



Effective Factors on Citizenship Education Emphasizing on Urban Sustainable Development (Case: Zanjan Municipality)

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Abstract: Citizenship education is one of the main pillars of social life in the current era. Skills of citizenship education are addressed through various planning in advanced societies. Given such conditions, this research aims to investigate effective factors on citizenship education from perspective of municipal employees in the city of Zanjan. In terms of purpose, this research is applied, and in terms of data collection, it is descriptive-survey. Statistical population includes all municipal employees of Zanjan city and 240 of them were selected as sample by using multi-stage cluster sampling. Research tool was researcher-made questionnaire based on five-point Likert scale. Its face validity was confirmed by academic experts and its reliability was calculated using by Cronbach's alpha coefficient equal to 0.93. However, in order to analyze data, one-sample T-test and Friedman ranking test were used. The most important findings indicated that all effective factors on citizenship education including behaviors based on socio-political actions, law-abiding and law-orientation, behaviors based on religious and national commands, and those based on protecting environment and sustainable development are at significance level of 0.05. The results of Friedman test indicated that municipal employees in the city of Zanjan prioritized behaviors based on religious and national commands, law-abiding and law-orientation, those based on socio-political actions, and those based on protecting environment and sustainable development as effective factors on citizenship education respectively at the level of 0.05.

Keywords: Citizenship education, citizenship training, municipal employees

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1- Introduction

One of the most important issues in social, political and educational studies is citizenship. This concept is rooted in history and it was always considered by scholars. Given the importance of citizenship in the contemporary era, many thinkers have discussed and investigated the concept. The term citizen comes from the city (cite) and is derived from the Latin Civitas name. Civitas in Latin is almost the same as the word polis in the Greek language, which is the same city and is not only a complex of inhabitants, but also political and independent units (Pololo, 1991). Citizen and citizenship extremely depend on certain conditions of the country and society, and each culture demand its particular citizens. A citizen is an individual who lives in a nation-state, enjoys some rights and benefits, and has responsibilities such as loyalty to government (Banks, 2008).

Some others have defined citizen from social and religious aspects: "a citizen is an individual who is present in the social, political, cultural and economic structure and effective on deciding and shaping it directly or indirectly in the shadow of coexistence, volunteering and synergistic efforts to achieve worldly and afterlife prosperity" (Bayat, 2007). Generally, it can be stated that citizen and citizenship are largely dependent on the specific circumstances of the country and society and every culture requires its own citizen.

The notion of citizenship has not only been a matter for historians and philosophers, but is also commonplace among social and political scientists. It has been argued that the concept of citizenship in its long history has been a focal point of philosophical research and socio-political issues, and remains to this

day as one of the fundamental questions in modern political thinking as well as in education. A look at the contemporary world and the complex social interactions between humans have made the need to address the issue of citizenship more necessary than ever (Fathi Vajargah & Vahed Chookdeh, 2009). Today, whether in the social system, where governments formulate strategies, or in districts, provinces or cities, or in the family microsystems where parents are the authors of goals and strategies, there are individuals with characteristics such as responsibility, critique, patriotism and in a word, a responsible citizen is a vital component (Mohammadpour Zarandi & Tabatabaei Mozdabadi, 2016). In order to educate citizens with the expected characteristics, the issue of citizenship education has been considered more than before and it has presented in some countries in the curriculum (Kisby, 2012), (Tonge et al., 2012), (Whiteley, 2012).

Citizenship education can be considered as knowledge, tool and activities designed to encourage community members to actively participate in democratic life, and accept and exercise their rights and responsibilities (De La Caba Collado & Lopez Atxurra, 2006).

It should be noted that the training of citizens in each country is influenced by a set of cultural, political, social and economic factors that each plays a vital role in shaping citizenship education. Citizenship education of a community cannot be considered abstractly and far from the sphere of cultural and social influence (Aghazadeh, 2006). It should be regarded that citizenship education is the most important factor in changing the attitude and behavior of human beings that are used in the path of economic growth, improving the quality

of life, creating knowledge and skills, providing job opportunities and increasing the production of society (Rafiei & Lotfi, 2010). This paper aims to study the factors affecting citizenship education (behavior based on social / political actions, legality and legalism, behavior based on religious and national teachings, and behavior based on environmental protection and sustainable development).

2- Literature Review

a) Foreign Researches

Keating & Janmaat (2016) in a research entitled "Education Through Citizenship at School" stated that citizenship education includes formal and informal learning opportunities that enable students to acquire civic skills and knowledge through experience. They also found that school activities could have a lasting and independent impact on young people's political engagement through citizen education.

Abdi & Shultz (2013) investigated the ways in which young people prepare for their role as citizens in a wide range of countries in the second decade of the century. The results indicated that, in line with citizenship education, employers seek to hire people with sufficient knowledge of important changes in society, cultural literacy, moral judgment, human values, social responsibility, and civic participation. Citizenship education programs can target individuals to strengthen these skills.

b) Iranian Researches

Mohammadpour Zarandi & Tabatabaei Mozdabadi (2015) studied education position in urban sustainable development and stated that the concept of education for sustainable development has been well designed by organizations such as UNESCO, but there are still dilemmas in developing countries in education for sustainable

development. Thus, future international efforts in this area should be directed towards developing countries and cities.

Ganji et al., (2014) examined citizenship culture by focusing on citizenship education by municipality. The results indicated that there is a direct relationship between citizenship education and adherence to citizenship culture and education of citizenship teachings has an effective role in adhering to citizenship culture.

Jahaniyan & Hamdi (2014) in a research entitled "the role of citizenship education on the social acceptance of cultural managers in educational organizations" argued that there is a significant relationship between citizenship education in the dimensions of knowledge, responsibility, patriotism, rule of law, participation, criticism and the rate of social acceptance of cultural managers in educational organizations.

Mohammadkhani et al., (2013) in a research entitled "Factors Affecting Students' Satisfaction with Citizenship Education in Tehran City Neighborhoods," using a survey method, 450 questionnaires were completed by 450 learners about the factors affecting their satisfaction with citizenship education. The results indicated that students' satisfaction was significant among all groups and among the regions. The results of Friedman test indicated that the environmental factor was the most important one and educational, communicational, managerial, socio-cultural and technological factors were in the next priority respectively.

Rafiei & Lotfi (2010) investigated the impact of citizenship education on realization and achievement of sustainable urban development in its different dimensions (economic, social, cultural, and environmental), from the perspective of residents of Tehran district 5. The results

showed that development should be exactly at the center of all citizenship education programs, and that is why urban development platform, and consequently national development, is development in any social, cultural, political, economic and environmental sectors; therefore, in order to achieve development in each sector, the need for education is essential, and since human beings are the axis of development, the need for education is more important than before, which can be done in a variety of ways.

Eyvazi et al., (2008) acknowledged that the content required in the native citizen education curriculum in the age of globalization includes: strengthening indigenous culture, integrating indigenous culture, integrating curriculum content with socioeconomic needs, introducing learners to scientifically based economic policies, social services curricula, development of learners' perception about the native culture of an understanding of the cultural and political background of their community.

3- Theoretical Framework

Citizenship

Schugurensky (2005) argued that many philosophical, sociological, political, legal, and educational approaches have been created to answer the question of what citizenship is. He believes that citizenship is a dynamic, context-dependent, controversial, and multidimensional concept.

Parker (2000) believes that citizenship is linked to human rights in social life. Citizenship distributes duties and responsibilities among the people of the community, and ultimately enables the participation of individuals in social interactions (Vahed Chookdhe, 2005).

Citizenship is a form of commitment to civil laws and social and cultural affiliations that has a geographical and political boundary within the borders of a country and emphasizes the rules and rights of the nation-state (Taherpoor & Sharafi, 2008). Ichelo (1998) states that citizenship is a complex and multi-dimensional concept. This concept consists of legal, cultural, social and political dimensions and determines rights and obligations, sense of identity and certain social obligations for citizens (Cecchini, 2004).

Banks (2008) categorized types of citizens that are linked from four levels, as follows:

-Legal Citizen: is the lowest level of citizenship. This level includes citizens who are legal members of the state-nation and have certain rights and duties. However, these kinds of citizens are never involved in the political system at all.

-Minimal Citizen: People who are legal citizens, participate in local and national elections, and vote for candidates and key people.

-Active Citizen: Participate in the voting, as well as work on the actual implementation and enforcement of existing laws and regulations. Active citizens participate in protest rallies or open speeches on current issues, changes, developments and reforms, and hold open lectures.

-Transformative Citizen: This kind of citizenship involves civil activities that are designed and arranged to actualize values, ethics, and ideas beyond existing laws and regulations. Their actions are in line with supporting social justice, even if their actions violate existing laws, regulations and structures, or challenge them or cause them be dismantled.

Citizenship Education

In the literature of citizenship, there are various definitions of various scholars. Each of these definitions has taken this concept from a particular angle, so it is difficult to find a comprehensive definition agreed upon by all players in this area. Citizenship education is not merely the learning of basic information about institutions and the way of political life; it includes the acquisition of a set of attitudes, virtues, interests, and attachments that democratic citizenship practice directly relies on (Harris, 2005).

To educate efficient, knowledgeable and capable citizens who, on the one hand, are aware of their rights and apply it, and on the other hand, they know that the way to achieve the highest level of personal satisfaction is through the active participation in social, political and economic affairs of the society, is an essential requirement for any educational system. Many scholars consider citizenship as a necessary requirement for life in the current era. Hahn (2008) argued that with the beginning of the 21st century, there has been a strong tendency in the United States to address the issue of citizenship education. He believes several authors have expressed their concern over the decline in the level of individuals' political participation who are reflected in cases such as: participation in the elections and interest in pursuing general issues. They are asking how they can encourage young people to engage in voluntary activities and social services as well as deep civil partnerships.

According to Al- Maamari (2009), citizenship education is based on questioning in some countries. In other words, citizenship education aims to develop critical thinking in learners to help them

study choices and evaluate decisions that affect their individual and social life. In contrast, some countries tend to encourage perseverance and formality among students. This type of citizenship education is aimed at fostering loyalty of learners to the state, even if such a government does not act in the general interest. In other words, students are prepared to accept social and political order and respect the authorities of customs and traditions without thinking about them; for example, there is such a form of citizenship education in the Arab countries of the region.

Citizenship refers to the relationship between individuals and government and the relationship between individuals within a state. According to what has been said, it can be said that citizenship, in addition to referring to a set of legal and explicit rights and responsibilities, has a broader scope than legal and political dimensions and involves learning together. Banks (2008) believes that citizenship and citizenship education concepts are challenged worldwide by various historical, political, social and cultural factors. Widespread migration, globalization and intensification of nationalism have led to new debates and new thinking about citizenship, which has extended the scope of citizenship and extended the rights of other citizens and it also includes racial, linguistic, cultural and ethnic groups.

Levels and Dimensions of Citizenship Education

Citizenship education takes place in different contexts and has different dimensions, such as political, social and cultural ones (Kadivar, 2005). Citizenship is attachment to various local, national and global communities and membership in the political community. It is based on

all three local, national and global citizenship, awareness of relationships in that context, and the ability to understand and analyze issues and work towards peaceful resolution. Adhering to ethical and human values, such as justice, equality and freedom are the essential preconditions for good citizen behavior (Taherpoor & Sharafi, 2008). On the other hand, active and responsible citizenship does not just mean belonging to different local, national and international communities, but also means active participation in social life and collective institutions. Cogan et al. (2014) pointed to four dimensions in discussing citizenship:

1- Personal Aspect: This dimension embraces the development of skills and the ability to critically analyze issues and make socially responsible decisions. The personal dimension of citizenship requires that citizens understand the behavior and civil morality and citizenship and live on that basis; also, they reflect on these behaviors and revise them.

2- Social Aspect: This acknowledges that community members need to interact with each other. Generally, the interaction occurs between individuals who have different behaviors and values. Citizens are involved in their socio-political lives with different methods including discussion, thinking, and practical action. Koch suggested that as financial capital has been concerned strongly, to develop social capital, large investment should be provided. He defined social capital as flows that exist among people, create networks, norms, and public trust, and facilitate cooperation and coordination in order to achieve mutual benefits. Public space that arises in this way creates a society that people work together to attain civil goals. The instance is the use of the

media by environmentalist's movements in order to influence on governments and private sector to pay attention to environmental issues. Cogan believed that to educate citizens to accept social roles, schools should allow learners to involve in social issues and carry out social services (Mohammadpour Zarandi & Tabatabaei Mozdabadi, 2016).

3- Spatial aspect: In this aspect, each person acts beyond himself and surrounding society, in the realm of local, regional, national, and multi-cultural communities. Increasingly, the world breaks boundaries by virtual belongings. The integrity of global village enjoys further volume and dimension in the 21st century. This result can be attributed largely to changes in technology, communication, trade patterns, immigration etc. In this aspect, the concept of citizenship based on nation-states is replaced by citizenship based on local and global connectivity and citizens are counted as members of different societies at a time. This aspect requires to works in various scales. It considered global impacts on local affairs. Cogan believed that this aspect supports the phrase of "think globally, act locally."

4- Time Aspect: Cogan named the last aspect of citizenship as time aspect. This emphasizes that citizens should not limit themselves at present time and should not ignore the past and future analysis. Citizens should pay more attention to the issues in the context of time and think about implementations on past, present, and future subjects. This process puts away short-term solutions and guarantees long-run ones that lead to intergenerational equity.

Citizenship Education Goals

The goals of citizenship education depend extremely on the type of political

system in a country. Malone (2008) believes that the goal of citizenship education in American public schools should be to induce democratic values and principles, develop critical thinking skills and raise issues, engage learners in debates on issues and topics, and provide opportunities, rich social learning and in order to foster duty-oriented and policy-oriented people.

Wolf (1996) believes educational tutors and educators seek to fulfill a set of different goals through citizenship education. Historically, many citizenship education programs have sought to cultivate national pride in students, through studying the history or political institutions of their country. Some coaches have adopted the Aristotelian approach. That is, one has to be involved in the affairs of one's community, in order to be a person of high virtue, and in this way to learners are educated the value of serving the country, for example, through military service. In addition, some people have emphasized the teaching of the principles of social justice as the main goal of citizenship education. Many participating Democrats support education to teach students how to work in the workplace, school and family. The group supports education that enables people to participate in school and in the living environment. Citizenship education in

some countries is based on inquiry. In other words, citizenship education aims to develop critical thinking in learners to help them study choices and evaluate decisions that affect their individual and social life. In contrast, some countries tend to encourage perseverance and formality among students. This type of citizenship education is aimed at fostering loyalty to learners towards the state. In other words, students are prepared to accept social and political order and respect for the authorities of customs and traditions.

Identifying and mapping out the goals of citizenship education in any country requires the recognition of the concept of a good citizen as well as the components of citizenship. In other words, at the first step, officials of education citizens should be aware of what a good citizen is and what the components of citizenship are and, consequently, what citizenship education is. In this regard, a good citizen curriculum must fulfill multiple goals. In other words, citizenship curriculum should help learners in fostering multiple citizenship features and provide a variety of opportunities to develop learners' skills, attitudes and values. In Figure 1, multiple objectives of citizenship education are shown.

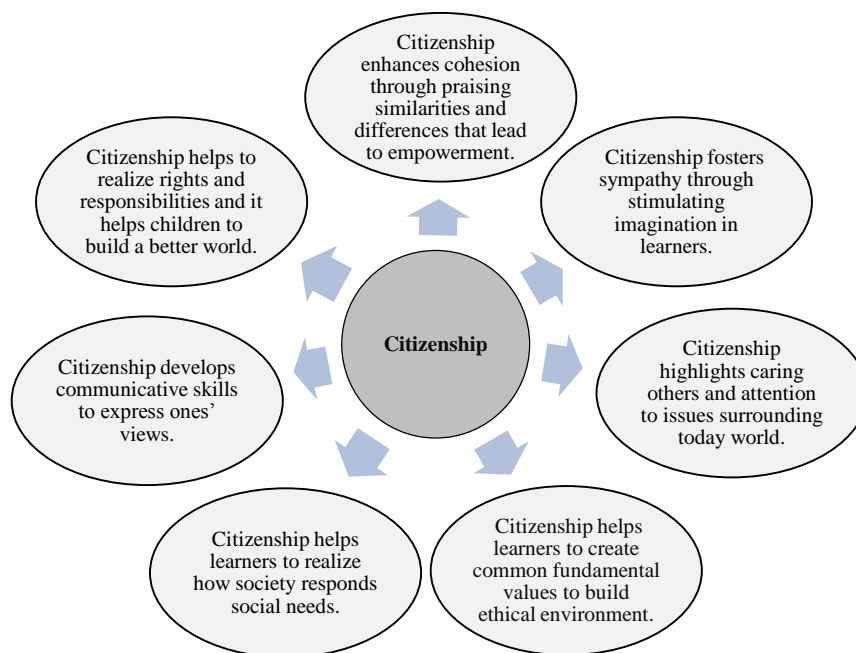


Fig1. Multiple Objectives of Citizenship Education

Reference: (Heath et al., 2008)

Sustainable development is one of the concepts that have been the subject of many studies in various fields in recent decades. Some of the most important concepts in sustainable development include equality, intergenerational justice and the consideration of the needs of the next generation, environmental protection and the proper quality of life. Due to the growing population of the world and population density in urban areas, the occurrence of several problems in cities has increased the concept of sustainable development in the urban area and the concept of sustainable urban development. This concept is considered from four dimensions: sustainability of natural resources, political stability, social sustainability and economic sustainability. In sustainable urban development, the focus is on a city whose living status is measured by criteria such as social justice, citizenship participation, social solidarity, the efficiency of social institutions, citizenship culture, the efficiency of policies in the metropolitan area and

optimizing civil relations. The most important source in the city's collection for sustainable urban development is the human capital that becomes urban capital with its capabilities and plays a special role in sustainable urban development in various areas of sustainable urban development (Mohammadpour Zarandi & Tabatabaei Mozdabadi, 2015).

A simple conception of development (meaning the passage of evolutionary stages and the tolerance of quantitative and qualitative changes in order to improve the situation of society) came to a halt in the wake of various critiques of the 1970s, especially in the 1980s, and the concept of sustainable development was introduced. Sustainable development, in a systematic analysis of community issues, places solutions on the criteria of equality, justice and peace in the global system. In the view of the World Commission on the Development of the Environment (WCED), in 1987, sustainable development was defined as a process that was consistent with the use of resources, investment

guidance, the orientation of technology development, and institutional changes, to current and future needs. At the Rio Summit, Sustainable Development was introduced to develop the current human needs without jeopardizing the need for future generations and to pay attention to the environment and tomorrow's generations. Bratland, in his report considers sustained development as a kind of development that is responsive to current needs, without compromising future capabilities of the next generation (Hosseinzadeh, 2001). The concept of sustainability in development is "to sustain the production and renewal of the present and future generations without causing environmental damage." According to Child, sustainable development is a development that can last in the long term without causing damage to the environment (Asadi, 2000). According to another definition, this concept is a process in which, besides the proper quality of life, future generation needs and environmental protection are also considered (Hosseinzadeh, 2001) or resulting in exploiting the basic, natural, financial and human resources, in order to achieve the optimal consumption pattern and utilizing the technical facilities, structure and organization, in order to meet the needs of today's and future generations continually and satisfactorily (Ziyari, 2004).

Although the concept of sustainable development is obviously an environmental concept, but this debate will be useful when discussing the five dimensions of development - economic, social, political, environmental and cultural - together and in their interrelationships because sustainable development, without taking any of these components into account, will become an unsustainable development (Masoomi, 2011). In the economic

development dimension, the process of sustainable development is expected to continue to increase efficiency, productivity, and economic growth in a continuous manner, in such a way that economic inequalities are reduced and changes in production, distribution and consumption patterns are created (Azkiya, 2001). In the cultural dimension, development must be consistent with the culture and values of the people, and maintain the identity of the community. Finally, in the environmental dimension, development must involve environmental health, in ways that do not contaminate the ecosystem and destroy natural resources.

The point is that sustainable development is not an event that happens over night, but a dynamic and purposeful process that is realized over time and with planning, and it aims at raising the standard of living and the need for intelligence, experience, knowledge and creativity. The important point of this theory is to pay attention to social justice; sustainable development should always consider social justice and eliminate social and cultural inequalities in its path. The final point of this definition is to increase human resources and empower the community; sustainable development in its process must increase human resources, so that conscious, efficient and creative people are educated in society (Eslami, 2002).

Sustainable urban development is a process for creating a sustainable city; it means an economically, culturally, socially, politically developed city that is suitable for the present and future life of citizens who enjoy social justice. According to Rio's statement, a man deserves to have a healthy, productive and harmonious life, and this principle must be the main focus of sustainable development. Sustainable

urban development is rooted in ideas that go beyond the bottlenecks and environmental and social constraints. Sustainable urban development is a process aimed at creating a sustainable city in accordance with the needs of citizens and in terms of performance, is a suitable place for the life of present and future generations.

Sustainable urban development requires success in achieving the urban quality and conditionality of present and future generations. In addition, the reserves of natural resources of the city and the region should not be consumed beyond its reproduction potential. Sustainable urban development is a combination of economic development, social development and environmental protection that, with full attention to human rights and fundamental freedoms (including the right to development), provides a means to achieve a more sustainable and peaceful world. This development is an insight-moral and spiritual development (Encyclopedia of Urban and Rural Management, 2008).

The relationship between education and urban capital and, consequently, sustainable urban development in various cultural, social, economic, political and environmental aspects can be considered, which are discussed below. Each of the dimensions of development is influenced by education, so that education affects urban capital and in some way and in the future, the dimensions of urban capital, leads to a particular type of development in the city. The most important point is that the goal of training is human resources in the city.

Economic Development

Economic development refers to a process aimed at creating the welfare of the urban community through increased production, the optimal use of natural resources, raising the level of employment

and income, equitable distribution of income, providing better conditions for the consumption of goods and services. Economic development is more than economic growth, and it includes more dimensions. Today, citizenship education represents an important type of investment in human resources that helps economic development by providing and promoting the knowledge, skills and attitudes needed by individuals. It is responsible for raising human resources and increasing the productivity and efficiency of education; therefore, education in economic development has an underlying role (Wheeler & Beatly, 2005).

In order to achieve sustainable development, that is, balanced development, while preserving environmental values, it is necessary to reflect on the evolution of the community's living culture, so that the people of the constituent societies adapt themselves to the sustainability and dynamism of nature. Sustainable development will be realized when the environmental information among the people is expanded and the participation of people in preserving and protecting it will be doubled. Without public support, the leap to development will be problematic. Therefore, educating people in the field of the environment is necessary because it is possible to change the performance of the people by changing the beliefs of the people and predict the prospect of sustainable development with a suitable model.

Generally, the main goal of environmental education is to educate people who are active and aware of their environment and their responsibility is to protect it. In order to achieve this goal, education should increase individuals' awareness of their interaction with the physical, biological, social, economic, and cultural aspects of

the environment, and the complex connections between socio-economic development and the improvement of the environment. Another goal of environmental education is to create an individual sensitivity to events and physical, biological, social, economic, and political changes in the environment, and to raise concerns about the issues that have arisen in individuals, efforts to correct human problems such as poverty, illiteracy, social injustice, and so on, as well as the skill to devise methods, tools and solutions to environmental problems (Moharramnejad & Heydari, 2006).

4- Research Method

Regarding the research subject, the aim and research questions that are in line with investigating the factors affecting citizenship education with an emphasis on sustainable urban development, in terms of purpose, the research method is applied

and in terms of data collection, it is descriptive-survey. The statistical population consisted of all employees of Zanjan city municipality. Using Cochran’s formula, 204 people were selected as the sample and the simple random sampling method was used. The research tool was a researcher-made questionnaire based on five-point Likert scale and its validity was confirmed by academic experts. Its reliability was obtained using the Cronbach’s alpha coefficient of 0.93. Data were analyzed using T-test and Friedman rank test.

5- Research Findings

The descriptive indexes related to gender, educational level and service ages of the sample are presented below.

Findings indicate that 65.2% of the respondents were men and 34.8% of respondents were women (Table 1 and Figure 2).

Table1. Frequency distribution of respondents based on gender

Gender variable	Frequency	Frequency percentage
Women	71	34.8
Men	133	65.2
Total	204	100

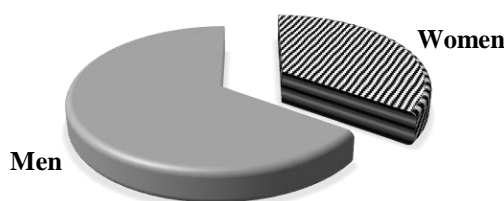


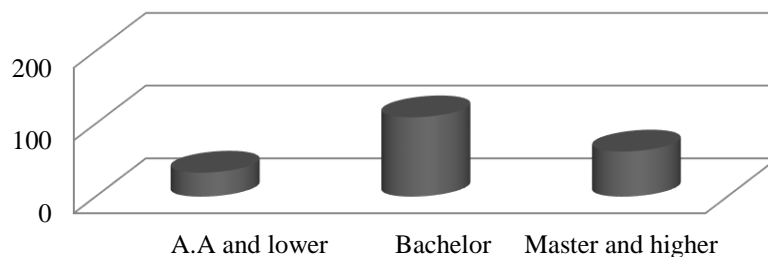
Fig2. Frequency distribution of respondents based on gender

The findings of the study indicated that the frequency distribution of respondents in terms of level of education was as follows: employees with A.A. degree and lower 16.2%, staff with a bachelor’s

degree 53.4%, and staff with a master’s degree of 30.4% of sample size of statistics. Bachelor students have the highest share and those with A.A. degree or lower have the lowest share (Table 2, Figure3).

Table2. Frequency distribution of respondents based on education degree

Education variable	Frequency	Frequency percentage
A.A. and lower	33	16.2
Bachelor	109	53.4
Master and higher	62	30.4
Total	204	100

**Fig3. Frequency distribution of respondents based on education degree**

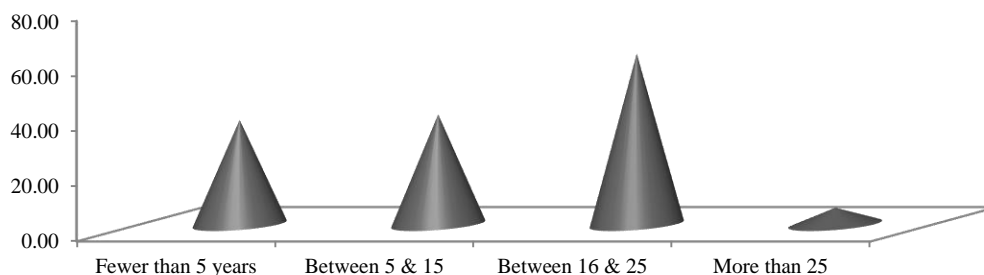
Work Experience

The findings of the study indicated that employees with a work experience of less than 10 years, 10 to 20 years and over 20 years old each accounted for 35, 42, 23 percent of the sample size respectively.

As it is known, people with a work experience of 10 to 20 years old have the highest and people with a work experience of more than 20 years have the lowest share of the statistical sample (table3 and figure 4).

Table3. Frequency distribution of respondents based on work experience

work experience variable	Frequency	Frequency percentage
Less than 10 years	73	35.8
10 to 20 years	94	46.1
More than 20 years	37	18.1
Total	204	100

**Fig 4. Frequency distribution of respondents based on work experience**

What are the effective factors on citizenship education from the viewpoint of Municipality employees in Zanjan?

The analysis shows that the factor “behaviors based on religious and national teachings” with a mean of 3.78 and a

standard deviation of 0.785 is the most important factor among factors affecting citizenship education in Zanjan city municipality staff. In analyzing the viewpoints of the staff of the Municipality of Zanjan, the results of t-test showed that

factors of behavior based on social / political actions, legality and legalism, behavior based on religious and national teachings and behavior based on environmental protection and sustainable development

are significant at 0.05 level and it can be concluded that all the factors mentioned in citizenship education are influential (table4).

Table4. Distribution of average reviews of municipal employees regarding factors affecting citizenship education

Citizenship education factors	Indexes	M	SD	Theoretical average: 3	
				t	Sig
Behaviors based on social / political actions		3.64	0.882	7.88	0.000
Legitimacy and legalism		3.63	0.645	9.67	0.000
Behaviors based on religious and national teachings		3.78	0.785	11.52	0.000
Behaviors based on environmental protection and sustainable development		3.34	0.680	5.98	0.000

What is the priority of the factors influencing citizenship education from the viewpoint of employees of Municipality of Zanjan?

To prioritize the factors affecting citizenship education from the viewpoint of employees of Municipality of Zanjan, Friedman rank test was used and according to the results of the obtained from this test, it can be said that the index of the obtained Chi-square was equal to 28.67,

and this amount, at the level of 0.05, was significant. It indicates a significant difference between the average rank of the factors affecting citizenship education and the factors include behaviors based on religious and national doctrines, legality and legalism, behavior based on social / political actions and behavior based on environmental protection and sustainable development respectively (table5).

Table5. Prioritizing effective factors on citizenship education from the point of view of municipal employees

Factors	Mean	Priority	df	Chi-square	Sig
Behaviors based on religious and national teachings	23.56	1	3	28.67	0.000
Legitimacy and legalism	21.34	2			
Behaviors based on social / political actions	18.76	3			
Behaviors based on environmental protection and sustainable development	16.65	4			

6- Conclusion and Discussion

As discussed earlier, the main purpose of this study is to study the factors affecting citizenship education from the perspective of municipal employees; in the following, we will draw conclusions about the results:

Based on the results of one sample t-test, the factors of behaviors based on social / political actions, legality and legalization, behavior based on religious and national

teachings and environmental behaviors and sustainable development are significant at the level of 0.05. From the viewpoint of the staff of the Municipality of Zanjan, behavior based on religious and national doctrines, legality and legalism, social / political actions, and environmental behaviors and sustainable development respectively were the most important factors affecting citizenship education.

In this regard, Hakimzadeh (2007) states that environmental education, education of peace, equality and human rights, multicultural education, health education, citizenship education and media education are the most important concepts related to the issues of the global day. Lotfabadi (2006) concluded that significant groups of Iranian teenagers and young students suffer from basic weaknesses in social identity and citizenship, and that different aspects of citizenship education should be included in their curricula. The results of the survey by the National Center for American Learning and Citizenship (2003) showed that many participants considered citizenship education important, and almost all of them provided opportunities for students to acquire some of the knowledge and skills that citizens need to have (Ghaedi, 2006). Khakpour and Ismail Beigi (2011) in a study to examine citizenship education and the factors affecting it, indicate that gender, education, social-economic class of the family, the level of parental education and the attachment to ethnic culture are related to citizenship education. According to Yavari et al. (2013), not all the components of citizenship education in practice have been thoroughly considered. Liu (2001) investigated the development of citizenship values in Taiwan. The results indicated that national policies have made citizen education objectives and approaches more specific and prescriptive and there is a high correlation between national policies and citizenship laws. According to the results, the following suggestions can be made to improve the status of citizenship education:

- Given the importance and necessity of educating successful citizens in the

community, it is suggested that a subject be designated as citizenship skills in schools.

- Regarding the ranking of factors affecting citizenship education, it is recommended that more attention be paid to behavior based on religious and national teachings, legality and legalism, and behavior based on environmental protection and sustainable development.

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