

University of Groningen

Bullying in schools

Oldenburg, Beau

IMPORTANT NOTE: You are advised to consult the publisher's version (publisher's PDF) if you wish to cite from it. Please check the document version below.

Document Version

Publisher's PDF, also known as Version of record

Publication date:

2017

[Link to publication in University of Groningen/UMCG research database](#)

Citation for published version (APA):

Oldenburg, B. (2017). *Bullying in schools: The role of teachers and classmates*. [Thesis fully internal (DIV), University of Groningen]. University of Groningen.

Copyright

Other than for strictly personal use, it is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), unless the work is under an open content license (like Creative Commons).

The publication may also be distributed here under the terms of Article 25fa of the Dutch Copyright Act, indicated by the "Taverne" license. More information can be found on the University of Groningen website: <https://www.rug.nl/library/open-access/self-archiving-pure/taverne-amendment>.

Take-down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

Downloaded from the University of Groningen/UMCG research database (Pure): <http://www.rug.nl/research/portal>. For technical reasons the number of authors shown on this cover page is limited to 10 maximum.

Nederlandse samenvatting

(Summary in Dutch)

Samenvatting (summary in Dutch)

Pesten is een groot probleem dat ernstige gevolgen voor het welzijn van alle betrokkenen kan hebben. In de afgelopen jaren is er veel onderzoek naar pesten gedaan. Uit deze onderzoeken blijkt dat pesten niet, zoals eerder werd gedacht, een negatieve interactie tussen alleen de pester en het slachtoffer is, maar dat het een complex sociaal verschijnsel is waarbij leerkrachten en klasgenoten ook een belangrijke rol spelen. Onlangs hebben studies aangetoond dat 1) leerkrachten belangrijk actoren zijn als het gaat om pesten, 2) klasgenoten als publiek voor de pester fungeren en 3) pesten en daaraan gerelateerd gedrag beïnvloed worden door de directe relaties tussen leerlingen en door andere relaties in de klas.

In dit proefschrift presenteer ik vier empirische studies waarin ik de rol van leerkrachten en klasgenoten bij pesten verder heb onderzocht. De focus lag op percepties en gedrag van leerkrachten en klasgenoten. In de volgende secties zet ik per hoofdstuk uiteen welke vragen onderzocht zijn en wat de belangrijkste bevindingen waren.

Is er een relatie tussen leerkrachtkenmerken en het aantal gepeste leerlingen?

In het eerste empirische hoofdstuk, **hoofdstuk 2**, onderzocht ik of er een relatie was tussen leerkrachtkenmerken en het aantal gepeste leerlingen in de klas. Ondanks de centrale rol die leerkrachten spelen bij het tegengaan van pesten, is nog nooit onderzocht of er meer gepest wordt in klassen van leerkrachten met bepaalde kenmerken. In hoofdstuk 2 onderzocht ik dit door data van 3.385 basisschool leerlingen te combineren met data van 139 leerkrachten van deze leerlingen. De resultaten lieten zien dat verschillen tussen klassen in het aantal gepeste leerlingen inderdaad (voor een deel) aan leerkrachtkenmerken toe te schrijven waren. Zo waren er meer gepeste leerlingen wanneer leerkrachten pesten associeerden met factoren buiten de leerkracht om, wanneer leerkrachten geloofden dat zij het pesten van hun leerlingen makkelijk konden beïnvloeden en wanneer leerkrachten zelf een verleden als pester hadden. Ten slotte bleek de klassensamenstelling ook van invloed op het aantal gepeste leerlingen: er waren minder gepeste leerlingen in combinatiegroepen en in klassen met oudere leerlingen.

Zijn leerkrachten voldoende toegerust om pesten aan te pakken?

Het aanpakken van pesten is geen gemakkelijke opgave. In **hoofdstuk 3** onderzocht ik in hoeverre leerkrachten zijn toegerust om pesten aan te pakken. Ik stelde dat leerkrachten 1) moeten weten wat pesten is, ze 2) informatie over het pesten onder hun leerlingen moeten hebben en ze 3) slachtoffers als dusdanig moeten herkennen. Ik combineerde interviewdata van 22 basisschool leerkrachten met surveydata van 373 van hun leerlingen. Uit de data bleek dat leerkrachten onvolledige definities van pesten gaven, inefficiënte methoden gebruikten om pesten te detecteren en dat ze leerlingen die beweerden gepest te worden vaak niet als slachtoffers beschouwden. Deze studie suggereert dat hoewel leerkrachten een centrale rol hebben bij het tegengaan van pesten ze hier niet voldoende op toegerust zijn.

(H)erkennen leerlingen klasgenoten die gepest worden?

Uit hoofdstuk 3 bleek dat leerkrachten leerlingen die gerapporteerd hadden gepest te

worden vaak niet als slachtoffer beschouwd. In **hoofdstuk 4** onderzocht ik hoe dit zat voor klasgenoten. Het is onwaarschijnlijk dat leerlingen klasgenoten die zij niet als slachtoffers beschouwen, zullen helpen en verdedigen. In diverse studies wordt (impliciet) verondersteld dat de meeste leerlingen in de klas op de hoogte zijn van het pesten. Deze aanname is echter nog nooit expliciet onderzocht. In eerdere studies werden wel zelf-rapportages en rapportages van klasgenoten vergeleken, maar de rapportages van klasgenoten werden dan meestal samengevat in percentages. Door de nominaties op deze manier te aggregeren, kon niet onderzocht worden of sommige leerlingen beter waren in het herkennen van slachtoffers dan andere leerlingen.

In hoofdstuk 4 onderzocht ik of individuele middelbare scholieren klasgenoten die rapporteerden gepest te worden ook als slachtoffers (h)erkenden. Door de overeenstemming tussen zelf-rapportages en rapportages van klasgenoten op een dyadische manier te onderzoeken, kon onderzocht worden of overeenstemming samenhangt met relationele, individuele en klaskenmerken. Beschrijvende analyses lieten zien dat een groot aantal leerlingen dat volgens hun zelf-rapportages gepest werd, niet als slachtoffers beschouwd werd door hun klasgenoten. Met andere woorden, er was weinig overeenstemming tussen zelf-rapportages en rapportages van klasgenoten. Multilevel logistische regressie analyse liet meer overeenstemming zien tussen leerlingen van hetzelfde geslacht, vooral tussen jongens. Leerlingen die probeerden niet betrokken te raken bij het pesten (zogenoemde buitenstaanders) beschouwden zelf-gerapporteerde slachtoffers minder vaak als slachtoffers. Leerlingen die zich doorgaans als verdedigers gedroegen, waren het daarentegen vaker eens met de zelf-gerapporteerde slachtoffers. Daarnaast lieten de resultaten zien dat leerlingen minder vaak slachtoffer-nominaties gaven aan klasgenoten die af en toe werden gepest dan aan klasgenoten die (erg) vaak werden gepest. Ten slotte suggereert hoofdstuk 4 dat het herkennen van pesten niet alleen van de relaties tussen leerlingen en hun individuele kenmerken, maar ook van de klassensamenstelling afhangt. Er was minder overeenstemming tussen leerling in grotere klassen.

In hoeverre overlappen verdedigen, vriendschap en iemand niet leuk vinden?

Ten slotte, onderzocht ik in **hoofdstuk 5** door middel van sociale netwerk analyses in hoeverre verdedigingsrelaties overlappen met vriendschapsrelaties en iemand niet leuk vinden. Ik verwachtte dat verdedigen vaak plaatsvindt tussen vrienden en tussen vrienden van vrienden en dat het weinig gebeurt tussen klasgenoten die elkaar niet leuk vinden. Ik verwachtte ook dat verdedigen vaak plaatsvindt wanneer twee gepeste kinderen door dezelfde klasgenoten niet leuk gevonden worden en wanneer zij dezelfde klasgenoten niet leuk vinden.

Ik toetste deze hypothesen door middel van bivariate Exponential Random Graph Models (ERGMs) en gebruikte het programma XPNNet. Ik onderzocht verdedigingsnetwerken in zeven basisschoolklassen (groep 5) en vond, zoals verwacht, dat gepeste leerlingen verdedigingsnominaties gaven aan klasgenoten die zij als vriend zagen of wie hen als vriend zagen. Daarnaast was de kans op verdedigen groter als de gepeste leerling en zijn potentiële verdediger allebei als vrienden genomineerd werden door dezelfde klasgenoten. Ik vond ook dat het onwaarschijnlijk was dat gepeste leerlingen klasgenoten die zij niet leuk vonden of die hen niet leuk vonden, nomineerden als verdediger. Ten slotte, werd er vaker verdedigd als leerlingen dezelfde klasgenoten niet leuk vonden.

Algemene conclusies

Op basis van deze empirische hoofdstukken kan een viertal conclusies getrokken worden.

1. *Leerkrachten: Niet goed toegerust of onzeker?*

Ten eerste blijkt uit hoofdstuk 2 dat leerkrachten een verschil kunnen maken als het gaat om het aantal gepeste kinderen in de klas, maar suggereert hoofdstuk 3 dat leerkrachten niet volledig toegerust zijn om het pesten ook daadwerkelijk aan te pakken. Zowel uit hoofdstuk 2 als uit hoofdstuk 3 bleek dat leerkrachten soms incorrecte opvattingen over pesten hebben. Zo gaven sommige leerkrachten aan dat zij het gemakkelijk vonden om pesten onder hun leerlingen aan te pakken, terwijl er in die klassen juist veel gepeste leerlingen waren. Daarnaast leken de leerkrachten niet goed te weten wat pesten precies is, zagen ze sommige leerlingen die beweerden gepest te worden niet als slachtoffers en nomineerden ze leerlingen die volgens hun zelf-rapportages niet gepest werden juist wel als slachtoffers.

In Nederland heerst er momenteel, net als in veel andere landen, een sterk anti-pestklimaat. Het is waarschijnlijk dat leerkrachten hierdoor soms sociaal-wenselijke antwoorden gaven. Het zou kunnen dat leerkrachten het pesten ontkenden omdat ze bang waren toe te geven dat er gepest werd in hun klas en dat ze het moeilijk vonden om dit te stoppen. Mocht dit inderdaad het geval zijn, dan zou er meer aandacht moeten komen voor hoe moeilijk het is om pesten te stoppen. Pesten kan negatieve gevolgen hebben voor de betrokken leerlingen, maar, zoals hoofdstuk 2 ook liet zien, in bijna iedere klas wordt wel gepest. Als er gepest wordt, betekent dit niet meteen dat de leerkracht zijn of haar werk niet goed doet. Tegelijkertijd betekent dit niet dat de leerkracht helemaal niet hoeft in te grijpen; leerkrachten kunnen de situatie van gepeste leerlingen wel degelijk verbeteren.

2. *Pesten is een subjectief verschijnsel*

De tweede conclusie die op basis van de studies in dit proefschrift getrokken kan worden, is dat het moeilijk is om te bepalen of een leerling *echt* gepest wordt. Hoofdstukken 3 en 4 laten zien dat er weinig overeenstemming is tussen zelf-gerapporteerd slachtofferschap en rapportages van leerkrachten en klasgenoten. Deze bevinding is zorgwekkend omdat het kan betekenen dat leerkrachten en klasgenoten niet goed weten wie er in de klas gepest worden. Het kan echter ook zo zijn dat leerkrachten en klasgenoten het wel weten, maar zichzelf (en anderen) vertellen dat er niet *echt* gepest wordt. Leerkrachten en klasgenoten voelen zich mogelijk verantwoordelijk voor het pesten en dit kan voor stress zorgen. De—schijnbaar—eenvoudigste manier om van deze stress af te komen, is door te ontkennen dat een bepaalde leerling echt gepest wordt. Ten slotte kan het zo zijn dat er weinig overeenstemming is tussen zelf-gerapporteerd slachtofferschap en rapportages van leerkrachten en klasgenoten omdat leerlingen ten onrechte hebben gerapporteerd dat ze gepest werden. Diverse leerkrachten gaven aan dat hun leerlingen het pesten overdreven en ook in de literatuur wordt gesteld dat leerlingen soms onterecht rapporteren gepest te worden. Omdat moeilijk vast te stellen is of bepaalde leerlingen *echt* gepest worden, zou een richtlijn kunnen zijn om leerlingen die aangeven dat ze gepest worden altijd serieus te nemen. Het is immers het pesten zoals het ervaren wordt door het slachtoffer wat diens welzijn beïnvloedt.

3. *Verdedigen*

Wanneer leerlingen hun gepeste klasgenoten verdedigen, is het voor de pester minder aantrekkelijk om door te gaan met het pesten. Daarnaast kan verdedigen als een buffer tegen de negatieve gevolgen van pesten werken; er is ten minste iemand die je helpt. Hoewel uit onderzoek blijkt dat de meeste kinderen tegen pesten zijn, verdedigen ze hun gepeste

klasgenoten niet altijd. Een mogelijke verklaring hiervoor is dat ze pesten niet als dusdanig herkennen. Hoofdstuk 4 suggereert dat leerlingen die hun gepeste klasgenoten verdedigen, ook beter zijn in het herkennen van slachtoffers. Dit zou kunnen betekenen dat het herkennen van pesten leidt tot verdedigen. Echter, omdat de data in hoofdstuk 4 cross-sectioneel waren, is het niet mogelijk hier conclusies over te trekken. Het zou ook zo kunnen zijn dat verdedigen leidt tot beter herkennen.

4. De klassensamenstelling doet ertoe

Ten slotte bleek uit hoofdstukken 2 en 4 dat de klassensamenstelling van invloed is op het herkennen van pesten en op het aantal slachtoffers in de klas. Hoofdstuk 4 liet zien dat leerlingen in grotere klassen minder vaak slachtoffer-nominaties gaven aan klasgenoten die hadden gerapporteerd gepest te worden. Een mogelijke verklaring hiervoor is dat leerlingen elkaar minder goed kennen en minder over elkaar weten in grotere klassen. Daarnaast liet hoofdstuk 2 zien dat er minder slachtoffers waren in combinatiegroepen. Dit wordt mogelijk veroorzaakt doordat in deze groepen er een mix van jonge en oudere leerlingen is en er daardoor minder competitie is. Toekomstige studies kunnen verder onderzoeken of aanpassingen in de klassensamenstelling leiden tot minder pesten.

References

- About, F. E., & Mendelson, M. J. (1996). Determinants of friendship selection and quality: Developmental perspectives. In W. M. Bukowski, A.F. Newcomb, & W. W. Hartup (Eds.), *The company they keep: Friendship in children and adolescents* (pp. 87-112). New York: Cambridge University Press.
- Asimopoulos, C., Bibou-Nakou, I., Hatzipemou, T., Soumaki, E., & Tsiantis, J. (2014). An investigation into students' and teachers' knowledge, attitudes and beliefs about bullying in Greek primary schools. *International Journal of Mental Health Promotion, 16*, 2-52. doi:10.1080/14623730.2013.857823
- Atlas, R., & Pepler, D. (1998). Observations of bullying in the classroom. *The Journal of Educational Research, 92*, 86-99. doi:10.1080/00220679809597580
- Baerveldt, C., Van De Bunt, G. G., & Vermande, M. M. (2014). Selection patterns, gender and friendship aim in classroom networks. *Zeitschrift für Erziehungswissenschaft, 17*, 171-188. doi:10.1007/s11618-014-0546-x
- Bandura, A. (1982). Self-efficacy mechanisms in human agency. *American Psychologist, 37*, 122-147. doi:10.1037/0003-066X.37.2.122
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman.
- Barry, C. M., & Wentzel, K. R. (2006). Friend influence on prosocial behavior: The role of motivational factors and friendship characteristics. *Developmental Psychology, 42*, 153-163. doi: 10.1037/0012-1649.42.1.153
- Batanova, M., Espelage, D. L., & Rao, M. A. (2014). Early adolescents' willingness to intervene: What roles do attributions, affect, coping, and self-reported victimization play? *Journal of School Psychology, 52*, 279-293. doi: 10.1016/j.jsp.2014.02.001
- Bauman, S., & Del Rio, A. (2005). Knowledge and beliefs about bullying in schools: Comparing pre-service teachers in the United States and the United Kingdom. *School Psychology International, 26*, 428-442. doi:10.1177/0143034305059019.
- Bearman, P. (1997). Generalized exchange. *American Journal of Sociology, 102*, 1383-1415.
- Borg, M. G., & Falzon, J. M. (1990). Teachers' perception of primary schoolchildren's undesirable behaviors: The effects of teaching experience, pupil's age, sex and ability stream. *British Journal of Educational Psychology, 60*, 220-226. doi:10.1111/j.2044-8279.1990.tb00939.x
- Boulton, M. (1997). Teachers' view on bullying: Definitions, attitudes and ability to cope. *British Journal of Educational Psychology, 67*, 223-233. doi:10.1111/j.2044-8279.1997.tb01239.x
- Bouman, T., Van Der Meulen, M., Goossens, F. A., Olthof, T., Vermande, M. M., & Aleva, E. A. (2012). Peer and self-reports of victimization and bullying: Their differential association with internalizing problems and social adjustment. *Journal of School Psychology, 50*, 759-774. doi:10.1016/j.jsp.2012.08.004
- Bowker, J. C., Fredstrom, B. K., Rubin, K. H., Rose-Krasnor, L., Booth-LaForce, C., & Laursen, B. (2010). Distinguishing children who form new best-friendships from those who do not. *Journal of Social and Personal Relationships, 27*, 707-725. doi: 10.1177/0265407510373259
- Bradley, G. W. (1978). Self-serving biases in the attribution process: A reexamination of the fact or fiction question. *Journal of Personality and Social Psychology, 36*, 56-71. doi: 10.1037/0022-3514.36.1.56
- Bronfenbrenner, U. (1977). Toward ecology of human development. *American Psychologist, 32*, 513-531. doi:10.1037/0003-066X.32.7.513

- Bukowski, W., Cillessen, A., & Vel Ásquez, A. (2012). Peer ratings. In B. Laursen, T. Little, & N. Card (Ed.), *Handbook of developmental research methods*. (pp. 211-228). New York: Guilford.
- Bukowski, W. M., Hoza, B., & Boivin, M. (1994). Measuring friendship quality during pre and early adolescence: The development and psycho-metric properties of the Friendship Qualities Scale. *Journal of Social and Personal Relationships*, *11*, 471-484. doi: 10.1177/0265407594113011
- Cameron, A. C., & Trivedi, P. K. (2013). *Regression analysis of count data, 2nd edition*. New York: Cambridge University Press.
- Cappella, E., Neal, J. W., & Sahu, N. (2012). Children's agreement on classroom social networks: Cross-level predictors in urban elementary schools. *Merrill-Palmer Quarterly*, *58*, 285-313. doi:10.1353/mpq.2012.0017
- Cook, C. R., Williams, K. R., Guerra, N. G., & Kim, T. E. (2009). Variability in the prevalence of bullying and victimization: A cross-national and methodological analysis. In S.R Jimerson, S.M. Swearer, & D.L. Espelage (Eds.), *Handbook of bullying in schools: An international perspective* (pp. 347-363). London, England: Routledge.
- Cornell, D. G., & Brockenbrough, K. (2004). Identification of bullies and victims: A comparison of methods. *Journal of School Violence*, *3*, 63-87. doi:10.1300/j202v03n02_05
- Craig, W., Henderson, K., & Murphy, J. G. (2000). Prospective teachers' attitudes toward bullying and victimization. *School Psychology International*, *21*, 5-20. doi:10.1177/014034300211001
- Craig, W., & Pepler, D. (1997). Observations of bullying and victimization in the schoolyard. *Canadian Journal of School Psychology*, *2*, 41-60. doi:10.1177/082957359801300205
- Craig, W. M., Pepler, D., & Atlas, R. (2000). Observations of bullying in the playground and in the classroom. *School Psychology International*, *21*, 22-36. doi:10.1177/014034300211002
- Dijkstra, J. K., Lindenberg, S., & Veenstra, R. (2008). Beyond the class norm: Bullying behavior of popular adolescents and its relation to peer acceptance and rejection. *Journal of Abnormal Child Psychology*, *36*, 1289-1299. doi:10.1007/s10802-008-9251-7
- Ellis B. J., Del Giudice, M., Dishion, T. J., Figueredo, A. J., Gray, P., Griskevicius, V., Hawley P. H., Jacobs, W. J., James, J., Volk, A. A., & Wilson, D. S. (2012). The evolutionary basis of risky adolescent behavior: Implications for science, policy, and practice. *Developmental Psychology*, *48*, 598-623. doi:10.1037/a0026220
- Espelage, D., & Swearer, S. (2004). Introduction: A social-ecological framework of bullying among youth. In D. Espelage & S. Swearer (Eds.), *Bullying in American schools: A social-ecological perspective on prevention and intervention* (pp. 1-12). New Jersey: Erlbaum.
- Fekkes, M. F., Pijpers, I. M., & Verloove-Vanhorick, S. P. (2005). Bullying: Who does what, when and where? Involvement of children, teachers and parents in bullying behavior. *Health Education Research*, *20*, 81-91. doi:10.1093/her/cyg100
- Gnanadesikan, R., & Kettenring, J. R. (1972). Robust estimates, residuals, and outlier detection with multiresponse data. *Biometrics*, *28*, 81-124. doi:10.2307/2528963
- Goossens, F. A., Olthof, T., & Dekker, M. C. (2006). The new participant role scales: A comparison between various criteria for assigning roles and indications for their validity. *Aggressive Behavior*, *32*, 343-357. doi:10.1002/ab.20133
- Graham, S., & Juvonen, J. (1998). Self-blame and peer victimization in middle school: An attributional analysis. *Developmental Psychology*, *34*, 587-599. doi:10.1037/0012-1649.34.3.587

- Graubard, P. (1973). Children with behavioral disabilities. In L. Dunn (Ed), *Exceptional children in the schools*. New York: Holt, Rinehart & Winston.
- Gromann, P. M., Goossens, F.A., Olthof, T., Pronk, J., & Krabbendam, L. (2013). Self-perception but not peer reputation of bullying victimization is associated with non-clinical psychotic experiences in adolescents. *Psychological Medicine*, *43*, 781-787. doi:10.1017/S003329171200178x
- Hawkins, D., Pepler, D. J., & Craig, W. M. (2001). Naturalistic observations of peer interventions in bullying. *Social Development*, *10*, 512-527. doi:10.1111/1467-9507.00178
- Heider, F. (1958). *The psychology of interpersonal relations*. New York: Wiley.
- Hektner, J. M., & Swenson, C. A. (2011). Links from teacher beliefs to peer victimization and bystander intervention: Tests of mediating processes. *The Journal of Early Adolescence*, *32*, 516-536. doi:10.1177/0272431611402502
- Huitsing, G. (2014). *A social network perspective on bullying*. ICS dissertation, Groningen.
- Huitsing, G., Snijders, T. A. B., Van Duijn, M. A. J., & Veenstra, R. (2014). Victims, bullies, and their defenders: A longitudinal study of the co-evolution of positive and negative networks. *Development and Psychopathology*, *26*, 645-659. doi:10.1017/S0954579414000297
- Huitsing, G., Van Duijn, M. A. J., Snijders, T. A. B., Wang, P., Sainio, M., Salmivalli, C., & Veenstra, R. (2012). Univariate and multivariate models of positive and negative networks: Liking, disliking, and bully-victim relationships. *Social Networks*, *34*, 645-657. doi:10.1016/j.socnet.2012.08.001
- Huitsing, G., & Veenstra, R. (2012). Bullying in classrooms: Participant roles from a social network perspective. *Aggressive Behavior*, *38*, 494-509. doi:10.1002/ab.21438
- Isaacs, J., Hodges, E., & Salmivalli, C. (2008). Long-term consequences of victimization: A follow-up from adolescence to young adulthood. *European Journal of Developmental Science*, *2*, 387-397.
- Kärnä, A., Voeten, M., Little, T., Poskiparta, E., Kaljonen, A., & Salmivalli, C. (2011). A large-scale evaluation of the KiVa antibullying program: Grades 4-6. *Child Development*, *82*, 311-330. doi:10.1111/j.1467-8624.2010.01557.x
- Kärnä, A., Voeten, M., Poskiparta, E., & Salmivalli, C. (2010). Vulnerable children in varying classroom contexts: Bystanders' behaviors moderate the effects of risk factors on victimization. *Merrill-Palmer Quarterly*, *56*, 261-282. doi:10.1353/mpq.0.0052
- Khoury-Kassabri, M. (2011). Student victimization by peers in elementary schools: Individual teacher-class, and school level predictors. *Child Abuse & Neglect*, *35*, 273-282. doi:10.1016/j.chiabu.2011.01.004
- Klicpera, C., & Gasteiger Klicpera, B. (1996). Die Situation von "Tätern" und "Opfern" aggressiver Handlungen in der Schule [The situation of bullies and victims of aggressive acts in school]. *Praxis der Kinderpsychologie und Kinderpsychiatrie*, *45*, 2-9.
- Kochenderfer-Ladd, B., & Pelletier, M. (2008). Teachers' views and beliefs about bullying: Influences on classroom management strategies and students' coping with peer victimization. *Journal of School Psychology*, *46*, 431-453. doi:10.1016/j.jsp.2007.07.005
- Kokko, T., & Pörhölä, M. (2009). Tackling bullying: Victimized by peers as a pupil, an effective intervener as a teacher? *Teaching and Teacher Education*, *25*, 1000-1008. doi:10.1016/j.tate.2009.04.005
- Krackhardt, D. (1987). Cognitive social structures. *Social Networks*, *9*, 109-134. doi:10.1016/0378-8733(87)90009-8

- Kumpulainen, K., & Rasanen, E. (2000). Children involved in bullying at elementary school age: Their psychiatric symptoms and deviance in adolescence. An epidemiological sample. *Child Abuse & Neglect*, *24*, 1567-1577.
- Kumpulainen, K., Rasanen, E., Henttonen, I., Almqvist, F., Kresanov, K., Linna, S.L. et al. (1998). Bullying and psychiatric symptoms among elementary school-age children. *Child Abuse & Neglect*, *22*, 705-717.
- Ladd, G.W., & Kochenderfer-Ladd, B. (2002). Identifying victims of peer aggression from early to middle childhood: Analysis of cross-informant data for concordance, estimation of relational adjustment, prevalence of victimization, and characteristics of identified victims. *Psychological Assessment*, *14*, 74-96. doi:10.1037//1040-3590.14.1.74.0
- Long, J. S., & Freese, J. (2006). *Regression models for categorical dependent variables using Stata, second edition*. College Station, TX: Stata Press.
- Lusher, D., Koskinen, J., & Robins, G. (2013). *Exponential random graph models for social networks: Theory, methods and applications*. Cambridge University Press.
- Menesini, E., & Camodeca, M. (2008). Shame and guilt as behaviour regulators: Relationships with bullying, victimization and prosocial behaviour. *British Journal of Developmental Psychology*, *26*, 183-196. doi:10.1348/026151007x205281
- Merrell, K. W., Gueldner, B. A., Ross, S. W., & Isava, D. M. (2008). How effective are school bullying intervention programs? A meta-analysis of intervention research. *School Psychology Quarterly*, *23*, 26-42. doi:10.1037/1045-3830.23.1.26
- Meter, D. J., & Card, N. A. (2015). Effects of defending: The longitudinal relations among peer-perceived defending of victimized peers, victimization, and liking. *Social Development*, *24*, 734-747. doi:10.1111/sode.12129
- Miller, A. (1995). Teachers' attributions of causality, control and responsibility in respect of difficult pupil behaviour and its success management. *Educational Psychology*, *15*, 457-471. doi:10.1080/0144341950150408
- Mishna, F., & Alaggia, R. (2005). Weighing the risks: A child's decision to disclose peer victimization. *Children & Schools*, *27*, 217-226. doi:10.1093/cs/27.4.217
- Mishna, F., Scarello, I., Pepler, D., & Wiener, P. (2005). Teachers understanding of bullying. *Canadian Journal of Education*, *28*, 718-738. doi:10.2307/4126452
- Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan, W. J., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among US youth: Prevalence and association with psychosocial adjustment. *Journal of the American Medical Association*, *285*, 2094-2100.
- Neal, J. W., Neal, Z. P., & Cappella, E. (2013). I know who my friends are, but do you? Predictors of self-reported and peer-inferred relationships. *Child Development*, *85*, 1366-1372. doi:10.1111/cdev.12194
- Nickerson, A. B., Mele, D. M., & Princiotta, D. (2008). Attachment and empathy as predictors of roles as defenders or outsiders in bullying interactions. *Journal of School Psychology*, *46*, 687-703. doi:10.1016/j.jsp.2008.06.002
- Nicolaides, S., Toda, Y., & Smith, P. K. (2002). Knowledge and attitudes about school bullying in trainee teachers. *British Journal of Educational Psychology*, *72*, 105-118. doi:10.1348/000709902158793
- Nishina, A., & Juvonen, J. (2005). Daily reports of witnessing and experiencing peer harassment in middle school. *Child Development*, *76*, 435-450. doi:10.1111/j.1467-8624.2005.00855.x
- Novick, R. M., & Isaacs, J. (2010). Telling is compelling: The impact of student reports of bullying on teacher intervention. *Educational Psychology*, *30*, 283-296. doi:10.1080/01443410903573123
- O'Connell, P., Pepler, D., & Craig, W. (1999). Peer involvement in bullying: Insights and

- challenges for intervention. *Journal of Adolescence*, *22*, 437-452.
doi:10.1006/jado.1999.0238
- Oldenburg, B., Van Duijn, M., Sentse, M., Huitsing, G., Van Der Ploeg, R., Salmivalli, C., & Veenstra, R. (2015). Teacher characteristics and peer victimization in elementary schools: A classroom-level perspective. *Journal of Abnormal Child Psychology*, *43*, 33-44. doi:10.1007/s10802-013-9847-4
- Olthof, T. (2012). Anticipated feelings of guilt and shame as predictors of early adolescents' antisocial and prosocial interpersonal behaviour. *European Journal of Developmental Psychology*, *9*, 371-388. doi:10.1080/17405629.2012.680300
- Olthof, T., Goossens, F. A., Vermande, M. M., Aleva, E. A., & Van Der Meulen, M. (2011). Bullying as strategic behavior: Relations with desired and acquired dominance in the peer group. *Journal of School Psychology*, *49*, 339-359.
doi:10.1016/j.jsp.2011.03.003
- Olweus, D. (1993). *Bullying at school: What we know and what we can do*. Oxford, England: Blackwell.
- Olweus, D. (1996). *The revised Olweus bully/victim questionnaire*. Bergen, Norway: Research Center for Health Promotion (HEMIL Center), University of Bergen.
- Olweus, D. (2010). Understanding and researching bullying: Some critical issues. In S. R. Jimmerson, S. M. Swearer & D. I. Espelage (Eds.), *Handbook of bullying in school* (pp. 9-33). New York: Routledge.
- Parker, J. G., & Asher, S. R. (1993). Friendship and friendship quality in middle childhood: Links with peer group acceptance and feelings of loneliness and social dissatisfaction. *Developmental Psychology*, *29*, 611-621. doi:10.1037/0012-1649.29.4.611
- Perren, S., Gutzwiller-Helfenfinger, E., Malti, T., & Hymel, S. (2012). Moral reasoning and emotion attributions of adolescent bullies, victims, and bully-victims. *British Journal of Developmental Psychology*, *30*, 511-530. doi:10.1111/j.2044-835X.2011.02059.x
- Poulou, M., & Norwich, B. (2002). Cognitive, emotional, and behavioural response to students with emotional and behavioural difficulties: A model of decision-making. *British Educational Research Journal*, *28*, 111-138.
doi:10.1080/01411920120109784
- Pozzoli, T., Gini, G., & Vieno, A. (2012). The role of individual correlates and class norms in defending and passive bystanding behavior in bullying: A multilevel analysis. *Child Development*, *83*, 1917-1931. doi:10.1111/j.1467-8624.2012.01831.x
- Pronk, J., Olthof, T., & Goossens, F. A. (2014). Differential personality correlates of early adolescents' bullying-related outsider and defender behavior. *The Journal of Early Adolescence*, *35*, 1069-1091. doi:10.1177/0272431614549628
- Rabe-Hesketh, S., & Skrondal, A. (2012). *Multilevel and longitudinal modeling using Stata*. 3rd ed. College Station, TX: Stata Press.
- Ramasut, A., & Papatheodorou, T. (1994). Teachers' perceptions of children's behaviour problems in nursery classes in Greece. *School Psychology International*, *15*, 145-161. doi:10.1177/0143034394152004
- Reijntjes, A., Vermande, M., Goossens, F. A., Olthof, T., Schoot, R. Van De, Aleva, L., & Van Der Meulen, M. (2013a). Developmental trajectories of bullying and social dominance in youth. *Child Abuse and Neglect*, *37*, 224-234.
doi:10.1016/j.chiabu.2012.12.004
- Reijntjes, A., Vermande, M., Olthof, T., Goossens, F. A., Schoot, R. Van De, Aleva, L., & Van Der Meulen, M. (2013b). Costs and benefits of bullying in the context of the peer group: A three wave longitudinal analysis. *Journal of Abnormal Child Psychology*, *41*, 1217-1229. doi:10.1007/s10802-013-9759-3
- Rigby, K., & Slee, P. T. (1991). Bullying among Australian school children: Reported behavior and attitudes toward victims. *Journal of Social Psychology*, *131*, 615-627.

- Rivers, I., Poteat, V. P., Noret, N., & Ashurst, N. (2009). Observing bullying at school: The mental health implications of witness status. *School Psychology Quarterly*, *24*, 211-223. doi:10.1037/a0018164
- Robins, G., Pattison, P., Kalish, Y., & Lusher, D. (2007a). An introduction to exponential random graph (p^*) models for social networks. *Social Networks*, *29*, 173-191.
- Robins, G., Snijders, T., Wang, P., Handcock, M., & Pattison, P. (2007b). Recent developments in exponential random graph (p^*) models for social networks. *Social Networks*, *29*, 192-215. doi:10.1016/j.socnet.2006.08.003
- Rubin, K. H., Bukowski, W., & Parker, J. (2006). Peer interactions, relationships, and groups. In N. Eisenberg (Ed.), *Handbook of child psychology: Social, emotional, and personality development* (6th ed.; pp. 571-645). New York: Wiley.
- Sainio, M., Veenstra, R., Huitsing, G., & Salmivalli, C. (2011). Victims and their defenders: A dyadic approach. *International Journal of Behavioral Development*, *35*, 144-151. doi:10.1177/0165025410378068
- Sairanen, L., & Pfeiffer, K. (2011). Self-reported handling of bullying among junior high school teachers in Finland. *School Psychology International*, *32*, 330-344. doi:10.1177/0143034311401795
- Salmivalli, C. (2002). Is there an age decline in victimization by peers at school? *Educational Research*, *44*, 269-278. doi:10.1080/00131880210135331.
- Salmivalli, C. (2010). Bullying and the peer group: A review. *Aggression and Violent Behavior*, *15*, 112-120. doi:10.1016/j.avb.2009.08.007
- Salmivalli, C. (2014). Participant roles in bullying: How can peer bystanders be utilized in interventions? *Theory Into Practice*, *53*, 286-292. doi:10.1080/00405841.2014.947222
- Salmivalli, C., Lagerspetz, K., Björkqvist, K., Österman, K., & Kaukiainen, A. (1996). Bullying as a group process: Participant roles and their relations to social status within the group. *Aggressive Behavior*, *22*, 1-15. doi:10.1002/(SICI)1098-2337(1996)22:1<1::AID-AB1>3.0.CO;2-T
- Salmivalli, C., Voeten, M., & Poskiparta, E. (2011). Bystanders matter: Associations between reinforcing, defending, and the frequency of bullying behavior in classrooms. *Journal of Clinical Child and Adolescent Psychology*, *40*, 668-676. doi:10.1080/15374416.2011.597090
- Scholte, R., Engels, R., Overbeek, G., De Kemp, R., & Haselager, G. (2007). Stability in bullying and victimization and its association with social adjustment in childhood and adolescence. *Journal of Abnormal Child Psychology*, *35*, 217-228. doi:10.1007/s10802-006-9074-3
- Sijtsema, J. J., Rambaran, J. A., Caravita, S. C. S., & Gini, G. (2014). Friendship selection and influence in bullying and defending: Effects of moral disengagement. *Developmental Psychology*, *50*, 2093-2104. doi: 10.1037/a0037145
- Sijtsema, J. J., Veenstra, R., Lindenberg, S., & Salmivalli, C. (2009). Empirical test of bullies' status goals: Assessing direct goals, aggression, and prestige. *Aggressive Behavior*, *35*, 57-67. doi:10.1002/ab.20282
- Smith, P. K., Cowie, H., Olafsson, R. F., & Liefhoghe, A. P. D. (2002). Definitions of bullying: A comparison of terms used, and age and gender differences, in a fourteen-country international comparison. *Child Development*, *73*, 1119-1133. doi:10.1111/1467-8624.00461
- Smith, J. D., Schneider, B. H., Smith, P. K., & Ananiadou, K. (2004). The effectiveness of whole-school antibullying programs: A synthesis of evaluation research. *School Psychology Review*, *33*, 547-560.
- Snijders, T. A. B., & Bosker, R. J. (1999). *Multilevel analysis: An introduction to basic and advanced multilevel modeling*. London, England: Sage.

- Snijders, T. A. B., Pattison, P. E., Robins, G. L. (2006). New specifications for exponential random graph models. *Sociological Methodology*, 36, 99-153. doi:10.1111/j.1467-9531.2006.00176.x
- Snijders, T. A. B., Van De Bunt, G. G., & Steglich, C. E. G. (2010). Introduction to actor-based models for network dynamics. *Social Networks*, 32, 44-60. doi:10.1016/j.socnet.2009.02.004
- Solberg, M. E., & Olweus, D. (2003). Prevalence estimation of school bullying with the Olweus Bully/Victim Questionnaire. *Aggressive Behavior*, 29, 239-268. doi:10.1002/ab.10047
- Stanovich, P., & Jordan, A. (1998). Canadian teachers' and principals' beliefs about inclusive education as predictors of effective teaching in heterogeneous classrooms. *The Elementary School Journal*, 98, 221-238. doi:10.1086/461892
- Statistics Netherlands. (2012). *Jaarboek onderwijs in cijfers: 2012 [Yearbook education: 2012]*. Den Haag/Heerlen: Centraal bureau voor de statistiek.
- Teräsahjo, T., & Salmivalli, C. (2003). "She is not actually bullied." The discourse of harassment in student groups. *Aggressive Behavior*, 29, 134-154. doi:10.1002/ab.10045
- Tolsma, J., Van Deurzen, I., Stark, T., & Veenstra, R. (2013). Who is bullying whom in ethnically diverse primary schools? Exploring links between bullying, ethnicity, and ethnic diversity in Dutch primary schools. *Social Networks*, 35, 51-61. doi:10.1016/j.socnet.2012.12.002
- Trach, J., Hymel, S., Waterhouse, T., & Neale, K. (2010). Bystander responses to school bullying: A cross-sectional investigation of grade and sex differences. *Canadian Journal of School Psychology*, 25, 114-130. doi:10.1177/0829573509357553
- Van Den Berg, Y. (2015). *Peers in proximity: New perspectives on interpersonal processes in the classroom*. Radboud University, Nijmegen.
- Van Der Ploeg, R. (2016). *Be a buddy, not a bully? Four studies on emotional and social processes related to bullying, defending, and victimization*. ICS dissertation, Groningen.
- Van Der Ploeg, R., Steglich, C., Salmivalli, C., & Veenstra, R. (2015). The intensity of victimization: Associations with children's psychosocial well-being and social standing in the classroom. *PLoS ONE*, 10, e0141490.
- Van Hattum, M. (1997). *Pesten. Een onderzoek naar de beleving, visie en handelen van leraren en leerlingen [Bullying. Teachers' and students' experiences, visions, and behavior]*. Doctoral dissertation, University of Amsterdam, Amsterdam, the Netherlands.
- Van Rijsewijk, L., Dijkstra, J. K., Pattiselanno, K., Steglich, C. & Veenstra, R. (2016). Who helps whom? Investigating the development of adolescent prosocial relationships. *Developmental Psychology*, 52, 894-908. doi:10.1037/dev0000106
- Vaquera, E., & Kao, G. (2008). Do you like me as much as I like you? Friendship reciprocity and its effects on school outcomes among adolescents. *Social Science Research*, 37, 55-72. doi:10.1016/j.ssresearch.2006.11.002
- Viechtbauer, W. (2010). Conducting meta-analyses in R with the metafor package. *Journal of Statistical Software*, 36, 1-48. doi:10.18637/jss.v036.i03
- Veenstra, R., Dijkstra, J. K., Steglich, C., & Van Zalk, M. H. W. (2013). Network-behavior dynamics. *Journal of Research on Adolescence*, 23, 399-412.
- Veenstra, R., Lindenberg, S., Huitsing, G., Sainio, M., & Salmivalli, C. (2014). The role of teachers in bullying: The relation between antibullying attitudes, efficacy, and efforts to reduce bullying. *Journal of Educational Psychology*, 106, 1135-1143. doi:10.1037/a0036110
- Veenstra, R., Lindenberg, S., Munniksma, A., & Dijkstra, J. K. (2010). The complex relation

- between bullying, victimization, acceptance, and rejection: Giving special attention to status, affection, and sex differences. *Child Development*, 81, 480-486. doi:10.1111/j.1467-8624.2009.01411.x
- Veenstra, R., Lindenberg, S., Oldehinkel, A., de Winter, A., Verhulst, F., & Ormel, J. (2005). Bullying and victimization in elementary schools: A comparison of bullies, victims, bully/victims, and uninvolved preadolescents. *Developmental Psychology*, 41, 672-682. doi:10.1037/0012-1649.41.4.672
- Veenstra, R., Lindenberg, S., Zijlstra, B. J. H., De Winter, A. F., Verhulst, F. C., & Ormel, J. (2007). The dyadic nature of bullying and victimization: Testing a dual perspective theory. *Child Development*, 78, 1843-1854. doi:10.1111/j.1467-8624.2007.01102.x
- Veenstra, R., & Steglich, C. (2012). Actor-based model for network and behavior dynamics. In B. Laursen, T. D. Little, & N. A. Card (Eds.), *Handbook of Developmental Research Methods*. (pp. 598-618). New York, USA: Guilford Press.
- Veenstra, R., Verlinden, M., Huitsing, G., Verhulst, F. C., & Tiemeier, H. (2013). Behind bullying and defending: Same-sex and other-sex relations and their associations with acceptance and rejection. *Aggressive Behavior*, 39, 462-471. doi:10.1002/ab.21495
- Verlinden, M., Veenstra, R., Ringoot, A. P., Jansen, P. W., Raat, H., Hofman, A., ... Tiemeier, H. (2014). Detecting bullying in early elementary school with a computerized peer-nomination instrument. *Psychological Assessment*, 26, 628-641. doi:10.1037/a0035571
- Volk, A. A., Dane, A. V., & Marini, Z. A. (2014). What is bullying? A theoretical redefinition. *Developmental Review*, 34, 327-343. doi:10.1016/j.dr.2014.09.001
- Wang, P., Robins, G., & Pattison, P. (2009). PNet: Program for the simulation and estimation of exponential random graph (p*) models user manual. Retrieved from: <http://www.swinburne.edu.au/fbl/research/transformational-innovation/our-research/MelNet-social-network-group/PNet-software/resources/PNetManual.pdf>
- Wang, P. (2013). Exponential Random Graph Model extensions: Models for multiple networks and bipartite networks In D. Lusher, J. Koskinen, and G. Robins (Eds.) *Exponential random graph models for social networks: Theory, methods and applications* (pp. 115-129). Cambridge University Press.
- Weiner, B. (1980). A cognitive (attribution)-emotion-action model of motivated behavior: An analysis of judgements of help giving. *Journal of Personality and Social Psychology*, 39, 186-200. doi:10.1037/0022-3514.39.2.186
- Whitney, I., & Smith, P. K. (1993). A survey of the nature and extent of bullying in junior/middle and secondary schools. *Educational Research*, 35, 3-25. doi:10.1080/0013188930350101
- Yoneyama, S., & Naito, A. (2003). Problems with the paradigm: The school as a factor in understanding bullying (with special reference to Japan). *British Journal of Sociology of Education*, 24, 316-330. doi:10.1080/01425690301894
- Yoon, J. (2004). Predicting teachers' interventions in students' bullying. *Education and Treatment of Children*, 27, 37-45.
- Zeijl, E., Crone, M., Wiefferink, K., Keuzenkamp, S., & Reijneveld, M. (2005). *Kinderen in Nederland [Children in the Netherlands]*. Den Haag: Sociaal en Cultureel Planbureau (SCP).

Acknowledgements

First and foremost, I would like to express my gratitude to all the teachers and students who participated in the studies presented in this dissertation. I am very grateful you took the time and effort to answer our (sensitive) questions. Without you it would have not been possible to conduct this research.

I would like to thank my promotor René Veenstra for his continuous support and for giving me enough space to find my own path. I am also very grateful for the support of my co-promotor Marijtje van Duijn. Marijtje, you are the conscience of the sociology department and I really admire that.

I would also like to thank the members of the reading committee, Beate Völker, Roel Bosker, and Wendy Troop-Gordon, for taking the time and effort to read and review my dissertation.

Working in Groningen has been a pleasure because of the great colleagues. I especially want to thank the members of the KiVa research group: Gijs Huitsing, Rozemarijn van der Ploeg, Ashwin Rambaran, Mariola Gremmen, Coby van Niejenhuis, Gerine Lodder, Tessa Kaufman, Danelien van Aalst, Julia Fischmann, and Sanne Berends. Moreover, I would like to thank everyone of the WALM research cluster. I really enjoy our stimulating discussions.

One great feature of the ICS PhD program is the opportunity to do an internship. I am very grateful I got the chance to further develop my expertise in Research Data Management at Data Archiving and Networked Services (DANS). I would particularly like to thank Marion Wittenberg and Peter Doorn.

In the years that I have worked in the sociology department I changed offices seven times. That is a lot, but fortunately I always shared the office with great colleagues. Rozemarijn van der Ploeg, Gert Stulp, Nynke Niezink, Marina Montelongo Arana, and Gerine Lodder thanks for being great office mates!

Thanks also to Tali Spiegel. I will never forget our amazing time at the Bloemensingel, especially not our outings to MamaMini and Ikea. Loes van Rijsewijk, I am very happy that after all this time away you are going to stay in Groningen for a while now. Finally we will have time for chai and 'the handworkers' again.

I am very happy with the beautiful cover of this dissertation. It was designed by Thijs de Bont, one of the most creative persons I know. Thank you!

Groningen became a sunnier place when I met Leonel and Pedrito. *Muchas gracias* for showing me that life is like a hammock and for always making me laugh.

Many thanks to Davide. You have been a big support during and after my PhD. It is amazing that we can talk for 3 hours and still do not have enough time to discuss all our (research) ideas. By the way, you were right about the predicted probabilities.

Finally, I would like to thank all people who are dear to me (Groningen, Utrecht, Brabant and abroad) and who have supported me in the past years. You know who you are. Thank you.

About the author

Beau Oldenburg was born in Hank, Brabant, the Netherlands on May 30, 1987. She moved to Utrecht to study Cultural Anthropology in 2005. In 2008 she obtained a Bachelor degree in Cultural Anthropology with a minor in Sociology at Utrecht University. In 2008 Beau switched to sociology and she subsequently completed the academic master 'Policy and Organization' (2009) and the research master 'Sociology and Social Research' (2011) at Utrecht University. In September 2011, she moved to Groningen and started a PhD at the Interuniversity Centre for Social Science Theory and Methodology (ICS), at the Sociology Department of the University of Groningen. During her PhD she was involved in a large scale data collection among elementary school students and their teachers (KiVa). This experience sparked her interest in Research Data Management. Accordingly, she conducted a three months internship at Data Archiving and Networked Services (DANS). Currently, Beau is employed as a postdoctoral researcher at the Sociology Department of the University of Groningen. In addition, Beau is secretary of the ICS board.



ICS Dissertation series

The ICS series presents dissertations of the Interuniversity Center for Social Science Theory and Methodology. Each of these studies aims at integrating explicit theory formation with state of the art empirical research or at the development of advanced methods for empirical research. The ICS was founded in 1986 as a cooperative effort of the universities of Groningen and Utrecht. Since 1992, the ICS expanded to the University of Nijmegen. Most of the projects are financed by the participating universities or by the Netherlands Organization for Scientific Research (NWO). The international composition of the ICS graduate students is mirrored in the increasing international orientation of the projects and thus of the ICS series itself.

1. Cornelis van Liere (1990). *Lastige leerlingen. Een empirisch onderzoek naar sociale oorzaken van probleemgedrag op basisscholen*. Amsterdam: Thesis Publishers.
2. Marco H.D. van Leeuwen (1990). *Bijstand in Amsterdam, ca. 1800-1850. Armeezorg als beheersings- en overlevingsstrategie*. ICS-dissertation, Utrecht.
3. Ineke Maas (1990). *Deelname aan podiumkunsten via de podia, de media en actieve beoefening. Substitutie of leereffecten?* Amsterdam: Thesis Publishers.
4. Marjolein I. Broese van Groenou (1991). *Gescheiden netwerken. De relaties met vrienden en verwanten na echtscheiding*. Amsterdam: Thesis Publishers.
5. Jan M.M. van den Bos (1991). *Dutch EC policy making. A model guided approach to coordination and negotiation*. Amsterdam: Thesis Publishers.
6. Karin Sanders (1991). *Vrouwelijke pioniers. Vrouwen en mannen met een 'mannelijke' hogere beroepsopleiding aan het begin van hun loopbaan*. Amsterdam: Thesis Publishers.
7. Sjerp de Vries (1991). *Egoism, altruism, and social justice. Theory and experiments on cooperation in social dilemmas*. Amsterdam: Thesis Publishers.
8. Ronald S. Batenburg (1991). *Automatisering in bedrijf*. Amsterdam: Thesis Publishers.
9. Rudi Wielers (1991). *Selectie en allocatie op de arbeidsmarkt. Een uitwerking voor de informele en geïnstitutionaliseerde kinderopvang*. Amsterdam: Thesis Publishers.
10. Gert P. Westert (1991). *Verschillen in ziekenhuisgebruik*. ICS-dissertation, Groningen.
11. Hanneke Hermesen (1992). *Votes and policy preferences. Equilibria in party systems*. Amsterdam: Thesis Publishers.
12. Cora J.M. Maas (1992). *Probleemleerlingen in het basisonderwijs*. Amsterdam: Thesis Publishers.
13. Ed A.W. Boxman (1992). *Contacten en carrière. Een empirisch theoretisch onderzoek naar de relatie tussen sociale netwerken en arbeidsmarktposities*. Amsterdam: Thesis Publishers.
14. Conny G.J. Taes (1992). *Kijken naar banen. Een onderzoek naar de inschatting van arbeidsmarktkansen bij schoolverlaters uit het middelbaar beroepsopleiding*. Amsterdam: Thesis Publishers.
15. Peter van Roozendaal (1992). *Cabinets in multi party democracies. The effect of dominant and central parties on cabinet composition and durability*. Amsterdam: Thesis Publishers.
16. Marcel van Dam (1992). *Regio zonder regie. Verschillen in en effectiviteit van gemeentelijk arbeidsmarktbeleid*. Amsterdam: Thesis Publishers.
17. Tanja van der Lippe (1993). *Arbeidsverdeling tussen mannen en vrouwen*. Amsterdam: Thesis Publishers.
18. Marc A. Jacobs (1993). *Software: Kopen of kopiëren? Een sociaal wetenschappelijk onderzoek onder PC gebruikers*. Amsterdam: Thesis Publishers.
19. Peter van der Meer (1993). *Verdringing op de Nederlandse arbeidsmarkt. Sector- en sekseverschillen*. Amsterdam: Thesis Publishers.
20. Gerbert Kraaykamp (1993). *Over lezen gesproken. Een studie naar sociale differentiatie in leesgedrag*. Amsterdam: Thesis Publishers.
21. Evelien Zeggelink (1993). *Strangers into friends. The evolution of friendship networks using an individual oriented modeling approach*. Amsterdam: Thesis Publishers.
22. Jaco Berveling (1994). *Het stempel op de besluitvorming. Macht, invloed en besluitvorming op twee Amsterdamse beleidsterreinen*. Amsterdam: Thesis Publishers.
23. Wim Bernasco (1994). *Coupled careers. The effects of spouse's resources on success at work*. Amsterdam: Thesis Publishers.

24. Liset van Dijk (1994). *Choices in child care. The distribution of child care among mothers, fathers and non parental care providers*. Amsterdam: Thesis Publishers.
25. Jos de Haan (1994). *Research groups in Dutch sociology*. Amsterdam: Thesis Publishers.
26. Kwasi Boahene (1995). *Innovation adoption as a socio economic process. The case of the Ghanaian cocoa industry*. Amsterdam: Thesis Publishers.
27. Paul E.M. Ligthart (1995). *Solidarity in economic transactions. An experimental study of framing effects in bargaining and contracting*. Amsterdam: Thesis Publishers.
28. Roger Th. A.J. Leenders (1995). *Structure and influence. Statistical models for the dynamics of actor attributes, network structure, and their interdependence*. Amsterdam: Thesis Publishers.
29. Beate Völker (1995). *Should auld acquaintance be forgot...? Institutions of communism, the transition to capitalism and personal networks: the case of East Germany*. Amsterdam: Thesis Publishers.
30. Anna M. Cancrinus Matthijsse (1995). *Tussen hulpverlening en ondernemerschap. Beroepsuitoefening en taakopvattingen van openbare apothekers in een aantal West Europese landen*. Amsterdam: Thesis Publishers.
31. Nardi Steverink (1996). *Zo lang mogelijk zelfstandig. Naar een verklaring van verschillen in oriëntatie ten aanzien van opname in een verzorgingstehuis onder fysiek kwetsbare ouderen*. Amsterdam: Thesis Publishers.
32. Ellen Lindeman (1996). *Participatie in vrijwilligerswerk*. Amsterdam: Thesis Publishers.
33. Chris Snijders (1996). *Trust and commitments*. Amsterdam: Thesis Publishers.
34. Koos Postma (1996). *Changing prejudice in Hungary. A study on the collapse of state socialism and its impact on prejudice against gypsies and Jews*. Amsterdam: Thesis Publishers.
35. Jooske T. van Busschbach (1996). *Uit het oog, uit het hart? Stabiliteit en verandering in persoonlijke relaties*. Amsterdam: Thesis Publishers.
36. René Torenvlied (1996). *Besluiten in uitvoering. Theorieën over beleidsuitvoering modelmatig getoetst op sociale vernieuwing in drie gemeenten*. Amsterdam: Thesis Publishers.
37. Andreas Flache (1996). *The double edge of networks. An analysis of the effect of informal networks on cooperation in social dilemmas*. Amsterdam: Thesis Publishers.
38. Kees van Veen (1997). *Inside an internal labor market: Formal rules, flexibility and career lines in a Dutch manufacturing company*. Amsterdam: Thesis Publishers.
39. Lucienne van Eijk (1997). *Activity and well being in the elderly*. Amsterdam: Thesis Publishers.
40. Róbert Gál (1997). *Unreliability. Contract discipline and contract governance under economic transition*. Amsterdam: Thesis Publishers.
41. Anne Geerte van de Goor (1997). *Effects of regulation on disability duration*. ICS-dissertation, Utrecht.
42. Boris Blumberg (1997). *Das Management von Technologiekooperationen. Partnersuche und Verhandlungen mit dem Partner aus empirisch theoretischer Perspektive*. ICS-dissertation, Utrecht.
43. Marijke von Bergh (1997). *Loopbanen van oudere werknemers*. Amsterdam: Thesis Publishers.
44. Anna Petra Nieboer (1997). *Life events and well being: A prospective study on changes in well being of elderly people due to a serious illness event or death of the spouse*. Amsterdam: Thesis Publishers.
45. Jacques Niehof (1997). *Resources and social reproduction: The effects of cultural and material resources on educational and occupational careers in industrial nations at the end of the twentieth century*. ICS-dissertation, Nijmegen.
46. Ariana Need (1997). *The kindred vote. Individual and family effects of social class and religion on electoral change in the Netherlands, 1956-1994*. ICS-dissertation, Nijmegen.
47. Jim Allen (1997). *Sector composition and the effect of education on wages: an international Comparison*. Amsterdam: Thesis Publishers.
48. Jack B.F. Hutten (1998). *Workload and provision of care in general practice. An empirical study of the relation between workload of Dutch general practitioners and the content and quality of their Care*. ICS-dissertation, Utrecht.
49. Per B. Kropp (1998). *Berufserfolg im Transformationsprozeß. Eine theoretisch empirische Studie über die Gewinner und Verlierer der Wende in Ostdeutschland*. ICS-dissertation, Utrecht.
50. Maarten H.J. Wolbers (1998). *Diploma inflatie en verdringing op de arbeidsmarkt. Een studie naar ontwikkelingen in de opbrengsten van diploma's in Nederland*. ICS-dissertation, Nijmegen.
51. Wilma Smeenk (1998). *Opportunity and marriage. The impact of individual resources and marriage market structure on first marriage timing and partner choice in the Netherlands*. ICS-dissertation, Nijmegen.
52. Marinus Spreen (1999). *Sampling personal network structures: Statistical inference in ego-graphs*. ICS-dissertation, Groningen.
53. Vincent Buskens (1999). *Social networks and trust*. ICS-dissertation, Utrecht.
54. Susanne Rijken (1999). *Educational expansion and status attainment. A cross-national and over-time comparison*. ICS-dissertation, Utrecht.

55. Mérove Gijsberts (1999). *The legitimation of inequality in state-socialist and market societies, 1987-1996*. ICS-dissertation, Utrecht.
56. Gerhard G. Van de Bunt (1999). *Friends by choice. An actor-oriented statistical network model for friendship networks through time*. ICS-dissertation, Groningen.
57. Robert Thomson (1999). *The party mandate: Election pledges and government actions in the Netherlands, 1986-1998*. Amsterdam: Thela Thesis.
58. Corine Baarda (1999). *Politieke besluiten en boeren beslissingen. Het draagvlak van het mestbeleid tot 2000*. ICS-dissertation, Groningen.
59. Rafael Wittek (1999). *Interdependence and informal control in organizations*. ICS-dissertation, Groningen.
60. Diane Payne (1999). *Policy making in the European Union: An analysis of the impact of the reform of the structural funds in Ireland*. ICS-dissertation, Groningen.
61. René Veenstra (1999). *Leerlingen-klassen-scholen. Prestaties en vorderingen van leerlingen in het voortgezet onderwijs*. Amsterdam, Thela Thesis.
62. Marjolein Achterkamp (1999). *Influence strategies in collective decision making. A comparison of two models*. ICS-dissertation, Groningen.
63. Peter Mühlau (2000). *The governance of the employment relation. A relational signaling perspective*. ICS-dissertation, Groningen.
64. Agnes Akkerman (2000). *Verdeelde vakbeweging en stakingen. Concurrentie om leden*. ICS-dissertation, Groningen.
65. Sandra van Thiel (2000). *Quangocratization: Trends, causes and consequences*. ICS-dissertation, Utrecht.
66. Rudi Turksema (2000). *Supply of day care*. ICS-dissertation, Utrecht.
67. Sylvia E. Korupp (2000). *Mothers and the process of social stratification*. ICS-dissertation, Utrecht.
68. Bernard A. Nijstad (2000). *How the group affects the mind: Effects of communication in idea generating groups*. ICS-dissertation, Utrecht.
69. Inge F. de Wolf (2000). *Opleidingspecialisatie en arbeidsmarktsucces van sociale wetenschappers*. ICS-dissertation, Utrecht.
70. Jan Kratzer (2001). *Communication and performance: An empirical study in innovation teams*. ICS-dissertation, Groningen.
71. Madelon Kroneman (2001). *Healthcare systems and hospital bed use*. ICS/NIVEL-dissertation, Utrecht.
72. Herman van de Werfhorst (2001). *Field of study and social inequality. Four types of educational resources in the process of stratification in the Netherlands*. ICS-dissertation, Nijmegen.
73. Tamás Bartus (2001). *Social capital and earnings inequalities. The role of informal job search in Hungary*. ICS-dissertation Groningen.
74. Hester Moerbeek (2001). *Friends and foes in the occupational career. The influence of sweet and sour social capital on the labour market*. ICS-dissertation, Nijmegen.
75. Marcel van Assen (2001). *Essays on actor perspectives in exchange networks and social dilemmas*. ICS-dissertation, Groningen.
76. Inge Sieben (2001). *Sibling similarities and social stratification. The impact of family background across countries and cohorts*. ICS-dissertation, Nijmegen.
77. Alinda van Bruggen (2001). *Individual production of social well being. An exploratory study*. ICS-dissertation, Groningen.
78. Marcel Coenders (2001). *Nationalistic attitudes and ethnic exclusionism in a comparative perspective: An empirical study of attitudes toward the country and ethnic immigrants in 22 countries*. ICS-dissertation, Nijmegen.
79. Marcel Lubbers (2001). *Exclusionistic electorates. Extreme right wing voting in Western Europe*. ICS-dissertation, Nijmegen.
80. Uwe Matzat (2001). *Social networks and cooperation in electronic communities. A theoretical-empirical analysis of academic communication and internet discussion groups*. ICS-dissertation, Groningen.
81. Jacques P.G. Janssen (2002). *Do opposites attract divorce? Dimensions of mixed marriage and the risk of divorce in the Netherlands*. ICS-dissertation, Nijmegen.
82. Miranda Jansen (2002). *Waardenoriëntaties en partnerrelaties. Een panelstudie naar wederzijdse invloeden*. ICS-dissertation, Utrecht.
83. Anne Rigt Poortman (2002). *Socioeconomic causes and consequences of divorce*. ICS-dissertation, Utrecht.
84. Alexander Gattig (2002). *Intertemporal decision making*. ICS-dissertation, Groningen.
85. Gerrit Rooks (2002). *Contract en conflict: Strategisch Management van Inkooptransacties*. ICS-dissertation, Utrecht.

86. Károly Takács (2002). *Social networks and intergroup conflict*. ICS-dissertation, Groningen.
87. Thomas Gautschi (2002). *Trust and exchange, effects of temporal embeddedness and network embeddedness on providing and dividing a surplus*. ICS-dissertation, Utrecht.
88. Hilde Bras (2002). *Zeeuwse meiden. Dienen in de levensloop van vrouwen, ca. 1850-1950*. Aksant Academic Publishers, Amsterdam.
89. Merijn Rengers (2002). *Economic lives of artists. Studies into careers and the labour market in the cultural sector*. ICS-dissertation, Utrecht.
90. Annelies Kassenberg (2002). *Wat scholieren bindt. Sociale gemeenschap in scholen*. ICS-dissertation, Groningen.
91. Marc Verboord (2003). *Moet de meester dalen of de leerling klimmen? De invloed van literatuuronderwijs en ouders op het lezen van boeken tussen 1975 en 2000*. ICS-dissertation, Utrecht.
92. Marcel van Egmond (2003). *Rain falls on all of us (but some manage to get more wet than others): Political context and electoral participation*. ICS-dissertation, Nijmegen.
93. Justine Horgan (2003). *High performance human resource management in Ireland and the Netherlands: Adoption and effectiveness*. ICS-dissertation, Groningen.
94. Corine Hoeben (2003). *LETS' be a community. Community in Local Exchange Trading Systems*. ICS-dissertation, Groningen.
95. Christian Steglich (2003). *The framing of decision situations. Automatic goal selection and rational goal pursuit*. ICS-dissertation, Groningen.
96. Johan van Wilsem (2003). *Crime and context. The impact of individual, neighborhood, city and country characteristics on victimization*. ICS-dissertation, Nijmegen.
97. Christiaan Monden (2003). *Education, inequality and health. The impact of partners and life course*. ICS-dissertation, Nijmegen.
98. Evelyn Hello (2003). *Educational attainment and ethnic attitudes. How to explain their relationship*. ICS-dissertation, Nijmegen.
99. Marnix Croes en Peter Tammes (2004). *Gif laten wij niet voortbestaan. Een onderzoek naar de overlevingskansen van joden in de Nederlandse gemeenten, 1940-1945*. Aksant Academic Publishers, Amsterdam.
100. Ineke Nagel (2004). *Cultuurdeelname in de levensloop*. ICS-dissertation, Utrecht.
101. Marieke van der Wal (2004). *Competencies to participate in life. Measurement and the impact of school*. ICS-dissertation, Groningen.
102. Vivian Meertens (2004). *Depressive symptoms in the general population: a multifactorial social approach*. ICS-dissertation, Nijmegen.
103. Hanneke Schuurmans (2004). *Promoting well-being in frail elderly people. Theory and intervention*. ICS-dissertation, Groningen.
104. Javier Arregui (2004). *Negotiation in legislative decision-making in the European Union*. ICS-dissertation, Groningen.
105. Tamar Fischer (2004). *Parental divorce, conflict and resources. The effects on children's behaviour problems, socioeconomic attainment, and transitions in the demographic career*. ICS-dissertation, Nijmegen.
106. René Bekkers (2004). *Giving and volunteering in the Netherlands: Sociological and psychological perspectives*. ICS-dissertation, Utrecht.
107. Renée van der Hulst (2004). *Gender differences in workplace authority: An empirical study on social networks*. ICS-dissertation, Groningen.
108. Rita Smaniotta (2004). *'You scratch my back and I scratch yours' versus 'Love Thy neighbour'. Two proximate mechanisms of reciprocal altruism*. ICS-dissertation, Groningen.
109. Maurice Gesthuizen (2004). *The life-course of the low-educated in the Netherlands: Social and economic risks*. ICS-dissertation, Nijmegen.
110. Carlijnne Philips (2005). *Vakantiegemeenschappen. Kwalitatief en kwantitatief onderzoek naar gelegenheid en refreshergemeenschap tijdens de vakantie*. ICS-dissertation, Groningen.
111. Esther de Ruijter (2005). *Household outsourcing*. ICS-dissertation, Utrecht.
112. Frank van Tubergen (2005). *The integration of immigrants in cross-national perspective: Origin, destination, and community effects*. ICS-dissertation, Utrecht.
113. Ferry Koster (2005). *For the time being. Accounting for inconclusive findings concerning the effects of temporary employment relationships on solidary behavior of employees*. ICS-dissertation, Groningen.
114. Carolien Klein Haarhuis (2005). *Promoting anti-corruption reforms. Evaluating the implementation of a World Bank anti-corruption program in seven African countries (1999-2001)*. ICS-dissertation, Utrecht.
115. Martin van der Gaag (2005). *Measurement of individual social capital*. ICS-dissertation, Groningen.
116. Johan Hansen (2005). *Shaping careers of men and women in organizational contexts*. ICS-dissertation, Utrecht.

117. Davide Barrera (2005). *Trust in embedded settings*. ICS-dissertation, Utrecht.
118. Mattijs Lambooi (2005). *Promoting cooperation. Studies into the effects of long-term and short-term rewards on cooperation of employees*. ICS-dissertation, Utrecht.
119. Lotte Vermeij (2006). *What's cooking? Cultural boundaries among Dutch teenagers of different ethnic origins in the context of school*. ICS-dissertation, Utrecht.
120. Mathilde Strating (2006). *Facing the challenge of rheumatoid arthritis. A 13-year prospective study among patients and a cross-sectional study among their partners*. ICS-dissertation, Groningen.
121. Jannes de Vries (2006). *Measurement error in family background variables: The bias in the intergenerational transmission of status, cultural consumption, party preference, and religiosity*. ICS-dissertation, Nijmegen.
122. Stefan Thau (2006). *Workplace deviance: Four studies on employee motives and self-regulation*. ICS-dissertation, Groningen.
123. Mirjam Plantinga (2006). *Employee motivation and employee performance in child care. The effects of the introduction of market forces on employees in the Dutch child-care sector*. ICS-dissertation, Groningen.
124. Helga de Valk (2006). *Pathways into adulthood. A comparative study on family life transitions among migrant and Dutch Youth*. ICS-dissertation, Utrecht.
125. Henrike Elzen (2006). *Self-management for chronically ill older people*. ICS-Dissertation, Groningen.
126. Ayse Güveli (2007). *New social classes within the service class in the Netherlands and Britain. Adjusting the EGP class schema for the technocrats and the social and cultural specialists*. ICS-dissertation, Nijmegen.
127. Willem-Jan Verhoeven (2007). *Income attainment in post-communist societies*. ICS-dissertation, Utrecht.
128. Marieke Voorpostel (2007). *Sibling support: The exchange of help among brothers and sisters in the Netherlands*. ICS-dissertation, Utrecht.
129. Jacob Dijkstra (2007). *The effects of externalities on partner choice and payoffs in exchange networks*. ICS-dissertation, Groningen.
130. Patricia van Echtelt (2007). *Time-greedy employment relationships: Four studies on the time claims of post-Fordist work*. ICS-dissertation, Groningen.
131. Sonja Vogt (2007). *Heterogeneity in social dilemmas: The case of social support*. ICS-dissertation, Utrecht.
132. Michael Schweinberger (2007). *Statistical methods for studying the evolution of networks and behavior*. ICS-dissertation, Groningen.
133. István Back (2007). *Commitment and evolution: Connecting emotion and reason in long-term relationships*. ICS-dissertation, Groningen.
134. Ruben van Gaalen (2007). *Solidarity and ambivalence in parent-child relationships*. ICS-dissertation, Utrecht.
135. Jan Reitsma (2007). *Religiosity and solidarity – Dimensions and relationships disentangled and tested*. ICS-dissertation, Nijmegen.
136. Jan Kornelis Dijkstra (2007). *Status and affection among (pre)adolescents and their relation with antisocial and prosocial behavior*. ICS-dissertation, Groningen.
137. Wouter van Gils (2007). *Full-time working couples in the Netherlands. Causes and consequences*. ICS-dissertation, Nijmegen.
138. Djamila Schans (2007). *Ethnic diversity in intergenerational solidarity*. ICS-dissertation, Utrecht.
139. Ruud van der Meulen (2007). *Brug over woelig water: Lidmaatschap van sportverenigingen, vriendschappen, kennissenkringen en veralgemeend vertrouwen*. ICS-dissertation, Nijmegen.
140. Andrea Knecht (2008). *Friendship selection and friends' influence. Dynamics of networks and actor attributes in early adolescence*. ICS-dissertation, Utrecht.
141. Ingrid Doorten (2008). *The division of unpaid work in the household: A stubborn pattern?* ICS-dissertation, Utrecht.
142. Stijn Ruiters (2008). *Association in context and association as context: Causes and consequences of voluntary association involvement*. ICS-dissertation, Nijmegen.
143. Janneke Joly (2008). *People on our minds: When humanized contexts activate social norms*. ICS-dissertation, Groningen.
144. Margreet Frieling (2008). *'Joint production' als motor voor actief burgerschap in de buurt*. ICS-dissertation, Groningen.
145. Ellen Verbakel (2008). *The partner as resource or restriction? Labour market careers of husbands and wives and the consequences for inequality between couples*. ICS-dissertation, Nijmegen.
146. Gijs van Houten (2008). *Beleidsuitvoering in gelaagde stelsels. De doorwerking van aanbevelingen van de Stichting van de Arbeid in het CAO-overleg*. ICS-dissertation, Utrecht.

147. Eva Jaspers (2008). *Intolerance over time. Macro and micro level questions on attitudes towards euthanasia, homosexuality and ethnic minorities*. ICS-dissertation, Nijmegen.
148. Gijs Weijters (2008). *Youth delinquency in Dutch cities and schools: A multilevel approach*. ICS-dissertation, Nijmegen.
149. Jessica Pass (2009). *The self in social rejection*. ICS-dissertation, Groningen.
150. Gerald Mollenhorst (2009). *Networks in contexts. How meeting opportunities affect personal relationships*. ICS-dissertation, Utrecht.
151. Tom van der Meer (2009). *States of freely associating citizens: Comparative studies into the impact of state institutions on social, civic and political participation*. ICS-dissertation, Nijmegen.
152. Manuela Vieth (2009). *Commitments and reciprocity in trust situations. Experimental studies on obligation, indignation, and self-consistency*. ICS-dissertation, Utrecht.
153. Rense Corten (2009). *Co-evolution of social networks and behavior in social dilemmas: Theoretical and empirical perspectives*. ICS-dissertation, Utrecht.
154. Arieke J. Rijken (2009). *Happy families, high fertility? Childbearing choices in the context of family and partner relationships*. ICS-dissertation, Utrecht.
155. Jochem Tolsma (2009). *Ethnic hostility among ethnic majority and minority groups in the Netherlands. An investigation into the impact of social mobility experiences, the local living environment and educational attainment on ethnic hostility*. ICS-dissertation, Nijmegen.
156. Freek Bux (2009). *Linked lives: Young adults' life course and relations with parents*. ICS-dissertation, Utrecht.
157. Philip Wotschack (2009). *Household governance and time allocation. Four studies on the combination of work and care*. ICS-dissertation, Groningen.
158. Nienke Moor (2009). *Explaining worldwide religious diversity. The relationship between subsistence technologies and ideas about the unknown in pre-industrial and (post-) industrial societies*. ICS-dissertation, Nijmegen.
159. Lieke ten Brummelhuis (2009). *Family matters at work. Depleting and enriching effects of employees' family lives on work outcomes*. ICS-dissertation, Utrecht.
160. Renske Keizer (2010). *Remaining childless. Causes and consequences from a life Course Perspective*. ICS-dissertation, Utrecht.
161. Miranda Sentse (2010). *Bridging contexts: The interplay between family, child, and peers in explaining problem behavior in early adolescence*. ICS-dissertation, Groningen.
162. Nicole Tieben (2010). *Transitions, tracks and transformations. Social inequality in transitions into, through and out of secondary education in the Netherlands for cohorts born between 1914 and 1985*. ICS-dissertation, Nijmegen.
163. Birgit Pauksztat (2010). *Speaking up in organizations: Four studies on employee voice*. ICS-dissertation, Groningen.
164. Richard Zijdeman (2010). *Status attainment in the Netherlands, 1811-1941. Spatial and temporal variation before and during industrialization*. ICS-dissertation, Utrecht.
165. Rianne Kloosterman (2010). *Social background and children's educational careers. The primary and secondary effects of social background over transitions and over time in the Netherlands*. ICS-dissertation, Nijmegen.
166. Olav Aarts (2010). *Religious diversity and religious involvement. A study of religious markets in Western societies at the end of the twentieth century*. ICS-dissertation, Nijmegen.
167. Stephanie Wiesmann (2010). *24/7 Negotiation in couples transition to parenthood*. ICS-dissertation, Utrecht.
168. Borja Martinovic (2010). *Interethnic contacts: A dynamic analysis of interaction between immigrants and natives in Western countries*. ICS-dissertation, Utrecht.
169. Anne Roeters (2010). *Family life under pressure? Parents' paid work and the quantity and quality of parent-child and family time*. ICS-dissertation, Utrecht.
170. Jelle Sijtsema (2010). *Adolescent aggressive behavior: Status and stimulation goals in relation to the peer context*. ICS-dissertation, Groningen.
171. Kees Keizer (2010). *The spreading of disorder*. ICS-dissertation, Groningen.
172. Michael Mäs (2010). *The diversity puzzle. Explaining clustering and polarization of opinions*. ICS-dissertation, Groningen.
173. Marie-Louise Damen (2010). *Cultuurdeelname en CKV. Studies naar effecten van kunsteducatie op de cultuurdeelname van leerlingen tijdens en na het voortgezet onderwijs*. ICS-dissertation, Utrecht.
174. Marieke van de Rakt (2011). *Two generations of crime: The intergenerational transmission of convictions over the life course*. ICS-dissertation, Nijmegen.
175. Willem Huijnk (2011). *Family life and ethnic attitudes. The role of the family for attitudes towards intermarriage and acculturation among minority and majority groups*. ICS-dissertation, Utrecht.

176. Tim Huijts (2011). *Social ties and health in Europe. Individual associations, cross-national variations, and contextual explanations*. ICS-dissertation, Nijmegen.
177. Wouter Steenbeek (2011). *Social and physical Disorder. How community, business presence and entrepreneurs influence disorder in Dutch neighborhoods*. ICS-dissertation, Utrecht.
178. Miranda Vervoort (2011). *Living together apart? Ethnic concentration in the neighborhood and ethnic minorities' social contacts and language practices*. ICS-dissertation, Utrecht.
179. Agnieszka Kanas (2011). *The economic performance of immigrants. The role of human and social capital*. ICS-dissertation, Utrecht.
180. Lea Ellwardt (2011). *Gossip in organizations. A social network study*. ICS-dissertation, Groningen.
181. Annemarije Oosterwaal (2011). *The gap between decision and implementation. Decision making, delegation and compliance in governmental and organizational settings*. ICS-dissertation, Utrecht.
182. Natascha Notten (2011). *Parents and the media. Causes and consequences of parental media socialization*. ICS-dissertation, Nijmegen.
183. Tobias Stark (2011). *Integration in schools. A process perspective on students' interethnic attitudes and interpersonal relationships*. ICS-dissertation, Groningen.
184. Giedo Jansen (2011). *Social cleavages and political choices. Large-scale comparisons of social class, religion and voting behavior in Western democracies*. ICS-dissertation, Nijmegen.
185. Ruud van der Horst (2011). *Network effects on treatment results in a closed forensic psychiatric setting*. ICS-dissertation, Groningen.
186. Mark Levels (2011). *Abortion laws in European countries between 1960 and 2010. Legislative developments and their consequences for women's reproductive decision-making*. ICS-dissertation, Nijmegen.
187. Marieke van Londen (2012). *Exclusion of ethnic minorities in the Netherlands. The effects of individual and situational characteristics on opposition to ethnic policy and ethnically mixed neighbourhoods*. ICS-dissertation, Nijmegen.
188. Sigrid M. Mohnen (2012). *Neighborhood context and health: How neighborhood social capital affects individual health*. ICS-dissertation, Utrecht.
189. Asya Zhelyazkova (2012). *Compliance under controversy: analysis of the transposition of European directives and their provisions*. ICS-dissertation, Utrecht.
190. Valeska Korff (2012). *Between cause and control: Management in a humanitarian organization*. ICS-dissertation, Groningen.
191. Maike Gieling (2012). *Dealing with diversity: Adolescents' support for civil liberties and immigrant rights*. ICS-dissertation, Utrecht.
192. Katya Ivanova (2012). *From parents to partners: The impact of family on romantic relationships in adolescence and emerging adulthood*. ICS-dissertation, Groningen.
193. Jelmer Schalk (2012). *The performance of public corporate actors: Essays on effects of institutional and network embeddedness in supranational, national, and local collaborative contexts*. ICS-dissertation, Utrecht.
194. Alona Labun (2012). *Social networks and informal power in organizations*. ICS-dissertation, Groningen.
195. Michal Bojanowski (2012). *Essays on social network formation in heterogeneous populations: Models, methods, and empirical analyses*. ICS-dissertation, Utrecht.
196. Anca Minescu (2012). *Relative group position and intergroup attitudes in Russia*. ICS-dissertation, Utrecht.
197. Marieke van Schellen (2012). *Marriage and crime over the life course. The criminal careers of convicts and their spouses*. ICS-dissertation, Utrecht.
198. Mieke Maliepaard (2012). *Religious trends and social integration: Muslim minorities in the Netherlands*. ICS-dissertation, Utrecht.
199. Fransje Smits (2012). *Turks and Moroccans in the Low Countries around the year 2000: Determinants of religiosity, trend in religiosity and determinants of the trend*. ICS-dissertation, Nijmegen.
200. Roderick Sluiter (2012). *The diffusion of morality policies among Western European countries between 1960 and 2010. A comparison of temporal and spatial diffusion patterns of six morality and eleven non-morality policies*. ICS-dissertation, Nijmegen.
201. Nicoletta Balbo (2012). *Family, friends and fertility*. ICS-dissertation, Groningen.
202. Anke Munniksma (2013). *Crossing ethnic boundaries: Parental resistance to and consequences of adolescents' cross-ethnic peer relations*. ICS-dissertation, Groningen.
203. Anja Abendroth (2013). *Working women in Europe. How the country, workplace, and family context matter*. ICS-dissertation, Utrecht.
204. Katia Begall (2013). *Occupational hazard? The relationship between working conditions and fertility*. ICS-dissertation, Groningen.

205. Hidde Bekhuis (2013). *The popularity of domestic cultural products: Cross-national differences and the relation to globalization*. ICS-dissertation, Utrecht.
206. Lieselotte Blommaert (2013). *Are Joris and Renske more employable than Rashid and Samira? A study on the prevalence and sources of ethnic discrimination in recruitment in the Netherlands using experimental and survey data*. ICS-dissertation, Utrecht.
207. Wiebke Schulz (2013). *Careers of men and women in the 19th and 20th centuries*. ICS-dissertation, Utrecht.
208. Ozan Aksoy (2013). *Essays on social preferences and beliefs in non-embedded social dilemmas*. ICS-dissertation, Utrecht.
209. Dominik Morbitzer (2013). *Limited farsightedness in network formation*. ICS-dissertation, Utrecht.
210. Thomas de Vroome (2013). *Earning your place: The relation between immigrants' economic and psychological integration in the Netherlands*. ICS-dissertation, Utrecht.
211. Marloes de Lange (2013). *Causes and consequences of employment flexibility among young people. Recent developments in the Netherlands and Europe*. ICS-dissertation, Nijmegen.
212. Roza Meuleman (2014). *Consuming the nation. Domestic cultural consumption: its stratification and relation with nationalist attitudes*. ICS-dissertation, Utrecht.
213. Esther Havekes (2014). *Putting interethnic attitudes in context. The relationship between neighbourhood characteristics, interethnic attitudes and residential behaviour*. ICS-dissertation, Utrecht.
214. Zoltán Lippényi (2014). *Transitions toward an open society? Intergenerational occupational mobility in Hungary in the 19th and 20th centuries*. ICS-dissertation, Utrecht.
215. Anouk Smeekes (2014). *The presence of the past: Historical rooting of national identity and current group dynamics*. ICS-dissertation, Utrecht.
216. Michael Savelkoul (2014). *Ethnic diversity and social capital. Testing underlying explanations derived from conflict and contact theories in Europe and the United States*. ICS-dissertation, Nijmegen.
217. Martijn Hogerbrugge (2014). *Misfortune and family: How negative events, family ties, and lives are linked*. ICS-dissertation, Utrecht.
218. Gina Potarca (2014). *Modern love. Comparative insights in online dating preferences and assortative mating*. ICS-dissertation, Groningen.
219. Mariska van der Horst (2014). *Gender, aspirations, and achievements: Relating work and family aspirations to occupational outcomes*. ICS-dissertation, Utrecht.
220. Gij's Huitsing (2014). *A social network perspective on bullying*. ICS dissertation, Groningen.
221. Thomas Kowalewski (2015). *Personal growth in organizational contexts*. ICS-dissertation, Groningen.
222. Manu Muñoz-Herrera (2015). *The impact of individual differences on network relations: Social exclusion and inequality in productive exchange and coordination games*. ICS-dissertation, Groningen.
223. Tim Immerzeel (2015). *Voting for a change. The democratic lure of populist radical right parties in voting behavior*. ICS-dissertation, Utrecht.
224. Fernando Nieto Morales (2015). *The control imperative: Studies on reorganization in the public and private sectors*. ICS-dissertation, Groningen.
225. Jellie Sierksma (2015). *Bounded helping: How morality and intergroup relations shape children's reasoning about helping*. ICS-dissertation, Utrecht.
226. Tinka Veldhuis (2015). *Captivated by fear. An evaluation of terrorism detention policy*. ICS-dissertation, Groningen.
227. Miranda Visser (2015). *Loyalty in humanity. Turnover among expatriate humanitarian aid workers*. ICS-dissertation, Groningen.
228. Sarah Westphal (2015). *Are the kids alright? Essays on postdivorce residence arrangements and children's well-being*. ICS-dissertation, Utrecht.
229. Britta Rüschoff (2015). *Peers in careers: Peer relationships in the transition from school to work*. ICS-dissertation, Groningen.
230. Nynke van Miltenburg. (2015). *Cooperation under peer sanctioning institutions: Collective decisions, noise, and endogenous implementation*. ICS-dissertation, Utrecht.
231. Antonie Knigge (2015). *Sources of sibling similarity. Status attainment in the Netherlands during modernization*. ICS-dissertation, Utrecht.
232. Sanne Smith (2015). *Ethnic segregation in friendship networks. Studies of its determinants in English, German, Dutch, and Swedish school classes*. ICS-dissertation, Utrecht.
233. Patrick Präg (2015). *Social stratification and health. Four essays on social determinants of health and wellbeing*. ICS-dissertation, Groningen.
234. Wike Been (2015). *European top managers' support for work-life arrangements*. ICS- dissertation, Utrecht.
235. André Grow (2016). *Status differentiation: New insights from agent-based modeling and social network analysis*. ICS-dissertation, Groningen.

236. Jesper Rözer (2016). *Family and personal networks. How a partner and children affect social relationships*. ICS-dissertation, Utrecht.
237. Kim Pattiselanno (2016). *At your own risk: The importance of group dynamics and peer processes in adolescent peer groups for adolescents' involvement in risk behaviors*. ICS- dissertation, Groningen.
238. Vincenz Frey (2016). *Network formation and trust*. ICS-dissertation, Utrecht.
239. Rozemarijn van der Ploeg (2016). *Be a buddy, not a bully? Four studies on social and emotional processes related to bullying, defending, and victimization*. ICS-dissertation, Groningen.
240. Tali Spiegel (2016). *Identity, career trajectories and wellbeing: A closer look at individuals with degenerative eye conditions*. ICS-dissertation, Groningen.
241. Felix Tropf (2016). *Social Science Genetics and Fertility*. ICS-dissertation, Groningen.
242. Sara Geven (2016). *Adolescent problem behavior in school: the role of peer networks*. ICS- dissertation, Utrecht.
243. Josja Rokven (2016). *The victimization-offending relationship from a longitudinal perspective*. ICS-dissertation, Nijmegen.
244. Maja Djundeva (2016). *Healthy ageing in context: Family welfare state and the life course*. ICS-dissertation, Groningen.
245. Mark Visser (2017). *Inequality between older workers and older couples in the Netherlands. A dynamic life course perspective on educational and social class differences in the late career*. ICS-dissertation, Nijmegen.
246. Beau Oldenburg (2017). *Bullying in schools: The role of teachers and classmates*. ICS-dissertation, Groningen.

