

**Space Personalization in Students' Living
Environment: Case of Eastern Mediterranean
University Dormitories, North Cyprus**

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ABSTRACT

The modification of spaces by students in their living environment has often been identified as a means of creating an atmosphere that is socially acceptable to them and their friends, making their rooms to be more aesthetically appealing and also as a means of expressing their personality. It has been classified as an important human behavioral interaction with the environment which is generally referred to as personalization of space. By definition, space personalization is a means of reflecting a user or group identity through deliberately decorating, modifying, or rearranging individual or shared environment. Generally, people have needs ranging from biological, personal, social, to cultural, which are to be expressed in the built environment, and as such, young people like university students are not left out in having a strong desire to personalize and manipulate their own environment.

The aim of this study is to investigate the ways and manners that space personalization is done by students in their living environment generally and then focuses on specific group of students, precisely Nigerian students, in order to provide better information on how students studying far from their geographical home location go about space personalization in their dormitory rooms.

For this purpose, qualitative research method is utilized in the study. At first, all concepts which are related to personalizing behavior like territoriality, privacy and personal space were explored from literature to serve as the theoretical base for the research and used accordingly to draw out relevant criteria that were used for evaluation of the case studies. Observation, inventory charts, interviews,

questionnaires, sketches and photographic documentation were used as data collection tools.

The study shows that personalization of space is a human behavior that has a direct relation to how people feel related and attached to an environment. In this respect, in dormitory spaces that is occupied by students studying far from their countries, they personalize their space as self-expression which is important for them for adaptation to the new environment. That's why the architects designing the dormitory buildings and the interior designers dealing with their interiors as well as dormitory managers should be aware of this fact and provide necessary means to students to personalize their spaces and to make them "their own". This study attempts to be a guide for understanding personalization behaviors of students in their dormitory rooms, to make it possible to design and manage these kinds of spaces more consciously.

Keywords: spatial behavior, space personalization, territoriality, privacy, personal space, dormitory rooms, students.

ÖZ

Öğrenciler tarafından yaşam mekânlarını değiştirmek genellikle kendileri ve arkadaşları tarafından kabul edilebilir sosyal bir ortam yaratmak, kendilerine daha çekici bir mekân oluşturmak ve kendilerini ifade etmeye yönelik bir araç olarak kullanılır. Bu davranış, mekânın kişiselleştirilmesi olarak tanınan çok önemli insan mekân etkileşim biçimlerinden biridir. Mekânın kişiselleştirilmesi, bir kişi veya bir grubun, özel veya paylaşılan mekânda, kimliğini gönüllü olarak dekorasyon, değiştirme veya yeniden düzenleme aracıyla yansıtması olarak tanımlanır. Genel olarak insanların mekânda yansıtılması gereken biyolojik, kişisel, toplumsal ve kültürel gereksinimleri vardır. Üniversite öğrencileri gibi gençler de bunun dışında değildir ve kendi yaşam mekânlarını kişiselleştirme ve idare etmeye yönelik güçlü istekleri vardır.

Bu çalışmanın amacı genel olarak öğrencilerin yaşam mekânlarını kişiselleştirmek için kullandıkları yöntemler ve araçları araştırmaktır. Çalışma ek olarak, özel bir öğrenci grubu olan Nijeryalı öğrencilere odaklanarak, kendi vatanından uzakta olan öğrencilerin yurt odalarını kişiselleştirme davranışı konusunda daha fazla bilgi edinmeye amaçlar. Bu amaç doğrultusunda çalışmada nitel araştırma yöntemi kullanılmıştır. İlk aşamada araştırma için bir temel oluşturmak üzere literatürde mekân kişiselleştirilmesi ile ilişkili olan bölgesellik, mahremiyet ve kişisel mekân gibi kavramlar incelenmiştir. Daha sonra bu bilgilerden yola çıkarak alan çalışmasının değerlendirilmesinde kullanılmak üzere kriterler oluşturulmuştur. Saha çalışmasında gözlem, envanter çizelgeleri, görüşmeler, anketler, eskizler ve fotoğraf yoluyla belgeleme, veri toplama araçları olarak kullanılmıştır.

Çalışma, kişiselleştirmenin, insanların bir mekâna nasıl ilişkili ve bağlı hissettikleri ile direkt ilişkisi olan bir insani davranış olduğunu göstermektedir. Bu bağlamda, ülkelerinden uzak olan öğrencilerin yaşadığı yurt mekânlarında, mekânın kişiselleştirilmesini kendilerini ifade etmek için kullandıklarını ve bunun yeni yaşam çevrelerine uyum sağlamaları için çok önemli olduğu gerçeğini ortaya koymuştur.

Bu nedenle yurt tasarlayan mimarlar, bu mekânların iç mekânı ile uğraşan iç mimarlar ve yurt yetkililerinin bu gerçeklerin farkında olup öğrencilerin bu mekânları kişiselleştirebilmesi ve “kendilerinin” yapması için gereken araçları sağlamaları gerekmektedir. Bu çalışma, bu tür mekânların daha duyarlı tasarlanmasına ve yönetilmesine olanak vermek için öğrencilerin yurt odalarında kişiselleştirme davranışını anlamak üzere bir rehber rolünü yüklenmeyi amaçlanmaktadır.

Anahtar kelimeler: mekânsal davranışlar, mekân kişiselleştirilmesi, bölgesellik, mahremiyet, kişisel mekân, yurt odaları, öğrenciler

..... to the Glory of God

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Chapter 1

INTRODUCTION

A philosopher Aristotle once described space as a “container of things” (Meiss, 1990, p.101). According to him, no space is empty. As a matter of fact, every element has a location, position and place. He therefore defined space as an all-inclusive envelope. This explanation renders a space to be a hollow that is filled up within. So also Gaines (2006) stated that a space on its own cannot express anything except being a background for some other things. This means that the properties of a space are dependent on the objects within it.

Gaines’s (2006) evaluation of space is hinged on three categories that he used to describe the meaning of space. Firstly, he stated that “space is independent of anything else. Secondly, it is relative to something else and thirdly, it is as mediate between others” (p. 174-175). He puts forward an explanation that when the specific qualities of a space are considered, the wholeness is put to question. However the specific qualities of a space cannot be ascertained except when it is considered relatively to other objects within the space. Also, space is defined or mediated by the person in it, such that the meanings that an individual derive from a space are deduced from a particular point of view. Therefore, since space is represented as a background, it poses a strong effect on defining what is observed by users and how it is observed.

Another perspective that helps to understand what space represents and how life unfolds in space is stated by Minkowski's (1970), he says that;

We live and act in space, and our personal lives, as well as the social life of humanity, unfolds in space. Life spreads out in space without having a geometric extension in the proper sense of the word. We have need of expansion, of perspective, in order to live. Space is as indispensable as time to the development of life (p. 400).

According to Ching (2005), "a portion of outer space is carved out to create a controlled interior environment" (p. 22) by boundaries serving two specific functions; to provide privacy and protection from the external climatic conditions; and also, the openings within it reestablishing a connection to the exterior environment. The interior environment is thus defined by elements like ceilings, walls and floors. These elements simultaneously form the interior space, shape the outer space and also describe the form and image of a building. Also, the shape of interior defining elements, that is, walls, ceilings and floors, together with openings within it gives definition to the interior space.

As a matter of fact, the interior space is as a result of man's need of shelter. This need has always directed humans to create an indoor environment in order to protect themselves and survive from external weather conditions. This need has also created an ability to think instinctively. This protection instinct plays an important role when space in a built environment is considered. In support of this role, Pallasma (2005) states that "the essential mental task of architecture is accommodation and integration.....buildings and cities provide the horizon for the understanding and confronting of human existential conditions" (p. 11).

Also, Lawson (2001) states that “we rely upon space to create places appropriate to certain kinds of behaviour and to tell us what they are” (p. 16). This refers to affective responses that are curled within the environment giving hints on spatial descriptions. These affective responses and spatially-oriented descriptions imply a connection between the man and space. In addition, the spatial quality often felt within a space corresponds strongly with the bodily sense of the actual space. For instance, one may feel sad when a space is heavy and oppressive or on the other hand, may feel joy when there is light and expanse in a space. The statement also refers to development of self-dimension through relations within the environment which has been broadly studied in the field of environment-behavior.

Environmental psychology has established that in the built environment, there is a great deal of interaction of humans within a given space, so also is a strong mutual impact of the environment on human behaviour. Individuals modify their environments and in turn, their experiences and behaviour are altered by their environments (Gifford, Steg & Reser, 2011). In general, people have needs ranging from biological, personal, social, to cultural, which are to be expressed in the built environment (Moore, 1979). Moreover, there is a strong desire to adjust the environment especially when they discover that their personal environment does not accommodate things they want to do (Tzuoo, 1989).

Researches on environment-behaviour have identified various perceptual subjective reactions to the environment as well as several behavioural coping use of the environment. One of such behavioural mechanism is the personalization of spaces. Sundstrom (1986) defines the term as the reflection of a user (self) or group identity

by means of deliberately decorating, modifying, or rearranging their individual or shared environment.

Space personalization can be done in any environment; examples include private living environments known as home, temporary living spaces like dormitories, community living spaces such as old people's homes, private and semi-private spaces such as offices, public spaces like libraries, and remarkably seating areas in parks are not left out. Several researches have been carried out that confirm personalization in many different environments giving clues to how space personalization is done in the various spaces studied.

One of such researches is Sommer and Becker's (1969) study which found that in the library, people used personal markers like a sweater or jacket folded over a chair as a more effective space protector than less personal markers like books. In offices, research on space personalization show the reasons why most workers personalize spaces which are to distinguish their personal space and territory, prevent work related stress and also enhance satisfaction within the work place, they personalize with family photographs, aesthetic posters, symbols of achievements etc. (Noorian, 2009). Also, in private homes, residents use personal collections or possessions to create ownership and self-expression in the space which they live, in essence, transforming a space into a home (Clemons, Searing & Tremblay, 2004).

With respect to student dormitories, according to Tzuoo (1989), university dormitories undoubtedly provides a new living experience where students can freely express their own cherished values in an environment that is void of parental presence. Becker's (1980) study of student's involvement in dormitory design found

that a large percentage personalized their rooms which show that students often have a strong desire to personalize and manipulate their own environment which involves rearranging their room furniture, decorating with wall posters, etc. in a bid to modify their environment.

The modification of spaces by students in their living environment has often been identified as a means of creating an atmosphere that is socially acceptable to them and their friends and also making their rooms to be more aesthetically appealing (Hansen & Altman, 1976; Tzuoo, 1989). A space that accommodates sleeping, studying as well as social relations will most probably be modified for convenience and for expressing one's own ideals or individuality.

The study of space personalization in student environment has been conducted in different researches. Hansen and Altman (1976) found a correlation between space personalization and dropout rates in schools. They showed through the data collected at the end of the semester that those students who dropped out had hardly decorated their room compared to those who did not dropout. Thus, decorating the room may be a long-term predictor of students who would eventually dropout. Another finding by Amole (2005) identified that decorating personal space and territorial definition were the major coping strategies used by students living in high density dormitory situations. In a related study reported by Amor (2006), ornamentation or decoration of rooms by the use of artefacts illustrate a rooted sensory need to reaffirm an attachment to a person's origin or homeland's social and cultural values.

It is apparent then that researches on student dormitories, specifically on students personalizing behaviour is very vital as dormitories are a peculiar form of

accommodation that houses a special category of user group who are mainly in their transitory phase of life. Hence, more evaluations of students' living environment are not only crucial but significant for design professionals to be informed about the needs of students that influence their interactions with their living environment. This will ensure that the living experiences of university students that adds up to their learning experiences leading to an overall development in aspects related with personality, attitudes and essential arts of living is well catered for.

1.1 Problem Definition

Literature has exemplified the peculiar factors that influence the personalizing behaviour of students in their temporary living spaces, most of which have been classified as environmental, personal and temporal characteristics. Environmental characteristics such as size of room, features of room, furniture arrangement, location of room, number of occupants per room, management policies; personal characteristics such as gender, cultural background of the student, class level; and temporal characteristics like length of stay, time spent in dormitory room etc.

However, despite the consistent investigations on personalizing behaviour of students in different researches, most of them have been conducted in a generalized students' context. More interesting issues can still be explored by focusing on specific groups of students, especially on how students studying far from their geographical home location go about space personalization in their dormitory rooms. It is thus necessary to further an understanding of personalizing behaviour of students which is based on the premise or assumption that being located far away from home can affect the attitude of students to space personalization. Therefore,

more research is needed that accounts for the preferences and values of such students exemplified by their behavioural use of space.

1.2 Aim of the Study

The aim of this study is to investigate the ways and manners that space personalization is done by students in their living environment by focusing on specific group of students, precisely Nigerian students, in order to provide a better awareness on how students studying far from their geographical home location go about space personalization in their dormitory rooms. The objectives of this thesis are as follows;

1. To explore the concept of space personalization as it relates with privacy, personal space, and territoriality and also the factors affecting personalization in a generalized perspective,
2. To study the personalizing behaviour of students living in the university campus dormitories, specifically how they go about personalizing their spaces, and also
3. To study space personalization amongst specific group of students, precisely Nigerian students.

The findings will be valuable to understand and give insight to students' personalizing preferences and values in the context of a foreign place of study since a better understanding of the degree to which specific group of students personalize their dormitory spaces for those living in student campus environments was needed. It is hoped that this research further contributes to the understanding of personalizing behaviour of students in university dormitories. It will also help to extend the study of space personalization in student dormitories in another geographical setting-

Eastern Mediterranean University, North Cyprus. This research also has broad design implications to architectural and interior design profession if these psychological and behavioural concepts are understood and translated to meet real needs in physical professional practice.

1.3 Research Methodology

The method that is used for this research is qualitative. This method of study is based on literature review and field study. Information is gathered for the review of literature from primary sources of data like books, journals, and articles. The literature review served as the theoretical base for the research and has contributed relevant criteria that were used for evaluation in the field study. In regards to the field study, private dormitories which are located within the Eastern Mediterranean University were selected as cases. Nigerian students living in dormitories were selected as the study group.

The selection of case study was purposeful as the research focused on specific group of students, i.e. Nigerian students. Several factors were responsible for this choice. Firstly, most of the studies on personalizing behavior have been done in the context of western countries, such that only a few researches are available to inform us about this behavior in African context. Not only this, there are lots of Nigerian students studying abroad, hence research is needed to understand how they personalize their spaces. With this research, it will be possible to see if the results from western contexts are generalizable. In addition, according to the yearly bulletin released by the university international office, Nigerian students represents a good percent of the international student population, as such it is relevant to investigate the personalizing

behaviour of such population. Also, as a Nigerian student myself, I have the advantage of studying this group of students from the closest range.

Observation and evaluation charts, interviews, questionnaires, sketches and photographic documentation were used as data collection tools. Onsite observation of dormitories rooms was done according to student's availability and consent and also approval from dormitory management. Interviews and questionnaires were used to access personalization amongst the students in the dormitories. Photography and sketches were also used to document the observed personalization. To analyze the findings, descriptive evaluation was employed to discuss the systematic categorization of the study themes that were generated from literature and evaluated in the room observations.

1.4 Scope and Limitations

The study basically deals with exploring the concept of personalization within the context of student dormitories. It explores all concepts of personalization in terms of privacy, personal space, territoriality, decoration, and modification. It also explains the various influences on personalization of spaces. It is specifically concerned with space personalization in the university dormitories by Nigerian students. As delimitation, although mentioned briefly, the effect of culture on personalization of space has been kept out of the scope of this study; therefore, the study did not delve much into it.

The study was highly hinged on observation of dormitory rooms, as such, the research was dependent on student's availability during the data collection period and the student's consent for the researcher to evaluate and take photographs of their

rooms. Permission from the dormitory management was however earlier sought and ascertained.

1.5 Organization of the study

This thesis is organized into five chapters. It begins with the Introduction Chapter, Chapter 1. The introductory chapter outlines the focus of the overall research study. It gives background information about the study and the statement of the problem. The aim of the study is stated, followed by the research objectives and significance of the study. The chapter also reveals the methodology of the study and the tools of data collection. The scope of the study is stated which guides the research from excesses. The chapter is concluded by presenting the study organization and structure.

The Introductory Chapter is followed by the review of literature. The literature review is discussed in chapters 2 and 3. In chapter 2, the behaviour of humans in the use of space is reviewed. They are territorial behaviour, privacy needs and personal space. Chapter 3 studies the concept of space personalization and the various ways in which it is reflected in the built environment. It also specifically explores literature on students personalizing behaviour in their dormitories.

In chapter 4, the research methodology, methodology procedures, tools of data collection, and method of data analysis are described. So also are details of the field study, site and subject selections. The chapter also presents findings from observation charts. Evaluation of the observed dormitory rooms is done and an explicit descriptive analysis of the findings is done.

The conclusion chapter, chapter 5 summarizes the research findings. Implications of the study are also discussed as well as recommendations to the practice and research fields. Details regarding the selected case studies, that is, the dormitories which were investigated and data collection tools are presented in the appendix section.

Chapter 2

HUMAN BEHAVIOR IN INTERIOR SPACE

The subject of human behavior in the interior space is a significant and interesting one for researches that deal with the study of space personalization and the use of space. People produce the built environment and they are also a product of the created environmental conditions. In everyday life, there is an impact exerted by both people and the built form on each other. Thus, environmental conditions relatively determine which forms of human behavior are stimulated and utilized while the human behavior, in turn, determines which environmental influences will be activated and what forms and shape they will take. In order to have substantial information and descriptions of expectations about human behaviour in the interior space, it is necessary to provide an initial discussion on interior space. This chapter therefore deals with a review on space with regard to residential interiors and then concepts of modifying the environment, marking territories, regulating privacy and human interactions within specified distance mechanisms are discussed.

2.1 Living Spaces

It has been stated earlier that the shape of interior defining elements, that is, walls, ceilings and floors, together with openings within it gives definition to the interior space. The interior space is the result of the existence of these elements. Also, Meiss (1990) says that when those elements are adjoined vertically and horizontally to create boundaries and limits, an interior space is formed. Thus, an enclosure is

formed usually referred to as the architectural space. It can thus be said that the basic architectural forms determines the structure of the building as well as its interior.

The interior space is then a structure that is used to accommodate human activities. Fundamentally, the interior space is as a result of man's need of shelter. This need has always directed humans to create an indoor environment in order to protect themselves and survive from external weather conditions. But since human activities are of various types, so also there are different interior spaces that accommodate the diverse human activities depending on the function that is to be performed therein. Interior spaces can be classified as non-residential and residential spaces.

Non-residential spaces

Non-residential spaces are spaces that are used for activities other than living. They are spaces where social activities and public functions take place. They range from office buildings, schools, libraries, restaurants, religious buildings, commercial centers, cinema halls, etc.

Residential spaces

Residential spaces on the other hand are places of abode for people. According to the degree of ownership, residential spaces may be permanent or temporary. The next sub-section gives a definition of this category.

Permanent Residence

Permanent residences are dwellings in which the owners have complete right of ownership.

Temporary Residence

In temporary residences, the occupants do not have a complete right of ownership but is based on a system of rent. Accordingly, the occupants use the dwelling for short periods of time. Examples of temporary residence include student dormitories, disaster shelters, holiday houses etc. Because this study has to do with student's living environments, the university dormitory will be discussed in the following section.

University Dormitories

The dormitory residences constitute a unique type of housing for a peculiar user group who are in their transitory stages in life i.e. young students (mostly in their teenage years to late twenties), who live in the spaces provided for a relatively short period, i.e. less than four years. Hence, it reflects a new kind of home environment for the students.

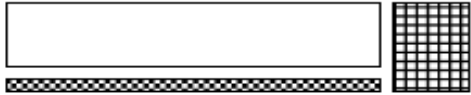
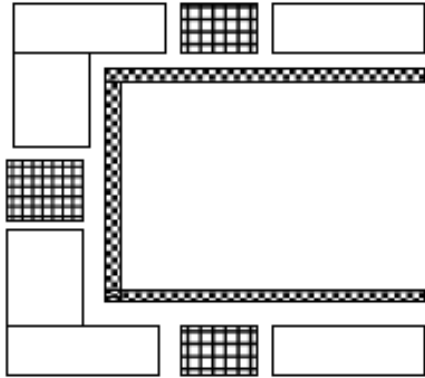
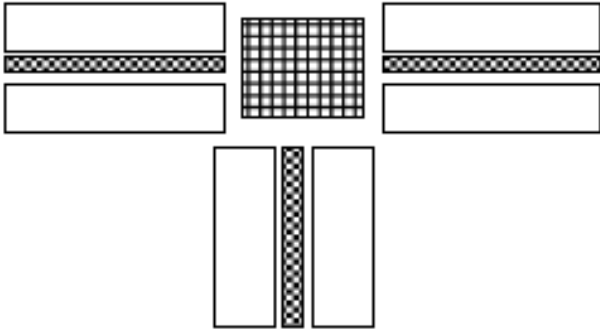
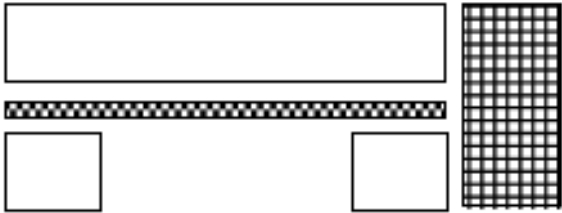
The dormitory rooms are mostly designed in cell-like forms on single or double loaded corridors, making them uniform, similar or somehow monotonous in nature (Amole, 2009). Dormitory rooms consists of basically beds, closets, book shelves, study desks and chairs which are either built-in or in some cases movable furniture. This single space is used by the student occupants for several activities such as sleeping, studying, storage, socializing, eating as well as relaxation. Figure 1 shows examples of dormitory rooms. The arrangement of the dormitory rooms allows the roommates to have an open communication and direct access to one another's personal space.



Figure 1. Dormitory room in Alfam Hall in Eastern Mediterranean University, North Cyprus.

There are several typical organizations of rooms in the dormitories. The organization of the rooms in a dormitory may encourage social interaction among the occupants or may decrease the chance of encountering by chance. For example Baum and Davies (cited in Amole, 2005) state that there are more positive interaction amongst short-corridor residents in dormitories compared to long-corridor ones. Table 1 shows various typical room arrangements in the dormitories.

Table 1. Some room arrangements in the dormitories (developed based on Amole, 2009 and 2007)

Type of the Arrangement	Typical Plan
Single loaded corridor in a linear form with service core at the end of the corridor	 <p>The diagram shows a long horizontal rectangle representing a corridor. At the right end, there is a square grid representing a service core. A checkered pattern runs along the bottom edge of the corridor, indicating a service area or utility space.</p>
Single loaded corridor in a partially enclosed form with three decentralized service cores	 <p>The diagram shows a U-shaped corridor. The checkered pattern follows the inner curve of the U. Three square grids, representing service cores, are placed at different points along the corridor: one at the top right, one on the left side, and one at the bottom right.</p>
Double loaded corridor in a linear form but with short horizontal access and a centrally located service core	 <p>The diagram shows a central square grid representing a service core. It is flanked by two horizontal rectangles representing rooms. Below the central core, there are two vertical rectangles representing short horizontal access paths. Checkered patterns are shown on the horizontal lines between the rooms and the central core.</p>
Partial double loading in a linear form with a long horizontal access with a single end located service core	 <p>The diagram shows a long horizontal rectangle representing a corridor. At the right end, there is a square grid representing a service core. Below the corridor, there are two small squares representing rooms. A checkered pattern runs along the bottom edge of the corridor.</p>

After describing the interior space as the place that all human activities take place and residential spaces as the main focus of this study now, it is possible to speak about the human behaviours in the space. The following section deals with review on how people interact and behave within the environment.

2.2 Territoriality and Territory

Territoriality is one of the basic human-spatial behaviors. It is defined according to Altman (1975) as “a self/other boundary regulation mechanism that involves marking a place or object and communicating that it is “owned” by a person or group” (p. 107). The behavior of claiming control over a specific area by an individual or group communicates mainly about the area itself (Sommer & Becker, 1969). Accordingly, the specified area is the territory and it has specific physical characteristics. Abu-Ghazze, (2000) states assuredly that an area cannot be called a territory except it is characterized by the owner’s peculiar means of identification and also unless it signifies elements of social behavior of its related group.

It has been established that territorial behavior is expressed both in animals and humans. It is also believed that the study about territoriality in non-human species aids a thorough understanding about territorial organization in humans (Bahmani, 2013). Animal behavior studies refer to the role of territories as defended space. In this regard, the term is explained in the field of ecology as:

Any area defended by an organism or a group of similar organisms for such purposes as mating, nesting, roosting or feeding.....Possession of a territory involves aggressive behavior and thus contrasts with the home range, which is the area in which the animal normally lives....The type of territory varies with the social behavior and environmental and resource requirements of the particular species and often serves more than one function, but whatever the type, territoriality acts as a spacing mechanism and as a means of allocating resources among a segment of a population and denying it to others... (Territory, 2012 cited in Bahmani, 2013).

Animals use various ways to express and to mark their territories. Early researches have shown that animals mark territorial borders by the use of their scent, excretion, secretion and other means. For example, birds sing songs to define their territory

while dogs use the method of barking to scare off other animals or other dog species (Hediger, 1950; Carpenter, 1958). This can be seen as a possessive and aggressive territorial behavior often exhibited by animals.



Figure 2. Defending territory by a dog against intruders (URL 1)

In this regard, it is a basic need for animals to be able to provide safe habitation for themselves and also provide a place that supports breeding (Hall, 1966). Not only this, Edward Hall's animal studies mentions that territoriality in animal behavior enhances communications amongst species from a distance and manage enemies attack. It also helps to keep the group together to carry out their activities and provide food resources (Hall, 1966).

Undoubtedly territorial behaviors are not only seen in animals but also in human beings. Sanders (1990) assert that humans are territorial animals, by defining spaces, marking them for definite uses, creating invisible boundaries, establishing cultural rules towards the boundaries, and also defending it against undesirable intrusions.

Another researcher, Robert Sack views human territoriality as a spatial strategy. He says:

By human territoriality, I mean the attempt to affect, influence, or control actions and interactions (of people, things, and relation-ships) by asserting and attempting to enforce control over a geographical area. This definition applies whether such attempts are made by individuals or by groups, and it applies at any scale from the room to the international arena (Sack, 1983, p.55).

Humans exhibit their territorial behavior by building fences, gates, hedges, nameplates with other symbols (Hansen & Altman 1976). The markers as well as the symbols are used to essentially distinguish space according to ownership by individual or group. Markers are also regarded as means to prevent intrusion or discourage undesirable intruders in the territory by fixing and preserving property boundaries. Exclusively to humans, people associate a place with an owner by the symbols or markers used (Tzuoo, 1989). Territoriality thus, provides a sense of control.



Figure 3. Territoriality by well cultivated landscape used as property boundary (URL 2)

There is a suggestion that physical features influence the territorial behavior of outsiders as well as the behavior of residents (Abu-Ghazze, 2000). For example, the use of the fence reassures the residents while informing strangers that this is a 'home territory'. Thus, physical elements that are used to mark territories by humans not only functions as signs of warning directed towards outsiders, but also strengthens the residents' sense of possession and provides additional validation for defensive action if territory is trespassed (Abu-Ghazze, 2000). This relationship has also been observed in a wide range of settings and territories. For example, in Edney's (1972) study of suburban adults, he found that there exists a direct relationship linking the presence of preventative markers (e.g. 'no trespassing' signs, fences, hedges,) and the occupants' active guard of their territory or speedy resistance to outsiders' intrusion.

One implication of maintaining or controlling territories is demarcation such as constructing a fence around a residential apartment; the other is the adornment of a space, or displaying personal belongings or collections in a space. Such indicators have been theorized as a manner of non-verbal communication and a form of environmental message that denote territorial ownership and/ or legal occupancy (Becker, 1973).

Territorial markers have functions ranging from not only preventing outsiders, but also making residents to be more possessive. This possessive behavior is another behavior in which people usually use certain environmental objects or places to

perform a particular work without necessarily opposing intruders (Abu-Ghazze, 2000). This behavior involves the use of objects like books, personal items, furniture, equipment, or use of environmental properties such as spaces, arrangement of objects in a space (Chen, 1979). In a more detailed study, Sommer and Becker (1969) discovered that in the library, people used personal markers like a sweater or jacket folded over a chair as a more effective space protector than less personal markers like books. In addition, people placed personal markers like cloths on seating spaces to reserve occupancy, the seating places were hence viewed by others as occupied. Also, Becker's (1973) study has validated these findings as he also observed that the amount of markers made a difference, with the research reporting that there was more reluctance of people to be seated at a table with many books than with a few books. In one other series of studies, Sommer and Becker (1969) also observed that in a public canteen, the use of a particular space by people was lessened by the presence of an occupant in and around that space.

Understanding the relationship that people have with the physical environment can also be studied with respect to objects, not just places. Fraine et. al., (2007) say that "the car has often been labelled as a territory" (p. 206) referring to it as a mobile territory as well as a territory-claiming device. The result of their study show that the relationship people have with their cars and the manner of use are influenced by territorial mechanisms.

In summary, territory defines the 'degree and permanence of ownership' (Altman, 1975, p. 209). Thus, the conflicts that usually occur over space ownership are a result of the lack of definition concerning the kind of territory. The next subsection defines the different kinds of territory.

3.1.1 Types of Territory

In regards to the degree of permanent ownership of a territory and also the amount of control that occupants have over the use of a place; territoriality can be classified into three types namely; primary, secondary territories, and public territories.

3.1.1.1 Primary Territory

Primary territory includes homes, gardens, or personal spaces within a shared accommodation wherein people tend to have complete control (Altman, 1975). They are private spaces owned and used by a group of people or individuals. Primary territories are also clearly distinct, controlled and well defined. Homes are exemplary of primary territories; they serve this function very well, since people are apt to respect them and are easily visible. Primary territories are nearly permanent and revolve around the everyday lives of the occupants (Sanders, 1990).

In addition, primary territories serve as an extension of an owner's sense of distinctiveness, so that the markers used include important, meaningful symbols reflecting the owner's identity, style and decorative tastes. Usually when primary territories are violated, it provokes strong reactions such as physical retaliation or legal sanctions (Abu-Ghazzeh, 2000).

3.1.1.2 Secondary Territory

Secondary territories are semi-public spaces that are under the partial control of an occupant especially places that are not designed in a way that offered distinctive control and surveillance of users or occupants. (Altman, 1975). For instance, spaces of interaction such as back of an apartment or backyards, entrance ways, hallways, play areas, are examples of secondary territory. According to Namazian and Mehdipour (2013), residents feel very unsafe in a situation of a secondary territory

being under their partial control since it is inappropriately accessible to lots of people, presumably because it was actually viewed as public territory.

3.1.1.3 Public Territory

Public territory is a kind of territory that allows easy access to almost everyone. Accordingly, public territories are temporary and can be used by anybody as long as the rules of appropriate social behavior are not compromised. Such kinds of territories are not owned specifically by anyone, but occupancy may be claimed by people for brief periods (Altman, 1975). Markers used to claim this kind of territory display less variety of self-concept; objects used to adorn such spaces are also not personalized (Abu-Ghazze, 2000), representing indistinguishable claims to space. In accordance to Taylor and Brooks (1980), although public territories are impermanent, people have a tendency to form an attachment to the locations in very short periods of time. There are very little or weak provocations when public territories are violated like verbal retaliation and / or territory abandonment.

In validation of Altman's categorization of territoriality, Fraine et. al. (2007) show that there are dimensional variations of territory types. The variations include the time duration that is spent in the territory, the degree of permanence ownership, the motivation for marking, the type of markers and where they are displayed, and the response to invasion. These variations and the ways in which they differ are presented in table 2.

Table 2. Dimensional variation between primary, secondary and public territories (Fraine, et. al., (2007) based on Brown & Altman (1981))

Dimension	Type of territory		
	Primary	Secondary	Public
Duration	Long	Short but common regular usage	Short
Centrality	Very central	Somewhat central	Not central
Marking intentions	Usually personalizing or decorating	Often claiming territory	Intentionally claiming territory
Marking range	Heavy reliance on a wide range of markers and barriers. Bodily and verbal marking usually not necessary (ownership generally accepted)	Some reliance on physical markers. Bodily and verbal marking may be used	Few physical markers or barriers. Bodily and verbal marking common
Response to invasion	Cannot relocate easily, can use legal recourse, reestablishment of physical markers and barriers, as well as bodily and verbal markers	Can often relocate, use immediate bodily and verbal markers, as well as some reemphasis of physical markers	Can relocate or use immediate bodily and verbal markers
Examples	Home, room in a university dormitory	Workplace, neighborhood blocks	Libraries, beaches

In relation to territoriality conclusively, there are different types of territoriality, each with its own regulator, marker or sign system. The differences between them are based on the degree of use and control, duration of spatial ownership, and the amount of non-verbal signs or regulators that is required to maintain the expected behavior. If territories are not well defined, conflict and intrusions are most likely to occur, there might also be increase in stress probability, therefore occupants often go to special, expensive length to distinguish, manage, and defend their territories (Hall, 1973; Namazian & Mehdipour, 2013). Another behavior of humans used to defend themselves known as privacy will be discussed in the next subsection.

2.2 Privacy

Privacy is considered by Altman (1976) as a fundamental human need. It is a phenomenon that is peculiar to all areas of human activities and in different societies. It is seen as the ability of individuals or group of people to isolate themselves, or withhold information that is vital about themselves, and thus expressing themselves in a selective manner (Rapoport, 1977). The borders and contents of what is usually considered private differ among diverse individuals and cultures, but there exists common themes. When an issue is considered as private to an individual, it means, in a sense that, the issue is inherently sensitive, and as such, it would be regarded as special and confidential.

Altman (1975) states two general meanings of privacy, namely;

- To be separated from others
- Not to share one's personal information and being sure of that other people or individuals do not have such information.

According to him, privacy is being selectively restraining access as an individual or group. He opines that privacy is an interpersonal boundary-control that adjusts social relations with other people. In other words, it creates an interface between oneself and others. He also states that people are involved in a contention between a need for privacy as well as a need for interaction. Kaya and Erkip (2001) also say that the desire to be alone and free from observation refers to solitude whereas "intimacy refers to a need for privacy as a member of a group seeking to form close personal relationships among its members" (p. 36).

2.2.1 Optimal Levels of Privacy

As shown in table 1, Altman (1975) suggests that privacy can either be at a desired level or at an achieved level.

- The desired level is the ideal amount of interaction desired by an individual or group while,
- The achieved level is the exact degree of interaction which may be or may not be equal to the desired level.

Table 3. Optimal levels of Privacy. (Developed by Bahmani, 2013 based on Altman, 1975)

Levels of privacy	
If achieved amount of privacy is same as desired,	Then, there is an ideal level for social interaction
If achieved amount of privacy is greater than desired level,	Then, there is social isolation and a feeling of loneliness
If achieved level of privacy is less than the desired amount,	Then, there is a state of crowding in which the amount of interaction is very high

Sanders (1990) also say that the desired level is a subjective ideal amount of interaction, while the achieved level of privacy is the actual amount of interpersonal contact; an imbalance is created if the achieved level does not equal the desired level.

The concept of privacy is also a process that competes between isolation and interaction, therefore, it means that at some periods, one will be available, open and accessible while at other times, one will be shut off from others, although the intensity of these competing forces can change over time, and with different individuality and cultures (Altman, 1975).

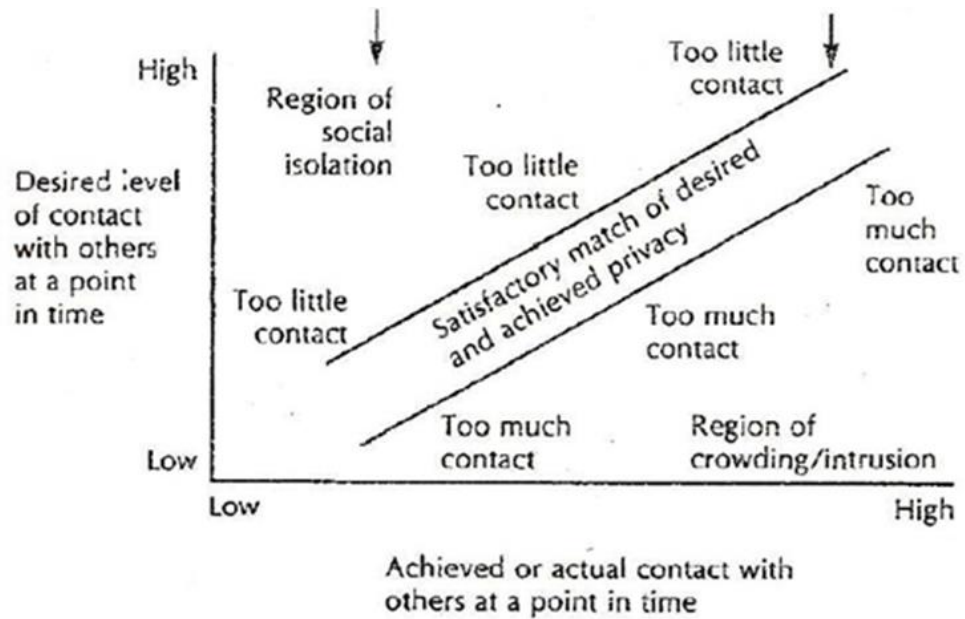


Figure 4. Levels of contact with others (Altman, 1975).

2.2.2 Dimensions of Privacy

The concept of privacy has been discussed in four different dimensions by Leino-Kilpi et. al. (2001), namely; informational, physical, social and psychological dimensions. These dimensions are clarified in table 3.

Table 3. Dimensions of Privacy (Leino-Kilpi et. al., 2001)

Dimensions of Privacy	
Informational Dimension	This deals with the control of information regarding people's personal data.
Physical Dimension	This refers to visible accessibility to other people. It relates with territoriality concepts and personal space.
Social Dimension	This dimension relates with individual relationships and social contacts. It deals with the regulation of time spent with other people and frequency of visits.
Psychological Dimension	This kind of privacy is concerned about personal values of protecting or revealing one's identity, thoughts or feelings.

In all of the dimensions stated in table 3, the physical dimension has more role in creating privacy in a space by its spatial components. The physical environment creates movement patterns and also visibility through the positioning of spatial components and facilities, thereby influencing the degree of interactions. The amount of architectural privacy through physical barriers determines an individual's degree of controlling accessibility to others and social interactions with others. Sundstorm (1986) mentions that physical environment helps to create isolation from visual and acoustical distractions, as a result, architectural privacy can be achieved. This is provided by appropriate dimension of partitions. According to Namazian and Mehdipour (2013), an example of a design feature in the environment that is responsive and allows the regulation of visibility and interaction is the door. To keep the door open signifies an allowance for social interaction while to close it means there is a desire for privacy.

2.3 Crowding

Crowding can be regarded as a sociological as well as psychological phenomenon within the studies of human spatial behavior. The perception of a crowding situation is dependent on the density of people in an area. Crowding is a situation of excess social contact. It has also been viewed to be a situation in which individuals are faced with environmental circumstances that is beyond their influence (Proshansky, 1974). USACE (1997) states that when mechanisms of personal space and territoriality function inefficiently resulting in an excessive and undesired social contact, then crowding is imminent. Sociologically, people's response to crowding is in different manners which depend on the situation. In some cases, people forbear crowding, even though it might be unpleasant, because in such cases it is temporary. In other situations, crowding is sought after and desirable, especially when it is considered as

“part of the fun or the expectation within a social setting” (USACE, 1997 pp. 2.2). However, in both cases, there may be a resultant psychological discomfort when the crowding situation is apparently confining.

In student dormitories for example, Kaya and Erkip (2001) say that the feeling of being crowded in dormitory buildings can be an effect of social and physical factors of such a space. The social factors for dormitory rooms has to do with the relationship of the roommates, the activities that is being performed, the frequency of visitors or other friends, bedroom sharing experience, as well as personal characteristics like gender, personal background, family size, etc. The related physical factors are the character of the corridor design, intensity of light from window and other openings, floor height, room size, etc. According to Kaya and Erkip (2001), residents experience stress a feeling of crowding if their dormitories has long corridors while those that live in short corridor dormitories not have this experience. According to them, long corridors are associated with competitiveness and withdrawal. In addition, there was an observation of low quality interaction amongst residents living in high rise dormitory buildings. However, the feeling of crowding may be suppressed by brightening up a room with sunlight, light colors, or graphic designs.

In summary, Rapoport argues that privacy is the ability of regulating and limiting interactions as well as providing different initiatives that either allow required interactions or ignore other ones (Rapoport, 1977). In other words, privacy makes one to be with others at a particular time while also forcing someone to be away from other people at other times, with one force being dominant at a time and at another time being less strong. As a result, being alone often times or for a long period of

time, referred to as isolation and also being with others always or for longer periods referred to as crowding, both can be objectionable states. According to Butterworth (2000), people need balanced levels of privacy and social contact and interaction or else there will most likely be aggression or abusive behavior when states of crowding, lack of privacy or controlling one's living space is prevalent thereby causing damages to social relationships.

The next section deals with the subject of personal space. It is important to note that privacy deals with withholding personal information, being in a state of isolation, and or limited access to visibility. Personal space, on the other hand has to do with physical distance between humans especially in situations of interaction. This will be discussed at length hereafter.

2.4 Personal Space

Personal space is another salient human-spatial behavior. It is defined according to Sommer (1969) as an area with an unseen border which encircles a human body and prevents intrusion as well as contact. Newer research has confirmed that the behavior of maintaining personal space involves withdrawal from intrusions and protective reactions from having a very close contact to strangers, and in other cases, a necessity to be closer to others (Namazian & Mehdipour 2013). It has also shown that personal space is an effective way of making oneself easily accessible or inaccessible by moving away or drawing closer towards others.

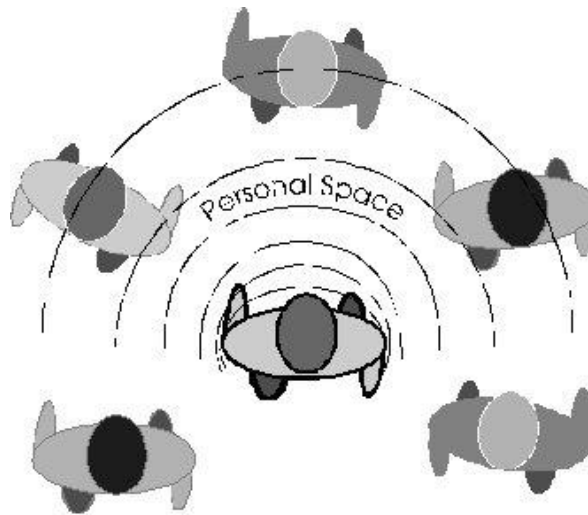


Figure 5. Personal space (URL 3)

Furthermore, sociologists like Goffman (1971) cited in Altman (1975) stated that personal space refers to “the space surrounding an individual within which an entering by others causes the individual to feel encroached upon, leading him to show displeasure and sometimes to withdraw” (p. 30). In the real sense, people prefer to be adequately close to friends and companions to receive warmth while at the same time they prefer to be far from infringement on each other.

Even though personal space is seen as an invisible bubble, it is not basically spherical as figure 5 shows, nor extends in all direction equally. In other words, it differs in size with respect to the individual relations and situations.



Figure 6. Invisible boundaries protecting someone from intrusion (URL 4)



Figure 7. Reaction against personal space encroachment (URL 5)

Sommer and Becker in 1969 carried out some research on personal space which required people to demarcate and to define their respective personal space. For this aim, a female researcher was sent to a library in a crowded reading room, she chose to sit down on a chair that was close to a female (a subject) sitting alone and occupying a large table having extra chairs. At first, the subject changed her body posture (silent signals of discomfort) in a bid to protest and to show her inconvenience, and then she made barriers with her personal possessions; her books

and winter jackets. On realizing that her techniques were not achieving the desired results, she preferred to leave the table in search of another empty one. It was reported that this experiment took up to 15 minutes for the subject to change her location, however, characteristics like culture, past experiences, age, and gender will have different effects on the length of time and outcome.

In office perspective, it has been noted that facility planners who do not pay attention to personal space requirements usually crowd people into small workstations. This causes an infringement on people's personal space and as a result, people either get to be friendly or leave such spaces. However, environmental designers who are instinctively sensitive to personal space mechanisms design office layout in such a way that furniture in an open office is placed at about four feet from each other (Namazian et. al., 2013). Also Sommer and Becker (1969) say that for people to feel comfortable around strangers, minimum space should be at least a little more than an arm's length.

Since personal space is regarded as physical distance from others, it is essential to examine Edward T. Hall distancing mechanisms in human behavior referred to as Proxemics which was conducted in the 1960s'.

2.4.1 Proxemics

Proxemics is a theory that has to do with a combination of personal space distancing, interpersonal contact, space usage, interaction, and feeling. It was first introduced by Heidegger, an ecologist in 1950 during his observation of spacing in different animal species but was later developed into the proxemics theory in 1966 by Edward T. Hall. Hall demonstrated the changing attitude of humans with respect to their required personal space in a physical environment. He classifies the different space

distancing between humans into four categories, namely; Intimate, Personal, Social, and Public Distance with each of them having a ‘close’ and a ‘far’ phase.

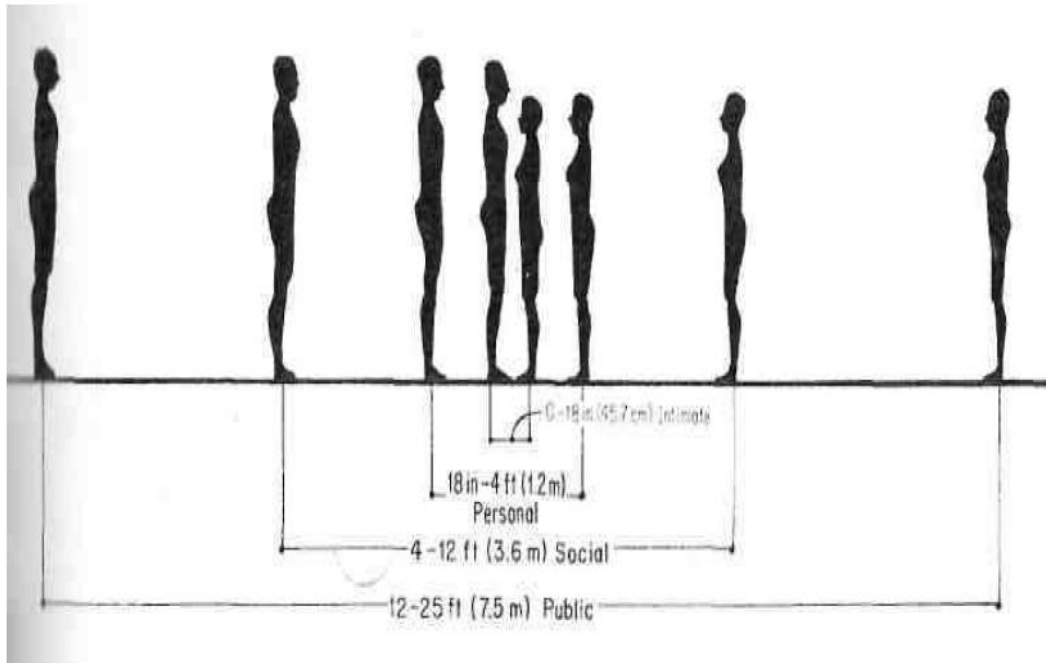


Figure 8. Distance zones in personal space (Madanipour, 2003 cited in Noorian, 2009)

2.4.1.1 Intimate distance

This is a space of close proximity i.e. a space that involves mostly physical and emotional interactions. Intimate distance has a zone of 0- 45cm in which its close phase is between 0-15cm where there is high olfactory and heat sensation from the skin. Intimate distance close phase is visible with loved ones i.e. spouses, children and family members. While, intimate distance far phase is from 15-45cm usually used amongst friends. This zone is most appropriate for relating with friends and loved ones but when situations that warrants being in close proximity with strangers occurs, there is usually an aura of unpleasantness. For instance, people are often rigid and nervous-looking when in close proximity to strangers in a crowded elevator, bus or room trying to avoid feeling other people’s body heat and perceiving others

breadth in a bid to avoid improper interaction because of the high possibility of physical contact (Altman, 1975).

2.4.1.2 Personal Distance

Personal distance is a distance whose zone is between 45- 120cm. It is a distance that allows people to have comfortable interaction and communication with known acquaintances. Usually subjects that deal with personal interest and involvement are discussed within this zone. Its close phase ranges from 45-75cm which still allows adequate visual, vocal and olfactory interaction. Its increases to far phase which ranges from 75-120cm during social interactions. At the far phase, the distance allows just about keeping one at arm's length (Hall, 1966; Altman, 1975).

2.4.1.3 Social Distance

At social distance, the zone ranges from 120-360cm. It is a zone that deals with mostly impersonal business discussions and casual social gathering (Hall, 1966). It can also be referred to as that area of making social contacts which lasts only for a temporary basis. Its close phase is from 120-200cm while its far phase is from 200-360cm. At social distance, perception of visual details is reduced. Also, cues of heat and odor are not detected, but vocal level is high. As a result, communication is very efficient at this zone (Altman, 1975).

2.4.1.4 Public Distance

Public distance is the farthest distance in human spacing mechanisms. It ranges from 360-700cm and could even be more than 700cm. As the name implies, this distance is visible in public domain and it involves activities that deal with speaker-to-listeners. For example, the distance in a classroom that exists between students and tutors. At both the close and far zones, voice and actions have to be exaggerated. Visual details are not detected as people present can only be seen peripherally (Hall,

1966). In other words, according to Cohen and Cohen (1983), acknowledging one another's presence is not easily discernible, so also direct contact is not expected of individuals in that area.

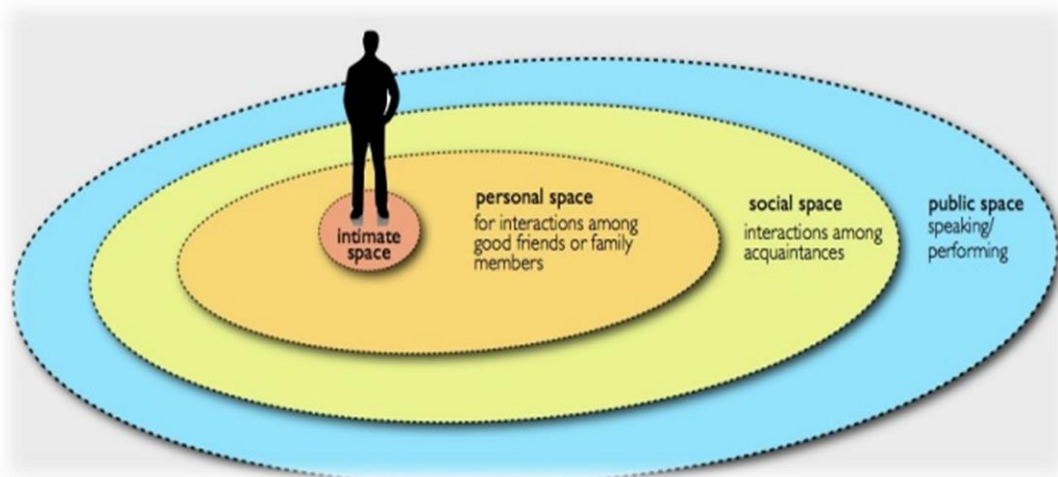


Figure 9. Categories of proxemics (URL 6)

Based on the distancing mechanism research, personal space can be summarized as;

- invisible boundaries which are specific to each individuals,
- a set of defined concentric zones and acceptable boundaries for different levels of interaction,
- being influenced by the organization and placement of semi-fixed objects, and
- being violated if the distance zones are trespassed without invitation or warning.

2.5 Role of Culture in Human Behaviours

Culture is a very significant factor when considering the behaviour of humans in the use of space. Firstly, the formation and organization of the built environment are decisions that are made by humans which is embodied in cultural values and also reflected through it. So also, actions and activities within a space are dictated by

rules from the permissive behaviour that are suggested by culture (Kent, 1990). In support of this view, Sanders (1990) states that diverse behaviours in space use are based on cultural practices which are relatively different from one culture to another. Within the concepts of territoriality, privacy and personal space, cultural variations can be distinguished. For instance, the amount of personal distance maintained by people, not only depends on the kind of relationship one has with another but on one's cultural background (Hall, 1966). Hall et. al. (1990) describes some cultures as high contact and others as low contact culture stating that people of high contact culture interact more closely and enjoy close social contact than those from low contact culture. They categorized the Arabic, Mediterranean, Middle East and Hispanic as examples of high contact cultures while the North American, North European and Scandinavian countries as low contact cultures.

While observing the customs of these cultural groups as it relates to their furniture arrangement in a space, use of public places and the demarcations regarding of social distance, Hall et. al. (1990) noted that physical partitions are very important to Germans when compared with Americans. In addition, Germans sets large personal space to surround themselves and they are more easily sensitive to distractions in interactions. Furthermore, it was stated that English people make use of verbal character (i.e. voice) to control their distance from others and that non-verbal characteristics (eye contact) means much more than physical partitions. They go on to describe Arabic culture as “highly sensory”, because they have high bodily contact with each other. So also, their physical distance when communicating is usually less when compared with other people (Hall et. al., 1990; Nishimura et. al., 2009).



Figure 10. Examples of high and low contact cultures. (Nishimura et. al., 2009 developed from Hall et. al., 1990)

As regards spatial aspects of behaviour that relates with privacy, Altman (1977) stated that the expression of a desire for privacy varies with different cultures. He opines that privacy is a widespread phenomenon across cultures, the behavioural mechanisms however differs. For instance, features of the built environment, i.e. fixed features like walls, and semi-fixed features of space such as furniture, window coverings, temporary partitions etc. are used to achieve visual privacy. However, Japanese traditional home interior best fits an example of a culture that have little regard for visual privacy. As Namazian and Mehdipour (2013) pointed out, Japanese home interior are flexible environments in which the same space is changed to serve several functions. Walls can be moved in and out in order to use the same space for eating, sleeping as well as socializing at different times of the day. This suggests a high level of interaction, high contact and communication amongst the Japanese. In another perspective, Altman (1977) stated that in some cultures, privacy is achieved more often through rules that regulate interpersonal behavior rather than direct manipulation of the built environment.

Ultimately, behavior regulating access or privacy are found in every culture, however, the value of securing privacy by structuring the environment or social relations is not the same everywhere, nor have all societies managed to develop mechanisms for securing the desired levels of privacy. Also, the spatial dimension of behavior has communicative features, as it relates with territoriality and personal space, although such boundary maintenance may or may not be supported by the built environment and properties, it may be non-verbal.

Therefore, the design of an environment should not just be to serve the required function but also the socio-cultural needs of the users. In the next chapter, another concept that discusses how people manipulate their space, in terms of personalizing their spaces, will be reviewed.

Chapter 3

SPACE PERSONALIZATION

As stated in the previous chapter, there is a continuous interaction of man within and around his environment. Humans derive meaning and identity from the built environment by modifying it not just by merely existing in it. One way of modifying the environment that is related to the topics discussed in the previous chapter is space personalization. This chapter thus reviews the term ‘space personalization’ by first giving an extensive definition, and then discussing the reasons and ways of personalization as well as discussing the factors that affect space personalization. The chapter is concluded by reviewing literature on space personalization in student living environment as this is the pivot on which this thesis is centered.

3.1 Meaning of Space Personalization

Space personalization in simple terms means making a space to be personal. It also means to simply alter a space to make it ‘individual’ or to reflect one’s identity. Early studies like Becker (1980) have defined space personalization “as any modification, or change, or addition to any environment by or for that environment's occupant” (p. 6). According to him, “It serves to reflect or reinforce the occupant’s own sense of identity, as well as express it to others, and is a way of demonstrating to others that the space is occupied by a particular person” (Becker, 1980, p 6).

Generally, people have a strong urge to modify their environment to suit themselves. Humans love to make a meaning of their environment and want to be involved in its

transformation. They thus create and shape places which affect others accessibility and also affect how the spaces are to be used (Butterworth, 2000).

The essential criterion of space personalization is that the inhabitants of an environment together with the owners contribute decisions that lead to the changes within that environment. Great majority of interiors, either residential or work spaces, are arranged or at least modified by their occupants (Pile, 1995). In lieu of this, according to Becker (1980), hiring someone to modify one's environment is still engaging in space personalization. This means that the duty of personalizing a space begins from the architect to the interior designer or interior architect down to the intending users of the space. The architect or interior designer contributes to this phenomenon by first of all designing the space to suitable specifications as demanded by the owner. So also he incorporates design elements which reflect the personality of the owner. Afterwards, the owner or user of that spatial environment still adds his/her personal collections to adorn the space, making it his/ her own.

Space personalization is thus seen as a regular human behavior which embraces modification, alteration, decoration and adaptation of the environment. It supports that inherent need of humans to give definition to a space and to declare ownership. Thus, in line with Altman (1975), which infers that the 'marking of a place or object' owned by a person or group is personalization, then, space personalization can also be considered as territorial behavior. This means that when people personalize their spaces by decorating with personal objects and belongings, they are inadvertently marking it as a means of identification.



Figure 11. Space personalization in an office space (URL 7)

3.2 Reasons for Personalizing Spaces

Environmental settings should be able to accommodate the essential requirements of its inhabitants. This goes a long way to achieve users' satisfaction which varies from individual to individual. Some central reasons backing personalization of one's environment are explained thus:

Personalizing a space helps people to communicate their very own distinctive personalities (Wells-Lepley, 2012). People tend to express themselves by reinforcing self-identity and making the space to reflect their identity more.

Users also personalize their spaces to make it less bare or more aesthetically appealing (Becker, 1977). The users of a space introduce items that make the space more attractive. Pile (1995) states that;

A completed interior of outstanding design with all materials, furniture and equipment in place will often seem in some way incomplete, in a sense,

unoccupied. Spaces come to life with the addition of elements expressive of individual character - the character of the users or occupants of the space (p. 391).

Another essential reason for space personalization is to provide for more functionality for that space. People introduce personal but functional objects that are necessary and useful to them in the space e.g. desk lamp, standing fan.

Space personalization is also used to show one's values, status, conceptions of beauty, professional skills, hobbies, or creativity (Tzuoo, 1989).

Since space personalization communicates one's identity, then it also "sets the stage for friendly communication" (Wells-Lepley, 2012), hence, it enables the development of social ties. In other words, an occupant can influence the kind of communication with others within a space through the information that is perceived in the space. The type of information displayed also indicates appropriate and inappropriate discussion topics.

Some researchers have also stated that people put up personal displays in their spaces in order to cope with stress, and also for relaxation and inspiration (Noorian, 2009; Wells-Lepley, 2012) but coping with stress and relaxation mechanisms are mostly observed in work environments. Wells-Lepley (2012) also states that marking one's workspace with personal belongings promotes an emotional attachment or bond to the environment.

In home environments, being comfortable and having a sense of home is experienced when there are attributes of personalization. According to Pile (1995), much of communicating identity is well exemplified in private residences. Cooper (1971) in *“house as a symbol of self”* had stated that the kinds of furniture installed in a home, the furniture arrangement, and the kinds of plants that are tended are all expression of self-image that is conveyed to visitors and intimates.

According to Rapoport (1982), it is crucial for users to personalize their environment in order to have a feeling of control which is required for satisfaction. The need to personally decorate their space is ultimately more important to users than architectural features.

So also in other public spaces like offices, people personalize their spaces in order to differentiate it from identical units (Pile, 1995).

3.3 Ways of Personalizing Spaces

There are several ways of personalizing spaces. They are classified as follows:

Displaying personal possessions in the space, for example, art work collections, photographs of family and friends, awards, plants and flowers, certifications, etc. are added to the personal space because they represent symbolic meaning to the occupants and help them to remember past experiences.

Modifying and rearranging furnishings in a space is another way of personalizing spaces. For instance, occupants can change the position of furniture in a living room or position of beds in bedrooms. Figure 11 shows an example of how a user has rearranged and modified the furniture in the room.

Occupants can also remove or add physical objects like adding desk lamps to improve the lighting of space or remove furniture in order to open up more space in a room (Cohen & Cohen, 1983).

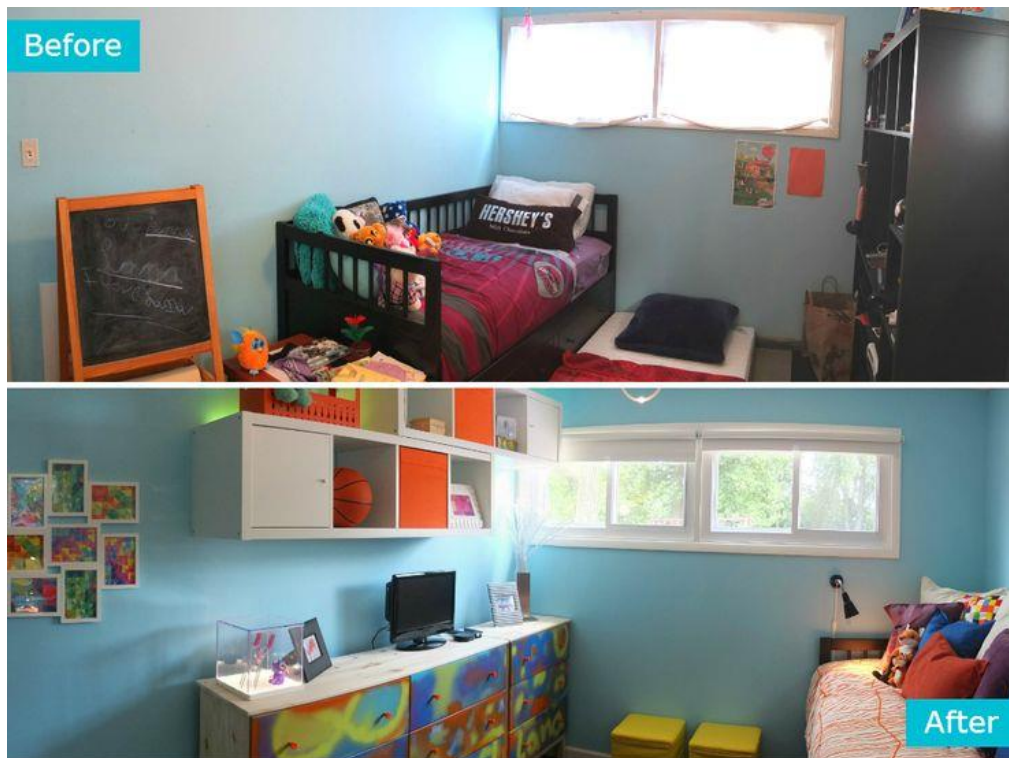


Figure 12. Rearranging, removing and adding furniture and personal collections (URL 8)

3.4 Factors affecting Space Personalization

Generally, the degree and ways in which space personalization is done would be influenced by a number of factors, some of which are worth examining in this study.

Length of possession: There is a high tendency for people who would spend more time in a place or those who own and possess a space (e.g. a home) to engage in the different ways of personalization. An exemplary proof of this is Edney's (1972) field study of human territoriality which compared territorial marking devices of long term residents and short term residents in homes. He found that those who had more

elaborate marking devices like hedges, signs and fences were long term residents. Parallel to Edney's findings, Abu-Ghazze (2000) also observed in his study that "owner-occupiers" practiced personalization and territorial defense more than "rented-occupiers". This result was related to the desire of home owners to invest more time, energy and finance into a place they can call their own more than tenants would do. Thus, an important factor that can affect personalization of a living environment is length of possession.

Feeling of Dominance and Flexibility: The feeling of dominance in a space is referred to by Mehrabian and Russell (1974) as the extent to which a person is restricted or free to act in different ways in a given environment. This means that there are environmental settings which limit the forms of behavior and there are also other settings that enhance a great variety of behaviors. For example, an interior space that is equipped with flexible interior furnishings like movable and convertible furniture, movable room partitions, etc. gives allowance for the occupants to have dominance over the space and to be able to create different arrangements for a variety of activities. Thus, such flexibility arrangement options contribute to the feeling of dominance which in turn affects personalization.

Gender Difference: Although the need for space personalization is common to both genders, it can be said that the manner of space personalization differs between men and women because they communicate in different styles. For instance, Noorian (2009) has shown that women personalize their spaces with more intimate possessions while men are prone to using abstract materials or symbols of status and achievements. Also research has shown that females expressed a high significance

for personalization than males do (Tzuoo, 1989). He also found that in terms of adding personal items to a space, female residents added more categories of personal possessions to their rooms than males.

Virtual Technologies: This terminology refers to electronic devices and gadgets like computers, cell phones, TV, headphones etc. As a result of the technological development which has provided most of these devices as well as the system of interconnectivity all around the world (use of wi-fi), these gadgets have contributed to a dwindling involvement in space personalization when spaces like dormitory rooms or other temporary residential spaces are considered. Fundamentally, these gadgets and interconnectivity are causing the relationship of humans with a space to change and this is obviously affecting how a space is used. For instance, in temporary residential spaces, the occupiers prefer to adorn their own personal gadgets by decorating it as well as privatizing them with passwords. This is an example of a shift in existing in a real space to being immersed in a virtual world. Also, it exemplifies a shift in personalizing real spaces to privatizing virtual technologies. In the real sense, concepts of territoriality and privacy are now being symbolized with the use of these devices.

Cultural Background: There are notable effects of culture in space representation by occupiers. Hall (1966) states that, within the use of space, norms of different cultures can be identified. The culture of a person or group of people is evident in the kinds of personalization that is achieved. For instance, in terms of decoration Amor (2006) had stated that people use cultural artifacts like cowries, calabash, clay pots,

that represent their home land values in the decoration of their spaces. They also modify their spaces to allow their cultural beliefs to be adequately expressed.

3.5 Space Personalization in Students' Living Environments

Students living environment, for this study, signifies a temporary residential facility located within the university campus, usually referred to as students' dormitories or halls of residence.

Majority of university students who live in these campus dormitories have roommates, i.e. are sharing the room with one, two or three more students as much as the room was designed to accommodate. Therefore, this raises concern about territorial, privacy and personal space issues. According to Cooper Marcus (1995), roommates conflict may play out regarding these issues if the shared spaces are not well defined. However, Rowley (2011) states that the important ways of reducing conflict is by marking and distinguishing the territories and boundaries of different functional areas in such shared spaces and also rearranging furniture and personalizing the space.

In a study by Fabian et. al. (1983), he puts forward the idea that space personalization starts in one's youth age. He stated that "the physical socialization of the individual during the formative years involves not only identifying and using specific physical settings, but also learning how to manipulate and change them" (p. 70). Cooper Marcus (1995) also reaffirms this idea, like other researches on space personalization by youths, by showing just how adolescents love to hang posters on walls, expressing their own cherished values and identities.

An early study by Hansen and Altman (1976), showed that personalizing behavior of students involved display of items that represent values, entertainment, personal interest, and personal relationships, amongst others. They noted that (a) a large percentage of students started to decorate their rooms shortly after arriving campus dormitories, (b) that the most popular category of items the students used were those that predict personal interest and entertainment, and (c) that little proportion of students decorated with objects that show values of culture, politics and religion. In addition, they observed that a little percentage made use of handcrafted or homemade objects, the most widely used materials were commercially produced.

Another finding in Hansen and Altman's (1976) study is that there is a correlation between space personalization and dropout rates in schools. They showed through the data collected at the end of the semester that those students who dropped out had hardly decorated their room compared to those who did not dropout. This finding corresponds to their hypothesis that decorating is an act that shows being committed to a place and that those who did not mark their residences might not be committed to such environment. Hence, it can be stated that personalization of a space is a way of expressing commitment to a purpose in a place.

Other studies have also shown various experiences of campus dormitory living on students' life and how personalization of spaces has been used to augment their living and learning experiences. First of all, Tzuoo (1989) states that the degree of personalization displayed by dormitory residents corresponds to the amount of satisfaction they have with their rooms, which in turn determines their use of rooms for social interaction and contact with neighbors and friends.

Also, it has been hypothesized by Clemons et. al. (2004) that when the design of a student residence hall permits a convenient expression of the students' preferences and values, it can heighten their sense of belonging. Thus, when the student residents are not inhibited from personalizing their spaces, the dormitory rooms can be said to offer a place of support for a strong sense of place and a sound sense of self for the residents. In support of this view, Rowley (2011) also states that personalization of a space has a significant influence on place attachment by way of creating an emotional bond to that environment. Through personalization of spaces, the significance of physical places can be developed and then those dimensions that portray a person's sense of self are expressed.

In another study that investigated the feeling of home by students in the dormitories, Thomsen (2007) stated that one of the ways of having a home-like character in any dormitory is dependent on the responsibility of the students to personalize their spaces, the other has to do with architectural aesthetics and furnishings of the dormitory. These were vital factors that signified if the student residence could be accepted as a home or not. However, it was found from the interviews that the need for personalization of spaces was perceived as low when the student residents appreciated a dormitory design and furnishings.

Students living in the campus dormitories have learnt to maximize personalizing behavior in a space to solve inevitable challenges. Amole (2005) in her study on "*coping strategies by students for living in high density dormitory situations*", found that personal space decoration and territorial definition were the major coping strategies used by the students. She also studied gender differences in the different coping patterns, and found that males tends to use the strategy of withdrawal and

escape from the dense situation at most times of the day whereas the females used more of territorial strategies.

Conclusively, space personalization by students in their dormitories has a great effect on their living experiences. There is need for campus dormitories to provide a living experience which acknowledges students' mental and emotional needs. There is also a need for freedom of decoration and personalization to express individuality which should be considered at the initial design stage of the dormitories.

In the subsequent chapter, the case study for this research and the methodology for data collection will be discussed and the findings will also be presented.

Chapter 4

CASE STUDY


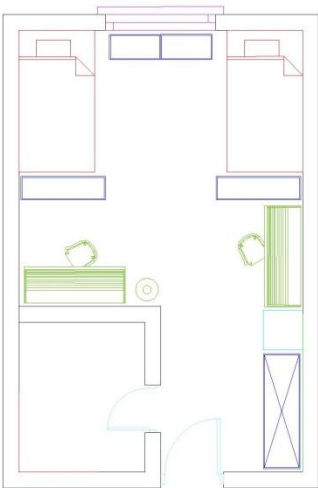

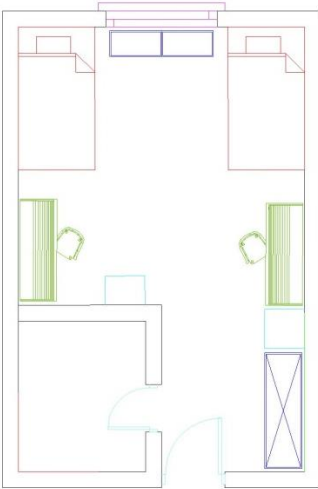
This thesis investigates the ways and manners that space personalization is done by students in their living environment generally and then focuses on specific group of students. This research warrants a case study and thus this chapter describes the research settings or case study and it presents the method of study, methodology procedures, tools of data collection, method of analysis, and also presents the evaluation charts of the findings.


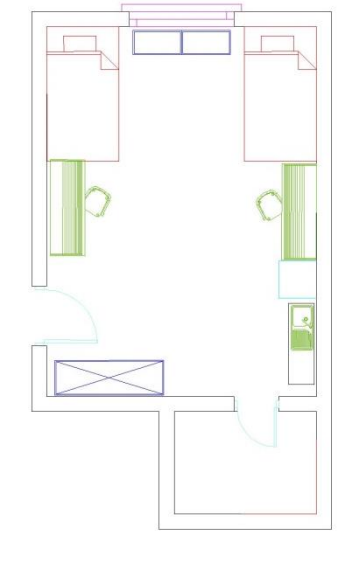

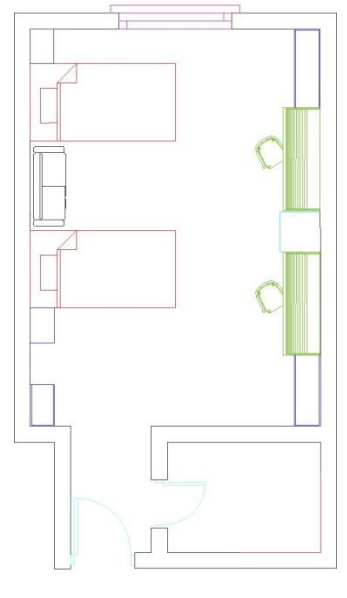
4.1 The Research Settings

The research location is the student dormitories within the main campus at Eastern Mediterranean University, North Cyprus (a.k.a. Doğu Akdeniz Üniversitesi, DAU). The school offers an international academic environment, and as such it provides a student population that allowed the subject of this thesis to have viable case studies. The dormitories within the school number up to thirteen. Five of them are owned and managed by the school while the others are private dormitories which are known as the B.O.T dormitories (build-operate-transfer dormitory/on-campus residence). The B.O.T. dormitories are Alfam, Uğursal, Marmara, Akdeniz, Longson, Kamacioglu, Home-Dorm, and Ramen. There are also off campus houses; dormitories and rental apartments, all of which provide conducive environment for academic learning. The dormitories investigated in this study include only those within the university campus.

The dormitories that were investigated in this study are Alfam, Akdeniz, Longson and Kamacioglu dormitories. These dormitories accommodate males and females in separate blocks and floors. They offer single and double occupancy options. Also, the rooms are similar in dimensions, characteristics and shape. In addition, there are no given or stated rules by dormitory management that might impede students from decorating their rooms in these dormitories. All investigated rooms are 24m square in area. Table 6 shows the exterior view and room plans of the dormitories that were investigated.

Table 6. Exterior view and room plan of the dormitories investigated

Name of Dormitory	Exterior view	Room plan
Akdeniz Dormitory		
Longson Dormitory		

<p>Alfam Dormitory</p>		
<p>Kamacioğlu Dormitory</p>		

In all the dormitories visited, the rooms are equipped with desks, closets, beds, shelves, telephone, and mini-fridge. All rooms are also air-conditioned and provided with 24 hours internet access.

Most of the furniture provided to students in the dormitories is modular, and they are unattached to the walls and as such can be moved easily.

There are no written rules or regulations guiding the amount or type of decoration that can be done in a room, but there are hearsays among students that they may forfeit part of their deposit fee if there are noticeable damages to the walls of the room and furniture.

5.2 Research Methodology

A qualitative research methodology was used for this research. This method of study is based on literature review and field study. Information is gathered for the review of literature from primary sources of data like books, journals, and articles and they are presented in earlier chapters. The literature review served as the theoretical base for the research that has contributed relevant criteria that was used for evaluation in the field study.

In addition and accordance with Crotty (1998), who stated that a qualitative study entails understudying the environment by visiting the research sites/ case studies and observing the settings, hence, the field study involved assessment of dormitory rooms by the author with the use of inventory charts. This was aimed basically to collect information about patterns of personalizing behaviors in terms of the criteria coined out from review of literature, specifically, patterns or key indicators of personal space, privacy, territoriality, personalization, as well as modifications.

In the field research, the selection of case study was purposeful as the research focused on specific group of students. Nigerian students living in dormitories were selected as the study group. Several factors were responsible for this choice. Firstly, most of the studies on personalization behavior have been done in the context of western countries, such that only a few research is available to inform us about this

behavior in African context. Not only this, there are lots of African students studying abroad, hence research is needed to understand how they personalize their spaces. With this research, it will be possible to see if the results from western contexts are generalizable. In addition, according to the yearly bulletin released by the university international office, Nigerian students represents a good percent of the international student population, as such it is relevant to investigate the personalizing behaviour of such population. Also, as a Nigerian student myself, I have the advantage of studying this group of students from the closest range.

Information about the study group; Nigerian Students

First and Foremost, Nigeria is on the African continent situated in the west with a population totaling about 170 million as at 2014 census. About 30 million of this population are students (Nigeria Education Fact sheet), with up to 2 million students representing students studying at the tertiary levels. Consequently, there are not enough tertiary institutions that can suffice this yearly growing population and as such most Nigerian students prefer to travel abroad for their tertiary education. This is one of the reasons why there are many Nigerians studying abroad.

On another stance, the Nigerian students' quest for knowledge matches ever ready parents and foster parents who provide finances required for their ward's international education. Aside this, the Nigerian government under the International Monetary Fund (IMF) provides necessary support for those students who are willingly to study and are capable of excellence.

The rooms in the dormitories were visited one by one in the spring semester of 2014/2015 academic year.

Observation and evaluation charts, interviews, questionnaires, sketches and photographic documentation were used as data collection tools. Interviews and questionnaires were used to access personalizing behaviors amongst students in the dormitories. The questions asked from students fell into two categories: the first is about demographic information which consisted of students' background information, such as age, gender, class level, and home country. The second category is an open ended set of questions that allowed the students to give a personal appraisal of their personality, their rooms, as well as their personalizing behavior within the room. The questions that were asked enabled an understanding which stemmed from the students' perspectives of their own territorial behavior, privacy within shared space, room sharing experience and conflicts arising as a result of the use of room facilities. The organization of the questionnaire was carefully made to maximize the interest and participation of the subjects. The subjects were assured of confidentiality of their personal information.

Permission was asked from students in order to take photographs of their rooms. The photographs were used to document the observed modifications by use of a camera. The series of photos provided a documentation of the students' rooms as well as a record of how these rooms were modified by the students. Also each room plan was drawn in sketches which included original placement of furniture pieces arranged by the dormitory management and any altered form or rearrangement done by the students. The sketches were later drawn by use of AUTOCAD. However, the room dimensions in the drawn plans are not exact but were estimated based on given standards from the dormitory brochure as well as basic furniture standards.

In this study, descriptive analysis was employed rather than a statistical one in two ways to interpret the data that was collected. Firstly, each room was evaluated based on evidences in the room spaces by giving a correlation between the observation/evaluation chart and the interview conducted with the residents of the room. Secondly, descriptive evaluation was used to discuss the results by a systematic categorization of the study themes that were generated from literature and evaluated in the room observations and was also used in relation with tables and numeric measures to summarize demographic variations.

Table 7. Information on participants of the study

Dormitory/ Room Number	Gender	Age range	Class	Occupancy
Akdeniz, 245	Female	18 – 24	Undergraduate	2
Akdeniz, 148	Male	18 – 24	Undergraduate	2
Akdeniz, 278	Female	18 – 24	Undergraduate	2
Alfam, 318	Female	18 – 24	Undergraduate	1
Alfam, 327	Female	18 – 24	Undergraduate	2
Alfam, 331	Female	18 – 24	Undergraduate	1
Kamacioglu,1101	Male	25 – 32	Undergraduate	2
Longson, A7	Female	18 – 24	Undergraduate	2
Alfam, 352	Male	18 – 24	Undergraduate	2
Kamacioglu, 2103	Male	18 – 24	Undergraduate	2
Kamacioglu, 2112	Male	18 – 24	Undergraduate	2

The total number of respondents whose rooms were evaluated is 20 as shown in table 7. There were 10 males and 10 females who participated in the study. 18 students

that participated in the study fall into the age range of 16 to 24, while 2 of them are aged between 25 to 34 years of age. All the respondents are undergraduate students.

Basis for Evaluation Chart

The literature review served as the theoretical base for the research and has contributed relevant criteria that were used for developing the evaluation chart used in the field study.

Space Personalization: Personalization of a space has been defined as decorating, modifying, and or rearranging individual or shared environment. It also entails any activity by an occupant to alter the space to suit his/ her own requirements either by adding personal collections to the space or removing unwanted physical features. Some indicators which have been used in the inventory/evaluation chart to evaluate this dimension include denoting strong or weak involvement in personalization generally, rearrangement of furniture by room occupants, adding personal collections or possessions to the room, showing identity by name or nicknames on room facilities, depiction of personal, family and friends' photographs, decoration of room, and signals of joint involvement in space personalization generally by roommates.

Territoriality and Privacy Regulation: According to literature, territoriality signifies that a space belongs to oneself or a group, it entails marking off certain portions of the space and is used to ward off intruders. Likewise, privacy in a space is achieved when territoriality has been communicated. Although the demand for privacy may be verbal or nonverbal and may not always need markers as in the case of territoriality.

In the evaluation chart, territoriality and privacy regulations were indicated by observation of territorial marking by room dividers, signs of private areas in the room, an overall view of visual privacy in room and also crowding of room by either friends or peers of roommates.

Personal Space: Personal space simply refers to physical distance between individuals. It either involves being in close contact or being detached or withdrawn from an individual. In an interior space, as in the case of student dormitories, furniture distance and arrangement are used to create personal space amongst occupants of a room. During evaluation of the rooms, the researcher will sketch the furniture layout and take note of how the occupants have created a personal space for themselves through the rearrangement.

4.3 Presentation of Evaluation Charts and Findings

Evaluation Charts

The following charts presents a summary of the data collected through the inventory chart and the evaluation of each of the rooms that was examined. The appendix section provides details of the data collection tools.

Table 9. Evaluation Chart # 1

Dormitory & Room Number: Akdeniz, 245		Furniture Layout 	
Number of room occupants: 2			
Gender:	Male		Female ✓
Class	Undergraduate ✓		Graduate
Age range	16 - 24 ✓		25 – 34
Assigned Furniture: 2 beds 2 wardrobes 2 fixed wall shelves 2 free standing shelves 2 chairs 2 desks	Added Furnishings: plastic shelf shoe rack		




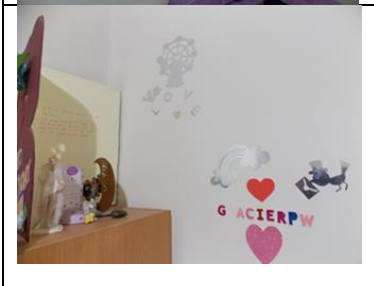
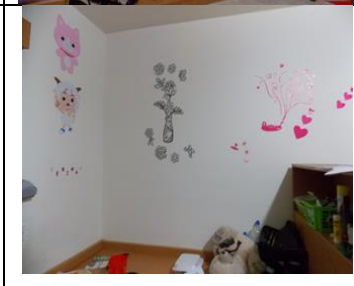

1 long bedside table		
Room Photos		
		
		
Evaluations		
<p>Personalization, Rearrangement and Decoration: The room is a colorfully decorated room in which both roommates have been involved in joint space personalization. Rearrangement of furniture in the room is observed and confirmed to have been changed several times. Addition of personal items are observed e.g. plastic shelf, shoe rack. The roommates have both displayed their individual names by the wall of their bed spaces with the use of traditional forms of decoration by cutting glossy papers into different letters, shapes and sizes as shown in the room photos.</p>		
<p>Territoriality, Privacy regulation and Personal space : In this shared bedroom, territoriality is observed in the arrangement of their study spaces. The roommates have used one of the free standing shelves to demarcate their study desks; they have used the shelf as a space divider. The use of the study area is quite exclusive to the owner of the bed space that is close to the desk; hence the study area may not be shared. Visual privacy is strong in the study zone because of the room divider while it is weak in the bed space areas which are open to the view of each other. Personal space is high in study area and bed space.</p>		

Table 8. Inventory Chart 1

Theme	Indicators/ factors	Options			
Identity	Self-presentation	Displayed name or nick names		√	
	Depiction of family	Displayed family and friends pictures		-	
	Image projected	Professional (in relation to career)		-	
		Love for certain hobbies	Perceived	-	
			Not perceived	√	
Territoriality and Privacy regulation	Identifiable territory within the shared room	Showing that space belongs to you	Private area	√	
			No private area	-	
		Sharing of personal belongings		√	
	Territorial marking	Room dividers	Visible	√	
			Not visible	-	
	Degree of visual privacy	Strong		-	
		Weak		√	
	Closing door	Always		√	
		Seldom		-	
	Attitude to crowding of room	Not allowed		-	
		Allowed		√	
		Encroached by peers		√	
		Encroached by roommates		-	
	Personalization, Modification and Decoration	Involvement in personalization of room	Strong		√
			Weak		-
Rearrangement of furniture		Has introduced a new arrangement	Once	-	
			Several times	√	
		Has not introduced any new arrangement		-	
Modification		Addition or deletions of physical objects in the personal space		√	
Personal collections/ Possessions visible		Calendars		-	
		Paintings/ artworks		√	
		Academic schedules		-	
		Drawings		-	
		Beddings (duvet, pillows)		-	
		Plants/ flowers		-	
		Desk lamp		-	
Posters/ wall papers		√			

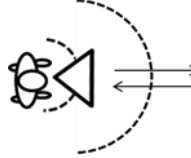




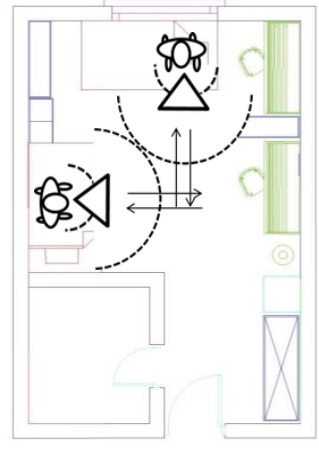








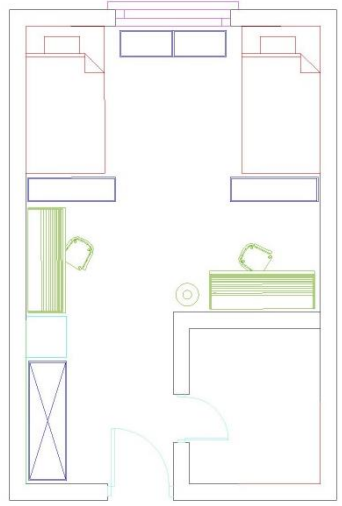
		Maps	-										
		Electronics	-										
		Curtains	-										
		Others	√										
		Involvement in joint Personalization / decoration with Room mate	Perceived	√									
			Not-perceived	-									
		Decoration	Traditional decoration	√									
			Non-traditional decoration	-									
Colorful decorated space	√												
Less colorful space	-												
Personal Space	Personal zone in a shared room	 <table border="1" data-bbox="566 884 1045 1131"> <thead> <tr> <th colspan="2">Diagram Key</th> </tr> </thead> <tbody> <tr> <td></td> <td>Person</td> </tr> <tr> <td></td> <td>View out</td> </tr> <tr> <td></td> <td>zone</td> </tr> <tr> <td></td> <td>View direction</td> </tr> </tbody> </table> 		Diagram Key			Person		View out		zone		View direction
Diagram Key													
	Person												
	View out												
	zone												
	View direction												

Table 10. Evaluation Chart 2

Dormitory & Room Number: Akdeniz, 148			Furniture Layout 
Number of room occupants: 2			
Gender:	Male √	Female	
Class:	Undergraduate √	Graduate	
Age range:	16 - 24 √	25 – 34	
Assigned Furniture: 2 beds 2 wardrobes 2 fixed wall shelves 2 free standing shelves 2 chairs 2 desks 1 long bedside table	Added Furnishings: Rug Electronics; speakers Award shields		
Room Photos			



Evaluations

Personalization, Rearrangement and Decoration: The degree of space personalization in this room is very minimal. Involvement in joint personalization of the roommates was perceived as weak. Hitherto, the roommates have not introduced any change in the arrangement of their room furniture. The only visible form of personalization is the addition of functional items like sound systems to project music and a centre rug placed in the middle of the room for more warmth.

Territoriality, Privacy and Personal space: The most visible room divider is the free standing shelf that divides the reading and the sleeping areas. However, roommates have access to the use of each other's bed spaces to entertain friends, but reading area is claimed to be the most personal space. Due to the involvement of the one of the occupants in video editing, the room is usually crowded and may be prone to being encroached by peers. The reading area although is a personal space, it serves a dual purpose for this student as a reading as well as working space.

Table 10. Inventory Chart 2

Theme	Indicators/ factors	Options		
Identity	Self-presentation	Displayed name or nick names	-	
	Depiction of family	Displayed family and friends pictures	-	
	Image projected	Professional (in relation to career)	√	
		Love for certain hobbies	Perceived	√
		Not perceived	-	
Territoriality and Privacy regulation	Identifiable territory within the shared room	Showing that space belongs to you	Private area	√
			No private area	-
		Sharing of personal belongings	-	
	Territorial marking	Room dividers	Visible	√
			Not visible	-
	Degree of visual privacy	Strong	-	
		Weak	√	
	Closing door	Always	√	
		Seldom	-	
	Attitude to crowding of room	Not allowed	-	
		Allowed	√	
		Encroached by peers	√	
Encroached by roommates		-		
Personalization, Modification and Decoration	Involvement in personalization of room	Strong	-	
		Weak	√	
	Rearrangement of furniture	Has introduced a new arrangement	Once	-
			Several times	-
		Has not introduced any new arrangement	√	
	Modification	Addition or deletions of physical objects in the personal space	√	
	Personal collections/ Possessions visible	Calendars	-	
		Paintings/ artworks	-	
		Academic schedules	-	
		Drawings	-	
Beddings (duvet, pillows)		-		
Plants/ flowers		-		
Desk lamp		-		
Posters/ wall papers	√			

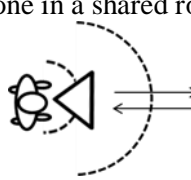








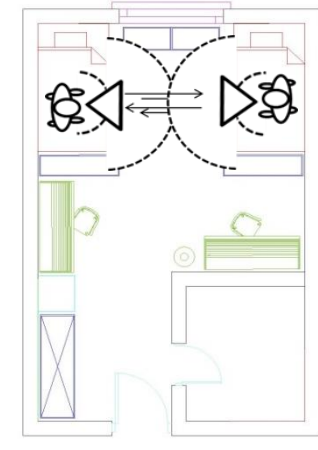




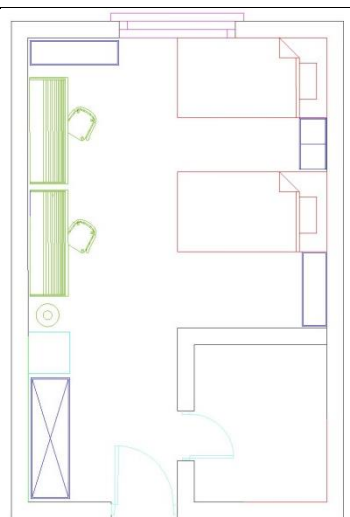
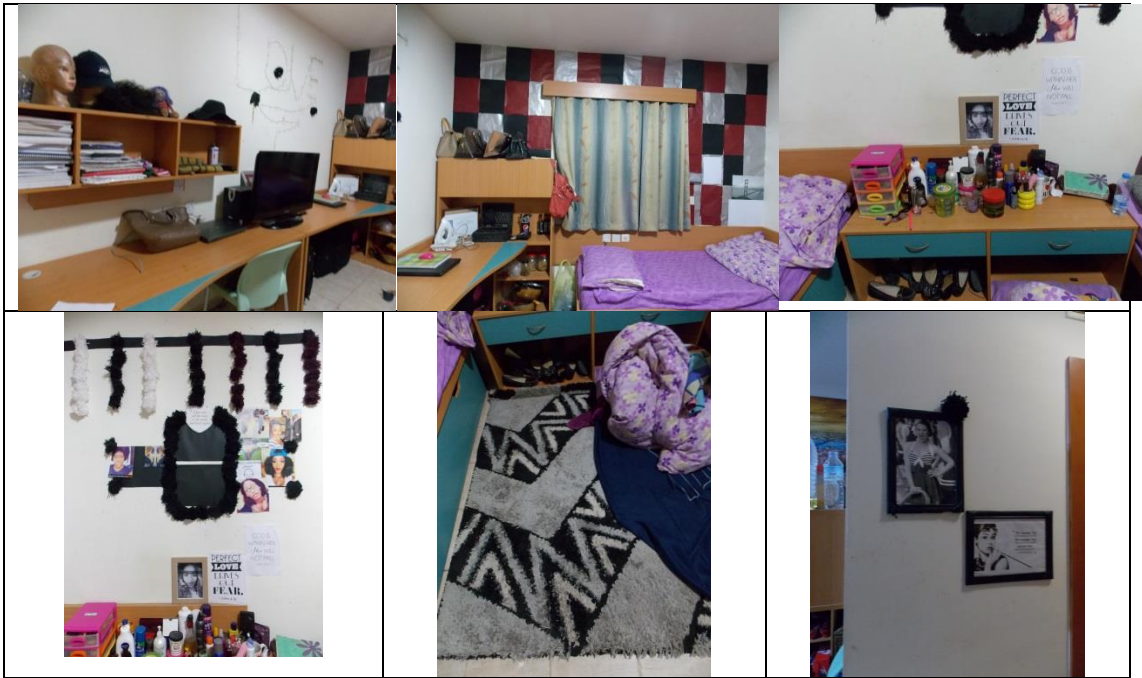
		Maps	-										
		Electronics	√										
		Curtains	-										
		Others	√										
		Involvement in joint Personalization / decoration with Room mate	Perceived	-									
			Not-perceived	√									
		Decoration	Traditional decoration	-									
			Non-traditional decoration	-									
Colorful decorated space	-												
Less colorful space	√												
Personal Space	Personal zone in a shared room												
	<table border="1"> <thead> <tr> <th colspan="2">Diagram Key</th> </tr> </thead> <tbody> <tr> <td></td> <td>Person</td> </tr> <tr> <td></td> <td>View out</td> </tr> <tr> <td></td> <td>zone</td> </tr> <tr> <td></td> <td>View direction</td> </tr> </tbody> </table>	Diagram Key			Person		View out		zone		View direction		
Diagram Key													
	Person												
	View out												
	zone												
	View direction												

Table 13. Evaluation Chart 3

Dormitory & Room Number: Akdeniz, 278			Furniture Layout 
Number of room occupants: 2			
Gender:	Male	Female √	
Class	Undergraduate √	Graduate	
Age range	16 - 24 √	25 - 34	
Assigned Furniture:	Added Furnishings: Rug TV Wall papers Photo frames		
2 beds 2 wardrobes 2 fixed wall shelves 2 free standing shelves 2 chairs 2 desks 1 long bedside table			
Room Photos			



Evaluations

Personalization, Rearrangement and Decoration: Space personalization of this room is generally perceived as very strong as there was rearrangement of furniture, use of wall papers and posters, and display of a variety of personal belongings. The roommates also have a strong joint involvement in making the room look different from others. The form of decoration in this room is spectacular as the students have used both traditional and non-traditional forms of decoration for the room. This can be seen in the observation chart of the room.

Territoriality, Privacy regulation and Personal space: In this shared room, there is no observable defined private area. Furniture that could serve as territorial markers have been moved to corner parts of the room. The study desks are also joined together to form a long working space for both occupants. As a result, the degree of visual privacy is perceived as weak. Then, personal zones of each student might probably be by their bed spaces.

Table 12. Inventory Chart 3

Theme	Indicators/ factors	Options		
Identity	Self-presentation	Displayed name or nick names	-	
	Depiction of family	Displayed family and friends pictures	√	
	Image projected	Professional (in relation to career)	-	
		Love for certain hobbies	Perceived	-
			Not perceived	√
Territoriality and Privacy regulation	Identifiable territory within the shared room	Showing that space belongs to you	Private area	-
			No private area	√
		Sharing of personal belongings	√	
	Territorial marking	Room dividers	Visible	-
			Not visible	√
	Degree of visual privacy	Strong	-	
		Weak	√	
	Closing door	Always	√	
		Seldom	-	
	Attitude to crowding of room	Not allowed	√	
		Allowed	-	
		Encroached by peers	-	
		Encroached by roommates	-	
	Personalization, Modification and Decoration	Involvement in personalization of room	Strong	√
Weak			-	
Rearrangement of furniture		Has introduced a new arrangement	Once	-
			Several times	√
		Has not introduced any new arrangement	-	
Modification		Addition or deletions of physical objects in the personal space	√	
Personal collections/ Possessions visible		Calendars	√	
		Paintings/ artworks	-	
		Academic schedules	-	
		Drawings	-	
		Beddings (duvet, pillows)	-	
		Plants/ flowers	-	
	Desk lamp	-		
	Posters/ wall papers	√		

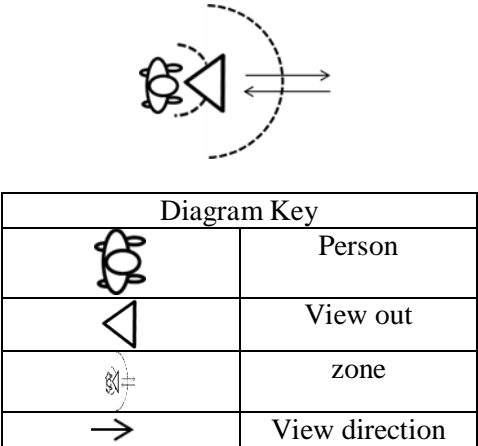












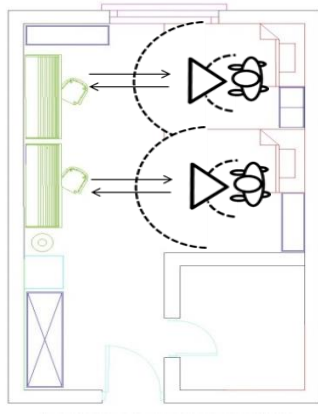
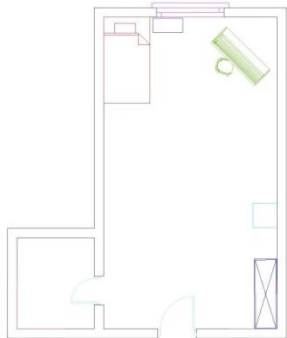
		Maps	-										
		Electronics	√										
		Curtains	-										
		Others	√										
		Involvement in joint Personalization / decoration with Room mate	Perceived	√									
			Not-perceived	-									
		Decoration	Traditional decoration	√									
			Non-traditional decoration	√									
Colorful decorated space	√												
Less colorful space	-												
Personal Space	Personal zone in a shared room	 <table border="1" data-bbox="571 882 1050 1133"> <thead> <tr> <th colspan="2">Diagram Key</th> </tr> </thead> <tbody> <tr> <td></td> <td>Person</td> </tr> <tr> <td></td> <td>View out</td> </tr> <tr> <td></td> <td>zone</td> </tr> <tr> <td></td> <td>View direction</td> </tr> </tbody> </table>		Diagram Key			Person		View out		zone		View direction
Diagram Key													
	Person												
	View out												
	zone												
	View direction												
													

Table 15. Evaluation Chart 4

Dormitory & Room Number: Alfam, 318			Furniture Layout 
Number of room occupants: 1			
Gender:	Male	Female √	
Class:	Undergraduate √	Graduate	
Age range:	16 - 24 √	25 - 34	
Assigned Furniture:	Added Furnishings: Plastic shelf Rug Duvet		
1 bed 1 wardrobe 1 chair 1 desk 1 bedside drawer 1 wall fixed book shelf			
Room Photos			

	
	
<p>Evaluations</p>	
<p>Personalization, Rearrangement and Decoration: The room is a colorfully decorated room with the use of wall posters cut into different shapes and representing different themes. Rearrangement of furniture in the room is observed and confirmed to have been changed only once. Additions of personal items are observed e.g. plastic shelf and rug. The room décor can be said to be made of traditional forms of decoration.</p>	
<p>Territoriality, Privacy regulation and Personal space: The room is a single occupant room and as such there are no private areas, no defined territories, and no territorial markers by use of room dividers. So also the entire room area represents the personal space belonging to the occupant.</p>	

Table 14. Inventory Chart 4

Theme	Indicators/ factors	Options		
Identity	Self-presentation	Displayed name or nick names	-	
	Depiction of family	Displayed family and friends pictures	-	
	Image projected	Professional (in relation to career)	-	
		Love for certain hobbies	Perceived	√
		Not perceived	-	
Territoriality and Privacy regulation	Identifiable territory within the shared room	Showing that space belongs to you	Private area	-
			No private area	√
		Sharing of personal belongings		-
	Territorial marking	Room dividers	Visible	-
			Not visible	√
	Degree of visual privacy	Strong		-
		Weak		√
	Closing door	Always		√
		Seldom		-
	Attitude to crowding of room	Not allowed		√
		Allowed		-
		Encroached by peers		-
Encroached by roommates			-	
Personalization, Modification and Decoration	Involvement in personalization of room	Strong	√	
		Weak	-	
	Rearrangement of furniture	Has introduced a new arrangement	Once	√
			Several times	-
		Has not introduced any new arrangement		-
	Modification	Addition or deletions of physical objects in the personal space		√
	Personal collections/ Possessions visible	Calendars		-
		Paintings/ artworks		-
		Academic schedules		-
		Drawings		-
Beddings (duvet, pillows)			-	
Plants/ flowers			-	
Desk lamp			-	
Posters/ wall papers		√		

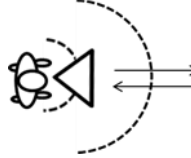








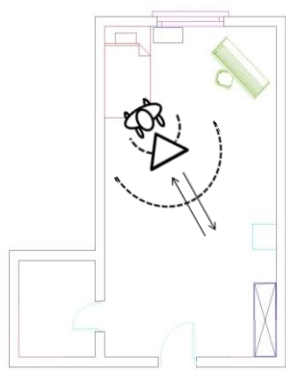




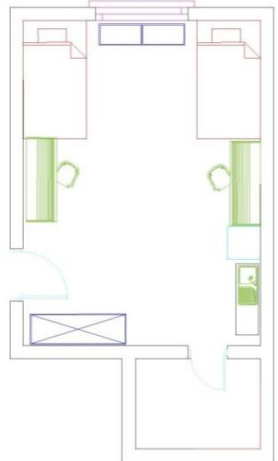
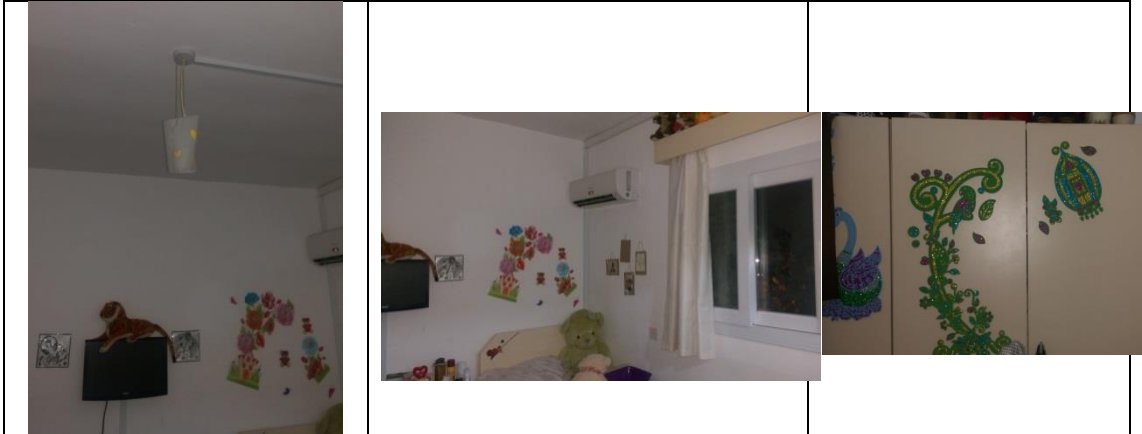
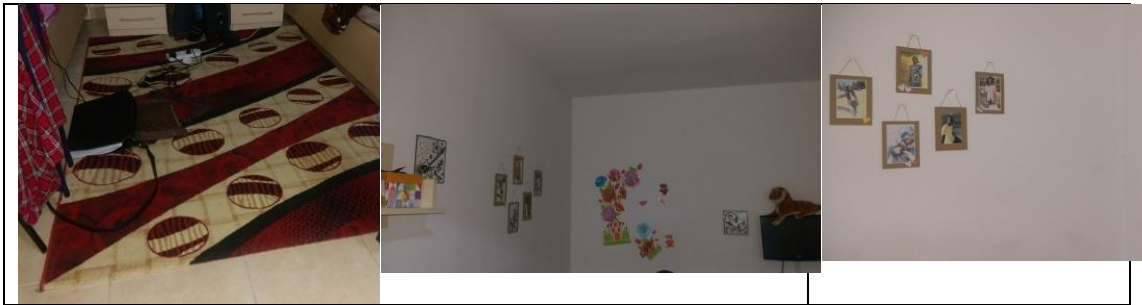
		Maps	-										
		Electronics	-										
		Curtains	-										
		Others	√										
		Involvement in joint Personalization / decoration with Room mate	Perceived	-									
			Not-perceived	√									
		Decoration	Traditional decoration	√									
			Non-traditional decoration	-									
Colorful decorated space	√												
Less colorful space	-												
Personal Space	Personal zone in a shared room												
	<table border="1"> <thead> <tr> <th colspan="2">Diagram Key</th> </tr> </thead> <tbody> <tr> <td></td> <td>Person</td> </tr> <tr> <td></td> <td>View out</td> </tr> <tr> <td></td> <td>zone</td> </tr> <tr> <td></td> <td>View direction</td> </tr> </tbody> </table>	Diagram Key			Person		View out		zone		View direction		
Diagram Key													
	Person												
	View out												
	zone												
	View direction												

Table 17. Evaluation Chart 5

Dormitory & Room Number: Alfam, 327			Furniture Layout 
Number of room occupants: 2			
Gender:	Male	Female √	
Class:	Undergraduate √	Graduate	
Age range:	16 - 24 √	25 - 34	
Assigned Furniture:	Added Furnishings: Electronics- sound system Duvet Pillows Rug Photo frames Wall posters		
2 beds			
2 wardrobes			
2 chairs			
2 desks			
2 bedside drawers			
2 wall fixed book shelves			
Room Photos			



Evaluations

Personalization, Rearrangement and Decoration: The room is a colorfully decorated room with the use of wall stickers cut into different shapes and representing different themes. Rearrangement of furniture in the room was not observed. Additions of personal items are observed e.g. electronics, duvet, pillows and rug. The room décor can be said to be made of traditional forms of decoration. It was also noted that the occupants of the room both engaged in joint space personalization as the décor was uniform in the entire room.

Territoriality, Privacy regulation and Personal space: The identifiable territories within the room are the bed space belonging to each of the occupants, so also is the study space. However, no room dividers were visible and as a result, the degree of visual privacy in the room is weak

Table 16. Inventory Chart 5

Theme	Indicators/ factors	Options		
Identity	Self-presentation	Displayed name or nick names		-
	Depiction of family	Displayed family and friends pictures		√
	Image projected	Professional (in relation to career)		-
		Love for certain hobbies	Perceived	√
Not perceived	-			
Territoriality and Privacy regulation	Identifiable territory within the shared room	Showing that space belongs to you	Private area	√
			No private area	-
		Sharing of personal belongings		√
	Territorial marking	Room dividers	Visible	-
			Not visible	√
	Degree of visual privacy	Strong		-
		Weak		√
	Closing door	Always		√
		Seldom		-
	Attitude to crowding of room	Not allowed		√
		Allowed		-
		Encroached by peers		-
		Encroached by roommates		-
Personalization, Modification and Decoration	Involvement in personalization of room	Strong		√
		Weak		-
	Rearrangement of furniture	Has introduced a new arrangement	Once	-
			Several times	-
		Has not introduced any new arrangement		√
	Modification	Addition or deletions of physical objects in the personal space		√
	Personal collections/ Possessions visible	Calendars		-
		Paintings/ artworks		-
		Academic schedules		-
		Drawings		-
		Beddings (duvet, pillows)		√
		Plants/ flowers		-
		Desk lamp		-
Posters/ wall papers		√		

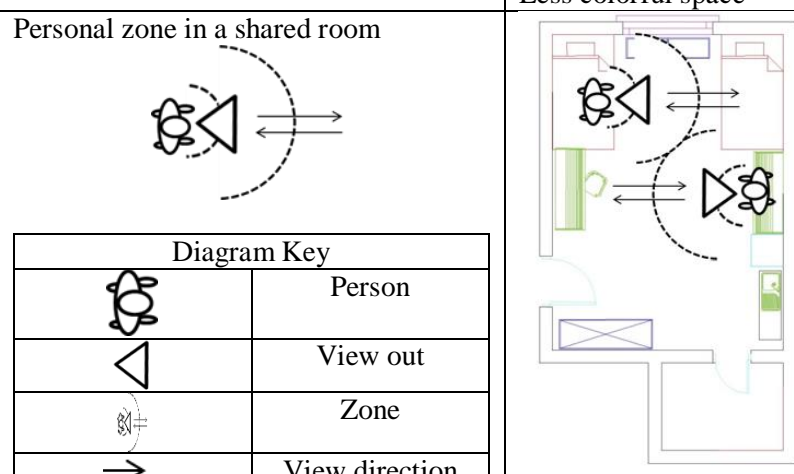
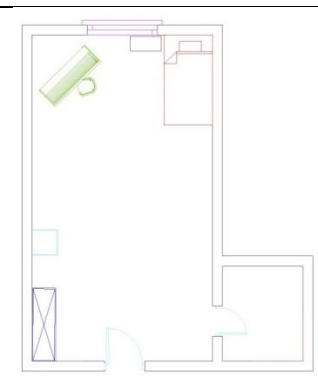
		Maps	-	
		Electronics	√	
		Curtains	-	
		Others	√	
		Involvement in joint Personalization / decoration with Room mate	Perceived	√
			Not-perceived	-
		Decoration	Traditional decoration	√
			Non-traditional decoration	-
Colorful decorated space	√			
Less colorful space	-			
Personal Space	Personal zone in a shared room	 <p>The diagram illustrates personal zones in a shared room. It includes a key with four symbols: a person icon for 'Person', a triangle for 'View out', a dashed circle for 'Zone', and an arrow for 'View direction'. To the right is a floor plan of a room with two desks and two chairs, each with a dashed circle representing a personal zone and arrows indicating view directions.</p>		

Table 19. Evaluation Chart 6

Dormitory & Room Number: Alfam, 331			Furniture Layout 	
Number of room occupants: 1				
Gender:	Male	Female		√
Class:	Undergraduate	Graduate		√
Age range:	16 - 24	25 - 34		√
Assigned Furniture:		Added Furnishings:		
1 bed 1 wardrobe 1 chair 1 desk 1 bedside drawer 1 wall fixed book shelf		Rug Plastic drawer Electronics; speakers Duvet		
Room Photos				



Evaluations

Personalization, Rearrangement and Decoration: The room has a vibrant color hue through the floor covering. Flanked on one of the wall sides is a board displaying academic schedules and on another side symbols representing religious affiliation and values. Rearrangement of furniture in the room is not observed and attributed to the narrow and slant form of the room space. Additions of personal items are however observed e.g. plastic shelf and rug. The room décor can be said to be made of traditional forms of decoration.

Territoriality, Privacy regulation and Personal space: The room is a single occupant room and as such there are no private areas, no defined territories, and no territorial markers by use of room dividers. So also the entire room area represents the personal space belonging to the occupant.

Table 18. Inventory Chart 6

Theme	Indicators/ factors	Options		
Identity	Self-presentation	Displayed name or nick names		-
	Depiction of family	Displayed family and friends pictures		-
	Image projected	Professional (in relation to career)		-
		Love for certain hobbies	Perceived	-
			Not perceived	-
Territoriality and Privacy regulation	Identifiable territory within the shared room	Showing that space belongs to you	Private area	-
			No private area	√
		Sharing of personal belongings		-
	Territorial marking	Room dividers	Visible	-
			Not visible	√
	Degree of visual privacy	Strong		-
		Weak		√
	Closing door	Always		√
		Seldom		-
	Attitude to crowding of room	Not allowed		√
		Allowed		-
		Encroached by peers		-
		Encroached by roommates		-
	Personalization, Modification and Decoration	Involvement in personalization of room	Strong	
Weak			-	
Rearrangement of furniture		Has introduced a new arrangement	Once	-
			Several times	-
		Has not introduced any new arrangement		√
Modification		Addition or deletions of physical objects in the personal space		√
Personal collections/ Possessions visible		Calendars		√
		Paintings/ artworks		-
		Academic schedules		√
		Drawings		-
		Beddings (duvet, pillows)		-
		Plants/ flowers		-
		Desk lamp		-
		Posters/ wall papers		√

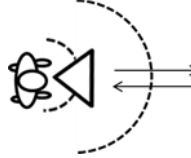








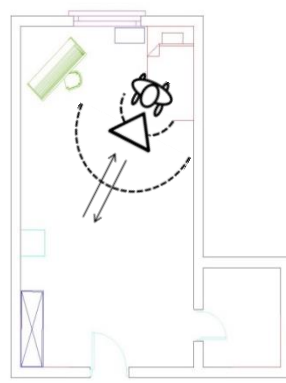




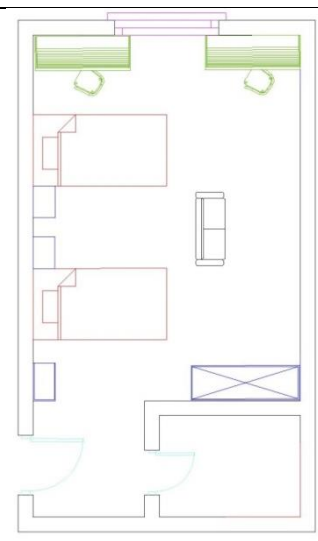
		Maps	-										
		Electronics	√										
		Curtains	-										
		Others	√										
		Involvement in joint Personalization / decoration with Room mate	Perceived	-									
			Not-perceived	√									
		Decoration	Traditional decoration	√									
			Non-traditional decoration	-									
Colorful decorated space	√												
Less colorful space	-												
Personal Space	Personal zone in a shared room												
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Diagram Key													
	Person												
	View out												
	Zone												
	View direction												

Table 21. Evaluation Chart 7

Dormitory & Room Number: Kamacioglu, 1101			<p style="text-align: center;">Room Plan</p> 
Number of room occupants: 2			
Gender:	Male √	Female	
Class:	Undergraduate √	Graduate	
Age range	16 - 24	25 - 34 √	
Assigned Furniture:	Added Items:		
2 beds 2 wardrobes 2 fixed wall shelves 2 chairs 2 desks 2 bedside drawers A settee of chairs and table	Shoe racks Rug Electronics: TV Duvet Pillows Dog statue		
Room Photos			



Evaluations

Personalization, Rearrangement and Decoration: The degree of space personalization in this room has to do with the rearrangement of furniture, addition of physical items in the room space as well as traditional styles of decoration. Involvement in joint personalization of the roommates was perceived. The occupants have used statues, awards, pictures, certificates to express their personality in the room.

Territoriality, Privacy regulation and Personal space: In this room, there are sleeping, studying and guests entertainment areas. Since it's a shared room, both occupants can entertain their guests in an acceptable manner in the space designed for that function. Personal spaces areas in this room are the study and reading spaces. However, due to the nearness of each bed space, occupant may let down their guards when a roommate uses the other's personal bed space but this may not be so with the study areas because of its location. There are no visible room dividers, so also there is no visual privacy in the room.

Table 20. Inventory Chart 7

Theme	Indicators/ factors	Options		
Identity	Self-presentation	Displayed name or nick names		-
	Depiction of family	Displayed family and friends pictures		√
	Image projected	Professional (in relation to career)		-
		Love for certain hobbies	Perceived	√
			Not perceived	-
Territoriality and Privacy regulation	Identifiable territory within the shared room	Showing that space belongs to you	Private area	√
			No private area	-
		Sharing of personal belongings		√
	Territorial marking	Room dividers	Visible	-
			Not visible	√
	Degree of visual privacy	Strong		-
		Weak		√
	Closing door	Always		√
		Seldom		-
	Attitude to crowding of room	Not allowed		-
		Allowed		√
		Encroached by peers		√
		Encroached by roommates		-
	Personalization, Modification and Decoration	Involvement in personalization of room	Strong	
Weak			-	
Rearrangement of furniture		Has introduced a new arrangement	Once	√
			Several times	-
		Has not introduced any new arrangement		-
Modification		Addition or deletions of physical objects in the personal space		√
Personal collections/ Possessions visible		Calendars		-
		Paintings/ artworks		-
		Academic schedules		-
		Drawings		-
		Beddings (duvet, pillows)		√
		Plants/ flowers		-
		Desk lamp		-
		Posters/ wall papers		-

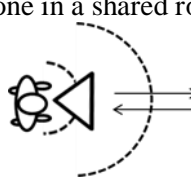








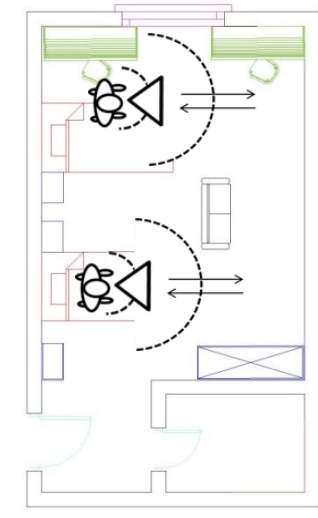




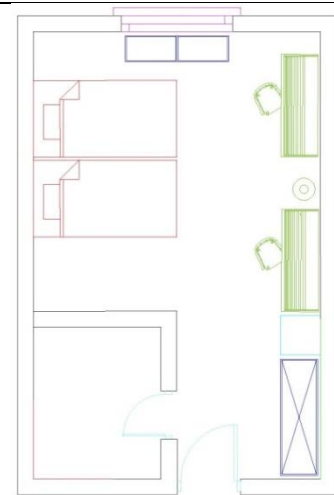
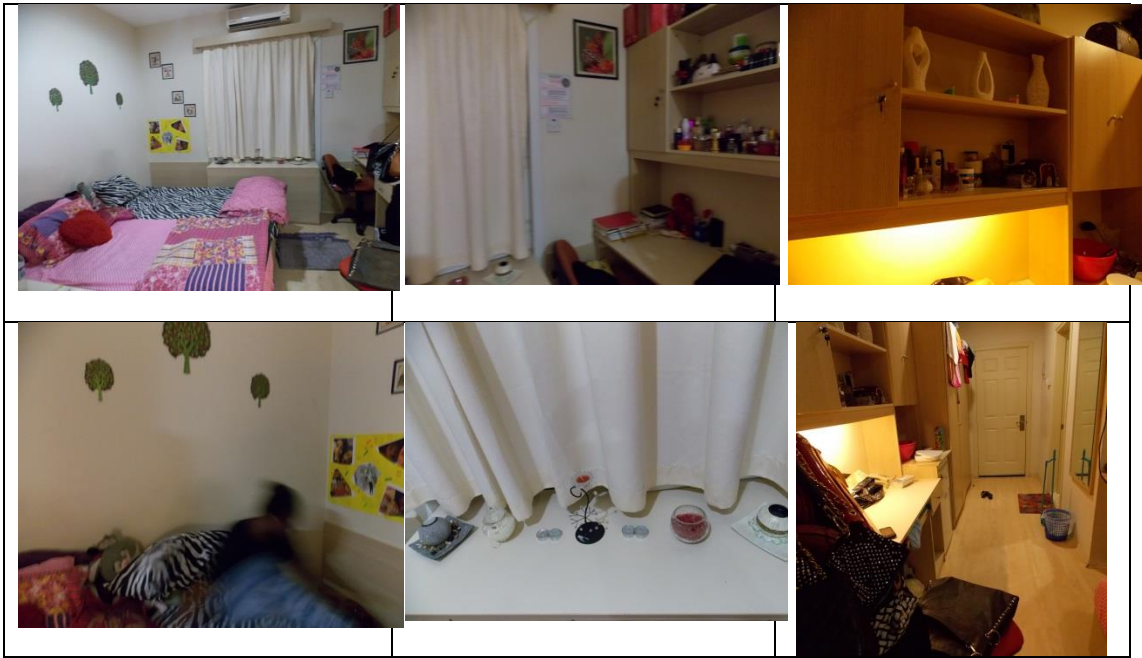
		Maps	√									
		Electronics	√									
		Curtains	-									
		Others	√									
		Involvement in joint Personalization / decoration with Room mate	Perceived	√								
			Not-perceived	-								
		Decoration	Traditional decoration	√								
			Non-traditional decoration	-								
Colorful decorated space	-											
Less colorful space	√											
Personal Space	<p>Personal zone in a shared room</p>  <table border="1" data-bbox="558 873 1037 1142"> <thead> <tr> <th colspan="2">Diagram Key</th> </tr> </thead> <tbody> <tr> <td></td> <td>Person</td> </tr> <tr> <td></td> <td>View out</td> </tr> <tr> <td></td> <td>Zone</td> </tr> <tr> <td></td> <td>View direction</td> </tr> </tbody> </table>	Diagram Key			Person		View out		Zone		View direction	
Diagram Key												
	Person											
	View out											
	Zone											
	View direction											

Table 23. Evaluation Chart 8

Dormitory & Room Number: Longson, A7			<p>Furniture Layout</p> 
Number of room occupants: 2			
Gender:	Male	Female √	
Class:	Undergraduate	Graduate	
Age range:	16 – 24	25 – 34	
Assigned Furniture:	<p>Added Furnishings:</p> <ul style="list-style-type: none"> Foot mats Free standing hanger Duvet Pillows Wall papers and posters Ceramic wares/ artworks 		
<ul style="list-style-type: none"> 2 beds 2 wardrobes 2 moveable wall shelves 1 fixed wall shelf 2 chairs 2 desks 			
Room Photos			



Evaluations

Personalization, Rearrangement and Decoration: Space personalization of this room is generally perceived as very strong as there was rearrangement of furniture, use of wall posters and stickers, and display of a variety of personal belongings or items like ceramic wares, flower frames etc. The roommates also have a strong joint involvement in making the room look different from others. The form of decoration in this room is spectacular as the students have used both traditional and non-traditional forms of decoration for the room. Example of the non-traditional decoration is the display of scent candles on a table.

Territoriality, privacy regulation and personal space: In this shared bedroom, the private areas are the study zones which have been rearranged by the occupants of the room. The use of the study area is exclusive to each occupant; hence the study area may not be shared. The beds have been joined together in a twin size manner, hence bed space sharing is perceived. Territorial marking by use of room divider was not observed. The degree of visual privacy is also weak.

Table 22. Inventory Chart 8

Theme	Indicators/ factors	Options		
Identity	Self-presentation	Displayed name or nick names		-
	Depiction of family	Displayed family and friends pictures		√
	Image projected	Professional (in relation to career)		-
		Love for certain hobbies	Perceived	-
			Not perceived	√
Territoriality and Privacy regulation	Identifiable territory within the shared room	Showing that space belongs to you	Private area	√
			No private area	-
		Sharing of personal belongings		√
	Territorial marking	Room dividers	Visible	-
			Not visible	√
	Degree of visual privacy	Strong		-
		Weak		√
	Closing door	Always		√
		Seldom		-
	Attitude to crowding of room	Not allowed		√
		Allowed		-
		Encroached by peers		-
		Encroached by roommates		-
	Personalization, Modification and Decoration	Involvement in personalization of room	Strong	
Weak			-	
Rearrangement of furniture		Has introduced a new arrangement	Once	-
			Several times	√
		Has not introduced any new arrangement		-
Modification		Addition or deletions of physical objects in the personal space		√
Personal collections/ Possessions visible		Calendars		-
		Paintings/ artworks		√
		Academic schedules		-
		Drawings		-
		Beddings (duvet, pillows)		√
		Plants/ flowers		-
		Desk lamp		-
Posters/ wall papers		√		

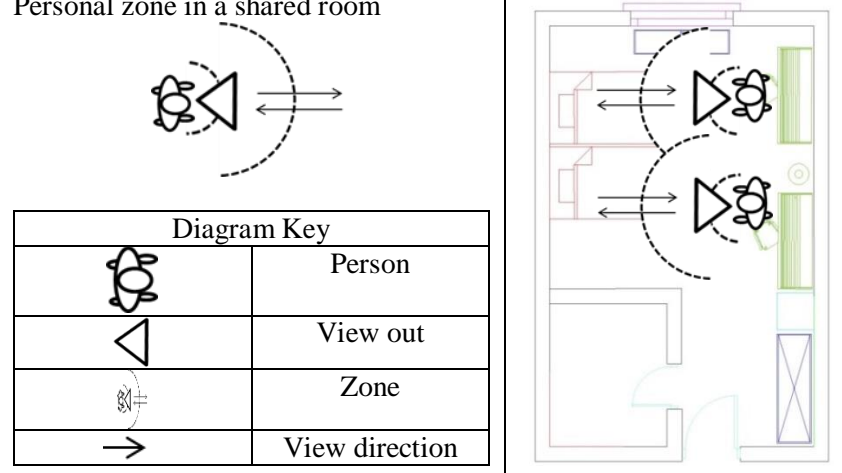












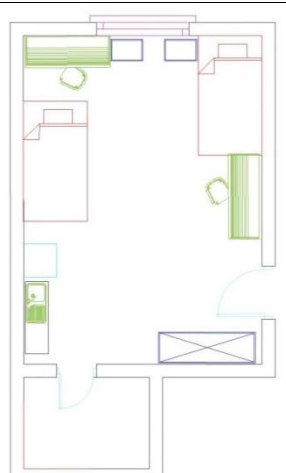
		Maps	-										
		Electronics	-										
		Curtains	-										
		Others	√										
		Involvement in joint Personalization / decoration with Room mate	Perceived	√									
			Not-perceived	-									
		Decoration	Traditional decoration	√									
			Non-traditional decoration	-									
Colorful decorated space	√												
Less colorful space	-												
Personal Space	Personal zone in a shared room												
<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Diagram Key</th> </tr> </thead> <tbody> <tr> <td></td> <td>Person</td> </tr> <tr> <td></td> <td>View out</td> </tr> <tr> <td></td> <td>Zone</td> </tr> <tr> <td></td> <td>View direction</td> </tr> </tbody> </table>		Diagram Key			Person		View out		Zone		View direction		
Diagram Key													
	Person												
	View out												
	Zone												
	View direction												

Table 25. Evaluation Chart 9

Dormitory & Room Number: Alfam, 352			Furniture Layout 
Number of room occupants: 2			
Gender:	Male √	Female	
Class:	Undergraduate √	Graduate	
Age range:	16 - 24 √	25 - 34	
Assigned Furniture: 2 beds 2 wardrobes 2 chairs 2 desks 2 bedside drawers 2 wall fixed book shelves	Added Furnishings: Shoe rack Electronics Posters and wall papers		
Room Photos			



Evaluations

Personalization, Rearrangement and Decoration: The room is a colorfully decorated room with the use of wall stickers and a display of photographs above the fixed wall shelf. Rearrangement of furniture in the room was observed. This was done by only one of the occupant which is the respondent for this room. Additions of personal items are observed e.g. electronics, and shoe rack. The room décor can be said to be made of traditional forms of decoration. It was also noted that the occupants of the room did not engage in joint space personalization.

Territoriality, Privacy regulation and Personal space: The identifiable territories within the room are the bed space belonging to each of the occupants, so also is the study space. However, no room dividers were visible and as a result, the degree of visual privacy in the room is weak.

Table 24. Inventory Chart 9

Theme	Indicators/ factors	Options		
Identity	Self-presentation	Displayed name or nick names	-	
	Depiction of family	Displayed family and friends pictures	√	
	Image projected	Professional (in relation to career)	-	
		Love for certain hobbies	Perceived	√
			Not perceived	-
Territoriality and Privacy regulation	Identifiable territory within the shared room	Showing that space belongs to you	Private area	√
			No private area	-
		Sharing of personal belongings	-	
	Territorial marking	Room dividers	Visible	-
			Not visible	√
	Degree of visual privacy	Strong	-	
		Weak	√	
	Closing door	Always	√	
		Seldom	-	
	Attitude to crowding of room	Not allowed	√	
		Allowed	-	
		Encroached by peers	-	
		Encroached by roommates	-	
	Personalization, Modification and Decoration	Involvement in personalization of room	Strong	√
Weak			-	
Rearrangement of furniture		Has introduced a new arrangement	Once	-
			Several times	√
		Has not introduced any new arrangement	-	
Modification		Addition or deletions of physical objects in the personal space	√	
Personal collections/ Possessions visible		Calendars	-	
		Paintings/ artworks	-	
		Academic schedules	-	
		Drawings	-	
		Beddings (duvet, pillows)	-	
		Plants/ flowers	-	
		Desk lamp	-	
	Posters/ wall papers	√		

	Involvement in joint Personalization / decoration with Room mate	Maps	-
		Electronics	√
		Curtains	-
		Others	√
	Decoration	Perceived	-
		Not-perceived	√
		Traditional decoration	√
		Non-traditional decoration	-
		Colorful decorated space	√
		Less colorful space	-
Personal Space	Personal zone in a shared room		

Table 27. Evaluation Chart 10

Dormitory & Room Number: Kamacioglu, 2103			Furniture Layout
Number of room occupants: 2			
Gender:	Male √	Female	
Class:	Undergraduate √	Graduate	
Age range:	16 - 24 √	25 - 34	
Assigned Furniture:	Added Furnishings: Rug		
2 beds 2 wardrobes Fixed wall shelves 2 chairs 2 desks 2 bedside drawers 1 couch 1 center table			
Room Photos			



Evaluations

Personalization, Rearrangement and Decoration: The occupants of this room have sparsely engaged in space personalization. Hitherto, they have not introduced any form of decoration, but they have introduced furniture rearrangement. They also added a few physical or functional items in the room. Hence, their involvement in joint space personalization is perceived to be weak and generally personalization of room is perceived also as weak.

Territoriality, Privacy regulation and Personal space: In this shared bedroom, territoriality is observed in the arrangement of their bed spaces. The roommates have arranged the bed in a longitudinal but adjacent manner such that the bed spaces are the private areas belonging to each occupant. The students have also used the couch provided as room divider. The degree of visual privacy is however weak. The use of the study area is also exclusive to the owner of the bed space that is close to the desk; hence the study area may not be shared.

Table 26. Inventory Chart 10

Theme	Indicators/ factors	Options		
Identity	Self-presentation	Displayed name or nick names	-	
	Depiction of family	Displayed family and friends pictures	-	
	Image projected	Professional (in relation to career)	-	
		Love for certain hobbies	Perceived	-
		Not perceived	√	
Territoriality and Privacy regulation	Identifiable territory within the shared room	Showing that space belongs to you	Private area	√
			No private area	-
		Sharing of personal belongings	√	
	Territorial marking	Room dividers	Visible	√
			Not visible	-
	Degree of visual privacy	Strong	-	
		Weak	√	
	Closing door	Always	√	
		Seldom	-	
	Attitude to crowding of room	Not allowed	√	
		Allowed	-	
		Encroached by peers	-	
Encroached by roommates		-		
Personalization, Modification and Decoration	Involvement in personalization of room	Strong	-	
		Weak	√	
	Rearrangement of furniture	Has introduced a new arrangement	Once	-
			Several times	√
		Has not introduced any new arrangement	-	
	Modification	Addition or deletions of physical objects in the personal space	√	
	Personal collections/ Possessions visible	Calendars	-	
		Paintings/ artworks	-	
		Academic schedules	-	
		Drawings	-	
		Beddings (duvet, pillows)	-	
		Plants/ flowers	-	
Desk lamp		-		
Posters/ wall papers	√			

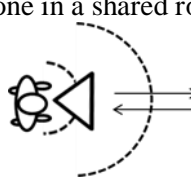




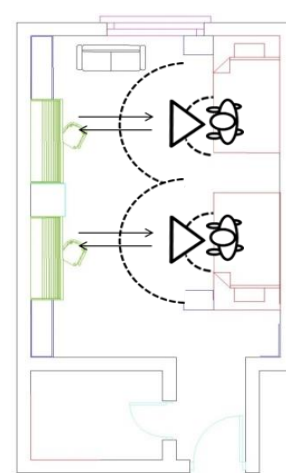








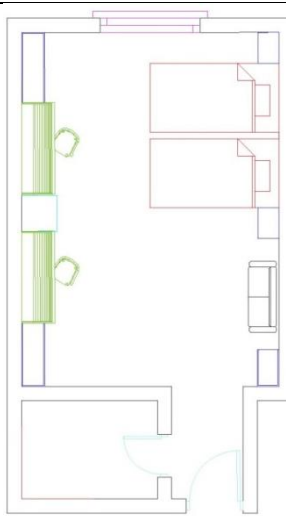
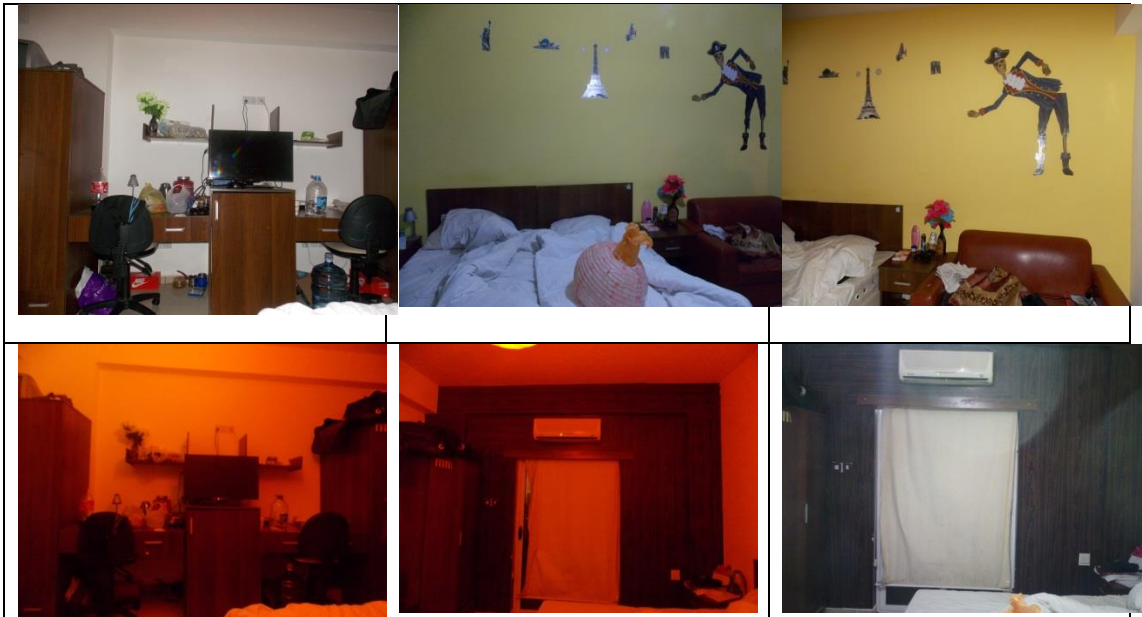
		Maps	-										
		Electronics	-										
		Curtains	-										
		Others	√										
		Involvement in joint Personalization / decoration with Room mate	Perceived	√									
			Not-perceived	-									
		Decoration	Traditional decoration	-									
			Non-traditional decoration	-									
Colorful decorated space	-												
Less colorful space	√												
Personal Space	Personal zone in a shared room	 <table border="1" data-bbox="558 873 1037 1142"> <thead> <tr> <th colspan="2">Diagram Key</th> </tr> </thead> <tbody> <tr> <td></td> <td>Person</td> </tr> <tr> <td></td> <td>View out</td> </tr> <tr> <td></td> <td>Zone</td> </tr> <tr> <td></td> <td>View direction</td> </tr> </tbody> </table> 		Diagram Key			Person		View out		Zone		View direction
Diagram Key													
	Person												
	View out												
	Zone												
	View direction												

Table 29. Evaluation Chart 11

Dormitory & Room Number: Kamacioglu, 2112			Furniture Layout 
Number of room occupants: 2			
Gender:	Male √	Female	
Class:	Undergraduate √	Graduate	
Age range:	16 - 24 √	25 - 34	
Assigned Furniture: 2 beds 2 wardrobes Fixed wall shelves 2 chairs 2 desks 2 bedside drawers 1 couch 1 center table		Added Furnishings: Electronics: TV	
Room Photos			



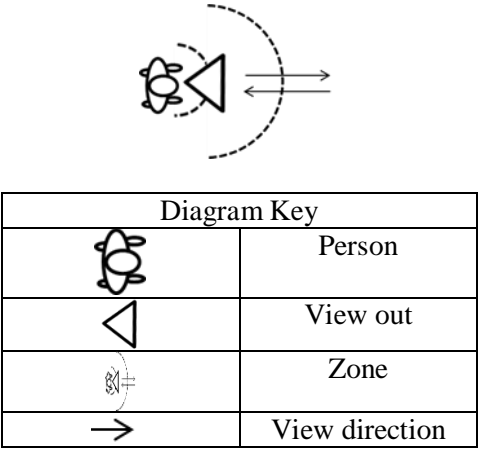












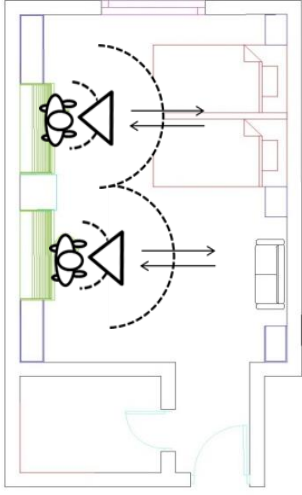
Evaluations

Personalization, Rearrangement and Decoration: The occupants of this room have engaged in space personalization by modification and rearrangement of furniture, adding a few personal but functional items in the space and also using flowers and wall stickers to decorate the room space. Hence, their involvement in joint space personalization is perceived to be strong. The forms of decoration can be said to be traditional and generally can be stated to be quite colorful. One spectacular modification observed in this room is the use of colored paper to reduce the intensity of the bulb giving the room an orange shady look.

Territoriality, Privacy regulation and Personal space: In this shared bedroom, the private areas are the study zones which had been prearranged in the original design of the room. The use of the study area is exclusive to the owner of the bed space that is close to the desk; hence the study area may not be shared. However, the beds which have been rearranged or joined together to make a twin size bed do not give room for any private area. Territorial marking by use of room divider was not observed. The degree of visual privacy is also weak.

Table 28. Inventory Chart 11

Theme	Indicators/ factors	Options		
Identity	Self-presentation	Displayed name or nick names	-	
	Depiction of family	Displayed family and friends pictures	-	
	Image projected	Professional (in relation to career)	-	
		Love for certain hobbies	Perceived Not perceived	- √
Territoriality and Privacy regulation	Identifiable territory within the shared room	Showing that space belongs to you	Private area No private area	√ -
		Sharing of personal belongings		√
	Territorial marking	Room dividers	Visible	√
			Not visible	-
	Degree of visual privacy	Strong		-
		Weak		√
	Closing door	Always		√
		Seldom		-
	Attitude to crowding of room	Not allowed		√
		Allowed		-
		Encroached by peers		-
		Encroached by roommates		-
Personalization, Modification and Decoration	Involvement in personalization of room	Strong	√	
		Weak	-	
	Rearrangement of furniture	Has introduced a new arrangement	Once	√
			Several times	-
		Has not introduced any new arrangement		-
	Modification	Addition or deletions of physical objects in the personal space		√
	Personal collections/ Possessions visible	Calendars		-
		Paintings/ artworks		-
		Academic schedules		-
		Drawings		-
		Beddings (duvet, pillows)		-
		Plants/ flowers		√
Desk lamp			-	
Posters/ wall papers		√		

		Maps	-										
		Electronics	√										
		Curtains	-										
		Others	-										
	Involvement in joint Personalization / decoration with Room mate	Perceived	√										
		Not-perceived	-										
	Decoration	Traditional decoration	√										
		Non-traditional decoration	-										
Colorful decorated space		√											
Less colorful space		-											
Personal Space	Personal zone in a shared room	 <table border="1" data-bbox="571 882 1050 1137"> <thead> <tr> <th colspan="2">Diagram Key</th> </tr> </thead> <tbody> <tr> <td></td> <td>Person</td> </tr> <tr> <td></td> <td>View out</td> </tr> <tr> <td></td> <td>Zone</td> </tr> <tr> <td></td> <td>View direction</td> </tr> </tbody> </table>		Diagram Key			Person		View out		Zone		View direction
Diagram Key													
	Person												
	View out												
	Zone												
	View direction												
													

Findings

At the end of the data collection, the results are summarized in the following tables.

Table 30. Personalization and rearrangement dimensions in the female rooms

Dimensions	Females									
	1	2	3	4	5	6	7	8	9	10
Involved in Personalization	√	√	√	√	√	√	√	√	√	√
Rearrangement of Furniture	√	√	√	√	-	-	-	-	√	√
Adding Personal Collections	√	√	√	√	√	√	√	√	√	√
Showing Identity by name or nicknames	√	-	-	-	-	-	-	-	-	-
Depiction of family and friends photos	-	-	√	√	√	√	√	-	√	√

Table 31. Personalization and rearrangement dimensions in the male rooms

Dimensions	Males									
	1	2	3	4	5	6	7	8	9	10
Involvement in Personalization	-	-	√	√	√	√	√	√	√	-
Rearrangement of Furniture	-	-	√	√	√	√	√	√	√	-
Adding Personal Collections	√	√	√	√	√	√	√	√	√	√
Showing Identity by name or nicknames	-	-	-	-	-	-	-	-	-	-
Depiction of family and friends photos	-	-	√	√	-	-	-	-	√	√

Table 32. Dimensions of territoriality, privacy and personal space in the female rooms

Dimensions	Females									
	1	2	3	4	5	6	7	8	9	10
Territorial Marking by room dividers	√	-	-	-	-	-	-	-	-	-
Private areas in the room	√	-	-	-	-	√	√	-	√	√
Visual Privacy in room	√	-	-	-	-	-	-	-	-	-
Crowding in room	-	-	√	√	-	-	-	-	√	√

Table 33. Dimensions of territoriality, privacy and personal space in the male rooms

	Males									
	1	2	3	4	5	6	7	8	9	10
Territorial Marking by room dividers	-	-	-	-	√	√	-	-	-	-
Private areas in the room	√	-	√	√	√	√	√	√	√	√
Visual Privacy in room	-	-	-	-	-	-	-	-	-	-
Crowding in room	√	√	√	√	-	-	-	-	-	-

4.4 Discussion

In relation with the observations gathered during the data collection, there are some noteworthy discussions;

Firstly, very few students claim that physical features of their room like the weight of the furniture have impeded their desire to personalize their spaces if they wanted to engage in it.

Also, usually for shared rooms, it was observed that the craving for personalizing the room may be greater with one occupant than the other, and as such, their interpersonal relationship and agreement influences the amount and kinds of personalization that is engaged.

In addition, it can be correlated that joint personalizing behaviour of roommates has significant effect on preventing conflicts arising between roommates with regards to use of room facilities. In other words, it was noted that most of the students who engaged in joint personalization have little or no conflict arising regarding any room facility.

The following section discusses the categorization of each study themes, that is, the personalizing behaviors that were observed in the dormitory rooms amongst the students based on the tables shown above as well as each of the evaluation charts.

Dimension of Personalization

Personalization of a space has been defined as decorating, modifying, and or rearranging individual or shared environment. It also entails any activity by an occupant to alter the space to suit his/ her own requirements either by adding personal collections to the space or removing unwanted physical features.

Some indicators which have been used in the inventory/evaluation chart to evaluate this dimension include denoting strong or weak involvement in personalization generally, rearrangement of furniture by room occupants, adding personal collections or possessions to the room, showing identity by name or nicknames on room facilities, depiction of personal, family and friends' photographs, decoration of room,

and signals of joint involvement in space personalization generally by roommates in cases of double occupancy.

According to observations and relating it to responses of the students demanding their attitude to personalization, it was noted that the respondents preferred to keep their room personalization as simple as possible. This is probably due to the fact that there are financial implications for space personalization and also their location can only allow them to purchase decorative items sparingly as they would not be able to go with the items after their study. Most of the rooms that had very strong and convincing personalization belonged to females. They preferred to personalize their spaces to make it more attractive. As for males, their involvement in space personalization generally was weak. They either did not engage in an all-encompassing rearranging and beautification or they just added a few functional items to the room making the room to be a less-colorful space.

In addition, rearranging furniture in the room was dependent on a number of factors like the weight of the furniture and the flexibility or movability of furniture. And since most of the furniture in the room was movable, the easiest thing to do was to rearrange their furniture. Majority of the students practically rearranged their room furniture. This dimension turned out most probably so because rearranging furniture is the cheapest thing to do when it comes to space personalization. Other dimensions of personalizing behavior would most probably attract a cost no matter how small or big.

In aspects relating to adding personal collections, it can be declared that adding personal possessions and collections in the room space was practiced by them all. It

is in relation with individual needs and based on having necessities that makes living a lot easier. Some are classified as functional and some are for beautification while some belong to both class. A number of collections or common items that were used by the students include shoe racks, extra plastic shelves, duvet, pillows, TV, sound system, calendars, academic schedules, plastic cupboards, wall papers, posters, wall stickers, paintings, drawings, plants, flowers, rug, foot mats, artworks and standing hanger. Males had added more electrical gadgets than females.

Furthermore, decoration of a space has been classified in this study as traditional and non-traditional forms in which traditional items of decoration refers to the common items used for beautifying a space like posters, photographs, sculpture, awards, plants, flowers, wall papers etc. while non-traditional refers to uncommon items used for decorative purposes e.g. use of wool, scent candles, trinkets. Most of the students used traditional forms or familiar items to decorate. Very few went an extra length to use more non-traditional items.

In relation with identity, it appeared that very few students displayed their names or nicknames on walls or their furniture. Displaying names was only observed in one room. This means that students generally irrespective of gender do not easily disclose personal identity information except on a level of close interaction. However, displaying personal and family pictures with social group affiliations were noticeable. Most students believe that the photographs reminded them of their specially loved ones and by seeing them every day, it makes them to be self-assured. The display of special items also shows the commitment that they have towards their social group affiliations. Examples of this kind of display include pictures of high

school classes, logos of social clubs and football clubs, and remarkably this was done by males.

Dimension of Territoriality and Privacy Regulation

According to literature, territoriality signifies that a space belongs to oneself or a group, it entails marking off certain portions of the space and is used to ward off intruders. Likewise, privacy in a space is achieved when territoriality has been communicated. Although the demand for privacy may be verbal or nonverbal and may not always need markers as in the case of territoriality.

In the evaluation chart, territoriality and privacy regulations were indicated by observation of territorial marking by room dividers, signs of private areas in the room (especially for shared rooms), an overall view of visual privacy in room and also crowding of room by either friends or peers of roommates.

There was no evidence of using territorial markers in the observed rooms. Most of the students did not see the need for this behavior. This could suggest that a good interpersonal communication and interaction exists between each student and their roommates and therefore the students are not inclined to territorial marking. It is noteworthy also that single occupancy rooms do not need to engage in territorial marking since the whole room belongs to the occupant.

Private areas in shared spaces may be those spaces in which a roommate may not have absolute access except with permission or mutual understanding. The result of the study shows that most of the students are very flexible in sharing their bed spaces which is supposed to be for private use of one student. In fact, more females join

their beds to form a big twin size. However, the most significant private areas in the rooms are the study areas.

The overall visual privacy in the rooms is perceived as weak because it depends mostly on territorial marking and because it tries to find if any physical barrier has been placed that might impede a view into one's space area. Single occupancy rooms have the most visual privacy as they only need to regulate this dimension by opening or closing of door to whomsoever they wish. In regards to the results, situation of crowding rarely occurs in the room save special celebrations. The students therefore opined that they coped with such by leaving the room when uncomfortable.

Dimension of Personal Space

Personal space simply refers to physical distance between individuals. It either involves being in close contact or being detached or withdrawn from an individual. In an interior space, as in the case of student dormitories, furniture distance and arrangement are used to create personal space amongst occupants of a room. In the field study, the furniture that was flexible for rearrangement in order to create personal space are beds, study desks and chairs. This is quite limiting although the students maximized the corner spaces for their personal use. Also, their personal space is within a physical distance that still allows comfortable communication since there is adequate visual, vocal and olfactory interaction.

The results show that students have used their personalized their spaces in order to create an environment that meets their needs and demands. The next chapter concludes the study by giving a general summary of the study, its scope, results and implications.

Chapter 5

CONCLUSION

The main concern of this study was to find out the ways and manners that space personalization is done by students in their living environment by focusing on specific group of students, precisely Nigerian students, in order to provide a better awareness on how students studying far from their geographical home location go about space personalization in their dormitory rooms. At first, concept of space personalization as it relates with privacy, personal space, and territoriality and also the factors affecting personalization in a variety of spaces were studied from literature. Also, personalizing behaviour of students living in the university campus dormitories, specifically how they go about personalizing their spaces was reviewed. The literature review served as the theoretical base for the research and it contributed relevant criteria that were used for evaluation in the field study.

In regards to the field study, private dormitories which are located within Eastern Mediterranean University were selected as cases. Nigerian students living in the dormitories were used as the study group. Observation and evaluation charts, interviews, questionnaires, sketches and photographic documentation were used as data collection tools. Descriptive analysis was used to discuss the results by a systematic categorization of the study themes that were generated from literature and evaluated in the room observations. The total number of respondents whose rooms

were evaluated is 20. There were 10 males and 10 females that participated in the study.

The results of the study showed that majority of the students whose rooms were investigated were involved in one or more ways of personalizing spaces. This means that geographical location of the students might not impede their desire for personalizing their spaces recalling from literature that students are not left out of finding a meaningful existence for themselves. Although, there are more factors which were realized in the course of the study that could limit or propel students personalizing behavior.

One of such that can limit a student's personalizing behavior is the factor that has to do with the interpersonal relationship that exists in cases of shared rooms. When aspects relating to personalization are considered by an occupant, it was evident that the effrontery to carry out that act of personalization would be to consider the outlook of the roommate to such. It was noted that those rooms in which the interpersonal relationship/ friendship was strong had engaged in all manners of personalization to the extent of adjoining beds to form a twin size. On the other hand, those rooms who had weak interpersonal relationship sparingly personalized the room, except their personal spaces. It was also noted that in rooms where conflicts arise when regulating room facilities, they hardly involved themselves in joint personalization.

Another significant finding is in relation with the financial implications when beautification of a space is considered and also when correlating it with the fact that they cannot convey excess belongings after their study. Space personalization

definitely attracts a cost no matter how little. Therefore, most students prefer to keep their room personalization as simple as possible. It can therefore be summarized that due to these conditions, one may declare that personal collections of each student are relatively small. As such, they do not have a rich collection that could enhance their space outlook.

Other well-known factors which are parallel to the results of this study are religious and cultural backgrounds. They are essential factors that can affect how a space is considered and used. They also influence what kinds of personalization are engaged.

In conclusion, students studying far from their geographical home location also engage in space personalization, although they have few personal collections and may therefore engage in personalization sparingly. As a recommendation for further research, socio-cultural dimensions can be considered. Personalizing behavior of students that hail from different countries can be compared in a cross-cultural study.

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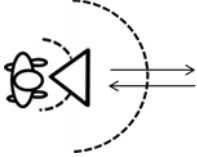












APPENDICES

Appendix A: Observation/ Evaluation Chart

Dormitory & Room Number:			Furniture Layout
Number of room occupants:			
Gender:	Male	Female	
Class:	Undergraduate	Graduate	
Age range:	18 - 24	25 – 32	
Assigned Furniture:	Added furnishings:		
Room Photos			
Evaluations			
Personalization, Rearrangement and Decoration:			
Territoriality, Privacy regulation and Personal space :			

Appendix B: Inventory Chart

Inventory chart on personalizing behavior of students in the University dormitories			Dorm & Room No:	
Theme	Indicators/ factors	Options		
Identity	Self-presentation	Displayed name or nick names		
	Depiction of family	Displayed family and friends pictures		
	Image projected	Professional (in relation to career)		
		Love for certain hobbies	Perceived	
Not perceived				
Territoriality and Privacy regulation	Identifiable territory within the shared room	Showing that space belongs to you	Private area	
			No private area	
		Sharing of personal belongings		
	Territorial marking	Room dividers	Visible	
			Not visible	
	Degree of visual privacy	Strong		
		Weak		
	Closing door	Always		
		Seldom		
	Attitude to crowding of room	Not allowed		
Allowed				
Encroached by peers				
Encroached by roommates				
Personalization, Modification and Decoration	Involvement in personalization of room	Strong		
		Weak		
	Rearrangement of furniture	Has introduced a new arrangement	Once	
			Several times	
		Has not introduced any new arrangement		
Modification	Addition or deletions of physical objects in the			

		personal space											
	Personal collections/ Possessions visible	Calendars											
		Paintings/ artworks											
		Academic schedules											
		Drawings											
		Beddings (duvet, pillows)											
		Plants/ flowers											
		Desk lamp											
		Posters/ wall papers											
		Maps											
		Electronics											
		Curtains											
		Others											
	Involvement in joint Personalization / decoration with Room mate	Perceived											
		Not-perceived											
	Decoration	Traditional decoration											
		Non-traditional decoration											
		Colorful decorated space											
		Less colorful space											
Personal Space	Personal zone in a shared room 												
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