

A multiform perspective of being 'a student'; what does the stereotype say?

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July 2020

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Abstract

The city of Groningen is characterized by the presence of students. The municipality relies their studentification policy on a standard image of those students. Often, this stereotype is dominated by negative assumptions. The influence of students on a neighbourhood is experienced negatively, but it seems that the stereotype is overgeneralizing in nature. In this study, 124 students were asked to their level of identification with several 'student lifestyle'-symbolizing statements. Many students did not identify themselves with the stereotype and there seem to be a difference between the individuals within this social group. However, there is also a difference found between the self-image of students and their self-reported behaviour. Without realizing, many students do behave according to the stereotype. It is important to identify in further research the specific causes of the negative image, to prevent exaggerating stereotypes that could harm individuals.

1. Introduction

'It is really ridiculous that beautiful houses are bought up in the beautiful streets and then turned into small rooms that are rented out to students for 500,- each. Then there is nothing done on maintenance. There has to be a maximum price per square meter. And beautiful old buildings must be mandatory maintained. And the gardens too.' (Citizen of Groningen, translated; woonvisie gemeente Groningen, 2016).

The municipality of Groningen estimates that there are approximately 40.000 students living in the city of Groningen (Onderzoek en Statistiek Groningen, 2019). In other words, about 20% of the total population of Groningen is considered to be a student, nationally the average is below 13%. One in five residents being a student means that this group will have its influence on the daily lives in Groningen. Additionally, following the expectations of the municipality, the large presence of this group of young people in the society of Groningen will continue for the coming years (see figure 1).

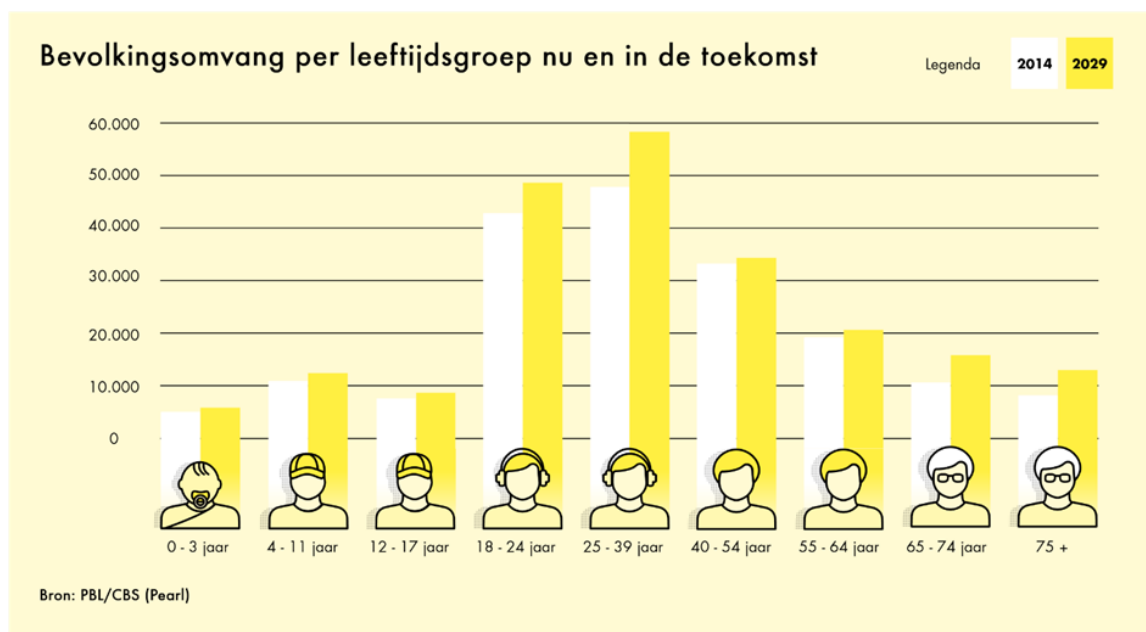


Figure 1, source: PBL/CBS (Pearl), 2019

According to a representative of the municipality of Groningen (M. Jansen, personal communication, March 2020), the number of housing units will not be problematic. However, a research of the municipality has found two other points of consideration (woonvisie gemeente Groningen, 2016). First, the participating students seemed not to be satisfied with the quality of their homes, since 58% of the students living in the city do have a desire to get a better place. Another interesting finding is that many students prefer to live in a high quality independent unit rather than the inner city 'shared student homes'.

The latter point is something that is also discussed in the international studentification debate. Analysing several studies (Holt, 2007; Smith, 2008; Sage et al., 2011; Munro & Livingstone, 2012; Hubbard, 2012; Holton, 2014), brings the conclusion that there are roughly three types of housing in which all students can be classified. Firstly, there is a group of students staying in their parental home and since their consuming behaviour is mainly shaped by their parents they are not part of the student community researched in this paper. Secondly, there is a group of students living in what Sage et al. (2011) call 'Housing Multiple Occupation' (HMO) and can be explained as family dwellings converted to (multiple) student houses. Finally, a part of the students live in what Sage et al. (2011) call 'Purpose Built Student

Accommodation' (PBSA), which are independent student houses (studio's) purposefully built for students.

There has been a shift in housing preferences for the last decade, in which students living in shared houses in the inner city have a desire for independent higher quality accommodations. This can be generally seen as a shift from HMO towards PBSA. The 29 PBSA-projects that were issued by the municipality of Groningen in 2015-2016 is a consequence of this shift (woonvisie gemeente Groningen, 2016). Something that Hubbard (2009) also found in the UK, since the demand of students has changed for the last decades. Students have an increasing desire for more luxury and the PBSA do fit that demand better than HMO, according to Hubbard.

It seems that the demand of an increasing group of students does not fit the societal image of the students. Students have been put in typical student housing for decades, however a part of the student community probably does not fit that stereotype anymore. It could be that this mismatch worsened the problematic consequences of studentification in Groningen. The municipality is expected to react on this following Rauws & Meelker (2019), who did an empirical research for the university of Groningen. On the basis of their exploration of the studentification of Groningen, they concluded that the studentification may negatively influence social cohesion, security, nuisance and the management of public spaces. Their explicit expectation is that policy makers and administrators in Groningen should respond. However, it should first become clear whether the leading stereotype corresponds to the actual behaviour of students. Then the distinction between the housing preference of the students (HMO-PBSA) should be considered and what influence this distinction has on the level of identification with the stereotype.

This brings us to the research question of this study: *To what extent has the living situation of students in the city of Groningen an influence on the level of identification with the stereotype of being a student?*

In order to answer this question, the following sub-questions will be examined:

- *To what extent do students in Groningen identify with the stereotype?*
- *How does this identification differ between people living in HMO's and people living in PBSA's?*
- *To what extent does the behaviour of students in Groningen reflect the existing stereotype?*

To be able to answer the research question, the topic needs to be explained a bit further. In the first section, the concept of studentification and its negative image is elaborated on. After that, a broader perspective on studentification is given. Followed by a chapter looking into the identification of students as individuals. Then a methodological section explains how the empirical data is collected and some ethical considerations are discussed. In the fifth part, the results of this study are given and explained. Finally in the last section, the findings will be discussed in order to answer the research question. To be followed with a short concluding section.

2. Studentification; why an issue?

A lot of research has been done on the increasing number of students living in inner cities and the effect of this on the original residents (Holton, 2017; Hubbard, 2009, 2012; Munro & Livingstone, 2011; Sage et al., 2011, 2013; Smith, 2006, 2008). This phenomenon of increasing influence of students on the daily lives of original residents is called 'studentification' among academia. The definition of the concept given by Smith (2008), who coined the term, is: *'the term is ubiquitously 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'*.

The term is a product of a broadening scope in gentrification research. While new types of revitalisation emerged the concept of gentrification needed to be expanded and developed (Smith, 2006). The term 'studentification' as a specific elaboration of gentrification is one of the most recent in this field. Probably too simplistic, but a clear definition used by Hubbard (2009) is 'the formation of student ghettos'. It means a concentration of people in higher education in distinct enclaves of university towns.

When reading about the topic of studentification the tone is predominantly non-nuanced; it is seen as a source of social and cultural conflicts. In the behavioural study of Holton (2017) he explains the 'exclusive geography' of students, characterised by late night activities, being noisy and a high alcohol consumption. His argumentation was inspired by the extensive investigation of Munro & Livingston (2011). They did a case study in five British cities and conclude with structurally appearing characteristics in all cases; distinctive lifestyles, visual pollution, degradation of the physical conditions of properties, neglect of gardens, fences and walls, lack of experience in managing a household (right disposal of rubbish, crime prevention, etc.), ghost towns during study breaks and a lack of community feeling to a neighbourhood. The analysis of other studies bring the same conclusions: Hubbard (2009) states that students are less concerned with maintenance of their houses, leads to littering and neglected gardens and Sage et al. (2012) write that off-street parking and the abundance of bicycles causes congested and chaotic streets.

However, since the aforementioned studies have a British perspective the applicability to the Netherlands must be examined. In the study of Rauws & Meelker (2019) they mention an increasing pressure on the housing market and infrastructure and nuisance from bikes and parties in Groningen. In addition, it seems that neighbourhoods that are attractive to students may become less attractive to other residents. This pushing effect on other residents was also visible in the neighbourhood of Selwerd (Groningen), which had an ongoing growth of students numbers until the municipality put a 'student-lock' on it (Lager & Van Hoven, 2019).

These social effects on the neighbourhoods can bring structural problems to the society. Lager & Van Hoven claims that the lack of neighbourhood feeling of students could impair the perceived quality of life of older residents. In the worst cases this can lead to deep social divided cities that no longer function naturally (Sage et al., 2013). This exclusive behaviour of students in contrast to 'others' in society creates friction. Holton (2017) claims that this makes students feel less attached to the place they live in and the other residents don't feel familiar to this group of students. The decrease in familiarity within a neighbourhood can be problematic since familiarity and social ties with neighbours may diminish the effects of neighbourhood disorder on fear and mistrust.

In the long run it may create unbalanced societies and fragmentation of original communities, according to Smith (2008). Smith even claims that the current 'positive gentrification' policy towards studentification creates a paradoxical situation in the British studentifying cities. He warns for the extinction of sustainable communities, because of the increasing number of students living there. It is this generalization in the literature that brings some questions about the understanding of studentification.

3. A broader perspective on studentification

The discourse of studentification seems quite uniform in its thinking about the concept. So do Sage et al. (2011) say that students of the UK now experience the cultural exclusivity of student hoods. Realizing that that group of students in the UK exists of about 2.4 million students, it is too simplistic to talk about one exclusive student hood.

Often students are seen as a community in society. A community is a group of people with personal and shared meanings that overlap in the struggle to distinguish themselves from other groups in society (Sampson & Goodrich, 2007). Many students probably have an agreement here because they are often (negatively) framed by 'others' (Holton, 2017; Hubbard, 2009; Munro & Livingston, 2011; Sage et al., 2011, 2013 and Smith, 2006, 2008). However, Cohen (1985) clearly states that individuals within a community search to express a shared identity. This suggests that terms like 'student hoods' need a critical look.

The possible overgeneralization was already mentioned by Hubbard (2006), stating that both the incoming student communities and the hosting (non-student) communities are overgeneralised in terms of socioeconomic profiles, degree of local engagement, tolerance and lifestyles. It is just unlikely that such a huge group (according to the CBS (2020) do the Netherlands have about 300.000 students enrolled in scientific education) is one community. Holton (2017) additionally states that a difference can be made between students who are in the initial period of their studies and students who are already in a further phase. Where the starters mainly behave according to the stereotype, but the older students hardly anymore.

Hubbard went on with the claim that students can also bring several positive impacts on their hosting environments. The examples he gives are prevention of serious depopulation, spending in the local economy and boosting sport facilities. Something that was substantiated by Munro & Livingston (2011) who found some student communities bringing significant and visible economic, cultural and social boosts to a city. Especially the boost to the sense of liveliness in a neighbourhood can lead to positive gentrification in a city (Allinson, 2006). According to Rauws & Meelker (2019) students are even the driving force behind the economic and social functionality of the city of Groningen. In the case of the neighbourhood Selwerd, the students seem to increase the vitality of the elderly (Lager & Van Hoven, 2019). The business and cheerful lifestyles of students can be entertainment for others. Although one should not downplay the nuisance of studentification, this nuance is interesting.

It could be clarifying to start looking at the individuals rather than the community as a whole. Each individual has structural characteristics that distinguish them from others following the five factor-model of Digman (1990). The Five Factor-model is a famous umbrella theory about human's personalities. In an extensive analysis in 1990, which was updated in 1997, Digman concluded that the personality of a person can be reduced to two main factors; socialization and personal growth. The first factor is determined in somebody's genetics and is hereditary. Whereas the second factor follows the idea of 'Nurturists' or empiricists who believe in a tabula rasa, which can be seen as a blank slate that will be 'filled' after we are born (McLeod, 2018). Meaning that externalities from the environment of a person influences the behaviour of that person.

The assumption in this thesis is that behaviour is at least partly determined by innate characteristics that one will carry with him throughout its life. Which means that living together does not by definition lead to the merging of behaviour and culture, but that it is also something that is enshrined in your personality. Several studies showed that the five factor-model can be used to predict and distinguish behaviour; Paunonen (2003) was able to predict consumption of alcohol and average grades on school and Blackburn et al. (2004) used the five factor-model to categorize the level of 'socialization' of a person. In the next section it will be examined whether students can also be classified in different groups using the model of Digman.

4. Who are 'the students'?

The way academics as Holton, Hubbard, Munro & Livingston, Sage et al. and Smith talk about students, can create a stereotyping picture of this social group in society in which some innocent individuals may be wrongfully harmed. It could be that individuals within the student community are even more victims of the behaviour of that community than they are perpetrators. The problem with this topic is that students seem to find it difficult to complain about their peers (Munro & Livingston, 2011). Munro & Livingston claim that from a certain threshold an increasing number of students will diminish the number of complaints about those students, since there are almost none original residents anymore. The complaints will vague away, but these neighbourhoods continue to exhibit problematic characteristics. So it is important to find those individuals within the student community, who cause the nuisance.

Following the theory of Digman, individuals can be categorized based on their personalities. In this way a distinction could be made between individuals within the student community. There is much research done into personality assessment and measurement, with the Five-factor model of Digman as a guiding foundation (Rammstedt & John, 2006). The Big Five Inventory was an operationalisation to measure personalities according to the factors of Digman (John et al., 1991). However, such a questionnaire contains 44 items and academics continuously searched for shorter options; Robins et al. (2001) used a single-item self-esteem scale, Rammstedt & Rammeyer (2002) a single-item ability rating and Gosling et al. (2003) finally developed a 10-item measure of the Big Five personality traits. The main advantage of using such a short-item scale is that it is making the participant's task of valuing their degree of consent with certain items or statements feasible (Konstabel et al., 2012). An additional advantage is the increase of the participation rate, because of the limited length of the survey.

The degree of consent with an item or statement in personality studies seems useful for this study to investigate the (mis)match between the individuals. It is a way for respondents to report their own behaviour, values, feelings, thoughts and perceptions (Wrzus & Mehl, 2015). These value expressions have been used in several studies as a tool to objectify culture and personality. Jackson (2004) claims that values and behaviour results from cultural attributes, for example every culture or community has its own clothing trend and eating habit. Categorizing the values and behaviour of students, makes it operational to differentiate the individuals within the potentially generalized student community.

An example of value expressions are (personal) housing preferences. Several studies show differences in housing preferences based on gender, nationality, culture and education/occupation (Khozaei et al., 2014; Koehler and Skvoretz, 2010; La Roche et al. 2010 and Nijenstein et al., 2015). A structural difference in the housing preference could indicate the existence of different behaving communities within the group of students. Khoeler and Skvoretz (2010) conducted a study into the role of racial and ethnic factors, to investigate whether there is a difference between white and black students in their roommate preference. Hypothesizing that both would prefer their own race, the conclusion is somewhat surprising since both (white and black students) prefer to live with black roommates. Khozaei et al. (2014) studied the housing interior preferences of students and claims that some students have started to consume more and more luxury products in recent decades while others stayed very classic in their lifestyles.

These findings suggests preference differences within the student community. Something that already started to arise in the city of Groningen, referring to the difference in housing choice between students living in HMO and those preferring PBSA. As explained, do HMOs have different characteristics compared to PBSAs. The different characteristics of both housing styles (that apply in most cases) are summarized in table 1.

HMO	PBSA
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Students and non-student residents live within the same area.	Students live separately from other residents.
Normal houses converted into student rooms.	Accommodations purposely built for students.
Located in the inner cities, close to the hedonistic facilities.	Large-scale (self-sufficient) projects located at the edges of the city.
Owned and managed by private landlords, which are relatively free of rules.	Owned and managed through a collaboration of the municipality, educational institutions and housing organisations. Guided by fixed policy contracts.

Table 1: housing characteristics, selfmade table.

The distinct (and problematic) lifestyles which students bring according to Munro & Livingston (2011), are likely more applicable to the HMO's. To start with the conflicting lifestyles of students and non-students who live in the same area in the case of HMO's (Sage et al., 2011). Whereas, one of the aims of PBSA buildings is to let the students live separately from the other residents in order to avoid conflicts.

Additionally, there is also a difference in the design of the accommodations. HMO's are normal houses being converted into student rooms for several residents. It could be that, because they are not purposely built to accommodate multiple students, they are not suitable for it (Jansen, 2011; Lindberg et al., 1998). Whereas, PBSA-projects are purposely built for students. Which means that when these are developed they take into account the construction of those buildings to prevent nuisance.

The location can also influence the characteristics of the housing types. The HMO's are often close to the hedonistic facilities in the inner cities (Jansen, 2011). The inner city of Groningen is busy and space is scarce, which quickly causes nuisance (Rauws & Meelker, 2019). Most of the PBSA-projects in Groningen are located on the edges of the city (see figure 2). None of the projects within the Bouwjong!-programme (see box 1) are in the inner city (the red lined area). According to Jansen (M. Jansen, personal communication, March 2020), this is because the municipality wanted to focus on big projects to accommodate many students which is not possible in the inner city.

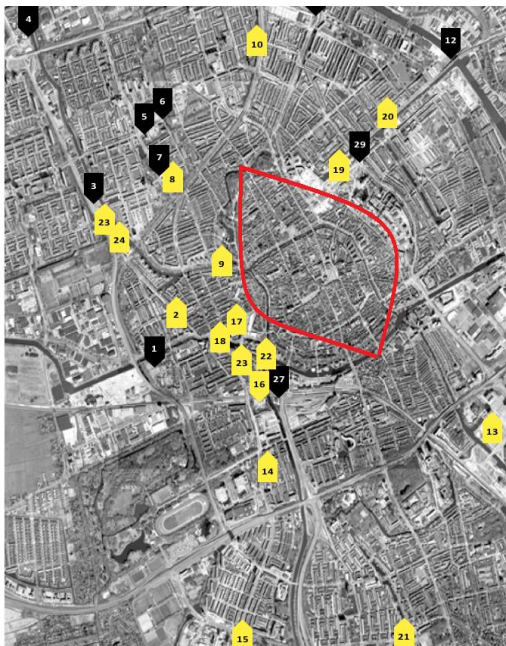


Figure 2: The BOUWJONG!-programme: yellow dots are already realized projects and the black dots are still in planning. Source: woonvisie gemeente Groningen, 2016.

Furthermore, the HMO buildings are mostly owned by private investors and landlords, at least in the centre of Groningen (M. Jansen, personal communication, March 2020). Such private investors usually only have a commercial purpose. It has been a problem in Groningen for years that many of these landlords manifest mismanagement of the student houses (woonvisie gemeente Groningen, 2016). The main reason was that HMO's are originally normal houses for which there were yet not sufficient laws and regulations, when those become student housing. In recent decades, the municipality of Groningen has started to regulate this. Of which the student lock in 2009 is an example. The PBSA-projects on the other hand are mostly owned and organised by collaborations between the municipality, educational institutions and housing organisations (see box 1). In the collaborations the executors (often the housing organisations) are obliged by the municipality to maintain the buildings. In that way the lack of maintenance is less of an issue.

Although the previous part seems to suggest that PBSA is more convenient than HMO in addressing the studentification problems, a nuance appears from the literature. Despite the fact that there are a number of advantages of PBSA buildings concerning problems such as overconcentration of students in certain areas and the degradation of such areas. It also involves serious considerations. The exclusive geographies of PBSA areas cause segregation and displacement of residents living there (Atkinson and Flint, 2004). Hubbard (2009) claims that in the city of Loughborough the rise of PBSA's started problematic developments of new-build gentrification in terms of physically transforming the landscape, recapitalizing the town centre, and indirectly displacing lower-income groups. In the words of Atkinson and Flint (2004), the increase of the PBSA buildings potentially split up communities and bring segregation. However, it is not the aim of this study to create a normative balance between the two types of housing. The assumption in this study is that since the two housing types have such different characteristics, they may also accommodate different types of students.

A conceptual model is created (see figure 3) for this theoretical distinction between PBSA and HMO and employed as a tool to do research. The model examines the relationship of the living situation of the participant on the level of identification with the stereotype. Additionally three control variables are added to this model. Statistical controls can yield more accurate estimates of relationships among the variables of interest (Spector & Brannick, 2011). The first control variable is the gender of the participant. It is widespread in personality research that gender can have an influence on behaviour, as also Digman (1990; 1997) points out several times in his studies. To exclude the gender influence in this research, it is added as a control variable. Age has been included following the claim of Holton (2017) about the difference in behaviour of students as a result of the study phase in which they are. Finally, nationality is included because a cultural difference between internationals and Dutch students could be interesting for the aim of this thesis. The increase in international students in recent years, as described in the housing vision of the municipality of Groningen (woonvisie gemeente Groningen, 2016) has also contributed to this decision.

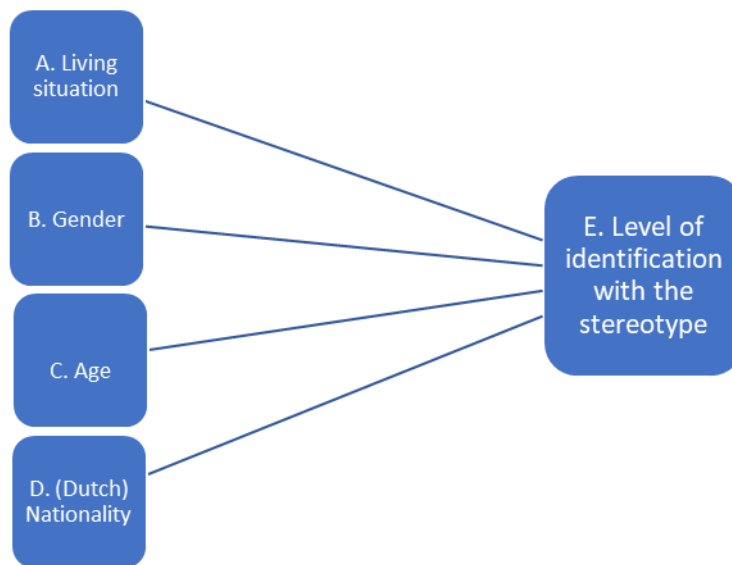


Figure 3: Conceptual model. A= Q4 What is/was your living situation as a student?, B= Q1 What is your gender?, C= Q2 What is your age?, D= Q3 Where are you from?, E= Q7 Can you indicate whether this situation applies to you? Source: selfmade figure.

For this thesis an empirical investigation is performed, following the conceptual model. The aim is to find out whether the difference between the two housing types is visible in the city of Groningen and how this relates to the level of identification of students with the societal stereotype. In the following section the methodology of this research is explained.

Bouwjongl-programme

The municipality of Groningen developed a comprehensive housing plan in 2010 with the aim to accommodate young people for the coming decades. The programme is called 'Bouwjongl', which literally means 'building for the young ones' and this describes clearly what the main purpose of the programme is about. Bouwjongl is a cooperation between the municipality, housing corporations and educational institutions. Together they had the aim to set priorities in order to minimize difficulties in the housing market for young people and to prevent conflicts between students and other groups in society.

Based on several research initiatives (woonvisie gemeente Groningen 2016; multi-year housing programme 2019 - 2022 Groningen; woneninstad, 2015), quantitative targets were set. Since the Bouwjongl-programme was published, the municipality has built about 6000 units in 8 years which means about 750 units annually. The municipality made a prognosis for the updated version of the Bouwjongl-programme (Bouwjongl! 2.0) and calculated that there is a housing demand of 2000 units in the period 2018-2021 and an extra (potential) demand of 1000 to 1500 units. According to representative of the municipality of Groningen (M. Jansen, personal communication, March 2020), this will be a challenge but a feasible one. The permits for the 2000 units have already been issued and the extra demand has high priority when this proves necessary.

Box 1: Bouwjongl-programme. Source: Bouwjongl! 2.0, 2018.

5. Methodology

Research context

This research draws on 124 online surveys, which were collected in the period April/May of 2020. The respondents were students living in the city of Groningen. This is an interesting sample of the target group for the purpose of this thesis. Groningen is the youngest city of the Netherlands with an average age of 36,4 (CBS, 2019). Compared to the national average of 41,6, Groningen has a large proportion of young people. In the current study season there are 63.158 students studying in Groningen (RUG and Hanze university), on the total current population of Groningen (232.917) this means that this group represents 27,11% of the total population (Onderzoek en Statistiek Groningen, 2020).

Groningen is by many considered to be a 'student city'. This studentification has mainly concentrated in and around the inner city. In figure 4 the neighbourhoods in which the percentage of student residents is 15% or higher are coloured. This has led to discussions and conflicts in the previous decades. In 2009 the municipality of Groningen put a student lock on these neighbourhoods, meaning that no new permits for student housing were issued in the streets that exceeded the 15% (student residents) limit. As a replacement, the municipality has focused in their new policy program (Bouwjong!) on development of large-scale PBSA projects on the edges of the city. This dichotomy in housing types in the city of Groningen makes it an interesting case for this research to be able to distinguish between PBSA and HMO.

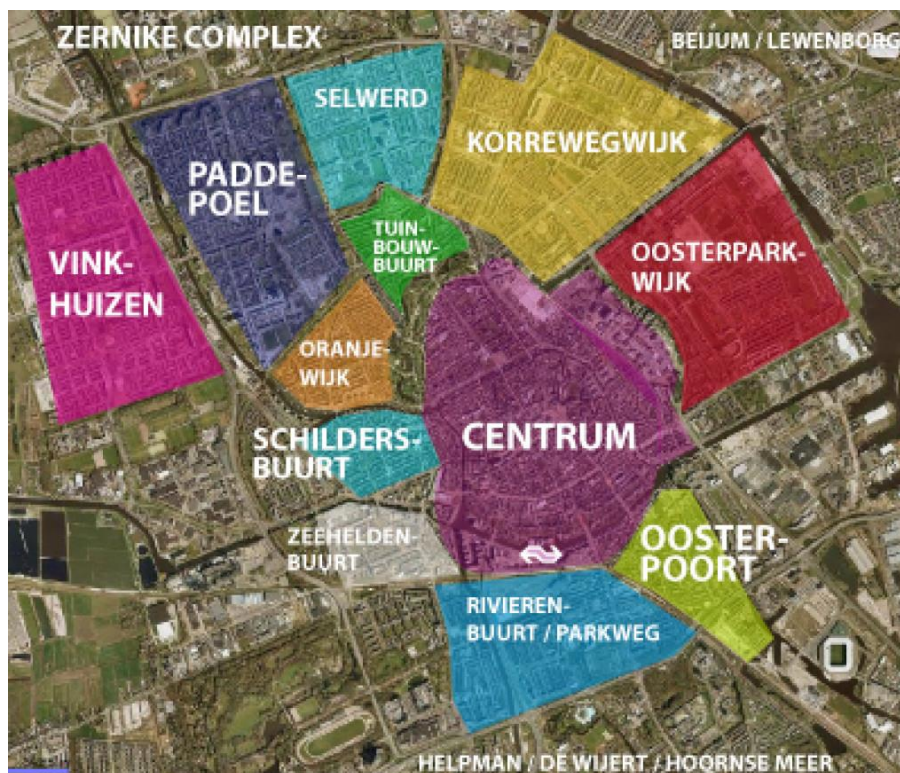


Figure 4: Studentified neighbourhoods in Groningen. Source: woonvisie gemeente Groningen, 2016.

Methods and approach

I have, as a master student, recruited the participants for this thesis through a snowball-sampling technique. The participants were selected according to the following criteria: they live in Groningen, they are a student and they do not live in their parental home. Finally, 139 respondents were reached with the use of generic online calls for participation according to the concept of 'snowball sampling' as elaboration of a convenience sample (Coleman, 1958; 1959 and Goodman, 1961).

The survey was introduced by a letter of informed consent. No names or other personal information that could be traced was asked, to ensure anonymity of the participants. At the end of the survey, the personal email address of the researcher was given to provide the opportunity to ask any questions.

It was decided to set out a quantitative survey among students living in the city of Groningen, because the aim of the research is to get a general picture of this specific group in society. An attempt is made to find out whether there is a structural difference within this group, the detailed (for example genetic or psychological) qualitative explanations for this do not fall within the scope of this study.

The survey was pre-structured to ensure that the data will be sufficient to give answers to the research questions. Additionally, within the scope of this thesis it was not feasible to get enough respondents to operationalize a grounded theory approach. Therefore, the self-report approach as explained by Wrzus & Mehl (2015) is used. Self-reporting makes it possible for the respondents to assess their personal feeling towards certain items or statements. It is a strong method to find the participants' through feelings, however it also means that the data reflect subjective perceptions (Wrzus & Mehl, 2015). A well-founded structure is therefore important, what was operationalized mainly on the basis of the study of Munro & Livingston in which they analysed studentified neighbourhoods in five cities in the UK. They came with an extensive list of elements that were found in most of the studentified neighbourhoods: distinctive lifestyles, visual pollution, degradation of the physical conditions of properties, neglect of gardens, fences and walls, lack of experience in managing a household (right disposal of rubbish, crime prevention, etc.), ghost towns during study breaks and a lack of community feeling to a neighbourhood (see chapter 2). These elements are daily practices of students and it is likely that the respondents, when fitting the stereotype, can identify with them.

In addition, some elements from other studies have been added to this list. To start with the behavioural characteristics from the study of Holton (2017); late night activities, being noisy and a high alcohol consumption. The place attachment and identity that Holton and Smith talks about is decided to keep off the list. The reason for that is that (among many others) Jorgensen and Stedman (2001) have developed a complete and comprehensive discourse about the difficulties of recognizing and distinguishing the differences between place identity, attachment and dependency. It would therefore be unfeasible to expect this from the respondents to do in the survey. Finally, the notion of Smith (2008) about the high annual mobility of students is added to the list. This annual mobility of students may create the feel of mistrust and fear among the other residents according to Smith. It is something that was also found in the study of Holton, in which he claims that the ghost towns in study breaks and the continuously changing populations is an influencer of the negative image of students in society.

The aforementioned studies are focused on a British context and the question is whether they can be copy-paste in Groningen. The empirical research of Rauws & Meelker (2019) is helpful here. That research is an assembly of 8 independent investigations in the city of Groningen. Each investigation zooms in on a specific street in Groningen to analyse how the problem of studentification manifests itself there. In this way, an overview of the situation in Groningen is created and the findings correspond to the British literature. In those investigations, the following topics are mentioned respectively; alcohol consumption and nuisance, lack of criminality prevention, noise disturbance, bad maintenance of the streets and houses, messy streets, late-night activities, lack of community feeling and a lack of social cohesion (Rauws & Meelker, 2019). Based on these agreements, it was decided to use the previous described list in this study.

Finally the following list of characteristics of the stereotype student has been created:

- Distinctive lifestyles (drinking, late-night parties and noise nuisance.).

- Visual pollution.
- Degradation of the physical conditions of properties.
- Neglecting of gardens, fences and walls.
- Lack of experience in managing a household (right disposal of rubbish and crime prevention).
- Ghost towns during study breaks.
- Lack of community feeling to other residents of the neighbourhood.
- High mobility and thus a continuous changing population.
- Fear and mistrust towards and from the neighbours.

In the survey (see appendix 1) these 12 characteristics are translated into daily situations and given as statements. A 12-item scale was developed according to the idea of Konstabel et al. (2012). This made it possible to test the respondents' personal feeling and recognition of the items, without the research becoming too long or too complicated. The respondents were asked whether or not the statements apply to themselves.

The data is analysed with the use of a quantitative analysis software (SPSS Statistics 26). The main analysis is done through an ordinal logistic regression. An ordinal logistic regression model is used to analyse the effect of several predictors on an ordinal categorical outcome (UCLA, 2020). To analyse the influence of the predictors for each statement, twelve separate ordinal logistic regression models were performed. The categorical outcome of the models is the dependent variable, explained as the extent in which the respondents can identify themselves with the stereotype of a student. It is decided to use a 5 point Likert-scale for this purpose, because of the efficiency with which a Likert-scale can be created and utilized (Edmondson, 2005). It is a technique that makes the measurement of attitudes of respondents easy and clear, according to Edmondson. The scale is given in numbers (0-5), which makes it eventually possible to calculate averages.

The main independent variable is the living situation of the respondents (HMO or PBSA), but because it would be interesting to also consider the influence of control variables (or predictors) they are also incorporated into the model. The three additional predictors that were put in the regression model, which is based on the conceptual model of this study, are: gender, age and nationality. The variable age is included as a ratio variable and gender and nationality are converted into binary variables, making the analysis simple and clear.

Data considerations and Covid-19

It is important to take a number of considerations into account when interpreting this study. To start with the sampling technique (snowball-sampling). Due to the Coronavirus the possibilities for doing research became limited. Actions to collect the primary data were subject to measures such as social distancing. The university forbade contact with personal subjects for research. Following the guidelines of the university it was decided to use an online snowball technique (through Facebook, Instagram, Twitter and Whatsapp), according to the theories of Coleman (1958, 1959) and Goodman (1961).

The idea of snowball sampling was originally developed for hard-to-reach groups or hidden populations, because the sampling frame of such populations is (largely) unknown. Although the group of students and its composition is not as unknown as that of hidden populations, due to the limitations of the data collection the snowball sampling approach appeared to be operable and useful. With snowball sampling the researcher spread a survey among all reachable members of a population. Goodman does admit that

this first stage is not random because this concerns only the contacts of the researcher. However, when the respondents are asked to spread the survey among their personal contacts a wave motion is created. If this wave motion is repeated often enough the sample will eventually become random (Heckathorn, 2011). Biernacki and Waldorf (1981), explained it as putting (non-random) seeds in the ground. The first locations are chosen by the gardener, in the second wave the seeds are taken by the wind and the birds and mostly distributed nearby the first location. When repeating this wave after wave, the location of the new seeds will become more and more random.

Furthermore, the population of this research also makes it easier to distribute the survey online, since students are in general very active on social media. By presenting it via public social media pages (my personal page, the faculty page of the university and a popular entertainment page among young people) the reach was large. In addition, it prevents people from being approached who are not students (which would be the case with an offline door-to-door method).

Another element of consideration was the categorisation of the respondents into the two different housing types. It would have been unsubstantiated to assume that the respondents understand the technical difference between the two housing types. Therefore a proxy was created, which is based on the explanation in the study of Sage et al. (2011). In their study they claim that HMO's are converted family dwellings into student houses in which multiple unrelated individuals share several sanitary facilities. Because the structure of the buildings and the available space makes it impossible to offer more facilities. The PBSA's were actually a development on this lack of possibilities. By redeveloping inner-city brownfields and empty spaces on the edges of the cities, the buildings offer way more possibilities for the developers. So the PBSA's can be characterised as studio's with independent facilities. Therefore the proxy-question used in the survey asks whether the respondent has its own sanitary facility or shares it with others.

Finally, a notion must be made about statistical analysis. One of the requirements to be able to run an ordinal logistic regression is a sufficient number of cases to ensure validity. When running the regression a 'model fitting' and a 'pseudo R-square' is given, to analyse whether this model fits the data. These model fitting statistics showed that for 8 of the 12 statements the data was fitting in the model, for 4 statements it was not. Meaning that these 4 for statements could not be analysed with the use of an ordinal logistic regression. Therefore, an additional test (Mann-Whitney U) is performed as a second opinion on the difference between people living in a HMO building and people living in a PBSA building. With the use of a Mann-Whitney U test the problem of insufficient cases is avoided. A Mann-Whitney test can compare between two groups of respondents based on their living situation, without splitting it up into 5 scales. By taking the answer as one, the number of cases in the model increases. The loss of this test is that it is no longer possible to distinguish between the differences in the individual answers, but the average answer per group is analysed. Significance in this case means that the null hypothesis can be rejected. The null hypothesis is the assumption that the mean rank of both groups is equal, so there is no difference between people living in HMO buildings and people living in PBSA buildings. For the statements with a significant output there seems to be a difference between the two groups.

Positionality and ethical issues

It is conceivably to state that this is an insider research. Insider research has been defined as the study of one's own social group or society (Naples, 2003, p. 46). Considering that I (the researcher of this thesis) am a student myself means that I was researching my own social group. According to the literature, being an insider has a number of advantages. First, having knowledge about the research context and existing culture among the participants can prevent unexpectedness (Bell, 2005). Secondly, it stimulates more natural interaction and the researcher is less likely to stereotype or judge the participants (Aguiler, 1981). Especially, not having a judgement is of value in this research. Finally, Merriam et al. (2001) claims

that insider researchers have access and knowledge about the interesting individuals within the researched group.

Green (2014) summarized these advantages of being an insider researcher, but emphasizes that there are two considerations that may influence the investigation negatively. First, she claims that member knowledge can be the result of subjective involvement and potentially brings a narrow perception of the researcher. It is therefore of importance to continuously pretend as if this is the first time you are in contact with the participant group (Chavez, 2008). These evaluation moments were inserted several times during the investigation and were constantly provided with feedback by the external supervisor to pursue objectivity.

Insider bias is also a frequently mentioned criticism of insider research. It is the idea that when the researcher himself selects the topic and the participants, these will reflect his or her personal interests and contacts. This personal perspective could influence the methodology and the design of the research, making it less critical and objective (Van Heugten, 2004). However, Aguiler (1981) states that a researcher should not fear bias, since this could be an advantage as well. It is just of importance to be aware of the potential bias, as the same counts for outsider research. Also for potential bias, several evaluations were conducted during the study with the supervisors. One of which focused specifically on the statistical elements of the research to avoid bias and other mistakes. Nevertheless, I realize that, as a fellow student, I risk missing certain black spots and I am emotionally bound with this topic. My conviction, however, is that this realization and evaluation of the risks have minimized the negative consequences.

The content of the research should be considered as well, since the living situation and the caused nuisance is asked. First, people may feel ashamed for the fact that they have caused nuisance, this can lead to not answering this question or answering it unfairly. It is therefore explicitly stated in the introduction of the survey that data from this research is not provided to third parties other than for educational purposes. Furthermore, respondents sometimes lie about their economic situation in investigations. Questions about someone's living situation can be experienced as sensitive, which leads to these questions often having a high non-response rate (Laumann et al., 1994; Turrell, 2000). Asking about the respondent's housing situation can bring complications because those questions probable will be experienced as sensitive. According to Galobardes and Demarest (2003) the best way to get these questions answered is to provide closed-category questions with a guaranteed confidentiality, which was done in the survey.

6. Results

The survey reached 139 respondents. After a first analysis, 15 of those were removed because of missing or wrong values. Finally 125 surveys were considered useful. There were slightly more men (74) compared to women (51) (see appendix 2). The age range is between 18 and 35 (see appendix 3) and most of the respondents were 21, 22 and 23 years old. Except for a few outliers, this corresponds with the expected student ages. One respondent said he was 13 years old, this respondent is removed from the data. Leaving 124 surveys being used in the statistical analysis. It turned out to be difficult to reach international students living in Groningen (see appendix 4 for the nationality distribution). This was probable because of the requirements that the respondent should live in Groningen. Due to the Covid-19 virus (and the closing universities) many international students decided to go home and no longer met that criteria.

As explained in the methodology, a proxy variable was created to differentiate the respondents based on their living situation. The participants were questioned if they share their sanitary facilities (what is the

case in most of the HMO buildings) or live in an independent studio (what is the case in most of the PBSA buildings). They were subsequently asked whether they live in a HMO or a PBSA, as a test variable. This made it possible to investigate the relationship between the answers to both questions. If there was no strong positive relation visible, it is likely that the questions were misunderstood or wrong. A Cramer's V correlation test is used for this purpose, since a high output of a Cramer's V indicates a close relation between the two variables. So when people say that they have shared facilities to the proxy-question they are also likely to answer that they live in a HMO.

The Cramer's V correlation test shows a very strong relation (see table 2). A Cramer's V of > 0,25 is considered to be a strong relation (Akoglu, 2018). Having an Cramer's V of 0,482 in this case means that there is much correlation between the two variables. What can be interpreted as the proxy corresponding to the actual living situation of the respondents and can be used in the further statistical analysis.

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Nominal by Nominal	Phi	,482			,000
	Cramer's V	,482			,000
Interval by Interval	Pearson's R	,482	,091	6,003	,000 ^c
Ordinal by Ordinal	Spearman Correlation	,482	,091	6,003	,000 ^c
N of Valid Cases		121			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

Table 2. Output Cramer's V test (variable Q4=What is/was your living situation as a student?-proxy and Q5=What is/was your living situation as a student?), self made table.

How do students in Groningen identify with the stereotype?

When zooming in on the answer distribution of the statements, an interesting picture arises (see appendix 8). Nine of the statements have an average outcome below the 2, indicating that most of the respondents could not identify with those statements. The distribution tables show that the most frequent answers were even 0, so those statements were strongly denied. Only for 3 statements (*I am awake after midnight (00:00) for two times a week or more (the weekend excluded)*; *There is no (or almost none) maintenance done to my gardens, fences and walls* and *I leave my student accommodation during the study breaks*) the average answer was above 2, but none of them surpasses the 3. This indicates that most of the students responding in this survey do not think that these stereotyping statements apply to their lifestyles.

To investigate the effect of the several variables on the extent to which respondents agree with the stereotyping statements, an ordinal logistic regression has been performed. As explained in the methodology can an ordinal logistic regression model be used to analyse the effect of several predictors on a categorical outcome. Because it was in the interest of this research to also know the effect of the additional variables on the outcome, this statistical test was chosen. It was realized that an ordinal logistic regression model requires a certain number of cases to be valid, meaning that for a number of statements analysis by logistic regression was not possible. Finally, it turned out that for 8 statements the ordinal logistic regression could be performed and for 4 statements there were insufficient cases.

In order to analyse the precise effects of the predictors for each statement, separate ordinal logistic regression models were carried out. For the 8 statements that were able to be analysed with the regression model, the outputs are summarized in table 3 (see appendix 5 for SPSS output of all the regression models).

Variable	Significant relation for:
Gender (male, female)	Statement 1 (positive), statement 3 (positive) and statement 12 (positive)
Age	Statement 1 (negative)
Nationality (Dutch, other)	Statement 2 (negative), statement 4 (positive), statement 5 (negative)
Living situation (an accommodation in which I share the sanitary facilities with others - an independent studio)	Statement 3 (positive), statement 4 (positive), statement 6 (positive) and statement 8 (positive)

Table 3. Summary Ordinal logistic regression, self made table.

For the statements *I am awake after midnight (00:00) for two times a week or more (the weekend excluded)*; *I drink alcohol (more than two consumptions) for two times a week or more (the weekend excluded)* and *I feel my neighbours have a feeling of mistrust and fear towards me* gender seems to have an influence. This suggests that there is a link between being a man and having more recognition with those statements. However, since gender differences contain a comprehensive discourse which is not in the aim of this research it is decided not to go into further explanation in this study. It seems wiser to leave that to academics whose expertise is in this field.

The influence of the age of the respondents is negative for the statement *I am awake after midnight (00:00) for two times a week or more (the weekend excluded)*. In other words, the older respondents claim that they are less likely to be awake after midnight on weekdays. Several respondents added to this that this is because they are now in their Master- or PHD-programme and simply do not have the time for late-night activities.

Concerning the nationality of the respondents there is a negative influence for the statements *I feel like I am part of a community in the neighbourhood I am living in* and *I leave my student accommodation during the study breaks*. The nationality (being Dutch) may have contributed to a lower feeling of being part of a community in their neighbourhood and Dutch students leave their home less often during study breaks. For the statement *There is no (or almost none) maintenance done to my gardens, fences and walls*, being Dutch seems to have contributed to a higher recognition in this statement. However the overall output for this variable (nationality) is rather mixed making a proper analysis difficult. Realizing that the international respondents are underrepresented in the sample of this study, it may be that these outputs are affected. Claims regarding the nationality of the respondents will therefore have to be interpreted with caution.

What is the difference between people living in HMO's and people living in PBSA's?

As explained before, some literature claims that there is a difference between two types of student housing (PBSA and HMO). It could be interesting to test if there is any difference in lifestyle between those two groups or, in other words, whether there is a difference in identification with the statements. This was analysed with the logistic regression model (see appendix 5). For 4 statements (*I drink alcohol (more than two consumptions) for two times a week or more (the weekend excluded)*; *There is no (or almost none) maintenance done to my gardens, fences and walls*; *I got regularly (weekly) complaints, about any nuisance, from roommates or neighbours* and *The physical conditions of the building I live in are deteriorating*) there was a significant output. Indicating a positive link between the people living in

the shared facility accommodations (the HMO's) and their answers to the statements. So these statements probably apply more to them compared to the people living in PBSA's.

However, as explained before is the dataset insufficient for some statements to do an ordinal logistic regression. Drawing the main conclusion only from that test would therefore be risky, so an additional test is performed to look further into the difference between people living in HMO buildings and people living in PBSA buildings. Each of the statements used in the survey is additionally analysed by using a Mann-Whitney U test (see appendix 6). The argument for using a Mann-Whitney test is the ability to compare between two groups of respondents based on their living situation, without splitting it up into 5 scales. By taking the answer as one, the problem of insufficient cases per category can be overcome. Significance in this case means that the null hypothesis can be rejected. The null hypothesis is the assumption that the mean rank of both groups is equal, so there is no difference between people living in HMO buildings and people living in PBSA buildings. For the statements with a significant output there seem to be a difference between the two groups.

For 8 of the 12 statements no significant difference is found, suggesting that the living situation of the respondents do not have an influence on the lifestyles of the respondents. Only for the following 4 statements the output was significant: *I drink alcohol (more than two consumptions) for two times a week or more (the weekend excluded); There is no (or almost none) maintenance done to my gardens, fences and walls; I got regularly (weekly) complaints, about any nuisance, from roommates or neighbours and The physical conditions of the building I live in are deteriorating.* Which is exactly the same finding as with the ordinal logistic regression, reinforcing that line of reasoning.

In summary, it can be said that in both tests 8 statements do not show any relation between living in PBSA or HMO and the lifestyles of the respondents. For the 4 statements (*I drink alcohol (more than two consumptions) for two times a week or more (the weekend excluded); There is no (or almost none) maintenance done to my gardens, fences and walls; I got regularly (weekly) complaints, about any nuisance, from roommates or neighbours and The physical conditions of the building I live in are deteriorating*), a positive link was found. This suggests that the people living in HMO buildings have identified more with the statements compared to people living in PBSA buildings. This could probably mean that respondents living in HMO buildings do fit the stereotype better. However, since the difference was only found for 4 of the 12 statements it is hard to substantiate that claim.

To what extent has the behaviour of the students in Groningen contributed to the stereotype?

An important question is whether the behaviour of the students in Groningen have contributed to the stereotype. In other words, does the stereotype represent the reality? The students were asked to give the first words coming up in their mind, when thinking about their lives as a student. This question was kept open to investigate how the respondents themselves would describe their lifestyles. In an open question the respondents could answer freely and an unstirred and creative perspective is mapped. In order to do this a thematic coding system was used. On the basis of the answers given, 7 thematic categories were created that cover all the given answers. Then the number of times an answer is given, was counted (see table 4).

Theme	Examples	Count
Party	Alcohol, sex, irregular life, drugs, late night parties	51

Study	Stress, hard work, busy, exams, lectures, deadlines	32
Freedom	Happy, carefree, up late, chilling, open minded, free time, freedom	31
Growing up	Becoming adult, independence, learning to live, development, making decisions	19
Social life	Associations, friends, sports, living with roommates, meeting new people	16
Housing situation	Small living, dirty	4
Money	One duo, expensive life	5

Table 4: Overview of the descriptions of 'a student', self made table.

As the table points out, most of the answers have to do with the created themes of 'party', 'social life' and 'freedom'. The examples the participants gave (sex, party, alcohol, etc.) represent the stereotype quite well and suggests that their lifestyles fits into the typical student image. However, quite a few respondents also associated it with study related activities and becoming an adult, indicating that it is not just a party for everyone.

The follow up questions asked the respondents whether or not their description matches the stereotype of a student. The answers were analysed in the same way as the foregoing question, with an thematic coding system (see table 5). Most of the respondents (47) do think their lifestyle fit in the typical student image. In their explanations again the themes party and freedom are dominating. Furthermore, 25 respondents say that they only sometimes (in the weekend or excluding the exam periods) do match the stereotype or they said that they fitted years before but not anymore. Only a few (14) claimed that they did not fit in the stereotyping description.

Answer	Examples	Count
Yes	I drink a lot, I have stress, this is my first experience of freedom, I have a lot of free time, I develop myself, I don't worry, I am learning a lot, I am not bound to anything, I make my own decisions, I party a lot, I have to solve everything myself now	47
Sometimes/partly	In the beginning I did – not anymore, I balance between busy exam periods and party periods, I am in my master now so not anymore, I do party a lot, but don't study much, I do study a lot but	25

	don't party, I want to but I am limited by my budget, I already lived that life now	
No	I am too committed to my study, I don't like the parties, the Dutch people are crazy (I don't like it), I am too busy, I don't have to study a lot, students are dirty	14

Table 5: Overview of match of the description with the stereotype, self made table.

It seems that most of the respondents, when thinking about their lives as a student, give descriptions according to the stereotype. Although there are students mentioning their study related activities, most of the themes given were related to 'party', 'social life' and 'freedom'. This suggests that the actual lifestyle of many of the participating students do match with the stereotype image. In that way, it may be that their behaviour has contributed to the societal stereotype.

7. Discussion

The empirical data reported in this study has raised a number of considerations that will be discussed in this section. This will be structured using the three sub-questions of this research.

How do students in Groningen identify with the stereotype?

The findings suggest that most of the respondents cannot identify with the stereotype. Except for the statements *I am awake after midnight (00:00) for two times a week or more (the weekend excluded)*; *There is no (or almost none) maintenance done to my gardens, fences and walls* and *I leave my student accommodation during the study breaks*, which had a more nuanced distribution (not strongly denying the statement).

The divided result of the statement (*I am awake after midnight (00:00) for two times a week or more (the weekend excluded)*), might be linked to the concept of time geographies (Huisman & Forer, 1998). Meaning that the active daily hours of average students do not correspond with that of (for example) working people. Students seem to be active in the late hours and this may lead to conflicting time geographies when they live close together to other residents.

The second statement (*There is no (or almost none) maintenance done to my gardens, fences and walls*) could be a result of tenant behaviour. Renters aren't the owners of the buildings in which they live and in the Netherlands it isn't even their responsibility to maintain the building. This was one of the problems of studentification for the municipality of Groningen. Which led in 2009 to the student lock in the inner city and the introduction of the Bouwjong!-programme.

The slightly positive answer towards the statement (*I leave my student accommodation during the study breaks*) cannot be convincingly explained. It may be that the underrepresentation of international students have influenced the output. Due to the lack of international students within this investigation this claim cannot be scientifically substantiated. It is also possible that the Corona-virus has influenced this question, since the universities were closed for months and that could be seen as a study break by some. To investigate this, respondents were asked whether they left their student accommodation during the Covid-19 lockdown. However, the result did not provide a clarifying answer since the distribution is about 40%-40% between the answers leaving and staying (see appendix 9). After an evaluation, it was concluded that the question might have been misleading because it could also be interpreted as if it was about a short (daily) leave instead of a structural leave.

A final notion has to be made about the age distribution of the data. Only 9% of the participants were under 20 years old (see appendix 3). An average student in the Netherlands starts his or her study around the age of 18, which suggests that not many first year students were participating in this research. Something that may have affected the results of this study, following the idea of Holton (2017). He states that the typical student behaviour is something that belongs to starting students since they are actively searching for new identities. After a period of search (in which they follow others) their activity spaces adapt as students hone their social practices and explore environments less associated with the student life. In fact, they start to develop their through identity which is more based on their personality. The older more developed students are less likely to behave as a typical student.

This claim has been strengthened by the answers given to the open questions (*Can you explain whether or not your description fits in that of a typical student*). Answers as 'I lived that live already' and 'I used to, but not anymore', indicates that the older respondents once lived a typical student life but in the later phase not anymore. This corresponds with the study of Holton & Riley (2016) in which they found that the belongings students have in their student accommodations are double. On the one hand they often take personal belongings representing their lives and identities from (parental) home. On the other hand, they also have belongings that represent a future, disconnected from their previous life. Students seem consciously want to create a new and independent identity after leaving their parental home and the longer they try, the more independent they become.

What is the difference between people living in HMO's and people living in PBSA's?

As Jackson (2004) explains, one can indicate differences between cultures and communities by analysing their behavioural expressions. Housing preference is such a behavioural expression and is analysed in this research by comparing people living in HMO's and people living in PBSA's. It is important to mention that we do not propose a normative assessment here. As many academics state that HMO's have structural problematic characteristics, but at the same time refute Atkinson & Flint (2004) and Hubbard (2009) this with the claim that it is especially the PBSA's that causes segregation and misunderstanding. This debate will have to be held in other studies, whereas this research only uses the assumption that there is a difference between the two housing types.

The results did not indicate a strong difference between the two groups. However, for four statements there is a difference found, for both the ordinal logistic regression model and the Mann-Whitney U test. To understand this, thorough qualitative research will be needed, but some suggestions can be taken from the literature.

The statement *I drink alcohol (more than two consumptions) for two times a week or more (the weekend excluded)* indicates that people living in HMO's drink more often compared to people living in PBSA's. An explanation can be found in the study of Kremer and Levy (2008), who did research towards alcohol use among students. They concluded that peer effects among young people can strongly influence current behaviour and even future preferences. Realizing that people in HMO's often live together with other students while the people in the PBSA's mainly have an independent studio, the outcome of this statement may be a result of such peer influences.

Secondly, for the other statements (*There is no (or almost none) maintenance done to my gardens, fences and walls; I got regularly (weekly) complaints, about any nuisance, from roommates or neighbours and The physical conditions of the building I live in are deteriorating*) a possible explanation is the physical properties of the HMO's. HMO buildings are not built to accommodate students and therefore the physical conditions of the buildings, gardens, fences and walls probably suffer from the use as a multiple student residence (Hubbard, 2009). Besides this, the fact that multiple people live in the same

building makes it likely that nuisance increases. In contrast, for the PBSA these factors are taken into account while designing the buildings.

Finally, a comment should be made on the results of this sub-question. A proxy was used to analyse the difference between the two housing types, because it could not be assumed that the participant understood the difference between them. The proxy showed a strong correlation with the actual question towards the housing types, suggesting that the proxy could be used to represent the actual variable. However, a proxy variable is not a direct measure of the desired variable and can never completely exclude bias. It is therefore possible that there were respondents who misunderstood the proxy, something that should be considered in future research.

To what extent has the behaviour of the students in Groningen contributed to the stereotype?

Most of the respondents denied many of the statements, what suggests that they think that they do not fit the student lifestyle. However, many respondents came in the open question to their lifestyle with characteristics similar to the stereotype (party, freedom, social life). This indicates that they do not realise that their lifestyles, experienced in a positive sense (being free, party, etc.), can have problematic consequences for their environment (nuisance, pollution, etc.). So in fact there seems to be a difference between the self-image and the self-reported behaviour of the students.

It seems that the self-reported behaviour of the students contributes to the stereotype. However, it could also be that the participants may have unconsciously provided the answer that met the social norms (based on the stereotype). Du Gay et al. (1997) wrote about such behaviour of a social group, claiming that there are cultures that behave according to how they (the community) think others expect them to behave. In this case, it could be that the behaviour of a (student) community does not represent the actual culture of that community. The individual identity can vague away into the group identity of the community in which they live in, but probably do not really belong to.

It refers to the concept of framing (Chong & Druckman, 2007). The premise of framing is that an issue can be viewed from a variety of perspectives. The chosen perspective (by those who frame the issue) have implications for the values and considerations of the receivers. Meaning that it has an impact on one's overall opinion. In other words, as the student community is constantly framed according to a certain stereotype, the students themselves can start to believe that that is how a student should live. This can be related to the findings of Munro & Livingston (2011), stating that students hardly complain about their peers. Making it look like there are no conflicts within this social group, suggesting the unity of this community. However, the potential underlying individual struggles are not visible yet. It would have been of great value in this case to find out when multiple respondents live in the same house and to look into the individual differences. However, this shows a limitation of this survey as the exact address is unknown due to privacy reasons.

Considerations

This research has been subject to a number of limitations and considerations. When interpreting the results it is therefore important to remain critical and to take this into account while drawing the conclusions.

As already pointed out in the methodology is the literature about studentification focussed on the British context. Although the studies of Rauws & Meelker (2019) and Lager & Van Hoven (2019) seem to be applicable comparative material, the question of the transferability of the findings exist. The research strategy is mainly based on the British papers while the empirical research in this study takes place in the

city of Groningen (the Netherlands). In order to increase the reliability and the transferability of the findings, this research will have to be repeated in other comparable Dutch cities.

During the research it is actively pursued to keep an objective position towards the participants, this was continuously evaluated with the supervisor of the thesis. In this way an attempt has been made to avoid the danger of subjectivity of insider research as Aguilera (1981) warned for. However, it was impossible to prevent the researcher's personal interests and contacts from influencing the sampling strategy. This was partly driven by the university's corona measures, which limited the research to online sampling. Personal contacts were used to start the 'snowball rolling', to obtain sufficient cases. This may have influenced the diversity of the participants, which for example is seen in the underrepresentation of the international students. It is something that should be critically included in the research, but according to Aguilera this does not necessarily lead to incorrect results. Provided the researcher is aware of it and handles it critically.

8. Conclusion

The three sub-questions will be answered respectively, in this concluding section.

To what extent do students in Groningen identify with the stereotype? The results of this thesis show that most of the students in this research could not identify with the stereotype of a student. This stereotype is predominantly negative and has an uniform perspective on the student community. Generalizing thousands of students to a single identity is probably too short-sighted. However, it could also be that the statements were oriented too much on the British literature, so the Dutch students did not recognize themselves in it.

How does this identification differ between people living in HMO's and people living in PBSA's? A probable explanation from the literature was that a distinction must be made between people living in PBSA buildings and people living HMO buildings. This housing choice represents a personal value expression and could make it possible to differentiate the respondents. Although this investigation could not confirm such a difference, it may be that this housing choice reflects value expressions that are subject to peer pressures and pressures from the society. These values however do not necessarily represent the underlying personality of an individual, whereby the students probably are placed within a community to which they do not really belong to.

To what extent does the behaviour of students in Groningen reflect the existing stereotype? The previous line of thinking can explain the findings of the last sub-question as well. The data shows that many students in this research gave examples that match the stereotype when thinking of their own life as a student. This suggests that their self-reported behaviour does not correspond to their self-image. But following the idea of societal framing suggests that this behaviour does not reflect the real identity of the students. The framed behaviour is then reinforced by peer pressures, especially in the HMO buildings (where multiple students live together). This can eventually lead to the negative stereotype. However, it should be noted that a frequent recurring answer was that many students had lived the typical student life in their first period as a student. After this period their lives became more distanced from that stereotype lifestyle. What suggests that especially students in the early years of their studies contribute to the existence of the stereotype, but many students in the later period of their study do not fit that stereotype anymore. Given the fact that the average age of the participants suggests that most of them were already in a later phase of their student years, this could have influenced the (statement denying) outcome of this research.

To conclude, the research question will be repeated and answered; *To what extent has the living situation of students in the city of Groningen an influence on the level of identification with the*

stereotype of being a student? This study has shown that many students in the sample could not identify with the stereotype of a student. The living situation does not seem to have a strong influence on this level of identification. However, the self-image of the respondents did not match the self-reported behaviour in this research. So while they cannot identify with the stereotype, their behaviour seems to contribute to the stereotype. There is probably a difference between several types of students, such as students who just started studying and students who have been studying for a while. Or students who are victims of framing and peer pressures. It seems therefore that the stereotype does not represent all individuals within the group of students, so certain students may be treated incorrectly. Better understanding of students will lead to a more efficient approach to the problems of studentification and thereby to an improvement of the mutual relationships between students and other residents.

Further research

As this study has some limitations and considerations, further research into these complications is required. To start, one of the criticisms of this study is that there was an insufficient number of cases to be able to perform a full ordinal logistic regression model. Meaning that 4 statements were not analysed by this model. Additional research with more cases will be needed to compare the output and to increase the reliability.

In addition it is important that similar studies will be conducted in other Dutch cities. Firstly, to compare with the findings of this study, but also because this study is mainly based on British literature. Further research should show whether the British findings are transferable to the Dutch context.

No exact addresses from the participants were known, due to privacy reasons. It is therefore hard to investigate the peer effects of students in student accommodations and it has remained unknown when several people from the same house value their lifestyle differently. However, such information could lead to a better understanding and innovative methods should be considered to obtain this information.

Furthermore, the under representation of international students is a point of consideration. Further research into the difference between Dutch students and international students can increase the understanding. Especially, considering the growing number of international students in Dutch cities.

Finally, two points of attention are recommended while developing policy for studentification. First, the difference in persons and in nuisance between PBSA's and HMO's should become clear. When students prefer different accommodations styles, different policies for those housing types are needed. Secondly, a distinction should be made between students in their early years as students and the students who have been through that period already. Older students seem to have a different lifestyle that is less conflicting with 'normal' residents. It is therefore advisable to treat these latter students differently from the students who cause the most nuisance.

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Appendix

1. Survey

Are you a student?

Start of Block: Default Question Block

Q1 What is your gender?

Male (1)

Female (2)

Q2 What is your age?

Q3 Where are you from?

The Netherlands (1)

Other (2)

Q4 What is/was your living situation as a student? (think of the most recent student accommodation you lived in)

- An accommodation in which I share the sanitary facilities with others (1)
 - An independent studio (2)
-

Q5 What is/was your living situation as a student? (think of the most recent student accommodation you lived in)

- A house converted into student housing (1)
 - A building purposefully built to accommodate students (2)
-

Q6 What is the Postal code of the building? (please follow the structure of the example: **9781 GP**)

Q7 The following section contains a number of statements that reflect a certain situation. Can you indicate whether this situation applies to you?* (You are asked to give a number between 0 and 5, 0 means that it does not apply to you at all and 5 means that it applies strongly to you) *think of your normal situation, before the corona crisis

0

5

I am awake after midnight (00:00) for two times a week or more (the weekend excluded) ()	
I feel like I am part of a community in the neighbourhood I am living in ()	
I drink alcohol (more than two consumptions) for two times a week or more (the weekend excluded) ()	
There is no (or almost none) maintenance done to my gardens, fences and walls ()	
I leave my student accommodation during the study breaks ()	
I got regularly (weekly) complaints, about any nuisance, from roommates or neighbours ()	
In or surrounding my house there is visual pollution (waste, old devices, dirty balconies etc.) ()	
The physical conditions of the building I live in are deteriorating ()	
The rubbish disposal in my house is done wrongfully or not at all ()	
I am moving to another house annually ()	
Crime (burglary) prevention in my house is done wrongfully or not at all ()	
I feel my neighbours have a feeling of mistrust and fear towards me ()	

Q8 What did you do during the (intelligent) lockdown situation? (see next page for the final questions)

- I have left my student accommodation (to live temporarily somewhere else) (1)
- I stayed in my student accommodation (2)
- Does not apply to me (4)

Skip To: Q10 If What did you do during the (intelligent) lockdown situation? (see next page for the final questions) = I have left my student accommodation (to live temporarily somewhere else)

Skip To: Q10 If What did you do during the (intelligent) lockdown situation? (see next page for the final questions) = Does not apply to me

Q9 What has the (intelligent) lockdown situation done to your relation with your neighbours?

- It worsened our relation (1)
 - It improved our relation (2)
 - It has not changed our relation (4)
-

Q10 Thinking of your life as a student, which words comes to mind first?

Q11 Can you explain whether or not your description fit in that of a typical student?

Q12 If you have any comment, please let me know below:

End of Block: Default Question Block

2. Gender distribution

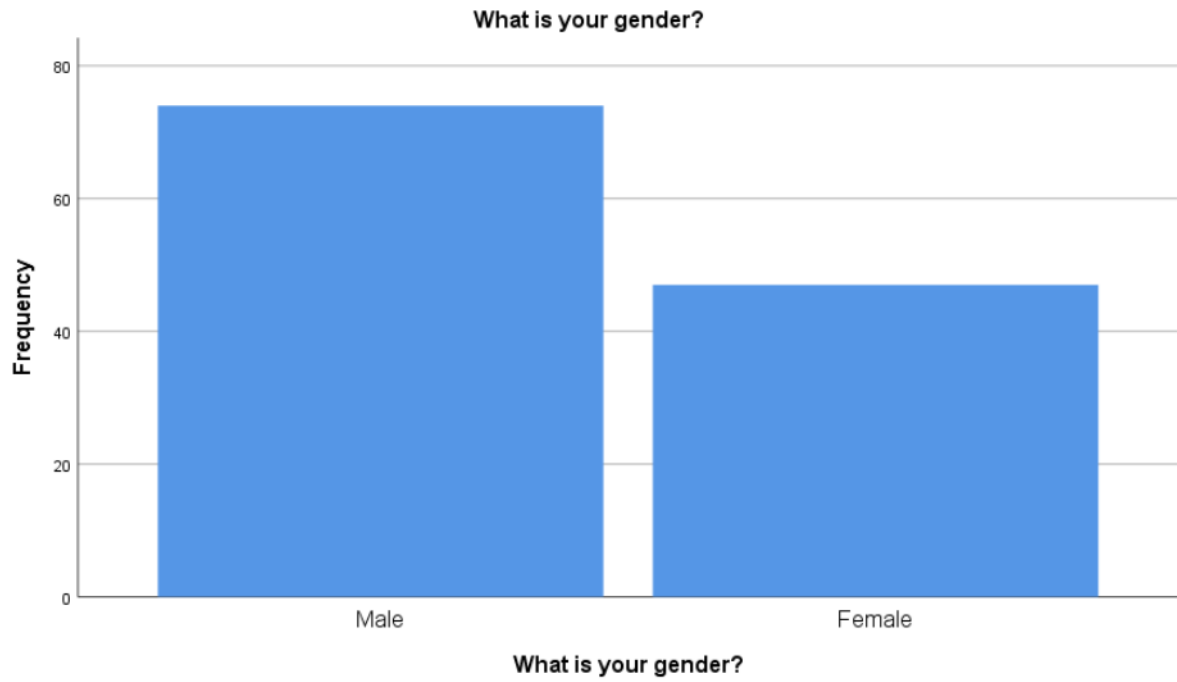


Figure 2: Gender distribution, selfmade bar chart

3. Age distribution

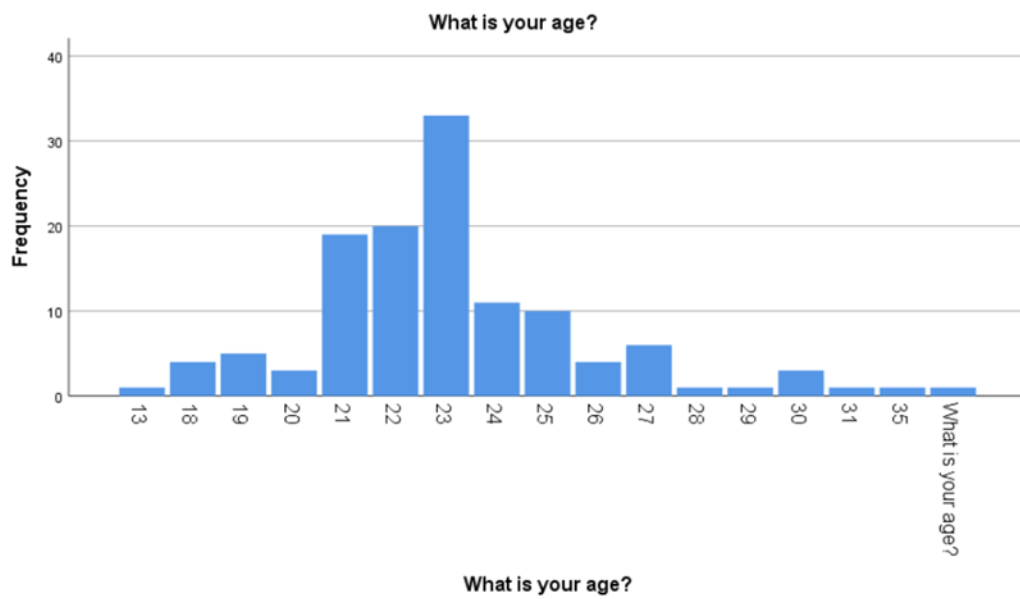


Figure 3: Age distribution, selfmade histogram.

4. Nationality distribution

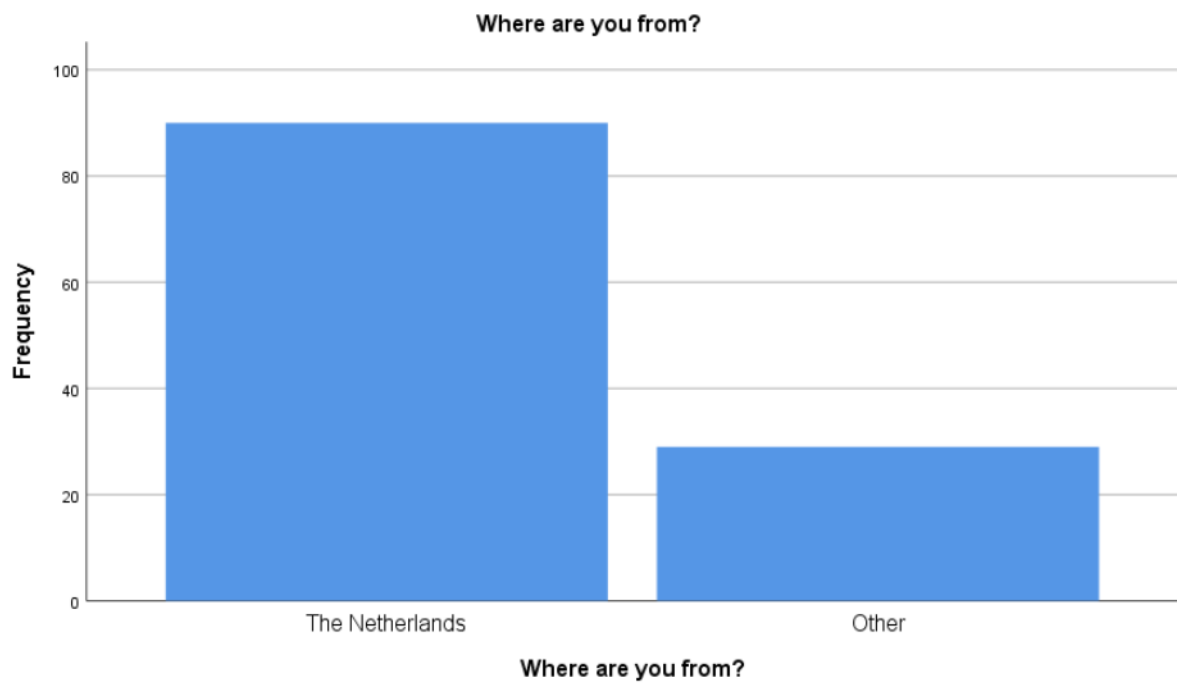


Figure 4: Nationality distribution, selfmade bar chart.

5. Ordinal logistic regression models

Parameter Estimates (I am awake after midnight (00:00) for two times a week or more (the weekend excluded))

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Q7_1 = 0]	-4,617	1,567	8,681	1	,003	-7,688	-1,544
	[Q7_1 = 1]	-2,949	1,527	3,732	1	,053	-5,941	,044
	[Q7_1 = 2]	-2,711	1,523	3,167	1	,075	-5,697	,274
	[Q7_1 = 3]	-2,210	1,518	2,120	1	,145	-5,185	,764
	[Q7_1 = 4]	-1,608	1,514	1,128	1	,288	-4,574	1,358
Location	Q2	-,144	,063	5,210	1	,022	-,267	-,021
	[Q1=1]	,977	,351	7,740	1	,005	,289	1,665
	[Q1=2]	0 ^a	.	.	0	.	.	.
	[Q3=1]	,018	,400	,002	1	,965	-,767	,800
	[Q3=2]	0 ^a	.	.	0	.	.	.
	[Q4=1]	,424	,385	1,213	1	,271	-,331	1,173
	[Q4=2]	0 ^a	.	.	0	.	.	.

Link function: Logit.

a. This parameter is set to zero because it is redundant.

Parameter Estimates (I feel like I am part of a community in the neighbourhood I am living in)

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Q7_10 = 0]	-1,614	1,463	1,217	1	,270	-4,482	1,2
	[Q7_10 = 1]	-,543	1,458	,139	1	,710	-3,400	2,3
	[Q7_10 = 2]	,348	1,456	,057	1	,811	-2,506	3,2
	[Q7_10 = 3]	1,489	1,467	1,031	1	,310	-1,386	4,3
	[Q7_10 = 4]	2,465	1,503	2,687	1	,101	-,482	5,4
Location	Q2	,004	,059	,004	1	,953	-,113	,1
	[Q1=1]	,320	,345	,863	1	,353	-,355	,9
	[Q1=2]	0 ^a	.	.	0	.	.	.
	[Q3=1]	-1,468	,410	12,853	1	,000	-2,271	-,6
	[Q3=2]	0 ^a	.	.	0	.	.	.
	[Q4=1]	-,049	,384	,016	1	,898	-,801	,7
	[Q4=2]	0 ^a	.	.	0	.	.	.

Link function: Logit.

a. This parameter is set to zero because it is redundant.

Parameter Estimates (I drink alcohol (more then two consumptions) for two times a week or more (the weekend excluded))

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Q7_2 = 0]	,656	1,502	,191	1	,662	-2,288	3,60
	[Q7_2 = 1]	1,617	1,509	1,149	1	,284	-1,340	4,57
	[Q7_2 = 2]	2,087	1,513	1,901	1	,168	-,879	5,05
	[Q7_2 = 3]	2,639	1,520	3,016	1	,082	-,339	5,61
	[Q7_2 = 4]	3,063	1,526	4,031	1	,045	,073	6,05
Location	Q2	,003	,061	,003	1	,957	-,117	,12
	[Q1=1]	,835	,351	5,644	1	,018	,146	1,52
	[Q1=2]	0 ^a	.	.	0	.	.	.
	[Q3=1]	,036	,400	,008	1	,928	-,748	,82
	[Q3=2]	0 ^a	.	.	0	.	.	.
	[Q4=1]	1,245	,405	9,450	1	,002	,451	2,03
	[Q4=2]	0 ^a	.	.	0	.	.	.

Link function: Logit.

a. This parameter is set to zero because it is redundant.

Parameter Estimates (There is no (or almost none) maintenance done to my gardens, fences and walls)

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Q7_6 = 0]	2,034	1,463	1,934	1	,164	-,833	4,90
	[Q7_6 = 1]	2,656	1,470	3,265	1	,071	-,225	5,53
	[Q7_6 = 2]	3,465	1,484	5,450	1	,020	,556	6,37
	[Q7_6 = 3]	4,291	1,500	8,181	1	,004	1,351	7,23
	[Q7_6 = 4]	5,558	1,526	13,264	1	,000	2,567	8,54
Location	Q2	,097	,060	2,641	1	,104	-,020	,21
	[Q1=1]	,317	,338	,880	1	,348	-,345	,97
	[Q1=2]	0 ^a	.	.	0	.	.	.
	[Q3=1]	,834	,396	4,442	1	,035	,058	1,61
	[Q3=2]	0 ^a	.	.	0	.	.	.
	[Q4=1]	,948	,387	6,017	1	,014	,191	1,70

[Q4=2]	0 ^a	.	.	0	.	.	.
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Link function: Logit.

a. This parameter is set to zero because it is redundant.

Parameter Estimates (I leave my student accommodation during the study breaks)

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Q7_9 = 0]	-4,466	1,505	8,800	1	,003	-7,417	-1,511
	[Q7_9 = 1]	-3,690	1,489	6,137	1	,013	-6,609	-,777
	[Q7_9 = 2]	-3,203	1,481	4,679	1	,031	-6,105	-,300
	[Q7_9 = 3]	-2,269	1,467	2,393	1	,122	-5,144	,600
	[Q7_9 = 4]	-1,322	1,460	,820	1	,365	-4,183	1,541
Location	Q2	-,103	,060	2,950	1	,086	-,220	,011
	[Q1=1]	-,386	,338	1,303	1	,254	-1,050	,278
	[Q1=2]	0 ^a	.	.	0	.	.	.
	[Q3=1]	-,797	,397	4,029	1	,045	-1,576	-,016
	[Q3=2]	0 ^a	.	.	0	.	.	.
	[Q4=1]	,628	,381	2,713	1	,100	-,119	1,375
	[Q4=2]	0 ^a	.	.	0	.	.	.

Link function: Logit.

a. This parameter is set to zero because it is redundant.

Parameter Estimates (I got regularly (weekly) complaints, about any nuisance, from roommates or neighbours)

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Q7_3 = 0]	,316	2,010	,025	1	,875	-3,624	4,252
	[Q7_3 = 1]	2,029	2,020	1,010	1	,315	-1,929	5,988
	[Q7_3 = 2]	2,280	2,025	1,268	1	,260	-1,688	6,248
	[Q7_3 = 3]	3,327	2,072	2,577	1	,108	-,735	7,389
	[Q7_3 = 4]	4,445	2,224	3,993	1	,046	,085	8,805
Location	Q2	-,092	,085	1,146	1	,284	-,259	,075
	[Q1=1]	,678	,437	2,413	1	,120	-,178	1,534
	[Q1=2]	0 ^a	.	.	0	.	.	.
	[Q3=1]	-,096	,508	,035	1	,851	-1,091	,900
	[Q3=2]	0 ^a	.	.	0	.	.	.
	[Q4=1]	1,656	,604	7,509	1	,006	,471	2,841
	[Q4=2]	0 ^a	.	.	0	.	.	.

Link function: Logit.

a. This parameter is set to zero because it is redundant.

Parameter Estimates (In or surrounding my house there is visual pollution (waste, old devices, dirty balconies etc.))

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Q7_4 = 0]	,501	1,463	,117	1	,732	-2,367	3,366
	[Q7_4 = 1]	1,563	1,469	1,132	1	,287	-1,317	4,444
	[Q7_4 = 2]	2,350	1,478	2,529	1	,112	-,546	5,244
	[Q7_4 = 3]	3,273	1,491	4,816	1	,028	,350	6,196
	[Q7_4 = 4]	4,190	1,517	7,627	1	,006	1,216	7,164
Location	Q2	,025	,060	,183	1	,669	-,091	,141

	[Q1=1]	,276	,339	,662	1	,416	-,389	,94
	[Q1=2]	0 ^a	.	.	0	.	.	.
	[Q3=1]	,670	,399	2,827	1	,093	-,111	1,45
	[Q3=2]	0 ^a	.	.	0	.	.	.
	[Q4=1]	,351	,382	,844	1	,358	-,398	1,10
	[Q4=2]	0 ^a	.	.	0	.	.	.

Link function: Logit.

a. This parameter is set to zero because it is redundant.

Parameter Estimates (The physical conditions of the building I live in are deteriorating)

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Q7_5 = 0]	,598	1,551	,149	1	,700	-2,442	3,63
	[Q7_5 = 1]	1,583	1,557	1,034	1	,309	-1,469	4,63
	[Q7_5 = 2]	2,119	1,562	1,840	1	,175	-,943	5,18
	[Q7_5 = 3]	3,260	1,580	4,258	1	,039	,164	6,35
	[Q7_5 = 4]	4,533	1,635	7,688	1	,006	1,329	7,73
Location	Q2	-,010	,063	,023	1	,880	-,134	,11
	[Q1=1]	,328	,352	,871	1	,351	-,361	1,01
	[Q1=2]	0 ^a	.	.	0	.	.	.
	[Q3=1]	,245	,412	,355	1	,551	-,561	1,05
	[Q3=2]	0 ^a	.	.	0	.	.	.
	[Q4=1]	1,246	,417	8,934	1	,003	,429	2,06
	[Q4=2]	0 ^a	.	.	0	.	.	.

Link function: Logit.

a. This parameter is set to zero because it is redundant.

Parameter Estimates (The rubbish disposal in my house is done wrongfully or not at all)

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Q7_7 = 0]	2,587	1,566	2,730	1	,099	-,482	5,65
	[Q7_7 = 1]	3,587	1,583	5,136	1	,023	,485	6,68
	[Q7_7 = 2]	4,126	1,593	6,711	1	,010	1,004	7,24
	[Q7_7 = 3]	5,200	1,619	10,320	1	,001	2,027	8,37
	[Q7_7 = 4]	5,443	1,627	11,184	1	,001	2,253	8,63
Location	Q2	,088	,063	1,941	1	,164	-,036	,21
	[Q1=1]	,273	,355	,590	1	,442	-,423	,96
	[Q1=2]	0 ^a	.	.	0	.	.	.
	[Q3=1]	,512	,420	1,487	1	,223	-,311	1,33
	[Q3=2]	0 ^a	.	.	0	.	.	.
	[Q4=1]	,262	,401	,426	1	,514	-,524	1,04
	[Q4=2]	0 ^a	.	.	0	.	.	.

Link function: Logit.

a. This parameter is set to zero because it is redundant.

Parameter Estimates (I am moving to another house annually)

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Q7_12 = 0]	-1,658	1,698	,954	1	,329	-4,985	1,6
	[Q7_12 = 1]	-,652	1,692	,148	1	,700	-3,968	2,6
	[Q7_12 = 2]	-,026	1,696	,000	1	,988	-3,350	3,2
	[Q7_12 = 3]	,075	1,697	,002	1	,965	-3,251	3,4
	[Q7_12 = 4]	,945	1,723	,301	1	,583	-2,432	4,3

Location	Q2	-,101	,072	1,962	1	,161	-,241	,0
	[Q1=1]	,577	,404	2,042	1	,153	-,215	1,3
	[Q1=2]	0 ^a	.	.	0	.	.	.
	[Q3=1]	-,625	,443	1,992	1	,158	-1,492	,2
	[Q3=2]	0 ^a	.	.	0	.	.	.
	[Q4=1]	,224	,447	,253	1	,615	-,651	1,1
	[Q4=2]	0 ^a	.	.	0	.	.	.

Link function: Logit.

a. This parameter is set to zero because it is redundant.

Parameter Estimates (Crime (burglary) prevention in my house is done wrongfully or not at all)

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Q7_8 = 0]	1,294	1,562	,686	1	,408	-1,768	4,350
	[Q7_8 = 1]	1,871	1,567	1,426	1	,232	-1,201	4,944
	[Q7_8 = 2]	2,667	1,577	2,861	1	,091	-,423	5,750
	[Q7_8 = 3]	3,023	1,583	3,648	1	,056	-,079	6,123
	[Q7_8 = 4]	3,587	1,595	5,056	1	,025	,460	6,713
Location	Q2	,025	,063	,158	1	,691	-,099	,149
	[Q1=1]	,317	,359	,777	1	,378	-,387	1,021
	[Q1=2]	0 ^a	.	.	0	.	.	.
	[Q3=1]	,206	,419	,242	1	,623	-,615	1,027
	[Q3=2]	0 ^a	.	.	0	.	.	.
	[Q4=1]	,504	,411	1,503	1	,220	-,301	1,305
	[Q4=2]	0 ^a	.	.	0	.	.	.

Link function: Logit.

a. This parameter is set to zero because it is redundant.

Parameter Estimates (I feel my neighbours have a feeling of mistrust and fear towards me)

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Q7_13 = 0]	2,186	1,881	1,350	1	,245	-1,501	5,813
	[Q7_13 = 1]	3,273	1,896	2,981	1	,084	-,442	6,913
	[Q7_13 = 2]	4,236	1,923	4,853	1	,028	,467	8,005
	[Q7_13 = 3]	4,961	1,967	6,363	1	,012	1,106	8,816
Location	Q2	,018	,076	,056	1	,813	-,130	,166
	[Q1=1]	1,007	,470	4,594	1	,032	,086	1,928
	[Q1=2]	0 ^a	.	.	0	.	.	.
	[Q3=1]	-,647	,484	1,788	1	,181	-1,595	,301
	[Q3=2]	0 ^a	.	.	0	.	.	.
	[Q4=1]	,848	,528	2,583	1	,108	-,186	1,882
	[Q4=2]	0 ^a	.	.	0	.	.	.

Link function: Logit.

a. This parameter is set to zero because it is redundant.

6. Mann-Withney U test

	Test Statistics ^a								
	I am awake after midnight (00:00) for two times a week or more (the weekend excluded)	I feel like I am part of a community in the neighbourhood I am living in	I drink alcohol (more then two consumptions) for two times a week or more (the weekend excluded)	There is no (or almost none) maintenance done to my gardens, fences and walls	I leave my student accommodation during the study breaks	I got regularly (weekly) complaints, about any nuisance, from roommates or neighbours	In or surrounding my house there is visual pollution (waste, old devices, dirty balconies etc.)	The physical conditions of the building I live in are deteriorating	The disposal of rubbish in my house is done wrongfully or not at all
Mann-Whitney U	1250,500	1447,000	980,500	1168,000	1220,500	1099,000	1324,500	993,000	
Wilcoxon W	1880,500	5363,000	1610,500	1798,000	1850,500	1729,000	1954,500	1623,000	
Z	-1,675	-,539	-3,214	-2,118	-1,820	-3,044	-1,236	-3,192	
Asymp. Sig. (2-tailed)	,094	,590	,001	,034	,069	,002	,217	,001	

a. Grouping Variable: What is/was your living situation as a student? (think of the most recent student accomodation you lived in)

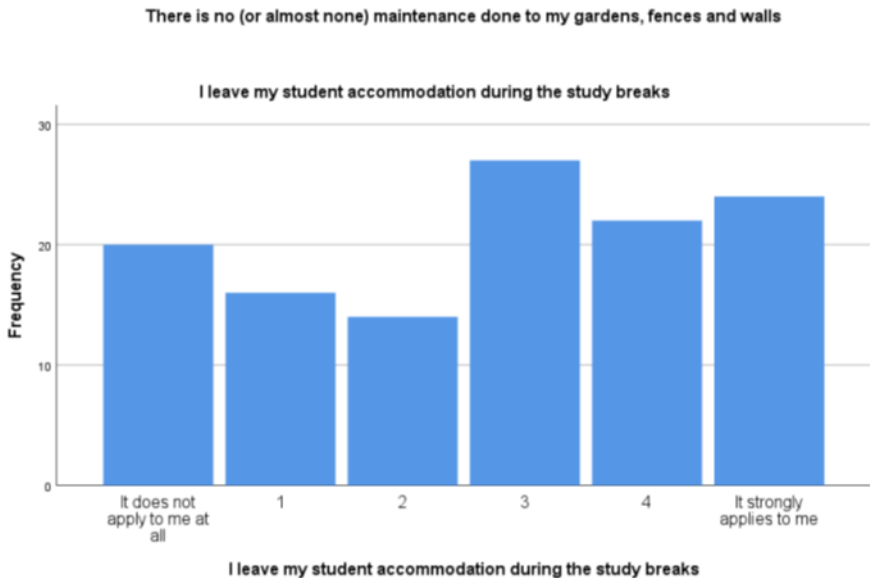
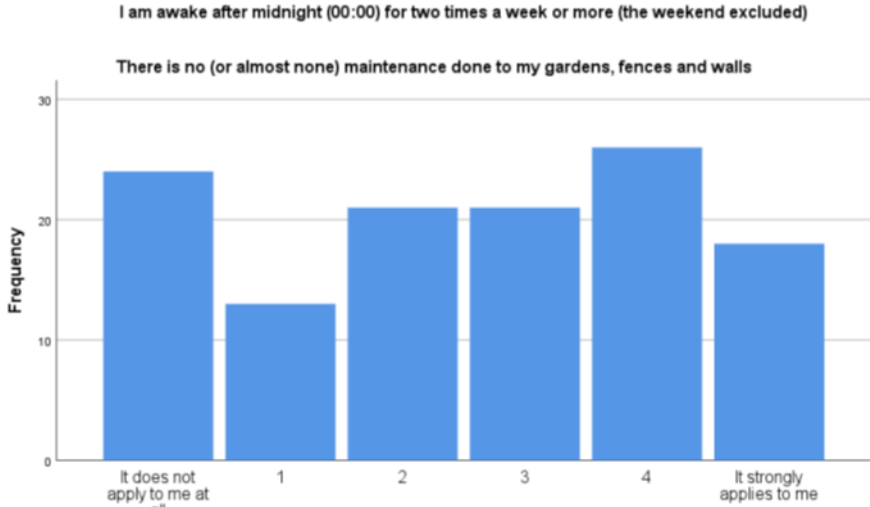
Output Mann-Whitney U test, selfmade table.

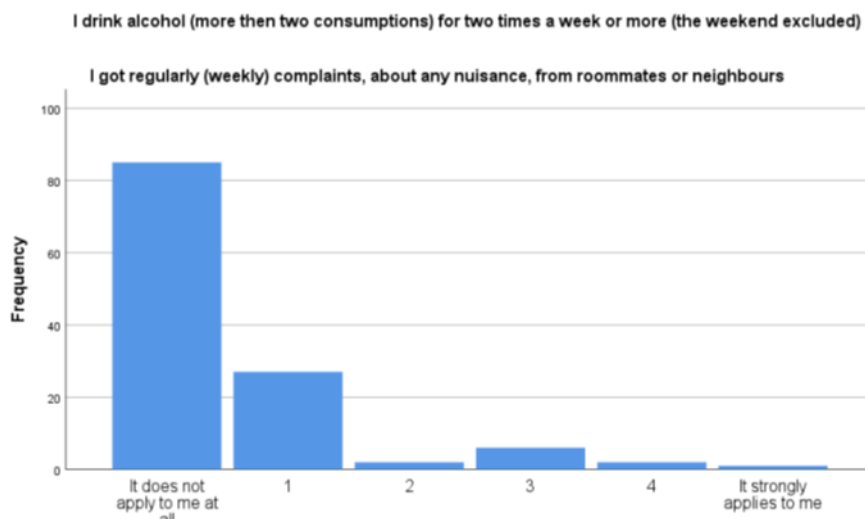
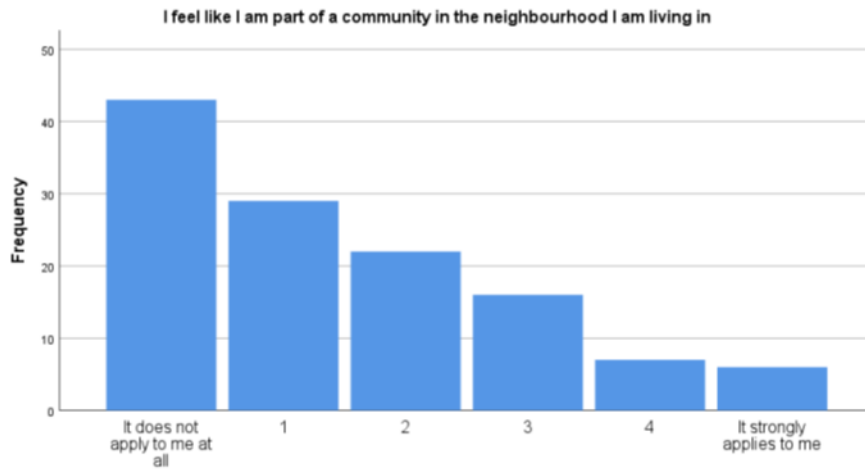
7. Descriptive statistics of the statements

	Statistics								
	I am awake after midnight (00:00) for two times a week or more (the weekend excluded)	I feel like I am part of a community in the neighbourhood I am living in	I drink alcohol (more then two consumptions) for two times a week or more (the weekend excluded)	There is no (or almost none) maintenance done to my gardens, fences and walls	I leave my student accommodation during the study breaks	I got regularly (weekly) complaints, about any nuisance, from roommates or neighbours	In or surrounding my house there is visual pollution (waste, old devices, dirty balconies etc.)	The physical conditions of the building I live in are deteriorating	The disposal of rubbish in my house is done wrongfully or not at all
N	Valid	123	123	123	123	123	123	123	123
	Missing	1	1	1	1	1	1	1	1
Mean		2,84	1,46	1,98	2,54	2,71	,50	1,74	1,40
Median		3,00	1,00	1,00	3,00	3,00	,00	1,00	1,00
Mode		5	0	0	4	3	0	0	0

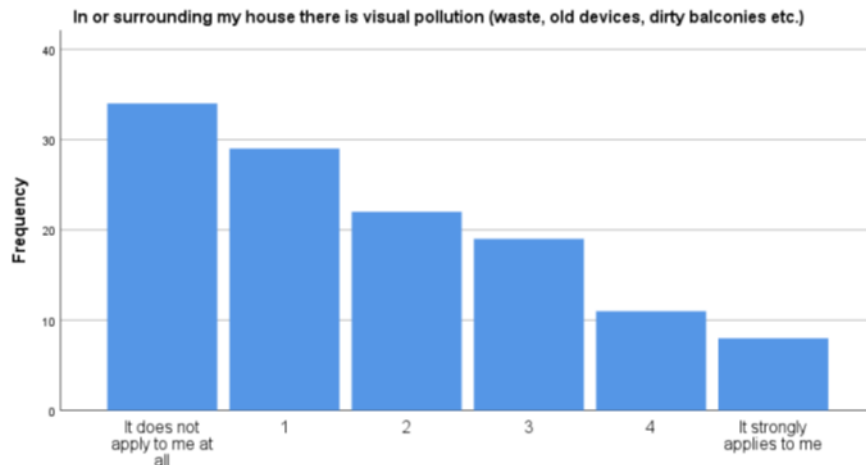
Descriptive statistics of the statements (mean, median and mode), selfmade table.

8. Statement distribution

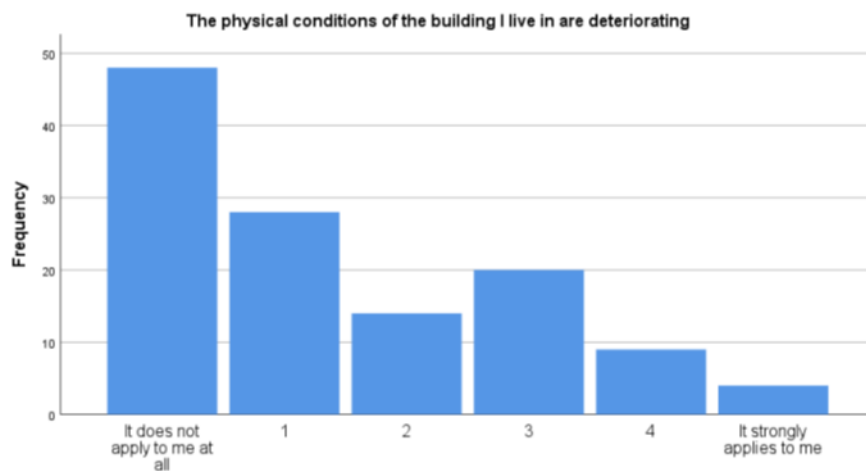




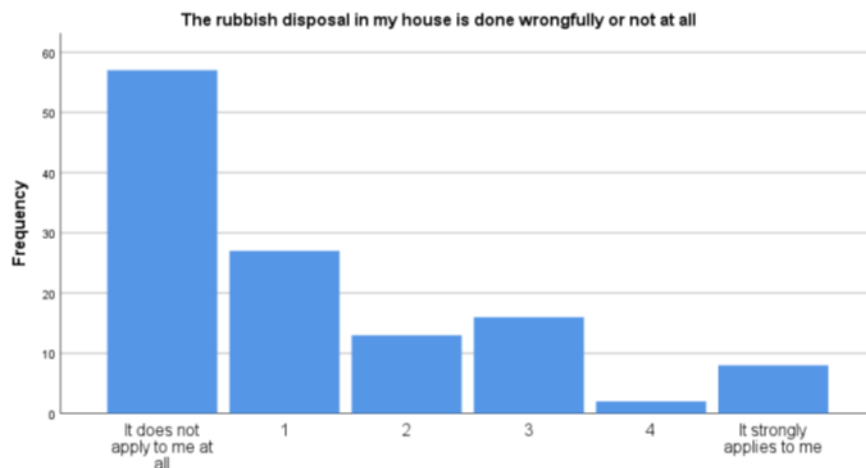
I got regularly (weekly) complaints, about any nuisance, from roommates or neighbours



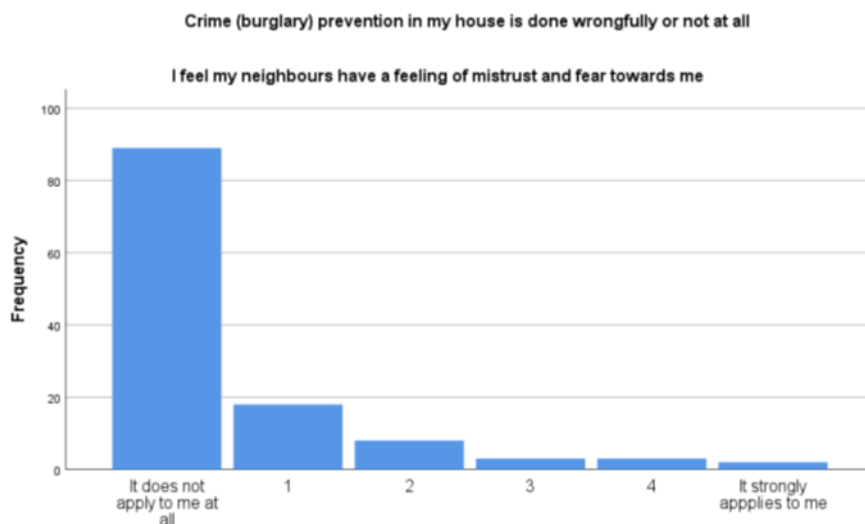
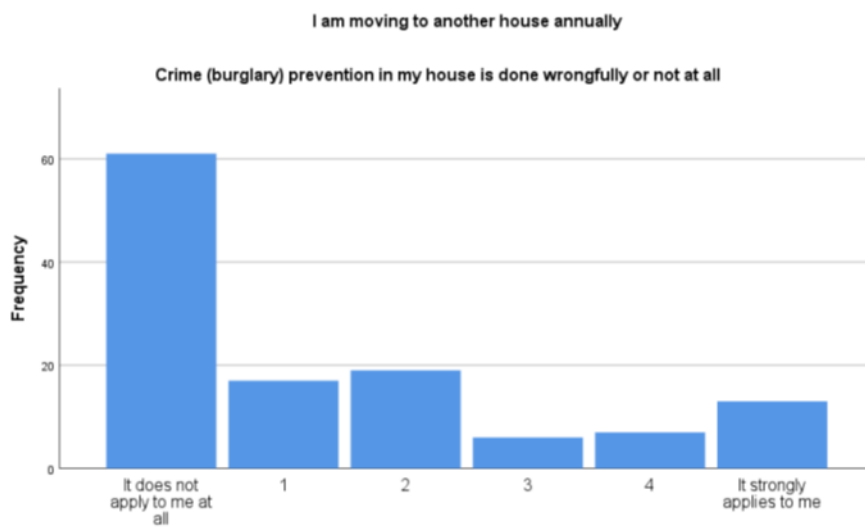
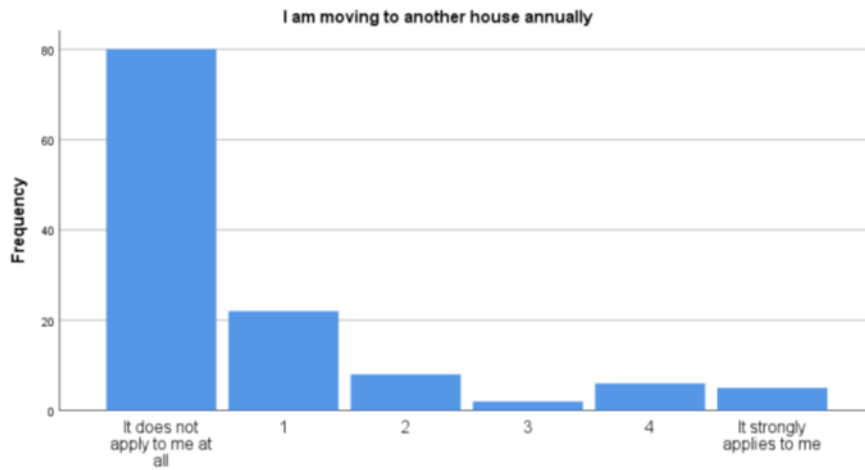
In or surrounding my house there is visual pollution (waste, old devices, dirty balconies etc.)



The physical conditions of the building I live in are deteriorating



The rubbish disposal in my house is done wrongfully or not at all



I feel my neighbours have a feeling of mistrust and fear towards me

9. Distribution lockdown situation

