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Assessing the of Environmental Quality on vitality Students (Study Sample: Students of Islamic Azad University in Karaj)



Marjan Khanmohammadi*

Department of Architecture, Karaj Branch, Islamic Azad University, Karaj, Iran Submission: January 28, 2024; Published: February 14, 2024 *Corresponding author: Marjan Khanmohammadi, Department of Architecture, Karaj Branch, Islamic Azad University, Karaj, Iran

Abstract

This paper aims to investigate and identify the effect of environmental quality components and its role and relationship in predicting the vitality of students in educational environments. The research method is descriptive correlation and structural equation modeling the statistical population of the study was selected among the mixed students at Karaj Azad University. And 270 students were selected by convenience sampling method. To collect data, the study of texts and documents and two questionnaires on academic vitality and environmental quality were used. Also, factor analysis and SPSS software, descriptive statistical methods (mean and deviation from standard) and inferential statistics (Pearson correlation coefficient and multiple regressions) were used. And 49% of changes in academic vitality based on vitality in the educational environment are predictable. And by analyzing the data, Concluded that the functional component of environmental quality had the greatest effect on predicting the vitality of students.

Keywords: Academic vitality; Education; Environmental quality; Students

Introduction

Educational settings are one of the fields of environmental architecture that play a main role in society. Students spend the most time of the day in educational units after residential environment. According to the basic role of learning in the process of shaping society cultures it is necessary to underline not only to education process but also to provide a vitality environment for learning and teaching among students. Underlining educational settings and observance of principles and standards related to it in designing these centers leads to creating an area corresponding to student's mental demands and consequently the society.

Interest root of each student is formed by learning in school and putting place in educational setting and in the case of discordant environment with individual expectations, expulsive sense and lack of interest in learning is shaped the shape and arrangement of classes, light and ventilation educational possibilities, internal decorations, all of them, help to learn and provide interest among students.

By improvement of sciences in 1950, 1960 decades, human's behavioral attitudes with environment were interwoven that it is impossible to separate them from each other. According to this attitude environment is the continue of life and people's personality and in fact, people change the environment, human's relation with environment as a variable and changing and define the relationship in different levels. It is important that the behavioral methods of person and group change due to stress and the restrictions of environment. That is solvable by improving environmental capabilities and learning the methods of using environment.

Nowadays, it is frequently focused on the role of natural and artificial environment on improvement of educational process. In this field, up to now, different strategies have been adopted to create ideal effects on student's spirits and behavior [1]. Human such a way that creates his environment, he is always affected by its mental effects [2]. So, this paper tries to improve growth and flowering of student's talents and to increase efficiency of educational setting by understanding and improving the factors effecting on vitality and cheer in this setting and student's satisfaction in Azad university of Karaj. According to the importance of design the architecture of educational setting to create and grow innovation and creativity and to modify student's social behaviors as well as to improve their educated quality, the creation of vitality sense among students and the increase of student's scientific level in educated setting, is the most important aim of this research. This paper considers this relationship and affectability in students and a long with this way; it has gained a suitable model.

Literature review

It considers the problem of education setting as an era for life in different cultures and tries to improve social relationships among users [3]. Behavioral place or "a place/ behavior" is an analyzer element or environment analysis invented to consider main factions of architectural settings and urban design for first time by Rajer Barker [4] in field of development psychology to analyze social environment, and physical psychology of children and then the relationship bet. Behavioral place with design was underlined and developed by architectures and urban designers.

A behavioral place is a small social unit that is gained by stable incorporation of an activity and a place such a case to meet needed functions of behavioral setting in regular process. The component of a behavioral stand includes:

a) Continuous and stable activities in one place.

b) The field and three-dimension arrangement of placebehavior.

c) The environment structure of a place- behavior- other is a result of coexistence and called Esinomerphi. Esinomerphi means that without the relationship bet field and behavior, it is not possible to exist a stable place behavior

d) The existence of period [4].

In next researches, it introduced other factors to say a behavioral stand to be flectional among these, there are two factors one the program of stand and the other controller factors as 5th and 6th elements [5]. It introduced problem such as the place of classroom, amount of noise, light and color ventilation of class, the mount of warmth and Cold, the mount of humidity, considering educational setting as a small city [6]. According to [7] variety creates vitality and cheer that is includes physical, user, and activity varieties. studies joy in a macroscale and divides it several parts including survival, immunity, adapt, health and biological stability. He mainly underlines the biological and ecological facers and ignores factors such as social and cultural problems [8]. In the other research, [9] has studied vitality concept as a different way and define vitality and viability separately and viability separately and introduce four attitudes including economic vitality, social, environmental and cultural vitality. He point out 9 effective factors to identify a joyful and viable city including the effective population density, variety, availability, identity and difference, creativity and collaboration, organizational capacity and competition. It introduces factors effecting on a successful public place such a way: geographical condition, size planning and the design of place [10]. Also, [11] in his research about urban vitality, define it as one of the effective components of the quality of urban design and point out the factor effecting on vitality urban setting in physical

and nonphysical parts. in his study about criterions of access to stable joy in public settings, test on one hand the relationship bet urban settings and physical and cognitive aspects with vitality and the other hand interrelationship bet vision, culture and cognition of people and urban setting with vitality [6].

Theoretical principle

Environment

Environment is the most important problem to understand the vole of physical environmental in life, how and what mean it. This word has different means, and it is difficult to get a uniform definition from it. Oxford dictionaries define it as a scope or conditions that each phenomenon and individual live and activate in it, environment means what is around it and each individual has a relationship with it. Although one has not possibility to receive all information. Environment is all information that around us is sent. This potential information can be sent both from natural and artificial environment [12]. It is supposed that environment influences behavior indifferent levels. Transitory behaviors is faction of condition where occurred. For example, arrangement of furniture in a room influences the method of interaction between people in that room. Some research based on religious text has proved that Quran accepts the theory of effect of environment on ethics. The theory interaction by Ittelson [13] focuses on the experimental role of perception and establishes a dynamic relationship between the individual and the environment. He analyzed two Environments as an analysis basis. In this theory, environment, observer, and vision depend on each other [13]. Define the process in such a way; vision is a part of life process the by it, we imagine especial theoretical views from the world.

The important role of interaction theory in architecture and design to identify this subject that people underline and pay attention to many things, because architecture improve the quality of life based on visions [14]. In fact, the experience of each individual in life and the skills he or she receives relates to the environmental conditions and the product of the interaction between the person and the environment in which he lives, the environment is influenced by creating opportunities, stimulating, and encouraging human beings in his behavior [15].

Environment and behavior

Environmental psychology introduces different theories about the effect of environment on human and how to relate and interact bet physical environment and experience and ask suitable question to be able to conduct suitable experimental research with those theories so, environmental psychology create experimental theories that is the results of observation of human's behavior in environment such a way that the theories can be used by its designer. On of the most important discussion in environmental theories, is environment role in shaping human behavior or "determinism". Determinism can be studied in different levels. In one sense, human behavior on a global scale is affected by ecologic forces and these forces confine what human can gain without attention to aims and human motives. In fact, human behavior in this respect is meant in environmental system. By the way, what is discussed have is the concept of determinism that is underlined in relation to physical environment (architecture, urban design). Each of them influences human life and the nature of their attitudes toward environment and their expectation from the duty of designer. What architectures create is potential environment for human behavior, and what one uses and admires is the environment. The role of proofing theory on design works is to raise designer's ability to anticipate the effect of built environment on people.

Any valid description ecologically about human environment relates to his b. the aim of this discussion is not to summarize the subject related to b, but also, the aim is to improve understanding of motivational process, vision, cognition and feeling such a way that designers are able to built better environments to meet human needs and aesthetic values. With profound understanding of the nature of environment and human behavior, it will possible to gain a framework and collection of concepts showing the more perfect image on the relationship bet. By deep understanding of the nature of the environment and the nature of human behavior, it is possible to formulate a framework and set of concepts that will give a more complete picture of the relationship between the environment and behavior than the architectural aggression perspective.

There are 5 relationships Between the Environment and Personality. The reason for this is that personality is a discussion of environmental psychology.

i. In some theories, (from early to now), personality has a Closer relationship with physical environment. In exact study it is clear that even behavioral theories that seem to ignore the role of environment, has underlined some of environmental factors. For example, in the defining of extraversion/ introversion, the aspects that naturally are considered internal factors, has been expressed based on human's relationship with environment.

ii. Identity of individual aspects helps us to guess clear environmental behaviors. For example, knowing that one is social person it is possible to guess the kind of selective behaviors in different conditions clearly.

iii. A part of behaviors and aspects considered by traditional and experimental theorizes in field of personality (such as introversion social personality an soon), environmental psychology has said that people have behaviors and traits that clearly is the result of tradeoff between Environment and human.

iv. Human's behaviors and traits based on a concept psychology- environmental are defined as lack of trade off bet. Individual and environment assessment of human aspects, show a model of traits and behaviors that includes main part of human being and concept of the fit of individual and environment.

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v. Although this concept as still not developed and it dimensions are unknown, but it can focus on the concept personality. The use of environment is suitable here.

Vitality

Vitality is one of the components of mental well-being in many research systems. In general, the inner sense of vitality is a significant indicator of mental health [16]. In general, the inner sense of vitality is a significant indicator of mental health and a reflection of psychological and physical health [17]. Academic vitality reflects academic resilience in the framework of positive psychology. Academic vitality is a positive, constructive and adaptive response to the various challenges and obstacles that students experience in the continuous and ongoing field of education [16]. The learning environment is a factor that affects the behavior and expresses the student's perception of his environment in the field of learning, which has a significant impact on his academic progress and success in learning.

Students can expand their learning methods through individual characteristics and perception of environmental factors [8]. Martens introduces lively space as an environment that can meet the needs of users by creating a sense of satisfaction in them. Therefore, liveliness is a relative concept and is the result of a person's interaction with the environment. Forms and the urban environment play a vital role in the behavior of users and understand vitality and create creativity [18]. Researches show that without an environment that supports and encourages creative ideas, creativity cannot be created within a person [19]. In 2016, Victoriana concluded in her research that there is a significant relationship between vitality and education, and academic vitality has the ability to predict positive academic performance [8]. In general, there are three views about the state of existence of vitality: the first view is called "environmental deterrence" and in it vitality is a quality that exists in the essence of architecture and the body and is independent of the observer. But in the second view of vitality, "humanism" is a subjective and tasteful category and has nothing to do with the body and artificial environment.

In this view, the geometry of the environment is unimportant and only the psychological characteristics and the social and economic situation of the observer make him consider the environment alive. In the third perspective, which is called "Environment Probability", first the physical environment exposes its characteristics and features to the eyes, senses and evaluation of the environment, and then the observer makes various perceptions of it and finally judges it. Therefore, according to the literature on the subject, the basis of discussion of vitality in this article will be the approach of environmental probability. In short, it can be said that vitality is directly related to presence in the environment and factors such as participation, social conflict, quality of services and infrastructure, and the quality of the natural and built environment.

Vitality measurement

According to the purpose of this paper that is creation of vitality in educational settings particularly university in Karaj,

According to conducted studies in this field and its influences on student's vitality in natural and artificial settings due social, physical. Cultural and environmental components in Table 1 & 2 this paper has gained suitable scales in university.

Table 1: Effective indexes in student's vitality in natural and artificial settings.

	Component	Index	Index Scale	
			- variety in use	Jahan Shah
			- dispersion of different use	Pakzad
		Diversity of users &	- being sufficient service use	2007
		activities	- setting method of use	
			- the number and amplitude of particular activi-	
			ties and places for sitting and watching	
			- security of pedestrian against rider	
			- the quality security of pedestrian and rider	Montgomery [44]
			- access hierarchy	
		Security	- the quality of access to rider	Landry [9]
		becanty	- security of pedestrian in environment	
			- sight block in the road light quality in move-	
	Social		ment direction	
			and the control of the sector of a station	
		Instian	- availability from different places to pedestrian	
		Justice	- availability to main roads	
			To be suitable slope for pedestrian	
		Furniture	- presences of bench for resting in public setting	
		and additional ele-	dustbin in different routes	
		ments		
		Light	- light in day and night	
			- casting a shadow in public places	Carmona, 2003
			- bulletin board in passageways	
vitality		readability	- readable boards in routes	
			- particular sculptures for guidance	
			- building with wonderful and particular archi-	
			tectures	
			- green places in routes	Jim
			- the existence of unsuitable elements such as	Jakobes, 1960
			asphalt and concrete	
		View	-heing harmony between paths and lightening	_
			of frome	
	Physical		-Preserce of material matrix reminding of group-	
			ing minds	
	-		-the unity and variety of material	
			wariable index and abwrical elements in Croup	
		Variety	- variable index and physical elements in Group	
			- the quality of public settings for spending	
		Access	- simple transformation simplicity in access to	
			park	
			- access to electronic services	
	Cultural	Identity	- historical signs and elements usability of local	
			elements	
		Momorry	- image in people's mind	
	Memor	Memory	- attractive open and close environment	

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Bio Environment	Green spaces	- casting a shadow in public settings - green places for spending - presence of trees and plants besides routes	
	Climate	Pay attention to climatic criterion in buildings	

Table 2: Components of environmental quality (source: the author based on the texts Functional environment component with academic vitality (r=/77, p<01).

Concept	Component	Criterion	Source			
		Variety				
	Functional	safety and security				
		justice				
	physical	green space				
		Furniture and additional elements	Carmona [31]			
		Visual proportions	Gebl 2004			
The Quality		readability				
of the Envi-		landscape	Bentley [1985]			
ronment		diversity				
		accessibility	Jamieso P, Fisher K, Gilding T, Taylor PG [39]			
		Permeability	Mitchell G, Norman P [45]			
	Semantic	identity				
		memory				
	anvironmental	green space				
	environmental	Climate				

Methodology

The present study has two hypotheses; First, it seems that there is a direct and significant relationship between the quality of environment and the vitality of students. And the second hypothesis: It seems that the functional component of environmental quality has the greatest impact on the prediction of vitality. In terms of purpose, it is applied research and in terms of its nature, it is quantitative-qualitative. In this study, two methods were used. A (Survey method) Grounding: The information of which has been collected in a combination of quantitative and qualitative methods. Initially, through meta-analysis and library documents, experts' opinions on environmental quality was collected.

Then the indicators were combined and combined in four components of physical, functional, semantic and environmental integration (Table 3) and the extent of the effect of these components on the realization of vitality in educational spaces in the form of a questionnaire using random sampling method using Cochran's formula and statistical population (sample) completely random students Islamic Azad University of Karaj with 270 subjects was studied, developed and distributed as a sample size. B) Correlation method: In order to correlate internal relationships between variables in the form of path analysis, correlational methods have also been used. Data analysis method in this study is quantitative and 60 environmental quality indicators are extracted from the experts' opinions and summarized based on common traits and by factor analysis method, and reduced to 4 factors (physical, functional, semantic, bio environmental) and presented as a combination of significant factors. Then, the effectiveness of each factor in explaining vitality in the form of questionnaire questions is distributed among students and evaluated. Reliability and validity of the questionnaire were carried out through pilot study on several students and data transfer to software and the results were analyzed and Q factor analysis (factor analysis on students and extracted the components interviewed on data and the results were gathered). For this purpose, two statistical methods after data rotation were used, i.e., KMO and Bartlett spherical index. For the data obtained according to the obtained number, the sample size was sufficient, so testing the test shows the adequacy of the sample size.

Environmental quality questionnaire in five groups (excellent, good, medium, poor) in each of the dimensions of the level and the situation of the school in the extent of enjoying environmental quality indices (physical, functional, semantic, bio environmental) were determined. Using internal correlational methods between questions, the distinguishing coefficients of each of the questions have been studied, so 9 out of 45 questions have been considered unsuitable.

Variable	Average	standard deviation	
Environment quality	96.22	11.2	
Physical	62.78	9.11	
Functional	56.24	7.45	
Semantic	35.55	4.16	
Environmental	21.45	3.88	
Academic vitality	25.21	6,41	

Table 3: Descriptive statistics of research variables.

Results

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According to the extensive literature of the subject, first environmental quality indicators were extracted from background studies and quotes of experts in this field and after overlapping cases, they were separated into four physical, functional, semantic and environmental components and were drawn in Table 2. Based on the components of environmental quality, multiple regressions were used to predict students' academic vitality. As seen in Table 3, the mean and standard deviation of environmental quality are 96.32 and 11.30, respectively, and the mean and standard deviation of academic vitality are 25.21 and 6.41, respectively. As shown in Table 4, between environmental quality .

Table 4: Pearson correlation coefficients of environmental quality and its dimensions with vitality.

Variable	1	2	3	4	5	6
Environment quality	1					
2. Physical environment	0.66**					
3. Functional environment	0.72**	0.41	1			
4. Bio Environmental environment	0.54**	0.44**	0.32	1		
5. Semantic environment	0.43**	0.29**	0.65**	0.57	1	
6. Vitality	0.64**	0.55**	0.77**	0.59**	0.46**	1

As can be seen in Table 5, almost 64% of the variance of academic vitality can be predicted based on environmental quality. F ratio also shows that the regression of academic vitality variable based on environmental quality is significant. Environmental quality with a beta of 0.29 has a positive and significant power to predict academic vitality. As shown in Table 6, approximately 42% of the variance of academic vitality is predicted based on the dimensions of environmental quality. F ratio indicates that the regression of academic vitality variable based on environmental quality.

components is significant. Physical environment component with beta 0.22 (t=41.2, p<0.05) Functional environment component with beta 0.26 (t=35.2, p<0.05) Environmental component with beta 0.21 =2.8, p<0.05)) and the component of semantic environment with beta 0.07 (t=2.00 p<0.05) have a positive and significant ability to predict academic vitality. Also, the obtained betas indicate that the functional component of the environment has more predictive power.

Table 5: Results of regression analysis to predict vitality based on environmental quality.

Model	R	R2	Adjusted R	F		Sig		
1	0.64	0.49	0.27	9.85		P<0/01		
Beta coefficients and significance test								
Criterion variable	predictor variables	В	STE	β	Т	Sig		
Educational	Constant	42.29	4.38	-	9.68	P<0/01		
livability	Environmental quality	0.25	0.11	0.29	2.38	P<0/05		

Model	R	R2	Adjusted R	F	Sig			
1	0.45	0.42	0.31	10.42	P<0/01			
Beta coefficients and significance test								
Criterion variable	predictor variables	В	STE	β	Т	Sig		
Educational livability	Constant	24.10	5.20	-	4.64	P<0/01		
	Physical environment	0.32	0.15	0.22	2.41	P<0/05		
	Functional environment	0.22	0.09	0.26	2.35	P<0/05		
	Bio environmental	0.25	0.12	0.21	2.8	P<0/05		
	Semantic environment	0.16	0.09	0.07	2.00	P<0/05		

Table 6: Results of regression analysis to predict vitality based on environmental quality components.

As shown in Table 7, approximately 42% of the variance of academic vitality is predicted based on the dimensions of environmental quality. F ratio indicates that the regression of academic vitality variable based on environmental quality components is significant. Physical environment component with beta 0.22 (t=41.2, p<0.05) Functional environment component with beta 0.26 (t=35.2, p<0.05) Environmental component with beta 0.21 =2.8, p<0.05)) and the semantic environment component with a beta of 0.07 (t=2.00 p<0.05) can positively predict academic vitality. Also, the obtained betas indicate that the functional component of the environment has more predictive power.

Discussion

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The purpose of this research is to predict students' vitality based on the quality of the educational environment in Karaj Islamic Azad University. The results of data analysis with regard to the findings of other researches [20,21] showed that between the components of the quality of the educational environment and students' vitality There is a significant positive relationship. The results of the path analysis test confirmed the hypothesis of the research that there is a direct and meaningful relationship between the quality of the environment and students' vitality. In the explanation of this above finding, physical diversity in the architecture of the university environment makes the students lively and cheerful. students who have high vitality; As a result, they show more passion and interest in education [22-35]. Accordingly, those who have better experiences of more lively environments; compared to people who have not been in such environments; They will be more successful and lively in teaching and learning. The results of the regression analysis in order to predict vitality based on environmental quality dimensions indicated that among the components of environmental quality [35-49], the functional dimension has more predictive power. As a result, the second hypothesis of the research, which predicts the greatest impact of the functional component of environmental quality on academic vitality, was also confirmed In explaining this finding, it can be said that diversity and spatial opportunities for creating

social interactions between students and the quality of their relationships are among the most effective factors in the learning environment [50-56]. And the existence of environments for collective presence and participation of students and cooperative activities increases the probability of academic success [57].

Conclusion

Based on the findings of this research, the quality of the environment can predict the vitality of the students and there is a correlation between the quality of the educational environment and the vitality of the students. It was also shown that paying attention to the criteria of environmental quality and emphasizing the functional characteristics of the environment can lead to the quality and improvement of students' vitality. Vitality in the environment is the context through which students can achieve optimal learning and performance. . In a sociable environment that provides opportunities for more social interactions for its users, it also improves their quality and academic performance. In a quality educational environment, a two-way communication is formed between the student and the environment, in such a way that on the one hand the student creates his environment and on the other hand the environment shapes the world of learning. This learning environment, which is always being designed by its users, has the possibility to respond to the experience of the student's world and the variability between teaching and learning at all times. It can be concluded that the objectives of the research, i.e. investigating and compiling variables affecting the academic vitality of school students, were generally achieved.

The first limitation of this research was the lack of enough time for long-term follow-ups (6 months, one year and even more) to investigate the continuous effect of the environment on academic vitality. It is suggested that researchers compare the effectiveness of the educational environment on academic vitality with other methods such as self-regulation education, teaching study and learning skills, etc. The use of long-term follow-ups can be a suitable research proposal to be able to discuss the continuity of the effect of academic vitality with more confidence. Based on the results of this research, students need more spaces for collective presence and interactions in the educational environment, so it is suggested that the attention of educational managers should be directed towards functional components in the educational environment to improve positive educational characteristics.

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