




# Validation of the Indigenous Good Governance Model with a Social Justice Approach in the Plan and Budget Organization of the Country

Korush. Nikanjam<sup>1</sup>, Mohammadreza. Azadehdel<sup>1\*</sup>, Maryam. Oshaksaraie<sup>1</sup>

<sup>1</sup> Department of Public Administration, Ra.C., Islamic Azad University, Rasht, Iran

\* Corresponding author email address: mr.azadehdel@iau.ac.ir

## Article Info

### Article type:

Original Research

### How to cite this article:

Nikanjam, K., Azadehdel, M., & Oshaksaraie, M. (2026). Validation of the Indigenous Good Governance Model with a Social Justice Approach in the Plan and Budget Organization of the Country. *International Journal of Innovation Management and Organizational Behavior*, 6(4), 1-9.  
<https://doi.org/10.61838/kman.ijimob.5366>



© 2026 the authors. Published by KMAN Publication Inc. (KMANPUB), Ontario, Canada. This is an open access article under the terms of the Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) License.

## ABSTRACT

**Objective:** The present study aimed to validate an indigenous good governance model with a social justice approach in the Plan and Budget Organization of the Country using Structural Equation Modeling (SEM).

**Methods and Materials:** This study was applied in terms of objective and exploratory-explanatory in terms of nature and was conducted using a correlational design with a path analysis approach. The statistical population consisted of managers, senior experts, and decision-makers working in the Plan and Budget Organization of the Country who were selected through stratified random sampling. Data were collected using a researcher-developed questionnaire designed based on the dimensions of good governance and social justice. Content validity was confirmed by expert evaluation, while construct validity was examined through Confirmatory Factor Analysis (CFA). Reliability was assessed using Cronbach's alpha coefficient and Composite Reliability (CR). Data analysis was conducted using Structural Equation Modeling (SEM) and Partial Least Squares (PLS) techniques to evaluate the measurement and structural models and to test the causal relationships among the research variables.

**Findings:** The findings indicated that all constructs demonstrated acceptable reliability and validity, as Cronbach's alpha and Composite Reliability values exceeded 0.70 and the Average Variance Extracted (AVE) values were greater than 0.50. The overall Goodness of Fit (GOF) index of 0.663 confirmed the strong fit of the proposed model. Structural path analysis showed that competent and servant leadership had a significant positive effect on indigenous-national and religious culture ( $\beta = 0.843, p < 0.001$ ), while indigenous culture significantly influenced sustainable social and distributive justice ( $\beta = 0.822, p < 0.001$ ). Furthermore, social justice significantly affected institutional effectiveness and efficiency ( $\beta = 0.159, p < 0.001$ ). The findings also confirmed the significant roles of accountability and transparency, administrative self-control, social responsibility, and public participation in strengthening governance effectiveness and justice-oriented institutional performance.

**Conclusion:** The results demonstrated that good governance in Iran's administrative system is a multidimensional and value-oriented phenomenon closely associated with social justice and institutional legitimacy.

**Keywords:** Good governance, Iran's administrative system, social justice, Plan and Budget Organization of the Country.

## 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

The present study was applied in terms of objective and exploratory-explanatory in terms of nature and was conducted using a path analysis approach. The selection of the correlational approach was based on the complex and multidimensional nature of the concept of good governance and the necessity of its indigenization within Iran's administrative system. Accordingly, in the first stage, the indigenous dimensions and components were identified, and in the subsequent stage, the structural relationships among them were explained and tested. In order to validate the proposed model, Structural Equation Modeling (SEM) was employed. The statistical population of this section consisted of managers, senior experts, and decision-makers of the Plan and Budget Organization of the Country who were selected using a stratified random sampling method. The data collection instrument was a researcher-developed questionnaire. Its content validity was confirmed through expert judgment, while construct validity was examined using Confirmatory Factor Analysis (CFA). The reliability of the instrument was also confirmed through Cronbach's

alpha coefficient and Composite Reliability (CR). Quantitative data analysis was conducted using appropriate statistical software packages, and model fit indices were examined to evaluate the validity of the conceptual model. The results obtained from this stage confirmed the causal relationships between the components of good governance and social justice and provided an indigenous and valid framework for improving governance within the Plan and Budget Organization of the Country. This methodology is consistent with contemporary SEM models in public management.

### 3 Findings and Results

The findings of this study indicate that good governance in Iran's administrative system, particularly within the Plan and Budget Organization of the Country, is a multidimensional, context-dependent, and value-oriented concept whose realization is directly associated with the establishment of social justice. Prior to examining and fitting the research model, the assumptions of the model were assessed. The results demonstrated that the correlations indicating relationships among the variables were confirmed. Furthermore, the model was evaluated in terms of validity and reliability using Cronbach's alpha coefficient and Composite Reliability (CR) to assess reliability, convergent validity, and discriminant validity. The results revealed that the Cronbach's alpha coefficient and Composite Reliability values for all research variables exceeded 0.70, confirming the adequacy of reliability

according to these two indicators. The Average Variance Extracted (AVE) values used to assess convergent validity indicated that all values were above 0.50, and the discriminant validity of the model was also acceptable. In order to assess the overall model fit, which simultaneously evaluates both the measurement and structural models, the Goodness of Fit (GOF) criterion was utilized. Based on this criterion, the GOF value was 0.663, indicating an acceptable model fit. The table below presents the values related to the endogenous constructs of the structural model, demonstrating an acceptable level of fit. Additionally, the values for the endogenous latent variables of the model are presented in the following table. As observed, the model variables possess appropriate coefficients of determination.

The results obtained from Structural Equation Modeling (SEM) indicated that the proposed research model possessed an acceptable fit and that the causal relationships between the components of good governance and social justice were significantly confirmed. After examining the fit of the measurement models, the structural model, and the overall model, and in accordance with the data analysis algorithm in the Partial Least Squares (PLS) method, the researcher was permitted to examine and test the relationships among the variables. In this section, the standardized path coefficients and t-values related to path analysis were examined. To confirm the paths, the t-value had to be equal to or greater than 1.96; otherwise, the path coefficients would not be statistically significant. The final model for the standardized coefficients was obtained as follows.

**Table 1**

*Reliability, Validity, and Model Fit Indices*

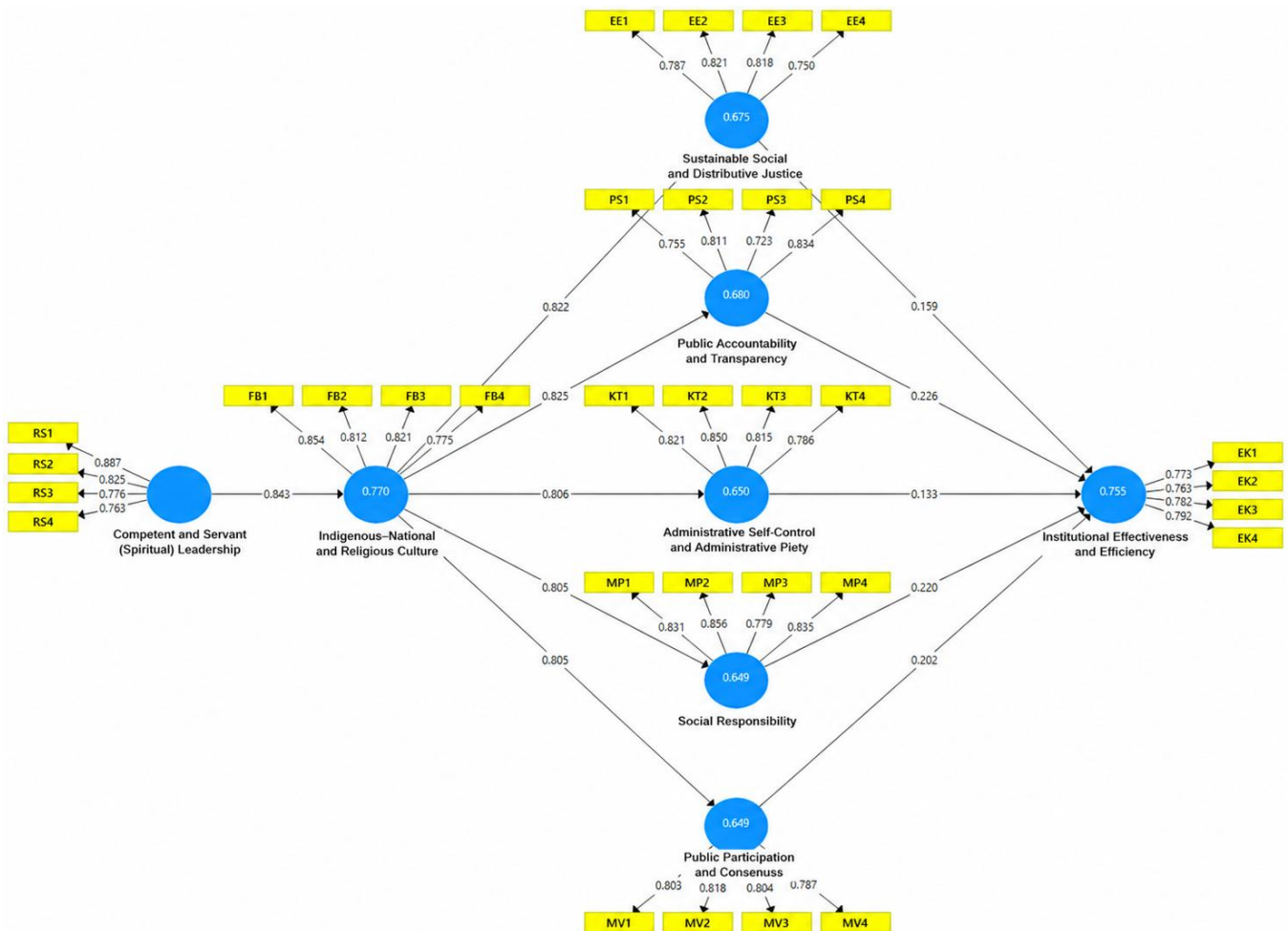
Variables	Cronbach's Alpha	CR	AVE	R <sup>2</sup>	Adjusted R <sup>2</sup>
Institutional Effectiveness and Efficiency	0.785	0.861	0.609	0.755	0.452
Administrative Self-Control and Administrative Piety	0.835	0.890	0.670	0.650	0.431
Competent and Servant (Spiritual) Leadership	0.829	0.887	0.663	—	—
Sustainable Social and Distributive Justice	0.806	0.873	0.631	0.710	0.421
Indigenous–National and Religious Culture	0.832	0.888	0.665	0.649	0.467
Social Responsibility	0.838	0.892	0.674	0.649	0.434
Public Participation and Consensus	0.816	0.879	0.645	0.680	0.413
Public Accountability and Transparency	0.787	0.863	0.612	0.710	0.411

According to the results obtained from the final model, the path coefficients and test results are presented in Table 2. The findings indicate that the components of competent leadership and indigenous culture had, respectively, the greatest indirect and direct effects on the realization of social justice within the Plan and Budget Organization of the

Country. Moreover, the test results suggest that social justice, in addition to its consequential role, also functions as an indicator for evaluating the success of good governance. In other words, increased institutional effectiveness is not considered sustainable without the enhancement of social justice.

Figure 1

Structural Model in the Standardized Coefficients Estimation State



According to the results obtained from the final model, the path coefficients and test results presented in Table 2 demonstrate that the components of competent leadership and indigenous culture exerted, respectively, the greatest indirect and direct impacts on the realization of social justice within the Plan and Budget Organization of the Country.

Furthermore, the findings indicate that social justice, beyond its consequential role, serves as an indicator for evaluating the success of good governance. Therefore, institutional effectiveness cannot be regarded as sustainable without the promotion of social justice.

Table 2

Causal Relationships Between the Components of Good Governance and Social Justice

Row	Relationship Path	Path Coefficient	t-Statistic	Significance	Result
1	Competent Leadership → Indigenous Culture	0.843	59.50	p < 0.001	Confirmed
2	Indigenous Culture → Social Justice	0.822	52.08	p < 0.001	Confirmed
3	Social Justice → Institutional Effectiveness	0.159	2.695	p < 0.001	Confirmed

#### 4 Discussion

Good governance has emerged as one of the most influential paradigms in contemporary public administration

and development studies, particularly in response to the increasing complexity of governance systems, growing public expectations, and the necessity for institutional legitimacy in modern states. The concept has evolved

beyond traditional bureaucratic administration and now encompasses a multidimensional framework involving transparency, accountability, participation, institutional effectiveness, rule of law, public integrity, and social justice (Kaufmann et al., 2022; Oecd, 2021). In recent decades, international organizations, policymakers, and scholars have increasingly emphasized that governance quality directly affects sustainable development, public trust, institutional performance, and socioeconomic stability. Consequently, good governance has become a central criterion for evaluating governmental effectiveness and administrative capability across countries (Grindle, 2017; Khatmi et al., 2026).

The expansion of governance literature has also transformed the understanding of public administration from a rigid hierarchical system into a collaborative and participatory process in which public institutions, civil society, and citizens collectively contribute to value creation and policy implementation (Osborne, 2018). This transformation reflects the shift from traditional government-centered administration toward governance-oriented management systems that prioritize responsiveness, co-production, and institutional adaptability. In this regard, good governance is no longer limited to procedural efficiency; rather, it is increasingly associated with ethical governance, social inclusion, distributive justice, and institutional trust (Rothstein, 2018). Such developments have intensified the need for governance models that are context-sensitive and capable of addressing the sociocultural and institutional realities of individual countries.

Despite the widespread global acceptance of governance principles, many scholars argue that the direct transfer of imported governance models into developing administrative systems often produces limited or contradictory outcomes due to institutional, cultural, and political differences (Andrews et al., 2020; Booth, 2020). In many developing countries, governance reforms have primarily focused on adopting international standards without sufficiently considering local governance traditions, indigenous administrative cultures, and national value systems. As a result, governance reforms frequently encounter implementation gaps, institutional resistance, and limited sustainability. Grindle argued that governance reforms often become excessively idealistic and disconnected from the practical realities of state capability and administrative constraints (Grindle, 2017). Therefore, contemporary governance scholarship increasingly emphasizes localized

and adaptive governance approaches that are aligned with domestic institutional capacities and sociopolitical contexts.

The necessity of indigenizing governance models is particularly significant in countries with complex administrative structures and strong cultural-religious foundations such as Iran. Iran's administrative system has historically experienced multiple waves of reform aimed at improving efficiency, accountability, and public service quality. Nevertheless, persistent governance challenges such as bureaucratic inefficiency, administrative fragmentation, weak institutional coordination, and insufficient transparency continue to affect public sector performance (Hosseinpour et al., 2023; Salehi & Karimi, 2020). These challenges have created growing concerns regarding the effectiveness of governance mechanisms in achieving equitable development and public trust. Consequently, scholars and policymakers increasingly recognize that governance reform in Iran requires not only technical modernization but also the integration of indigenous cultural, ethical, and social values into governance structures (Forati, 2025).

Within this context, the concept of social justice occupies a central position in governance discourse. Social justice is not merely a distributive principle but a foundational normative framework through which governance legitimacy and institutional fairness are evaluated. Rawls conceptualized justice as fairness and argued that social institutions must distribute rights, opportunities, and resources in a manner that preserves equality and protects disadvantaged groups (Rawls, 1999). Building upon this perspective, contemporary governance theories emphasize that effective governance systems cannot be considered successful unless they contribute to social equity, equal access to services, and inclusive participation. Accordingly, governance quality is increasingly assessed not only through administrative efficiency but also through its ability to reduce inequality and strengthen social cohesion (Rothstein, 2018).

The relationship between governance and justice has become especially important in public administration studies because institutional legitimacy largely depends on citizens' perceptions of fairness, transparency, and accountability. Rothstein and Teorell demonstrated that institutional impartiality and anti-corruption mechanisms significantly contribute to public trust and societal stability (Rothstein & Teorell, 2019). Similarly, the OECD governance framework highlights integrity, accountability, transparency, and citizen participation as essential pillars of sustainable governance

systems (Oecd, 2021). These principles indicate that governance effectiveness cannot be separated from ethical administration and socially responsive policymaking. In societies where institutional inequality, lack of transparency, or administrative discrimination are prevalent, governance systems often face declining legitimacy and weakened public confidence.

Recent developments in governance research have further expanded the governance paradigm by incorporating digital transformation, smart governance, and collaborative governance models into public administration systems. Advances in digital technologies have transformed governmental operations by improving transparency, accelerating service delivery, and strengthening citizen engagement (Al-Mamary et al., 2025). Digital governance has consequently emerged as an important dimension of institutional modernization and administrative reform. Studies on digital governance maturity demonstrate that technologically integrated governance systems are better positioned to enhance resilience, accountability, and institutional responsiveness (Toleikiene et al., 2025). Furthermore, open-data governance and collaborative digital ecosystems increasingly facilitate public participation and inter-organizational coordination within governance networks (Sukma & Yamnill, 2025).

The emergence of smart governance approaches has also intensified scholarly attention toward sustainable governance structures capable of integrating technological innovation with social and institutional objectives. Ajaj et al. developed a structural equation model demonstrating that sustainable governance in smart cities depends on effective institutional coordination, strategic leadership, accountability, and public participation (Ajaj et al., 2025). Similarly, Hien et al. emphasized the importance of accountability-based systems in strengthening public sector transparency and financial governance through structural modeling approaches (Hien et al., 2025). These findings illustrate that governance effectiveness increasingly depends on multidimensional institutional interactions involving leadership, accountability, transparency, technological capacity, and citizen engagement.

In the Iranian context, governance reform remains a strategic necessity due to the growing complexity of economic planning, budget allocation, and public policymaking. The Plan and Budget Organization of the Country plays a critical role in shaping national development policies, resource distribution, and institutional coordination. As one of the most influential administrative

institutions in Iran, its governance quality substantially affects public sector efficiency, policy coherence, and distributive justice. However, the effectiveness of planning and budgeting mechanisms is often constrained by governance challenges including institutional centralization, limited transparency, fragmented policymaking, and insufficient public participation (Hosseinpour et al., 2023; Salehi & Karimi, 2020). Therefore, developing an indigenous good governance model tailored to the organizational and cultural characteristics of this institution represents an important scientific and practical necessity.

Another critical issue in governance studies concerns leadership and institutional culture as determinants of governance effectiveness. Governance systems require competent, ethical, and service-oriented leadership capable of balancing administrative efficiency with social responsibility and institutional accountability. Leadership structures strongly influence organizational culture, employee commitment, transparency practices, and participatory governance processes. In culturally diverse and value-oriented societies, leadership effectiveness also depends on compatibility with indigenous norms and ethical expectations. Accordingly, governance frameworks that integrate servant leadership, administrative ethics, and culturally grounded institutional values may provide greater legitimacy and sustainability in public sector organizations (Forati, 2025; Khatmi et al., 2026).

The increasing importance of governance localization has encouraged scholars to adopt structural and multidimensional analytical approaches for examining governance relationships. Structural Equation Modeling (SEM) has become one of the most widely used methodologies for investigating governance constructs because it enables simultaneous examination of complex causal relationships among latent variables. SEM approaches are particularly valuable in governance studies involving multidimensional constructs such as accountability, participation, institutional trust, leadership, and justice (Ajaj et al., 2025; Hien et al., 2025). Through SEM, researchers can assess both measurement validity and structural relationships within governance systems, thereby providing a comprehensive analytical framework for governance model validation.

## 5 Conclusion

Although numerous studies have investigated governance indicators and administrative reform globally, limited

research has focused on validating indigenous governance models in Iran using comprehensive structural approaches. Existing governance research in Iran has primarily emphasized administrative pathology, institutional inefficiency, or policy challenges without sufficiently integrating social justice, indigenous cultural dimensions, and structural governance relationships into a unified analytical model (Hosseinpour et al., 2023; Salehi & Karimi, 2020). Moreover, many governance frameworks applied in Iranian public administration remain heavily influenced by imported governance paradigms that may not fully correspond with Iran's sociocultural and institutional conditions. This gap highlights the need for empirically validated governance models that combine international governance principles with indigenous administrative realities and justice-oriented perspectives.

The integration of social justice into governance frameworks is particularly important because governance legitimacy in contemporary societies increasingly depends on institutional fairness, inclusive participation, and equitable distribution of opportunities and resources. Governance systems that fail to address social inequalities often encounter institutional distrust and declining effectiveness. Therefore, governance reform must simultaneously enhance institutional efficiency and strengthen justice-oriented policymaking. Such an approach aligns with modern public governance theories emphasizing ethical administration, citizen-centered governance, and sustainable institutional development (Osborne, 2018; Rothstein, 2018).

Furthermore, the growing complexity of public administration in the digital era requires governance systems capable of adaptive policymaking, collaborative management, and institutional resilience. Governance maturity frameworks emphasize that resilient institutions must combine transparency, digital integration, public participation, accountability, and strategic coordination to achieve sustainable development objectives (Al-Mamary et al., 2025; Toleikiene et al., 2025). Consequently, governance reform in public institutions such as the Plan and Budget Organization of the Country necessitates multidimensional governance models that address both institutional performance and social legitimacy.

Considering the theoretical importance of good governance, the practical governance challenges facing Iran's administrative system, and the necessity of integrating social justice with indigenous governance principles, the present study aimed to validate an indigenous good

governance model with a social justice approach in the Plan and Budget Organization of the Country using Structural Equation Modeling (SEM).

### 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.

### Acknowledgments

We would like to express our gratitude to all individuals helped us to do the project.

### Declaration of Interest

The authors report no conflict of interest.

### Funding

According to the authors, this article has no financial support.

### Ethical Considerations

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

### References

- Ajaj, R., Buniya, M. K., Wuni, I. Y., & Yousif, O. S. (2025). A Structural Equation Model of the Critical Success Factors for Sustainable Smart Cities: A Case Study of Abu Dhabi. *Journal of Urban Management*, 14(3), 843-855. <https://doi.org/10.1016/j.jum.2025.02.008>
- Al-Mamary, Y. H., Alshallaqi, M., & Abubakar, A. A. (2025). A Comprehensive Conceptual Model of Digital Transformation in Public Services: Exploring Key Factors and Their Impact on Government Success. *Future Business Journal*, 11, 193. <https://doi.org/10.1186/s43093-025-00621-8>
- Andrews, M., Pritchett, L., & Woolcock, M. (2020). *Building State Capability: Evidence, Analysis, Action*. Oxford University Press.
- Ayeneh Nama, S. (2022). *Investigating the relationship between the quality of urban services and civic culture: A case study of*

- citizens aged 20 to 64 in Gilan-e Gharb County Payame Noor University of West Azerbaijan Province, Boukan Center].
- Azimi, M., & Afshari, M. (2025). The place of citizenship education in urban development plans: A case study of development plans for the Herandi neighborhood of Tehran. *Urban Studies Quarterly*, 14(55), 77-90.
- Booth, D. (2020). *Politically Smart, Locally Led Development* (ODI Working Paper, Issue).
- Bruce, J., North, C., & FitzPatrick, J. (2019). Preservice teachers' views of global citizenship and implications for global citizenship education. *Globalisation, Societies and Education*, 1-16. <https://doi.org/10.1080/14767724.2018.1558049>
- Caballero, F. D. (2023). Information and communication technology through global [digital] citizenship education.
- Forati, H. (2025). Presenting a Model of Good Governance in Iran with a Focus on Employed Women and Gender Justice. *Public Organizations Management*, 13(4), 165-180. <https://doi.org/10.30473/ipom.2025.72814.5070>
- Gholami, H. (2022). *The role of municipal environmental advertising in the civic culture of the people of Isfahan* [Daneshpazhooohan Institute of Higher Education].
- Grindle, M. S. (2017). Good Governance, R.I.P.: A Critique and an Alternative. *Governance*, 30(1), 17-22. <https://doi.org/10.1111/gove.12223>
- Hien, N. T. T., Hai, P. H., Bui, T. T. T., & Tuan, D. A. (2025). Structural Equation Modeling of Factors Affecting Accountability-Based Accounting in Public Sector Entities. *Emerging Science Journal*, 9(4), 2162-2178. <https://doi.org/10.28991/ESJ-2025-09-04-023>
- Hosseinpour, S., Vaezi, R., & Pourezzat, A. A. (2023). Administrative Reform and Governance Challenges in Iran's Public Sector. *Journal of Public Administration Research*, 15(2), 45-68.
- Houser, N. O. (2023). The value of a personal philosophy of citizenship education. *The Social Studies*, 114(2), 59-66. <https://doi.org/10.1080/00377996.2022.2084011>
- Joris, M., Simons, M., & Agirdag, O. (2022). Citizenship-as-competence, what else? Why European citizenship education policy threatens to fall short of its aims. *European Educational Research Journal*, 21(3), 484-503. <https://doi.org/10.1177/1474904121989470>
- Kaufmann, D., Kraay, A., & Mastruzzi, M. (2022). *The Worldwide Governance Indicators: Methodology and Analytical Issues* (World Bank Policy Research Working Paper, Issue).
- Kester, K. (2023). Global citizenship education and peace education: Toward a postcritical praxis. *Educational Philosophy and Theory*, 55(1), 45-56. <https://doi.org/10.1080/00131857.2022.2040483>
- Khair, Q. (2013). Factors contributing to quality of training and effecting employee job satisfaction. *The Business & Management Review*, 3(4), 61-74.
- Khatmi, S., Zamani, S. G., & Salehi, H. (2026). Good Governance in International Instruments: A Legal Approach to State Transparency and Accountability. *Legal Studies in Digital Age*, 1-10. <https://jlsda.com/index.php/lstda/article/view/292>
- Oecd. (2021). *Principles on Good Governance and Public Integrity*. <https://doi.org/10.1787/5c6dcdfaf-en>
- Osborne, S. P. (2018). From Public Service-Dominant Logic to Public Service Logic: Are Public Service Organizations Capable of Co-Production and Value Co-Creation? *Public Management Review*, 20(2), 225-231. <https://doi.org/10.1080/14719037.2017.1350461>
- Rawls, J. (1999). *A Theory of Justice* (Revised edition ed.). Harvard University Press.
- Rothstein, B. (2018). *Just Institutions Matter: The Moral and Political Logic of the Universal Welfare State*. Cambridge University Press.
- Rothstein, B., & Teorell, J. (2019). Getting to Sweden, Part II: Breaking with Corruption in the Nineteenth Century. *Scandinavian Political Studies*, 42(3-4), 238-254. <https://doi.org/10.1111/1467-9477.12143>
- Salehi, M., & Karimi, H. (2020). Bureaucratic Inefficiency and Governance Deficits in Iran's Administrative System. *International Journal of Public Administration*, 43(10), 865-878. <https://doi.org/10.1080/01900692.2019.1658772>
- Schiller, H. I. (2022). The privatization and transnationalization of culture. In *Cultural Politics in Contemporary America* (pp. 317-332). Routledge. <https://doi.org/10.4324/9781003326427-27>
- Sincer, I., Severiens, S., & Volman, M. (2019). Teaching diversity in citizenship education: Context-related teacher understandings and practices. *Teaching and Teacher Education*, 78, 183-192. <https://doi.org/10.1016/j.tate.2018.11.015>
- Sukma, N., & Yamnill, S. (2025). A New Public Management Model for Open Data Collaboration in Sustainable Digital Insurance Ecosystems. *Frontiers in Political Science*, 7, 1598403. <https://doi.org/10.3389/fpos.2025.1598403>
- Tarahani, M. (2023). *The educational status of citizenship rights in textbooks* Shahid Chamran University of Ahvaz, Faculty of Economics and Social Sciences].
- Toleikiene, R., Butkus, M., Bartuseviciene, I., & Jukneviene, V. (2025). Assessing Digital Governance Maturity in the Context of Municipal Resilience: The Triadic Model, Its Dimensions and Interrelations. *Administrative Sciences*, 15(11), 435. <https://doi.org/10.3390/admsci15110435>
- Tuhuteru, L., Ausat, A. M. A., Pratiwi, E. Y. R., & Suherlan, S. (2023). The role of civic education in promoting diversity and tolerance in schools. *Edumaspul: Jurnal Pendidikan*, 7(1), 275-280.