



HOUSING QUALITY AND ADOLESCENT'S PSYCHOLOGICAL WELLBEING IN IBADAN SOUTH EAST LOCAL GOVERNMENT AREA, IBADAN, OYO STATE.

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ABSTRACT

Housing is viewed as an important determinant of health while substandard existing housing has been identified as a major public health issue globally. Research demonstrates that the housing circumstances in which children are raised have significant impact upon their development outcomes and wellbeing. The link between housing and psychological wellbeing has not received adequate attention in the literature. This study therefore investigates relationship between housing quality and adolescents' psychological wellbeing in Ibadan southeast local government area of Oyo state. Survey research design was adopted for the study while both primary and secondary data were sourced. A multistage sampling technique was used to select five private and five public secondary schools from existing 29 private and 27 public secondary schools in the study area. Five students with the best academic results, aged between 14 and 17 years, were purposively selected from same class in each of the selected secondary schools amounting to 50 students. Places of residence of the selected students were identified and a set of pre-tested questionnaire was used to assess the housing quality and psychological wellbeing of the respondents. Variables considered in assessing these houses were: residential status; and level of ventilation. Observation check-list was used to assess the housing condition and quality based on its physical condition plus quality and quantity of housing facilities, amenities and services available. Both descriptive and inferential statistics will be used at 0.05 level of significance. Findings revealed that most (60% private and 57.3% public) of the respondents were female. 41.3% and 40.0% of respondents from private and public schools resided in rented apartments; 21.3% and 20.0% of respondents from private and public schools, respectively, resided in areas prone to high noise level (more than 35 db); 84.0% of respondents from private schools and ---% from public schools resided in well ventilated buildings. 54.7% of students from private schools and 49.3% of respondents from public schools always look forward to doing things that they are used to most times. Housing quality was found to be significantly positively correlated with adolescent's psychological wellbeing ($r = 0.208$). There was positive relationship between housing quality and adolescent's psychological wellbeing. Awareness should therefore be created among the parents in order to know the importance of housing quality to adolescents' psychological wellbeing.

Key words; Adolescent, psychological wellbeing, housing quality, Ibadan south east

INTRODUCTION

Housing in any society is one of the fundamental human needs which is expected to satisfy certain biological, psychological, social, cultural and economic needs of the people (Akinola, 1998). It is a primary proximal context in which children's development unfolds. The housing environment however has the potential to serve as a potent force influencing children's healthy growth and development. Factors such as stability, affordability and physical characteristics may support or inhibit the central developmental task of adolescents either directly or indirectly by affecting parental and family functioning (Newman 2008).

The need to appreciate the relevance of a habitable (qualitative) housing therefore, requires an understanding of the concept of 'quality' which, according to Onion, cited in Afon (2000), is "a mental or moral attribute of a thing which can be used when describing the nature, condition or property of that particular thing". McCray, cited in Jiboye (2004), noted that getting a definition of 'quality' depends not only on the user and his or her desires, but also on the product being considered. In essence, quality is a product of subjective judgment which arises from the overall perception which the individual holds



towards what is seen as the significant elements at a particular point in time (Anantharajan, 1983; Olayiwola *et al.*, 2006).

The term adolescence is commonly understood to define the period of life between childhood and adulthood (Kaplan, 2004, p. 1). The period of adolescence can be seen as a time of struggle and turmoil than during childhood. It is a time of human physiological development when they strive for an identity and discovery of self (Erickson 1968). The American Academy of Child and Adolescence (2008) categorize adolescence into three stages; early adolescence (11-13years), middle adolescence (14-18years) and late adolescence (19-21years). Adolescents spend more time in the residential environment than in any other physical setting. Yet, the knowledge of housing quality and child development is extremely sparse and largely restricted to specific properties such as noise, crowding, or learning resources (Wachs, 1992; 1982; Bradley and Caldwell, 1984).

Psychological well-being is that state of mentally healthy person who possess a number of positive mental health qualities such as active adjustment to the environment and unity of personality (Shek, 1992). The term 'psychosocial well-being' is used in the literature to refer to a wide range of issues including, but not limited to, mental, emotional, social, physical, economic, cultural, and spiritual health. Consequently, it has been defined in numerous ways. It is agreed that a model of psychosocial well-being should include and reflect the interconnectedness of the various aspects of overall well-being (Linley, *et al.*, 2009). Housing is one of such aspect of overall wellbeing of people.

The quality of housing and psychological wellbeing of adolescent are inextricably linked. This is because poor health and poor housing are interrelated in such a way that one cannot do without the other (Thomas & Thompson 2012). Research demonstrates that the housing circumstances in which children are raised have significant impact upon their development outcomes and wellbeing (Breysse, 2004; Dockery, Ong, Colquhoun, Li, and Kendall, 2013). Pevalin *et al* (2008) further reiterated that poor housing affects the general wellbeing of a person including all inner and outer characteristics of the person. Housing is therefore viewed as an important determinant of health while substandard housing has been identified as a major public health issue globally. The importance of housing for health and safety is partly driven by the prolonged exposure people have towards the home environment, an average of close to 16hours daily; a figure that is quite similar across different developed countries (Baker and Keall *et al*, 2010).

Statement of Research Problem/ Literature Review

Maslow's well-known theory on the hierarchy of needs demonstrates just how important adequate housing is for positive children's development. According to Maslow, one's physical needs such as the need for shelter are the most basic of all, superseding the need for safety, love, or esteem (Maslow 1948). Existing literature affirm that low quality housing contribute to family stress induced on parents which limits their ability to regulate family activities in turn, affecting children's psychological wellbeing (Eliot 2000) .

Existing studies on the housing situation in Nigeria, especially in the urban areas reveal acute housing problems expressed in both quantitative and qualitative terms (Aribigbola, 2000). Adequate housing is supposed to satisfy a trinity of needs in an occupant; physical needs, emotional needs (comprising both aesthetic and psychological) and intellectual needs (Astrolabe, 2002).



Low housing quality from research has been reported to contribute to family stress induced on parents which limits their ability to regulate family activities in turn, affecting children's psychological wellbeing (Leventhal et al, 2000). Thus, rather than being a source of security and escape from life's pressure, a home with quality deficiencies may add to other stress experienced by poor families leading to a cumulative negative impact on wellbeing. There are numbers of such potential avenues for such effects on children such as environmental hazards like lead paints, cockroaches or other safety hazards that can lead to negative health consequences for children such as asthma and allergies to far more serious neurological problems (Leventhal & Newman 2010). These in turn may harm children's cognitive abilities as well as their ability to regulate their emotions and behaviors. Similarly, other housing problems such as lack of heat or adequate light can inhibit children's engagement in both playful and learning activities and negatively impact their social activities (Bartlett. 1998) all of which might influence both their emotional and behavioral functioning as well as cognitive skills. Coley et al (2013) affirmed that adolescents exposed to homes with leaking roofs, broken windows, rodents, non-functioning heaters or stoves, peeling paints, exposed wiring, unsafe or unclean environments experienced greater emotional and behavioural problems.

Researches on psychological related issues have been documented in literature. For instance, Carmelo Vazquez et al (2009), investigated contributions of positive psychology on wellbeing and health; Samuel (2010) investigated the effects of students' wellbeing on quality education, Stolk, et al (2014) investigated the effects of psychological wellbeing on work, while Okoie et al (2015) investigated effects of cyber bullying on the Psychological Well-Being of In-School Adolescents. Despite the aforementioned areas of researches, there are still grey areas that have not been adequately investigated in the literature on housing and adolescent's psychological wellbeing. This is a major gap the study set out to fill, using Ibadan Southeast Local Government Area as a case study.

The study Area

Ibadan is generally covered by the basement complex rocks, as did most part of the western section of the country. The basement complex rocks in Ibadan area are mainly the metamorphic types of pre-cambrian age, with a few intrusions of granites and porphyrites of Jurassic age. The rocks can be grouped into major rock types (Oguntoyinbo, 1994 cited in Filani et al, 1994). The major rock types are quartzite of the meta-sedimentary series and the migmatites complex comprising banded gneisses, Auegan gneisses and migmatites while the minor rock types include quartz, haplite, diorites and amphibolites.

Housing problems in developing countries, Nigeria inclusive, are essentially both quantitative and qualitative in nature. Ibadan being a major urban centre with a very high growth rate (between 3-4%) typifies the housing condition in most developing countries. According to Agbola (1994), Ibadan, after Lagos, shares a disproportionate burden of housing shortages such that by 1982, about 45% of households in the city lived in one bedroom accommodation with an average of 3.2 persons per room without separate toilet and kitchen facilities. It was further argued that most of the housing units within the existing stock and sometimes among the newly built units exhibit serious structural defects, which constitute a damage to life and property. Housing units are built along steep slopes (more than 12° and floodable areas making them liable to hazards and disasters such as building collapse and flooding).

Apart from the noticeable housing shortages in Ibadan, most of the existing units could be said to provide shelter alone without the other necessary attributes that make for

a total housing environment. Eighty-five percent of the houses in Ibadan are lacking basic infrastructural facilities like good roads, pipe borne water and electricity supply (Agbola, 1994). Tenants of these houses, nonetheless, still have to contend with excessive rent relative to their low income. Hence, the buildings and tenants are susceptible to hazards and disasters.

Generally, housing in Ibadan, whether formal and or informal, has spatial dimensions. According to Agbola (1994), this is apparent in housing attributes which vary according to observed locations within the city. Houses in Ibadan may be divided into three residential districts according to the location and age of the buildings and the availability of housing amenities. These are the traditional or core area, the transitional and the modern areas. These demarcations, according to Arimah (1992), also conform to the historical development of the city with the three areas associated with pre-colonial (1820-1893) and the post-independence housing developments, respectively.

As is to be expected, housing in the pre-colonial traditional core area, built before the advent of modern physical planning, exudes slummy characteristics with high population and housing densities, poor housing construction materials and generally unkept housing environment. The transitional colonial areas have better quality houses with medium housing occupancy ratio and a more salutary environment. The post-independence modern housing areas, though comparatively few in the city, are better planned, have low housing and population density and the environment is very conducive for living. (Agbola, 1994).



Figure 1: Map of Oyo State Showing Ibadan South East Local Government Area
Source: Federal Ministry of Information, Abuja (2005)

METHODOLOGY

Cross sectional survey research design was adopted for the study. Both primary and secondary data were sourced, while a multistage sampling technique was used to select respondents for this study. The data obtained from the Ministry of Education shows that the total number of secondary schools in Ibadan Southeast Local Government Area (LGA) was 56, comprising of 29 private schools and 27 public schools. Ten secondary schools comprising five public and five private, were selected through balloting (Table 1). Five students with the best academic results, aged between 14 and 17 years were purposively selected from same class in each of the selected secondary schools. A total of 50 students were thus selected for sampling. Places of residence of the selected students were identified and a set of pre-tested questionnaire was used to assess the housing quality and psychological wellbeing of the respondents. Variables considered in assessing these houses were: parents' residential status; regularity of power supply; level of ventilation; level of day-lighting in living rooms; level of heat in the absence of electric



light; occupancy rate; presence of a night guide; access to clean water; availability of good bathroom; availability of good toilet; and availability of proper waste disposal. Observation check-list was used to assess the housing condition and quality based on its physical condition plus quality and quantity of housing facilities, amenities and services available.

Psychological wellbeing was measured using adolescents' psychological wellbeing scale developed by Birleson (1980) which measures adolescents' psychological wellbeing in terms of their attitude to academics, relationship with people around them, their response to sensitive issues, sleeping habit, talking manners and other aspects of their cognitive and behavioral pattern. These were measured on a three-level Likert Scale ranging from 'most of the time', through 'sometimes' to 'never'. The questionnaires were self-administered by the researcher and all 50 copies were retrieved and used for the analyses. Both descriptive and inferential statistics (regression model) were used to analyze the data at $p \geq 0.05$ level of significance.

Table 1: Selected Secondary Schools

S/N	Private	Public
1	Debby College, Molete	Eyinni High school
2	Bolade Model College, Academy	St. David Grammar School, Kudeti
3	George and Duke International College	Christ Church High School, OritaAperin
4	Benevolent College, Molete	St. Annes School Molete
5	Molete Baptist College, Idi-Odo	Ibadan Grammar school, molete

Source: Author's Field Survey, 2015.

RESULT AND DISCUSSION

Results of the study are presented under three broad sub-headings: socio-economic characteristics of respondents; housing quality; and, relationship between housing quality and adolescents' psychological wellbeing.

Socio-economic Characteristics

The study revealed that 40.0% of respondents from private schools and 42.7% of those from public schools were males, signifying that females generally performed better academically than males in both public and private secondary schools in the study area. Christianity is the most prominent religion of the respondents to which 78% and 58% of students in private and secondary belonged. The rest were Muslims (table 2).

**Table 2. Socio-demographic Characteristics of Respondents**

Gender	Private School		Public School	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Male	30	40.0	32	42.7
Female	45	60.0	43	57.3
Total	75	100.0	75	100.0
Religion	Private School		Public School	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Christianity	54	72.0	44	58.7
Islam	21	28.0	31	41.3
Total	75	100.0	75	100.0

Source: Author's Fieldwork, 2015

Housing quality of the respondents

This sub-section presents issues that are related to housing quality of the respondents (Table 3). Investigations on housing types inhabited by respondents revealed that 41.3% and 40% of the respondents, respectively from the private and public secondary schools lived in a rented apartment and 58.7% and 60% of respondents from private and public schools, respectively, resided in non-rented apartments, signifying higher rate of home owners among parents with children in public secondary schools than those with children in private schools. Observed lower incidence of house ownership among parents of respondents from private (fee paying) secondary schools could be an indicator of higher priority they accord providing better quality education for their children or wards., which they believed could only be provided in private (fee-paying) secondary schools.

Investigations on level of noise in respondents' place of residence revealed that only 20.0% and 21.3% of respondents, respectively from private and public secondary schools resided in areas with low noise level (less than 35.db) and the rest resided in areas prone to higher noise levels that might be injurious to their health.

Adequate ventilation of houses allows for free flow of air in the residential accommodation, boosting the level of convenience of the occupants. The study revealed that 84.0% and 81.3% of respondents, respectively from private and public schools occupied well ventilated apartments; 85.3% and 73.3% of respondents, respectively from private and public secondary schools enjoyed adequate natural lighting. 28% of respondents from private schools against 52% from public schools experienced excess heat in their bedrooms; 77.3% of respondents in private schools against 80.0% from public schools had more than three persons living in one habitable room, thus lived in congested apartments; more than seven-tenths of the respondents, 70.7% for those from private schools and 73.3% for those from public schools, resided in communities that had adequate security guards; equal proportion (90.7%) of respondents from private and public schools enjoyed access to clean water; 84.0% of respondents from private schools against 92.0% from public schools had access to good toilet and bathroom; and 84.0% of respondents from private schools against 81.3% from public schools enjoyed adequate



waste disposal. It could thus be observed that although parents of respondents from private secondary schools enjoyed less house-ownership status than parents of respondents from public schools, the former (parents of respondents from private schools) resided in better quality housing than the former.

Table 3. Housing quality of the respondents

Housing Quality	Private School		Public School	
	Yes (%)	No (%)	Yes (%)	No (%)
Living in a rented apartment	31 (41.3)	44 (58.7)	30 (40.0)	45 (60.0)
Noise in Area	16 (21.3)	59 (78.7)	15 (20.0)	60 (80.0)
Constant power supply	48 (64.0)	27 (36.0)	51 (68.0)	24 (32.0)
Well ventilated house	63 (84.0)	12 (16.0)	61 (81.3)	14 (18.7)
Darkness of living room during the day	11 (14.7)	64 (85.3)	20 (26.7)	55 (73.3)
Heat generation when there is no power	21 (28.0)	54 (72.0)	39 (52.0)	36 (48.0)
More than 3 sleeping in a room	17 (22.7)	58 (77.3)	15 (20.0)	60 (80.0)
Security Guards in the area	53 (70.7)	22 (29.3)	55 (73.3)	20 (26.7)
Access to Clean Water	68 (90.7)	7 (9.3)	68 (90.7)	7 (9.3)
Good toilet and bathroom	67 (89.3)	8 (10.7)	69 (92.0)	6 (8.0)
Proper disposal of waste	63 (84.0)	12 (16.0)	61 (81.3)	14 (18.7)

Source: Author's Fieldwork, 2015.

Relationship between Housing Quality and Adolescent's Psychological Wellbeing

The section presents issues related to housing quality and adolescents' wellbeing as revealed by the study. Investigations on students' eagerness to return home immediately after school revealed that four-fifths (80.0%) of respondents from public schools against nearly a half (50.7%) of respondents from private schools, always look forward to going home immediately after school. Though reasons for the observed variations in students' eagerness to return home after schooling are not immediately forthcoming, freedom to associate with peer groups in the various communities might be significant in explaining these variations. On respondents' ability to sleep well at home, investigations revealed that 77.3% of respondents from private schools against 88.4% from public schools reported sleeping well in their houses. That more proportion of parents of respondents from public schools are owners of their various apartments might be significant in explaining higher proportion of them sleeping soundly in their homes.

Equal proportion (61.3%) of respondents from private and public schools enjoy going on holidays. That more than three-fifths of the respondents in both private and public secondary schools like holidays signify the high esteem the students hold holidays, hence, their eagerly awaiting holidays. 70.7% of respondents from private schools against 94.7% of their counterparts from public schools did not perceive themselves as playing a lot at



home. High proportion of respondents holding this perception might not be unconnected with the parents' general derogatory perception of 'play-fullness' on the part of children. 56.0% of respondents from private schools against 64.0% of their counterparts from public schools do not often feel stressed at home; 64.0% of respondents from private schools against 76.0% of those from public schools still preferred their houses and still loved their house's environment. Observed higher proportion of respondents from public schools rating these two factors might not be unconnected with higher house ownership status enjoyed by their parents.

Equal proportion (85.3%) of respondents from private and public secondary schools were satisfied with the existing basic facilities like toilet, kitchen etc. in their houses. Investigations of the respondents' families' housing mobility revealed that more than seven-tenths (87.6% for private schools and 74.4% for public schools) have not had cause to change their houses often, signifying low level of housing mobility among the sampled population. Observed low housing mobility of the parents of the sampled population could serve as a bonus for their children's educational performances as high residential mobility could be inimical to their children's education performance.

Table 4. Relationship between the Housing Quality and Adolescent's Well Being

<u>Housing Quality and Adolescent's Well being</u>	<u>Private School</u>		<u>Public School</u>	
	Yes (%)	No (%)	Yes (%)	No (%)
Look forward to go home immediately after school	38 (50.7)	37 (49.3)	60 (80.0)	15 (20.0)
I sleep very well at home	58 (77.3)	17 (22.7)	66 (88.0)	9 (12.0)
I like holidays	46 (61.3)	29(38.7)	46 (61.3)	29 (38.7)
I play a lot at home	22 (29.3)	53 (70.7)	4 (5.3)	71 (94.7)
Get stressed up at home	33 (44.0)	42 (56.0)	27 (36.0)	48 (64.0)
Tired of my house	27 (36.0)	48 (64.0)	18 (24.0)	57 (76.0)
I like where I stay	48 (64.0)	27 (36.0)	57 (76.0)	18 (24.0)
I like my house environment	48 (64.0)	27 (36.0)	57 (76.0)	18 (24.0)
Having basic house facilities	64 (85.3)	11 (14.7)	64 (85.3)	11 (14.7)
I change my house often	10 (13.3)	65 (86.7)	19 (25.3)	56 (74.7)

Source: Author's Fieldwork, 2015.

Further investigations were conducted on possible relationship between the housing quality and adolescence wellbeing in the study area. To this end a hypothesis that 'there is no significant relationship between housing quality and adolescent's psychological wellbeing' was proposed. Applying a two-tailed correlation test at 0.05 level of significance on the contents of Table 4 revealed statistically significant positive correlation between housing quality and adolescents' psychological wellbeing with $r = 0.208$ at $p < 0.05$ (see Table 5).

**Table 5 : Result of Pearson Correlation Test**

Variables	N	Mean	Std. Dev.	r	p	Result
Housing quality	150	21.65	2.562	0.208*	0.011	Sig.
Adolescent's psychological wellbeing	150	48.93	3.600			

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Fieldwork, 2015.

CONCLUSION AND RECOMMENDATION

The study concluded that there is statistically significant relationship between the quality of houses and adolescents' wellbeing in the study area. Since successful adolescence starts from home and continues throughout the entire lifetime of psychological wellbeing, awareness should therefore be created among the parents in order to know the importance of housing quality to their adolescent children's psychosocial wellbeing. This can be done through Parents / Teachers Associations (PTA) meetings; the mass media and newspapers.

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