

# Mieke Van Houtte

## List of Publications by Year in descending order

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Version: 2024-02-01

114  
papers

3,162  
citations

172457

29  
h-index

189892

50  
g-index

116  
all docs

116  
docs citations

116  
times ranked

1713  
citing authors

| #  | ARTICLE  | IF  | CITATIONS |
|----|--|-----|-----------|
| 1  | Why boys achieve less at school than girls: the difference between boys' and girls' academic culture. <i>Educational Studies</i> , 2004, 30, 159-173.  | 2.4 | 166       |
| 2  | School Belonging and School Misconduct: The Differing Role of Teacher and Peer Attachment. <i>Journal of Youth and Adolescence</i> , 2012, 41, 499-514.  | 3.5 | 148       |
| 3  | Climate or Culture? A Plea for Conceptual Clarity in School Effectiveness Research. <i>School Effectiveness and School Improvement</i> , 2005, 16, 71-89.  | 2.9 | 136       |
| 4  | Tracking Effects on School Achievement: A Quantitative Explanation in Terms of the Academic Culture of School Staff. <i>American Journal of Education</i> , 2004, 110, 354-388.                      | 1.1 | 118       |
| 5  | The role of teacher and faculty trust in forming teachers' job satisfaction: Do years of experience make a difference?. <i>Teaching and Teacher Education</i> , 2012, 28, 879-889.                   | 3.2 | 102       |
| 6  | The Quality of School Life: Teacher-Student Trust Relationships and the Organizational School Context. <i>Social Indicators Research</i> , 2011, 100, 85-100.  | 2.7 | 90        |
| 7  | Self-esteem of academic and vocational students: Does within-school tracking sharpen the difference?. <i>Acta Sociologica</i> , 2012, 55, 73-89.   | 1.9 | 90        |
| 8  | School Ethnic Composition and Students' Integration Outside and Inside Schools in Belgium. <i>Sociology of Education</i> , 2009, 82, 217-239.  | 2.6 | 89        |
| 9  | Sense of Futility. <i>Youth and Society</i> , 2008, 40, 245-264.   | 2.3 | 88        |
| 10 | Ethnic school composition and peer victimization: A focus on the interethnic school climate. <i>International Journal of Intercultural Relations</i> , 2011, 35, 465-473.                            | 2.0 | 86        |
| 11 | School type and academic culture: evidence for the differentiationâ€“polarization theory. <i>Journal of Curriculum Studies</i> , 2006, 38, 273-292.  | 2.1 | 82        |
| 12 | Teachersâ€™ Understanding of Multicultural Education and the Correlates of Multicultural Content Integration in Flanders. <i>Education and Urban Society</i> , 2016, 48, 556-582.                    | 1.5 | 73        |
| 13 | Why are teacher recommendations at the transition from primary to secondary education socially biased? A mixed-methods research. <i>British Journal of Sociology of Education</i> , 2013, 34, 20-38. | 1.8 | 69        |
| 14 | Teachers' attitudes and students' opposition. School misconduct as a reaction to teachers' diminished effort and affect. <i>Teaching and Teacher Education</i> , 2012, 28, 860-869.                  | 3.2 | 68        |
| 15 | Tracking and Teacher Satisfaction: Role of Study Culture and Trust. <i>Journal of Educational Research</i> , 2006, 99, 247-256.  | 1.6 | 63        |
| 16 | Study Involvement of Academic and Vocational Students: Does Between-School Tracking Sharpen the Difference?. <i>American Educational Research Journal</i> , 2009, 46, 943-973.                       | 2.7 | 63        |
| 17 | In Search of the Mechanisms Conducive to Class Differentials in Educational Choice: A Mixed Method Research. <i>Sociological Review</i> , 2013, 61, 549-572.   | 1.6 | 63        |
| 18 | Understanding structural and cultural school characteristics in relation to educational change: the case of ICT integration. <i>Educational Studies</i> , 2009, 35, 223-235.                         | 2.4 | 60        |

| #  | ARTICLE   | IF  | CITATIONS |
|----|---|-----|-----------|
| 19 | Determinants of Attitudes Toward Muslim Students Among Flemish Teachers: A Research Note. <i>Journal for the Scientific Study of Religion</i> , 2012, 51, 368-376.  | 1.5 | 59        |
| 20 | The culture of futility and its impact on study culture in technical/vocational schools in Belgium. <i>Oxford Review of Education</i> , 2010, 36, 23-43.  | 2.0 | 51        |
| 21 | SOCIAL-ETHNIC SCHOOL COMPOSITION AND SCHOOL MISCONDUCT: DOES SENSE OF FUTILITY CLARIFY THE PICTURE?. <i>Sociological Spectrum</i> , 2011, 31, 224-256.  | 1.9 | 51        |
| 22 | Gender context of the school and study culture, or how the presence of girls affects the achievement of boys. <i>Educational Studies</i> , 2004, 30, 409-423.   | 2.4 | 44        |
| 23 | Teachers' beliefs about students, and the intention of students to drop out of secondary education in Flanders. <i>Teaching and Teacher Education</i> , 2016, 54, 117-127.  | 3.2 | 39        |
| 24 | Students' Sense of Belonging in Technical/Vocational Schools versus Academic Schools: The Mediating Role of Faculty Trust in Students. <i>Teachers College Record</i> , 2012, 114, 1-36.                              | 0.9 | 39        |
| 25 | Are Girls more Resilient to Gender-Conformity Pressure? The Association Between Gender-Conformity Pressure and Academic Self-Efficacy. <i>Sex Roles</i> , 2015, 73, 1-15.   | 2.4 | 35        |
| 26 | Social-ethnic school composition and disengagement: An inquiry into the perceived control explanation. <i>Social Science Journal</i> , 2014, 51, 659-675.   | 1.5 | 34        |
| 27 | Global Self-Esteem in Technical/Vocational Versus General Secondary School Tracks: A Matter of Gender?. <i>Sex Roles</i> , 2005, 53, 753-761.   | 2.4 | 33        |
| 28 | School ethnic composition and aspirations of immigrant students in Belgium. <i>British Educational Research Journal</i> , 2010, 36, 209-237.  | 2.5 | 33        |
| 29 | Ethnic School Segregation and Self-Esteem. <i>Urban Education</i> , 2012, 47, 1135-1159.  | 1.8 | 33        |
| 30 | Does students' machismo fit in school? Clarifying the implications of traditional gender role ideology for school belonging. <i>Gender and Education</i> , 2015, 27, 1-18.  | 1.7 | 31        |
| 31 | Would it really matter? The democratic and caring deficit in "parental involvement". <i>European Early Childhood Education Research Journal</i> , 2018, 26, 187-200.  | 1.9 | 31        |
| 32 | Exploring teacher trust in technical/vocational secondary schools: Male teachers' preference for girls. <i>Teaching and Teacher Education</i> , 2007, 23, 826-839.  | 3.2 | 30        |
| 33 | Why "Gender" disappeared from the gender gap: (re-)introducing gender identity theory to educational gender gap research. <i>Social Psychology of Education</i> , 2014, 17, 357-381.                                  | 2.5 | 30        |
| 34 | How tracking structures attitudes towards ethnic out-groups and interethnic interactions in the classroom: an ethnographic study in Belgium. <i>Social Psychology of Education</i> , 2015, 18, 165-184.               | 2.5 | 30        |
| 35 | Perceived Ethnic Discrimination by Teachers and Ethnic Minority Students' Academic Futility: Can Parents Prepare Their Youth for Better or for Worse?. <i>Journal of Youth and Adolescence</i> , 2016, 45, 1075-1089. | 3.5 | 30        |
| 36 | Multilingual school population: ensuring school belonging by tolerating multilingualism. <i>International Journal of Bilingual Education and Bilingualism</i> , 2017, 20, 868-882.                                    | 2.1 | 29        |

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|----|---|-----|-----------|
| 37 | The ethnic prejudice of Flemish teachers: The role of ethnic school composition and of teachability.. Cultural Diversity and Ethnic Minority Psychology, 2016, 22, 552-562.   | 2.0 | 29        |
| 38 | Collegial Trust and the Organizational Context of the Teacher Workplace: The Role of a Homogeneous Teachability Culture. American Journal of Education, 2011, 117, 437-464.   | 1.1 | 28        |
| 39 | Unravelling gender composition effects on rule-breaking at school: a focus on study attitudes. Gender and Education, 2013, 25, 466-485.   | 1.7 | 28        |
| 40 | How does ethnic and non-ethnic victimization by peers and by teachers relate to the school belongingness of ethnic minority students in Flanders, Belgium? An explorative study. Social Psychology of Education, 2015, 18, 685-701. | 2.5 | 28        |
| 41 | Being pushed out of the career: Former teachers' reasons for leaving the profession. Teaching and Teacher Education, 2022, 110, 103540.   | 3.2 | 27        |
| 42 | The black box revelation: in search of conceptual clarity regarding climate and culture in school effectiveness research. Oxford Review of Education, 2011, 37, 505-524.  | 2.0 | 26        |
| 43 | Grade retention and its association with school misconduct in adolescence: a multilevel approach. School Effectiveness and School Improvement, 2013, 24, 417-434.   | 2.9 | 26        |
| 44 | â€œNo more Turkish music!â€™ The acculturation strategies of teachers and ethnic minority students in Flemish schools. Journal of Ethnic and Migration Studies, 2016, 42, 1353-1370.  | 2.8 | 26        |
| 45 | Curriculum tracking and teacher evaluations of individual students: selection, adjustment or labeling?. Social Psychology of Education, 2013, 16, 329-352.  | 2.5 | 24        |
| 46 | Tracking and sense of futility: the impact of betweenâ€school tracking versus withinâ€school tracking in secondary education in Flanders (Belgium). British Educational Research Journal, 2015, 41, 782-800.                        | 2.5 | 24        |
| 47 | Ethnic composition of the primary school and educational choice: Does the culture of teacher expectations matter?. Teaching and Teacher Education, 2016, 59, 383-391.   | 3.2 | 24        |
| 48 | Adapting to the System or the Student? Exploring Teacher Adaptations to Disadvantaged Students in an English and a Belgian Secondary School. Educational Evaluation and Policy Analysis, 2011, 33, 59-75.                           | 2.5 | 23        |
| 49 | Engendering Culture: The Relationship of Gender Identity and Pressure for Gender Conformity with Adolescentsâ€™ Interests in the Arts and Literature. Sex Roles, 2017, 77, 482-495.   | 2.4 | 23        |
| 50 | Constrict in the School Context: The Impact of Ethnic School Diversity on the Quantity and Quality of Friendships. Sociological Quarterly, 2012, 53, 654-675.   | 1.2 | 20        |
| 51 | Are Flunkers Social Outcasts? A Multilevel Study of Grade Retention Effects on Same-Grade Friendships. American Educational Research Journal, 2016, 53, 745-780.  | 2.7 | 20        |
| 52 | Differences in Study Motivation Within and Between Genders: An Examination by Gender Typicality Among Early Adolescents. Youth and Society, 2018, 50, 377-404.  | 2.3 | 20        |
| 53 | The forgotten role of teachers in studentsâ€™ educational aspirations. School composition effects and the buffering capacity of teachersâ€™ expectations culture. Teaching and Teacher Education, 2020, 90, 103015.                 | 3.2 | 19        |
| 54 | When Gender Stereotypes Get Male Adolescents into Trouble: A Longitudinal Study on Gender Conformity Pressure as a Predictor of School Misconduct. Sex Roles, 2021, 84, 61-75.  | 2.4 | 19        |

| #  | ARTICLE   | IF  | CITATIONS |
|----|---|-----|-----------|
| 55 | The Impact of Bullying and Victimization on Students' Relationships. <i>American Journal of Health Education</i> , 2012, 43, 104-113.   | 0.6 | 18        |
| 56 | Gender Differences in Context: The Impact of Track Position on Study Involvement in Flemish Secondary Education. <i>Sociology of Education</i> , 2017, 90, 275-295.   | 2.6 | 18        |
| 57 | Multicultural school leadership, multicultural teacher culture and the ethnic prejudice of Flemish pupils. <i>Teaching and Teacher Education</i> , 2018, 76, 68-77.   | 3.2 | 17        |
| 58 | Belgium: Cultural Versus Class Explanations for Ethnic Inequalities in Education in the Flemish and French Communities. , 2019, , 159-213.  |     | 16        |
| 59 | Opening up towards children's languages: enhancing teachers' tolerant practices towards multilingualism. <i>School Effectiveness and School Improvement</i> , 2017, 28, 136-152.  | 2.9 | 15        |
| 60 | The role of teacher trust in segregated elementary schools: a multilevel repeated measures examination. <i>School Effectiveness and School Improvement</i> , 2017, 28, 259-275.   | 2.9 | 14        |
| 61 | The Relationships of Teacher Ethnic Discrimination, Ethnic Identification, and Host National Identification to School Misconduct of Turkish and Moroccan Immigrant Adolescents in Belgium. <i>Deviant Behavior</i> , 2017, 38, 318-333. | 1.7 | 13        |
| 62 | Do Attitudes toward School Influence the Underachievement of Turkish and Moroccan Minority Students in Flanders? The Attitude-Achievement Paradox Revisited. <i>Comparative Education Review</i> , 2015, 59, 332-354.                   | 0.8 | 12        |
| 63 | "Everyone has their own qualities": tracking and academic self-appraisal in Flemish secondary education. <i>Social Psychology of Education</i> , 2017, 20, 601-618.   | 2.5 | 12        |
| 64 | Exploring First Sexual Intercourse, Sexual Orientation, and Sexual Health in Men. <i>Journal of Homosexuality</i> , 2017, 64, 1832-1849.  | 2.0 | 11        |
| 65 | Homophobic Violence, Coping Styles, Visibility Management, and Mental Health: A Survey of Flemish Lesbian, Gay, and Bisexual Individuals. <i>Journal of Homosexuality</i> , 2016, 63, 1211-1235.  | 2.0 | 10        |
| 66 | The ethnic prejudice of Flemish pupils: the roles of school gender composition and laddish culture. <i>Gender and Education</i> , 2019, 31, 1057-1076.  | 1.7 | 10        |
| 67 | Do Girls Make Boys Study? Gender Composition, Gender Role Culture, and Sense of Futility in Flemish Secondary Schools. <i>Youth and Society</i> , 2020, 52, 229-250.  | 2.3 | 10        |
| 68 | Grade retention and academic self-concept: A multilevel analysis of the effects of schools' retention composition. <i>British Educational Research Journal</i> , 2021, 47, 1340-1360.   | 2.5 | 10        |
| 69 | Socioeconomic status, economic deprivation, and school misconduct: an inquiry into the role of academic self-efficacy in four European cities. <i>Social Psychology of Education</i> , 2019, 22, 1-22.                                  | 2.5 | 9         |
| 70 | Is the Sky Really the Limit? Exploring the Attitude-Achievement Paradox in the Belgian Context. <i>Sociology of Race and Ethnicity</i> (Thousand Oaks, Calif), 2015, 1, 225-238.  | 1.3 | 8         |
| 71 | Defining success in education: Exploring the frames of reference used by different voluntary migrant groups in Belgium. <i>International Journal of Intercultural Relations</i> , 2015, 49, 1-12.                                       | 2.0 | 8         |
| 72 | Educational inequalities in general health: Does the curricular tracking system matter?. <i>Acta Sociologica</i> , 2020, 63, 63-81.   | 1.9 | 8         |

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|----|--|-----|-----------|
| 73 | About Ethnicity, Fitting In, and Acting Out: Applying the Person-Environment Fit Framework to School Misconduct. <i>Journal of Cognitive Education and Psychology</i> , 2016, 15, 293-319.   | 0.2 | 8         |
| 74 | Transition from primary to secondary education in a rigidly tracked system. , 2018, , 53-72.   |     | 8         |
| 75 | Socioeconomic School Composition and School Misconduct: Disentangling Structural and Cultural Explanations in Ghent. <i>International Study of City Youth Education</i> , 2019, , 135-153.   | 0.0 | 7         |
| 76 | Ethnic discrimination in secondary education: Does the solution lie in multicultural education and the ethnic school composition?. <i>Social Psychology of Education</i> , 2021, 24, 1231-1258.  | 2.5 | 7         |
| 77 | Structural assimilation in young first-, second- and third-generation migrants in Flanders. <i>Ethnic and Racial Studies</i> , 2017, 40, 2728-2748.  | 2.3 | 6         |
| 78 | Unmet Goals of Tracking: Within-track Heterogeneity of Students' Expectations about the Future. <i>Sociological Perspectives</i> , 2018, 61, 728-747.  | 2.3 | 6         |
| 79 | The Impact of Gender Variance on Adolescents' Wellbeing: Does the School Context Matter?. <i>Journal of Homosexuality</i> , 2020, 67, 1-34.  | 2.0 | 6         |
| 80 | Can failure be prevented? Using longitudinal data to identify at-risk students upon entering secondary school. <i>British Educational Research Journal</i> , 2021, 47, 205-225.  | 2.5 | 6         |
| 81 | Homonegativity in the Technical and Vocational Track: A Survey of Secondary School Students in Flanders. <i>Journal of LGBT Youth</i> , 2014, 11, 364-387.   | 2.1 | 5         |
| 82 | Do birds singing the same song flock together? A mixed-method study on language as a tool for changing social homophily in primary schools in Flanders (Belgium). <i>International Journal of Intercultural Relations</i> , 2015, 49, 168-182. | 2.0 | 5         |
| 83 | School Motivation in Secondary Schools. <i>Youth and Society</i> , 2015, 47, 412-437.  | 2.3 | 5         |
| 84 | Track Position, Futility Culture, and Involvement With Paid Work: Investigating the Correlates of Lower-Track Students' Involvement with Part-time Employment in Flanders. <i>Sociological Inquiry</i> , 2016, 86, 372-399.                    | 2.0 | 5         |
| 85 | More Ambitious Educational Choices in Urban Areas. <i>Urban Education</i> , 2016, 51, 940-963.   | 1.8 | 5         |
| 86 | The Ethnic Prejudice of Flemish Pupils: The Role of Pupils' and Teachers' Perceptions of Multicultural Teacher Culture. <i>Teachers College Record</i> , 2018, 120, 1-30.  | 0.9 | 5         |
| 87 | Coping With Antigay Violence: In-Depth Interviews With Flemish LGB Adults. <i>Journal of Sex Research</i> , 2015, 52, 912-923.   | 2.5 | 4         |
| 88 | School Effects on Deviance: An International Perspective. <i>International Study of City Youth Education</i> , 2019, , 3-26.   | 0.0 | 4         |
| 89 | Assessment policies and practices in contexts of diversity: unravelling the tensions. <i>Educational Assessment, Evaluation and Accountability</i> , 2020, 32, 107-126.  | 2.3 | 4         |
| 90 | Teachers as disorder-spotters: (in)decisiveness in assigning a child's hyperactivity, impulsivity and/or inattention to ADHD as the underlying cause. <i>European Journal of Special Needs Education</i> , 2022, 37, 617-631.                  | 3.0 | 4         |

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|-----|---|-----|-----------|
| 91  | Understanding the gender gap in school (dis)engagement from three gender dimensions: the individual, the interactional and the institutional. <i>Educational Studies</i> , 2023, 49, 260-278.                             | 2.4 | 3         |
| 92  | Identificational Assimilation Patterns in Young First, Second, 2.5 and Third-generation Migrants. <i>Young</i> , 2020, 28, 502-522.   | 2.0 | 3         |
| 93  | Boys keep swinging? Sex-composition of the school and pressure for gender-conformity. <i>Gender and Education</i> , 2021, 33, 355-371.  | 1.7 | 3         |
| 94  | High school never ends. Normative and comparative peer group effects on higher education outcomes through the school-level students' expectation culture. <i>Educational Review</i> , 2023, 75, 217-242.                  | 3.7 | 3         |
| 95  | What Predicts Visibility Management at Work? A Study of Gay, Lesbian, and Bisexual Flemish Government Employees. <i>Psychologica Belgica</i> , 2019, 59, 78.  | 1.9 | 3         |
| 96  | Be true to your school? Teachers' turnover intentions: the role of socioeconomic composition, teachability perceptions, emotional exhaustion and teacher efficacy. <i>Research Papers in Education</i> , 2024, 39, 24-49. | 3.0 | 3         |
| 97  | Relative Age Effect in Attention Deficit/Hyperactivity Disorder at Various Stages of the Medicalization Process. <i>Children</i> , 2022, 9, 889.  | 1.5 | 3         |
| 98  | The Effect of Family Violence on Sexual Victimization among Young Women. <i>Journal of Family Violence</i> , 2016, 31, 759-769.   | 3.3 | 2         |
| 99  | Reading and listening progress in segregated primary schools: Does ethnic and socioeconomic classroom composition matter?. <i>British Educational Research Journal</i> , 2017, 43, 931-951.                               | 2.5 | 2         |
| 100 | The influence of school mobility and dropout rates on non-mobile students' school engagement: a chicken-and-egg situation?. <i>Research Papers in Education</i> , 2020, 35, 443-466.                                      | 3.0 | 2         |
| 101 | Side effects of academic engagement? How boys' and girls' well-being is related to their engagement and motivational regulation. <i>Gender and Education</i> , 2022, 34, 627-642.   | 1.7 | 2         |
| 102 | Disparities in the prevalence of ADHD diagnoses, suspicion, and medication use between Flanders and Qu bec from the lens of the medicalization process. <i>Health (United Kingdom)</i> , 2023, 27, 958-979.               | 1.5 | 2         |
| 103 | School Context and Ethnic Minority Adolescent Religiosity: A Longitudinal Study. <i>Journal for the Scientific Study of Religion</i> , 2017, 56, 658-666.   | 1.5 | 1         |
| 104 | One does not simply track students: the relationship between teachers' perceived public track regard and their job satisfaction in a context of rigid tracking. <i>Social Psychology of Education</i> , 0, , 1.           | 2.5 | 1         |
| 105 | Suspicion of ADHD by teachers in relation to their perception of students' cognitive capacities: do cognitively strong students escape verdict?. <i>International Journal of Inclusive Education</i> , 0, , 1-15.         | 2.6 | 1         |
| 106 | Quality of Teaching in Segregated Low SES Classes: A Mixed-Methods Study. <i>Journal of Education for Students Placed at Risk</i> , 2022, 27, 103-126.  | 2.5 | 1         |
| 107 | Boys can be managed: schools' student composition and teacher efficacy, a multilevel approach. <i>Teacher Development</i> , 0, , 1-19.  | 0.7 | 1         |
| 108 | Consequences of the Sex of the Custodial Parent on Three Indicators of Adolescents' Well-Being. <i>Journal of Divorce and Remarriage</i> , 2004, 41, 143-163.   | 0.9 | 0         |

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|-----|---|-----|-----------|
| 109 | De vraag is waarom: de impact van segregatie op cognitieve en noncognitieve uitkomsten. <i>Pedagogiek</i> , 2012, 32, 129-150.  | 0.0 | 0         |
| 110 | Merging Top-Down and Bottom-Up Influences on Fitting in at School. The Role of Ethnic Congruence in Overall and Interethnic Friendship Formation. <i>Sociological Quarterly</i> , 2020, 61, 544-566.  | 1.2 | 0         |
| 111 | STEM-aspiraties en studiekeuze in het secundair onderwijs in Vlaanderen: de intersectie van gender en etniciteit. <i>Tijdschrift Sociologie</i> , 0, , 117-140.                                       | 0.0 | 0         |
| 112 | Resisting Education: Do Schools and Systems Matter?. <i>International Study of City Youth Education</i> , 2019, , 197-208.  | 0.0 | 0         |
| 113 | Examining reading comprehension in disadvantaged segregated classes. The role of class composition, teacher trust, and teaching learning strategies. <i>Research Papers in Education</i> , 0, , 1-21. | 3.0 | 0         |
| 114 | Students' Autonomous and Controlled Motivation in Different School Contexts: The Role of Trust. <i>European Education</i> , 0, , 1-15.  | 1.0 | 0         |