, and discriminant validity (e.g., Fornell–Larcker criterion) consistent with PLS-SEM standards .

In the paragraph “In the first step, exploratory factor analysis (EFA) was conducted...”, the authors should clarify why both EFA and CFA were applied in a PLS framework, as PLS-SEM typically emphasizes measurement model evaluation without traditional EFA; methodological consistency needs justification .

Authors revised the manuscript and uploaded the new document.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.