

Factors of interior design of education spaces by emphasis on Environment psychology principles

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Abstract— *Environment is the basis for creating many of the behavioral characteristics. Giving to educational spaces and relating to the principles and standards is led to creating an environment commensurate with the mental demand's students form of classrooms, color, light and ventilation, interior decoration and etc affect on Educable of students. The beauty of educational space has a positive effect on student motivation. Among different strata of the society, students tend to be attracted to beauty more than others. When entering school, they look for and are attracted by beauties. So, it is necessary, to be built spaces aims to increase children's physical growth and their talent.*

The porpuse of this research is studing factors of interior architecture design of children education space. The research method is "analytical- descriptive". Data collection method is field and documental. Also, was used SWOT technique in order analyzing data. Findings shows, education spaces isn't appropriate conditions. At finally, was suggusted strategies- for improving their conditions.

Key word

Pycology environment, interior design, education spaces

1 INTRODUCTION

The importance of early childcare and education had been reco nized both locally and in more developed nations. Local-ly, according to Raja Harun, et al. (2005), preschool education is critical and forms the basis for ensuring the success of an individual. In the West, Weinstein and David (2005) concurred that formal preschools contribute to cognitive development among Western children, which leads to greater intellectual competence and cognitive maturity. For example, Morrow (2007) stressed that the importance in pre-schools should not only concentrate on lesson planning but also on the spatial arrangements or physical environment, which are of equal importance. In fact, Moore (2008) concurred that it is already well known that the quality of preschools and the like is related to the quality of the designed physical environment. Indeed, it is well established in the literature that the physical environment influences human behavior. Compared to adults, children are known to be more sensitive in their perception of the physical environment; hence, it has a greater effect on the way they conduct themselves (eg, Ozcan, 2006). Often, re- search findings reported were Western-based.

Man since its inception is busy exploring nature, which has always been unknown and mystery to him, and is seeking comfort and efficiency of existing environmental conditions to gain peace. Architects and designers pay special attention to psychological understanding and further exploration in hu-

man behavior and nature in the environment because these behaviors are closely related with the physical environment.

What separates Environmental Psychology from the other branches of psychology is examining the relation between behavior based on the human psyche and the physical environment. Thus, attention of designers to psychological investigat- ing of designed spaces has created an inextricable link be- tween environmental psychology and them. Environmental psychologists have committed themselves to the study of hu- man behavior in his daily environment to be able to directly or indirectly investigate effects of physical environment on hu- man behavior.

Incorrect patterns of behavior in design and architecture, in addition to being unable to maintain the needs of people can even destroy the environment, while to long-term survival, we depend on the norms of the environment. Awareness of the role of behavioral sciences in the design of artifact environ- ment is an action to solve the problem during which, artifact environment and emissions have the least harm to society and in addition to playing a key role in providing behavioral norms can enhance the utilization and use of space. Beginning of architects' awareness to Environmental Psychology ap- proach in architectural designs throughout history can be con- sidered alongside with the starting of architectural promotion and education by university's style which its impact of archi-

ecture can be seen in many of the great works. Ironically, all the architects who have studied the principles of design have been able to gain valuable theoretical and practical achievements. Because the architecture of today have been manipulated with tools such as power and wealth and considering that most architectural projects have been planned to serve humans, without this respect to individual psychological needs, it can be said: promoting the environment without respect to psychological needs in today's world is Cultural, social and economic nonsense. As we have seen several times, artifact spaces were created which did not have much of a welcome due to lack of attention to mentioned issues or have been forgotten over time.

2. Literature review

Learning is the central part in the life of every individual. Even when we do not think of it, it can occur, regarding that behavior does not occur in vacuity, therefore there are different ways of behavior that are related to the physical environment. Educational environment are composed of components and elements that are meaningful when they came together. The characteristics and qualities of each of these elements are effective in shaping various behaviors (Lotfe Ata, 2008: 73). In fact, the experience of each person in his life and skills that he earns are related to the environmental situations and the interplay between that individual and the environment in which he lives. Environment through creating opportunity and stimulating human being affects human behavior (Rahbari Manesh&Rahmati Zadeh, 2012: 1). In most published academic journals there is a repeated emphasis on the role of the physical environment space on the progress of students. So far in this field, various measures have been done to create favorable impact on morale and behavior of student (Dillon, 2001). Much research has been done on the light in educational spaces. Researches on the various kinds of light, natural light to artificial light and there are controversial ideas among researchers about the most appropriate light for the classrooms. In addition, it is realized that the daylight can have a positive impact on the success rate of students, because daylight has biological effects on the human body and just having a source of natural light (daylight) in the classroom is not practical or possible. Benia suggested that the effect of natural light should be completed by a controlled electric light weakens in response to the natural light levels. Barinit suggested that good light can be achieved through the combination of direct and indirect light. Various types of interior lighting are available and difference in light intensity is depended on the temperature of colors. Zago and Tanner argue that the visual environment can influence on the ability of learners to understand the visual stimuli as well as their mental attitude and performance. Nez (1995) found evidences in which negative lighting conditions had weakened

the performance but positive lighting conditions improved it (Higgins & partners, 2005). In this study the lighting conditions for educational environments are discussed.

2.1. Learning space

A large amount of a child's time is spent sitting in a school classroom. This place is where they will learn the various skills deemed necessary and proper for them to achieve success in the global society. The classroom is where they will gain an understanding of their place in the world and the gifts that they have to offer it. It is where the student develops what they want their future to look like, as well as knowledge of the skills needed to reach that goal.

With the classroom being such an important place in the growth of a child it is important to understand the ways in which to affect this environment in order to receive maximum effectiveness in instruction. If schools really do play a large role in teaching the next generation how to be successful members of society then every precaution should be taken to make sure that the learning environment is one that helps students thrive.

Schools should provide students with a pleasant educational space. Moyles (1992) enumerates the requirements of a suitable educational environment as follows: Teacher should so organize his class that students learn effectively [5]. Overall appearance of a classroom indicates the importance that teachers and managers give to learning process (P. Helmsersht, E. Delpisheh, 2003). Classroom should allow students to learn quickly and effectively and enjoy learning (E. Sedigh, 2001). With respect to sound, the average loudness of teacher's voice in classroom is 56-70 dB. A normal class also has background noise between 55-75 dB, so it seems that loudness of teacher's voice is often equal to background noise. Therefore it is not strange when teachers say they themselves have problem with hearing in class. Edwards (1997) states that many children have problem with hearing teacher's voice in classrooms with background noise of 65-75 dB. Light is an important component in educational spaces and eye is one of the most important organs in studying. One of the requirements for eye maintenance is to provide sufficient light in classroom. Studies have shown that the area of windows should be at least one fifth of the area of room floor so that sufficient light come in for reading and writing. Windows should have curtains which can easily go up and down allowing us to adjust light for each season (E. Sedigh, 2001). The major criteria in indoor lighting include suitable light intensity in different times, surface reflection, light contrast, and suitable type of lighting. Mankind has long been influenced by natural colors found in surrounding environment and has used them in different ways. Color has a significant role in communications and has been used as emotional, cultural, tribal and national symbols in different societies. Colors play

an important role in emotional and spiritual life. Some of them evoke disappointment and sadness and can make students tired and depressed (Education organization, 2003). Scientists have demonstrated that colors have a determining role in imaginations and emotional moods of children and adolescents. They can evoke happiness, sadness, fear, and joy (Education organization, 2003). Furthermore, students should breathe clean air. Classroom should always have sufficient healthy air so that students can do their activities in a comfortable atmosphere (E. Sedigh, 2001). In winters when it is cold outside and doors and windows are closed, classroom should contain a proportionate amount of fresh air. Each student needs 5 cubic meter of air per hour. A classroom which is 6 m long, 4 m wide and 4 m high should have 96 cubic meters of air and should contain 19 students. There should be an opening above the windows which can be easily opened thereby allowing for air replacement without creating a harsh airflow and causing illness. Classroom air should be replaced during playtime. To do so, two students can be commissioned to open the windows once students go out and close them before they return (E. Sedigh, 2001). The use of educational tools in education not only facilitates learning process but also motivates students to learn. By using educational tools we can achieve such goals as 1) achievement of knowledge, 2) development of mental and practical skills, and 3) development of students' insight.

2.2. The Definition of Environment

The word environment has so many uses which makes the specification of its meaning difficult. Geographers, psychologists, sociologists, and architectures define environment as the earth and climate, people and their individual personalities, social organizations and processes, and buildings, open spaces, and landscapes, respectively. Each of these categories is linked to some expected intentions. Some analyses distinguish the physical, social, psychological, and behavioral environments. Physical environment includes ground-based and geographical locations, social environment comprises institutions consisting of individuals and groups, psychological environment consists of people's mental images, and behavioral environment includes a number of factors that individuals show reaction to them. The main point with respect to these analogous classifications and categories is the distinction between real, true, or concrete world around human beings and the Phenomenological world that affects the conscious or unconscious behavior patterns and emotional reactions of people (Lang, 2009: 87). The most important issue in understanding the role of the physical environment on people's lives is to understand the how and what of the environment. The word environment has various meanings which make it difficult to achieve a unique definition of it. Oxford Dictionary defines environment as the surroundings or conditions in which a person, animal, or plant lives or operates. Environment refers to whatever exists in the surrounding and is potentially asso-

ciated with the individuals. Although the individuals may not have the capability to receive all the information, the environment is the whole information sent to them from their surroundings. This potential information can be sent from both the natural and built environments (Pour Jaafar, 2008: 98). Taking into account various viewpoints, it can be stated that physical environment refers to the surrounding area of human beings. Court Kafka, Kirk, Levin, and Douglas Portus each had district classifications of environment. The purpose of such classifications is to identify the framework of the factors affecting human life. All these classifications have identified the potential environment for behavior and the effective environment that the individual pays attention to and uses it (Lang, 2009: 88). Usually, some of the architects, landscape and environment designers, and urban designers use the term physical environment to refer to some aspects other than the social and cultural ones (Lang, 2009: 88).

The influences of the indoor physical environment upon Western children's behaviors are well documented in the literature. They dealt with matters such as spatial definitions, space requirements pertaining to crowding and privacy, implications of the spatial volume and wall color, spatial perception, playroom arrangement, children's competency, and development. Some of the previous studies pertaining to spatial definitions of classrooms in relation to children's play behavior are those by Moore, et al. (1994), Zimmons (1997) and Moore (2008). These studies were based on quasiexperiments upon Western pre-school children. Both studies found significant differences between areas within the classroom spatially designed to support pro-social interaction (cooperative play, social conversation) as compared to areas within the classroom not designed to support pro-social interaction. Their results indicated that when furnishings in the classroom environment created more spatial definition, children responded with positive behaviors such as more cooperative play and social conversation in spatially defined areas.

On the issue of space requirements and crowding, Kantrowitz and Evans (2004) found that the ratio of children to the number of activity areas in the classroom positively correlated with off-task time. There was also a marginal, negative correlation to engagement in constructive play. Ahrentzen and Evans (1984) reported that students in classrooms with amenities for private study actually reported lower levels of privacy than students without such classroom amenities. This unexpected finding may be due to limited access to those amenities even when students were present in the classroom. Children preferred to be in secluded study areas or corners when they wanted to be alone.

In relation to the implications of the spatial volume and wall color, Read, et al. (1999), for example, found that differentiation in ceiling height or wall color was related to higher levels of cooperative behavior among preschool children. On the issue of space perception, Stankovic and Stojic (2007) reported

that if some space is constructed and equipped in the right way, the development of a child's increased abilities is supported, and this allowed the child's capacities to be confirmed by the child. Pertaining to playroom arrangement, Legendre (1999) found that the type of furniture arrangement did not change the joint use of play areas and the social interactions for the peers whose relationships were weak. In contrast, for children showing an emerging relationship, the playroom arrangement affected the quantity and the quality of their social interactions.

Implications of the physical environment on children's competency and development have also been studied. For example, Maxwell (1996) developed a rating scale to assess the physical environment's role in the children's development of cognitive and social competency. He found that the physical environment is related to measures of competency. Mashburn (2008) examined associations between the quality of social and physical environments in preschools and children's development of academic, language, and literacy skills, and the extent to which preschool quality moderated the associations between child risk and development. He found that high-quality social environments were positively associated with children's academic and literacy skills at the end of preschool. He also reported that although the quality of the physical environment was not associated with children's outcomes at the end of preschool, higher quality physical environments moderated the negative associations between income and academic development and between non-White race/ethnicity and literacy development.

2.3. Environmental Psychology

Environmental Psychology is the study of complex between people and their environment. According Gifford, environmental psychology is different from the main branch of psychology because focuses on daily physical environment. This science provides framework from the standpoint of ideas researches and assumptions which can help us to better understand the interactions of humans and the environment. By using this knowledge you can evaluate before designing and construction, which is considered as the best tool for professional designers. If we know what in the past has shown better performance, we will be more prepared for the future to better design. By using the stated related theory, it can be seen that environment plays a key role in the formation of values and empowerment of different individuals and groups. To realize this, we first discuss about getting familiar with expressed theories and concepts and influential factors in this regard.

Many aspects of children school attitude and mood such as their concentration, interest, attention, stress fatigue and arousal probably affect their scholastic performance. These qualities may in turn, be affected by the psychosocial factors, work organization, educational methods as well as the physi-

cal environment as climate, light and noise (Lundquist, Kjellberg & Holmberg, 2002). Environments can be defined based on their objective, hard and quantifiable physical properties, Specific aspects of the physical environment include: lighting, noise, color, and air quality (Spivack, Askay & Rogelberg, 2009).

Educational environment put emphasis on the way specific components of the quality of environment and factors of physical environment (space, light, color, sound, materials, etc.) affect the learners' development and learning (Berris & Miller, 2011). A good number of studies have examined the effect of the physical conditions of educational settings (including chairs, furniture, noise, acoustic, climate, thermal control, air quality, classrooms, windows, sabotage, yard, etc.) on learners' attendance and health (Earthman, 2005). Physical factors have detectable effects on teachers and learners in the school settings. Furthermore, temperature, light, air quality, and annoying noise have harmful effects on the concentration, mood, well-being and health, attendance, and ultimately the success of learners (Higgins & Parteners, 2005).

- *Space*

Indoor and outdoor environments are arranged to encourage different types of play which are interesting, safe, appropriate and challenging for children. Appropriate space should be set aside for play. It should be big enough to allow for the free-ranging activities of a child in relation to her age and developmental progress. Play space should be safe and should also lend itself to exploration and investigation by the child. Creating public and private zones in child care spaces is complex and should be paid great attention to activity area in classrooms. Center-wide gross motor or group activity areas could locate away from rooms where infants sleep. Unsuitable environment can create excessively noisy spaces (Maxwell & Evans, 2000). Children need space where they can play with others but also smaller, quiet spaces for their own solitary activity, providing opportunities for autonomy and independence but also a secure base to which they can return or retreat, as and when necessary. Indoor and outdoor places are both important. Children seek adventure and challenge in their play outdoors; they explore places and enjoy transforming spaces to create imaginary worlds (Tovey, 2007). The indoor space should be large enough to accommodate a desirable number of children. The centre's capacity is determined by space for indoor activities. It is computed based on the minimum space requirement per child, that is 3 m² of usable floor space, excluding service areas (Division Ministry of Community Development, 2011).

- *Air Conditions*

Earthman (2004) rates temperature, heating and air quality as the most important individual elements for student achievement. Furthermore, it is notable that air conditioning, ventilation and heating systems are found to contribute quite dis-

tinctly to the level of classroom noise (Dockrell & Shield, 2004). The lung is not well formed at birth, and development of full functionality does not occur until approximately 6 years of age. During early childhood, the bronchial tree is still developing (Schwartz, 2004). Outside play time is important for children to get exercise and to learn motor skills. However, when children are playing outside, they take in more air than adults, and can be exposed to a lot of pollution. Children should be kept inside when air quality is poor, or should at least be discouraged from intense outdoor activity. Educators and parents should be aware that nearby construction and traffic can increase pollution (Arizona Department of Environmental Quality, 2006).

Schools are one of the important indoor locations in which children spend the most time and children most spend their time in indoors more than outdoors. Thus, indoor air quality is as important as outdoor air quality (Anderson and Bogdan, 2007). Schools can be prone to poor air quality. Schools typically have more people in closer spaces than other buildings. Children, because of their size, may be more susceptible to pollution and contaminants than adults. The materials used can generate pollution. Poor air conditions can harm the quality of education, according to the EPA (Environmental Protection Agency). It can create an uncomfortable environment that makes it more difficult for students to learn, cause more health problems and absenteeism among students and staff; spread airborne infectious disease; contribute to the deterioration of the school building and equipment (Kennedy, 2001).

- Color and lighting

Both color and texture have a great impact on children. The sense of touch is directly related to cognitive development, and color has far-reaching effects which influence behavior. While cool colors tend to have a calming effect, and warm colors tend to create warmth and excitement, a consistent extreme of either in a center is not desirable. The overuse of a strong color scheme should be avoided, as this may result in over-stimulated, excited behavior. Color variety can come from toys and the activities such as art or reading. Tactile experiences are provided with water tables, plants, and a variety of furniture coverings (U.S. General Services Administration Public Building Services, 2003; Maxwell and Evans, 2002).

Read, Sugawara and Brant (1999) found when subjects were in physical environments with either differentiated space; differentiated ceiling height or wall color, Newport (1989) found pre-school pink room. When the children moved to the grey room, their measured strength decreased if they had been in the pink room, but increased after being in the blue room. Additionally, the pre-schoolers were more likely to paint positive paintings in the pink room and negative paintings in the blue room (Stone and English, 1998). The relation-

ship between environmental color and mood is unclear. In some instances, though, red and yellow their early stages of development and blue and green colors tend to be calming (Stone, 2001; Poore, 1994). A school should be a fun place that encourages learning. The use of full-spectrum color creates an energy that is uplifting and positive. Children love color and respond it well but does not mean the only approach is to use primary colors. Use of high-reflectance colors in corridors and stairways, and sharp accent colors on railings and doors, can define points of orientation. In the classrooms, the color palette should not a distraction; rather, it should promote concentration through use of a neutral palette with accent brights (Marberry and Zagon, 1995).

Classroom lighting plays a crucial factor in student performance. The importance of an appropriate visual environment for learning tasks deserves careful consideration. The visual environment affects mental attitude, and performance. Lighting of a school should be thought an efficient component of the educational settings and good lighting contributes significantly to the aesthetics and psychological character of the learning space (Phillips, 1997).

Light is known as a symbol of sanctity in different cultures and human has used it to visualize holy entities. Drawing a bright halo around the head of saints and kings is indicative of this fact. Light in all religions, cultures, and civilizations has been considered as the most common trait of God and his existence (Bolkhari, 2011:341). In Bible, the light is often considered as synonymous with whatever related to God and truth (Grouter, 2004: 514). Light had a special status among Iranians even in the pre-Islamic culture. In the philosophy of the ancient Iranians God who is Ahura Mazda is considered the same as the infinite light and color is mentioned as the first daughter of light (KhoshNazar et al., 2009:70). Furthermore, in Islamic philosophy the similarity between wisdom and light and the relation between them are attended to because both wisdom and light help the human to find out the truth and they both have the leading role. Wisdom is the only means for humans to attain the ultimate truth and light is not only the means to state and express this truth but also is the truth itself (Bolkhari, 2011:346). Special attention is devoted to light in Islamic philosophy due to two reasons: first due to the deep and inseparable similarity between the concept of light and existence in Islamic Sufism and second due to the consensus of Islamic scholars with respect to this definition that all phases of the universe are made up of light (ibid, 2011: 339). As the Islamic art links to the heaven, light is considered as the manifestation of the God's absolute existence and Suhrawardi calls it The Light of Lights from which heaven and earth receive their light (Madad Pour, 1995: 271).

3. Research methodology

3.1. Materials and methods

The present study is of descriptive research type. It is considered as applied type in terms of objective. The present study is of survey research type in terms of collection of information.

Therefore, collection of information and data has been made through studying books and documents. For obtaining necessary information at this study, required data have been collected through library-based studies, questionnaire and obtaining data from resources and documents (for provision of study theoretical fundamentals).

In order to achieving indicators was used quantities method and documental method. On the other hand, was analyzed Techniques applied in the second phase include strengths-weaknesses-opportunities-threats (SWOT) matrix and internal and external matrix (IE). At finally is prepared the most important strategic in ecotourism industry..

Studied area is educational spaces of Iran schools. So, was studied weakness, strengthen, opportunities and threats. At finally was analyzed them and suggested strategies.

4. Discussion

4.1. SWOT technique

SWOT analysis (alternatively SWOT matrix) is an acronym for strengths, weaknesses, opportunities, and threats—and is a structured planning method that evaluates those four elements of a project or business venture. A SWOT analysis can be carried out for a company, product, place, industry, or person. It involves specifying the objective of the business venture or project and identifying the internal and external factors that are favorable and unfavorable to achieve that objective. Some authors credit SWOT to Albert Humphrey, who led a convention at the Stanford Research Institute (now SRI International) in the 1960s and 1970s using data from Fortune 500 companies.^{[1][2]} However, Humphrey himself did not claim the creation of SWOT, and the origins remain obscure. The degree to which the internal environment of the firm matches with the external environment is expressed by the concept of strategic fit.

- Strengths: characteristics of the business or project that give it an advantage over others
- Weaknesses: characteristics that place the business or project at a disadvantage relative to others
- Opportunities: elements that the business or project could exploit to its advantage
- T



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Figure 1: SWOT technique

SO strategies: pursue opportunities that are a good fit to the company's strengths.

WO strategies: overcome weaknesses to pursue opportunities.

ST strategies: identify the ways that the firm can use its strengths to reduce its vulnerability to external threats.

WT strategies: establish a defensive plan to prevent the firm's weaknesses from making it highly susceptible to external threats (Wehrich, 1982).

Strengths		Weaknesses	
Appropriate color of entrance door	There isn't various color in school spaces		
Appropriate form of entrance door	Lack of sound insulation on the walls of the enclosure		
Appropriate cover of school ground	There isn't appropriate furniture		
There is green space and plants	There isn't various plants for vitality		
There is library	Lack of play equipment such as swings for children		
Suitable heating and cooling system	-		
Appropriate doors of class	There isn't appropriate light		
There is various colors in school spaces	-		
There is balance between number of students and capacity of classroom.	There isn't sport space in school		
-	There isn't cloakroom in school		
-	Separation and lack of links with educational training rooms		
-	Lack of suitable locations and designated classes and programs to install publication		
Promote ecological principles and respect for nature in children to observe the principles of hygiene and environmental protection at school and elsewhere			

Opportunities	Threats
-	Disturb the neighbors in the morning
Possibility of making sound insulation	-
Appropriate cover of school ground	Locate and suppliers to interact more appropriate for students
Considering the diversity of plant species in terms of color and smell the subtle space	-
There is play equipment	-
Create spaces like large white canvas painting in the corner of the schools to children's drawing	-
Considering fishes or birds to strengthen the vitality and evocative place for children	The destruction of the spirit of place state school to school in the absence of diversity in quality in terms of color, plants, lighting
Writing skills and cultural understanding and education in most fields of family and moral virtues, parables and anecdotes	-
-	The loss of children on welfare in the absence of sun blinds and shutters
-	The loss of childlike spirit and drying in the absence of play spaces for children
Considering spaces like large white canvas painting at the school for painting	The loss of vitality

Table 1- SWOT tables of studied area

Figure (1-3) - facing of school

4.1. Proposed strategies

- Facing

Facing one of the components is very important. West facade architecture has been in display mode, so that the user of the building show in the first place. According to case studies and analysis of the proposed model posing in pictures (1-3) is displayed.

- Green

Framing for sages, wall with education considered.

space

writing mes-fence, along tion are con-



Figure 4: plants

introducing



- **Floor Covering**

In figure 5, was introduced sample floor covering.

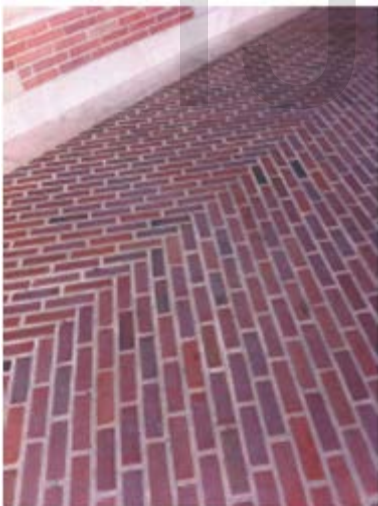
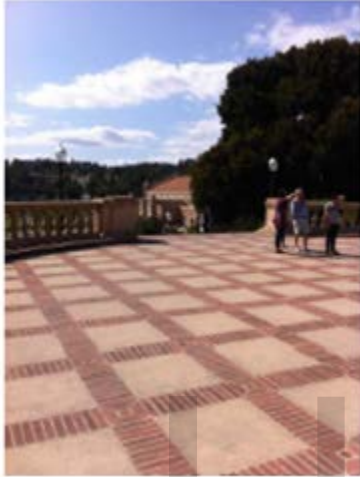


Figure 5

Figure 6 shows the sample Frame for writing messages .

Figure 6



childhood environments. In this study environmental psychology literature is reviewed as it .We have outlined several Factors from the environmental psychology perspective. Many factors must come together to support the school environment. All these factors have an noise, air conditions, lighting and color, which effect the preschool environment.

In preschools noise level is away from to be ideal. There is an important link between learning and noise. Noise control is very important in preschools. Too noisy area effect on children The schools are supposed to be away from the noisy areas and should be in quiet areas. Number of children is important to reach low noise level.

Air quality in preschool is one of the most important factors. Children are sensitive to diseases caused by bad air conditions. So many materials (soaps, cleaning materials, toys, building materials, art supplies etc.) cause gases. Gases effect the children by breathing. These materials should be used carefully in preschools and they should have high quality. When the air quality is not good enough in outdoor environment, the children should be kept away from the open air.

What was reviewed in the article is a review of environmental psychology perspectives and its role in creating an artificial environment by architectural design.

Due to limitations in the capacity to write this article, it is attempt in this paper to only application of a few index concepts and its approaches is briefly considered in environmental psychology. But the author acknowledges that it requires a wider range of available and acquired information through th development of this science and its application in architectural design.

Today, the design of the built environment in various forms is rely on their knowledge and awareness before rely on personal feelings and attitudes. Getting acquaint the designers with the knowledge that directly or indirectly helps design professional creates the opportunity for designers to plans provided by them be more consistent with the needs and culture of users and therefore environments designed by the architects provide necessary conditions to one or more human activity. Understanding other approaches and theories of environmental psychology alongside behavioral sciences can play an important role in this regard.

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Conclusion

Office building should be located on the ground floor and near the main entrance to the office in order to access students' parents and school personnel with appropriate space.

In this space should be considered appropriate Ventilation, flooring, according to laboratory use (anti-acid ceramic), standard size, standard tables and chests.

Educational space Smart space: in order to creating smart school, should be located technology tools (projector) on the ceiling and the corresponding cable connectors are securely to be accessed iron roof.

One of the first areas that make a noticeable impact on student success is the physical environment of the classroom. This can pertain to a variety of details.

During the few years, a new perspective has been developed which place an emphasis on the relation between architectural organization and knowledge of the habits and practices, typical of the various social spheres to which the inhabitants belong. This paper summarizes evidence of environmental psychology in early childhood settings and the quality of early

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