Mieke Van Houtte

List of Publications by Year
in descending order

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	Be true to your school? Teachers' turnover intentions: the role of socioeconomic composition, teachability perceptions, emotional exhaustion and teacher efficacy. Research Papers in Education, 2024, 39, 24-49.	3.0	3
2	Understanding the gender gap in school (dis)engagement from three gender dimensions: the individual, the interactional and the institutional. Educational Studies, 2023, 49, 260-278.	2.4	3
3	High school never ends. Normative and comparative peer group effects on higher education outcomes through the school-level students' expectation culture. Educational Review, 2023, 75, 217-242.	3.7	3
4	Disparities in the prevalence of ADHD diagnoses, suspicion, and medication use between Flanders and Québec from the lens of the medicalization process. Health (United Kingdom), 2023, 27, 958-979.	1.5	2
5	Teachers as disorder-spotters: (in)decisiveness in assigning a child's hyperactivity, impulsivity and/or inattention to ADHD as the underlying cause. European Journal of Special Needs Education, 2022, 37, 617-631.	3.0	4
6	Being pushed out of the career: Former teachers' reasons for leaving the profession. Teaching and Teacher Education, 2022, 110, 103540.	3.2	27
7	Quality of Teaching in Segregated Low SES Classes: A Mixed-Methods Study. Journal of Education for Students Placed at Risk, 2022, 27, 103-126.	2.5	1
8	Side effects of academic engagement? How boys' and girls' well-being is related to their engagement and motivational regulation. Gender and Education, 2022, 34, 627-642.	1.7	2
9	Relative Age Effect in Attention Deficit/Hyperactivity Disorder at Various Stages of the Medicalization Process. Children, 2022, 9, 889.	1.5	3
10	Boys keep swinging? Sex-composition of the school and pressure for gender-conformity. Gender and Education, 2021, 33, 355-371.	1.7	3
11	Can failure be prevented? Using longitudinal data to identify at‐risk students upon entering secondary school. British Educational Research Journal, 2021, 47, 205-225.	2.5	6
12	Grade retention and academic self‐concept: A multilevel analysis of the effects of schools' retention composition. British Educational Research Journal, 2021, 47, 1340-1360.	2.5	10
13	Ethnic discrimination in secondary education: Does the solution lie in multicultural education and the ethnic school composition?. Social Psychology of Education, 2021, 24, 1231-1258.	2.5	7
14	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
15	Do Girls Make Boys Study? Gender Composition, Gender Role Culture, and Sense of Futility in Flemish Secondary Schools. Youth and Society, 2020, 52, 229-250.	2.3	10
16	The Impact of Gender Variance on Adolescents' Wellbeing: Does the School Context Matter?. Journal of Homosexuality, 2020, 67, 1-34.	2.0	6
17	The influence of school mobility and dropout rates on non-mobile students' school engagement: a chicken-and-egg situation?. Research Papers in Education, 2020, 35, 443-466.	3.0	2
18	Educational inequalities in general health: Does the curricular tracking system matter?. Acta Sociologica, 2020, 63, 63-81.	1.9	8

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19	Assessment policies and practices in contexts of diversity: unravelling the tensions. Educational Assessment, Evaluation and Accountability, 2020, 32, 107-126.	2.3	4
20	Merging Top-Down and Bottom-Up Influences on Fitting in at School. The Role of Ethnic Congruence in Overall and Interethnic Friendship Formation. Sociological Quarterly, 2020, 61, 544-566.	1.2	0
21	The forgotten role of teachers in students' educational aspirations. School composition effects and the buffering capacity of teachers' expectations culture. Teaching and Teacher Education, 2020, 90, 103015.	3.2	19
22	Identificational Assimilation Patterns in Young First, Second, 2.5 and Third-generation Migrants. Young, 2020, 28, 502-522.	2.0	3
23	Belgium: Cultural Versus Class Explanations for Ethnic Inequalities in Education in the Flemish and French Communities. , 2019, , 159-213.		16
24	Socioeconomic School Composition and School Misconduct: Disentangling Structural and Cultural Explanations in Ghent. International Study of City Youth Education, 2019, , 135-153.	0.0	7
25	School Effects on Deviance: An International Perspective. International Study of City Youth Education, 2019, , 3-26.	0.0	4
26	Socioeconomic status, economic deprivation, and school misconduct: an inquiry into the role of academic self-efficacy in four European cities. Social Psychology of Education, 2019, 22, 1-22.	2.5	9
27	The ethnic prejudice of Flemish pupils: the roles of school gender composition and laddish culture. Gender and Education, 2019, 31, 1057-1076.	1.7	10
28	What Predicts Visibility Management at Work? A Study of Gay, Lesbian, and Bisexual Flemish Government Employees. Psychologica Belgica, 2019, 59, 78.	1.9	3
29	Resisting Education: Do Schools and Systems Matter?. International Study of City Youth Education, 2019, , 197-208.	0.0	0
30	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
31	Would it really matter? The democratic and caring deficit in 'parental involvement'. European Early Childhood Education Research Journal, 2018, 26, 187-200.	1.9	31
32	Multicultural school leadership, multicultural teacher culture and the ethnic prejudice of Flemish pupils. Teaching and Teacher Education, 2018, 76, 68-77.	3.2	17
33	Unmet Goals of Tracking: Within-track Heterogeneity of Students' Expectations about the Future. Sociological Perspectives, 2018, 61, 728-747.	2.3	6
34	Transition from primary to secondary education in a rigidly tracked system. , 2018, , 53-72.		8
35	The Ethnic Prejudice of Flemish Pupils: The Role of Pupils' and Teachers' Perceptions of Multicultural Teacher Culture. Teachers College Record, 2018, 120, 1-30.	0.9	5
36	Multilingual school population: ensuring school belonging by tolerating multilingualism. International Journal of Bilingual Education and Bilingualism, 2017, 20, 868-882.	2.1	29

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37	Engendering Culture: The Relationship of Gender Identity and Pressure for Gender Conformity with Adolescents' Interests in the Arts and Literature. Sex Roles, 2017, 77, 482-495.	2.4	23
38	Structural assimilation in young first-, second- and third-generation migrants in Flanders. Ethnic and Racial Studies, 2017, 40, 2728-2748.	2.3	6
39	Opening up towards children's languages: enhancing teachers' tolerant practices towards multilingualism. School Effectiveness and School Improvement, 2017, 28, 136-152.	2.9	15
40	Exploring First Sexual Intercourse, Sexual Orientation, and Sexual Health in Men. Journal of Homosexuality, 2017, 64, 1832-1849.	2.0	11
41	Gender Differences in Context: The Impact of Track Position on Study Involvement in Flemish Secondary Education. Sociology of Education, 2017, 90, 275-295.	2.6	18
42	'Everyone has their own qualities': tracking and academic self-appraisal in Flemish secondary education. Social Psychology of Education, 2017, 20, 601-618.	2.5	12
43	Reading and listening progress in segregated primary schools: Does ethnic and socioeconomic classroom composition matter?. British Educational Research Journal, 2017, 43, 931-951.	2.5	2
44	The Relationships of Teacher Ethnic Discrimination, Ethnic Identification, and Host National Identification to School Misconduct of Turkish and Moroccan Immigrant Adolescents in Belgium. Deviant Behavior, 2017, 38, 318-333.	1.7	13
45	The role of teacher trust in segregated elementary schools: a multilevel repeated measures examination. School Effectiveness and School Improvement, 2017, 28, 259-275.	2.9	14
46	School Context and Ethnic Minority Adolescent Religiosity: A Longitudinal Study. Journal for the Scientific Study of Religion, 2017, 56, 658-666.	1.5	1
47	Track Position, Futility Culture, and Involvement With Paid Work: Investigating the Correlates of Lower-Track Students' Involvement with Part-Time Employment in Flanders. Sociological Inquiry, 2016, 86, 372-399.	2.0	5
48	Homophobic Violence, Coping Styles, Visibility Management, and Mental Health: A Survey of Flemish Lesbian, Gay, and Bisexual Individuals. Journal of Homosexuality, 2016, 63, 1211-1235.	2.0	10
49	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
50	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
51	Perceived Ethnic Discrimination by Teachers and Ethnic Minority Students' Academic Futility: Can Parents Prepare Their Youth for Better or for Worse?. Journal of Youth and Adolescence, 2016, 45, 1075-1089.	3.5	30
52	'No more Turkish music!' 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
53	The Effect of Family Violence on Sexual Victimization among Young Women. Journal of Family Violence, 2016, 31, 759-769.	3.3	2
54	Teachers' Understanding of Multicultural Education and the Correlates of Multicultural Content Integration in Flanders. Education and Urban Society, 2016, 48, 556-582.	1.5	73

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55	More Ambitious Educational Choices in Urban Areas. Urban Education, 2016, 51, 940-963.	1.8	5
56	Teachers' beliefs about students, and the intention of students to drop out of secondary education in Flanders. Teaching and Teacher Education, 2016, 54, 117-127.	3.2	39
57	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
58	About Ethnicity, Fitting In, and Acting Out: Applying the Person–Environment Fit Framework to School Misconduct. Journal of Cognitive Education and Psychology, 2016, 15, 293-319.	0.2	8
59	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
60	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). International Journal of Intercultural Relations, 2015, 49, 168-182.	2.0	5
61	Tracking and sense of futility: the impact of between–school tracking versus within–school tracking in secondary education in Flanders (Belgium). British Educational Research Journal, 2015, 41, 782-800.	2.5	24
62	Is the Sky Really the Limit? Exploring the Attitude-Achievement Paradox in the Belgian Context. Sociology of Race and Ethnicity (Thousand Oaks, Calif), 2015, 1, 225-238.	1.3	8
63	Defining success in education: Exploring the frames of reference used by different voluntary migrant groups in Belgium. International Journal of Intercultural Relations, 2015, 49, 1-12.	2.0	8
64	How tracking structures attitudes towards ethnic out-groups and interethnic interactions in the classroom: an ethnographic study in Belgium. Social Psychology of Education, 2015, 18, 165-184.	2.5	30
65	School Motivation in Secondary Schools. Youth and Society, 2015, 47, 412-437.	2.3	5
66	Does students' machismo fit in school? Clarifying the implications of traditional gender role ideology for school belonging. Gender and Education, 2015, 27, 1-18.	1.7	31
67	Coping With Antigay Violence: In-Depth Interviews With Flemish LGB Adults. Journal of Sex Research, 2015, 52, 912-923.	2.5	4
68	Are Girls more Resilient to Gender-Conformity Pressure? The Association Between Gender-Conformity Pressure and Academic Self-Efficacy. Sex Roles, 2015, 73, 1-15.	2.4	35
69	Do Attitudes toward School Influence the Underachievement of Turkish and Moroccan Minority Students in Flanders? The Attitude-Achievement Paradox Revisited. Comparative Education Review, 2015, 59, 332-354.	0.8	12
70	Homonegativity in the Technical and Vocational Track: A Survey of Secondary School Students in Flanders. Journal of LGBT Youth, 2014, 11, 364-387.	2.1	5
71	Social–ethnic school composition and disengagement: An inquiry into the perceived control explanation. Social Science Journal, 2014, 51, 659-675.	1.5	34
72	Why "Gender"disappeared from the gender gap: (re-)introducing gender identity theory to educational gender gap research. Social Psychology of Education, 2014, 17, 357-381.	2.5	30

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73	Curriculum tracking and teacher evaluations of individual students: selection, adjustment or labeling?. Social Psychology of Education, 2013, 16, 329-352.	2.5	24
74	Why are teacher recommendations at the transition from primary to secondary education socially biased? A mixed-methods research. British Journal of Sociology of Education, 2013, 34, 20-38.	1.8	69
75	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
76	Unravelling gender composition effects on rule-breaking at school: a focus on study attitudes. Gender and Education, 2013, 25, 466-485.	1.7	28
77	In Search of the Mechanisms Conducive to Class Differentials in Educational Choice: A Mixed Method Research. Sociological Review, 2013, 61, 549-572.	1.6	63
78	Ethnic School Segregation and Self-Esteem. Urban Education, 2012, 47, 1135-1159.	1.8	33
79	Self-esteem of academic and vocational students: Does within-school tracking sharpen the difference?. Acta Sociologica, 2012, 55, 73-89.	1.9	90
80	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
81	The Impact of Bullying and Victimization on Students' Relationships. American Journal of Health Education, 2012, 43, 104-113.	0.6	18
82	Teachers' attitudes and students' opposition. School misconduct as a reaction to teachers' diminished effort and affect. Teaching and Teacher Education, 2012, 28, 860-869.	3.2	68
83	The role of teacher and faculty trust in forming teachers' job satisfaction: Do years of experience make a difference?. Teaching and Teacher Education, 2012, 28, 879-889.	3.2	102
84	Determinants of Attitudes Toward Muslim Students Among Flemish Teachers: A Research Note. Journal for the Scientific Study of Religion, 2012, 51, 368-376.	1.5	59
85	De vraag is waarom: de impact van segregatie op cognitieve en noncognitieve uitkomsten. Pedagogiek, 2012, 32, 129-150.	0.0	0
86	School Belonging and School Misconduct: The Differing Role of Teacher and Peer Attachment. Journal of Youth and Adolescence, 2012, 41, 499-514.	3.5	148
87	Students' Sense of Belonging in Technical/Vocational Schools versus Academic Schools: The Mediating Role of Faculty Trust in Students. Teachers College Record, 2012, 114, 1-36.	0.9	39
88	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
89	Ethnic school composition and peer victimization: A focus on the interethnic school climate. International Journal of Intercultural Relations, 2011, 35, 465-473.	2.0	86
90	The Quality of School Life: Teacher-Student Trust Relationships and the Organizational School Context. Social Indicators Research, 2011, 100, 85-100.	2.7	90

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91	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
92	SOCIAL-ETHNIC SCHOOL COMPOSITION AND SCHOOL MISCONDUCT: DOES SENSE OF FUTILITY CLARIFY THE PICTURE?. Sociological Spectrum, 2011, 31, 224-256.	1.9	51
93	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
94	The culture of futility and its impact on study culture in technical/vocational schools in Belgium. Oxford Review of Education, 2010, 36, 23-43.	2.0	51
95	School ethnic composition and aspirations of immigrant students in Belgium. British Educational Research Journal, 2010, 36, 209-237.	2.5	33
96	Study Involvement of Academic and Vocational Students: Does Between-School Tracking Sharpen the Difference?. American Educational Research Journal, 2009, 46, 943-973.	2.7	63
97	School Ethnic Composition and Students' Integration Outside and Inside Schools in Belgium. Sociology of Education, 2009, 82, 217-239.	2.6	89
98	Understanding structural and cultural school characteristics in relation to educational change: the case of ICT integration. Educational Studies, 2009, 35, 223-235.	2.4	60
99	Sense of Futility. Youth and Society, 2008, 40, 245-264.	2.3	88
100	Exploring teacher trust in technical/vocational secondary schools: Male teachers' preference for girls. Teaching and Teacher Education, 2007, 23, 826-839.	3.2	30
101	School type and academic culture: evidence for the differentiation–polarization theory. Journal of Curriculum Studies, 2006, 38, 273-292.	2.1	82
102	Tracking and Teacher Satisfaction: Role of Study Culture and Trust. Journal of Educational Research, 2006, 99, 247-256.	1.6	63
103	Global Self-Esteem in Technical/Vocational Versus General Secondary School Tracks: A Matter of Gender?. Sex Roles, 2005, 53, 753-761.	2.4	33
104	Climate or Culture? A Plea for Conceptual Clarity in School Effectiveness Research. School Effectiveness and School Improvement, 2005, 16, 71-89.	2.9	136
105	Tracking Effects on School Achievement: A Quantitative Explanation in Terms of the Academic Culture of School Staff. American Journal of Education, 2004, 110, 354-388.	1.1	118
106	Gender context of the school and study culture, or how the presence of girls affects the achievement of boys. Educational Studies, 2004, 30, 409-423.	2.4	44
107	Consequences of the Sex of the Custodial Parent on Three Indicators of Adolescents' Well-Being. Journal of Divorce and Remarriage, 2004, 41, 143-163.	0.9	0
108	Why boys achieve less at school than girls: the difference between boys' and girls' academic culture. Educational Studies, 2004, 30, 159-173.	2.4	166

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109	One does not simply track students: the relationship between teachers' perceived public track regard and their job satisfaction in a context of rigid tracking. Social Psychology of Education, 0, , 1.	2.5	1
110	STEM-aspiraties en studiekeuze in het secundair onderwijs in Vlaanderen: de intersectie van gender en etniciteit. Tijdschrift Sociologie, 0, , 117-140.	0.0	0
111	Examining reading comprehension in disadvantaged segregated classes. The role of class composition, teacher trust, and teaching learning strategies. Research Papers in Education, 0, , 1-21.	3.0	0
112	Suspicion of ADHD by teachers in relation to their perception of students' cognitive capacities: do cognitively strong students escape verdict?. International Journal of Inclusive Education, 0, , 1-15.	2.6	1
113	Students' Autonomous and Controlled Motivation in Different School Contexts: The Role of Trust. European Education, 0, , 1-15.	1.0	0
114	Boys can be managed: schools' student composition and teacher efficacy, a multilevel approach. Teacher Development, 0, , 1-19.	0.7	1