

MASTER THESIS

Neighbourhood and secondary school connected:

A research concerning the territorial stigmatisation of a secondary school's neighbourhood, in conjunction with the spatial identity of a pupil, with implications for motives on school choice behaviour, other than the standard school choice motives, of a regular havo/vwo first-former pupil opting for which OGVO secondary school to attend in the municipality of Venlo.

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Course:

Master thesis (MAN-MTHUCG)

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Steyl, December 2020

Epitome

The assignment below, Figure 1, is taken from the Geography course book 1 vwo De Geo. This assignment deals with the subject “The route to school”, or to be more specific, draw a map of the route between your home and your school and do not forget to include recognition points.

§3 Zooming in and out

In geography, the areas are sometimes as large as a continent and sometimes as small as a town district. This section starts with a small area: the routes two schoolchildren take to their school in Meppel. It ends with Meppel's position on the globe.

The route to school

- Figures 15 and 17 are maps of the routes taken by two schoolchildren from home to school. They drew the map without looking at an official map.
- You can draw a map from memory if you include points you recognise; your old school or the swimming pool for example.

- 1a Look at figure 15. Write down two recognition points which Lisette has drawn.
- b Use the scale bar to calculate how far it is from home to school.
- 2 Now look at figure 16. Write down behind the two recognition points in 1a whether they are also on the official map.
- 3 Look at figure 17. Write down two recognition points which Alexandra has drawn.
- 4 Look at figure 18.
 - a Write down behind the two recognition points in exercise 3 whether they are also on the official map.
 - b Use the scale bar in figure 18 to calculate how far it is from Alexandra's home to school.
- 5 You now need a sheet of drawing paper.
 - a Draw a map of the route between your home and your school. Use the route maps drawn by Lisette and Alexandra as an example. Do not forget to include recognition points.
 - b Draw a scale bar on your map. How many centimetres is one kilometre?
 - c Make a key.
- 6 Ask your teacher for a copy of the map of the area where your school is. Figure 16 shows a section from the kind of map you need.
 - a Colour your school red on the map.
 - b Draw your route to school on the map in colour.
 - c Compare this route with the route you drew in exercise 5a. Are there big differences?
- 7 Use the map to give a route description from school to your home. You will do it like this: *Take the first left (Jan Steenlaan). Straight on at the crossroads. Cross the railway. Now take the second right (Rembrandtlaan) etc.*

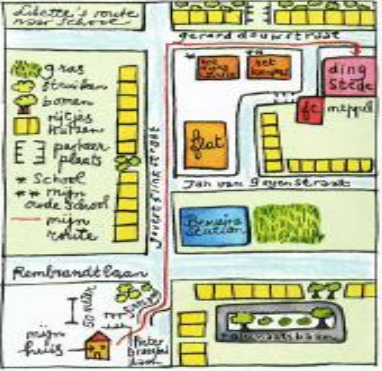


Figure 15 Lisette's map.




Figure 17 Alexandra's map.

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1 Maps and areas

Figure 1. Zooming in and out.

I have been using this assignment for many years with my first year havo/vwo pupils. Apart from the fact that the pupils find this a fun task, it occurred to me that many pupils tend to describe recognition points in terms such as ‘stupid school’, ‘bad area’ and ‘boring building’ but also in terms such as ‘great neighbourhood’, ‘safe surrounding’ and ‘nice school building’. This set me to thinking, because from the terms such as ‘stupid’, ‘bad’, ‘boring’, ‘great’, ‘safe’ and ‘nice’ arises a form of stigma. At the same time, my geographical heart was pounding over the what, the how and the why of these descriptions regarding a place. It seems that every individual when traveling through a city tends to end up in different worlds. Therefore, in this thesis I want to investigate whether the stigma of a neighbourhood in which a secondary school is located has an effect on a pupil's spatial identity and accordingly plays a role, besides the standard school choice motives, in the choice of secondary school. We are about to find out...

Preface

This thesis is the completion of the Master's programme Human Geography, Master's specialisation Urban and Cultural Geography of the study Geography, Planning and Environment at the Radboud University in Nijmegen.

Several persons have contributed practically, academically and by means of support to this master thesis. I would like to thank my head supervisor, Prof. dr. H. Ernste, for his valuable input and feedback. Furthermore, I would like to express my sincere appreciation to drs. F. Molin for his help, discussions and feedback throughout the entire process.

Lastly, I would like to express my heartfelt thank-you to my family (Lieke, Lara, Viviënne and Vigo) for their time and support throughout the entire study duration of this Master's programme.

J.W.G.A. Storcken

Steijl, December 2020

Summary

Choosing a secondary school is an important step in a pupil's educational career and it can have a significant impact upon a pupil's educational future. Some pupils choose a secondary school in their local neighborhood, whereas others choose a secondary school located outside the local area. Is there an explanation why one secondary school receives many applications and another secondary school far fewer? To be more specific, what connects a regular havo/vwo first-former pupil to a secondary school? Moreover, does territorial stigmatisation of the secondary schools neighbourhood influences the spatial identity of a regular havo/vwo first-former pupil in selecting a secondary school to attend, besides the standardised school choice motives? In this thesis I hope to offer an explanation as to how spatial identity and territorial stigmatization of a secondary schools neighbourhood manifests itself in the perceived view and eventually in the school choice motives of a regular havo/vwo pupil opting for a secondary school in the municipality of Venlo. This has led to the following research question: "Does territorial stigmatisation of the secondary school's neighbourhood affect the spatial identity of a regular first-former havo/vwo pupil and therefore influences his/her school choice motives, besides the standard school choice motives, in selecting a secondary school to attend in the municipality of Venlo?" The connection between practice and science is central to my research approach. By combining practice and scientific research, in-depth insights into the relationships between neighbourhoods, educational institutions and people can be researched and described. A research based on this approach fits well within the performativity view of looking at knowledge and society. In order to answer the research questions, to collect data, I have used quantitative and qualitative research approaches (mixed methods).

In recent decades much qualitative research has been conducted into the influence of the neighbourhoods and educational achievement. Notwithstanding this, little research has been undertaken into the influence of neighbourhoods (territorial stigmatisation of the area in which a secondary school is located) and the effect this has upon the spatial identity of a pupil in selecting a secondary school to attend in a municipality. So, how do social relations of power fix the meaning and significance of social practices? Therefore, this research has set out from the notion that selecting a secondary school to attend revolves around two empirical concepts, namely, territorial stigmatisation and spatial identity. Through the analysis of the concept of territorial stigmatisation, an integrated understanding of its distinctiveness can be understood as the outcome of how territorial stigmatisation operates and influences the process in which a regular first-former havo/vwo pupil chooses his/her secondary school to attend, and therefore is connected to the relation between space and level of spatial identity.

Firstly, a neighbourhood analysis has been carried out. The aim of this neighbourhood analysis was to determine whether there is objective territorial stigmatisation for each secondary school neighbourhood. This objective neighbourhood analysis has provided context into the effects of territorial stigmatisation of the secondary schools neighbourhoods in which the three secondary schools, that are part of a cooperative foundation (OGVO) made up of three equivalent campuses: Blariacum College (BLC), Valuas College (VLC) and College Den Hulster (CDH) in the municipality of Venlo are situated. As scientific literature indicates, territorial stigmatisation of a local area (neighbourhood) manifests itself on the local neighbourhood institutions, such as a secondary school, and in the perceived view that outsiders have of that area. In territorially stigmatised areas, local institutions such as secondary schools adopt the image of the local area. Therefore, negative territorial stigmatisation of a local area can easily damage the reputation of a secondary school. One of the outcomes concerning whether or not there is territorial stigmatisation of the neighbourhoods in which the three OGVO secondary schools are located in the municipality of Venlo, is that on a national scale level there are no territorially stigmatised neighbourhoods in the municipality of

Venlo. Nevertheless, on a local scale level there is mention of territorial stigmatisation of the three neighbourhoods in which the three OGVO secondary schools are located in the municipality of Venlo.

Secondly, semi-structured interviews were conducted to ascertain whether the objective image of the neighbourhood analysis into territorial stigmatisation corresponds to the subjective image that a regular havo/vwo first-former pupil has of the neighbourhood in which the three OGVO secondary schools are situated and, whether this subjective image influences the spatial identity of a regular havo/vwo first-former in relation to the three OGVO districts and idem situated three OGVO secondary schools. Scientific literature indicates that spatial identity (place identity or sense of place) in its phenomenological reality is used in various ways to understand human activity. It is a feeling of perception held by people, it is a symbol that makes a place exclusive, it is a characteristic that some geographic places have and some do not. The concept of spatial identity presupposes that an individual's actions result from the feeling and the way an individual experiences, expresses, imagines and knows the place in which their actions come about. Outcomes concerning to what extent territorial stigmatisation of the secondary school's area influences the spatial identity of a regular first-former havo/vwo pupil show that the influence of territorial stigmatisation of the neighbourhood in which the secondary school is located affects the respondents' spatial identity and that the respondents' image of the three secondary schools is linked to the neighbourhood in which the school is located.

Thirdly, a survey has been conducted among all regular havo/vwo first-former pupils at the three OGVO secondary schools on the basis of the results of sub-studies one and two. This quantitative research demonstrated how territorial stigmatisation of a secondary school's area and the spatial identity of a pupil can be a part of the regular havo/vwo first-former pupils school choice motives, besides the standard school choice motives, in opting for a secondary school to attend. Scientific literature indicates that the most important standardised school choice motives for both parents and pupils when considering a secondary school education in the Netherlands are, denomination, pedagogical and didactic vision, as well as other particular characteristics. Outcomes regarding the effects of territorial stigmatisation of the neighbourhood in which the three OGVO secondary schools are located and the spatial identity that binds a regular havo/vwo first-former pupil play an important role in the school choice process of a regular havo/vwo first-former pupil, in addition to the standard school choice motives. Results show that reliable statements can be made about the effects of territorial stigmatisation, spatial identity and standard school choice motives as school choice motives for a regular havo/vwo pupil. However, a relevant scientific outcome is that these factors are not decisive in the school choice process of a regular havo/vwo first-former pupil opting for a secondary school to attend.

Consequently, territorial stigmatisation of a secondary school's neighbourhood manifests itself in the perceived view that outsiders have of that area and consequently also of the secondary school situated in this neighbourhood. The development of spatial identity occurs through the individual process of place-identity resulting in place attachment. If the environment (i.e. neighbourhood) of the secondary school does not correspond with the norms and values model of the domestic situation of a pupil (habitus), then this will be visible in the school choice motives of that pupil. By paying attention to what a pupil (parents) consider important, a secondary school might be in a better position to design its recruiting policy and offer these insights and added value to the governance of the school. After all, the secondary school choice of a pupil is important for the survival of a secondary school. Gaining more insight into school choice motives of regular havo/vwo first-former pupils, besides the standardized school choice motives, helps secondary schools to address them.

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1. Research context

1.1 Introduction

Each year thousands of school children in the Netherlands are given the free choice of which secondary school they would like to attend. Some pupils choose a secondary school in their local neighborhood, whereas others choose a secondary school located outside the local area. This free choice of school is a particular characteristic of the Dutch education system (Herwijers & Vogels, 2004). Moreover, the effect of this free choice of school in The Netherlands is that there are both winners and losers among secondary schools in the process. One secondary school may receive many applications from pupils, whilst another may receive far fewer (Goosens, 2014; Gramberg, 2000; Musterd & Goethals, 1999).

Is there an explanation why one secondary school receives many applications and another secondary school far fewer? Apart from the inherent reasons (school choice motives) of pupils and their parents, stated in the research rapport by The Research Centre for Education and the Labour Market (The Research Centre for Education and the Labour Market [ROA], 2016), territorial stigmatization of the neighbourhood in which a secondary school is located could influence the spatial identity (the relation between a place and a individual) of a pupil in selecting a secondary school to attend. Research has shown that territorial stigmatization of a secondary schools neighbourhood negatively influences the educational path that pupils from a territorial stigmatized neighbourhood choose to follow (Goosens, 2014; Gramberg, 2000; Kauppinen, 2008; Zeldenrijk, 2011). Goosens (2014) states that the most important quality of a secondary school is the neighbourhood in which the school is located. Is this the reason why certain secondary schools in a municipality attract more pupils than other schools in the same municipality? Could territorial stigmatization of the neighbourhood in which a school is located have an effect on the spatial identity of a pupil and therefore influences the pupil's school choice motives in selecting a secondary school to attend? Territorial stigmatization of a local neighbourhood manifests itself on the local neighbourhood institutions, such as a secondary school, and in the perceived view that outsiders have of that area. Within this local area a secondary school is not an island that operates independently from the local environment, but owes it's very existence and form to the local environment and the territorial stigmatization of the local area (Gramberg, 2000). Goosens (2014) subscribes to this perceived point of view with the expression "Good schools are in well-to-do areas". The image of a particular part of a town as affluent or chic, or indeed the most peaceful or safest part of a town, ensures that parents and pupils believe that the pupil will be better off at a secondary school in that neighbourhood rather than at a secondary school in an other part of town which has a negative image. As a result, the spatial identity that a pupil has of this part of the city/ neighborhood is constructed accordingly. After all, spatial identity is the feeling the way people experience, express, imagine and know the place in which there actions come about (Weichhart, 1990). As a consequence due to the negative spatial identity and territorial stigmatization of a neighbourhood, schools and local authorities in these neighbourhoods may refuse to invest, because they are seen as a lost cause (Gramberg, 2000; Sykes, 2011; Wacquant, 2008b). Therefore, the precieved view of a pupil (spatial identity) caused by territorial stigmatization of a secondary school neighbourhood could lead to pupils choosing to go to a secondary school elsewhere in the town. This means that territorial stigmatization and spatial identity influences the deliberation preceding the choice of secondary school with both parents and pupils.

As mentioned before, free choice of school of the Dutch education system is a particular characteristic that influences school choice decisions for both parents as pupils. Recent research by ROA (2016) indicates that the most important school choice motives for both parents and pupils when considering a secondary school education in the Netherlands are, denomination, pedagogical and didactic vision, as well as other particular characteristics (such as bilingual education) which the school offers. Territorial stigmatization of the neighbourhood in which is school is located and the spatial identity that outsiders (pupils and parents)

construct because of this is not considered as a school choice motive in the research from ROA (2016). Vander Stuyf (2015), however in his research about school choice motives in Belgium, establishes that the 'reputation or good name' of the secondary school is indeed an important factor in the thought process of a pupil for his/her choice of school (see Appendix I).

From a social-geographical perspective I intend to research to what degree territorial stigmatization of the neighbourhood in which a secondary school is located influences the spatial identity of a regular havo/vwo first-former pupil in selecting a secondary school to attend. Besides the regular school choice motives, this can offer an explanation as to precisely why a regular havo/vwo first-former pupil may or may not choose a particular secondary school to attend. As a result, a complete picture of the pupil's thought process in the choice of secondary school can be ascertained. In order to accomplish this I will conduct my research within the regular secondary havo/vwo education streams¹ of the three OGVO secondary schools located within the Venlo district.

1.2 Societal relevance

Choosing a secondary school is an important step in a pupil's educational career (Marrewijk, 2020). Some pupils choose a secondary school in their local neighborhood, whereas others choose a secondary school located outside the local area. How do you choose a secondary school to go to? More particularly, in the degree to which secondary schools are affected by territorial stigmatisation of the neighbourhood in which they are located and therefore influence the spatial identity of a regular havo/vwo first-former pupil in selecting a secondary school to attend. Little research has been undertaken into the influence of territorial stigmatisation of the neighbourhood in which a secondary school is located and the effect this has upon the spatial identity of a pupil in selecting a secondary school to attend (Albeda & Oosterlynck, 2018; Goossens, 2014; Grambergen, 2000; Musterd & Goethals, 1999; Sykes, 2011). From this research it appears that territorial stigmatisation of the neighbourhood in which a secondary school is located, the reputation of the secondary school and the spatial identity of the students and parents all have some influence. This is evidenced by the research of Grambergen (2000) among others: schools which are situated in the better districts can attract the best teachers due to the positive image of the area, which in turn has the effect of attracting the most students to the school. As a consequence, schools which are located in a worse area, or one which has a negative image, do not have the same opportunity to attract the best teachers, whereby students (and parents) are more likely to select a secondary school where this is not the case. Goossens (2014) augments this with the fact that parents in Amsterdam want to live in a specific postal code area (Amsterdam-South) because that is where the best secondary schools are located. Ergo, their children have 'the right' to attend the secondary school in this postal area. This is linked to the fact that free choice of school in Amsterdam may be limited by the school authorities, who themselves may decide the offer of educational level without taking into consideration the wishes of parents and children. This fact links to the research of Albeda and Oosterlynck (2018). From this research it seems that districts are not only created by the inhabitants, but also by the institutions in the area, such as schools. The quality of these institutions

¹ Secondary education in the Netherlands has four levels or streams: basic vocational education (vmbo), senior general secondary education (havo), pre-university education (vwo) and practical training. Students in 'vmbo' are being prepared for senior secondary vocational education (mbo), those in 'havo' are being prepared for higher vocational or professional training (hbo), and those students in 'vwo' are being prepared for university/academic education and research (wo). Practical education prepared students for living, working and free-time.

<http://www.onderwijsconsument.nl/niveaus-voortgezet-onderwijs/>

has a strong influence upon the reputation or character of the district, just as the district has a strong influence upon the institutions in that area. At the same time, Albeda and Oosterlynck (2018) propose that parents with a higher educational background choose to send their children to a school further away from their own neighbourhood if that has a good reputation and links closely to their own culture. That being the case, it is reasonable to conclude that the inequality qua numbers of students and educational offer between secondary schools in a district will increase. This also has a consequence that parents and children who live in an area with low incomes and unemployment rarely have the opportunity to send their children to a well thought-of school that is situated beyond their local area. Because of this, the effect of territorial stigmatisation of the neighbourhood will increase and the quality of the secondary school in this neighbourhood will decrease.

As van Gelder (2019) proposes, schools in neighbourhoods that are territorially stigmatised should receive more money than similar schools in more affluent areas. This would be to show that each school, despite its location and population, can be a good school. Thus, it is indeed of societal importance to understand precisely what it is that influences the reasons for pupils' choice of school. Is the influence of negative territorial stigmatization of the neighbourhood and the spatial identity that this instills in both pupils and parents an essential component in the school choice motives of a pupil? Expanding the knowledge of pupils' school choice motives helps (secondary) schools addressing them. By paying attention to what they consider important, a secondary school might be in a better position to design its recruiting policy and offer these insights and added value to the governance of the school.

1.3 Scientific relevance

In recent decades much qualitative research has been conducted into the influence of the neighborhoods and educational achievement (Brännström, 2008; Gramberg, 2000; Johnston, 2012; Sykes & Kuypers, 2009). These studies have examined the effects of neighborhoods on educational outcomes. For example, answers to questions about how the neighborhood in which people reside affects their socio-economic opportunities in life due to untimely school dropout have been investigated (Nieuwenhuis & Hooimeijer, 2016). As I indicated (Section 1.1), little to no research had been conducted into neighbourhood composition and school choice effects (Albeda & Oosterlynck, 2018; Goossens, 2014; Gramberg, 2000; Musterd & Goethals, 1999; Sykes & Kuypers, 2009; Sykes, 2011). Relation between neighbourhood and school, studied by Gramberg (2000), proposes that an independent influence can be expected of a neighbourhood on local institutions. This means that neighbourhood reputation influences and manifests itself on local institutions (a secondary school) and also in the behavior and imaging that people (local inhabitants as well as those living outside of the neighbourhood) show towards the neighbourhood and therefore the local secondary school. By gaining further insights into neighbourhood reputation, the theoretical concept of territorial stigmatization by Lois Wacquant (2007a, 2008b, 2014c) is being studied in understanding the relationship and influence between neighbourhood and local institutions such as a secondary school. Another relation that is being studied is the discourse of spatial identity. According to Storey (2001): "people display a tendency to identify with particular places" (p. 18). People do form bonds with place and therefore place is an integral component of self-identity. Damayanti & Kossak (2015) show that spatial identity is a result of a connection between people, physical elements of places and activities associated with them (pp. 18-27). Specifically, in this study, I explore the impact of spatial identity on school choice by pupils within the context of territorial stigmatisation of the secondary schools area. Because of this, I will use Weichhart's model of relations between space and level of spatial identity for choice-making in real-life context (a pupil opting a secondary school to attend).

Furthermore, by bringing together literature about the concept of territorial stigmatization and spatial identity as a reasons for school choice motives, this research contributes to the academic discussions about the significance of the neighbourhood for a person's individual development (Galster, 2012). In particular, the way in which neighborhoods and secondary schools are interrelated in recruiting potential pupils. For example, in research about school choice motives by ROA (2016) only school choice motives such as denomination, pedagogical-didactical vision and special characteristics are being stated as the main motives for pupils to choose a secondary school. The connection whether territorial stigmatization of the secondary schools area influences the spatial identity of a pupil in selecting a secondary school to attend is being left out. As research by Vander Stuyft (2015) shows that 'reputation and good name' of a secondary school plays a major role in selecting pupils for a secondary school (see Appendix I). This indicates a gap in the available knowledge about school choice motives.

Lastly, this research also contributes to the scientific discourse of school choice motives in The Netherlands. Gaining more insight in school choice motives, additional qualitative knowledge of school choice motives by pupils opting a secondary school can be studied. Therefore, by studying territorial stigmatization of the neighbourhood surrounding a secondary school in conjunction with the spatial identity of a first-former havo/vwo pupil, an analysis can be made of the degree to which territorial stigmatization and spatial identity of the secondary schools neighbourhood plays a role in a pupil's school choice motives when considering which secondary school to attend. The study will take place in the municipality of Venlo.

1.4 Research objective

In this thesis I hope to give an understanding on how spatial identity and territorial stigmatization of a secondary schools neighbourhood manifests itself in the perceived view and eventually in the school choice motives of a regular havo/vwo pupil opting a secondary school in the municipality of Venlo. This has led to the following research question: "Does territorial stigmatization of the secondary schools neighbourhood effect the spatial identity of a regular first-former havo/vwo pupil and therefore influences his/her school choice motives, besides the standard school choice motives, in selecting a secondary school to attend in the municipality of Venlo?" The connection between practice and science is central to my research approach. By combining practice and scientific research, in-depth insights into the relationships between neighbourhoods, educational institutions and people can be researched and described. A research based on this approach fits wel within the performativity view of looking at knowledge and society. In order to answer the research questions, to collect data, I have used quantitative and qualitative research approaches (see Chapter 3, Section 3.1).

1.5 Research questions

The main question of this research is as follows:

“Does territorial stigmatisation of the secondary school’s neighbourhood affect the spatial identity of a regular first-former havo/vwo pupil, and therefore influence his or her school choice motives, other than the standard school choice motives, in opting for a secondary school to attend in the municipality of Venlo?”

The research is based upon three research questions:

1. Is there territorial stigmatisation of the three OGVO secondary school neighbourhoods?
2. To what extent does territorial stigmatisation of the secondary school’s neighbourhood influences the spatial identity of a regular first-former havo/vwo pupil?
3. To what extent does territorial stigmatisation of the secondary school’s neighbourhood influences the spatial identity of a regular first-former havo/vwo pupil, besides the standard school choice motives, in the school choice process of a regular havo/vwo first-former pupil?

1.6. Reading guide

This thesis discusses whether or not territorial stigmatization of a secondary school neighbourhood influences the spatial identity of a pupil and therefore has an effect on the school choice process of a pupil in opting a secondary school to attend, besides the standard school choice motives in The Netherlands. Starting from the relations between space-related discourses such as spatial identity and territorial stigmatisation, resulting in the fact that territorial stigmatisation of a secondary schools neighbourhood plays a role in the spatial identity of a pupil and therefore is a part of the standard school choice motives of a regular havo/vwo first-former pupil opting a secondary school to attend. Every Chapter in this thesis contributes to the whole. In the first Chapter emphasis is put on the introduction of the subject, the social and scientific relevance and the research question that deducts from this. In Chapter 2 emphasis is placed on scaling geographical knowledge and on the theoretical overview of the relevant empirical concepts and methods to shed light on the concept of spatial identity, territorial stigmatisation and the standard school choice motives that form the keystone of this thesis. In Chapter 3 the methodology, methods and techniques for conducting my research will be discussed, also I will describe the weaknesses as well as strengths of my research and the choices that I made while conducting this research. Chapter 4 will present the results of the three research questions stated in Chapter 3. Answer will be given accordingly to whether the effect of territorial stigmatisation of the OGVO secondary schools neighbourhood influences the spatial identity of a regular havo/vwo first-former pupil in selecting a secondary school to attend, in addition to the standardized school choice motives. Finally, in Chapter 5 the results of the three research questions will be drawn into a conclusion and the main research question will be answered. Furthermore, the research limitations, reflection and recommendations for further research will be discussed.

2. Literature review and conceptual framework

This Chapter reveals the literary research conducted to answer the main research question:

“Does territorial stigmatisation of the secondary school’s neighbourhood affect the spatial identity of a regular first-former havo/vwo pupil, and therefore influence his or her school choice motives, other than the standard school choice motives, in opting for a secondary school to attend in the municipality of Venlo?”

First and foremost, consideration is given to the theoretical concepts of space-related discourses such as; spatial identity, territorial stigmatisation and the standard school choice motives (reasons for choice of secondary school). Next, the effect that territorial stigmatization of a neighbourhood has on local institutions (secondary school) and the spatial identity (relationship between a person and place) will be explained further and in more depth. Finally, the connection between these three theoretical concepts will be stated.

It is important for the reader to know that switching between geographical scale levels is important to gain insight into the social and spatial phenomena mentioned above. According to Wallenburg (2016), it is important that the scale level is seen as a representation of other scales.

2.1 Scaling geographical knowledge

From a humanistic geographic perspective I want to gain in-depth knowledge in the relation between spatial identity and territorial stigmatisation on the school choice motives of a regular havo/vwo first year pupil. By influence I mean, the capacity to have an effect on the character or behaviour of someone or something. So, how do regular havo/vwo first-former pupils experience territorial stigmatisation and spatial identity? The answer lies in the perception of a regular havo/vwo first-former pupils sense of place, the way he or she experiences a place. In the case of my thesis, the secondary schools area.

To provide context on conducting analysis at different geographical scales levels it is necessary to begin with an short, but to the point, overview of Geographical scale levels. Conducting research from a geographical perspective three major scale levels of spatial phenomena are defined. Macro, meso and micro levels define these three major levels of spatial phenomena. From a more academic perspective geographers, according to Marston (2000), understand how particular scales become constituted and transformed in response to particular socio-spatial dynamics and therefore how spatial phenomena can become rescaled. Geographers are adept at moving from one scale to another, but they are not prone to explicitly state these scales *a priori* (Meentemeyer, 1989). In this thesis macro-level (national-level) information is used to predict micro-, meso levels (regional-, local level). Scale levels represent a relationship. In this thesis I use the concept: scale as relation (Marston, 2000; Paasi, 2004; Wallenburg, 2016). Wallenburg (2016) indicates that in the concept 'scale as relation', the scale level is seen as a representation of other scales. Larger scale units are not only composed of smaller scale units, larger scale units are also included in smaller scale units. This means that a large scale unit, such as the national scale, is influenced by the regional and local scale units. The regional and local scale units are in turn influenced by larger units such as the national scale. This influence is not exclusively hierarchical and goes not only in one direction, but in different directions and at the same time (Wallenburg, 2016). Consequently this is why scales are not fixed, separate levels of the social world but, like regions/places are structured and institutionalized (Paasi, 2004). Additionally, Marston (2000) indicates that the concept of scale has been the object of sustained theoretical reflection. And yet, despite the insights that both empirical and theoretical research on scale level have generated, there is today no consensus on what is meant by the term or how

it should be operationalized. For this reason, switching between different scale levels is a good way to get to grips with the complexity of social and spatial phenomena. Therefore, according to the dictionary of Human Geography: “As long as people make sense of the world through the category of scale, it serves a purpose in geographical analysis” (Oxford university press, 2013, p. 449). By reviewing the literature in this thesis in a systematic way (from macro to micro scale level and visa versa), the scale change on how people relate to social and spatial phenomena in their daily actions can be analyzed.

2.2 The concept of spatial Identity

In the dictionary of Human Geography spatial identity is described as: “The identity or perceived image of a place, as opposed to identities of individuals who live there” (Oxford university press, 2013, p. 484). Each place has characteristics that make it unique and which help shape a sense of place² and how it is viewed and perceived. This spatial identity changes over time, evolving with material changes to the environment, and discursive portrayals of the place in the media and through place marketing campaigns (Tuan, 1974). Thus, spatial identity is a result of a connection between people, physical elements of places, and activities associated with them. The development of spatial identity occurs through the individual process of place-identity resulting in place attachment.

According to Qazimi (2014), the phrase ‘place-identity’ has been found and used since the late 1970s. Proshansky & Fabian (1987) indicate place-identity as a potpourri of memories, conceptions, interpretations, ideas, and related feelings about specific physical settings, as well as types of settings. Place attachment is part of place identity, but place identity is more than attachment. Place identity is substructure of social identity, like gender and social class. It is composed of observation and interpretation regarding the environment. Qazimi (2014) indicates that these elements can be divided into two types; one of them consists of memories, values, thoughts, ideas and settings and another type consists of the relationship between different settings: home, neighborhood and school. Identity evolves as children start to differentiate themselves from other people around, and in the same way, place - identity develops as children learn to see themselves as distinct from, but related to, the physical environment. The primary importance is the home followed by neighborhood and the school. Here, social and environmental skills are learned and lenses are formed, from which the child later will evaluate and recognize places. So, one could say that place-identity is a key factor in social sciences and humanities. Proshansky & Fabian (1987) indicate that a person is constantly being influenced by the world around him, and will therefore construct a social understanding of his/hers surroundings accordingly. Of key importance in this thesis is to what extent human attachment to ‘their place’ all so known as place-identity is of importance for their connection with a neighborhood/secondary school. Researchers use the theoretical concept place-identity to define the relationship between ‘identity’ (a person) and ‘place’ (the physical environment, neighborhood, secondary school) and therefore explaining the relationship between place and identity (Cresswell, 2010; Jones & Garde-Hansen, 2012; Massey, 2005; McDowell 1997; Paasi, 1996; Rose, 1995; Sack 1997).

Henri Lefebvre, a French sociologist and philosopher whose myriad writings have had a profound impact on geographical thinking, stated in his publication *The production of space* the fact that ‘(social) space is a (social) product’ (Lefebvre & Nicholson-Smith, 1991). He also set forth the distinction of spatial practice (the perceived, experienced and used space), representation of space (the space of knowledge, signs and codes)

² Genius Loci: the spirit of a place, the elements of its character or atmosphere that make it unique.

and spaces of representation (the imagined space of images and symbols). Thus, how is one 'connected' with a place and therefore shapes one's spatial identity.

Moreover, when we take a look at a somewhat more actual academic points of view on the concept of spatial identity, Storey (2001) indicates that people display a tendency to identify with particular places. People form bonds with place and therefore place is an integral component of self-identity. Rohkramer and Schulz (2009) state that space is what humans encounter as space in their actions and thought. It is consistently charged with meaning and influenced by all kinds of human activities. The relationship that people have to place is real, specific, and based on tangible experiences. Hence their statement that humans are always situated in a specific 'place' in a multifaceted relationship to their surroundings. Damayanti and Kossak (2015) state that spatial identity is a result of a connection between people, physical elements of places and activities associated with them. So, spatial identity does not only contain the elements of a location (city, neighborhood, school), it also includes the associations and feelings that we have, when we hear and see particular space (Damayanti & Kossak, 2015; Rohkramer & Schulz, 2009; Tuan, 1974). This kind of a relationship, between terms as sense of place or place identity, includes both the impact of the natural environment on humans as well as the development that human activities have placed on the surrounding environment (for example territorial stigmatisation of a neighborhood, a zipcode area, etc.). It is often said that places tell who you are because a place grows on you and has a way of claiming people. According to Qazimi (2014), a place is not only about getting used to it but it is also about creating and developing a strong relationship with that place and that place bit by bit becomes part of who we are and shapes our identity (pp. 306-309).

Consequently, spatial identity (place identity or sense of place) in its phenomenological reality is used in various ways to understand human activity. It is a feeling of perception held by people, it is a symbol that makes a place exclusive, it is a characteristic that some geographic places have and some do not. Spatial identity is the feeling the way people experience, express, imagine and know the place in which there actions come about. In this thesis I will focus on place-based identity and its significance in defining spatial identity of a regular havo/vwo first-former pupil in selecting a secondary school to attend.

2.2.1 The process of creating spatial identity in the city

After establishing the subject-matter of spatial identity, the next step of in this research is instead of discussing the huge current literature to the concept of spatial identity, to focus on the individual identification with spatial identity in the city.

There is one specific theoretical concept in humanistic geography that I want to pay attention to in describing the theoretical frame work for creating spatial identity in the city: Weichhart's level of spatial identity (1990). Weichhart (1990) investigates what role 'place-based identity' might play for an individual as well as for society as a whole. As I said before, the focus of my thesis is on the individual identification with spatial identity in the city. Weichhart (1990) place-based identification theory is based on two major principals: (1) physical objects and (2) social components. By physical objects is meant: objects that immediately influence positive or negative associations with a place (buildings, seeing, hearing, smelling, touching etc.). By social components is meant: the self-identify with a place based on personal reference or social structured components such as the local community of a place.

Bierwaiczonek (2015) concurs with Weichhart's (1990) studies on spatial identity in the city, that individual identities are created in relation to the city on a local and the neighborhood spatial scale of reference. Bierwaiczonek (2015) suggest that there is a direct relationship between people and places (such as city space). Bierwaiczonek (2015) indicates that the individual level of the spatial identity is based on the individual identification with space. So, space or part of space (part of the city) creates individual identity. According to Weichhart (1990), the cognitive as well as the self- and 'we/they'-related aspects of place related identity, are equally orientated on a continuum of scale ranging from personal space to national and super-national entities. Place related identity aspects are focussed on the various scales depending on the specific context of action and situation. Seen from the perspective of the individual, however, the local level turns out to be the principal dimension of reference. The experience gained on this level of space-related identity may be transferred to other objects of reference on different scales by means of generalisations based on similarities'. Thus, spatial identification is multi-scalar but the local scale is identified as the dominate scale level (Bierwaiczonek, 2015). Because of this, scale level of identification with a place is important in order to establish spatial identity.

In order to identify place-based identification of a regular havo/vwo first-former pupil to a place (i.e. secondary school and secondary school's neighbourhood) and therefore constructing their spatial identity, I will make use of the model (Figure 2.1.1) used by Bierwaiczonek (2015) for analysing the relations between space and spatial identity in relation to the city on a local/ neighborhood scale. For a detailed description of this model see Appendix II.

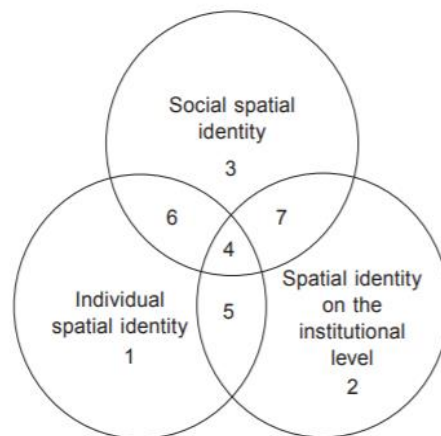


Figure 2.1.1. The relations between space and Weichhart's level of spatial identity. Soucre: Bierwaiczonek (2015).

According to Bierwaiczonek (2015) the distinguished categories shown in Figure 2.1.1, are helpful while analysing empirical data regarding the relations between space and level of spatial identity. Thus in the case of my research, this model is used in showing the relations between place and spatial identity of a regular havo/vwo first-former pupil in opting for a secondary school to attend in a neighbourhood in the municipality of Venlo. In Section 2.2.2 the model shown in Figure 2.1.1 will be explained in further detail.

2.2.2 Local scale

As stated in Section 2.1.1, spatial identification is multi-scalar but the local scale is identified as the dominate scale level (Bierwaiczonek, 2015; Weichart, 1990). Because of this, scale level of identification with a place is important in order to establish spatial identity. The spatial identity that a regular havo/vwo first-former pupil creates with the neighbourhood in which a secondary school is located, is of particular importance for my research. Spatial identity (i.e. the degree to which someone feels connected to their local environment) is formed through a combination of three pillars (see Figure 2.1.1), namely:

1. Individual spatial identity;
2. Spatial identity on the institutional level.
3. Social spatial identity;

These three pillars occupy a broad spectrum of indicators of links for research into spatial identity. In the case of my thesis pillar 1, *Individual spatial identity*, is concerned with the link between an individual and their environment. Pilar 2, *Spatial identity on the institutional level*, is concerned with the extent to which the physical place of the secondary school as well as the school itself has on the behaviour of an individual, influenced by their own neighbourhood, compared with other districts in the town where the secondary school is situated. Pilar 3, *Social spatial identity*, is concerned with the importance of personal space in interaction with the development of an individual's identity with their new environment.

Within these three pillars of the model level of spatial identity are formed the indicators 4, 5, 6 and 7 which are types of space that can be distinguished as relations between space and types of spatial identity in interaction with the three pillars. Indicator 4, *Space which creates every type of the spatial identity*, is particularly concerned with the link to social spatial identity, individual spatial identity and spatial identity at the institutional level. Some examples of this; who chose the secondary school (parents or pupil); how does the pupil experience the atmosphere in the neighbourhood of the secondary school; what was the reason the pupil had for choosing a secondary school. Indicator 5, *Space which creates individual and institutional level of the spatial identity*, is particularly concerned with the individual's bond to the link between individual spatial identity and spatial identity at the institutional level. Some examples of this: are the opinions of family, friends or acquaintances important for your choice of school; what was the reason given for not choosing a different secondary school; what is your experience with the neighborhood where the three OGVO secondary schools are located? Indicator 6, *Space which creates individual spatial identity en social spatial identity*, is particularly concerned with the link between individual spatial identity and social spatial identity. Some examples of this; the experience of the neighbourhood in which the secondary school is situated; the primary school pupils from your primary school who go to a particular secondary school. Indicator 7, *Space which creates social spatial identity en spatial identity on the institutional level*, is particularly concerned with the link between social spatial identity and spatial identity at the institutional level. Some examples of this; what is the opinion of other regular havo-vwo first formers about your secondary school; are there elements about the school building that you would have liked to have seen different?

When combined, all these components combined could be seen that the same kind of space co-creates every level of spatial identities on social and institutional level. Therefore, by analysing space and the level of spatial identity in association with the effect of territorial stigmatisation of the secondary school's neighbourhood, the spatial identity of a regular havo/vwo first-former pupil in opting a secondary school to attend can be established. Accordingly gaining more insight into the school choice motives of a regular havo/vwo first-former pupil.

2.2.3 Criticism on the concept of spatial identity

Conceptualization of spatial identity is a rather vague concept and, though it is often used as a point of departure for several social-geografische onderzoeken, it is usually taken for granted (Kalandides, 2011). The concept of spatial identity is described by many as vague to define, and as a concept that is challenging to compartmentalize (Shamai, 1991). Various other research projects regard spatial identity as an umbrella term with the corresponding dimensions of sense of place, place attachment, place identity, place-based identity and place dependence (Christiaanse & Haartsen, 2017). According to Terlouw (2018a) the main criticism on spatial identity discourses is that it is a discourse. Discourses are always disputed. Therefore spatial identity discourses are disputed and changeable. Terlouw (2018b) also states that there are different types of spatial identity discourses which focus on different aspects, for example: Place Identity (Proshansky & Fabian, 1987), Social Identity Theory (Abrams & Hogg, 1990; Tajfel, 2010) and Identity Process Theory (Breakwell, 2014). As Bierwiazzonek (2015) argues, places are explained from certain social positions and social reasons. The spectrum is wide and diverse including such indicators as ethnicity, job, religion, gender and so on. Several academic researchers (Breakwell, 2014; Qazimi, 2014) argue that spatial identity is understood as the dimension of individual experience of a place. So, spatial identity understood as the dimension of individual experience is put under consideration. The most influential theory that argues Weichharts (1990) concept of spatial identity is, the Identity Process Theory by Breakwell (2014). Both concepts deal with the spatial identity on a individual level, although Breakwell (2014) argues that places are significant sources of identity elements. He emphasises that being in different or new places affect identity through accentuation or attenuation, threat and dislocation. Places do not have a permanent meaning and the contribution to identity is never the same. What remains though, is that identity is a feeling that you belong to that place.

Finally, Bierwiazzonek (2015) states that research has to be done in order to get more knowledge on the institutional level of spatial identity, where individual experiences of space are replaced by institutional view to the city. By looking into the concept of territorial stigmatisation (Wacquant et al., 2014) and the influence territorial stigmatisation has on local institutions in a neighborhood, I want to wed Weichhart's level of spatial identity (Weichhart, 1990) to the institutional effect that territorial stigmatisation has on a secondary school in a neighborhood. The problem with spatial identities is that they are collective and distinct, but linked to individual identification (Weichhart, 1990). This means that they are not fixed but changing constructions.

2.3 Introducing the concept of territorial stigmatisation

This Section gives an understanding on the theoretical concept of territorial stigmatisation. As I have mentioned before the main issue of my thesis revolves around two scientific concepts, namely, spatial identity and territorial stigmatisation. Through the analysis of the concept of territorial stigmatisation, an integrated understanding of its distinctiveness can be understood as the outcome of how territorial stigmatisation operates and influences the process in which a regular havo/vwo first-former pupil chooses his/her secondary school to attend and therefore is connected to the relation between space and level of spatial identity.

According to Horgan (2018), territorial stigmatisation is described as one of the most powerful concepts for understanding how social, spatial and symbolic processes are intertwined in producing contemporary urban inequality. The focus of this thesis is on the negative effect that territorial stigmatisation has upon a neighbourhood in the city.

Wacquant (2007a) claims that territorial stigmatisation depends on the relationship between the social space and the physical space in a neighbourhood. If a neighbourhood is tagged with a negative label, such as a disadvantaged area, then this can in fact reinforce the negative image that people have of a neighbourhood. This negative association of a neighbourhood has a multitude of negative consequences for the inhabitants, organisations, institutions and businesses in the area (Wacquant, 2007a). Likewise, van Haften (2014) claims that the concept of territorial stigmatisation is synonymous with / or is a symbol of the description of the socio-economic/physical space within the urban environment. Pinkster et al. (2020) adds that territorial stigmatisation of a neighbourhood or district will lead to avoidance behaviour.

How did Wacquant (2007) come up with the concept of territorial stigmatisation? The concept of territorial stigmatization (weds with Bourdieu's theory of 'symbolic power' Goffman's model of the management of 'spoiled identity' to capture how the blemish of place impacts the residents of disparaged districts, the surrounding denizens, commercial operators and institutional establishments and street-level public bureaucracies. For completeness, there is a short description of the theories of 'symbolic power' and 'spoiled identity', and how these concepts have played a part in giving form to the concept of territorial stigmatization (Wacquant, 2007a). This is described in Appendix III.

So, territorial stigmatisation is used to describe the functional disconnection of dispossessed neighborhoods in the polarizing city (Wacquant, 2007). The concept of territorial stigmatisation therefore, provides a demarcation of (often) isolated spaces (neighbourhoods) in a city. As a result, the concept of territorial stigmatisation refers to the effect that the negative reputation of a neighbourhood has upon its inhabitants and institutions, and also on the outside world. The relationship between the social space and the physical space in the neighbourhood and the city, that results from this, also forms the basis of Wacquant's concept of territorial stigmatisation. There are two important aspects in Wacquant's theory (2007) which shape the territorial stigmatisation of a neighbourhood, namely; (1) *the initialisation of territorial stigmatisation by residents of a stigmatised neighbourhood*, (2) *social disinterest in the neighbourhood by outsiders and residents of a stigmatised neighbourhood*. Point 2 is important for this research. For completeness and clarity, I shall describe points 1 and 2. The *first aspect* is the effect that territorial stigmatisation has upon the inhabitants of a stigmatised neighbourhood, whereby they feel that they can do nothing else, and they feel compelled to accept the negative impression given to their area by outsiders. As a result, the inhabitants adopt this negative stigmatisation and act accordingly. The *second aspect* has the consequence that due to the stigmatisation of the neighbourhood, outsiders (as well as inhabitants of the area) start to develop a social disinterest in the area, to the extent that little to no capital investment is made in these neighbourhoods by the state or private operators. This results in the neighbourhood coming to a halt physically and socio-economically and sinking further into a ghetto.

The marginal position that these neighbourhoods occupy in the urban hierarchy, due to territorial stigmatisation, ensures that these areas are ostracised from social and economic capital, hence the negative position of these areas will be confirmed or will even be enhanced. This phenomenon is defined by Wacquant (2007) as symbolic violence. As a result, the stigma attached to such areas is incredibly powerful. This often leads to outsiders having a negative perception of a neighbourhood and the consequence is that this negative perception can be internalised by the inhabitants of the neighbourhood. (Zielinski & van der Wielen, 2019).

In addition to point 2, social disinterest in the neighbourhood by outsiders and residents of a stigmatized neighbourhood, Wacquant et al. (2014) described the five characteristics of territorial stigmatization of a neighbourhood within the contemporary urban environment in his paper *Territorial Stigmatization in Action*. *These five characteristics of territorial stigmatisation of a neighbourhood will be used to determine whether the three OGVO located secondary school neighbourhoods are territorially stigmatised* (see

Chapter 3, Section 3.1). The five characteristics of territorial stigmatisation are; (1) *Autonomized*: Territorial stigmatization and the stain of poverty; (2) *Nationalized and democratized*: territorial stigmatization and the image of the neighborhood; (3) *Social disintegration*: territorial stigmatisation and ethnic diversity; (4) *Radicalisation through selective accentuation or fictive projection*: territorial stigmatization and safety; (5) *Negative emotions*: territorial stigmatization and negative emotions to penalize urban marginality. For a detailed description of the five characteristics of the concept of territorial stigmatisation (see Appendix IV).

For the connection of these five characteristics of territorial stigmatisation within the contemporary urban environment and the associated link to the neighbourhood analysis for the three OGVO campuses, I refer to Chapter 3, sub-study 1. Consequently, Wacquant et al. (2014) states that territorial stigmatization is not a static condition, a neutral process, or an innocuous cultural game, but a consequential and injurious form of action through collective representation fastened on place. Therefore, there is a connection between the concept of territorial stigmatisation and the concept of spatial identity. Accordingly, spatial identity and territorial stigmatisation deal with the feelings and the way that people experience, express, imagine and cope with a specific place in the city that they are connected to. Because of this, in order to do so, it is important for my research to describe the effect that territorial stigmatization has on local institutions, in the case of this thesis the secondary school.

2.3.1 The effect of territorial stigmatisation on local institutions

Now that I have established what the concept of territorial stigmatisation means, it is of vital interest to my thesis to describe the connection between territorial stigmatisation and the local institution (i.e. secondary school) in a neighbourhood.

As stated in Section 2.3, territorial stigmatisation is (often) concentrated in defined and isolated urban spaces in the western world (van Haften, 2014). Territorially stigmatised areas are characterised by symbolic violence. According to Musterd & Goedhals (1999) this symbolic violence is disapproval of the environment (often the poverty culture of a territorially stigmatised neighbourhood/environment) by outsiders, and this poverty culture is manifested in the character of the school that is situated in this area. It follows from this that an independent influence can be expected from the neighbourhood/spatial environment upon the local institutions such as a secondary school. This fact is endorsed by Ellen & Turner (1997), who point out that school is implicitly thought of as part of the neighbourhood. Or as Johnson (2011) points out: 'synonymous' with the neighbourhood. Sykes (2011) states that a neighborhood works in conjunction with the local school. The impact of the neighborhood has a profound impact on the school that is situated in a neighborhood. The school, as a central neighborhood institution, has been recognised as one of the local institutions that play a role in transmitting neighborhood effects (territorial stigmatisation) on young people's outcomes (Kaupinnen, 2008; Sampson et al., 2002). According to Wacquant et al. (2014), territorial stigmatisation comprises both the physical component and the socio-economic components within a neighbourhood, resulting in a lower quality of institutions, such as a school, in the neighbourhood. Albeda and Oosterlynk (2018), supplement this by saying that neighbourhoods are not only created by their inhabitants, but also by the institutional facilities in those areas. The quality of these institutions has a great impact upon the image of the neighbourhood, in the same way that the neighbourhood has a great impact upon the institutions located within it. As a result, territorial stigmatisation influences the reputation and institutions of the neighbourhood. Wacquant et al. (2014) goes further here by describing these neighbourhoods as 'social dumps' for the poor, unemployed and other social outcasts. This often gives rise to symbols of urban 'pathology', whereby the neighbourhoods are demonised and stigmatised.

The effect of territorial stigmatisation continues to exist because outsiders constantly reaffirm this territorial stigmatisation, for example, by laying emphasis upon the different ethnic populations who live in these areas. De Decker (1998) says that as a consequence, both formal and informal capital investment disappears from the neighbourhood. Those who do not need to be there will not go there. As a result, Wacquant et al. (2014) states that this has inevitable negative consequences for the institutions that are located within these neighbourhoods.

2.3.2 Territorial stigmatization, secondary school and habitus

In Section 2.3.1 it was made clear that negative territorial stigmatization of a neighbourhood has an influence upon the institutional facilities (schools) that are located in this area. Does this fact then also lead to avoidance behaviour / distancing of a territorially stigmatised neighbourhood by secondary school pupils?

As far back as in the 1970s, the French sociologist Pierre Bourdieu (1930-2002) came up with the idea of symbolic capital (Bourdieu, 1979). Symbolic capital is a way of legitimising the actions and interpretations of demographic population groups (prestige, status or authority). The relationship between the individual and their environment (habitus) is central to the theories of Bourdieu. In the theoretical publication *Reproduction in Education, Society and Culture* (Nash, 1990), he argued that neighbourhood culture (social cohesion) in the area surrounding a school, or the home environment always has a negative or positive impact upon the attitudes and behaviour of young people and their parents towards the kind of education offered in a neighbourhood. This ensures that children from certain neighbourhoods are unsuitable for a dominant school culture in a neighbourhood. Our attitudes define how we behave, whereas we hardly stop to think why we are acting thus. The habitus (home culture) determines how we behave, which choice is made for a secondary school, for example. More recent empirical research (Karsten, 2006; Noreisch, 2007; Reay & Lucey, 2000; Sykes, 2011; Warrington, 2005) has shown a relationship between neighbourhood conditions on the one hand and school choice decisions and school access on the other. Similarly, Grambergen (2000) states that the social and physical characteristics of a neighbourhood are reflected in the attitudes and behaviour of young people and ultimately in the performance of these young people at school. Accordingly, Albeda & Oosterlynck (2018) have demonstrated that when parents and pupils have the impression that those schools where there are many people of foreign ethnicity, are often schools of lower quality. This is evident for example in the paper by Pinkster et al. (2020), which shows that in the Amsterdam district of de Bijlmer, because of its population composition (many foreign inhabitants, particularly those of African and Caribbean origin), the local secondary schools have a bad reputation, and that the teenagers in the neighbourhood are sent to a different secondary school outside of the area. Despite the good evaluation by inspectors, the secondary schools in de Bijlmer remain weak spots. Visser (2015) show that this results in secondary schools situated in areas which are negatively territorially stigmatised, struggle more to recruit experienced and good teachers and consequently they struggle to attract a diverse population of students.

On the other hand, there is such a thing as elitist social cohesion in a neighbourhood (positive territorial stigmatization). This elitist social cohesion in a neighbourhood has a positive influence on the institutions situated in this neighbourhood. According to Albeda & Oosterlynck (2018), educational authorities are more inclined to invest in a secondary school and in the educational processes in good neighbourhoods. Secondary schools are thereby able to attract better staff. One result of this is that secondary schools themselves can select their pupils, so they can then choose those with the most potential and thereby influence the image of both school and the neighbourhood. Often this is from a single ethnic population (particularly the indigenous population and children of parents with a higher educational background.)

Grambergen (2000) indicates that exclusive schools, will be located in a place where the character of the school matches the character of the neighbourhood and where a lot of (potential) pupils can be found. Furthermore, Grambergen (2000) contends that parents with a higher educational background choose to send their children to a secondary school further away from their own neighbourhood if that school has a good reputation and linked closely to their own set of beliefs and values (*habitus*). This phenomenon is called the 'white flight'. Albeda & Oosterlynck (2018) supplement this, maintaining that privileged parents are not inclined to send their children to secondary schools where there are many underprivileged children. On the other hand, should a secondary school be situated in an area where there are low-income groups, ethnic minorities and unemployment, and which is therefore territorially stigmatised (and has a negative image because of this), there will be negative consequences for the student population growth at this secondary school. (Gramberg, 2000). Sykes & Kuypers (2009) reflect on this situation and assert that it is particularly those teenagers from a territorially stigmatised neighbourhood, who don't have the opportunity to attend a secondary school outside of their local area, who make use of the school in their own neighbourhood. Consequently, negative and positive territorial stigmatization of a secondary school's area manifests itself in the perceived view that outsiders have of that area and consequently also of the secondary school situated in this area.

Research undertaken by (Bouwhuis, 2006; Herwijers & Vogels, 2004; ROA, 2016) shows that when parents and pupils lack sufficient information about a secondary school they will place reliance upon personal and visible characteristics. They will rely on the perception they have of the secondary school based upon previous experiences, knowledge and impressions. This phenomenon was named the image by Bouwhuis (2006). Research by Goosens (2014), reveals that the school image is linked to a great extent to the neighbourhood image. In this research Goosens states that if certain districts of a town/city have a negative image, this will only serve to ensure that pupils will go to a secondary school in a different part of the town. To invigorate this, territorial stigmatisation of neighbourhoods plays a role in sorting pupils into schools and in conditioning families' school choices (Lupton, 2004; Rumberger & Palardy, 2005). As a result, the concept 'framed field of choice' by Fostkett en Hesketh (1997), is introduced as to highlight the influence that parents have upon the choice of school for their child. Parents can for example select only appropriate schools (*habitus*) from which their child will subsequently make their choice. In other words, this means that the parents limit the choice of schools for their child. This 'framed field of choice' is often used for pupils by parents with an higher educational background. According to Karsten et al. (2005) parents with a higher educational background find the concurrence between secondary schools and the domestic situation important. They will therefore, implicitly or explicitly, choose a secondary school which reflect their own social class. Equally, Gilsing et al. (2010) say that when indigenous Dutch parents were asked for their motives for choice of secondary school for their son/daughter, the most important consideration was the degree of similarity between school and home and the ability for their children to mingle with children from a similar background.

In negative territorial stigmatized areas (where the percentage of ethnic minorities and unemployment rate is relatively high) parents, who are often unfamiliar with the Dutch education system and may themselves have problems with the Dutch language, are unaware of the possibilities for choice of school. This often leads them to the simple choice of the nearest secondary school in the local area Gilsing et al. (2010). This in turn invigorates the effect of territorial stigmatisation of the secondary school in that area.

Thus, neighbourhoods play a role in sorting students into schools and in conditioning families' school choices (Lupton, 2004; Rumberger & Palardy, 2005). Consequently, positive or negative territorial stigmatisation of a neighborhood affects the local institution (i.e. secondary school) in a neighbourhood and therefore plays a part in what kind of schools young people choose and gain access to (Albeda &

Oosterlynck, 2018; Bourdieu, 1979; Grambergen, 2000; Karsten, 2006; Nash, 1990; Noreisch, 2007; Pinkster et al., 2017; Reay & Lucey, 2000; Sykes & Kuypers, 2009; Sykes, 2011; Warrington, 2005).

2.3.3 Criticism on the concept of territorial stigmatisation

In various empirical research papers (Castro & Lindbladh, 2004; van Haften et al., 2014; Jensen & Christensen, 2012; Zielinski & van der Wielen, 2019) questions were raised about the theory and effect of territorial stigmatisation by Wacquant (2007a, 2008b). This criticism is concerned with the relationship between the social and physical spaces in urban environments, which are characterised by territorial stigmatisation. According to Jensen and Christensen (2012) it would appear that territorial stigmatisation is always paired with an awareness by the actor that he or she is seen by others as being less worthy. Wacquant (2007a, 2008b) in his work on territorial stigmatisation, makes use of the idea (based on the theoretical concepts of Bourdieu and Goffman), that the inhabitants of a stigmatised area take over and internalise the stigma that has been imposed upon them. These interactionist (= interaction between individuals who account for society and the function and identity of individuals within it) approaches to the processes of stigmatisation, do not, according to Jensen and Christensen (2012), necessarily signify that stigmatised and marginalised actors take over and internalise the stigma that is imposed upon them. It could well be that inhabitants of a stigmatised neighbourhood have positive feelings towards their neighbourhood, which stands in stark contrast to the concurrent awareness of the negative perception of the area by other people. Because Jensen and Christensen (2012) lay the focus upon the positive feelings of stigmatised inhabitants of their neighbourhood, this can be seen as criticism of the concept of territorial stigmatisation by Wacquant (2007a, 2008b). The essay by Zielinski and van der Wielen (2019) shows that the stigma placed upon disadvantaged areas is unjust, untrue and dishonest. This research is based upon three domains: identity formation, social cohesion and place attachment. Zielinski and van der Wielen (2019) criticise the fact that Wacquant et al. (2014) contributes to a negative discourse about stigmatised neighbourhoods. According to Zielinski and van der Wielen (2019) Wacquant et al. (2014) has too selective a view of territorially stigmatised areas, by only approaching them from their negative characteristics. One example of how Wacquant et al. (2014) puts down these neighbourhoods is seen in a quote of his use of language, such as "Social Hell". Zielinski and van der Wielen (2019) claim that the inhabitants of a neighbourhood are not only passive recipients of territorial stigma, but that they also have an active role to play in the construction of the area and their own identity, and thereby they try to work against this territorial stigma. This phenomenon can be seen as criticism of Wacquant's theory (Wacquant et al., 2014).

Thus, the theory of territorial stigmatisation rests on the fact that the negative perception of a neighbourhood by outsiders will be projected onto and will be taken on by the inhabitants of this neighbourhood, resulting in further deterioration (both socially and physically) of the neighbourhood. However, other research (Castro & Lindbladh, 2004; van Haften et al., 2014; Jensen & Christensen, 2012; Zielinski & van der Wielen, 2019) asserts that territorial stigmatisation of a neighbourhood intrudes upon the social and physical structures in the area, but that this does not necessarily lead to a negative perception of the spatial environment of the neighbourhood or of its inhabitants by outsiders, nor has it necessarily a negative effect on the institutional facilities situated within these areas. The territorially stigmatised character of a neighbourhood can also be authentically regarded and taken on for example by adolescents (the rap-culture which glorifies life in the ghetto).

2.4 School choice motives in the Netherlands

In order to be able to conduct research into the negative effect that territorial stigmatisation of a secondary school's area has upon the spatial identity of a regular havo/vwo first former pupil when making the choice of which secondary school to attend, it is important to know which school choice motives are considered standard in the choice of a secondary school. In this paragraph the most important school choice motives for a Dutch secondary school pupil are described. Before describing these standard motives, I will briefly report on how the Dutch school system is constructed, in order to subsequently characterise the standard school choice motives.

2.4.1 The Dutch school choice policy

In the Netherlands it is commonly accepted that all pupils may decide for themselves where they want to go to school. Free choice of school is a particular characteristic of the Dutch education system (Herwijers & Vogels, 2004). This is distinct from countries such as Great Britain and the United States of America, where it is compulsory to attend school within your own postal code area. As Bouwhuis (2006) states: "Unlike in other countries, the choice of school in the Netherlands is in principle never, or hardly ever, hindered by school districts or other limitations". As there are few if any restrictions placed on the choice of a school, parents and pupils have the opportunity to choose a school which conforms with their own particular preference, wishes, opinions and lifestyle (Bouwhuis, 2006; Herwijers & Vogels, 2004; ROA, 2016).

2.4.2 Standard school choice motives of pupils and parents

If parents and pupils are therefore free to choose a secondary school according to their own personal preference, wishes, opinions and lifestyle (Habitus), what then are the most important motives for choosing a school in secondary education? ROA (2016) has, in its research into objective school choice motives of pupils and parents seeking secondary education in the Netherlands, highlighted the most important school choice motives. ROA (2016) indicates that the most important school choice motives for both parents and pupils when considering a secondary school education in the Netherlands are: (1) religious denomination, (2) pedagogical and didactic vision, (3) particular characteristics (such as bilingual education) which the secondary school offers. For a more detailed description of the three most important school choice motives, which influence the choice behaviour of pupils and parents when selecting a school in secondary education (see Appendix V).

Consequently, practically all parents in the Netherlands are prepared to let their child travel further (distance) in order to get their preferred outcomes with regards all three of these school choice motives, denomination, pedagogical and didactic vision, as well as other particular characteristics (ROA, 2016). Most parents and pupils are prepared to travel an extra distance of more than 2 kilometres. This is particularly the case for religious denomination and pedagogical and didactic vision, where many parents are prepared to accept extra distances of more than 10 kilometres. Since a large number of parents, according to ROA (2016), have several secondary schools in their immediate vicinity, it is possible through the diversity of secondary schools on offer, to select a school which is most appropriate for their own preferences (habitus). In practice, however, this free choice is not without its limits. Not every conceivable alternative to denomination and pedagogical and didactic vision can always be offered in every neighbourhood. As a result, pupils and parents choose a secondary school that best suits their own habit (ROA, 2016).

2.4.3 Criticism on the standard school choice motives

The research report from ROA (2016) is an objective report into the motives and needs of parents and pupils in their choice of a secondary school. However, the influence of the neighbourhood (territorial stigmatisation) in which a secondary school is located, and the influence that this has upon the spatial identity of a pupil in making their choice of a secondary school does not appear in the report by ROA (2016). In Section 2.2 and 2.3, I pointed out that spatial identity and territorial stigmatisation play an important role in an individual's school choice behaviour. The motivation for my point of criticism about the report from ROA (2016) derives from the research into school choice motives in the school choice process by Vander Stuyft (2015). In his research, Vander Stuyft (2015) also mentions school choice motives in Belgium: the philosophy of life of the parents, choice of study programme for the pupil, distance or accessibility of the school and the perceived quality of education (which correspond with the Dutch standard school choice motives) and yet another important school choice motive, which is not part of the Dutch school choice motives research (ROA, 2016) namely; the culture of the parents and the school. Vander Stuyft (2015) shows (see Appendix I) that many parents and pupils are guided in their choice of school by the social background of the population of the school and that the building itself (the institution) is an essential element in the choice of school in addition to the standardised school choice motives in Belgium, namely; the parents' philosophy of life, the child's choice of study, the distance/accessibility of the school and the perceived quality of education. For a more detailed description of the most important school choice motives that influence the choice behaviour of a pupil and parents when choosing a secondary school in Belgium, I refer you to Appendix VI.

2.5 How can we relate the discourses of spatial identity, territorial stigmatisation and the standard school choice motives to the secondary school choice motives of a regular havo/vwo first-former pupil?

This section indicates the relationship between the concepts of spatial identity, territorial stigmatisation and the standard school choice motives. In the following, the three concepts mentioned will be discussed.

Firstly, constructing spatial identity is relating with a space (Weichhart, 1990). As Weichhart (1990) states, space co-creates spatial identities. The relations between space and levels of spatial identity are co-created on three major levels in the spatial context of a city: individual spatial identity, spatial identity on the institution level and social spatial identity (see Figure 2.1.1 in Section 2.1.1). According to Massey & Massey (1995), identity is attached to a particular place by a feeling that you belong to that place. This includes the associations and feelings that we have, when we hear and see a particular space. It is a feeling of perception held by people, it is a symbol that makes a place exclusive, it is a characteristic that some geographic places have and some do not. A secondary school is a space and a place within the city that you can identify with or not. For this reason, spatial identity in its phenomenological reality is used in various ways (Figure 2.1.1) to understand human activity. As a result, individual spatial identities are created in relation to the city. Damayanti and Kossak (2015) stated that spatial identity is a result of a connection between people, physical elements of places and activities associated with them.

Secondly, territorial stigmatisation plays an important role in creating an image and projecting this image on people and local institutions, such as a secondary school, in a neighborhood. Wacquant et al. (2014) speaks of territorial stigmatisation: the stigma of a neighbourhood. A place you should avoid because this neighbourhood brings with it negative associations. It is clear (see Section 2.3) that school is implicitly thought of as part of the neighborhood (Grambergen, 2000; Albeda & Oosterlynck, 2018), or as Johnson (2012) indicates 'synonymous' with the neighbourhood. According to Wacquant et al. (2014), territorial stigmatization is not a static condition, a neutral process, or an innocuous cultural game, but a

consequential and injurious form of action through collective representation fastened on place. What is more, Wacquant et al. (2014) connects with Rohkramer and Schulz (2009) that space is what humans encounter as space in their actions and thought. It is consistently charged with meaning and influenced by all kinds of human activities. So, the relationship that people have to place is real, specific, and based on tangible experiences and therefore creates spatial identity. For example, the poverty culture present in a neighbourhood is visible in the character of the secondary school located in this neighbourhood (Pinkster et al., 2020; Wacquant et al., 2014). This means that territorial stigmatisation of a neighbourhood can lead to avoidance behaviour and thus is of influence on a person's spatial identity. As Sykes (2011) indicates, the neighborhood context can affect what kind of schools young people choose and gain access to.

Thirdly, as stated in Section 2.3 neighbourhoods and secondary schools are considered to be a pathway through which positive or negative neighbourhood effects are transmitted (Sykes, 2011). To invigorate this, neighborhoods play a role in sorting students into schools and in conditioning school choices (Bourdieu, 1979; Lupton, 2004; Rumberger & Palardy, 2005). Because of this, as certain city districts are characterised by territorial stigmatisation, this in itself will ensure that some pupils will go to secondary schools elsewhere whose own habitus corresponds to the pupil population of the secondary school. As Grambergen (2000) indicates, exclusive schools will be located in a place where the character of the school matches the character of the neighbourhood and where a lot of (potential) pupils can be found. If the environment (neighbourhood) of the secondary school does not correspond with the norms and values model of the domestic situation of a pupil (habitus), then this will be visible in the school choice motives of that pupil. The social culture of the neighbourhood of the secondary school can be seen as a supplement to the domestic culture, which make children from certain areas unsuitable for the dominant school culture. As indicated in Section 2.4, it is commonly accepted in the Netherlands that every pupil may decide where they want to go to school. Of particular importance in this decision-making process, are the school choice motives of denomination, pedagogical and didactic vision, as well as other particular characteristics (ROA, 2016). Parents and pupils are therefore free to choose a secondary school, which suits their personal preference, wishes, opinions, lifestyle and are prepared to travel a greater distance for the preferred school preference.

Consequently, the theoretical concepts of territorial stigmatisation (Wacquant et al., 2014) and spatial identity (Weichhart, 1990) have a powerful connection/ relation with each other for understanding how the social and spatial processes of urban areas are intertwined in producing people's perception of place (Bierwanofski, 2015). Connecting these two concepts to the standard school choice motives (ROA, 2016), in-depth insights in experiences and perceptions of a regular havo/vwo first-former pupils decision-making process can be ascertained. Therefore, negative territorial stigmatisation of the secondary schools area could affect the spatial identity of a regular havo/vwo first-former pupil in opting a secondary school to attend. As a result, a complete picture of the school choice motives of a regular havo/vwo first-former pupil, in opting for a secondary school, can be determined. In Section 2.6, I will conceptualize this fact.

2.6 Conceptual framework

What connects a regular havo/vwo first-former pupil to a secondary school? Based on the scientific concepts of spatial identity and territorial stigmatization (Chapter 2) a conceptual framework has been developed that will define the school choice process of a regular havo/vwo first-former pupil. The conceptual framework identifies the key factors territorial stigmatization and spatial identity on the influence of a pupils school choice process for a secondary school.

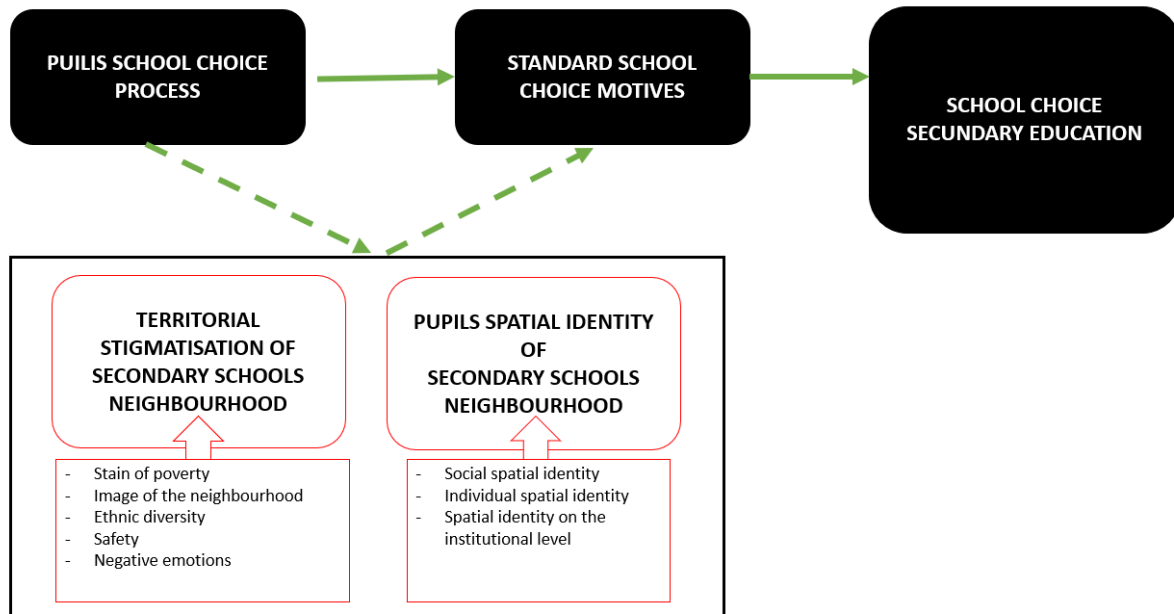


Figure 2.6. Conceptual framework.

Figure 2.6 illustrates the conceptual framework of this research. Demonstrated in Figure 2.6 are the components that construct a pupils choice of secondary school. The fixed green arrows indicate that there is a causal link between pupils' school choice process, standard school choice motives and school choice secondary education. The green dotted arrows indicate an associative link between the two variables territorial stigmatization of secondary school's area and pupils spatial identity of secondary school's area. In this thesis I hope to give an understanding on how spatial identity and territorial stigmatization of a secondary schools neighbourhood manifests itself in the perceived view (spatial identity) and eventually in the school choice motives of a regular havo/vwo pupil opting a secondary school in the municipality of Venlo. The connection between practice and science is central to my research approach. By combining practice and scientific research, in-depth insights into the relationships between neighbourhoods, educational institutions and people can be researched and described.

3. Methodology, methods and techniques

This chapter describes the methodology of the empirical research, the way in which the research has been approached, what is needed for this and why a certain research method has been chosen.

3.1 Research approach, methods and research strategy

This research is in line with the 'cultural' turn³ in human geography research, namely the influence of post-structural approaches (Deconstruction, Genealogy and discourse analysis, Performativity) with emphasis on the performativity view of looking at knowledge and society. It is therefore an examination of how social relations of power fix the meaning and significance of social practices. In regard to human geography, this requires an analysis of why some objects such as - neighbourhood, secondary school, space, place, etc. are to be understood to exist and relate to one another (Woodward et al., 2009). This is an investigation into the contemporary school choice behaviour of regular havo/vwo first-former pupils, based on the scientific paradigms of territorial stigmatisation, spatial identity and school choice motives.

To answer the research questions, it is essential to collect data using quantitative and qualitative research approaches (mixed methods). As Clifford (2016) states, it is important not to see these two approaches as binary opposites, but as multiple sources of gathering information. The research is based upon three partial investigations:

1. Is there territorial stigmatisation of the three OGVO secondary school neighbourhoods?
2. To what extent does territorial stigmatisation of the secondary schools neighbourhood influences the spatial identity of a regular first-former havo/vwo pupil?
3. To what extent does territorial stigmatisation of the secondary schools neighbourhood influences the spatial identity of a regular first-former havo/vwo pupil, besides the standard school choice motives, in the school choice process of a regular havo/vwo first-former pupil?

As a research strategy for all three research questions, the methodology of the descriptive research will be applied to describe the three sub-studies. This form of research can be used for both qualitative and quantitative research (Clifford, 2016). The conceptual model Figure 2.6 (Chapter 2, Section 2.6) indicates which aspects are important to study. It will now be specified for each research question which research aspects have been explored in order to be able to answer the three research questions.

3.1.1 Sub-study one: neighbourhood analysis

With respect to research question one, namely: Is there is territorial stigmatisation of the three OGVO secondary school neighbourhoods?, a neighbourhood analysis will be carried out. **The aim of this neighbourhood analysis is to determine whether there is objective territorial stigmatisation for each secondary school neighbourhood (also known as district or area).** This objective neighbourhood analysis will provide context to the effects of territorial stigmatisation of the secondary schools neighbourhoods in which the three OGVO secondary schools in Venlo are situated. The literature review (Chapter 2, Section 2.3) shows that territorial stigmatisation of a secondary schools area manifests itself in the perceived view that outsiders have of that area and consequently also of the secondary school situated in this area. This image of the neighbourhood influences the school choice behaviour of young people and parents (Albeda & Oosterlync, 2018; Bouwhuis, 2006; Gramberg, 2000; Herwijers & Vogels, 2004). In order to answer the

³ Human geography is in many senses an everyday phenomenon (dictionary of Human Geography, 2013). The connection between practice and science is central to my research approach. By combining practice and scientific research, in-depth insights into the relationships between neighbourhoods, educational institutions and people can be researched and described. A research based on this approach fits well within the performativity view of looking at knowledge and society.

main question of this thesis, it will first be necessary to find out whether there is territorial stigmatisation of the three neighbourhoods in which the three OGVO secondary schools in Venlo are located.

Context

The relationship between social space and physical space is the basis on which Wacquant (2007a, 2008b) developed his concept of territorial stigmatisation (see Chapter 2, Section 2.3). Wacquant (2007a, 2008b) states that, in Western countries today, territorial stigmatisation is increasingly concentrated in isolated and demarcated urban spaces. This assumption is based on a comparative study in American ghettos and in French banlieues. These neighbourhoods are characterised by territorial stigmatisation. As the theoretical concept of territorial stigmatisation is applied by Wacquant (2007a, 2008b, 2014c) at the national scale level, it is important to this study to find out how this scalar configuration affects the spatial urban process at district level (local scale level) in the urban environment of Venlo. In order to be able to analyse whether there is territorial stigmatisation of the neighbourhoods in which the three OGVO secondary schools are located, it is important that the concept of territorial stigmatisation is viewed from the perspective of the relationship between the social space and the physical space.

The three OGVO- secondary school neighbourhoods that are being evaluated in this thesis are: Venlo-South (College Den Hulster a.k.a. CDH), Venlo-North (Valuas College a.k.a. VLC) and Blerick-North (Blariacum College a.k.a BLC).⁴ The 5 aspects of territorial stigmatisation, respectively (1) *territorial stigmatisation and the stain of poverty*; (2) *territorial stigmatisation and the image of the neighbourhood*; (3) *territorial stigmatisation and ethnic diversity*; (4) *territorial stigmatisation and safety*; (5) *territorial stigmatisation and negative emotions to penalise urban marginality* by Wacquant (2014) will be analysed per OGVO secondary school neighbourhood. The analysis model (Table 3.1: Neighbourhood analysis) was used to investigate whether there is territorial stigmatisation of the 3 neighbourhoods in which the 3 secondary schools are located. The results are described at district level in Chapter 4 (Section 4.1).

Territorial stigmatisation analysis of the three OGVO neighbourhoods

Is there territorial stigmatisation of the neighbourhoods in which the three OGVO secondary schools are located in the municipality of Venlo at neighbourhood level?

Since territorial stigmatisation (the image of a neighbourhood) is to a large extent subjective and has to do with spatial stereotyping, subjectivity is an indicator of territorial stigmatisation. The subjective aspect of territorial stigmatisation (subjectivity) will be examined in sub-studies 2 and 3. The aim of this sub-study is to identify and test objective indicators of territorial stigma at district level. In order to carry out an analysis into the effects of territorial stigmatisation at the neighbourhood level (local scale), I will have to identify the objective indicators of territorial stigmatisation.

As described in Chapter 2 (Section 2.3), territorial stigmatisation is synonymous with or symbolise the description of the social spatial and physical spatial indicators within the urban environment at district level. It is therefore important to identify the objective social-spatial and physical-spatial indicators of the three OGVO secondary schools situated in the neighbourhoods at district level. It is therefore not a study of the origin of territorial stigmatisation but of objective indicators that indicate territorial stigmatisation of the neighbourhood in which the secondary school is located. This is why the academic research into territorial stigmatisation (Wacquant et al., 2014) will be linked to practice i.e. the district analysis of the municipality

⁴ Compared with the average Dutch secondary school (N = 648) the averages of the schools in this study (N = 3): M = 1820 (national average: M = 1504, SD = 1142); teachers employed: M = 151 (national average: M = 114, SD = 92); teachers age: M = 47,4 (national average: M = 42,0, SD = 10,0); graduation percentage: M = 91,7% (national average: M = 89,3%, SD = 5); exam grade: M = 6,74 (on a scale from 1 to 10) (national average M = 6.50, SD = 0.41). This indicates that the schools in this study are representative of the average Dutch secondary school. The data used are from 2019 and are obtained through source: https://www.duo.nl/open_onderwijsdata/databestanden/vo/.

of Venlo (Venlo, 2018) to find out whether there is territorial stigmatisation of the three neighbourhoods in which the three OGVO secondary schools are located. As indicated earlier, the district analysis of the municipality of Venlo (Venlo, 2018) is used to identify objective social-spatial and physical-spatial indicators of the three OGVO secondary school districts. The district analysis (Venlo, 2018) describes all districts in the municipality of Venlo on the basis of objective social spatial and physical spatial indicators. In order to find out whether there is territorial stigmatisation of the three OGVO secondary school districts, I will link the 5 indicators of territorial stigmatisation within the contemporary urban environment (see Chapter 2, Section 2.3) to the social spatial and physical spatial indicators of 3 OGVO secondary school districts described in the district analysis of the municipality of Venlo (Venlo, 2018). In order to appreciate the district analysis, I apply the concept of scale as a relation (see Chapter 2, Section 2.1). Wallenburg (2016) indicates that in the concept of 'scale as relationship' the scale level is seen as a representation of other scales. Larger scale units are not only composed of smaller scale units, they are also included in smaller scale units. Particular scales become constituted and transformed in response to particular socio-spatial dynamics and therefore how spatial phenomena can become rescaled (Marston, 2000). The 5 elements of territorial stigmatisation (Wacquant, 2014) are described on a national scale level (see Chapter 2 Section 2.3). By rescaling it is possible to link these 5 social spatial and physical spatial phenomena to the social spatial and physical spatial themes and indicators from the district analysis of the municipality of Venlo (Venlo, 2018) at local scale level. This allows me to analyse whether there is any territorial stigmatisation of the three neighbourhoods in which the three OGVO secondary schools are located. In order to carry out the analysis for the three OGVO secondary school neighbourhoods, a table has been drawn up in which the 5 social-spatial and physical-spatial indicators of territorial stigmatisation (Wacquant et al., 2014) are linked to the social-spatial and physical-spatial themes and indicators from the neighbourhood analysis of the municipality of Venlo (Venlo, 2018). By means of Table 3.1, it will be determined whether there is territorial stigmatization of the three districts in which the 3 OGVO secondary schools are located. This district analysis will be applied for each OGVO secondary school district in Venlo. As a result, it will be possible to objectively check whether there is territorial stigmatization in each OGVO secondary school district.

Neighbourhood analysis

As indicated in Section 3.2.1, the neighbourhood analysis into territorial stigmatisation at neighbourhood level (local scale level) will be elaborated for the three OGVO-secondary school neighbourhoods in the municipality of Venlo. The 5 social-spatial and physical-spatial indicators of territorial stigmatisation (Wacquant et al., 2014) are linked to the objective social-spatial and physical-spatial themes/indicators of the district analysis of the municipality of Venlo (Venlo, 2018). This interconnection makes it possible to check whether there is territorial stigmatisation of the three different neighbourhood districts in which the three OGVO schools are located. To each theme and indicator described in Table 3.1, a score will be attached to show the extent to which the 5 indicators of territorial stigmatisation occur in the three neighbourhood districts in which the three different OGVO secondary schools are located. The score model is based on the score model of the district analysis of the municipality of Venlo (Venlo, 2018). The score is divided into five categories. Per theme (living environment, residents, Living together, care, action and learning) and aspects (see Table 3.1), the abbreviations: average scores (A), poor scores (P) and strong scores (S) are used to indicate to what extent there is territorial stigmatisation within the three OGVO-neighbourhood districts within the municipality of Venlo.

The results of the neighbourhood analysis on territorial stigmatisation of the three neighbourhood districts in which the three OGVO secondary schools are located are described in Chapter 4 (Section 4.1). The results of this sub-study will be used to answer the main question of this thesis.

Table 3.1. District analysis. Connection between district analysis in the municipality of Venlo (Venlo, 2018) and the 5 factors of territorial stigmatisation (Wacquant et al., 2014).

Key concept	Five indicators of territorial stigmatisation within the contemporary urban environment on a national scale by Wacquant et al. (2014).	Connection indicators of territorial stigmatisation to the themes and aspects (indicators) of the neighbourhood analysis of the municipality of Venlo at local level (Venlo, 2018).
Territorial stigmatisation	1. <i>Autonomized</i> : territorial stigmatisation and the stain of poverty	Theme Living environment: Aspects: - Properties: - Public Space: - Safety: Theme Residents: Aspects: - Income: - Diversity:
	2. <i>Nationalized and democratized</i> : territorial stigmatisation and image of the neighbourhood	Overall score of all six themes and aspects:
	3. <i>Social disintegration</i> : territorial stigmatisation and ethnic diversity	Theme Residents: Aspect: - Diversity: Theme Living together: Aspects: - facilities: - bond/binding: - interacting with each other: Theme Care: Aspects: - health: - support:
	4. <i>Racialization through selective accentuation or fictive projection</i> : territorial stigmatisation and safety	Theme Living environment: Aspects: - Public space: - safety: Theme Living together: Aspects: -bond/binding: - Interacting with each other:
	5. <i>Negative emotions</i> : territorial stigmatisation and negative emotions to penalize urban marginality	Theme Living together: Aspects: - Facilities: - bond/binding: - Interacting with each other: Theme Action: Aspects: - Social commitment: - sports and culture: Theme Learning: Aspects: - Primary education: - Secondary education:

3.1.2 Sub-study two: semi-structured interview

With respect to research question 2, namely: *to what extent does territorial stigmatisation of the secondary school's neighbourhood influence the spatial identity of a regular first-former havo/vwo pupil?*, semi-structured interviews are conducted in sub-study 2. The aim of this sub-study is to ascertain whether the objective image of the neighbourhood analysis into territorial stigmatisation (sub-study 1) corresponds with the subjective image that a regular havo/vwo first-former pupil has of the neighbourhood in which the three OGVO secondary schools are situated and, whether this subjective image influences the spatial

identity of a regular havo/vwo first-former in relation to the three OGVO neighbourhood districts and the three OGVO secondary schools situated within them. The interviews are based on the conceptual model Figure 2.6, mentioned in Chapter 2 (Section 2.6) and the objective neighbourhood analysis of the three OGVO secondary schools and neighbourhoods mentioned in sub-study 1. During the interviews, data is collected that ultimately provides an answer to sub-question 2.

Context and research population

OGVO provides customised secondary education for pupils in the Venlo region. The three secondary schools are part of a cooperative foundation made up of three equivalent campuses: Blariacum College, Valuas College and College Den Hulster. The three OGVO campuses fall under a central administration and have a comparable range of educational programmes that differ from campus to campus except for a few spearheads (Sports, Culture and Dance, Technasium & TTO, respectively). This research does not focus on these spearheads but focuses on the regular havo/vwo department within these three campuses. All three campuses offer a regular havo/vwo programme. This makes it possible to compare the three OGVO campuses with each other. As mentioned before, why first year classes? These are the pupils who have just recently made their choice of school among the three OGVO campuses after experiencing the open days at the schools. The study population for sub-study 2 concerns the regular havo/vwo first-former pupils of OGVO campus College Den Hulster. The respondents fall into the age category 11-13 years of age, and includes both boys and girls (see Table 3.2.2, participants). For time-saving and logistical reasons, the decision was made to conduct the semi-structured interviews at College Den Hulster. Since the OGVO secondary schools are all located in Venlo, and according to DUO⁵ are equivalent in offering regular havo and vwo education, the decision to conduct interviews at College Den Hulster alone does not pose a methodological problem.

In consultation with the head of the department of the regular havo/vwo department at CDH and with the geography teacher of the regular havo/vwo first-former pupils at CDH, I will present my research classically to the havo/vwo first-former pupils at CDH. In total this concerns two regular havo/vwo first-former classes at CDH. The presentation consists of a short explanation of my research. See Appendix VII. When giving this presentation, it is important for the pupil to indicate what the 'benefits' are and what the 'usefulness' is of this research for the pupil. An additional advantage is that future respondents have already seen the researcher in person (Clifford, 2016). At the end of the presentation, pupils are given a letter stating that they can take part in this study on a voluntary basis (see Appendix VIII). This presentation took place on Friday 17 January 2020 at CDH. Through the technique of simple random sampling (by means of the student list of the two regular havo/vwo first-former classes at (CDH) the candidates were selected on the basis of voluntary participation (Babbie, 2012). Each individual is chosen entirely by chance. A total of 7 candidates were randomly selected on the basis of voluntary participation (see Table 3.2.2). This table shows the interview number, the code of the interview, whether it concerns a boy or girl and whether it is a regular HAVO/ VWO first-former pupil. Because the interviews were conducted completely anonymously, I refer to the respondents by means of the Roman numerical codes I through VII. I continued to conduct interviews until there was a theoretical saturation. In the end, this led to 7 interviews. Adding a new participant is no longer useful because there is no more essential information to be found by conducting even more semi-structured interviews. Albinski (1981) is of the opinion that an x number of numerical interviews is not necessarily important to be able to describe interrelationships and differences. The 7 interviews were conducted between 20 January and 14 February 2020. As I am not going to generalise, the results of the

⁵ zie https://www.duo.nl/open_onderwijsdata/databestanden/vo/.

semi-structured interviews will be described and analysed. In sub-study 3, the results of sub-study 2 will be tested by means of a survey. It was decided to take the respondents out of the class one by one and escort them to my office. During this short walk the pupils are approached informally and any tension can be taken out of the air (Clifford et al., 2016). The interviews were conducted in my office. According to Clifford et al. (2016) it is not always possible to conduct interviews in 'the perfect setting' but if at all possible aim to find a place that is neutral, informal (but not noisy) and easily accessible. It is important that both interviewer and interviewees feel comfortable. The semi-structured interviews were conducted anonymously. It is not important for the study to mention the name of the respondent.

The interviews follow the same structure: a brief explanation of the subject, discussing and filling in the consent form (Appendix IX), requesting permission to record the interview (Appendix X), conducting the questionnaire (Appendix XI) and thanking the participant. The interview process took an average of 28.5 minutes per respondent. The interviews were recorded via a voice recorder. According to Clifford et al. (2016) the use of a recording device allows me to focus fully on the interaction instead of feeling pressure to get the participants' words written in my notebook.

Using the Clifford interview model (see Appendix XII), the interview schedule (see Appendix XI) was drawn up to allow pupils to talk freely about the subjective territorial stigmatisation and spatial identity concerning the three OGVO located secondary school districts in the municipality of Venlo. This model is chosen for three reasons. Firstly, I have chosen the format of an opening statement and a few general questions to elicit conversation. This gives the interview more 'depth' when the interviewee's answer is followed by further questions about details and circumstances (Clifford et al., 2016). The opening statement will contain questions about place and identity (see Chapter 2, Section 2.2 and 2.3). Secondly, according to Clifford et al. (2016), semi-structured interviews are useful for investigating complex behaviours, opinions emotions and affects, and for collecting a diversity of experiences. These methods do not offer researchers a route to 'the truth' but they do offer a route to partial insights into what people do and think. Additionally, this is what I want to establish by conducting interviews. Thirdly, the semi-structured interview is conducted in order to form an in-depth understanding of, and to find out whether the territorial stigmatisation of the neighbourhood in which a secondary school is located corresponds to the spatial identity of a regular havo/vwo first-former pupil and is relevant to the school choice process of these pupils. Because it is necessary to obtain as much information as possible for this research, it is possible to deviate from the order of the list of questions/discussion points entirely. According to Clifford et al. (2016) the pupil who is being interviewed is free to formulate his/her answers accordingly (see Appendix XII). As Clifford et al. (2016) stated: "I would not necessarily ask questions in the order listed. Allowing the discussion to unfold in a conversational manner offers participants the chance to explore issues they feel are important." (p. 131).

In addition to the design of the interview questions, several standardised questions on territorial stigmatisation and spatial identity are being used, taken from various studies by Bierwaiczonek (2015); Bouwhuis (2006); Vander Stuyft (2015), Wacquant et al., (2014); Weichhart (1990); Zielinski and van der Wielen (2019). The interview (see Appendix XI) is divided into 3 sections, namely; (1) Place and identity, (2) Territorial stigmatisation, and (3) spatial identity. In the first part of the interview (Section place and identity), questions are asked that are related to both the concept of territorial stigmatisation and the concept of spatial identity. The questions are focused on the three OGVO secondary school neighbourhoods and the three OGVO campuses in the municipality of Venlo. The aim is to gain insights into the subjective perception of the concept of territorial stigmatisation as well as the concept of spatial identity for a regular

havo/vwo first-former pupil. In order to form a clear and in-depth picture of the role of territorial stigmatisation of the neighbourhood in which the secondary school is located and its effect on the spatial identity of a regular havo/vwo first-former pupil in his/her school choice process for a secondary school in the municipality of Venlo, Section 2 (territorial stigmatisation) and Section 3 (spatial identity) of the interview will respectively discuss the core concept of territorial stigmatisation and spatial identity in relation to the three OGVO secondary school located neighbourhood. In order to enthuse the respondents during the interview, the interview will start (see Appendix XI) with asking questions related to photographs of the three OGVO campuses and a neighbourhood map of the municipality of Venlo (place and identity). Sections 2 and 3 of the interview will focus on territorial stigmatisation and spatial identity.

As this research is being conducted at a Dutch secondary school (in the regular havo/ vwo first-former department), the invitation, presentation and interview will be conducted and transcribed in the Dutch language.

Table 3.2.2. Participants semi-structured interview.

	Code	Boy / Girl	Regular havo/vwo first-former pupil
Interview 1	I	<i>Boy</i>	<i>Yes</i>
Interview 2	II	<i>Girl</i>	<i>Yes</i>
Interview 3	III	<i>Boy</i>	<i>Yes</i>
Interview 4	IV	<i>Boy</i>	<i>Yes</i>
Interview 5	V	<i>Girl</i>	<i>Yes</i>
Interview 6	VI	<i>Boy</i>	<i>Yes</i>
Interview 7	VII	<i>Boy</i>	<i>Yes</i>

Data handling and analysis

The qualitative research, sub-study two, has an inductive character. The aim of sub-study two is to discover possible relationships and underlying reasons whether or not territorial stigmatisation of the secondary school's area and a pupils spatial identity regarding the secondary school's area are of influence in opting for which secondary school to attend. After the interviews had been conducted, the transcription process started on the basis of the audio recordings. The transcription of the 7 interviews was done as soon as possible after the interview was conducted in order to guarantee the reliability of the interview. As Clifford et al. (2016) indicates, it is advantageous to transcribe interviews as soon as possible after conducting them. Hearing the taped conversation when it is still fresh in your mind makes transcription much easier. To provide structure in the transcription process of the 7 semi-structured interviews, use has been made of an interview schedule (see Appendix XI). The transcriptions of the 7 semi-structured interviews (Appendix XIII) are divided into three sections, namely; (1) Place and Identity, (2) Territorial stigmatisation of the three schools secondary schools districts in the municipality of Venlo and idem the three secondary schools in the municipality of Venlo, (3) The spatial identity of a regular havo/vwo first-former pupil in conjunction with the three neighbourhoods situated in OGVO secondary school districts. As indicated in Chapter 3 (Section 3.2), the interviews were conducted anonymously. In the elaboration of the transcripts, reference was made to SP 1 (researcher) and with the Roman numerals I through VII to the respondents. For the complete elaboration of the 7 transcripts I refer to Appendix XIII.

After intensive examination of the transcriptions, the transcriptions have been imported into the data analysis program Atlas.ti. version 8.0. This program has been specially developed to encode and analyse qualitative data. The coding process of the 7 transcriptions is divided into three phases, namely: open-, axial- and selective coding (Creswell & Poth, 2016). For a description of the open, axial and selective coding used in this study I refer to Appendix XIV. An attempt was made to encode all possible data from the transcriptions that are interesting for the research. During the encoding process, some open encodings were used several times, but in order to do justice to the respondents' specific information, an attempt was made to apply as much specific open encoding as possible. Subsequently, several overlapping codes were grouped together and a code group (axial coding) was created. During the selective coding phase, the codes were further refined. This resulted in 8 code groups related to the 3 main subjects covered in the semi-structured interviews, namely; (1) Place and Identity, (2) Territorial stigmatisation of the three schools secondary schools districts in the municipality of Venlo and idem the three secondary schools in the municipality of Venlo, (3) The spatial identity of a regular havo/vwo first-former pupil in conjunction with the three neighbourhoods situated in OGVO secondary school districts. Code group 1 is related to the topic Place and Identity, code groups 2 through 5 are related to the topic territorial stigmatisation and code groups 6 through 8 are related to the topic spatial identity, see conceptual model (Figure 2.6) of this thesis. A network tree has been constructed for each code group. The network tree is a visual representation of the open, axial and selective encodings per code group of the transcriptions. The relationships between the different encodings in the network tree are indicated by means of arrows. The arrows between the different encodings indicate the relationship between them. Specific names have been used for this purpose, such as; is part of, contradicts with, is associated with, and so on. A detailed description of the number of codes and the visual representation of the analysis per code group and the network tree, can be found in Chapter 4, (Section 4.2) and in Appendix XIV, respectively.

Ethical issues

While conducting the interviews, Clifford's ethical issues were taken into account (Clifford et al., 2016).⁶ I would like to emphasise that the semi-structured interviews were conducted in Dutch and that some statements and expressions are sometimes difficult to translate into English. I would like to mention here that the semi-structured interviews were conducted in Dutch and that some statements and expressions are sometimes difficult to translate into English. The opinions, expressions and statements of the 7 interviewed regular havo/vwo first-former OGVO pupils of CDH are represented as objectively as possible. Chapter 4 (Section 4.2) describes the results of the 7 semi-structured interviews.

⁶ The following ethical aspects are taken into account: (1) Integrity and objectivity of the researcher. The researcher will at all times show respect towards the participant in the research. This is done by processing the results of the interviews objectively and truthfully and by putting the respondents at ease. (2) Participants (anonymous) will be informed and invited via a classroom presentation/ad random selection respectively, and are entitled to information about the research (XI). (3) Participants have the right to withdraw from the research at any time without explanation (see Appendix VII). (4) Participants are entitled to a summary of the results at the completion of the project (electronic copy posted on website <https://sites.google.com/ogvo.nl/territorial-stigmatisation-and/homepage>) (5) Participants, in the course of an interview, may express their feelings on the subject matter however they like. (6) The participant is asked for permission to record the interview (see Appendix X).

3.1.3 Sub-study three: survey research

With respect to sub-question three, namely: *to what extent does territorial stigmatisation of the secondary school's neighbourhood influence the spatial identity of a regular first-former havo/vwo pupil, besides the standard school choice motives, in the school choice process of a regular havo/vwo first-former pupil?*, a survey will be conducted among all regular havo/vwo first-former pupils at the three OGVO secondary schools on the basis of the results of sub-studies one and two. The statements of the survey, also categorised according to sections 1 through 3 of the semi-structured interview, were designed on the basis of the objective neighbourhood analysis and the semi-structured interviews.

Choosing a secondary school is a complex and above all individual process (Chapter 1, Section 1.1 and 1.2). According to the studies of Bouwhuis, (2006); Godschalk, (2013); ROA, (2016), it emerges that school choice is determined in particular by the standardised school choice motives (Chapter 2, Section 2.4.2). Drawing on empirical research (Chapter 2), the objective neighbourhood analysis (Chapter 4, Section 4.1) and the results of the participant interviews among the regular havo/vwo first-former pupils (Chapter 4, Section 4.2), this quantitative research demonstrates how territorial stigmatisation of a secondary school area and the spatial identity of a pupil can be a part of the regular havo/vwo first-former pupils school choice motives, besides the standard school choice motives, in opting for which secondary school to attend. The results of this survey will be compared with the results of sub-study 1, the objective neighbourhood analysis of the three OGVO secondary school districts and the semi-structured interviews in sub-study 2. Ultimately, it can be ascertained whether the effects of territorial stigmatisation of the neighbourhood district in which the three OGVO secondary school's are located and the spatial identity that binds a regular havo/vwo first-former pupil to this neighbourhood play an important role in the school choice process of a regular havo/vwo first-former pupil, in addition to the standard school choice motives.

Context and research population

Educational community Venlo en Omstreken (OGVO) provides customised secondary education for pupils in the Venlo region. The educational community (OGVO) is a collaborative foundation consisting of three equal campuses: Blariacum College, Valuas College and College Den Hulster. The three OGVO campuses are under central administration and have a similar range of educational programmes that differ from campus to campus except for a few spearheads (Sports, Culture and Dance, Technasium & TTO), respectively. This research does not focus on these spearheads but focuses on the regular havo/vwo department within these three OGVO campuses. All three OGVO campuses offer a regular havo/vwo education curriculum. This makes it possible for me to compare the three OGVO campuses for the regular havo/vwo educational curriculum. As mentioned before, why first-formers? These are the pupils who have just recently made their choice of school among the three OGVO campuses. The sampling frame of the online survey consisted of all regular havo/vwo first-former pupils at the three OGVO campuses in Venlo. In total there are 139 regular havo/vwo first-former pupils divided over the three OGVO campuses in Venlo. The respondents fall into the 11-13 age category, which includes both boys and girls. The survey will be conducted per OGVO campus. All respondents in the target group (regular havo/vwo first-former pupils) will be presented with the same survey. The survey can be made accessible online (per OGVO campus), because all regular havo/vwo first-former pupils on all three OGVO campuses (VLC, BLC, CDH) have their own device (Google Chromebook). In consultation with the principals of each campus, I will inform the mentors/coaches of the regular havo/vwo first-former pupils about my research (see Appendix XV). The survey, as well as the semi-structured interviews, will be conducted anonymously. According to (Clifford et al., 2016), sampling is a key issue in survey research because who responds to a survey can have a significant impact on the result. The sample is the subset of people to whom the questionnaire will be administered. Typically the sample is selected to represent some larger population of interest – the group of people or institutions that are the

subject of the research. A large sample size gives more precise estimates and will provide more information for addressing the research problem (Clifford et al., 2016). Per OGVO campus the survey was conducted using the survey software programme Qualtrics. Because of the Covid-19 Corona measures I was only physically present at the survey of the regular havo/vwo first-former pupils of CDH. The survey was conducted during the geography lesson at CDH. This gave these students the opportunity to ask questions. The havo/vwo first-former pupils of the 2 OGVO campuses (VLC and BLC) completed the survey during the mentoring period. Via Google Meet, the pupils were able to ask questions. Due to the Covid-19 Corona outbreak, the reduction of the survey was moved from early May 2020 to June 2020. Because the lessons at the three OGVO secondary schools (VLC, BLC, CDH) took place digitally, it was difficult for me to 'check'/motivate' all pupils to complete the survey. A total of 114 regular havo/vwo first-former pupils out of a total of 139 regular havo/vwo first-former pupils on the three OGVO campuses completed the survey. Of these 114 surveys, 105 were eventually used for the analysis. Nine surveys were found not to be fully completed and therefore could not be included in the analysis. The survey was conducted in the period May 2020. As this survey is being conducted at a Dutch-speaking secondary school, at the regular havo/vwo department, the invitation and the survey will be conducted in the Dutch language.

Design and constructing the online survey

In Geography, surveys have been used to explore people's perceptions, attitudes, experiences, behaviours and spatial interactions in diverse geographical contexts (Clifford et al., 2016). In contrast to qualitative research (sub-study 2, Section 3.1.2), this does not concern the personal beliefs/observations and the underlying beliefs of a few individuals, but of the entire population of regular havo/vwo first-former pupils at Onderwijsgemeenschap Venlo en Omstreken. For this research I have chosen the online survey method (Clifford et al, 2016) because of the growing integration of social and digital communications networks among students in their day to day life. The survey is used as a tool to discover insights into how territorial stigmatisation and spatial identity of a secondary school's neighbourhood can be a part of regular havo/vwo pupil's school choice motives besides the standardised reasons for school choice motives. As described earlier (Section 3.1.2), the survey has been designed according to the 4 main scales, territorial stigmatisation, spatial identity, standard school choice motives and place and identity. The survey covers the same scales as the interview schedule (see Appendix XI). In contrast to the semi-structured interviews, the theme standard school choice motives is included in the survey (see introduction, Section 3.1.3).

In order to be able to quantify the results of the survey, all respondents are presented with the same survey (see Appendix XVI). In order to avoid complex phrases and long words that might confuse respondents, I make use of fixed-responses (statements) making it easier for respondents to respond to the statements (Clifford, 2016). In accordance with Clifford's methodology (Clifford et al., 2016), I will make use of a five-point Likert-scale, ranging from (1) 'totally agree ' to (5) 'not agree at all', for the scales: territorial stigmatisation, spatial identity and standard school choice motives. All questions in the survey are formulated in statements. The statements have been formulated in a positive way. Statements 20, 21, 22, 32, 34, 36, 39, 49, 50, and 51 were worded in negative terms and were recoded after the survey was completed. A high score on an item means that the respondent does not agree with the statement at all. A low score on an item means that the respondent totally agrees with the statement. The territorial stigmatisation scale contains 13 statements, the spatial identity scale contains 39 statements and the standard school choice motives scale contains 16 statements.

The statements about territorial stigmatisation and spatial identity were formulated on the basis of the literature review (Chapter 2), the results of sub-study 1 (the objective neighbourhood analysis) and sub-study 2 (the semi-structured interview). In order to establish which standardised reasons for school choice

motives are considered important by regular havo/vwo first-former pupils, I will make use of the literature review (Chapter 2, Section 2.4.2) about the standardised school choice motives (ROA, 2016). The statements in the survey on standardised school choice motives are based on the literature review (Chapter 2, Section 2.4.2) and accumulated from several validated standard school choice motives questionnaires from Bouwhuis (2006), and Godschalk (2013). They have constructed school choice motive survey's for the selection of a secondary school by secondary school pupils. The statements about scale place and identity are based on the basis of the literature review (Chapter 2) and the results of sub-study 1 (the objective neighbourhood analysis) and sub-study 2 (the semi-structured interview). In contrast to the scales of territorial stigmatisation, spatial identity and standard school choice motives, the place and identity scale makes use of a tripartite option and are scaled by ordinal numbers, namely VLC, BLC, CDH. By allowing the respondents to choose from these three options, a clear picture emerges of the respondents' territorial stigmatisation and spatial identity with regard to the three OGVO secondary schools. This fourth scale contains 15 statements. Factor analysis and Cronbach's Alpha (Field, 2012; Cronbach, 1951) are used to test the validity and reliability of the main three scales (territorial stigmatisation, spatial identity and standard school choice motives). For the scale place and identity it is not possible to carry out a factor analysis or Cronbach's Alpha, as the response options for the positions of the scale place and identity are scaled by ordinal numbers

Data handling and analysis

The survey was designed and conducted via the online survey software programme Qualtrics.⁷ The survey results were then processed and analysed in the SPSS data processing programme. Factor analysis and Cronbach's Alpha are used to determine the validity and reliability of the items within the survey scales, respectively. Factor analysis is useful for exploring and verifying patterns in a set of correlation coefficients (Brown, 2001). The factor analysis shows which items (statements) correspond to each other and which statements do not. The factor analysis shows that set sub-scales of the 3 main scales (territorial stigmatisation, spatial identity and standard school choice motives) of the survey can be grouped statistically in this form. In order to determine the amount of sub-scales, the following were used for each of the three main scales: (1) a scree plot (the buckling criterion) and (2) a calculated eigenvalue > 1 . In order to determine the eligibility of the items for factor analysis in advance, the Bartlett's test of Sphericity is carried out and the Kaiser-Meyer-Olkin (KMO) value is determined. To determine the reliability of each sub-scale, Cronbach's Alpha (Cronbach, 1951) is used. Alpha's higher than the critical value of 0.70 are acceptable (Tavakol & Dennick, 2011).

In order to finally determine if there is a statistically significant difference between the specific groups (VLC, BLC, CDH) the one-way ANOVA and Tukey test was conducted. The Tukey post hoc tests are run to confirm where the differences occurred between the specific groups. In Section 4.3 the results of this test are presented for scales 1 through 3 (territorial stigmatisation, spatial identity and standardised school choice

⁷ In April 2020, after the analysis of the semi-structured interviews, a pre-test of the survey was carried out among three regular havo/vwo first-former pupils in order to check whether any ambiguities had crept into my survey. This pre-test showed that several questions from the survey were multi-interpretable. These have been adjusted in the survey. Initially, the planning was to conduct the survey at the beginning of May 2020 among all regular havo/vwo first-former pupils at the three OGVO campuses in Venlo, but due to the CoviD-19 Corona measures for secondary education, this did not succeed. Only when the students were allowed to go back to school, mid-June 2020, I distributed the survey among the regular havo/vwo first-former pupils on the three OGVO campuses.

motives). Post hoc tests are termed *a posteriori* tests; that is, performed after the event (the event in this case being sub-study three).

Under this section, the validity and reliability of the three main scales (territorial stigmatisation, spatial identity and standard school choice motives) with their respective sub-scales have been demonstrated.

Scale territorial stigmatisation

Factor analysis and Cronbach's Alpha (Field, 2012; Cronbach, 1951) are used to test the validity and reliability of the 13 items of the sub-scale territorial stigmatisation. To determine the suitability of the items for factor analysis, the scores are checked for skewness and kurtosis. An assessment of this shows that the standard error of all items $< |1.96|$ applies; values that are suitable for factor analysis according to Field (2012) (see Appendix XVII). In order to determine whether factor analysis also is meaningful, the Bartlett's test of Sphericity is carried out and the Kaiser-Meyer-Olkin (SME) value is determined. Bartlett's test is significant ($\chi^2 (78) = 298, p < .001$). The KMO- value is .681; a value that is good according to Field (2012). *Both tests indicate that reliable statements can be made about the number of scales and their classifications* (See Appendix XVII). On the basis of the scree-test, four sub-scales emerge which together explain 50.92% of the variance (See Appendix XVII).

Sub-scale 1, territorial stigmatisation and the image of the neighbourhood and stain of poverty, consisted of items Q1, Q2, Q3 and Q4. This scale determines whether the image of the neighbourhood in which the secondary school is located and characteristics of poverty of the neighbourhood in which the secondary school is located influence the image of the secondary school and the school choice motives of a regular havo/vwo first-former pupil. A low score on this scale means that the respondents agree with the statements and that the physical and social spatial characteristics of Territorial stigmatisation and the Image of the neighbourhood and stain of poverty of the neighbourhood in which the OGVO secondary school is located are strongly recognised by the respondents. The Cronbach's Alpha of this scale is .67, making it *sufficiently reliable* (Tavakol & Dennick, 2011). See Table 3.3A.

Sub-scale 2, territorial stigmatisation and ethnic diversity, consisted of items Q8 and Q9. This scale determines the extent to which ethnic diversity in the pupil population at a secondary school influences the choice of a regular havo/vwo first-former pupil for a secondary school. A low score on this scale means that the respondents agree with the statements and that the social spatial characteristics of territorial stigmatisation and ethnic diversity of the neighbourhood in which the OGVO secondary school is located are recognised by the respondents. The Cronbach's Alpha of this scale is .82, which makes the scale *more than reliable* (Tavakol & Dennick, 2011). See Table 3.3A.

Sub-scale 3, territorial stigmatisation and safety, consisted of items Q10, Q11, Q12 and Q13. This scale determines whether the safety experienced by respondents from the neighbourhood in which a secondary school is located and whether the reporting about the neighbourhood in which the three OGVO secondary schools are located affect the school choice motives of a regular havo/vwo first-former pupil. A low score on this scale means that the respondents agree with the statements and that the physical and social spatial characteristics of territorial stigmatisation and safety of the neighbourhood in which the OGVO secondary school is located are recognised by the respondents. The Cronbach's Alpha of this scale is .54, which means we have to be *careful* when drawing a conclusion for this scale (Tavakol & Dennick, 2011). See Table 3.3A.

Sub-scale 4, territorial stigmatisation and negative emotions, consisted of items Q5, Q6 and Q7. This scale determines the extent to which the three OGVO secondary school buildings fit into the three OGVO situated neighbourhoods. In combination with the neighbourhood, does the school building evokes negative emotions for the regular havo/vwo first-former pupil? A low score on this scale means that the respondents

agree with the statements and that the physical spatial characteristics of territorial stigmatisation and negative emotions of the neighbourhood in which the secondary school is located are recognised by the respondents. The Cronbach's Alpha of this scale is .60, which makes the scale *reliable with some caution* (Tavakol & Dennick, 2011). See Table 3.3A.

Table 3.3A. Cronbach's Alphas of the four sub-scales of territorial stigmatisation.

Territorial stigmatisation		OGVO (N = 105)
Sub-scale	Items per scale	Cronbach's α
1. Territorial stigmatisation and the image of the neighborhood and stain of poverty.	Q1,Q2,Q3,Q4	.67
2. Territorial stigmatisation and ethnic diversity	Q8,Q9	.82
3. Territorial stigmatisation and safety	Q10,Q11,Q12,Q13	.54
4. Territorial stigmatisation and negative emotions	Q5,Q6 Q7,	.60

Scale spatial identity

Factor analysis and Cronbach's Alpha (Field, 2012; Cronbach, 1951) are used to test the validity and reliability of the 39 items of the sub-scale spatial identity. To determine the eligibility of the items for factor analysis, the scores are checked for skewness and kurtosis. A test on this reveals that the standard error of all items $<|1.96|$ applies; values that are suitable for factor analysis according to Field (2012). In order to determine whether factor analysis is meaningful, the Bartlett's test of Sphericity is carried out and the Kaiser-Meyer-Olkin (KMO) value is determined. Bartlett's test is significant ($\chi^2 (741) = 2566, p < .001$). The KMO-value is .670; a value that is good according to Field (2012). *Both tests indicate that reliable pronouncements can be made about the number of scales and their classifications* (see Appendix XVIII). On the basis of the scree-test, three sub-scales emerge which together explain 38.60% of the variance (see Appendix XVIII).

Sub-scale 1, social spatial identity, consisted of items Q15, Q16, Q23, Q24, Q25, Q44, Q45, Q46, Q47, Q48, Q49, Q50, Q51 and Q52. This scale measures the relevance of the personal environment of the individual in interaction with the development of the individual's own identity with his new environment. A low score on this scale means that the respondents agree with the phrasing of the statements and that the social spatial identity of the individual is influenced (linked) to the subjective territorial stigmatisation of the neighbourhood in which the secondary school is located. The Cronbach's Alpha of this scale is .46, which means that we should *be cautious* in drawing a conclusion for this scale (Tavakol & Dennick, 2011). See Table 3.3B.

Sub-scale 2, individual spatial identity, consisted of items Q14, Q17, Q18, Q19, Q20, Q21, Q22, Q37, Q38, Q39, Q40 and Q43. This scale measures an individual's binding/tie with his environment. A low score on this scale means that the respondents agree with the phrasing of the statements and that Individual spatial identity of the individual is influenced (associated) by the subjective territorial stigmatisation of the neighbourhood in which the secondary school is located. The Cronbach's Alpha of this scale is .52 so the scale should be interpreted with *some caution* (Tavakol & Dennick, 2011). See Table 3.3B.

Sub-scale 3, spatial identity at the institutional level, consisted of items Q26, Q27, Q28, Q29, Q30, Q31, Q32, Q33, Q34, Q35, Q36, Q41 and Q42. This scale measures the extent to which the physical location of the secondary school and the secondary school itself corresponds to its own neighbourhood (habitat) and influences an individual's behaviour in comparison with the other neighbourhoods in the city in which a secondary school is located. A low score on this scale means that the respondents agree with the phrasing of the statements and that spatial identity at the institutional level of the individual has an influence (is related) to the subjective territorial stigmatisation of the neighbourhood in which the secondary school is located. The Cronbach's Alpha of this scale is .36, so the scale should be interpreted with *great caution* (Tavakol & Dennick, 2011). See Table 3.3B.

Tabel 3.3B. Cronbach's Alpha's of three sub-scales of spatial identity

Spatial Identity		OGVO (N = 105)
Sub-scale	Items per scale	Cronbach's α
1. Social spatial identity	Q15, Q16, Q23, Q24, Q25, Q44, Q45, Q46, Q47, Q48, Q49, Q50, Q51, Q52	.46
2. Individual spatial identity	Q14, Q17, Q18, Q19, Q20, Q21, Q22, Q37, Q38, Q39, Q40, Q43	.52
3. spatial identity on the institutional level	Q26, Q27, Q28, Q29, Q30, Q31, Q32, Q33, Q34, Q35, Q36, Q41, Q42	.36

Scale standardised school choice motives

In order to link the effect that territorial stigmatisation of the secondary school area has on the spatial identity of a regular havo/vwo first-former pupil to the school choice motives of a regular havo/vwo first-former pupil, it is important for the comprehensiveness of this research to know what the most important school choice motives are when choosing a secondary school in the Netherlands. The ROA (2016) has described the most important standardised school choice motives (see Chapter 2, Section 2.4.2). For this scale, the validated questionnaire on standardized school choice motives from the research by e.g., Bouwhuis (2006) and Godschalk (2013) was used. The sub-scales have been chosen and classified according to the school choice research ROA (2016). Due to an earlier validation by Godschalk (2012), this will not be carried out now. In addition to the studies by Bouwhuis (2006) and Godschalk (2012), the reliability of the sub-scales, the Cronbach's Alpha (Cronbach, 1951), see Appendix XIX, is as follows:

Sub-scale 1, denomination, consisted of items Q76, Q77, Q78 and Q83. This scale is used to measure the importance of a religious vision of a secondary school for an individual. A low score on this scale means that respondents agree with the phrasing of the statements and that denomination is an important school choice motive for an individual. The Cronbach's Alpha of this scale is .34, so the scale should be interpreted with *great caution* (Tavakol & Dennick, 2011). See Table 3.3C.

Sub-scale 2, pedagogical didactical vision, consisted of items Q71, Q72, Q74, Q75, Q80 and Q82. This scale measures the importance of the pedagogical didactic vision of a secondary school. It is about qualities and quality determination of the didactic management in order to achieve the intended optimisation of the educational situations for pupils and the creation of appropriate pedagogical, learning psychological, didactic and organisational support for the individual. A low score on this scale means that respondents agree with the phrasing of the statements and that pedagogical didactic vision is an important school choice

motive for an individual. The Cronbach's Alpha of this scale is .62, making the scale *reliable with some caution* (Tavakol & Dennick, 2011). See Table 3.3C.

Sub-scale 3, special characteristics, consisted of items Q73 and Q79. This scale measures the characteristics with which secondary schools could profile themselves, in addition to denomination and pedagogical-didactical vision. A low score on this scale means that respondents agree with the phrasing of the statements and that special characteristics are an important school choice motive for an individual. The Cronbach's Alpha on this scale is .45, so the scale should be interpreted *with caution* (Tavakol & Dennick, 2011). See Table 3.3C.

Sub-scale 4, distance, consisted of items Q68 and Q69. This scale determines the will of students to travel a substantial extra distance for the most preferred secondary school. Virtually all parents and pupils have a preference for a certain denomination, pedagogical-didactical vision or special characteristic and are prepared to travel further (or have their child travel) for this purpose. This also applies to the children themselves (ROA, 2016). A low score on this scale means that respondents agree with the phrasing of the statements and that distance is an important school choice motive for an individual. The Cronbach's Alpha of this scale is .86, which makes the scale *very reliable* (Tavakol & Dennick, 2011). See Table 3.3C.

Tabel 3.3C. Cronbach's Alpha's of four sub-scales of the standardised school choice motives

Standardized school choice motives		OGVO (N = 105)
Sub-scale	Items per scale	Cronbach's α
1. Denomination	Q76, Q77, Q78, Q83	.34
2. Pedagogical didactical vision	Q71, Q72, Q74, Q75, Q80, Q82	.62
3. Special characteristics	Q73, Q79	.45
4. Distance	Q68, Q69	.86

The one-way ANOVA and Tukey post hoc test will be used to compare the results of the sub-scales (1 through 11) of the three OGVO secondary schools (CDH, BLC, VLC). The ANOVA test shows per OGVO secondary school whether the pupils of CDH, BLC, and VLC think differently about the sub-scales 1 through 11 on average. The ANOVA-test shows whether there are significant ($p < 0.05$) or non-significant ($p > 0.05$) deviations/differences. The Tukey post hoc tests are run to confirm where the differences occurred between the specific groups (CDH, BLC, VLC). In this thesis the multiple comparison statistic is used and significance ($p < 0,05$). In Section 4.3 the results of this test are presented for sub-scales 1 through 11 (territorial stigmatisation, spatial identity and standardized school choice motives).

Scale place and identity

What is the feeling and image of a regular havo/vwo first-former pupil about the three OGVO secondary schools and similarly situated neighbourhood districts? As stated in Chapter 2 (Section 2.2 and Section 2.3) spatial identity and territorial stigmatisation deal with the feelings and the way that individuals experience, express, imagine and cope with a specific place in the city. A consequence of this perception is, as de Decker (1989) indicates who shouldn't be there, won't come. This notion will be examined for scale 4, place and

identity. For the statements 53 up to and including 67 it was investigated whether the physical and socio-economic spatial characteristics of the three OGVO situated secondary school neighbourhoods influence the school choice motives of a regular havo/vwo first-former pupil. As indicated in Chapter 3 (Section 3.1.3), no factor analysis, Cronbach's Alpha and a one way ANOVA with Tukey post-hoc multiple comparisons test can be carried out for the statements 53 up to and including 67. This has to do with the fact that the response options of these statements are scaled by ordinal numbers (namely, pupils can only make a choice between: CDH, BLC and VLC). However, for the statements 53 up to and including 67, it is possible to indicate a ranking per statement, but this does not give any information as to the magnitude of the numerical difference between the categories (CDH, BLC and VLC). On the basis of the data regarding the statements 53 up to and including 67 generated from the survey school choice motives (see Appendix XVI), the perception of the 105 respondents with regard to the three OGVO situated secondary school neighbourhoods (Venlo-South/CDH, Blerick-North/BLC and Venlo-North/VLC) will be described for each statement (see Chapter 4, Section 4.3).

In order to be able to answer the main question of this thesis, the results of sub-studies one, two and three will be interconnected. On the basis of these results, conclusions and recommendations will be drawn in Chapter 5 (Conclusions and Recommendations).

Ethical issues

In conducting the survey, Clifford's ethical issues were taken into account (Clifford et al., 2016).⁸ Chapter 4 describes the results of the survey. Via the website <https://sites.google.com/ogvo.nl/territorial-stigmatisation-and/homepage> the results of sub-studies 1, 2 and 3 are published for all respondents and interested parties.

3.2 Research challenges

Research design results from a series of decisions we make as researchers. These decisions flow from our knowledge of the academic literature and the research questions we want to ask (Clifford et al., 2016). In order to conduct my research I have to build in limitations. It could be possible that the OGVO-campus (Blariacum College and Valuas College) do not wish to participate in my research. In that case I have to conduct my research at my 'own' secondary school (College Den Hulster). Likewise this will mean that I do not have a large sample base for my research. Another challenge is rewriting professional jargon ((Human Geography) into specific and understandable language for pre-university pupils. So, that language that is characterised by uncommon or pretentious vocabulary can be understood within the right circumstances. This is also the case for transferring the English vocabulary into the correct Dutch vocabulary for the semi structured interviews and online survey. Staying motivated despite possible obstacles (work, family and

⁸ The following ethical aspects are taken into account:

(1) Integrity and objectivity of the researcher. The researcher shall at all times show respect towards the participant in the research. By showing respect towards the respondents at all times by interviewing and answering questions about the survey.(2) Participants have the right to withdraw from the research at any time without explanation (Appendix 10). At the start of the survey, the respondents were informed that they could withdraw at any time.(3) Participants are entitled to a summary of the results at the completion of the project. Respondents have been informed that the results of the survey can be viewed via the website <https://sites.google.com/ogvo.nl/territorial-stigmatisation-and/homepage> (4) The participant is asked for permission to conduct the online survey (Appendix 10).

study) will be challenging. That is why I must take advantage of modern technology (Altas.ti and Qualtrics). This is of invaluable importance for me as a researcher in order to save time and to gain important in depth insights into my subject matter. In addition, the research population (regular havo/vwo first-former pupils) of the three OGVO campuses is not very large. A total of 139 regular havo/vwo first-former pupils are divided over the three different OGVO campuses. A total of 114 regular havo/vwo first-former pupils completed the survey. Of these 114 surveys, 105 were completed in full. In total, 50 pupils from CDH, 15 pupils from BLC and 44 pupils from VLC completed the survey. Because I could not foresee the impact of the COVID-19 Corona virus and that the resulting measures and work for secondary education (curriculum adaptations, digital lessons and home education) would take place, my survey was delayed by three months.

In my original planning it was indicated that the submission of my thesis would be in August 2020. Due to the COVID-19 Corona virus outbreak, the submission date has become December in 2020. The generalisability of my research results is scaled down to field-specific, domain-specific and local knowledge. This thesis focuses on the communicative form of generalisability, knowledge orientation and practical orientation. It is up to the reader of this thesis to decide whether and how the research outcomes (results and conclusions) are relevant to a situation that concerns him/her (Smalling, 2016).

4. Results

This Chapter will present the outcomes of the three sub-studies described in Chapter 3, the methodological framework. The results are described on the basis of the analytical framework developed for each sub-study. The results per sub-study will be evaluated on the basis of the literature study of Chapter 2.

This chapter describes the results of the three sub-studies (see Chapter 3, Section 3.1), namely;

1. Neighbourhood analysis with regard to territorial stigmatisation of the three neighbourhood districts in which the three OGVO secondary schools are located;
2. Results semi-structured interview;
3. Results survey.

In Chapter 5, conclusion and discussion, the results of the three sub-studies from Chapter 4 will be connected and the main question of this thesis can be answered:

“Does territorial stigmatisation of the secondary school’s neighbourhood affect the spatial identity of a havo/vwo first-former pupil, and therefore influence his or her school choice motives, other than the standard school choice motives, in opting for a secondary school to attend in the municipality of Venlo?”

4.1 Results of sub-study one: neighbourhood analysis

With respect to sub-question one; *Does territorial stigmatisation exist within the three neighbourhood districts in which the three OGVO-secondary schools are situated?*, as indicated in Chapter 3 (Section 3.1.1), the neighbourhood analysis into territorial stigmatisation at neighbourhood level has been elaborated for the three OGVO-secondary school neighbourhood districts in the municipality of Venlo. In this chapter the focus will be upon whether there is any actual evidence of territorial stigmatisation of the neighbourhoods in which the three OGVO schools are located. The neighbourhood will be ‘screened’ in order to gain a deeper insight into the spatial characteristic of the area. To provide context (see Chapter 2, Section 2.1), I will briefly give an overview at national scale level about territorial stigmatisation in The Netherlands and then briefly discuss the spatial planning pattern of the various neighbourhoods in the municipality of Venlo at district level. Subsequently, a brief but concise social spatial and physical spatial description will be given for each OGVO secondary school neighbourhood district that is typical of the OGVO secondary school neighbourhood, before proceeding to the neighbourhood analysis to determine whether there is territorial stigmatisation of the three OGVO secondary school neighbourhood districts. The social spatial and physical spatial indicators for each of the three OGVO neighbourhood districts will be examined to see whether or not there is territorial stigmatisation of the district in which the three OGVO secondary schools are situated. For this analysis, Table 3.1: district analysis is used (see Chapter 3, Section 3.1.1).

Territorial stigmatisation at the national scale level, The Netherlands

In the Netherlands, according to the Dutch government, territorial stigmatisation only occurs at the national scale level for urban areas in 40 neighbourhoods which have been designated as priority areas (Centraal bureau voor de statistiek, 2015). In reality, this means that in the Netherlands, territorial stigmatisation is only recognised in these 40 neighbourhoods which are designated as priority areas by the government at the national scale. The urban district of Venlo is not among these 40 priority areas. Consequently, according to the national scale, there is no territorial stigmatisation in the municipality of Venlo (see Appendix XX).

Territorial stigmatisation at the local scale level, the municipality of Venlo

To place the 21 neighbourhoods in a citywide perspective (local scale level), the municipality of Venlo, in its neighbourhood analysis (Venlo, 2018), has divided these neighbourhoods using the terms strong, medium and weak. Figure 4.1, depicts all the neighbourhoods in Venlo. The municipality of Venlo has 4 *strong neighbourhoods*, respectively numbers 16, 26, 27, 43; the municipality of Venlo has 13 *medium neighbourhoods*, respectively numbers: 11, 12, 13, 15, 21, 24, 25, 28, 31, 35, 51, 41, 44; and the municipality of Venlo has 4 *weak neighbourhoods*, respectively numbers: 14, 22, 23, 32. For a more detailed description of the social spatial and physical spatial indicators of all these neighbourhoods I refer to the publication *wijkanalyse gemeente Venlo* (Venlo, 2018).

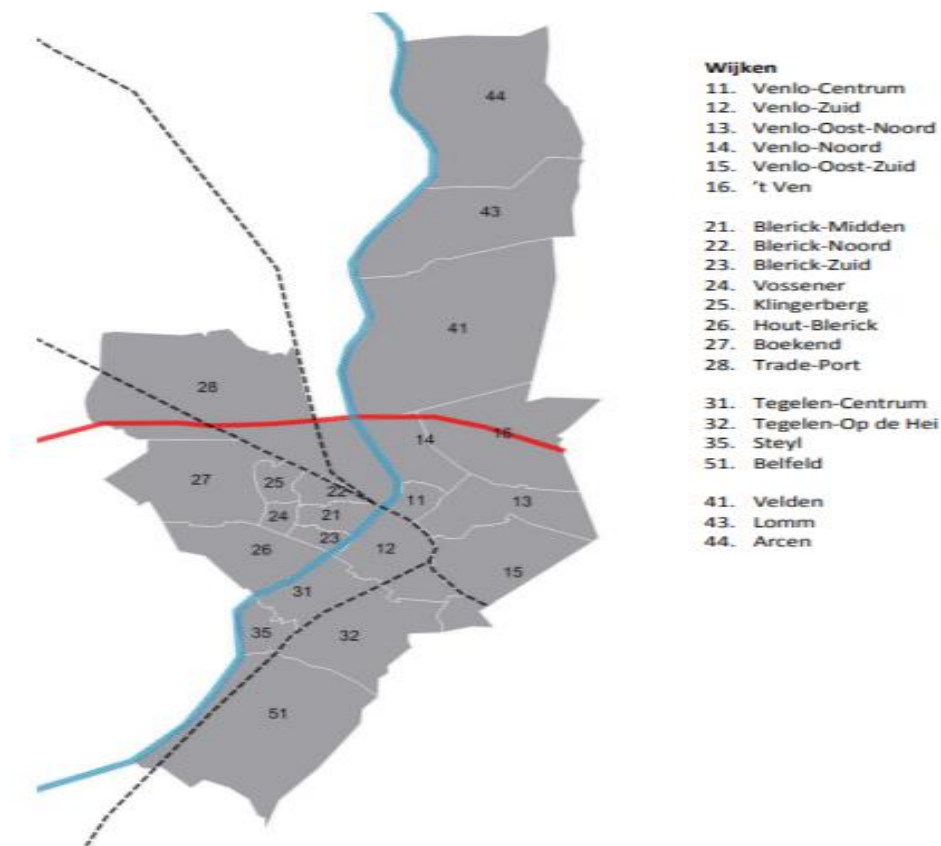


Figure 4.1. Neighbourhoods in the municipality of Venlo. *Note.* Acquired from *Wijkanalyse Venlo* (p. 33), by Gemeente Venlo, 2018, Venlo.

In order to answer sub-question 1, the three neighbourhood districts in which the three OGVO secondary schools are located have been examined in terms of the 5 indicators showing territorial stigmatisation of the neighbourhood in which the secondary school is located (see Chapter 3, Section 3.2.1). The three neighbourhoods under investigation are:

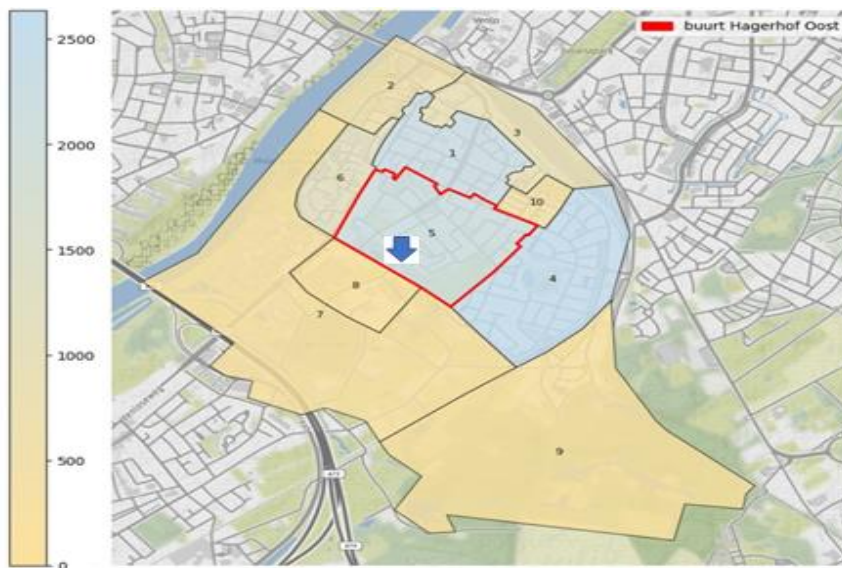
- Neighbourhood 12, Venlo-South where the OGVO secondary school College Den Hulster is located;
- Neighbourhood 14, Venlo-North where the OGVO secondary school Valuas College is located;
- Neighbourhood 22, Blerick-North where the OGVO secondary school Blariacum College is located.

Description neighbourhood 12, Venlo-South

A concise description of neighbourhood 12, Venlo-South according to the neighbourhood analysis of the municipality of Venlo:

The neighbourhood Venlo-South lies to the south of Venlo-Centre (see figure 4.2). To the north side of this neighbourhood are the main railway lines from Eindhoven to Germany and from Nijmegen to Roermond, and to the west flows the river Maas. In the northern part of this neighbourhood there are many residential areas, in the south is the industrial area and in the east are the green areas. The residential environment is categorised as “Urban postwar ground-floor dwellings area”. With its 10,000 inhabitants Venlo-Zuid is the largest neighbourhood in the municipality of Venlo. In comparison with the other 20 neighbourhoods, the proportion of young people under the age of 14 is high, as is the proportion of non-western ethnic minorities” (Venlo, 2018, p. 14).

The ground surface area of the neighbourhood Venlo-South covers some 427 hectares (100 hectare = 1 km²), of which 413 hectares is land and 14 hectares water. The ward (residential population) density is 2,201 addresses per km². In Venlo-South there are some 4,800 households (allecijfers, z.d.). Accordingly, the Venlo-South neighbourhood is subdivided into 10 areas, see Map 4.1.1. This map shows the number of inhabitants per area. The number of inhabitants in the neighbourhood in which College Den Hulster is located is 2,165. College Den Hulster is situated in the Hagerhof Oost area (this area is shown by a red line on the map) and is located directly next area 8, business park Hagerhof, (see map ↓ 4.1.1).



Map 4.1.1. District 12 Venlo-South. *Note.* Acquired from allecijfers.nl, 2019 (<https://allecijfers.nl/wijk/wijk-12-venlo-zuid/>).

The numbers 1 through 10 on the map 4.1.1, respectively show the following neighbourhoods: (1) Sinselveld, (2) Maaswaard, (3) Spoorsingel, (4) Hagerbroek, (5) Hagerhof Oost, (6) Hagerhof West, (7) Wylrehof, (8) Bedrijfsventerrein Hagerhof, (9) Onderste en Bovenste Molen, (10) Krekelveld (allecijfers, z.d.).

Neighbourhood analysis territorial stigmatisation district 12, Venlo-South

In the schedule 4.1A, the 5 social-spatial and physical spatial indicators of territorial stigmatisation (Wacquant et.al, 2014) are linked to the social-spatial and physical-spatial themes and indicators of the 2017 profile from the neighbourhood analysis of the municipality of Venlo (Venlo, 2018). Table 4.1A shows the score of the neighbourhood analysis of the municipality of Venlo (Venlo, 2018) per theme and aspect (see Chapter 3, Section 3.1).

Schedule 4.1 A. Neighbourhood analysis territorial stigmatisation district 12, Venlo-South.

Key concept	Five indicators of territorial stigmatisation within the contemporary urban environment on a national scale by Wacquant et al. (2014).	Connection indicators of territorial stigmatisation to the themes and aspects (indicators) of the neighbourhood analysis of the municipality of Venlo at local level (Venlo, 2018).
Territorial stigmatisation	1. <i>Autonomized</i> : territorial stigmatisation and the stain of poverty	Theme Living environment: P Aspects: - Properties: P - Public Space: A - Safety: P Theme Residents: A Aspects: - Income: A - Diversity: A
	2. <i>Nationalized and democratized</i> : territorial stigmatisation and image of the neighbourhood	Overall score of all six themes and aspects: Average
	3. <i>Social disintegration</i> : territorial stigmatisation and ethnic diversity	Theme Residents: A Aspect: - Diversity: A Theme Living together: A Aspects: - facilities: S - bond/binding: P - interacting with each other: P Theme Care: A Aspects: - health: A - support: P
	4. <i>Racialization through selective accentuation or fictive projection</i> : territorial stigmatisation and safety	Theme Living environment: P Aspects: - Public space: A - safety: P Theme Living together: A Aspects: -bond/binding: P - Interacting with each other: P
	5. <i>Negative emotions</i> : territorial stigmatisation and negative emotions to penalize urban marginality	Theme Living together: A Aspects: - Facilities: A - bond/binding: P - Interacting with each other: P Theme Action: A Aspects: - Social commitment: P - sports and culture: A Theme Learning: A Aspects: - Primary education: S - Secondary education: P

4.1.1 Subsidiary conclusion concerning territorial stigmatisation at the neighbourhood level in Venlo-South

As indicated in Section 4.1, there is no territorial stigmatisation of the urban living environments in the municipality of Venlo on a national scale level. At the local scale level (neighbourhood level) the Venlo-South district is an average area in comparison with all the other districts in the municipality of Venlo (indicator 2, territorial stigmatisation from Schedule 4.1A). However, there is something worthy of note with regards territorial stigmatisation of the Venlo-South district. As indicated in Chapter 2 (Section 2.3) territorial stigmatisation is based upon the relationship between social and physical spatial environment in a neighbourhood. According to van Haften et al. (2014) a stigmatised area is an area that, on a social and physical level, differs from the norm on a specific scale level. This applies to both the national scale level as well as the local scale level. In schedule 4.1A (indicator territorial stigmatisation 1, 3,4, and 5) it is worthy of note that for Venlo-South, aspects of social environment such as bonding, interacting with each other, social commitment and secondary education, score poorly in comparison with all other district areas (neighbourhood level) in the municipality of Venlo. When combined with the indicators and aspects from the physical environment (Schedule 4.1A, indicators territorial stigmatisation 1 and 4) such as residential environment, housing and security, in which Venlo-South also scored poorly, *it could be assumed that Venlo-South demonstrates the effects of territorial stigmatisation within the municipality of Venlo*. In the neighbourhood analysis by the municipality of Venlo (Venlo, 2018) it was indeed mentioned that social inconvenience in this neighbourhood is higher than average. This could be to do with the fact that on the theme of living together, the aspects of bonding and interacting with each other, Venlo-South scores scored poorly (see diagram 4.1A). At the same time, the neighbourhood Venlo-South, scored poorly for security and housing (indicator 1 from schedule 4.1A). Territorial stigmatisation at local scale level is based on the relationship between the social environment and the physical environment and on the average score of a neighbourhood within the urban hierarchy (Wacquant, 2014). As can be seen in Schedule 4.1A (indicator 2, territorial stigmatisation) this relationship and score in *Venlo-Zuid appears to score average compared to all neighbourhood districts in the municipality of Venlo*. Schedule 4.1A shows that there are more average scores (A=17) than poor scores (P=14) and strong scores (S=2).

It is striking that the social spatial theme of *learning* scores average, and the aspect *secondary education* scores poor in Venlo-Zuid. According to the neighbourhood analysis (Venlo, 2018) this is linked to the percentage of early school leavers (poor, see Schedule 4.1A) and the percentage of 18-23 year olds with a minimal educational level certificate (very poor, see Schedule 4.1A) in the neighbourhood. As I mentioned earlier (Chapter 2, Section 2.3) this is an indicator of territorial stigmatisation and could be linked to the breakdown in social cohesion, See Schedule 4.1A (indicators 1 and 5 of theme territorial stigmatisation and the themes of living together and residential environment). I support this fact with Gramberg (2000), who asserts that neighbourhood culture can have a negative influence on the behaviour of young people and parents with regards education. On the other hand, when I consider the percentage of 15-year-olds in *havo/vwo* from Venlo-South, then the neighbourhood scores average when compared to the other neighbourhoods in the municipality of Venlo. Therefore, there is no negative behaviour towards any specific type of education, which is something that is normal in a territorially stigmatised neighbourhood according to Gramberg (2000).

What are the main indicators that Venlo-South scores an average? According to the neighbourhood analysis by the municipality of Venlo (Venlo, 2018) this is because Venlo-South scores average for almost all social spatial and physical spatial environmental themes and aspects (see Schedule 4.1A). There is no evidence of a predominant ethnicity (non western ethnic minorities) in combination with low incomes in Venlo-South.

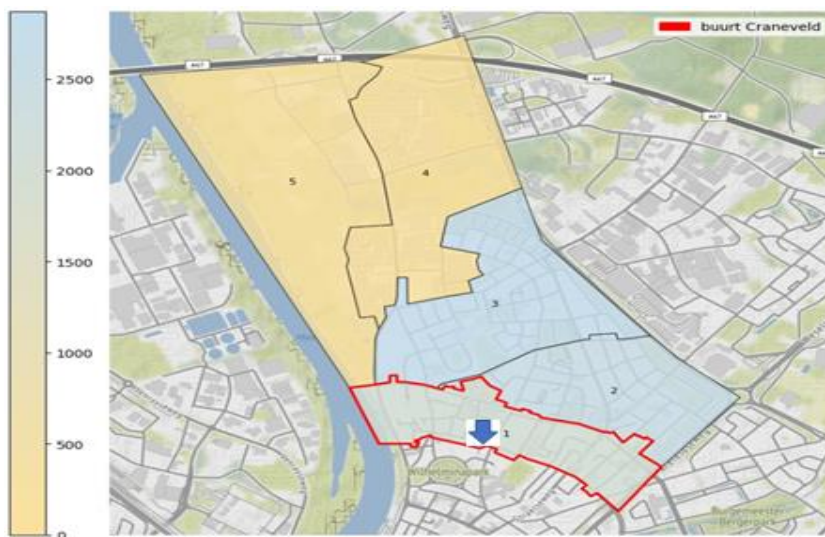
Van Haaften et al. (2014) and Waquant et al. (2014) claim that this must be the case for a territorially stigmatised neighbourhood. In areas that are characterised by territorial stigmatisation, these elements are often poor or altogether absent (van Haaften et al., 2014; Wacquant et al., 2014).

Description neighbourhood 14, Venlo-North

A concise description of neighbourhood 14, Venlo-North according to the neighbourhood analysis of the municipality of Venlo:

The neighbourhood Venlo-North lies to the north of Venlo-Centre (see figure 4.1). To the north side of this neighbourhood runs the A67 and on the western side flows the river Maas. In the northern part of this neighbourhood we find an industrial area. The remainder of the neighbourhood is mostly residential. The neighbourhood can be characterised as far as residential environment is concerned as “Post war urban compact”. More than half of the housing in the area was built during the period of 1945-1970. About half of the housing stock comprises multi-family houses and there is a relatively high proportion of rental properties. Approximately 7,500 people live in the area, of which a third have a migration background (Venlo, 2018 p. 16).

The total surface area of the neighbourhood Venlo-North is 292 hectares (100 hectares = 1 km²), of which 281 hectares is land and 11 hectares water. The residential population density is 1,988 addresses per km². In Venlo-North there are some 4,000 households (allecijfers, z.d.). Accordingly, the Venlo-North neighbourhood is subdivided into 5 areas (see map 4.1.2). On this map there are the numbers of inhabitants per area. The number of inhabitants of the neighbourhood in which, Valuas College is situated is 2,070. Valuas College is located in the Craneveld area (shown by the red area on the map) and is located directly next to the Venlo-Centre area. Valuas College is situated opposite the Wilhelminapark in the direction of the city centre, as seen ↓ on map 4.1.2.



Map 4.1.2. Neighbourhood 12 Venlo-North. Note. Acquired from allecijfers.nl, 2019 (<https://allecijfers.nl/wijk/wijk-14-venlo-noord/>).

The numbers 1 through 5 on the map 4.1.2, respectively show the following neighbourhoods: (1) Craneveld, (2) Withuis, (3) T Zand, (4) Genooybergen, (5) Genooy (allecijfers, z.d).

Neighbourhood analysis territorial stigmatisation district 14, Venlo-North

In Schedule 4.1B, the 5 social-spatial and physical spatial indicators of territorial stigmatisation (Wacquant et al., 2014) are linked to the social-spatial and physical-spatial themes and indicators of the 2017 profile from the neighbourhood analysis of the municipality of Venlo (Venlo, 2018). Table 4.1B shows the score of the neighbourhood analysis of the municipality of Venlo (Venlo, 2018) per theme and aspect (see Chapter 3, Section 3.1).

Schedule 4.1B. Neighbourhood analysis territorial stigmatisation district 14, Venlo-North.

Key concept	Five indicators of territorial stigmatisation within the contemporary urban environment on a national scale by Wacquant et al. (2014).	Connection indicators of territorial stigmatisation to the themes and aspects (indicators) of the neighbourhood analysis of the municipality of Venlo at local level (Venlo, 2018).
Territorial stigmatisation	1. <i>Autonomized</i> : territorial stigmatisation and the stain of poverty	Theme Living environment: P Aspects: - Properties: P - Public Space: A - Safety: P Theme Residents: P Aspects: - Income: P - Diversity: P
	2. <i>Nationalized and democratized</i> : territorial stigmatisation and image of the neighbourhood	Overall score of all six themes and aspects: Poor
	3. <i>Social disintegration</i> : territorial stigmatisation and ethnic diversity	Theme Residents: P Aspect: - Diversity: P Theme Living together: A Aspects: - facilities: S - bond/binding: P - interacting with each other: P Theme Care: A Aspects: - health: P - support: S
	4. <i>Racialization through selective accentuation or fictive projection</i> : territorial stigmatisation and safety	Theme Living environment: P Aspects: - Public space: A - safety: P Theme Living together: A Aspects: -bond/binding: P - Interacting with each other: P
	5. <i>Negative emotions</i> : territorial stigmatisation and negative emotions to penalize urban marginality	Theme Living together: A Aspects: - Facilities: S - bond/binding: P - Interacting with each other: P Theme Action: P Aspects: - Social commitment: P - sports and culture: P Theme Learning: A Aspects: - Primary education: A - Secondary education: P

4.1.2 Subsidiary conclusion concerning territorial stigmatisation at the neighbourhood level in Venlo-North

As indicated in Section 4.1, there is no territorial stigmatisation of the urban living environments in the municipality of Venlo on a national scale level. At the local scale level (neighbourhood level) the Venlo-North district is a poor area in comparison with all the other districts in the municipality of Venlo (indicator 2, territorial stigmatisation from Schedule 4.1B). However, there is something worthy of note about the Venlo-North district. As I pointed out in Chapter 2 (Section 2.3) territorial stigmatisation is based upon the relationship between social and physical spatial environment in an neighbourhood. According to van Haaften (2014) a stigmatised area is an area that, on a social and physical level, differs from the norm on a specific scale level. This applies to both the national scale level as well as the local scale level. In Schedule 4.1B (indicators 1, 3, 4, and 5) it is worthy of note that for Venlo-North, aspects of social space such as: bonds, interacting with each other, social commitment, sport and culture, secondary education, health, income and diversity all score poorly in comparison with all urban districts in the municipality of Venlo. When combined with the indicators and aspects from the physical space (Schedule 4.1B, indicator territorial stigmatisation 1 and 4) such as; residential environment, housing and security, in which also scored poorly in Venlo-North, *it is to be assumed that Venlo-North demonstrates the effects of territorial stigmatisation within the municipality of Venlo.* In the neighbourhood analysis by the municipality of Venlo (Venlo, 2018) there was indeed a mention of a negative development in this neighbourhood. There is less bonding between residents in this neighbourhood and the residents are also less likely to get involved in improving their neighbourhood. This can be seen in Schedule 4.1B (indicator territorial stigmatisation 1, 3, 4 and 5). Territorial stigmatisation is based on the relationship between social space and physical space as well as on the average score of a neighbourhood with in the urban hierarchy. As can be seen in Schedule 4.1B (indicator 2, territorial stigmatisation) *this relationship scores poorly in Venlo-North.* From Schedule 4.1B it seems that there are more poor scores (P=22) than average scores (A=8) or strong scores (S=3). In neighbourhoods that are characterised by territorial stigmatisation these elements are often poor or altogether absent (van Haaften et al., 2014; Wacquant et al., 2014). *Venlo-North appears to score on poorly compared to all neighbourhood districts in the municipality of Venlo.*

In line with this, it appears that the social spatial theme of *learning* scores poor, and the aspect *secondary education* in Venlo-North also score poor. According to the neighbourhood analysis by the municipality of Venlo (Venlo, 2018), this is linked to the percentage of early school leavers (poor), the percentage of 18-23 year olds with a minimal education level certificate (poor) and the percentage of 15-year-olds in havo/vwo (poor) in Venlo-North. As indicated earlier (Chapter 2, Section 2.3), this is an indicator of territorial stigmatisation. This has to do with a lack of social cohesion, see Schedule 4.1B (indicator territorial stigmatisation 3 and 4 and themes living together and residential environment). Gramberg (2000) shows that in neighbourhoods where there is a predominant poverty culture, people often have a negative perception of school and they see themselves as not following a certain educational path (see indicators territorial stigmatisation 1 and 5 in Schedule 4.1B). This is also seen in the percentage of 15-year-olds doing havo/vwo in Venlo-North, where the neighbourhood scores poorly in comparison with other neighbourhoods in the municipality of Venlo.

What are the main reasons (indicators) for Venlo-North scoring poorly? This is probably due to the fact that the relationship in Venlo-North between the social and the physical spatial environment is mainly poor, see Schedule 4.1B. There exists a large group of residents who have a migration background. Of the 7,550 people who live in Venlo-North one third has a migration background (non-western ethnic minority). In combination with the high percentage of low incomes, a high percentage of unemployed job seekers, a high percentage of people on welfare benefits, a poor residential environment and poor aspects such as;

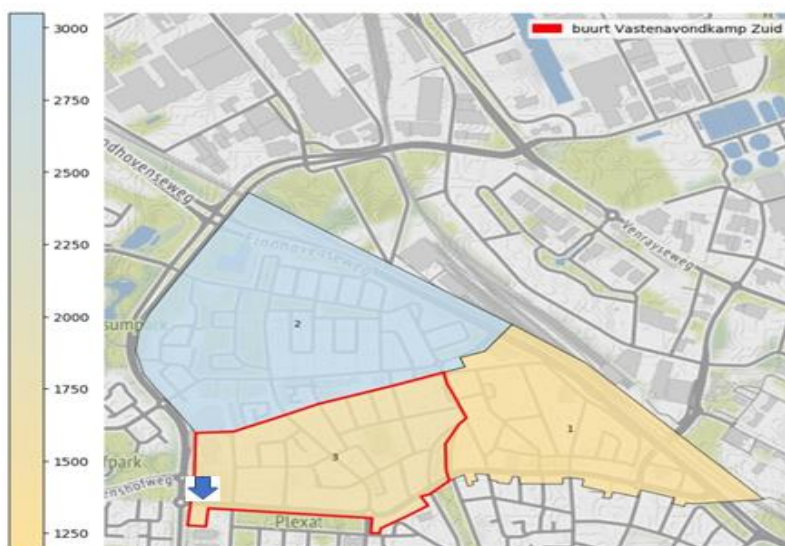
bonding, living with each other, social cohesion, sport and culture as well as health, these are all characteristics, according to van Haaften et al. (2014) en Waquant et al. (2014) of a territorially stigmatised area. In areas that are characterised by territorial stigmatisation, these elements are often poor or altogether absent (van Haaften et al., 2014; Wacquant et al., 2014).

Description neighbourhood 22, Blerick-North

A concise discription of neighborhood 22, Blerick-North according to the neighbourhood analyses of the municipality of Venlo:

This neighbourhood lies to the north of the centre of Blerick (see Figure 4.1). To the north side of the neighbourhood runs the main railway line from Eindhoven to Germany. The neighbourhood includes the areas of Smeliënkamp en Vastenavondkamp and the residential environment in Blerick-North is characterised as “Post war urban ground-floor dwellings”. As for surface area, it covers a mere 102 hectares, which puts it among the smallest neighbourhoods in the town. Of this surface area, some 79% is built-up area. The majority of the buildings (70%) were built in the period 1945-1970. Blerick-Noord has a young population. The proportion of inhabitants under the age 14 jaar (21%) is the highest of all neighbourhoods. Furthermore, it is worthy of note that Blerick-Noord is the neighbourhood with the highest percentage of ethnic minorities: 45% of the around 5,700 inhabitants are from ethnic minorities and 26% are non-western (Venlo, 2018 p.20).

The total surface area of the neighbourhood Blerick-North is 102 hectares (100 hectare = 1 km²), of which 102 hectares is land and 0 hectares water. The residential population density is 1,991 addresses per km². In Blerick-North there are some 2,450 households (allecijfers, z.d.). Accordingly, the Blerick-North neighbourhood is subdivided into 3 areas (see map 4.1.3). On this map there are the numbers of inhabitants per area. The number of inhabitants of the neighbourhood in which, Blariacum College is situated is 1,480. Blariacum College is located in the area of Vastenavondkamp Zuid (Vastenavondkamp Zuid is marked on the maps in red). The junior school building (for havo/vwo) borders the senior school building (for havo/vwo) directly next to neighbourhood 2 Vastenavondkamp Noord, see ↓ map 4.1.3.



Map 4.1.3. Neighbourhood 22 Blerick-North. Note. Acquired from allecijfers.nl, 2019 (<https://allecijfers.nl/wijk/wijk-22-blerick-noord-venlo/>).

The numbers 1 to 3 on the map 4.1.3, respectively show the following neighbourhoods: (1) Smeliënkamp, (2) Vastenavondkamp Noord, (3) Vastenavondkamp Zuid (allecijfers, z.d.).

Neighbourhood analysis territorial stigmatisation district 22, Blerick-North

In the Schedule 4.1C, the 5 social-spatial and physical spatial indicators of territorial stigmatisation (Wacquant et al., 2014) are linked to the social-spatial and physical-spatial themes and indicators of the 2017 profile from the neighbourhood analysis of the municipality of Venlo (Venlo, 2018). Schedule 4.1C shows the score of the neighbourhood analysis of the municipality of Venlo (Venlo, 2018) per theme and aspect (see Chapter 3, Section 3.1).

Schedule 4.1C. Neighbourhood analysis territorial stigmatisation district 22, Blerick-North.

Key concept	Five indicators of territorial stigmatisation within the contemporary urban environment on a national scale by Wacquant et al. (2014).	Connection indicators of territorial stigmatisation to the themes and aspects (indicators) of the neighbourhood analysis of the municipality of Venlo at local level (Venlo, 2018).
Territorial stigmatisation	1. <i>Autonomized</i> : territorial stigmatisation and the stain of poverty	Theme Living environment: P Aspects: - Properties: P - Public Space: P - Safety: P Theme Residents: P Aspects: - Income: P - Diversity: A
	2. <i>Nationalized and democratized</i> : territorial stigmatisation and image of the neighbourhood	Overall score of all six themes and aspects: Poor
	3. <i>Social disintegration</i> : territorial stigmatisation and ethnic diversity	Theme Residents: P Aspect: - Diversity: A Theme Living together: P Aspects: - facilities: A - bond/binding: P - interacting with each other: P Theme Care: A Aspects: - health: A - support: A
	4. <i>Racialization through selective accentuation or fictive projection</i> : territorial stigmatisation and safety	Theme Living environment: P Aspects: - Public space: P - safety: P Theme Living together: P Aspects: -bond/binding: P - Interacting with each other: P
	5. <i>Negative emotions</i> : territorial stigmatisation and negative emotions to penalize urban marginality	Theme Living together: P Aspects: - Facilities: A - bond/binding: P - Interacting with each other: P Theme Action: A Aspects: - Social commitment: S - sports and culture: A Theme Learning: P Aspects: - Primary education: P - Secondary education: P

4.1.3 Subsidiary conclusion concerning territorial stigmatisation at the neighbourhood level in Blerick-North

As indicated in Section 4.1, there is no territorial stigmatisation of the urban living environments in the municipality of Venlo on a national scale level. At the local scale level (neighbourhood level) the Blerick-North district is a poor area in comparison with all the other districts in the municipality of Venlo (indicator 2, territorial stigmatisation from Schedule 4.1C). However, there is something worthy of note about the Blerick-North district. As I pointed out in Chapter 2 (section 2.3) territorial stigmatisation is based upon the relationship between social and physical spatial environment in a neighbourhood. According to van Haaften et al. (2014) a stigmatised area is an area that, on a social and physical level, differs from the norm on a specific scale level. This applies to both the national scale level as well as the local scale level. In Schedule 4.1 (indicator territorial stigmatisation 1, 3, 4, and 5) it seems that Blerick-North scores poorly in aspects of social space such as; bonding, living with each other, secondary education, primary education and income, in comparison with all neighbourhoods in the municipality of Venlo. In combination with the indicators and aspects of physical space (Schedule 4.1C, indicators 1 and 4) such as; residential environment, housing, public spaces and security, which also score poorly in Blerick-Norht, *it is to be assumed that Blerick-North demonstrates the effects of territorial stigmatisation within the municipality of Venlo*. In the neighbourhood analysis by the municipality of Venlo (Venlo, 2018) there is indeed mention of a substantial feeling of insecurity among the residents in the neighbourhood. This could be linked to the fact that it scores poorly in the theme of living together and the aspects of bonding and living with each other. One positive point is that the residents of the neighbourhood are most likely to involve themselves with the improvement of their neighbourhood. This is also seen in Schedule 4.1C. (indicator territorial stigmatisation 5). Territorial stigmatisation is based on the relationship between social and physical spatial environment, as well as on the average score of a neighbourhood within the urban hierarchy (Wacquant et al., 2014). As can be seen from Schedule 4.1C, this relationship and score is poor in the Blerick-North neighbourhood. From Schedule 4.1C it seems that there are more poor scores (P=23) than average scores (A=9) or strong scores (S=1). In neighbourhoods that are characterised by territorial stigmatisation, these indicators are poor or altogether absent (van Haaften et al., 2014; Wacquant et al., 2014). *Blerick-North appears to score poorly compared to all neighbourhood districts in the municipality of Venlo*.

In line with this context it appears that the social space theme of *learning* scores poorly and that the aspect of *secondary education* in Blerick-North also scores poorly. According to the neighbourhood analysis by the municipality of Venlo (Venlo, 2018) this is linked to the percentage of early school leavers (poor) and the percentage of 15-year-olds doing havo/vwo (poor) from Blerick-North. As I mentioned earlier (Chapter 2, Section 2.3) this is an indicator of territorial stigmatisation. This has to do with the lack of social cohesion, see Schedule 4.1C (indicators territorial stigmatisation 3 and 4 and the themes of living together and residential environment living together). Gramberg (2000) shows that in neighbourhoods where there is a predominant poverty culture, people often have a negative perception of school, and see themselves as not following a certain educational path (see indicators territorial stigmatisation 1 and 5 in Schedule 4.1C). One positive point is that the percentage of 18-23 year olds with a basic qualification in the neighbourhood Blerick-North scores average.

What are the main indicators for Blerick-North scoring poorly? This is linked to the fact that the relationship in Blerick-North between the social and physical spatial environment is primarily weak according to Schedule 4.1C. There is a large group of residents who have a migrant background. Of the 5,700 people who live in Blerick-North, about 45 % of the inhabitants are from ethnic minorities, of which 26% are non-western. In combination with a high percentage of low incomes, a high percentage of unemployed job seekers, a high percentage of people claiming welfare benefits, together with a poor residential

environment and poor living together, this according to van Haften et al. (2014) and Waqquant et al. (2014), is all characteristic of a territorially stigmatised area. In areas that are characterised by territorial stigmatisation, these elements are weak or altogether absent (van Haften et al., 2014; Wacquant et al., 2014).

4.2 Results of sub-study two: semi-structured interviews

With respect to research question two, *to what extent does territorial stigmatisation of the secondary school's neighbourhood influence the spatial identity of a regular first-former havo/vwo pupil?*, in this section the outcomes of the semi-structured interviews will be discussed. The aim of this study is to find out whether the objective image of the neighbourhood analysis into territorial stigmatisation (sub-study 1, Chapter 4, Section 4.1) corresponds with the subjective image that a regular havo/vwo first-former pupil has of the neighbourhood in which the three OGVO secondary schools are situated and whether this image influences the spatial identity of a regular havo/vwo first-former pupil in relation to the three OGVO secondary schools and neighbourhoods in which they are situated (see Chapter 3, Section 3.1.2).

Introduction

To describe the results of the semi-structured interviews, the structure as indicated in Chapter 3 (Section 3.2) will be used. Textual analysis will be used to analyse text and context in a structured way. The results of the 7 semi-structured interviews are divided into three sub-topics:

1. Place and Identity;
2. Territorial stigmatisation of the three OGVO secondary school's neighbourhoods in the municipality of Venlo;
3. The spatial identity of a regular havo/vwo first-former pupil in connection with the effects of territorial stigmatisation of the three OGVO secondary school's situated neighbourhoods.

As stated in Chapter 3 (Section 3.1.2), after intensive study of the transcriptions and through the qualitative analysis programme Atlas.ti version 8.0 data from the semi-structured interviews was coded, analysed and described. This has resulted in 8 code groups related to the three sub-topics as described above. Code group 1 is related to subtopic (1) place and identity, code groups 2 through 5 are related to subtopic (2) territorial stigmatisation and code groups 6 through 8 are related to subtopic (3) spatial identity, see conceptual model Chapter 2 (Figure 2.6) of this thesis. For each code group, a network tree has been created by analysing the specific codes. The relationships between the codes in the network tree are shown by means of arrows. A description of the specific network tree is given for each network tree. A detailed description of the number of codes and the visual representation of the analysis per code group, the network tree, can be found in Appendix XIV. As indicated in Chapter 3 (Section 3.1.2), the interviews were conducted anonymously. In describing these interviews, reference was made to SP 1 (interviewer) and with Roman numerals I through VII for the respondents. For the full details of the 7 semi-structured interviews I refer to Appendix XXI. In order to be able to interpret the results of the semi-structured interviews (8 code groups) clearly and correctly, it is necessary that the reader of this Thesis has read through Appendix XXI (elaboration of semi-structured interviews). I would like to mention that the semi-structured interviews were conducted in Dutch and that some statements and expressions are sometimes difficult to translate into English. The opinions, expressions and statements of the 7 interviewed regular havo/vwo first-former pupils of OGVO secondary school CDH are depicted as objectively as possible. When describing the textual analysis, reference is sometimes made to data. The word *data* should be interpreted as interview data.

4.2.1 Sub-topic one: place and identity, code group 1

In code group 1 (place and identity) the relationship between the place and identity of a regular havo/vwo first-former pupil in relation to the three OGVO secondary schools and the neighbourhood in which these three OGVO secondary schools are situated was investigated. As stated in Chapter 2 (Section 2.2), the development of spatial identity occurs through the individual process of place-identity resulting in place attachment. So, do regular first-former havo/vwo pupils experience the effects of territorial stigmatisation and accordingly create their spatial identity of the three OGVO secondary school's areas? The answer lies in the perception of a regular first-former havo/vwo pupils sense of place, the way he or she experiences a place. As stated in Chapter 2 (Section 2.2), spatial identity is a result of a connection between people, physical elements of places, and activities associated with them. The development of spatial identity occurs through the individual process of place-identity resulting in place attachment. Physical and social characteristics of the surroundings of the secondary school play an important role in the creation of spatial identity (see Chapter 2, Section 2.1.1 and Section 2.1.2). Clear illustrations of experiences that relate to the process of place and identity in conjunction with the effects of territorial stigmatisation for the three OGVO secondary school's areas are stated in Appendix XXI.

Textual analysis place and identity, code group 1

As stated in Chapter 2 (Section 2.2) the development of spatial identity occurs through the individual process of place-identity resulting in place attachment. So, do regular first-former havo/vwo pupils experience the effects of territorial stigmatisation and accordingly create their spatial identity of the three OGVO secondary school's areas? The answer lies in the perception of a regular first-former havo/vwo pupils sense of place, the way he or she experiences a place. As stated in Chapter 2 (Section 2.1.1) spatial identity is a result of a connection between people, physical elements of places, and social activities associated with them (Qazimi, 2014; Weichhart, 1990). The development of spatial identity occurs through the individual process of place-identity resulting in place attachment. Physical and social characteristics of the secondary schools environment play an important role in the creation of spatial identity (see Chapter 2, Section 2.2, Section 2.2.1 and Section 2.2.2).

Code group 1 (textual analysis and network tree place and identity) clearly indicates that six respondents have limited perception of the area (neighbourhood) where the OGVO-secondary school's VLC and BLC are located. All respondents know precisely where their own secondary school (CDH) is located in Venlo. It appears therefore, that the respondents only have a topographical view of their own school environment (CDH), but beyond this part of the town (Venlo-South) their topographical view for the other two OGVO-campuses (VLC and BLC) is incorrect. Their perceived topographical knowledge of the municipality of Venlo doesn't extend further than their personal preference. This would seem to be borne out by the following observations:

SP 1: In which district numbers from the municipality of Venlo are the three OGVO schools located ?

I: I think BLC is in this area (21), VLC if I'm correct is in 11.

II: Valuas College, I think is somewhere in 11.

III: Blariacum College is in 20

IV: Yes, I'm only guessing ...

V: Valuas? I really have no idea.

VII: Valuascollege... Yes, that's in the city centre.

This section of the interview clearly shows that all respondents were able to identify and locate the neighbourhood of their own secondary school on the neighbourhood map of the municipality of Venlo, but had great difficulty in locating the two other secondary schools (VLC and BLC). This could explain why they

did choose CDH as their secondary school to attend. As Weichhart (1990) states, a level of identification with a place is important in order to establish spatial identity. The textual analysis clearly shows that the topographical picture of the municipality Venlo and the topographical picture of the OGVO secondary school's neighbourhoods (location) for all respondents is poor (See Appendix XXI). As mentioned in Chapter 2 (Section 2.1.1), *Place Identity* concerns the meaning and significance of places for users. All respondents are aware of the locality of their own secondary school. This shows the significance of this place for the individual and therefore they can point-out where their own secondary school is located on the neighbourhood map of the municipality Venlo. Also, sense of a secondary school relates to the bond that an individual creates with this place (secondary school), and often these bonds are associated with feelings. This is apparent from the following statements:

I: Externally Valuas College looks the best. It is a lovely building for the city. It is a large school and I personally think there is more space for individuals. I don't get that impression at BLC. That is a smaller school, but it is still very busy. CDH is really good in my opinion, not too large and not too small.

II: The school building (BLC) is a sort of orange and turquoise, that I find very strange together. I think that it looks old, but actually it is a new building. I don't like the colours, but the building has an open look because of the windows. However, it doesn't give you a good feeling. VLC is a large school and I find it looks really artistic. I think it has perhaps something to do with art. I think that it is quite open, also because of the windows, but also quite busy. CDH seems a bit more closed. I don't think it looks old, and the colours go well together. I wouldn't have thought that it was a school, rather an office building, but also just a really nice school.

III: That one is sort of, yes, it is really the type of building you expect in the city. This is the sort of building you often come across in the city (VLC). The others (BLC and CDH) fit well into the neighbourhood, but I just find that BLC is a little too new for the neighbourhood.

IV: I think, for number 2 (BLC), if I look at it from the outside, I think, I get the sort of impression that it is a kind of stadium. With number 1 (VLC) that seems like a modern school, and number 3 (CDH), is just normal, the building looks a little boring, as if it's already about 50 years old or so.

V: The feeling of openness with CDH and BLC is because of all the large windows. VLC is also open, but less so, it has mostly small windows compared with BLC and CDH.

VI: With Den Hulster and Blariacum I had a good feeling, it was a nice atmosphere. But at Valuas I knew almost immediately that I didn't like it. It was too busy.

VII: BLC is a much more modern building than the other buildings. The other buildings (VLC, CDH) really look like old schools. CDH looks like a factory, VLC looks like a prison, and BLC looks like a UFO.

It appeared that the sense of place with a secondary school is linked to the impression that the respondents had about the school building and the neighbourhood in which it is located. VLC is mainly associated with hustle and bustle and the city centre, BLC is rather the odd one out - a new school with a strange outward appearance, and CDH is just very average, so there is almost nothing more to say about it. Together these results suggest that sense of place and place attachment are connected to the personal experiences of the respondents.

Territorial stigmatisation is a way of constructing the physical and socio-economic components within a neighbourhood (Waquant et al., 2014). The objective neighbourhood analysis sub-study 1 (Section 4.1) shows that the municipality of Venlo does not have any territorially stigmatised neighbourhoods on a national scale, but that it does on a local scale. The district of Venlo-North (which includes the VLC secondary school) and Blerick-North (which includes the BLC secondary school) are characterised as weak and comply with the characteristics of territorial stigmatisation as established in sub-study 1 (Section 4.1). Hence the connection in network tree spatial identity with code group image of the neighbourhood and

stain of poverty. The Venlo-South district (which includes the CDH secondary school) scores an average in the neighbourhood analysis for the municipality of Venlo (Venlo, 2018). Furthermore, the Venlo-South district also has characteristics of territorial stigmatisation, see sub-study 1 (Section 4.1). However, the Venlo-South district also has characteristics of territorial stigmatisation, see sub-study 1 (Section 4.1). All three OGVO secondary schools neighbourhoods therefore have characteristics of territorial stigmatisation. As described in Section 2.3.2, physical and socio-economic components of a neighbourhood manifest themselves in the character of the secondary school located in this neighbourhood. *The textual analysis of code group 1 and the network tree spatial identity show that the respondents' perception of the three OGVO campuses is mainly based on the respondents' feeling of the neighbourhood in which these three campuses are located.* This is borne out by the following statements:

I: There are always kids (pupils) who make negative remarks. More at BLC than at CDH. At BLC they often have more problems with pupils, and I think that's because there are lots of shops located close to the school. Then the kids go there to have some fun. Here (CDH) you can only go to the bus stop, there is nowhere else to go. At VLC there are more Dutch kids.

II: I can't really think of anything I would say is a minus point, but then again, there aren't really any things I would say are positive. I find it difficult for VLC and BLC. As for CDH, I think that it looks really nice and that why I go to school there.

III: VLC is more or less the type of building you expect to see in the city. Everything is very close together. CDH, well, that is in a residential area, but then the houses are not quite as close together. As for BLC, well, I have never seen it from the rear. I think there are also houses around it, but that's the view from the roundabout. There is also a small football field there. But for me it is located too far away.

IV: I really don't know much about it. In the neighbourhood (CDH) there are a few shops and there is a sort of kids farm. I don't find that really much for a school.

V: I've been there just the once (VLC and BLC). So I don't really know what it is like or even what the neighbourhood looks like. I don't go to the city very often, only to Venlo-South. I have to cycle a long way.

VI: CDH is just right for this neighbourhood. That's because there is some industry here and that is a bit rough, so that's just about right for this neighbourhood. From the front CDH looks more like something industrial, but it has something. I don't really know Blariacum College very well at all. As for Valuas, I've never checked out that area, so I don't even know what it looks like.

VII: CDH is right for the neighbourhood. There are many houses and so on. All of them seem to be terraced houses. VLC and BLC look more like tourist attractions. That one (VLC) looks just right for the city centre, but not BLC. That's because BLC isn't located in the city centre, and tourists go to the wrong place if they want to see that school. The city centre (VLC) is really very busy and I don't like that so much.

In this section of the interview it emerged that the feeling for the neighbourhood in which a secondary school is located is linked to the respondents' feeling of the neighbourhood in which these three campuses are located. At the same time, the type of building and the facilities (terraced houses, shops, bus stops etc.) which are in the immediate vicinity of the secondary school, all play a role in the impression that the respondents have of this neighbourhood. Also, the respondents always referred to the secondary school name (VLC, BLC, CDH) when they talked about the neighbourhood in which the secondary schools are located. Furthermore, it emerged that the respondents had only a limited view of the neighbourhoods where they did not attend school. This leads to gut feelings and little or no real knowledge of the neighbourhood or of the secondary school situated in this neighbourhood, which subsequently resulted in a stigmatising image of the secondary school and the neighbourhood in which this secondary school is situated. *Some general physical or social characteristics of the neighbourhood in which the three OGVO secondary schools are situated are cited to support the subjective stigmatised image the respondents have of the three OGVO secondary schools situated neighbourhoods.* What remains are gut feelings based on a limited image and hearsay information that the respondents gained in their still young lives about the three

OGVO secondary schools and neighbourhoods. Hence the connection in network tree spatial identity with the code groups social spatial identity, individual spatial identity and spatial identity at the institutional level.

The element of territorial stigmatisation, territorial stigmatisation and ethnic diversity, is clearly visible in the respondents' description of the three OGVO situated neighbourhoods. As described in Chapter 4 (Section 4.1), all three districts in which the three OGVO secondary schools are situated have an ethnically profiled population composition. The districts of Venlo-South (CDH) and Blerick-North (BLC) are seen by the respondents as ethnically profiled (immigrant) districts. This is apparent in the following statements:

I: I think VLC; actually I don't know anything about VLC. I've been there just the once, not to the others. And, yes, most people where I live don't go to VLC either, they either go to CDH or to BLC. VLC is mostly for Dutch kids. Quiet kids. I've never heard that there was any aggravation at VLC, so yes. At BLC there are more foreigners, particularly in the VMBO. I'm also one, so I know that. CDH is simply a combination of VLC and BLC.

II: VLC, very busy and large. Many kids in my class go there. BLC, let me think what I think about it. I don't know, it just doesn't give me a good feeling. CDH, is just a nice school.

III: Yes, BLC is really a UFO. You see a lot of VMBO walking about there. At VLC there are many hockey players, and at CDH a lot of footballers.

IV: BLC is nothing special really. VLC is mostly for the clever kids and CDH is more for sport and the like.

V: BLC is really hectic. VLC is mostly for the city kids, and I really don't know about CDH.

VII: but what I hear is that there is discrimination at CDH. In Venlo-South there are a lot of foreigners. BLC is for kids who are interested in sports and for the VMBO kids, and there is a lot of shooting. At Valuas it is more for hockey and for training to be a chef. VLC is mostly hectic, which is because it is in the city centre.

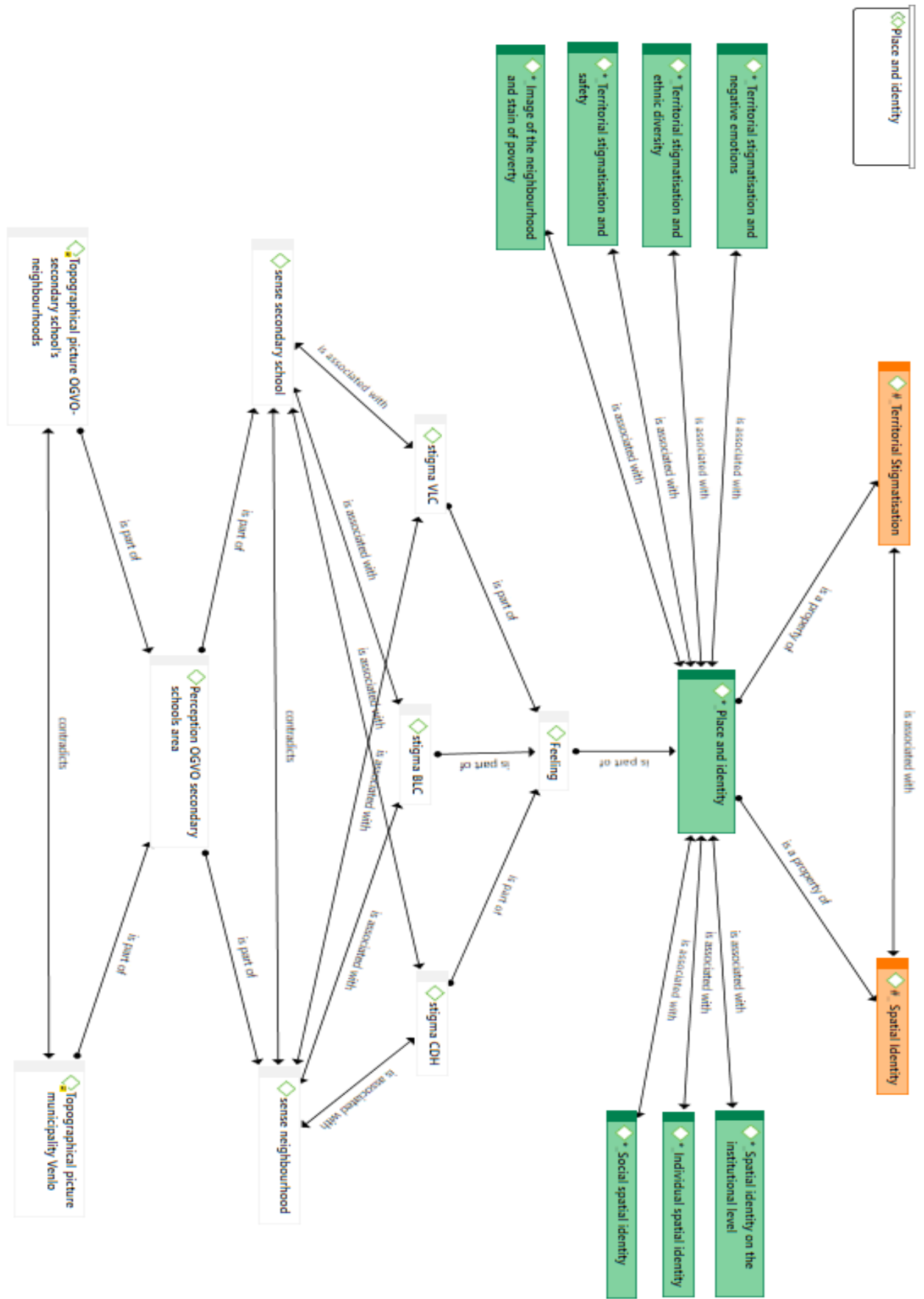
This Section of the interview shows that the spatial identity of the respondents concerning the three OGVO situated secondary school neighbourhoods doesn't correspond with the objective neighbourhood analysis from Chapter 4 (Section 4.1). Venlo-North (VLC) is seen by respondents as a good neighbourhood in the centre of the city where many autochthonous people live. This image does not correspond to the objective district analysis of sub-study 1 (Section 4.1). The fact that Venlo-North (VLC) is said to have a mainly native-born population has to do with the respondents' perception of the pupil who goes to the VLC. The description of code group 1 shows that respondents think that mainly autochthonous pupils, hockey players and smart pupils sit in a stately and beautiful school building (VLC) (see Appendix XXI, code group 1).

Code group 1, place and identity, indicate that the respondents' spatial identity is based on feelings related to physical and socio-economic characteristics of the neighbourhoods in which the three secondary schools are located. This feeling determines the perceived image that the respondents have of the neighbourhood in which the three OGVO secondary schools are located. As a consequence, the respondents put the pupil population on an equal footing with the resident population (ethnic diversity) of the neighbourhood in which the secondary school in question is located. Venlo-North and VLC is not associated with the territorial stigmatising elements as described in the objective neighbourhood analysis (sub-study one, Section 4.1). Blerick-North and BLC are put in a negative light by the respondents. Hence the connection in network tree spatial identity with code group territorial stigmatisation and negative emotions. According to the respondents, the school building (BLC) is strange in terms of design (UFO, Ship) and too modern for a school building (see Appendix XXI, code group 1). As a result, according to the respondents, this school building does not fit in with the Blerick-North district, hence the connection in network tree 1 with codes sense of secondary school, sense of neighbourhood and code group spatial identity at the institutional level. The shooting that took place last summer (2019) in Blerick-North has a reinforcing effect on the respondents'

perception of Blerick-North and the BLC. Hence the connection with in network tree 1 with code group territorial stigmatisation and safety. According to the respondents, Blerick-North is associated with violence and insecurity. According to the respondents, there are also many ethnic minority pupils ('vmbo'ers') present at BLC. This assumption corresponds to the population composition of the neighbourhood from the objective neighbourhood analysis (sub-study one, Section 4.1). It also emerges from the data from code group 1 that there are many sports pupils present at BLC and that BLC is known as a sports school. The respondents mainly associated Venlo-South and CDH with a real neighbourhood school. The respondents describe CDH as cosy and homely. Hence the connection in network tree 1 with code group social spatial identity. The objective neighbourhood analysis (sub-study one, Section 4.1) of the neighbourhood of Venlo-South corresponds to the image of CDH that the respondents have of CDH. An average neighbourhood with terraced houses with beautifully planted trees and football fields (see Appendix XXI, code group 1). One respondent (VI) finds it strange that there is a children's farm close to the secondary school (See Appendix XXI, code group 2). This is in line with the respondent's image of a neighbourhood in which a secondary school is located. Furthermore, from the data of code group 1, it appears that CDH does not have an image. It can therefore be said that the image of CDH is the same as the result of the objective neighbourhood analysis (sub-study one, Section 4.1), Venlo-South is an average city district in Venlo. Territorial stigmatisation of the Venlo-South neighbourhood and CDH is mainly due, according to the data from code group 1, to the presence of many immigrant pupils and residents in Venlo-South. This corresponds to the population composition of the district from the objective district analysis (sub-study one, Section 4.1). The data from code group 1 also show that many sports pupils in particular attend CDH.

Network tree place and identity, code group 1

As a result, the network tree 'Place and Identity', was developed from an intensive study of the transcriptions and the allocation of a category system of open, axial and selective coding via the qualitative analysis program AtlasTi. Version 8.0. of the transcripts. This network tree represents the perception of the concepts of territorial stigmatisation and spatial identity of a regular havo/vwo first-former pupil, resulting in spatial identity of the OGVO secondary school's neighbourhood being central. In total, some 80 codes have been allocated within this code group. Of these 80 codes, 9 open, 8 axial and 2 selective codes, were used to give form to the network tree. The arrows show the links between the various types of codes. See Appendix XIV for an overview of the codes used and a description of the links.



Network tree Place and identity, code group 1.

4.2.2 Sub-topic two: territorial stigmatisation of the three OGVO secondary schools neighbourhoods in the municipality of Venlo, code groups 2 through 5

This segment of the semi-structured interview discusses the concept of territorial stigmatisation (Wacquant et al., 2014) and aims to investigate whether the respondents recognise the 5 characteristics of territorial stigmatisation within the three OGVO secondary schools located neighbourhoods. Does the objective neighbourhood analysis (sub-study one, Section 4.1) correspond to the subjective image of the respondents? As stated in Chapter 2 (Section 2.3), through the analysis of the concept of territorial stigmatisation (Wacquant et al., 2014), an integrated understanding of its distinctiveness can be understood as the outcome of how territorial stigmatisation operates and influences the process in which a regular first-former havo/vwo pupil is connected to the relation between space and level of spatial identity. By relation between space and level of spatial identity I mean, the capacity of a neighbourhood to have an effect on the character or behaviour of someone or something.

Territorial stigmatisation of a neighbourhood is based on a combination of 5 factors (Wacquant et al., 2014). The sub-topic territorial stigmatisation will be analysed and described on the basis of its subdivision into code groups 2 through 5. The code groups are:

2. Image of the neighbourhood and Stain of poverty
3. Ethnic diversity
4. Territorial stigmatisation and safety
5. territorial stigmatisation and negative emotions

So, how do regular havo/vwo first-former pupils experience territorial stigmatisation of the three OGVO situated neighbourhoods? The answer lies in the perception of a regular first-former havo/vwo pupil's sense of place, or the way he or she experiences a place.

Textual analysis, image of the neighbourhood and stain of poverty, code group 2

Does territorial stigma from the image of the neighbourhood and stain of poverty of the three OGVO-situated neighbourhoods correspond with the subjective image (spatial identity) of the respondents as far as the three OGVO-situated neighbourhoods is concerned? According to Wacquant et al. (2014) image of the neighbourhood and stain of poverty in a territorially stigmatised neighbourhood is characterised as follows, quote: *"In every country, a small set of urban boroughs have gained a generic label and are known for the stain of poverty, subaltern ethnicity (encompassing national and regional 'minorities', recognised or not, and lower-class foreign migrants), degraded housing, imputed immorality, and street crime"* (p. 1273). As a result the stigma attached to such areas is incredibly powerful. This often leads to a negative image of a neighbourhood (Zielinski & van der Wielen, 2019). As described in Chapter 2 (Section 2.3) and demonstrated in sub-study one (Section 4.1), the two characteristics of territorial stigmatisation, namely; (1) Nationalised and democratised (territorial stigmatisation and image of the neighbourhood) and (2) Autonomised (territorial stigmatisation and the stain of poverty in a territorially stigmatised neighbourhood), are closely linked. According to Wacquant et al. (2014), neighbourhoods that are territorially stigmatised have a negative image and a poor physical appearance of the neighbourhood, resulting in a social disinterest in the neighbourhood on the part of outsiders (see Chapter 2, Section 2.3). The objective neighbourhood analysis (Section 4.1) shows that the districts of Venlo-North (VLC) and Blerick-North (BLC) score poorly and are territorially stigmatised at the local scale level (municipality of Venlo). In the objective neighbourhood analysis (Section 4.1), the Venlo-South district scores average and as such (at district level of Venlo municipality) does not qualify as territorially stigmatised. On the other

hand, sub-study one (Section 4.1), indicates that Venlo-South does have characteristics of territorial stigmatisation.

The analysis of code group 1, place identity, indicates that the meaning of spatial identity rests upon the meaning and significance of places for users. When asked which neighbourhood in the municipality of Venlo is the best neighbourhood, it emerged that the respondents predominantly indicated their own residential area or the city centre as the best neighbourhood in Venlo (See Appendix XXI). This is in line with the concept of 'habitus', the relationship between the individual and his environment (see Chapter 2, Section 2.3.2). The data from code group 2 show that the respondents mainly cited physical and socio-economic characteristics of the neighbourhood as reasons to describe the neighbourhood and to sketch a picture of the secondary school located in this neighbourhood. In addition to the three OGVO secondary schools and idem situated neighbourhoods, the respondents cannot give one clear reason why they consider a particular OGVO secondary school and the neighbourhood in which it is situated to be better or worse. This is illustrated in the following statements:

I : CDH, because of the trial lessons they offer, and because it is a peaceful neighbourhood. I never see any trouble there or people having trouble with their neighbours. At BLC the trial lessons were not so good.

II: I really think that VLC is one of the nicest neighbourhoods, because you can go straight from school to the city. But I also think that the image of CDH and BLC is good too. You can get to other places from College Den Hulster, and it's the same with BLC. I don't think there is much wrong with any of them.

III: I think this photo, CDH. There's plenty of space there.

IV: I think Venlo-South. Yes, I think so - it has good, solid buildings. At CDH there are many footballers, who are the best ones in the team, and that's why they particularly want to go to Den Hulster. As for the other two neighbourhoods, I think if you're not one of the best players, then you should probably go to Blariacum or Valuas. But, I'm not a great player, so what do I know ?

V: I think Den Hulster, but that's just because I go there. I wouldn't really know about the others.

VI: I don't really know these other two neighbourhoods (Venlo-North, Blerick-North), so I think CDH.

VII: CDH is really good. Because at VLC, there are just too many pupils, and often you have to go and get a yellow card if you arrive too late, because the corridors are full and you are waiting in a long queue. So, and Blariacum, yes, that's a very small school. They have a senior school building and one for the junior college.

It seems that the secondary school is equated with the neighbourhood, and the image of the neighbourhood is equated with the characteristics of the school. In network tree 2 (Image of the neighbourhood and Stain of poverty) there are examples per location of the secondary school and the neighbourhood indicated by the respondents. These examples include: a bad neighbourhood, old school building, poor accessibility, etc. What is striking is that the Venlo-North district and VLC (according to the data from code group 1 and 2) are associated with the Venlo centre district and are described with characteristics that belong to a city centre, such as large buildings, shops and bustle (traffic and population), see network tree 2. This description of Venlo-North clearly does not correspond to the objective neighbourhood analysis (see Section 4.1).

As noted in code group 1, the respondents equated the pupil population of a secondary school with the resident population/ethnic diversity of the neighbourhood in which the secondary school in question is located. Data from code group 2 show that VLC is associated by the respondents with the inner city/centre and not with the district of Venlo-North. This is illustrated in the following statements:

VII: VLC, Venlo city centre - it's near the shopping street.

I: I think VLC, it's in the city centre.

II: I really think that VLC is one of the nicest neighbourhoods, because you can go straight from school to the city.

III: Valuas is more city like, with tall buildings all close together.

Venlo-South and CDH, on the other hand, are described by analogy with the objective neighbourhood analysis (Section 4.1); Venlo-South is an average district. The respondents described Venlo-South with physical and socio-economic neighbourhood characteristics such as an orderly residential area, fairly boring looking district, not diverse in terms of buildings and a school building that fits in with the style of the district (see network tree 2). This is apparent from the following statements:

I: Because it is a peaceful neighbourhood. I never see any trouble there or people having trouble with their neighbours. What I can say is that I cycle here every day and it's a really super quiet neighbourhood.

III: Venlo-South. I can really think of that as a good neighbourhood, that's not so crowded, there's plenty of space, it also has lovely fields nearby and there is also lots of room to play.

IV: I think Venlo-South. Yes, I think so - it has good, solid buildings. However, hmm, quite boring houses, but I have to admit they are good, solid buildings.

V: Venlo-South, really good. For example you just don't see litter lying about everywhere. It is really well taken care of, so I think it's nice.

Although the respondents compare Blerick-North and BLC with Venlo-South and CDH, the respondents are more negative about the neighbourhood Blerick-North. The respondents' description of the Blerick-North neighbourhood corresponds with the description of Blerick-North in the objective neighbourhood analysis (Section 4.1). In the objective neighbourhood analysis Blerick-North is characterised as weak. It is apparent from the data that the neighbourhood Blerick-North in particular has a bad image. This is illustrated in the following statements:

III: I really think that of Blariacum.

SP1: Okay, because ?

III: Well, over there in Blerick there are often shootings and such like.

SP1: Yes, and then you hear negative reports in the news ?

III: Yes, especially that, and that sort of thing we just don't have in Venlo, not really.

SP1: Venlo you mean then ?

III: Yes.

SP1: Which neighbourhood, Venlo-South, College Den Hulster?

III: Venlo-South.

SP1: Venlo-South, yes?

III: Yes, and Venlo-North, in my opinion, also not so much.

The data from code group 2 (shown in network tree 2), show that the open codings sense of secondary school and sense of neighbourhood of the three OGVO secondary schools are typical of the respondents' perception of the three OGVO neighbourhoods and the idem located secondary schools. This is in line with Musterd & Ostendorf (2009), who say that the spatial environment/neighbourhood can be expected to

have an independent influence on local institutions such as a secondary school. Respondents indicated differences between the three OGVO secondary schools and neighbourhoods that are characteristic of the neighbourhood in question (see network tree 2). The data from code group 2 indicate that these differences are based on physical and socio-economic characteristics of the three OGVO secondary school situated neighbourhoods. Network tree 2 shows similarities between the elements of territorial stigmatisation and the spatial identity of the respondents with regard to the three OGVO secondary school situated neighbourhoods. The data from code group 2 demonstrate that the image of the secondary school is equated or equals the neighbourhood (individual spatial identity, Section 2.2.2), and the image of the neighbourhood equals the characteristics of the school (spatial identity at the institutional level (Section 2.2.2), see Network tree 2. This is illustrated in the following statements:

II: I do think that VLC is one of the best neighbourhoods though, because you can get straight from school into the city centre

III: I wouldn't think that there was school in such a building (VLC), rather just residential buildings or a shop or something like that. CDH (Venlo-South), because that is roughly the same style as the other buildings in the area. The same colours, sort of brownish, more unified.

VI: CDH (Venlo-South) yes, because there is some industry here and it is a bit rougher-looking, so it fits in with the neighbourhood quite well. The wood industry, but there are also for example other educational buildings in the area. BLC (Blerick-North) doesn't really fit in with the local houses. As for Valuas, I've never checked out that area, so I don't know what it looks like.

VII: CDH, Venlo-South. Yes, I think so ... yes. I think the walls go well in the area, but that metal part in the middle (vmbo-building) that really doesn't fit in, that is more modern. I don't think that metal part really fits in with the neighbourhood. Valuas that is simply a colourful college. That just doesn't suit the area. Most buildings in the city centre are sort of white. BLC is just like a UFO, too futuristic.

From these statements it is apparent that the secondary school is equated with the neighbourhood, and the image of the neighbourhood is equated with the characteristics of the school. The image of the neighbourhood that differs most from the objective neighbourhood analysis (Section 4.1) is the Venlo-North neighbourhood and VLC. Respondents referred to Venlo-North and VLC as a real city school, a beautiful authentic school building with mainly autochthonous and smart pupils (see network tree 2).

Code group 2, the image of the neighbourhood and stain of poverty of the three OGVO secondary schools situated neighbourhoods indicate that the respondent's spatial identity is based on physical and socio-economic elements of a neighbourhood as far as the three OGVO-situated neighbourhoods is concerned. Therefore, the label for a neighbourhood (territorial stigma) is connected to the physical and social aspects of that neighbourhood (for example: buildings, traffic, safety, hustle and bustle). At the same time, it appears that the respondents have no clear image of the neighbourhoods in which the secondary schools are situated, if they do not go to school there (See Appendix XXI, code group 2.) Venlo-South and CDH is associated with physical characteristics such as an orderly neighbourhood and good, sturdy houses. The secondary school has the same characteristics as the buildings in the neighbourhood and is therefore seen as a good and solid secondary school. Blerick-North and BLC is associated with a poverty-stricken neighbourhood and crime. Respondents also feel that the secondary school building (new building) does not fit in with the neighbourhood. These descriptions of the respondents for what concerns the two characteristics of territorial stigmatisation examined in code group 2, the image of the neighbourhood and stain of poverty, correspond for the neighbourhoods Venlo-South and Blerick-North with the objective neighbourhood analysis (Section 4.1). The theory described in Chapter 2 (Section 2.3.1 and Section 2.3.2). is in line with the findings of code group 2 for these two neighbourhoods. Venlo-North and VLC are associated with the city centre. Physical and socio-economic characteristics such as high-rise buildings, architectural city buildings and shops are linked to the secondary school and to the neighbourhood. The

two characteristics of territorial stigma examined in code group 2 (the Image of the neighbourhood and Stain of poverty) are not recognised as such for the neighbourhood of Venlo-North and attributed to this neighbourhood. The image of Venlo-North from the objective neighbourhood analysis (Section 4.1) does not correspond to the subjective spatial identity of the respondents. The respondents linked Venlo-North to the city centre of Venlo. According to the respondents, all three OGVO secondary schools are good schools (see Appendix XVI, code group 2), in contrast to the objective neighbourhood analysis. This shows that all three OGVO secondary school districts (Venlo-North, Venlo-South and Blerick-North) score weak on the theme of learning and the aspect of secondary education. However, there is something wrong with the image of BLC and CDH. CDH is associated with discrimination and BLC with the nuisance of loitering, crime and often vmbo students. The image sketched by the respondents comes from the neighbourhood characteristics of Blerick-North and Venlo-South. VLC is the only school with a positive image from the data of code group 2, with the note that the respondents link Venlo-North to Venlo centre. The data from code group 2 show that the label the respondents put on the three OGVO secondary school neighbourhoods and secondary schools has to do with the knowledge and experiences the respondents had with the three OGVO secondary school neighbourhoods and secondary schools (see Chapter 2, Section 2.2.2, social spatial identity). The textual analysis shows that the secondary school in which a pupil is enrolled, and the neighbourhood in which this secondary school is located, are perceived as positive (See Appendix XVI, code group 2). On the other hand, the data from code group 2 show the opposite to be true. In Chapter 2 (Section 2.3.1), it appears that the effect of territorial stigmatisation persists because outsiders continue to reaffirm this territorial stigmatisation of a neighbourhood. Respondents do this by creating a label for the neighbourhood and describing the secondary school based on physical and socio-economic elements of the neighbourhood and then linking it to this neighbourhood and secondary school (see network 2). It also appears from the data of code group 2 that the respondents do not have a clear picture of the two neighbourhoods in which the two secondary schools are situated where they are not enrolled at school (VLC and BLC).

The same situation also applies when asked whether the school building in question matches the physical and social characteristics of the neighbourhood in question (see Chapter 2, Section 2.2.2, spatial identity at institutional level). The data from code group 2 indicate that the respondents do not know exactly whether the school building in question fits in with the physical and social characteristics of the neighbourhood in question. Most respondents say that a school building is a school building. Nevertheless, respondents show spatial identity on an institutional level (see Chapter 2, Section 2.2.2). The respondents know how they feel and can describe the local environment in which their school is situated. The data from code group 2 show, among other things, that the respondents consider VLC to be a beautiful and stately city building, built with a sense of architecture and really a building for the city centre. The CDH building is an old but solid building that fits well in terms of colour scheme (grey) and design in the district. Only the BLC building gives rise to many different opinions. For example, respondents associate the BLC building with a UFO or even with a tourist attraction. It also emerged that the BLC building is too open in character and, according to the respondents, does not fit in with the Blerick-North neighbourhood (see Appendix XXI, code group 2 and network tree 2).

Network tree image of the neighbourhood and stain of poverty, code group 2

As a result, the network tree 'Image of the neighbourhood and Stain of poverty' was developed after an intensive study of the transcriptions and by allocating a category system of open, axial and selective codes via the qualitative analysis program AtlasTi. Version 8.0. for the transcriptions. In this network tree research was conducted using two elements from the theoretical concept of territorial stigmatisation (Image of the neighbourhood and Stain of poverty) to establish whether the respondents recognised these elements for the three OGVO secondary school's neighbourhoods, and if these elements play a role in, or have an

Textual analysis ethnic diversity, code group 3

Does territorial stigma from *ethnic diversity* exist within the three OGVO-situated neighbourhoods? In this part of the interview, I will investigate whether the objective view from the neighbourhood analysis (Section 4.1) of the ethnic diversity of the local population in the three OGVO secondary school neighbourhoods corresponds with the image, spatial identity, that the respondents exhibit in relation to the three OGVO secondary school neighbourhoods. According to Waquant et al. (2014) ethnic diversity in a territorially stigmatised neighbourhood is characterised as follows, quote: “The label ‘ghetto’ is commonly hurled about to dramatise and denounce such disintegration—including by scholars oblivious to the sociological tenor of ghettoisation as a mechanism of structural integration of a stigmatised ethnic category in the city” (p. 1273). The data from code group 3 reveals that the respondents know the difference between the concepts of autochthonous/native Dutch citizens and allochthonous persons/immigrants. I have used these concepts to describe the ethnic diversity (variation) of the local population of the three OGVO secondary school neighbourhoods. As described in Chapter 2 (Section 2.3) and demonstrated in sub-study 1 (Section 4.1), the characteristic of territorial stigmatisation: social disintegration; territorial stigmatisation and ethnic diversity is present in the three OGVO secondary schools situated neighbourhoods. In territorially stigmatised neighbourhoods there is a high degree of ethnic diversity (Waquant et al., 2014). The decision to use the terms autochthonous (native Dutch citizens) and allochthonous (immigrant) to describe the ethnic diversity of the local population of the three OGVO secondary school situated neighbourhoods is described in Chapter 3 (Section 3.1.2). In my role as a researcher I am aware of the fact that the word 'allochthonous' has a negative stigma. However, I am trying to identify the territorially stigmatised effects of the three OGVO secondary schools situated neighbourhoods that affect the spatial identity of a regular havo/vwo first-former pupil. That is the reason why I have used the terms 'autochthonous' and 'allochthonous' in order to identify the ethnic diversity in the three OGVO secondary schools situated neighbourhoods.

The objective neighbourhood analysis (Section 4.1) shows that all three neighbourhoods in which the three OGVO secondary schools are situated, have a large proportion of non-Western immigrants living in these three neighbourhoods. In particular, the neighbourhoods Blerick-North and Venlo-North are characterized by a high degree of ethnic diversity (non-western population composition). The data from code group 3 indicate that the image (individual spatial identity, Section 2.2.2) that the respondents have of the territorial stigma of *ethnic diversity* with respect to the Blerick-North neighbourhood and therefore also with respect to the secondary school situated in this neighbourhood (BLC) corresponds to the objective neighbourhood analysis of Blerick-North (Section 4.1). This is illustrated in the following statements:

I: BLC, yes, in that neighbourhood. A lot of people with a foreign background.

III: Yes, I think Blerick-North.

SP1: And why do you think that ? What is your feeling ?

III: Well, I think that because of when I went to the open day there, well, everyone went to that, but also at the trial lessons there were many more immigrants. I think most immigrants go to BLC because when I went to the open day there were many immigrants there.

VI: at Blariacum I think there are also many alichthonous pupils there too.

VII: I think that many immigrants live near Den Hulster and Blariacum. Whether in the city centre or outside of the city, like in Blerick.

As indicated in code group 1, it appears that the respondents' perception of the type of pupil attending a secondary school is similar to the resident characteristics of the neighbourhood in which the secondary school is located. This finding corresponds to the data of code group 3. The data from code group 3 show that the ethnic diversity of secondary school pupils equates to the ethnicity of the population in the neighbourhood in which the secondary school is located. Respondents indicated that Blerick-North has a large number of ethnic minority residents and also has a large group of ethnic minority pupils attending school at BLC. These findings are consistent with the theoretical description in Chapter 2 (Section 2.3.2); in territorially stigmatised areas where the percentage of ethnic minorities is relatively high leads to the simple choice of the nearest secondary school in the local area. VLC, located in the neighbourhood of Venlo-North, is associated mainly with autochthonous pupils. This is illustrated in the following statements:

I: VLC, there aren't many foreigners at that school. Most native Dutch kids go to VLC.

II: VLC yes, I think so. I think it has the most native citizens. I don't think there are many immigrants at that school. I think they are mostly Dutch kids. Most native Dutch kids are at Valuas (Venlo-North). I don't think there are many foreigners at that school. I think that it is predominantly Dutch kids who go to that school.

III: VLC has the most native Dutch pupils. Most native Dutch people I think should go to live in the city centre, and then also go to school there.

IV: I think Valuas. It is also simply a good place and so, Valuas has the most native Dutch I think.

V: Valuas, fewer immigrants go there I think.

VI: Most native Dutch kids go to Valuas, because, well, they are all, what do you say, Dutch.

VII: Valuas, in the city centre.

Most of the respondents were convinced that the most native Dutch citizens lived in Venlo-North and so it had the least ethnic diversity. The data from code group 3 indicate that the image (individual spatial identity, Section 2.2.2) which the respondents have of the territorial stigma of ethnic diversity with respect to the Venlo-North neighbourhood and therefore also with respect to the secondary school (VLC) situated in this neighbourhood does not correspond to the objective neighbourhood analysis of Venlo-North (Section 4.1). This is not surprising, because the analysis of code group 2 shows that VLC is mainly associated with Venlo centre. As shown in code group 1, the respondents' perception of the type of pupil (autochthonous or immigrant) attending a secondary school is similar to that of the residents of the neighbourhood in which the secondary school is located. Respondents again linked VLC to the inner city/city centre in the municipality of Venlo and not to the Venlo-North district. Therefore, the objective neighbourhood analysis (Section 4.1) for Venlo-North and VLC, does not correspond to the respondents' subjective individual spatial identity.

The data from code group 3 indicate that the image (individual spatial identity, Section 2.2.2) that the respondents have of the territorial stigma of ethnic diversity with respect to the Venlo-South neighbourhood and therefore also with respect to the secondary school (CDH) situated in this neighbourhood does not correspond to the objective neighbourhood analysis of Venlo-South (Section 4.1). The objective neighbourhood analysis (Section 4.1) indicates that the population composition of Venlo-South is characterised by a mix of ethnic diversity (both western and non-western immigrants). Data from code group 3 indicate that respondents feel that there are more ethnic minority residents and pupils in Venlo-South than native Dutch. This is illustrated in the following statements:

I: Yes, it's a close thing, but I think there are more immigrants.

SP1: What makes you think that ?

I: Well, I usually see many immigrants when I cycle by, but I think from what I see, there are indeed more immigrants living around here. Also, I know many people who are immigrants who live here. So, yes I do think there are more immigrants.

II: Venlo-South, I think that more immigrants live there.

III: I think there are slightly more immigrants, because it is a little outside of the city centre.

IV: I don't really know, but I think there are more immigrants.

V: Immigrants - only going by most of the people who I know who live in this neighbourhood, it seems that the parents don't come from the Netherlands, so that's why I think so.

VII: I think that many immigrants live near Den Hulster in a built-up area, like this. Because this is just a built-up area, this neighbourhood. There are just one or two squares here.

As shown in sub-study one (Section 4.1), one third of the residents of the Venlo-South neighbourhood have a migrant background. The data from code group 3 indicate that the respondents are of the opinion that there are more immigrants than natives in Venlo-South (see network 3). This assumption is based on the experience, the spatial identity at the institutional level, that the respondents have with Venlo-South. After all, all respondents attend secondary school (CDH) in the Venlo-South neighbourhood.

The theory of Chapter 2 (Section 2.3.2) demonstrates that parents and pupils choose a school that suits their own habitat or personal living environment. This connection between the individual spatial identity and the spatial identity at an institutional level (Chapter 2, Section 2.2.2) is clear from the data from code group 3 when asked: 'In your opinion, which secondary school (VLC, BLC, CDH) will most immigrant pupils attend and which secondary school (VLC, BLC, CDH) will most native pupils attend'? This is apparent from the following statements:

I: At BLC there are many immigrants, and here CDH is mixed. Most native Dutch kids go to VLC.

SP1: VLC. Could you explain why you think that is the case ?

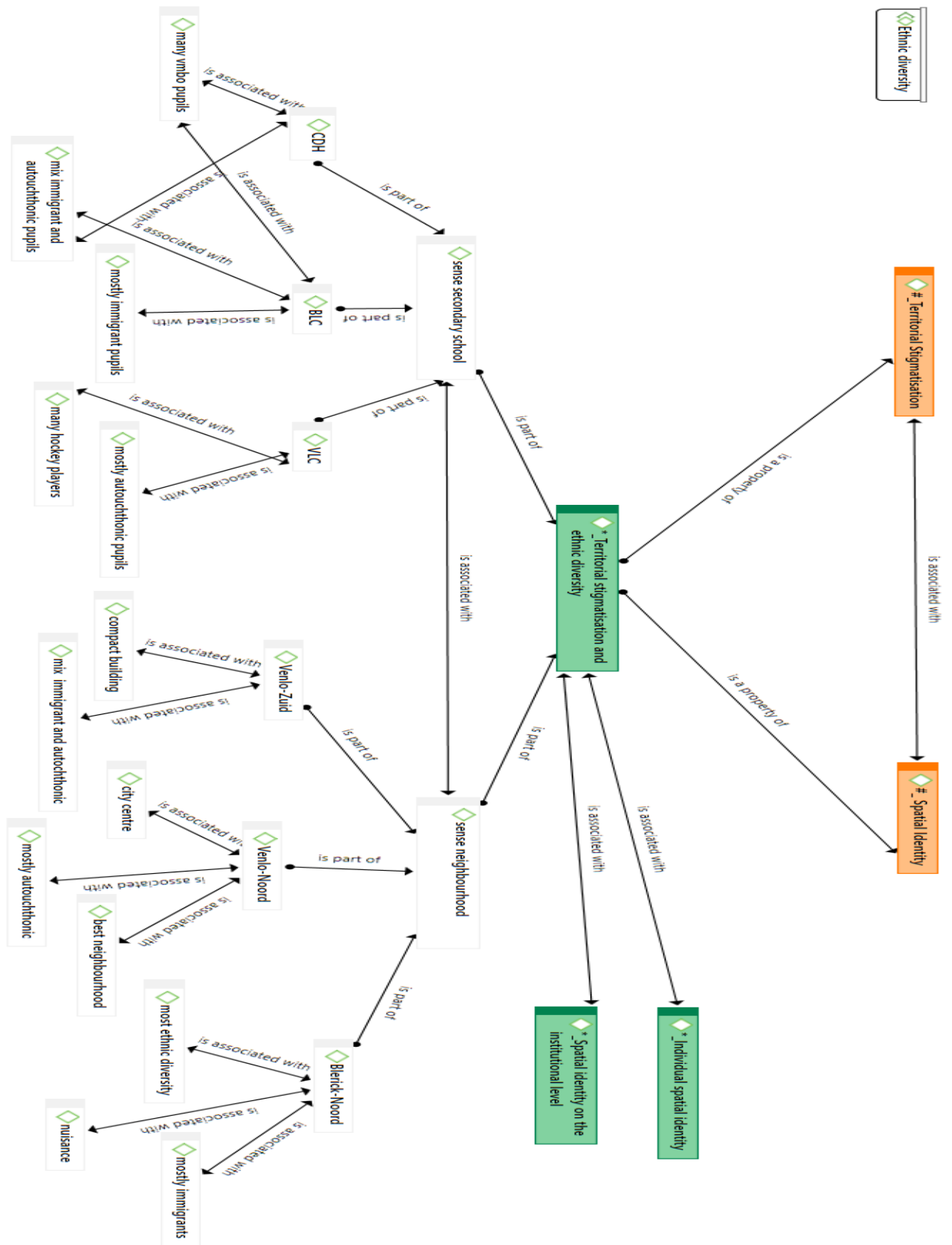
I: Well I count myself in this, as I'm an immigrant and most of my friends are immigrants too, and I know hardly anyone at all who goes to that school, so I just think there must be many native Dutch kids going there.

All respondents were convinced that most native Dutch pupils attended school at VLC (See Appendix XVI, code group 3). This is mainly to do with the respondents' individual spatial identity and the spatial identity at institutional level (see Chapter 2, Section 2.2.2). BLC and CDH emerge as mixed schools (see Appendix XXI, code group 3 and network tree 3).

Network tree ethnic diversity , codegroup 3

As a result, the network tree 'Ethnic diversity' was developed after an intensive study of the transcriptions and by allocating the category system of open, axial and selective coding via the qualitative analysis program AtlasTi. Version 8.0. of the transcriptions. In this network tree, using one element from the theoretical concept of territorial stigmatisation (ethnic diversity) I investigated whether the respondents could recognise this element for the three OGVO secondary school neighbourhoods, and whether this element plays a role in, or has an influence upon the spatial identity of the respondents. In total some 35 codes were allocated within this code group. Of these 35 codes, 21 open, 3 axial and 2 selective codes were

used to form the network tree. The arrows show the links between the different types of codes. See Appendix XIV for an overview of the codes used and a description of the links.



Network tree Ethnic diversity, code group 3.

Textual analysis safety, code group 4

Does territorial stigma from safety exist in the three OGVO situated secondary school's neighbourhoods? In this part of the interview I will investigate whether the objective view from the neighbourhood analysis (Section 4.1) of safety in the three OGVO secondary school's neighbourhoods corresponds with the subjective image (spatial identity) that the respondents exhibit in relation to the three OGVO secondary schools and neighbourhoods. According to Waquant et al. (2014) safety in a territorially stigmatised neighbourhood is characterised as follows, quote: "*Incidents of deviance or violence in and around these areas are routinely sensationalised and referred back to the allegedly intrinsic sociocultural traits of the residents fit to brand them as outcasts*" (p. 1274). Furthermore, the residents in these neighbourhoods are often placed in a more negative light than their demographical relatives in neighbourhoods that are not territorially stigmatised. According to Waquant et al. (2014), quote: "*Their cultural differences are exaggerated and turned into divergence if not hostility to dominant national norms—with religion often serving as the surreptitious agent of sedition—while their vulnerable class position is downplayed or ignored altogether*" (p. 1274). The OGVO secondary school neighbourhoods of Venlo-North and Blerick-North are, according to the objective neighbourhood analysis territorially stigmatised, and have experienced problems in terms of safety, see Chapter 4 (Section 4.1). However, the district of Venlo-South also has problems of safety in the neighbourhood, even though this is not a territorially stigmatised neighbourhood according to the objective neighbourhood analysis (Section 4.1).

The data from code group 4 indicate that the respondents' perception of safety in relation to the three OGVO neighbourhoods (see code sense of neighbourhood, network tree 4) is particularly negative for Blerick-North. This corresponds with the objective neighbourhood analysis (Section 4.1). It is worthy of note that almost all respondents linked Blerick-North and BLC with shootings. This is apparent in the following statements:

I: Well, there have been shootings, and kids say that the neighbourhood itself is not very good, but even so, I think the school is a good one, even though I also think that the neighbourhood around it is not very good.

III: in Blerick, they say that there were a lot of shootings and stabbings.

VI: Blerick-North - someone was shot there. That was somewhere near the school. That was in the news.

VII: Blariacum College - there are often shootings there.

The objective neighbourhood analysis (section 4.1) for the Blerick-North neighbourhood corresponds to the subjective spatial identity of the respondents with regard to this neighbourhood, which relates to the theme of safety. According to the theoretical description in Chapter 2 (Section 2.3.2), this is a reason not to go to school in the Blerick-North neighbourhood and BLC. Recent empirical research (Karsten et al., 2005; Noreisch, 2007; Reay & Lucey, 2000; Sykes, 2011; Warrington, 2005) has shown a relationship between neighbourhood conditions on the one hand and school choice decisions and school access on the other. Accordingly, Albeda and Oosterlynck (2018) have demonstrated that when parents and pupils have the impression that those schools where there are many people of foreign ethnicity, are often schools of lower quality than most parents and pupils are prepared to travel extra distances to attend the preferred secondary school (spatial identity on the institutional level). The data from code groups 1, 2 and 3 indicate that respondents feel that there are many immigrants living in Blerick-North and that according to Waquant et al. (2014) this creates a territorial stigma and thus an unsafe feeling for outsiders. Venlo-North (as indicated in codegroups 2 and 3) is related to the inner city of Venlo and is associated by the respondents (as indicated by the data of code group 4) with crowdedness (many people) but not with insecurity. This is illustrated in the following statements:

VI: Valuas (Venlo-North) is safe

VII: I feel safe in the neighbourhood of Valuas College, because that's the city centre and it is always busy.

The objective neighbourhood analysis (Section 4.1) for the Venlo-North neighbourhood does not correspond to the subjective spatial identity of the respondents with regard to this neighbourhood which relates to the theme of safety (Section 4.1). The data from code group 4 also indicates that Venlo-South is described as a quiet and safe neighbourhood (see Appendix XXI, code group 4). The findings of the respondents regarding the theme of safety do not correspond to the objective neighbourhood analysis for Venlo-South (See Section 4.1). This is illustrated in the following statements:

I: Venlo-South is simply a peaceful area, so I think that almost everyone feels safe there.

II: CDH and Venlo-South, simply super safe. I don't think that anything could happen. I just feel it is good and safe here.

III: Venlo-South - yes, nothing strange happens there. There are no fights, which I think makes it a really safe neighbourhood, because I've never seen one.

The data from code group 4 also indicate that the respondents 'sense of security' is mainly related to the route from home to secondary school and vice versa (see Appendix XXI, code group 4). The data from code group 4 indicates that good accessibility in the way of good cycle paths and safe traffic conditions is an important factor in measuring their personal safety (see network tree 4). The data from code group 4 also show that narrow alleys, crowded streets, and graffiti are also the most important criteria for respondents to describe the territorial characteristic of safety. This is illustrated in the following statements:

II: But I am thinking about the route I cycle home ... that is a good way. I don't have to go via alleyways and so on.

IV: With all 3 neighbourhoods it isn't that you think they seem abandoned or narrow or that sort of thing. They all actually look pretty good.

V: I feel unsafe when groups of boys for example wander through the neighbourhood all the time and make a lot of graffiti and that sort of thing.

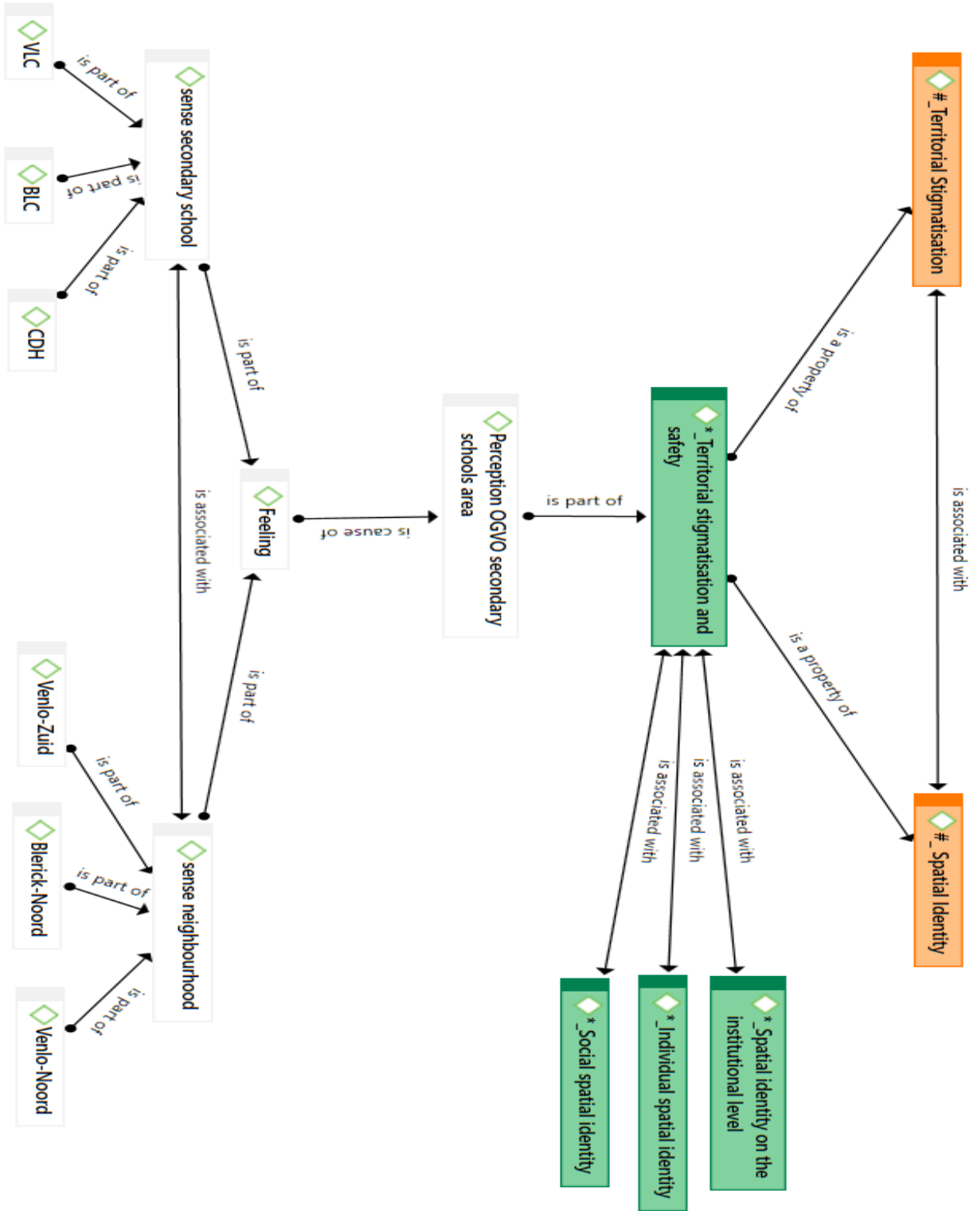
VII: I feel safe where I come from (Venlo-South). I come mostly here (CDH) and if you go right then you travel east. I go straight to the east, those areas where the flats are I find unsafe. That's because you never know what could be in those flats. I feel safe in the neighbourhood of Valuas College, because that's the city centre and it is always busy. At Blariacum College it is a bit quieter. That's because I cycled there once with my parents, and you don't see that many cars around.

The data from code group 4 is in line with the theoretical description in Chapter 2 (Section 2.3.2), that neighbourhood conditions on the one hand play a role in the school choice decisions and school access on the other hand. This ensures that children from certain neighbourhoods are unsuitable for a dominant school culture in a neighbourhood (see network tree 4, code social spatial identity). The data from code group 4 show whether the respondents felt safe or not in the neighbourhood where their secondary school (CDH) is located, and how it felt in the neighbourhoods where BLC and VLC are located. It emerged that the respondents all felt safe in the neighbourhood where they attended school. Venlo-South was named as a peaceful and good area. What I would like to highlight is that 'safety' for the respondents referred to their school route. Once again the respondents linked safety to the secondary school, and to physical and socio-emotional characteristics of the neighbourhood. Venlo-North and VLC remained difficult to define for the respondents, and they were associated with hustle and bustle and alleyways to the city centre. Blerick-North was characterised as somewhat busier than Venlo-South, but not as busy as Venlo-North. Additionally, it seemed that the feeling of insecurity in Blerick-North derived from the characterisation that there were open fields. In general, all respondents felt safe at all three of the OGVO secondary schools, but

the neighbourhood Blerick-North is typified as unsafe (see Appendix XXI, code group 4). In network tree 4 the above-mentioned data from code group 4 has been visualised.

Network tree safety, code group 4

As a result the network tree 'safety' was developed after an intensive study of the transcriptions and by allocating a category system of open, axial and selective codes via the qualitative analysis program AtlasTi. Version 8.0. of the transcriptions. In this network tree, using one element from the theoretical concept of territorial stigmatisation (safety), I have investigated whether the respondents recognised this element for the three OGVO secondary school neighbourhoods, and whether this element plays a role in, or is influenced by the spatial identity of the respondents. In total some 48 codes were allocated within this code group. Of these 48 codes, 10 open codes, 4 axial codes and 2 selective codes were used to create the network tree. The arrows show the links between different types of codes. See Appendix XIV for an overview of the codes used and a description of the links.



Network tree Safety code group 4.

Textual analysis negative emotions, code group 5

Does territorial stigma for *negative emotions* exist in the three OGVO-situated neighbourhoods? In this part of the interview I will investigate whether the objective image from the neighbourhood analysis (Section 4.1) of negative emotion for the three OGVO secondary school neighbourhoods corresponds with the image, spatial identity which the respondents exhibit in relation to the three OGVO secondary school neighbourhoods. According to Waquant et al. (2014) negative emotion in a territorially stigmatised neighbourhood is characterised as follows, quote: *“the stigmatised districts of dispossession in the postindustrial city elicit overwhelmingly negative emotions (‘emphasis added’), and stern corrective reactions driven by fright, revulsion, and condemnation which in turn foster the growth and glorification of the penal wing of the state in order to penalise urban marginality”* (p. 1274). As I indicated in Chapter 2 (Section 2.3) capital investment tends to move away from a territorially stigmatised neighbourhood, and little to no investment is afforded these areas. As a consequence, the institutions and facilities already present in the neighbourhood, for example a secondary school, start to go into a negative spiral. The OGVO secondary school neighbourhoods of Venlo-North and Blerick-North are both, according to the objective neighbourhood analysis (Section 4.1) territorially stigmatised, and they experience problems in terms of negative emotions (see Section 4.1). However, the neighbourhood of Venlo-South also has problems with negative emotions, whilst it is not a territorially stigmatised neighbourhood (see Section 4.1). Does this objective view of the neighbourhood analysis correspond with the subjective image (spatial identity) of the respondents?

The data from code group 5 indicates that the Blerick-North neighbourhood was identified by the respondents as the neighbourhood with the territorial stigma of the most negative emotions. Terms such as negative feelings and more or less safe neighbourhood emerge when the respondents describe this neighbourhood (see network tree 5). This negative emotional perception corresponds to Blerick-North's objective neighbourhood analysis (sub-study one, Section 4.1). This is illustrated in the following statements:

I: I would say BLC, but I'm not saying that BLC is a bad school. Because, well I also want to say that Blerick isn't a bad neighbourhood. It's just Blerick, and then again you have different neighbourhoods and they are all different from each other. Some neighbourhoods are worse than others, but I think that with BLC I have worse emotions than with the others.

II: I think ultimately BLC. I find the area and the neighbourhood (Blerick-North) is actually fine, but the school, well I find it ... the fact that it is round ... I don't think I would feel good going around that, I don't know. Yes, I don't know. I just don't think I find that one a very nice school. I also wouldn't feel good if I was in that (BLC) school. It was quite cramped when you went inside. From the outside it did nothing for me. But when you stood in the middle of it there were walls and roundness and that sort of thing.

III: I also think BLC, because it all seems so dark. And in the neighbourhood behind the school a lot of it looks the same and it is remote.

What is remarkable about the data from code group 5 is that the respondents make a distinction in terms of the territorial stigma of negative emotions between the secondary school and the neighbourhood. While according to the theory (see Chapter 2, Section 2.3) the presence of the territorial stigma 'negative emotions', institutions and facilities already present in the neighbourhood, for example a secondary school, start to go into a negative spiral. The data from code group 5 indicate that, according to the respondents, the territorial stigma of negative emotion in the neighbourhood is independent of the secondary school situated in this neighbourhood (see Section 2.2.2, individual spatial identity and spatial identity at the institutional level). Furthermore, it appears that the respondents only have a well-founded opinion regarding the territorial stigma of negative emotions about the neighbourhood and the secondary school where they come from or about the neighbourhood with which they have gained some

knowledge/experience. This is in line with the theoretical aspect described in Chapter 2 (Section 2.3.1); in the absence of information about a secondary school, parents and pupils will rely on personal and perceptible characteristics of the secondary school and the neighbourhood in which it is located. This is illustrated in the following statements:

I: I don't have that so much with VLC (Venlo-North) or with CDH (Venlo-South). I don't know what that neighbourhood looks like. It could also be that there is a lot of nuisance, but I don't know that. I live there Blerick-North (BLC) in that area and yes, I simply see what it looks like.

II: But I think that VLC (Venlo-North) is less safe than CDH (Venlo-South) or BLC (Blerick-North). I think that I would have to cycle home through lots of different streets and alleyways if I went to VLC or BLC. I wouldn't like that, and I don't have to do that with CDH. So, it depends a little on how I would have to get there.

III: Here at VLC (Venlo-North) nothing can happen. There is just the one street and everyone can see it. But I see this as a positive, because, well, it is the city centre, which is normally really nice, and there are also very few fights and so on. CDH (Venlo-South) is also positive because, well I've never seen any fights. BLC I don't know so much.

V: Valuascollege, or Blariacumcollege, well, I have absolutely no idea about them. No really, nothing.

VI: Blariacumcollege - positive, yes. I have been there, but a long time ago, because I was doing water scouting and it was on the way there, so I cycled past it every week. CDH (Venlo-South) it is indeed positive. VLC (Venlo-North) I really cannot say much about it.

The data from code group 5 indicate that the neighbourhood of Venlo-North and VLC remain underexposed in this analysis because most respondents had little or no knowledge of this neighbourhood. Nevertheless, the neighbourhood and the secondary school are associated with the city centre (see network tree 5 and code groups 1 through 4). The data from code group 5 indicates that many respondents have no opinion or wish to express an opinion about the neighbourhoods they know little or nothing about and respond with answers such as: doesn't matter; I've heard of it; know little about it (see Appendix XXI, code group 5 and network tree 5). Network tree 5 reveals that the respondents' social spatial identity is linked to the feeling that a neighbourhood and secondary school evokes in the respondents. The spatial identity developed by the respondents in relation to the three OGVO secondary schools and idem situated neighbourhoods are in line with the theoretical concept of Habitus; the relationship between neighbourhood conditions on the one hand and school choice decisions and school access on the other hand (see Chapter 2, Section 2.3.2). The data from code group 5 indicates that the respondents did not develop a spatial identity with a OGVO secondary school and neighbourhood, except for the neighbourhood and secondary school in which their own secondary school is located.

In addition, the data from code group 5 revealed that the reactions of outsiders (social spatial identity) to the respondents' choice of school (CDH) influences the territorial stigmatising effect of negative emotions in a neighbourhood. This fact corresponds to the objective neighbourhood analysis (Section 4.1), namely the territorial stigma (negative emotion) associated with Venlo-South. This is illustrated in the following statements:

I: Well, mostly they think why. I then tell them that it is a super school, because I hadn't expected CDH to be better than BLC, but I really find it a good school. All in all I like it better than BLC.

IV: Mostly they say then you'll be doing extra sports or something like that. Most people know that it is a real sports school.

V: Ah, that big school ! Especially that, or that it is too busy and so on.

VI: Some people don't know it, a lot of them make small jokes.

The data from code group 5 indicates that there are negative reactions (astonishment) to the respondents regarding their choice of secondary school (CDH). The data from code group 5 reveals that CDH is not to be classified as a school you simply go to. You go to CDH for a reason. This is in line with the theory of 'framed field of choice' (Chapter 2, Section 2.3.2). Parents can for example select only appropriate schools (habitus) from which their child will subsequently make their choice. In other words, this means that the parents limit the choice of schools for their child. The relationship between neighbourhood conditions on the one hand and school choice decisions and school access on the other hand partly determines. This 'framed field of choice' is often used for pupils by parents with a higher educational background (see Chapter 2, Section 2.3.2). In network tree 5 the above-mentioned data of code group 5 is visualised.

Network tree negative emotions, code group 5

As a result, the network tree 'negative emotions' was developed after intensive study of the transcriptions and by allocating a category system of open, axial and selective codes via the qualitative analysis program AtlasTi. Version 8.0. of the transcriptions. In this network tree, using one element from the theoretical concept of territorial stigmatisation (negative emotions) I investigated whether the respondents recognised this for the three OGVO secondary school neighbourhoods, and whether this element played a role or had influence upon the spatial identity of the respondents. In total some 34 codes were allocated within this code group. Of these 34 codes, 10 open codes, 4 axial codes and 2 selective codes were used to create the network tree. The arrows show the links between different types of codes. See Appendix XIV for an overview of the codes used and a description of the links.



Network tree negative emotions, code group 5.

4.2.3 Sub-topic three: the spatial identity of a regular havo/vwo first-former pupil in conjunction with the three OGVO secondary schools and idem situated neighbourhoods, code groups 6 through 8

This part of the semi-structured interview discusses the concept of spatial identity and aims to find out whether the spatial identity that the respondents have in relation to the three OGVO secondary schools is related to the degree of territorial stigmatisation of the three OGVO secondary school neighbourhoods. As indicated in sub-study one (Section 4.1), the neighbourhoods of Blerick-North and Venlo-North in the municipality of Venlo are territorially stigmatised. The district of Venlo-South has already been identified as not territorially stigmatised within the municipality of Venlo, but this neighbourhood has (accommodates) elements of territorial stigmatisation (see sub-study one, Section 4.1). As stated in Chapter 2 (Section 2.3.1), territorial stigmatisation of a secondary schools area manifests itself in the perceived view that outsiders have of that area and consequently also of the secondary school situated in this area (Wacquant et al., 2014). To reinforce this, Goosens (2014) states that if certain parts of the city have a negative image or are territorially stigmatised, this will ensure that pupils attend secondary school somewhere else in the city (see Chapter 2, Section 2.3.1). So, how do regular havo/vwo first-former pupils subjectively experience territorial stigmatisation of the three OGVO situated neighbourhoods and accordingly create their spatial identity. The answer lies in the perception of a regular first-former havo/vwo pupil's sense of place, the way he or she experiences a place and accordingly constructs his or her spatial identity with this place.

Spatial identity is created through a combination of 3 pillars (see Chapter 2, Section 2.2.1 and Section 2.2.2). Sub-topic three, spatial identity, will be discussed on the basis of this subdivision (See Figure 2.1.1) namely:

1. Individual spatial identity;
2. Spatial identity on the institutional level.
3. Social spatial identity.

Within these three pillars of the model of *spatial identity* are formed indicators 4, 5, 6 and 7 - types of space that can be distinguished as relations between space and types of spatial identity in cooperation with three pillars (see Figure 2.1.1). From all these components combined it could be seen that the same kind of space co-creates every level of spatial identity at the social and institutional level (Weichhart, 1990). As stated in Chapter 2 (Section 2.2) spatial identity is a result of a connection between people, physical elements of places, and activities associated with them. The development of spatial identity occurs through the individual process of place-identity resulting in place attachment. The relation between space (secondary school's area) and level of spatial identity (experienced by regular havo/vwo first-former pupils) will be discussed accordingly in codegroups 6, 7 and 8.

Textual analysis individual spatial identity, code group 6

Individual spatial identity, concerns the relationship an individual has with their environment. Code group 6 therefore, relates to the connection that the respondent experiences with the neighbourhood in which the three OGVO secondary schools are located. Figure 2.1.1 (Chapter 2, Section 2.2.1) indicates that in the process of individual spatial identity (pillar 1) indicator 4, 5 and 6 respectively; (4) *Space which creates every type of the spatial identity*; (5) *Space which creates individual and institutional level of the spatial identity* and (6) *Space which creates individual spatial identity and social spatial identity*, in conjunction with social spatial identity (pillar 3) and spatial identity at the institutional level (pillar 2) these all play a role in the creation of individual spatial identity of a regular havo/vwo first former pupil with the three different neighbourhoods in which the three OGVO secondary schools are situated. The textual analysis of individual spatial identity is in analogy with Bierwaiczzonek's model (2015), *the relations between space and Weichhart's level of spatial identity* (see Chapter 2, Figure 2.1.1), successively for indicator 4, 5 and 6. The influence of these indicators on the individual spatial identity of the respondents in relation to the three OGVO secondary schools and idem situated neighbourhoods, were analysed and visually represented in network tree 6. In the first part of my analysis of individual spatial identity I will investigate to what extent indicator (4) Space which creates every type of the spatial identity influences the individual spatial identity of the respondents with regard to the neighbourhood in which the three OGVO secondary schools are located.

The data from code group 6 shows that for indicator 4, the respondents have a positive to moderately positive image of the ambience in the Venlo-South neighbourhood (see network tree 6, code sense neighbourhood). The respondents are all experience experts (see Chapter 3, Section 3.1.2 and codegroup 1 through 5) with regard to the Venlo-South district, and know how to describe the atmosphere in the Venlo-South neighbourhood well. After all, the respondents go to school in this neighbourhood. Examples that the respondents use to characterise the atmosphere of the neighbourhood include: Cruyff Court, stores, supermarket and so on (see network tree 6). Indeed it seemed that the atmosphere of the neighbourhood didn't need to precisely match the atmosphere of the school located in that particular neighbourhood. The respondents were able to describe this very well for their own school, whereas for the other two OGVO secondary schools (BLC and VLC), the atmosphere of the neighbourhood was linked to the school itself. The data from code group 6 indicate that respondents find it difficult to describe the atmosphere for the neighbourhoods Venlo-North (VLC) and Blerick-North (BLC). This is illustrated in the following statements:

I: I think that the atmosphere around CDH is quite good. Sometimes of course there are a few pupils who can be annoying. Often you see boys standing outside the entrance (CDH), but I think that's the same with all OGVO schools. Perhaps the image of the neighbourhood is a bad one (Venlo-South), but in the end for me it doesn't matter, because I simply feel quite safe here (CDH). I think that in the neighbourhood around BLC (Blerick-North) there is quite a lot more going on, and also at VLC, because of its (central) location. CDH has the best location if you ask me.

VI: Venlo-South - yes, positive. That's simply a normal area. I don't hear everyone saying 'Hello' but it's just normal. But once on the way home, I saw a few boys coming from Den Hulster, and that's nothing negative about Den Hulster, but about those pupils, who threw some fireworks at the group I was with. I only actually go to the city centre and I don't know exactly where VLC is located, but yes, as I said, it's definitely busier there than at CDH. As for BLC, well I no longer go there, only in the past when I did water scouting.

VII: The one positive thing about Venlo-South is that this school is situated here, and that this school is located precisely between my father's and my grandmother's house. So, if I want to do my homework at my father's house or at my grandmother's I can simply go to either one from this school. What is positive about the neighbourhood of VLC is that it is located near the city centre. As for Blariacum, I don't know that neighbourhood.

From the theory of Chapter 2 (Section 2.1.1), it becomes clear that the individual level of the spatial identity is based on the individual identification with space (Bierwaicznek, 2015). The data from code group 6 indicates, among other things, that for the neighbourhoods Venlo-North and Blerick-North, the neighbourhood's atmosphere is linked to the respondents' perception of the secondary schools located there (see appendix XXI, code group 6). This fact is also reflected in the network tree of code group 1 through 5. This is illustrated in the following statements:

III: VLC there is a really nice atmosphere, really, yes. That seems like a really pleasant neighbourhood, with all those buildings in the city and so on. But everything is also very close together, so I think that it's probably worse to travel to school there. Much more busy than at CDH. At BLC I get more of a feeling of remoteness. But around the school building (BLC) there is a lot more space I think.

V: The other neighbourhoods (Venlo-North and Blerick-North), well I don't really know about them and I don't really go there. I do like the central area of Venlo though around VLC, where the really good clothes shops are.

In response to the question: 'what do you think are positive and negative elements of the neighbourhoods in which the three OGVO secondary schools are located?', the data from code group 6 show that the construction of the neighbourhood, the infrastructural layout of the neighbourhood and traffic safety in the neighbourhood have positive and negative associations. What is positive about the neighbourhood in which the respondents go to school is above all that the respondents live close to their secondary school, that the houses in the neighbourhood look good and that there are good cycle paths in the neighbourhood. This is in line with Weichhart's concept of place-based identity (1990). Weichhart (1990) believes that the individual identification process is based on 'reference places'. As long as the relevant place (respondents' neighbourhood and secondary school) has a certain symbolic function and could be defined with a certain character, an individual might also be identified by a relation to such a place (i.e. secondary school). The Dutch adage: 'onbekend maakt onbemind' (unknown, unloved), is in line with this assumption. This is illustrated in the following statements:

II: The positive thing about Venlo-South is that I live nearby and that there are good cycle paths. You can also go over the dyke. Also, they have many other choices of what you can do. The houses also look very nice. Apart from that, there isn't very much. I don't really like the roundabouts, but that's nothing...

III: What I do find negative though about Venlo-South, is that there are a lot of cyclists and cars in front of the school (CDH) and that you have to worm your way through them all in order to reach school.

VI: Hmm, Venlo-South - really positive. There are shops in the neighbourhood, so if you have a short break or something, or if you are hungry and you have forgotten to bring your food you can just pop out there to the shops to get something, otherwise you'd just have to go hungry. I live near the Albert Heijn op de Berg. That is about ten minutes by cycle, but I often have to wait at the railway crossing for the train to pass.

The data from code group 6 indicates that ignorance and negativity predominate in the respondents' perceptions of the two OGVO neighbourhoods (Venlo-North and Blerick-North) and the likewise situated secondary schools (VLC and BLC) where the respondents do not attend school. These negative associations (as can be seen from code group 1 through 5) have their roots in the territorial stigmatisation of the two OGVO secondary school situated neighbourhoods of Venlo-North and Blerick-North. This is illustrated in the following statements:

II: As for Blariacum and Valuas, I don't know so much, just that it is more busy and there are all those little alleyways that you have to cycle through in order to get there.

VI: I only actually go to the city centre and I don't know exactly where VLC is located, but yes, as I said, it's definitely busier there than at CDH. As for BLC, well I no longer go there, only in the past when I did water scouting.

VII: What is positive about the neighbourhood of VLC is that it is located near the city centre. What is negative is that it is so busy. As for Blariacum, I don't know that neighbourhood.

In the second part of the analysis on individual spatial identity, the extent to which indicator (5) *Space which creates individual and institutional level of the spatial identity*, influences the individual spatial identity of the respondents with regard to the neighbourhood in which the three secondary schools are located was examined. From the theory described in Chapter 2 (Section 2.2.1), it appears that an individual can only create a bond with a place through the individual process of place-identity resulting in place attachment. The data from code group 6 indicates that the respondents' experience with the neighbourhood in which CDH is located (Venlo-South) are all good/positive experiences related to place attachment with the neighbourhood in which the respondents are at school (Venlo-South). Even though many respondents did not live in the neighbourhood where their own school was located. This is apparent from the following statements:

I: Yes, good, I don't live here (Venlo-South), so I don't really know what it is like, but as to how I experience it, how I see it and deal with it, then I just think that it is a quiet neighbourhood and the people are nice there. The image of the other two neighbourhoods (Venlo-North and Blerick-North) is different to Venlo-South. In Blerick-North everyone seems a lot busier. Yes, and as for VLC, I really don't know it.

II: Venlo-South, positive. My dance school is located in this neighbourhood and my home is quite close to the school. My experience of Venlo-North is less so because you have to cycle through lots of little alleyways and streets in order to get to VLC, and I don't like that. As for Blariacum, I really don't have any experience of that neighbourhood, so I don't know it.

VI: Venlo-South is normal. Many pupils play football there at the Cruyff Court. That's really nice. I mostly go to Venlo-South via the main road, that's the one that goes to the city past the hospital and past Fontys College. Yes, I wouldn't want to go to Valuas at all, I mostly just go to the city centre. I don't actually know where VLC is located. As for BLC, I used to ride past there because I was with the water scouts and that place was on the way, so I used to ride past there every week. That was okay, but I don't know that neighbourhood (Blerick-North) well.

VII: My experience of Venlo-South is that my great-grandmother used to live there, but now she's dead. She died here in this neighbourhood. My grandfather also lives here, but I have only positive experiences of the neighbourhood. As for VLC, the city centre, I have no experience of that. That is really busy. But as for Blariacum, I'll just say that I don't know any of that neighbourhood at all.

The data from code group 6 corresponds to the theory of Weichhart (1990), as it shows that individuals use spatial references to find security, to stimulate activity, to interact socially and set symbols, as well as to individuate themselves (see network tree 6). The data from code group 6 indicate that the respondents' experience with the districts in which the two OGVO secondary schools (VLC and BLC) are situated has an influence on their spatial identity in relation to these districts (See Appendix XXI, code group 6). In other words: unknown, unloved. The data from code group 6, visualised in network tree 6, show that if respondents can speak from experiences about the neighbourhood in which the other two secondary schools (VLC and BLC) are located, these experiences are often negative or disapproving in nature. This is in line with the effects of territorial stigmatisation (code group 2, 3, 4 and 5) such as safety, image and negative emotions colour the respondents' image of the neighbourhoods (Venlo-North and Blerick-North) and the secondary schools located there (VLC and BLC). See network tree 6, code: individual spatial identity.

In the third part of the analysis on individual spatial identity, the extent to which indicator (6), *Space which creates individual spatial identity and social spatial identity*, influences the respondents' personal bond with a place in the neighbourhood where their secondary school is located was investigated. Why is place (neighbourhood and secondary school) important? The data from code group 6 indicate that all respondents considered the secondary school a safe patch in the neighbourhood. Furthermore, it emerged

that the respondents already knew and trusted the neighbourhood in which the secondary school was located, as they had hobbies in that area or they had family living there. Therefore, the neighbourhood was trusted more and there was a stronger connection with it. This is illustrated in the following statements:

I: Outside of school? I go to Quick (football club). Now and again I play football there with friends.

II: Yes, then at the dance school. That is only two minutes from here (CDH). Let me just think ... the mosque is behind that too. I don't have any problem with that. It's not like I think I have to take this or that street or whether it should be there. I think it's fine that it is there, but I wouldn't really mind if it wasn't there. That didn't have any influence over my choice.

VI: I do go to the Cruyff Court in Venlo-South. But here in the neighbourhood, I find the school is safe - yes I think it's really safe.

VII: The Lidl (near CDH) to collect bread rolls for my grandmother. When I go there (Venlo-South) to do my homework, I always take some bread rolls from Lidl.

The data from code group 6 demonstrate that respondents who are familiar with the neighbourhood in which the secondary school is located are often connected to this neighbourhood via hobbies or are connected to the neighbourhood through family ties (family living in the neighbourhood). These respondents experience the neighbourhood as familiar and thus have a bond with it. This corresponds to Weichhart's theory (1990), see Chapter 2 (Section 2.2). As Weichhart (1990) indicates that consequently the most relevant spatial scale of reference is the local and the neighbourhood scale. This is the scale level where personal identification with the place, and related aspects of place-related identity take place, that which can be experienced in everyday life. The negative effects of territorial stigmatisation that are present in this neighbourhood will be eliminated. The data from code group 6 indicates that all respondents find their secondary school the safe place in the neighbourhood. The secondary school therefore evokes positive associations among the respondents (see Appendix XXI, code group 6). In network tree 6 the data of code group 6 are visualised.

Network tree individual spatial identity, code group 6

As a result, the network tree 'individual spatial identity' was developed after intensive study of the transcriptions and by allocating the categorisation system of open, axial and selective codings via the qualitative analysis program AtlasTi. Version 8.0. for the transcriptions. In this network tree, using pillar 1 from the theoretical concept of spatial identity (Individual spatial identity) I investigated whether pillar 1 played a role or had any influence upon the spatial identity of the respondents in conjunction with the different elements of territorial stigmatisation, which according to the respondents are applicable to the three OGVO secondary school neighbourhoods. In total, some 72 codes were allocated within this code group. Of these 72 codes, 36 open codes, 4 axial codes and 2 selective codes were used in order to create the network tree. The arrows show the links between the various types of codes. See Appendix XIV for an overview of the codes used and a description of the links.

Textual analysis spatial identity at the institutional level, code group 7

Spatial identity at the institutional level, is concerned with the degree to which the physical space of a secondary school and the secondary school itself corresponds with one's own neighbourhood (habitat) and how an individual's behaviour is influenced in comparison with other neighbourhoods in the city in which a secondary school is located. In Figure 2.1.1 (Chapter 2, Section 2.2.1) indicates that in the process of spatial identity at the institutional level (pillar 2), indicators 4, 5 and 7, respectively: (4) *Space which creates every type of the spatial identity*; (5) *Space which creates individual and institutional level of the spatial identity*; (7) *Space which creates social spatial identity and spatial identity at the institutional level* in conjunction with social spatial identity (pillar 3) and individual spatial identity (pillar 1), play a role in creating spatial identity at the institutional level of a regular havo/vwo first-former pupil with the three different neighbourhoods in which the three OGVO secondary schools are located. By analogy with Bierwaiczonek's model (2015), the textual analysis of spatial identity on the institutional level, the relations between space and Weichhart's level of spatial identity (see Chapter 2, Figure 2.1.1) for indicators 4, 5 and 7 were analysed in terms of the influence of these indicators on the spatial identity at the institutional level of the respondents' perception of the three OGVO secondary schools situated neighbourhoods. The data from code group 7 is visually represented in network tree 7. In the first part of the analysis of Spatial identity at the institutional level I will investigate to what degree indicator (4) Space which creates every type of the spatial identity has an influence upon the respondents' individual spatial identity with regard to the neighbourhood in which the three OGVO secondary schools are located.

The data from code group 7 shows that for indicator 4 the respondents find factors such as feeling, distance, location and safety of the neighbourhood in which the secondary school is located important elements in the choice of school. This is illustrated in the following statements:

I: The location also played a role for me, because it is just so important in itself. That's because I cycle to school, so good cycle paths and accessibility are really important for me. Here you see it with photo 3 (CDH), yes the location is simply good. VLC is just a busier place altogether. It is located just outside the city centre. For this reason the chances are greater that you can have more problems, and there are many shops in the neighbourhood. As for BLC, that is also a little busier than CDH. There you have shops on all sides and there are many small squares in the neighbourhood, so there are many people about, which can lead to problems, do you understand ?

II: The feeling that the school gives me. I can't explain it precisely, but when you go inside there (CDH), you see straight away where you need to go. There is a first, a second and a third floor, which is really easy. Also, everything is explained clearly where you need to go. That was really useful in the first weeks at school. Now I know exactly where I need to go. I just don't get that feeling with the other two schools (VLC and BLC). But also it's because everything is just so nice there. You don't need to worry that something will happen there. I just find it feels very safe.

What stands out from the data of code group 7 is that the reason for the respondents for their choice of CDH rather than VLC or BLC emerged that elements such as feeling, distance, location and safety of the neighbourhood and the secondary school were all important factors in the choice of school. Worthy of note was that two respondents (VI and VII) said that the physical and social elements in the neighbourhood had no influence at all upon their choice of school, whereas the spatial identity which these respondents displayed with the three OGVO secondary school neighbourhoods did indeed correspond with the effects of territorial stigmatisation, which is characteristic for these neighbourhoods where the three OGVO secondary schools are located (see Appendix XXI, code group 7). This does not correspond to the theory of Weichhart (1990) as he indicates that place based identity is composed of two major reference categories: objects and persons. Physical objects (e.g. buildings, landscapes, etc.) work by directly influencing positive or negative associations with a place. The data from code group 7 reveals that these respondents contradict themselves and that the spatial identity that these respondents display in relation to the three OGVO secondary school located neighbourhoods is created by the physical and socio-economic effects of

territorial stigmatisation that characterise these three OGVO secondary schools situated neighbourhoods (see sub-study 1, Section 4.1 and Appendix XXI, code groups 1 through 5). Network tree 7 shows that elements of territorial stigmatisation are associated with the formation of spatial identity on the institutional level for the respondents. The respondents' image of the three OGVO secondary school neighbourhoods is based on the respondent's knowledge and experience of the secondary school and the neighbourhood in which this secondary school is situated. This is illustrated in the following statements:

III: Actually it's that homely feeling that you get here at school (CDH). Everything seems to sort of go well together. That's because I kind of recognise everything better. At VLC I get that city centre feeling straight away - it's busier with a lot of pupils all over the place. My feeling about Blariacum is that it is a little more remote. The buildings - and the facilities at CDH feel better than those at Blariacum and VLC.

V: VLC and BLC were both too far away for me, but this one (CDH) simply appealed to me. It seems very busy, but once you get used to that it's fine. Also, I think that they give really good lessons at this school. I also think that if you don't like a neighbourhood, then you won't really want to go to school there.

VI: I absolutely did not want to go to Valuas. My parents wanted me to go there to have a look, but I knew even before that that I didn't want to go there. As for Blariacum, yes I wanted to go there, but I also wanted to go to College Den Hulster, so I was stuck between these two choices. But what I found was - well I heard that I perhaps had a chance of going to College Den Hulster with a friend of mine. In the end I was put in the havo-vwo stream, instead of the theoretical havo stream because I had the highest result of my class in the test. Oh, and also just the way to get to school. The route is quite a bit better and close to home. The neighbourhood doesn't interest me so much.

Respondents' knowledge of the Venlo-South neighbourhood is considerably greater than their knowledge of the other two OGVO secondary schools situated neighbourhoods (Venlo-North, VLC and Blerick-North, BLC), see Appendix XXI, code groups 1 through 5.

In the second part of the analysis of spatial identity at the institutional level, I will investigate to what degree indicator (5), Space which creates individual and institutional level of the spatial identity, with regards the school buildings of the three OGVO secondary schools, has an influence upon the spatial identity and the choice of school of the respondents. Weichhart's theory (1990) shows that physical objects (school buildings) work by directly influencing positive or negative associations with a place, see network tree 7. From the data in code group 7 it transpired that the most important elements of a school building is to have a clear layout, clear structure and a large auditorium. All respondents consider these to be important elements that influence the creation of their spatial identity with a place/secondary school (see Appendix XXI, code group 7). This is illustrated in the following statement:

VI: I think that the school building is indeed important. Especially the inside, because the outside doesn't interest me so much. At CDH it is good that you have a large community space and separate floors for the lower school and upper school. The first floor is for the lower school and the third floor is for the upper school. There is also a distinction made between havo and vwo. Whereas at Blariacum college I think that everything seems to be mixed together. I didn't really understand that building. The top floor is surprisingly all havo and vwo, which I didn't like because that means that you have to go up all those stairs every day. I didn't think that Valuas college was well designed, because I saw that there were several buildings all mixed together. And behind this one you can see another one, there's another one here and then another at the side of it, then suddenly there are the sports fields.

In the third part of my analysis of individual spatial identity, I will investigate to what degree indicator (7) Space which creates social spatial identity and spatial identity at the institutional level, with regards the neighbourhood in which the respondents' secondary school is located, corresponds with the neighbourhood in which they live. The data from code group 7 show that for the respondents living in a city district (Venlo), the neighbourhood Venlo-South corresponds to their own neighbourhood (see network tree 7). This data connects to the concept of habitus (Chapter 2, Section 2.3.2). But for the respondents

who came from the suburban areas of the municipality, it emerged that the neighbourhood of Venlo-South did not correspond to their own neighbourhood. The reasons for attending school in the neighbourhood of Venlo-South were purely to do with distance. This data connects with Weichhart's level of spatial identity (1990). Weichhart shows that place-based identification is based on the reference level of an individual in a specific situation. This is all illustrated in the following statements:

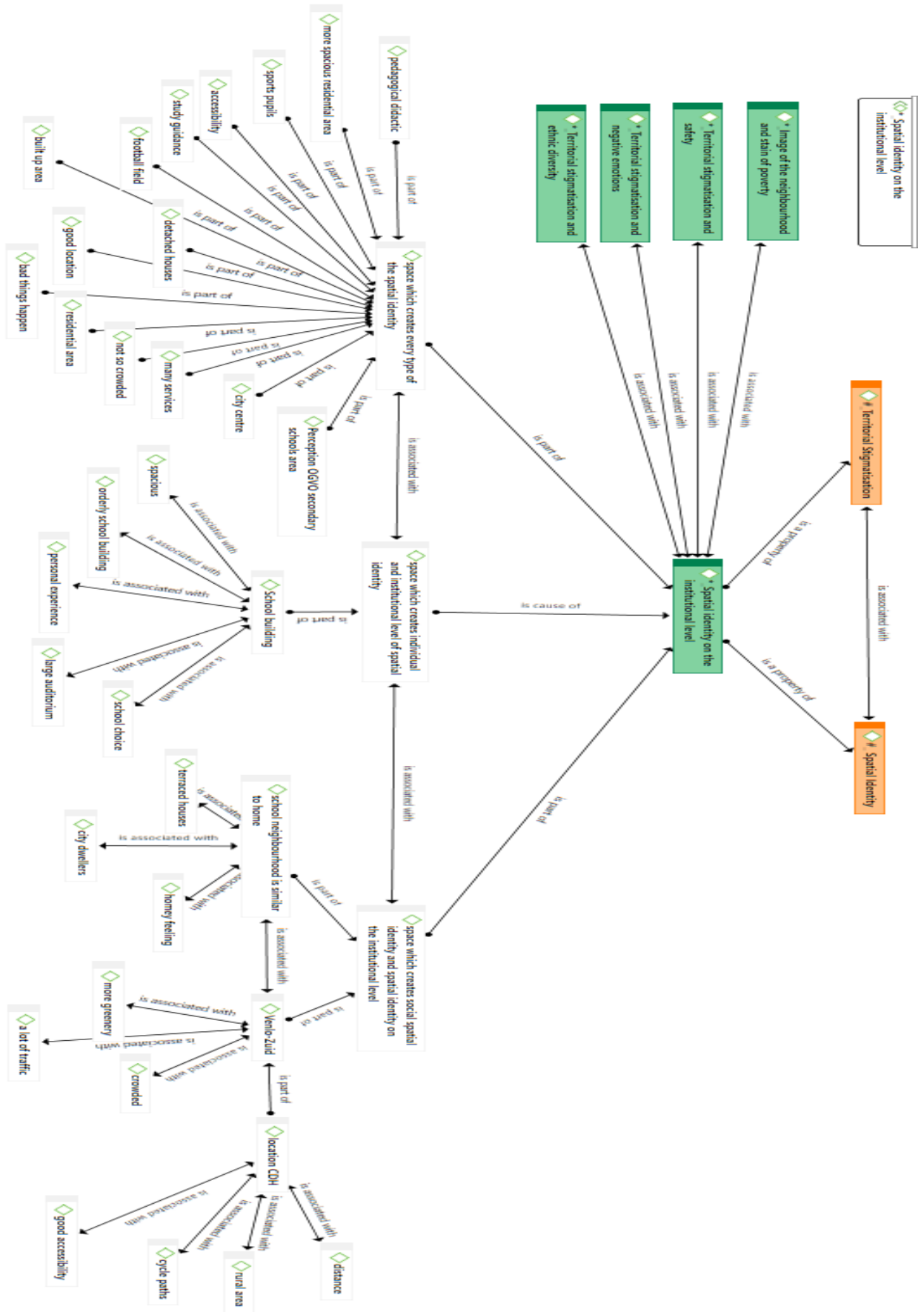
III: Yes, actually there is. If I look at the neighbourhood and at the outside of the school then I think that Venlo-South looks more like my own neighbourhood. At CDH there is also a football field and the same type of residential houses. That's just like where I live.

V: No, absolutely not. Here (Venlo-South) you see that everything is much closer together, but where I live is a village, so things are further apart from each other, much more open. Here there are mostly terraced houses. Where we live there are more semi-detached houses, so you don't really see very many terraced houses. The cycle paths are okay for getting here and for getting back home. That is also one reason for going to CDH.

From the data in code group 7 it transpired that the respondents experience the Venlo-South district to be a busy one. This was for both traffic as well as the number of people in the area. Most of the respondents considered everything was fine and they would make little to no changes in the neighbourhood of Venlo-South. Respondents associated the word 'busy' with traffic (cars, cyclists) and with the number of people in the neighbourhood (see network tree 7). This data corresponds to the data from code groups 1 through 6. The data from code group 7 also indicates that most respondents do not find it a problem that there is a lot of traffic (cars, cyclists, people) and they need little or no changes in the Venlo-South district. This fact is in line with the third analysis of code group 6, whereby the negative effects of territorial stigma present in a neighbourhood are eliminated if an individual can identify with the neighbourhood in which he/she wants to go to school (see Appendix XXI, code group 6 and 7).

Network tree Spatial identity at the institutional level, code group 7.

As a result, the network tree spatial identity at the institutional level was developed after intensive study of the transcriptions and by allocating the categorisation system of open, axial and selective codings via the qualitative analysis program AtlasTi. Version 8.0 for the transcriptions. In this network tree, using pillar 2 from the theoretical concept of spatial identity (spatial identity at the institutional level), I have investigated whether pillar 2 plays a role for the respondents, or has influence upon their spatial identity, in conjunction with various elements of territorial stigmatisation, which the respondents say apply to the three OGVO secondary school neighbourhoods. In total, some 52 codes were allocated within this code group. Of these 52 codes, 37 open codes, 5 axial codes and 2 selective codes were used to create the network tree. The arrows show the links between the various types of codes. See Appendix XIV for an overview of the codes used and a description of the links.



Network tree spatial identity on the institutional level, code group 7.

Textual analysis social spatial identity, code group 8

Social spatial identity, concerns the importance of the personal environment of an individual, in conjunction with the development of an individual's personal identity with their new environment. In Figure 2.1.1 (Chapter 2, Section 2.2.1) indicates that in the process of social spatial identity (pillar 3), indicators 4, 6 and 7, respectively: (4) *Space which creates every type of the spatial identity*; (6) *Space which creates individual spatial identity and social spatial identity*; (7) *Space which creates social spatial identity and spatial identity at the institutional level*, in conjunction with social spatial identity (pillar 3), individual spatial identity (pillar 1) and spatial identity at the institutional level (pillar 2) play a role in the development or creation of social spatial identity of a regular havo/vwo first-former pupil with the three different neighbourhoods in which the three OGVO secondary schools are located. By analogy with Bierwaiczonek's model (2015), the textual analysis of social spatial identity the relations between space and Weichhart's level of spatial identity (1990) (see Chapter 2, Figure 2.1.1) for indicator 4, 6 and 7 were analysed in terms of the influence of these indicators on the social spatial identity level of the respondents' perception of the three OGVO secondary schools situated neighbourhoods. The data from code group 8 is visually represented in network tree 8. In the first part of my analysis of social spatial identity I will investigate to what degree indicator (4) space which creates every type of spatial identity, influences the individual spatial identity of the respondents' choice of OGVO secondary school with regard to the neighbourhood in which the three OGVO secondary schools are located.

The data from code group 8 indicate that for indicator 4, the relationship parent-child (pupil), plays a role in a pupil's choice of school. The data from code group 8 also show that this relationship is not a decisive factor for a school choice. The data from code group 8 indicates that each respondent is free to make his/her own choice of school, but that the opinion and perception (image) the parents have of a secondary school and the environment in which it is located do influence school choice. The opinion of the parents and the view that they have of the secondary school does indeed have an influence upon the pupil's choice of school. The image of a neighbourhood is taken into account in the respondents' final choice of school. This is illustrated in the following statements:

I : My parents thought it would be very good if I was close to home in the neighbourhood, but they accepted that I was going to attend CDH, and well, I have a good feel for sport, so I thought I would go to CDH.

II: I did talk about it with them, but they definitely didn't make the decision for me. At first they wanted me to go to Blariacum, because I had been talking about it a lot and I had a good feeling about it. Then when I said that I found Den Hulster really nice, but Blariacum not so much, then my parents said: you should choose where you feel best, that's what you should do. My parents don't much like the environment around Valuas. It was just like that, we found the school itself ... that's what they said then, that they didn't like the surroundings. But that wouldn't have changed my own choice. If I had wanted to go there, they would have found that okay too. III: I did that myself. Mostly my opinion matches that of my parents, so if they say this one is better, then I will think that too.

IV: No, I myself. My parents' opinion does indeed play a small role though. That's because I am always trying to choose between, what is it, Blariacum and Den Hulster.

V: But I didn't want to go to schools in either Reuver or Panningen. Well, my sister goes to that school and we get to hear about things that don't go so well there.

VII: I did it myself, but my parents agreed with me. Both of my parents went to this (CDH) school. My parents' opinion is definitely important.

This fact is in line with the theory of Chapter 2 (Section 2.3.2). It appears that parents and pupils will rely on personal and observable characteristics in the absence of information about a secondary school. Parents and pupils rely on the image they have of the school based on previous experiences, knowledge and impressions, in short the image (Bouwhuis, 2006; Herwijers & Vogels, 2004; ROA, 2016). The data from code

group 8 show that the influence of friends and acquaintances in the respondents' school choice process is minimal and does not play a significant role in creating the respondents' social spatial identity. This is in line with the theory of Weichhart (1990), who suggests that identification processes could also be based on 'reference places' instead of reference groups/persons. As long as the relevant place has a certain symbolic function and could be defined with a certain character, an individual might also be identified by a relation to such a place (see network tree 8). This is illustrated in the following statements:

I: The opinions of friends and acquaintances are not important. I simply looked at the school and how it worked and that was it, but in the end I made the decision myself to go to CDH.

II: Very many girls from my class who were the same level as me went to Blariacum. My best female friend went to Valuas, but I think that CDH is the best.

IV: I was uncertain because there are also some good friends of mine who are going to other secondary schools. But afterwards I thought, I live quite close to Den Hulster, so then it would be easier to go there.

In the second and third part of the analysis on social spatial identity, for indicator (6) Space which creates individual spatial identity and social spatial identity and indicator (7) Space which creates social spatial identity and spatial identity at the institutional level, is investigated whether the respondents' perceptions of pupils attending the secondary school at BLC, VLC and CDH were linked to the indicators of territorial stigmatisation (see Appendix XXI, code groups 2 through 5). The data from code group 8 indicates that the image the respondents have of the pupils at the two OGVO secondary schools (VLC and BLC) is related to the neighbourhood in which the secondary school is situated. This is illustrated in the following statement:

III: The VLC pupils who come from the city centre are I think mostly native Dutch kids. Those are the kids who have more to do with sport, more with hockey or handball and so on. I really don't think that many footballers go to Valuas. I think CDH also has very many pupils who are interested in sport. A mix of immigrants and native Dutch kids, as well as I think, many kids who are eager to learn. As for BLC, I think about just as many, a mix between immigrants and native Dutch kids.

This is in line with the theory of Chapter 2 (Section 2.3.2), neighbourhoods play a role in sorting students into schools. Consequently, positive or negative territorial stigmatisation of the neighbourhood context (physical and social-economical context) affects the institutional facility (secondary school) in the neighbourhood and therefore selects what kind of schools young people choose and gain access to. The data from code group 8 show that the respondents have a clear image/conception of the 'type' of pupil that is present at the three OGVO secondary schools (see network tree 8 and Appendix XXI, code group 8). The data from code group 8 demonstrate that, according to the respondents, a certain 'type' of pupil is not a decisive factor in the choice of school. This is illustrated in the following statements:

I: Well, I don't know any pupils from VLC, but I do know some pupils from CDH and BLC. I think that pupils from CDH are different from those at BLC. I think that CDH has mostly quiet kids in the VWO. In VMBO they are a bit more active. I think that's probably the same for all 3 of the OGVO schools. All the same, I think that the kids here at CDH are quieter than those at BLC. No, that played no role at all in my choice of school, but I do know people whose choice was influenced by this. But I thought about it and I thought let's just go and see what it is like. I think they have a good opinion of CDH. But okay, they have the same opinion about VLC and BLC. Good schools, I think they are all good schools, but in the end I think that CDH is the best one. The image of the neighbourhood is different at each OGVO school, but the school itself is what I find super good.

II: VLC is for pupils who want to do something with art or theatre. For that sort of thing Valuas is really... well they do a lot of that. So I think that pupils who want to do something like that later on, should go to that school. I think that VLC is more for the type of pupil who like more pressure. BLC is mostly for sport. I think that people who want to do something with sport should go to that school. But, of course you can do that at CDH too. I think that quite a lot of kids who want to do the Topsport

Talent School (LOOT) go to CDH. But for those kids who don't have Topsport Talent, I think they are the same type of person as I am, who don't like too much hustle and bustle.

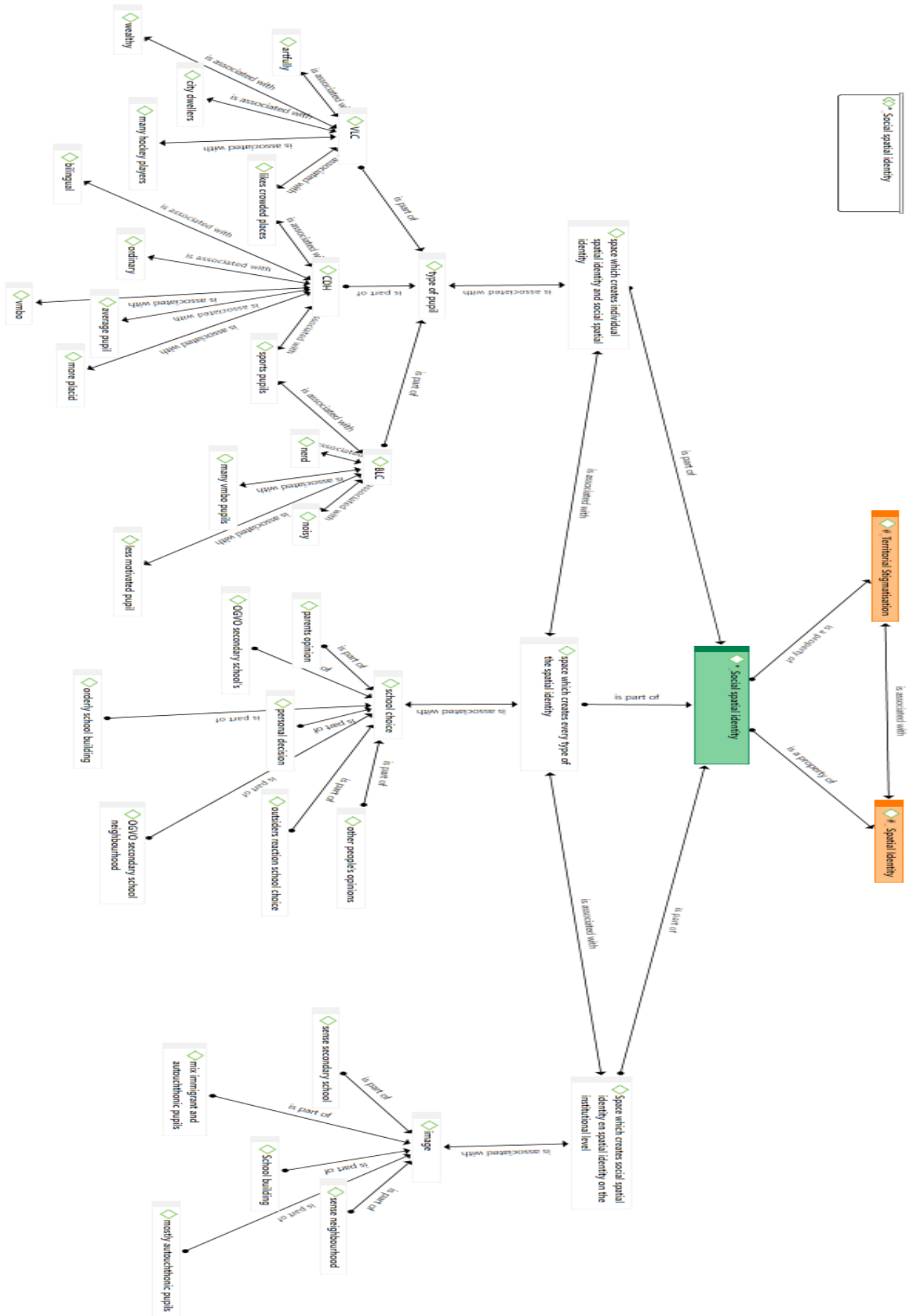
V: About CDH, I think mostly of kids interested in sports, also because they have a sports class here, and that's the reason why many chose this school. About VLC, I think mostly the normal pupil, apart from the fact that at Valuas there are also more people who want to do something with the musical, because of course they have that there too. As for BLC, just the normal kind of pupil. I don't really care about the type of pupil.

VI: At CDH a pupil who is tough. At BLC a very sporty pupil, and at VLC just a studious pupil, who wants to study a lot. The type of pupil who goes to a school doesn't play a role in my choice of school.

The data from code group 8 and network tree 8 indicate that respondents choose a secondary school where the school image and the 'type' of pupil most closely resemble their own image/self image. The respondents' spatial identity formation is a constant construction and reconstitution of their spatial identity influenced by territorial effects/bonds (see Chapter 2, Section 2.2 and Section 2.3.2). Additionally, the data from code group 8 show that distance also plays an important role in the choice of school (see network tree 8 and Appendix XXI, code group 8). In network tree 8 the data of code group 8 is visualised.

Network tree social spatial identity, code group 8

As a result, the network tree social spatial identity was developed after intensive study of the transcriptions and by allocating the categorisation system of open, axial and selective codings via the qualitative analysis program AtlasTi. Version 8.0. for the transcriptions. In this network tree, using pillar 3 from the theoretical concept of spatial identity (social spatial identity), I investigated whether pillar 3 plays a role or whether it influences the spatial identity of the respondents, in conjunction with the various elements of territorial stigmatisation, which are linked according to the respondents, with the three OGVO secondary school neighbourhoods. In total, some 63 codes were allocated within this code group. Of these 63 codes, 35 open codes, 5 axial codes and 2 selective codes were used in order to create the network tree. The arrows show the links between the various types of codes. See Appendix XIV for an overview of the codes used and a description of the links.



Network tree social spatial identity, code group 8.

Note: not shown in network tree 8 are the code groups: Territorial stigmatisation and negative emotions; Territorial stigmatisation and ethnic diversity; Territorial stigmatisation and safety and Image of the neighbourhood and stain of poverty. All of these code groups *are associated with* code group Social Spatial Identity.

- ◆ * Territorial stigmatisation and negative emotions
- ◆ * Territorial stigmatisation and ethnic diversity
- ◆ * Territorial stigmatisation and safety
- ◆ * Image of the neighbourhood and stain of poverty

4.3 Results of sub-study three: survey

With respect to sub-question three namely, *to what extent does territorial stigmatisation of the secondary school's neighbourhood influence the spatial identity of a regular first-former havo/vwo pupil, besides the standard school choice motives, in the school choice process of a regular havo/vwo first-former pupil?*, the goal of this survey research is to acquire information concerning the extent to which the indicators of territorial stigmatisation of the three neighbourhoods in which the three OGVO secondary schools are located affect the spatial identity of a regular havo/vwo first-former pupil as a school choice motive, in addition to the standardised school choice motives, for which secondary school to attend. The questions of the survey, also categorised according to sections 1 through 3 of the semi-structured interview, were designed as a result of the analysis of the semi-structured interviews. In this survey, in contrast to the interviews, the subject of standardised school choice motives is included, as described in Chapter 2 (Section 2.4.2) and Chapter 3 (Section 3.1.3).

Introduction survey

The survey was conducted among 114 out of 139 regular havo/vwo first-former pupils at the three OGVO secondary schools (College Den Hulster, Blariacum College, Valuas College). Ultimately, 105 surveys were analysed (see Chapter 3, Section 3.1.3). The one-way ANOVA with Tukey multiple comparisons post-hoc test shows per secondary school whether the pupils of CDH, BLC and VLC think differently about the sub scales 1 through 11 on average.

4.3.1 Results survey

Territorial stigmatisation

Does territorial stigmatisation of the neighbourhood in which a OGVO secondary school is located affect the school choice motives of a regular havo/vwo first-former pupil? The three tables: (Table 4.3.1 descriptive results for scale 1, OGVO schools territorial stigmatisation (with subscales 1 through 4); Table 4.3.1 descriptive results for scale 2, OGVO schools spatial identity (with subscales 5 through 7); Table 4.3.1 descriptive results for scale 3, OGVO schools standardised school choice motives (with sub scales 8 through 11) show the descriptive results of the mean (*M*) and the standard deviation (*SD*) per secondary school for scales 1 through 3, namely; (1) territorial stigmatisation, (2) spatial identity, (3) standardized school choice motives. For each sub-scale of the scale group it is indicated what this implies.

Table 4.3.1. Descriptive results for scale 1, OGVO schools territorial stigmatisation (with sub scales 1 through 4).

	<i>CDH</i> (<i>N</i> = 50)		<i>BLC</i> (<i>N</i> = 15)		<i>VLC</i> (<i>N</i> = 40)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Sub-scale 1 Territorial stigmatisation and the image of the neighbourhood and stain of poverty	3.21	0.82	3.12	0.80	3.01	0.98
Sub-scale 2 Territorial stigmatisation and ethnic diversity	3.03	0.87	2.96	0.71	3.13	0.74
Sub-scale 3 Territorial stigmatisation and safety	1.64	0.90	1.67	1.16	1.80	0.93
Sub-scale 4 Territorial stigmatisation and negative emotions	3,76	0.65	3.62	0.80	3.67	0.90

For sub-scale 1, Territorial stigmatisation and the image of the neighbourhood and stain of poverty, the averages of the three campuses are shown (*M* = 3.21; *M* = 3.12; *M* = 3.01) respectively. See Table 4.3.1, descriptive results for scale 1. This indicates that, (on the survey scale , 1 = totally agree, 2 = slightly agree, 3 = neither agree nor disagree, 4 = slightly disagree, 5 = not agree at all) the respondents on average neither agree nor disagree with the statements of the survey (see Chapter 3, Table 3.3A: Cronbach's Alpha's of four scales of territorial stigmatisation) with regard to the influence of territorial stigmatisation and the image of the neighbourhood and stain of poverty as school choice motive.

For sub-scale 2, Territorial stigmatisation and ethnic diversity, the averages of the three campuses are shown (*M* = 3.03; *M* = 2.96; *M* = 3.13) respectively. See Table 4.3.1, descriptive results for scale 1. This indicates that, (on the survey scale , 1 = totally agree, 2 = slightly agree, 3 = neither agree nor disagree, 4 = slightly disagree, 5 = not agree at all) the respondents on average neither agree nor disagree with the statements of the survey (see Chapter 3, Table 3.3A: Cronbach's Alpha's of four scales of territorial

stigmatisation) with regard to influence of territorial stigmatisation and ethnic diversity as school choice motive.

For sub-scale 3, Territorial stigmatisation and safety, the averages of the three campuses are shown (M = 1.64; M = 1.67; M = 1.80) respectively. See Table 4.3.1, descriptive results for scale 1. This indicates that, (on the survey scale, 1 = totally agree, 2 = slightly agree, 3 = neither agree nor disagree, 4 = slightly disagree, 5 = not agree at all) the respondents on average totally agree with the statements of the survey (see Chapter 3, Table 3.3A: Cronbach's Alpha's of four scales of territorial stigmatisation) with regard to influence of territorial stigmatisation and safety as school choice motive.

For sub-scale 4, Territorial stigmatisation and negative emotions, the averages of the three campuses are shown (M = 2.30; M = 2.29; M = 2.14) respectively. See Table 4.3.1, descriptive results for scale 1. This indicates that, (on the survey scale, 1 = totally agree, 2 = slightly agree, 3 = neither agree nor disagree, 4 = slightly disagree, 5 = not agree at all) the respondents on average slightly agree to some extent with the statements of the survey (see Chapter 3, Table 3.3A: Cronbach's Alpha's of four scales of territorial stigmatisation) with regard to influence of territorial stigmatisation and negative emotions as school choice motive.

Spatial identity

Does territorial stigmatisation of the area in which an OGVO secondary school is located affect the spatial identity of a regular havo/vwo first-former pupil and does this fact influence the school choice motives of a regular havo/vwo first-former pupil? Table 4.3.1 descriptive results for scale 2, OGVO schools spatial identity (with sub-scales 5 through 7), show the descriptive results of the mean (*M*) and the standard deviation (*SD*) per secondary school for scale 2, namely; (2) spatial identity. For each sub-scale of the scale group it is indicated what this implies.

Table 4.3.1. Descriptive results for scale 2, OGVO schools spatial identity (with sub scales 5 through 7).

	<i>CDH</i> (<i>N</i> = 50)		<i>BLC</i> (<i>N</i> = 15)		<i>VLC</i> (<i>N</i> = 40)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Sub-scale 5 Spatial identity	3.22	0.39	3.23	0.37	3.16	0.43
Sub-scale 6 Individual spatial identity	3.57	0.43	3.50	0.56	3.69	0.42
Sub-scale 7 Spatial identity on the institutional level	3.35	0.38	3.26	0.53	3.38	0.32

For sub-scale 5, Social spatial identity, the averages of the three campuses are shown (M = 2.64; M = 2.80; M = 2.75) respectively. See Table 4.3.1, descriptive results for scale 2. This indicates that, (on the survey scale, 1 = totally agree, 2 = slightly agree, 3 = neither agree nor disagree, 4 = slightly disagree, 5 = not agree at all) the respondents on average slightly agree to some extent with the statements of the survey (see Chapter 3, Table 3.3B: Cronbach's Alpha's three scales spatial identity) with regard to influence of social spatial identity

in combination with territorial stigmatisation of the secondary schools neighbourhood as school choice motive.

For sub-scale 6, Individual spatial identity, the averages of the three campuses are shown (M = 2.54; M = 2.56; M = 2.79) respectively. See Table 4.3.1, descriptive results for scale 2. This indicates that, (on the survey scale , 1 = totally agree, 2 = slightly agree, 3 = neither agree nor disagree, 4 = slightly disagree, 5 = not agree at all) the respondents on average slightly agree to some extent with the statements of the survey (see Chapter 3, Table 3.3B: Cronbach’s Alpha’s three scales spatial identity) with regard to influence of individual spatial identity in combination with territorial stigmatisation of the secondary schools as school choice motive.

For sub-scale 7, Spatial identity at the institutional level, the averages of the three campuses are shown (M = 3.02; M = 2.99; M = 3.23) respectively. See Table 4.3.1, descriptive results for scale 2. This indicates that, (on the survey scale , 1 = totally agree, 2 = slightly agree, 3 = neither agree nor disagree, 4 = slightly disagree, 5 = not agree at all) the respondents on average neither agree nor disagree with the statements of the survey (see Chapter 3, Table 3.3B: Cronbach’s Alpha’s three scales spatial identity) with regard to influence of spatial identity at the institutional level in combination with territorial stigmatisation of the secondary schools as school choice motive.

Standardised school choice motives.

In order to determine the effect that territorial stigmatisation of the secondary school area has on the spatial identity of a regular havo/vwo first-former pupil when making a school choice and to link this with the school choice motives of a regular havo/vwo first-former pupil, for the completeness of this study it was investigated whether the most important standardised school choice motives are actually decisive when choosing a secondary school in the Netherlands. Table 4.3.1 descriptive results for scale 3, OGVO schools standardised school choice motives (with sub-scales 8 through 11) show the descriptive results of the mean (*M*) and the standard deviation (*SD*) per secondary school for scale 3, namely; (3) standardised school choice motives. For each sub-scale of the scale group it is indicated what this implies.

Table 4.3.1. Descriptive results for scale 3, OGVO schools standardised school choice motives (with sub-scales 8 through 11).

	<i>CDH</i> (<i>N</i> = 50)		<i>BLC</i> (<i>N</i> = 15)		<i>VLC</i> (<i>N</i> = 40)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Sub-scale 8 Denomination	2.88	0.61	2.23	0.59	2.89	0.52
Sub-scale 9 Pedagogical-didactical vision	4.05	0.44	3.94	0.38	3.92	0.67
Sub-scale 10 Special characteristics	4.30	0.64	4.53	0.55	4.33	0.67
Sub-scale 11 Distance	2.87	1.19	2.77	1.34	3.00	0.98

For sub-scale 8, Denomination, the averages of the three campuses are shown (M = 2.88; M=2.23; M=2.89) respectively. See Table 4.3.1, descriptive results for scale 3. This indicates that, (on the survey scale, 1 = totally agree, 2 = slightly agree, 3 = neither agree nor disagree, 4 = slightly disagree, 5 = not agree at all) the respondents on average slightly agree to some extent with the statements of the survey (see Chapter 3, Table 3.3C: Cronbach's Alpha's four scales of standardised school choice motives) with regard to influence of denomination as school choice motive.

For sub-scale 9, Pedagogical-didactical vision, the averages of the three campuses are shown (M = 4.05; M=3.94; M=3.92) respectively. See Table 4.3.1, descriptive results for scale 3. This indicates that, (on the survey scale, 1 = totally agree, 2 = slightly agree, 3 = neither agree nor disagree, 4 = slightly disagree, 5 = not agree at all) the respondents on average slightly disagree to some extent with the statements of the survey (see Chapter 3, Table 3.3C: Cronbach's Alpha's four scales of standardised school choice motives) with regard to influence of pedagogical-didactical vision as school choice motive.

For sub-scale 10, special characteristics, the averages of the three campuses are shown (M = 4.30; M=4.53; M=4.33) respectively. See Table 4.3.1, descriptive results for scale 3. This indicates that, (on the survey scale, 1 = totally agree, 2 = slightly agree, 3 = neither agree nor disagree, 4 = slightly disagree, 5 = not agree at all) the respondents on average slightly disagree to some extent with the statements of the survey (see Chapter 3, Table 3.3C: Cronbach's Alpha's four scales of standardised school choice motives) with regard to influence of special characteristics as school choice motive.

For sub-scale 11, distance, the averages of the three campuses are shown (M = 2.87; M=2.77; M=3.00) respectively. See Table 4.3.1, descriptive results for scale 3. This indicates that, (on the survey scale, 1 = totally agree, 2 = slightly agree, 3 = neither agree nor disagree, 4 = slightly disagree, 5 = not agree at all) the respondents on average slightly agree to some extent with the statements of the survey (see Chapter 3, Table 3.3C: Cronbach's Alpha's four scales of standardised school choice motives) with regard to influence of distance as school choice motive.

4.3.2 Analysis of data one-way ANOVA with Tukey post-hoc multiple comparisons test for scale groups 1 through 3

In the analysis and interpretation of data; one-way ANOVA; and to measure the difference between scale groups 1 through 3 for pairwise multiple comparisons of the ranked data, the one-way ANOVA with Tukey post-hoc multiple comparisons test is applied. In analysing data of this kind, it is of interest to determine which pairs of regular havo/vwo first-former pupils at the three OGVO secondary schools means are likely to differ. In this thesis, the multiple comparison statistic is used and significance ($p < 0.05$) is taken. SPSS (statistical package for social sciences) package program is used to evaluate and find the calculated values. By means of the one-way ANOVA with Tukey post-hoc multiple comparisons test, it has been proven whether there are differences in the mean differences (the averages) of the 3 group variants (CDH, BLC, VLC) for the scale groups 1 through 3, namely; (1) territorial stigmatisation, (2) spatial identity, (3) standardised school choice motives (see conceptual model Figure 2.6, Chapter 2). For each sub-scale of the scale group in question it is indicated what this implies.

Territorial stigmatisation

Does territorial stigmatisation of the area in which a OGVO secondary school is located affect the school choice motives of a regular havo/vwo first-former pupil? By means of the one-way ANOVA with Tukey post-hoc multiple comparisons test, it has been indicated whether there are differences in the mean differences of the 3 group variants (CDH, BLC, VLC) for the sub-scales 1 through 4 of scale group 1, namely; territorial stigmatisation.

Table 4.3.2. One-way ANOVA with Tukey post-hoc multiple comparisons test results scale 1, territorial stigmatisation.

Scale 1: Territorial stigmatisation	OGVO secondary school	Comparison OGVO secondary schools	Mean Difference	p .*
Sub-scale 1: Territorial stigmatisation and the image of the neighbourhood and stain of poverty.	CDH	BLC	0.09333	0.931
		VLC	0.20375	0.522
	BLC	CDH	-0.09333	0.931
		VLC	0.11042	0.91
	VLC	CDH	-0.20375	0.522
		BLC	-0.11042	0.91

Scale 1: Territorial stigmatisation	OGVO secondary school	Comparison OGVO secondary schools	Mean Difference	p.*
Sub-scale 2: Territorial stigmatisation and ethnic diversity	CDH	BLC	0.06980	0.953
		VLC	-0.10720	0.804
	BLC	CDH	-0.06980	0.953
		VLC	-0.17700	0.747
	VLC	CDH	0.10720	0.804
		BLC	0.17700	0.747
Sub-scale 3: Territorial stigmatisation and safety	CDH	BLC	-0.02667	0.995
		VLC	-0.16000	0.708
	BLC	CDH	0.02667	0.995
		VLC	-0.13333	0.889
	VLC	CDH	0.16000	0.708
		BLC	0.13333	0.889
		BLC	0.17700	0.747
Sub-scale 4: Territorial stigmatisation and negative emotions	CDH	BLC	0.13800	0.817
		VLC	0.09300	0.838
	BLC	CDH	-0.13800	0.817
		VLC	-0.04500	0.98
	VLC	CDH	-0.09300	0.838
		BLC	0.04500	0.98

*. The mean difference is significant at the 0.05 level.

As it is seen on Table 4.3.2 one-way ANOVA with Tukey post-hoc multiple comparisons test scale 1, Territorial stigmatisation; no important difference is found between the three OGVO secondary schools for sub-scale 1 through 4 in terms of territorial stigmatisation as school choice motive ($p < 0.05$) for regular havo/vwo first-former pupils at the three OGVO secondary schools in the municipality Venlo.

Spatial Identity

Does territorial stigmatisation of the area in which a OGVO secondary school is located influence the spatial identity of a regular havo/vwo first-former pupil and does this fact influence the school choice motives of a regular havo/vwo first-former pupil? By means of the one-way ANOVA with Tukey post-hoc multiple comparisons test it has been indicated whether there are differences in the mean differences of the 3 group variants (CDH, BLC, VLC) for the sub-scales 5 through 7 of scale group 2, namely; spatial identity.

Table 4.3.2. One-way ANOVA with Tukey post-hoc multiple comparisons test results scale 2, spatial Identity.

Scale 2: Spatial Identity	OGVO secondary school	Comparison OGVO secondary schools	Mean Difference	p.*
Sub-scale 5: Social spatial identity	CDH	BLC	-0.01560	0.991
		VLC	0.05615	0.791
	BLC	CDH	0.01560	0.991
		VLC	0.07175	0.829
	VLC	CDH	-0.05615	0.791
		BLC	-0.07175	0.829
Sub-scale 6: Individual spatial identity	CDH	BLC	0.07440	0.838
		VLC	-0.12335	0.397
	BLC	CDH	-0.07440	0.838
		VLC	-0.19775	0.313
	VLC	CDH	0.12335	0.397
		BLC	0.19775	0.313
Sub-scale 7: Spatial identity on the institutional level	CDH	BLC	0.09527	0.681
		VLC	-0.01890	0.971
	BLC	CDH	-0.09527	0.681
		VLC	-0.11417	0.594
	VLC	CDH	0.01890	0.971
		BLC	0.11417	0.594

*. The mean difference is significant at the 0.05 level.

As it is seen on Table 4.3.2 one-way ANOVA with Tukey post-hoc multiple comparisons test scale 2, spatial identity; *no important difference is found between the three OGVO schools for sub-scale 5 through 7 in terms of spatial identity (with regard to territorial stigmatisation of the three OGVO secondary school*

neighbourhoods) as school choice motive ($p < 0.05$) for regular havo/vwo first-former pupils at the three OGVO secondary schools in the municipality of Venlo.

Standardised school choice motives

In order to examine the effect that territorial stigmatisation of the OGVO's secondary school area has on the spatial identity of a regular havo/vwo first-former pupil when making a school choice and to link it to the school choice motives of a regular havo/vwo first-former pupil, for the completeness of this study it was examined whether the most important standardised school choice motives in the Netherlands are actually decisive in choosing a secondary school. The one-way ANOVA with Tukey post-hoc multiple comparisons test showed whether there are differences in the mean differences of the three group variants (CDH, BLC, VLC) for sub scales 8 through 11 of scale group 3, namely: standardised school choice motives.

Table 4.3.2. One-way ANOVA with Tukey post-hoc multiple comparisons test scale 3, standardised school choice motives.

Scale 3: standardised school choice motives	OGVO secondary school	Comparison OGVO secondary schools	Mean Difference	<i>p</i> .*
Sub-scale 8: Denomination	CDH	BLC	64.167* 0.64167*	0.001
		VLC	-0.01250	0.994
	BLC	CDH	-64.167* -64167*	0.001
		VLC	-65.417* -0.65417*	0.001
	VLC	CDH	0.01250	0.994
		BLC	65.417* 0.65417*	0.001
Sub-scale 9: Pedagogical-didactical vision	CDH	BLC	0.10933	0.766
		VLC	0.13450	0.462
	BLC	CDH	-0.10933	0.766
		VLC	0.02517	0.987
	VLC	CDH	-0.13450	0.462
		BLC	-0.02517	0.987
Scale 3: standardised school choice motives	OGVO secondary school	Comparison OGVO secondary schools	Mean Difference	<i>p</i> .*

Sub-scale 10: Special characteristics	CDH	BLC	-0.23333	0.435
		VLC	-0.02500	0.982
	BLC	CDH	0.23333	0.435
		VLC	0.20833	0.533
	VLC	CDH	0.02500	0.982
		BLC	-0.20833	0.533
Sub-scale 11: Distance	CDH	BLC	0.10333	0.949
		VLC	-0.13000	0.852
	BLC	CDH	-0.10333	0.949
		VLC	-0.23333	0.777
	VLC	CDH	0.13000	0.852
		BLC	0.23333	0.777

*. The mean difference is significant at the 0.05 level.

As it seen on the Table 4.3.2 One-way ANOVA with Tukey post-hoc multiple comparisons test scale 3, standardised school choice motives; an important difference is found with respects to standardised school choice motives in terms of sub-scale 8 Denomination for regular havo/vwo first-former pupils as school choice motive at the three OGVO secondary schools in the municipality Venlo (F value=8.12, $p=0.001$). No important difference is found between the three OGVO schools for subscale 9 through 11 in terms of standardized school choice motives ($p<0.05$) for regular havo/vwo first-former pupils at the three OGVO secondary schools in the municipality of Venlo.

All three tables from Section 4.3.2, (Table 4.3.2: One-way ANOVA with Tukey post-hoc multiple comparisons test results scale 1, Territorial stigmatisation; Table 4.3.2: One-way ANOVA with Tukey post-hoc multiple comparisons test results scale 2, Spatial Identity; Table 4.3.2: One-way ANOVA with Tukey post-hoc multiple comparisons test results scale 3, standardised school choice motives) respectively indicate the one-way ANOVA with Tukey post-hoc multiple comparison test results. De one-way ANOVA Tukey post-hoc test results indicate that the three OGVO secondary schools (CDH, BLC, VLC) on scales 1 through 11 between them (see Table 4.3.2: One-way ANOVA with Tukey post-hoc multiple comparisons test results scale 1, Territorial stigmatisation; Table 4.3.2: One-way ANOVA with Tukey post-hoc multiple comparisons test results scale 2, Spatial Identity; Table 4.3.2: One-way ANOVA with Tukey post-hoc multiple comparisons test results scale 3, standardised school choice motives) non-significant ($p<0.05$) mutual deviations/differences, except for sub-scale 8: denomination.

4.3.3 Analysis of data statements 53 up to and including 67 from survey school choice motives section place and identity.

For the statements 53 up to and including 67, it was investigated whether the physical and socio-economic spatial characteristics of the three OGVO situated secondary school neighbourhoods influence the school choice motives of a regular havo/vwo first-former pupil. As indicated in Chapter 3 (Section 3.2.3), no factor analysis, Cronbach's Alpha and a one-way ANOVA with Tukey post-hoc multiple comparisons test can be carried out for the statements 53 up to and including 67. This has to do with the fact that the answer possibilities of these statements are scaled by ordinal numbers (namely, pupils can only make a choice between: CDH, BLC and VLC). However, for the statements 53 up to and including 67, it is possible to indicate a ranking per statement, but this does not give any information as to the magnitude of the numerical difference between the categories (CDH, BLC and VLC). On the basis of the data regarding the statements 53 up to and including 67 generated from the survey school choice motives (see Appendix XVI), the perception of the 105 respondents with regard to the three OGVO situated secondary school neighbourhoods (Venlo-South/CDH, Blerick-North/BLC and Venlo-North/VLC) will be described for each statement.

Place and identity

In order to examine the effect that territorial stigmatisation of the secondary school area has on the spatial identity of a regular havo/vwo first-former pupil when making a school choice and to link it to the school choice motives of a regular havo/vwo first-former pupil, the perception of the concept of place and identity as school choice motives of a regular havo/vwo first-former pupil are described (in general terms) in table 4.3.3. In Appendix XVI, the results of the statements 53 up to and including 67 are shown visually (per statement) in a bar graph. As indicated in Chapter 3 (Section 3.1.3), the statements associated with this scale should be used with great caution.

Table 4.3.3. Results place and identity of the three OGVO situated secondary school neighbourhoods.

Statements 53 up to and including 67 from the survey school choice motives.	General results from statements 53 up to and including 67 from the survey school choice motives.
53) Which secondary school do you think is located in the best neighbourhood?	The data from the survey shows that according to the statement: Which secondary school do you think is located in the best neighbourhood?, the VLC is located in the best neighbourhood. Bar chart 53 (see Appendix XVI) confirms this statement.
54) Which secondary school do you think is located in the poorest neighbourhood?	The data from the survey shows that according to the statement: Which secondary school do you think is located in the worst neighbourhood?, the BLC is located in the poorest neighbourhood. Bar chart 54 (see Appendix XVI) confirms this statement.
55) Which secondary school do you consider to have the best image?	The data from the survey shows that according to the statement: Which secondary school do you think has the best image?, the VLC has the best image. Bar chart 55 (see Appendix XVI) confirms this statement.
56) Which secondary school do you consider to have the poorest image?	The data from the survey shows that according to the statement: Which secondary school do you think has the worst image?, the BLC has the worst image. Bar chart 56 (see Appendix XVI) confirms this statement.

Statements 53 up to and including 67 from the survey School choice motives.	General results from statements 53 up to and including 67 from the survey school choice motives.
57) Which secondary school do you think has the most allochthonous pupils?	The data from the survey shows that according to the statement: Which secondary school do you think has the most allochthonous pupils?, CDH has the most allochthonous pupils at school. Bar chart 57 (see Appendix XVI) confirms this statement.
58) Which secondary school do you think has the most autochthonous pupils?	The data from the survey shows that according to the statement: Which secondary school do you think has the most autochthonous students?, the VLC has the most autochthonous students at school. Bar chart 58 (see Appendix XVI) confirms this statement.
59) Which secondary school is portrayed positively (best) in the news (Facebook, Instagram, radio, TV, internet)?	The data from the survey show that according to the statement: Which secondary school is portrayed positively (best) in the news (Facebook, Instagram, radio, TV, internet), the VLC is portrayed most positively in the news? Bar chart 59 (see Appendix XVI) confirms this statement.
60) Which secondary school is portrayed negatively in the news (Facebook, Instagram, radio, TV, internet)?	The data from the survey shows that according to the statement: Which secondary school is portrayed negatively in the news (Facebook, Instagram, radio, TV, internet), the BLC is portrayed most negatively in the news. Bar chart 60 (see Appendix XVI) confirms this statement.
61) Which secondary school neighbourhood is mentioned positively (best) in the news?	The data from the survey show that according to the statement: Which secondary school district is mentioned positively (best) in the news?, Venlo-North (VLC) is portrayed most positively in the news. Bar chart 61 (see Appendix XVI) confirms this statement.

Statements 53 up to and including 67 from the survey School choice motives.	General results from statements 53 up to and including 67 from the survey school choice motives.
62) Which secondary school neighbourhood is mentioned negatively in the news (Facebook, Instagram, radio, TV, internet)?	The data from the survey show that according to the statement: Which secondary school district is mentioned negatively in the news (Facebook, Instagram, radio, TV, internet), Blerick-North (BLC) is depicted most negatively in the news. Bar chart 62 (see Appendix XVI) confirms this statement.
63) Which OGVO school and neighbourhood are the safest in your opinion?	The data from the survey shows that according to the statement: Which OGVO school and district are the safest?, the VLC and Venlo-North are the safest. Bar chart 63 (see Appendix XVI) confirms this statement.
64) Which OGVO school and neighbourhood do you think are the most unsafe?	The data from the survey shows that according to the statement: Which OGVO school and neighbourhood are the most unsafe?, the BLC and Blerick-Noord are the most unsafe. Bar chart 64 (see Appendix XVI) confirms this statement.
65) Which school building of the 3 OGVO secondary schools do you like best?	The data from the survey shows that according to the statement: Which school building of the 3 OGVO schools do you like the most?, the VLC has the best/most beautiful school building. Bar chart 65 (see Appendix XVI) confirms this statement.
66) Which school building of the 3 OGVO secondary schools do you think is the ugliest?	The data from the survey shows that according to the statement: Which school building of the 3 OGVO schools do you think is the ugliest?, the BLC has the ugliest school building. Bar chart 66 (see Appendix XVI) confirms this statement.
67) Is there an OGVO secondary school where you certainly do not want to be at school?	The data from the survey shows that according to the statement: Is there a secondary school where you would definitely not want to be at school?, the BLC is the secondary school where you would definitely not want to be at school. Bar chart 67 (see Appendix XVI) confirms this statement.

5. Conclusion and recommendations

This research set out from the notion that selecting a secondary school to attend revolves around two empirical concepts, namely, territorial stigmatisation and spatial identity. Through the analysis of the concept of territorial stigmatisation, an integrated understanding of its distinctiveness can be understood as the outcome of how territorial stigmatisation operates and influences the process in which a regular first-former havo/vwo pupil chooses his/her secondary school to attend and therefore is connected to the relation between space and level of spatial identity. Because of this, the main question of this thesis is: "Does territorial stigmatization of the secondary schools neighbourhood effect the spatial identity of a regular first-former havo/vwo pupil and therefore influences his/her school choice motives, besides the standard school choice motives, in selecting a secondary school to attend in the municipality of Venlo?"

In order to answer the main research question, I will answer the three research questions formulated in thesis. The results of the three research questions will be drawn into a conclusion and the main research question will be answered. Furthermore, the research limitations, reflection and recommendations for further research will be discussed.

5.1 Answering the research questions

With respect to research question one, *namely: Is there territorial stigmatisation of the three OGVO secondary school neighbourhoods?*, a objective neighbourhood analysis is carried out. Literature on territorial stigmatisation (Chapter 2, Section 2.3) was brought together to illustrate that the poor reputation of a neighbourhood (territorial stigmatisation) is based on its position within the urban hierarchy. A territorially stigmatised neighbourhood is a place you should avoid because this neighbourhood brings with it negative associations. Territorial stigmatisation exists where a neighbourhood deviates in social-economical space and physical space from the average of the neighbourhoods in the urban hierarchy. The literature review (Chapter 2) shows that territorial stigmatisation (or characteristics of territorial stigmatisation) of a neighbourhood manifests itself in the perceived image of that area and consequently effects the local institutions situated in this area (Wacquant et.al., 2014). Therefore, the social-economical space and physical space of the neighbourhood (image) influences the secondary school (local institution) situated in this area (Albeda & Oosterlync, 2018; Bordieu, 1979; Pinkster et al., 2017; Grambergen, 2000; Karsten et al., 2005; Noreisch, 2007; Reay & Lucey, 2000; Sykes & Kuper, 2009; Sykes, 2011; Warrington, 2005).

To determine whether there is territorial stigmatisation for each OGVO secondary school neighbourhood (also known as district or area) a objective qualitative study has been carried out (Chapter 4, Section 4.1). Switching between geographical scale levels is hereby important to gain insight into the social and spatial phenomena within the urban hierarchy, referring to the concept of 'scale as a relation'. The results of this objective neighbourhood analysis (Chapter 4, Section 4.1) show that at national scale level there is no territorial stigmatisation of the urban districts in the municipality of Venlo. The objective neighbourhood analysis shows that at local level there is territorial stigmatisation of the three neighbourhoods in which the three OGVO secondary schools are located. Compared with all the neighbourhoods in the municipality of Venlo, the Venlo-South neighbourhood containing College Den Hulster, scores average. On the other hand, the Venlo-South neighbourhood is characterised by elements of territorial stigmatisation (see Chapter 4, Section 4.1). Compared to all the other neighbourhoods in the municipality of Venlo, the Venlo-North neighbourhood district containing Valuas College, scores weakly. For the Venlo-North neighbourhood, it emerges that there is territorial stigmatisation of the neighbourhood within the municipality of Venlo (see Chapter 4, Section 4.1). Compared to all the other neighbourhoods in the municipality of Venlo, the Blerick-

North neighbourhood containing Blariacum College scores weakly. For the Blerick-Noord neighbourhood it emerges that there is territorial stigmatisation of the neighbourhood within the municipality of Venlo (see Chapter 4, Section 4.1). In the subsidiary conclusion per OGVO located secondary area, I have shown which indicators, themes and aspects for these neighbourhoods deviate from the average neighbourhood in the municipality of Venlo and are therefore territorial stigmatized. The findings from research question one, correspond with the characteristic of neighbourhoods stigmatized on a territorial basis and are in line with what may be expected on theoretical grounds (Chapter 2), suggesting that there is indeed territorial stigmatisation of the OGVO secondary school neighbourhoods of Venlo-North and Blerick-North. Although the OGVO secondary school situated in the neighbourhood of Venlo-South scored an average and shows no evidence of territorial stigmatisation according to the objective neighbourhood analysis, there are however, indicators that point to territorial stigmatisation of the neighbourhood Venlo-South (see subsidiary conclusion for Venlo-South Chapter 4, Section 4.1). By this I wish to identify that all three of the neighbourhoods in which the OGVO secondary schools are located, score poorly in the theme of learning and in the aspect of secondary education. On basis of the objective neighbourhood analysis, the findings presented in this analysis provided context into the effects of territorial stigmatisation of the secondary schools neighbourhoods in which the three OGVO secondary schools in Venlo are situated.

With respect to research question two, namely: *to what extent does territorial stigmatisation of the secondary school's neighbourhood influence the spatial identity of a regular first-former havo/vwo pupil?*, semi-structured interviews have been conducted. The purpose of the interview sessions has been to ascertain whether the objective neighbourhood analysis into territorial stigmatisation corresponds with the subjective image that a regular havo/vwo first-former pupil has of the neighbourhood in which the three OGVO secondary schools are situated. The sessions also serve to ascertain whether this subjective image influences the spatial identity of a regular havo/vwo first-former in relation to the three OGVO neighbourhood districts and the three OGVO secondary schools situated within them. Literature review of territorial stigmatisation and spatial identity shows that the development of spatial identity occurs through the individual process of place-identity resulting in place attachment. Physical and social characteristics of the neighbourhood surroundings of the secondary school play an important role in the creation of individual spatial identity (Bierwaiczzonek, 2015; Weichhart, 1990).

Of key importance in this thesis is to what extent individual attachment (place-identity) is of importance for the connection with a neighbourhood/ secondary school. The concept place-identity is to define the relationship between 'identity' (a person) and 'place' (the physical environment, neighbourhood, secondary school) and therefore explaining the relationship between place and identity. Thus, how is one 'connected' with a place and therefore shapes one's spatial identity (Damayanti & Kossak, 2015; Qazimi, 2014; Rohkramer & Schulz, 2009; Tuan, 1974). To determine whether regular havo/vwo first-former pupils experience the effects of territorial stigmatisation and accordingly create their spatial identity of the three OGVO secondary school's areas and idem situated OGVO secondary schools, a qualitative study has been carried out (Chapter 4, Section 4.2). The results of the analysis of the semi-structured interviews show that place-identity of the respondents concerns the meaning and significance of places for users. All respondents are aware of the locality of their own secondary school. This shows the significance of this place for the individual and therefore they can point-out where their own secondary school (CDH) is located on the neighbourhood map of the municipality Venlo. At the same time, the respondents have limited perception of the area (neighbourhood) where the other OGVO-secondary schools, VLC and BLC, are located. This leads to gut feelings and little or no real knowledge of the neighbourhood, or of the secondary school situated in this neighbourhood, which subsequently resulted in a stigmatising image of the secondary school and the neighbourhood in which the OGVO secondary schools VLC and BLC are situated. The results show that physical and social-economical characteristics of the objective neighbourhood analysis, in which

the three OGVO secondary schools are situated are cited to support the subjective 'stigmatised' image the respondents have of the three OGVO secondary school's situated neighbourhoods. The respondents mainly cited physical and socio-economic characteristics of the neighbourhood as reasons to describe the neighbourhood and to sketch a picture of the secondary school located in this neighbourhood. In addition to the three OGVO secondary schools and idem situated neighbourhoods, the respondents cannot give one clear reason why they consider a particular OGVO secondary school and the neighbourhood in which it is situated to be better or worse. The results show that the secondary school is equated with the neighbourhood, and the image of the neighbourhood is equated with the characteristics of the school.

What is striking is that the Venlo-North district and VLC are associated with the Venlo city centre district, and are described with characteristics that belong to a city centre. This description of Venlo-North by the respondents clearly does not correspond to the objective neighbourhood analysis. Venlo-South and CDH is associated with physical and social-economic characteristics such as an orderly neighbourhood and good, sturdy houses. The secondary school has the same characteristics as the buildings in the neighbourhood and is therefore seen as a good and solid secondary school. Blerick-North and BLC is associated with a poverty-stricken neighbourhood and crime. The description of Blerick-North and Venlo-South by the respondents are in line with the objective neighbourhood analysis. According to the respondents, all three OGVO secondary schools are good schools, in contrast to the objective neighbourhood analysis. This shows that all three OGVO secondary school districts (Venlo-North, Venlo-South and Blerick-North) score weak on the theme of learning and the aspect of secondary education. What stands out from the results is the subjective spatial identity of the respondents towards the three OGVO secondary school and neighbourhoods. The respondents have a clear view with regard to the image of CDH, BLC and VLC. CDH is associated with discrimination, and BLC with the nuisance of loitering, crime and often vmbo students. The image sketched by the respondents derives from the neighbourhood characteristics of Blerick-North and population characteristics of Venlo-South. Venlo-North and VLC are, according to the respondents, the only neighbourhood and secondary school with a positive image, with the note that the respondents link Venlo-North to Venlo centre and the image of the secondary school (VLC) accordingly. All respondents were convinced that most native Dutch pupils in the municipality of Venlo attended school at VLC. BLC and CDH emerge as mixed (ethnic diversity) schools. *All respondents feel safe on all 3 OGVO campuses, but show a 'framed field of choice'* (Chapter 2, Section 2.3.2). Parents might, for example, select only appropriate schools (habitus) from which their child will subsequently make their choice. In other words, this means that the parents limit the choice of schools for their child. The relationship between neighbourhood conditions on the one hand, and school choice decisions and school access on the other hand, partly determines. This 'framed field of choice' is often used for pupils by parents with a higher educational background. This could explain why the respondents feel like only native Dutch pupils attended school at VLC. CDH is not to be classified as a school you simply go to; you go to CDH for a reason (see Chapter 4, Section 4.2). It also appears from the data that the respondents do not have a clear picture of Blerick-North and BLC, and therefore have negative omissions about it. Consequently it appears that the effect of territorial stigmatisation persists because the respondents continue to reaffirm this territorial stigmatisation of Blerick-North. This is in line with the literature review (Chapter 2). Respondents do this by creating a label for the neighbourhood and describing the secondary school based on physical and social-economic elements of the neighbourhood and then linking it to this neighbourhood and secondary school. Weichhart's theory (1990) shows that physical objects (i.e. school buildings) work by directly influencing positive or negative associations with a place. Results of the analysis of the semi-structured interviews show that it transpired that the physical appearance of the school building plays a major role in the perceived image of the neighbourhood and the secondary school in question. The school building from VLC is compared with a stately city building, whereas the BLC school building is compared with a UFO and the CDH

school building as a office building/ typical building that suits the neighbourhood area. Accordingly, the most important elements of a school building is to have a clear layout, clear structure and a large auditorium. All respondents consider these to be important elements that influence the creation of their spatial identity with a secondary school. Consequently, positive or negative territorial stigmatisation of a neighbourhood (physical and social-economical context) play a role in transmitting neighbourhood effects on the secondary school, as a central neighbourhood institution, and therefore selects what kind of schools young people (spatial identity) choose and gain access to. As a result neighborhoods play a role in sorting pupils into schools. Literature shows that there is a direct relationship between people and places. As Bierwaiczzonek (2015) indicates in his research, that individual level of the spatial identity is based on the individual identification with space. So, space or part of space (i.e. part of the city) creates individual identity. The research (Chapter 4, Section 4.2) shows that a pupil at VLC is associated with autochthonous, city centre and wealthy pupils. Subjects such as art and dance (given at VLC) are examples of this stigmatising image. Hockey and handball are the sports that these pupils mainly do according to the respondents. According to the respondents, a pupil at BLC and CDH is mainly characterised as normal/ordinary. According to the respondents, BLC and CDH are mainly attended by a mix of pupils of autochthonous and allochthonous origin. It should be noted that a pupil at the BLC is associated with a busy, noisy pupil who mainly follows the vmbo-trajectory, compared to a pupil at CDH (bilingual education-trajectory). The subjective spatial identity and the label that the respondents put on the three OGVO secondary school neighbourhoods and secondary schools has to do with the knowledge and experiences that the respondents have with the three OGVO secondary school neighbourhoods and secondary schools. The image of the secondary school is equated or equals the neighbourhood, and the image of the neighbourhood equals the characteristics of the school. The research shows that CDH is often labelled as average and normal, the label for the VLC is very positive and linked to the city centre. BLC and Blerick-North are mainly labelled as dangerous and unsafe. The objective neighbourhood analysis corresponds with the respondents' subjective image (spatial identity) for the Blerick-North neighbourhood and BLC. For the Venlo-South neighbourhood, too, the respondents' subjective image corresponds to the objective neighbourhood analysis. Respondents did, however, indicate that discrimination is part and parcel of the Venlo-South neighbourhood and that this is recognisable at secondary school (CDH). The objective neighbourhood analysis for the Venlo-North neighbourhood does not correspond to the subjective image (spatial identity) which the respondents have with regard to the Venlo-North neighbourhood and VLC. VLC and Venlo-North are based on the physical and socio-economic characteristics of the city centre. Important to note is that the interview data shows that the negative effects of territorial stigma present in a neighbourhood are eliminated if an individual can identify with the neighbourhood/ secondary school situated in this neighbourhood in which he/she wants to go to school. This is reflected in the literature review in Chapter 2.

With respect to sub-question three, namely: *to what extent does territorial stigmatisation of the secondary school's neighbourhood influence the spatial identity of a regular first-former havo/vwo pupil, besides the standard school choice motives, in the school choice process of a regular havo/vwo first-former pupil?*, a survey has been conducted among all regular havo/vwo first-former pupils at the three OGVO secondary schools on the basis of the results of sub-studies one and two. The statements of the survey, also categorised according to Sections 1 through 3 of the semi-structured interview, were designed on the basis of the objective neighbourhood analysis and the semi-structured interviews. Connecting the concept of territorial stigmatisation and spatial identity to the standard school choice motives in the Netherlands (ROA, 2016), in-depth insights in experiences and perceptions of a regular havo/vwo first-former pupil's secondary school decision-making process are ascertained. As mentioned in (Chapter 1, Section 1.1 and 1.2) choosing a secondary school is a complex and above all individual process. According to the studies of (Bouwhuis,

(2006), Godschalk, (2013); Vander Stuyft, (2015); ROA, (2016), it emerges that school choice is determined in particular by the standardised school choice motives (Chapter 2, Section 2.4.2). Drawing on empirical research (Chapter 2), the objective neighbourhood analysis (Chapter 4, Section 4.1) and the results of the participant interviews among the regular havo/vwo first-former pupils (Chapter 4, Section 4.2), this quantitative research demonstrates how territorial stigmatisation of a secondary school area and the spatial identity of a pupil can be a part of the regular havo/vwo first-former pupils school choice motives, besides the standard school choice motives, in opting for which secondary school to attend. As a result, a complete picture of the school choice motives of a regular havo/vwo first-former pupil, in choosing a secondary school, can be determined. The literature review (Chapter 2) shows that territorial of a secondary schools area manifests itself in the perceived view that outsiders have of that area and consequently also of the secondary school situated in this area. Consequently spatial identity is a result of a connection between people, physical elements of places, and activities associated with them. The development of spatial identity occurs through the individual process of place-identity resulting in place attachment. To invigorate this, neighbourhoods play a role in sorting students into schools and in conditioning school choices. If the environment (neighbourhood) of the secondary school does not correspond with the norms and values model of the domestic situation of a pupil (habitus), then this will be visible in the school choice motives of that pupil. The social culture of the neighbourhood of the secondary school can be seen as a supplement to the domestic culture, which make children from certain areas unsuitable for the dominant school culture. Of particular importance in this decision-making process, are the school choice motives of denomination, pedagogical and didactic vision, as well as other particular characteristics (ROA, 2016). Connecting the concepts (territorial stigmatisation and spatial identity) to the standard school choice motives (ROA, 2016), in-depth insights in experiences and perceptions of a regular havo/vwo first-former pupil's decision-making process can be ascertained. Parents and pupils are free to choose a secondary school, which suits their personal preference, wishes, opinions, lifestyle and are prepared to travel a greater distance for the preferred school preference. Therefore, negative territorial stigmatisation of the secondary schools area could affect the spatial identity of a regular havo/vwo first-former pupil, besides the standard school choice motives, in opting a secondary school to attend.

In order to determine to what extent territorial stigmatisation of the secondary school's neighbourhood influences the spatial identity of a regular havo/vwo first-former pupil, besides the standard school choice motives, in the school choice process of a regular havo/vwo first-former pupil qualitative study was carried out (Chapter 4, Section 4.3). The validity and reliability of the items within the survey scales Factor analysis and Cronbach's Alpha (Field, 2012; Cronbach, 1951) are used to test the validity and reliability of the main three scales (territorial stigmatisation, spatial identity and standard school choice motives). For the scale place and identity it is not possible to carry out a factor analysis or Cronbach's Alpha, as the response options for the positions of the scale place and identity are scaled by ordinal numbers.

Tabel 5.1. Validity and Reliability and Descriptive results of the main three scales and sub-scales.

Main scales	Sub-scales 1 through 11	Validity and Reliability and Descriptive results.
Territorial stigmatisation	1.Territorial stigmatisation and the image of the neighborhood and stain of poverty.	Sufficiently reliable. Descriptive results for sub-scale 1 indicates that the respondents on average neither agree nor disagree with the statements of the survey, with regard to the influence of territorial stigmatisation and the image of the neighbourhood and stain of poverty as school choice motive.
	2.Territorial stigmatisation and ethnic diversity	More than reliable. Descriptive results for sub-scale 2 indicates that the respondents on average neither agree nor disagree with the statements of the survey, with regard to influence of territorial stigmatisation and ethnic diversity as school choice motive.
	3.Territorial stigmatisation and safety	Careful. Descriptive results for sub-scale 3 indicates that the respondents on average totally agree with the statements of the survey, with regard to influence of territorial stigmatisation and safety as school choice motive.
	4.Territorial stigmatisation and negative emotions	Reliable with some caution. Descriptive results for sub-scale 4 indicates that the respondents on average slightly agree to some extent with the statements of the survey, with regard to influence of territorial stigmatisation and negative emotions as school choice motive.
Spatial identity	5.Social spatial identity	Be cautious. Descriptive results for sub-scale 5 indicates that the respondents on average slightly agree to some extent with the statements of the survey, with regard to influence of social spatial identity in combination with territorial stigmatisation as school choice motive.
	6.Individual spatial identity	Some caution. Descriptive results for sub-scale 6 indicates that the respondents on average slightly agree to some extent with the statements of the survey with regard to influence of individual spatial identity in combination with territorial stigmatisation as school choice motive.
	7.Spatial identity on the institutional level	Great caution. Descriptive results for sub-scale 7 indicates that the respondents on average neither agree nor disagree with the statements of the survey, with regard to influence of spatial identity in combination with territorial stigmatisation at the institutional level as school choice motive.

Standardised school choice motives	8.Denomination	Great caution. Descriptive results for sub-scale 8 indicates that the respondents on average slightly agree to some extent with the statements of the survey with regard to influence of denomination as school choice motive.
	9.Pedagogical didactical vision	Reliable with some caution. Descriptive results for sub-scale 9 indicates that the respondents on average slightly disagree to some extent with the statements of the survey with regard to influence of pedagogical-didactical vision as school choice motive.
	10.Special characteristics	With caution. Descriptive results for sub-scale 10 indicates that the respondents on average slightly disagree to some extent with the statements of the survey with regard to influence of special characteristics as school choice motive.
	11.Distance	Very reliable. Descriptive results for sub-scale 11 indicates that the respondents on average slightly agree to some extent with the statements of the survey with regard to influence of distance as school choice motive.

As indicated in Chapter 3 (Section 3.1.3) and Chapter 4 (Section 4.3), reliable statements can be made about the three main scales and their sub-scales. The one-way ANOVA and Tukey post-hoc test has been used to compare the results of the sub-scales (1 through 11) of the three OGVO secondary schools (CDH, BLC, VLC). The ANOVA test shows per OGVO secondary school whether the pupils of CDH, BLC, and VLC think differently about the sub-scales 1 through 11 on average. In analysing data of this kind, it is of interest to determine which pairs of regular havo/vwo first-former pupils at the three OGVO secondary schools means are likely to differ. As a result, the one-way ANOVA Tukey post-hoc test results indicate that the three OGVO secondary schools (CDH, BLC, VLC) on scales 1 through 11 between them (see Table 4.3.2: one-way ANOVA with Tukey post-hoc multiple comparisons test results scale 1, Territorial stigmatisation; Table 4.3.2: One-way ANOVA with Tukey post-hoc multiple comparisons test results scale 2, Spatial Identity; Table 4.3.2: One-way ANOVA with Tukey post-hoc multiple comparisons test results scale 3, standardised school choice motives) non-significant ($p < 0.05$) mutual deviations/differences for regular havo/vwo first-former pupils at the three OGVO secondary schools in the municipality of Venlo is found regarding the effect that territorial stigmatisation of the secondary schools area has on the spatial identity of a regular havo/vwo first-former pupil when making a school choice, except for sub-scale 8: denomination.

5.1.1 Place and identity

For the statements 53 up to and including 67, it was investigated whether the physical and socio-economic spatial characteristics of the three OGVO situated secondary school neighbourhoods influence the school choice motives of a regular havo/vwo first-former pupil. As indicated in Chapter 3 (Section 3.1.3), the statements associated with this scale should be used with great caution, as for the scale place and identity it is not possible to carry out a factor analysis, Cronbach's Alpha or one-way ANOVA Tukey post-hoc test. This is shown in table 4.3.3 (Chapter 4, Section 4.3). This has to do with the fact that the answer possibilities of these statements are scaled by ordinal numbers (namely, pupils can only make a choice between: CDH, BLC and VLC). However, for the statements 53 up to and including 67, it is possible to indicate a ranking per

statement, but this does not give any information as to the magnitude of the numerical difference between the categories (CDH, BLC and VLC). On the basis of the data regarding the statements 53 up to and including 67 generated from the survey school choice motives, the perception of the 105 respondents with regard to the three OGVO situated secondary school neighbourhoods (Venlo-South/CDH, Blerick-North/BLC and Venlo-North/VLC) are described for each statement. The results of the statements 53 up to and including 67 correspond with the literature analysis (Chapter 2), which shows that the development of spatial identity occurs through the individual process of place-identity, resulting in place attachment. Physical and social characteristics of the surroundings of the secondary school play an important role in the creation of a regular havo/vwo first-former's spatial identity and image of the three OGVO secondary schools.

5.1.2 General conclusion

In this last part of this section, the answers given to the sub-questions are interpreted to provide an answer to the main question of this thesis. The main question of this thesis is: "Does territorial stigmatisation of the secondary school's neighbourhood affect the spatial identity of a regular first-former havo/vwo pupil, and therefore influence his or her school choice motives, other than the standard school choice motives, in opting for a secondary school to attend in the municipality of Venlo?"

To summarise the results of sub-question one (Chapter 4, Section 4.1), within the urban hierarchy in the municipality of Venlo there is territorial stigmatisation of the neighbourhoods of Venlo-North and Blerick-North in which respectively the OGVO secondary schools VLC and BLC are located. The neighbourhood Venlo-South, in which CDH is situated, accommodates aspects of territorial stigmatisation but is not classified as such within the urban hierarchy in the municipality of Venlo. However, the Venlo-South neighbourhood is characterised by aspects of territorial stigmatisation. As shown by the results of sub-question two (Chapter 4, Section 4.2) show that the influence of territorial stigmatisation of the neighbourhood in which the secondary school is located affects the respondents' spatial identity and that the respondents' image of the three secondary schools is linked to the neighbourhood in which the school is located. This is particularly noteworthy at VLC. This school is situated in a territorially stigmatised neighbourhood (Venlo-North) but because of the physical location of this secondary school (close to the city centre of Venlo), VLC is associated with the physical and socio-economic characteristics of the city centre (see Chapter 4, Section 4.1). The spatial identity shown by the respondents for BLC is linked to the physical and socio-economic characteristics of the Blerick-North neighbourhood described in Chapter 4 (Section 4.1). As a result, respondents characterise BLC as negative. The spatial identity shown by the respondents for CDH is linked to the physical and socio-economic characteristics described in Chapter 4 (Section 4.1). CDH is characterised as a normal/average secondary school with characteristics of territorial stigmatisation of the Venlo-South neighbourhood. As the research has shown, physical and socio-economic characteristics of the neighbourhood play an important role in the creation of a regular havo/vwo first-formers spatial identity and image of the three OGVO secondary schools. The results of sub-question three show that the characteristics of territorial stigmatisation of the neighbourhood in which a secondary school is located are recognised by the respondents and that this is reflected in the spatial identity of a regular havo/vwo first-former pupil, however do not play a distinctive role in school choice motives, except for sub-scale 8 Denomination (see Chapter 4, Section 4.3).

In conclusion, the results of the empirical research and the three sub-questions show that the development of spatial identity occurs through the individual process of place-identity, resulting in place attachment. Important to note is that the research indicates that the negative effects of territorial stigma present in a neighbourhood are eliminated if an individual can identify with the neighbourhood or secondary school situated in this neighbourhood where he/she wants to go to school. The answer to the main question lies

in the perception of a regular havo/vwo first-former pupil's sense of place, the way he or she experiences a place.

5.2 Dissemination of results and policy recommendations

This research has the goal of contributing to the task of gaining more insight into school choice motives besides the standardised school choice motives. Therefore, by studying territorial stigmatization of the area surrounding a secondary school in conjunction with the spatial identity of a first-former havo/vwo pupil, an analysis is made of the degree to which territorial stigmatization and spatial identity of the secondary schools area plays a role in a pupil's school choice motives when considering which secondary school to attend. Additionally, qualitative knowledge of school choice motives by pupils opting a secondary school can be studied. Gaining more insight into school choice motives of regular havo/vwo first-former pupils, besides the standardised school choice motives, helps secondary schools to address them.

The first recommendation refers to the neighbourhood in which a secondary school is situated. As I indicated in Chapter 1 (Section 1.3), little to no research had been conducted into neighbourhood composition and school choice effects. This research provided insights into the effect of neighbourhood territorial stigmatization and school choice motives. The ability for a municipality to retain power over the community and to understand and co-opt initiatives with a local institution (secondary school), in order to create positive attention, is often necessary to ensure future development.

Secondly, a secondary school might be in a better position to design its recruiting policy for potential pupils and offer these insights and added value to the governance of the school. After all, the secondary school choice of a pupil is important for the survival of a secondary school. Therefore, it is important to know what image is attached to a secondary school and how you can use or address this image to the secondary school's advantage.

Thirdly, by conducting research into the concept of territorial stigmatization and spatial identity as reasons for school choice motives, this research contributes to the academic discussions about the significance of the neighbourhood for a person's individual development. In particular, the way in which neighborhoods and secondary schools are interrelated in a person's individual place-attachment in selecting a secondary school to attend. Therefore, I would argue for more research based on local (micro) scale – neighbourhood level – and the recognition of territorial stigmatisation of urban districts on local institutions (secondary school) and the influence this has on the spatial identity of a pupil resulting in school choice motives. Needless to say, further research can only contribute to acquiring more knowledge on this matter.

5.3 Limitations and reflection.

In this final section, I will reflect on the research presented in this thesis, indicating the positive outcomes as well as what went less well. Indications for further research follow from these reflections.

No academic research is perfect, as there are always things to improve. The first reflection concerns conducting a mixed method research approach. This thesis is an investigation into the contemporary school choice behaviour of regular havo/vwo first-former pupil, based on the scientific paradigms of territorial stigmatisation, spatial identity and school choice motives using quantitative and qualitative research approaches, but in retrospect, this approach has proven to be proving to be more time-consuming and labor-intensive than I had at first imagined. I did not properly realise this in advance. However, the validity and reliability of the data collected using quantitative and qualitative research approaches for the three sub-questions proved to be significant for this research. The empirical research (Chapter 2) confirms the correlation between the scientific paradigms of territorial stigmatisation, spatial identity and school choice motives. Regrettably, as far as I know, there is little scientific research into whether the spatial identity of a

pupil is influenced by the territorial stigmatisation of a neighbourhood and thus determines his/her school choice process. As a result, I feel I have spent a long time trying to find the right literature. I hope, therefore, that this thesis can be an encouragement or motivation for follow-up research.

Secondly, when looking at my sampling strategy, I tried to be as objective as possible. In my opinion, this has been achieved satisfactorily. But to a certain extent, especially for sub-question two (qualitative research), there is small element of bias. After all, this research is my interpretation of existing studies and research/data given by respondents. As a recommendation for future research, I would suggest interviewing pupils on various secondary school campuses in one municipality. This is in order to get a more balanced mix of opinions. This research has only focused on one specific group namely, havo/vwo first-former pupils. It is interesting to conduct this research among all pupils at the various OGVO campuses in order to find out whether or not the spatial identity of a pupil in relation to a neighbourhood and secondary school has changed or not.

A third reflection concerns the validity and reliability of my research. In order to be able to guarantee the validity and reliability of this research, I first of all compared the OGVO secondary schools with secondary schools in the Netherlands (Chapter 3, Section 3.1). The secondary schools in this study are representative of the average Dutch secondary school. By making use of existing studies on the urban districts in the municipality of Venlo and combining empirical research (Chapter 2) into territorial stigmatisation, I was able to carry out an objective neighbourhood analysis for the three OGVO situated neighbourhoods (see Chapter 3, Section 3.1 and Chapter 4, Section 4.1). The qualitative research, sub-study 2, has an inductive character. The aim of sub-study 2 has been to discover possible relationships and underlying reasons whether or not territorial stigmatisation of the secondary school's neighbourhood and a pupils spatial identity regarding the secondary school's area are of influence in opting for which secondary school to attend. After intensive examination of the transcriptions, the transcriptions have been imported into the data analysis program Atlas.ti. version 8.0. This program has been specially developed to encode and analyse qualitative data. My approach in analysing the data has been the descriptive approach. This means observing and measuring without manipulating variables in order to identify characteristics, trends and correlations. During the data handling process, I discovered that some data do not fit neatly in standard categories. Therefore my interpretation of the data explaining why people think or behave in certain ways, can be slightly biased. My recommendation for future research is therefore to use an ethnographic research method to gain insight into people's social interactions. The quantitative research, sub-study 3, in contrast to qualitative research, does not concern the personal beliefs or observations, and the underlying beliefs of a few individuals, but of the entire population of regular havo/vwo first-former pupils at OGVO. In order to be able to quantify the results of the survey, all respondents are presented the same survey with fixed-responses (statements). Factor analysis and Cronbach's Alpha (Field, 2012; Cronbach, 1951) are used to test the validity and reliability of the main three scales (territorial stigmatisation, spatial identity and standard school choice motives). In order to finally determine if there is a statistically significant difference between the specific groups (VLC, BLC, CDH) the one-way ANOVA and Tukey test was conducted. The Tukey post-hoc tests are run to confirm where the differences occurred between the specific groups. As shown in Chapter 4 (Section 4.3) the validity and reliability are positive. A negative aspect of this quantitative research is the validity and reliability for the scale place and identity. It was not possible to carry out a factor analysis, Cronbach's Alpha or a one-way ANOVA and Tukey post-hoc test, as the response options for the positions of the scale place and identity are scaled by ordinal numbers. My recommendation for future researchers is to always triple check your work and make sure (in advance) that a factor analysis, Cronbach's Alpha or a one-way ANOVA and Tukey post-hoc test is possible.

Since I could not foresee the impact of the COVID-19 Corona virus, or the resulting measures in my personal and professional life (curriculum adaptations, digital lessons and home education) that would take place, my research was delayed by three months. In my original planning it was indicated that the submission of my thesis would be in August 2020. Due to the COVID-19 Corona virus outbreak, the submission date has become December in 2020.

Furthermore, while writing this thesis I have experienced the importance of consulting with third parties on the writing of a thesis. Certainly when you cannot see the wood for the trees, the opinions and views of third parties provide stimulation and help you to look at your own research with different eyes.

As a final note, this research focuses on the communicative form of generalizability, knowledge orientation and practice orientation. It is up to the reader of this thesis to decide whether and how the research outcomes (results and conclusions) are relevant to a situation that concerns him/her (Smalling, 2016). This thesis will hopefully serve as a useful foundation of expertise and encouragement.

6. References

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