

# An Examination of the Sexuality Meaning in the Female Students and Relation with the school- level environment (Case Study: Secondary Schools in Baneh)

<sup>1\*</sup>Sarieh Zareian, <sup>2</sup>Lida Balilan, <sup>3</sup>Dariush Sattarzadeh, <sup>4</sup>Parisa Hashem pour

<sup>1</sup>Ph.D. Candidate, Department of Architecture, Faculty of Arts and Architecture, Tabriz Branch, Islamic Azad University, Tabriz, Iran.

<sup>2\*</sup> Associate Professor, Department of Architecture, Department of Architecture, Faculty of Arts and Architecture, Tabriz Branch, Islamic Azad University, Tabriz, Iran.

<sup>3</sup> Associate Professor, Department of Architecture, Department of Architecture, Faculty of Arts and Architecture, Tabriz Branch, Islamic Azad University, Tabriz, Iran

<sup>4</sup> Associate Professor, Department of Architecture, Department of Architecture, Tabriz Islamic Art University, Faculty of Architecture, Tabriz, Iran.

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**ABSTRACT:** Education is affected by many factors, including mental and emotional conditions and the physical environment. The quality of architectural space in educational spaces, since it can affect students' sensory, intellectual and perceptual cognition, can also affect their satisfaction with the school environment. This research tries to identify satisfaction as one of the factors affecting the quality of school architecture and takes steps to improve the situation. In addition to addressing the basic needs, qualitative considerations are also addressed. Research Method: In this research, the documentary and survey research method (descriptive-applied) has been used to analyze adolescent girls' perception of the meaning of sexuality in society and compare it with their level of satisfaction with the educational environment. Through Cochran's formula, the statistical population of female high school students in Baneh city is 120 students. The results were analyzed in SPSS software. Findings: There is a perception and understanding of sexuality in female students. There is also a significant relationship between the perception of sexuality awareness in students and their satisfaction with the environmental quality of the school. The more students know about their gender, the better they understand and respond to the school environment.

**Keywords:** Sexuality, Environmental Satisfaction, Baneh Secondary Schools

## INTRODUCTION

Due to the inconsistency of the shape of space with its social context, especially in the study of sexual relations of importance, the physical body of architecture often fails to reflect society's cultural context and social relations. This issue is not unrelated to users' dissatisfaction. In addition to individual factors such as feelings, perceptions, values, and spatial and mental experiences, the individual's relationship to the environment is important on a social level, such as in social groups and peer groups. Sexuality components, such as age, place of residence, cultural, social, and economic conditions that prevail in society influence perception and knowledge of

the environment. Thus, it is crucial to examine the concept of mental perceptions of space used and its effect on behavior and judgment of the place and, as a result, the desirability of the environment from the users' perspective.

As a space that has been constructed with the intention of education, a school requires special attention to achieve a high educational goal and to ensure the inevitable effects of space on students. Researchers have found that consumer satisfaction regarding educational space increases their ability to flourish and academic achievement (Fine, 2003; Kim et al., 2020; Rodríguez-Nogueira et al., 2021). A variety of factors influence students' satisfaction with school. The learning environment

\*Corresponding Author Email: [lidalbalilan@hotmail.com](mailto:lidalbalilan@hotmail.com)

and physical and visual qualities of the class, as well as the teacher's skills and the characteristics of each course, also affect student satisfaction; moreover, satisfaction has been proposed as a general criterion for measuring the quality of the environment (Leavitt, 1988), the level of satisfaction with the environment is an indicator of the interaction between the qualitative characteristics of the environment. Therefore, recognizing the physical qualities of the school environment can contribute significantly to student satisfaction.

Sexuality also changes along with social changes over time, and in the context of these changes, the space also changes and finds new forms. The expansion of architectural patterns in different periods has resulted in a uniform body of architecture (in this study, educational environments) that overlooks the differences in text and the different characteristics of users of architectural space. The incongruence between physical space and one's social context emerges especially in sexual relations, because a single body cannot respond appropriately to a heterogeneous environment. Reflection one of the differences in the text is the differences in sexuality occasions in space. This study questions how to understand this phenomenon to gain a deeper understanding of the subject. We can refer to Michel Foucault's views, which played an important role in developing sexuality concepts (especially in architectural structures). He is particularly interested in examining sexuality-based rejection processes. The Order of Discourse (Foucault, 1980) analyzes the mechanisms that control discourse under internal and external control and, in this manner, determines its production and reproduction.

Foucault's arguments' turning point is in the dominance of the dominant discourse by linking them with power relations and the prevailing preferences in society (Moreau, 2019). According to Foucault, "subjugation and domination of the other under certain historical and cultural conditions, by hiding the mechanism of power through its internalization, is produced and reproduced as a habit and nature in everyday speech and writing in the public and private arenas (Foucault, 1980). In other words, the intertwined network of beliefs and values related to sexuality and the separation of systemic cognitive tasks that the social structure of power, accordingly, flows at all levels and layers of life (including in public spaces such as schools in Iran, which is strongly sexuality-segregated with strong sexuality segregation) by demarcating the sexuality space, some patterns of society are interpreted. Therefore, instead of addressing the differences between the sexes, it is best to focus on the power structure at the core of all socio-cultural categories, including sexuality. Due to the dominance of this cognitive system, we can analyze the structure of sexuality and architectural spaces here at schools (as a text that belongs to Iranian architecture).

The inadequacy and incompatibility of educational spaces with their social and cultural context have been discussed many times. Still, little attention has been paid to how this occurs, especially regarding the perception and satisfaction

of users of educational spaces. One of the issues to consider is the sexualization of architectural space, which stems from the lack of understanding of sexuality differences and their relationship with the perception of architectural space in contemporary societies. Educational spaces must be designed to meet the needs and characteristics of their users. The school as a sexuality space (due to sex segregation in school) and its importance in developing adolescents to flourish and develop their talents is an essential issue that requires research. Attitudes towards teaching and learning and the impact of qualitative and quantitative indicators of schools on the perception of space, complexity, and entanglement determine the impact of variables affecting student behavior so that it can be said that unilateral action such as improving academic conditions or Human relations governing educational environments will not be very fruitful regardless of the physical conditions of their architecture or vice versa.

The article aims to examine the continuous relationship of physical spaces of schools to socio-sexuality relations, discuss this rupture from a critical perspective and a multi-layered socio-cultural and spatial perspective, and begin to answer this question: What factors affect satisfaction in educational spaces? And then answered the question of whether there is a significant correlation between students' satisfaction with the physical environment of the school and their understanding of sexuality inequalities?

### **Theoretical Foundations, Research Assumptions Sexuality Space and Identity**

On the one hand, it has always been a historical link between the constructed environment and the context and social identity (here sexuality recognition) that has sought to define man's relationship to physical space. Using this approach, the constructed space with material and immaterial aspects, in other words, with the physical body on one hand and human presence in a socio-cultural context, on the other hand, is examined (Carrier & Titus, 1979; Rapaport, 2016).

Sexuality and space are both social, cultural, and traditional values, and sexual relations are reflected in space, as are spatial relations in the structure of sexuality. Thus the relationship between the role of sexuality in the discourse of space and the role of space in the structure of sexuality becomes crucial (Butler, 2020). Human thought and knowledge, behavior and actions, and ultimately identity- social, cultural, and sexual identities- form the space (McDowell, 1999; Rendell et al., 2000; Cooper et al., 1991). Sexuality space is a social construct that is not static and is created by changing social relations and involved in power and symbolism questions (Massey, 2013). The symbolic meaning of sexuality spaces and the messages they convey is not that the spaces themselves are sexuality, but rather that they influence or are influenced by how sexuality is constructed.

As a result of this view, how an individual performs her activities and actions in the use of physical space is intertwined

with her physical characteristics and how she perceives the environment. Human presence in space shapes it and gives it meaning, and the influence of human characteristics on it is always evident. Therefore, the social context (based on sexuality relations) interacts with space, so spatial identity and sexuality identity (along with socio-cultural identity) have reciprocal effects on each other. It is not only space that reflects sexuality-socio-cultural identity but also the formation of sexuality-social identity in the physical body. It is also impacted by space in a reciprocal relationship. This relationship is expressed in the spatial reflections of sexuality and the active role of space in social production and reproduction. There is also a measurable relationship between student satisfaction with school and school environment factors. This paper's main hypothesis is that there is a significant relationship between the level of female students' perception of their sexuality knowledge and their level of satisfaction with the educational environment. The following section will examine the quality of sexuality cognition among students and its relationship with the understanding of spatial qualities in learning environments using the analytical model mentioned in the methodology section. By confirming some of the studies, this article tries to study the questions asked using the combined model of Makinos (2001) and Taylor (2003) (As cited in Ansari et al., 2011) and part of the educational atmosphere questionnaire. Identify some of the most important determinants of sexuality recognition through research and empirical evidence. To meet this demand, schools close to each other in terms of urban area were selected with students who are socially, economically (similar to family income level), and culturally similar, and who live in neighboring neighborhoods. Attempts have been made not to have a distinct intervening factor in these samples to measure students' perceptions of sexuality in two almost identical educational environments.

### Sexuality and Perception of Architectural Space in Schools

Sexuality is considered a multi-layered system of social practices that distinguishes between men and women and organizes inequalities accordingly. Despite researchers' opposition to the exact processes that form sexuality and the continuation and survival of the distinctions, individuals may have become sex beings (De Beauvoir, 2013, 174). In recent decades, sexuality-related research has entered the realm of space in general and architectural and urban spaces in particular and opened up a new topic in the social sciences. Concerning the social environment and the design of architectural spaces, this research can shed light on other aspects of observation and balance. As the structure of sexuality materializes in space, space also plays a role in realizing sexuality relations and reproduction when there is a connection between the two categories of space and sexuality. Jane Randall, in an introduction to the topic of sexuality and space, has mentioned some of the effective factors in the formation of sexuality spaces, which are: 1- Due to the design and architecture of the space according to the type

of sexuality of the designer; 2- Based on the critical, historical and ideological point of view of the designer; 3- Due to the use of possession and daily changes in its activities (Moreau, 2019, 28). The conscious and voluntary separation of spaces based on sexuality in architectural or urban structures restricts women's access to certain public spaces. Shirley Adner, in her research, has studied the spaces specific to men and women in terms of culture, the special role of space, symbolizing, maintaining, and strengthening sexuality relations, and finally concluded that the important issue is how to produce space through relationships that the ruling power is formed socially, culturally and spatially.

Society's sexuality divisions, including in schools, contribute to the development of sexuality beliefs, and these perceptions have been passed down from generation to generation through individuals in society. As well as conscious attitudes, these constructs have deeper roots in the subconscious mind that can lead to the formation of discriminatory beliefs and behaviors. In examining different perspectives on the issue of sexuality structures and different theories about the organization of social camps in education, it is clear each individual assumes a social role under physical-behavioral structures. Furthermore, the behavioral processes in any educational environment are impacted by symbolic, organizational, physical-architectural, and psychological factors. Influencing factors are not simple and direct but control, moderate and intensify each other's influence. Figure 1 presents the concept of students' environmental perception in school based on the indicators discussed.

### Physical Factors Affecting Students' Satisfaction

A mental image is formed by the perception of data from the environment. These mindsets include needs, expectations, values, beliefs, memories, and experiences of place, which affect behavior in the environment (SadatKorsavi & Montazamib, 2020). Emotional influences shape physical environments, personal experiences, aesthetic judgments, ethnic, collective, and group experiences, cultural frameworks, and values, ideals, and ideals (Tang et al., 2020). Satisfaction with the environment is a non-objective and intangible concept that stems from the interaction between individuals and their environment, including their mental awareness of the environment. In other words, mental image and personal satisfaction form the basis for any analysis in the field of human-environment relations, which is called "looking from the inside" and is in line with and complements "looking from the outside" (Baloch et al., 2020). As Trib (1976) explains, a person's perception of an environment is formed from the appearance, function, and meaning of the space in his mind. As a result, by changing any one of these three aspects of space, the mental image also changes (as cited in SadatKorsavi & Montazamib, 2020). Therefore, since the meanings, images, emotions, and feelings inside women and men vary according to their unique and special values, reserves, cultural and social



teachings, their behavior and reaction to the environment will also vary. Consequently, it is determined that the satisfaction of a body of architecture in space (in this case, educational space) can be measured by special physical indicators, such as:

**Lighting conditions:** Another important factor that can improve performance and student satisfaction within a classroom (Winter Bottom, 2009; SadatKorsavi & Montazamib, 2020). The way the light falls in the classroom can affect the clarity of the information in the room. In a school, daylight and proper lighting improve student performance, create a healthier indoor environment, prevent uniformity, etc. (Baloch et al., 2020).

**Color of spaces and equipment:** A color scheme in educational spaces can be useful for creating a sense of freshness, a sense of calm, an increase in activity and effort among students and an increase in their learning process (Baloch et al., 2020). Javaheri (2008), in a study of four Iranian schools, has concluded that color is effective in enhancing academic achievement and productivity in intelligence tests, as well as increasing adaptability, increasing arousal, and reducing stress (as cited in Barker, 1968).

**Ventilation:** Air ventilation is crucial to preventing user fatigue. There are reliable scientific reasons that indoor air quality affects school environments and the performance of students (SadatKorsavi & Montazamib, 2020; Earthman, 2014; Moonie, 2008, as cited in Thapa et al., 2012). Reggie (2002) found a significant relationship between the number of pollutants in an educational facility and the quality and quantity of individual studies (as cited in Da Graça et al., 2007). According to Brager & Baker (2009), students in classrooms with appropriate openings are also more advanced than students in classrooms with small or closed openings.

**Temperature:** Thermal conditions can affect users' health, and adverse conditions can lead to indifference and even stress (Baloch et al., 2020). Hashung (2002) measured the student achievement in math and reading for 410 students from three schools and found that children in rooms with a limited spectrum of light paid less attention to the teacher (as cited in SadatKorsavi & Montazamib, 2020). Several studies have hypothesized the relationship between students' temperature and learning conditions (Shaughnessy, 2015; Alias, 2014; Higgins et al., 2005) and their performance in reading, calculating, and understanding the curriculum (as cited in Kim et al., 2020).

**Dimensions of space:** The qualitative and quantitative dimensions of the environment are considered a component of human-environment relationships and the satisfaction of the environment. According to Barker, founder of ecological psychology, a significant relationship exists between the physical dimensions of architecture and behavior in physical camps. Smaller schools are safer for students, with more discipline and fewer hassles. Kotan (1996) examines different schools and concludes that students' and staff's educational status and satisfaction in smaller schools are equal to or better than in larger schools (as cited in Baloch et al., 2007). A similar

study by Natal and Phoebe (2001) found that user satisfaction was higher in smaller learning environments (Tang et al., 2020).

**Noise:** Urban Road traffic noise and noise pollution are common problems in schools. Noisy environments impair comprehension and verbal communication (Jeon & Jo, 2020; SadatKorsavi & Montazamib, 2020). The presence of high levels of noise in the classroom will negatively impact the learning and teaching process. It will also cause teachers and students to become fatigued (Sarlati et al., 2014). According to Schneider (2002), there is a link between listening conditions and success in learning, behavior, and concentration. He believes that sound conditions are essential for good academic performance (as cited in Tang et al., 2020; Ansari & Bohtouii, 2011).

In other studies, multiple physical variables have been examined according to their effects on education. There are many reasons for the relationship between architecture and educational performance. The factors mentioned above have been included as the main items of the research questionnaire, which will be presented in subsequent sections.

#### **Non-Physical Factors Affecting Students' Satisfaction with School: Environmental Perception, Sense of Belonging to Space**

Environmental perception is the basis for satisfaction with the quality of the environment. Aldridge et al. (2020) define environmental perception as to how humans receive information about the environment based on their needs. People's mental perception of the environment and emotions are more or less consciously interpreted as a sense of place that links an individual to the environment. The understanding and feelings of the individual are based on the semantic context of the environment. This sense is the factor that causes the space to become a place with special sensory and behavioral characteristics for individuals (Todd et al., 2016; Ansari & Bohtouii, 2011). Studies on artificial environments have shown that, as well as the physical environment, the environment contains messages, meanings, and codes that other factors can decipher and understand roles, expectations, motivations, and factors (Rapaport, 2016, as cited in Aldridge et al., 2020) and judge their understanding of it. After perceiving and judging a particular environment, a person develops a general sense of place, which is important in the person's harmony with the environment and ultimately in users' satisfaction and sense of belonging to the environment. The sense of belonging is higher than the perception of space since the person defines himself as a permanent presence in the place he grew up, based on his experiences of signs, meanings, and functions, and considers himself a part of it. As a result, the place is understandable and respectable for him since it is unique. Different aspects of psychology can be used to interpret the sense of belonging to a place. Belonging to a place is associated with the environment that helps a person achieve a specific goal and how that place influences a person (Kim et al., 2020). Hence, the meaning

of "sense of belonging" is based on knowledge, experience, and judgment of the environment (including phenomena surrounding people, places, activities, meanings, etc.) and on a loving relationship between man and the world around him.

A growing perspective on the differences in perception among users of space has developed in recent decades as various aspects, and psychology of perception have been considered in various research fields. Differences in human perception are due to differences in attitudes, age, culture, occupation, and sexuality. As we discuss spatial perception, we should consider the differences between human perceptions of their surroundings concerning the similarity in their systems of feeling and perception. Thus, different perceptions of the same stimulus can result from a combination of factors, and a single influencing factor alone cannot determine what is perceived (Widodo & Elyas, 2020). As a turning point among human differences, sexuality is examined and analyzed in this paper. Considering sexuality is one of the most important dimensions of individual differences among human beings (such as the concept of sexuality), it differs from individuals' perspectives, attitudes, and perceptions of both natural and artificial phenomena. Therefore, although the sensory systems of all healthy humans are So today, architects and designers pay special attention to the psychological understanding of human behavior and their perception of architectural and urban spaces, schools are the places where students are taught, which constitute a sensory environment. The learning process involves students' senescing's are almost identical and often receive similar stimuli in the same way; when faced with space, their perceptions may differ. Aside from academic achievement and motivation, social development, intellectual development, emotional development, cognitive development, and lifestyle improvement, which are the five areas of development, are also important outcomes and results of the school.

## MATERIALS AND METHODS

### Theoretical Model of Research

It examines adolescent girls' knowledge of sexuality and their satisfaction with the school's physical environment. The basic premise of theoretical research on sexuality and educational spaces is that the sexuality perspective is still institutionalized and understood by adolescent students. There is also a significant relationship between students' perceptions of sexuality beliefs and environmental perceptions and felt satisfaction with school. In addition, based on theories about sexuality and how to perceive it in artificial spaces, significant attention has been given to process, communication, and rethinking the perception of sexuality. First, it demonstrates that sexuality and sexuality perspectives are not inherent phenomena and are changeable and fluid by changing the factors that cause them. Because understanding sexuality inequalities is a process and communication, such as perception in space, architecture is formed in interaction with them. Therefore, in theory, the perception of sexuality, spatial

perception, and environmental satisfaction is also expected to form individuals. A review of the theoretical literature on the research question has enabled the researcher to formulate a general statement as hypothetical answers to the questions posed. According to the general assumption, female students have sexual beliefs. Still, there is also a significant correlation between their perceptions of sexuality inequalities and their level of satisfaction with their school environments. To apply this statement extracted from the theoretical literature in the face of the objective and experimental social world, it must be set more precisely and specifically in the form of independent and dependent variables. As a result of this process, two important variables can be considered as the main variables affecting the redefinition of sexuality and spatial perception. In the present study, the variable of students' perception of sexuality recognition as an independent variable and affecting students' satisfaction with the school environment have been determined as a dependent variable. The present study will examine the relationship between the specified variables after operating the variables and referring to a designated sample population.

### Research Methodology

In this study, the main focus is the study of the effects of two independent variables, i.e., sexuality recognition, on the dependent variable, i.e., school user satisfaction. This article is a methodological combination of documentary review and survey research (descriptive-applied). Documentary and library methods have been used to measure and identify the background and literature of the research, review relevant theories, and provide a theoretical framework. Experimental topics should also be based on survey research, and by collecting data from a sample group, the results should be generalized to the entire population. The survey method examines the relationship between independent and dependent variables. The questionnaire technique has been used to collect information and data. By implementing independent and dependent variables and based on the data of Sections 2-3, a questionnaire is presented to the study community.

In addition, the frequency and distribution of the features, the relationship between the variables, and the examination of the hypotheses are discussed once the features have been discovered and identified. Based on the table of statistics of the subjects in this article, descriptive data (frequency, percentage, central indicators, and dispersion) were used and analyzed using statistical methods (bivariate analysis). In bivariate analysis, the Pearson correlation coefficient and Friedman test were used to ranking the dimensions of desirability and quality of educational environment according to the type of hypotheses and variables. The city of Baneh, despite its geographical (border) conditions and the vast traditional society, due to the homogeneity of its school forms, is a suitable field for research. This study consists of all high school students in Baneh city who studied in 2020. In total, 425 students were

enrolled. Using Cochran's formula, 120 were selected as the sample size, and based on the research objectives and the characteristics of the statistical population, random and cluster sampling methods were employed. Formal validity was used to determine the validity of the desired concepts, which were chosen by observing scientific criteria and consulting experts.

**Independent Variable: Sexuality Recognition**

This study used a quantitative and survey method, which makes using a structured questionnaire technique with appropriate validity and reliability one of the most crucial stages of the research. Therefore, research concepts must go beyond abstractions and be quantifiable. By considering the sexuality factor as a turning point in this process, a research methodology that can be used to guide the design principles of educational spaces requires familiarity with both architectural systems (in the educational space) and human systems (in the field of education and sexuality).

Sexuality and sexuality cognition refers to how women (adolescent girls) react to traditional cognition or common beliefs. Most of the operational research close to this theme has been used to implement this concept. Sarukhani acknowledged in a study that: "The more women oppose sexuality cognition and stereotypes about women, the more they reflect on their sexuality cognition and try to redefine it" (Kim et al., 2020). Furthermore, the researcher's constant presence in the school environment raised questions. To find questions consistent with the purpose of the research, a questionnaire assessing students' perceptions and acceptance of sexuality beliefs based on the combined model of Macyuns (2001) and Taylor (2003) based on multiple items to assess and evaluate sexuality patterns has been used. Lastly, the questions in this section are rated

on a Likert scale considering four dimensions: job, language, education, and family.

**Dependent Variable: Satisfaction with the Physical Environment of Architecture**

Man is always attracted to places he understands or has a mental background to comprehend. The perception process starts when a man receives sensory stimuli from the environment and perceives their adaptation or characteristics. In addition to determining the environment's ability, this system can also aid in understanding the environment's aesthetics and meaning. In this view, the symbolic meaning of environment and physical quality is highly dependent on individuals' personal, individual or social beliefs (Widodo & Elyas, 2020). In the theoretical studies, it is observed that a wide range of different factors affects this stage of environmental perception, and sexuality is one of those factors (Leavitt, 1988). What is perceived has already been learned in that community and the context of individual and sexuality cognition (Figure 1).

According to this view, the school architecture system in Iran and the human sense system contribute to concentration, change in learning, a sense of belonging, and spatial desirability. This article describes the five components related to the perception of the environment in the school; A- Dimension perception of the environment; B- Socio-cultural dimension; C- Physical dimension; D- Quantitative dimension; D- Qualitative dimension, which is the subject of this article. Based on these indicators, 33 items were extracted. The principles and values presented in the previous sections can be divided into seven groups in general. Each of these characteristics emphasizes a particular concept related to the quality of educational environments. This collection of concepts and an analysis

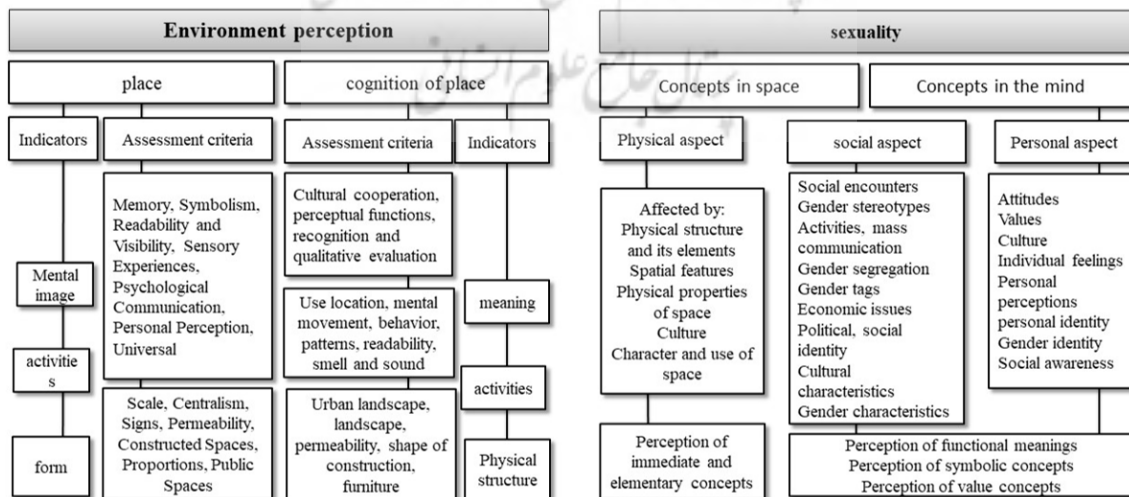


Fig. 1: Analytical model of research.

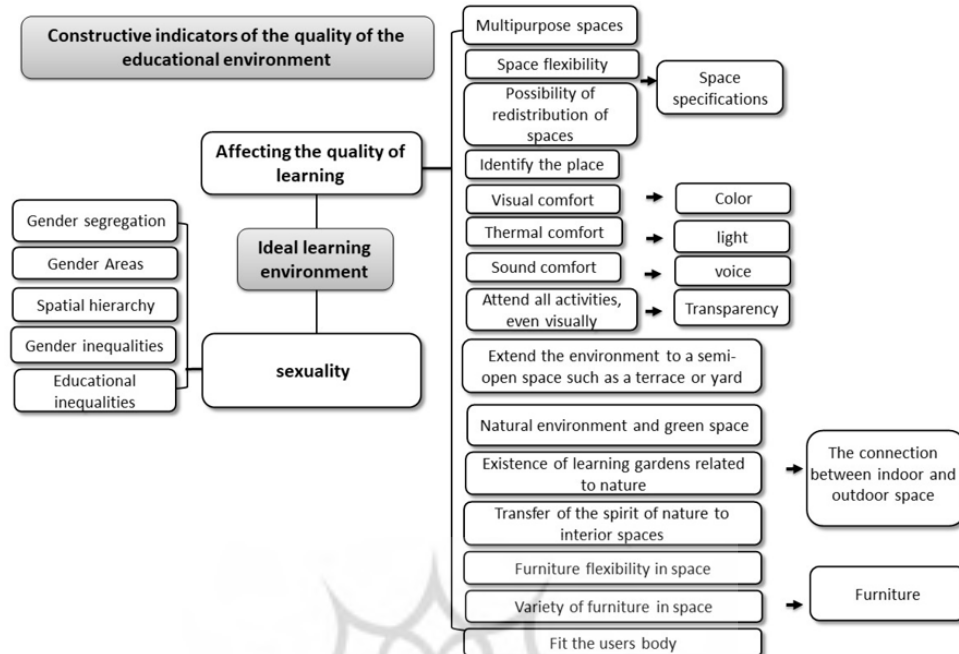


Fig. 2: Conceptual diagram of factors affecting environmental perception in the school environment.

of the points emphasized in projects within and outside the country will explain the quality assessment of educational environments in Iran (Figure 2).

#### Validity and Reliability of Data Collection Tools

To measure the quality of school architecture, including the whole physical system of the school and the role of the human environment in student satisfaction, 33 items are proposed, which are based on the Dreem educational atmosphere questionnaire, which is designed to evaluate how students perceive and expect the learning and educational environment. Several methods are used to assess the validity of a measurement tool, such as content validity, standard dependency validity, and structural validity. In this study, a validity questionnaire was used to assess the validity of Formal content. This type of validity involves establishing a research indicator's validity by referring to the judges. To measure the face validity of the questionnaire, it was presented to several people who have previously worked in this field to gauge its face validity. These efforts are made, especially concerning familiar people with the culture, values, and comprehensive statistical norms. After the legal validity of the questionnaire was established, the suggestions of these experts were also incorporated into the questionnaire. Reliability: For the questionnaire to be reliable, it needs to be re-measured with the same device under different conditions and at the same time. There are different methods for using a measurement tool. Cronbach's alpha is used in this study to evaluate the reliability of the questionnaire, which

is used as a pre-test, presented to 40 respondents, and then analyzed. Using the Cronbach's alpha command in SPSS software, items that did not match the index and caused the alpha to drop were removed (Figure 3),(Table 1).

#### Data Description

Table 2 shows the percentage distribution and statistics of the central tendencies of the background variables of the research sample, which were 31.7% 13 years old, 40.8% 14 years old, and 27.5% 15 years old. The average age of the subjects was 13.95 years, and their education was 30.8% of grade 7, 39.1% of grade 8, and 30% of grade 9.

#### Sexuality Recognition

Based on the information contained in Table 3, in 44.1% of the sample, sexuality recognition was low, 36.6% was moderate, and in 19.1%, sexuality recognition was high. On a scale of 0 to 100, the average sexuality recognition is 48.4.

#### Dependent Variable: Satisfaction with Architectural Space

As shown in Table 4, satisfaction with the quality of architecture was low at 39.1%, moderate at 44.1%, and high at 16.6%. The average satisfaction with architectural quality, measured on a scale of 0 to 100 (50.3), is considered average. The satisfaction index of architectural quality has five dimensions environmental perception, socio-cultural, functional-physical, quantitative, and qualitative the average dimension of environmental perception based on a scale of zero



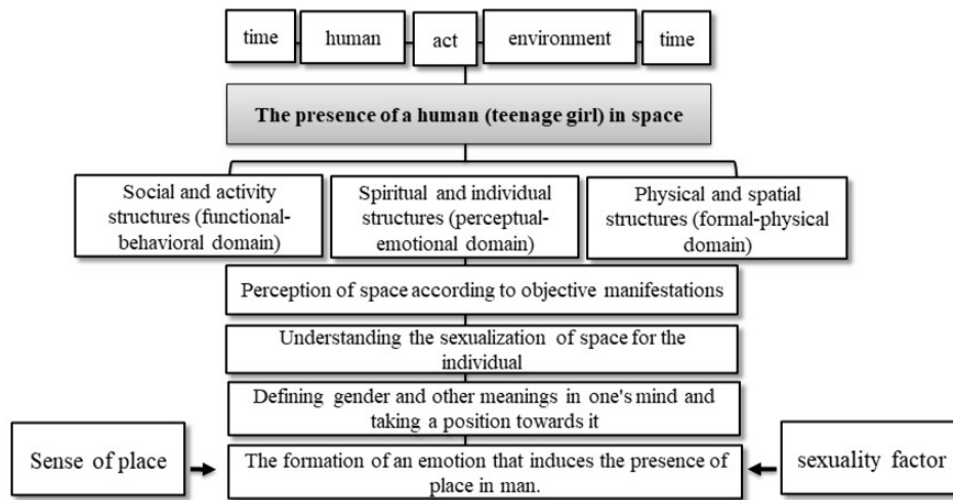


Fig. 3: Analytical model of research

Table 1: Reliability coefficients of the scales used

	Scale	Number of items	Cronbach's Alpha
1	Environmental perception aspect	4	0.78
2	Socio-cultural aspect	3	0.77
3	Functional-physical aspect	4	0.88
4	Quantitative aspect	3	0.81
5	Qualitative aspect	9	0.77
6	Satisfaction Index	23	0.88
7	Sexuality recognition	10	0.89

Table 2: Frequency and percentage distribution of contextual variables

Variable	Net Percentage	Frequency	Options
Age	31.7	38	years 13
	40.8	49	years 14
	27.5	33	years 15
	100	120	Total
Education	14	View	Statistics of central tendencies and dispersion
	14	Middle	
	13.95	Average	
	0.7712	Standard deviation	
Education	30.8	37	Class 7
	39.2	47	Class 8
	30	36	Class 9
	100	120	Total
	Class 8	View	Statistics of central tendencies
	Class 8	Middle	



Table 3: Distribution of frequency and percentage of sexuality recognition variable

Variable	Standard Deviation	Average <sup>1</sup>	Options				Frequency
			Down	Medium	Top	Total	
Sexuality Recognition	6.142	48.4	53	44	23	120	
			19.1	36.6	44.1	100	Net Percentage

Table 4: Frequency distribution and percentage of satisfaction with the quality of architecture and its aspects<sup>2</sup> among respondents

	Standard Deviation	Average	Net Percentage				Number			
			Down	medium	Top	Total	Down	medium	Top	Total
Environmental Perception Index	3.571	55.9	21.6	54.1	24.1	100	26	65	29	120
Sociocultural	2.337	39.9	60	31.6	8.3	100	72	38	10	120
Functional-physical	3.257	41.6	57.7	27.5	15	100	69	33	18	120
Quantitative	1.719	54.8	20	57.5	22.5	100	24	69	27	120
Qualitative	5.411	49.4	46.6	36.6	16.6	100	56	44	20	120
The combined index of architectural quality satisfaction	14.533	50.3	39.1	44.1	16.6	100	47	53	20	120

to one hundred (55.9) is above average, Socio-cultural (39.9) below average, functional-physical (41.6%) below average, quantitative dimension (54.8%) above average and average qualitative dimension (49.4%) Percent) is rated slightly below average.

## RESULTS AND DISCUSSIONS

### Inferential Analysis of Data (testing of hypotheses)

This section attempts to reach the main aim of the research, which is to measure the relationship outlined in the hypotheses. Hence, the purpose of the study is to test each of the hypotheses concisely by presenting the hypotheses, using the data, and placing them in appropriate statistical analysis.

### The Relationship between Age and the index of Satisfaction with The Quality of Architecture: a Representation of Students' Perception of the Environment

**Hypothesis 1: There is a measurable relationship between students' age and education and their level of satisfaction with the physical atmosphere of the school.**

The age of adolescent students is important for their multidimensional development flow, which can often affect current assessments and analyses. The interfering factor of age in adolescents is one of the factors that may influence any conclusions regarding his satisfaction with himself or his environment. Reviewing studies related to space and how it relates to adolescents and how they interact with it indicates that the relationship between humans and space can affect

perception and interaction. In other words, the meaning formed from the conscious or unconscious environment in students' emotions is inextricably linked, besides their socio-cultural factors, to a great extent to the architectural and physical patterns surrounding them. Students' opinions and satisfaction can be influenced by the spatial proportions of the school, the materials, and textures used, the amount of enclosed space, color, light, flexible and diverse spaces, the presence of flowers and plants, visibility, attractive beds, and privacy (Table 5).

As seen in Table 5, with the change in the age of the sample, the level of satisfaction with the quality of architecture has also had regular and predictable changes; with age, this level of satisfaction has decreased. The Pearson correlation coefficient also shows a significant correlation between age and the architectural quality satisfaction index. Pearson correlation is equal to 0.332, which is significant at the level of 0.05. Additionally, examining the relationship between respondents' age and the architectural quality satisfaction index dimensions in Table 6 indicates a significant relationship between age and environmental, socio-cultural, functional-physical, qualitative, and qualitative perceptions. In other words, satisfaction with each of these dimensions decreases with age.

### The relationship between education and the index of satisfaction with the quality of architecture

Results of studying the relationship between education and satisfaction with the quality of architecture can be seen in Table 7, which indicates a significant relationship between students' education and satisfaction with the quality of architecture.

Table 5: Relationship between architectural quality satisfaction index and respondents' age (in percent)

Ages	Total	15 Years	14 Years	13 Years
Down	39.1	20	8.3	10.8
Medium	44.1	3.3	27.5	13.3
Top	16.6	4.1	5	7.5
Total	100	27.5	40.8	31.7

Table 6: Age correlation coefficients with the dimensions of the architectural quality satisfaction index

Satisfaction with the Quality of Architecture	Significance Level	Pearson Amount
Environmental Perception Index	0.003	-0.184
Socio-cultural	0.000	-0.371
Functional-physical	0.000	-0.184
Quantitative	0.001	-0.228
Qualitative	0.000	-0.233

Table 7: The relationship between education and respondents' satisfaction with architectural quality (in percent)

Education	Total	Ninth Grade	Eighth Grade	Seventh Grade
Down	39.1	18.3	11.6	9.1
Medium	44.1	8.3	25	10.8
Top	16.6	3.3	2.5	10.8
Total	100	30	39.1	30.8

With increased education, satisfaction with the quality of architecture has decreased. Also, there is a negative and inverse correlation between education and satisfaction with the quality of architecture. The higher the education, the lower the level of satisfaction with the quality of architecture. The correlation is 0.335, a weak rate but significant at 0.05 (Figure 4), (Table 8).

### The Relationship between Sexuality Recognition and Satisfaction with the Quality of Architecture

#### Hypothesis 2: There is a Significant Relationship between Students' Perception of Their Sexuality Knowledge and Satisfaction with the School Environment.

To analyze the relationship between physical space and socio-sexuality cognition, on the other, the literature that analyzes

the relationship between man and the built environment should be given more attention. To be considered is a living and used space with its two material and immaterial aspects, namely the physical body on the one hand and the presence and activity of man in a socio-cultural context (Moreau, 2019) with a traditional and religious perspective. Man's thought and knowledge, behavior, actions, and overall living are the same social, cultural, and sexual cognition that defines his living space (McDowell, 1999; Ardener, 2000, as cited in Tang et al., 2020). This view holds that how we do things and behave in using architectural bodies is inextricably linked to body features. Social context and social relations interact with space through human cognition and sexuality cognition. Thus, spatial cognition and sexuality cognition (cultural-social cognition) is

Table 8: Correlation coefficients of education with the dimensions of satisfaction with the quality of architecture

Dimensions of Satisfaction with the Quality of Architecture	Significance Level	Pearson Amount
Environmental Perception Index	0.013	-0.170
Socio-cultural	0.01	-0.245
Functional-physical	0.02	-0.154
Quantitative	0.341	-0.044
Qualitative	0.017	-0.16

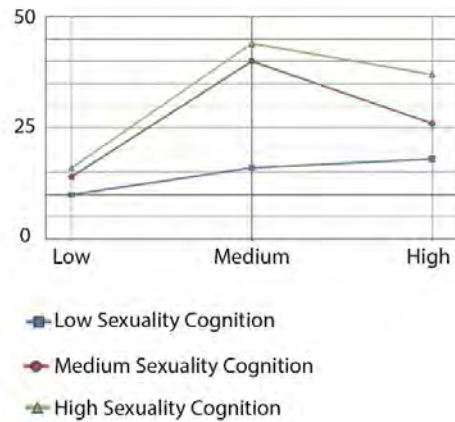


Fig. 4: Relationship between Architecture Quality Satisfaction Index and Respondents' Age (in Percentage)

defined by each other. In this study, sexuality cognition was measured by items based on the answers to the questions. Table 9 shows the study results of the relationship between sexuality recognition and satisfaction with the quality of architecture. This table indicates an inverse relationship between sexuality recognition and satisfaction with the quality of architecture, which means that satisfaction with the quality of architecture decreases as sexuality awareness increases. A Pearson coefficient also shows a negative and inverse correlation between sexuality recognition and satisfaction with the quality

of architecture. The Pearson correlation is 0.259, which is significant at 0.05. Studying the relationship between sexuality cognition and the dimensions of satisfaction with architectural quality in Table 10 shows the relationship between sexuality cognition and the dimensions of environmental, socio-cultural, functional-physical, qualitative, and qualitative negative, and the inverse is; as sexuality awareness increases, satisfaction with each of the dimensions of environmental, socio-cultural, functional-physical, qualitative and qualitative perceptions decreases.

Table 9: Relationship between sexuality recognition and satisfaction with respondents' architectural quality (in percent)

Sexuality Recognition, Satisfaction with the Quality of Architecture	Total	Top	Medium	Down
Down	39.1	13.3	8.3	17.5
Medium	44.1	3.3	24.1	16.6
Top	16.6	2.5	4.1	10
Total	100	19.1	36.6	44.1

Table 10: Correlation coefficients of sexuality recognition with satisfaction with architectural quality

Satisfaction with the Quality of Architecture	Significance Level	Pearson Amount
Environmental Perception Index	0.006	-0.197
Socio-cultural	0.000	-0.271
Functional-Physical	0.009	-0.161
Quantitative Aspect	0.020	-0.101
Qualitative Aspect	0.004	-0.213

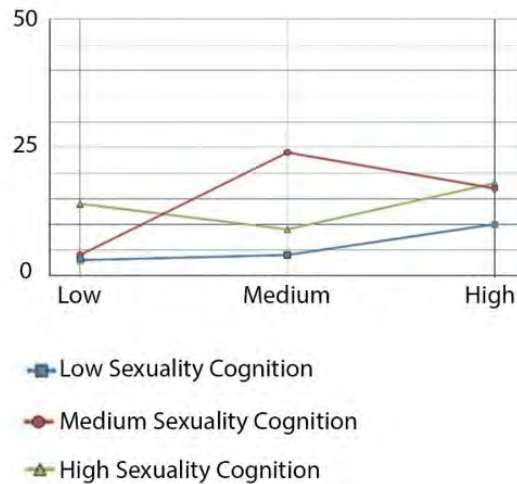


Fig.5: The relationship between sexuality recognition and satisfaction with the quality of the architecture of respondents (in percent)

## CONCLUSION

The architectural patterns and lifeless bodies of the environment embody human ideas and the fulfillment of his dream. Human desires and tendencies give space to identity. Therefore, we can say that recognizing physical space passes through recognizing human identity, especially his sexuality-cultural-social identity. Therefore, we can say that recognizing physical space passes through recognizing human identity, especially his sexuality-cultural-social identity.

Concerning the role of man in built spaces, and according to the definitions, human attitudes, lifestyles influenced by socio-cultural conditions, and the way humans use the physical structure of space influenced by the physical form of that space are inextricably linked. The regular users of space, without social prejudices, sexuality, although not responsive to all aspects of living, can add to the desirability and well-being of the space to the extent that it can reduce his sexuality relations. However, it should be noted that, although sexual differences do not directly affect the body of space, they do not disappear, and slowly and over time, their effects on the attitudes, behaviors, and activities of inhabitants in space rather diminishes. Space changes under the influence of socio-cultural and sexual values, which, though governed by power, are not compatible with all its components. In this environment, over time and continuously, these disciplinary-spatial technologies continue to live and show their effects on space more through activity and behavior. However, they do not change the shape of the space. Parallel to this process, we need to recognize the dual role of space and sexuality relations; this implies that sexual relations will change slowly and follow their spatial characteristics. These relations will

directly impact the process of spatial transformation.

As summarized above, the interaction between form and function or the relationship between space and sexuality can be observed implicitly, but somewhat complexly, in educational buildings. The display of cold, soulless school buildings is an important part of the socio-sexuality identity of our times. In this study, an attempt was made to investigate the relationship between the components indicating sexuality structures and environmental quality indicators among female high school students in Baneh. Results indicate a statistically significant correlation between all components of students' satisfaction with the educational environment and their perception of their sexuality cognition, confirming the study's main hypothesis. Based on the listed factors, it is evident that personality, culture, and environmental conditions influence perception. The sexuality-related and environmental assumptions also play an important role in this process and determine how and to what extent people perceive and experience the environment and how satisfied they are with it. Thus, all of the results in the research findings are consistent with the existing scientific issues regarding the level of satisfaction with the environment and the influencing factors.

The conclusions can be concluded that understanding the quality of the educational place, which is evaluated from the perspective of students' mental image and physical satisfaction, has common meanings relating to freedom, security, peaceful surroundings, and comfort. It tends to be spacious, green, and so forth. Certainly, adopting an environment to behavioral patterns or mental perceptions requires altering the physical environment to respond to the needs and behaviors of users based on their characteristics,



such as sexuality, or to adapt to the physical environment. Meanwhile, the disciplinary technique of space has been utilized in the form of sexuality segregation of schools and creating care spaces with high control, thereby taking schools from educational-cultural spaces to functional spaces, depriving them of the social meaning of space. Generally, how students perceive, react, and behave in the school environment depends on power relations and sexuality structures. It is imperative to understand how semantics and physicality interact in the sexuality space within the context of social and cultural meanings that focus on how it affects and relates to the body of the architectural space and how sexuality is reflected in it.

### ENDNOTES

1. Based on a scale of zero to 100, the mean of the sexuality recognition variable is adjusted as follows: zero means the lowest level of sexuality recognition; 100 means the highest level.
2. Based on a scale of zero to 100, Average satisfaction with the quality of architecture and its dimensions is adjusted as follows: zero means the lowest level of sexuality recognition; 100 means the highest level.

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