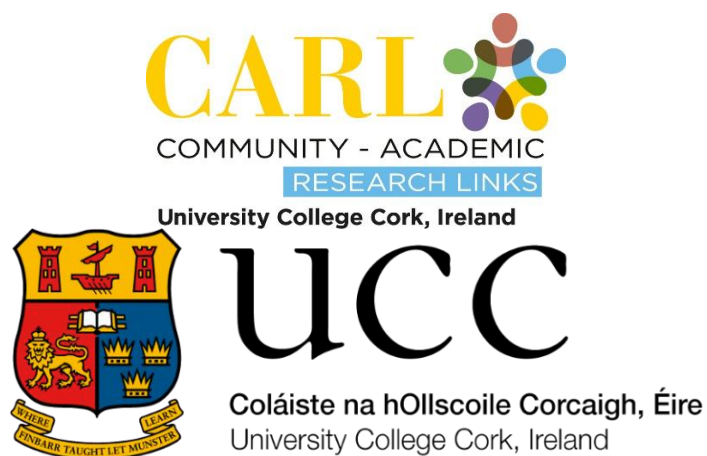


# The Impact of Studentification on Residents around UCC using Photovoice

Patricia Pavlovic

**CARL Research Project**  
in collaboration with  
*MAGAZINE ROAD RESIDENTS ASSOCIATION*



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|  |   |
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### **What is Community-Academic Research Links?**

Community Academic Research Links (CARL) is a community engagement initiative provided by University College Cork to support the research needs of community and voluntary groups/ Civil Society Organisations (CSOs). These groups can be grass roots groups, single issue temporary groups, but also structured community organisations. Research for the CSO is carried out free of financial cost by student researchers.

CARL seeks to:

- provide civil society with knowledge and skills through research and education;
- provide their services on an affordable basis;
- promote and support public access to and influence on science and technology;
- create equitable and supportive partnerships with civil society organisations;
- enhance understanding among policymakers and education and research institutions of the research and education needs of civil society, and
- enhance the transferrable skills and knowledge of students, community representatives and researchers ([www.livingknowledge.org](http://www.livingknowledge.org)).

### **What is a CSO?**

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The research agreement between the CSO, student and CARL/University states that the results of the study must be made public through the publication of the final research report on the CARL (UCC) website. CARL is committed to open access, and the free and public dissemination of research results.

### **How do I reference this report?**

Author (year) *Dissertation/Project Title*, [online], Community-Academic Research Links/University College Cork, Ireland, Available from:  
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Cover Page

Impact of studentification on residents around UCC using photovoice

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Thesis presented as part of the requirements for the B.A. (Honours) Degree in Applied  
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Dr Sarah Robinson

04/2022



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## Abstract

To conduct a literature review of the impact of studentification on residents and residential communities and to explore resident experiences of and perspectives about studentification surrounding UCC in order to inform policy initiatives to support peaceful co-existence. Literature regarding studentification comes from areas of economics, development, urban planning, geography, and housing studies, and includes physical impacts of studentification, student exploitation by landlords and the loss of employment opportunities. Social identity theory and the concept of interdependence vs independence can help to explain the impact of studentification. Both of these theories were used to help explain the tension between residents and students in a psychological perspective. Virtual recruitment was facilitated by the local residents association. Seven residents were interviewed using semi-structured interviews with photo elicitation. Reflexive thematic analysis was used for analysis. Two main themes of 1) material impacts and 2) psychological impacts. Material impacts included three subthemes: no infrastructural capacity, lack of planning for student expansion and aesthetic deterioration. Psychological impacts also included three subthemes: covid as traumatising, covid as community building and changes in community norms. Residents talked about their experiences with studentification, including the negative effects of lockdown parties, poorly maintained houses, overcrowded parking, and antisocial behaviour in the community. Residents reported feeling a sense of dread, anxiety and having a constant alertness. It was also noted that it was hard to see the community deteriorating. The implication of the study is that social identity theory provides an explanation of the psychological process of studentification. Recommendations include student led initiative projects to build relationships with residents and an education programme outlining how to act in a residential community. Limitations include having no student perspective in order to explore the whole picture of studentification and that with time constraints only a small

number of residents were interviewed which may not be representative of the entire residential community. The project highlights the impacts of studentification on residents around UCC and how social identity theory and the concept of interdependence vs independence can be expanded in the context of studentification and the dynamic between students and residents.

*Keywords:* Studentification, photovoice, students, social identity theory.

## Literature Review

### Introduction

In March 2020, the Covid-19 pandemic forced the world to come to a standstill which led to closure of businesses, educational institutions and airports with only essential amenities remaining opened. As a result, studentification became visible in Cork during the Covid-19 nationwide lockdown due to students having “lockdown parties” that led residents to call for the government to impose antisocial behaviour policies- (English, 2020; Roche, 2020; Nolan, 2021). The media attention that the residential community gained began to highlight the effects of students living in residential communities.

Whilst university cities across Ireland try to cater to all students who enrol into their perspective universities in terms of accommodation. The HEA (2020) stated that the bed supply demand was 62,855 beds across university cities in Ireland. However, due more demand than supply, students find themselves having to live in private housing near their universities and the increased populations of students into residential communities around universities is known as the process of studentification.

Studentification refers to the “domination of residential neighbourhoods by student households, and the associated social, cultural and environmental changes.” (Rogers et al., 2013, p.91). Studentification is a coined term derived from gentrification. The studentification process changes residential communities in several ways. Increased students can lead to traffic congestion due to increased parking; the appearance of houses can deteriorate due to improper care and student activities can have negative effects on permanent residents which can lead to rifts between the students and the residents.



This literature review will discuss the main themes in the literature of studentification, such as, physical impacts on communities, job losses in the community and student exploitation facilitated by landlords, found across the literature on studentification. It will also explore the link between studentification and the concept of social identity theory. Social identity theory refers to humans being in groups that bring us a sense of belonging to the social world, hence, allowing us to feel a sense of pride and self-esteem (Blanton et al., 2000). Social comparison happens as a result where groups compare each other and tend to favour themselves which could lead to a “us vs them” mentality (Garcia et al., 2010) . Lastly, the section will discuss the concept of independent vs interdependent selves in an effort to try and explain the psychological processes of studentification. Markus & Conner (2014) evokes that interdependence is about considering the community above self, where independent is the idea of self-actualization as core, regardless of the community.

### **Studentification literature**

Literature regarding studentification mainly stems from the disciplines of geography, urban planning, economics, development, and housing studies. In addition, most literature regarding studentification has been conducted in the UK, Canada, South Africa, and countries across Europe. To my knowledge, studentification research in the Irish context is lacking and that there is also a gap in the literature in psychological research regarding studentification.

Studentification leading to a deterioration in the physical aspects of the environment is a significant theme found in the literature. Research on studentification suggests that the dominance of students in previously residential neighbourhoods generally has a negative impact on residential communities (Smit, 2021). This is supported by the prevailing theme of physical deterioration of the environment in residential communities found in several pieces of literature regarding studentification. A study in the Netherlands on aging residents living in

a heavily student populated community found that the community deteriorated due to “littering, noise, poorly maintained gardens, kerbs overgrown by weeds and parking issues” (Lager & Hoven, 2019, p. 101). Lager & Hoven (2019) also reported that residents felt anxiety seeing the environmental changes in the community due to the lack of control they had over the changes. Similarly, Smith et al. (2014) highlighted the deterioration of student occupied residential communities across the UK, reporting similar environmental consequences, such as unkept gardens, changing appearances in houses, and increased littering. A study by Hubbard (2008) reported negative environmental changes in a residential community due to increased traffic and students’ careless parking on residents’ driveways, yellow lines, and footpaths.

Furthermore, a study by Ackermann & Visser (2016) highlighted that there was a negative visual impact on houses in a residential community in South Africa due to students not having any initiative to maintain houses. Some gardens were also removed to make it a parking driveway which took away some of the natural beauty in the community. Avni & Alfasi (2018) reported that students given poor conditions for living in residential communities will generally not try to improve around their environment which results in deteriorated houses in studentified communities. Sage et al. (2012) highlighted residents’ frustration at unkept gardens and ill-maintained houses in the community because it was visually difficult to look at whilst walking through the community.

Student exploitation by landlords is another theme that can be found across the literature regarding studentification. Literature suggests that student exploitation facilitated by landlords may be a contributing factor to the negative consequences of studentification, in particular the negative physical impact of studentification (Avni & Alfasi, 2018). Hubbard (2008) highlights that that absentee landlords are also to be blamed for poorly kept houses in residential communities where residents felt as though there was no positive influence on

aesthetics in the community. Rogers et al. (2013) implied that universities in UK were unable to keep up with the growing student population which enabled landlords to put students up in multiple occupation housing in areas around the campus. Another study reported that residents perception of landlords' attempts at improving houses and gardens to be quite low which leads residents to conclude that landlords generally do not care about the aesthetics of a residential community (Sage et al., 2012). Ackermann & Visser (2016) reported that negligent landlords who do not maintain the student houses are to be blamed for the physical and visual deterioration of the houses and, furthermore, conversion of houses into multiple occupancy houses leads to negative consequences such as inadequate electricity supply for the household.

The loss of employment opportunities in residential communities is a third theme that is found across the literature regarding studentification. Smith et al. (2014) reported that business investors tended to gear recreational and retail services towards students, hence, these businesses requiring a student workforce in order to attract the student market.

Kleinsmith & Horn (2015) implied that businesses rely on enrolled students spending money but also on their workforce in order to keep the attraction to students continuing as student population expands. Ackermann & Visser (2016) suggested that businesses who are attracted to the local student market can only flourish during the academic semesters and then experience a negative impact when students leave the residential communities around universities which would result in job losses and profit loss. Munro et al. (2009) reported that students have contributed largely to the labour market and implied that students who want to work will get work and that students will work during semester times for long hours, however, since students contribute to the labour market it can be geared towards them, hesitating to consider other work groups in university cities. A study reported that students tend to "buy into specific types of lifestyles, linked to the consumption of particular forms of

accommodation, housing, and location, and retail and leisure services.” (Smith & Holt, 2007, p.51). This suggests that students gear towards student orientated services possibly facilitated by students themselves which would flourish local economy but have a negative impact on local jobseekers. Duke-Williams (2009) reported that student graduates who have lived in the communities surrounding universities and who have built desirable skills for the local labour market migrate out due to them graduating from university.

Reviewing the literature, three main consequences of studentification may be anticipated in the analysis of the current study. The theme across the literature suggests that studentification mainly has negative impacts on residents and residential communities.

### **Social identity theory and studentification**

The literature on studentification linking with social identity theory can help us understand the socio-cultural impacts of studentification. Smith & Holt (2007) suggested that students build coping strategies in residential communities by establishing relations with people like them. A study stated that “as students are perceived to be a separate 'community within the community', with their own friends and distinctive needs and lifestyles, then their acquaintance is neither desired nor sought by local residents.” (Kenyon, 1997, p.294). Sage et al. (2012) reported that residents viewed other residents as “real neighbours” whereas students were seen as “other”. Avni & Alfasi (2018) reported that having luxury student accommodation next to a residential community that was run down created a sense of “othering” between students who could afford to live in lavish student accommodation and students who lived in the residential community.

Covid-19 is especially prevalent in the concept of social identity. The pandemic has shown us how important it is for us to act as “we” not as “us” and “them” (Jetten et al., 2020). Covid-19 has banded populations of different nations together to try to minimise the fatalities of the

virus and reduce the spread of the virus. Jetten et al. (2020) note that mask wearing was an act of “we” because masks do not solely prevent anyone from contracting the virus, but it helps lessen the risk of contamination to others. However, in the case of residents and students, there was an opposite display indicating a sense of social disconnectedness (Sage et al., 2012). The traditional definition of social connectedness is a lack of connection to others in the community but in reference to the students and residents it could be considered a sense of tension between the two social groups. Jetten et al. (2020) also indicate that, - with a sense of disconnection and a strong use of “us vs them” language, polarisation can happen, which can add to tension and conflict between groups.

Reviewing the literature, there is evidence that a lack of successful integration of students into the community can lead to an “us vs them” mindset as residents may feel that students do not want to interact with them. Literature regarding social identity theory and Covid-19 suggest that social disconnectedness within a residential community can lead to tension between the students and residents.

### **Cultural psychology and studentification**

An intergenerational divide could be classified as a cultural clash or cultural conflict. In fact, if an individual was to google the phrase “student and resident clashes” the first Google search that appears is a Corkbeo article at the height of lockdown parties, reporting the tension between residents and students (O’Shea, 2020). This intergenerational divide could result due to the difference in resident mindsets and student mindsets. It would be assumed that residents would have an interdependent mindset and that the students would have an independent mindset. Hubbard (2008) reported that sometimes students have been identified as a marginal group with values and lifestyles that are in accordance with the moral codes of the majority of a residential community. Sage et al. (2012) reported that residents tended to

marginalise students due to students having dissimilarity in social and behavioural norms, implying that there were intergenerational differences. Kleinsmith & Horn (2015) also reported that conflict does emerge in communities due to the difference in lifestyles between students and other residents in the community. Kenyon (1997) reported that residents had an expectation of knowing student neighbours on some level in the community but student failure to interact with the community left residents feeling as though they couldn't even identify their neighbours by sight.

Reviewing the literature, concept of interdependence vs independence discussed by Markus & Conner (2014) could potentially help explain the intergenerational differences between students and residents, highlighting the differences in lifestyles and values upheld by both groups creates tension between students and residents.

### **Present study**

This present study in collaboration with CARL projects will explore how studentification impacts residents around UCC using photovoice and semi-structured interviews with residents around UCC. One of the aims of the study is to explore resident experiences of and perspective about studentification in the residential community surrounding UCC to inform policy initiatives to support peaceful co-existence.

### **Methodology**

The project used a qualitative research design in which photovoice was the research method used. Photovoice is a qualitative research method used in community-based projects that allows for participants to reflect and respond to problems in their communities through the use of a camera to capture images that represent their lived experiences, emotions and reflections on the research question being asked (Mizock et al., 2014). Photovoice was chosen because it is a valuable qualitative tool when it comes to gaining insight into the participants' emotions and experiences on the question asked (Mizock et al., 2014).

Photovoice, also, allowed for the researcher to gain insight into community problems that outsiders lack knowledge about (Mizock et al., 2014). Due to the qualitative nature of the project, the epistemological approach that was chosen was critical realism. Critical realism acknowledges that researchers can acquire insight into people's experiences through their own telling of their experiences, however, researchers also have a role in constructing the information (Willig, 2013). Critical realism focuses on the objective realities created in the world like a mirror image and how the language represents those realities (Willig, 2013). The critical realism approach was taken due to the realities of the residents' being explored and the use of reflexive thematic analysis to interpret those realities.

### **Method**

*Participants:* Participants were residents in the residential community surrounding UCC. The participants had to be above 18 years of age and living in the university area. The participants were all members of a local residents association around the university area. There were eight participants involved in the project. The age ranges were 42-71 years old. There were three

male and five female participants. The participants had been living in the residential community for 21-70 years. All the participants were of Irish nationality.

*Sampling:* Convenience and snowball sampling was used in the project. The director of CARL projects connected the researcher to the liaison person of the local residents association. Contact details of residents who were interested in the project were sent to the researcher via email. Convenience sampling was done due to time constraint. Snowball sampling made it possible to continue the project because, otherwise, the researcher would have had a lack of participants for the study.

*Setting:* The project in its entirety took place online due to the Covid-19 pandemic and the restrictions that were implemented nationally.

*Materials:* The questions used in the semi-structured interviews were constructed with the intention to gain insight into the lived experiences of the residents in the community (see Appendix 1). Information sheets and consent forms were emailed to the participants (see Appendix 2 and 3) and signed electronically. Microsoft Teams was used to conduct four of the interviews and transcribed with the transcription feature. Zoom Meetings was used to conduct three of the interviews and transcribed using Microsoft Word.

*Ethics:* The research project gained ethical approval from the Ethics Committee from the School of Applied Psychology. The main ethical concerns in the project were data protection, anonymity, and informed consent. These concerns were dealt with via an information sheet, an informed consent form and giving the participants unique codes in order to anonymise identities.

During the interview process of the project, there was an ethical issue of data protection due to unforeseen technical difficulties where three participants could not access the Teams meeting. Zoom meetings were created as this was the mechanism residents used for their



regular residents association meetings, and retrospective ethical approval was sought, including whether or not this amounted to a data breach due to concerns about GDPR compliance. However, the data protection officer indicated there had been no data breach and ethical permission was retrospectively granted

## **Procedure**

The CARL project community liaison officer introduced me to the Magazine Roads Residents Association and highlighted the question the residents wanted investigated Bates & Burns (2012) reported on resident participation in university projects which gave CARL projects inspiration for community engagement. Rapport was established with the Residents Association through exchanging emails on a weekly basis regarding residents' interest in the project and of what was required of the residents in the project. Ten contact details were given however only seven participants replied to the researcher's emails, hence only the seven residents were interviewed. The researcher sent the information sheets and consent forms to the residents via email. The email also included an outline of the workshop on photovoice that the researcher was to host for the participants.

A photovoice workshop took place on the 26<sup>th</sup> of January 2022. The purpose of this workshop was to explain what photovoice is and how it is used in psychological research. It also detailed what was expected of the participants in terms of what kind of images to capture, the deadline for the images to be sent in and the planning of when the interviews were to be held. A pilot interview was conducted on Microsoft Teams with a resident to troubleshoot the questions, test the capabilities of Microsoft Teams recording and transcription features and examine the length of the interview. The researcher used the pilot interview to review if any changes needed to be made to the questions and review if the length of the interview was sufficient.

The semi-structured interviews took place from the 8<sup>th</sup> of February to the 11<sup>th</sup> of February. The interviews lasted between 45 minutes to 1hr20mins in duration with the mean interview time of 58 minutes. Semi- structured interviews were used because it allowed a guided flow of thought about the question at hand and the use of open-ended questions in the interviews gave the interviewer the chance to collect in-depth information from the participants (Schmidt, 2014). Photo-elicitation was used during the interviews to elicit responses to the images the participants captured in order to gain an in-depth insight into the lived experiences of the participants via a visual medium. The interviews were then transcribed which produced an estimate of 260 pages of data.

## **Data Analysis**

Reflexive thematic analysis was chosen to analyse the data. The analytic method collected codes from the data and generated themes. The researcher followed the six-step process by Braun & Clarke (2013) on how to conduct thematic analysis. The six steps are as follows; 1) familiarisation of the data, 2) generate codes from the data, 3) construct themes from the codes, 4) review the themes, 5) define the themes, and 6) write up the results.

Step 1) The researcher immersed herself in the data by reading and re-reading the transcripts in order to familiarise herself with the data. The researcher actively read through the transcripts, recording patterns that were seen in the data in the reflective journal. An example of a note made in the journal is shown as follows:

*“As I’m looking through the transcripts, there is an apparent pattern of Covid being a dual experience for residents- they seem to have to come together in the face of adversity so whilst being affected by the constant parties and the antisocial behaviour, they know they have a support system that they can rely on...”*

Step 2) An inductive approach of coding was taken due to the epistemological approach of critical realism. Approximately 1900-2200 codes were produced (see Appendix 4). A journal was also kept during the coding process in order to reflect on the researcher's thought process and self-positioning. According to Willig (2013) humans as researchers are not robots, hence, there might be inadvertent positioning of oneself into the data which can be another tool for research. An example of a journal entry is as follows:

*“Looking at the transcripts I can't help but feel emotional because I can't imagine how much the residents had to endure, and to know that some residents even developed panic attacks, it feels surreal. How would I have reacted if I were in their position?”*

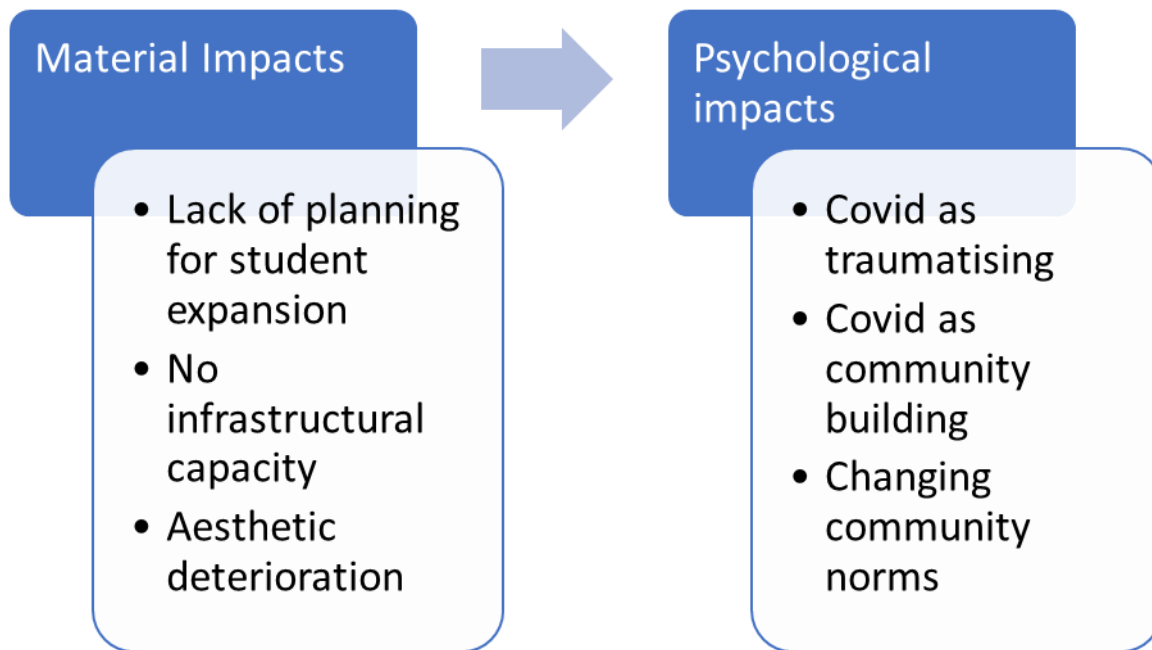
Step 3) Candidate themes (see Appendix 5) were constructed from the coded interviews by colour coding similar codes across the interviews using Microsoft Word and a compilation of twelve themes were created. These twelve candidate themes were refined into one superordinate theme with subsequent four themes and seven subthemes. These themes were further refined into two themes: material impacts of student expansion without a plan and psychological impacts. The first theme consisted of three subthemes: lack of planning for student expansion, no infrastructural capacity, and aesthetic deterioration. The second theme also consisted of three subthemes: covid as traumatising, covid as community building, and changing community norms.

Step 4 and 5) The themes were reviewed with the research question in mind in order to keep coherence with the research question. The relationships between the themes were reviewed to ensure that there were links between the themes and subthemes. The themes were, also, reviewed with the images to ensure an established relationship between the images and the themes. Each theme was given a definition in the context of the data produced.

## Analysis

The analysis produced two main themes with three subthemes in each theme.

**Figure 1.**



*Note. Thematic Analysis Map showing the themes*

### **Material impacts of student expansion without a plan**

The first theme of the analysis is the material impacts. This theme refers to the physical impact of studentification in the community which includes aesthetic deterioration of houses in the community, the consequences of insufficient infrastructure, for example, overcrowded parking, and a lack of planning being a contributing factor to the physical impact of studentification in the residential community.

#### **A) No infrastructural capacity**

The student accommodation buildings in the area around UCC does not currently offer sufficient parking facilities for students in the city and private student housing does not offer many legal parking spaces which results in students parking in the residential community, usually in either illegal parking spaces or disability access spaces:

*“... 18 residents and there is twenty-seven car spaces, legal- legal car spaces. 27 legal and sixty-six houses and you could have nine student cars in one house” – Resident G, 42 years old.*

*“...then they they park across half of your driveway, so they leave you 2 feet to get out, and they'll argue, no. But I left you a space.” – Resident F, 55 years old*

Students coming from all over Cork and Ireland come to insufficient parking facilities which leads to perhaps a sense of frustration amongst the students who have cars which results in a “first come first serve” system where they take any parking space that they can get (see figure 2), even if it inconveniences other residents in the community. Students fulfilling their own needs instead of taking into consideration who needs the parking space more may frustrate and anger residents in the community, leaving them with no parking spaces and increased obstacles on a daily basis. For example, resident F, 55 years old stated:

*“Trying to, you know, 'cause my kids were very young at the time and you could have loads of messages and you could be parked up in Croke's park and trying to bring down three small children. So parking was always an issue like.”*

Another resident talked about the worry that residents have in terms of accommodation in the community with insufficient parking for students and what it means for the community in the future:

*“...but as well that we worry ‘bout the fact that if you have all this accommodation being built with no provision for parking and people will come from the rural areas car and will bring their cars where they must...” – Resident B, 64 years old*

A new student accommodation building currently under development in the area will be capable of housing 600 students, but those students will only have access to a few parking spaces on site. This has resulted in residents in the community being anxious and worried about the future of the community due to the inevitable increased parking and traffic congestion:

*“...and then we have that apartment block at the top of the road with 600 coming like and there's no space and I think there's 10 car spaces in total for that whole block. So, I'll be parking out in Bishopstown<sup>1</sup> I'd say in September.” – Resident G, 42 years old.*

Another resident noted that the residential community does not have certain amenities when it comes to dealing with parking issues such as traffic bollards, hence, allowing more students to park freely where they can and leaving other residents to deal with the consequences of convenient parking in the community and some residents have noted that the subsequent traffic congestion will make the community unsustainable for the future. This has made some residents feel as though they have been forgotten because of the lack of facilities being given to the community to deal effectively with parking issues:

*“Now some of that is the city council's fault because they have allowed it. They don't give us the services that are in other areas. Like if you go into other areas they're speed bumps. There's ballards. There's traffic cones. There's em proper footpaths. There's you know lots of*

*services. I think we've become. I won't say deprived, but I think they've just forgotten about us as as a residential community...*” – Resident H, 70 years old.

**Figure 2.**



*Note. Student car parked on double yellow lines.*

The image represents the lack of infrastructure built for the student population around the university area which calls for students to park in wherever is available for them which leads to frustration amongst the residents that cannot drive their cars efficiently because of the increased space used.

### **B) Lack of planning for student expansion**

There is a noted agreeableness amongst the residents that there was neglected foresight when planning student accommodation in the area. UCC holds 22,500 students with several student facilities being built currently. The residents have been living with expansion of students for a significant period of time, which has led to residents feeling frustrated with the lack of

planning for student. As one resident, A, 55 years old stated: “they should have the solution like they created the problem.” Prolonged endurance of student expansion has led to some residents having ideas of solutions of their own. For example, resident G (42 years old) suggested:

*“But they should not be allowed in the vicinity we’ll say a radius put it into UCC if you were a radius of maybe. Two kilometres radius of UCC might- that might be a bit too much. But we’ll say if you’re in 2km radius of UCC you are not allowed to have a car in the area. You know, they they don’t need them.”*

Suggestions from residents range from having purpose-built accommodation (see figure 3) on UCC accommodation website in order to put pressure on landlords to maintain the houses. For example, resident C (66 years old) stated: *“Em if they have houses registered that are just ill kept, they shouldn’t allow that facility to happen on their website or their accommodation sites, their platforms. They should have a little bit more input or maybe a standard again to and to be able to import it to kind of effect that em...”*

Another resident suggested that UCC should look into acquiring those converted houses that landlords have rented out to students in order to promote upkeep housing and to encourage students to consider a different standard to the one that has been set out in the current multiple occupant houses: *“...but I suppose what UCC can do as well in any commute-accommodation that you’d see-we’d like UCC acquiring more accommodation, and the- they’d set a standard with their accommodation, which will bring up all standards.”* –

Resident D, 66 years old

Another resident suggested setting out guidelines to students on how to act in the community and the associated consequences for misbehaviour in the community:



*“...but I definitely think that if it's a continually above the normal behaviour continually that like, they would have to be taught, or that that's not acceptable and that one day they will go into the workplace and they will have to have rules in the workplace.” – Resident E, 68 years old.*

These suggestions showcase the lack of planning for student expansion because the residents have been able to come up with these ideas over a period of years.

**Figure 3.**



*Note. Student accommodation being built near the residential community.*

The image shows student accommodation being built which represents the lack of planning by the local government and university in previous years. Increased levels of young people going to university has led to universities and local government scrambling to have space for the increasing student population.

### **C) Aesthetic Deterioration**

The third subtheme of material impacts of student expansion without a plan is aesthetic deterioration. Aesthetic deterioration refers to the decline in appearance of houses and negative environmental changes in the community. One of the main significant causes for the decline in appearance of houses are landlords who buy up the houses in the community and rent them out to students:

*“...because about five landlords, I'd say, own hundreds, a few hundred houses. And you know what? They're not paying their- their ah tenancy, whatever, and they don't care. They don't get the- all they want is money. So, the students are a victim back then, too, because they're they're not going into houses with very poor standards.”* – Resident E, 68 years old.

A resident mentioned the process of how landlords buy and convert a normal house into a multiple occupancy house with seven to eight bedrooms. Students, then, bunch together into one house paying rent per room:

*“So, landlords around here have been allowed by the corporation to take a small em ah terraced house, build a long extension at the back, which has more than seven bedrooms it, they've got planning permission for that kind of um dwelling dwelling.”* – Resident B, 64 years old.

Landlords come into the community to buy houses and convert houses from a three-bedroom or a two-bedroom into a seven-bedroom or eight-bedroom house which suggests that the houses are of a lower quality because the bedrooms may be too small and perhaps some landlords may not follow the rules and regulations of housing policies. If these landlords view these houses as mere financial investments, then it may imply that these landlords are absentee landlords who do not take care or maintain the houses:

*“Not all of them, but there are some landlords who aren't paying who aren't paying service charges either. And they come and collect the rubbish. But they might only come every month or two months, you know.”* – Resident F, 55 years old

A resident talked about that absentee landlords are mainly to blame but that students don't have that drive to reach out to the landlords to care for the house:

*“Now, when I think that they're still here about maybe six or seven months of the year four five six seven eight months, I suppose of the year. It's a long time to be living in what I might call squalor in some of the houses.”* – Resident C, 66 years old

This lack of care displayed by landlords to maintain houses may influence students to not care about maintenance of the houses (see figure 4). Many residents have mentioned a negative visual impact on the community due to a lack of upkeep of properties with residents saying that it is easy to spot a student rented house in the community. Instances of unkept gardens, litter and overflowing bins suggest to residents that students are not willing to look after the community that they share:

*“...like the place looks disgusting like there are bins overflowing. There are bins left out on the streets for days there's the front gardens of some houses are just- they're stomach turning, and the place is filthy it really is and and they're happy to live in squalor like...”* – Resident F, 55 years old

These instances of littering and improper maintenance is a common occurrence in the community that residents don't expect for the students in the community to pick up litter after themselves. For example:

*“They don't clean after themselves, they litter, litter, so it would be a general thing, you know, I mean. We don't expect students or or you know, younger people in general, to pick up litter after themselves, we don't...”* – Resident A, 71 years old.

The profusion of litter in the community creates a negative visual impact which upsets the residents in the community who have described the littering as “depressing” and “disgusting”. It would suggest that residents may feel angry and upset with students which would lead to heightened tension between students and the residents:

*“If you have you know two houses just next to ya with rubbish in the garden, possibly a profusion of rodents, because the bins aren't closed, bags are left out eh leaving mattresses, multiple cans of beer bottles strewn around the garden. No effort whatsoever to make your make it just- they obviously don't see it as an issue, but like that's that's to me.”* – Resident C, 66 years old

**Figure 4.**



*Note. Overflowing bins outside a house.*

The image represents the aesthetic deterioration of the community due to the condition of the houses being offered to students to live in. The lack of care being taken by landlords will not motivate students to take care of the houses, hence, lowering the aesthetic of the community

overall which may make residents upset and frustrated because they look after their own properties.

The lack of infrastructure provided for students, creating a lack of space for parking for both students and residents alongside landlords giving out less than adequate housing creates an atmosphere of frustration in the community which can contribute to rising levels of tension between the two groups.

### **Psychological impacts of studentification**

The second theme that has emerged from the data is the psychological impacts of studentification. Covid-19 was especially prevalent in this theme due to the fact that residents endured constant lockdown parties and antisocial behaviour whilst navigating the fear of the coronavirus. However, Covid-19 also had a positive psychological impact as residents formed strong mutually supportive bonds as neighbours in the face of adversity. There is also a sense of different mindsets in the community, students acting in one way and residents in another.

#### **A) Covid as traumatising**

Covid-19 took over the world at the beginning of 2020, resulting in a nationwide lockdown in order to combat the spread of the virus. Strict restrictions were implemented in Ireland. For example, restricted movement and no social gatherings. The lockdown resulted in shops, nightclubs, pubs, and airports to shut down. UCC closed the campus, shifting from in-person lectures to online lectures. This was one of the contributing factors to the influx of students into the residential community at the start of the pandemic:

*“...but in May they just came. In their hundreds and... And in a pandemic when there should have been- at this time there was two-mile radius.” – Resident D, 66 years old.*

A resident mentioned that the previously residential community became known as a party land during the Covid-19 pandemic:

*“They were using their using their houses and flats and whatever as accommodation, obviously, but they were buying drinking locally and were not using it as party houses. Lots of parties. It’s telling- this place is known as COVID-19 COVID-19 party land- the area. That’s it.”* – Resident A, 71 years old.

The lockdown traumatised residents due to constant partying (see figure 5) and antisocial behaviour which had negative impacts on the residents in the community. The residents endured constant parties whilst living next to students:

*“I often had 40 people in there until four and five o'clock in the morning. And just like our house is alive, it's like a nightclub.”* – Resident E, 68 years old.

One resident mentioned the fear of the unknown of the virus that plunged us into a nationwide lockdown. Whilst dealing with that fear of the coronavirus, the residents had to endure massive social gatherings and the associated behaviours that occurred during those gatherings:

*“...in the midst of a COVID crisis, when none of us knew what was- what it was like. There was a lot of fear around. And yet, we had, you know, 30, 40, 50 people rambling from one house to the other, shouting and roaring uh it was horrendous.”* – Resident B, 64 years old.

A significant negative impact of the students partying was the high levels of noise being heard from the parties which caused sleepless nights and frustration amongst the residents amidst going through fear of the unknown regarding Covid-19. Residents would be woken up due to the noise, needing to either ask students to lower the volume or help a neighbour in distress:

*“...there was ructions next door here like screaming roaring gangs of them in there until 3:00 o'clock. My husband went out and knocked on the door and they're only laughing at him.”* – Resident F, 55 years old.

This is a significant negative consequence of studentification in the community due to the fact that most of the residents are older adults who, in general, require sleep to function properly throughout the day. The persistent lack of sleep caused by the lockdown parties suggests that likely residents would be frustrated with students.

In addition to sleepless nights being caused by parties during lockdown, antisocial behaviour witnessed by residents had significant impact. Antisocial behaviour such as trespassing, damage to property and graffitiing “residents out” has left residents feeling traumatised:

*“I wasn't out there at all, went out in the yard. My wheelie bins, all the covers were pushed in my gate, all broken ornaments and flowers broken in my back garden. The little bit of trellis we had up on the wall, the stone wall all torn down.”* – Resident E, 68 years old.

A resident talked about instances of antisocial behaviour such as urinating onto the streets during the lockdown parties and how it affected the community:

*“they've ruined our community and they they used to be so many in the house they'd come out and they'd piss onto the streets. The place was destroyed, roaring shouting 24 hours a day. There was no peace. They the the elderly in our community and vulnerable in our community, had an extremely difficult time.”* – Resident F, 55 years old.

Cars being damaged during these lockdown parties were a common occurrence. This would have resulted in residents having to pay to repair their cars. The constant worry about the safety of their property could have led to some residents having financial stress:

*“It’s just a small car and they they they they- the windscreen wipers gets bent out. The mirrors get smashed to bits...”* – Resident A, 71 years old.

With residents having to deal with the constant high noise levels, antisocial behaviour, such as damaging property and trespassing, it would result in financial stress due to having to pay for the damaged property. It would also result in developing anxiety due to having to worry about the noise levels of the parties. Some residents claimed that they could never relax in their home, constantly on edge, waiting for another party to get out of control. A resident in particular described her experience during lockdown as being a domestic violence victim:

*“I suppose the worst thing about it is that you know it’s you kind of feel like it’s never going to change, and it even if you have em. A quiet couple weeks that it’s coming. It’s almost kind of like a domestic violence victim who might. Only they say you need. He need only hit her once. She’ll know the next and you’re waiting it’s that waiting like that you can never quite relax out in your environment because they would do...”* – Resident F, 55 years old

**Figure 5.**





*Note. Students queuing outside house for a party.*

The image represents the effect of covid as traumatising. Students felt as though they had no outlet for fun and socialising which led to an increase in covid parties and overcrowding pubs, however, for residents who were fearful of the residents it was seen as careless behaviour which led to tension between both groups and increased levels of frustration.

### **B) Covid as community building**

For the residents the Covid-19 lockdown came with two lived experiences; it traumatised the residents due to the constant lockdown parties and antisocial behaviour being witnessed in the community, however, it also strengthened the residents' bonds because the residents could only rely on each other during the first lockdown endeavour (see figure 6). Covid

allowed for the sense of community to grow between the residents because it was only the residents who understood the adversity they were facing at that time:

*“Basically, like the the community that we have, here is a lovely community. If we can. Hold onto it and build on it. And if that could be replicated. At a higher level. You know?” – Aidan*

Residents felt as though the challenges they faced during Covid brought them together and it gave residents an opportunity to join the association to have that support available:

*“Oh, it really united the residents actually. And like I said earlier, we the WhatsApp numbers jumped up as well because people were in such distress, and they were looking for support...” – Resident F, 55 years old.*

Prior to Covid-19 the residents did have a strong sense of community regardless due to the monthly Residents Association meetings being held, local events that brought residents together and good neighbour relations that derived from mutual respect. Although Covid-19 came with its own challenges that the residents had to endure during a time of fear and uncertainty it's evident that the sense of community amongst the residents never wavered as several residents highlighted the fact that they were willing to fight for their community as long as they could:

*“We're fighting for years, yeah, for a very, very long time, as I said, we've had Dublin Media, we've had Kerry Media, we've had it all and we're still fighting, but we're not giving up and we won't give up either.” – Resident G, 42 years old*

*“...like that's not how I should live, but I can't give up either because I don't want to lose the place. Like you know, so that was that's why we keep at it.” – Resident H, 70 years old.*

**Figure 6.**



*Note. Residents gathering around to celebrate someone's birthday.*

The image represents the positive effects of covid as it brought the residents closer because they had each other to rely on. It strengthened friendships and it created new friendships where they could meet and socialise together.

### **C) Changing community norms**

The striking difference in mindset between the students and the residents highlighted the way the community had changed and is changing, leaning less towards the traditional status of the residential community and more into a place where a transient population can settle into and then move on from (see figure 7). Several residents noted that they were “a dying breed” or a “rare species” with a few residents referring to the coming of students as an “invasion”. Due to the increasing presence of students in the community, the neighbourhood has attracted less and less young families:

*“I would love to see more young families coming in here like kids playing in the back garden or playing football on the road or things like that are going up and down the road on their scooters. That's that's real life.” – Resident H, 70 years old.*

Another resident noted that residents should come back into the area because of the worry of the sustainability of the community for the future:

*“I'd like to see more residents come back into the area because I feel this community is in danger of becoming extinct”* – Resident D, 66 years old

The difference in mindset is highlighted in the attitude reported by residents from students in the community. Residents feel as though there is a sense of “I can what I want at the expense of others” attitude amongst students in the community with many residents describing behaviour witnessed due to that mindset as “lawless” or that the community is a “free for all”. Due to the past few decades of students moving in and out of the community, it has built up a reputation of being a party place which may suggest why students have adapted such attitudes in the community:

*“You know, it's all about getting the college experience now and the college experience to some of them, not all of course is partying and doing what you like.”* – Resident E, 68 years old.

A resident noted that students may not view the community as actual living environment where people reside in:

*“They just don't view this as an area where people live, I think, you know, em.”* – Resident B, 64 years old.

Residents felt as though students believe that the community that they live in is a student area, however, it is not viewed as a student place:

*“They just it's like, as I said, free for all and the main thing that we get from the students, if we approach any of them. If you say, look, we're trying to work together or, you know, and*

*you'd get from a drunk student, but ye shouldn't be living here. It's a college area ye should move out.*” – Resident G, 42 years old.

*“, I just often wonder like- why would you do that? You know, like what what fun do you get out of doing that? I don't understand the mentality that says that's OK or, but then again. Alright, maybe I'm a from an older generation or you don't know what people get kicks out of anymore, but like but that that I just don't understand what kind of a a kick you'll get it out of that now that.*” – Resident H, 70 years old.

There is an ongoing shift in the community norms that were once striving to fit the wholesome family lifestyle where young families could move to and raise their children peacefully, however, due to more and more students moving into the residential community over the past couple of decades, the community has seen a decline in those ideal norms. The norms of the community are now progressing to a place where students are living out the college experience lifestyle. This may reinforce amongst residents the sense of being swallowed up by students or being invaded by students.

**Figure 7.**



*Note. Accommodation being built to cater for student housing and lifestyle.*

The image represents the changing norms of the community from traditional residential life to student transient life by the building of student complexes which allows for an increase in student population into the community. This may result in some negative emotions in residents because of the change of what they have known over the years.

## Discussion

### **Introduction**

The research question was how does studentification impact residents around UCC? The aim of the project was to conduct a literature review on the impact of studentification on residential communities and the lives of residents in these communities. The second aim of the project was to explore resident experiences of and perspective about studentification in the residential community surrounding UCC to inform policy initiatives to support peaceful co-existence. This section will discuss the interpretation of the analysis, linking it with the literature review and the implications, recommendations, and limitations resulting from the project. The section will finish with a conclusion of the points discussed in this section.

### **Summary and Interpretation of Analysis**

There were two main themes from the analysis: material impacts of studentification and psychological impacts. The first theme contained three subthemes that lack of facilities available for students, such as good conditions of housing and purpose-built student amenities caused negative knock-on effects in the community and that the lack of planning for student expansion was highlighted due to the negative knock-on effects. The second theme contained three subthemes that discussed the traumatising effect of Covid-19 where residents experienced sleepless nights, financial stress and anxiety from constant worrying about the lockdown parties and the antisocial behaviour being displayed. However, Covid-19 acted as a community builder because residents built strong bonds of friendship due to being able to support each other since only the residents within the community knew the severity of the situation. The increase in student numbers in the community helped highlight the

changing community from being a family orientated residential community to a community better catered to a transient population.

The analysis indicates that studentification has had a mainly negative impact on residents in the residential community around UCC. Students being exploited by landlords with low standard housing and the lack of sufficient facilities available to students for parking and recreation creates a knock-on effect in the community. Students tend not to maintain the houses which leads to a deterioration of appearance of houses, and the traffic congestion due to overcrowded parking in the community frustrates and worries other residents. This leads to a conflict between students and residents in the community. During Covid-19, due to students having no outlet to socialise they threw lockdown parties which, again, had a knock-on effect on displays of behaviour. This has led to residents having sleepless nights, enduring high levels of noise, developing anxiety and feeling as though they are being invaded by students. All of that leads to tensions and rifts between students and residents. The one positive impact of studentification was the strengthened sense of community amongst the residents where mutually beneficial relationships formed and improved.

### **Linking with literature review**

The material impacts of studentification found in the analysis confirms the theme of physical impacts in the literature regarding studentification. Ackermann & Visser (2016), Avni & Alfasi (2018), Hubbard (2008), Lager & Van Hoven (2019), Sage et al. (2012) and Smith et al. (2014) all reported variations of negative physical impacts on the residential community because of studentification, such as littering, lack of upkeep of houses and gardens, and the negative visual impact it had on residents in the communities. These were also highlighted in the analysis of the theme of material impacts of student expansion without a plan and the subsequent subthemes. In addition, Ackermann & Visser (2016), Hubbard (2008), Rogers et



al. (2013) and Sage et al. (2012) discuss student exploitation by landlords leading to deterioration of houses in residential communities and a decline in aesthetics in the residential community was highlighted in the analysis. Landlords' exploitation of students is a significant contributing factor to the impact of studentification due to landlord negligence and conversion of houses into multiple occupancy houses.

However, the theme of the loss of employment opportunities research reported by Ackermann & Visser (2016), Kleinsmith & Horn (2015), Munro et al. (2009), Smith et al. (2014) and Smith & Holt (2007) was not supported by the analysis of material impacts of studentification.

The analysis of psychological impacts of studentification could be understood as a potential disconnection between the two groups can be based on the Markus & Conner (2014) idea of independence and interdependence. The residents in the community are quite interdependent, relying on each other and often needing each other to complete a task, for example, when the residents rallied for a silent protest together during the pandemic. The residents' perspective of students in the community might suggest that students in the community are quite independent where there is more of a focus on their own needs, for example, when the students were hosting 24-hour parties during lockdown. The independent versus the interdependent self may be a cause of the intergenerational divide between the two groups which creates the tension between students and residents.

Having analysed the data produced from the project and reviewed the literature, social identity theory may be useful in explaining the psychological processes that occur due to studentification in residential communities. Using the idea of polarisation from Jetten et al. (2020) in the case of students and residents, the residents may perceive the community as more damaged than it actually is which may lead to resentment and more tension between the

two groups. The students may feel a sense of detachment from the community and feel as though the residents only complain about them which could lead to resentment towards residents and further tension between the two groups. In the context of Covid-19, Jetten et al. (2020) suggest that there is a shift from person identity to shared identity because of the sense that “we are all in this together”. This shared identity is known as a psychological crowd. This allows for a growing intimacy between group members and that social support is pertinent in a crisis (Jetten et al., 2020). Furthermore, Reicher (1996) suggests that intergroup dynamic effects behaviour, hence, if a group is engaging in a behaviour that another group perceives as threatening, then, it would result in a conflict between the groups. In the context of the residents and students during Covid-19, residents perceived students engaging in behaviours, such as, having lockdown parties, as threatening which led to tensions between the two groups. This has led to increased solidarity amongst residents and students began to be perceived as a minority. However, having conducted a literature review on literature regarding studentification, the root of the issue of studentification does not suggest that it is the students themselves but the systemic issue of a lack of planning for student expansion which leaves students with less than average housing conditions where there is no incentive to care for the upkeep of those houses and leaves residents of surrounding communities to deal with the consequences of lack of planning for student expansion.

During Covid-19, Jetten et al. (2020) noted that there was a sense of “we are all in this together” with people staying at home and following the restrictions to prevent the coronavirus from spreading, however, this was not the case in the community, the opposite behaviour was displayed. Students were ignoring restrictions by having lockdown parties whilst residents adhered to the Covid-19 restrictions. This suggests that social identity theory can help to explain studentification which would expand social identity theory to a new group

of people and possibly provide an incentive to research the psychological impacts of studentification.

## **Recommendations**

Based on the analysis of the project, there are several recommendations that can be made for the university to try to implement in order to establish a successful and peaceful co-habitation between students and residents.

A code of conduct on student behaviour that students must sign up to would be useful, as well as an educational model for student to support interdependence as a value, outside of the university's emphasis on independent minds.

Student led initiatives, such as horticultural projects, joint clean-up events, and coffee mornings with residents in the communities would be greatly beneficial for students and residents. It would offer a chance to build mutually respectful relationships with each other and those developed relationships could be an incentive for students to want to actually care about their neighbour relations.

The extension of UCC's green campus into the community to promote pro-environmental behaviour and responsibility within the community would be beneficial in order to keep the beautification of the residential community ongoing.

## **Limitations and Strengths**

Even though the researcher tried to conduct the project with efficiency, self-awareness, and effectiveness, there are a few limitations of the project. Firstly, with time constraint and convenience taken into consideration, the researcher only interviewed residents from the local residents association. The data produced may not reflect the entirety of the residential community and if there were additional residents involved it could have provided more in-

depth, rich data for the project. If the project were to be replicated, the researcher suggests including more residents to participate to gain a broader perspective regarding studentification in residential communities.

Secondly, due to the Covid-19 pandemic, face-to-face gatherings were prohibited to reduce the risk of spreading the virus. Having the interviews online were in compliance with the restrictions during the time of the pandemic, however, in person face-to-face interviews would have allowed for the researcher to better judge body language and social cues from the residents which would have helped in keeping the rapport of the interviews.

Finally, the project only included the resident perspective on how studentification impacts residents. A student perspective would have allowed to gain insight into students' experiences with studentification and how it affected them. If the researcher were to expand the project in the future, student and resident perspective would be explored.

A strength of the project was the qualitative design because a quantitative design wouldn't have produced as detailed, in-depth, rich data on residents' lived experiences with students in the community.

## **Conclusion**

In conclusion, the two main themes found in the analysis were material impacts and the psychological impacts of studentification. Both themes had three subthemes: no infrastructural capacity, aesthetic deterioration, lack of planning for student expansion and covid as traumatising, covid as community building and changes in community norms. These themes in the analysis confirmed that studentification has mainly negative impacts on residential communities. Social identity theory, interdependence vs independence and two out of the three themes found across the literature helped explain the psychological processes of studentification in residential communities, in particular the tension between residents and

students. The implication of this study suggests that social identity theory could be researched and expanded to the area of studentification, reaching a new group of people. The recommendations of the project are for UCC to consider implementing a code of conduct of student behaviour that students must sign up to, an educational model to support interdependence as a value, extending the green campus into the community, and creating student led initiatives to get students and residents bonding and building relationships with each other. The limitations of the project were that due to time constraint, only residents within the local residents association were interviewed which may not reflect the experiences of the entire resident population around UCC, the interviews were conducted online due to Covid-19 restrictions so it may have affected interpretation of body language which may have affected the flow of rapport between researcher and resident, and no presence of student perspective which may have been beneficial to capture the impact of studentification from both groups. A strength of the project was that it was a qualitative design which allowed for in-depth, rich data from the residents.

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## Appendices

### Appendix 1. Interview Schedule Questions

Introduction: Hello, my name is... I'm a third year applied psychology student and I'm interested in exploring how students impact residents around UCC. It's a pleasure to meet you. Thank you so much for agreeing to partake in this project. Have you read the information sheet and signed the consent form? The interview is expected to take 45 minutes to an hour. How was Christmas? Did you have a good holiday? I'm happy to hear that it was a good Christmas. Let's begin, if that's okay? I'm going to start with some general questions before I ask questions about students in your community.

Background information: how are you today? How long have you lived in your home? Do you live alone or with family?

Question 1) What does community mean to you?

Question 2) Is your community like that? Why? Why not?

Question 3) What images did you bring with you? Let's talk about the images.

Question 4) Photo-elicitation: Image: how does this represent what community means to you?

Question 5) Image: how does this represent how your community is changing?

Question 6) Image: how does this represent the different generations in your community?

Question 7) Image: how does this represent your experience with engaging with the university?

Question 8) Image: how does this represent your experience with Covid-19 in your community?

Question 9) Image: how does this represent your experience with students living in your community?

Question 10) Image: how does this represent the positives of living close to the university?

Question 11) Image: how does this represent the challenges of living close to the university?

Question 12) Prompts to steer the conversation in regards to images: - how do you feel about this image? What does it represent? Is this situation/event/type of behaviour common in your areas? What is your experience of this type of behaviour? How does it impact you? How does it impact others?

Question 13) What are the good things about students living in your community?

Question 14) What are the bad things about students living in your community?

Question 15) What was good about the community during COVID-19 restrictions? What was bad?

Question 16) What do you think needs to change?

Question 17) What do you think needs to stay the same?

Question 18) What could the university do that it is not doing?

Question 19) What could students do differently?

Debriefing: Reminder of the research question, thank you for your time and have a good day.

## **Appendix 2. Information Sheet**

# **Information Statement**



Thank you for expressing interest in this research project completed in conjunction with Magazine Road Residents Association. The project is a CARL project (Community/Academic Research Links).

The two objectives of the study are to

1. Conduct a literature review of the impact of studentification (when residential areas become dominated by students) on residential communities and the lives of residents in these communities
2. Explore resident experiences of and perspective about studentification in the residential community surrounding UCC to inform policy initiatives to support peaceful co-existence

The purpose of this study is to explore the impact of students living in your area. Students dominating residential areas is referred to as studentification. We are interested in exploring what the increasing numbers of students living in the Magazine Road area means to you, what your experiences have been, what you think needs to change, what needs to stay the same. Should you choose to participate, you will be asked to attend an initial research meeting via Microsoft teams to further explain the process. The process will involve taking photographs with your phone about your experiences of students living in your area, what community means to you, positives, and challenges of living close to the university, how the community is changing, experiences with different generations in your community, your engagement with the university, your experience during the pandemic in your community, and how the increased number of students have impacted the residential community. We will also invite you to share any photographs you have taken in previous years that represent your experiences of the student community living in your area. Once photographs have been selected you will be invited to an interview, where you will be asked to share why you chose these photographs and what they represent about your lived experience of this issue. Due to

the ongoing COVID pandemic, this interview will be audio/video recorded. Your identity will be anonymized and is expected to take 45 minutes to an hour to complete.

Participation in this study is completely voluntary. There is no obligation to participate, and should you choose to do so, you can refuse to answer specific questions, or decide to withdraw from the interview. Once the interview has been concluded, you can choose to withdraw at any time in the subsequent two weeks. You have the right to lodge a complaint to the Data Controller at [sarah.robinson@ucc.ie](mailto:sarah.robinson@ucc.ie).

All the information you provide will be kept confidential and anonymous and will be available only to the researcher, the researcher's supervisor, the CARL coordinator, Anna Kingston, and the university technicians, Aaron Bulger and Derek Walsh. The only exception is where information is disclosed which indicates that there is a serious risk to you or to others. If there is a risk, the data will be examined, the data controller will be contacted and the UCC data protection officer, Catriona O'Sullivan. Once the interview is completed, the recording will immediately be transferred to a safe UCC data storage platform and wiped from the recording device. The interview will then be transcribed by the researcher, and all identifying information will be removed. Once this is done, the recording will also be deleted and only the anonymized transcript will remain. This will be stored on a University College Cork supported cloud storage platform. The data will be stored for minimum of ten years.

The information you provide may contribute to research publications and/or conference presentations.

We do not anticipate any negative outcomes from participating in this study, however, if you experience distress after the interview, you can contact the supervisor at [sarah.robinson@ucc.ie](mailto:sarah.robinson@ucc.ie). At the end of the interview, I will discuss with you how you found the experience and how you are feeling. If you require further interaction with UCC about your experiences, the following contacts are available to discuss further.

Students' Union; Communications and Engagement Officer, Maeve Richardson, at [engagement@uccsu.ie](mailto:engagement@uccsu.ie).

UCC Accommodation and Community Life Officer, Gary Mulcahy, at [g.mulcahy@ucc.ie](mailto:g.mulcahy@ucc.ie).

This study has obtained ethical approval from the UCC School of Applied Psychology Ethics Committee.

If you have a concern about how we have handled your personal data, you are entitled to this raise this with the Data Protection Commission.

<https://www.dataprotection.ie/>

UCC'S Data Protection Officer (DPO) is Catriona O'Sullivan, Information Compliance Manager, University College Cork, 4 Carrigside, College Road, Cork, Ireland.

Telephone: +353 (0)21 4903949\* Email: [gdpr@ucc.ie](mailto:gdpr@ucc.ie)

If you have any queries about this research, you can contact my supervisor, Dr. Sarah Robinson, Lecturer in the School of Applied Psychology at [sarah.robinson@ucc.ie](mailto:sarah.robinson@ucc.ie).

If you have a complaint about how this research was conducted please contact in writing:  
The Ethics Committee,  
School of Applied Psychology,  
University College Cork,  
Cork.

### **Appendix 3. Consent Form**

## **Consent Form**



I.....agree to participate in Patricia's research study

The purpose and nature of the study has been explained to me in writing.

I am participating voluntarily.

I give permission for my interview with Patricia to be audio-recorded.

I understand that I can withdraw from the study, without repercussions, at any time, whether before it starts or while I am participating.

I understand that I can withdraw permission to use the data within two weeks of the interview, in which case the material will be deleted. If you feel that you or your data have been treated unfairly you retain the right to make a complaint with the Data Protection Commission.

Data controller – Sarah Robinson [sarah.robinson@ucc.ie](mailto:sarah.robinson@ucc.ie)

Data protection officer – Catriona O’Sullivan ([gdpr@ucc.ie](mailto:gdpr@ucc.ie))

I understand that anonymity will be ensured in the write-up by disguising my identity.

I understand that disguised extracts from my interview (e.g. my name / location won’t be used) may be quoted in presentations and publications (e.g. article, book chapter, student thesis, social media publicity of the study’s findings, etc.), if I give permission below (please tick one box):

I agree to participate in this study ☐

I do not agree to participate in this study ☐

#### **Appendix 4. Example of Coded Interview**

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Patricia, I'm a night class addict. I did a load of the night class in UCC and I think because you just exposed to so many different things. Yes, Yes, and new people and people of different mindset you know. It's lovely. Oh yes 68, since the 29th of January. Nearly 60 years. I, my parents, my father died last December, 12 months, he was 99. And very involved. My mother died in 2015. I've no brothers or sisters. I've no other relations in Ireland.

Community to me now, Patricia, is huge. And even when my parents died now, em and since like people have reconnected with me from work and that, you know, and each one has said they cannot believe the wonderful neighbors I have. And I think that has because covid has brought us together even more and then with my two and two bereavements more again. And when they call to me, you know, for going for a walk, they can't get over, or when I go for a little walk on the road people are saying, Hi Rose, how are you? You know, they're saying that even though they might be years in Douglas or in Ballinlough or in Ballincollig, it's in and out, coming and going. The connection isn't there. Yeah. And you know, we're a dwindling community, but those of us that are left. And I must say, you know, I could call them all friends and I feel they could come to me for anything and I could go to them. We mightn't be living in each other's pockets, but we're there, when things count. And you know, there's it's friendly. And actually, one of my neighbors is still passing me down the odd bit, the lasagna that she makes. And the 93 year old neighbor brings me apple tart.

Night class addict  
Enjoying being exposed to different minds and people

Both parents lived and died in the community

No other living relations

Good relations with neighbours, supportive environment

Strong ties to neighbours, there's a connection in this community that might not be present in other areas

Mutually beneficial relations with neighbours

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the little radio. We had the Irish Times interview us and I spoke and all those as well and some of the others. And it was like, we didn't know what to do. We were under siege. And it was the only think thing we could think of to try to highlight or try to stop it. But it didn't like the like until I had to big letter on the echo and I've a copy of it here at the time. I said every other June weekend, the marathon runners used to run down our road. Yeah, and we always put out tables and we had water, bananas, jellies, and we hand it to them. And there's a great sense there, you know, and they all say, like, they know with nowhere that, my goodness, what a difference a year made. It was very very hard. And a lot of people suffered greatly. And, you know, one or two neighbours like they got panic attacks, everything like that, you know, I'm used to them next door. I'm used to a certain amount up to a point. I love living on the main road because I love the people passing up and down, but that was on a new level Patricia altogether, twas frightening. It was the 2k I used to bring my father in the car to the end of the street because that's as far as we could go and we had cars from all over Ireland parked out there. Brought it to a new level really.

Interviewing with media

Under siege  
Only thing the residents could think of to highlight the situation  
Marathon runners with tables set up, there was a great sense of community

Difference a year made, from good community to people suffering  
Developed panic attacks  
Loves living on main road, but the behaviour was on a whole other level

Cars from all over Ireland parked  
Good and bad experiences with neighbour  
Landlords are to be blamed as well

Students feel like they can

And as I say, I have them right next door, so I had good experiences and bad experience, but mostly bad, unfortunately, and I put that down a lot to the landlord because his own family were the biggest culprits believe it or not. And they just don't care. They feel like they can do what they like. They can bring who they like and em last. St Patrick's Day, Patricia. I was in a friend's house for a meal about 600. Last time I said I didn't like home

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And as I say, I have them right next door, so I had good experiences and bad experience, but mostly bad, unfortunately, and I put that down a lot to the landlord because his own family were the biggest culprits believe it or not. And they just don't care. They feel like they can do what they like. They can bring who they like and em last. St Patrick's Day, Patricia. I was in a friend's house for a meal about 5:30. I got this feeling. I said, I think I go home and Mary and John's why you're going home so early they said. I don't know. I just feel I should. I came in and when I came into the dining room, I was taking off my coat and I've a yard and steps going up to the garden and, you know, there on the road. Yes. The back gate was open. I said, that's very odd. I wasn't out there at all, went out in the yard. My wheelie bins, all the covers were pushed in my gate, open all ornaments and flowers broken in my back garden. The little bit of trellis we had up on the wall, the stone wall all torn down. So I went I rang next door and they said there was no one there and then I rang "insert name" to see did she know anything. And she said oh my god was shocking next to ya. We called the guards three times. They had to call the guards. While we were, we weren't even in the house. The other neighbors ferocious. Well, apparently they made their getaway over the wall on top of my bins and my garden. And that's all she said. Ring the guard and tell them. Excuse me, so I did, and they arrived. And that was a very busy day for them. I forget there was something else going down and they thought that I was ringing because someone kicked my wheelie bin. I said, Can you fix this? And the criminal

parked  
Good and bad experiences with neighbour  
Landlords are to be blamed as well  
Students feel like they can do what they like  
She had a feeling that she needed to go home  
Back gate open, wheelie bins turned over, garden and trellis vandalised  
Ringing next door, strong ties to neighbours  
Shocking behaviour  
Guards were called  
Students made the getaway over the wall  
The guards were called, busy day for the guards, Criminal damage  
Some students known to

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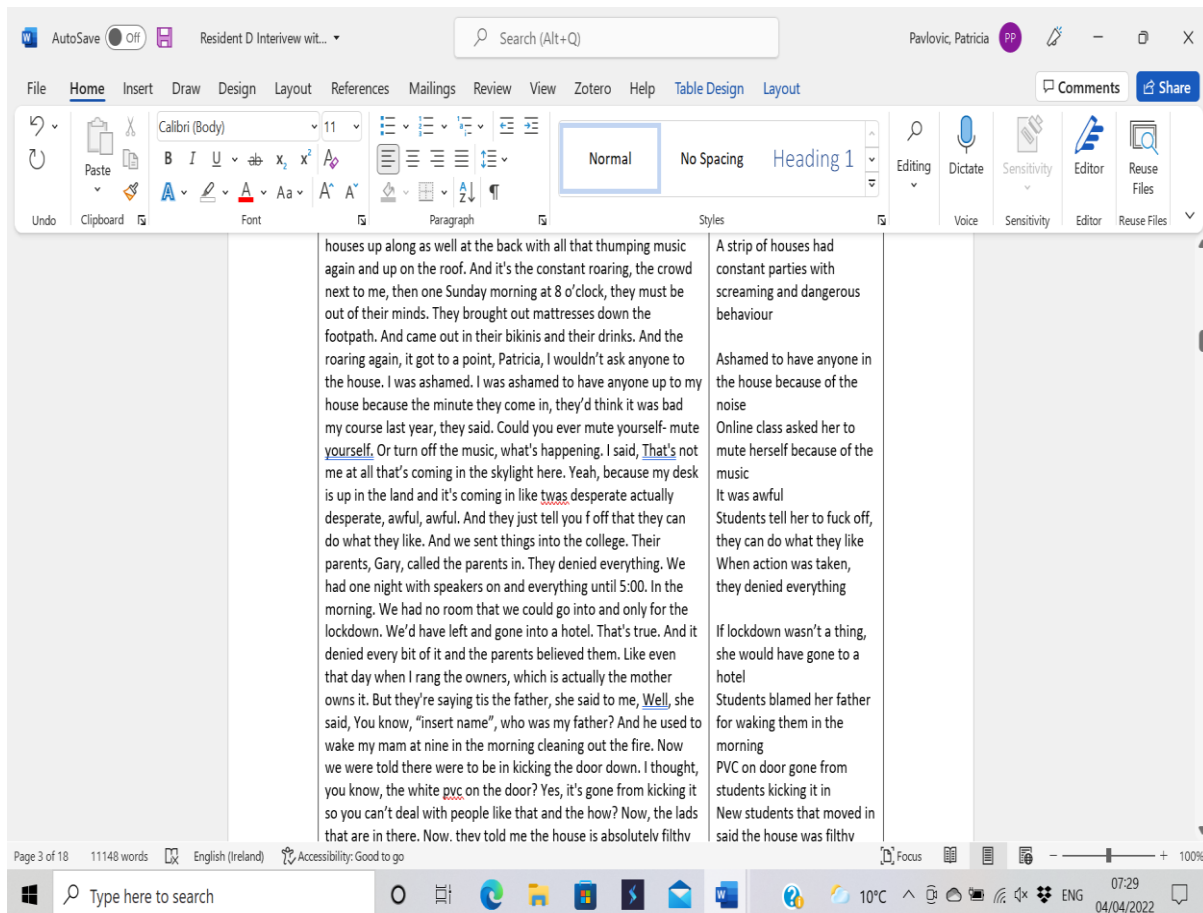
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that was the end of that. My trellises still down. All the little things were broken and everything, and they came in over down along another wall with another neighbour and broke all her things in the garden as well. What is the like? Our houses, like I won't eat my yard is only about four steps between my back door and their wall. I often had 40 people in there until four and five o'clock in the morning. And just like our house is alive, it's like a nightclub. It's like a madhouse between club music and the roaring. Yeah, but it came to a head last summer and it was very, very bad. Again, we were away for a night and the other neighbors had to call the guards. So "insert names" that you met there, yes, she said to me, I said, Is there any way you could ring the landlord? And she said, we don't believe. But anyway, the two other neighbors asked her as well, and she said, You would, you don't get feedback from the guards. But since then, his family are gone. There are four fellas in there since last September, and I have had absolutely no trouble. OK, I can't believe it I can sleep. I'm not, you know it got to a point when I hated coming home. My heart would start thumping when I'd come up the road and I start looking up to know where all the windows on could I hear them. You could hear the music at the traffic lights below, you know? And it was just it was awful like it was. A living nightmare. Yeah. And then we have all of the other houses up along as well at the back with all that thumping music again and up on the roof. And it's the constant roaring, the crowd next to me, then one Sunday morning at 8 o'clock, they must be out of their minds. They brought out mattresses down the

Damaged property, trellis broken, students broke things in the neighbour's garden  
Trespassing in the garden  
Her house was a nightclub  
Came head to head last summer, it was very bad for the residents  
Landlords don't believe residents, guards don't give feedback  
Four new students since September, no trouble so far  
Surprised that she can sleep  
Hated being at home, anxiety  
A living nightmare  
A strip of houses had constant parties with screaming and dangerous behaviour

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## Appendix 5. Example of Candidate Themes with Coding

|                                  |   |
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| Theme- Strong Sense of Community | <p>Code from each interview-</p> <p>Community is people in the locality that you can talk to</p> <p>Community is about friendship with neighbours who have the same values and the environment around them</p> <p>Everyone was there for each other, mutually beneficial for residents</p> <p>Good relations with neighbours, supportive environment</p> <p>People in the immediate environment working together to make it better for everyone in the same area</p> <p>Community is about getting to know the neighbours and working together to keep the place tidy and safe, to have a peaceful and quiet life</p> <p>Good neighbour relations improves community. Relationships are a key component of sense of community</p> |
|----------------------------------|---|

|                                 |  |
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| Theme- "Covid was traumatising" | <p>so when covid came they stayed in the houses near the college and used it as party land</p> <p>It was very difficult for them, 1st summer people came into the area, landlords were letting houses and the area was seen and used as party land</p> <p>They were coming from everywhere</p> <p>There was 5 parties in one night at one point during the pandemic</p> <p>Crowds everywhere, comparison to Croke Park and Day and night partying and antisocial behaviour</p> <p>Covid was horrendous, in March there was an exodus, all houses were empty and it was fabulous</p> <p>In April, it was just an invasion, the word went out and the place was packed in spite of 2k rule</p> <p>During covid there was house parties of 30, 40</p> <p>Landlords convert 3 bed houses to 6, 7 beds</p> <p>They've no back gardens so they party in the front</p> <p>Students go on the roof during summer</p> <p>It's a free for all for students</p> <p>Terrible trouble began, very serious trouble</p> <p>The students went bananas and it wasn't all students, young people who decided that it was party land came</p> |
|---------------------------------|--|

|                                   |   |
|-----------------------------------|---|
| Theme- Deterioration of Community | <p>The downside of students is damaged cars, mirrors get smashed and The students litter and don't clean after themselves</p> <p>Properties have curtains hanging off the windows and rubbish in gardens</p> <p>Pickers from council pick litter up from front gardens because they're problem areas</p> <p>New students that moved in said the house was filthy and Curtains rotted off the windows</p> <p>Place looks disgusting, bins are overflowing, bins left in front garden, stomach turning</p> <p>There might be disruption with cars and have wheelie bins turned over and bins burned</p> <p>You'll see council trying to clean the place, picking up the rubbish on the roads and the cars, picking up rubbish from the front gardens and bins</p> |
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| Theme- Parking | <p>Parking and parking places are not encouraged</p> <p>The student building being built has no parking spaces so the students will park in the community</p> <p>They don't move from Monday to Friday but they come from home and they park somewhere so the planning doesn't make sense</p> <p>Parking is a big issue New student development is also a worry point for residents There's no parking there</p> <p>They park on the pavement where there's no traffic warden They'll park on wheelchair access spaces</p> <p>There are so many cars on the road that it's not enough for two cars to drive past, they're mounting footpaths</p> <p>Students park their cars on w lines so big trucks for rubbish collection can't reverse, if that was a firetruck what would happen</p> |
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| Theme- Landlords | <p>Landlords can be good in general and don't like the fact that their houses are filthy dumps and party places</p> <p>There are bad landlords who don't control and don't make it an effort who make huge money from renting</p> <p>If you buy a house and it's in terrible condition, you're not going to look after it If landlords had a standard it would help everyone</p> <p>Landlords own hundreds of houses and they're not paying their tenancy Landlords only want money and students are victims</p> <p>Landlords are renting these houses and they should be coming around to deal with things</p> <p>Landlords need to vet the students</p> <p>Some landlords are lovely, some are shocking</p> <p>It comes back to landlords as well</p> |
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|   |   |
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| <p>Theme- Intergenerational Differences</p> | <p>Some things you can't get on with but you have to tolerate these things</p> <p>30 yrs ago there were families and it's a shame and it undermines the community</p> <p>They don't think they've come into a community so they behave like they wouldn't at home</p> <p>Mindset needs to change to realising it's a working community</p> <p>The area used to be prestigious and the status was considered to be very high</p> <p>She remembers when she was younger she'd come home from a night out and get dropped off at the top of the road and take off her shoes to keep noise at a minimum</p> <p>Went from beautiful houses to a student ghetto now</p> |
|---|---|