

Measuring the effective components on promoting sense of attachment in the educational space (Case Study: Bojnord high schools)

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Abstract

Attachment in educational spaces is one of the most important factors affecting the attendance of students and consequently the boom and dynamics of educational environment. Considering the needs of these people according to the physical conditions can be the basis for their greater presence in educational spaces. In this regard, the present study aimed to identify the factors affecting students' attachment among high school students in Bojnord city. This research is an applied research in terms of purpose and research method and correlation research have been used. In this regard, the Kolmogorov-Smirnov statistical test was used to determine the normal distribution of research data and multiple linear regression tests and Pearson correlation test to determine the relationship between the severity and direction of the relationship between independent and dependent variables. Accordingly, 37 indicators have been evaluated in the form of 3 components. The results of the research indicate that the components of the sense of identity (differentiation, unique, memorable, and the use of familiar elements of traditional and Islamic architecture, symbolic existential and meaningful place), respectively, are the most important factors affecting students' attachment feeling in Educational spaces and social components are at the next level.

Fig 3. Conceptual model of research

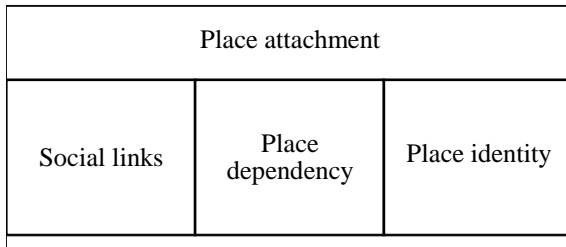


Table1. Traditional and modern approach to attachment to the place

| The traditional cognitive approach | Modern approach |
|--|---|
| Psychological and introverted experience | Reasonable and reasonable resources |
| Common social-individual understanding | Social experience |
| Individual-group feature | Dialogue and background structure |
| Performing individual functions such as survival, self-organization and continuity | Performing social activity and recognizing interactive work |
| Sustainability of meaning | Variability of meaning |
| Reconciliation of human relationships - places | Building human relationships-places |
| Weak ideological and expressive communication | Strong ideological and expressive connection |

Conclusions

- The results of the research indicate that in the focused pattern of attachment, the sense of attachment and attachment to the environment are higher than other patterns due to the understanding of the exact perception of space and the identification of space by the student.
- The results of the research indicate that the component of sense of identity and its related indicators have the highest impact on attachment feeling among students. This was confirmed in Williams studies in 2000. Regarding the correlation coefficients between the micro indicators in this component and the attachment feeling, in order to enhance attachment in the school, the use of elements and forms of the unique architecture that shows the location as a distinct and distinct place until the sense of identity and ultimately The feeling of attachment is enhanced, and the memorable components of the environment and the meaningful place of the place are in the next ranks.
- Attention to native architecture elements and its use in closed space design flexible class space.
- Attention to classroom design with appropriate architecture.