Tendency of households to move due to studentification

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Abstract: The clustering of students in neighbourhoods generates social, cultural economic and physical effects. This study investigates how such processes of studentification may influence the tendency of established residents to move. Moreover, it analyses whether this influence differs for neighbourhoods with student housing in multiple occupation and neighbourhoods with purpose-built student accommodation. Research has shown that the intention of residents to move depends on several factors, partly based on the satisfaction with and change of the neighbourhood. This study indicates that studentification can impact neighbourhood satisfaction, and therefore contributes to the intention to move of established residents. Based on a survey in two neighbourhoods of a similar type in the city of Groningen, a significant difference between the neighbourhood with housing in multiple occupation and the neighbourhood with purpose-built student accommodation has not been found.

Keywords: Studentification, Housing in multiple occupation, Purpose-built student accommodation, Residential moving intentions

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1. Introduction

1.1 Background

The clustering of students in neighbourhoods, also called studentification, can create nuisance for established residents in these neighbourhoods (Hubbard, 2008; Munro & Livingston, 2012; Sage et al., 2012). Students live different lives than families, where some students stay up late and party during weekdays. Students can also have an impact on the appearance of the street. Common complaints regarding this topic are: neglected gardens, garbage disposal and parked bikes. The density of students within a street has been noticed as a problem and the noise that comes with this (Hubbard, 2008; Munro & Livingston, 2012).

De Groot et al. (2011) did research on the intentions of households to move and whether these households actually moved or not. De Groot et al. (2011) states in their introduction that: 'Households may want to move in response to altered preferences due to (expected) changes in their household situation, and/or changes in their neighbourhood or in the housing market' (p. 307). In this research it will be tested if studentification is one of the changes in the neighbourhood that can contribute to the intention of households to move. This could become a problem in a neighbourhood when many local residents decide to leave, since local amenities (e.g. schools) could cease to exist (Hubbard, 2009; Munro & Livingston, 2012). This might then lead to spatial segregation (Galster & Sharkey, 2017).

There has been a shift in housing supply for students in the last 10 to 15 years. In the first wave, students were housed in houses that were originally designed for families, so-called housing in multiple occupation (HMO). This shifted towards purpose-built student accommodation (PBSA), which are big complexes specifically built for students (Hubbard, 2009). According to Garmendia et al. (2011), the effects of studentification will be less noticeable on a street level when there is high-rise morphology. In and around a flat there are no gardens to maintain; excessive noise is limited outside the flat and garbage accumulation will be limited outside the flat (Garmendia et al., 2011). The majority of PBSA can be considered as high-rise morphology, which could suggest that people who live in a street with PBSA have less studentification issues than people who live in a street with HMO. Most studies focus on either a neighbourhood with PBSA or a neighbourhood with HMO. However, this study will discuss the effects of student on the intention to move of established residents in both neighbourhoods and discuss whether there is a difference between these different types of neighbourhoods.

The city of Groningen has, after the city of Amsterdam, the biggest student population living in the city (Van Hulle et al., 2018). This results in 22% of the population of the city of Groningen being a student making it one of the most student dense cities of the Netherlands (CBS, 2018). In the city of Groningen, in the Netherlands, the shift from HMO to PBSA can be seen in the neighbourhood Paddepoel-Zuid. High-rise student housing is the new standard in Paddepoel-Zuid. At least 5 high-rise buildings are built in Paddepoel-Zuid during the time span of 4 to 5 years and in close proximity to each other (RTV Noord, 2018). This changes the demographics of the neighbourhood rapidly. Instead of low housing with a few students, the neighbourhood is now changing to well-served student flats that can occupy hundreds of students (RTV Noord, 2018).

In the Tuinwijk, students are living close to or next to families, elderly and other residents. In the Tuinwijk 23.7% of the residents is a student at a higher education institution (Gronometer, 2020). Common complaints about students in the Tuinwijk are: neglected gardens and buildings and the amount of parked bicycles (Tuinwijk Groningen, 2010). These complaints correspond with other studies (Munro & Livingston, 2012; Hubbard, 2008), which makes the Tuinwijk a suitable neighbourhood to research the effects of HMO on the moving intentions of households.

Do households perceive these negative effects of students as an extra intention to move? Is the intention to move the same in a neighbourhood with HMO buildings as in a neighbourhood with PBSA? This information can help the municipality of Groningen to get an overview of what the impacts are of HMO and PBSA and whether these impacts contribute to the moving intentions of residents.

1.2 Research problem

Households may have specific intentions to move out of a specific neighbourhood. However, no research has yet been done on whether studentification is part of these intentions and if so, to what degree and whether it differs for different student housing types. It could be helpful for municipalities, because this result can be taken into account when making zoning plans, designing (student) housing policies and the (re)structuring of neighbourhoods.

The research question will be:

To what extent is studentification part of the residential moving intentions of households in the city of Groningen?

In order to answer this research question in a proper way, the following sub-questions have been set up:

1. What is studentification?
2. How does purpose-built student accommodation and housing in multiple occupation impact the neighbourhood satisfaction of established residents?
3. What influences the tendency of households to move and to what degree is studentification one of them in the city of Groningen?
4. Is there a difference in to what extent studentification has been a reason to move between households in streets with purpose-built student accommodation and streets with housing in multiple occupation in the city of Groningen?

1.3 Structure

The remainder of this thesis is structured as follows. Chapter 2 explains the concepts: ‘neighbourhood effects of studentification’; ‘residential moving intentions’; and ‘housing in multiple occupation and purpose-built student accommodation’. The chapter will end with a conceptual model. The methodology will be discussed in Chapter 3, together with an explanation of the analysis method and sampling strategy. Chapter 4 will show the results together with an analysis. This will be followed by a conclusion on the research in Chapter 5. The thesis will end with a discussion in Chapter 6.

2. Theoretical framework for analysing moving intentions in studentified neighbourhoods

2.1 Neighbourhood effects of studentification

Studentification is the term to describe the clustering of students and the impacts that come with these numbers of students. Sage et al. (2012) describes the term as: 'employed to describe the impacts of relatively high numbers of university students migrating into established residential neighbourhoods – a process that triggers a gamut of distinct social, economic, cultural, and physical transformations.' (p. 597).

Hubbard (2008) describes studentification as: 'contradictory social, cultural, economic and physical changes resulting from an influx of students within privately rented accommodation in particular neighbourhoods' (p. 323). A cultural difference between local residents and students could be the late-night parties during weekdays, whereas a physical change could be neglected gardens by students. The effects of studentification are perceived by the established residents as mostly unpleasant (Munro & Livingston, 2012). Neighbourhood effects are the effects of neighbourhood characteristics on individuals (Galster & Hedman, 2013; Van Ham et al., 2011). There are numerous categories of neighbourhood characteristics: structural (e.g. building types of residents); demographic (e.g. age composition); class-related (e.g. income differences); etc. (Galster, 2001). Studentification cannot be placed in one single category. It covers multiple neighbourhood characteristic categories.

Common problems that are known caused by studentification are e.g. the lifestyles of students (Munro & Livingston, 2012). The lifestyles of students are very distinctive from the lifestyles of established families. Munro & Livingston (2012) mention the facts of students having parties during weekdays, late-night noises and disturbing behavior. This results in annoyance by local residents that e.g. work during weekdays. Other complaints caused by students are: street appearance and visual pollution; not maintaining gardens and fences; garbage disposal; numbers of crime in a student neighbourhood; level of noise is in general higher in a student neighbourhood; and loss of sense of belonging (Hubbard, 2008; Kenyon, 1997; Munro & Livingston, 2012; Sage et al., 2012). Hubbard (2008) found the same complaints, but adds that car parking and the loss of facilities is perceived as a problem as well for local established residents. In the case of Groningen, it probably wouldn't be the car parking perceived as a problem by the residents, but the bicycle parking (DVHN, 2020).

Crime rates
Distinctive lifestyles
Disturbing behavior
Garbage disposal
Late night noises
Loss of facilities
Loss of sense of belonging
Noise level in general
Not maintaining gardens and fences
Parking of cars/bicycles
Street appearance and visual pollution
Students having parties during weekdays

Table 1: Complaints of residents on studentification (Hubbard (2008); Kenyon, 1997; Munro & Livingston (2012); Sage et al. (2012))

This research will mainly focus on to what extent these problems of studentification contribute to the tendency of households to move to another neighbourhood.

2.2 Residential moving intentions

Migration is considered a process, rather than an event, with different stages. This process starts with considering and thinking about moving, followed by searching for houses or jobs. Finally, the decision has been made to move or not (Kley & Mulder, 2010). The final stage depends on the first two stages, which differs per household. Households have different reasons to move (De Groot et al., 2011), in this research known as the residential moving intentions.

De Groot et al. (2011) did research in the Netherlands and found that households have different intentions to move and the impact of these intentions differ. Some life events will cause a trigger for people to decide to move to another house or neighbourhood (De Groot et al., 2011). Some of these life events could be: getting children or a change in the financial situation, as a divorce or marriage can result in a different financial situation (De Groot et al., 2011; Lu, 1998). Other reasons for making the decision to move could be a change in the housing market, a change in the neighbourhood or just not being satisfied by the current living conditions (De Groot et al., 2011; Kley & Mulder, 2010; Lu, 1998). Satisfaction with the local conditions (e.g. housing, neighbourhood, etc.) turns out to contribute to the first stage of the migration process, the considering and thinking stage. However, Kley & Mulder (2010) state that satisfaction with the local conditions is not a decisive factor in the decision making process of moving for households.

Not all social groups have the same tendency to move; higher-income households tend to move faster than lower-income households (De Groot et al., 2011). Also the pace of moving decreases when age increases. Younger people (like students and starters) tend to move faster than older or retired people (De Groot et al., 2011). Finally, the frequency of moving is higher with renters than with homeowners (De Groot et al., 2011).

The research of Helderman et al. (2004), shows that the frequency of moving is indeed higher with renters than with homeowners. However, their research also shows that because people start to buy houses at a younger age, the difference in pace of moving between homeowners and renters get smaller in the Netherlands.

To conclude, migration of households can be seen as a process, where satisfaction with the neighbourhood can contribute to the decision to move. However, this satisfaction can in most cases not be seen as a decisive factor.

2.3 Housing in multiple occupation and purpose-built student accommodation

HMO stands for housing in multiple occupation, which is a house that has been rented privately to three tenants or more (Hubbard, 2009). Often the house has been bought by an investor or a landlord. In the UK this phenomenon was especially caused by the ‘right-to-buy’ concept of Margaret Thatcher (Sage et al., 2012). The concept was implemented by Thatcher to help the socially and financially weaker people in society allowing them to buy the socially rented resident they were living in. However, the side effect of this policy implementation was that houses were resold to private developers and investors. These investors modified the houses to let them to students, which caused social friction between established residents and students/landlords (Sage et al., 2012). This phenomenon of private investors buying houses with the purpose to let them to students can be seen in the Netherlands as well. The statistical bureau of the Netherlands showed that recently there has been an increase of houses bought by private investors with the purpose to convert these houses into rental properties (CBS, 2019). This trend has been noticed in the city of Groningen as well. In the period 2013-2018 there was an increase of 4.1% in the private rental sector in Groningen. The private-rental sector consists of three different types of landlords: private individuals, institutional investors and parental landlords. The majority of these units in the private-rental sector are owned by private individuals (Hochstenbach, 2020).

The housing market for students in university towns has shifted more towards purpose-built student accommodation (PBSA), which are complexes exclusively built for students. These purpose-built student accommodations are mostly built near the university campus on brown-field sites (Hubbard, 2009). This is also the reason why the term studentification has been linked to gentrification (Smith & Holt, 2007). Placing students in brown-field sites could be a policy strategy to make the neighbourhood more appealing. In the city of Groningen this phenomenon of using PBSA for gentrification purposes can be seen in the neighbourhood Paddepoel-Zuid. In this neighbourhood several newly built student flats have been constructed in the last 5 to 10 years (RTV Noord, 2018).

There are several benefits to purpose-built student accommodations: it is a more suitable solution for the student housing shortage and it gives less nuisance on street level (Garmendia et al., 2012). The main disadvantage of PBSA is the fact that it creates gated communities. These communities are only accessible by the students and not by other residents in the neighbourhood (Hubbard, 2009). This makes that surrounding residents are less able to communicate with the students living in these student flats. Complaints cannot be discussed which can result in conflicts (Hubbard, 2009).

The effects of studentification on street level are less noticeable when there is high-rise morphology than when there is horizontal studentification (which is the case with HMO). Garmendia et al. (2012) call this phenomenon 'vertical studentification'. Most complaints that are mentioned in Table 1 are not applicable to 'vertical studentification'. Garmendia et al. (2012) states: 'When students concentrate in purpose-built high rise developments, the literature has not identified street-level conflicts, as happens in HMO environments' (p. 2654). High-rise purpose-built student housing do often not have gardens and rubbish is mostly contained within the flat (Garmendia et al., 2012). Besides this, HMO creates a fear of burglary by surrounding residents, since students tend to leave the city during weekends; own expensive equipment; and tend to be negligent towards locking their houses (Kenyon, 1997). The argument of fear of burglary has not been mentioned in articles about PBSA, which may correlate with the gated communities phenomenon mentioned by Hubbard (2009).

There are two different categories of student housing: housing in multiple occupation and purpose-built student accommodation. HMO is a house that is owned by a landlord who lets the property to students. This comes with several consequences for the surrounding residents, e.g. complaints about noise, garbage, parties, etc. PBSA are flats specifically built for students. PBSA can host many students and results in less nuisance on street level. However, this type of student housing results in gated communities that can be perceived as annoying or unpleasant by surrounding residents.

2.4 Conceptual Model

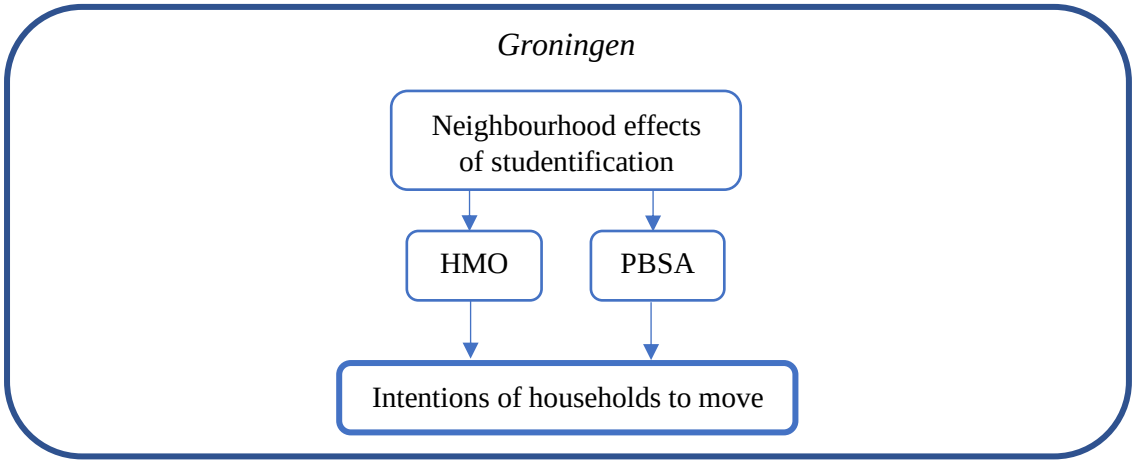

Figure 1: Conceptual Model

2.4.1 Explanation conceptual model

Within the university town of Groningen research will be conducted on the neighbourhood effects of studentification and to what extent these effects have impact on the intentions of households move. As shown in the conceptual model, there will be made a comparison between the results of the HMO street and the street with PBSA based on the assumption that there is a difference in the impact of students on street level.

2.5 Expectations

Based on literature, the following expectations of this research have been constructed:

1. Studentification has an impact on the tendency of households to move to another neighbourhood.

Studentification is commonly experienced as something negative (Hubbard (2008); Kenyon, 1997; Munro & Livingston (2012); Sage et al. (2012)). As shown by De Groot et al. (2011) and Lu (1998), changes in the neighbourhood can contribute to the tendency of residents to move to another neighbourhood. This would suggest that the negative effects of studentification can contribute to the residential moving intentions.

2. The impact of studentification on the tendency of households to move to another neighbourhood will be greater in an HMO street than in a PBSA street.

Garmendia et al. (2011) discussed that there will be more nuisance of students on street level in a neighbourhood with HMO compared to a neighbourhood with PBSA. This is caused by the fact that PBSA creates communities within the building, instead of outside the building. The drawback of this is that it is hard for established residents to communicate with the students living in the purpose-built student accommodation (Hubbard, 2009). However, because the nuisance on street level is significantly less than with HMO (Garmendia et al., 2011), it can be expected that people living close to PBSA experience less effects from students than people living close to students in HMO. Therefore, it can be expected that the impact of studentification on the tendency of households to move to another neighbourhood will be greater in an HMO street than in a PBSA street.

3. Methodology

3.1 Research method

This research will try to find the answer to the question to what extent these impacts of students influence the moving intentions of residents. This will be answered by conducting a survey. According to Clifford et al. (2016): 'survey research is particularly useful for eliciting people's attitudes and opinions about social, political and environmental issues such as neighbourhood quality of life or environmental problems and risks.' (p. 129-130). Studentification has social impacts on the neighbourhood as is shown in the research of Hubbard (2008). The negative effects of students and the impact of these effect on the residential moving intentions correspond with 'neighbourhood quality of life' (Clifford et al., 2016).

Using a qualitative research method would be difficult, mostly because of the second part of the research question: '*to what extent is studentification one of them?'*. It is difficult to measure an extent of something using methods, like (semi-)structured interviews or focus groups. Whereas by using a quantitative research method, e.g. a questionnaire, a Likert-scale or something similar can be used to determine the extent of something (Clifford et al., 2016).

The fourth sub-question: *Is there a difference in to what extent studentification has been a reason to move between households in streets with purpose-built student accommodation and streets with housing in multiple occupation in the city of Groningen?*, will be answered by performing inferential statistics on the results of the survey. Table 2 shows the research design with all the information regarding the collection of data for all sub-questions.

Question	Which information	Moment of retrieval	Source	How to obtain the data	Documentation method	How to analyze the data
What is studentification?	Information on what is studentification		Electronic academic data bases	Academic search engines	Appendix	Literature review
What is the impact of purpose-built student accommodation and housing in multiple occupation on the living pleasure of established residents in a neighbourhood?	Information on the impact of PBSA and HMO on the neighbourhood		Electronic academic data bases	Academic search engines	Appendix	Literature review
What influences the tendency of households to move and to what degree is studentification one of them in the city of Groningen?	Influences of households to move What degree does studentification contribute	April 2020	Electronic academic data bases Survey	Academic search engines Flyers/Online platforms (e.g. Facebook)	Appendix Excel database	Literature review Statistical analyzes
Is there a difference in to what extent studentification has been a reason to move between households in streets with purpose-built student accommodation and streets with housing in multiple occupation in the city of Groningen?	Difference between households	April 2020	Survey	Flyers/Online platforms (e.g. Facebook)	Excel database	Statistical analyzes

Table 2: Research design

3.2 Sampling strategy

The survey has been conducted in the neighbourhoods of Paddepoel-Zuid and the Tuinwijk (Figure 2). Paddepoel-Zuid has seen a recent shift from low housing to student flats. In a time span of 4 to 5 years 5 student flats have been built in close proximity to each other and the shopping center (RTV Noord, 2018). This results in Paddepoel-Zuid being suitable for studying the impacts of PBSA. The Tuinwijk has been selected as the neighbourhood to study the impact of HMO, since 23.7% of the residents in the Tuinwijk is a student (Gronometer, 2020). Besides the high percentage of students in the neighbourhood, the common complaints about students noticed in the Tuinwijk correspond with the complaints found with other studies (Hubbard, 2008; Munro & Livingston, 2012; Tuinwijk Groningen, 2010). There are 42 finished responses from Paddepoel-Zuid and 52 finished responses from the Tuinwijk.

In the neighbourhood Paddepoel-Zuid two student flats are located less than 100 meters from one another. The houses surrounding these flats are built for non-students, i.e. families, singles, elderly, etc. The distribution of the survey in Paddepoel-Zuid has been done by putting flyers in mailboxes of non-student houses (see section 8.2 for flyer). All households living in the Grote Beerstraat and adjacent streets received a flyer in the mailbox (Figure 3).

In the Tuinwijk the survey was first distributed via the internet. The survey had been posted in the Facebook community group and the Tuinwijk community WhatsApp group. A few weeks after this distribution session, the survey was distributed once again by putting flyers in mailboxes in the neighbourhood Tuinwijk. The Tuinwijk counts 979 registered households (Gronometer, 2020), which makes it very time-consuming and expensive to print and distribute close to 1000 flyers. Systematic random sampling has been used to ensure the representativeness of the population (Burt et al., 2009). Every fifth house had received a flyer, which resulted in 200 flyers distributed in the Tuinwijk.

It was made clear on the flyer and online that the survey should only be filled in by non-students. However, this is not a guarantee that the survey hasn't been filled in by a student. One of the requirements in the survey was to fill in the respondents' age. This question can help deciding on whether or not the respondent is a student. Besides this, the survey should only be filled in once per household, which cannot be checked. There was no question in the survey asking for specific addresses or other methods to track the residential address of respondents due to privacy concerns.

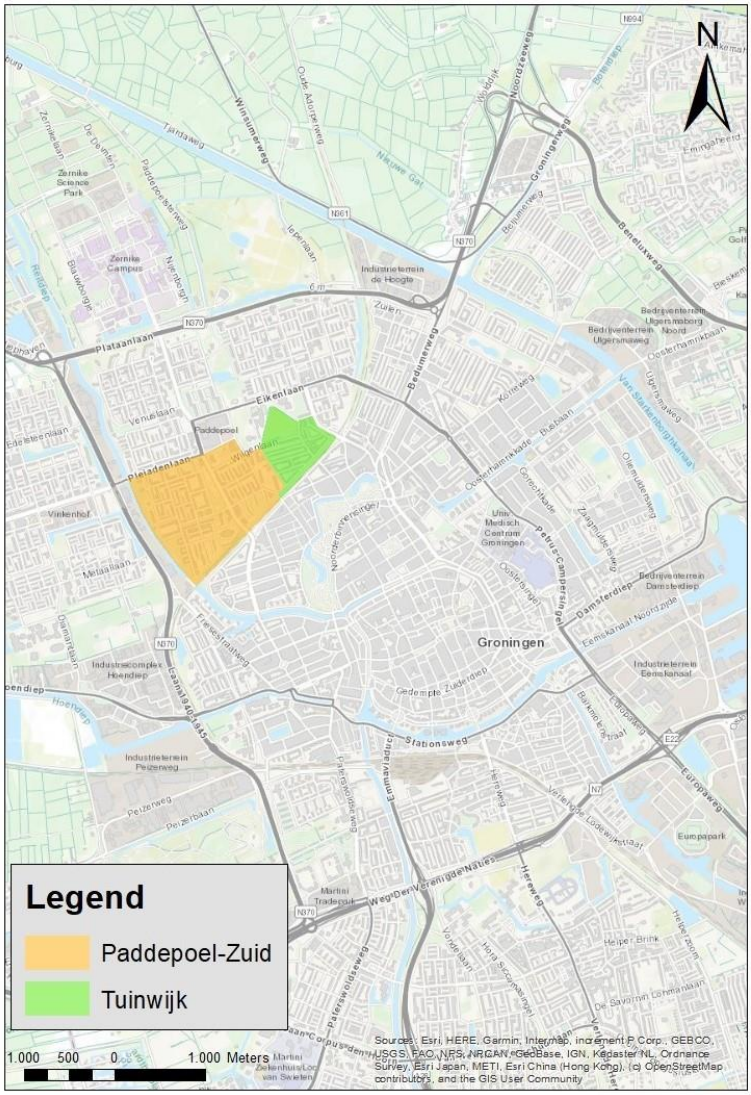

Figure 2: Map of Groningen

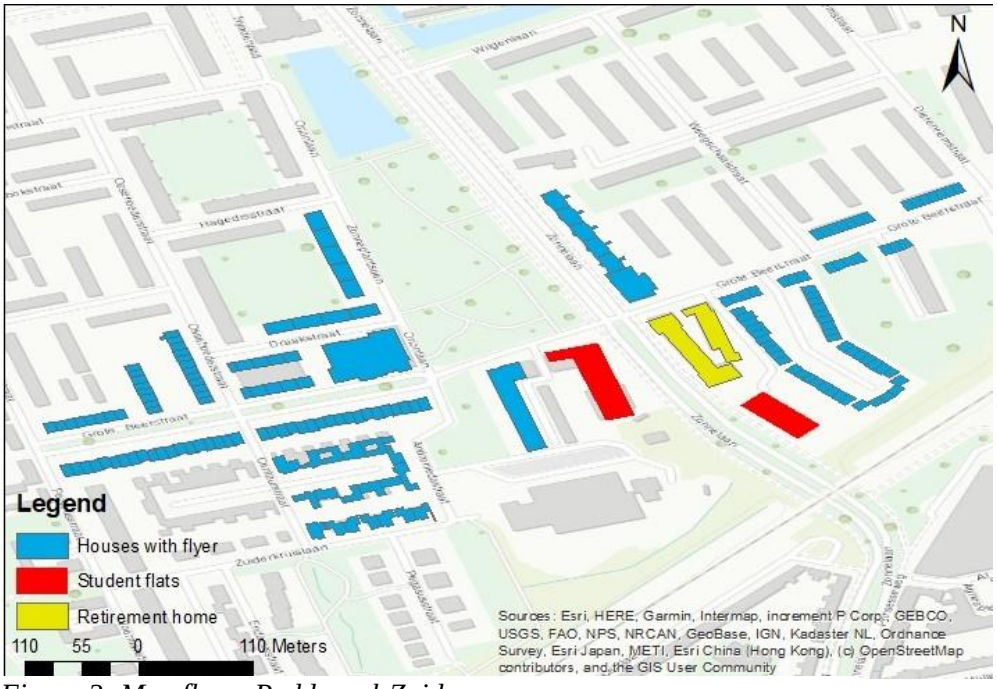

Figure 3: Map flyers Paddepoel-Zuid

Figure 4: Situation Paddepoel-Zuid with the 2 student flats in the background (Google Maps ,2020)

Figure 5: Situation Tuinwijk (Google Maps, 2020)

3.3 Operationalization and data analysis

The software for the online survey that has been used is called Qualtrics. This survey program has been used by many researchers of the University of Groningen and is proven to be a suitable program to conduct surveys. A link and a QR-code were provided on the flyer to direct the respondent to the survey. By providing a link to the survey instead of an paper based survey, the respondent has little effort in handing it in. Another advantage is that the respondent can fill in the survey when it suits him/her best (Clifford et al., 2016).

The survey questions can be found in the appendix (section 8.1). The survey will help to answer two of the four sub-questions as stated in section 1.2 of this research. The first two sub-questions: *What is studentification?* and *What is the impact of purpose-built student accommodation and housing in multiple occupation on the living pleasure of established residents in a neighbourhood?*, will be answered by doing a literature review. The data analysis scheme (Figure 6) shows in what order the survey has been constructed. A literature review on moving intentions has been done to come up with several reasons to move that have been used as plausible answer choices in the survey. The majority of the residential moving intentions mentioned in section 2.2 have been used as answer options for the question what reasons residents have to move. After this literature review the questionnaire has been constructed, tested, modified and tested again. Subsequently, the data collection took place by distributing the survey using flyers and community groups and WhatsApp groups. For the data analysis there has been made use of descriptive and inferential statistics, as will be further elaborated on below. Conclusions will be drawn from these statistical analyses and the literature review performed in Chapter 2 of this research.

The answer to the question: ***What influences the tendency of households to move and to what degree is studentification one of them?***, will be derived directly from the survey. The survey first explores on the general moving intentions of residents, which will be followed by more in-depth questions about the relationship between the effects of students and the respondents' moving intentions. The survey will be ended by a ranking question where the respondent has to rank his or her intentions to move, students in the neighbourhood will be one of the options. This question will show on what position the effects of students in the neighbourhood will be in regard to the other possible moving intentions.

The last sub-question is: ***Is there a difference in to what extent studentification has been a reason to move between households in streets with purpose-built student accommodation and streets with housing in multiple occupation?***. This sub-question cannot be directly derived from the survey, but will be answered by doing statistical analyses. To answer this question inferential statistical tests will be used. The Chi-square test and the Mann-Whitney test are the most suitable to answer this question. The Chi-square test has been used to analyze Question 14. This test can be used for nominal or ordinal variables and compares the observed counts with the expected counts (Burt et al., 2009). To meet the requirements of the Chi-square test, the categories 1 to 5 and 6 to 10 of Question 14 have been merged in two categories instead of ten. The Mann-Whitney test has been used to analyze Question 15 of the survey. This test is suitable for ordinal variables and tests whether the medians for two populations are equal (Burt et al., 2009). A confidence interval of 95% will be used for both tests (p-value: 0.05). There will be a difference between Paddepoel-Zuid and the Tuinwijk, if these tests turn out to be significant.

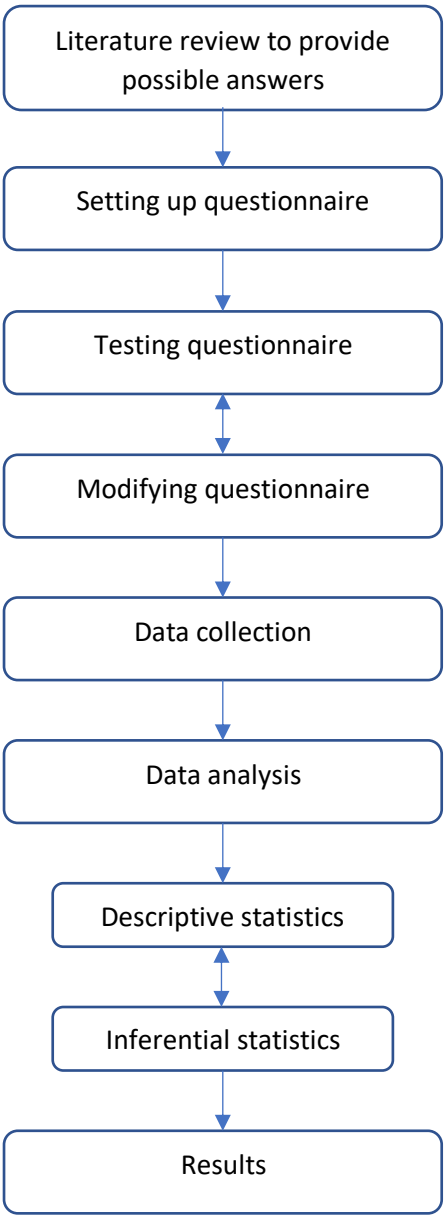

Figure 6: Data Analysis Scheme

3.4 Ethical considerations

This research is partly based on a literature review, but knowledge for this research is mostly acquired via primary data collection. It is important to consider the collection of the data, the storage and how it will be used. The survey has been automatically anonymized by the program Qualtrics. Respondents had to fill in that they agree with the terms and conditions of the survey. The results of the survey will be used for my research and these results of my research may be shared with the municipality of Groningen as an advice. All respondents that filled in the survey were aware of and agreed on these terms. Besides this, the survey was held entirely anonymously and voluntarily, the respondents were by no means forced to fill in this survey.

The data gathered from the survey will be solely used for my research. The data will not be shared with third parties and will be stored on a secured file on a secured laptop.

4. Results

Section 4.1 will show whether studentification contributes to the tendency to move of local residents. This will be followed by a discussion on whether residents that perceive negative effects of students have a higher tendency to move. The results section will end with the results of the statistical tests on the difference between Paddepoel-Zuid and the Tuinwijk and what these results entail.

By looking at the respondent characteristics, in both neighbourhoods roughly 40% is male and 60% is female. The age of the respondents are between 23 and 89 years with the majority being between 30 to 50 years. In both neighbourhoods the majority of the households consists of partners either with or without kids. In the neighbourhood of Paddepoel-Zuid 29 out of 42 respondents live next to or in a street with a student flat. In addition, in the neighbourhood of the Tuinwijk 28 out of 52 respondents lives next to or in a street with student houses. These respondent characteristics correspond mostly with the general data about both neighbourhoods from the municipality of Groningen (Gronometer, 2020).

4.1 Influence of studentification on tendency to move

There are different reasons to move, as indicated in section 2.2. In the results of the survey the options: ‘change in income’; ‘change in household composition’; and ‘job-related moving intentions’ can be seen as the most decisive reasons to move. Next to the given answer options the most mentioned reasons to move formulated by the respondents are: more space; a (bigger) garden; and physical disabilities that could force people to leave their house.

These results correspond with the results of the national research on housing in the Netherlands. The most decisive reasons to move for residents in the Netherlands are: change in household composition and job-related reasons to move (Ministerie van Binnenlandse Zaken en Koninkrijksrelaties, 2019). These reasons to move differ per stage of life (e.g. <35 years; 35-64; >65). When people are younger reasons like marriage or getting children are reasons to move, while older people think more about their health (De Groot et al., 2011; Ministerie van Binnenlandse Zaken en Koninkrijksrelaties, 2019).

Approximately 10 to 15% of the respondents indicated that students in the neighbourhood influence their moving intentions. On the same question, more than 50% of the respondents answered that these students have no influence on their moving intentions (Figure 7). The result of another question in the survey showed that 28.7% of the respondents put the reason ‘students in the neighbourhood’ in the top 3 of their reasons to move (Figure 8.). This is a substantial amount of respondents that answer with that studentification indeed has some influence on their intentions to move. In other words studentification has to a certain degree influence on the moving intentions of established residents, but it is not one of the biggest reasons to move. The majority of the respondents that indicated on both questions that students contribute to their intention to move is between the age of 29 and 35 years. This corresponds with the fact that younger people tend to move faster and have other reasons to move than older people (De Groot et al., 2011).

According to the respondents, communication with students and participation in community-based activities is crucial. As long as there is communication with students the residents are willing to accept several things, e.g. parties during weekends/weekdays. As well as, when students get involved in the neighbourhood/community there will be more tolerance between students and the other residents is the approach.

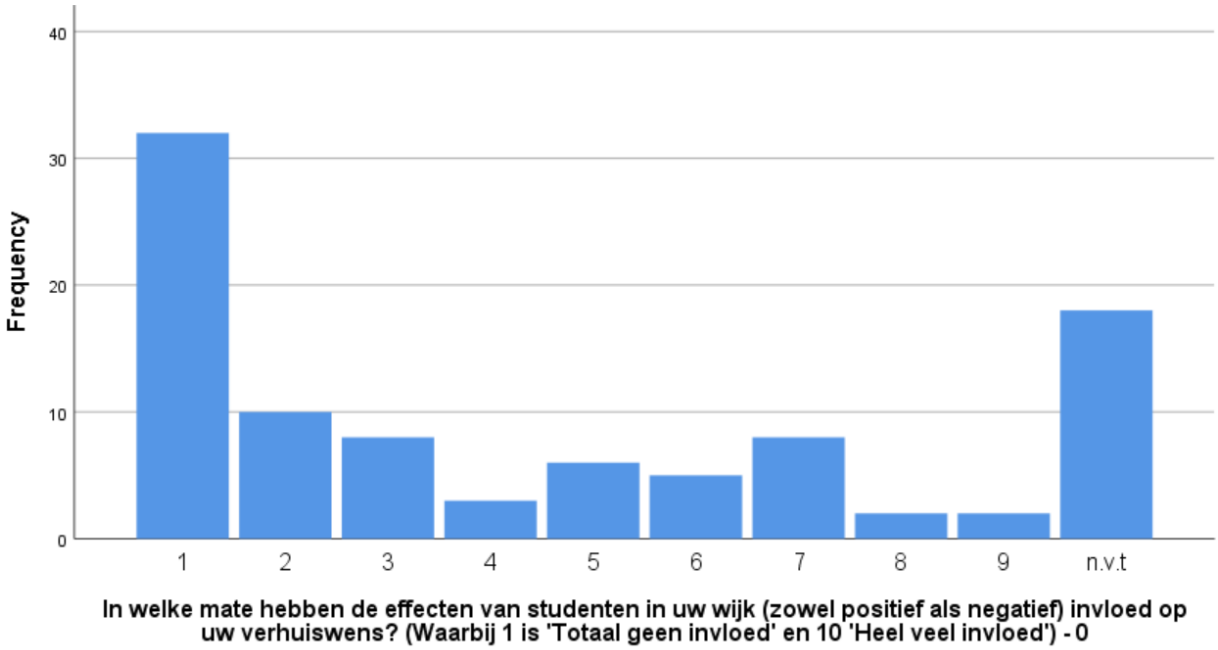

Figure 7: Results Question 14

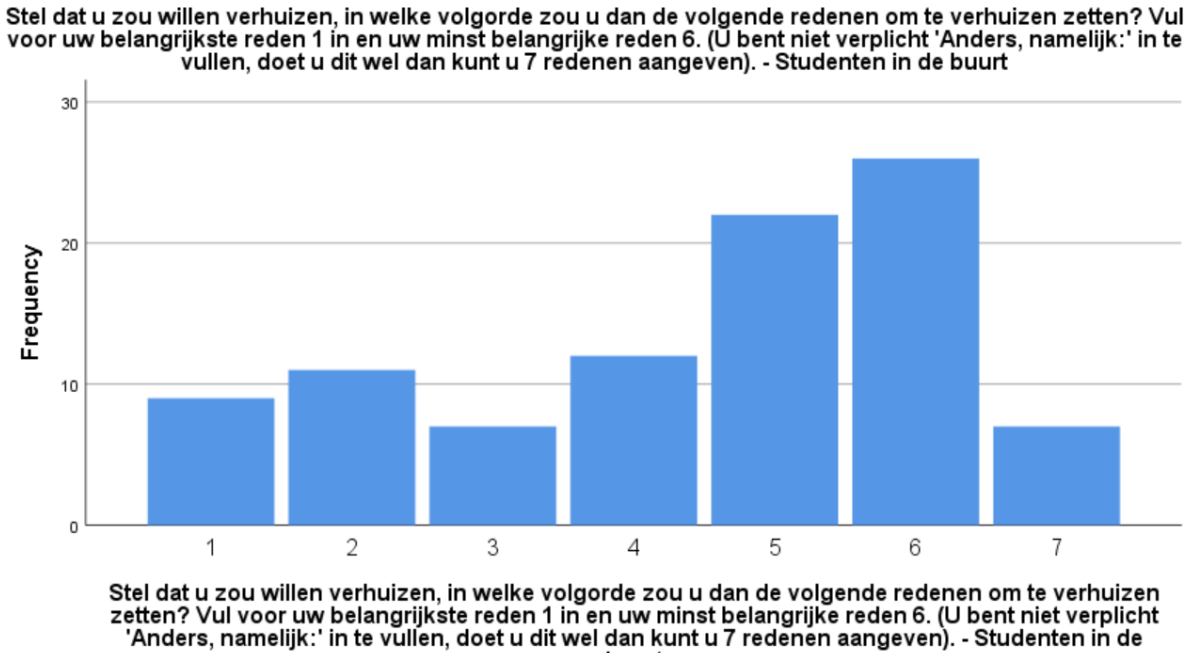

Figure 8: Results Question 15

4.2 Do people that perceive negative effects from students also have more intention to move?

The results of the survey showed that 19 of the 94 respondents experience negative effects from students. The majority of these respondents live in the Tuinwijk, whereas 6 of the respondents live in Paddepoel-Zuid. In both neighbourhoods, noise nuisance during night time was the negative effect most mentioned by the respondents. Other negative effects from students, according to the respondents, are: littering, neglected gardens, noise nuisance during day time and parked bicycles. This complies with the findings presented in Table 1.

A vast majority of the 19 respondents that perceive negative effects from students are between 30 and 45 years old and do have homeownership. 11 of these respondents believe these negative effects would be a reason to move. Subsequently, 8 of these 11 respondents do experience negative effects of students, believe that these negative effects contribute to the intention to move and are currently considering moving.

On the question of whether a respondent experiences negative effects from students, several respondents answered with 'neutral'. However, 5 of the respondents that filled in 'neutral' did agree that negative effects of students contribute to their intention move. This result makes that 17% of all respondents would consider the negative effects of students a reason to move. These results give an indication that negative effects of students can contribute to the intention to move of a small group of established residents.

4.3 Difference between Paddepoel-Zuid and the Tuinwijk

This section will discuss whether there is a difference in the tendency to move due to studentification between the neighbourhood of Paddepoel-Zuid and the Tuinwijk. After performing the Chi-Square test and the Mann-Whitney test on the data of the survey, both tests showed a p-value greater than 0.05 (section 8.6). This means that both tests are insignificant and the null-hypotheses (no difference between Paddepoel-Zuid and Tuinwijk) cannot be rejected. For my research this means that there is no statistical evidence that there is a difference in to what extent studentification has been a reason to move between households in streets with PBSA and streets with HMO. This does not mean that there is no difference between the two neighbourhoods, but the results of this research will not be able to proof this difference.

Several researches showed that there is a difference in the perceived negative effects of students by established residents living in a neighbourhood with PBSA and a neighbourhood with HMO. Garmendia et al. (2012) argued that PBSA causes less nuisance of students on street level; Smith & Holt (2007) argued that PBSA can be used for gentrification purposes, what would suggest that PBSA brings less negative effects than HMO. Other researches proposed PBSA as a solution to mitigate the effects of students on street level and provide housing for a growing number of students (Sage et al., 2012). Although in this research of Sage et al. (2012) it has been discussed that cities should be careful in positioning PBSA.

These researches share the results that the effects of HMO and PBSA are perceived differently by established residents living around them. This brings up the expectation that the impact of students on the moving intentions of established residents would differ. However, the results of this research are not statistically capable of showing this difference between Paddepoel-Zuid and the Tuinwijk.

Finally, one of the respondents came up with a possible solution for the problem of gated communities as formulated by Hubbard (2009). One of the student flats in Paddepoel-Zuid has an office of the property manager on the ground floor. Residents living in close proximity to this student flat can reach out to this office with questions and complaints about the students living in this flat. The employees of

this office then discuss these complaints with the students. To conclude, it would be recommended for future PBSA to have a central point of contact for the residents living close to this PBSA.

5. Conclusion

The aim of this research was to investigate the question: *To what extent is studentification part of the residential moving intentions of households in the city of Groningen?* This question has been answered by doing a literature review and quantitative research.

By studying literature the essence of studentification has been formulated: the input of students in a neighbourhood/street comes with social, economic, physical and cultural transformations. The majority of the established residents perceive these transformations as something negative. According to these established residents, students come with e.g. noise nuisance, littering, neglecting gardens, etc. There are two forms of studentification, known as housing in multiple occupation (HMO) and purpose built student accommodation (PBSA). Housing in multiple occupation has more impact on street level than purpose-built student accommodation, since PBSA can be seen as vertical studentification. However, although PBSA can be seen as vertical studentification, this does not necessarily guarantee that there will be no negative effects from students experienced in a neighbourhood with PBSA. The main problem, mentioned by Hubbard (2009), is that PBSA can be discerned as gated communities.

The results of the survey showed that students in the neighbourhood can contribute to the intention to move of established residents. A decent amount of the respondents (28.7%) positioned students in the neighbourhood in their top 3 reasons to move, together with the result that 10% to 15% of the respondents agree that the effects of students contribute to their intention to move. Besides this, 11 respondents (11.7%) experience negative effects from students and believe that these effects can be a reason to move. The conclusion from these results will be that studentification has an impact on the intention to move, but it will be of limited impact. The majority of the established residents do not perceive studentification as a decisive factor in their intention to move.

Several studies show that there is a difference in the perceived negative effects between a HMO neighourhood and a PBSA neighbourhood. However, from the results of this research it cannot be concluded that there is a statistically significant difference between a HMO neighbourhood and a PBSA neighbourhood regarding the impact of negative effects on the moving intentions of established residents.

6. Discussion

This research has been conducted during the Corona pandemic and the national ‘intelligent’ lockdown of the Netherlands. This may have influenced the quantity and quality of the results. Besides this, the distribution of the survey happened in the month of April, approximately 3 to 4 weeks after the national lockdown had been declared. It is likely that this lockdown influenced the quality of the data, since in these weeks prior to the distribution of the survey many students might have moved back to their parents’ house. Also, the amount of parties probably decreased during the lockdown. This might also explain why there has been found no difference between Paddepoel-Zuid and the Tuinwijk, since the negative effects of students on street level might have decreased during the lockdown. A suggestion would be to repeat a similar research when student life has flourished again.

The main message to the municipality is that studentification has a, although limited, impact on the intentions of residents to move. Further research is necessary to decide on whether there is a difference between PBSA and HMO.

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8. Appendix

8.1 Questionnaire Design

Introduction

Beste heer/mevrouw,

Mijn naam is Simon, ik ben student aan de opleiding Technische Planologie aan de Rijksuniversiteit Groningen. Ik zit in het derde jaar van mijn opleiding. Voor mijn scriptie doe ik onderzoek naar het woonplezier en de verhuiswensen van bewoners in de Tuinwijk en Paddepoel-Zuid.

Ondanks de omstandigheden rondom het Coronavirus, gaan de deadlines van de universiteit gewoon door. Ik zou het daarom ook ontzettend waarderen als u deze 5-10 minuten durende enquête zou kunnen invullen (1 per huishouden). Hiermee helpt u mij de beste resultaten te behalen voor mijn onderzoek. De enquête kan geheel anoniem worden ingevuld. Er wordt zorgvuldig omgegaan met de informatie.

Als u student bent, gelieve de enquête **niet** in te vullen.

Alvast hartelijk dank voor uw medewerking.

Voor vragen en/of opmerkingen kunt u altijd contact met mij opnemen via:
s.h.pot@student.rug.nl

Informed consent

Bij het invullen van deze enquête gaat u ermee akkoord dat de resultaten gebruikt zullen worden voor mijn onderzoek. De resultaten van deze enquête kunnen worden gebruikt voor verder onderzoek en de uitkomst van mijn onderzoek zal als advies aan de gemeente Groningen worden gegeven. Deze enquête zal volledig anoniem gehouden worden.

- Ik geef toestemming

Q1: Wat is uw geslacht?

- Man
- Vrouw
- Anders

Q2: Wat is uw leeftijd?

_____

Q3: Woont u in een koophuis of huurhuis?

- Koophuis
- Huurhuis

Q4: Hoe ziet uw huishouden eruit?

- Alleenstaand
- Samenwonend met partner

- Samenwonend met partner en kinderen
- Alleenstaand met kinderen

Q5: In welke wijk woont u?

- Paddepoel-Zuid
- Tuinwijk

Q6: Hoe lang woont u in deze wijk?

- Korter dan 1 jaar
- 1-2 jaar
- 3-5 jaar
- 6-10 jaar
- 11-20 jaar
- 21-30 jaar
- 30+ jaar

Q7: Hoe zou u de buurt omschrijven? Ik vind het vooral een buurt met …

- Gezinnen met kleine kinderen
- Studenten
- Ouderen
- Alleenstaanden
- Anders, namelijk: _____

Q8: Zou u dit statement in kunnen vullen?: Ik ervaar positieve effecten van de studenten in mijn buurt.

- Sterk mee oneens
- Oneens
- Neutraal
- Eens
- Sterk mee eens

Q8.1: Indien ingevuld 'eens' of 'sterk mee eens', wat voor positieve effecten ervaart u? (Meerdere antwoorden mogelijk)

- Studenten brengen levendigheid in de buurt
- Studenten organiseren activiteiten
- Studenten brengen sfeer in de buurt
- Studenten zorgen ervoor dat er meer voorzieningen in de buurt blijven
- Anders, namelijk: _____

Q9: Zou u dit statement in kunnen vullen?: Ik ervaar negatieve effecten van de studenten in mijn buurt.

- Sterk mee oneens
- Oneens
- Neutraal
- Eens
- Sterk mee eens

Q9.1: Indien ingevuld 'eens' of 'sterk mee eens', wat voor negatieve effecten ervaart u? (Meerdere antwoorden mogelijk)

- Afval laten rondslingeren
- Verwaarloosde tuinen
- Geluidsoverlast 's nachts
- Geluidsoverlast overdag
- Geparkeerde fietsen
- Anders, namelijk: _____

Q10: Ziet u in de periode dat u in deze wijk woont een verschuiving van de samenstelling van bewoners? (Bijvoorbeeld meer studenten, minder ouderen, meer kinderen, etc.)

- Ja
- Nee

Q10.1: Indien ingevuld 'ja', hoe ziet deze verschuiving er volgens u uit? (Meerdere antwoorden mogelijk)

- Toename aantal studenten
- Afname aantal studenten
- Toename aantal ouderen
- Afname aantal ouderen
- Toename aantal gezinnen
- Afname aantal gezinnen
- Toename alleenstaanden
- Afname alleenstaanden
- Anders, namelijk: _____

Q11: Waar woont u ten opzichte van studenten? (Meerdere antwoorden mogelijk)

- Ik woon naast een studentenflat
- Ik woon naast een studentenhuis
- In mijn straat wonen studenten in een studentenflat
- In mijn straat wonen studenten in studentenhuizen
- In mijn flat wonen studenten
- In mijn wijk wonen wel studenten, maar niet in mijn straat
- Anders, namelijk: _____

Q12: Zou u dit statement in kunnen vullen?: Ik denk aan verhuizen.

- Nooit
- Zelden
- Soms
- Vaak
- Heel vaak

Q12.1: Indien ingevuld 'soms', 'vaak' of 'heel vaak', hoe sterk is deze intentie om te verhuizen?

- Ik denk aan verhuizen, maar heb nog niet concreet gezocht naar een andere woning
- Ik kijk 1 of 2 keer per maand naar andere woningen

- Ik kijk elke week naar andere woningen
- Ik zoek actief naar een andere woning op bijvoorbeeld Funda of verhuursites

Q12.2: Indien ingevuld 'soms', 'vaak' of 'heel vaak', wat zouden voor u de redenen zijn om te verhuizen? (Meerdere antwoorden mogelijk)

- Inkomensverandering
- Verandering in gezinssamenstelling
- Verandering van baan
- Verandering van sociale voorzieningen in de wijk
- Aantal studenten in de buurt
- Veranderingen op de woningmarkt (bijvoorbeeld: van huur naar koop)
- Anders, namelijk: _____

Q13: Als u heeft aangegeven dat u negatieve effecten van studenten ervaart, zouden deze negatieve effecten van studenten in uw straat/wijk een reden voor u kunnen zijn om te verhuizen?

- Ja
- Nee
- Ik ervaar geen negatieve effecten van studenten

Q14: In welke mate hebben de effecten van studenten in uw wijk (zowel positief als negatief) invloed op uw verhuiswens? (Waarbij 1 is 'totaal geen invloed' en 10 'heel veel invloed')

- 1 – Totaal geen invloed
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10 – Heel veel invloed
- N.v.t

Q15: Stel dat u zou willen verhuizen, in welke volgorde zou u dan de volgende redenen om te verhuizen zetten? Vul voor uw belangrijkste reden 1 in en uw minst belangrijke reden 6. (U bent niet verplicht 'Anders, namelijk:' in te vullen, doet u dit wel dan kunt u 7 redenen aangeven)

- Verandering in inkomen: 1 – 2 – 3 – 4 – 5 – 6 – 7
- Verandering in gezinssamenstelling: 1 – 2 – 3 – 4 – 5 – 6 – 7
- Werk gerelateerde redenen 1 – 2 – 3 – 4 – 5 – 6 – 7
- Veranderingen in de voorzieningen in de buurt: 1 – 2 – 3 – 4 – 5 – 6 – 7
- Studenten in de buurt: 1 – 2 – 3 – 4 – 5 – 6 – 7
- Veranderingen op de woningmarkt: 1 – 2 – 3 – 4 – 5 – 6 – 7
- Anders, namelijk: _____ 1 – 2 – 3 – 4 – 5 – 6 – 7

Q16: Zijn er nog andere punten die u van belang vindt voor het onderzoek naar woonplezier en verhuiswensen van huishoudens die dichtbij studenten wonen?

_____

Q17: Heeft u verder nog op- of aanmerkingen?

_____

End of survey

Hartelijk dank voor het invullen van deze enquête!

Als u vragen en/of opmerkingen heeft kunt u altijd contact met mij opnemen via:
s.h.pot@student.rug.nl

8.2 Flyer


Onderzoek naar het woonplezier en verhuiswensen
Beste bewoner,
Mijn naam is Simon, ik ben een student aan de opleiding Technische Planologie aan de Rijksuniversiteit Groningen. Voor mijn scriptie doe ik onderzoek naar het woonplezier en de verhuiswensen van bewoners in de Tuinwijk en Paddepoel Zuid.
Ondanks de omstandigheden rondom het Coronavirus, gaan de deadlines van de Rijksuniversiteit gewoon door, ik zou het dan ook waarderen als u de enquête zou kunnen invullen (1 per huishouden). U zou me erg helpen met mijn onderzoek, zo helpt u mij mee de beste resultaten te behalen! De enquête duurt 5-10 minuten. De enquête zal geheel anoniem worden ingevuld. Als u de enquête al heeft ingevuld, wil ik u hartelijk bedanken aan het meewerken aan mijn onderzoek en hoeft u de enquête niet nogmaals in te vullen. Ook studenten hoeven de enquête niet in te vullen.
Voor vragen en/of opmerkingen kunt u altijd contact met mij opnemen via: s.h.pot@student.rug.nl
university of groningen
faculty of spatial sciences
U KUNT DE ENQUÊTE VOOR ME INVULLEN DOOR OP UW TELEFOON/IPAD UW CAMERA TE OPENEN EN DE QR-CODE TE SCANNEN.
ALS DIT NIET WERKT, KUNT U DE LINK OVERTYPEN OP UW TELEFOON/IPAD/LAPTOP
https://bit.ly/3bRsTb6

8.3 Results introduction

Wat is uw geslacht?

In welke wijk woont u?			Frequency	Percent	Valid Percent	Cumulative Percent
Paddepoel-Zuid	Valid	Man	17	40,5	40,5	40,5
		Vrouw	25	59,5	59,5	100,0
		Total	42	100,0	100,0	
Tuinwijk	Valid	Man	20	38,5	38,5	38,5
		Vrouw	32	61,5	61,5	100,0
		Total	52	100,0	100,0	

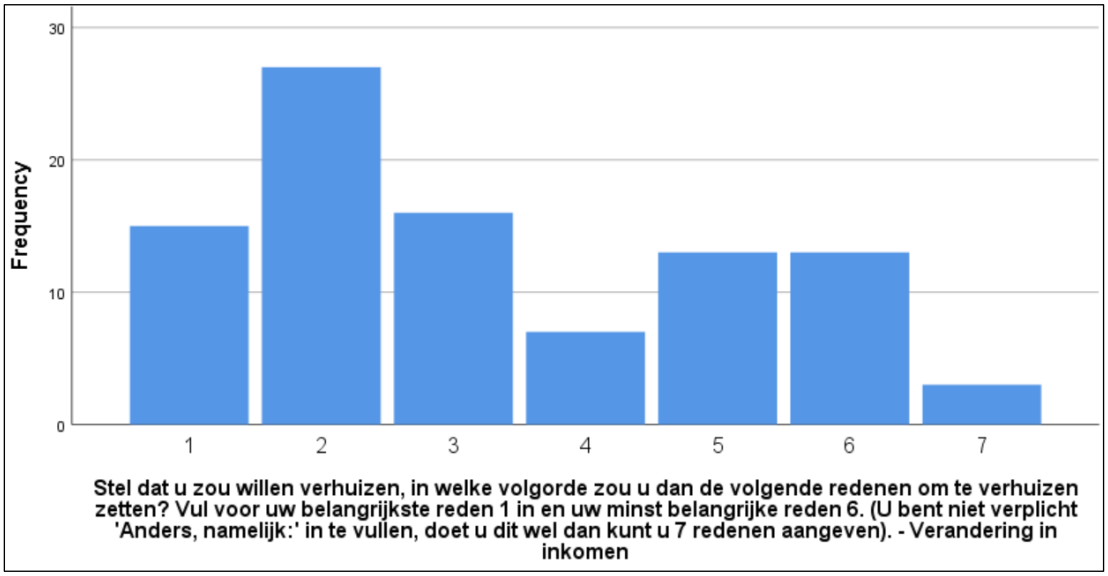
Woont u in een koophuis of in een huurhuis?

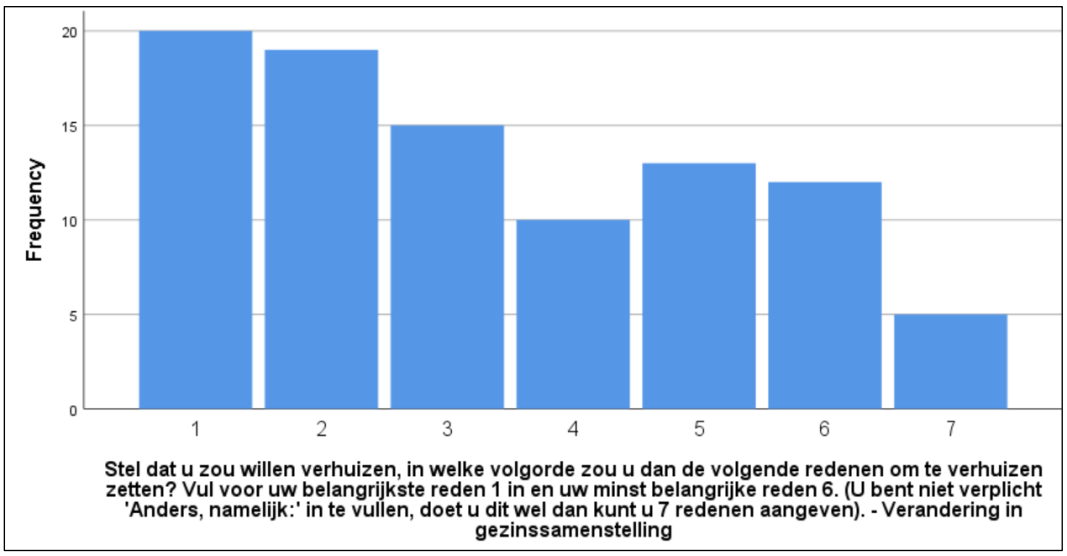
In welke wijk woont u?			Frequency	Percent	Valid Percent	Cumulative Percent
Paddepoel-Zuid	Valid	Koophuis	32	76,2	76,2	76,2
		Huurhuis	10	23,8	23,8	100,0
		Total	42	100,0	100,0	
Tuinwijk	Valid	Koophuis	29	55,8	55,8	55,8
		Huurhuis	23	44,2	44,2	100,0
		Total	52	100,0	100,0	

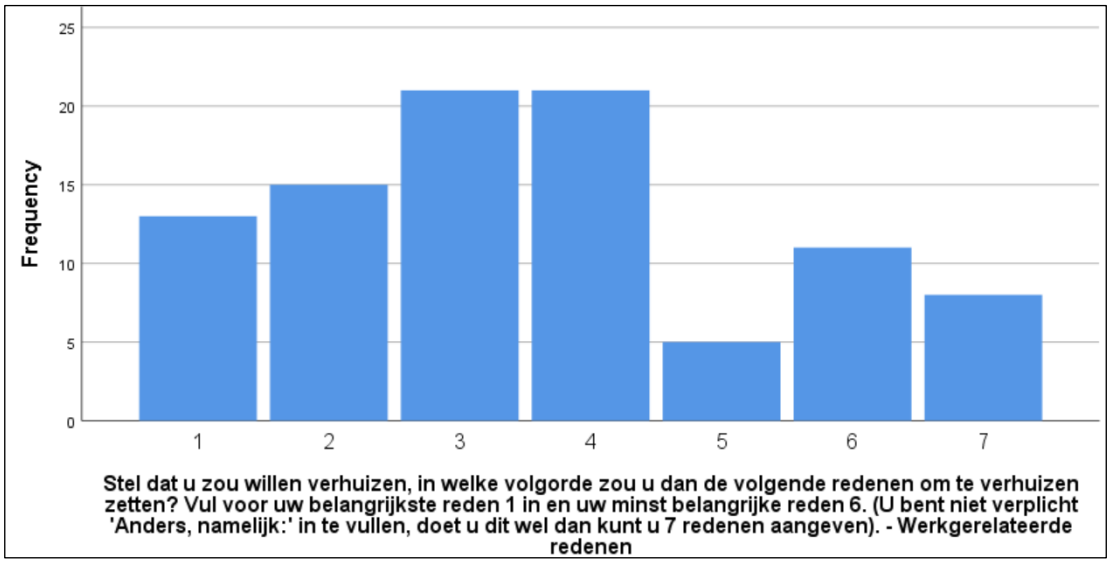
Hoe ziet uw huishouden eruit?

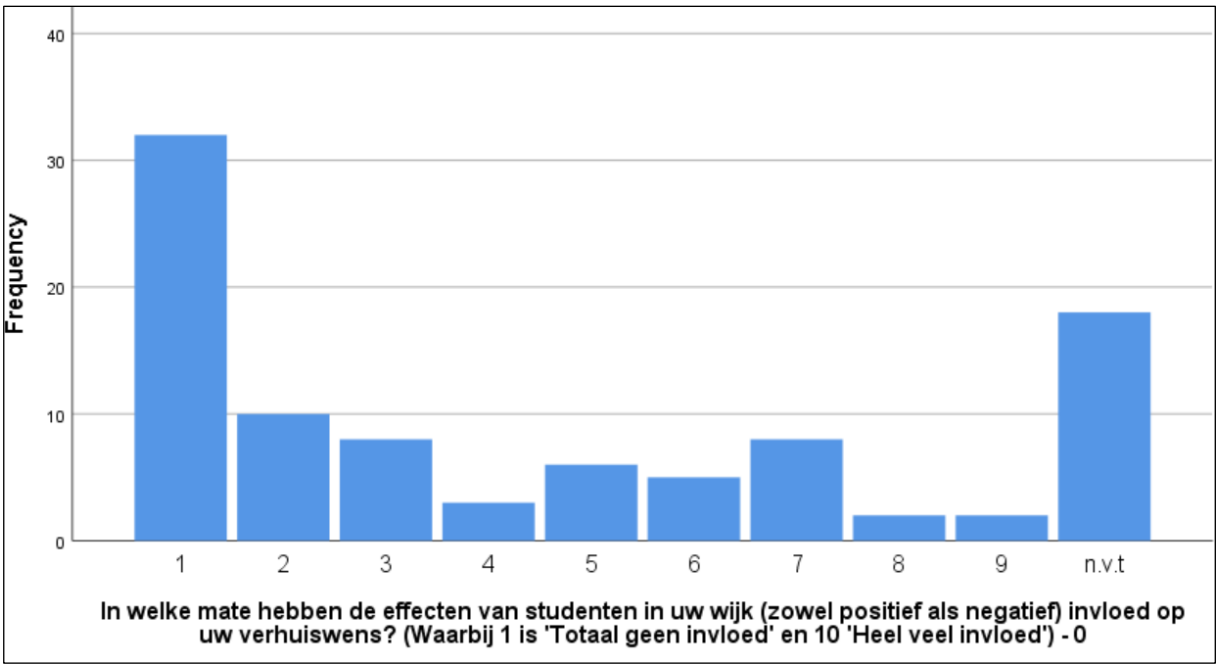
In welke wijk woont u?			Frequency	Percent	Valid Percent	Cumulative Percent
Paddepoel-Zuid	Valid	Alleenstaand	13	31,0	31,0	31,0
		Samenwonend met partner	15	35,7	35,7	66,7
		Samenwonend met partner en kinderen	13	31,0	31,0	97,6
		Alleenstaand met kinderen	1	2,4	2,4	100,0
		Total	42	100,0	100,0	
Tuinwijk	Valid	Alleenstaand	18	34,6	34,6	34,6
		Samenwonend met partner	17	32,7	32,7	67,3
		Samenwonend met partner en kinderen	13	25,0	25,0	92,3
		Alleenstaand met kinderen	4	7,7	7,7	100,0
		Total	52	100,0	100,0	

8.4 Results section 4.1



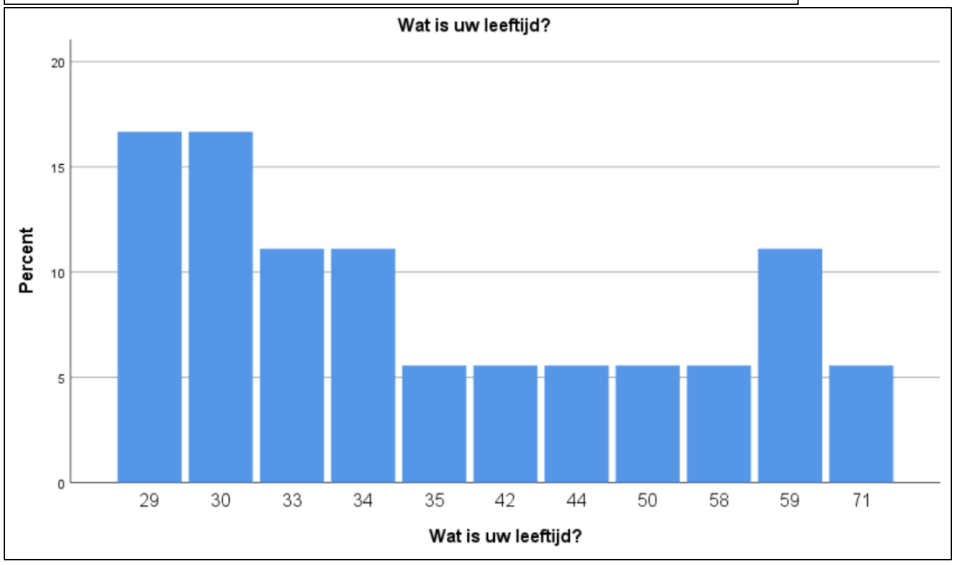






Stel dat u zou willen verhuizen, in welke volgorde zou u dan de volgende redenen om te verhuizen zetten? Vul voor uw belangrijkste reden 1 in en uw minst belangrijke reden 6. (U bent niet verplicht 'Anders, namelijk:' in te vullen, doet u dit wel dan kunt u 7 redenen aangeven). - Studenten in de buurt

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	9,6	9,6	9,6
	2	11	11,7	11,7	21,3
	3	7	7,4	7,4	28,7
	4	12	12,8	12,8	41,5
	5	22	23,4	23,4	64,9
	6	26	27,7	27,7	92,6
	7	7	7,4	7,4	100,0
	Total	94	100,0	100,0	



8.5 Results section 4.2

Zou u dit statement in kunnen vullen? - Ik ervaar negatieve effecten van de studenten in mijn buurt.

In welke wijk woont u?			Frequency	Percent	Valid Percent	Cumulative Percent
Paddepoel-Zuid	Valid	Sterk mee oneens	1	2,4	2,4	2,4
		Oneens	14	33,3	33,3	35,7
		Neutraal	21	50,0	50,0	85,7
		Eens	6	14,3	14,3	100,0
		Total	42	100,0	100,0	
Tuinwijk	Valid	Sterk mee oneens	7	13,5	13,5	13,5
		Oneens	6	11,5	11,5	25,0
		Neutraal	26	50,0	50,0	75,0
		Eens	11	21,2	21,2	96,2
		Sterk mee eens	2	3,8	3,8	100,0
		Total	52	100,0	100,0	

Wat voor negatieve effecten ervaart u? (Meerdere antwoorden mogelijk) - Selected Choice Afval laten rondslingeren

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Afval laten rondslingeren	8	8,5	100,0	100,0
Missing	System	86	91,5		
Total		94	100,0		

Wat voor negatieve effecten ervaart u? (Meerdere antwoorden mogelijk) - Selected Choice Verwaarloosde tuinen

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Verwaarloosde tuinen	5	5,3	100,0	100,0
Missing	System	89	94,7		
Total		94	100,0		

Wat voor negatieve effecten ervaart u? (Meerdere antwoorden mogelijk) - Selected Choice Geluidsoverlast 's nachts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Geluidsoverlast 's nachts	15	16,0	100,0	100,0
Missing	System	79	84,0		
Total		94	100,0		

Wat voor negatieve effecten ervaart u? (Meerdere antwoorden mogelijk) - Selected Choice Geluidsoverlast overdag

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Geluidsoverlast overdag	7	7,4	100,0	100,0
Missing	System	87	92,6		
Total		94	100,0		

Wat voor negatieve effecten ervaart u? (Meerdere antwoorden mogelijk) - Selected Choice Geparkeerde fietsen

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Geparkeerde fietsen	8	8,5	100,0	100,0
Missing	System	86	91,5		
Total		94	100,0		

Wat voor negatieve effecten ervaart u? (Meerdere antwoorden mogelijk) - Selected Choice Anders, namelijk:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Anders, namelijk:	2	2,1	100,0	100,0
Missing	System	92	97,9		
Total		94	100,0		

Als u heeft aangegeven dat u negatieve effecten van studenten ervaart, zouden deze negatieve effecten van studenten in uw straat/wijk een reden voor u kunnen zijn om te verhuizen?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ja	16	17,0	17,0	17,0
	Nee	24	25,5	25,5	42,6
	Ik ervaar geen negatieve effecten van studenten	54	57,4	57,4	100,0
	Total	94	100,0	100,0	

8.6 Results section 4.3

Q23_combined_2 * In welke wijk woont u? Crosstabulation

Count

		In welke wijk woont u?		
		Paddepoel-Zuid	Tuinwijk	Total
Q23_combined_2	1 t/m 5	27	32	59
	6 t/m 10	6	11	17
	n.v.t.	9	9	18
Total		42	52	94

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	,840[a]	2	,657
Likelihood Ratio	,851	2	,653
Linear-by-Linear Association	,007	1	,934
N of Valid Cases	94		

a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 7,60.

Mann-Whitney Test

Ranks

	In welke wijk woont u?	N	Mean Rank	Sum of Ranks
Stel dat u zou willen verhuizen, in welke volgorde zou u dan de volgende redenen om te verhuizen zetten? Vul voor uw belangrijkste reden 1 in en uw minst belangrijke reden 6. (U bent niet verplicht 'Anders, namelijk:' in te vullen, doet u dit wel dan kunt u 7 redenen aangeven). - Studenten in de buurt	Paddepoel-Zuid	42	51,93	2181,00
	Tuinwijk	52	43,92	2284,00
	Total	94		

Test Statistics[a]

	Stel dat u zou willen verhuizen, in welke volgorde zou u dan de volgende redenen om te verhuizen zetten? Vul voor uw belangrijkste reden 1 in en uw minst belangrijke reden 6. (U bent niet verplicht 'Anders, namelijk:' in te vullen, doet u dit wel dan kunt u 7 redenen aangeven). - Studenten in de buurt
Mann-Whitney U	906,000
Wilcoxon W	2284,000
Z	-1,443
Asymp. Sig. (2-tailed)	,149

a. Grouping Variable: In welke wijk woont u?