# ORGANIZATION AND USE OF RESIDENTIAL SPACE AMONG FAMILIES WITH ADOLESCENTS IN OYO STATE

BY

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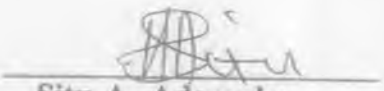
THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF M.ED (HOME MANAGEMENT)

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## DECLARATION

I hereby declare that this thesis has been written by me and it is a true record of my own research work. To the best of my knowledge it has not been presented partially or wholly anywhere in any previous application for any higher degree. All quotations are indicated and the sources of information are specifically acknowledged by means of references.



**Situ A. Aderonke**

# CERTIFICATION

This thesis titled: ORGANISATION AND USE OF RESIDENTIAL SPACE AMONG FAMILIES WITH ADOLESCENTS IN OYO STATE by Situ, Alice Aderonke meets the regulation governing the award of Master of Home Management of Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

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# DEDICATION

This project is dedicated to my darling husband, Amos Oye Situ and my beloved children Bose, Femi and Bunmi for their love and understanding.

# ACKNOWLEDGEMENT

This work like most research works, is the brain child of the researcher; but the process of bringing it to fruition involved many hands and minds.

I therefore wish to thank first and foremost the Almighty God, my refuge and strength, who among His many blessings bestowed on me intellectual blessing.

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# ABSTRACT

The purpose of this thesis is to find out the differences in the organisation and use of residential space for privacy and for social interaction among families with adolescents with respect to family size and educational level of the household head in Oyo State.

The target population was all the families with adolescents in Oyo State, estimated by the Local Government official to be 100,000. Purposive sampling technique was used to survey 360 household heads with adolescents. A return rate of 100% resulted.

A researcher-designed questionnaire included questions in three sections: demographic information, organization of residential space for privacy and use of residencial space for social interaction. The items that elicited information on space organization and space usage were of a 4-item modified Likert scale. Higher scores indicate more egalitarian organization and usage, whereas lower scores indicate more traditional organization and usage of residential space. The instrument was reviewed for content validation by the researcher's supervisors. It was pilot-tested for reliability. Reliability alpha obtained was 0.91.

Data were collected by the researcher and trained research assistants. Data were analysed using frequency distribution and one-way analysis of variance (ANOVA) on SPSS (Statistical Package for the Social Sciences). The level of sugnificance for decision-making was 0.05%.

The study revealed the following findings:-

1. The hypothesis which states that "there is no significant difference in the organization of residential space for privacy among small, medium and large sized families with adolescents" was rejected.
2. The hypothesis which states that "there is no significant difference in the organization of residential space for privacy among families with adolescents with respect to educational level of the household head" was retained.

3. The hypothesis which states that "there is no significant difference in the use of residential space for social interaction among small, medium and large sized families with adolescents" was also retained.

4. The hypothesis which states that "there is no significant difference in the use of residential space for social interaction among families with adolescents with respect to educational level of the household head" was rejected.

The results showed that family size significantly influenced the organization of residential space for privacy. The finding also revealed that educational level of the household head does not. Family size does not significantly affect the use of residential space for social interaction among families with adolesents. However, educational level of the household head does.

The researcher concluded that families with adolescents have not satisfactorily provided for the spatial needs of adolescents. They either share a room with younger siblings or with other adolescents. They are restricted in some social activities. Until spatial needs of adolescents are provided for at home should there be reduction in anti-social activities. Recommendations were given for improved home-environment for the adolescents, such as using partitioning devices, space-saving furniture and considering the idea of home remodelling.

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## OPERATIONAL DEFINITION OF TERMS

The terms used in this study are defined below in their operational sense.

**Residential Space:** Residential space refers to inside space.

**Space for Social Interaction:** Space in the home where family members gather to perform joint activities as well as entertain visitors.

**Space for Privacy:** Space where individual activities are performed in the home.

**Privacy:** To be alone, away from the presence and interference of others.

**Use of Residential Space:** Include all the activities that take place in the various divisions of the home.

**Adolescents:** Children from ages 13 to 18.

**Small Size Families:** Families with one or two children and all together with father and mother making up three to four members.

**Medium Size Families:** Families with five to six members.

**Large Size Families:** Families with seven members and above.

**Grooming:** Caring for the body including the use of cosmetics.

**Education of Household Head:** Head of the family with secondary/post secondary education.

**Multifamily Houses:** Housing unit occupied by more than one family.

**Families with adolescents:** Families that have boys and girls, from ages 13-18 years old living with them in the same residence.

**Divider:** "divider" is a term used for anything that "divides" areas from one another, giving at least the illusion of some privacy.

**Organization of Residential Space:** Include allocation of rooms to family members and arrangement of furniture in the room, particularly, the bedrooms.

**Bedroom facilities:** Include bed and bedding, movable or built-in wardrobe, dressing mirror, storage cabinets, reading table and chair.

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CHAPTER 1

# 1.0 INTRODUCTION

## 1.1 Background to the study

One of the basic needs of man is housing otherwise known as residence or shelter. The new Lexicon Webster's Dictionary (1990) defines residence as the place where one lives. Shelter is universally acknowledged as the basic need of man with a profound impact on life style, happiness, comfort, health as well as the well being of an individual member of the family, and in particular to the physical, psychological and social development of the child. During the early part of the child's existence the home shelters the whole of his life; sleep, play, work, nutrition for his growth, direction in the formation of habits, privacy and his pleasures and satisfaction. The child is dependent upon his family for heritage which largely determined his potentialities. The family - its financial status, educational level, cultural interests, standards and values provide the unique environment for his growth. The mechanism and location of the family dwelling contribute toward the fulfillment of the child's potential and personality. (Agan and Luchsinger, 1965: Lewis 1980; Salim, 1990).

A little insight into the seriousness of the acute shortage of housing in our cities could be supported by the fact that in urban towns, it is not uncommon to see a family of six or even ten people live in one room and share bathroom, toilet and kitchen with other co-residents. Thus, dwellings in most of the urban cities leave much to be desired due to evidence of over crowding.

## 1.2 Residential space; Its divisions and uses

Residential space is divided into rooms based on its intended use, that is, the type of activities that are performed in each room. Thus an ideal dwelling for a family will provide space for joint and individual activities otherwise known as space for privacy and social interaction respectively. Space for privacy include a bedroom, bathroom and toilet. A bedroom provides space for individual privacy for withdrawal of an individual for study, resting, sleeping, thinking, dressing and grooming. Activities such as bathing and other personal care are carried out in the bathroom and lavatory respectively.

A living room provides space for social interaction and houses activities such as reception of visitors, watching television, listening to music or story telling playing leisure time games, supervising children's study and eating, if it does not have a dining section. A kitchen is another area that houses joint activities like cooking, serving meals, washing dishes, laundering and house cleaning.

Families should plan space for social interaction and privacy to meet the needs of individual members of the family and habitate their instinct behaviour. A situation where all members of the family live and sleep together in one room prohibits healthy living environment and thwarts a sound development in children. This gives way o stresses, strains, looseness of social interaction and anti-social behaviours (Binda, 1982; Smith, Johnson and Findlay, 1994).

## 1.3 Traditional dwelling in oyo state

The prevailing form of human dwelling in Oyo State is a collection of apartments for individual families. These apartments together are known as the compound or to the Yoruba as 'agbo-ile' (a flock of houses). They consist of two or more rooms for each family - polygamous or monogamous and adjoin each other with a common wall between adjacent apartments. The whole collection forms a square enclosing an open space in the middle. A verandah, which opens onto the quadrangle runs right round the compound. Unlike the rooms behind it, it is not divided by any partition so as to enable inmates to walk from one end of the compound to the other under cover.

Whether a family is polygamous or monogamous, the wife, husband and children are found under one roof, thst is, in the compounds of the husband's extended family. Each wife is allowed a room. The husband personally has a room, while the children generally sleep either with their mothers, if of tender age or female, or in the verandah. In some compounds there is a general room for boys.

## 1.4 A typical ancient Yoruba room

Before European contact, the room at the disposal of the average man or woman was a narrow confined space, seldom as much as 3 metres square. it had no window and had to be illuminated by lamplight even when the sun was at its highest peak. It afforded shelter and safety for the few personal belongings of the occupants, which were generally kept either on a wooden ledge, projecting from the wall, or lying in a corner on the floor. It was also an area for sleeping at night and for lying in during illnesses and

confinement at child birth. As the height of the walls was seldom built much higher than about 1.95 metres, life in these rooms would have been almost intolerable on account of the heat but for the thatched roof with high gable. Each room had a ceiling of earth work which gave a partial protection against fire. On the verandah every family had a fire place for cooking consisting of two or more hearths immediately adjoining the wall. Near the fire place were various cooking utensils used in the preparation of food.

## 1.5 Modern Yoruba houses

In more recently built houses the spacious central hall has been replaced by a central corridor or passage which leads onto a backyard which usually contains a common kitchen, bathroom, pit-latrine and one or two storage room(s). This later type which has, on an average, between six and eight rooms is the most frequently built and popular house type in Oyo State today. In some cases this type of house may have more rooms and even a second floor which is sometimes occupied by the owner and his family, while all other rooms are rented out.

Another clearly recognizable house type is the modern flat. It is often built with permanent building materials. Facilities such as all the necessary sanitary and other installations like water and electricity are found in such houses. (Schwerdtierger, 1982; Mills - Tottery, 1990; Fadipe, 1991).

## 1.6 Rationale for the study

The study of residential space use of families with adolescents in Oyo State is based on the consideration that none of such studies which focussed on adolescents' needs for privacy and social interaction in the home have been investigated. It is in the light of this that this study sets out to investigate the use of residential space among families with adolescents, placing more emphasis on their space needs for privacy and social interaction.

## 1.7 Statement of the problem

It has been observed by the researcher that many families in Oyo State are not aware of the spatial needs of adolescents for privacy and social interaction. Resulting from this lack of awareness, children of the same sex with pronounced age differences occupy one room, children of different sexes occupy the same room even when they are more than ten years old (Wahab, 1974; Roske, 1983). Ideally, this should not be so because at this age puberty period sets in and the desire for privacy increases. In some families, more than four adolescents share the same room, adolescent females share the same room with their mothers while in other families adolescents share the same room with both parents (Salim 1990). This is not ideal. The increased rate of maladaptive behaviours in our society today is caused among other things by infringement of adolescents privacy.

Due to changes in physical maturation, adolescent craves for privacy in the home (Park and Sawin, 1979, Pipher, 1994). He or she requires solitude. he wants his or her

own room in the home where he/she can be free from younger siblings and continuous contact with parents. He wants to be alone, to think, read, study, plan his or her own activities or just do nothing (Agan and Luchinger, 1965; Roske, 1983; Anyakaoha & Eluwa, 1994). In a situation where the adolescent is deprived of privacy in the home, energy is diverted to recreation, sex and frequent times out. Such frequent times outside the home expose him or her to various forms of maladaptive behaviours such as early sexual involvement, early pregnancy, drug and alcohol abuse, dropping out of school, robbery and other violent crimes (Proshansky, Itelson and Rivlin, 1970; Smith, Johnson and Findlay, 1994). Proshansky et. al (1970) observed that children deprived of privacy do not study and are not within reach of parental control.

This researcher has also observed that many families do not understand the social life of the adolescents. The social life of the adolescents is characterised by such interest as personal appearance which makes him or her to spend much time in grooming (Agan and Lauchinger, 1965; Papalia and Olds, 1979; Pipher, 1994). Interest in opposite sex, social interaction with friends (Anyakaoha and Eluwa, 1994; Anfani-Joe, Eyisi, Olusanya and Ogunyide, 1993). Hobby interest in music and may even like to accompany reading or studying with music (Agan and Luchinger, 1965; Papalia and Olds, 1979).

Adequate space should be provided in the home for children's growing needs. Each phase of their lives is characterized by certain activities and requirements for their care. This means that the demands made on the dwelling require constant adaptations in the use made of rooms and changes in furnishings and equipment are often necessary. Space should therefore be provided for privacy and social interaction in the home.

## 1.8 Objectives of the study

The objectives of this study are as follows:

1. To find out the differences in the organization of residential space for privacy among families with adolescents with respect to family size in Oyo State.
2. To determine the differences in the organization of residential space for privacy among families with adolescents with respect to educational level of the household head in Oyo State.
3. To find out the differences in the ways residential spaces are used for social interaction among families with adolescents with respect to family size in Oyo State.
4. To find out the differences in the use of residential space for social interaction among families with adolescents with respect to educational level of the household head.

## 1.9 Null hypotheses

1. There is no significant difference in the organisation of residential space for privacy among small, medium and large sized families with adolescents in Oyo State.
2. There is no significant difference in the organization of residential space for privacy among families with adolescents with respect to educational level of the household head in Oyo State.

3. There is no significant difference in the ways residential spaces are used for social interaction among small, medium and large sized families with adolescents in Oyo State.

4. There is no significant difference in the use of residential space for social interaction among families with adolescents with respect to educational level of the household head in Oyo State.

## 1.10 Significance of the study

This study investigates the organisation and use of residential space for privacy and social interaction among small, medium and large size families with adolescents, and in relation to educational level of the household head.

It is hoped that the findings of this study would be useful to small, medium and large size families in organizing space for privacy and social interaction of their adolescents.

The study would also be of benefit to families with different educational backgrounds in planning space for privacy and social interaction of adolescents who have keen desire for independence and social activities.

This study will also help to enlighten parents and other significant adults on the spatial needs for privacy and social interaction of their adolescents. According to Proshansky et al. (1970) children denied of privacy are exposed to anti-social behaviours.

The study will enlighten parents on devices that can be used to improve home environment for the adolescents such as the use of partitioning devices, space-saving furniture and considering the idea of home remodelling.

It is also hoped that this study now provides groundwork for future researchers in Home Economics, in advancing empirical work with the emergence of other variables to residential space organisation and usage. The tool designed by the researcher is highly reliable.

The problem and its solution will also fill a gap in the literature on family housing needs.

## 1.11 Basic assumption

In this study, the following assumptions are made:

1. All families in Oyo State live in residential dwellings but differ in adequacy to meet the growing spatial needs of adolescents in the families.
2. Adolescents' need for social interaction and privacy in the organization of residential space is not given priority attention.
3. There is no difference in the utilization of rooms among adults and adolescents in Oyo State.

## 1.12 Delimitation

This study is delimited to the following:

1. to eight Local Government Areas out of 33 Local Government Areas in Oyo State.
2. to a sample of 360 household heads who are literates and have at least one or more adolescents in the families.
3. to responses from questionnaire as the instrument for gathering data.
4. to family size and educational level of the household head as the variables to be examined.

## 1.13 Limitations

The representativeness of the sample in this study is an important issue. It is possible that the respondents in this study were, in fact somewhat unrepresentative of all families with adolescents in Oyo State in view of the fact that

(a) Purposive sampling technique was used to draw the sample size of 360 household heads with adolescents.

(b) Sampling was restricted to the headquarters of eight Local Government Areas in Oyo State.

(c) The schools through which respondents children were identified were selected on non-random basis.

(d) All the respondents were literates. As a result it appears that the results of this study would be most properly generalized to relatively literate household heads with adolescents in urban settings.

Despite these limitations, the findings can be generalized to the opulation of parents with adolescent in Oyo State.

CHAPTER 2

# 2.0 REVIEW OF RELATED LITERATURE

This chapter describes a conceptual framework and review studies that are relevant to the organisation and use of residential space in relation to the needs of adolescents for social interaction and privacy. The chapter is organized into two major headings namely, conceptual framework and review of previous studies. Literature related to the study is viewed from experts both within and outside this country.

The review of literature has been examined under he following sub-headings:

a. The concepts of residential space use

b. Division and use of residential space

c. Space for privacy in the home

d. Space for social interaction in the house

e. Review of methodology of previous studies

f. Summary.

## 2. Concept of residential space use

Residential space use has been conceptualized in a variety of levels. Human activity analysis at the most micro level places emphasis on personal behaviour - the individual acting in response to felt needs in the context of a defined environment of other individuals, institutions, conditions and physical surroundings. Group behaviour or family behaviour is the next level of micro behaviour (Chapin, 1974).

Other analyses are based on the view that living patterns are defined as the arrangement of activities, locations and performers into a design for action which keeps the family functioning in satisfactory manner (Inman, 1978).

Another conception is related to a framework for studying activity patterns of families. These activities are characterized in terms of the dimension of time, participants, space, equipment and material. Recurrence and sequence of the amount of time spent on a particular activity form the dimension of time. participants are identified with respect to social and biological position in the family. Area and location form the dimensions of space. Equipment and material are also considered in studying activity patterns of families (Magrabi, Paolucci, Heifner, 1967 cited in Inman, 1978). One suggestions by Magrabi was to use this framework to compare families' activities, taking a set time for observation and then establishing similarities or differences between families.

Theoretically, the conceptualization of residential space use for this study is compatible in a way with Chapin's (1974) human activity analysis on family members behaviour, especially the adolescents and the analyses based on the arrangements of activities (Inman, 1978).

## 2.2 Division and use of residential space

In all parts of residence, various activities are performed by the members of the living unit. Residential space is divided into rooms based on activities that are carried out in them, classified as group or joint activities and individual or private activities (Lewis,

1980; Sule, 1989; Anfani - Joe, Dyisi, Olusanya & Ogunyide, 1993; Anyakaoha & Eluwa, 1994). Rooms in the home that provide space for private or individual activities include the bedrooms, bathrooms and toilet. These spaces have also been recognized as the quiet areas of the home and the areas that provide privacy for individual member of the family (Roske, 1983; Anfani - Joe et. al 1993). Rooms that provide space for group or joint activities include the living room, dinning room, family room, the kitchen, work or service area, laundry area, the porch and garage. These spaces encourage social interaction. An ideal dwelling for a family will provide space for privacy and for social interaction. Unfortunately, not all dwellings provide space for different activities in the home in Oyo State. A room may be found to serve more than one purpose due to inadequate number of rooms.

*Space for privacy*

Bedrooms, bathrooms and toilet provide spaces for privacy in the home. These spaces cater for individual activities such as dressing and grooming. Others are sleeping, resting, reading, thinking and toileting.

*The bedroom*

The bedroom has long been regarded as the most important area of the home that provide space for privacy. The bedroom provides privacy for individual members of the family (Agan and Luchinger, 1965). According to them the maximum number of persons occupying a bedroom should not exceed two. In an ideal situation each member of the

family should have his or her own private bedroom. Where there are boys and girls in the family, the number of bedrooms needed will be greater than the one that has two children of the same sex. Three bedroom homes provide a minimum of accommodation for a family with one boy and one girl. As the family enlarges, boys can share one bedroom while girls share another. According to Wahab (1974) children of the same sex can share a room up to the age of 10 to 12 years. Two children over ten (10) years of age should not sleep in the same room if they are of different sex. Children of pronounced age differences of the same sex should be provided with private bedrooms (Roske, 1983). A family of five should have four bedrooms of 3.6m by 3.6m (12ft by 12ft) size (Wahab, 1974). Ojo (1982) was also in support of a three-bedroom dwelling as ideal for families with sons and daughters. That is, one room for the parents; one for daughters and one for the sons. Stating further that if houses are to accommodate families to the desirable standard it is important to consider the size of the family. Blankson (1972) stated that in two-bedroom house for four persons, one bedroom should always be designed to take two beds. In a three bedroom house for six to seven persons, two bedrooms must be double and one single. According to Neufert (1985) bedroom sizes are determined by bed sizes and wardrobes, often built in. Bed making requires space of at least 40cm, preferably 70cm beside bed. All houses for more than five persons should be provided with two toilets.

This researcher will investigate Wahab's (1974) recommendation that children of the same sex can share a room up to the age of 10 to 12 years. Two children over 10 years of age should sleep separately. In an ideal home, sex and age of the children

should be considered when allocating rooms to them. This is because at certain age level, it is not ideal to allow children of different sex to share a room. This is because at ages 10 to 12 puberty period sets in and the demand for privacy increases.

Unfortunately, in the researcher's area of study, not all families can afford to provide private room for individual child. And as children grow older, more space is required to meet their changing needs. Only the affluent families can make provision of private space for individual children.

It has been noted that lack of privacy for children may expose them to having early sexual relations especially among families that share the same bedroom with their children and those that allow children of different sex to sleep together in the same room from age 10 and above. From review of literature of lower class sexual behaviour, Rainwater (1961:5) cited in Proshansky, Ittelon and Rivlin (1970) noted that:

> The sexual stimulation that comes in all these cultures (Mexico, Puerto Rico, England, the United States) from the close living together of children and adults is apparently systematically repressed as the child grows older. The sexual interests stimulated by these and other experiences are deflected for the boys onto object defined as legitimate marks (loose women, careless girls and prostitutes) and for the girls simply pushed out of awareness with a kind of hysterical defence (physterical because of the fact that later women seem to protest their ignorance too much).

It has also long been noted that where genuine opportunity for privacy is not or does not seem to be available, energy is diverted to sex, recreation and behaviour detrimental to the well being of children, especially the adolescents. The tendency to

spend time outside the home is particularly a serious matter among children in families with inadequate space (Proshansky et al, (1970). Such frequent times outside the home expose them to deviant behaviours such as drug use, alcoholism, teenage pregnancy, school drop out (Smith et al; 1994; Salts, 1995). Jackson (1955) cited in Proshansky et al, (1970) observed that children deprived of privacy do not study and are not within reach of parental control. It has also been noted that with more space, family friction is reduced among family members (Proshansky et al; 1970; Nucci & Lee, 1993).

The concept of privacy appears in the literature of several discipline - psychology, sociology, anthropology, political science, law, architecture and the design professions. One group of definitions of the term emphasizes seclusion, withdrawal and avoidance of interaction with others. For example:

> A person's feeling that others should be excluded from something which is of concern to him, and also recognition that others have a right to do this.
>
> *Bates 1964 (cited in Altman 1976).*

> A value to be by oneself; relief from the pressures of the presence of others.
>
> *Chapin 1951 (cited in Altman 1976).*

> The ability to control interaction, to have options, devices and mechanisms to prevent unwanted interaction and to achieve desired interaction.
>
> *(Rapoport, 1972).*

Altman (1976) defined privacy as "selective control of access to the self or one's group". Valvatne (1995) calls it the process of controlling boundaries between people so that access is limited. The implication is that one has options, devices and mechanisms to prevent unwanted interaction. Within the house, walls separate spaces so that privacy is achieved for individual family members (Roske, 1983). Jourard (1966) cited in Altman (1976) noted the importance of people in families having rooms of their own, where they could be alone and away from others. Chermayeff and Alexander (1963) cited in Altman (1976) called for privately owned rooms for family members, for areas which separate adults and children, for access routes which were direct and private to various parts of the house.

Sometimes one need to be alone to be able to think and daydream without being disturbed. Pond (1957:154-159) cited in Proshansky et al (1970) cited Queen Juliana who said:

> "There is absolutely no point in letting the world be run by nervous wrecks. Everybody should try to find a spot to be alone to concentrate and think of everything an adult and responsible person should think about. The result might be astonishing".

Inferred from the above quotation, individual needs privacy in the home to maintain good mental health. Roske (1983) suggested having a private room where people enter only when they are invited in order to achieve privacy in the home. This researcher is of the view that the bedroom provides for such privacy.

Privacy is basic to development and maintenance of a strong personal identity both in a conceptual as well as operational sense (Proshansky et al, 1970). In its simplest

form it involves "aloneness" or freedom from the presence and demands of others. It also however, involves the concept of possession - a "mineness - of time, space, property each of which serves as a measure of uniqueness and self expression. Lee (1956:339) cited in Proshansky et al (1970) writes:

> .....through habituation and teaching the mother reproduces in the child her own needs, in this case the need for privacy which inevitably brings with it related needs. Now the child grows up needing time to himself, a room of his own, freedom of choice, freedom to plan his own time, and his own life. He will brook no interference and no encroachment. He will spend his wealth installing private bathroom in his own house, buying a private yacht, private woods and a private beach which he will then people with his privately chosen society.

The impression one gets from the above quotation is that privacy is a basic need that keeps on increasing as the child grows. Deprivation of privacy has been noted to be a very common feature and a major problem in the slum housing around the world (Proshansky et al; 1970; Adetutu, 1977; Yahaya, 1979; Valvatne, 1995). According to proshansky et al, (1970) the open planning and multipurpose rooms combined with small size all intended to encourage family unity and cohesiveness - have in many instances produced irritation and a variety of anti-social behaviour. Chapin (1951:165) have long observed that:

> The sentiment of self-respect, the respect for self as an individual with status, can hardly thrive when the person is continuously open to pressure of the presence of many others in the household. Privacy is needed for thinking, reflecting, reading and study and for aesthetic enjoyment and contemplation. Intrusions of the fulfilment of personal desires need to be

> shut off in order to avoid the internal tensions that are built up from the frustrations, resentments and irritations of continual multiple contact with others.

This particular aspect of privacy has come to have a particular significance for consideration of a private bedroom for children particularly the adolescents. The need for privacy is very strong at this stage, for during this period bodily changes create an acute body awareness and often result in sensitivity and embarrassment. Adolescent requires solitude. He wants to be alone to think, to personally find satisfactory answer to the question "whom am I?", in order to further his search for self identity. Adolescence is the fifth in Erikson's eight ages of man. The crisis of adolescence involves identity versus role confusion. Rapid body growth and new genital maturity emphasise to the young people their impending adulthood and they begin to question their roles in adult society. Erikson (1960) cited in Lewis (1980) emphasises that the adolescent effort to make sense of the self and the world around is not a kind of maturational malaise", but is instead a healthy, vital process that contribute to the ego-strength of the mature adult (Erikson, 1960). Erikson relates this critical period as he calls it, to the environment. For positive development a positive setting or environment must be present. In contrast, a negative environment produces negative development (Lewis, 1980) in this case the family environment is the home which should provide privacy for the adolescent.

The endless experiments with grooming and the time thus spent are also contributory factors to their privacy need. This is the time most young teens are more

concerned about their physical appearance than about any other aspect of themselves (Papalia & Olds, 1979). They are interested in making a good appearance among friends, thus much of their time is spent on grooming. Jesild (1952) cited in Gross (1989) found that when adolescents were asked what they did not like about themselves, very few mentioned their abilities but about 60 percent referred to some aspect of their physical appearance, especially facial defects like skin problems. About one-third of all boys and one-half of all girls who took part in one longitudinal study expressed worries about at least one aspect of their appearance:

> the horror of being 14 and standing in front of that mirror and seeing the skinny person crying in the disguise of a fat boy was the first time I saw the realities of life..... I realised that no one, absolutely no one, would ever love me, a fat slob. The next month I lost 30 pounds.
>
> *(Berscheld, Walster & Bohnstedt, 1973).*

It has been noted that "adolescent beauty..... leaves its mark for years" (Papalia & Olds, 1979). People who considered themselves attractive during their teenage years have higher self-esteem and are happier well into their forties than those who were less confident about their appearance in adolescent. Not until the mid-forties does the difference in happiness between those who had felt attractive or homely as adolescents disappear (Berscheld et al, 1973) cited in Papalia & Olds (1979). Self esteem refers to the feelings and attitudes toward the self (Smith et al; 1994). Lennon and Rudd (1995) refer to self-esteem as one's feeling of worth. Interestingly high self-esteem is presumed to predict good adjustment behaviours; behaviours valued and sanctioned by the society or the culture. In contrast, low self-esteem is presumed to predict self destructive and

deviant behaviours (Jessor & Jessor, 1977) cited in Smith et al (1994). Such deviant behaviours include dropping out of school, drug use and early sexual involvement (Smith et al, 1994).

Adolescent owns an increasing amount of clothes and accessories and spends some time taking care of them. Social relationship and increasing independence contribute to their privacy need (Siann & Ugwuegbu, 1988).

Adolescent has more study needs than formerly both for formal study required by his school, and for his hobby interests. Such hobby interests may include collections of various kinds, photography, perfecting music or dance performance. If he does not play music himself he at least wants study accompanied by radio or record player. All this contributes to his need for privacy.

Children's need for autonomy can be satisfied by allowing them to have their own rooms (Roske, 1983). In them they can be themselves, do as they please and avoid direction from domineering parents. Both autonomy and identity are manifested in the desire for a "place of one's own" where one can do as one pleases. Providing privacy for children in the home not only fulfills their psychological needs but also regulates their social interaction (Roske, 1983; Atwater, 1988; Valvatne, 1995). Other reactions to privacy deprivation include psychological disturbances, irritation, parental conflict and a variety of anti-social behaviour. Personal autonomy which relates to self-independence and self-identity is affected (Bindal, 1982; Sals, 1995; Lennon &Rudd, 1995). Altman (1976:28) says:

> "If I can control what is me and not me; If I can define what is me and not me; If I can observe the limits and scope of my control, then I have taken major steps toward understanding what I am".

Parke and Sawin (1979) investigated the age at which children start closing the bedroom door behind them for privacy among 1 1 2 middle-class children and adolescents aged 2 to 17. The demand for privacy was determined by how readily the subjects let other people into occupied bedrooms and bathrooms. The data regarding privacy habits in the home were obtained by a questionnaire adapted from an earlier study by Altman (1972). The questionnaire consisted of items dealing with the use and regulation of various rooms in the house. Questions concerning the bedroom and bathroom were relevant to the study. For both rooms, the following information was secured: (1) use of the rooms by family members (2) door practices (open versus closed) (3) door knock rules, and (4) access rules.

A big factor in the demand for privacy was family density - the ratio between the size of the house and the number of people living in it. The strongest desire for privacy occurred at the extremes, that is those living in smaller houses less than 1,600 square feet with more than five people and those living in larger houses with four people or less. Children and adolescents in moderately crowded houses were less likely to keep bedroom and bathroom doors closed. Parke and Sawin (1979) explained that individuals who grow up in overtly crowded homes may feel the deprivation more severely and insist on privacy whenever they can. Whereas those who grow up in more spacious homes get accustomed to privacy and expect it.

Their study revealed that the desire for privacy generally increases with age with the biggest change occurring just before and during adolescence. Whereas boys and girls aged 2 to 5 closed bedroom doors behind them, only 29 percent of the time, and bathroom doors only 64 percent of the time, the 10 to 13 year olds closed bedroom doors 46 percent of the time and bathroom doors 96 percent of the time. Those aged 14 and 17 closed bedroom doors 58 percent of the time and bathroom doors 100 percent of the time.

The only group that stood out as an exception to the general rule was the 6 to 9 years olds. Those in Freud's latency stage of sexual development. Boys and girls of this age were less inhibited than at any time before or after. Most of them allowed anyone to come in regardless of what they were doing, whether dressing, bathing, or using the toilet. In contrast, adolescents demand more privacy partly because of their greater physical and sexual maturity, their growing independence from other family members and their need for self-reflection.

Similarly, Wolfe and Laufer (1974) cited by Parke and Sawin (1979) have shown the greatest increase in complexity of children's conception of privacy that occurs in adolescence. They also noted that at age 11, children begin to attach the meaning "alone and unbothered" to their definition of privacy, while later in adolescence at age 15, children define privacy in terms of "being able to do what you want and no one knows". Similarly, the development of extra-familiar social relationships particularly with peers, contributes to the heightened privacy behaviour of adolescents. Wolfe and Laufer (1974) reported that the ecological limitations of the household may determine the manner in

which privacy is manifested. Children who share a room are more likely to define privacy in terms of information control than children who have their own rooms.

Reactions to privacy deprivation include deviant behaviours. Personal autonomy which relates to self independence and self-identity may manifest in individual concerned. A study using predominantly African American males found a very high level of family cohesion (reflecting an enmeshed family system) to be associated with delinquency (Rodick, Huggler & Hanson, 1986) cited in Salts (1995).

Altman (1976) spoke of invasions of privacy as especially harmful because they destroy individual autonomy and self-esteem. Self-esteem refers to the feelings and attitudes toward self-Individuals who consider self to be capable, significant and worthwhile have a high self-esteem. Conversely individuals who consider themselves incompetent, insignificant and worthless are regarded as having a low-self-esteem (Smith, Johnson & Friday, 1994). Lack of privacy for the child is a contributory factor to low self-esteem. Some researchers propose that low self-esteem is a key determinant of delinquent behaviours (Gold, 1978; Kaplan, 1980 cited in Salts, 1995) such as drug use, dropping out of school and early sexual involvement (Smith et al. 1994).

More recently, studies examining adolescent - parent conflicts have discovered that such conflicts are often the result of differences in the way matters within the child's personal areas are interfered with (Tisak & Tisak, 1990; Nucci & Weber, 1995).

As can be observed from the foregoing, all the above studies used school age children and adolescents as their subjects. Consequently their studies addressed themselves to the desire for privacy and its conception in children as they grow into

adolescence rather than stressing the ways families organized themselves to maintain and establish privacy. It can be said that since the studies were carried out in developed nations of the world, problem of overcrowding is not visible as can be seen in Nigeria where more than four children may be found sharing a room. This researcher is therefore, concerned with the spatial needs of adolescents for privacy and social interaction within residential dwelling. This researcher is interested in investigating the ways families use their residential space to meet these needs.

Sule (1989) cited several earlier studies that examined the use of residential space (Boalt, 1960 and 1962; Batchtold, 1961, Meye-Ehlers, 1964-1967; Henzel, 1966; Preiffer, 1969). In one of their studies, more than 2,500 households were investigated. They found that in 28% of the two-roomed flats, more than two persons slept in the bedroom. It was also discovered that the adults bedroom was particularly unused during the day, but the children's room was used extensively. Children up to the age of six spend 30%-60% of their time there, while older children were present there mostly in the afternoon. It was also found that children visited each other most frequently between the age of 7 and 12 years when 95% of them received visits "sometimes" or "often". In all age groups the children's room rated highest for getting together with friends.

The studies also found that the children's room served in some cases as a play space for children or as a guest room and as a combined guest room and workroom. In most cases, it is used extensively as children's room. Children's rooms were rated as big enough by the majority if the floor area is between 11 and 14 square metres.

Some of these earlier researchers (Preiffer, 1969 and his colleagues) being concerned with the special problems of children at home expressed their views that the basic needs of children show little relationship to social stratification. On this basis, they questioned 13 specialists. Majority of those questioned considered a common play room to be desirable or essential for the whole play period of children. Up to the age of six, the mother or some other member of the family must be able to keep an eye on the children. They stated that children play with others from the age of one and a half onwards, and up to the age of six they need a helping hand; and upto the age of eight they need to touch others during play. According to them, babies up to the age of eighteen months live in a world of their own, and from then up to 3½ years of age, they feel themselves to be part of a family circle, and particularly close to their mothers. Hence up to the age of six, it is desirable that they should be within call of their mother when they are sleeping.

From the age of fifteen months they suggested that children should preferably play within four square metres, and after that they should have a play space ranging from 4-10 square metres. Their survey showed a moveable play space for children up to age of 3½ years after which preference was equally divided between mobile and fixed play space.

Batchtold (1961) in his own study found that 87% of the households questioned use their bedroom exclusively as a bedroom. Twelve percent of those households gave the following further uses: (i) as a workroom for the house-wife = 6% (ii) as an office for the husband = 4% (iii) as a playroom for the children.

Despite the suggested common playroom for the whole play period of children, accommodation problems have consistently plagued our society. This researcher therefore, considers solving the problem of private and social space, especially for the adolescents in the home. The studies cited above focused on children from earlier stage up to 12 years in particular, in the use of residential space. This present study is to examine the differences in the use of residential space among families with adolescents whose ages range from 13-18 years.

*Bedroom arrangement*

According to Lewis (1980) arrangement in a room shared by two children should be in a way that each can have a part of the room for himself. For using and caring for the bed a minimum clearance of 35-47.5cm (14-29 inches) are recommended at the side of a bed and between twin bed to rise from it and to make it. A single bed may be placed with its sides along a wall but a double bed requires space on both sides. Bunk beds provide the same amount of sleeping space as twin beds without taking much floor space (Lewis, 1980), that is bunk beds use the same floor space of only one bed but they provide sleeping space for two people. Bunk beds that pile up above each other or can be separated to work as twin beds are excellent for saving space. Lower than average beds may be rolled under a corner table or corner, storage area to save space in a small room. Multipurpose bed, that is bed with drawers for storage also save space in children's room. There should be adequate storage space in each bedroom for storage of possessions, a shelf or table and chair for study and dressing table with mirror.

Confining the size of bedrooms to allow only for dressing and sleeping limits privacy (Lewis, 1980; Roske, 1983; Anfani - Joe et al, 1993) when arranging furniture with open drawers that pull out, minimum of 90cm (36 inches) space is recommended, to stand in front of it when it is partly opened. Enough room will be needed to open it completely.

Some attempts had been made in the past to stretch the utility of small amounts of bedroom space by using folding partitions or making compartmented bedrooms. Two small bedrooms side by side might have no solid partition but one which folds, thus providing privacy when wanted and combined play space at other times for children. The compartmented bedroom can be used for three or more children of the same sex. Instead of three small bedrooms, the total space is divided into three cubicles for bed, wardrobe and chair, with the rest of the room open for common use for play, study and other activities (Agan & Luchinger, 1965). Dividers can be used in similar way for privacy (Valvatne, 1995). "Divider" is a term used for anything that divides" areas from one another, giving at least the illusion of some privacy. The divider can be series of shelves, or a book case, or screen and can be used in any room to serve more than one purpose (Anyakaoha & Eluwa, 1994; Anfani - Joe et al, 1993). Storage needs are great at adolescence, as each child develops individual interests and hobbies (Lewis, 1980; Roske, 1983; Anfani - Joe et al, 1993).

This researcher will investigate Agan's and Luchinger's (1965) idea of stretching the utility of small amounts of bedroom space through partitioning for privacy. The use of functional partitioning devices like shelves is not too expensive to be afforded in the room shared by two or more adolescents. This will further provide privacy in the room

for adolescents of the same sex. Since developmental characteristics of adolescents do not differ irrespective of racial differences, this researcher feels that this particular way of providing privacy in the same room for children need not be considered too foreign in our culture.

*The bathroom/toilet*

In as much as the activities performed in the bathroom are bedroom connected, a location near the bedroom is important (Wahab, 1974). Specifically with reference to the bathroom, Kira (1970) established three main categories of privacy:

(i) Privacy of being heard but not seen;

(ii) Privacy of not being seen or heard and;

(iii) Privacy of not being seen, heard or sensed.

Bathrooms and toilets are private areas for personal use. Blankson (1972) recommends two toilets for houses that have more than five persons. According to Grandjean (1979) a bathroom with a bath-tub, a wash basin and a toilet pan should be 10 square metres, with ceramic tiles for the wall to a height of 1.30m and 2m round the shower and mosaic floor to reduce the risk of slipping. Towels, soap, toilet tissue and appliances should be stored in the bathroom. When space has been provided, cupboards may be added in or near the bathroom. Modern households wash clothes in the bathroom (Anyakaoha & Eluwa, 1994; Anfani - Joe et al, 1993).

Henzel (1966) in his studies stated that the bathroom which has an area between 2 and 6 square metres was used for other purposes besides personal toilet. According to

him, such purpose include laundering small quantities of clothes. For an ideal home, 79% wanted a bathroom with an area of 4-6 square metres. This according to Henzel, showed that more household tasks were carried out in the bathroom, and more facilities needed to be provided there than the planners were aware.

*Space for social interaction*

The living room (sitting room), dining room, kitchen and family room provide spaces for social interaction in the home. These spaces cater for joint activities.

*The living room (sitting room)*

The living room is regarded as the area for social interaction. Humans are said to be social by nature (Lewis, 1980; Roske, 1983). According to Roske (1983) every human has a need to be close to and involved with other humans. In other words one needs social interaction. This need began at birth and continues until one dies (Lewis, 1980). Compton and Hall (1972) viewed the dwelling unit as the locus of the initial socialization of the child. It is there that his character structure is largely shaped. Affluent families may have family room as a social space for family members (Wahab, 1974; Roske, 1983; Anyakaoha & Eluwa, 1994) and may seek to separate teenage social space from adult social space. As a living area, the living room houses the easy chairs and settees, television sets, radio, record player and storage spaces. In a dwelling that has both a living room and a family room, the family room often has a more casual atmosphere. It is used for recreation and relaxation. The living room is used by the

family members for relaxation. It is used for social entertaining which involves receiving visitors, giving a party, meeting with committees or study groups, having a date at home (adolescents) and for family leisure activities. Such activities include reading, writing, supervising children's study, knitting, crocheting, tatting, watching television, listening to radio or record player, playing or practicing on the piano or other musical instrument, using the telephone, pursuing a hobby, playing cards and other quiet games such as pushing and pulling toys, building toys and so on (Lewis, 1980; Roske, 1983; Anyakaoha & Eluwa, 1994; Anfani - Joe et al, 1993).

Families enjoy conversation with members and friends in the social areas. For easy sociability in the living room, comfort and convenience should be considered in the arrangement of furniture (Anfani - Joe et al, 1993) this is the basic true for furniture arrangement A minimum dimension of 4.5m by 6m (15ft by 20ft) is recommended for living room space (Wahab, 1974). The modern practice is to provide a toilet adjacent to a living area for use of visitors.

Social distance, in the concept of personal space has been recommended for consideration in arranging furniture in the sitting room (Roske, 1983). Personal space is described as a bubble of space an individual carries around which is private and personal, and into which others may enter comfortably by invitation only (Roske, 1983; Gerow, 1989). In other words, man is extended beyond his body into space (Leibman, 1970). In general, personal space is conceived as an expanding and contracting ring or bubble surrounding the individual which defines the physical space he requires in relation to others with regard to specific activities and defined relationship (Leibman, 1970; Roske,

1983; Valvatne, 1995). According to Loomis (1978) personal space, the silent language as Hall (1966) calls it regulates how closely people interact and its purposes are protection and communication. Roske, (1983), Gerow (1989), Valvatne (1995) cited hall's four spatial zones as they are found in Western cultures:

i. **Intimate distance** - distance involved 0 to 45cm (0 to 18 inches) that is contact to 45cm. Acceptable distance for comforting someone, space reserved for intimate communication: displays of affection by lovers, contact sports (for example wrestling). Sensory events experienced at this distance include hearing another's breathing, smelling the other person, examining every physical detail of the other person, reserved for people who have great familiarity with one another.

ii. **Personal distance** - distance involved 45cm to 1.2m (½ feet to 4 feet). Acceptable distance for close friends and everyday social interactions (just beyond arm's length). Sensory events experience at this distance are normal vision, verbal channels account for more communication than touch that is actual physical contact in this sort of situation is unusual and generally unwelcomed. This space can be clearly seen in social gatherings, where small clusters of persons gather around to share in conversation.

iii. **Social distance** - distance involved 1.2m-3.6m (4-12 feet), found in business interactions and interacting with strangers. This distance allows people to be close enough to communicate while remaining separated. A

design criterion for furniture arrangement in the living room to control social zone. It may commonly include some sort of physical barrier such as desk or table between us and others around us. Within this space, communication can continue, but there is an implied message of lack of intimacy and aloofness.

iv. **Public distance** - distance involved 3.6m to 7.5m (12-25 feet) found when people speak or perform for an audience. This distance eliminates any personal communication. Formal lectures in large classrooms, performances given from a stage and after - dinner talks from behind the head table are examples. Because of the distances involved, communication in these settings tend to flow in only one direction.

(Hall 1963; 1966 cited in Altman, 1976; Gerow, 1989; Valvatne, 1995).

Although the social distance - 1.2m to 3.6m has been considered as a design criterion for furniture arrangement in the living room to control social zone, this researcher considers it appropriate to consider the first three distance zones - intimate, personal and social zones in arranging furniture in the living room. For interaction among family members, the first two distance zones apply to them. For their interaction with friends, visitors and strangers, the third distance zone is applicable here.

It has been suggested that special effort be made to have built-in furniture maintaining lines consistent with the remaining wall treatment in order to create a

spacious room environment (Geuther and Guthrie, 1970). Built-in furniture is an economy in space and money and often too in cleaning (Anfani - Joe et al, 1993).

Adolescent years is also characterized by intensive socializing and courtships (Agan & Luchinger, 1965; Anyakaoha & Eluwa, 1994). The family is therefore, expected to provide space where participation in many of the social activities adolescents like is possible. An extra living room may seem practical when the adolescent wants to entertain his or her friends and at the same time that family friends going through town drop in unexpectedly.

Adolescent is quite gregarious, wanting communication with a friend either through personal contact or by telephone much of the time. His/her gregariousness may also take the form of impromptu or planned parties and much interest of the sexes for each other. The living room should be planned to meet the adolescent social needs. (Agan & Luchinger, 1965; Anyakaoha & Eluwa, 1994).

This researcher's position is informed by the fact that Roske (1983) in realising the social characteristics of adolescents said "their social space may be separated from adult social space" if the parents can afford that. Separating adolescents' social space from adult social space is an ideal thing. But this may not be possible due to problem of housing in Nigeria and the high cost of building materials which has rendered remodelling of existing residential space impossible. Because of the rising cost of building each year, the dream of building a large new house for a growing family often fades away for many families. Remodelling may be an economical solution to the problem of meeting family changing needs for space. Remodelling brings the house up

to date through installation of new materials and equipment, re-arrangement of space inside the house r addition of new rooms (Marton, Geuther & Guthrie, 1970). A car park, attached garage or covered porch could be converted to living space for adolescent social interaction with friends. The cost of such conversion will be less because the space is already covered by a roof and based on a foundation. Basements can be converted to play rooms, recreation rooms, bedrooms or into separate quarters for live - in relatives.

*The dining area*

Every dwelling needs a place where people can eat. Some have a separate room that is used only for dining. Dining space can be shared with other activities. For a normal family size of six the dining area should have a minimum dimension of 10 feet by 10 feet (3m by 3m (Wahab, 1974 cited in Salim 1990). It may be visible from the living area but a buffet table of about 90cm (3 feet) high is a convenient separator between the dining areas. Occasionally the dining area may be integrated with the kitchen, just as it may be a room of its own. Modern designs also include a small opening 60cm by 60cm (2 feet by 2 feet) between the kitchen and the dining room for passing food and other items (Wahab, 1974; Anfani - Joe et al, 1993). The dining area also encourage interaction among family members and friends.

Several studies that examined the used of Living/Dining Room (Holm, 1951; Boalt, 1960-65; Batchtold, 1961; Huser et al 1970; in Sule 1989), analysed that children at all stages of their lives spent little time in the living room. The living room was found to be used for meals when there were guests. About half the women questioned used it

in the day time for mending but overwhelmingly used in the evening. The sewing machine was rarely used in the living room. He recommended that the living room should not be less than 18 square metres (18 sq. m.).

Children in both small and bigger homes rarely played in the living room and more than half of the children were not allowed to use it, though 30% of them did their home work there.

Similarly, Boalt (1960-1965) stated in his findings that the living room was used mostly in the evening, but rarely for eating, children's play or home work, or as a bedroom. According to him, people were disassociated with their living rooms and a few of them gave a favourable report. The size and shapes of the living rooms were less important than their being well arranged with doors in convenient positions. Living rooms having only 18 square metres of floor space and two windows, with doors opening into the kitchen, the bedroom and the hall were rated the lowest. On the other hand, living rooms with 19-20 square metres with two windows in the short wall and one door each to the bedroom and the entrance hall, were rated higher.

In the survey carried out by Batchtold (1961) in Bernj Switzerland, 81% of the households questioned used the living room as the principal room of their home. From the total of 160 households studied, 129 people questioned listed their usage of living room as follows:

| | | |
|---|---|---|
| Resting, reading, listening to radio | — | 98% |
| Watching television | — | 98% |
| Receiving visitors | — | 89% |

| | | |
|---|---|---|
| Sitting together as a family | — | 90% |
| Sewing, mending, knitting | — | 72% |
| Children's play and homework | — | 31% |

Similarly, Huser, Grandjean, Gilgen, Ries and Suchantker (1970) carried out a survey on the use of different rooms in the dwellings they studied. Their findings showed results similar to those of Batchold and other authors. Thus the living room was little used during the day, though 40% of those questioned used it occasionally as play space for children.

***The kitchen***

The kitchen is another area in a residential dwelling that encourage social interaction. It is very important to family life (Lewis, 1980; Anfani - Joe et al, 1993). For a normal family size of six, the kitchen space should not be less than 3m by 3m (10ft by 10ft) (Wahab, 1974). Shelves should be above 1.65m (5ft 6 inches) level to avoid banging heads into the shelves (Wahab, 1974 cited in Salim 1990).

Activities associated with the kitchen include planing meals and activities connected with them; ordering, receiving, storing, mixing, cooking, cleaning, freezing foods, setting the table, cleaning away and washing, drying and storing dishes, cooking for and serving large groups of social gathering. Centres for activities in the kitchen are places where food is stored (Refrigerator), where food is prepared (Range), and where cleaning is done (sink) (Wahab, 1974; Lewis, 1980; Anfani - Joe e al, 1993). The imaginary lines that connect these three places form a work triangle. Any one preparing

a meal in he kitchen will walk along the lines of that triangle several times before the meal is ready. In a well designed kitchen, the total length of all sides of the work triangle will not exceed 6.70cm (22 ft).

Parents and children often work together in the kitchen. It has been suggested that the kitchen should be regarded as a fascinating classroom where children can develop creativity and problem solving skills, a place where they can learn to serve others and work as part of a team, a place where meaningful conversations that touch the heart can spontaneously arise, a place where deeply held values can be quietly instilled. In the crowded cupboards and drawers and on the shelves of every kitchen lie many valuable lessons - ready to come to life with the preparation of the next meal.

Grandjean (1972) noticed from a time study carried out partly by experts and partly housewives that the kitchen is used much more frequently than the rest of the rooms in a home. It is also stated that children were very often in the kitchen up to 3½ hours per day with their mothers. There was also an indication that sewing machines were sometimes stored in the kitchen, thus prolonging the time that a housewife stayed in the kitchen when sewing.

According to Holm (1951) children in small homes usually played in the kitchen and their play things were visible in the kitchen in two-roomed flats. He suggested that the area of the kitchen should not be less than ten square metres (10 sq. m.).

Batchtold (1961) studied 160 households in Switzerland. The survey covered dwellings in Bernj that were built between the years 1955 and 1959. Majority of them

were two-four bedrooms. Only few (about 12) had five or more bedrooms. Those households who participated had incomes as follows:

| | | |
|---|---|---|
| 550-950 Francs per month | = | 33 |
| 950-1,500 Francs per month | = | 87 |
| 1,500 and more Francs per month | = | 40 |

Batchtold's findings revealed that the kitchen was increasingly used for additional purposes. Taking of meals in the kitchen appeared to be elated to space availability with an area of 8 square metres. Three quarters of those questioned ate in the kitchen, but in small kitchen only 40-50%. He also found eating in the kitchen related to income level. At the lower and middle levels about 70% of the households questioned took all their meals in the kitchen, while in families with higher incomes, only breakfast was commonly taken in the kitchen and the other two meals: mid-day and evening were rarely taken there. Washing and ironing were carried out in the kitchen as far as possible with the area of the kitchen being the deciding factor. Only a minority used the kitchen as playing space for children and as somewhere to carry on leisure pursuit. Here also the area of the kitchen was important.

In a study carried out on the use of different rooms in dwellings by Huser et al (1970) in Zurich, the eating habits of households studied showed that meals were most frequently taken in the kitchen. There finding was similar to those of Batchtold and others.

In another study carried out by Adeyemi, Suleman, Solanke & Adeshina (1981) on rural housing design and construction in Northern State of Nigeria, they noted that

the kitchen plans recognise the outer and indoor needs for cooking. According to them, indoor cooking is done in a room equally circular, roofed in the same manner as other rooms but having less elaboration and furnishing. No mention is made concerning the extensive usage of the kitchen in performing other activities as obtainable in developed countries.

Gwani (1981) in a study on "The adequacy of housing in Tambe in meeting the needs of the family" found that 33 percent of households who used rented houses indicated that the houses were adequate for them, while 67 percent indicated inadequacy. Gwani pointed out that households with large number of people have no adequate privacy and further stated that the effect of household size may reflect different rooms applying at a stage in the family life cycle.

Seymour (1978a) cited in Salim (1990) stated that overcrowding is usually measured in terms of person per habitable rooms. This also expressed the relationship between the average size of a household and the number of rooms in its dwelling. Agreeing with Seymour (1978a), Olomo (1988) pointed out that housing size is usually defined by the number of rooms and the measure of overcrowding is the number of people per room. Okpala (1978) cited in Salim (1990) explained that for Urban Nigeria a maximum of two persons per room has been proposed as an appropriate standard. The United Nations has recently proposed that over-crowding in the Third World cities is indicated by the number of persons per room. The occupancy rate is three or more persons per room. The World Health Organization (WHO) has defined a minimum standard of 3.6 to 6.2 square metres per person sleeping floor space.

According to Wayarda (1986) there are some advantages in building one's own house. One advantage is that one feels that he has a belonging and may have choice of the best design he can afford. The ownership allows a person to preserve one for the future and develop more buildings. In the design, one considers the recreation space, storage space, water system and good toilet system.

This researcher shares the same view with Wayarda (1986). Home ownership affords the individual the advantage of creating space to meet the needs of the family as the family enlarges, through remodelling. Remodelling brings the house up to date through installation of new materials and equipment, re-arrangement of space inside the house or addition of new rooms.

In a rented house, privacy can be achieved through the use of various forms of dividers such as shelves, book case and screen since it may be financially difficult to rent a house that will accommodate the growing family. When children have reached adolescent stage, if parents cannot move to a large house, as practiced in developed countries of the world, the only alternative is to partition the available space.

## 2.3 Review of methodology of previous studies

Sule (1989) in her study on "The Relationship between rural housing designs and perceived efficiency of performing household activities in Kaduna State, chose three semi-urban areas in Kaduna State. These areas are Kagoro, Kafanchan and two villages which are Fadar Attakar and Unguwa Fari. The researcher, however did not indicate the method used in the selection of the areas she studied. In this researcher's view, she

should have indicated all urban areas and villages in Jema'a Local Government Area of Kaduna State and used one thousand random digit or probability sampling method to select the areas. This would have minimised bias sampling procedure.

The instruments used were questionnaire and interview. Copies of questionnaire were distributed to literate members of her subjects and interview conducted among the non-literates. The researcher sent 300 copies of questionnaire to her subjects in the selected areas. 60 copies were sent to each selected area. The researcher failed o determine her sample size by any method. She neither used Roscoe or Krejecie and Morgan to determine sample size. Questionnaire were only administered to the head of the households. This in a way set a limit to the study since emphasis was placed on household activities which in most cases women were more involved. This makes this researcher doubt the validity of the study.

The researcher used frequency counts and percentages in her analysis of data. t-test was also used to analyse data in order to determine the significant differences in performing household activities and the satisfaction derived by households towards activities performed in both traditional and modern housing designs. Her findings revealed that there were significant differences in the efficiency of performing household activities in modern and traditional housing designs. Household activities were efficiently performed in modern housing design than in the traditional ones. However, the researcher failed to make statistical evaluation of her findings. Her findings also revealed that there are similarities in activities performed in both the traditional and modern housing designs, but the frequencies at which they are performed differ. She concluded

that household activities are performed more frequently in modern housing designs than in the traditional ones and that type of housing design available to a household influences the flow of activities in the house. So also the more space available, the more activities introduced into the house for the benefit of the householders. This researcher feels that the use of frequency counts and percentages should have been minimally used. The author would have used "analysis of variance" or "chi-square test" to determine relevant relationship.

Parke and Sawin (1979) in their study on "children's privacy in the home" used questionnaire that consisted of items dealing with the use and regulation of various rooms in the house. Information was particularly sought on the use of bedrooms and bathrooms by family members, door practices (open versus closed), door knock rules and access rules. The time required to complete the questionnaire was approximately 35 to 40 minutes.

The questionnaire was sent to the middle-class families of 112 children ranging in age from 2 to 17 years and returned by mail. This researcher feels that sending questionnaire by mail to respondents saves time in developed countries and other countries with good postal services. It may be difficult to use the same system in Nigeria due to poor postal service system. Return rate of the questionnaire may also be poor and time may be wasted while waiting for their return. Return rate was 85% as reported by Parke & Sawin.

The items of primary interest for their report were the questions concerning the child's use of closed doors as privacy markers, use of knock rules for parents and

siblings and whether other family members were permitted access to the child's bedroom and bathroom. The responses to the items were treated as binary variables and were submitted to analyses of variance or point biserial correlation analyses.

Their study revealed that as children develop, they make greater use of physical privacy markers, such as closing the door in a room they are occupying. This occurs more often in both the bedroom ($F = 4.48$, $df = 3/88$, $p < .01$) and the bathroom ($F = 7.07$, $df = 3/104$, $P < .01$). In addition, the use of privacy rules such as knocking on a door increases as the child develops. Parents knock more on both bedroom ($F = 7.09$, $df = 3/88$. $P < .01$) bathroom doors ($F = 14.70$, $df = 3/96$, $P < .01$) with older children.

Another developmental trend was evident in the use of a second social rule which serves to regulate privacy, namely, access restriction as reported by the researchers. Both parents ($F = 6.01$, $df = 1/104$, $P < .01$) and siblings ($F = 4.07$, $df = 3/80$, $P < .01$) were restricted in their access to the bathroom as the age of the child occupant increased. They noted that the largest shift in restricted bathroom access occurred during early adolescence. One hypothesis was evaluated, namely, that privacy was correlated with children's physical maturity - particularly the appearance of secondary sex characteristics.

This researcher feels that since developmental characteristics in children are the same,irrespective of racial or cultural differences, privacy should be provided for them in the home especially the adolescents.

## 2.4 Summary

It is glaringly obvious that the literature reviewed focused on the general use of residential space. The frequency of using each room by family members for household activities was stressed. Some studies tried, in addition, to report the average number of persons per room in the areas they studied. But no mention was made of the ways family members organise their residential space to meet the needs of the children as they grow. The studies reviewed on children's privacy in the home established the fact that the desire for privacy generally increases with age with the biggest change occurring just before and during adolescence. For this reason, this researcher is interested in finding out how parents meet the spatial needs for privacy and social interaction of their adolescents at home.

CHAPTER 3

# 3.0 RESEARCH DESIGN AND METHODOLOGY

This chapter describes the methods adopted in conducting the study on "Use of Residential Space among families with adolescents in Oyo State". The chapter is specifically described under the following sub-headings: Research design, population, sample size and sampling procedure, instrumentation, result of pilot study, data collection procedure and data analysis procedure.

## 3.1 Research design

Research design for this study is survey. According to Compton and Hall (1972) purposeful surveys which are well planned and analyzed have an important place in Home Economics Research. This is because their principal contribution is in describing current practices or beliefs with the intent of making intelligent plans for improving conditions or processes in a particular local situation. The survey method is chosen because it is considered the best method to use in obtaining information from respondents who are located in different places in a natural setting.

Data were gathered from household heads with adolescents in Oyo State. The study investigated the organization of residential space and how the space is used among family members to meet the needs of adolescents for social interaction and privacy.

## 3.2 Population

There is no official record of the number of households with adolescents in the Local Government Areas of Oyo State. The total population cannot therefore be determined. However, a Local Government official estimated it to be over 100,000 families with adolescents.

## 3.3 Sample size and sampling procedure

Eight (8) out of 33 Local Government Areas were chosen for this study. Random sampling technique was used since the number of the Local Government Areas were picked from squeezed pieces of paper with the names of the Local Government Areas. The sampled Local Government Areas are Ibadan North, Ifedapo, Irepo, Kajola, Ogbomoso North, Oluyole, Oorelope and Oyo. The list of all the Local Government Areas in Oyo State is in Appendix II.The choice of 8 Local Government Areas out of 33 represents 24.2%. Borg and Gall (1979) suggest 20% up to 1,000.

The purposive sampling method was used to sample 360 subjects. According to Wimmer and Dominick (1987) a purposive sampling technique is chosen based on specific characteristics or qualities when the population is unknown. It is the view of this researcher that sample of 360 is appropriate for generalization in Oyo State. As a matter of fact, the minimum sample size recommended by Krejcie and Morgan (1970:608) in their table for determining sample size from a given population is 384 for a population of 1,000,000 and above. The sample comprised the following: 120 small sized families with adolescents; 120 medium sized families with adolescents and 120 large sized

families with adolescents. The criterial for selecting the sample for this study is that the subjects must be parent(s) of at least one adolescent aged 13-18 (JSS class to SSS class). The participants in this study were limited to literate parents, and only the household head was sampled per family. Forty five (45) families were sampled from each of the 8 Local Government Areas covered by the study.

Permission was sought from school principals and teaches to survey 45 JSS and SSS class students from two secondary schools in each Local Government Area. The students in these levels of education come from various households and thus constitute a link to their parents. A letter explaining the study was attached to each copy of the questionnaire and sent through the students to their parents. The letter informed parents that information collected would be treated confidentially.

## 3.4 Instrumentation

The instrument used for this study s structured questionnaire. This instrument is chosen because it is a technique that can be administered to a large group simultaneously as samples are not in one place. This questionnaire was developed by the researcher and formulated based on the objectives and hypotheses of this study. All the questions in its were of modified Linkert scale rating. The response mode is strongly agree, agree, disagree and strongly disagree. The categories of the rating were strongly agree - 4; Agree - 3; Disagree - 2 and Strongly Disagree - 1. The questionnaire was organized into three parts: Section A sought responses on demographic variables, Section B required

information on the organization of residential space while Section C elicited information on the use of residential space.

## 3.5 Result of pilot study

The pilot test for this study was conducted using a sample of twenty-five (25) respondents randomly drawn from one Local Government in the area of study. The purpose of the test was to test for the reliability of the instrument.

*Validity:*

The content, validity was relied upon in determining the validity of the instrument. Fox (1969) argued strongly in favour of content validity provided there is a "rational and ideally an empirical content". For many data gathering procedures such as questionnaire and interview guides, content validity is the strongest technique available to the researcher (Fox, 1969; Gay, 1976; Kerlinger, 1986).

The questionnaire was submitted to some specialists in Home Economics/Management to determine its content validity. The specialists in their reactions agreed that the questionnaire satisfied content validation requirements. On the basis of their suggestions and comments necessary amendments were made on some of the items.

*Reliability:*

The reliability of the instrument was determined by using a split half reliability method. That is a single tool administration was carried out, scored and the items were

divided into two halves. The Pearson Product - moment coefficient of correlation formular was used.

$$r = \frac{\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[(N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

Where X and Y stand for the scores of the split halves obtained from the questionnaire, N is the number of pairs of scores and Σ is the summation symbol. The correlation coefficient using the above formula was 0.84. This result was corrected using Spearman - Brown formula given below as:

$$r = \frac{2r}{1+r}$$

The reliability coefficient was 0.91. This result is close to 1 indicating positive correlation. In other words the questionnaire is highly reliable. This level of reliability measuring inter-item consistency of the organization and use of residential space was deemed acceptable based on the Carmines and Zeller (1982) cited by Ha and Weber (1996) suggestion of a reliability alpha of 0.80 or above for widely used scales.

The pilot study was also to demonstrate the adequacy of the research procedure and the measures that have been suggested were later used in the amendment of the final version.

The amendments made were on the questionnaire. The order of sections B and C were changed thus: Section B - Organisation of residential space for privacy and Section C - Residential space usage instead of Section B Residential space usage and Section C Organisation of residential space for privacy. Questions 8, 10 in Section A,

5, 12 in Section B and 12, 14, 15 in Section C were included because they were found to be relevant. Appendix I.

## 3.6 Administration of the instrument

The questionnaire copies were administered by the researcher and few trained research assistants. The service of trained assistants were sought in order to facilitate the administration of the questionnaire and collection of data because the researcher cannot cover all the selected Local Government Areas alone in good time.

Permission was granted by the school principals and teachers to survey JSS and SSS classes from two schools in each of the Local Government Area since students in these classes fall within the age range 13-18 and considered as link to the subjects. A letter explaining the study was sent home with each student. The letter informed parents that information collected would be treated in confidence. The questionnaire was attached to each letter. A total of three hundred and sixty (360) copies of the questionnaire were distributed to the selected eight (8) Local Government Areas. All the copies were filled, returned and found usable.

## 3.7 Data analysis procedure

The researcher employed a number of statistical technique to help in the organization, analyses and interpretation of data. Demographic variables were subjected to frequency distribution and percentages. One-way Analysis of variance (ANOVA) and the 'F' test are used to test the level of significant difference among the respondents on

the various variables. One-way Analysis of Variance (ANOVA) was used for the simple reason that three groups were tested for difference on an independent variable. The level of rejection or non rejection of the null hypotheses stated in this study was the 0.05%.

CHAPTER 4

# 4.0 DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

To achieve the purpose of this study, the data gathered were statistically analysed and findings arising from the analysed data interpreted. The data is presented in this chapter according to the following sub-headings, presentation of data and testing of hypotheses.

## 4.1 Presentation of data

Table 4.1 Age of Respondents

| Age Group | Frequency | Percent |
|---|---|---|
| 35-40 years | 97 | 26.9 |
| 41-50 years | 199 | 55.3 |
| Above 50 years | 64 | 17.8 |
| Total | 360 | 100.0 |

Table 4.1 above shows the distribution of respondents by age. The table reveals that most of the respondents are within the ages of 41-50 years (55.3%) followed by those within the ages of 35-40 years (26.9%) and then those within the ages of 50 years and above (17.8%).

It can therefore be interpreted that the majority (55.3%) of the respondents are within the ages of 46-50 years while the minority (17.8) ranged from 50 years and above. This shows that majority of the household heads that have adolescents in their family in the area of study are within 41-50 years (55.3%), a period at the peak of expansion in family life cycle stage.

Table 4.2: **Distribution of Respondents by Educational levels.**

| Educational Level | Frequency | Percent |
|---|---|---|
| Secondary/Teachers' Grade II | 82 | 22.8 |
| NCE/Diploma | 117 | 32.5 |
| Degree(s) | 161 | 44.7 |
| Total | 360 | 100.0 |

Table 4.2 above shows a remarkable difference among the respondents with Degree(s), NCE/Diploma and Secondary/Teachers' Grade II qualifications. Respondents with degree(s) have the highest percentage of 44.7% while respondents with the lowest percentage of 22.8% are those with Secondary/Teacher Grade II qualifications.

This table, therefore, reveals that most (44.7%) of the household heads who participated in this study are degree holders followed by holders of NCE/Diploma qualifications (32.5%) while the minority (22.8%) of the respondents have Secondary/Teachers' Grade II qualifications. It could therefore, be inferred from table 4.2 that the majority of the respondents are highly educated.

Table 4.3: **Distribution of Respondents by Family Size**

| Family Size | Frequency | Percent |
|---|---|---|
| 2-4 Persons | 120 | 33.3 |
| 5-6 Persons | 120 | 33.3 |
| 7 Persons over | 120 | 33.3 |
| Total | 360 | 100.0 |

Since the study was designed to investigate the use of residential space among families with adolescents, deliberate attempt was made to divide the respondents into small, medium and large size families with equal number of respondents (120 respondents in each group). Table 4.3 above shows equal distribution of respondents among family sizes. Families with 2-4 persons form the small size families, families with 5-6 persons form medium size families while families with 7 persons over form the large size family group.

Table 4.4: **Distribution of Adolescents in Respondents' Households**

| No. of Adolescents | Frequency | Percent |
|---|---|---|
| 1-2 | 120 | 33.3 |
| 3-4 | 120 | 33.3 |
| More than 5 | 120 | 33.3 |
| Total | 360 | 100.0 |

Table 4.4 above shows equal distribution of respondents that have one or two adolescents, three or four adolescents and more than five adolescents in the households (33.3%) respectively. This further indicates that respondents that participated in the study fall into small, medium and large size families.

Table 4.5: **Age Range of Adolescents in Respondents' Households**

| Age | Frequency | Percent |
|---|---|---|
| 13-14 | 96 | 26.7 |
| 15-16 | 176 | 48.9 |
| 17-18 | 88 | 24.4 |
| Total | 360 | 100.0 |

Table 4.5 above shows the age range of adolescents in respondents' households. The table shows that respondents that have adolescents whose ages range from 15-16 years had the highest percentage (48.9%) followed by respondents that have adolescents from ages 13-14 years (26.7%). Respondents who have adolescents from ages 17-18 years had the lowest percentage (24.4%).

It can therefore be inferred that the respondents who have adolescents from ages 15-16 years (48.9%) form the majority while the minority are the respondents who have adolescents from ages 17-18 years (24.4%) in their households. This shows that majority of the respondents that participated in this study have adolescents that are within the age range of 15-16 years (48.9%), a period when the desire for privacy in the residential dwelling has actually increased in the life of adolescents.

Table 4.6: **Respondents Responses to Home Ownership**

| Home Ownership | Frequency | Percent |
|---|---|---|
| Rented | 120 | 33.3 |
| Owned | 235 | 65.3 |
| Government Residential Quarters | 5 | 1.4 |
| Total | 360 | 100.0 |

From table 4.6 above it could be inferred that the majority (65.3%) of the respondents owned their dwellings followed by respondents who live in rented houses (33.3%). Respondents with the lowest percentage of 1.4% are those who live in Government Residential Quarters. The 65.3% for respondents that own their houses reveals that there are many more home owners than renters (33.3% for renters) but an even more significant fact is that this stage of family life cycle (families with teenage children) has the strongest tie to the norms of both ownership and single-family dwellings in the area of study. The table also shows that respondents that reside in Government Residential Quarters are very few (1.4%). This could be attributed to the fact that many families in the area of study prefer to live in rented houses than Government Residential Quarters due to huge amount of money being deducted as housing allowance, especially among working class household heads.

Table 4.7: **Responses of Respondents to the Type of Housing they live in.**

| Housing Type | Frequency | Percent |
|---|---|---|
| Flat | 153 | 42.5 |
| Duplex | 42 | 11.7 |
| Multifamily House (Compound) | 165 | 45.8 |
| Total | 360 | 100.0 |

Table 4.7 reveals that most of the respondents live in multifamily houses (45.8%) followed by those who live in flats (42.5%) and then those who live in Duplex housing type (11.7%).

It can therefore, be inferred that the majority (45.8%) of the respondents live in the most frequently built and popular multifamily house types in Oyo State. A house type that has, on average, between six and eight rooms with central corridor or passage which leads to a backyard that usually contains a common kitchen, bathroom and pit latrine.

Table 4.8: **Distribution of Respondents Responses on the Various Types of Rooms Available in the Home**

| Types of Rooms | Frequency | Percent |
|---|---|---|
| Sitting room, dinning section, bedroom, kitchen, bathroom and toilet. | 263 | 73.1 |
| Sitting room, dinning section, separate family room, guest room, bedroom, kitchen, bathroom and toilet | 87 | 24.2 |
| One bedroom and a parlour | 10 | 2.8 |
| Total | 360 | 100.0 |

Table 4.8 above shows the distribution of respondents' responses to the various types of rooms they have in the home. The table reveals that majority (73.1%) of the respondents have sitting room, dining section, bedroom, kitchen, bathroom and toilet while those who have in addition to these rooms, guest room and separate family room followed (24.2%). Minority (2.8%) of the respondents have one bedroom and a parlour. The 2.8% for respondents who have one bedroom and parlour reveals that families with adolescents could rarely share one bedroom and a parlour, especially the bedroom for private activities of both the parents and the adolescents.

Table 4.9: **Distribution of Respondents' Responses on the size of the various rooms in their Homes**

| Room Sizes | | Frequency | Percent |
|---|---|---|---|
| Living Room | Small - 3.6m x 5.4m(12ft x 18ft) | 39 | 10.8 |
| | Medium - 4.8m x 6m (16ft x 20ft) | 203 | 56.4 |
| | Large - 6m x 7.8m (20ft x 26ft) | 118 | 32.8 |
| Total | | 360 | 100.0 |
| Bedroom | Small - 3m x 3.3m (10ft x 11ft) | 36 | 10.0 |
| | Medium - 3m x 4.2m (10ft x 14ft) | 232 | 64.4 |
| | Large - 4.2m x 4.6m (216Sq. ft) | 92 | 25.6 |
| Total | | 360 | 100.0 |
| Kitchen | Small - 2.4m x 3m (8ft x 10ft) | 49 | 13.6 |
| | Medium - 3m x 3.6m (10ft x 12ft) | 229 | 63.6 |
| | Large over 3.60Sq. m. (Over 120Sq. ft.) | 82 | 22.8 |
| Total | | 360 | 100.0 |

Table 4.9 above shows the various room sizes occupied by the respondents. Respondents that have medium size living room (sitting room) had the highest percentage (56.4%) followed by respondents with large size sitting room (32.8%). Respondents with small size living room had 10.8%.

The table also shows that majority (64.4%) of the respondents occupy medium size bedrooms followed by those who occupy large size bedrooms (25.6%) while respondents who occupy small size bedrooms are the minority with 10.0%. The Table also reveals that majority (63.6%) of the respondents have medium size kitchen followed by respondents with large size kitchen (22.8%) and then those who have small size kitchen (13.6%)

It could be inferred that most of the respondents have medium and large size living room, bedroom and kitchen. Those who have small size living room,, bedroom and kitchen among the respondents are very few. This could be attributed to the economic management from the part of the owner that built such houses with small size rooms, as land is made available in reasonable size for whoever wants to build houses in the area of study. Although this also depends on the amount that can be afforded by individuals.

## 4.2 ORGANIZATION AND USE OF RESIDENTIAL SPACE

Table 4.10: Distribution of Respondents on allocation of Rooms for Adolescents' Privacy.

| | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Total | % |
|---|---|---|---|---|---|---|---|---|---|---|
| | Fr | % | Fr | % | Fr | % | Fr | % | | |
| Adolescents have their own sittingroom used also as recreation room in the home. | 21 | 5.8 | 11 | 3.1 | 170 | 47.2 | 158 | 43.9 | 360 | 100 |
| Individual adolescent has no privately owned bedroom. | 166 | 46.1 | 162 | 45.0 | 18 | 5.0 | 14 | 3.9 | 360 | 100 |
| Adolescents' bedroom is occasionally used as guest room. | 45 | 12.5 | 216 | 50.0 | 44 | 12.2 | 55 | 15.3 | 360 | 100 |
| Adolescents use guest room as study room. | 11 | 3.1 | 24 | 6.7 | 96 | 26.7 | 229 | 65.6 | 360 | 100 |
| Adolescents have their own bathroom and toilet. | 47 | 13.1 | 112 | 31.1 | 129 | 35.8 | 72 | 20.0 | 360 | 100 |

From table 4.10 above it could be inferred that the majority (91.1%) of the respondents do not allocate separate sitting room for social activities of their adolescents. It is also glaring from the table that individual adolescent has no privately owned bedroom (91.1%). The table also shows that adolescents' bedroom is occasionally used as guest room (72.5%) and where there is a separate guest room, it is rarely used as study room for adolescents (9.8%). The table also reveals that in many families, adolescents do not have their own bathroom/toilet (55.8%). The implication of this finding is that families are greatly deficient in providing both private and social spaces for their adolescents.

Table 4.11: **Distribution of Respondents Responses on room occupation by Family Members.**

| | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Total | % |
|---|---|---|---|---|---|---|---|---|---|---|
| | Fr | % | Fr | % | Fr | % | Fr | % | | |
| Adolescents share bedroom with younger siblings of pronounced age differences. | 73 | 20.3 | 114 | 31.7 | 116 | 32.2 | 57 | 15.8 | 360 | 100 |
| Adolescents of the same sex are not more than two in a room. | 78 | 21.7 | 81 | 22.5 | 140 | 38.9 | 61 | 16.9 | 360 | 100 |
| Adolescents of different sexes are not allowed to share the same room. | 222 | 61.7 | 107 | 29.7 | 10 | 2.8 | 21 | 5.8 | 360 | 100 |
| More than four adolescents of the same sex share one room in the home. | 170 | 47.2 | 130 | 36.1 | 40 | 11.1 | 20 | 5.6 | 360 | 100 |
| Sharing the same room with wife and adolescents. | 8 | 2.2 | 3 | 0.8 | 126 | 35.0 | 223 | 61.9 | 360 | 100 |
| Adolescent girls share the same room with their mother in the home. | 5 | 1.4 | 2 | 0.6 | 177 | 49.2 | 176 | 48.9 | 360 | 100 |

Table 4.11 above contains distribution of respondents responses on room occupation by family members. The table shows that most (52.0%) of the respondents allow their adolescents to share bedroom with their younger siblings of pronounced age differences. It also shows that more than two adolescents of the same sex occupy one bedroom in most cases (55.8%) while adolescents of different sexes are not allowed to share the same room (91.4%). The table also reveals that more than four adolescents of the same sex share one room in most families, as 83.3% of the respondents indicated. Only in rare cases are adolescents allowed to share the same room with both parents (3.0%) or girls sharing the same room with their mothers (2.0%).

It could therefore be inferred from these findings that genuine opportunity for privacy is not or does not seem to be totally available for the adolescents in the home. They are either so many in the room or share room with younger siblings.

Table 4.12: **Distribution of Respondents Responses to Facilities in Adolescents Room for Privacy.**

| | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Total | % |
|---|---|---|---|---|---|---|---|---|---|---|
| | Fr | % | Fr | % | Fr | % | Fr | % | | |
| Room shared by two or more adolescents is further partitioned with screen/shelves/book case for privacy. | 11 | 3.1 | 12 | 3.3 | 153 | 43.1 | 182 | 50.6 | 360 | 100 |
| Adolescents are not allowed to use bunk beds in their room for saving space. | 16 | 4.4 | 85 | 23.6 | 133 | 36.9 | 126 | 35.0 | 360 | 100 |
| Adolescents have sufficient facilities such as bed, wardrobe, mirror, reading table and chair in their room for privacy. | 88 | 24.4 | 66 | 18.3 | 128 | 35.6 | 78 | 21.7 | 360 | 100 |
| Adolescents have enough storage space such as wardrobe, cupboard and drawer cabinets in their room. | 127 | 35.3 | 170 | 47.2 | 48 | 13.3 | 15 | 4.2 | 360 | 100 |
| Adolescents are not allowed to place double bed for two along a wall in their room. | 42 | 11.7 | 36 | 10.0 | 219 | 60.8 | 63 | 17.5 | 360 | 100 |

Table 4.12 above reveals that majority (93.7%) of the respondents do not use partitioning devices such as screen, shelves or book case to further partition a room shared by two or more adolescents for privacy. However, most of the respondents (71.9%) allow the use of bunk beds in adolescents rooms for saving space. The table also shows that many of the respondents (57.3%) do not provide sufficient facilities such as bed, wardrobe, mirror, reading table and chair in adolescents' room for privacy, but nevertheless majority (82.5%) of the respondents have enough storage space such as wardrobe, cupboard and drawer cabinets in adolescents room. The table also shows that majority (78.3%) of the respondents allow adolescents to place double bed for two along a wall in their room. The implication of this is that the required space on both sides of the double bed is not provided for, an arrangement that makes using and caring for the bed difficult.

Table 4.13: **Distribution of Respondents' Responses on the use of the Sitting Room with their Adolescents.**

| | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Total | % |
|---|---|---|---|---|---|---|---|---|---|---|
| | Fr | % | Fr | % | Fr | % | Fr | % | | |
| Adolescents are not allowed to receive friends in the sitting room. | 145 | 40.3 | 152 | 42.2 | 19 | 5.3 | 44 | 12.2 | 360 | 100 |
| Adolescents are allowed to entertain friends of opposite sex in the sitting room. | 70 | 19.4 | 86 | 23.9 | 135 | 37.5 | 69 | 19.2 | 360 | 100 |
| Adolescents are allowed to hold parties or meetings with their study groups in the sitting room. | 43 | 11.9 | 70 | 19.4 | 158 | 43.9 | 89 | 24.7 | 360 | 100 |
| Adolescents are not allowed to study in the sitting room. | 77 | 21.4 | 47 | 13.1 | 99 | 27.5 | 137 | 38.1 | 360 | 100 |
| Adolescents are not allowed to accompany study with music on radio or record player in their room/sitting room/dining section of the home/study room. | 226 | 62.8 | 76 | 21.1 | 28 | 7.8 | 30 | 8.3 | 360 | 100 |
| Adolescents are allowed to practice their creative hobbies in the sitting room. | 60 | 16.7 | 86 | 23.9 | 152 | 42.2 | 62 | 17.2 | 360 | 100 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Adolescents are allowed to use the sitting room for quiet games, playing cards and leisure activities such as watching television and playing musical instruments. | 201 | 55.8 | 134 | 37.2 | 15 | 4.2 | 10 | 2.8 | 360 | 100 |
| Adolescents are not allowed to listen to radio or record player as often as they want in the sitting room. | 52 | 14.4 | 111 | 30.8 | 108 | 30.0 | 89 | 24.7 | 360 | 100 |
| Family peace and quietness are not disturbed by the adolescents' love for music on radio or record player in the sitting room. | 81 | 22.5 | 192 | 53.3 | 58 | 16.1 | 29 | 8.1 | 360 | 100 |
| The sitting room is the only area of interaction with adolescents in the home. | 64 | 18.8 | 110 | 30.6 | 96 | 26.7 | 90 | 25.0 | 360 | 100 |
| Adolescents spend little time in the sitting room. | 121 | 33.6 | 62 | 17.2 | 139 | 38.6 | 38 | 10.6 | 360 | 100 |

Table 4.13 shows the use of the living room (sitting room) in respondents' households with their adolescents. Majority (82.5%) of the respondents do not allow their adolescents to receive friends in the sitting room, while many of them (56.7%) do not allow adolescents to entertain friends of opposite sex in the living room. The table also shows that most (68.6%) of the respondents do not allow the adolescents to hold parties or meetings with their study group in the sitting room, but allow them to study in the room (65.6%). A few (40.6%) of the respondents allow the adolescents to practise their creative hobbies in he living room (sitting room). The table also reveals that the majority (83.9%) of the respondents do not allow adolescents to accompany study with music on radio or record player in their room/sitting room/dining section of the home/study room. The sitting room is used by the adolescents for quiet games, playing cards and leisure activities such as watching television and playing musical instruments as indicated by most of the respondents (93.0%).

The table also reveals that some families (45.2%) restricted the adolescents from listening to radio or record player as often as they want while most (77.8%) of the respondents indicated that family peace and quietness are not disturbed by the adolescents' love for music on radio or record player in the sitting room. From the table many (51.7%) of the respondents indicated that the sitting room is not the only area of interaction with adolescents in the home. The table also shows that adolescents in many households spend little time in the sitting room.

It can therefore, be inferred that the living room is the social core for social activities of the adolescents, although restrictions to a certain extent are placed on entertaining friends and listening to music on radio or record player.

Table 4.14: **Distribution of Respondents' Responses on the use of Bedroom by their Adolescents.**

| | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Total | % |
|---|---|---|---|---|---|---|---|---|---|---|
| | Fr | % | Fr | % | Fr | % | Fr | % | | |
| Adolescents are strictly forbidden from entertaining friends in the bedroom. | 184 | 51.1 | 84 | 23.3 | 54 | 15.0 | 38 | 10.6 | 360 | 100 |
| Adolescents are not allowed to spend most of their time in their bedroom. | 50 | 13.9 | 138 | 38.3 | 93 | 25.8 | 79 | 21.9 | 360 | 100 |
| Adolescents' bedroom has furniture that allow only for sleeping and dressing and no other activities. | 128 | 35.6 | 78 | 21.7 | 63 | 17.5 | 91 | 25.3 | 360 | 100 |
| Adolescents are allowed to display anything of interest to them in their bedrooms. | 82 | 22.8 | 68 | 18.9 | 146 | 40.6 | 64 | 17.8 | 360 | 100 |

Table 4.14 above shows the distribution of respondents' responses on the use of bedrooms by their adolescents. The table shows that adolescents are strictly forbidden from entertaining friends in the bedroom (74.4%) while in some cases (52.2%) adolescents are not allowed to spend most of their time in the bedroom. The table also reveals that in most households (57.3%), adolescents' bedroom has furniture that allow only for sleeping and dressing and no other activities. Also from the table many families (58.4%) do not allow adolescents to display anything of interest to them in their bedrooms. The implication of this finding is that adolescents desire for a place of his/her own where he/she can do as he/she pleases is provided with some restrictions. A situation that does not satisfy the need for personal autonomy which relates to self-independence and self-identity.

Table 4.15: Distribution of Respondents' Responses on the use of Other Rooms with their Adolescents.

| | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Total | % |
|---|---|---|---|---|---|---|---|---|---|---|
| | Fr | % | Fr | % | Fr | % | Fr | % | | |
| Adolescents are allowed to take their meals in the kitchen. | 16 | 4.4 | 29 | 8.1 | 142 | 39.4 | 173 | 48.1 | 360 | 100 |
| Adolescents are allowed to cook as often as they want in the kitchen. | 63 | 17.5 | 66 | 18.3 | 154 | 42.8 | 77 | 21.4 | 360 | 100 |
| Adolescents are allowed to wash clothes in the kitchen. | 9 | 2.5 | 14 | 3.9 | 50 | 13.9 | 287 | 79.7 | 360 | 100 |
| Adolescents are allowed to use the dining area only for eating. | 62 | 17.2 | 95 | 26.4 | 73 | 20.3 | 130 | 36.1 | 360 | 100 |
| Adolescents are usually allowed freedom of movement in any areas of the home. | 186 | 51.7 | 143 | 39.7 | 25 | 6.9 | 6 | 1.7 | 360 | 100 |
| Adolescents are allowed to use the bathroom for grooming and dressing. | 108 | 30.0 | 193 | 53.6 | 46 | 12.8 | 13 | 3.6 | 360 | 100 |
| Adolescents are not allowed to take much time in bathing and toileting. | 52 | 14.4 | 97 | 26.9 | 131 | 36.4 | 80 | 22.2 | 360 | 100 |

It can be inferred from table 4.15 above that only a minority (12.5%) of the households allow their adolescents to use the kitchen for eating and as somewhere to wash clothes (6.4%). Also only a few (35.8%) of the households allow adolescents to cook as often as they want. However, majority (56.4%) of the respondents allow the adolescents to use the dining area not only for eating but for other activities. The table also shows that most of the respondents (91.4%) usually allow their adolescents freedom of movement in any area of the home. From the table also most (91.4%) of the respondents allow the adolescents to use the bathroom for grooming and dressing and a few (41.3%) allow the adolescents to take much time in bathing and toileting. This finding reveals the multi-purpose use of the kitchen, the dining section and the bathroom. It also shows one of the characteristics of the adolescents - that of taking much time in bathing and toileting (41.3%).

## 4.3 Testing of hypotheses

*Hypothesis 1:*

Hypothesis 1 states that there is no significant difference in the organization of residential space for privacy among small, medium and large size families with adolescents in Oyo State.

Table 4.16: **Summary Table for One-Way Analysis of Variance for Family Size Groups.**

| Source | DF | Sum of Squares | Mean Squares | F Ratio | F Prob. |
|---|---|---|---|---|---|
| Between Groups | 2 | 40.5951 | 20.2976 | 3.6633 | .0266 |
| Within Groups | 357 | 1978.0688 | 5.5408 | | |
| Total | 359 | 2018.6639 | | | |

At 0.05 level of significance and at 2 degrees of freedom, the calculated value of 3.6633 is more than the critical value of 3.000. The results indicate that there are significant differences among the mean scores of the respondents' responses of the family size groups. Therefore, the null hypothesis is rejected. This means that family size significantly influence the organization of residential space for privacy among families with adolescents in Oyo State.

That is, the way small size families organize residential space is different from the way medium and large size families organize their spaces for privacy, as can be seen in table 4.16 above.

This finding supports as well as refutes some of the studies reported in the review of literature. Despite the fact that developmental stages of children in the family is not the concern of parents when allocating rooms to them, the positive finding of family size, influencing the organization of residential space for privacy in this study, offers some hopeful possibilities in meeting the spatial needs of adolescents in the home. Rather than allowing more than two adolescents sharing a room (83.3%) or sharing with younger siblings (52.0%) and as reported in the body of literature (Gwani, 1981; Olomo, 1988;

Salim, 1990), parents might be encouraged to use partitioning devices such as screen, divider and cupboard (Agan and Luchinger, 1965). This finding also confirms the earlier observation of Agan and Luchinger (1965) that as the family enlarges boys can share one bedroom while girls share another. Several observers (Wahab, 1974; Gwani, 1981; Ojo, 1982; Roske, 1983) share the same view.

*Hypothesis 2:*

Hypothesis 2 holds that there is no significant difference in the organization of residential space for privacy among families with adolescents with respect to educational level of the household head in Oyo State.

Table 4.17: **Summary Table for One-Way Analysis of Variance for various Educational Groups.**

| Source | DF | Sum of Squares | Mean Squares | F Ratio | F Prob. |
|---|---|---|---|---|---|
| Between Groups | 2 | 29.2799 | 14.6399 | 2.6272 | .0737 |
| Within Groups | 357 | 1989.3840 | 5.5725 | | |
| Total | 359 | 2018.6639 | | | |

The One-way analysis value calculated in table 4.17 above shows that with 2 degrees of freedom and at 0.05 level of significance, the calculated F-value of 2.6272 is less than the critical value of 3.000. The null hypothesis is therefore retained. This means that educational level of the household head does not significantly influence the organization of residential space for privacy among families with adolescents. This result

shows that the ways respondents with Secondary/Teachers' Grade Ii qualification organize residential space for privacy does not significantly differ from the way NCE/Diploma and degree(s) holders organize residential space for privacy with their adolescents.

It is surprising that the level of education of the household head in this study does not affect the organization of residential space for privacy of the adolescents in the home. This finding refutes the earlier observation of Agan and Luchinger (1965) that educational level of parents provides the unique housing environment for the child's growth and also contributes toward the fulfilment of the child's potentials and not toward its frustration. Proshansky et al (1970) citing Chapin (1951) made similar observation - that the dwelling environment should not frustrate the child.

*Hypothesis 3:*

Hypothesis 3 states that there is no significant difference in the ways residential spaces are used for social interaction among small, medium and large sized families with adolescents in Oyo State.

Table 4.18: **Summary Table of One-Way Anova for Space Usage of Family Size Groups.**

| Source | DF | Sum of Squares | Mean Squares | F Ratio | F Prob. |
|---|---|---|---|---|---|
| Between Groups | 2 | 147.7245 | 73.8623 | 1.5793 | .2076 |
| Within Groups | 357 | 16696.9310 | 46.770 | | |
| Total | 359 | 16844.6556 | | | |

With 2 degrees of freedom at 0.05 level of significance, table 4.18 above shows that the calculated F Value of 1.5793 is less than the critical value of 3.000. The null hypothesis is therefore retained. This implies that the ways residential spaces are used for social interaction among families with adolescents in small size families do not significantly differ from the ways those in medium and large size families use their residential spaces for social interaction.

The findings also refute the analyses of several earlier studies (Holm, 1951; Boalt, 1960-65; Batchtold, 1961; Huser et al, 1970) cited by Sule (1989) on the use of social space by children. They reported that children in all stages of their lives both in small and bigger homes, rarely interact in the social area of the home.

The social life of the adolescent is as important as his physical growth. Until adolescents' needs for both private and social spaces are recognized and adequately provided for at home should there be reduction in anti-social activities which plague our society today.

*Hypothesis 4:*

Hypothesis 4 states that there is no significant difference in the use of residential space for social interaction among families with adolescents with respect to educational level of the household head in Oyo State.

Table 4.19: **Summary Table of One-Way Anova for Space Usage of Educational Level Groups.**

| Source | DF | Sum of Squares | Mean Squares | F Ratio | F Prob. |
|---|---|---|---|---|---|
| Between Groups | 2 | 678.7511 | 339.3756 | 7.4946 | .0006 |
| Within Groups | 357 | 16165.9044 | 45.2826 | | |
| Total | 359 | 16844.6556 | | | |

An examination of table 4.19 above shows the calculated F value of 7.4946. This value is more than the critical value of 3.000 with 2 degrees of freedom and at 0.05 level of significance. Therefore, the null hypothesis is rejected. This means that there is a significant difference in the use of residential space for social interaction among families with adolescents with respect to the educational levels of the respondents. That is, the way respondents with Secondary/Teachers' Grade II qualification use residential space for social interaction differ from the way NCE/Diploma and Degree holders use space with their adolescents for social interaction. It could therefore, be inferred from this result that the more educated the household head is, the better the use of residential space for social interaction with adolescents in the family.

CHAPTER 5

# 5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter a summary of the research work is provided. Conclusion is drawn based on the findings and recommendations are advanced for further improvement on the use of residential space among families with adolescents. The chapter is presented under the following sub-headings: summary, conclusion and recommendations.

## 5.1 Summary

The main objectives of this study were:

1. To find out the differences in the organization of residential space for privacy among families with adolescents with respect to family size in Oyo State.
2. To investigate the differences in the organization of residential space for privacy among families with adolescents with respect to educational level of the household head in Oyo State.
3. To find out the differences in the ways residential spaces are used for social interaction among families with adolescents with respect to family size in Oyo State
4. To find out the differences in the use of residential space for social interaction among families with adolescents with respect to educational level of the household head.

In order to achieve the stated objectives, the following null hypotheses were tested:

1. The first hypothesis which states that there is no significant difference in the organization of residential space for privacy among families with adolescent with respect to family size was tested and rejected.
2. The second hypothesis which states that there is no significant difference in the organisation of residential space for privacy among families with adolescents with respect to educational level of the household head was tested and retained.
3. The third hypothesis which states that there is no significant difference in the ways residential spaces are used for social interaction among small, medium and large size families with adolescents was tested and retained.
4. The fourth hypothesis which states that there is no significant difference in the use of residential space for social interaction among families with adolescents with respect to educational level of the household head was tested and rejected.

Data was collected by means of pre-tested questionnaire from 360 household heads in eight randomly selected Local Government Areas in Oyo State, namely: Ibadan North, Ifedapo, Irepo, Kajola, Ogbomoso South, Oluyole, Oorelope and Oyo. The questionnaire sought information on demographic characteristics, organisation and use of residential space for privacy and social interaction among families with adolescents.

Demographic variables were subjected to frequency distribution and percentages. In testing the null hypotheses, items that elicited information on organisation of space for privacy and use of space for social interaction with adolescents were subjected to one-

way Analysis of Variance (ANOVA). The level of rejection or non-rejection of the null hypotheses was 0.05%.

Family size has been found to influence the organization of residential space for privacy. That is, the way small size families organize residential space is different from the way medium and large size families organize their spaces for privacy. Educational level of the household heads does not significantly influenced the organization of residential space for privacy among families with adolescents. This shows that the ways respondents with secondary/Teachers' Grade II qualification organize residential space for privacy does not significantly differ from those with NCE/Diploma and degree(s) holders organize residential space for privacy with their adolescents.

Results showed that the ways residential spaces are used for social interaction among families with adolescents in small size families do not significantly differ from the ways those in medium and large size families use their spaces for social interaction. However, there is a significant difference in the use of residential space for social interaction with respect to educational levels of the household heads.

On the whole the size of the family influences the organisation of residential space for privacy but does not influence the use of space for social interaction. The pattern of residential space organisation were remarkably similar among the three family size groups. This finding offers hopeful possibilities of improving home environment for the adolescents by using space-saving furniture and partitioning devices.

## 5.2 Conclusion

From the findings, it can be concluded that:-

1 Developmental stages of children and changes in activity patterns as they grow into adolescence are not seriously considered when allocating rooms to family members at home.

2. Family size influences the organization of residentialfor privacy. Whereas educational level of the household head does not.

3. Adolescents in the family have no privately owned room. They are either more than two in a room or share a room with younger siblings.

4. Family size does not affect the use of residential space for social interaction. However, the higher the educational level of the household, the better the use of residential space for social interaction.

It is hoped, however, that this study provides some ground work for future researchers in Home Economics, in advancing emperical work on residential space usage.

## 5.3 Recommendations

Based on the findings of this study and the conclusions made, a number of recommendations seem appropriate and are therefore made. Prominent among these recommendations is the unquestionable need to provide space for private and social activities of the adolescents in the home, creating an environment that habitates their instinctive behaviours if the craves for "searching for self identity" (Erikson, 1960; Altman, 1970; Lewis, 1980) is to be fully satisfied.

Other important recommendations include the following:

2. Families with adolescents should allow them to be free from younger siblings when allocating rooms to them. This will enable the adolescent to plan his or her own activities.
3. Medium and large size families should make effort to use partitioning devices such as screen, shelves and book case to create space for privacy as privacy could be achieved even in small rooms.
4. As much as possible families with adolescents should provide sufficient facilities such as bed, wardrobe, mirror, dressing table, reading table and chair, and storage spaces in adolescents' room. This will prevent limiting the use of bedroom to only sleeping and dressing and no other activities.
5. Families with adolescents should make effort to use space saving furniture such as built-in furniture maintaining lines consistent with the remaining wall and bunk beds in order to create spacious room environment.
6. Where there is no separate living (sitting) room for the social activities of adolescents, they should be allowed to entertain friends in their bedrooms, especially friends of the same sex. Privacy also involves the concept of possession - a mineness-of space and property. Adolescent loves to call a room his/her own, "My room". (Gerow, 1989). Here also he/she displays anything of interest to him/her.
7. The idea of remodelling should be considered in a personal or owned building as this is an economical solution to the problem of meeting family changing needs

for space as children grow older. A carport, breezeway, attached garage or covered porch is relatively easy to convert to living space at moderate expense. Basement can be converted to play rooms, recreation rooms, bedrooms or guest rooms. This researcher therefore shares the same view with Wayarda (1986) that home ownership affords the individual the advantage of creating space through remodelling.

8. Similar study should be carried out in the Northern part of Nigeria in order to establish whether the use of residential space with adolescents in the family would be different or similar to that achieved in the present study.

9. Future research should examine variables such as family life cycle, socio-economic background, cultural background, occupation to further explain the differences in the use of residential space.

10. Future research should involve adolescents themselves as respondents to further confirm the findings of the present study.

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Dear Sir/Madam

ORGANIZATION AND USE OF RESIDENTIAL SPACE AMONG FAMILIES WITH ADOLESCENTS

I am a postgraduate student of Ahmadu Bello University, Zaria, conducting a study on "The Use of Residential Space". The aim of the study is to find out the various ways you and your adolescents use the available spaces in your home.

Attached is a questionnaire on the use of Residential Space. I hereby request your assistance in completing the questionnaire as accurately as possible. Your responses will be treated in confidence.

Please return the completed questionnaire to the researcher as soon as possible.

Thank you for your co-operation.

Yours faithfully,

Situ, A.A. (Mrs.)

## APPENDIX I

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY, ZARIA.

### ORGANIZATION AND USE OF RESIDENTIAL SPACE QUESTIONNAIRE

Dear Parents,

This questionnaire is designed to measure how you use the available spaces within your residence with your adolescents. The increased rate of maladaptive behaviours caused among other things by infringement of privacy has been a concern to educators and home management experts. This is the reason why we would like you to respond to this questionnaire as possible means of finding out lapses and advance recommendations for improvement. Information is purely for research purpose and will be treated confidentially.

Thanks.

Situ, A.A. (Mrs.)

SECTION A:

Instruction:

Please indicate by ticking (✓) in the blank space the response that is applicable to you.

1. Indicate your Local Government Area:.....

.....

2. Indicate the age group you belong to as the head of the household:

   A. 35-40 ( )

   B. 41-50 ( )

   C. More than 50 ( )

3. Indicate your educational level:

   (a) Secondary/Teachers' Grade II ( )

   (b) NCE/Ordinary Diploma ( )

   (c) Degree holders ( )

4. Indicate the size of your family:

   (a) 2-4 members ( )

   (b) 5-6 members ( )

   (c) 7 members and above ( )

5. Indicate the number of adolescents in your home:

| | 1 - 2 |
|---|---|
| (a) Male | ( ) |
| Female | ( ) |

| | | | 3 - 4 |
|---|---|---|---|
| | (b) | Male | ( ) |
| | | Female | ( ) |
| | | | More than 5 |
| | (c) | Male | ( ) |
| | | Female | ( ) |

6. Indicate the age range of the adolescents:

| | | |
|---|---|---|
| (a) | 13-14 | ( ) |
| (b) | 15-16 | ( ) |
| (c) | 17-18 | ( ) |

7. Ownership of your present house:

| | | |
|---|---|---|
| (a) | Rented | ( ) |
| (b) | Owned | ( ) |
| (c) | Government residential quarters | ( ) |

8. Indicate the type of housing you live in:

| | | |
|---|---|---|
| (a) | Self-contained flat | ( ) |
| (b) | Duplex | ( ) |
| (c) | Multifamily house (Compound) | ( ) |

9. Indicate the various types of rooms you have in your home:

| | | |
|---|---|---|
| (a) | Sitting room, dinning section, bedroom, kitchen, bathroom and toilet | ( ) |
| (b) | Sitting room, dinning section, separate family room, guest room, bedroom, kitchen, bathroom and toilet | ( ) |

(c) One bedroom and a parlour ( )

10. Indicate the size of the various rooms in your home:

Living room (Sitting room):

Small 3.6m x 5.4m (12ft x 18ft) ( )

Medium 4.8m x 6m (16ft x 20ft) ( )

Large 6m x 7.8m (20ft x 26ft) ( )

Bedroom:

Small 3m x 3.3m (10ft x 11ft) ( )

Medium 3m x 4.2m (10ft x 14ft) ( )

Large 4.2m x 4.6m (216 sq. ft) ( )

Kitchen:

Small 2.4m x 3m (8ft x 10ft) ( )

Medium 3m x 3.6m (10ft x 12ft) ( )

Large Over 3.60 sq. m. (over 120 sq. ft) ( )

## SECTION B: ORGANISATION OF RESIDENTIAL SPACE FOR PRIVACY

**Instruction:**

Kindly read each statement in the questionnaire and indicate by a tick (✓) in the appropriate column how each item applies to you.

SA — If you strongly agree with the statement

A — If you agree with the statement

D — If you disagree with the statement

SD — If you strongly disagree with the statement.

**Note:** This questionnaire is not a examination. Hence, there is no pass or fail. You are also expected to respond to all the statements in the questionnaire. Be assured that all information given will be treated strictly confidential as there is no provision for writing of your name.

| | | SA | A | D | SD |
|---|---|---|---|---|---|
| 1. | My adolescents have their own sitting room used also as recreation room in my home. | | | | |
| 2. | Individual adolescent in my family has no privately owned bedroom. | | | | |
| 3. | In my home adolescents' bedroom is occasionally used as guest room. | | | | |
| 4. | I allow my adolescents to use guest room s study room. | | | | |
| 5. | My adolescents have their own bathroom/toilet. | | | | |
| 6. | Adolescents in my home share bedroom with their younger siblings of pronounced age differences. | | | | |
| 7. | Adolescents of the same sex are not allowed to be more than two in a room in my home. | | | | |
| 8. | Adolescents of different sexes are not allowed to share the same room in my home. | | | | |
| 9. | More than four adolescents of the same sex share one room in my home. | | | | |
| 10. | I share the same room with my wife and my adolescents. | | | | |
| 11. | Adolescent girls in my home share the same room with their mothers. | | | | |

| | SA | A | D | SD |
|---|---|---|---|---|
| 12. In my home, room shared by two or more adolescents is further partitioned with screen/shelves/book case for privacy. | | | | |
| 13. I do not allow my adolescents to use bunk beds in their room. | | | | |
| 14. I allow my adolescents to have enough storage space such as wardrobe, cupboard and drawer cabinets in their room. | | | | |
| 15. My adolescents are not allowed to place double bed for two along a wall in their room. | | | | |
| **SECTION C. RESIDENTIAL SPACE USAGE** | | | | |
| 1. Adolescents in my home are not allowed to receive their friends in the sitting room. | | | | |
| 2. Adolescents in my home are allowed to entertain friends of opposite sex in the sitting room. | | | | |
| 3. Adolescents in my home are allowed to hold parties or meetings with their study groups in the sitting room. | | | | |
| 4. Adolescents in my home are not allowed to study in the sitting room. | | | | |

| | SA | A | D | SD |
|---|---|---|---|---|
| 5. My adolescents are not allowed to accompany study with music on radio or record player in their room/sitting room/dinning section of the home/study room. | | | | |
| 6. Adolescents in my home are allowed to practise their creative hobbies in the sitting room. | | | | |
| 7. Adolescents in my home are allowed to use the sitting room for quiet games, playing cards and leisure activities such as watching television, playing musical instruments. | | | | |
| 8. Adolescents in my home are not allowed to listen to radio or record player as often as they want. | | | | |
| 9. Family peace and quietness are not disturbed by my adolescents' love for music on radio or record player in the sitting room. | | | | |
| 10. The sitting room is the only area in the home where I interact with my adolescents. | | | | |
| 11. My adolescents spend little time in the sitting room. | | | | |
| 12. I strictly forbid my adolescents from entertaining their friends in the bedroom. | | | | |

| | SA | A | D | SD |
|---|---|---|---|---|
| 13. My adolescents are not allowed to spend most of their time in their bedroom. | | | | |
| 14. My adolescents' room has furniture that allow only for sleeping and dressing and no other activities. | | | | |
| 15. My adolescents are allowed to display anything of interest to them in their rooms. | | | | |
| 16. Adolescents in my home are allowed to take their meals in the kitchen. | | | | |
| 17. Adolescents in my home are allowed to cook as often as they want in the kitchen. | | | | |
| 18. Adolescents in my home are allowed to wash clothes in the kitchen. | | | | |
| 19. Adolescents in my home are allowed to use the dinning area only for eating. | | | | |
| 20. My adolescents are usually allowed freedom of movement in any areas of the home. | | | | |
| 21. My adolescents are allowed to use the bathroom for grooming and dressing. | | | | |
| 22. I do not allow my adolescents to take much time in bathing and toileting. | | | | |

## APPENDIX II

### LOCAL GOVERNMENT AREAS IN OYO STATE

| | | |
|---|---|---|
| 1. | Afijio | Jobele |
| 2. | Akinyele | Moniya |
| 3. | Egbeda | Egbeda |
| *4. | Ibadan North | Bodija |
| 5. | Ibadan North-East | Two Road |
| 6. | Ibadan North-West | Dugbe Onireke |
| 7. | Ibadan South-West | Oluyole |
| 8. | Ibarapa | Eruwa |
| 9. | Iddo | Iddo |
| *10. | Ifedapo | Saki |
| 11. | Ifeloju | Igboora |
| *12. | Irepo | Kisi |
| 13. | Iseyin | Iseyin |
| *14. | Kajola | Okeho |
| 15. | Lagelu | Iyana Offa |
| 16. | Ogbomoso North | Kinnira |
| *17. | Ogbomoso South | Arowomole |
| 18. | Ogo Oluwa | Ajaawa |
| *19. | Oluyole | Idi Ayunre |
| 20. | Ona Ara | Akanran |
| *21. | Oorelope | Igboho |
| 22. | Oriire | Ikoyi ile |
| *23. | Oyo | Oyo |
| 24. | Surulere | Iresaadu |
| 25. | Olorunsogo/Iyamopo | Igbeti |
| 26. | Saki East | Ago Amodu |
| 27. | Atisbo | Tede |
| 28. | Oyo West | Ojongbodu |
| 29. | Iwajowa | Iwere Ile |

| | | |
|---|---|---|
| 30. | Ibarapa East | Ayete |
| 31. | Itesiwaju | Otu |
| 32. | Atiba | Ofameta |
| 33. | Ibadan Central | Mapo |

Oyo State total population 3.4 million.

*Source:* National Population Commission, Agodi, Ibadan, Oyo State.

Key:

* Sampled Local Government Areas for the study.