

**Codebook The Arnhem School Study (TASS):**  
**Secondary schools module wave 4-7**

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Data collection: Wave 4: September 2008  
(weeks 2 and 3 after the school year started)

Wave 5: December 2008

Wave 6: June 2009

Wave 7: May 2010

Questionnaires (in Dutch): Wave 4: vragenlijst wave4(VO).pdf

Wave 5: vragenlijst wave5(VO).pdf

Wave 6: vragenlijst wave6(VO).pdf

Wave 7: vragenlijst wave7(VO).pdf

Analyses files: TASScombine4567.dta

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## **Secondary school module of The Arnhem School Study (TASS)**

The secondary school module of TASS build on a study among primary schools. The data for the primary school sample of TASS (Wave 1-3) were collected at 26 different primary schools in the city of Arnhem, in the Netherlands. Respondents included students attending the last 3 years of primary education (age 10-12). Consequently, the secondary school module of TASS starts with Wave 4.

The goal of the secondary school module was to capture an entire cohort of students in the city after their transition from primary to secondary school. The data collection for the secondary sample of TASS (Wave 4-7) took place among students (age 12-13 at the first wave) attending one of the 12 secondary schools in Arnhem. Sixty-one classes (88.4% of all first-year classes in secondary schools in Arnhem) took part in the study. Since all schools were located within the same city, TASS is not a random sample. However, almost all schools in Arnhem participated, meaning that schools did not self-select into the sample.

Of the 1,401 students in Wave 4, 1,219 participated in the survey (response rate = 87%). In the data collection for Wave 5, 1,246 students participated (response rate = 88,1%). Moreover, Wave 4 and Wave 5 took place early in the school year in 2008. Data for Wave 6 were collected at the end of the school year in 2009 and 1,220 students participated in this wave (response rate = 86%). Lastly, in the final data collection for Wave 7, 928 students participated in this wave which took place at the end of the school year in 2010 (response rate = 75.5%).

Note, however, that some classes are typically excluded from analysis due to data quality issues (see section “Important comments before using the data”). In publications, TASS is considered to consist of 1,350 students present in the classes at wave 4 of which 1,219 participated (response rate = 90.3%).

Non-participation was due to parents’ disapproval of their child’s participation in the study (2.2 percent) or due to non-response of children who were not present in class when the data were collected.

Parents received an information letter before the first wave of the secondary school module which offered them the opportunity to deny participation of their child. In addition, students were informed that their answers would be treated confidentially and that they were free to discontinue their participation.

The survey of each wave consisted of a self-completion online questionnaire which was completed simultaneously on separate computers in a computer lab during school hours. Typically, a teacher (and sometimes trained research assistants) read instructions to the students and supervised completion of the questionnaires.

## Content of questionnaires

The questionnaires of *Wave 4* to *Wave 7* include the following topics:

1. Sociometric measures within class
2. Sociometric measures outside class
3. Own opinions: *Leisure activities, behaviour, music, clothing brands, clothing styles*
4. Sociodemographic background and family: *Countries of birth, family composition, Family Affluence Scale, relative SES, language abilities, ethnicity visitors, ethnic self-identification, religion*
5. Stereotypes and contact with other groups
6. Personality questions (*BIG 5*)
7. Stereotypes and contact with other groups

The corresponding questionnaires used in each wave can be found in the PDF files.

## Variable names

Variable names are based on the subparts of the questionnaires and combined with a letter that refers to the Wave in question. Each additional letter or number in the variable name indicates a sub question. System variables are based on the variable names identified in Wave 4 and remain either the same in the other waves or are indicated with an additional 5 (Wave 5), 6 (Wave 6) or 7 (Wave 7) in case the variable in Wave 4 was referred to with an additional 4.

### *Waves*

A letter is assigned to each wave, which also appears in the name of most variables. However, the sociometric measures within a class are indicated with a different letter in each wave.

*M* : Wave 4 (*N* : sociometric measures within class)

*P* : Wave 5 (*O* : sociometric measures within class)

*R* : Wave 6 (*Q* : sociometric measures within class)

*S* : Wave 7 (*T* : sociometric measures within class)

### *Examples*

*O\_c\_13*: item 3 (*O\_c\_13*) of the *sociometric measures within class* in Wave 5 (*O\_c\_13*) and refers to the classmate with randomly assigned ID number 13 within the class (*O\_c\_13*).

*M\_ab\_4*: item from Wave 4 (*M\_ab\_4*) was asked in the *ethnicity of visitors* part belonging to the *sociodemographic background and family* topic of the questionnaire (*M\_ab\_4*) and refers to sub question 4 (*M\_ab\_4*).

An overview of the variables and labels in Wave 4 – Wave 7 can be found in Table 1. Variable names in the table belong to the Stata data sets.

## **Important comments before using the data**

### *Classes*

In two schools not all classes participated in data collection: two classes are missing in *school 11* and four classes in *school 12*. This is also the reason why out-of-classroom friends could not be nominated in these two schools. We didn't know the names of the students in those classes that did not participate.

*Class 26* did not participate in *Wave 4* and was used for pilot study in *Wave 5* and *Wave 6*. The questions are therefore partly not comparable.

*Class 60* did only participate in *Wave 6* and accordingly no information available on ethnicity.

*Class 62* and one school for "special education" (*classes 45* and *46*) did never participate. ID-class nr. 1 was used for pretesting the questionnaire. None of these ID numbers exist in the dataset.

*School 12* was rather uncooperative. Accordingly, *classes 65* and *66* from *school 12* filled in questionnaire always unsupervised in leisure time. Therefore, the answer quality is unknown and these two classes are typically not included in analyses.

### *Waves*

*Students in Classes 53* and *52* were completely reshuffled after *Wave 4*. Accordingly, *Wave 4* of these classes is difficult to use for longitudinal network studies.

Not all schools agreed to participate in *Wave 7* (one year after *wave 6*). Moreover, many students transferred between classes, leaving the composition incomparable across time. This has to be kept in mind for longitudinal analyses (especially network analyses). In addition, since students transferred between classes in *Wave 7*, the class composition was so different in some schools that we generated new ID-numbers for classes. Every ID-number above 70 is new.

*Wave 7*: The schools with *id nr 6* and *id nr 8* were fused after the first school year. The new fused school is the school with the new *id nr 15*. When the class composition changed completely between year 1 and year 2, the class got a new *group id (75* and *85)*

### ***Longitudinal network analysis***

Please keep in mind that students transferred between classrooms (also in the first three waves). Check variables *idclass4* – *idclass7* to identify these students and prepare the networks appropriately.

### ***Identifying variables***

Students who also participated in the primary school module can be linked to the primary school data using the variable “*idprimary*”.

Class composition between *Wave 6* and *Wave 7* remained comparable (+/- 2 students) in id-number (20 classes): 12, 13, 14, 15, 16, 17, 19, 20, 22, 23, 24, 25, 33, 35, 36, 37, 38, 48 (-3), 59 (-3), 63.

### ***Sociometric measures***

In order to analyze network data, sort the variables according to position in *nomnum4*, *nomnum5*, *nomnum6*, *nomnum7*. These variables indicate the number a student was nominated in the sociometric variables. For instance, *O\_c\_13* (Wave 5) reference to the nominations made about the student with number 13 in the variable “*nomnum5*” in a particular class.

In *Wave 7* the variables *W7\_7\_1* – *W7\_7\_244* are listed in Table 1. However, we never received this variable from the survey company. Probably something went wrong with the data collection.

### ***Questions about out-of-class friends***

The questions about out-of-class friends (proxy questions) are stored in another data-set (*vriendenmat.dta*) and are not part of the general data set.

### ***Grades***

We did not receive grades from all schools and only some grades from a subsample of schools.

## **Questions deleted or modified for privacy reasons**

The schools provided information on respondents' street name, zip code and city. For privacy reasons, information about the home address of respondents was deleted. In addition, the names of respondents' school and primary school were modified by an ID-number.

## Variable overview

<b>Table 1.</b> Overview of variables in Wave 4 to Wave 7					
<b>Wave 4</b>	<b>Wave 5</b>	<b>Wave 6</b>	<b>Wave 7</b>	<b>Label</b>	<b>Values</b>
<b>Identifying variables</b>					
wave4	wave5	wave6	wave7	Child participated in wave	1 = did participate 0 = was in class but did not participate Missing value = student not in class during wave
idkid	idkid	idkid	idkid	ID number child	
idclass4	idclass5	idclass6	idclass7	ID number class	
idschool	idschool	idschool	idschool7	ID number school	
		samplesplit		Treatment group in survey experiment	0 = Questions immediately asked 1 = Questions asked at end
disap	disap	disap	disap	Parents did not grant permission to participate	1 = no permission
problem4	problem5	problem6	problem7	Problems with data collection (that are not fixed)	
nomnum4	nomnum5	nomnum6	nomnum7	Position of nomination of this child in class	
	newwave5	newwave6	newwave7	Child new in class	1= new
idprimary				ID number from primary school sample	
		level		Educational level (academic track) wave 4 - 6	0 = vmbo 1 = vmbo/havo 2 = havo 3 = havo/vwo 4 = vwo 5 = gymnasium
<b>Socio-metric measures within class</b>					
N_a_1 - N_a_31				a_X: Classmate already friend at beginning schoolyear	For all ‘Socio-metric measures within class’

					unless indicated 0 = no 1 = yes
N_b_1 - N_b_31				b_X: Already classmate at elementary school	
N_c_1 - N_c_31	O_c_1 - O_c_30	Q_c_1 - Q_c_30	T_c_1 - T_c_37	c_X: Classmate that kid meets after school	
N_d_1 - N_d_31	O_d_1 - O_d_30	Q_d_1 - Q_d_30	T_d_1 - T_d_37	d_X: Classmate who is best friend	
N_e_1 - N_e_31				e_X: Classmate that helps with practical problems	
N_f_1 - N_f_31	O_f_1 - O_f_30	Q_f_1 - Q_f_30	T_f_1 - T_f_37	f_X: Classmate that helps with emotional problems	
N_g_1 - N_g_31	O_g_1 - O_g_30	Q_g_1 - Q_g_30		g_X: Classmate that irritates once in a while	
N_h_1 - N_h_31	O_h_1 - O_h_30	Q_h_1 - Q_h_30	T_h_1 - T_h_37	h_X: Popular classmate	
N_i_1 - N_i_31	O_i_1 - O_i_30	Q_i_1 - Q_i_30	T_i_1 - T_i_37	i_X: Classmate that kid often works together with in class	
N_j_1 - N_j_31	O_j_1 - O_j_30	Q_j_1 - Q_j_30	T_j_1 - T_j_37	j_X: How much kid likes X	-4 = absolutely don't like -2 = don't like 0 = neutral 2 = like 4 = like very much
	O_l_1 - O_l_30			l_X: Classmate that has same music taste	
	O_m_1 - O_m_30			m_X: Classmate that has same clothing style	
		Q_n_1 - Q_n_30	T_n_1 - T_n_37	n_X: Who bullies you?	
		Q_o_1 - Q_o_30		o_X: Who do you meet outside school at a club?	

		Q_p_1 - Q_p_30		p_X: With whom often together in a team in gym?	
			W7_7_1 – W7_7_244	How typical [ethnicity] is X?	Not in dataset (see “important notes before using data”)
<b>Socio-metric measures within class</b>					
M_a	P_a	R_a	S_a	Does kid have best friends in another first class at same high school	0 = no 1 = yes
M_b			S_b	Where most of kids friends are	1 = in my class 2 = in another first class of my school  <i>Wave 4</i> 3 = in a higher class of my school <i>Wave 7</i> 3 = in another second class of my school  4 = outside my school 5 = don't have friends
M_c				Friends that are most important	1 = friends in class 2 = friends in another class at this school 3 = friends outside this class 4 = all equally important
N_k_1- N_k_255	O_k_1 - O_k_244	Q_k_1 – Q_k_224	T_k_1 – T_251	Best friend in another first class at same high school	0 = no 1 = yes
M_d			S_d	Amount of Dutch friends outside class	d – j : continuous / number

M_e			S_e	Amount of Turkish friends outside class	
M_f			S_f	Amount of Moroccan friends outside class	
M_g			S_g	Amount of Surinamese friends outside class	
M_h			S_h	Amount of Antillean friends outside class	
M_i			S_i	Amount of other European friends outside class	
M_j			S_j	Amount of friends from other countries outside class	
M_k				Kid is member of specific friend group	0 = no 1 = yes
M_k_t				Name of group of friends kid has	
<b>Own opinions</b>					
M_1_1	P_1_1	R_1_1	S_1_1	I_X: How much kid likes X (activity): Internet chatting	For all "I_X" items: 1 = very stupid 2 = stupid 3 = neutral 4 = good 5 = very good 99 = don't know
M_1_2				Playing Playstation xbox etc.	
M_1_3				Doing sports	
M_1_4	P_1_4	R_1_4	S_1_4	Hanging around on the street	Proxy question: C_g_1-C_g_241 See "note before using data"
M_1_5	P_1_5	R_1_5	S_1_5	Smoking cigarettes	
M_1_6				Shopping	
M_1_7				Gossiping	

M_1_8	P_1_8	R_1_8	S_1_8	Riding bicycle past red traffic light	
M_1_9	P_1_9	R_1_9	S_1_9	Doing homework	Proxy question: C_h_1-C_h_241 See “note before using data”
	P_1_10	R_1_10	S_1_10	Going to school	
M_m_1	P_m_1	R_m_1	S_m_1	Wearing branded clothes	Proxy question: C_i_1 – C_i_241 See “note before using data”
M_m_2	P_m_2	R_m_2	S_m_2	Skipping school	
M_m_3	P_m_3	R_m_3	S_m_3	Listening to new music	
M_m_4	P_m_4	R_m_4	S_m_4	Destroying / damaging things	
M_m_5	P_m_5	R_m_5	S_m_5	Kissing boy or girl	
M_m_6	P_m_6	R_m_6	S_m_6	Drinking alcohol	
M_m_7	P_m_7	R_m_7	S_m_7	Going out	
M_m_8	P_m_8	R_m_8	S_m_8	Hitting someone	
M_m_9	P_m_9	R_m_9	S_m_9	Reading schoolbooks at home	
M_m_10	P_m_10	R_m_10	S_m_10	Dressing in specific clothing style (e.g. skate style)	
M_n_1	P_n_1	R_n_1	S_n_1	n_X: How much kid likes type of music: Dutch pop	Proxy: C_d_1-C_d_241 For all “n_X” items: 1 = very stupid 2 = stupid 3 = neutral 4 = good 5 = very good 99 = don’t know See “note before using data”
M_n_2	P_n_2	R_n_2	S_n_2	Popular Dutch folk	
M_n_3	P_n_3	R_n_3	S_n_3	Dutch rap	Proxy: C_e_1-C_e_241 See “note before using data”
M_n_4	P_n_4	R_n_4	S_n_4	Foreign rap	

M_n_5				R & B	
M_n_6	P_n_6	R_n_6	S_n_6	Rock	
M_n_7	P_n_7	R_n_7	S_n_7	Foreign pop	Proxy: C_f_1-C_f_241 See “note before using data”
M_o_1	P_o_1	R_o_1		o_X: How much kid likes types of brand clothes: Adidas	For all “o_X” items: 1=very stupid, 2=stupid, 3=neutral, 4=good, 5=very good, 99=don’t know
M_o_2	P_o_2	R_o_2		C & A	
M_o_3	P_o_3	R_o_3		Diesel	
M_o_4				Puma	
M_o_5	P_o_5	R_o_5		H&M	
M_o_6	P_o_6	R_o_6		Bjorn Borg	
M_o_7	P_o_7	R_o_7		Nike	
M_o_8				Cars	
M_p_1	P_p_1	R_p_1	S_p_1	p_X: How much kid likes clothing style: Skate	For all “p_X” and “M_q” items: 1 = very stupid 2 = stupid 3 = neutral 4 = good 5 = very good 99 = don’t know
M_p_2	P_p_2	R_p_2	S_p_2	Sport	
M_p_3	P_p_3	R_p_3	S_p_3	Rap/hip hop	
M_p_4	P_p_4	R_p_4	S_p_4	Gothic	
M_p_5	P_p_5	R_p_5	S_p_5	Latest fashion	
M_p_6				Ordinary	
M_q				How much kid likes it when girls wear make up	
<b>Sociodemographic background and family</b>					
M_r			S_r	Gender kid	Asked new kids in Wave 5 and 7 1 = male 2 = female (variable = “sex”)
M_t_1	P_t_1		S_t_1	Country of birth kid	For all “country of birth” items: Selected country

M_t_2	P_t_2		S_t_2	Country of birth father	
M_t_3	P_t_3		S_t_3	Country of birth mother	
M_u_1	P_u_1		S_u_1	Country of birth fathers mother	
M_u_2	P_u_2		S_u_2	Country of birth fathers father	
M_u_3	P_u_3		S_u_3	Country of birth mothers mother	
M_u_4	P_u_4		S_u_4	Country of birth mothers father	
M_v_1				Kid has sisters	0 = no 1 = yes
M_v_1t				Number of sisters	Number
M_v_2				Kid has brothers	0 = no 1 = yes
M_v_2t				Number of brothers	Number
M_v_3			S_v_3	Parents are divorced	0 = no 1 = yes (check) <i>Wave 7</i> 1 = yes 2 = no
M_v_4				Place kid lives most of the time of the week (father/mother)	1 = both parents 2 = father 3 = mother 4 = father and stepmother 5 = mother and stepfather 6 = other
M_v_4t				Open answer: place kid lives most of the time of the week	Open answer
		R_v_5  open answers recoded into "eduf"	S_v_5  open answers recoded into "eduf7"	Highest educational degree father	For items education father/mother: 1 = no/primary 2 = lbo/vbo/mavo/vmbo 3 = mbo 4 = have / vwo 5 = hbo / universiteit 98 = see open answer 99 = don't know

		R_v_6	S_v_6	Highest educational degree father (open answer)	Open answer
		R_v_7 Open answers recoded into "edum"	S_v_7 Open answers recoded into "edum7"	Highest educational degree mother	
		R_v_8	S_v_8	Highest educational degree mother (open answer)	Open answer
			S_v_9	Does your family own a car?	0 = no 1 = one 2 = two or more
			S_v_10	Do you have your own bedroom?	0 = no 1 = yes
			S_v_11	In the last year, how often did you go away for vacation?	0 = never 1 = once 2 = twice 3 = three times 4 = four or more times
			S_v_12	How many computers does your family have at home?	0 = none 1 = 1 2 = 2 3 = 3 4 = 4 or more
			S_v_13	In what kind of house do you live?	1 = flat 2 = row house 3 = twin house 4 = standing alone house
			S_v_14	Compared to others how wealthy <i>Recoded</i>	1 = much less wealthy 6 = much more wealthy
M_aa_1			S_aa_1	Mother speaks well Dutch	For all "aa_X" items: 1 = absolutely not true 2 = not true 3 = little true 4 = true 5 = absolutely true 99 = don't know

M_aa_2			S_aa_2	Father speaks well Dutch	
M_aa_3			S_aa_3	Kid speaks Dutch with parents	
M_aa_4			S_aa_4	Kid speaks Dutch with brother sisters	
M_aa_5			S_aa_5	Kid watches Dutch television at home	
M_aa_6			S_aa_6	Parents often read Dutch newspaper	
M_ab_1				Dutch people visit home kid	For all "ab_X" items: 1 = never 2 = sometimes 3 = often
M_ab_2				Turkish visit home kid	
M_ab_3				Moroccan visit home kid	
M_ab_4				Surinamese visit home kid	
M_ab_5				Antillean visit home kid	
M_ab_6				People from other groups visit home kid	
M_ac			S_ac	Religion	1 = roman catholic 2 = protestant Christian 3 = muslim 4 = hindu 5 = no religion 6 = other
M_ac_t			S_ac_t	String variable religion	Open Answer
M_ad			S_ad	Times kid does something that is related to own religion	1 = once a week or more 2 = several times a month 3 = on special occasions 4 = never
M_ae			S_ae	Importance religion to kid	1 = very important

					2 = important 3 = neutral 4 = not important 5 = not important at all
<b>Ethnic self-identification</b>					
M_u_1				Kid feels him or herself Dutch or is more affiliated with ethnicity parents	None
		R_w_2	S_w_2	Do you feel Dutch?	For all "w_X" items: 1 = absolutely not 5 = very strong
		R_w_3	S_w_3	Do you feel (ethnic group father)?	
		R_w_4	S_w_4	Do you feel (ethnic group mother)?	
		R_w_5	S_w_5	Do you feel member of other group?	
		R_w_6	S_w_6	How proud to be Dutch	
		R_w_7	S_w_7	How proud to be (ethnic group father)	
		R_w_8	S_w_8	How proud to be (ethnic group mother)	
<b>Stereotypes and contact toward other groups</b>					
M_af_1 M_ag_1 M_ah_1 M_ai_1	P_af_1 P_ag_1 P_ah_1 P_ai_1	R_af_1 R_ag_1 R_ah_1 R_ai_1	S_af_1 S_ag_1 S_ah_1 S_ai_1	af_X: All Turks are ag_X: All Dutch are ah_X: All Moroccans are ai_X: All people ethnic group father  Honest	For all "af_X" "ag_X" "ah_X" "ai_X" items:  1 = totally disagree 4 = neutral 7 = totally agree
M_af_2 M_ag_2	P_af_2 P_ag_2	R_af_2 R_ag_2	S_af_2 S_ag_2	Friendly	

M_ah_2 M_ai_2	P_ah_2 P_ai_2	R_ah_2 R_ai_2	S_ah_2 S_ai_2		
M_af_3 M_ag_3 M_ah_3 M_ai_3	P_af_3 P_ag_3 P_ah_3 P_ai_3	R_af_3 R_ag_3 R_ah_3 R_ai_3	S_af_3 S_ag_3 S_ah_3 S_ai_3	Smart	
M_af_4 M_ag_4 M_ah_4 M_ai_4	P_af_4 P_ag_4 P_ah_4 P_ai_4	R_af_4 R_ag_4 R_ah_4 R_ai_4	S_af_4 S_ag_4 S_ah_4 S_ai_4	Helpful	
		R_av_1		How many Moroccans honest	All "av_X" "aw_X" and "ax_x" items: 1 = (almost) nobody 2 = some 3 = about half 4 = a lot 5 = (almost) everybody
		R_av_2		How many Moroccans friendly	
		R_aw_1		How many Dutch honest	
		R_aw_2		How many Dutch friendly	
		R_ax_1		How many Turks honest	
		R_ax_2		How many Turks friendly	
M_s_1				How well kid knows Moroccan people	For all "s_X" items: 1 = not at all 3 = a little 5 = very well
M_s_2				How well kid knows Turkish people	
M_s_3				How well kid knows Surinamese people	
<b>Personality questions (BIG 5)</b>					
	P_aj_1			I am aloof	For all "aj_X" items: 1 = totally disagree 2 = disagree

					3 = disagree a little 4 = neutral 5 = agree a little 6 = agree 7 = totally agree 99 = don't know
	P_aj_2			I am assistant	
	P_aj_4			I am (quickly) worried	
	P_aj_5			I am quiet	
	P_aj_6			I am friendly	
	P_aj_8			I am anxious	
	P_aj_9			I am creative in finding solutions	
	P_aj_10			I am curious	
	P_aj_12			I am pleasant	
	P_aj_13			I am solitary-minded	
	P_aj_14			I am imaginative	
	P_aj_15			I am jumpy	
	P_aj_17			I am talkative	
	P_aj_18			I am enjoyable	
	P_aj_20			I am nervous	
	P_aj_21			I can do lots of different things	
	P_aj_22			I am reserved	
	P_aj_23			I am helpful	
	P_aj_24			I am irritable	
	P_aj_25			I like to discover new things	
<b>Influence parents and ethnic group</b>					
	P_ak_1_m	R_ak_1_m		My mother talks to me about my friendships	For all "ak_X" "al_X" "at_X" and "au_X" items: 1 = totally disagree 4 = neutral 7 = totally agree
	P_ak_1_v	R_ak_1_v		My father talks to me about my friendships	
	P_ak_2_m	R_ak_2_m		My mother encourages me to invite peers that she likes	
	P_ak_2_v	R_ak_2_v		My father encourages me	

				to invite peers that he likes	
	P_ak_4_m	R_ak_4_m		My mother tells me that friends I have now influence my future	
	P_ak_4_v	R_ak_4_v		My father tells me that friends I have now influence my future	
	P_ak_5_m	R_ak_5_m		My mother tells me that it is better not to be in touch with certain peers	
	P_ak_5_v	R_ak_5_v		My father tells me that it is better not to be in touch with certain peers	
	P_ak_6_m	R_ak_6_m		My mother gives me advice if I have problems with friends	
	P_ak_6_v	R_ak_6_v		My father gives me advice if I have problems with friends	
	P_ak_8_m	R_ak_8_m		My mother tells it to me if she disapproves the behavior of my friends	
	P_ak_8_v	R_ak_8_v		My father tells it to me if he disapproves the behavior of my friends	
	P_ak_9_m			My mother is ashamed of me if I don't behave well	
	P_ak_9_v			My father is ashamed of me if I don't behave well	

	P_ak_10_m	R_ak_10_m		My mother encourages me to do things with peers she likes	
	P_ak_10_v	R_ak_10_v		My father encourages me to do things with peers she likes	
	P_ak_11_m	R_ak_11_m		My mother would approve of me having Dutch friends	
	P_ak_11_v	R_ak_11_v		My father would approve of me having Dutch friends	
	P_ak_12_m	R_ak_12_m		My mother would approve of me having Turkish friends	
	P_ak_12_v	R_ak_12_v		My father would approve of me having Turkish friends	
	P_ak_13_m	R_ak_13_m		My mother would approve of me having Moroccan friends	
	P_ak_13_v	R_ak_13_v		My father would approve of me having Moroccan friends	
	P_al_1_m		S_al_1_m	It's important to me that my mother is proud of me	
	P_al_1_v		S_al_1_v	It's important to me that my father is proud of me	
	P_al_2_m		S_al_2_m	The advice of my mother is important to me if I make a choice	
	P_al_2_v		S_al_2_v	The advice of my father is important to me	

				if I make a choice	
	P_al_3_m		S_al_3_m	My mother is a good example to me for how to do things	
	P_al_3_v		S_al_3_v	My father is a good example to me for how to do things	
	P_al_4_m		S_al_4_m	I don't like it when my mother is ashamed of me	
	P_al_4_v		S_al_4_v	I don't like it when my father is ashamed of me	
	P_al_5_m		S_al_5_m	I do what my mother tells me to do	
	P_al_5_v		S_al_5_v	I do what my father tells me to do	
		R_at_1		at_X: Important for parents: good grades	
		R_at_2		same religion	
		R_at_3		behave according to rules	
		R_at_4		have good friends	
		R_at_5		get good job	
		R_at_6		act according to culture	
		R_at_7		behave nicely	
		R_at_8		be social	
		R_at_9		respect parents	
		R_at_10		appreciate family	
		R_au_1		au_X: how would ethnic group react if_X no good job	
		R_au_2		Don't follow religious rules	
		R_au_3		Criminal behavior	

		R_au_4		Marry someone of other culture	
		R_au_5		Bad grades	
		R_au_6		Don't act according to culture	
<b>Weapon carrying</b>					
	P_am_1	R_am_1	S_am_1	Times kid carried a weapon during the past 3 months inside school	For all "am_X" items: 1 = never 2 = once 3 = two or three times 4 = four to six times 5 = seven to nine times 6 = ten times or more 99 = no answer
	P_am_2	R_am_2	S_am_2	Times kid carried a weapon during the past 3 months outside school	
	P_am_3	R_am_3	S_am_3	Times kid used a weapon at a fight during the past 3 months	
<b>Within classroom</b>					
		R_ao_1		ao_X: Talk in class about:  Dutch holidays	For all "ao_X" and "aq_X" items: 1 = never 2 = rarely 3 = sometimes 4 = often
		R_ao_2		Other cultures' holidays	
		R_ao_3		Discrimination of foreigners	
		R_ao_4		Problems of foreign youths	
		R_ao_5		Christianity and other religions	
		R_ao_6		Negative aspects of some religions	

		R_ao_7		Positive aspects of some religions	
		R_aq_1		Teacher acts on discrimination	
		R_aq_2		Teacher treat minority pupils differently	
		R_ar_1		Group of classmates that rules?	0 = no 1 = yes
		R_ar_2		Dominant group that tries to rule?	0 = no 1 = yes
		R_ar_3		Teacher determines teams in gym	0 = no 1 = yes
		R_ar_4		Teacher determines who works together in class	0 = no 1 = yes
			S_ar_5	Group of classmates that rules?	0 = no 1 = yes
			S_ar_6	Nomination dominant classmates	
<b>Bullying on the Internet</b>					
		R_as_1		as_X: Internet bullying: Classmates	For all "as_X" items: 1 = never 2 = one to five times 3 = five to ten times 4 = ten to 15 times 5 = more often
		R_as_2		Schoolmates	
		R_as_3		Age peer group	
		R_as_4		Others	
<b>Ethnic discrimination</b>					
			S_at_1	How often have other kids said something bad or insulting to you because you are.. [ETHN]	For all "at_X" items: 1 = never 3 = sometimes 5 = very often
			S_at_2	How often have other kids	

				ignored you or left you out of some activity because you are...	
			S_at_3	How often has someone yelled a racial slur or racial insult at you?	
			S_at_4	How often has someone threatened to harm you physically because you are..	
			S_at_5	How often has someone treated you unfair because you are ...	
			S_au_1	How often have other kids said something bad or insulting to someone because of their ethn	For all "au_X" items: 1 = never 3 = sometimes 5 = very often
			S_au_2	How often have other kids ignored someone or left someone out of some activity because of their ethn	
			S_au_3	How often has someone yelled a racial slur or racial insult at someone	
			S_au_4	How often have kids threatened to harm someone physically someone because of ethn	

			S_au_5	How often have kids treated others unfair because of their ethn	
<b>Intergroup anxiety</b>					
			S_ba_1	ba_X: Only with Dutch students how would you feel?  Happy	For all "ba_X" items: 1 = not at all 3 = somewhat 5 = very much
			S_ba_2	Awkward	
			S_ba_3	Confident	
			S_ba_4	Safe	
			S_ba_5	Defensive	
			S_ba_6	Relaxed	
			S_bb_1	bb_X: Only with Turkish students how would you feel?  Happy	For all "bb_X" items: 1 = not at all 3 = somewhat 5 = very much
			S_bb_2	Awkward	
			S_bb_3	Confident	
			S_bb_4	Safe	
			S_bb_5	Defensive	
			S_bb_6	Relaxed	
			S_bc_1	bc_X: Only with Moroccan students how would you feel?  Happy	For all "bc_X" items: 1 = not at all 3 = somewhat 5 = very much
			S_bc_2	Awkward	
			S_bc_3	Confident	
			S_bc_4	Safe	
			S_bc_5	Defensive	
			S_bc_6	Relaxed	
<b>Opinions towards study</b>					
		R_an_1		Importance of studies like this one	For all "an_X" items: 1 = very 3 = neutral 7 = not at all
		R_an_2		How exhausting was filling in questionnaire?	

		R_an_3		How much fun was filling in questionnaire	
		R_an_4		Accuracy motivation	
<b>Out-of-class friends</b> (See “note before using data”)					
		C_a_1- C_1_241		How long does i know j	See “note before using data”
		C_b_1- C_b_241	D_b_1 – D_b_241	How often do i and j meet outside school	1 = every day 2 = multiple times a week 3 = once a week 4 = less than once a week 5 = we only meet inside of school
		C_c_1- C_c_241	D_c_1 – D_c_241	How good is friendship between i and j	1 = best friends, 2= good friends, 3 = just friends, 4 = acquaintances
		C_d_1- C_d_241		j's music taste: Dutch Pop	
		C_e_1- C_e_241		j's music taste: Dutch Hiphop	
		C_f_1- C_f_241		j's music taste: English Pop	
		C_g_1- C_g_241		j's preferences: hanging on street	
		C_h_1- C_h_241		j's preferences: going to school	
		C_i_1- C_i_241		j's preferences: wearing branded cloths	
			D_j_1 – D_j_241	Does friend i help j when j has problems (e.g. at home)?	1 = no, never, 2, 3 = sometimes, 4, 5 =yes, always
				Street name (home address)	Not included in data set (privacy)
				ZIP-code (home address)	Not included in data set (privacy)
woonplaats				City (home address)	

basissch				ID number of primary school attended	
Citoscore				Result of CITO test in primary school	
		nl_1	nl_2	Dutch	Wave 6 grades for year 1
		en_1	en_2	English	Wave 7 grades for year 2
		fa_1	fa_2	French	
		du_1	du_2	German	
		la_1	la_2	Latin	
		gr_1	gr_2	Greek	
		wis_1	wis_2	Math	
		re_1	re_2	Math – called differently in some schools	
		gs_1	gs_2	History	
		ak_1	ak_2	Geography	
		bi_1	bi_2	Biology	
		na_sk_1	na_sk_2	Chemistry (scheikunde)	
		binask_1	binask_2	Nature science (biologie/natuurkunde)	
		nasktc_1	nasktc_2	Nature science (natuurkunde/ch emistry)	
		if_1	if_2	Computer science (informatica)	
		tc_1	tc_2	Mechanics (techniek)	
		vz_1	vz_2	Personal and domestic care taking (verzorging)	
		bv_1	bv_2	Arts (beeldende vorming)	
		te_1	te_2	Arts (tekenen)	
		mu_1	mu_2	Music	
		ku_cu_1	ku_cu_2	Arts and Culture (kunst en cultuur)	
		dr_1	dr_2	Theater (drama)	

		lo_1	lo_2	Sport (gymnastiek)	
		msch_1	msch_2	Social Science (mens & maatschappij)	
		lb_1	lb_2	Ethics (levensbeschou wing)	