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Urban Planning

Evaluating the compatibility of urban research and contemporary urban challenges in Iran

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Abstract

Direct relationship between research and implementation area leads to growth and efflorescence. It seems that one of the most consequential problems of urban researches in Iran is their irrelevancy with Iranian urban context. For concerns and challenges of Iranian researches are extracted from the research conducted in developed countries. This will be accompanied with the waste of the researchers' time and energy and their inefficacy to resolve urban problems and challenges. "The urban researches in Iran are not applicable to the real challenges of Iranian cities". In order to examine the mentioned hypothesis, "The existing problems of Iranian cities" and "Iranian urban researches" were compared by means of urban news and research journals. The framework analysis method [A type of qualitative research method] was used to analyze the data in the form of axial-thematic codes. The theoretical framework was prepared and generated on the basis of codified contemporary urban problems. The process of coding and generating a theoretical framework went through three steps of open, focused and thematic coding. The present findings showed that the researches conform to problems with regard to themes approximately 78 percent but the importance and preference of both themes and axial codes in researches differ from the existing problems which indicate the irrelevancy of some researches to concerning problems.

Keywords: *Urban problems, Urban research, Urban planning education, Framework analysis software.*

1. INTRODUCTION

Nurturing experts who are well taught in their professional field in order to serve society and resolve social problems is one of the targets of education and research at university. The profession and discipline of urban planning including urban planning, design or management is not an exception. The final goal for experts in the field of urban planning is managing urban development, presenting solutions and theories for existing urban problems and challenges and finally, developing and improving the quality of life for citizens in all aspects considering all needs of contemporary urban community. It seems, however, that this goal has not been achieved yet for urban experts in Iran.

The connection between theory and practice in the field of urban planning has been studied more or less by researchers from different countries [1-6], but it has been neglected in Iran and only a few researches have been concerned with this issue. Golkar [7] evaluated the urban design curriculum as an educational course in the field of urban planning and found that the educational curriculums of different universities worldwide were all in common in their attempt to confront the real problems of cities. Bahreini & Fallah Manshadi [8] studied the most important skills of urban planners and the success of bachelor courses to transfer such skills in Iran.

Their findings showed that two skills of management and making relationship with planners and managers of urban plans were the least observed skills. Molayi & Behzadfar [9] and Amuzadeh Lichayi [10] emphasized that conducting of researches considering the local context are one of the most important requirements of urban planning in Iran. The study conducted by Golkar concerned itself only with the urban educational area in other countries and both Molayi & Behzadfar and Amuzadeh Lichayi have theoretically examined the problem. No research has been conducted on the relationship between the urban planning theory and practice using real data extracted from the existing conditions of Iranian cities. Thus, the current research, benefiting from the documented data, examines the extent up to which the urban researches are concerned with the existing urban problems and challenges of Iranian cities.

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2. EDUCATION AND RESEARCH IN URBAN PLANNING

The multidisciplinary and multidimensional quiddity of urban planning has led to some serious challenges in education of urban planning. First in 1910, subsequent to disturbance of cities due to Industrial Revolution, the urban planning profession was dominated by architects who used to design build the cities as a huge architectural structure. Non-physical aspects, especially social aspects, then became outstanding in the process of urban development and in recent decades, considering the appearance of environmental dimensions, sustainability has turned into the most prominent theory in urban planning [11]. However, such dependence on the range of temporal and spatial changes in the science core of a discipline is privileged, in one hand, and hinders the development and strengthening of the mentioned discipline, on the other [3]. The problem of ambiguity in urban planning is prominent to the extent that Budge has described it as a never-ending story. Hhe believes that the variety and conformity of urban planning education is so important in the world where recognizing the required science for the future is increasingly accompanied by various difficulties. Cities and urban regions are not stable. From many points of views, both the idea and performance of urban planning are being practiced in order to select and implement appropriate means for a better management of the future [12].

The urban planning education has been discussed in the scientific communities since it has been appeared. Cherry suggests that the kind of education a student of urban planning should receive depends on the imagination formed by urban planning and its expected role in society [13]. Thus, in order to determine the desired form of urban planning education, first of all, the role urban planning and its professionals play or are supposed to play should be clarified. The main requirement to recognize this role is the reciprocal relationship between the profession and discipline and the awareness of the profession's facts including facilities, limitations and requirements [5]. Kunzmann believes that there are two different approaches to urban planning education; first, a global approach that is more based on theorizing in order to advance the science in the field; and second, a local and regional approach that is more based on the profession, attempts to achieve a better life in the local and regional level and is affected by the market system and global values [6].

3. URBAN PLANNING EDUCATION BASED ON GLOBAL AND LOCAL REQUIREMENTS

Globalization causes special changes in cities. In fact, the large scaled global process, including economic restructuring, migration and environmental deterioration has clearly changed the urban planning measurement [14]. Furthermore, the urban planning role has already been changed and needs to be redefined. Both factors must be considered in urban planning education programs [15]. In other words, globalization has created new challenges for urban planning education.

Therefore, subsequent to the appearance of a phenomenon called globalization, two issues are at stake in urban planning education: dualism and universalism. According to the partisans of dualism in urban planning education, since there are obvious differences between the values system and economic and political situation of developed and developing countries, urban planning education should reflect the mentioned differences. On the other hand, the advocates of universalism in urban planning education emphasize on the similarities of these countries rather than their differences. The urban planners from both academic and professional communities are more disposed to apply global approach in urban planning education [16]. The appearance of such tendency to universalism in urban planning education since the early 1980s is justifiable due to the increasing interdependence between countries which increasingly requires intercultural collaboration: the necessity of declining the gaps between science and skills in both developed and developing countries and as a result, eliminating the international limits [17].

In spite of the increasing demand for global education of urban planning, there are still some problems and challenges, amongst which is turning of English language to an international language for urban planning texts.. Because the texts which are written in English in countries like the United States of America reflect the urban planning characters of their local context [6]. Another challenge faced by global urban planning education is the context that is usually neglected in urban development processes. Burayidi [16] suggests that rather than discussion on dualism and universalism, a flexible curriculum should be designated that at the same time has a global attractiveness and meets the specific needs of developing countries He believes that urban planners need two skills: the general skills of planning which can be transferred from one place to another and the skill of recognizing contextual features of developing countries [like the depth and breadth of poverty andculture and socio-economic dynamics] that are completely different from developed and rich countries. Dalton [18] believes that planning cannot happen without considering the local context. She states that "Planners can and do make a difference in helping communities address global issues through local actions".

Despite the global convergence, the profession and education of urban planning are also essential to be compatible with local characters and move from knowledge to action through urban development process. The logic of urban planning and the theories on which it has been formed are both global. Moreover, the methods and tools used by planners to move from science to profession are global too. Hence, there is a global science core or a key literature that should be considered in preparing a curriculum for urban planning education. However, the planning knowledge cannot achieve its goals if used without any attention to the local context. On the other hand, a successful intervention in the local process requires a special and more developed knowledge in the field which should be added to the urban planning curriculum of universities. In fact, it is important to

develop creative skills in order to move from theory to action in a special "Context". According to Kunzmann, if urban planners consider planning not only as an intellectual discourse but also as a means to achieve the advantages of urban and regional development, they have no choice except paying attention to local and regional contexts [6].

One of other prominent challenges of urban planning is the gap between professional requirements and education which is conversant with the research topics selected by students and researchers [2,5]. After more than a decade from the emergence of new urban planning discipline and profession, there is not still a complete convergence between educators and professionals on its quiddity, literature, procedure, content and the relationship between its discipline and profession and theory and action [19]. In most cities of the world, urban planning education and profession are organized with different cultures and it seems that the mentioned gap is increasingly expanding [20]. There is no doubt that a need for the close relationship and convergence between the discipline and profession of urban planning is strongly felt. The documented experiences in the area of practical urban planning are appropriate tool in urban planning education [21]. Moreover, since urban planning is a problem-oriented field of professional practice and research [22], problem-based education and research that have been formed based on professional challenges can be a bridge between discipline and profession [2] and considering its connection to the real world, it can eventually result in solving the contemporary problems of cities. However, as long as the academic urban planning communities are evaluated based on academic research studies, there will be a weak motivation to approach the profession-based activities [3-4]. Some effective attempts have already been done to connect discipline and profession in different countries and some special strategies and policies have already been represented. According to Golkar [7], after evaluating the urban design curriculum as an educational course in the field of urban planning, the common face of educational curriculums in different universities worldwide would be their attempt to confront the real problems of cities. In fact, in the mentioned workshops, the city where the university is located is used as a laboratory to discover and recognize the urban problems. In addition, many universities have tried to connect discipline and profession by attracting skilled professionals in design workshops. Some universities have even concentrated on the topics which are recommended on municipalities, urban agencies and other beneficiaries' order.

The urban planning condition of Iran in the field of research and study has faced similar challenges. Educationally speaking, in almost all Iranian academic communities, the urban planning theories are continuously introduced that are discussed in countries like USA and European countries where urban planning had emerged for the first time. Therefore, the real problems and challenges of Iranian cities and the most appropriate theory for their apprehensions have been neglected. Thus, the researches which are performed considering the local context are one of the most important requirements of urban planning in Iran [9]. However, both students and researchers, in their academic researches including, thesis, article, etc., have been studying the topics which are recently discussed in the global urban planning communities; whereas, they can primarily concern themselves with the issues at stake in Iranian cities rather than English, French, German and American ones [10].

4. THEORETICAL FRAMEWORK

According to what has been extracted from theoretical studies, the urban planning education and research have been generally theorized using three different paradigms from which the difference between multiple theories of "Globalism" and their requirements have been emerged and then transmitted to cities and urban planning practices. Some theorists advocate the universalism and global consistency in urban planning education, while, other theorists agree on dualism and difference between the urban planning education in both developed and developing countries. The third group of theorists, who are the most among urban professionals, are the advocate of flexibility in the urban planning education which means, somehow, an integration between the global urban theory and the local context.

The theoretical view on the urban planning education and research emerges from the relationship between education and profession or discipline and profession. At the time being, there is a considerable gap between the urban planning profession and discipline in different countries due to various factors. In order to overcome this challenge, theorists have proposed problem-based education and research, formed based on the professional challenge, which can be a bridge between profession and knowledge that finally result in resolving the existing problems of cities.

5. METHODOLOGY

The hypothesis in the current study states that “Urban researches in Iran are not compatibile with the real problems and challenges of Iranian cities”. The framework analysis method [a type of qualitative research method] was used to examine the hypothesis. Considering the qualitative nature of the present research, “The existing problems of Iranian cities” and “Iranian urban researches” were compared. The News Media including, newspapers and news websites are the most prominent documented sources from which the urban problems of Iran were extracted. Meantime, the most reliable sources for urban researches are the research journals, approved by the Ministry of Science, from which the required data were extracted.

The main conditions based on which the News Media was selected are as follows: first, the selected newspaper must be widely -circulated and second, both the newspaper and website must own at least one page specified for urban problems. Thus, among Iranian newspapers and websites, "Hamshahri" Newspaper "ISNA" website were selected, respectively.

In order to extract the content of urban researches, all approved research journals in the field of urban planning were

completely studied and finally, the content of their topics were codified in 13 journals, including "Fine Art Journal", "City Development Research Journal", "Armanshahr Journal", "Urban Management Journal", "Bagh-I-Nazar Journal", Journal of Researches in Islamic Architecture", "Journal of Maremat & Me'mari-e Iran", " Journal of Studies On Iranian-Islamic City", "Journal of Iranian Architecture Studies", Iranian Architecture & Urbanism", "Naqshejahan", "Hoviatshahr" and "Nameyehonar".

Evaluating the compatibility of urban problems and researches requires a specific time period. Therefore, only the topics and contents of urban problems and researches published and announced from Sept. 23, 2014 (Mehr. 1st 1393) to Mar. 20, 2015 (the last day of Esfand) [six months] were studied. Since the customary delay and time interval between the research and the issues reflected in the media cannot be avoided and the accurate time of appearance of issues in the researches cannot be determined, a six month period was selected to extract the problems and topics from both the researches and medias.

The extracted data were analyzed using the "Framework Analysis" method in MAX qda software. The qualitative data analysis goes through several steps which are shown in diagram No. 2. The framework analysis method was firstly introduced as an analytical method for qualitative data in applied researches by the researchers of the "NatCen Social Research" in 1980s [23]. This method is a hierarchical approach which classifies and organizes the data considering the key contents, concepts and obtained classes [24]. It also facilitates the systematic analysis of all qualitative data, whether simple or more complex ones [25].

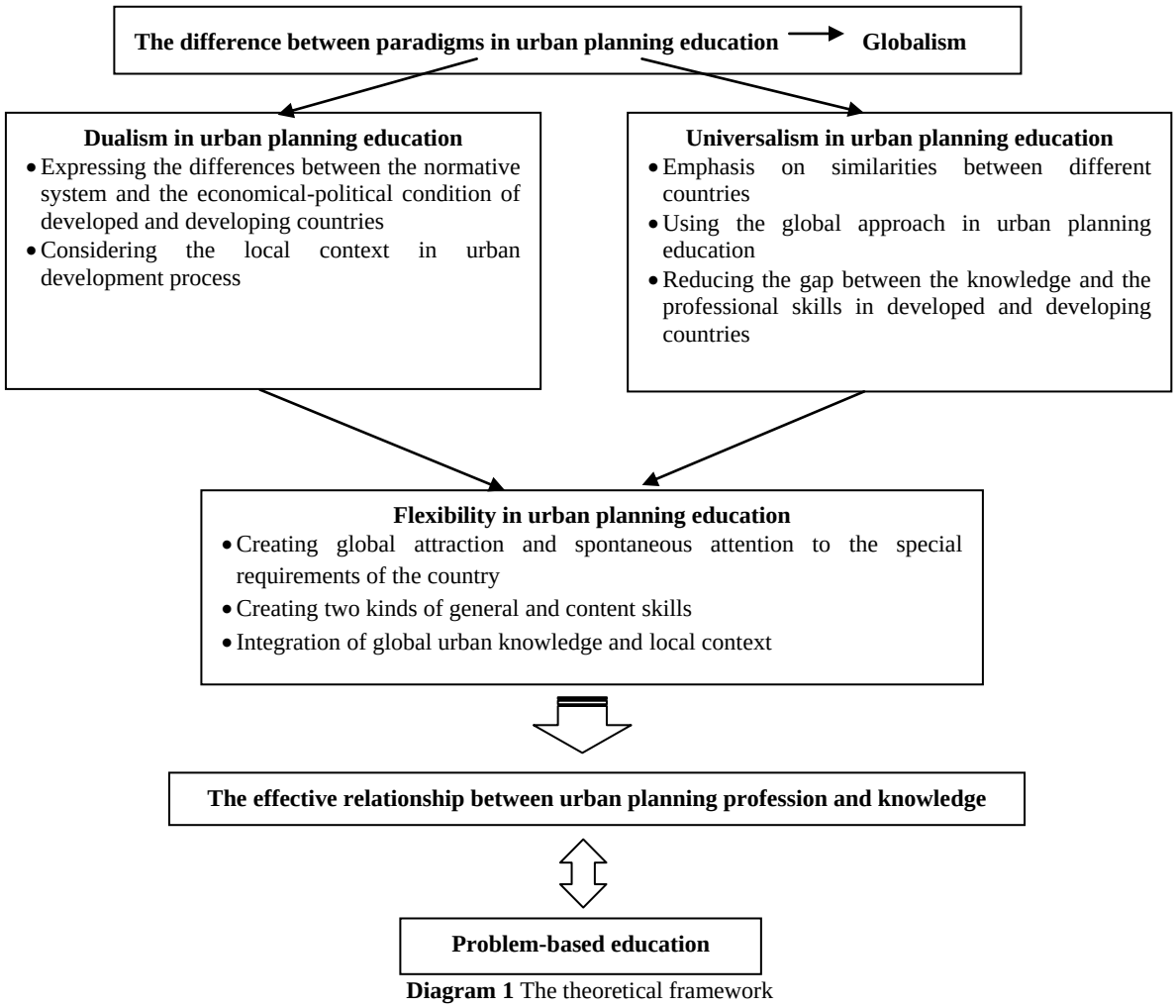

Diagram 1 The theoretical framework

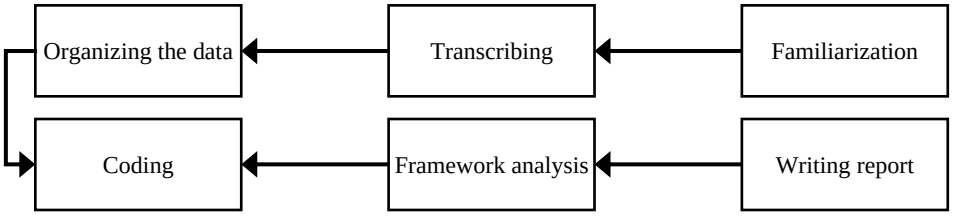

Diagram 2 The qualitative analysis steps Lacy & Luff (2001)

According to diagram No. 1, the researcher initially familiarized himself/herself with the documented data by diving in the data, getting information about the related context and becoming certain of the proper relationship between the collected data and the research's targets. It might be necessary to transcribe and summarize the data considering their extent. In the next step, the data were organized in the form of a thematic framework which was generated by changing the repeated ideas to clusters containing similar ideas through the familiarization process [26]. The obtained thematic framework was refines as the research continued.

The data was codified to facilitate the analyzing process. In fact, the data which are connected to a special cluster, were identified. This step was performed in MAX qda software. After coding the data based on the thematic framework, the data were summarized in a cluster table visible at once. Eventually in the last step, the data undergone final changes and were combined. The data combination was done to define the concepts, show their relationship, recognize the quiddity of the research topic and to represent explanations and recommendations [27].

6. DATA ANALYSIS AND FINDINGS

The data were divided into two general groups of "Contemporary urban problems" and "Urban researches". The best situation was the conditions in which the extracted data from urban researches thematically conformed to the data extracted from real urban problems. In other words, the optimal situation was the situation in which urban researches were conducted considering the real problems and challenges facing Iranian cities. Therefore, the thematic framework was generated based on the contemporary urban problems which were codified. The process of coding and making a thematic framework went through three steps of open, focused and thematic coding.

The open coding includes the labeling of some pieces of data with a name or a title that describes them [28]. The extracted urban problems from news Media included 976 open codes which were classified in some groups based on their similarities and eventually, 60 focused codes were obtained in different themes.

In the next step, the focused codes were clustered into 16 general topics based on their thematic similarities. Table 1 shows the mentioned general topics and their themes [focused codes]. In order to evaluate the proportional importance of general topics and their themes, the latter's frequency in the selected news Media were inserted in Table 1. The frequency column shows the proportional importance of a special theme and its topic, compared toothers.

According to Table 1, the most frequency is allocated to "Traffic & public transportation" topic with 259 repetitions and a frequency of 26.53 percent. "Preparing physical plans and programs" is the least-frequent topic with 7 repetitions and a frequency of 0.71 percent.

Table 1 General topics and their themes' frequency for "Temporary urban problems" data group

General topics	Themes [Focused codes]	Frequency		Frequency percent		General Topics	Themes [Focused codes]	Frequency		Frequency percent	
		Topics	Themes	Topics	Themes			Topics	Themes	Topics	Themes
Traffic & Public transportation	Vehicle traffic	259	89	**26.53%**	**34.36%**	**Waste management**	**Waste production/ Disposal management**	**42**	**24**	**4.30%**	**57.14%**
							Waste separation		**15**		**35.71%**
							Recycle Plan		**3**		**7.14%**
	Providing transportation's utilities		70		**27.02%**	**Urban environment**	**Protecting the environment**	**41**	**9**	**4.20%**	**70.73%**
							Coping with water shortage		**29**		**21.95%**
	Improving public transportation vehicles		62		**23.93%**		**Energy consumption management**		**3**		**7.31%**
	Using public transportation		20		**7.72%**	**Improving urban landscapes**	**Beautify the urban landscape**	**38**	**23**	**3.89%**	**60.52%**
	Pedestrians		18		**6.94%**		**Urban Element**		**8**		**21.05%**
	Air pollution		94		**75.2%**		**Remove visual obstructions**		**4**		**10.52%**
Urban environment pollutions	Annoying insects and animals	125	14	**12.80%**	**11.2%**		**Making regulations**	**32**	**3**	**3.27%**	**7.89%**
	Water pollution		10		**8%**	**Urban poverty & Crime**	**Crime-addiction**		**19**		**59.38%**
	Annoying activities		5		**1.6%**		**Homelessness and labor children**		**13**		**40.62%**
	Noise pollution		2		**4%**		**Citizen's participation in urban affairs**		**17**		**60.71%**
Urban services	Building urban green space	91	74	**9.32%**	**81.31%**	**Participation & Monitoring of citizens**	**Monitoring by citizens**	**28**	**7**	**2.86%**	**25%**
	Physical rehabilitation		8		**8.79%**		**Educating citizens**		**2**		**7.14%**

	Providing infrastructures of good supply		6		**6.59%**		**Citizen-based organizations**		**1**		**3.57%**
	Health care services		3		**3.29%**		**Communication of citizens with municipal managers**		**1**		**3.57%**
	Programs, Festivals and exhibitions		63		**80.76%**		**Granting facilities to urban tourism**		**13**		**50%**
Urban culture & identity	Iranian-Islamic identity	78	11	**7.99%**	**14.10%**	**Urban tourism**	**Promoting Iranian urban projects in world arenas**	**26**	**7**	**2.66%**	**26.92%**
	Place naming		4		**5.12%**		**Arrange urban sightseeing tours**		**6**		**23.07%**
	Providing municipality's budget and financial management		36		**47.36%**		**Citizen's infringement in the field of construction**		**16**		**69.56%**
	Necessity of integrated urban management		15		**19.73%**	**Urban infractions**	**Infractions related to building permits**	**23**	**5**	**2.35%**	**21.73%**
Urban management	Council	76	14	**7.78%**	**18.42%**		**Violations of municipal managers and employees**		**2**		**8.69%**
	Educating people in the field of urban management		7		**9.21%**		**Disabled people**		**13**		**72.22%**
	Health management in the city		2		**2.63%**	**Vulnerable groups**	**Women**	**18**	**3**	**1.84%**	**16.66%**
	Urban rules		2		**2.63%**		**Elders**		**1**		**5.55%**
	Providing infrastructures to cope with crisis		38		**79.16%**		**Children**		**1**		**5.55%**
Crisis management	Educating people to cope with crisis	48	7	**4.91%**	**14.58%**		**Setting urban privacies**		**3**		**42.85%**
	Danger of unexpected event in the city		3		**6.25%**	**Preparing physical plans & Programs**	**Preparing dominant documents**	**7**	**2**	**0.71%**	**28.57%**
Problematic urban fabrics	Declined fabrics	44	29	**4.50%**	**65.90%**		**Delimitation of neighborhoods and urban areas**		**2**		**28.57%**
	Suburbanization and informal settlements		6		**13.66%**	**Total**		**976**		**100%**	

Evaluating the compatibility of the topics extracted from urban researches with those extracted from the selected Media was the next step. As it was mentioned, 13 scientific-research journals were approved in the field of urban studies and architecture, amongst which all the volumes published during the above-mentioned period were reviewed in order to extract the urban research's topics. Thus, 104 articles written about urban problems were extracted and codified. Table 2 shows the frequency of topics extracted from the selected Media in urban researches.

Table 2 The frequency of general topics and focused codes in "Urban researches" data group

General topics	Frequency	Themes [Focused codes]	Frequency	Total frequency	Percent	General topics	Frequency	Themes [Focused codes]	Frequency	Total frequency	Percent
								Granting facilities to urban tourism	1		
		Iranian-Islamic identity	8			**Urban tourism**	4	Promoting Iranian urban projects in world arenas	0	5	6.17%
Urban culture & Identity	4			12	14.81%			Arrange urban sightseeing tours	0		
								Physical rehabilitation	3		
		Place naming	0					Providing infrastructures of good supply	0		
		Programs, Festivals and exhibitions	0			**Urban services**	2	Building urban green space	0	۵	6.17%
Participation & Monitoring of citizens	3	Citizen's participation in urban affairs	4	10	12.34%			Health care services	0		

		Monitoring by citizens	2					Danger of unexpected event in the city	2		
		Citizen-based organizations	1			**Crisis management**	1	Providing infrastructures to cope with crisis	1	4	4.93%
		Communication of citizens with municipal managers	0					Educating people to cope with crisis	0		
		Educating citizens	0					Coping with water shortage	0		
		Pedestrians	5			**Urban environment**	3	Protecting the environment	0	3	3.70%
		Providing transportation's utilities	2					Energy consumption management	0		
Traffic & Public transportation	2	Vehicle traffic	1	10	12.34%			Air pollution	2		
		Improving public transportation vehicles	0					Annoying insects and animals	0		
		Using public transportation	0					Noise pollution	0		
		Providing municipality's budget and financial management	1			**Urban environment pollutions**	0			2	2.46%
		Health management in the city	0					Water pollution	0		
Urban management	7	Necessity of integrated urban management	0	8	9.87%			Annoying activities	0		
		Urban rules	0					Women	1		
		Educating people in the field of urban management	0			**Vulnerable groups**	0	Children	0	1	1.23%
		Council	0					Elders	0		
		Setting urban privacies	3					Disabled people	0		
Preparing physical plans & Programs	1	Preparing dominant documents	3	8	9.87%	**Urban poverty & crime**	0	Crime-addiction	1	1	1.23%
		Delimitation of neighborhoods and urban areas	1					Homelessness and labor children	0		
		Beautifying the urban landscape	1			**Urban infractions**	0	Citizen's infringement in the field of construction	0	0	0
Improving urban landscapes	5	Removing visual obstructions	0	6	7.40%			Violations of municipal managers and employees	0		
		Making regulations	0					Infractions related to building permits	0		
		Urban element	0			**Waste management**	0	Waste production/Disposal management	0	0	0
		Historic fabrics	3					Waste separation	0		
Problematic urban fabrics	1	Declined fabrics	2	6	7.40%			Recycle plan	0		
		Suburbanization and informal settlements	0			**Total**	33		48	81	100

According to Table 2, some of the focused codes extracted from urban researches were different from those extracted from the Media. So, they were considered as the general topics rather than focused codes. In other words, some of the research's topics were allocated to more general topics like "Traffic & public transportation" and some of them were written about general topics' subdivisions like "Providing transportation's utilities" and "Pedestrians". Furthermore, some researches were completely irrelevant to focused codes or even general themes. For instance, such topics as "Strategic planning", "Transdisciplinary approach to environmental design" and "Urban architecture" did not have any common point with the extracted topics and focused codes from the Media. The topics of published articles in the selected scientific research journals were divided into two groups as shown in Table 3. The topics whether related or non-related to the themes extracted from the Media and their frequencies were reviewed.

Table 3 Evaluating the relevance of the extracted topics from urban researches to the extracted topics from the Media

Reviewed topics in urban researches	Frequency	Percent
Topics which **are related** to extracted general topics and focused codes	81	77.88%
Topics which **are not related** to extracted general topics and focused codes	23	22.12%
Total	104	100

According to Table 3, the compatibility of the data group of contemporary urban problems with the data group of urban researches is about 77.88% which is admissible. In other words, this indicates that the urban researches have been carried out based on real urban problems. But it seems that the problem is more complex which requires to examine the data in Tables 1-2 carefully and from a new point of view in order to evaluate the conformity between urban researches and real problems. For example, the frequency of "Traffic & public transportation" is 26.53% in the Media, while in researches it is 12.34%, which shows the researchers' neglect of public transportation. In addition, the frequency of "Urban environment pollutions" is 12.80% in the Media and 2.46% in researches. The results are very surprising about the "Waste management" topic with a frequency of 4.30% in the Media and nothing the researches.

Moreover, according to Table 2, the frequency of focused codes in every one of general topics is not similar. For instance, in the general topic of "Traffic & public transportation", the frequency of "Pedestrians" [as a focused code of the general topic of "Traffic & public transportation" is 5 times in journals; While some of the focused codes like "Improving public transportation vehicles" and "Using public transportation" are neglected. In addition, although the frequency of "Urban environment" as a general topic is 3 times in journals, its focused codes including "Coping with water shortage", "Protecting the environment" and "Energy consumption management" have been neglected. While, the mentioned themes are already an important part of the problems for which all the social Media endeavor to find solutions and arefaced by management processes in the country. In order to make the results clear, the focused codes extracted from contemporary urban problems, considering their frequencies, were organized in Table 4. Furthermore, the focused codes extracted from urban researches were arranged in Table 5 according to their frequencies. Since some of the themes extracted from urban researches were classified as general topics and were different from the codes extracted from the selected Media, the mentioned different focused codes were not eliminated in Table 5 [general topics are omitted] in order to make the results more acceptable. They are shown with gray color in Table 5 and just like other focused codes, they are arranged according to their frequencies.

Table 4 The focused codes extracted from the temporary urban problems and arranged according to their frequencies

Open codes in "Urban problems" data group	Frequency	Cumulative frequency	Cumulative frequency percent	Open codes in "Urban problems" data group	Frequency	Cumulative frequency	Cumulative frequency percent
Air pollution	94	94	9.63%	Educating people in the field of urban management	7	880	90.16%
Vehicle traffic	89	183	18.75%	Promoting Iranian urban projects in world arenas	7	887	90.88%
Building urban green space	74	257	26.33%	Monitoring by citizens	7	894	91.59%
Providing transportation's utilities	70	327	33.50%	Providing infrastructures to cope with crisis	7	901	92.31%
Programs, Festivals and exhibitions	63	390	39.95%	Arranging urban sightseeing tours	6	907	92.93%
Improving public transportation vehicles	62	452	46.31%	Providing infrastructures of good supply	6	913	93.54%
Providing infrastructures to cope with crisis	38	490	50.20%	Suburbanization and informal settlements	6	919	94.15%
Providing municipality's budget and financial management	36	526	53.89%	Infractions related to building permits	5	924	94.67%
Coping with water shortage	29	555	56.86%	Annoying activities	5	929	95.18%
Declined fabrics	29	584	59.83%	Removing visual obstructions	4	933	95.59%
Waste production/ Disposal management	24	608	62.29%	Place naming	4	937	96%
Beautifying the urban landscape	23	631	64.65%	Setting urban privacies	3	940	96.31%

Using public transportation	20	651	66.70%	Women	3	943	96.61%
Crime-Addiction	19	670	68.64%	Health care services	3	946	96.92%
pedestrians	18	688	70.49%	Making regulations	3	949	97.23%
Citizen's participation in urban affairs	17	705	72.23%	Danger of unexpected event in the city	3	952	97.54%
Citizen's infringement in the field of construction	16	721	73.87%	Recycle plan	3	955	97.84%
Waste separation	15	736	75.40%	Energy consumption management	3	958	98.15%
Necessity of integrated urban management	15	751	76.94%	Health management in the city	2	960	98.36%
Council	14	765	78.38%	Urban rules	2	962	98.56%
Annoying insects and animals	14	779	79.81%	Preparing dominant documents	2	964	98.77%
Disabled people	13	792	81.14%	Delimitation of neighborhoods and urban areas	2	966	98.97%
Granting facilities to urban tourism	13	805	82.47%	Violations of municipal managers and employees	2	968	99.18%
Homelessness and labor children	13	818	83.81%	Educating citizens	2	970	99.38%
Iranian-Islamic identity	11	829	84.93%	Noise pollution	2	972	99.59%
Water pollution	10	839	85.96%	Citizen-based organizations	1	973	99.69%
Protecting the environment	9	848	86.88%	Communication of citizens with municipal managers	1	974	99.79%
Historic fabrics	9	857	87.80%	Elders	1	975	99.89%
Urban element	8	865	88.62%	Children	1	976	100%
Physical rehabilitation	8	873	89.44%		Total	976	100%

Table 5 The focused codes extracted from urban researches and arranged according to their frequencies

Open codes in "Approved journals" data group	Frequency	Cumulative frequency	Cumulative frequency percent	Open codes in "Approved journals" data group	Frequency	Cumulative frequency	Cumulative frequency percent
Iranian-Islamic identity	8	8	9.87%	Providing infrastructures to cope with crisis	1	59	72.83%
Pedestrians	5	13	16.04%	Women	1	60	74.07%
Citizen's participation in urban affairs	4	17	20.98%	Crime-Addiction	1	61	75.30%
Historic fabrics	3	20	24.69%	Creative city	1	62	76.54%
Preparing dominant documents	3	23	28.39%	Suburban settlements	1	63	77.77%
Setting urban privacies	3	26	32.09%	Application of new urbanism principals in urban interventions	1	64	79.01%
Physical rehabilitation	3	29	35.80%	Proving urban utilities	1	65	80.24%
Urban justice	3	32	39.50%	Designing a healthy city	1	66	81.48%
Monitoring by citizens	2	34	41.97%	Passive defense in the city	1	67	82.71%
Providing transportation's utilities	2	36	44.44%	Urban design influence on social interactions	1	68	83.95%
Declined fabrics	2	38	46.91%	The effect of the urban form on urban trips	1	69	85.18%
Danger of unexpected event in the city	2	40	49.38%	Transportation planning of perishable goods in city	1	70	86.41%
Air pollution	2	42	51.85%	Centralization in urban system	1	71	87.65%

Housing management in the city	2	44	54.32%	Environmental values of urban public spaces	1	72	88.88%
Implementation probability of urban projects in IRI	2	46	56.79%	Designing human oriented landscape	1	73	90.12%
Social capital in urban neighborhoods	2	48	59.25%	Urban fabrics zoning	1	74	91.35%
Citizens' sense of belonging to the place	2	50	61.72%	Private sector participation in urban development	1	75	92.59%
Principles of urban planning and architecture in the old sites	2	52	64.19%	Criteria of shaping an ecological city	1	76	93.82%
Citizen-Based organizations	1	53	65.43%	The effect of landscape on urban tourism	1	77	95.06%
Vehicle traffic	1	54	66.66%	Art in the urban landscape	1	78	96.29%
Providing municipality's budget and financial management	1	55	67.90%	Evaluating the performance of city's ecosystem	1	79	97.53%
Beautifying the urban landscape	1	56	69.13%	Urban growth evaluation	1	80	98.76%
Delimitation of neighborhoods and urban areas	1	57	70.37%	Impacts of lifestyle on human settlements	1	81	100%
Granting facilities to urban tourism	1	58	71.60%		Total	81	100%

According to Tables 4-5, the cumulative frequency clearly declares the extent up to which the temporary urban problems are neglected by urban researches. Considering the tables, the first 50 percent of the focused codes in the "Urban problems" data group have been allocated to "Air pollution", "Vehicle traffic", "Building urban green space", "Providing transportation's utilities", "Programs, festivals and exhibitions", "Improving public transportation vehicles" and "Providing infrastructures to cope with crisis". In the "Urban researches" data group, the first 50 percent of the focused codes have been connected to "Iranian Islamic identity", "Pedestrians", "Citizen's participation in urban affairs", "Historic fabrics", "Preparing dominant documents", "Setting urban privacies", "Physical rehabilitation", "Urban justice", "Monitoring by citizens", "Providing transportation's utilities", "Declined fabrics" and "Danger of unexpected event in the city". Finally, the focused code of "Providing transportation's utilities" is the only common code which is listed as first 50 percent in both groups.

Although at the first glance, the adaptability and conformity of the temporary urban problems and the criteria which are considered by academic communities to select their research fields seem appropriate, with a little more scrutiny of findings and investigation, the compatibility between two mentioned categories does not seem to be desirable.

7. CONCLUSION

The temporary urban problems, as one of the main factors of the research, were collected from a widely-circulated newspaper and a news website which own at least one page for urban problems. The problems discussed in urban researches were extracted from 13 scientific journals which are approved by the Ministry of Science. The data were then codified in the form of axial-thematic codes using MAX qda software in order to facilitate the analysis process. The Data were eventually analyzed taking advantages of the framework analysis method.

Considering the results which were deduced from the analysis process, the temporary urban problems and the urban challenges to which the urban researches were allocated are generally compatible [About 77%], apart from the general themes and focused codes. Whereas, each defined themes in both data groups had significantly different values. For instance, the frequency of the general theme of "Urban Environment Pollutions" is 12.80% in real problems but it is 2.46% in researches. Moreover, in the urban researches data group, every focused code in a special general theme had a different importance, compared to any other code in the same category. In the field of "Traffic & Public Transportation" [As a general theme], the frequency of the "Pedestrians" [As a focused code] is 5, while the other focused codes in the mentioned theme like "Improving Public Transportation Vehicles" and " Using Public Transportation" have been neglected.

Therefore, considering the current findings, it can be acknowledged that about 28% of the urban researches have been allocated to the topics discussed in high quality contexts which profit from a different level of prosperity. Therefore, the mentioned topics are not appropriate for the temporary urban situation of the country. However, it can be justifiable to educate them in the country due to newly-established condition of the urban planning discipline and

taking advantages of other countries' resources and texts. On the other hand, the general themes and focused codes of two groups have some similarities and their significance and priority is absolutely different based on their frequency. In addition, the focused codes in two groups are significantly different. The only common focused code among the first 50% of focused codes in two groups is "Providing Transportation's Utilities".

Thus, it can be deduced that the urban planning education in the Iran does not conform to the local thoughts and requirements. The ambiguity in determining the needs and disregarding the local context as well as, the researches valuation based on global topics lead to the increase of researchers' enthusiasm to select the topics which are unrelated to Iranian urban context and encourage them to select the topics that are covered in the global urban communities. This is while the prior requirements in most Iranian cities are some issue such as housing and services. Therefore, it is necessary to make some modifications in the urban planning education system of the country in order to make the urban researches more coordinated with the real urban challenges faced by Iranian cities. In this regard, using social Media can help to determine the temporary urban problems. For they are one of the best resources in which the urban challenges as well as, the opportunities and threats faced by the city are discussed and reflected.

CONFLICT OF INTEREST

The authors declare that there are no conflicts of interest regarding the publication of this manuscript.

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