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Housing and Well-being: The influence of housing on the well-being of international students in the Netherlands

Abstract

The increasing scarcity of student housing is a real problem in the Netherlands. The inflow of new students is raising faster than the actual growing of housing. This makes it even more difficult for international students coming to the Netherlands to integrate. Already having a language barrier and a disadvantage in lacking understanding of the Dutch housing market makes it that international students are affected harder domestic students. This research aims to find if there is a relation between student well-being and student housing. The research was built on a quantitative research method which used a questionnaire to gather data. The data gathered was analysed with the use of descriptive statistics and regression models. The analysis showed that price per se was not the major influencer of housing satisfaction. International students rather have a house with a good and clean kitchen and bathroom. Alongside this, house deficiencies were the main cause of stress and the only stress factor that had a relationship with the satisfaction of housing. This research concludes that there is indeed a relationship between well-being and student housing for international students.

Introduction

In the past few years, there has been a major increase in International students coming to the Netherlands, from 33.140 in the academic year '05-'06 and increasing rapidly to 115.190 in the year '21-'22(CBS, 2022). From this year on universities, like Amsterdam and Groningen, are advising international students not to come and study in their city as there are too few rooms to accommodate every student (Roele, 2023). Currently it is not possible by law to refuse an international student, even if this is based on the scarcity of housing, however the minister of education is working on measures to control and stir the inflow of international students (Rijksoverheid, 2023). This search for housing becomes increasingly hard as most student housing still goes to students being native Dutch speakers rather than to international students (ESN, 2023). Added to this, Fang and Van Liempt (2021) also suggest that is harder for international students to maintain their housing when finding one.

Relevance

The amount of students needing housing will increase the coming eight years with another 57.000 students. Added to this is the already existing scarcity of student housing and till 2025 there will only be added 16.500 more dormitory (NOS, 2021). Because of this rapid increase of students coming, not only, from abroad and cities not being able to cope with this increase, it is vital to find out what this (non)housing situation does with the well-being of, in particular, the international students. Also, it would also be beneficial for politicians to understand how the insecurity of finding and maintaining appropriate housing influences the well-being of international students who already have a difficult time obtaining fitting housing in the first place following Fang and Van Liempt (2021). For this latter, it is significant to know what features of housing influence well-being of international students as this can be used for upcoming policies and planning dealing with the increasing demand for student housing.

Khawaja and Dempsey (2007) mention that there already has been a few studies written about international students searching for appropriate housing and the multiple stress factors that these international students experience with their search. This is strengthened by Fang and Van Liempt (2021) who write about the possible hiccups international student can experience during the search for appropriate housing. On the other hand, there seems to be written little about the effect of housing features and insecurity on the well-being of international students. It should be beneficial, with the increasing amount of students and the increasingly difficult housing market, to know where international students really are looking for in student housing and in which way, and to what extent, they face difficulties with this search.

Research problem

The aim of this research is to understand the relationship between housing and student well-being with regard to international students living in Groningen. There are multiple factors influencing this well-being, however it would be important to understand the influence of housing insecurity and housing satisfaction on the overall well-being as this student housing has recently become a bottleneck for many Universities and municipalities. For this research, the research question would be:

To what extent does housing circumstance influence the well-being of international students in Groningen?

1. What are the main problems for international students in finding appropriate housing?
2. What housing features are important for international students?
3. How content are international students with their housing?

Theoretical framework

Defining well-being

To be able to comprehend the influence of housing on well-being there should be an understanding of what this well-being actually means. Well-being can be split into subjective well-being, which contains the perception and values of a person, and objective well-being, which refers to the living conditions and availability of resources (Fleuret and Prugneau, 2015). Fleuret and Prugneau (2015) add to this that well-being is a complex and ambiguous synthesis between objective and subjective, material and immaterial, individual and collective. The divide between subjective- and objective well-being is further elaborated on by Alartatseva and Barysheva (2015) who argue that objective well-being is a mixture of material well-being and quality of life which include stability of income, conditions of residence, opportunity of education, safety/security and more. Alartatseva and Barysheva state that subjective well-being can be conceptualized only “as an internal subjective experience of each particular individual” (2015, p. 38). To be able to make this complex concept somewhat testable Clapham et al. (2003) take life satisfaction as a metric for subjective well-being. Clapham et al. (2003) write that life satisfaction is used to measure well-being with a scale for which respondents can indicate how satisfied they are. This life satisfaction is a way of simplifying the complexity of defining well-being.

It is important to note that well-being and mental health issues are two different concepts. Mental health issues occur when a person has been negatively affected by issues like excessive worry, panic, depression or isolation (Barkham et al., 2019).

Student stressors

The period of a student is an exciting time but also a stressful one. The first possible stressor which is described by Mori (2000) is that there is a language barrier for the international student. The English language is often present with the international student, however, there still seems to be a difference between understanding English and being able to follow English with having different accents. This problem is strengthened by the Dutch/native students rather speaking in their domestic language than speaking English. Fang and Van Liempt (2020) also argue that, indeed, the international student has problems finding appropriate housing as there is some degree of discrimination done by proprietors and students against the international student, which would even further reduce the likelihood of finding accommodation. Added to this is the already difficulty for the international student to navigate through the, for them, foreign (student)housing market (Obeng-Odoom, 2012). Yeh and Inose (2003) elaborate on this, stating that there is a difference between

students coming as international from countries located in European countries as opposed to international students coming from countries located in regions of Asia, Africa and Latin/Central America. This is because the European student is more likely to feel less acculturative stress as this is more in line with their own culture. This unfamiliarity and language struggle is underlined by Forbes and Sawyer (2016) who suggest that “if students struggle with English “everything else suffers,” including their academic performance and their capacity to “connect” with others”(p.668). For international students there already is a different way of learning which can be a cultural shock (Forbes & Sawyer, 2016). Another factor is, the possibility of, students living on their own for the first time, which means learning to cook and wash clothes all by themselves while living abroad. Also, some of these students are under great pressure to perform as not all come from rich families (Forbes & Sawyer, 2016). This urges them to perform best as possible together with creating a balance between work and study for they need money to provide for themselves during their studies.

Khawaja and Dempsey (2007) argue that stressors like financial- and residential satisfaction, perceived discrimination, language proficiency, academic stress, social support and mismatched expectations failed to contribute to the psychological distress of the international students. Khawaja and Dempsey (2007) state that it is more the way in which international students cope with these stressors and events which can possibly cause a negative impact on well-being and eventually mental health. This assumption is supported by other research done by Khawaja and Dempsey (2008) who then examined the difference in distress between domestic and international students. Khawaja and Dempsey (2008) suggest that distress of international students stems from the expectations and experiences of the university they attend, as it is seen as a kind of consumer good. International students tend to have lower perceptions of the ‘student experience’, partly because of marketing, as opposed to domestic students. In general, this disappointment also means that international students are less likely to have acculturative behaviour during their time abroad.

Thus, the difference between domestic and international students is not stressors per se. However, the stressors that occur during the student life cycle are dealt with differently. What makes this more difficult is that international students often can feel a barrier to solving their distress, caused by a language barrier or cultural barrier (Fang & Van Liempt, 2020). Hence, it is important to know in which way housing can cause distress for international students as it is, as mentioned previously, harder to find and maintain a secure living situation.

Housing problems

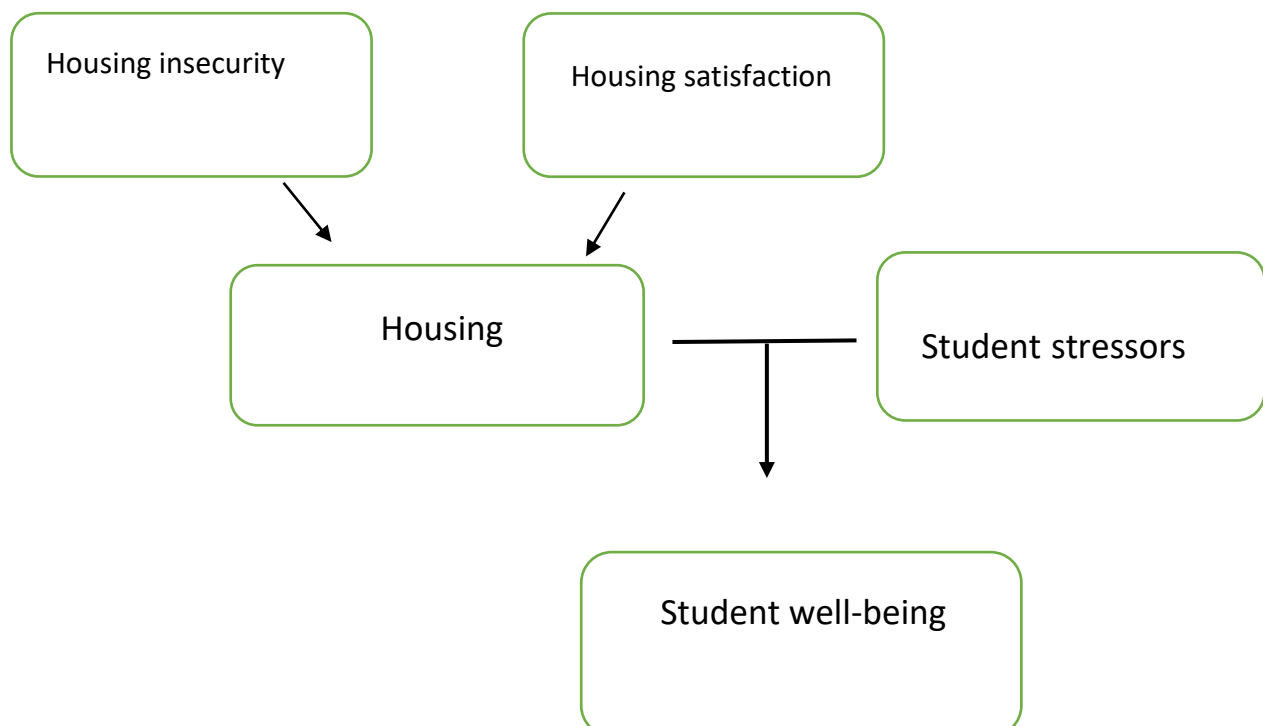
Student housing can be a real indicator of future problems with well-being. Broton et al. (2022) indicate that students with insecure housing are more likely to develop depression and anxiety as opposed to students with a secure housing situation. Broton et al. (2022) also suggest that being some way of dependent on friends for couch surfing is also a factor that weighs on students as they feel like a burden to their surroundings.

It is important to know what contributes to housing being appropriate housing for (international) students. What determines a happy place for students in general? Thomsen and Eikemo (2010) claim that there are multiple factors, based on data from student city Trondheim in Norway, contributing to appropriate housing. They note that the characteristics of an accommodation can be seen as most important to students. For instance, size and layout which are similar to permanent and temporary housing, seem more important than the location of the accommodation. Another important factor for students is that their accommodation felt in line with their identity. This means that students did

not really compare their housing with the student housing in general, but rather compare their housing with the groups of people they identify with (Thomsen & Eikemo, 2010). From this, they established, or not, a feeling of 'home' in their new environment (Thomsen & Eikemo, 2010). On the other hand, Nijënstein et al. (2015) see cycling time to the campus is one of the main preferences from international students. Then again, Nijënstein et al. (2015) also underline some housing characteristics as most important with price, kitchen and bathroom as most desired. Comparing domestic and international students it became clear that the international student is often in search of accommodation with a low price and being closer to campus, when the domestic student is likely to have more interest in a room with bigger size. Another factor suggested by Moore et al. (2019) is property management, this was indicated by the response time of maintenance. With a higher response time, student residents were more likely to be dissatisfied with their housing.

Conceptual framework

The conceptual framework indicates two different influences of housing in general. Housing insecurity refers back to the obtaining and maintaining of housing in a difficult environment for international students (Fang & Van Liempt, 2020). Housing satisfaction refers to the different features of housing like room size and condition. Housing is not the only variable on student well-being and the other factors will be taken into account during this research. These other stressors will be mostly found through secondary data gathering as this research focusses on student housing. With the research- and sub questions the null hypothesis will be answered. The null hypothesis for this research is that there is no effect of housing on the well-being of international students.



Methodology

Data collection

For this research there has been decided a quantitative method would be the best fit. Quantitative methods are better to explain, predict and model human behaviour and preferences (Clifford et al., 2016). The above connects to the aim for this research which is to obtain knowledge on the pattern of housing difficulties faced by international students. For the data collection, a survey has been made, in the form of a questionnaire, to obtain a dataset as large as possible. With this data, there will be made an indication on which housing features are most important for the housing satisfaction of international students. First, it should be important to have a clear view of what possible factors influence the well-being of international students and aim to find what features they are looking for in student housing as followed from the literature. Next, the aim should be to find out whether the international students had problems obtaining certain housing. How long did their search took and is there a possible feel of insecurity about being able to stay in their accommodation. Also, does the current accommodation fit the needs of an international student. Eventually, this data was coupled to the grade international students gave their own well-being.

The survey has been distributed as an online questionnaire through student organisations, researcher's social network and has been distributed physically during mandatory practicals and on campus canteens. For this research, fourteen organisations for international students in Groningen were contacted via mail or/and Facebook. From this contact, only 2 organisations gave a reply from which only one gave approval for distribution. Another way of distributing was done by social media, this was with use of Whatsapp, Instagram and on Facebook. The aim of using social media as a tool was to create snowball sampling. This is a useful way of gathering data as often new respondents have similar traits as previous respondents, however this could also be a disadvantage as it will be more likely to obtain kind of the same responses and ,therefore, influence the validity of the data. Unfortunately, this method seemed to not provide as many respondents as was hoped. The third way, which was used for data gathering, was by the physical approach. By distributing the survey physically, which was done with hard copies as well as QR codes. However not many students were eager to fill in the survey due to being busy. Still, more than half of the respondents came from the physical approach.

The survey was done anonymously and respondents were informed that the data will be used for this research only. Respondents are informed that the questionnaire is fully on a voluntary basis and can be stopped at any time. At the end of the questionnaire, participants will be asked if their answers may be used for the research. When this is not the case their input will be removed from further analysis. After the thesis is done all surveys will be deleted for further use.

Data analysis

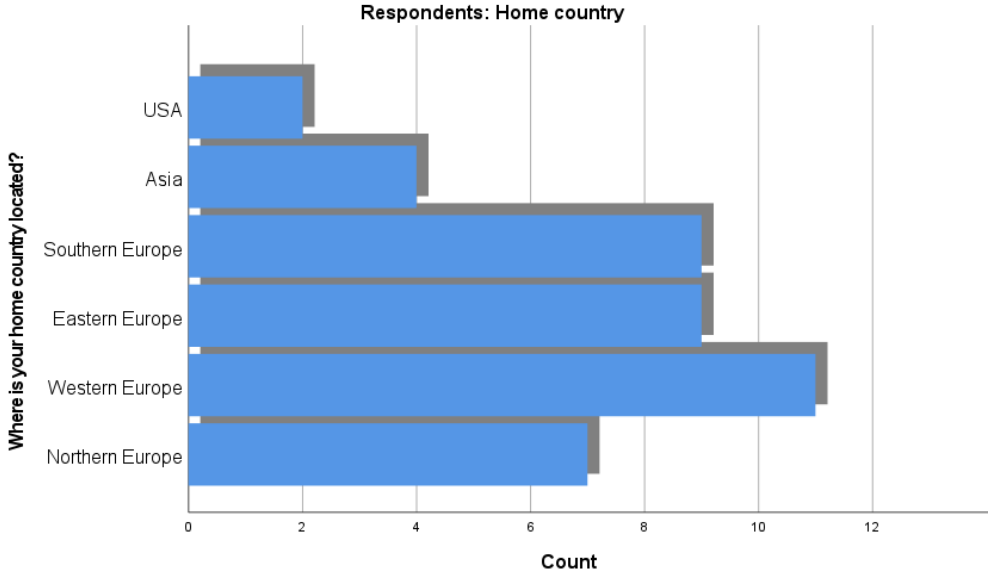
For the data analysis, there has been chosen for a multiple and simple linear regression as well as descriptive statistics with the use of SPSS . There are two main dependent variables which are the score of well-being and the satisfaction of the current dwelling. These variables are both ratio variables, which means they could be easily used in SPSS. The questions on housing preferences and stress were multiple choice/answer, which means that these will be categorical variables, more specifically nominal variables, and had to be transformed to scale variables which can then be used

within SPSS. This has been done through the use of dummy variables, where each categorical selected was coded to a 1 and if one variable was not selected this would be indicated as a 0.

The multiple regression tests will be on the preferences and satisfaction of students with their current accommodation. Hereby the rating of their accommodation will be the dependent variable and as independent variables there is chosen for 'housing stress', 'location choice', 'preferred housing features' and 'rent per month'. For the second regression, the dependent variable will be the score of well-being with 'rent per month', 'housing stress' and 'satisfaction of current accommodation' as the independent variables. The whole survey with all questions can be seen in Appendix 2.

Results

For this research, there has been gathered a dataset of 42 respondents being international students. This sample will be used to obtain an answer on the research question: To what extent does housing insecurity and satisfactory influence the well-being of international students in Groningen? To answer this question there has been made use of a simple and multiple linear regression as well as descriptive statistics. In graph 1 it is shown how the sample for this research is distributed. Of the sample size most respondents are European with Western European being the most prominent.



Graph 1: Home country location of the sample

Well-being and student housing

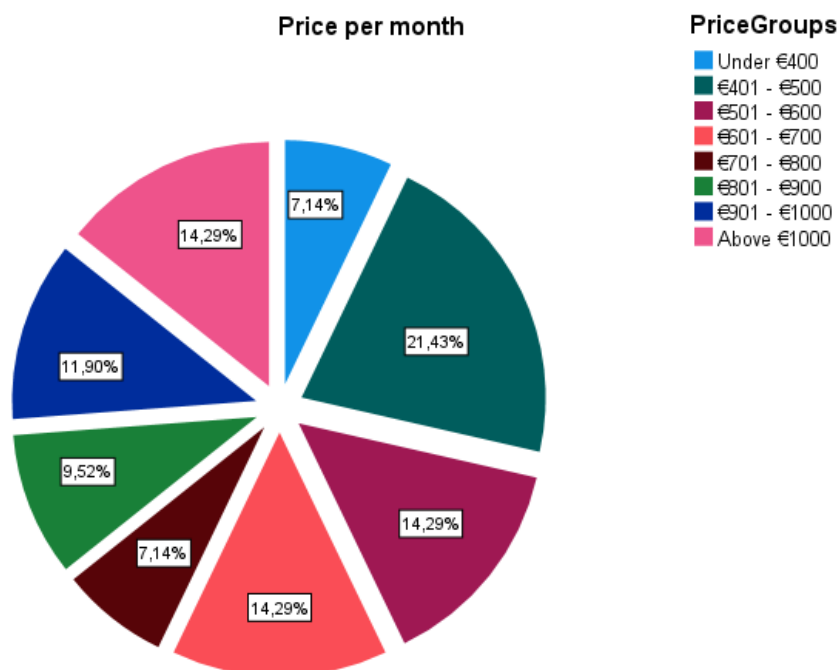
To start there has been looked if there is a relationship between well-being and housing satisfaction with well-being chosen as the dependent variable. The model is significant which means that there is indeed a correlation between well-being and housing satisfaction. R-square indicates that housing satisfaction plays for 36,4% a role in the variation of our dependent variable.

Model	
R-square	,364
Sig.	< ,001

Well-being	St. coefficients	Sig.
Housing satisfaction	,603	< ,001

Finding appropriate housing

For finding appropriate housing this research has focussed on the amount respondents pay per month (inclusive), how many months it took to find accommodation and how most found their accommodation. The data states that most people tend to pay around €650,- a month with the highest paying €1469,- a month and the lowest paying €340,- a month. most of the respondents found their accommodation after 2 or 3 months searching with 13 searching for 2 months and 11 looking for 3 months. The median for the search of accommodation is 3 which means that 3 months is the middle of the distribution of months searching.



Graph 2: Price paid per month (Percentages)



Graph 3: Months of searching for accommodation

Most of the respondents found their accommodation through friends or relatives already living in Groningen, 35,7% of the respondents found it this way (see table 1). Housing corporations and local websites/organisations contributed both with 8 of the 42 respondents. And Facebook contributed the least with only 5. For the 'other' contributions there are as follows: via 'Sports', 'home university', 'previous landlord', 'WhatsApp or advisor'.

<i>Finding resource</i>	<i>Selected</i>	<i>Not selected</i>	<i>Percentage</i>
<i>Friends/relatives</i>	15	27	35,7
<i>Local website/ organisations</i>	8	34	19,0
<i>Facebook pages</i>	5	37	11,9
<i>Housing corporations</i>	8	34	19,0
<i>Other</i>	6	36	14,3

Table 1: Ways of finding an accommodation

International students find their accommodation for a big part through use of their own social network. This can be caused by discrimination between students that are Dutch native speakers and international students where the Dutch native speaker prefers to speak in their own language which therefor excludes the international following Fang and Van Liempt (2021). This feeling of discrimination is supported by the AISS 2022 (Annual international student survey), which claims that more than half of their respondents indicate that they felt discriminated while searching for appropriate housing. Another problem international students face with this discrimination is the long times it takes them to find actual accommodation. Another problem that also strengthens the difficulty of finding appropriate housing is that following obeng-odoom (2012) the international

students already have a disadvantage through their lacking knowledge of the housing market. This also can be an indicator of why the number of international students finding housing through their social network might be high.

The Rijksuniversiteit Groningen acknowledges the problem of finding appropriate housing in their annual report of 2021 where they state that, although the providing of student housing is not one of their roles, the RUG is doing their best to help students in collaboration with the municipality of Groningen and housing corporations

Housing Stress

For housing satisfaction, there has been looked first at different kinds of stress factors combined with the price paid per month (inclusive) and its relationship with the score the respondents gave their overall housing satisfaction. For this, there has been made use of a multiple linear regression. The Test as a whole is significant with the Anova giving a P value of 0.045, which means that there is indeed a factor of housing stress and/or price per month which influences the overall score of Housing satisfaction. When looking at the different independent variables, which can be seen in table 3, it is shown that house deficiencies stand out as dominant in influencing the housing satisfaction of international students. This is the only stress variable which is significant in the regression test giving a p-value of 0,009. The coefficient of house deficiencies is -1,379, which means that if this variable is given by a respondent then its housing satisfaction score is lowered by -1,379 in general.

<i>Model</i>	
<i>R-Square</i>	0,326
<i>Sig</i>	0,045

Table 2: Model summary Housing

<i>Housing stressors</i>	<i>ST. coefficients</i>	<i>sig.</i>
<i>housing price</i>	-,187	,246
<i>location</i>	,027	,859
<i>Deficiencies</i>	-,445	,009
<i>Roommate</i>	,625	,711
<i>landlord</i>	,472	,182
<i>expiring contract</i>	-,103	,497

Table 3: Housing stressors with overall 'housing satisfaction' as dependent variable

Surprisingly '*house deficiencies*' are the only real significant independent variable for our dependent variable overall '*housing satisfaction*'. Moore (2019) suggests that the response time of maintenance plays a sufficient role in determining a positive attitude towards housing by students in general. This is in line with our '*deficiencies*' variable with thus has a significant influence on the housing satisfaction. On the other hand, maintenance could also point at the relationship between International student and landlord. This relationship is a variable that comes out the test as not significant and we can, therefore, say that there is no relationship between this variable and overall housing satisfaction.

Housing Features

For the housing features, that international students find important, in first instance there has been made use of multiple linear regression in SPSS. For this, the housing satisfaction score has been taken as the dependent variable and the housing features together with location as the independent variables. As a whole the regression is significant as the ANOVA gives a significance level of $p=0,042$. Added to this the R-square for the model is 0,476 which indicates that the independent variables contribute 47,6% to the total score of house satisfaction. However, looking at the variables independently, there is no clear significant variable given for influencing the dependent variable, as can be seen in Appendix E3. Therefore this research looks at the descriptive statistics of the same independent variables for giving an overview of what the respondents give as important housing- and location features. As can be seen in table 4, the most selected housing feature, from the respondents, is the kitchen. This was selected by 69% of respondents opposed to the living room which only was selected by 16,7% of the respondents. Under the variable other are respectively the bedroom and a balcony which were both named by only one respondent.

<i>Variable</i>	<i>Selected</i>	<i>Not selected</i>	<i>Percentage</i>
<i>Kitchen</i>	29	13	69,0
<i>Bathroom</i>	26	16	61,9
<i>Living room</i>	7	35	16,7
<i>Roommates</i>	15	27	35,7
<i>Size of room</i>	11	31	26,2
<i>Other</i>	2	40	4,8

Table 4: Housing features

For the Location choice there were 3 multiple choice options alongside the option to chose 'other'. Here, most respondents choose to live close to the inner-city with 45,2% of the respondents choosing this option. On the other hand, only 11,9% of the respondents saw living close to their friends as the most important location decision.

<i>Location</i>	<i>Selected</i>	<i>Not selected</i>	<i>Percentage</i>
<i>Close to friends</i>	5	37	11,9
<i>Close to study</i>	14	28	33,3
<i>Close to the inner-city</i>	19	23	45,2
<i>peaceful</i>	1	41	2,4
<i>Between study and inner-city</i>	2	40	4,8

Table 5: Location choice

For this research housing characteristics and location were tested separately. The basis for this assumption is formed by Thomsen and Eikemo (2010), who claim that housing characteristics play a

bigger role in deciding if a student is satisfied with their housing or not. Own research found that bathroom and kitchen were seen as most important features for the respondents. This is in line with Nijënstein et al. (2015) who argue that most important features for students were kitchen, bathroom and also the price of their accommodation. However, this price seemed to not have a significant influence on housing satisfaction (as mentioned previous). Thomsen and Eikemo (2010) state that students compare their housing with other students they feel related with. It is, therefore, a bit contradictory that the location choice of our respondents preferred living close to study or the inner-city instead of living close to friends. We can thus assume that this, previous mentioned, comparison between students has more to do with a comparison of house characteristics and not the location choice per se. international students wanting to live close to their study is not seen as a major surprise as this was already indicated by Nijënstein et al. (2015), however it seems that living close to all the facilities provided by the inner-city plays a slightly bigger role for international students. This latter location choice could also be influenced by the design of a city. Groningen is a city where most facilities are located in the city centre and therefore might be more inconvenient when living further from this centre.

Conclusion

This research aimed to find if there is a relationship between student housing for international students and their well-being. Following the literature international students are a group that has difficulties in finding appropriate housing through multiple reasons. There still seems to be discrimination where the international student is second best to the native language speaker. This language and cultural barrier already causes international students a hard time while navigating through the housing market. This research looked at the different stressors that can effect the housing satisfaction of an international student and which features were seen as most important for this satisfaction.

Based on the quantitative tests there can be concluded that there is a relationship between well-being and housing satisfaction. House deficiencies is the only stressor that has a real strong relationship with housing satisfaction. Features that are seen as most important, are in line with the literature used for this research and, following the respondents, are the kitchen and bathroom. The only surprise was that students did not feel the need to live close to their friends. This can be, because Groningen itself is a rather small city where most is located in the city centre. Therefore, living close to inner-city, which was most preferred, already causes being close to friends.

Further research is needed to obtain a larger understanding of international students and the importance of student housing. This research made use of a dataset of 42 respondents. It is therefore hard to draw conclusions, so this should be elaborated on. It is important to know how well-being of the international student is influenced by student housing especially because this is a growing group worldwide. With this knowledge it could be easier for a university to help international students integrate, which can lead to better academic performance. Future research could focus on differences in culture and student housing. This can contribute to a more specific helping hand by university.

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Appendix A: Contact list of international student organisations

Negative response: Did not want to distribute

Positive response: Did distribute

organisation	Medium	Contact info	Respons	contacted
ESN Groningen	Mail	president@esn-groningen.nl (Jeffrey van Sluis)	negative	yes
AEGEE (Association des Etats Genera	Mail	board@aegEE-groningen.nl	no	yes
African Student Community	Facebook	https://www.facebook.com/ascgroningen/events?ref	no	yes
AIESEC	Mail	groningen@aiesec.nl	no	yes
ALAS - Association of Latin American	Facebook	https://www.facebook.com/alas.tc.columbia/	no	yes
Groningen ACSSG	Facebook	https://www.facebook.com/acssgroningen/	no	yes via mail
Groningen Indian Students Associati	Facebook	https://www.facebook.com/GISAGroningen/?locale=r	no	yes via mail
Hellenic Student Association of Groni	Facebook	https://www.facebook.com/profile.php?id=10008723	positive	yes via mail
SIB Groningen	Mail	info@sib-groningen.nl	no	yes
PPI Groningen	Facebook	https://www.facebook.com/groups/15097051426181	no	yes
HOST-IFES	Facebook	https://www.facebook.com/hostifesgroningen	no	yes
Irug	Mail	irug_info16@gmail.com	no	Yes
Saudi Student Club	Mail	SaudiStudentClub@RUG.NL	no	yes
Visog	Mail	visogboard@gmail.com	no	Yes

Appendix B: Questionnaire questions and ways to answer

This questionnaire aims to obtain data about the student housing for international students in Groningen. Your answers are used for this bachelor thesis only. This survey will hold open questions as well as closed questions in the form of multiple choice or multiple answer. The data will only be used for this bachelorthesis and you answer will thus only be seen by researcher and supervisor. This survey is completely voluntary so you can stop at any moment or do not fill out a certain question. After the completion of the Bachelor thesis, the data will be destroyed/deleted. If you have any further comments, recommendations or questions regarding this survey, there is an option to contact me via: marceldeboer2009@hotmail.com.

Q1 Where is your home country located?

Open question

Q2 Are you living in Groningen?

Yes/no

Q3 Are you studying in Groningen?

Yes/no

Q4 How did you find your current accommodation? (Multiple choice)

- Friend/relatives
- Local websites/ organisations
- Facebook pages
- Housing corporation

- Other.....

Q5 How many months did you search actively before you found your current accommodation?

Open question

Q6 Are you living in a temporary accommodation?

Yes/no

Q7 How much do you pay for your accommodation a month (inclusive)?

Open question

Q8 Which housing features are most important to you? (Multiple answer)

- Kitchen
- Bathroom
- Living room
- Roommates
- Size of room
- Other....

Q9 Which housing location is most important to you?

- Living close to study
- Living close to the inner-city
- Living close to friends
- Other....

Q10 What housing stress do you have?

- Housing price
- Location related
- House deficiencies
- Roommate behaviour
- Difficulties with landlord
- Expiring contract
- Other.....

Q11 How satisfied are you with your current living situation

Likert scale 1-10 (not satisfied – very satisfied)

Q12 what score would you rate your well-being right now?

likert scale 1-10 (unhappy – happy)

Appendix C1: Model summary, well-being

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,603 ^a	,364	,348	1,123

a. Predictors: (Constant), How satisfied are you with your current living situation

Appendix C2: ANOVA

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28,889	1	28,889	22,907	<,001 ^b
	Residual	50,445	40	1,261		
	Total	79,333	41			

a. Dependent Variable: What score would you rate your well-being right now?

b. Predictors: (Constant), How satisfied are you with your current living situation

Appendix C3: coefficients

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,486	,822		4,239	<,001
	How satisfied are you with your current living situation	,559	,117	,603	4,786	<,001

a. Dependent Variable: What score would you rate your well-being right now?

appendix D1: Frequencies of finding accommodation

FindingACC=Basketball club board

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	,00	41	97,6	97,6	97,6
	1,00	1	2,4	2,4	100,0
	Total	42	100,0	100,0	

FindingACC=Facebook pages

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	,00	37	88,1	88,1	88,1
	1,00	5	11,9	11,9	100,0
	Total	42	100,0	100,0	

FindingACC=Friends/relatives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	,00	27	64,3	64,3	64,3
	1,00	15	35,7	35,7	100,0
	Total	42	100,0	100,0	

FindingACC=Home university

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	,00	41	97,6	97,6	97,6
	1,00	1	2,4	2,4	100,0
	Total	42	100,0	100,0	

FindingACC=Housing corporations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	,00	34	81,0	81,0	81,0
	1,00	8	19,0	19,0	100,0
	Total	42	100,0	100,0	

FindingACC=Local websites/organisations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	,00	34	81,0	81,0	81,0
	1,00	8	19,0	19,0	100,0
	Total	42	100,0	100,0	

FindingACC=Tipped by my current landlord, who was also my previous landlord

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	,00	41	97,6	97,6	97,6
	1,00	1	2,4	2,4	100,0
	Total	42	100,0	100,0	

FindingACC=Whatsapp groups

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	,00	41	97,6	97,6	97,6
	1,00	1	2,4	2,4	100,0
	Total	42	100,0	100,0	

FindingACC=advisor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	,00	41	97,6	97,6	97,6
	1,00	1	2,4	2,4	100,0
	Total	42	100,0	100,0	

FindingACC=web search

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	,00	41	97,6	97,6	97,6
	1,00	1	2,4	2,4	100,0
	Total	42	100,0	100,0	

Appendix D2: Statistics price per month and moths searched

Statistics

		How much do you pay for your accommodation a month (inclusive)?	How many months did you search actively before you found your current accommodation ?
N	Valid	42	42
	Missing	0	0
Mean		708,774	2,95
Median		650,000	3,00
Mode		500,0 ^a	2
Minimum		340,0	0
Maximum		1469,0	8
Percentiles	25	495,000	2,00
	50	650,000	3,00
	75	914,375	4,00

a. Multiple modes exist. The smallest value is shown

Appendix D3: Months searched

How many months did you search actively before you found your current accommodation?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	2,4	2,4	2,4
	1	5	11,9	11,9	14,3
	2	13	31,0	31,0	45,2
	3	11	26,2	26,2	71,4
	4	4	9,5	9,5	81,0
	5	6	14,3	14,3	95,2
	6	1	2,4	2,4	97,6
	8	1	2,4	2,4	100,0
	Total		42	100,0	100,0

appendix E1: housing satisfaction, model summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,571 ^a	,326	,187	1,353

Appendix E2: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	30,142	7	4,306	2,351	,045 ^b
	Residual	62,263	34	1,831		
	Total	92,405	41			

a. Dependent Variable: How satisfied are you with your current living situation

b. Predictors: (Constant), HousingStress=expiring contract, HousingStress=Roommate behaviour, HousingStress=Location related, HousingStress=Difficulties with landlord, How much do you pay for your accommodation a month (inclusive)?, HousingStress=Housing price, HousingStress=House deficiencies

Appendix E3: Coefficients

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7,955	,658		12,096	<,001
	How much do you pay for your accommodation a month (inclusive)?	,000	,001	-,038	-,246	,807
	HousingStress=Housing price	-,557	,472	-,187	-1,180	,246
	HousingStress=Location related	,106	,593	,027	,179	,859
	HousingStress=House deficiencies	-1,379	,494	-,445	-2,791	,009
	HousingStress=Roommate behaviour	,234	,625	,055	,374	,711
	HousingStress=Difficulties with landlord	-,644	,472	-,201	-1,364	,182
	HousingStress=expiring contract	-,716	1,042	-,103	-,687	,497

a. Dependent Variable: How satisfied are you with your current living situation