Effective creative strategies on Educational native buildings' Designers' treatment

Malihe Soleimani sadr, Sayedeh Marzieh Tabaeian

***Abstract*— The current research's goal is the effective creative strategies on educational native building' desingers' treatment.The method of current research Isa expression of correlation.The statistical population of this research consists of all of the bachelor of art students of Azad University Branch of Mahllat.Because of limitation of statistical population for selecting a sample, consus method has been used. Research tools includes three realised Questionnaires that are: 1) realized questionnaires of triple factors effective on designing native educational buildings (regional, ideological,social) containing 23 items** (α=0/94)**2) realized questionnaires of designing approach including 11 items** (α=0/89)**3) realized questionnaires of designing native educational buildings containing 18 items** (α=0/92) **The scale of all questionaries is been provided by 5 degree Likert scale.Cronbach's alphaFor providing quotations,somequstionaries from professors and experts' ideas and for providing reliability,the method of Cronbach's alpha Has been used To analyse information, using Lisrelsoftware,step by step multiple regression and Structural equation pattern is been appliedTotally the result of research showed that there are significant connections among triple factors (regional,regional, ideological,social) and treatment of native educational designers at levelP< 0.05design approach also Mediates connections among triple factors (regional,regional, ideological,social) and treatment of native educational designers**

***Index Terms*— Creative strategies ,regional factors , idolegicalfactors,social factors , treatment of native educational designers.**

I. INTRODUCTION

being affected bygeographical regional and strategical features of urban ,human is building

The regional,cultural,climatic and values and even ideology order at building is always effective.the studies of reseach center(1369)showed that at building,using the reproducible energies like the airand sun it is noticable to the creators.The most of countries like australia has been starting about 25 years ago. In Iran for saving energy must be noticed on climatic,economicalsituation,texture and lands because having an eye on iran's city amd classical architecture we understand using of these energy in the past have been common and with them decrease using fossil energy and we can improve comfort quality and health education

Therefore synchronize of environment with regional conditions is the first step for use of natural energy.adaptation and consistency of details are an ancient basis that can use in both complex and structure.each parts can show the general purpose of project if,each part links to the bluepoint in designing.The unification will have utilization in designing that coincide with climate.there are some factors that could be effective in saving energy in ancient texture of cities in Iran specially the border of desert.from one side the presence of rudiment in classical architecture that coincide with climate and consequently using the congenial materials and from another side the presence of compressed and small unit of texture that compose the contiguity of houses and yards.Attention to the rudiment cause making consistency in texture of the cities in domestic architecture and this issue presents an appropriate sight of the city that can be vivid and efficient.

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Malihe Soleimani sadr, Graduate student of Architecture , School of Architecture , Islamic Azad University , Branch, Isfahan (khorasgan) , Iran

Sayedeh Marzieh Tabaeian, Assistant Professor , School of Architecture , Islamic Azad University , Branch, Isfahan (khorasgan), Iran

II. THE FRAME OF THEORETICAL RESEARCH

Using the native materials on developing the native buildings ,has an important effect. Haidi'sresearch(2000) showed, environment factors have a huge importance at designing educational buildings

Ghorbandzadeh and his colleague's research(1392) showed that only one third of Bojnoord's educational buildings notice the human scales and 67% have no attention to this and through this having no attention to diagram at humanize the scales of buildings is Undeniably. Farahani's research (1390) showed, cities with a similar building diagram and those which preserve their old texture, have a unique identity However, unfortunately at most of big and developed cities has been tried to desing with a sufficenttexture.AhmadiDisfani and Aliabadi'sresarch showed the target for a traditinal city is to create a appropraite place to lead human for perfectiopn,meansbondage .In the shadow of bondage settles relaxation for heart and saftey and a necessary place for arrival of jidge.the form of classical ctiy follows the nature for creating the new needs and is changing for unity. On the other hand the responsibility of components to each other make it to use of nature to the right size and correctly.Classical city forms commensurate with phisycal and spiritual needs because the purpose of classical city is human and human has spirit and body so it must be formed customary humanity before forming classical citythus,it is not the purpose to form just the skeleton of the city in classical city.The study of abdolhossein(1390)in transit from national monuments to modern buildings showed that we should consider national monuments lost which values and which factors except domestic knowledge,naturalistic and saving energy could effect on forming modern buildings.Likewise his study presented the social cultural needs must be defined in historical cities.The causes of changing of the form and constructions of the didactic buildings are transformation that occurs during making changes and renewal in historical cities of Iran and azarbaijan.Threrefore it is necessary to make specify the laws of designing methods according to effective culture and climate factor in new didactic buildings of Tabriz and Baku and it should be offered new designing models in considering to new technology facility and classical architecture features.The methods of classical architecture in

the world are:1.notice to traditional building for savigenergy.yet tall buildings and elevated centres are a problem in cities of iran because the whole internal system of the building would be disarranged by the cutting electricity. There are traditional tall buildings that were made of traditional and local materials in some countries like yaman and marakesh and its welfare problems are less than modern buildings.2.the exploitation of bushes and shrubberies that can be used as windbreak and temprate so it can be prevented from penetration of wind to the outer of building in apartments that were built in texture of the city.The way of using treesinfront of the buildings is in stepward system that deprave the way of the wind to upwards.The studies of giuni(1988),Alison andcoworkers(2011) and cuba(2012) show that concerning about social cares are essential in designing the buildings in cities.

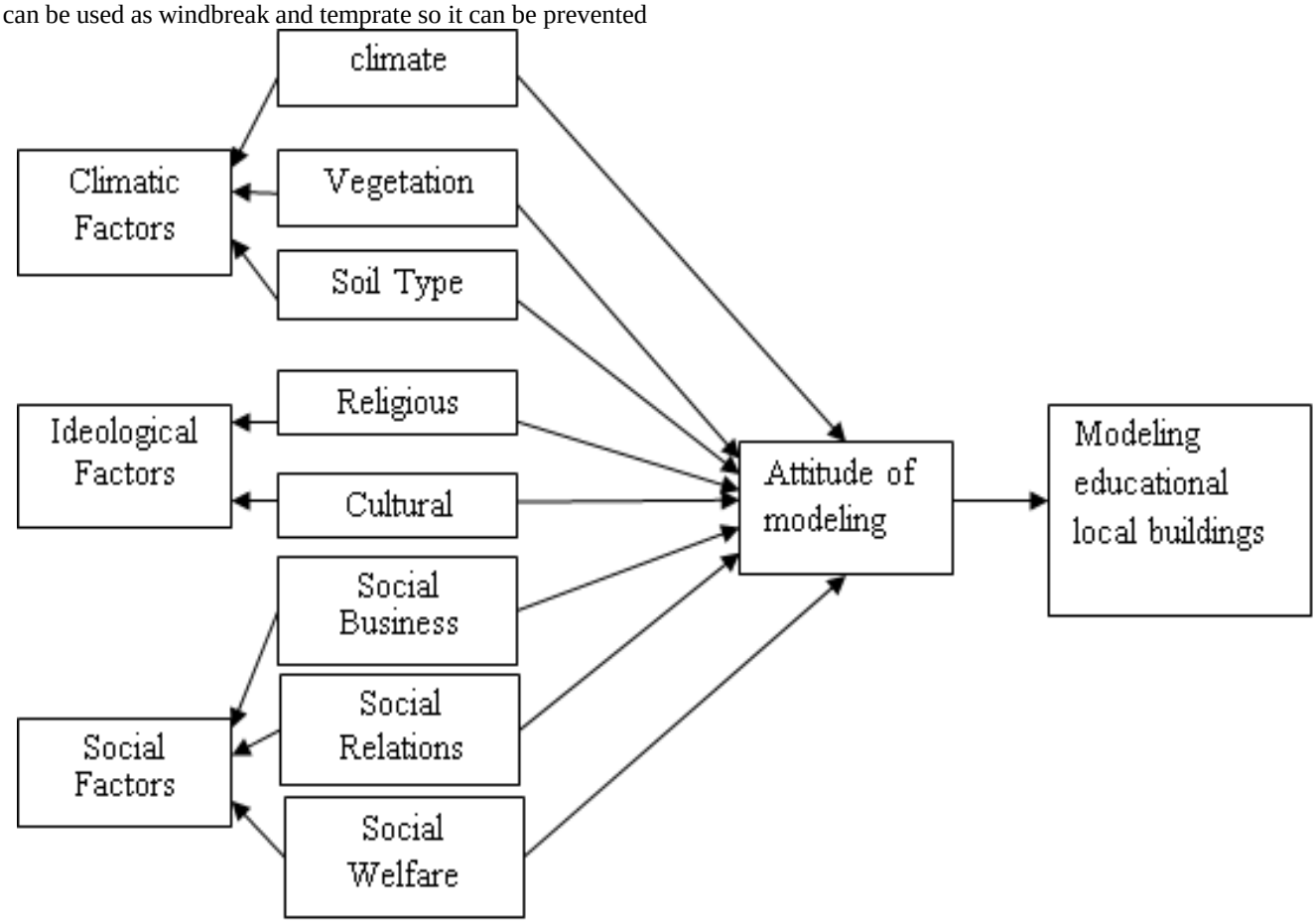

Diagram 1:conceptual research model about creative strategies on the desingers' building of native educational

III. HYPOTHESIS OF RESEARCH

1.there is a meaningful relation between regional factors(weather,organiccasting,sort of soil)and the conduct of the designers of domestic didactic buildings.
2.there is a meaningful relation between ideological factors(religious values,cultural values)and the conduct of the designers of domestic didactic buildings.
3.there is a meaningful relation between social factors(gregarious marketing,system of accosiation and socialization,social welfare)and and designing of domestic didactic buildings.
4.the view of designing make a connection between triple factors(regional,ideological,sociological)and the conduct of the designers of domestic didactic buildings.

A. The method of research

The method of current research Isa expression of correlation. The statistical population of this research consists of all of the bachelor of art students of Azad University Branch of Mahllat.

Because of limitation of statistical population for selecting a sample, census method has been used. Research tools includes three realized Questionnaires that are: 1) realized questionnaires of triple factors effective on designing native educational buildings (regional, ideological, social) containing 23 items (α=0.94) realized questionnaires of designing approach including 11 items (α=0.89) realized questionnaires of designing native educational buildings containing 18 items .(α= 0. 92). The scale of all questionnaires is been provided by 5 degree Likert scale. Cronbach's alpha for providing quotations, some questionnaires from professors and experts' ideas and for providing reliability, the method of Cronbach's alpha has been used.

Findings

1-There is a significant relationship between the climate factors (weather, vegetation, Soil type) and the behavior of local educational buildings designers.

*Table 2.*Stepwise multiple regressionabout the behavior of local educational buildings designers, based on climate factors (weather, vegetation, Soil type).

	β	*Sted error*	βeta	*t*	*Sig*	*R*	R^2	ΔR^2	*F*	*sig*
First constant coefficient of weather	2.397 0.564	0.456 0.351	0.445	3.467 4.559	0.001 0.001	0.468	0.219	0.579	356.462	0.001
Second Constant coefficient of Weather, Vegetation	3.528 0.456 0.635	0.674 0.359 0.241	0.567 0.636	3.371 3.462 5.635	0.001 0.001 0.001	0.637	0.406	0.384	524.848	0.001
ThirdConstant coefficient of Weather,Vegetation, Soil type	4.747 0.462 0.538 0.673	0.672 0.309 0.592 0.625	0.273 0.582 0.421	4.519 3.678 7.605 4.438	0.001 0.001 0.001 0.001	0.426	0.181	0.638	568.549	0.001

P<0.05

According to the table above, there is a significant relationship between the climate factors (weather, vegetation, Soil type) and the behavior of local educational bildings designers at

P<05/0.The representative data appeared in the above table, demonstrate a punctual dependency between the climatic factors (climate, vegetation, soil type) and the design of local educational buildings while P<0.05. Considering the Beta coefficient, as the climatic conditions varies a single unit, the design of local educational buildings, increases 0.28 of a unit. As well, 1 unit shift in the education execution follows by 0.58 of a unit increase in the perceived Futurist educational. Finally, if the educational evaluation alters a single unit, the perceived Futurist educational managers, increases 0.42 of a unit. Moreover, the educational design, explains 29% of the variance of the perceived Futurist educational managers, whereas, the education execution accounts for 41% of it. While, 18% of the variance of the perceived Futurist educational managers is explained by the educational evaluation.

2.There is a significant relationship between ideological factors (religious values, cultural values) and the behavior of local educational buildings designers.

Table 2.Stepwise multiple regression to predict the behavior of local educational buildings designers based on ideological factors (religious values, cultural values)

	β	*Sted.error*	βeta	*t*	*Sig*	*R*	R^2	ΔR^2	*F*	*sig*
First stage Constant coefficient religious values	0.455 1.256	0.436 0.561	0.547	3.482 4.785	0.001 0.001	0.538	0.289	0.527	425.373	0.001
Second stage Constant coefficient religious values cultural values	3.462 0.428 0.274	0.468 0.378 0.866	0.385 0.428	3.729 3.784 5.426	0.001 0.001 0.001	0.467	0.218	0.368	378.636	0.001

P<0.05

According to the above table, there is a significant relationship between the modified human behavior skills and the behavior of the perceived Futurist educational managers while P<0.05.Based on Beta coefficient, as the relationship between teachers and students alters a single unit, the behavior of the perceived Futurist educational managers, increases 0.39 of a unit. Meanwhile, 1 unit change of relationship between staff and students leads to 0.43 of a unit increase in the behavior of the perceived Futurist educational managers. Relationship between teachers and students, accounts for 29% of the variance of the perceived Futurist educational managers. Moreover, 22% of the variance of the perceived Futurist educational managers is explained by employing the relationship between staff and students.

3. There is a significant relationship between Social factors (social business, methods of relationship and sociability, social welfare) and the behavior of local educational buildings designers.

Table 3.Stepwise multiple regression to predict the behavior of local educational buildings designers based on Social factors (social business, methods of relationship and sociability, social welfare)

	β	Sted.error	βeta	t	Sig	R	R^2	ΔR^2	F	sig
First stage										
Constant coefficient	2.425	0.437		3.369	0.001					
social business	0.362	0.529	0.515	4.452	0.001	0.368	0.135	0.635	349.533	0.001
Second stage										
Constant coefficient	3.858	0.273		3.735	0.001					
social business			0.387			0.474	0.224	0.748	582.469	0.001
methods of relationship	0.314	0.456		3.378	0.001					
and sociability	0.738	0.271	0.761	7.736	0.001					
Third stage										
Constant coefficient	0.536	0.565		4.543	0.001					
social business			0.732			0.677	0.348	0.121	426.458	0.001
methods of relationship	0.388	0.467		4.694	0.001					
and sociability			0.348							
social welfare	0.342	0.472		5.835	0.001					
	0.759	0.583	0.584	6.348	0.001					

P<0.05

As the data in the above table represent, there is a meaningful relationship between the Social factors (social business, methods of relationship and sociability, social welfare) and the behavior of local educational buildings designers while P<0.05. Based on the Beta coefficient, a single unit of social business is able to increases the behavior of local educational buildings designers, for 0.73 of a unit. As well, a single unit change in methods of relationships and sociability, leads the behavior of local educational buildings designers increasing 0.35 of a unit. In addition, as social welfare alters 1 unit, the behavior of local educational buildings designers, increases 0.59 of a unit.Social business, explains 14% of the variance of the behavior of local educational buildings designers. While, methods of relationship and sociability, accounts for 22% of the behavior of local educational buildings designers, and finally, 35% of the variance of local educational buildings designers is explained by the social welfare.

4.The attitude of design ,mediate relationship between the three factors (climate ideology and social) with designers behavior of local educational buildings

		Attitude Design			Designers behavior of local educational buildings		
		Direct effect	173ndirect effect	Total effect	Direct effect	173ndirect effect	Total effect
1	Attitude Design	0	0	0	0.127	0	0.127
2	Climate factors based on weather conditions	0.124	0	0.124	0.123	0.016	0.139
3	Climate factors based on vegetation	0.119	0	0.119	0.131	0.015	0.146
4	Climatic factors Based on soil type	0.126	0	0.126	0.124	0.016	0.14
5	Ideological factors based on religious values	0.125	0	0.125	0.128	0.016	0.144
6	Ideological factors based on cultural values	0.132	0	0.132	0.118	0.017	0.135
7	Social factors on social business	0.129	0	0.129	0.122	0.017	0.139
8	Social factors based practices and relationships, social interaction	0.136	0	0.136	0.126	0.018	0.144
9	Social factors on social welfare	0.124	0	0.124	0.119	0.015	0.134

According to the table above, the direct effect of Climate factors based on weather conditions on behavior of educational building designers is equal to (%123), the direct effect of Climate factors based on vegetation is equal to (%131), the direct effect of Climatic factors Based on soil type is equal to (%124), the direct effect of Ideological factors based on religious values is equal to (%128), the direct effect of Ideological factors based on cultural values is equal to (%118), the direct effect of Social factors on social business is equal to (%122), the direct effect of Social factors based practices and relationships, social interaction is equal to (%126), the direct effect of Social factors on social welfare is equal to (%119),in level p<0/05 is meaningful., the indirect p<0/05 is meaningful.

effect of Climate factors based on weather conditions on behavior of educational building designers is equal to (%016), the indirect effect of Climate factors based on vegetation is equal to (%015), the indirect effect of Climatic factors Based on soil type is equal to (%016), the indirect effect of Ideological factors based on religious values is equal to (%016), the indirect effect of Ideological factors based on cultural values is equal to (%017), the indirect effect of Social factors on social business is equal to (%017), the indirect effect of Social factors based practices and relationships, social interaction is equal to (%017), the indirect effect of Social factors on social welfare is equal to (%134),in level

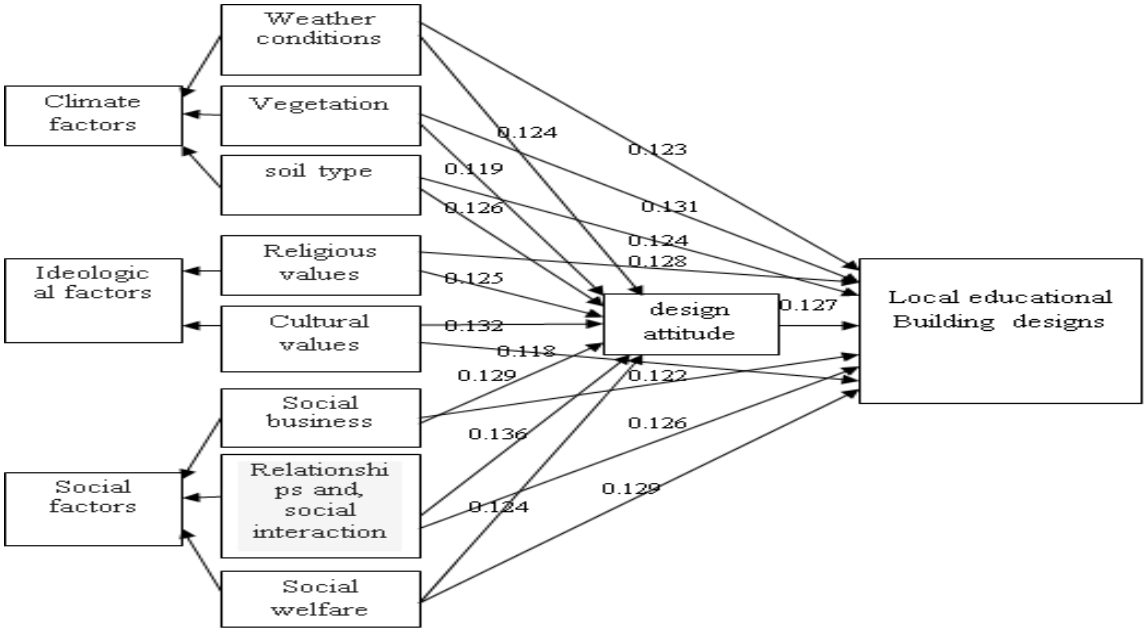

Figure 2. Experimental research on innovative strategies for influencing the behavior of local educational agencies Designers.

Table3. Experimental model index

χ^2	df	P(value)	AGFI	GFI	RMR	RMSEA
28.54	2	0.00536	0.90	0.95	0.032	0.016

According to the table above, RMSE=0.016, RMR=0.032, GFI=0.95, AGFI=0.90, P(VALUE)=0.00536, df=2, X2=28.54The results show that the model has been fitted fairly favorable. The fifth hypothesis is confirmed.

IV. Discusion and Conclusion

The climax charactristic climax situation ,cultures, values and also ideological system have effected on in Iran's building. The research conclusion in first theory showed that there is a meaningful relationship between climax factors (climax relationship , plants covering, the kind of sand) and designers' behavior of native training buildings.The studies of the center of research building and construction (1991) showed that in making building ,builders have focus upon on using renewable energies like current ofair light and heat .Hides' studies in (2000) showed that environmental factors have great importance in designing training building .the results of research in regard of second theory showed that there is a meaningful relationship between ideological factors (religion values, cultural values) and designers' behavior of native training buildings. Ahmadi-Disphani and Ali-Abadi'sstudies(2012) showed that goal of traditional city is suitable ground for guiding human toward the perfection that is to say salvary. Breath calmness and trainquillity and necessary ground in the shadow of slavery is created for the appearance of justice. Abdol-hosseini(2012) showed that in passing away of historical buildings to modern buildings evevnt we must see which values was lost in historical building and which other powers except native knowledge, natualisim and saving energy have effected on forming modern building. Also, his study showed that we must destinguish cultural –social necessities of inhabitant in historical cities. The results of research in third theory showed that there is a relationship between social factors (social business and profession, the way of social relations and inter courses, social welfare) and designers' behaviors of native training buildings. Giones' studies(1998), Alysoon and etc (2011) and Kobas' studies(2012) showed that noticing in social consideration in city building design is necessary. The results of research in regard of fourth theory showed that design view, relation between triple factors (climax ,ideological) mediate to designers' behaviors in native training building.

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