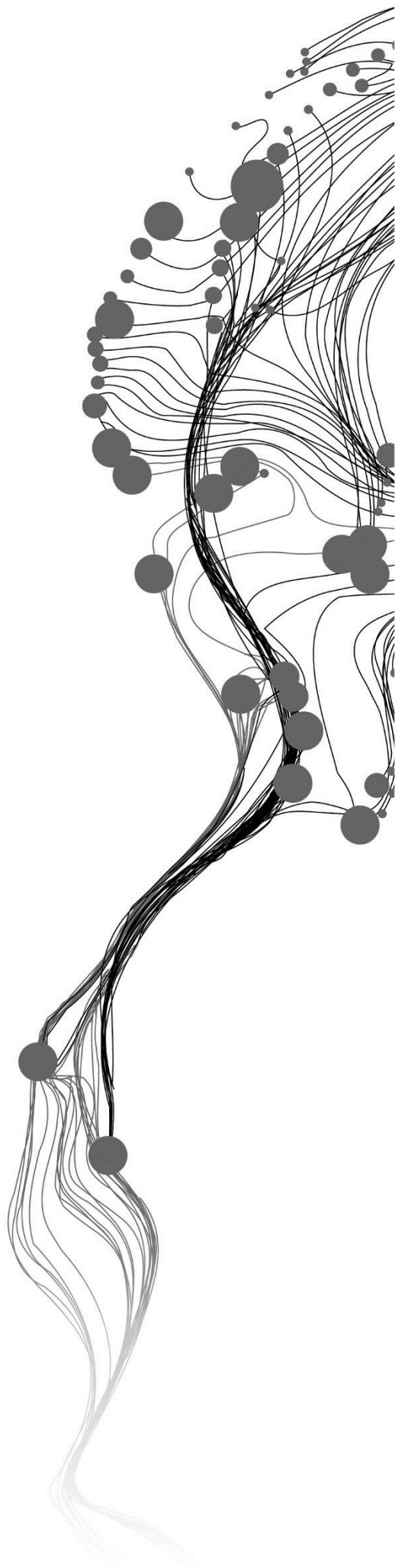


STUDENTS' PERCEPTION OF THEIR NEIGHBORHOOD AND POTENTIAL INVOLVEMENT IN NEIGHBORHOOD ACTIVITIES: A CASE STUDY OF TWEKKERVELD

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APRIL, 2014

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ABSTRACT

Many Higher Education Institutions (HEI) in the western countries, are confronted with rising numbers of student enrolment, which has an impact on the residential environment and the people of the surrounding neighbourhoods of these institutions. The findings of this paper will provide information for neighbourhood policy makers and university authorities who are interested in tackling the challenges pose and faced by off campus students.

The purposes of this thesis are to gain an understanding of students' perception of their neighbourhood, their neighbours, their preference and needs and evaluate students' participation level within the neighbourhood. The research design employed snowball sample technique, Semi-structured interviews with students and also using the map of the neighbourhood and Semi-structured interviews with policy makers. Data was analysed using SPSS (crosstabs frequencies and analyse), atlas-ti (coding text).

The findings show that the location of neighbourhoods was the major factor for students choosing the neighbourhood while most students did not also see themselves as belonging to their neighbourhoods and don't see their neighbourhoods as their homes. The general level of interaction between students and their neighbours was low. The results also show that students are much concern about neighbourhood safety. The results further revealed that students strongly belief their neighbourhoods do not offer them the chance to be involved in decision making, and to contribute to the well-being of the neighbourhood.

The continuous increase of students within the neighbourhood also means the neighbourhood might be heading towards studentification in the near future. Forming off-campus students association will help to push the students from invisible position in local policy to a visible position in local policy making or political position as the students view will be strong represented.

Off-Campus Students, Students perception, Neighbourhood activities, Potential involvement

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LIST OF ACRONYMS

ASS	Access to Social Service
ArtEZ	Visual Art and Design Academy
BE	Built Environment
CF	Commercial Facilities
GPS	Geographical Position System
HEI	Higher Education Institution
HMO	Houses of Multiples Occupancy
HQ	Housing quality
ITC	International Training Centre (now called Faculty of Geo-Information Science and Earth Observation)
MD	Students' are able to make a different in their neighbourhood
NC	Neighbourhood cleanness
NR	Non-Residents
NS	Neighbourhood Safety
NS	Neighbourhood Safety
NSU	Neighbourhood Support
OCSA	Off-Campus Students' Association
QCL	Quality of College Life
QoL	Quality of Life
QPS	Quality of Public Spaces
SA	Students Affairs
SC	Social Connectedness
SC	Students are given to the chance
SI	Students Involvement
SU	Student Union
TA	Students are able to talk to people in power
UT	University of Twente
UTiM	<i>Universiti Teknologi MARA</i>
WP	Work with people of their age
NR	Non-Resident
PMP	People with Multiple Problems

1. Introduction

This chapter presents an overview of the general component of this research. It starts by laying out the background information of the research, followed by the research problem and justification for undertaking this research. This chapter also highlight the research objectives, sub-objectives, conceptual framework and ends with the thesis structure.

1.1. Background

With the current trends of development and population growth in the world, many Higher Education Institutions (HEI) in the western countries, are confronted with rising numbers of student enrolment and this has an impact on the surrounding neighbourhoods of these Institutions especially the residential environment. The most likely impact on the surrounding neighbourhoods is changing the neighbourhood to almost sprawling off-campus residential areas which might lead to a situation called *studentification* (Dasimah et al., 2011).

According to Chavis and Wandersman (1990) *studentification* is the situation which occurs as a result of the residential concentration of higher education students (off-campus student) in neighbourhoods which surround these institutions. This situation comes along with changes to the spatial structures which have social, economic, cultural and physical impact on neighbourhoods that are clustered with the higher education institutions (Smith & Denholm, 2006). This situation exerts pressure on the neighbourhood facilities which can cause social isolation and hence widening the social spatial polarization of the various social groups especially the student life satisfaction (Muslim, Karim, Abdullah, & Ahmad, 2013).

In a bid to arrest the situation early and prevent it from getting worse, policy makers and planners of cities/towns, where institutions of higher education are located try to work in collaboration with all stakeholders to monitor and control the behaviour of the off-campus students to ensure, they co-habitat with their neighbours very well (Dasimah et al., 2011).

The situation of rapid enrolment of students into higher educational institutions is not new or different in the Netherlands as Higher Education Institutions continue to gain much ground in the international frontiers, making the inflows of international student to progressively increase year by year.

However, in the Netherlands, there are only few Universities that offer campus accommodation to students hence most of the students are off-campus students either in student houses or private houses located within the surrounding neighbourhood where they have the responsibilities as students, tenants and neighbourhood/community members (Seredup, Ummul, & Sheril, 2013). The neighbourhoods/societies where they find themselves are very divergent with different residential types which include families, young professional, retired professional and other type of neighbours (Frazier, 2009). It is therefore not surprising to find questions being raised about off-campus students housing situation and students behaviour within their neighbourhood, which have become issues of public concerns and professional consideration in almost all spheres of the urban/town/cities authorities in areas where these universities or Higher Education Institutions are located (Farrell, Aubry, & Coulombe, 2004).

However, it is very difficult to fully understand and incorporate students' perception of their environment in planning since it is subjective and also because they are mostly unstable or temporal members of the society (Cele, 2006). But in the past decade, there has been a great deal of interest in off-campus students'

residential/living environment which includes Enschede (Wegstapel & Kalisvaart, 2010) because neighbourhood satisfaction is a branch or field in quality of life research that focuses on the interaction of humans and their environment and how it improves their life situation.

Understanding students' view and perceptions of their neighbourhood and also getting insight of their experience within the neighbourhood requires a further research. This study will try to understand students' perception of their neighbourhood before exploring how to get them involved in neighbourhood activities.

1.2. Justification of the Study

Planners, policy makers and researchers have now realised that, students' knowledge of their environment is very vital in designing and planning a healthy community/neighbourhoods which surrounds institutions of higher education (Francis, 2002; Lynch, 1977). Despite this recognition, Valentine (2003) indicated that, knowledge on students' perspective of their environment, needs, preferences and values are still at the infant stage, coherence and scattered in various sub-disciplines like social, cultural and economic. He mentioned that, little attention has been given to the connection of off-campus students to spatial planning.

According to Nurul Ulyani, Nor' Aini, and Nazirah (2011), several ecological models have indicated the importance of neighbourhood context for youth development especially the living environment. This is because society has different social groups which can be categorised in terms of gender (male and female), age (children, youth and adults), ethnicity etc. which implies that, their environment is perceived to affects them differently since they belong to different heterogeneous social groups (Cele, 2006). Also the living environment can be viewed from differently points of view such as the architectural, economic, and socio-cultural by the different social group (Muslim, Karim, & Abdullah, 2012b).

Perceived housing/neighbourhood satisfaction is not the same across the different social groups and individuals of the same group don't really compare their situation with the whole society but rather they compare it with the average /standards of their own social group (Thomsen, 2007).

Collins, Esson, O'Neill Gutierrez, and Adekunle (2013) mentioned that, participants who attended the workshop called "*youth in motion*" revealed that; research on the youth (student) perception is becoming more theoretical than practical. In order to make it more practical, Evans (2008) suggested that geographers in the field of studying youth should always consider youth behaviour in relation to other fields such as social sciences and public policy making. He realised that the biasness of society towards the off-campus students does not lie within the confines of geography alone but is interconnected to other disciplines. Hopkins (2007) also noted that relational geographies of age is a better way to give the youth power in society to share their experience instead of defining abstract boundaries of life stages.

1.3. Research Problem

The impact of near campus or off-campus students on their neighbourhood has being a long standing concern for university authorities, planners and policy makers and therefore cannot continue to be ignored with the assumption that students have little to offer their neighbourhood (Davidson & Cotter, 1991). The real impact of off-campus students on their neighbourhood development may be underestimated but it is very important. Aside the impact of off-campus students like monetary returns, social intolerance between the students and other residents, there are other trends of issues or aspect of off campus

students' behaviour that needs to be explored which include sense of security and attachment, process of involvement and experience of the neighbourhood as well Muslim et al. (2012b).

Smith and Denholm (2006) stressed that, in order to prevent *studentification*, there is need to have adequate planning strategies that goes beyond the housing condition of students but include them getting involved in neighbourhood issues because the absence of sense of belonging in a community may lead to them feeling alienated, isolation and loneliness (Farrell et al., 2004). However, in situations where there is sense of community among off-campus students, this proves to have great impact like improve life satisfaction and happiness within the neighbourhood (Chavis & Wandersman, 1990; Davidson & Cotter, 1991). Also Chavis and Wandersman (1990) mentioned that there is a high degree of propagating the negativity and the unhealthy relationship that exists between off-campus students in their neighbourhood instead of looking at what they can offer to their neighbourhood and ways of getting student involvement in neighbourhood activities. Students integration into the local communities/neighbourhood seem to be a normal problems as students are always considered as "*invisible population in polity terms*" (Hubbard, 2008).

Camille P., Daniel L., and Vicente del Rio (2008) therefore recommends that, it is about time planners and policy makers start looking at how the off-campus students perceive their neighbourhood, their preference and needs and also getting them involved in planning and designing their neighbourhood. This view is shared by Al Arasi (2013), she also recommends developing a framework to ensure the incorporation of the views of the marginalised groups in the planning process. Also Dasimah et al. (2011), recommended that, cities and towns that are surrounded by Higher Education Institutions, the planners and policy makers need more cooperation among stakeholders like off-campus students, long term resident and the university authorities to have a better neighbourhood that best fits and suits the needs of all parties. But before this can be achieved, it is important to have a proper understanding of the needs, preferences, values and views of the people especially the students.

Following the recommendation of Dasimah et al. (2011) and others like Al Arasi (2013); Camille P. et al. (2008); Collins et al. (2013), this research focussed on exploring student perception of their neighbourhood and the people and the methods/ways of getting them involved in neighbourhood activities. Their perception of the neighbourhood and the people could be the stepping ground to explore ways of getting them involved.

1.4. Research Objectives and Research Questions

The main objective of this research focuses on finding out the students' perception of their neighbourhood within the local context, their preference and needs and also the possible ways of getting them involved in neighbourhood activities.

Table 1-1: Specific Objectives, Research questions and Methods

Specific objective	Research questions	Methods
1. To understand the theoretical frameworks used for student perspective of life satisfaction.	1. What are the theoretical frameworks used for student life satisfaction studies in Europe and the Netherlands? 2. What aspects of these frameworks are important for students? 3. Which aspects of the physical and social environment are considered in these frameworks?	Literature Review
2. To measure student's life satisfaction, their perception of their neighbourhood and the people.	1. How do the students view their Neighbourhood in terms of the physical and social environments? 2. Which part of the physical and social environment is more relevant to the students? 3. Which are the main domains that make up their view of their neighbourhood?	Survey with Semi-structured questionnaires interviewing students. Focus group discussions Walking interviews
3. To identify students preferences, values and needs in the neighbourhood	1. What are students' needs, preference and values in the neighbourhood? 2. Which of these preferences, values and needs t are very important to them? 3. Where are the locations of the students' houses within the neighbourhood and what is their preferred location?	Survey with Semi-structured questionnaires interviewing students. Focus group discussions
4.To find out students participation level within the neighbourhood	1. What is students' level of participations in community activities? 2. Are students involved in the decision making process of the neighbourhood?	Survey with semi-structured questionnaires interviewing students Focus group discussions
5. To find out the methods or ways of getting them involved in neighbourhood activities?	1. What are the ways of involving students in neighbourhood activities or making them see them the neighbourhood as their own?	Survey with semi-structured questionnaires interviewing students

1.5. Conceptual Framework

In order to understand off-campus students' perception of their neighbourhood, their preferences, needs, and values, a conceptual framework was developed as shown in Figure 1-1. This conceptual framework was developed based on Muslim et al. (2012b) which involves using the relationship between objective and subjective attributes of living environment to determine students' living satisfaction.

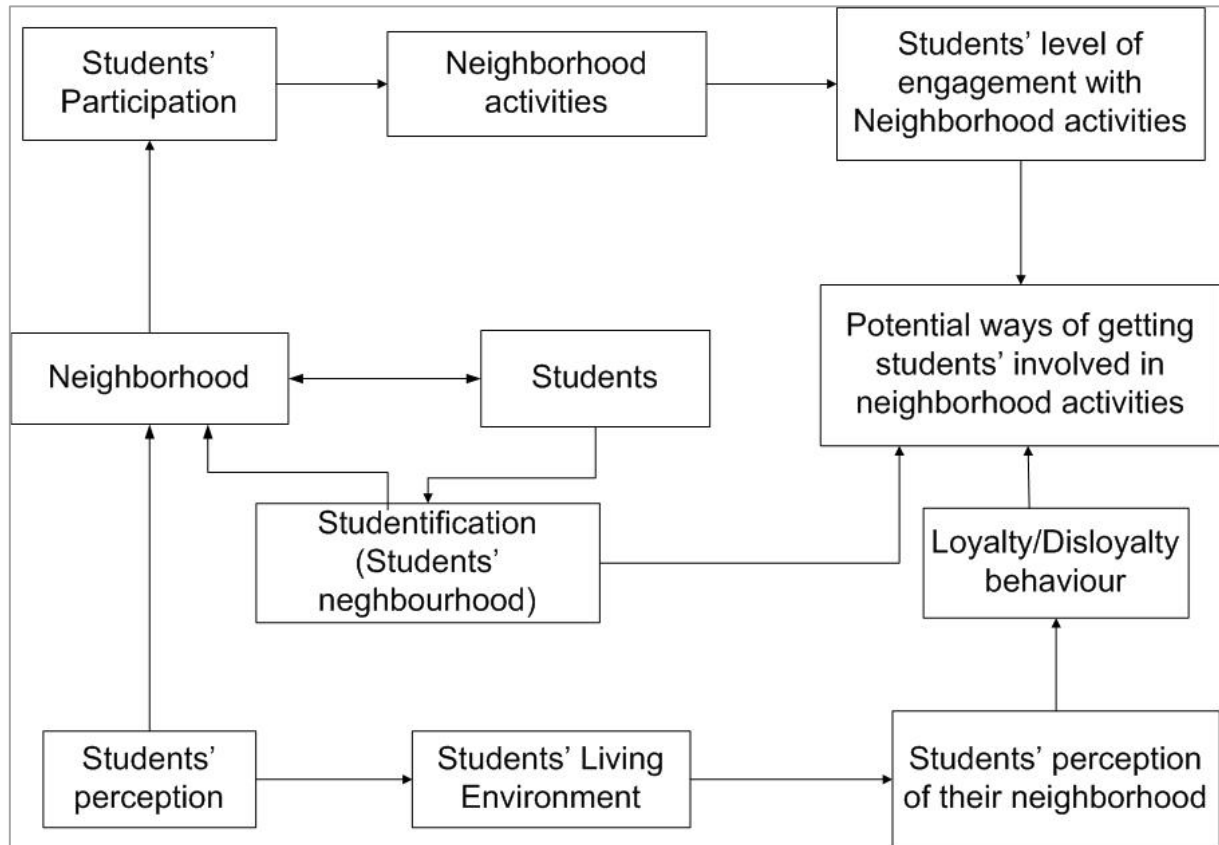


Figure 1-1; Conceptual framework

Source: Author

Within the neighbourhood context, students and their' lifestyle is affected and shaped by the neighbourhood environment and the activities taking place within the neighbourhood. Also the presences of the students also influence the activities of the neighbourhood (Muslim, Karim, & Abdullah, 2012a). Therefore neighbourhood and students have a bidirectional relationship. But in a situation where the number of students houses within the neighbourhood keeping increasing year by year, the neighbourhood is experiencing clustering of student houses, a situation called studentification will emerges (Garmendia, Coronado, & Ureña, 2012; Smith & Denholm, 2006). Studentification has both positive and negative impact of the neighbourhood and there are evidence where local residents in several cities in united kingdom (UK) have mobilise against students and house of multiple occupancy (Hubbard, 2008). When the number of students or students' houses increases in a neighbourhood or when the neighbourhood is becoming students' neighbourhood, there is a need to start looking for possible ways of getting them involved in neighbourhood activities.

The perception students hold about their neighbourhood influences their level of satisfaction or dissatisfaction with their living environment. The living environment of students consists of the physical and social environment. For Off-campus students, their living environment goes beyond their residential house to the neighbourhood, hence the experience they had with their neighbourhood and neighbours is as important as their residential house (Aiello, Ardone, & Scopelliti, 2010; Bonaiuto, Aiello, Perugini, Bonnes, & Ercolani, 1999; Dasimah et al., 2011; Mohit, Ibrahim M., & Rashid, 2010; Parkes, Kearns, & Atkinson, 2002). Musterd (2008) also mentioned that, neighbourhoods consisted of mixed people who live in a socially mixed environment and likely to have good interaction and positive/negative socialisation

which may affect their level of satisfaction or dissatisfaction. Accessing students' level of satisfaction or dissatisfaction with the living environment may lead to loyalty or disloyalty behaviour (Muslim et al., 2013) and therefore identification of ways of getting students involved in in neighbourhood activities.

As indicated by Cummins and International Society for Quality of Life Studies. (1998);Sirgy, Rahtz, Cicic, and Underwood (2000), life satisfaction is when individuals perceive a place as important in their ability to take pleasure and experience of life and are therefore committed to contributing to having a meaning life or improving their life within such environment. For Off-Campus students, some of them do feels that it is an opportunity to learn other cultures and to study together by participating in neighbourhood activities Najib, Yusof, and Sani (2012). Students' participation includes attending neighbourhood gathering, joining discussion concerning the future of the neighbourhood and decision making process, and getting involved in neighbourhood activities. Knowing students level of involvement will the starting point for finding ways of improving their level of involvement in neighbourhood activities.

1.6. Research Stages

This research was carried out in four stages. Stage 1 is the Pre-field phase which involves writing of the thesis proposal. This involves literature review on previous works relating to this topic, formulation of research problem, objectives and research questions and also exploring the methods to be used in stage 2. This stage ended with the preparation of questionnaires for the field work.

Stage 2 involved collection of both primary and secondary data. Primary data was collected directly from the field (study area). A Map of the area was used during focus group discussion and during students' interviews to get in depth knowledge on how the students felt about their neighbourhood. Policy makers were also interviewed using structured questionnaires. Secondary data such as reports, socio-demographic data and documents relevant for the study was collected from scientific databases and Dutch websites concerning students' wellbeing in the Netherlands.

Stage 3 involved data collection, data analysis and identifying the pattern or similarities based on the conceptual framework. Also the recorded interviews were transcribed and coded in order to get the pattern of responses and also identify salient points which were not captured during the field work. The results were presented to the students as a feedback session as the final stage of this phase.

The final phase involved reflections on the outcomes of the research, conclusions and recommendation.

1.6.1. Outline of the Thesis

Chapter 1: *Introduction*. This chapter presented the introduction, background, research problem as well as justification for the research.

Chapter 2: *Literature Review*. A review of literature to clarify concepts used and previous works relating to the topic in the world and the Netherlands as well. The conceptual framework and its justification also presented here.

Chapter 3: *Study Area*. This chapter presents a general overview of the study area with its mains characteristics.

Chapter 4: *Data Collection and Methodology*. The methods used for data collection and analysis are presented here with detailed explanations of the various sources of the data and limitations encountered during the data collection process.

Chapter 5: *Results*. This chapter presents the main findings of the research

Chapter 6: *Discussion of the results*: Discussion of the results based on previous works.

Chapter 7: *Reflection*. Potential involvement of students in neighbourhood activities

Chapter 8: *Conclusion and Recommendation*. This chapter presents the conclusions and the recommendations for future research.

2. Literature Review

This chapter presents a review of the relevant literature on previous studies of student life satisfaction. It starts with a model used at an international level for studying students' life satisfaction. This is followed by literature on the conceptual framework for this research and student perception of their neighbourhood and their neighbourhood. An over view of previous studies to identify physical and social aspects of the environment that affect students' life in their neighbourhood and their participation level for neighbourhood activities are also presented.

2.1. Life Satisfaction

The rationale behind the study of life satisfaction in planning lies with the axiom that, the difference in life satisfaction among individuals, social groups or places can be eliminated (Massam, 2002, p. 203). The concept Quality of Life (QoL)/ life satisfaction is so complex that, there is still no generally accepted definition of it. The concept QoL varies and there is no consistence in how it is used among sociologists, economists, psychologists etc. (Susan Galloway, 2005). van Kamp, Leidelmeijer, Marsman, and de Hollander (2003) concluded that, uniformity in the concept of life satisfaction is not possible after the attempt by earlier studies to have a general definition of the concept failed. Researchers and scholars have shifted their attention to the identification of the main components of QoL (subjective and objective) and how these components affect general wellbeing. The definition of the concepts among scholars is now based on the purpose and objective of their study (Chavis & Wandersman, 1990; Pacione, 2003)

According to Massam (2002, p. 143),

“Why are there differences in life satisfaction among people at the same places? Why are some people happy and content with their actual or perceived QoL while others with similar situation are miserable and suffer?”

These are the basic questions faced by scholars and policy makers who seek to make an impact on people's life through planning interventions. The solution to these questions may lie within the confines of planning. Finding out how different people perceive and value their environment and involving them in the planning and designing of their environment can be the right step toward finding the answers (Frank, 2006). Public policy makers have tried several times to influence policies, projects and programs they think will have negative impacts on people and maintain those that will improve people lives (Massam, 2002). But who participates in the planning and decision making process is very subjective and not a matter of choice but depends on so many factors like age, education etc. (Henry Sanoff, 2000)

2.2. Brief Overview of Higher Education Students' Life Satisfaction

Life satisfaction among students have generally been disregarded by so many researchers with the premise that, it is not directly pinned to any form of academic performance (Damron & Twale, 1991). But there exist clear evidence that students' academic success and perseverance are affected by the living environment aspects (Ware & Miller, 1997). Baird (1978) and Parkes et al. (2002) have both proof that, university as community considers the environmental impact of the campus on students behaviours and it adjacent neighbourhood. Therefore some universities and scholars have tried to get better understanding of university students' life and the changes that occurs within their living environment to enable them create a conducive and more friendly environment for development of the students (Thomsen, 2008). According Thomsen (2008), Strange and Banning proposed three situations which make students' life conducive and productive, namely **sense of security and attachment, process of involvement and an experience of neighbourhood**. Also Banning and Kaiser as cited by Crimmin (2008, p. 2) from the

ecological perspectives, mentioned that, the relationship between students and their environment can be describe as *“the influence of the environment on person and person on the environment”*.

2.3. Models on Students' Living Satisfaction

Most studies on students' life satisfaction are based on factors influencing students' living satisfaction such as forecasters of students' persistence (Nayor, 2009). There were also others studies that look at students satisfaction based on the gender perspective in response to housing satisfaction (Amole, 2012); pattern of dangerous behaviour exhibited by students based on the living environment (Willoughby & Carroll, 2009); the impact of social interaction with the living environment (Wade, 2008) and the relationship between students' level of satisfaction and living environment (Amole, 2009a). All these gives very little information or guidance to students' life satisfaction as indicated by (Muslim et al., 2012b), hence the development of a model to serve as a guide for studying students' life satisfaction by Muslim et al. (2012b) as shown in Figure 2-1.

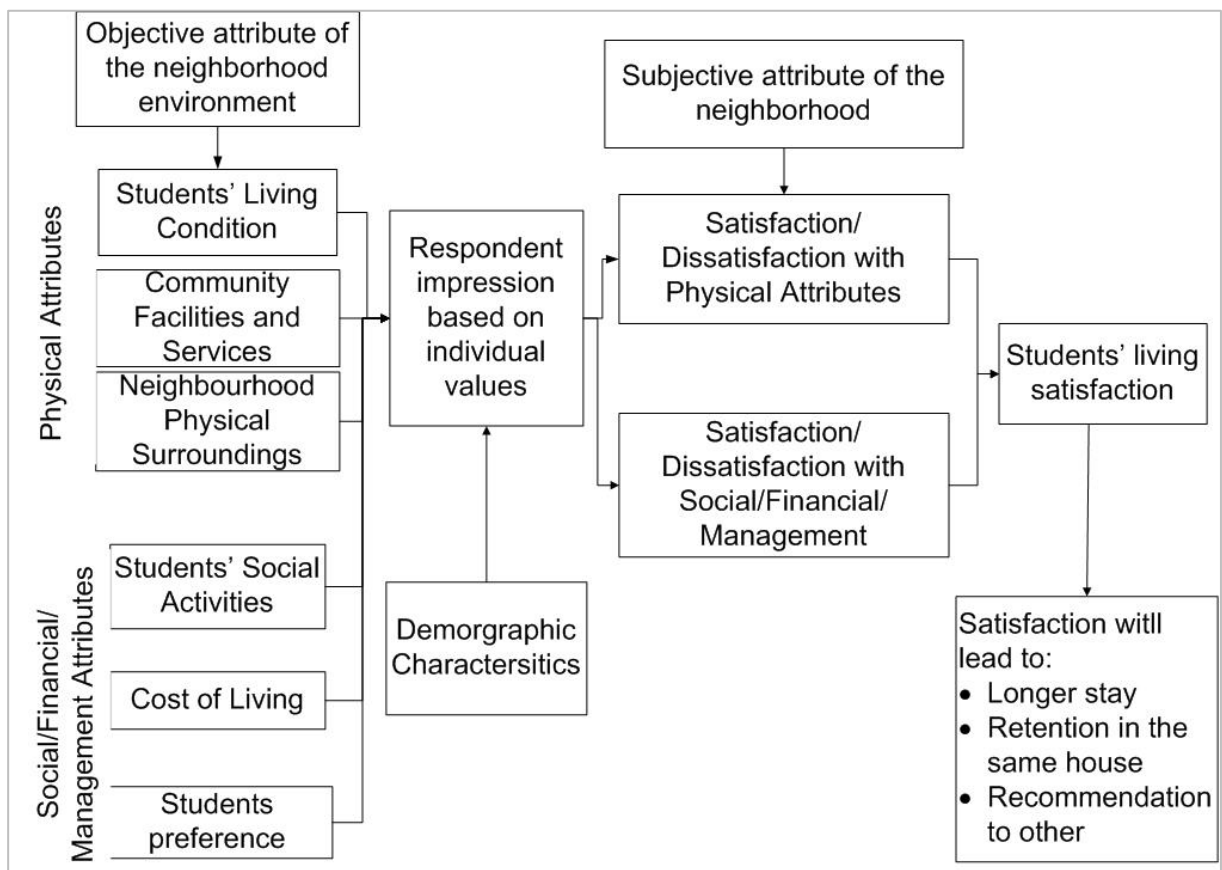


Figure 2-1: Relationship between objective and subjective attributes of living environment to the determination of students' living satisfaction

Source: (Muslim et al., 2012b)

The model (Figure 2-1) was developed with the notion that, students' life satisfaction is a multifaceted concept which comprises indices of satisfaction as to how students' perceive the physical and social attributes of the environment. The model has two major part namely the objective and subjective attributes of the neighbourhood and how the interaction of these two parts for student life satisfaction (Muslim et al., 2013).

The objective attributes of the model is divided into two sections namely physical and social attributes. The physical attributes include: living conditions, community facilities and services, neighbourhood physical surroundings while the social attributes of the environment also include: social activities, cost of living and students' preferences (Amole, 2009b; Liu, 1999; Mohit et al., 2010; Nurul Ulyani et al., 2011).

The model (Figure 2-1) shows that the respondent assessment of students' objective attributes which becomes subjective attributes like satisfaction and dissatisfaction with the physical and social attributes. These attribute can be captured in five components which forms the basis of off campus housing satisfaction among students. According to Muslim et al. (2012b), the model was developed by combining relevant attributes from previous studies

2.3.1. Physical attributes of the neighbourhood

Students' housing situations have always been addressed from many points of view or perspectives. Disciplines such as urban/town planning and development, geography and housing policies are mostly concerned with issues related to students' satisfaction with living environment and students' persistence (Nayor, 2009). Community facilities and neighbourhood physical surroundings are also very important for student life. A neighbourhood with facilities that meets the need of students will increase students satisfaction level and will does lead to well integration of students' within the neighbourhood (Macintyre, 2003). Also Rugg, Rhodes, and Jones (2002) indicated that, neighbourhood characteristics and turn prove very complex when students are to make housing decisions.

Students Living Condition

The living condition of students' means the ability of students to take charge of their life and manage it towards achieving life satisfaction and their dream (Muslim et al., 2012a)

Community Commercial Facilities

This involves the ability of students' to get access and use the commercial facilities and services provided within the neighbourhood (Muslim et al., 2012a)

Neighbourhood Physical Environment

The physical appearance and outlook of the neighbourhood environment, and how its influences students satisfaction level (Muslim et al., 2012a).

2.3.2. Social Attributes of the Neighbourhood

It is completely difficult to fully understand students' maximum utility but what is clear is that, students have limited choices hence they try as much as possible to reduce cost (minimize transport cost) by staying very close to campus (Charbonneau, Johnson, & Andrey, 2006; Dasimah et al., 2011). Therefore any solution to reduced off-campus students clustering must consider the human element of students trying to reduce expenses (Hubbard, 2009). Charbonneau et al. (2006) found out that, despite the overwhelming fact that, most students prefer low rental cost residence, cleanliness and proximity to campus, others will prefer to trade off proximity to campus for proximity to grocery shops and option to share room with friends for cost maximisation.

Students' Social Activities

This is the ability of off-campus students' to communicate and get involved in the local neighbourhood and interact with the non-students (Muslim et al., 2012a)

Cost of living

This refer to the ability of off-campus students' to afford and pay for residential facilities and also manage his/her limited resources to achieve life satisfaction (Muslim et al., 2012a)

Students' Preference

Students' preference is the ability of students to get their preferences such as staying with their friends and also living very close to campus and grocery shop (Muslim et al., 2012a)

2.3.3. Students' Living Satisfaction

Amole (2009b) mentioned that, objective indicators of the residential environment give rise to subjective attributes after evaluations of them by individuals which become satisfaction/dissatisfaction, this assertion was incorporated into the model developed by Muslim et al. (2012b). Subjective attributes are very reactive to demographic characteristics and individual characteristics as well as the quality of the housings. The satisfaction /dissatisfaction level is derived from the examination of individual evaluation of his/her current and expected living conditions (Muslim et al., 2012b).

Amole (2009b) researched on students living satisfaction for students in Nigeria and it shows that students were dissatisfied with their living environment. (Hassan, 2011) also investigated student life satisfaction level in middle east which also shows that on campus student were very satisfied with their living residences. Also (Nurul Ulyani et al., 2011) research also shows level of satisfaction with their living environment. However, these research were conducted at different places (Africa and Asia) where the cultures and atmosphere may vary considerably, hence results could be difficult to generalise. Also the latter two research were conducted for on campus student where the living environment is different from off campus living environment (Muslim et al., 2012b). Students' living satisfaction level with their environment can be measured using their loyalty level.

The results of this research may vary from the previous research for several reasons. Previous research works were conducted on different continent like Africa, Asia but none in Europe and also some of them were conducted with on campus students hence their perception of their living environment will be different from those stay off-campus since off-campus students have neighbours who are not students. Despite the above reasons, some reference can be drawn from the findings that are similar.

2.3.3.1. Loyalty Behaviour of Students

Muslim et al. (2012b) mentioned that, there are three types of loyalty behaviours namely duration of stay, retention and recommendation, which are used to forecast or measure the satisfaction level of students about their neighbourhood.

Duration of stay

Nurul Ulyani et al. (2011) indicated that, students' living satisfaction goes with the belief they hold about their neighbourhood. This can be forecasted based on the measuring the number of years a student stays in a neighbourhood (Amole, 2009b; Parkes et al., 2002). From their perspective, the longer a student stays in a neighbourhood, the more satisfied he/she is and will continue to stay there, likewise if a student desire to move away from their neighbourhood he/she is dissatisfied with living environment (Nurul Ulyani et al., 2011). Extended stay could also be due to adaption, convenience and low cost of living (Amole, 2009b; Mohit et al., 2010; Survey Unit, 2008). Strong feeling of attachment to the neighbourhood like having friends within the neighbourhood also promote longer stay (Adriaanse, 2007; Dasimah et al., 2011)

Retention

Survey Unit (2008, p. 119) in their study on housing preferences for students at Nottingham universities indicated that, students are likely to look for houses similar to the type they have stayed in before moving

to the new places or may depend on their past experience in selecting where to stay because they said if a person is satisfied with a product, they are likely to buy the same in future.

Recommendation

According to Nurul Ulyani et al. (2011), students who are satisfied with their neighbourhood or living environment always willing to share the places to others or share their experience with friends or people the know.

2.4. Literature on conceptual framework

Based on the model of off-campus students' life satisfaction, different factors that affect students' life and their experiences within the context of the neighbourhood where they live were identified and used to develop the framework as shown in Figure 1-1 in page 5.

2.4.1. Students' Life or Perception of their Neighbourhood

According to Muslim et al. (2012b), there are various reasons for investigating students' perception of their neighbourhood or living environment. Two of the prominent reasons are to provide basis for making decisions to improve current conditions of the living environment and to make planners, designers and policy makers more accountable (Mohit et al., 2010).

The first reason was specifically important for this research, because one of the main research objectives was to find out students' perception of their neighbourhood in terms of the physical and social characteristics and also to find out which aspect of these was important to the students. According to Muslim et al. (2012b), this is to get the students' overall feeling of the outlook of the neighbourhood from the students' point of view. Knowing this aspect of the physical and social environment which is important to them can or may give policy makers an idea of what students like and dislike and identify possible intervention to make students life better within the neighbourhood.

Living independently is the reason why most students prefer to move to a new city for higher education hence leaving their parental home, and then moving into their next level of housing pathway (Thomsen & Eikemo, 2010). According to Frønes and Brusdal (2000) as cited by Thomsen and Eikemo (2010), housing pathway shows the way students' live without established families in search of their perceived ideal world, friendships and new wave of experience. The important component of housing pathway for students is finding a perceived satisfactory neighbourhood which they consider as home (Frønes & Brusdal, 2000).

Thomsen and Eikemo (2010) indicated that, there is a relationship between housing satisfaction and the feeling of being at home and therefore home is more than a mere physical building. They further explain home as being a place where people attached a positive and negative attribute to. Home sometimes is also frame and changed to reflect the identity of its inhabitants (Clapham, 2005 ; Gifford, 2002). Clapham (2005) further explains that, home/housing in modern society has changed and home-making is now a personal desire and expression of identity. Students in the process of their transition from parental home to independent or temporary housing are aware of the expression of identify and home experience and therefore are more concern about their identify then the older generation (Thomsen & Eikemo, 2010). Also students in the transient situation may tend to consider a place home based on their housing satisfaction and their tie with the neighbourhood (long term or temporary) which influences their satisfaction. The issues of housing satisfaction or students' perception of their neighbourhood makes them to consider the places as a home or places to stay and finish school. Other seven go to the extent of thinking that, they don't belong to the neighbourhood or belong to the neighbourhood due to their identity being at stake (Thomsen & Eikemo, 2010).

2.4.2. Students' Perception of their Neighbours

With the advance of technology today, people all over the world are able to connect and socialise without much difficulty (Seredup et al., 2013). Living in a neighbourhood that is not part of the university campus sometimes create few challenges like trying to establish healthy relationship with your neighbours and other times unhealthy relationship with neighbours as individuals may not feel comfortable having students as their neighbourhood due to previous reasons (Seredup et al., 2013). It is therefore imperative that students nurture their social interaction with their neighbours as most neighbours monitors their behaviour.

Social interaction which can be formal or informal is very important in the neighbourhood context as humans who live a community need each other to be effective and therefore sometime their interaction may be termed as social network.

2.4.3. Students' Living Environment

Nurul Ulyani et al. (2011) posited that, there is a difference between students' living environment and people with families living environment. Students' living environment/housing consist of basic bedroom, with other facilities like bathrooms, toilets, laundry, kitchen and a common lounge (Amole, 2009b). On the contrary, the basic housing unit for people with families is bedroom, bathroom, toilets, and living areas and also neighbourhood facilities as playground, shops and schools (Parkes et al., 2002). Students houses also offer less security in term of lease/ownership and freedom as compared to residents with families houses (Muslim et al., 2012a)

Living environment for students can be viewed from two perspectives; on campus and off-campus or near campus environment. For students, the issues of living environment have always been the concern of university authorities especially the administrative unit called Students Affairs (SA) to contribute to providing a conducive atmosphere for the students (Muslim et al., 2012b). Unfortunately, the student affairs cannot do the same for students who are staying off-campus.

2.4.4. Off-Campus Living Experiences

Living off-campus refer to student houses located outside or available outside the premises of the university (Dictionary.com, 2014). Therefore Off-campus students who are sometimes called Non-Residents (NR) are students who stay or live outside university premises. For off-campus students, their residential area goes beyond the house to the neighbourhood environment and the other residents because their experience within the neighbourhood and their interaction with their neighbours are very important to them especially when the residential environment was not specifically designed for students (Nurul Ulyani et al., 2011). For off-campus students, the word conducive environment goes beyond the student life to living environment and the most important is to equate or reconstruct the word conduciveness to the tolerance level of local residents (Dasimah et al., 2011). Off-campus housing mostly are in the form of apartments, condominium, terrace, semi-detached and detached houses (Muslim et al., 2012a).

Living outside campus doe pose a bit of challenges to some of the students because some may have to protect their own personality and the university as well (Seredup et al., 2013). Looking at the experience people go through and some time the reason why students prefer off campus accommodation than on campus, Thomsen (2008) mentioned that demographic characteristic is one of the reasons that make people live off-campus especially the male students. She further stressed that, male students are very adventurous and daring than female students, hence they prefer off-campus. Even when both stay off-

campus students, the female students are more calm and likely to interaction with their neighbours than the male students. Table 2-2, shows some of the positive and negative predictors of why people may want to live on or off campus.

Table 2-1: Students Reasons for choosing location to stay

Off campus	On campus
1.Ability to cook meals	1.Ability to be on dinning plan
2.Length of lease or contract	2.Leadership opportunities
3.Proximity to campus/town	3.Academic support available
4.Parking accommodation	4.High speed internet option
5.Ability to live with/near friends	5.Location close to campus
6.Private bath room	6.Satisfy parents
7.Ability to study at where you live	7.Adequate living space
	8.Social atmosphere

Source: (Thomsen, 2008)

2.5. Neighbourhood Satisfaction

According to Frazier (2009), in his review of literature for trends in students neighbourhood satisfaction of life, he found out that, the residential housing situation of students plays an important role for their academic performance/success at the university. He also indicated that Bowan and Partin found that, there is significant difference in the academic performance of students who live on campus and off-campus students at the university level. He mentioned that, the performance of students who live on campus were better than off-campus students. However he also indicated that students were very dissatisfied with accommodation conditions rather than their academic work and social life. This was attributed to lack of privacy, space limitation, poor attitude towards maintenance and among other issues are mostly found within on campus housing.

Therefore the quality of life experience by on campus students and the distance of the campus from town would determine whether or not a student would want to remain on campus or not. But students that have enjoyed their stay on campus will encourage and share their experiences with others, likewise students who have low life satisfaction on campus will discourage others against it (Nurul Ulyani et al., 2011).

2.5.1. Domains of the Neighbourhood (Living Environment of students)

The domain of neighbourhood that is relevant for students life is very much determined by the objective of the study and there is not general framework specifying the critical domains for determining life satisfaction among the youth population (Oberle, Schonert-Reichl, & Zumbo, 2011).

Therefore Oberle et al. (2011) asserted that, although social interactions plays a major roles in students life satisfaction, the key to this satisfaction does not lie with one domain but engagement in supportive relation at home, school, neighbourhood and other important activities which students people fancy.

Different authors used different number of domains for youth life satisfaction. Authors such as Lee (2008) used five domains to measure life satisfaction namely civic service, neighbourhood satisfaction, community status, neighbourhood environmental assessment and local attachment. While (Oberle et al., 2011) also used five namely school connectedness, optimism, neighbourhood support, perceived parental

support, and perceived peer relationship. Muslim et al. (2013) also uses thirteen (13) items to measure off-campus student residential satisfaction which includes; neighbourhood environment, house environment, neighbours sociability, green areas, public transport, neighbourhood attachment, religious facilities, commercial services, city connection, accessibility, housing facilities, stimulating and discretion.

Drawing from the literature, nine (9) domains of the neighbourhood that affects off-campus students' life were selected from Table 2-2 for this study. These include: Built environment, Housing Quality, Neighbourhood Safety, Social Connectedness, Neighbourhood Support, and Cleanness, Quality of Public spaces, Commercial Facilities and Access to Social services. Better understanding of these factors among the student is important because it helps planners and policy to channel resources to area that, will improve wellbeing.

2.5.2. Aspect of the Living Environment for Students

A comprehensive literature review was done by Muslim et al. (2012b) to get supporting evidence showing the actual influence of the living environment on students' life satisfaction using 20 studies from 1997 to 2012. A summary of the evidence is presented in Table 2-2. The evidences are arranged under six categories: students' living conditions, students' social activities, community facilities, and neighbourhood physical surroundings, cost of living and students' preferences. The aspect considered will be discussed later.

Table 2-2: Aspect of living environment toward students' satisfaction

Category	Specific Aspect (Domains)	Authors/Source
Students' Living Condition	Type of accommodation Location/proximity Architectural aspect Internal dwelling facilities Usability and arrangement Size and physical conditions of dwellings Storage and furniture maintenance	(Adriaanse, 2007; Ahmad Hariza, 2003; Amole, 2009b; Dasimah et al., 2011; Frazier, 2009; Garrard, 2006; Helfrich, 2011; Khozaei, Ramayah, Hassan, & Surienty, 2012; Mohit et al., 2010; Naylor, 2009; Ng, 2005; Nurul Ulyani et al., 2011; Survey Unit, 2008; Thomsen, 2008; Tiirkoglu, 1997)
Students' Social Activates	Housemate/roommate social interactions Neighbourhood interaction Students' leisure activities Acceptance of students by neighbours Students' participation on neighbourhood activities	(Adriaanse, 2007; Ahmad Hariza, 2003; Amole, 2009b; Dasimah et al., 2011; Garrard, 2006; Hassan, 2011; Helfrich, 2011; Khozaei et al., 2012; Mohit et al., 2010; Naylor, 2009; Sirgy, Grzeskowiak, & Rahtz, 2006; Thomsen, 2008; Tiirkoglu, 1997; Zullig, Huebner, & Pun, 2009)
Community Facilities and Services	Accessibility to campus or city centre, health services, shopping and municipality services Availability and maintenance social, recreational and educational services Institutionality facilities in students' housing Availability of public/neighbourhood facilities	(Dasimah et al., 2011; Frazier, 2009; Hassan, 2011; Helfrich, 2011; Mohit et al., 2010; Naylor, 2009; Ng, 2005; Nurul Ulyani et al., 2011; Sirgy et al., 2006; Thomsen, 2008; Tiirkoglu, 1997)
Neighbourhood Physical Surroundin	Personalisation and identity Privacy Security Safety	(Adriaanse, 2007; Amole, 2009b; Dasimah et al., 2011; Khozaei et al., 2012; Mohit et al., 2010; Ng, 2005; Thomsen, 2008; Tiirkoglu, 1997; Yu &

gs	health	Lee, 2008)
Cost of Living	Financial status Financial behaviour Living expenses	(Amole, 2009b; Dasimah et al., 2011; Mohit et al., 2010; Survey Unit, 2008; Xiao, Tang, & Shim, 2009)
Students' Preferences	Source of information and advice on choosing the accommodation, Time taken to search for accommodation Length of lease/contract Understanding about preferences for private house Building social network and developing friendship Freedom to choose where to live Preferred accommodation features Getting connected and staying safe Living together in real home	(Adriaanse, 2007; Frazier, 2009; Garrard, 2006; Nurul Ulyani et al., 2011; Survey Unit, 2008)

Source: (Muslim et al., 2012b)

2.6. Studentification

Studentification was coined or is likened to the concept gentrification; several literatures have looked into the conflict of interest from off-campus students and other residents or non-students. These situation occurs when students stay in a neighbourhood mix with other professional who are not students (Garmendia et al., 2012). Literatures have indicated that students mostly prefers to concentrate in areas that are very close to campus, affordable and living with friends (Allinson, 2006). Walking and cycling distance to campus take precedence's over other factors off-campus students' choice in the clustering of students (Charbonneau et al., 2006). Therefore, *studentification* process may occur in any neighbourhood that is close to higher education institutions.

The clustering of students in the neighbourhood is mostly caused by property owners and developers who usually convert single family houses into houses in multiply occupancy (HMO) which gives them more profit (Smith, 2005). Studentification mostly changes the use of the houses, from house level to the neighbourhood to distinct houses of multiply occupancy. Once studentification a certain level, the consequences of studentification is observable at street levels as streets become students streets which may lead issues like: lack of security among residents, increase in car ownership ratio causing parking problems, unattended gardens, indulgence of excessive parties, vandalism, noise etc. (Charbonneau et al., 2006; Smith, 2005)

2.7. Students Participations/involvement of students in neighbourhood

The idea of neighbourhood/community participation emerged in the 4 decades ago and is rested on the principles that, design of the neighbourhood works well if the people who are affected by the plan are actively involved from the start to the end of the plan instead of being treated like passive consumers (Henry Sanoff, 2000).

The planning and development of a neighbourhood is a complex process that needs the involvement of all stakeholders including the most overlooked youth population (Brennan, Rosemary V. Barnett, & Eboni

Baugh, 2007). The fundamental part of this process should be a well-established channelled of interaction and communication among the various social groups. A good, clear and well maintained channel of communication helps identify the differences that exist in these groups.

Frank (2006) stated that, a meaningful places is where a group of people feel safe, act purposely and also share symbolic and affirmative association with the place. He further explains that, the cities, towns and their network of public places is a scenario where the youth develop their personality and social roles. This is why it is very important to get the students involved in neighbourhood activities.

3. The Study Area: - Tweekelerveld

A brief and general description of the study area is presented in this chapter. The description includes the geographic location of the study area, the socio-economic characteristics, physical and social environments, the vision and strategy of the Tweekelerveld and the participation level within the neighbourhood.

3.1. Introduction

This section of the research gives the general description of the neighbourhood Tweekelerveld, which is the study area. It first looks at the location of this neighbourhood, which is followed by socio-economic characteristic of the neighbourhood, the physical and social environment, the vision and strategy and finally examines the participation level of youth within the neighbourhood. This chapter ends with the description of public spaces in the neighbourhood.

3.2. Location of Study Area

Enschede Municipality is located in the Province of *Overijssel* in the Eastern part of the Netherlands. Enschede Municipality has been broadly categorized into five (5) districts namely, *Noord, Oost, Zuid, West and Centrum* and the municipality has a total of 68 neighbourhoods (*Gemeete Enschede*, 2012).

Tweekelerveld is a neighbourhood which is located in the northwest of Enschede and the neighbourhood is part of Enschede North District which is one of the five (5) districts in Enschede Municipality. Tweekelerveld neighbourhood is located at the northwest part of Enschede North. Administratively, Tweekelerveld is under Enschede North District. The neighbourhood is bordered to the Northeast by Hengelosesstraat, to the East by Tubantiasingel, to the Southwest by the railway Enschede-Hengelo and finally to the West by Auke Vleerstraat and Hengelostraat (Enschede, 2012; GBA, Enschede, & I&O Research, 2013). The neighbourhood is isolated and the atmosphere of a village within a city (Enschede, 2012).

The neighbourhood is also surrounded by important institutions such as University of Twente which is an educational institution, the Business and Science Park which is an industrial area where the businesses in the district are located, *De Grolsch Veste* and *IJssbaan Twente* which are recreational facilities and Enschede port which is either the beginning or the end of the Enschede canal (Wikipedia, 2013)

Tweekelerveld is broadly divided into two neighbourhoods namely *Tubantia/Toekomst* and *Tweekelerveld* (Wikipedia, 2013). The two neighbourhoods have been sub-divided into nine sub-neighbourhoods with *Tubantia* having six sub-neighbourhoods namely; *Het Zwijk, Tubantia, Bedrijventerrein Rigtersbleek, Toekomst* and *Rigtersbleek* whilst Tweekelerveld is made of *Tweekelerveld, West-indie* and *Bruggenmors*.

However, Enschede north district is divided into six neighbourhoods and made up of nine sub-neighbourhoods namely; *Walhof/Roessingh, Bolhaar, Roobeek/Roomveldje, Mekkelolt, Deppenbroek, Voortman/Amelink, Drienerveld/UT, Tweekelerveld* and *Tubantia/Toekomst*. Figure 3-1 is a map showing the nine neighbourhood of Enschede North District.

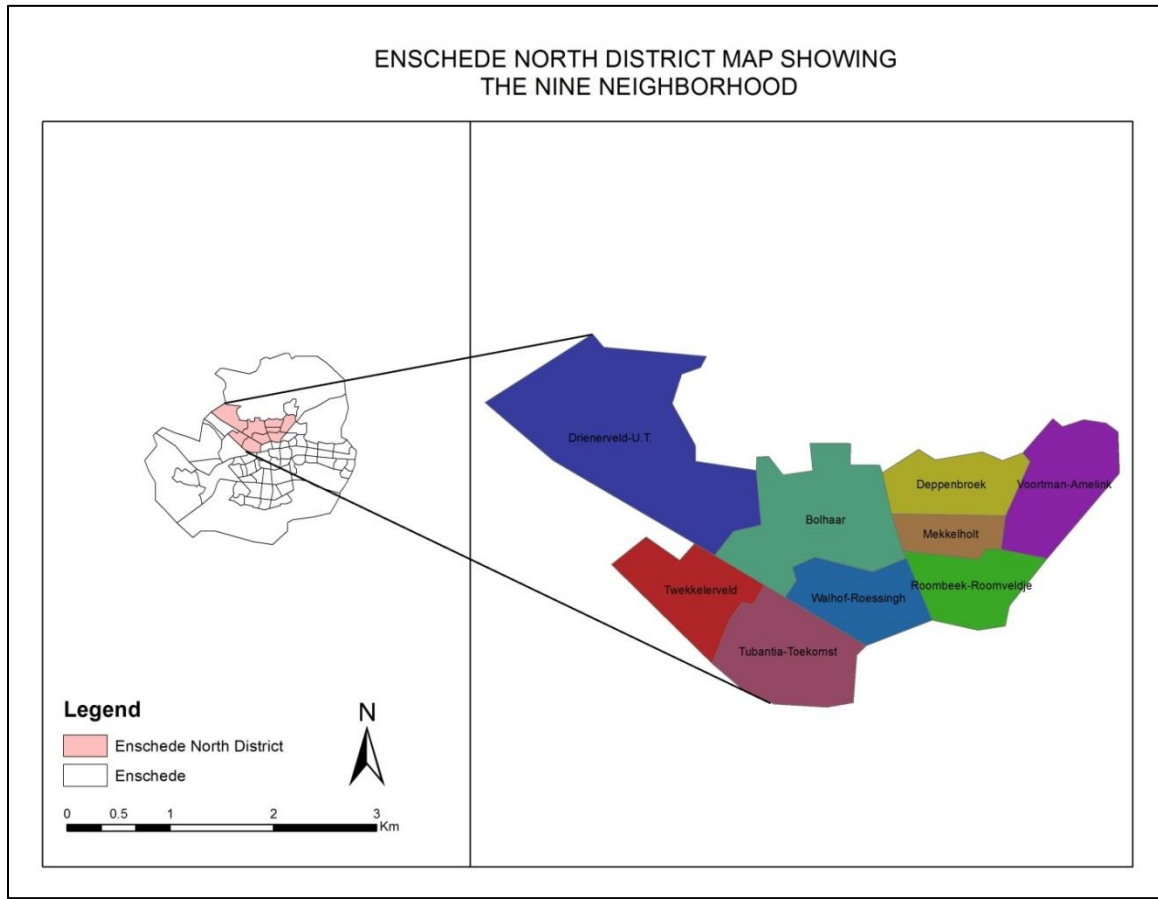


Figure 3-1: Enschede North District map showing the nine Neighbourhoods in the district.
Source: Enschede Map



Figure 3-2: Aerial Map of Study area

3.3. Population and Socio-Economic characteristics

Twekkelerveld neighbourhood have an atmosphere of a village within a city and population of 9,529 inhabitants at 2012. The neighbourhood Tubantia/Toekmoest have 5,226 inhabitants whiles Twekkelerveld have 4,303 inhabitants (Enschede, 2012). According to GBA et al. (2013), the population of Twekkelerveld representing 29.5% of the total north district population and also representing 6.03% of Enschede population which is 158,031. The growth rate of the district population is not consistent but is increasing at 1.1% per annum which is less than the growth rate of Enschede north 3.2% but also more than growth rate of Enschede municipality 0.6% as shown in Table 3-1.

Table 3-1: The Growth rate of Twekkelerveld, Enschede North and Enschede Municipality, 2007 to 2012

	2007	2012	Difference	Growth Rate
Twekkelerveld	9,040	9,529	489	1.1%
Enschede north	27,220	31,968	4,748	3.2%
Enschede	153,078	158,031	4953	0.6%

Source: (GBA et al., 2013)

Twekkelerveld have different population groups and each group focus on their own circle of life (Enschede, 2012). Table 3-2 shows the general characteristics of the population of Twekkelerveld from 2008 to 2012. The percentage of young people in the neighbourhood excluding student as at 2012 is 16.6% and the aged population is 14.3%, Non-western population in the neighbourhood stood at 21.3% of the total population in 2012 and majority of them having Turkish background. Also the non-western population in district is increasing. The population of young people between the ages of 0-18 within the neighbourhood is also declining from 17.1 in 2008 to 16.6% in 2012. However, there district have so many people between the ages of 18-30 which can be attributed to the presence of University of Twente and Saxion students staying in the neighbourhood.

According to Enschede (2012) the sub-neighbourhood called Twekkelerveld had have higher percentage of job seekers, beneficiaries and non-western immigrants as compare to Tubantia/Toekomost.

Also according to Stadsdeelmanagement Noord (2012), the sub-neighbourhood Twekkelerveld have 39% families with single parents and Most of these families and youth who are unemployed are getting some financial support from the municipality. the number of students and single household in Twekkelerveld is twice of Enschede (Stadsdeelmanagement Noord, 2012). They also indicated that, the district north employs about 600 people and also have about 700 people unemployed who are on financial support from the municipality.

Comparing disposable income, the average disposable income of Twekkelerveld is 16,800 euros which is lower compared to Enschede average which is 17900 euros (I&O Research & Enschede, 2007). Also the average disposable income of the sub-neighbourhood Twekkelerveld is lower than Tubantia/Toekomost (Enschede, 2012). According to I & O RESEARCH (2004) Twekkelerveld is the third deprived neighbourhood in the whole Enschede and the most deprived in the Enschede north District and also the sub-neighbourhoods Twekkelerveld and Tubantia have low socio economic status.

Table 3-2: General characteristic of population growth from 2008 to 2012 in Tweekelerveld

Years	2008	2009	2010	2011	2012
population	9,035	9,081	9,208	9,387	9,529
% of population in the district north	29.6	29.4	29.3	29.4	29.5
% Young people	17.1	16.9	16.7	16.7	16.6
% Aged population	14.0	13.8	13.7	13.6	14.3
% Non-western population	19.7	20.3	20.6	20.9	21.3

Source: (GBA et al., 2013)

3.4. Physical and Social Environment

Historically the area of Tweekelerveld was a wasteland in the 19th century which was colonized and later developed into a neighbourhood. The buildings in the neighbourhood are not uniform because it was built by individuals and housing associations (Wikipedia, 2013). The buildings/structures in the neighbourhoods can be categorized into pre-war and post war period structures. Neighbourhood such as *Tubantia*, *Tweekelerveld*, and *Rightersbleek* are the post war neighbourhood with some modern architectural outlook. The rest of the neighbourhoods were built during the pre-war period. By the 1990s, the pre-war neighbourhoods started showing signs of deterioration and lots of reconstruction, demolition were done to give the neighbourhood a modern look. Also the architectural design of Tweekelerveld makes it look like a village (Wikipedia, 2013).

About 65% of the houses in the sub-neighbourhood Tubantia/Toekomst are privately owned and used by the owners with low rise and medium rise buildings whilst 70% of the houses in Tweekelerveld are rental property and that is where most students and young people with multiple problems are concentrated (Enschede, 2012; Stadsdeelmanagement Noord, 2012)

Socially Tweekelerveld was religious town that organizes its own activities (Stadsdeelmanagement Noord, 2012). The Tweekelerveld neighbourhood is a like a separate planet where almost everything is available and the neighbourhood is independent and self-sufficient (Enschede, 2012). The residents organize their own activities like music band, football, and playground and there used to be four playing ground association in this neighbourhoods but currently there are three are left (Stadsdeelmanagement Noord, 2012).

According (Stadsdeelmanagement Noord, 2012), a quantitative survey was conducted by I. R. RESEARCH (September 2012) to find out how residents feels about their living environment, the results indicated that, residents were not satisfied with their living environment as they rated their neighbourhood lower than the average of Enschede in areas such as social cohesion, degradation, and youth nuisance and lack of safety. The residents also felt that, there was less contact among residents, the neighbourhood is not tidy, and they also feel that, they share their neighbourhood with victims of violent crime as the neighbourhood was scored higher the average of Enschede in terms of crime.

Also in general, the neighbourhood is more disturbing than, the average of Enschede as shown in Table 3-3. While Tweekelerveld is 0.60 per every hundred, Enschede is 0.40 per every hundred in terms of nuisance. The social quality, degradation and destructions were all scored below that of Enschede by the

resident. Professional in the neighbourhood have also indicates that, many residents including student have low socio-economic status and many of the street and gutters are no longer maintained (I. R. RESEARCH, September 2012). Police within Enschede reports also indicates that, the nuisance within the neighbourhood could be due to the presence of so many students staying there (Stadsdeelmanagement Noord, 2012). Despite this, the residents also score the neighbourhood better in terms of burglary, theft and risk of being abuse

Table 3-3: Residents rating of their neighbourhood

	Results		Position	
	Twekkelveld	Enschede	Twekkelveld	Enschede
Social quality scale (0-10)	5.5	6	25	26
Degradation score (0-10)	4.2	3.5	29	24
Victim of vandalism	6	7	17	9

Source: IVM

Also from the same survey that was conducted by I. R. RESEARCH (September 2012) to find out how resident perceive their neighbourhood using SWOT analysis. This survey reveals the strength, weakness, opportunities and threat within the neighbourhood which are shown in Table 3-4. The survey also reveals the aspiration of residents and their wishes. The residents also suggested areas where the ward council should focus on in order to develop their neighbourhood. These suggestions include;

- Redesign of the Twekkelveldzoom
- Deterioration/impoverishment of the district Concentration of certain group of people (too many students and many social weaker groups)
- Intolerance among residents
- Many inactive and unemployed youth
- Road safety issues
- Youth nuisance
- Maintenance
- Social isolation of older people
- Collaboration with students

The residents also indicated that the above mention concerns can be addressed if

- More activities are created for the youth, especially in the evening
- Retain green spaces and execution of the structure plan.
- Introduction of nurse into the neighborhood
- Develop cooperation among residents and institutions

Table 3-4: SWOT analysis of the neighbourhood

Strengths	Weakness
<ul style="list-style-type: none"> • The are many facilities available • Very spacious • Private and very secure • Self sufficient • Small scale activity within the district • Spatial diversity 	<ul style="list-style-type: none"> • Many unemployed youth • Many multi-problem families and single parent • Relative moderate domestic violence • Social isolated elderly • Neighbourhood nuisance • Many litter in public parks • Traffic insecurity
Opportunities	Threats
<ul style="list-style-type: none"> • Strengthening contact between residents • Improving quality of green areas • Collaboration among partners for development of the neighborhood • Increasing cooperation with/increasing involvement of institutions, companies and residents especially the students 	<ul style="list-style-type: none"> • Loss of self-sufficient character • Unilateral population • Vacant and degradation of the business activities with the district • Economic crisis

Source: (Stadsdeelmanagement Noord, 2012)

3.5. Vision and Strategy of Tweekelerveld

The vision of the neighbourhood duals around the brand name '*alles aanwezig*' meaning all inclusive which revolve around the core values of the neighbourhood. The brand name all inclusive means that, the neighbourhood is unique and self-sufficient in terms of both physical and social activities to make life worth living for it residents (Stadsdeelmanagement Noord, 2012). The core values of the neighbourhood are five (5) which includes; Self-sufficient, Helpful, Private circuit, Scanning and Different. These core values make Tweekelerveld a unique neighbourhood and the vision revolve around it. The self-sufficient character of the district aims to put the neighbourhood in position to help the resident have better living condition by providing more facilities and activities for resident to recreate and relax. The neighbourhood also aims to increase social contact among resident which is current dying off (Stadsdeelmanagement Noord, 2012).

In future, Tweekelerveld aims beyond all inclusive but connectivity and visible among the other neighbourhood (Stadsdeelmanagement Noord, 2012).

3.6. Strategy

The strategy of the neighbourhood is about the plans and steps the district management team and its partners are going to take to enable the neighbourhood achieve it vision. The ward council of Tweekelerveld knows that a successful vision can only be achieved with cooperation and active roles from its developmental partners in the neighbourhood (Stadsdeelmanagement Noord, 2012). Just as Elders (2005) said, "*a society cannot do without vital connection between groups. A city, a society needs a tight social fabric to make sure people know themselves and feels safe within their neighbourhood*".

The partners and stakeholders like organisations in the neighbourhood, residents, entrepreneurs, companies and business were consulted to come out with prioritized areas to focus on in order to achieve the vision of the neighbourhood but the only group that was not consulted were the students because they

were not organised (Stadsdeelmanagement Noord, 2012). The results of the consultation indicate they should focus on the following:

- Collaboration with partners (including students) with the neighborhood
- Boosting the self-organizing ability (especially the students) of the residents.
- Empower the resident by increasing participation (including the students)
- Making use of the spacious and green areas of the neighborhood

3.7. Participation within the neighborhood

Twekkelveld is part of Enschede North district and the ward council represent the residents at the district council. Residents are involved in the administration of the district through a project called *Tweexx*. *Tweexx* project was initiated to get the citizen more involved in deciding ways of improving quality of life in the District (Wikipedia, 2013). Each of the eight neighbourhoods has area council/panel that represents their neighbourhood. It was created to get the resident more involved in what is going on in the district and also deciding on what is more important to their wellbeing. The area panels are important for the municipality and their submission or recommendations are taken seriously. These area panels represent the voice of their neighbourhood today and in the future. Each area panel has a contact person, who residents can contact for their grievances and concerns. The area panel's also organizes monthly meeting to get views of resident on where they should focus on.

3.8. Conclusions

Twekkelveld is one of the most deprived neighbourhoods among the other nine neighbourhoods in the district north of Enschede. The neighbourhood also have a high number of people with multiples problems, inactive youth who are unemployed and a lot of students who are concentrated at certain location of the neighbourhood especially the sub-neighbourhood Twekkelveld. There are also issues of intolerance and less interaction among the residents. The above features are sign of an area or neighbourhood moving in the direction of studentification and steps have to be taken to prevent it.

However, the neighbourhood have a lot of qualities, promising strengths and opportunities that can strive on its own to achieve its visions. Focusing on the strengths, opportunities and the recommendations of the residents and also minimising the threat can move the neighbourhood to be at par with the other neighbourhoods within the District north. Improving the tolerance level of the residents and also increasing the interaction among the residents is on the top of the district management team priority list especially the students who they have or know little about them.

4. Data Collection and Methodology

This chapter gives a general overview of the approaches, methods and detailed procedures used for the collection of both primary and secondary data and the data analysis process. It starts with the research design that was employed to answer the various research questions, which is followed by the detailed accounts of what happened in the field during the data collection process and finally the process of data analysis to answer the various research questions.

4.1. Research Design

The research design of this thesis is shown in Table 4-1. The research design consists of four main research objectives and questions and a detailed process of answering them. The required data for answering each research question is indicated. The whole research is divided into three phases: pre-field stage, field stage and post field stage.

Table 4-1: Methods and data requirement

Research Questions	Data Needed	Source of Data	Method
What are the theoretical frameworks used for life satisfaction studies in Europe and the Netherlands?	Frameworks used for life satisfaction studies	Secondary	Literature review Expert feedback
What aspects of these frameworks are important for students?	Relevant part of the framework applicable to students	Secondary	Literature Review
Which aspects of the physical and social environment are considered in these frameworks?	Domains of the neighbourhood	Secondary	Literature Review
How do the students view their Neighbourhood in terms of the physical and social environments?	Students view of their neighbourhood	Primary source	Snowball sample Semi-structured interviews
Which part of the physical and social environment is more relevant to the students?	Features of the physical and social environment	primary	Semi-structured interviews with Map of the neighbourhood
Which are the main domains that make up their view of their neighbourhood?	Student perception of their neighbourhood	Primary sources	Semi structured interview
What are their needs, preference and values in the neighbourhood?	Student needs, preferences and values within the neighbourhood	Analysing data from the field	Using SPSS (crosstabs frequencies and analyse) , atlas-ti (coding text)
Which of these preferences, values and needs are very important to them?	Areas the students like and dislike with the neighbourhood	Primary source	Semi-structured questionnaire
Where the students are located and where are their preferred locations?	Location of students within the neighbourhood	Primary source	Semi-structured interview the map Atlas ti
What are the ways of involving students in neighbourhood activities or making them see them the neighbourhood as their own?	Participation level within the neighbourhood	Analysing data from the field	Literature review Coded information from Atlas ti

What is students' level of participations in community activities?
Are student involved in the decision making process of the neighbourhood?

Source: Author Field Survey

4.2. The Study Population

According to Wegstapel and Kalisvaart (2010), Enschede municipality has approximately 22,031 students who are studying in one of the following institutes for higher education: University of Twente (UT), Saxion University of Applied Science (Saxion) and ArtEZ. Out of the total 22,031, 57.2% of them study at Saxion, 39.2% of them study at UT and the remaining 3.5% at ArtEZ as shown in table 4-2. Also about 9650 (representing 44%) students live in Enschede while the remaining 56% live outside Enschede.

Table 4-2: Students population by educational institution and residence in Enschede

Characteristics		Students populations	
		Number of students	Percentages (%)
Educational Institution	Saxion	12,598	57.2
	UT	8,642	39.2
	ArtEZ	791	3.6
		22,031	100.0
Residence	Enschede	9,650	44.0
	Outside Enschede	12,300	56.0
		22,641	100.0

Source: Wegstapel and Kalisvaart (2010)

For the students that live in Enschede, majority of them (56%) study at UT whilst the remaining 44% are students from Saxion and ArtEZ as shown in figure 4-1. It is important to note that, although Saxion have more students, most of them live outside Enschede and commute daily (Wegstapel & Kalisvaart, 2010). So the absolute number of UT students in this study is higher than the Saxion students since there are more UT students in Enschede.

Also, out of the 9650 students who live in Enschede, 1300 students live with their parents and majority (73%) of them are Saxion students while the remaining 27% are UT students (Wegstapel & Kalisvaart, 2010).

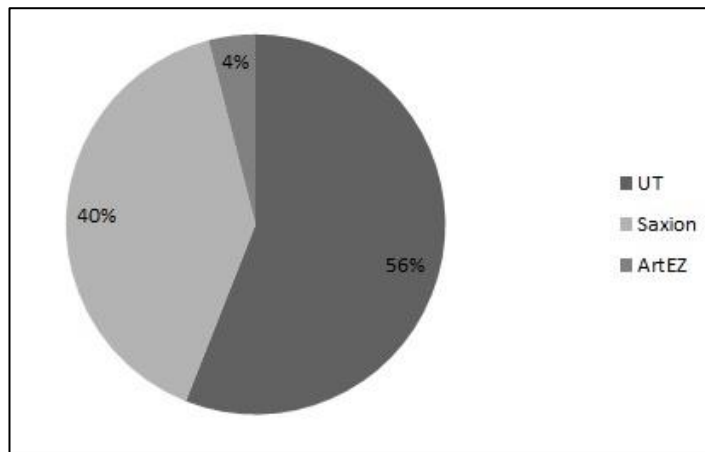


Figure 4-1: Students living in Enschede by educational institution.

Source: (Wegstapel & Kalisvaart, 2010)

4.3. Sampling Design

An overview of sampling techniques used for similar studies was explored to get the most appropriate technique. Due to the unavailability of a proper sampling frame of the target population (students), a non-probability sampling method had to be used. For this study, snowballing technique was chosen.

According to Babbie (2010), snowballing is the process of selecting people with juicy information about the study in question. According to Bryman (2012), snowballing is a preferred technique when the target population is homogenous. Since the target population (students) is a homogenous group, snowballing technique was chosen.

Also Snowball sampling technique was used to get students/participants to interview. This method was used because the student staying at Twekkelerveld are not organised as students staying there. It was therefore very difficult to identify respondent hence the snowballing sampling technique was used.

However, this homogenous group called student population is distributed among three educational institutions, Saxion, UT and ArtEZ. Therefore in selecting the educational institutions, a purposive sampling was used based on the criteria below;

- The location of the schools
- The number of students enrolled in the schools.

The location of the schools and the study area (Twekkelerveld) were taken into consideration in choosing/considering the schools (Saxion and UT), where the participants are attending. The study area is strategically located between the UT campus and the Saxion. It is directly opposite the University of Twente and a few kilometres from the Saxion. This makes the neighbourhood a convenient place that houses most students. ArtEZ is located right in the city centre and no student stays at the neighbourhood hence was not considered.

As explained above, UT and Saxion have the highest students' population enrolled in their schools and also staying within the city of Enschede. Therefore Saxion and UT were selected as the contextual unit within which participants must be selected.

4.3.1. Sampling Procedure

With regards to the UT students, most of them were contacted through emails and social media (Facebook) based on the above criteria and recommendation from friends who knew people that stay at Twekkelerveld. The interviewed students were asked to recommend people based on the criteria's above.

Through the emails or Facebook messages, the interviewed people were asked to choose their preferred locations for the interview. Most of them were interviewed either on campus or at their residence.

For Saxion, which has the highest students' population in Enschede had the least participants because majority(70%) of them don't stay in Enschede (Wegstapel & Kalisvaart, 2010). Using the snowball approach, most of the students were contacted based on recommendation from friends. But it was a bit challenging in getting a response or reply from the recommended students, sometimes it took up to two weeks to get responses from the students.

The sample size for this study was selected based on a number of criteria's to ensure that, students' views were fairly represented. These criteria are discussed in the next section. The number of UT students, interviewed was more than Saxion students for two reasons, firstly the location of the neighbourhood makes it more convenient for UT students than Saxion students, and hence there are more UT students than Saxion students in those locations. Secondly, majority of Saxion students stay outside Enschede town.

4.3.2. Sampling Criteria

To get a representative view of the students, the following sets of criteria's were used to identify participants;

- Students' who study at UT or Saxion
- Students' who live in Twekkelerveld
- Students' who stay in the neighbourhood for more than a year.
- Dutch or Non-Dutch student
- A student could be a PhD, Masters or Bachelor
- Students' that stay independently in the neighbourhood

The first criterion was set based on the location of the neighbourhood with the assumption that students who study at Saxion and UT are students who stay at the neighbourhood because it is very close and easily accessible to their campus. Most students do consider accessibility or distance to the school when looking for the accommodation. Aside the location of the neighbourhood that makes it a convenient place for students, the students who had stayed in this neighbourhood for more than a year knew more in terms of perception and view of the neighbourhood.

The third criterion was set, since both Saxion and UT are both international schools hence have international students, but the Dutch students are preferred for policy purpose since they are most likely to remain behind after studies. Also most of the international students, who are under scholarship, are mandated to go back to their home country after studies. Most of the students' houses for Saxion students in Twekkelerveld were managed by the Saxion School and mostly given to exchange students.

Students who are in Saxion or UT are studying for bachelors, masters and PhD, although there are some exchange or certificate students but were not considered for this study.

4.3.3. Sample size

With qualitative studies, it is always difficult to decide the sample size to use, in case theoretical saturation is the aim (Bryman, 2012). In this research, a theoretical saturation was aimed and therefore the sample size was determined at a point where no new terms/themes or ideas are given by the target groups.

With the criteria set above, it is clear that, the participant will be biased or tilted towards the following categories;

- More UT students than Saxion since UT have more students who reside in Enschede and the location of the neighbourhood is also close to UT.
- Also students who are living independently.

4.4. Methods of Data Collection

In order to answer the research questions, both primary and secondary data was needed. Primary data was collected using semi-structure questionnaires; both students and some people from the district management team were interviewed.

4.4.1. Primary data collection

4.4.1.1. Semi Structure Interview with policy makers

Semi-structured interview was held with two policy makers at the municipality with the view of knowing more about the student's life before going into the field. This was done with the intention of understanding the student's behaviour within the neighbourhood. The aim was to see how to get the general perception the municipality have about the students staying there and also the possibility of narrowing the topic to a more useful students groups.

In general, the discussion was centred around the current issues concerning the youth (students and non-students), areas where the problems were common or the students located, possibility of support for implementing the research idea and a possibility of setting up a focus group with students and who to contact with the neighbourhood for more information about the students life.

The final outcome of the meeting will be discussed in chapter 5.

4.4.1.2. Semi-structure interview with students

This stage was the most crucial. Semi-structure interview technique was used for collecting relevant data aimed at answering the research questions. Qualitative data collection methods were applied. Among them were; unstructured interview which was used throughout, questionnaires with open ended questions, focus group discussions. Semi-structure interviews were used as a data collection method to get insight and rich information that, students had for their neighbourhood which could answer the research questions. The interviews were conducted between from October to December 2013.

Over this period, 44 interviewees were contacted through emails or Facebook messages with a brief description of me and the background to the research. Almost all those who agreed to participate gave their preferred location for the interview but about 20-30 students preferred to be interviewed on campus because they spent much of their time on campus. The later was done to make sure that, the interviewees were more relax to think and respond to all the questions. The interviews lasted between 15-20 minutes each. The results and outcomes of the interviews, characteristics of the interviews will be further discussed and presented in chapter 5.

In principle, face to face interview was used throughout since it had more advantages than self-completed questionnaires in qualitative data collection (Bryman, 2012). He asserted that with self-completed questionnaires, the respondents have the tendency of omitting some questions but with face to face interviews, the interviewer have the chance to explain some of the questions in a more detail way to the interviewees that will yield more in-depth answers.

The questions were frame to address the mains research questions, research objectives and gaps in existing literature. The questions were later adjusted after the discussion with the policy makers at the municipality in order to accommodate and investigate some of the issues raised by the municipality. A pilot's survey was conducted with two students of UT and some of the questions were removed and others refined.

4.4.2. Tools and materials used

Interviews were recorded. Interviews are more advantageous if it is supported by the voice recorded as may be used to compensate for unrecorded answers or may be used to listen to re-examined the interviews to get salient points. But the permission of the interview need to be sought before recording for ethnical reasons and in the event that, the interviewees refuse to have the interviewed taped, the interviewer would continue the interview by taking notes (Bryman, 2012). Out of the 44 students' interviews, all of them were recorded since none of them objected being recorded.

4.4.3. Mapping exercise or locations of students

The Mapping of students' locations within the Neighbourhood was done using a hand held Geographical position system (GPS) to take the coordinates of the various locations of the students in the neighbourhood. This was done to know the spatial distribution of the students within the neighbourhood. To get the students general perception of their neighbourhood, their location within the neighbourhood and places they liked to spend their leisure time within the neighbourhood and places they dislike within the neighbourhood as well as the reasons for their preference were recorded.

A satellite view map of the area was created. To make it clear and easily recognisable by students, the neighbourhood map was divided into two sections; namely Tweekkerlerveld and Tubantia as in figure 4-2 and 4-3 respectively. An ipad was also used to zoom in to places where they liked and disliked within the neighbourhood. The resolution of the Google map in both figure 4-2 and 4-3 did not allow high quality visualisation of the spatial objects and fields thereby making it difficult for students to identify the places they liked and disliked within the neighbourhood.

The use of the map was to help participants mark places they liked and disliked most within the neighbourhood but it was a surprise that most of them could not identify places they like or disliked and preferred to mention those places instead. The names of the places they liked or disliked, if possible the addresses of those locations were recorded, to enable me identify the areas they liked most or spent their leisure time.

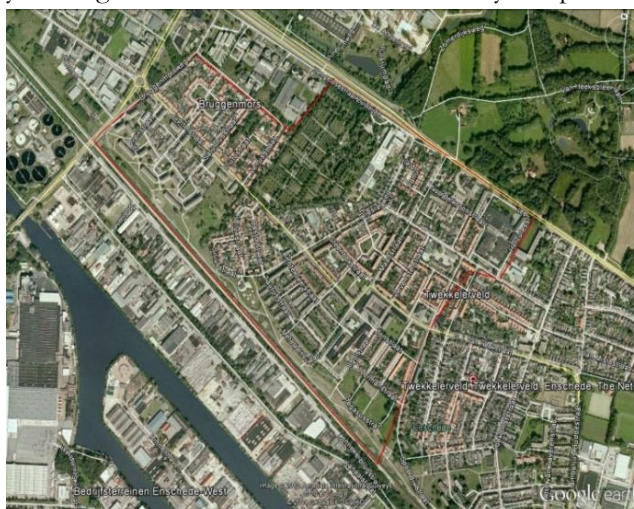


Figure 4-2: Tweekkerlerveld Neighbourhood Google Earth Map image



Figure 4-3: Tubantia Neighbourhood Google Earth Map image

Secondary data collection

The secondary data needed for the research were collected from different sources ranging from the internet to the municipality. Literature and documents of previous studies about students' life were also used.

The official websites of the neighbourhood and Enschede were accessed to obtain the neighbourhoods characteristics, facts and figures about students living in Enschede municipality. The locations of the students were mapped last year by the municipality and students union (SU). This information was obtained from the municipality. This was used to know the spread of the students' houses across the neighbourhood. A report by Wegstapel and Kalisvaart (2010) gave a general description of students' accommodation in Enschede and how the students are distributed across the three institutions. Also used for this research was the information on neighbourhood features obtained from the neighbourhood website.

4.4.3.1. Data preparation

4.4.3.2. Transcribing the interviews

After recording the various interviews, transcribing was the next thing to do. Transcribing have the advantage of using the original words of the interviewee without doctoring the words by the researcher (Bryman, 2012). During the analysis stage, the recorded interviews were transcribed based on the transcription convention proposed by Bryman (2012) in his book, the social research methods. The transcription and the open ended questionnaires were coded for analysis.

Methods of data analysis

The data collected were in the form of both quantitative and qualitative data. But the qualitative was more and there was a lot of textual analysis which was done to extra the various themes. The next section explains the process in details.

4.4.3.3. Coding

The next step after transcribing is coding or doing textual analysis. Coding in qualitative research is the act of extracting the themes and words that are related for further analysis and establishing their relationship (Bryman, 2012). In this study, the coding was done based on the conceptual frameworks and news trend

of themes that emerged from the textual data and from the field work. The coding of the location they liked or disliked was done using Atlas-ti.

4.5. Focus Group Discussion/Feedback Session

After analysis, a focus group discussion was organised on 20th March, 2014, in which four (4) students out of the 44 students who were initial interviewed. All four students were Dutch and 1 female and 3 male. The purpose of the feedback session was triangulation.

A presentation was given to the four students where in each slide; the students were asked whether the results presented were familiar to them or there were strange to them. Further questions were asked to you get deeper or insight of why I had some of the results.

A map of the study areas with locations students' indicated they liked and disliked both within and outside of neighbourhood were presented to them using a multi-touch screen touch table in the Group Decision Room (GDR) at ITC. After the presentation, they gave reason why they like or dislike the areas shown to them but they also indicated additional places they liked or disliked within and outside the neighbourhood.

Google earth map and open street view was used during the focus group discussion where the student can zoom in to places they liked and disliked and also to confirm if the areas identify during the interviews were familiar to them.

5. Results

The results of this study are presented in four main sections. The first is section is the results of students' perception of their neighbourhood, their neighbours and the student satisfaction level with the neighbourhood. This followed by the results of students preferences, needs and values. The next section also contains the students' level of participation in neighbourhood activities and final section covers suggested or potential ways of involving students in neighbourhood activities.

5.1. Characteristics of the Participants

For this research, 44 participants were interviewed. Their characteristics are presented in Table 5-1. With respect to gender, the male students are more than the female students in the survey by almost 20%. This goes to justify that, male student population in colleges/Higher Educational Institutions are generally more than the female student population (Jacobs, 1996). Majority of the students (88.6%) interviewed are below the ages of 25. Only five participants are above 25 years. These participants were either Dutch or non-Dutch. But in total, the Dutch students were more than the non-Dutch students in the sample.

As shown in Table 4-2 in the previous chapter, the Saxion students are more than UT students in numbers but more UT Students stay in Enschede, hence the UT students in the survey were also the largest group in the sample (70%).

Students in Saxion or UT are studying for PhD, Masters or Bachelors. The Bachelor's students are many in both Saxion and UT with the PhD students being the least hence, we have more Bachelor students in the survey followed by Masters and PhD as in 54.5%, 36.4% and 9.1% respectively.

Table 5-1: Characteristics of the sample (Interviewed students) participants

Participant characteristics		Number of participants	Percentages (%)
Gender	Male	26	59.1%
	Female	18	40.9%
Age	18-25	39	88.6%
	26-35	3	6.8%
	35<	2	4.5%
Nationality	Dutch	25	56.8%
	Non-Dutch	19	43.2%
School	Saxion	13	29.5%
	UT	31	70.5%
Study grade	Bachelor	24	54.5%
	Masters	16	36.4%
	PhD	4	9.1%
Number of years stayed	1-2	30	68.2%
	3-4	12	27.3%
	5-6	2	4.5%

Source: Author Field Survey

All the participants interviewed have stayed in the study area for at least more than a year and maximum of six years. But majority of the participants have stayed in the neighbourhood for a period between one to two years while only two of the participants have live there up to six years.

5.1.1. Reasons why students choose Twekkelerveld

The study area is strategically located between the University of Twente campus, Faculty of Geo-Information Science and Earth Observation (ITC) and the University of Applied Science (Saxion). To the north of the study area is the University of Twente campus (directly opposite the study area) and a few kilometres away from the south eastern part lies ITC and Saxion. This makes the neighbourhood a convenient place for most students. ITC is a faculty of UT. The location of the neighbourhood makes it particularly convenient for the UT students. Figure 5-1 shows the location of the schools UT (including ITC) and Saxion.

Apart from the neighbourhood being close to the UT (including ITC) and Saxion, there are other reasons why students prefer the neighbourhood to other neighbourhood within Enschede. During the survey, students were asked to give five reasons why they would choose the neighbourhood over other places to stay and why.

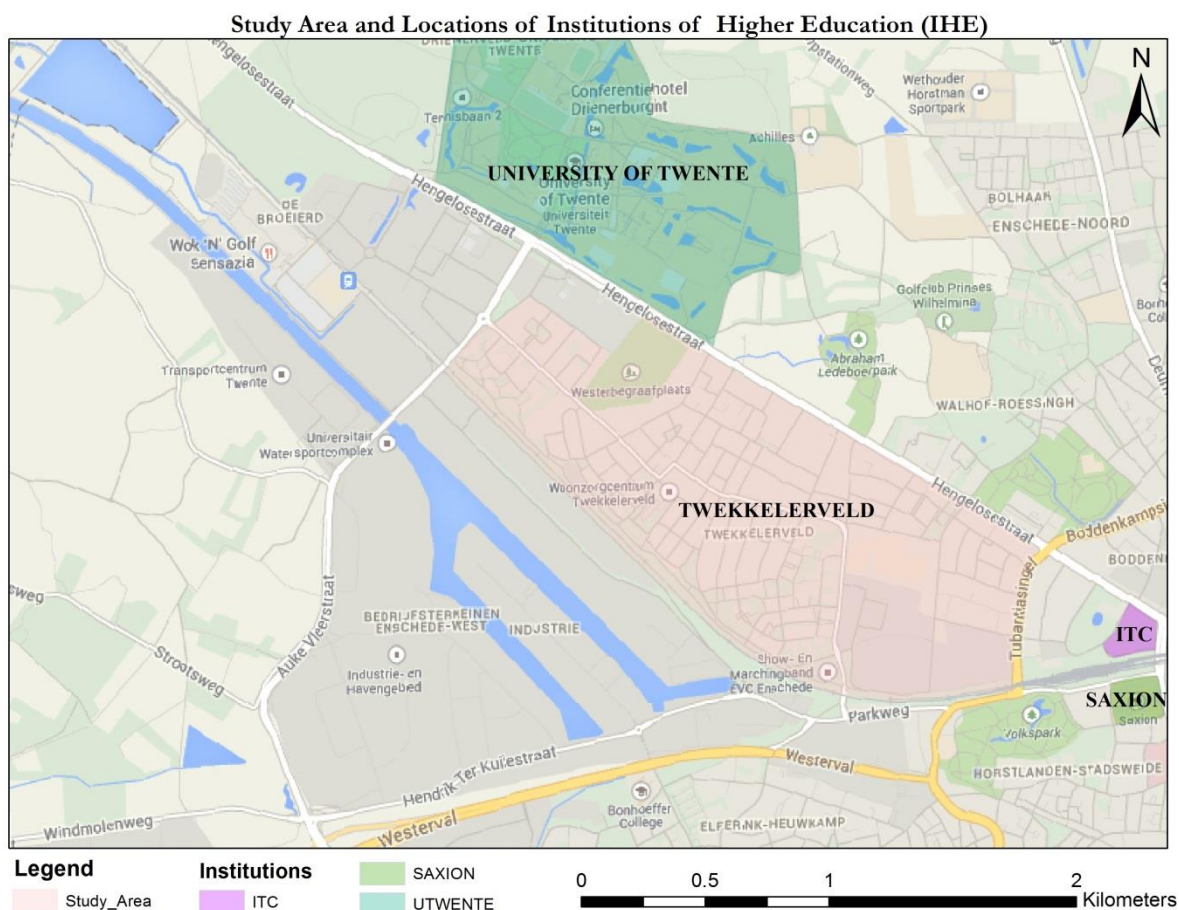


Figure 5-1: The location of the Neighbourhood and the Institutions

Source: Background Open street map

Students were asked to give reasons why they choose the neighbourhood over other neighbourhoods. Many reasons were mentioned which ranges from location with the highest frequency and the only option available with the least frequency. The most frequently mentioned reasons and their frequency are presented in Figure 5-2

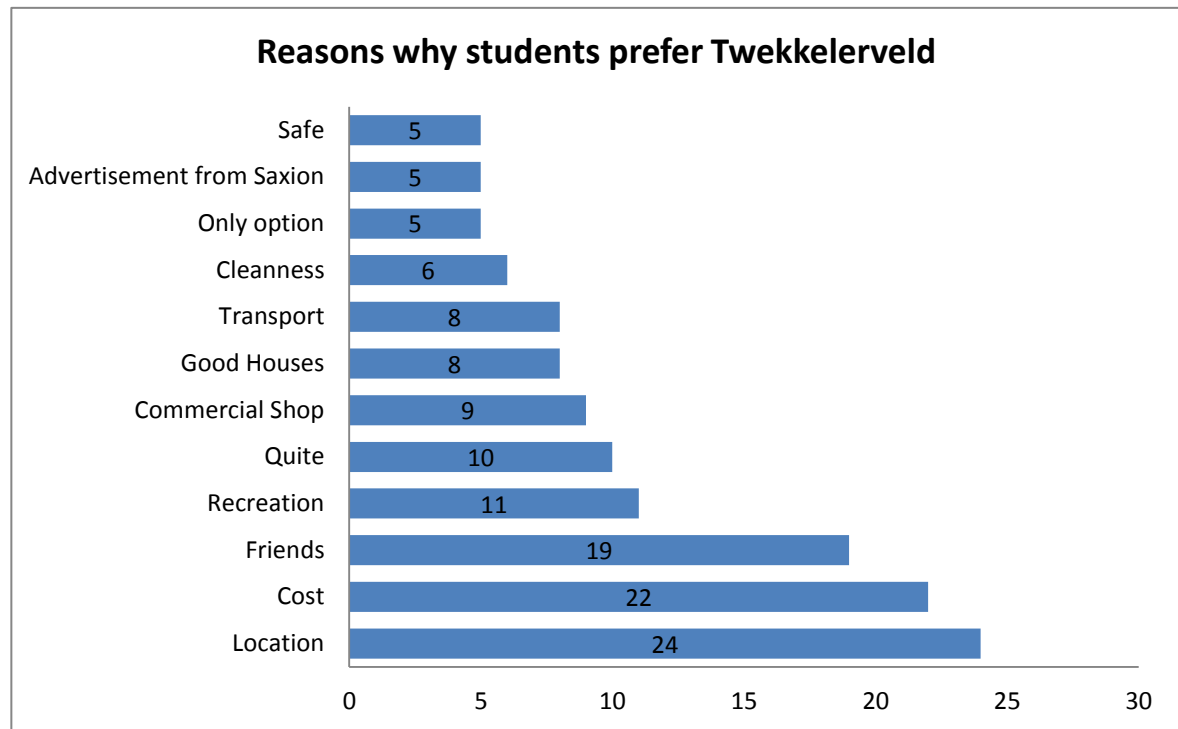


Figure 5-2: Reasons why students prefer Twekkelerveld (Frequency of responses)

Source: Field survey

The most mentioned reasons why student prefers Twekkelerveld were location, cost and friends respectively as shown in Figure 5-2 and the least mentioned were only option they have, safety and advertisement from Saxion.

5.1.2. Location of Students Houses in the Study Area

Information about the location of students within the neighbourhood was obtained from the municipality of Enschede - District *Noord*. In total, 142 locations of student houses were given as shown in appendix C. However, the actual number of student houses is more as some of the houses visited during the interview were not among the list of addresses that were given by the District *Noord* especially; the residential houses of Saxion students were not part of the list.

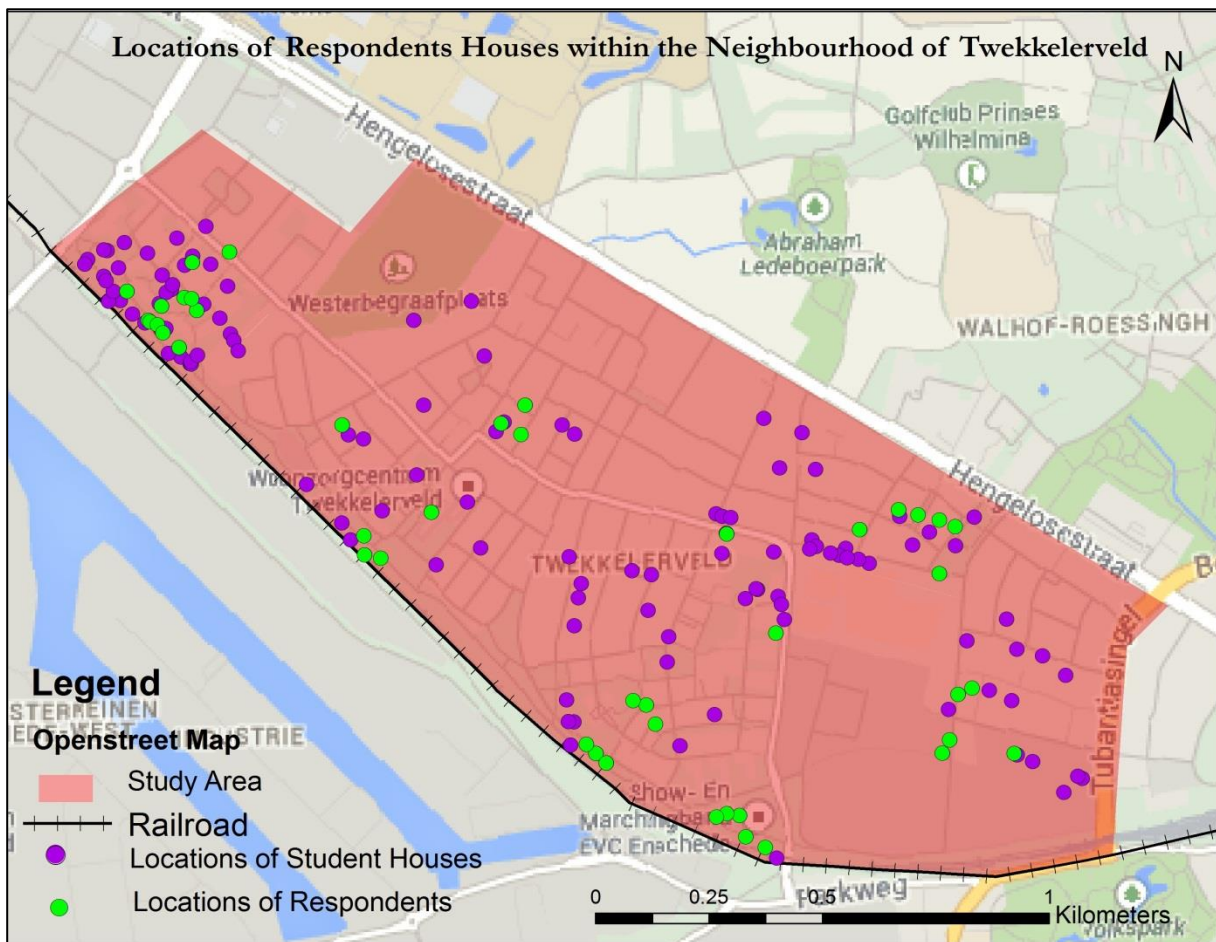


Figure 5-3: Students' locations within the Neighbourhood and the locations visited

Source: Background Open street map

Figure 5-3, shows the location of students' houses with the neighbourhood and the houses visited during the interview. Out of the 142 locations and those that were not on the list, 44 students were interviewed at different locations mostly at their residential house or campus. Overall 28 student houses were visited as shown in (appendix 3). Appendix 4 also shows the location of the 142 locations of students' houses within the neighbourhood

Almost all the student houses are used by two students as minimum and six as maximum. The houses were not built purposely for students but they are apartments that are meant for people with families hence they mostly have neighbours who are not students. Also it was found that most of the students that live together are either course mates or friends.

5.1.3. Concentration of student houses within the neighbourhood

The 142 locations of student houses obtained from Enschede municipality and few houses identify during the survey were used to determined which sub-neighbourhood have so many students houses. However, the 142 locations within the neighbourhood are the only student houses known to Enschede municipality.

After identifying the locations of the student houses within the neighbourhood, the houses were categories into the nine sub-neighbourhoods with the aim of knowing where the student houses were more concentrated within the neighbourhood.

The sub-neighbourhood with the highest number of student houses is located at Twekkelerveld and has 47 houses which are followed by 29 houses located at Tubantia as shown in Figure 5-4. The sub-neighbourhood with a least number of student houses is called 0 and located at Tubantia.

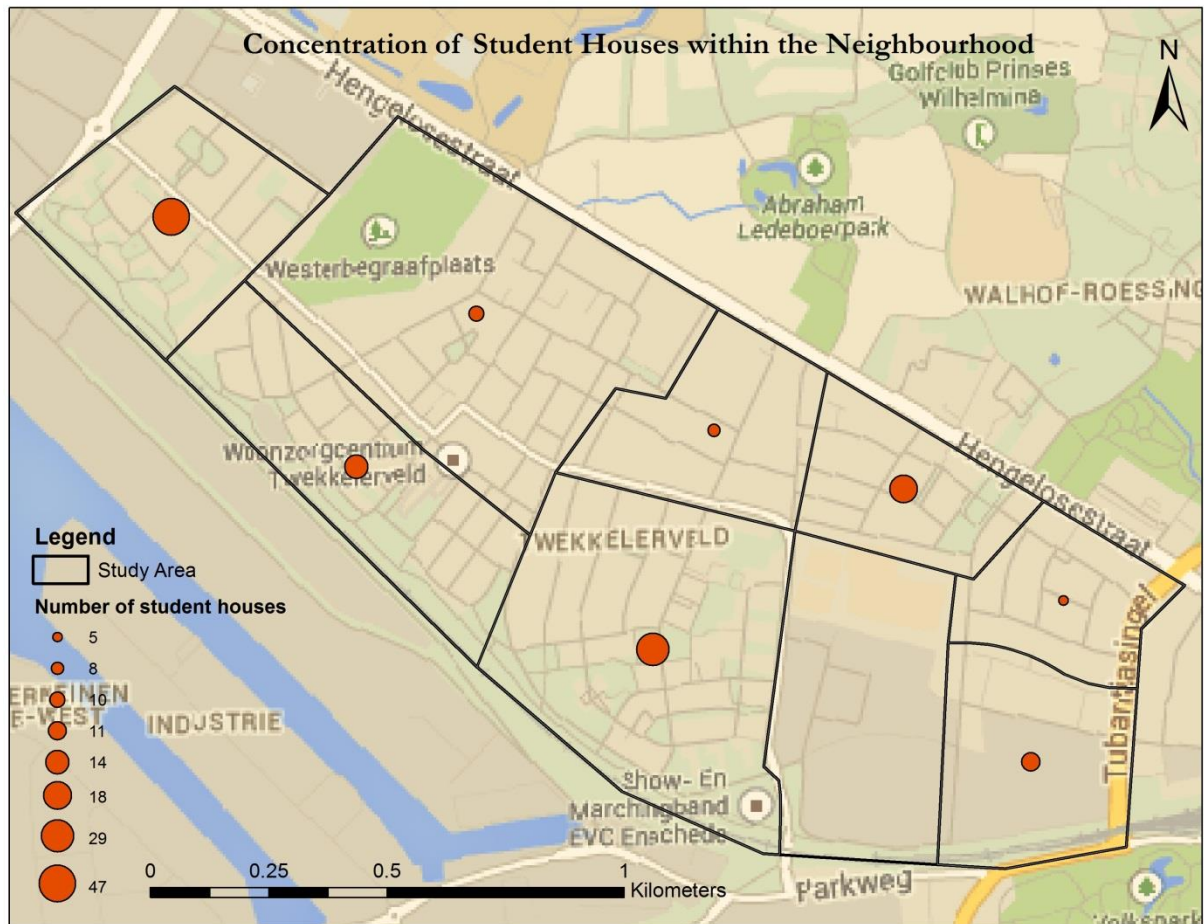


Figure 5-4: Concentration of student houses

The two sub-neighbourhoods with the highest concentration of students have multi-storey building or apartment as shown in Figure 5-5 and Figure 5-7 which they share with other resident who are not students. The sub-neighbourhood which have no student house is the location of the sports centre called *Rijkersbleek*. Figure 5-5 and Figure 5-7 show student's houses located at the two sub-neighbourhoods with the highest student houses 47 and 29 respectively. Figure 5-6 is located at the neighbourhood with eight student houses and last figure 5-8 is located with 18 students' houses.



Figure 5-5: Students houses at Bruggenmors



Figure 5-6: Students' House at Sturren Buurt Zuid



Figure 5-7: Students House at Rigtersbleek



Figure 5-8: Students' houses at Plain west Indie

5.2. Student's perception of their neighbourhood

Students were asked during the interview, how they consider the neighbourhood, whether they see themselves as part of the neighbourhood or strangers and also whether they consider the neighbourhood as their home or a place to live and finish school. They were also asked about their satisfaction level with some domains of the physical and social environment of the neighbourhood.

The next sections present the results of the interviews with students that stay at Tweekelerveld about how they feel about the neighbourhood and the people around them.

5.2.1. Being Part of the Neighbourhood and also considering the neighbourhood as a home

Most of the students that stay at Tweekelerveld are students of UT and mostly Dutch students because majority of the international students are offered accommodation on campus. However, the neighbourhood also houses international students who were not offered accommodation on UT campus and Saxion students.

Overall, the majority (31 out 44) of the students feel they don't belong to neighbourhood as in Table 5-2. They only see the neighbourhood as a place to stay and finish school. The reasons given range from lack of time, amount of time spent on campus, lack of interesting places within the neighbourhood, lack of activities within the neighbourhood, lack of communication and interaction with their neighbours and also feeling isolated. Other factors are related to background of the students and individual factors (personal experience like bike being stolen or growing up in a bigger city)

Table 5-2: Student perception of their neighbourhood

		Perception of neighbourhood		Total
		Home	A Place to stay	
Belongs to the Neighbourhood	YES	5	8	13
	NO	8	23	31
Total		13	31	44

Source: Author Field survey

In this regards, students' views were sought as to whether they consider the neighbourhood as a home or a place to stay and finish school. Their responses related to contact or interaction they have within the neighbourhood.

Again majority (31 representing 71%) of the students consider the neighbourhood as a place to stay and finish school and not as a home as shown in Table 5-2 the remaining 29% considers the neighbourhood as home.

For those who consider the places a home, their reasons include friends, quiet places, calm people, good shop market and they have lived in the neighbourhood for a while. For those who don't consider the neighbourhood as home gave their reasons as being temporal residents (travel back home every weekends)

The locations of the respondents were mapped with regards to their responses. The two maps in

Figure 5-9 and Figure 5-10 represent student responses with regards to considering the neighbourhood as a places to stay or home and also whether the see themselves as belonging to the neighbourhood. Comparing the two maps, the results as shows, not all the students who feel they belong to the neighbourhood are the same students who see the neighbourhood as places to stay and finish school. Even students who can consider the places as home still feel they do not belong to the neighbourhood as shown in Table 5-2. Also, 45% of the students who stay at Tweekkelerveld see themselves as being part of the neighbourhood while only 30% of those stay at Tubantia feel they belong to the neighbourhood as shown in Figure 5-2. Hence, students' who stays at Tweekkelerveld feels they belong to the neighbourhood more than students who stay at Tubantia.

In

Figure 5-9, more students (35%) stays at Tweekkelerveld also considers the neighbourhood home than students who stays at Tubantia.

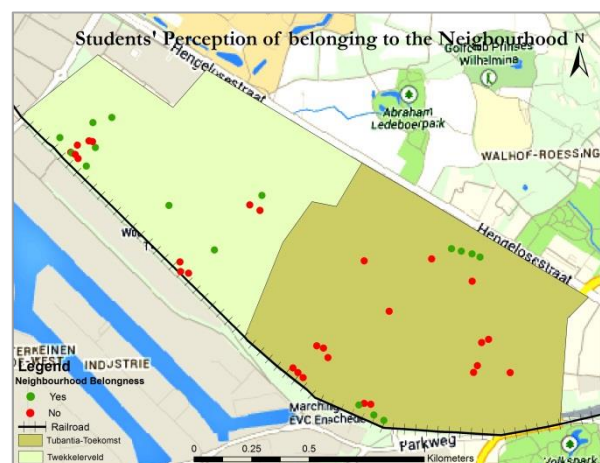
Figure 5-9: Student perception of their neighbourhood

Figure 5-10: Sense of Belongingness

Source: Fieldwork

The students were asked why they consider the neighbourhood as a place to stay and finish school and here are two of their responses,

As students, we are engaged in a lot of things that relate to our academic work and we don't want to get involved in a lot issues concerning the



neighbourhood. So we are not interested in what is happening around the neighbourhood. People who are interested in staying behind after studies are the people that should be interested in the neighbourhood issues but for me, my course of studies means that, there are no jobs around here for me.

[A Dutch student]

Just a place to stay because I do not communicate with my neighbours in the neighbourhood

Another student;

Most of the time, we are on campus and only come home to rest after class hence, we don't take part in the activities of the neighbourhood. On campus we have everything we need as students which ranges from internet, green areas, sports facilities, entertainment and so many more. So we mostly spent our entire time there, sometimes until 10pm
[Non-Dutch]

The lack of time on the part of students during weekdays makes them spend less time at home and their free time is spent in the city central with friends or outside Enschede. This makes them feel they don't belong to the neighbourhood and also consider the so we don't feel part or belong to the neighbourhood. Some of the students also feel they don't belong to the neighbourhood because they are aware that, their stay in the neighbourhood is temporary because they are not going to work in Enschede for them because of their course of study. But the location of the neighbourhood was another factor because it is very close to *volkpark*s (recreational), the sports stadium (*de Grolsch*) and the cinema and entertainment area *Cinestar* where even students living in city centre come there for entertainment.

However, few students consider the neighbourhood as home as shown in Table 5-2. For those who consider the places to be their home, one of them has this to say,

Even though we are here for studies, everything that happens here surely affects us one way or the other. So we surely love to get involved although the chances are limited.

5.3. Students' Perception of their Neighbours

The students were also asked about their perception of their neighbours. The rational is to know how they perceive the people around them. The students were also asked questions which were centred on their general perception of the neighbour in terms of contact with them, friendliness, caring and their neighbours monitoring their behaviour in the neighbourhood. The outcomes are discussed below.

5.3.1. Contact with Neighbours

With regards to the students having contact with neighbours, 22 out of 44 indicated, they do have contact with their neighbours. However, those who do have contact with the neighbours added, the contact is very little which is in the form of greeting or going to inform them,

We will be having party at our house or backyard hence the place will be a bit noisy. But none of the neighbours have ever objected to it if we pre-inform them but a surprise party sometimes disturb the neighbours.

Figure 5-11 shows the frequencies of contact students have with their neighbours and Table 5-3 is a cross tabulation.

Table 5-3: Students contact with neighbours

Frequency of contact			
Once a week	Once a month	Never	Total

Contact with neighbours	Yes	8	14	0	22	50%
	No	0	0		22	50%
Total		8	14	22	44	
Total in percentages		18%	32%	50%		100%

Source: Author Field Survey

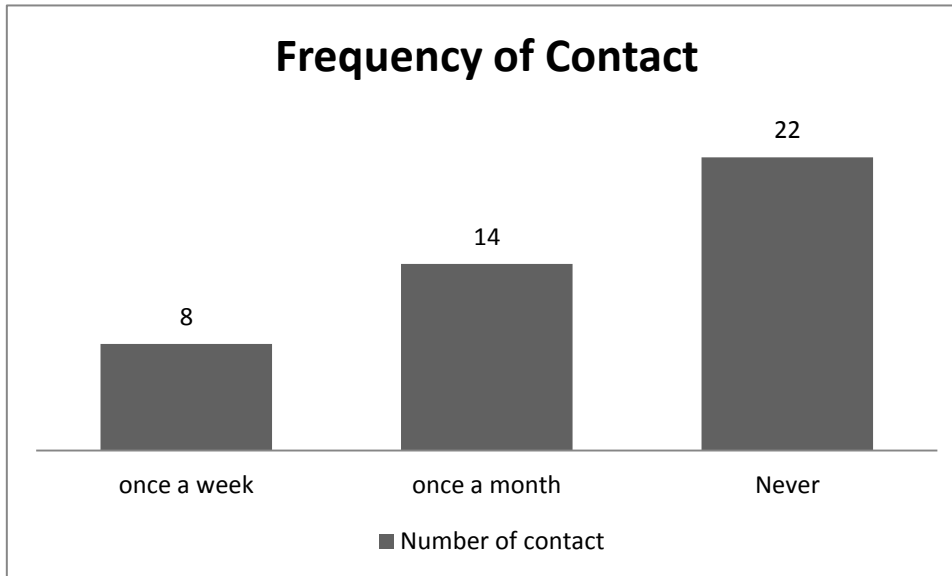


Figure 5-11: Frequency of contact

Source: Author Field work

With regards to those who do have contact with their neighbourhood. One student had this to say,

We try to have a communication with them but very little. We do invite them for coffee once a year to let them have a feeling that this is a normal house just like the others and they can always talk to us anytime there want but they never extend similar gesture or shows signs they want to know more about the students. So it's been two years since we invite them because we have planned not to invite them again. We have even been told by the housing Corporation (Doming), they will not allow students in our houses after we have completed but we don't know why.

Another said

I also came into contact with my neighbours because they feel my music was loud which to me was bad on my part. But I have not had that much contact with my neighbours and I have seen my neighbours at the left side of our house but those at the right side, I have never seen them because our life style are different, they go to work 8am to 5pm and come home to be with their families, so we do not have a sought of link/ connection between us.

This was an initiative by students of one particular house, to get to know their neighbours better but due to the reluctant nature of their neighbours in getting into contact with them, they decided to stop. Similar actions would also have taken place within the neighbourhood or other parts of Enschede by students to get into contact with their neighbourhood. Some of the students feel frustrated about lack of contact between them and their neighbour and they are willing to accept/welcome any idea that will increase their interaction or contact with them.

But for those who never had contact with them, they had this to say;

We don't know our neighbours that much but the only time we go out is going to the supermarket (Emte) or we see people taking their dogs for a walk. I think the people within the neighbourhood only talk to each when they are taking their dogs for a walk at the Twekkelveldzoom (A non-Dutch student).

Another student said:

It might be different for from what others think but I grew up in the country side where everybody know everyone and they interact more, but here nobody really cares and I might stay here till I finish without knowing who my neighbours are. Until I have a problem within the building, I wouldn't know who my neighbour is [Dutch student].

The neighbours are very cold and when they come from work, they locked themselves inside and talk to nobody [A non-Dutch student].

These statements show the frustration the students feel about their neighbours due to lack of interaction with them. These among other things makes them see the neighbourhood as a place to stay and finish school.

5.3.1.1. Contact with Neighbours by Nationality

I also try to find out if there were difference in between Dutch and non-Dutch students in terms of having contact with their neighbours. The results shows that, 65% of Dutch students do have contact with their neighbours whilst 31% of non-Dutch students have contact with their neighbours as shown in

Table 5-4

Table 5-4: Contact with neighbours by Nationality

		Contact		
		Yes	No	Totals
Nationality	Dutch	16	9	25
	Non-Dutch	6	13	19
		22	22	44

Source: Author Field Survey

Dutch student thinks that life within the neighbourhood is quite same as the environment they grew up in. And also they only spend weekdays in the neighbourhood and go back home during weekends which makes the neighbourhood home away from home because you have your friend here to spend time with and your parent during the weekends.

The non-Dutch student have a different view because things here are different from the background they came from and also they want to see the other part of the Netherlands or Europe, hence the least chance they get, they travel outside Netherlands which is common to all international students.

5.3.1.2. Comparing the responses through gender perspective

With regards to gender, the male students consider the neighbourhood as a home and have more contact with the neighbours than the female students as shown in Figure 5-12. A higher proportion of female students see themselves as being part of neighbourhood than the male students as shown Figure 5-12.

The fact that, more males have contact than females with neighbours and also they consider the place as their home does not necessarily mean they feel as being part of the neighbourhood in terms of behaviour and other rules/norms of the neighbourhood. Females in general are calmer and more likely not to disturb and obey rules than males' students.

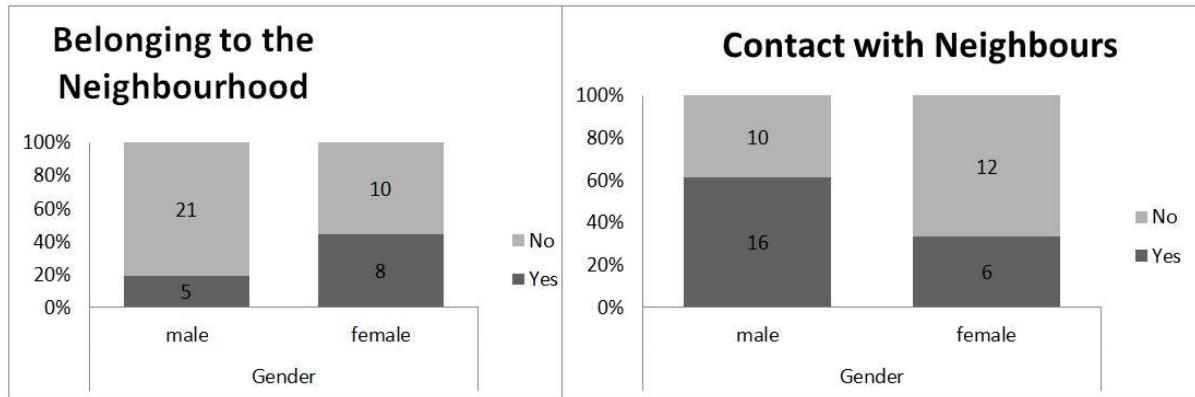


Figure 5-12: Belonging to the neighbourhood by Gender
Source: Author Fieldwork Survey

Figure 5-13: Contact with neighbours by Gender
Source: Author Field Survey

5.3.2. Sense of togetherness among the neighbours

The results shows, 13 students feel there is no sense of togetherness among the neighbours as they are living in a kind of individualism where nobody cares about the other as in Table 5-5.

Table 5-5: Sense of Togetherness among Neighbours

Sense of togetherness		
	Frequency	Percentage (%)
Agree	13	30
Disagree	31	70
	44	100

Source: Fieldwork Survey

When a Dutch student was asked, is there a sense of togetherness among the neighbours? He said,

No, they only behaviour together if they play football or have games. The people in Tweekelerveld are quite different from the rest in the Netherlands, Enschede people are more caring and concern but this is the opposite happening here. It is a bit strange because in normal areas in Enschede, you get a lot of contacts and caring people.

5.3.3. Monitors Students Behaviour

Also majority (24) of the student agreed or indicated that, the neighbours monitor their behaviour within the neighbourhood. But the students think that, their neighbours do have a negative perception of them as some kind of people who disturbs but are not ready to get together.

Table5-6: Neighbours Monitoring students' Behaviour

Monitor student behaviour

	frequency	percentages
Agree	24	54
Disagree	20	46
	44	100

Source: Author Field Survey

They are always quick to complain about almost everything we do within the neighbourhood, like skylining behind out house or having party at the backyards. This among other things does compel us to spend most of our time outside the neighbourhood.

A student mentioned that;

With regards to my house, we have to sign an agreement with the neighbours to keep or maintain the front garden without planting flowers there before we are allowed stay. This is because 3 years ago, our house was sent to court because the neighbours didn't want students to stay in our house anymore. Their reason was that, they don't want us to plant flowers in the front garden but the court rules in favour of the students but now we have to sign contract of maintaining the front garden.

It is normal that, the resident with families care much about how the place look like but most of us don't care about how the places look and sometimes wants to have a different design from the rest which was what cause this problem.

However, surprisingly, the students feel that, the neighbours are caring and friendly as shown in Table 5-7. More than half of the student which is 35 out of 44 feels that, the neighbours are caring and friendly as against what others feel.

Table 5-7: Friendly and Caring

Friendly and Caring		
	Frequency	Percentages (%)
Agree	35	79
Disagree	9	21
	44	100

Source: Author Field Survey

One Indonesian student mention that,

When we had problem with our internet, we knock on his door and asked if we share his with us for a couple of days and he agreed. But what bothers us is he smokes in his room and it makes the whole corridor smells bad. Also we feel that the neighbours are caring and friendly.

This statement implies, although the students have little contact with their neighbours and others have bad experience in trying to have more contact with them, some of the students thinks the neighbours are very kind and friendly. It may depend on individual experiences with them. It also means, the behaviour of some neighbours also disturb the students.

5.4. Student Description of their Neighbourhood

To get the general overview the students hold about the neighbourhood, the students were asked to describe the neighbourhood using 10 contrasting adjectives during the interview. They were also asked to describe the neighbourhood using some 10 contrasting adjectives that were identified through literature. Figure 5-14 shows results of using the 10 contrasting adjectives used to describe the neighbourhoods. It shows the frequencies of responses with the thick line passing through those with the most responses.

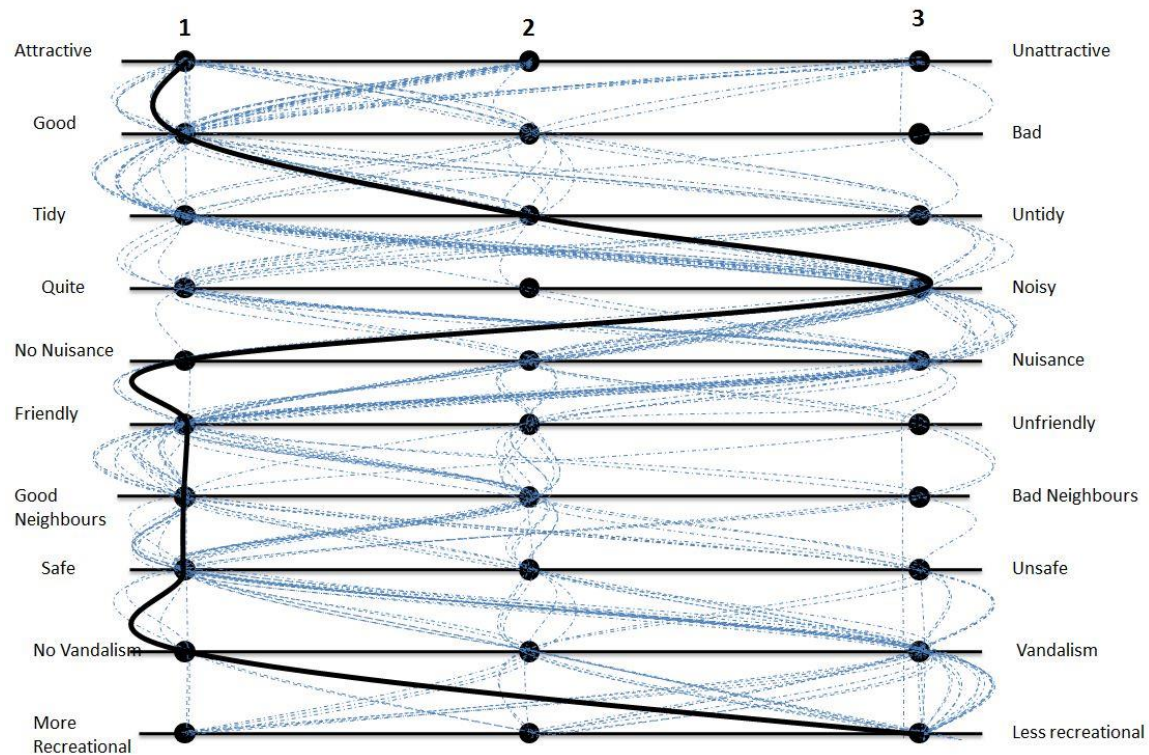


Figure 5-14: Student general perception of their neighbourhood- frequency of responses (N=44)

Source: Author Fieldwork

The frequencies of responses show that, the student have a more positive perception of their neighbourhood as 7 positive adjectives have many responses. However the students were indifferent when it comes to cleanness of the neighbourhood. Most of the students feel that the neighbourhood is untidy especially with solid waste but the international students think is quite ok.

A Dutch student mentioned:

It is annoying how the solid waste is managed. People leave the solid waste by the waste bin which makes wind blows them all over the neighbourhood.

Also most of the student have indicated that, the neighbourhood have less recreational facilities and noisy especially those that have their residential house along the train line or those that stay along hengelostraat.

One student who stays by the train lane has this to say:

Anytime I return from holidays, it takes me almost a week to have a normal sleep because of the noise of the trains. But mostly after a week, I get use to it and even forget about it.

5.4.1. Description of neighbourhood by Nationality

The data was also analysed based on nationality to see the variation in how the different nationality describe the neighbourhood.

The Dutch students describe the neighbourhood as good, attractive, more recreational, good neighbours, no vandalism, friendly neighbours and quite place as shown in Figure 5-15. They however think the neighbourhood as not safe, not tidy, more nuisances.

The Non-Dutch students have the positive description of the neighbourhood as only perceived clean, safe and no nuisance.

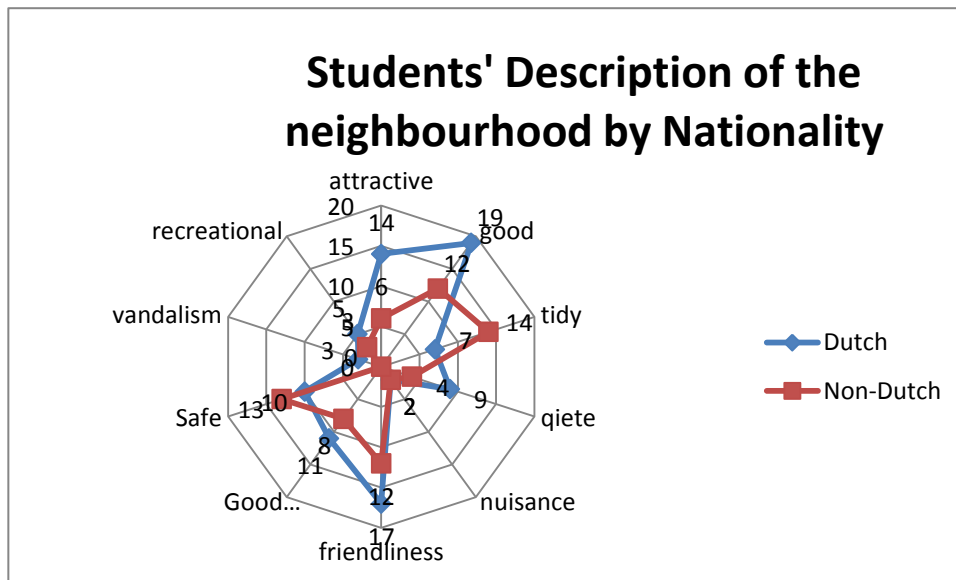


Figure 5-15: Description of the neighbourhood by nationality

Source: Author Field Survey

5.4.2. Students Satisfaction Level with Facilities within the Neighbourhood

Students were asked during the survey, to rate their level of satisfaction with some domains of the neighbourhood and which of the domains were important to them as students and their overall satisfaction level with facilities within the neighbourhood and why. Student overall satisfaction with facilities within the neighbourhood

The responses were mapped to get the location of students who are satisfied and dissatisfied with the neighbourhood.

Majority (36) representing 81 of the students were satisfied with their neighbourhood and only 8 students are dissatisfied with their neighbourhood. Figure 5-16 show, 88% students who stay at Tubantia are more satisfied with the neighbourhood compared to 75 % of the students who stay at than those who stay at Twekkelveld.

The reason for their satisfaction ranges from quiet place, comfortable for a student, bigger than where they lived before, the transport system, commercial shops and most important the location of the neighbourhood.

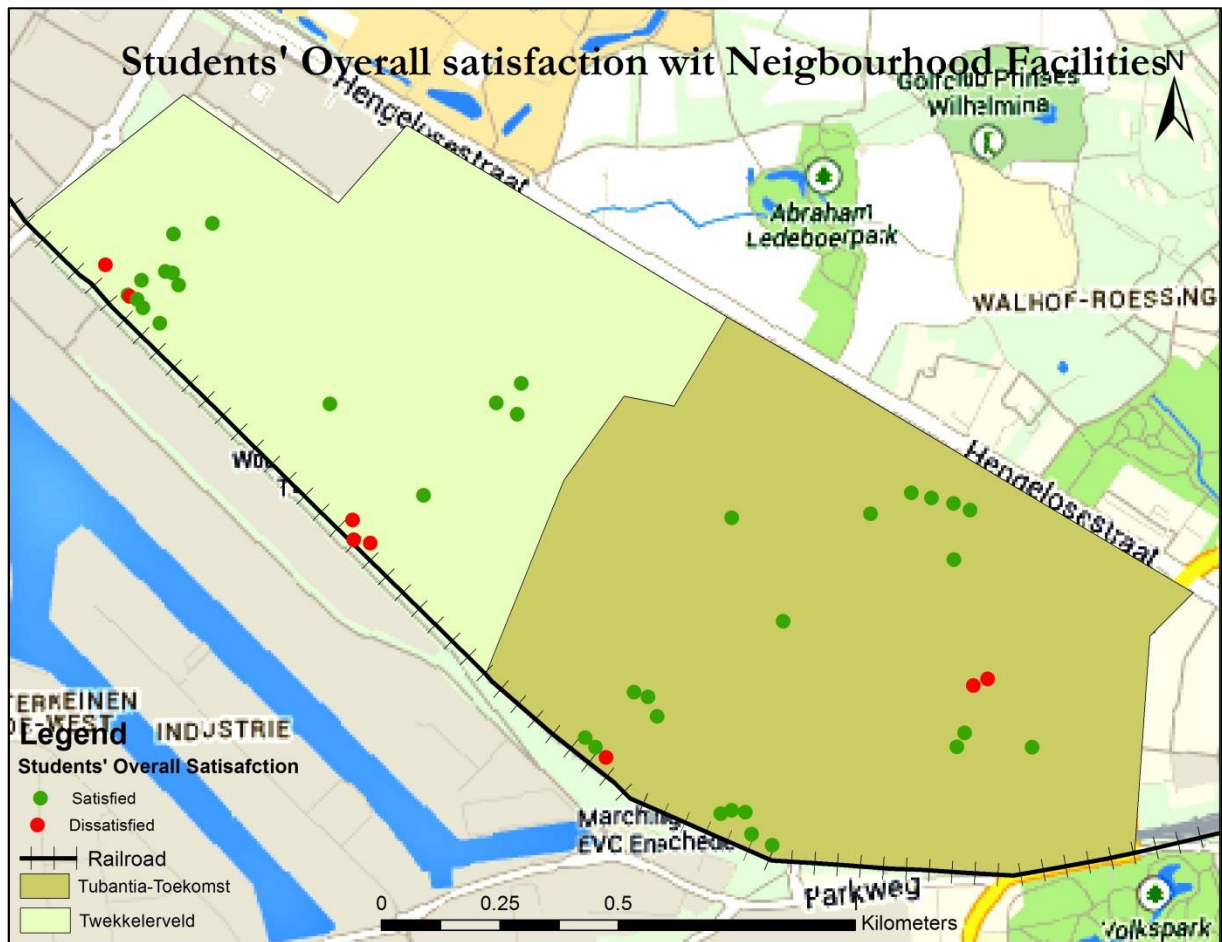


Figure 5-16: Students' overall satisfaction

Source: Background Openstreet

Besides the location, the neighbourhood also have good transport system where the bus runs morning to evening, new train station at *Drienerlo* which is just about 10 minutes' walk from the neighborhood and also they are a number of parks like *sportpark Rightersbleek de Bleek*, about four children playgrounds and *Volkspark* which is nearby.

Also Five (5) out of the 8 students who are dissatisfied with the neighbourhood stay in Tweckelerveld while the rest stay in Tubantia. However, it is realized that, 6 out of the 8 students who are not satisfied with their neighbourhood stay very close to the boundary of the neighbourhood and the train line.

One student who stays by the train lane has this to say

Anytime I return from holidays, it takes me almost a week to have a normal sleep because of the noise of the trains. But mostly after a week, I get use to the train noise and even forget about it.

When asked why they were not satisfied with the neighbourhood facilities, one of them has this to say:

The whole neighbourhood looks stony and concrete than green hence they are no interesting places to use within the neighbourhood. It's also too quiet and the only time you see people are when they are taking their dogs on a walk by the green areas by the train line called Tweckelerveldzoom

It can therefore be concluded that, the noise of the train was a contributing factors for them being dissatisfied with their neighbourhood since some of the students.

5.4.2.1. Student Satisfaction Level with Some Domains of the Neighbourhood

Students were asked to rate their satisfaction level with the following domains of the neighbourhood: housing quality, built environment, neighbourhood safety, neighbourhood support, neighbourhood cleanliness, connectedness, commercial facilities/shops, access to social services and public spaces. Their satisfaction levels with the domains were rated using a 6 point likert scale to answer the question; *what is your satisfaction level with the following domains of the neighbourhood?* The number of respondents under each domain of satisfaction score was measured in percentages.

Table 5-8: statistics for students' satisfaction level with some domains of the neighbourhood.

Level of satisfaction	Domain of life (%)								
	HQ	BE	NSU	SC	NS	NC	CF	ASS	QPS
Completely satisfied	4.5	4.5	13.6	4.5	6.8	11.4	38.6	11.4	6.8
Very satisfied	45.5	20.5	25.0	9.1	4.5	29.5	22.7	11.4	20.5
Satisfied	22.7	34.1	27.3	22.7	11.4	25.0	13.6	15.9	34.1
Dissatisfied	18.2	29.5	15.9	27.3	38.6	18.2	9.1	25.0	18.2
Very dissatisfied	9.1	9.1	18.2	25.0	27.3	11.4	9.1	25.0	15.9
Completely dissatisfied	0	2.3	0	11.4	11.4	4.5	6.8	11.4	4.5
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean (likert scale)	2.8	3.3	3.0	3.9	4.1	3.0	2.5	3.8	3.3
Standard deviation	1.1	1.1	1.3	1.3	1.3	1.4	1.6	1.5	1.3

HQ=Housing quality, BE=Built Environment, NS=Neighbourhood Safety, SC=Social Connectedness, NSU=Neighbourhood Support, NC=Neighbourhood cleanliness, CF=Commercial Facilities, ASS=Access to Social Service, QPS=Quality of Public Spaces 1=completely satisfied to 6=completely dissatisfied

Source: Field Survey

The percentage of respondents, mean and standard deviation each of the domains as are used to assess student satisfaction level with the domains of the neighbourhood as shown in Table 5-8. A mean of 1 means completely satisfied and 6 means completely dissatisfied. The lower the mean, the more satisfied the students are and the higher the mean, the less satisfied they are.

More than 50% of respondents felt satisfied/better in six (6) out of the nine (9) domains. These domains include: Housing quality, built environment, neighbourhood support, neighbourhood cleanliness, commercial facilities/shops and quality of public spaces. Also more than half of the student felt dissatisfied with the neighbourhood connectedness, access to social services and neighbourhood safety.

Using the mean scores, the students were very much satisfied with commercial facilities and housing quality in the neighbourhood followed by neighbourhood connectedness and the least satisfied domains was neighbourhood support which closely followed by social connectedness.

Students were asked *if there were other domains of the neighbourhood they wish to add?* The responses show only four students felt some domains of the neighbourhood should be included. These students felt that, water management and Sewage System Management, Transport System and Location of the neighbourhood should have been included in the domains.

Table 5-9: Response for additional domains of the neighbourhood

Addition domain	Number	Percentage (%)
Yes	4	9.1
No	40	90.9
Total	44	100

Source: Field survey

5.4.2.2. Important domains of the neighbourhood to student

There were asked to indicate which of the 9 domains of neighbourhood are important to them. The results are shown in

Figure 5-17

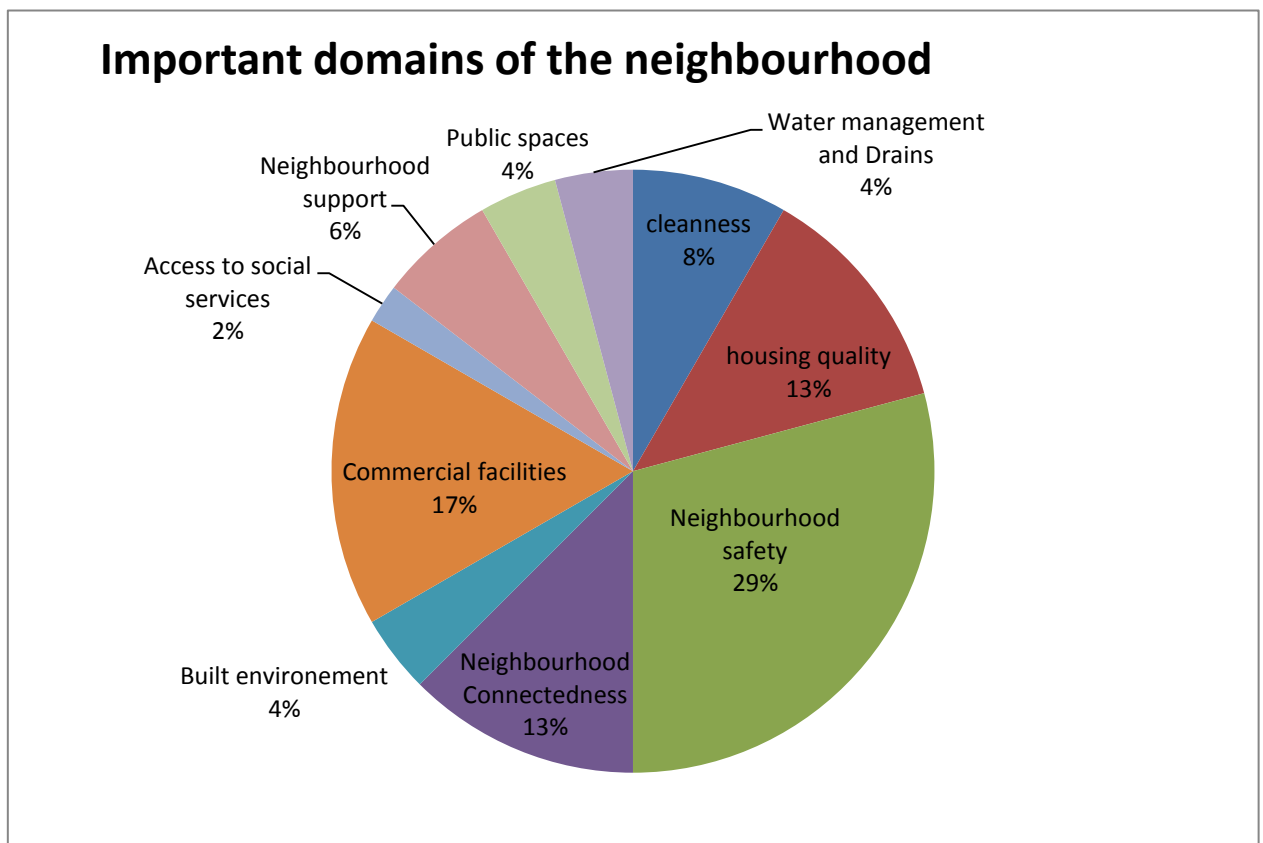


Figure 5-17: Important domain for students

Neighbourhood safety had the highest frequencies as the most important domain of the neighbourhood which is followed by commercial facilities, housing quality and neighbourhood connectedness as second, third and fourth respectively.

One student mentioned:

I have stayed in this neighbourhood for 6 years, my laptop and bicycle have been stolen and I have seen burglar break into car on two occasions.

Another said,

I have seen a thief trying to steal bicycles just in front of my door but I called the police and they came in time and arrested him.

The two statements above are some of the reasons why students' feels neighbourhood safety was very important to them.

5.5. Places student like/dislike within and outside the neighbourhood

Students were asked to identify the places they spend their time most and like within the neighbourhood. This was to identify the hotspots within the neighbourhood and the reasons why they like or dislike the areas identified.

From the survey, a lot of places were mentioned but these places are at nine different locations as in Figure 5-18. The nine hotspots constitute places they spent their free time, liked and dislike which are within and outside the neighbourhood.

These nine locations can be broadly group into four broad categories namely commercial areas, sport facilities, parks and institution of higher education.

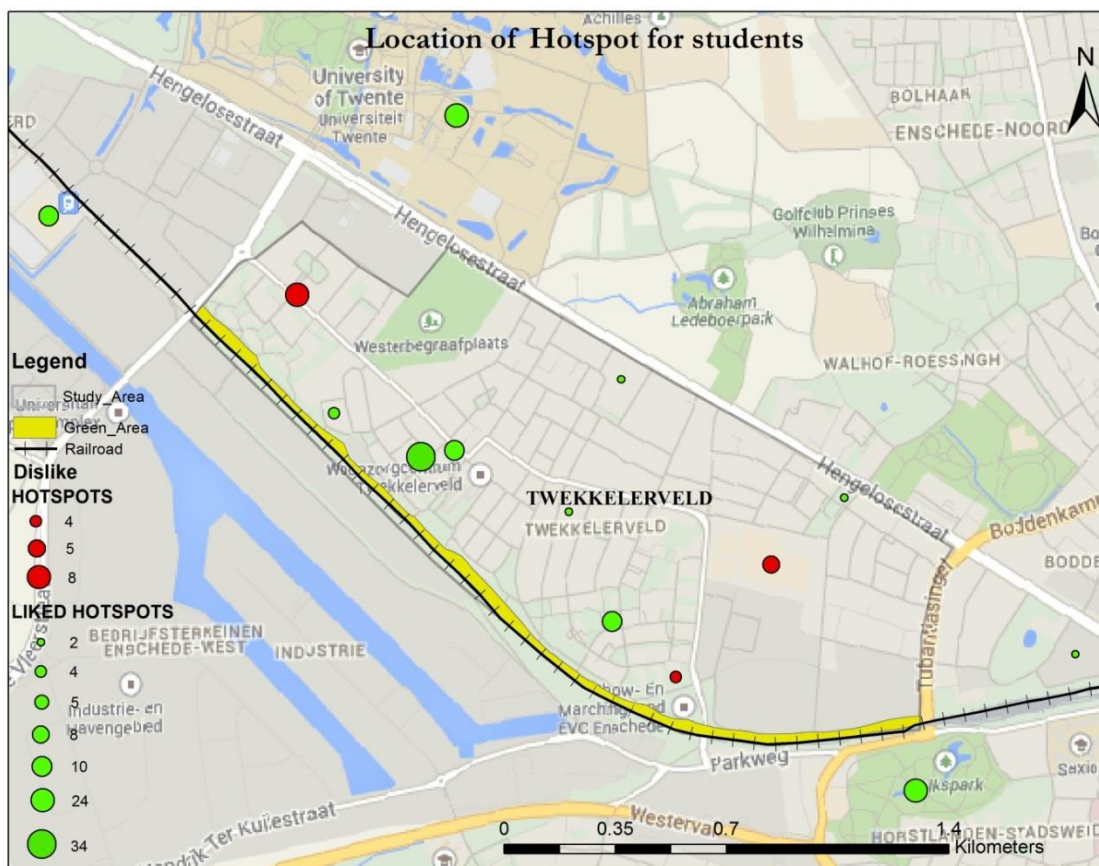


Figure 5-18: Location of hotspot for student

Source: Background OpenStreet Map

Commercial areas

The commercial facilities were mentioned as places where student like most within the neighbourhood. The neighbourhood have about four big super markets namely *Lidl*, *Albert Heine*, *Jumbo* and *Emte*. The latest addition to the shops is *Ana*. Three of these shops are located at the *Winkel centrum* which is indicated in Figure 5-18, with 34 students indicated they like there, where other shops like *Blokker*, restaurants, cafeteria and stationary shops are also located as shown in the Figure 5-20. Emte is the only shop not located at *Winkel centrum*. Figure 5-21 show the pictures of shops located at winkel centrum.

For the students, almost 90% of the student says they prefer going to the *Winkel Centrum* than *Emte* which is only shop located at the different location because at *winkel centrum*, you have variety.

One student said,

The supermarkets/ commercial facilities are one thing about the neighbourhood they like. The prices are reasonably cheap as compared to campus where the prices are high.

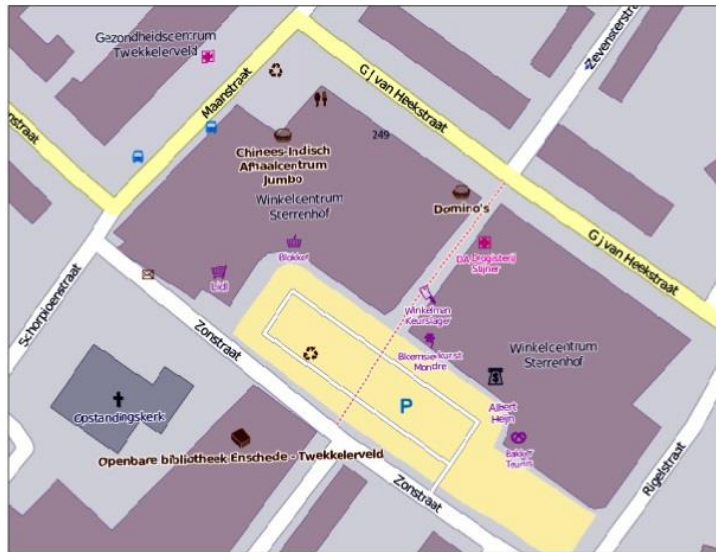


Figure 5-20: Winkel Centrum where most of the shops are located
Source: Openstreet Map



Figure 5-19: Emte super market.
Source: Field Survey

Sport facilities

The student also indicated they like to spend their free time at sport facilities within and outside the neighbourhood. The neighbourhood have a sport centre called Rightersbleek and is also very close to the FC Twente football stadium. The student indicated they like the sport facility within the neighbourhood but they prefer to use another one on campus because of the benefit they will get as students.

Parks

The neighbourhood is surrounded by Heekpark, Volkpark is very close to the neighbourhood and the student indicated that, they spend their free time there as a park the like or sometime for jogging. Twekkerveldzoom

Institutions of higher education

With regard to the schools, three schools namely ITC, Saxion and UT were indicated by student as to the places the like to spend the free time. It is known that the spent class hours on campus but major of them spent their free time campus there because of free access to facilities like internet, discount on sport cards and the green nature of the campus make it more convenient to spent free there than home.

A student was asked what he thinks the District management team should do for students within the neighbourhood to be happy.

He responded

I think the campus has a lot of facilities and it is close by, so they should not waste resources providing anything for us. Beside we spend less time at home or within the neighbourhood. They only thing that is mostly the problem is managing our own internet facilities.



Figure 5-21: Some of the shops at Winkel Centrum

5.6. Participation and involvement level of students with the neighbourhood

The first part of this section assesses students' level of involvement in neighbourhood activities by asking them to how much they agreed to the following statement.

My neighbourhood involves students in decision making process

Students are given the chance to make their neighbourhood better

Students are given the chance to work with other young people and adults in my neighbourhood

Students are able to talk to people in power when they have an issue of concern about the neighbourhood

Young people of my age are able to make a difference with the neighbourhood

They were asked to use a likert scale of 6 points to indicate how much they agree or disagree to the above statements

The first part of this section assesses students' level of involvement in neighbourhood activities

Table 5-10: level of student Involvement

6 point likert scale	Ways of involvement (%)				
	SI	SC	MD	TA	WP
Completely Agreed	2.3	2.3	4.5	2.3	2.3
Very much Agree	6.8	13.6	13.6	11.4	6.8
Agree	6.8	9.1	11.4	18.2	11.4
Disagree	20.5	27.3	20.5	11.4	20.5
Very much disagree	34.1	27.3	22.7	34.1	29.5
Completely disagree	29.5	20.5	27.3	22.7	29.5
Total	100.0	100.	100.0	100.0	100.0
Mean	4.7	4.3	4.6	4.3	4.3
Standard deviation	1.3	1.4	1.3	1.5	1.4

SI=student involvement, SC=student are given to the chance, MD=student are able to make a difference in their neighbourhood, TA= student are able to talk to people in power, WP= work with people of their age.

The results in Table 5-10 shows that, most students have indicated, very much disagree to the statements in four categories and only one as completely disagree. This means that, students in the neighbourhood can't talk to people in authority when they have genuine concern above the neighbourhood; they are not involved in the decision making process, don't work with their neighbours and can't make a difference in their neighbourhood based on the current trend of events

Using the mean score, a mean of 1 means completely agreed and 6 means completely disagree.

Also 91% of the student indicated they have never be consulted or invited to any neighbourhood gathering or meetings by their neighbours or district management teams. The 9% (4 students) who indicated they were once invited for a neighbourhood gathering also said they did not attend except one who also indicated the meeting was in Dutch hence he left.

Students were also asked the questions about their views of getting students involved in decision making process and neighbourhood activities as shown in Table 5-11, and their reasons are also in the same table

Table 5-11: Students' view of getting involved in neighbourhood activities

Reasons			
Do you think students should be involved in discussing the neighbourhood issues and getting involved in neighbourhood activities?	Yes	18	We also live here (5 students), we are part of the neighbourhood and it will be good if we are involved, to learn how to deal with neighbourhood issues, stop littering rubbish around,
	No	12	it is will be difficult to take up another task
Do you think students can make a difference within the neighbourhood?	Yes	7	it will be difficult for foreigners since we are only here for a while, they can make the atmosphere very lovely, we can by being active concern member, By attending neighbourhood gathering

	No	10	the area is for people with families They students don't care, Nobody cares (3 students),
Can you suggest a way of getting students involved in neighbourhood activities?			Dine with the Dutch, street barbecue (two students), sports together (two students), respond to our questions, Students should be more organised, street barbecue with neighbours, attend neighbourhood meeting, teaching high school kids, sports together
Can you mention two things the district management team student address to make students life better within the neighbourhood?	Yes	1	Sewage improvement, more Recreation facility and sport facility, Playground and improving old building, Mail all students about neighbourhood issues, improving Cleanness, and security/safety (three students), make it more attractive, there is no management team, more interaction supporting each other, create more awareness, a place for party at a lower cost
	No	4	

Source: Author's field Survey

The results in Table 5-11 showed that, 60% of the student thinks that, students should get involved in neighbourhood activities and the decisions making process with the reasons why they think students should be involved in Table 5-11.

They were asked if they ever made an attempt to get involved or show concerns about their neighbourhood. One student mentioned:

We (three) have made an attempt to contact the water boards and the district management teams about flooding and the water table being high around here but there was no response. so we made a video of it the last time it rained here and posted it on the Facebook page of the water boards, the municipality and YouTube, so that they would be an external pressure on them. Anytime it rains, the places get flooded and the dirty are pushed out of the underground. What is disturbing is that, after the heavy work done on the Twekkelerveldzoom, one would expect these issues to be solved but it is still happening but this is not the case.

The statement shows that some students are very concern and monitors the activities that are happening within the neighbourhood. They even make efforts to contact the authorities concerns but they never had a response or reply from them.

Also 40% of the students think that, students should not be involved because it will involve extra effort and time and students don't have that much to get involved.

The students views were also sought as to whether they think students can make a difference within the neighbourhood, 41% thinks the students can make difference or impact on the neighbourhood if given the chance. The reasons why they think they can make a difference are in shown in Table 5-11.

One of them, said

Students are very creative and can make the atmosphere of the neighbourhood more lively if they are given the chance.

But about 59% thinks that, they should not be involved in neighbourhood activities.

They were also asked to mention ways they think of getting the students involved in neighbourhood activities. The following were mentioned.

1. *Dine with the Dutch*
2. *A place for having party at a lower cost*
3. *Have sports activities together/ neighbourhood games together*
4. *Improve on the sanitation of the neighbourhood*
5. *Getting a solution for the noise of the train*
6. *Street barbecue*
7. *Improving ways of communicating to students about neighbourhood issues.*

The following were also mentioned as concerns or things they think they neighbourhood management should focus on to make students' life better within the neighbourhood

1. *Improved the sewage system*
2. *Cleanness and security issues,*
3. *Housing quality*
4. *More interaction between students and their neighbours*
5. *A places for party or meeting places at a lower cost*

5.7. Results of Focus Group Discussions

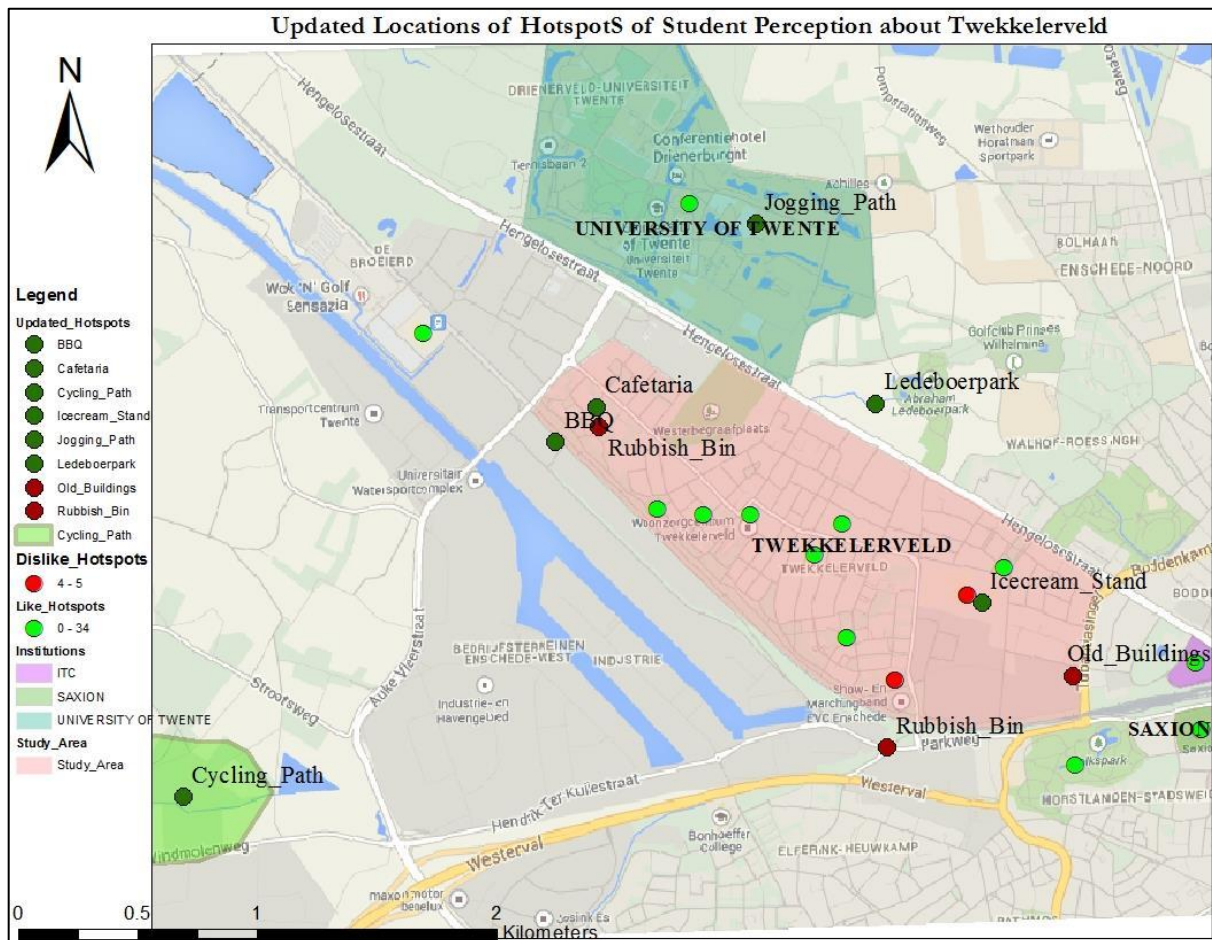


Figure 5-22: Updated hotspots within the neighbourhood

Source: Author Field survey

The focus group discussion generated additional insight about students' life within the neighbourhood. The students indicated that, they were familiar with the areas identified during the survey but they were areas they felt were not captured. Four additional areas were identified as places they like which are: *ledeboerpark*, cafeteria shops, ice cream shop, cycling and jogging areas outside the neighbourhood and a place where they do have barbeque. This is shown in Figure 5-22

Also an old building where students stays was identified as place they disliked, as they feel they place was not safe for living but students are staying there.

Below are the out of the discussion

Why do students have less contact with their neighbours?

Student 1: It is not necessary; I have no reason to contact my neighbour unless I have a package which has been delivered to them by mistake or the other way around.

Don't you think it is better to know your neighbours in case of anything; you can talk to them and share stuff together?

Students 2: I got your point but I think as students we see ourselves as young roamers, exploring life, filling their time by studies, spending time at the sport centre and joining associations, in that sense the social life is almost filled and there is no need for more social contacts with anybody like neighbours. And you start to contact the neighbours when you are not student any more (grown up) and have different life (not student life anymore).

What about when you are in difficult times and need maybe counselling, without good relationship with them, who will you talk to?

Student 1: Fifty years ago it happened in the Netherlands, but now there is students' psychologist or your parents to consult with them. These issues are not something you go to your neighbours because you don't know them. You go to your friends than neighbours. Nowadays you know more about what happens in USA than you're next door which is strange.

ITC student: The interaction is not always through talking but visually interaction with the neighbours, kids playing around, Parents has coffee outside and chatting, their life is quieter than student's life which is load and with load music etc...

Student 1: Some neighbours don't accept students because their life is different.

Below are the Reasons why students prefer their neighbourhood

Locations; cost and friends and recreational

What are the important things for students within neighbourhoods?

1. Neighbourhoods' safety,
 2. Commercial facilities and
 3. Housing quality and
 4. Neighbourhood connectedness
- (Dine of the Dutch)

Student 1 agrees with 1, 2 and 3 but 4 is not very important from his point of view.

Student 3 thinks students' life and non-students life are quite different, which doesn't mean one is better than the other. He further illustrated that even students have funny names for those who are not students anymore and have jobs. They are slightly different lives.

Dine with the Dutch from his point of view is a beautiful and easy way to bridge the gap between student life and their neighbours. But a lot of people will get a smile when they hear about it. The idea is a beautiful idea and they want to join but it doesn't come naturally because of the quality.

Almost all the students like Commercial area, why?

Student 2: They have to go there for food, for Whisky; and to do their shopping

Green area is a quiet area for juggling but train sound is disturbance.

And kids' playgrounds are beautiful areas. Also there are less green areas and less interesting places within the neighbourhood.

Student 3: complains about the sound of the train because his house is in a high position and facing the railway which make it difficult to watch movie and also roads are boring.

Student 1: knows places within the neighbourhood which don't look very nice like some old building which he thinks can fall apart in few months.

Students really don't care what happening in their neighbourhood why?

True, because they are gone in few years and they don't care about thing happens within neighbourhood.

What about doing something that future student can benefit from?

Student 3: some students might agree, if you do something, future students may benefit from that, but the thing is that students are not that broad minded and they focus on their own life and like to do thing for themselves and most of them think that they are gone in few years and why they should bother themselves.

But as future leaders, don't you think you should be concern?

Student 4: Thinks that, it is right as future leaders we should be more concern and it is better if they care about what is happening within their neighbourhood, but that is not happening

Student 1: thinks that students are young and selfish.

What do you think the district management team should focus on to make student's life better?

Students 4, mentioned students care a lot about housing quality.

Students 3 said students mostly don't know what more about the opportunities within and they don't know what rights they have. If they face a problem they don't know what they can do about it! Communication with students is a problem. Students don't know who to contact within neighbourhood in case of issues of concern, they don't have any information about things happening within the neighbourhood and theses are thing which makes students feeling relax to take up other issues because I am reside within the neighbourhood and I don't know I have to right to take part or to complain or not, these are issues that came up.

About housing quality,

Student 1 thinks the houses are not designed for student; students are going there because those houses are available house.

Students 3 said in 2009 it was possible to live with three students in the same place he is living and they change the rule for two students which was chipper with 3 than 2.

For house quality like sink leaking or other stuff the district management team can't do anything and students have to complain about it themselves to owners.

Do want students to involve in neighbourhood or should they?

Students: said these are different questions? If you ask them should they be involved, they say yes but they don't want to involve.

Will you be willing to get involve? This same person will tell you no. just imagine the number of students you have invited and the number the came for the feedback session.

6. Discussion of Results

The results of this study are discussed under this chapter. The discussions address the sub-objectives of the study under three sections. The first section covers the results of students' perception of their neighbourhood, their neighbours and then student satisfaction with their neighbourhood. The second section will cover students' preferences, values and need within the neighbourhood and the last Students' participation level for neighbourhood activities.

6.1. Students' Perception of their Neighbourhood

According to Adriaanse (2007), the views student holds about their environment is related to their satisfaction level with their neighbourhood and the residential house in context. The view students hold about their neighbourhood environment promote or demote loyalty behaviour such as duration of stay, retention and recommendation (Adriaanse, 2007).

The result shows that students 71% of the student consider the neighbourhood as temporary places to stay and finish school whilst the remaining 29% consider the neighbourhood as permanent places (home). It can be concluded that, those who consider the neighbourhood as their home are the people who have memorable experience of the neighbourhood and feels more comfortable staying in the neighbourhood and also they can attach a meaningful identity with the neighbourhood. This is supported by Hanan (2013) and Thomsen and Eikemo (2010). These Off-campus students' are satisfied with the neighbourhood or house since Thomsen and Eikemo (2010) mentioned that, there is relationship between neighbourhood satisfaction and feeling of being at home. It can therefore be concluded that, such students have found their perceived satisfactory neighbourhood which meets their requirement hence they consider it as home (Frønes & Brusdal, 2000).

For 71% of the Off-campus students who see the neighbourhood as a place to stay and finish school are the students who are consider in time perspective as temporary or transient students. They do not feel a sense of attachment to their neighbourhood. Such students do care less about anything happening within the neighbourhood and they consider the aspect of the neighbourhood that will give them immediate satisfaction as very important to them as against long term benefits (Muslim et al., 2012a).

One student said,

We are not interested in what is happening around the neighbourhood. People who are interested in staying behind after studies are the people that should be interested in the neighbourhood issues but for me, my course of studies means that, there are no jobs around here for me.

This was also mentioned by Cummins and International Society for Quality of Life Studies. (1998) and Muslim et al. (2012b) who said there is lack of commitment on the part of students who are temporal residents.

6.2. Students' contact with their Neighbours

Living very close to other people non-students does not always mean that, you know each other but less interaction and communications between students and non-students also breeds bad perception of the society towards students and also student towards the non-students (Seredup et al., 2013).

This research focused on informal contact between students and their neighbours. The results indicated 50% of respondents do have contact with their neighbours but they admitted they did not know their

neighbours very well as the contact were in the form of weekly and monthly. This results is supported by Dasimah et al. (2011) when they found out that students' don't always know their neighbours very well and Seredup et al. (2013) also indicated that, students' interact with their neighbours on the basis of weekly and monthly in an informal settings. Students reasons of spending less time within their neighbourhood was supported by Seredup et al. (2013) as they found out that students have fixed schedules which is always fully booked.

As students, we are engaged in a lot of things that relate to our academic work and we don't want to get involved in a lot issues concerning the neighbourhood.

For those who never had a contact with their neighbours. One student mentioned that,

Some neighbours don't accept students because their life is different.

The neighbours are very cold and when they come from work, they locked themselves inside and talk to no body.

Seredup et al. (2013) findings also support this quotes when they mentioned that, some neighbours don't feel comfortable in having students as their neighbours. Seredup et al. (2013) further indicated that, the acceptance or unwelcoming nature of the residents towards the students mostly is an obstacle for students to build a good relationship with them.

However, during the focus group discussion, the students who were present feel it wasn't necessary to have an interaction their neighbours. One of them mentioned that,

As students, we see ourselves as young roamers, exploring life, filling our time by studies, spending time at the sport centre and joining associations, in that sense the social life is almost filled and there is no need for more social contacts with anybody like neighbours. And you start to contact the neighbours when you are not student any more (grown up) and have different life (not student life anymore).

Contact of Neighbours by Nationality

The non-Dutch student have less contact with their neighbours as shown in which could be due to language barrier because between them and their neighbourhood as shown in Figure 6-1. One Non Dutch student mentioned that, he went for a neighbourhood meeting and had to leave because the discussion was in Dutch

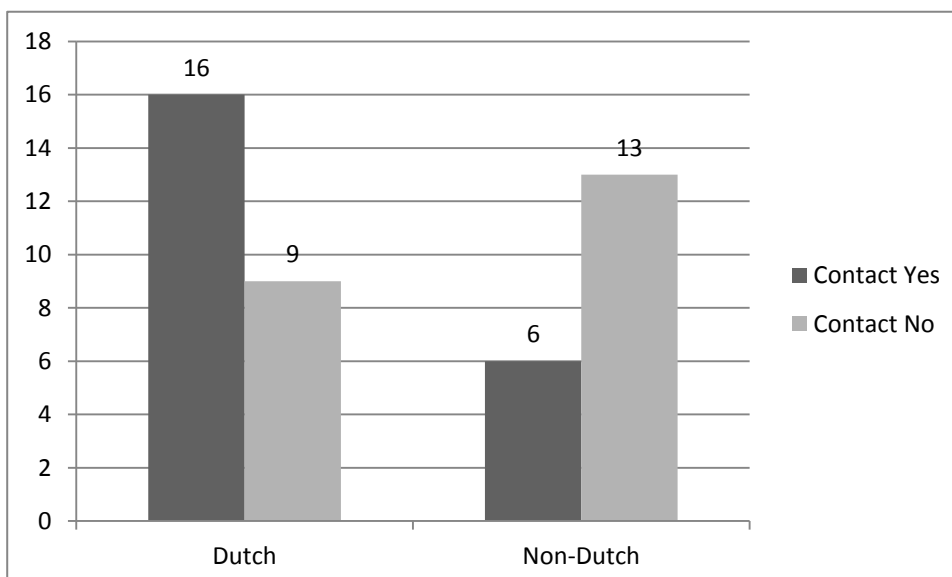


Figure 6-1: Students' contact with their neighbours by Nationality

Source: Author Field Survey

6.2.1. Students' Perception of their Neighbours

Figure 6-2, shows the general perception students have about the neighbours, 70% of the students agreed that, the neighbours are friendly and caring, 65% agrees they are concerned by monitoring their behaviour but only 30% agreed there is a sense of togetherness among the neighbours

Students acknowledged that, their neighbours were very caring and friendly people who are easy to contact and they never turn them away when they knock on their doors for help. This finding is supported by Enschede (2012) description of the neighbourhood as (in Dutch)

De kernwaarden van de wijk hebben vooral betrekking op wie de wijk is, welke mensen in de wijk wonen en hoe zij met elkaar omgaan. Dit zijn: rustig, vriendelijk, op jezelf, tevreden en recreatief.

Which means, the people in the neighbourhood live together, are very friendly and caring, quiet place satisfied and full of recreational.

The neighbours monitoring of students behaviour is also supported by Seredup et al. (2013) who also indicated that, neighbours monitors students behaviour.

However, the findings in which the students indicated that, the neighbours are not united contradict the findings of Gemeente Enschede (2012) as one students mentioned that,

The neighbours only behaviour together if they play football or have games. The people in Tweekelerveld are quite different from the rest in the Netherlands, Enschede people are more caring and concern but this is the opposite happening here. It is a bit strange because in normal areas in Enschede, you get a lot of contacts and caring people.

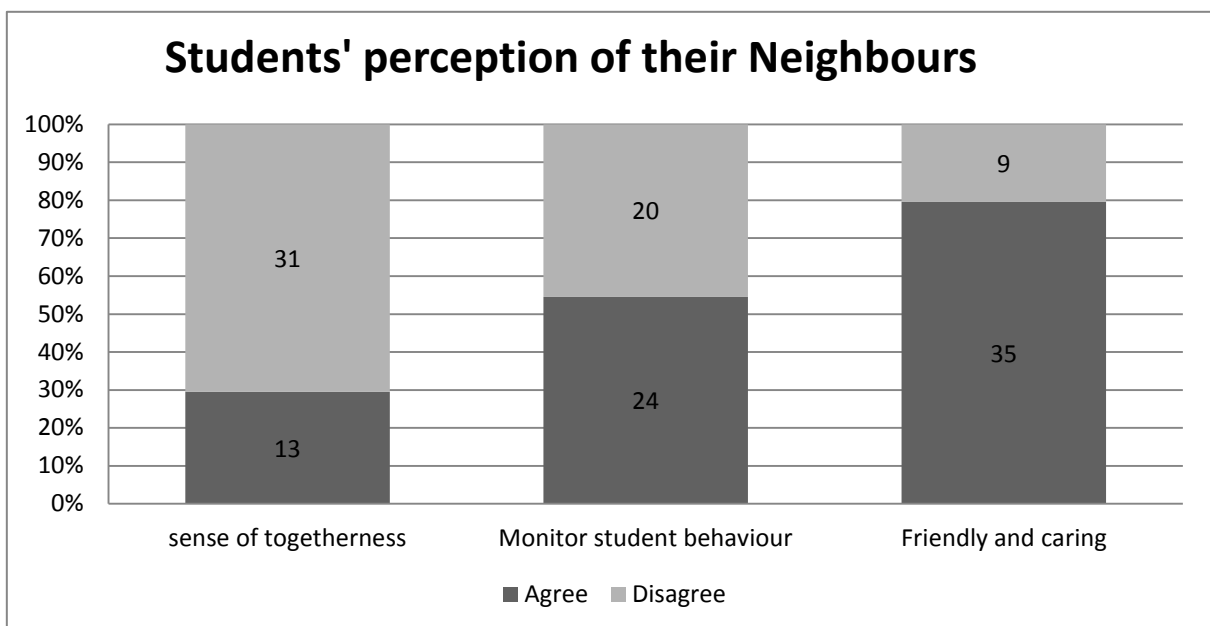


Figure 6-2: Students perception of their neighbours

Source: Author Field Survey

It can therefore be concluded that, the students have a positive perception of their neighbours as shown in Figure 6-2. They feel the neighbours are very caring and friendly and concerned by monitoring what they do. However they feeling that the neighbours are not united.

6.3. Students' Description of their Neighbourhood

Although students had a positive description of the neighbourhood by agreeing on seven (7) out the ten(10) adjectives used to described the neighbourhood, one (1) as neither and disagree on two (2) out of ten (10), as shown in Figure 6-3. There finding did not support Enschede (2012) description of the as quiet and more recreational facilities because the two areas that students disagreed were that, the neighbourhood was noisy and have less recreational facilities. The noise of the trains could be a contributing factor as to why the reason why students considers the neighbourhood to be noisy

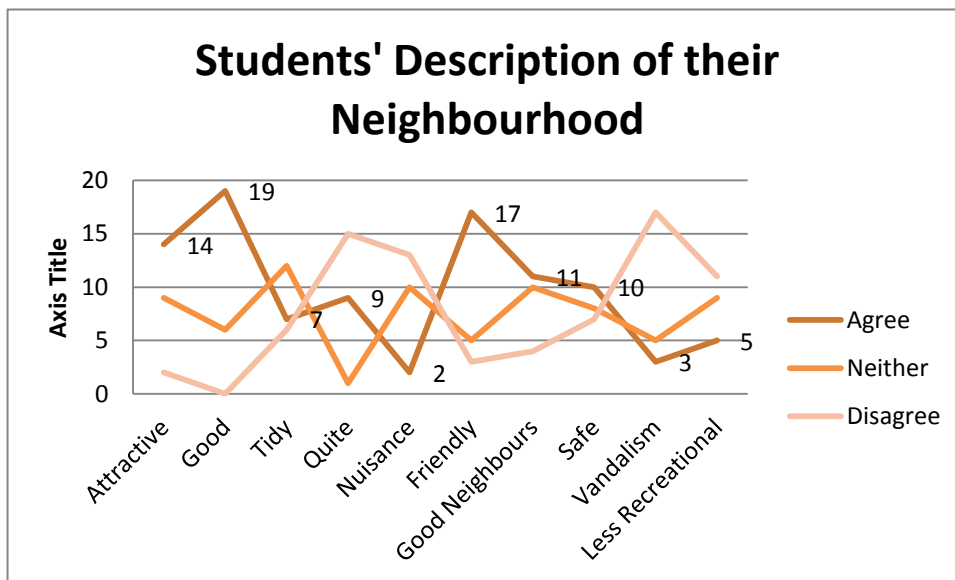


Figure 6-3: Students description of their Neighbourhood

Source: Author Field survey

6.4. Students' Overall Satisfaction

Overall 81% of the students are satisfied (completely satisfied to satisfied) with their neighbourhood in general. As mentioned by Muslim et al. (2012b) students' living satisfaction goes with the beliefs and experience people have within their neighbourhood which usually lead to loyalty behaviours.

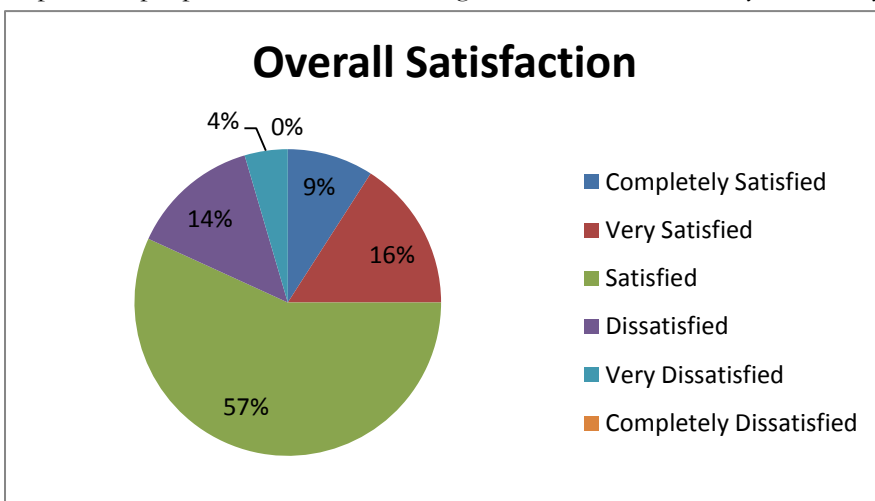


Figure 6-4: Overall Satisfaction of Students

Source: Authors Field Survey

The reasons for their satisfaction overlap with their reason for preference of the neighbourhood over other neighbourhood within Enschede. There includes: location, commercial facilities, Good transport system, low rent, friends, and quite.

Mentioning the location of the neighbourhood as the most important factor is under the students' living conditions. Most students in their choice for residential houses do consider proximity and how easy to get to campus Thomsen and Eikemo (2010) indicated that, there is a positive and significant effect on the satisfaction level of students towards their neighbourhood. Good bus system and shops falls under neighbourhood/community facilities (Refer to Table 2-2 in page 15) which also increase the satisfaction of level students, since they are sure that, the can get to school easily with the availability of good transport system. For Off-campus students, the location and easy access to facilities is very important to them to consider before choosing residential houses but it is perfect when it is complimented by low rent and also living with friends (Thomsen & Eikemo, 2010).

With regards to low rent, it is supported by Wegstapel and Kalisvaart (2010) findings in which they concluded that, even though Enschede have low rent as compare to other towns with high education institutions within the Netherlands, Twekkelerveld rent was also lower compared to other areas within Enschede municipality.

Also the reasons for those who were dissatisfied are lack of interactions, less recreational, poor sewage system and poor management of solid waste. The lifestyles of students are also different as mention by some of the students. This finding was supported by Allinson (2006). There is also an increase of rubbish and litter within the community and also concentration of certain group of population at this point (Allinson, 2006).

6.5. Students satisfaction or dissatisfaction based on Muslim et al. (2012b) model of students satisfaction

Using Muslim et al. (2012b), the results were code according using the same headings from the objective attributes of the model to evaluate the various factors causing subjective attributes students satisfaction or dissatisfaction

Based on the model, the students have much satisfaction under the category of preferences as they were satisfied with four issues under this category. For preference, they are satisfied because, they are able to stay with friends or classmate with whom they can share ideas with both academically and social life, also to have improved quality houses, the ability to have party and barbecue behind their house and enjoy neighbourhood support.

Preference was followed by students' having much satisfied with the commercial facilities within the neighbourhood. The students were satisfied with the availability of shops where the can shop for grocery, good transport that runs morning to evening and good public facilities. This was followed by the students being satisfied with social activities, neighbourhood physical environment and cost of living as they are satisfied with two issues under each as shown in Table 6-1. The last category was living condition as they had indicated they were satisfied with one issue which the location of the neighbourhood very closes to campus.

With regard to the transport system, Muslim et al. (2012a) found out something different as, the students were not happy with the transport system in Malaysia due to overcrowding during peak hours.

The huge concern raised by students is social activities and neighbourhood physical environment as in Table 6-1. Social activities were very essential as they help make student daily life fun after stressful hours of studying. But they were dissatisfied with four issues under social activities which are less/no interaction, theft of laptops or bikes, unfriendly neighbours and lack of sense of belonging. Muslim et al. (2012a) mentioned that students usually cared much about their social activities or life which indicate why they were very much concern about these issues.

Also with regards physical environment, there were unhappy with the noise of the trains, less green areas, no common places to have for meeting or entertainment. However Muslim et al. (2012a) indicated that students may not have concern for the physical environment of their neighbourhood with the assumption that, they are there for temporary period until they finish their studies but some of the students in this study indicated they care about the physical domain of the neighbourhood.

The next category the students were dissatisfied with were their preferences within the neighbourhood especially the tenancy agreement, number of students staying together and communication of neighbourhood information to them. Students prefer to stay with at least three people so that, the cost of rent will be lower as they will share the rent among themselves but there is a new policy which says they maximum now should two students which is a worry as they will have to pay more. Also the tenancy agreement is always long, there least tenancy agreement on the average is one year which you have to pay as deposit which is sometimes difficult. Students were not also happy with the way neighbourhood information is disseminated as they are always neglected with regards to information about the neighbourhood.

The next issues of concern to the students were living conditions and commercial facilities. The students have indicated that, neighbourhood safety was an issue they did like to see improved as mostly students houses tend to be the target for thieves. They should also complains about free internet facility within the neighbourhood which makes them spent less time within the neighbourhood as they enjoy such internet on campus. The Non-Dutch students feel that, the rent was costly.

Table 6-1 shows the summary of the findings gathered from coding based on the Muslim et al. (2012b) model of off-campus students perception of their neighbours and the keys factors causing their satisfaction or dissatisfaction with the neighbourhood.

Table 6-1; Qualitative analysis finding

Off-Campus Student Environment	Students' livings condition	Students' social activities	Commercial facilities	Neighbourhood physical environment	Cost of living	Students' preferences
Perception of satisfaction	Locations/ near to campus	Friends to hang out with	Availability of commercial facilities	Good playground	Low rent	Stay close to friends
		Quite Place	Good transport system	Good built environment	Low price of grocery	Improve Housing Quality
			Quality of public facilities			Party at home/ Behind their houses
						Neighbourhood support
Perception dissatisfaction	Safety of the neighbourhood	Theft of laptops, bikes etc.	No free internet	Noise from the trains	Rent expensive (International Students)	Tenancy agreement/Lease
	No financial support	Lack of sense of belonging	Less recreational facilities	Neighbourhood is full of built environment		Number of students staying together
		No/less interaction with neighbours		Less green areas		Communication of neighbourhood information
		Unfriendly neighbours		No common places for entertainment		

Source: Author Field survey

6.6. Studentification

Speaking with the two policy makers from the municipality, they indicated that, there is high number of students within the neighbourhood (refer to appendix 1) but they don't know number of students and their behaviour is becoming a worry to their neighbours. The mapping of students' houses also shows concentration of students houses within two sub-neighbourhoods. The policy makers also mentioned that, these concentrations of students were not cause by the students but the houses owners who are trying to get maximum profit from their properties.

The above mentioned situations are signs that, the neighbourhood is moving towards studentification as Smith (2005) and Charbonneau et al. (2006) indicated them as some of the cause of studentification. They mentioned concentration of students, conflicts of interest and disturbance of neighbours' and also landlords trying to milk students to earn to maximum profit.

6.7. Students' participation in neighbourhood activities

The data analysis which is presented in Table 5-11 showed that, the students were less interested in what was happening within the neighbourhood and hence their participation level was very low in neighbourhood activities and majority of them never attended neighbourhood gathering or meetings even when they were invited. The students also mentioned that, they don't know their rights and responsibilities and who to talk to in matters concerning the neighbourhood.

The results from interviewing the two policy makers also indicated that, there were not organised and are not taking part in any activities. They mentioned that, the students were they only group whose views were not represented when it comes to consultation with stakeholders hence they were trying to find ways and means of involving them. Dasimah et al. (2011) also found out 80% of off-campus students do not take part in neighbourhood activities carried by the community as lack of sense of attachment and misunderstanding their responsibilities as off-campus students.

7. Potential Involvement of Students in neighbourhood activities

According to European Commission (1997), the inclusion of Off-campus students in environmental, developmental and social activities have the capacity of vibrancy and dynamism of any neighbourhood hence there exist several benefit from the connection of social regeneration and neighbourhood involvement. Also Macintyre (2003) mentioned that, proper integration of universities and their students in local neighbourhood will lead to richer cultural as well as improved the level of civic and economic activities of the neighbourhood.

Neighbourhood development is a dynamic process involving all groups of people living within the neighbourhood including the most overlook group (Off-campus students) (Brennan et al., 2007). Apart from the institutional, economic and political barriers that prevent Off-campus students' from taking part in neighbourhood activities, there are other barriers like little rooms to incorporate students views or concerns when it comes to planning because they are always considered as invisible (Frank, 2006).

Authors like Charbonneau et al. (2006) and Dasimah et al. (2011) have acknowledged there was there need for more cooperation between stakeholders, off campus students, the neighbourhood residents and the university in order to bridge the tolerance gap between off-campus students and long term residents.

Off-campus students do spent some amount of time in extracurricular activities both outside and within their neighbourhood. Some of these activities include; attending meetings, joining clean-up exercise, joining local sport teams, having parties, interaction with friends and sometimes with neighbours and travelling. All these directly or indirectly influences off-campus students level of involvement in neighbourhood activities (Brennan et al., 2007).

The results from this study and also from reading documents about the neighbourhood, shows that, there is less contact among the neighbours, students feels their views were not value and the was no/poor communication of neighbourhood information to the students. The students don't participant in the neighbourhood activities like attending gathering and majority of them don't really care about what is happening within the neighbourhood.

However, they have shown signs of interest and readiness of getting involved but one major problem is that, they are not organised as Off-campus students hence it is difficult to identify who is staying off campus.

The starting point of getting students involved in neighbourhood into activities is to have an umbrella association of Off-Campus Students Association (OCSA) and well established channel of communication between students and the other stakeholders for the various higher educational institutions in Enschede. This can then be followed by creating events for more interaction and dialogue that can encourage neighbourliness.

The idea of forming off campus students association is not new as it exists in Australia, United States, some cities in UK and Asia. Therefore the idea or benefit of having such an association will be great. This idea was discussed with the students who attended the focus group discussion but three of them think it will be great but very difficult to start.

The association that exists in other places do have the main aim of representing and addressing the concerns of off-campus students (Off-Campus Students Association, 2014; Oklahoma State University Off-Campus Students Association, 2014). They also give students information regarding their rights and responsibility as off campus students. They also work with the university students affairs towards enhancing off-campus students life satisfaction by trying to change students' attitude, improving students' socialization, controlling students housing rental rate and also to balance the provision of facilities for off-campus environment (Muslim et al., 2012a).

According to Dasimah et al. (2011) most of this off-campus association work with the university authorities, government officials, landlords and local residents to make sure students interest are kept in mind at any stage of the neighbourhood development and in return members also behaviour and works in accordance of the norms and rules of their neighbourhood.

All that is required of off-campus student to be a member is to register with the association. The rationale for registration is to keep recorded of members and also to monitor them and provided with assistance in case of difficult times. They also have regular meetings with members.

The umbrella association forms the bedrock of getting students involved in neighbourhood activities. The association is also in line with the vision of the neighbourhood and can help to increase contact among neighbours. Once the association is form, it will be easy:

1. To Create an events for interaction between students and neighbours,
2. To monitors and control the behaviour of students within the neighbourhood
3. There will be respectfully behaviour among students and their neighbours.

7.1. Create events for interaction and dialogue among students and their neighbours

Based on the results, students spend less time within the neighbourhood and they were also frustrated due to lack of interaction and interesting activities within the neighbourhood. Therefore creating spaces for interaction and dialogue can boost neighbourliness hence increase their level of interaction. Activities like, dine with your neighbour, street barbecue and also having sports together or neighbourhood games. These activities can offer students and their neighbours to spent time together outsider their homes and also enjoy their neighbourhood environment together.

7.2. Monitoring the behaviour of students within their neighbourhood

The association keep reminding students of how certain behaviour of them might affect their neighbours because sometime students forgot that they are staying in the mix of people who are not student hence loud music will disturb them.

7.3. There will be respectful behaviour among students and their neighbours

One of the important issues of off-campus behaviour is respecting their neighbours, their family, in terms of their privacy and also keeping off from their properties and also having the respect from their neighbours in this regards. They both should be careful not to pry into personal affairs and also borrowed items from neighbours should be return as soon as possible to private bad perception (Seredup et al., 2013).

Below are the suggested ways of getting students involved in neighbourhood activities obtained from the survey.

1. *Dine with the Dutch*
2. *A place for having party at a lower cost*
3. *Have sports activities together/ neighbourhood games together*
4. *Improve on the sanitation of the neighbourhood*
5. *Getting a solution for the noise of the train*
6. *Street barbecue with neighbours*
7. *Improving ways of communicating to students about neighbourhood issues*

8. CONCLUSION AND RECOMMENDATION

This chapter covers the research findings with regards to the research objectives and recommendations for future research in this direction.

8.1. conclusion

The main aim of this study was to find out students' perception of their neighbourhood, their preferences and needs and possible ways of getting involved in neighbourhood activities in Twekkelerveld.

Muslim et al. (2012b) model about students' living satisfaction was found more appropriate for this study because it is about the views students holds about the objective attributes of their neighbourhood environment and how this criteria influence their satisfaction or dissatisfaction level with the neighbourhood environment. The aspects of the subjective attributes were adopted and additional components like students' participation and studentification were added to suit this study. The additions or changes were made based on the focused on this research.

The pilot study has revealed some interesting findings about the views that, Off-campus students' hold about the neighbourhood and their neighbours. The study found out that, students were generally satisfied with the facilities of their neighbourhood and also selected domains of the neighbourhood. There were satisfied with six out of the nine domains selected. They also hold a positive view of their neighbourhood based on their description of the neighbourhood as attractive, quite, friendly, good neighbours, safe, no nuisance, and less vandalism.

However, the study also found out that students have less contact and interaction with their neighbours and the students were dissatisfied with social connectedness, neighbourhood safety and access to social services. Also they held a negative view of the neighbourhood on the areas of the neighbourhood being noisy and had less recreational. They indicated they wished to get an improvement with regards to the above mention domains of the neighbourhood.

Also the study reveals that, students prefer the neighbourhood because of the following reasons, locations, low rental cost, friends to hang out with. The study also revealed that the most interesting place the students liked very much within the neighbourhood was the *winkel centrum* which is followed by the playgrounds and the places they disliked are areas where rubbish bin are placed

The continuous increase of students numbers within the neighbourhood also means the neighbourhood might be heading towards studentification in the near future. Forming off-campus students association will help to push the students from invisible position to a visible position in local policy making process or political position as the students view will be represented.

The presence of the students in neighbourhoods very close to higher education institution is a major concern for stakeholder to the extent that, they are now looking for ways of forging partnerships among the higher institutions authorities, off-campus students and local policy makers to find ways of managing the increasing number of students. The findings of this study is likely to be informative for neighbourhood policy makers and university authorities who are interested in tackling the challenges pose and faced by off campus students.

The use of the snowballing approached to identify students staying in the study areas proof very useful as the students who were interviewed gave a detailed and clear information about how Off-campus students feel about their neighbourhood and the reasons why they do, and where, when and how. Such detailed information about the social phenomena of Off-campus students clearly cannot be carried out by using numbers, percentages and statistics alone.

8.2. Recommendation

Some limitations of the study are; firstly in terms of the scope, the study focus on only off campus students staying at Twekkelerveld, therefore any generalisation should to the whole off-campus students' population should be in a cautious way. Secondly, the study focuses much on the perception of the neighbourhood, neighbours and their satisfaction with the selected facilities within the neighbourhood and preference but not the all the facilities of the neighbourhood. There is a still no standard method or framework in measuring off-campus students' life satisfaction. Further research can explore the following areas;

- ✓ Future studies should consider all off campus students population in Enschede to compare if the findings are similar and different from the findings of the current study.
- ✓ Neighbours and landlords perception of off campus students

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9. ANNEX

Appendix 1

Summary of the meeting held on 29 Oct 2013 (15:30-16:45) with Rian Olthof, Mart Oudegbring Emile Dopheide and Abdul-Kadir Mumuni at Servicecentrum Noord, Zaanstraat 12, Enschede.

The meeting was successful and lots of interesting issues were discussed based on the agenda. These issues are as follows:

1. Relevance of the topic:

- **How relevant do you find this topic? why**

They found the topic interesting but currently they have stopped working on public spaces because of the huge cost associated with designing public spaces. Besides, they already have enough public spaces in the neighborhood. Little degree of freedom is left to develop or re-arrange public space. So the municipality will only develop or work on public space on special cases or initiation/initiatives/proposals from the residents.

- **Which aspect/elements could be improved in the topic to make it more specific for Twekkelerveld?**

Youth is an interesting group to study but it should either focus on one particular group like the students. There are a lot of students that stay at Twekkelerveld and the municipality is trying to get ways of involving them in neighbourhood activities and also involving them in the decision making process. Currently there is a project going on but because the students are not organized, they cannot be and are not involved neither are they being consulted in the exercise. This lack of organization and representation of students can be an interesting starting point of entry to find out their perception of the neighbourhood, their preferences and values.

2. Possible suggestions on the target group

- **What are current issues concerning the youth in the neighborhood?**

The students are having a different behavior from the rest of the people in their neighbourhood which is sometimes causing problems. Also there are issues of students staying in some old buildings/structures which are not maintained by either students or landlords. For the students, it is not a worry but the neighbours are worried about this situation. Rian Olthof suggested that maybe we can find out where the students prefer to stay instead.

- **Are these issues associated with specific group of youth like students or non-students?**

These issues are associated with the students.

- **Is the age group (16-25) relevant in term of the neighborhood?**

This depends on the target group that the research will focus on: if it is students, the age group would be 18-30; if it is the non-students it is 0-18.

It is known that the neighborhood has a relatively high number of people between the ages of 18-34 of which they assume it is because of the student's population. However they are not sure about this as they don't know the exact number of students staying in the neighborhood, which is also difficult to find out (300 has been mentioned; but this could be more)

- **Are there specific areas where the problem of /with the youth are more prominent?**

There students are scattered and not organized but there are places with old structure where many students are actual staying

3. Possible support for implementing the research idea

- **Who could I contact to get further understanding of the problem in the neighborhood?**

She thinks there is no one that knows the neighbourhood that much; maybe there are some local people with whom it however might be difficult to communicate in English.

- **If I want to set up a focus group discussion with the youth in the neighborhood, do you have any suggestion on how to go about it?**

There students are not organized as students staying in Twekkelerveld, so it will be difficult. They also experienced that the Student Union is probably not the most appropriate channel through which one could get into contact with the students living in Twekkelerveld (see also below).

Conclusion

Drawing from the discussion we had, I came to the conclusion that focusing on students in Twekkelerveld seems very relevant and that student is an interesting and promising target group for my research. This implies that the direction and focus of the research and topic will move from youth quality of life towards to “student’s perception of their neighbourhood and potential involvement of them in neighbourhood activities” table 1 shows the old and new research objective

The students are an interesting group to study and the municipality is looking for ways to get them involved in neighbourhood activities or behave professional within the neighbourhood. In addition, the municipality of Enschede anyhow attempts to retain the students after their studies in the city so there exist an interest to bind the students to the city.

The residents of the neighbourhood have two views of the students:

1. Some think that the students are causing nuisance in the neighborhood because of their number and their way of living (e.g. poor houses; timing of activities during the day)
2. Others think that, the students can be an asset/potential to the neighbourhood if well tapped or managed. This was what prompted the municipality to look for ways of collaborating with them, but the initial steps seem not to be a right step as they were thinking of working with Student Union as their lead contact.

It is would therefore be interesting to know from the student point of view, what is their view of neighbourhood, preference, values and ways of getting them involved

This will involve interviewing students in the neighbourhood about their general perception of their own neighbourhood, their preference and values, what are things that bond them to the neighbourhood, what they can do for the neighbourhood and preferred location.

Some further suggestions:

- Mart suggested to have a minimum number of students to be interviewed (e.g. through snowball approach) to ensure a minimum representativeness of the findings
- Check for MSc research of Leon Stielstra (UT student Policy Sciences-under the guidance of Prof.Dr.Bas Denters) who conducted into alternative participatory ways to get students involved; not sure if the research has been finalized and published

Appendix 2.

Semi-structure interview

I am studying Master of Science (MSc) at the Faculty of Geo-Information Science and Earth Observation, University of Twente. I am undertaking this research as part of the academic requirement for Master of Science studies.

This survey is about student's perception about their neighbourhood (Twekkelveld), their needs, values and preferences and also how to get them involved in neighbourhood activities.

This interview is completely voluntary and if you don't feel comfortable in answering any question, please let me know but I must assure you that, any information that you give is confidential and will be used for only academic purpose.

Demographic information

1. Gender
2. Age
3. Nationality
4. Where do you study? UT-SAXION
.....

Residential history

5. Sub-Neighbourhood name
 - a).Post code
 - b).Street
 - c).Street number

6. How long have you lived in this neighbourhood?
7. Did you live somewhere in Enschede before moving to this neighbourhood?
 - Yes, if yes where
 - No, if no, skip

Perception of the physical and social environment of the neighbourhood and the people living there

Under this section, I would like to find out your perception about your neighbourhood and the people living there. This will includes your feeling and satisfaction with the physical and social environment. Some of the answers you will have to choose options in a form of likert type scale which ranges from 1 to 6. 1 is completely dissatisfied and 6 is completely satisfied

8. Do you feel like you belong to this neighbourhood?
 - Why?
9. Do you think of this neighbourhood as your home or just a place to live in? Why?
10. Do you get in contact with other residents who are not students?
 - How often do you get in touch with your neighbours?
 - a) Once in a week b) Once in a month c) Never
11. There is a sense of togetherness in this neighbourhood?
 - a) Completely agree b) Very much Agree c) agree d) Disagree e) very much Disagree f) Completely disagree
12. The neighbours are very friendly and cares for each other
 - a) Completely agree b) Very much Agree c) Agree d) Disagree e) Very much Disagree f) Completely disagree
13. The Neighbours monitor the behaviour of students within the neighbourhood?
 - a) Completely agree b) very much Agree c) agree d) disagree e) very much Disagree f) Completely disagree

14. What is your satisfaction level with the following domains of the neighbourhood?

No		Level of satisfaction 1=completely satisfied to 6= completely dissatisfied					
		1	2	3	4	5	6
1	Housing Quality						
2	Built environment						
3	Neighbourhood safety						
4	Social connectedness						
5	Neighbourhood support						
	Cleanness						
6	Commercial facilities/shops						
7	Access to social services (e.g. medical doctors)						
8	Public spaces						
9	Are there other domains of the neighbourhood you wish to add?						

Which of these domains of the neighbourhood are important to you?

15. Which of these qualities applied to your neighbourhood?

Attractive.....neither.....unattractive

Good place to live.....neither.....Bad place to live I

Tidy.....neither.....untidy

Noisy.....neither.....quiet

Nuisanceneither..... Nuisance

Friendly people.....neither.....unfriendly people

Good neighbours.....neither.....bad neighbours

Safeneither.....unsafe

Much vandalism.....neither.....no vandalism

More Recreational facilities.....neither.....less recreational facilities

16. How satisfied are you with your neighbourhood as a whole?

1) Completely satisfied

2) Very satisfied

3) Dissatisfied

4) satisfied

5) very dissatisfied

6) Completely dissatisfied

17. Why did you choose the answer above?

18. Can you mention five (5) things that make you choose this neighbourhood over the others?

Can you rate these five things in order of importance?

1		
2		
3		

4		
5		

Participation and involvement

Under this section, I will like to find out how much you get in touch with people within the neighbourhood and also you get involved in neighbourhood activities or participation in planning the neighbourhood

19. Are the student of this neighbourhood organized or have an association?

20. Have you ever been consulted by policy makers or adults when making decision about getting involve in neighbourhood activities?

21. Do you think your views are valued by the adults or policy makers in this neighbourhood?

Yes/ No or I don't know

Why?

22. Are your opinions valued and taken seriously by policy makers and adults and how do you feel about that?

23. Do you think the student of this neighbourhood should be more involved in discussing the problems of the neighbourhood? Yes/no or I don't know

Why?

24. Do you think that, the youth can make a change in this neighbourhood? Why

25. Can you suggest a way you think the students can be involved in neighbourhood activities?

26. Can you mention two things you think the neighbourhood management team should address concerning youth need at public spaces?

28. Do you feel like a stranger in this neighbourhood? Yes or No why

The table shows the empowerment level of students within the neighbourhood. you are asked to rate them from 1 to 6.

		Empowerment level 1=completely agree to 6=completely disagree					
		1	2	3	4	5	6
	My neighbourhood involves students in decision making						
	students are given chance to make their neighbourhood better						
	students are given the chance to work with other young people and adults in my neighbourhood						
	Young people of my age are able to make difference in my neighbourhood						
	Youth are able to talk to people in power when you have an issue of concern about the neighbourhood						

Map/location/walking interview

Under this section, I will like to know where specifically you like most and dislike most in these neighbourhood and why. We will be using the map of the neighbourhood where you will choose where ever you want to go. As we walk, we will talk about your general feeling of the neighbourhood

28. Where do you like to spend your time most in this neighbourhood?

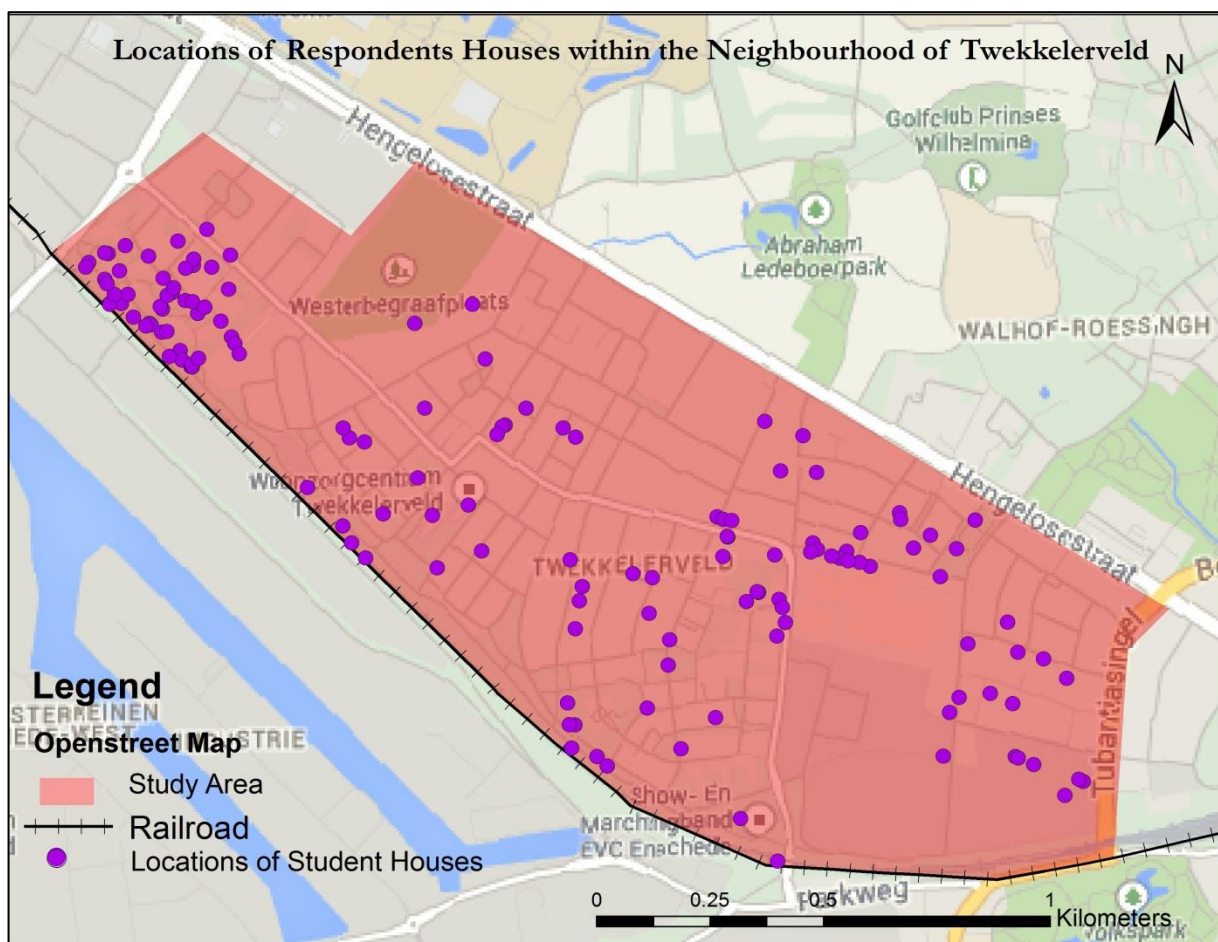
29. Please indicate two places you like most about the neighbourhood?

30. Please indicate two places your dislike about this neighbourhood?

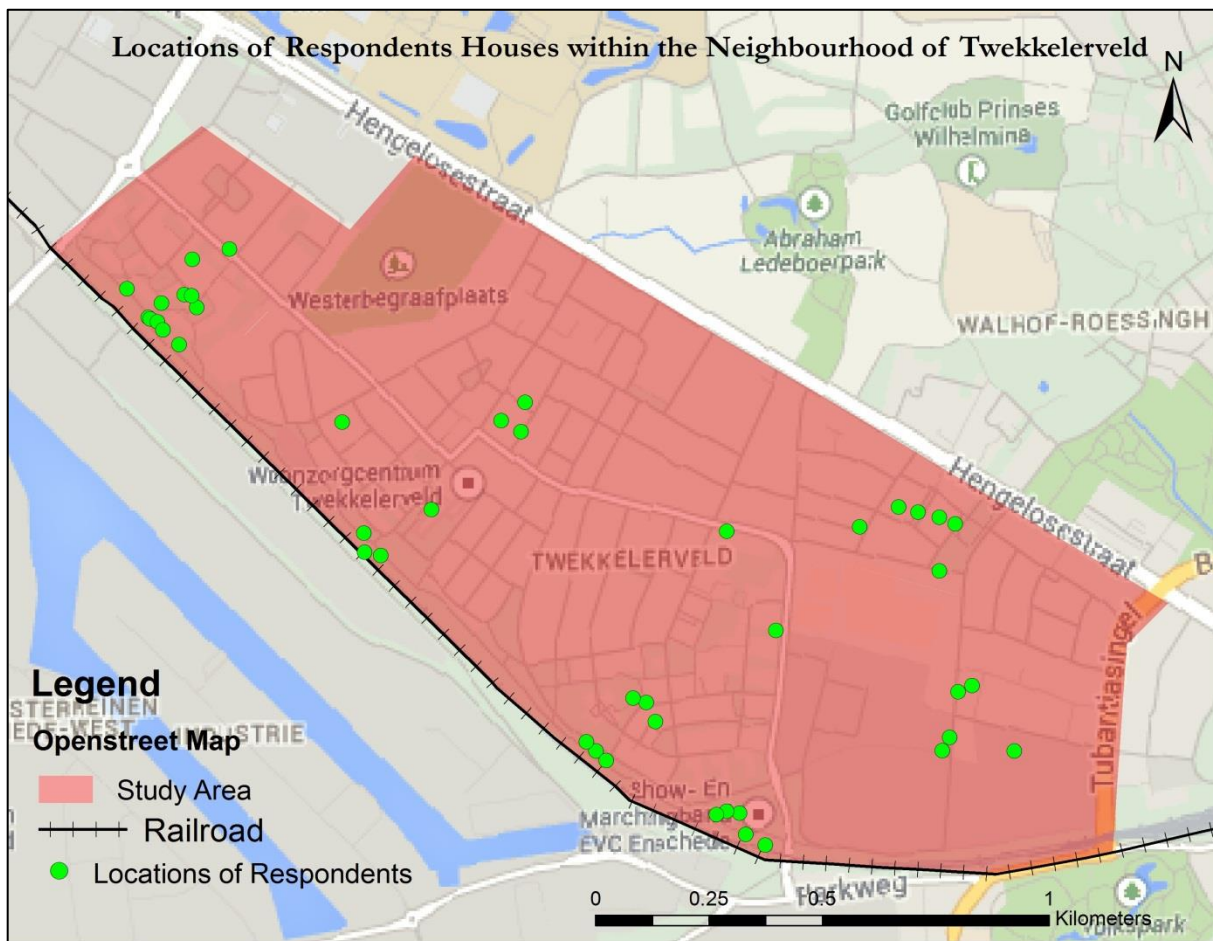
31. Are there enough parks, recreational and playground here where the youth here can meet with friends during their free time or hang out with friends?

32. Where do you think the students of this neighbourhood?

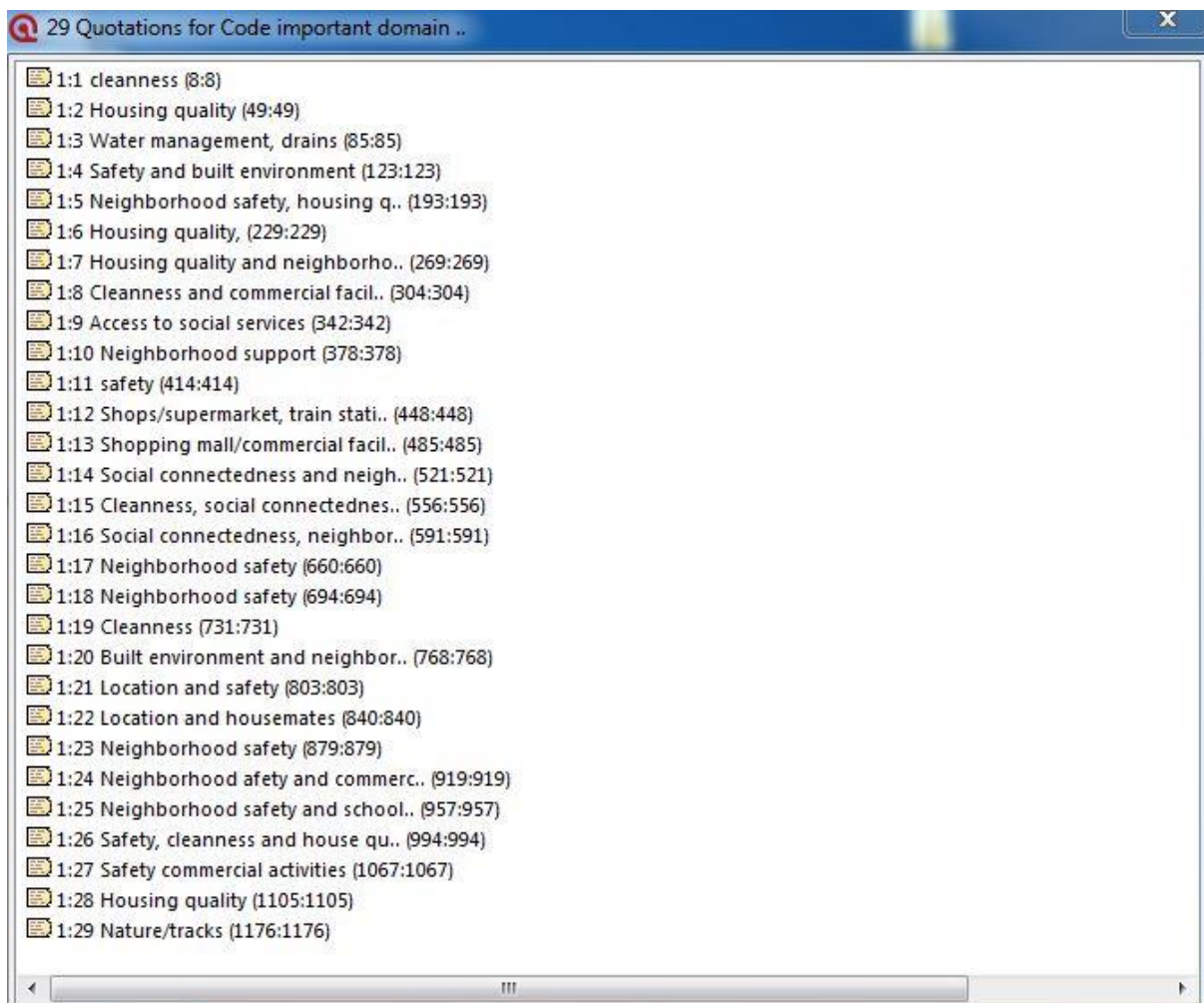
Appendix 3.



Appendix 4



Appendix 5



Dine with the Dutch

This a program organised by the Christian community for international in which any international student who wish to know more about the Dutch culture gets the chance to have dinner with a Dutch family where they can interact more.

Week



Dine with the Dutch

Are you an...
International student?

Would you like to dine with Dutch christian
students to taste the Dutch culture and food
for FREE? Subscribe before 5 May at:

 www.choose-enschede.nl/dine 