MASTER THESIS

FAMILY STRUCTURE AND LABOR MARKET ENTRY: THE INFLUENCE OF PARENTAL DIVORCE ON JOB INSECURITY AMONG YOUNG ADULTS IN THE NETHERLANDS

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ABSTRACT

This study investigates how early labor market outcomes for young adults in the Netherlands are affected by parental divorce. The study investigates, how family structure throughout childhood may affect income, educational attainment, and subjective job insecurity later in life, utilizing theoretical concepts from Family Investment Theory, Family Stress Theory, and Social Capital Theory. According to Family Investment Theory, children's developmental opportunities are influenced by the financial and non-financial resources of their parents. Family Stress Theory emphasizes how family disruption can cause psychological stress and instability, which can impede career and educational opportunities. According to Social Capital Theory, family relationships and social networks are important for granting access to opportunities and assistance, which can be lessened after experiencing a parental divorce. A sample of 681 people between the ages of 18 and 34 was subjected to a number of quantitative analyses using information from the Longitudinal Internet Studies for the Social Sciences (LISS) panel, a Dutch household survey. A summary of the sample's socioeconomic and demographic traits was given by descriptive statistics. The relationships between parental divorce and perceived job instability, gross income, and educational attainment were investigated using both linear and multinomial logistic regressions. The findings showed no statistically significant correlation between parental divorce and either educational attainment or gross monthly income. Nonetheless, there were significant correlations found between income and gender and educational attainment. Respondents who were female and had less education made substantially less money. Furthermore, perceived job instability was substantially higher among female respondents. These results imply that although parental divorce might not directly affect early labor market outcomes, it's possible indirect effects, especially through education pathways, deserve more research.

KEYWORDS: *Family Investment Theory, Family Stress Theory, Social Capital Theory*

Word count: 9036

Inhoudsopgave

1. Introduction

Parental divorce is a common social occurrence that might affect children's life trajectories for a long time (Amato, 2000). Growing up in a divorced home is frequently linked to lower household income, less social capital, and higher psychological stress during childhood. These factors can influence opportunities later in life especially in relation to education and employment (Leopold & Kalmijn, 2016; Onderwijsinspectie, 2019). The effects of parental divorce on early labor market entry are not as well understood as its emotional and educational consequences particularly in the Netherlands, where co-parenting agreements and the welfare state may soften the blow of these disadvantages (Kalmijn, 2013).

With an emphasis on perceived work insecurity and income development, this research examines whether and how parental divorce impacts young adults' standing on the Dutch labor market. By doing this, if fills a vacuum in the literature: although much research has looked at the relationship between family structure and educational attainment, fewer have looked at how these early experiences affect results in the labor market (Aquino et al., 2022). Furthermore, most of the empirical data now available is based on English speaking countries, which leaves open the subject of contextual variance in more controlled labor markets, such as in the Dutch labor market.

The thesis uses three theoretical frameworks to answer this question: Family Investment Theory (Becker, 1991), which highlights how financial and educational resource shape children's development; Family Stress Theory (Conge et al., 1994), which highlights the psychological and emotional burdens that may arise from parental conflict and separation; and Social Capital Theory (Bourdieu, 1986), which emphasizes the value of networks and social support during the transition to adulthood. Complementary insights into the possible mechanisms relating parental divorce and labor market outcomes are provided by these theories.

Data from the Longitudinal Internet Studies for the Social Sciences (LISS) panel, a representative panel dataset of Dutch households, is used to research the connection between parental divorce and labor market entry outcomes. The study looks at whether people who experienced parental divorce are more likely to have lower incomes, feel more insecure about their jobs, or have less education, all of which could indicate a disadvantage in the job market. Descriptive statistics and multiple regression models are being used to look at these potential disadvantages. The study also investigates the possibility that schooling could act as a mediating mechanism, indirectly transmitting the impacts of parental divorce.

Current labor market dynamics in the Netherlands highlight the study's societal relevance. Understanding which groups are most at risk throughout the transition from school to work is crucial given the growing prevalence of flexibility and temporary employment (CBS, 2021). Concerns regarding fairness in the labor market and intergenerational inequalities would arise if young individuals from divorced households were disproportionately impacted by these developments. Therefore, the results of this study could guide specific policies meant to lessen disadvantage in this population, for instance, by providing counseling, educational support, or easier access to steady work.

The research question that guides this thesis is as follows:

To what extent does growing up in a family with divorced parents influence the labor market opportunities of young adults in the Netherlands?

The thesis seeks to answer this question to offer theoretical understanding and empirical support for the idea that early-life family disruptions influence long-term socioeconomic consequences.

2. Theoretical framework

A significant life event that can have an impact on the life trajectories of children well into their adulthood is parental divorce, even entry of the labor market can be affected by this life event. In this context there are three theoretical frameworks that can provide insight in the ways that family might disrupt the results of employment outcomes. The theoretical frameworks are Family Investment Theory, Family Stress Theory, and Social Capital Theory. Each theory can help to understand the different aspects of inequality that follow from parental divorce.

2.1 Family Investment Theory

Family Investment Theory is based on economic models of the family, particularly Becker's (1991) work. His work conceptualizes parents as rational actors, also known as altruistic parents, who distribute resources to maximize the results of the future of their children. According to Becker (1991) investments can be financial (e.g., books, tuition, extracurriculars), temporal (e.g., reading together or helping with homework), or emotional (e.g., encouragement, stability). These investments made by the parent are believed to build up into children's human capital, which includes knowledge, skills and behaviors that determine success in school and the job market (Ermisch & Francesconi, 2001).

The concept of Family Investment has nuanced over time. For example, the Parental Investment Theory, that emphasizes on how family structure can influence the differential investment that fathers versus mothers make (Trivers, 1972). According to Amato (2000), this frequently leads to asymmetric contribution in post-divorce situation: the residential parent, who is most generally the mother, may bear more time and financial responsibilities, while the non-residential parent, mostly the father, may lessen their financial and emotional engagement with the child.

In understanding the long-term effects of parental divorce, the Family Investment Theory is very helpful. It emphasizes the tangible and intangible resources that can have an influence of a child's development. A decline in household income, which can result in limited access to educational resources, extracurricular development and stability is often triggered by divorce (Bernardi & Boertien, 2017; Mclanahan & Sandefur, 1994). As the parents deal with stress, greater responsibilities, or new relationships, their emotional availability may decrease, which could mean less time and focus on their child's educational development. Aquino et al. (2022) expand on this perspective of family investment by highlighting that financial constraint among single-parent households provoke education disadvantages, which can lead to lower employment stability in later life.

Some might argue that in egalitarian welfare states such as the Netherlands, lower parental investment and the consequences of this are mitigated by public support systems. Indeed, in general high quality public education and subsidies are available in the Netherlands. Even in equal-access systems, wealthier parents can afford cultural capital, private tutoring and stable housing. All of which can improve educational outcomes and labor market prospects. Furthermore, in arguing the egalitarian welfare state, children from low-income families could experience more pressure in helping at a younger age, which could result in shorter educational paths.

In addition, the theory addresses more than only financial capital, it also considers behavioral and motivational results. Children who perceive less parental involvement or feel less supported frequently show lower self-efficacy, less academic motivation, and poorer planning skills, all of which have an impact on the long-term labor market outcomes (Conger & Donnellan, 2007).

Thus, Family Investment Theory, provides a thorough framework for comprehending how divorce alters the allocation of resources and influences the development of children's paths. Even with the mitigating of the Dutch welfare policies parental divorce can still result in disadvantage.

2.2 Family Stress Theory

The psychosocial viewpoint offered by the Family Stress Theory focuses on the behavioral and emotional consequences on a family when experiencing parental separation. The theory, which was developed by Conger et al. (1994), suggests that significant disturbances like divorce can overwhelm the family systems as stressors, especially when they are compounded by financial hardship or a lack of emotional support.

When parents are getting divorced it can be a significantly big disruption of the child's world. It frequently brings changes in the financial security, relocation and instability in the daily routines. Children might have to get used to new schools, coming with that new social situation, and the potential involvement of new siblings (either half siblings or step sibling) or stepparents. Divorce often goes along with conflict between the parents, which the child can internalize even when they are not directly involved. All these changes that the child is experiencing can cause long-term stress reactions, especially in the cases where the divorce is messy (Amato, 2010; Lansford, 2009). Studies even found that children who experience high levels of stress at home are more likely to suffer from mental health issues, which can limit their professional aspirations and career progression (Repetti et al., 2002).

The severity of stress following parental divorce is influenced by the normativity and predictability (Aquino et al., 2022). There might be a stronger experience of psychological distress due to social stigma and a lack of coping mechanisms in communities where parental divorce is not the norm. This knowledge suggests that the effect of parental divorce not only depend on family investment theory, but cultural and societal norms should also be considered.

However, not all divorces are the same. Compared to children exposed to persistent hostility between parents, children whose parents divorced peacefully and continue to cooperate throughout co-parenting may suffer from significantly less emotional distress. High conflict divorce has a strong link to elevated cortisol levels, behavioral dysregulation and anxiety in children (Hetherington, 2003). On the other hand, friendly separations might reduce stress and maintain stability, especially when caregiving and communication are maintained.

Family Stress Theory is highly applicable to study children with divorced parents because it takes multiple stressors in account: loss of parental support, witnessing of conflict, emotional insecurity, and the unstable routines or lack of routines (Conger et al., 1994). It also clarifies why children of divorces parents could face psychological challenges when they enter the labor market, like low self-esteem, fear of failure, or trouble with authority figures, which can affect their long-term job prospects.

However, not every child is equally impacted by stress. The age of the child when the parents' divorce has an impact: teens may comprehend the reasons for the divorce but misbehave or withdraw socially, while younger children might lack coping mechanisms and perceive the divorce as abandonment (Lansford, 2009). In addition, some people can benefit from long-term stress by becoming more emotionally resilient. Children who experience moderate levels of difficulties may grow up being able to cope with stressful situation, such as high-pressure jobs, according to research on post-traumatic growth (Seery et al., 2010).

Traditionally the Family Stress Theory had focused on the negative outcomes of parental divorce, such anxiety, depression or poor academic adjustment (Amato, 2000). However, recent studies recognize more and more positive adaptations. Children of divorcees may develop more independence, conflict-resolution or empathy (Kelly & Emery, 2003). If these competencies are supported by stable caregiving through the parents, they can be beneficial in workplace and academical context.

In conclusion, Family Stress Theory provides a sophisticated explanation of how depending on context and assistance, psychological disruption from divorce may be lessened or even converted into adaptive capacity. The theory is especially helpful for researching the labor market outcomes of children growing up in divorced households because of its dual potential.

2.3 Social Capital Theory

Bourdieu (1986) and Coleman (1988) established the Social Capital Theory, which emphasizes the importance of relational resources that people can use to access opportunities and accomplish goals. According to Bourdieu (1986), social capital is an accumulation of resources that comes from belonging to groups and networks that offer advantages, support and validation. Coleman (1988), on the other hand, concentrated on how expectations, duties, and trust that are ingrained in family and community structures enable good behavior and advance wellbeing.

According to Bourdieu (1986), family structure affects a child’s social capital, such as network, social support, and access to resources. Parental divorce can reduce social capital by weakening social relationships with family, teachers, and other mentors, leaving children with less access to networks that can help them find stable employment.

Social capital in the context of early development is demonstrated by having access to peers who encourage learning, teachers who support the children, adults who provide direction and family members who provide stability (Furstenberg & Hughes, 1995). These connections create a feeling of belonging and provide access to career and educational opportunities. Korpi & Tahlin (2009) indicate that job referrals and professional networking significantly improve employment stability and access to high-quality job opportunities and limited access to high-quality employment, increasing the chances of precarious work conditions.

The quantity and quality of social capital can be drastically changed by growing up in a divorced family. Children may have less access to both weak and strong links as a result of these changes, such as informal professional interactions and steady emotional support (Granovetter, 1973).

The consequences of loss of social capital can have far-reaching effects. It might lower expectations and motivation: young people without role models or professional contact might not want to purse occupations with a higher status (McLanahan & Sandefur, 1994). It may also restrict access to important information such as where to look for internships, how to apply for college fundings or who to contact for references (McLanahan & Sandefur, 1994). At last, McLanahan & Sandefur (1994) argue that the development of soft skills that are fostered in socially rich setting, like communication, teamwork, and confidence, might be disrupted by a lack of social capital.

In more recent studies such as Aquino et al. (2022) this argument is further supported by the demonstration that children from underprivileged background in particular are vulnerable to losing social capital after events such as parental divorce. If these children do not get access to strong networks, the children will face extra barriers when they enter the labor market, which leads to a higher risk of job insecurity.

Lin (1999) has shown that job achievement and career progression have a strong link with social capital. People with a close and diverse network are most likely to hear more about job opening, receive references and be mentored (Lin, 1999). In labor markets where it is common to hire informal and have work-of-mouth references, like in the Netherlands, social capital becomes a key factor.

Therefore, a loss or weakening of social capital during formative years may result in fewer opportunities for employment alter on for young adults from divorced households. Even with equal educational backgrounds, they still could have a harder time getting the same job opportunities as colleagues with more extensive social networks.

Connecting this to the Dutch culture where informal guidance and personal networks are often complemented to formal education and employment channels, lack of social capital can place children that grew up in a divorced household in disadvantage (Kalmijn & Dronkers, 2015). Therefore, Social Capital Theory emphasizes how family structure can influence both access to resources and the long-term creation of social advantage required for success in the job market.

2.4 Integrative perspective and limitations

The discussed theoretical frameworks, Family Investment Theory, Family Stress Theory, and Social Capital Theory, provide complementary perspectives on the potential effects of parental divorce on the employment prospects of young adults. They capture three distinct but connected mechanisms: access to social networks, psychological stability and financial resources. When taken together, these mechanisms offer a comprehensive picture of the possible long-term effects of growing up in a broken home.

Family Investment Theory emphasizes how parent’s diminished time and financial commitments following a divorce may result in material and scholastic disadvantages. The Family Stress Theory describes how psychological stress, and emotional instability can impact children’s growth and preparation to the labor market. Family split-up can lead to the loss of informal opportunities and support systems, which is the focus of Social Capital Theory.

The frameworks stated before are relevant in Dutch context. Even though the Netherlands has a strong welfare state and offers accessible education there still exists a relative disadvantage. Family background, including divorce, still affects the motivation, opportunity and resource availability. This integrated viewpoint explains why family structure continues to be a significant predictor of socioeconomic results even in egalitarian societies.

3. Methodology

3.1 Research Design

A quantitative cross-sectional design based on secondary data analysis is used in this thesis. The goal is to examine whether people who experienced parental divorce during their childhood are at a disadvantage when they enter the labor market. Rather than implementing an intervention, the design is non-experimental and observational, with data that is collected through existing surveys. The theories that are guiding this study (Family Investment Theory, Family Stress Theory, and Social Capital Theory) support the plausibility of directional processes, even if the design does not grant causal inference in the strict sense. Furthermore, the discovery of statistically significant and theoretically meaningful connections is made possible by the use of a representative and well-documented dataset.

3.2 Data Source and Sample

The data for this study originate from the Longitudinal Internet Study for the Social Sciences (LISS) panel. The LISS panel is based on a true probability sample of Dutch households. It offers comprehensive, longitudinal data on a variety of topics, such as family structure, work, income, education, and psychological health. For studying the social processes within the context of Dutch welfare, the LISS panel is particularly suitable.

The main source of data for this study was the April 2024 wave of the "*Work and Schooling*" module, which was expanded with background variables from the same month. Additionally, a constructed variable asking if the responder had ever gone through parental divorce was added. This binary variable [pdivorce] was obtained by the 16 waves of data that were combined (waves 1 to 16), in which each wave a version of the question regarding parental status and family composition was included.

Only people between the ages of 18 and 34 are included in the analytical sample, which represents those who are just entering the labor market and beginning their careers. If the respondents provided valid responses on gender, age, educational attainment, parental divorce, and income they were included. After excluding the cases that had missing data on these key variables, the final analytic sample consists of 631 individuals.

Despite being a fitting source for social research, the LISS panel has a few limitations that must be acknowledged. First, in the April 2024 wave, a few variables that were relevant to the initial research scope, like employment contract and subjective job insecurity, were either unavailable or poorly labelled. Second, there may be recollection bias even when the data includes questions about family structure that are asked retrospectively. Third, evaluating dynamic or causal impacts over time is limited by the cross-sectional structure of the combined data.

3.3 Operationalization of Variables

The primary independent variable is parental divorce. It is coded as a binary indicator, with "1" representing individuals who reported having experienced parental divorce at some time throughout the waves and "0" representing those who did not. This variable captures the long-term family structure differences that are relevant to educational and economic development.

The primary dependent variable is gross monthly income. This variable [brutoink_f], which represents personal labor income in euros. Since income is continuous, well-defined, and accessible to almost all respondents, it was chosen as the primary outcome variable since it theoretically aligns with all three of the frameworks employed in this study. Other potential outcomes, such as the type of employment contract or job insecurity, were initially considered and partially explored. For instance, work insecurity may be proxied by the variable [cw24q598], which inquiries about anticipated risk of losing one's job within the next 12 months. The outcomes may still be taken into consideration in exploratory or supplementary analyses, if the limitations of these results are acknowledged. The variable [cw24q598], however, was utilized to operationalize this construct. This variable asks respondents: "What is the chance that you lose your job in the next 12 months?" with answers ranging from "I don't know" and "I prefer not to say", to 0 (no chance) and 100 (absolute certainty). A new variable, [jobinsecurity], was created to prepare the variable for regression analysis, removing respondents who chose the two non-numeric possibilities. This made it possible to treat the variable as continuous, with higher scores denoting a perceived increase in employment insecurity. After preparing, 280 respondents made up the valid sample size for this analysis, which reflected either invalid or missing replies.

For the demographic control variables age, gender, urbanization and migration background are included. Since educational achievement has a high correlation with family history and income, it is also controlled. Because the original variable on education [opclat] was categorical and not very easy to interpret in the regression models, a new variable [opleid3] was created by recoding the original categories in three new levels: low (primary education and lower secondary education), medium (upper secondary and intermediate vocational education), and high (higher vocational education and university education). While maintaining the fundamental structure of the original data, this transformation allows for a more analytical measure of the educational achievement.

To investigate if the moment of parental divorce, and thus the age of the child at that moment influences the later entry of the labor market, a new variable was constructed based on sixteen separate survey questions. In the survey questions the respondents were asked at what age they experienced parental divorce. These questions were separated over the spread of several years in which the data set required its data (2008 to 2023). The variables used for this question were [cf08a014, cf09b14] etc. For each respondent it was checked whether he or she had made a recall on a parental divorce in any of these moments. Next, a new variable age of divorce [leeftijd_scheiding] was created based on this set, in which the first reported age at parental divorce was included. The minimum age was selected from each series of divorce years in which respondents had given a value. This new variable was only assigned to responded who had the main variable of parental divorce [pdivorce] answered with "yes". Respondents without any experience of parental divorce were assigned as a missing value. This new constructed variable makes it possible to test in later analyses if the age of the child during the divorce has a moderating or explanatory effect on the connection between parental divorce and labor market opportunities.

Gender, educational level, partner status, urbanization, and migration background were both included in the models as categorical variables, which is accomplished in STATA by using the i.prefix (for example [i.opleid3], [i.geslacht], etc.). This ensures that the categories are handled as dummy variables instead of continuous numerical values, which is necessary for regression analysis to have a valid estimation. Without this specification, the variables would be misinterpreted as continuous variables.

Examining mediating variables, such as psychological stress, childhood financial difficulty, or access to social support, was part of the original research plan, however, the dataset did not always contain suitable indicators. Because of this, mediation analysis is only regarded as exploratory and will only be used if suitable variables can be found and validated.

3.4 Analytical Strategy

In order to compare the means, standard deviations, and distributions of key variables between respondents who have experienced parental divorce and those who have not, the empirical analysis starts with descriptive statistics. An outline of group differences is given by these early assessments, which also assist in locating any observable inconsistencies.

Multiple regression models form the core of the analysis. After controlling for age, gender, and educational level, the relationship between parental divorce and gross monthly income is estimated using a regression. Due to the cross-sectional nature of the data fixed-effects models and longitudinal growth models are not appropriate.

If a well-defined and interpretable contract type variable can be found in the dataset, logistic regression models may be used in follow-up analysis. Similarly, if appropriate stress or financial strain indicators become available, exploratory mediation analysis may be conducted, though this would still be conditional.

Structural Equation Modelling (SEM) was considered at first because of its strength to estimate complex causal pathways incorporating latent variables. However, due to the small sample size, lack of various indicators for important dimensions, and lack of verified latent measures, this strategy might be too ambitious and was ultimately set aside.

3.5 Ethical Considerations

All data that is used in this study is anonymized and made available for scholarly use in accordance with guidelines used by the LISS panel. At the time of panel recruitment, respondents gave their consent to participate, and all data processing agrees with the Erasmus University Rotterdam's Ethical guidelines.

The ethical and privacy checklist can be found in Appendix A.

4. Results

Using STATA, the analyses were carried out in line with the methodological design in Chapter 3 and included the following steps. The results of the quantitative analyses to examine the relationship between parental divorce and labor market outcomes among young adults in the Netherlands are presented in this chapter.

4.1 Descriptive Statistics

To gain an initial insight in the sample, descriptive statistics were performed. The analyses gave insight in the composition and distribution of the most important variables and form the basis for the regression analyses discussed in the following paragraphs.

The continuous variables in this research are the gross monthly income [brutoink_f] and the respondents age [leeftijd]. The average monthly income was €2,396, with a standard deviation of €1,898, and a range of €0 to €12,000. The high standard deviation shows that while some respondents are unemployed or working in low-paying occupations, others make significantly more. The significant variation is in line with the population that is in their early stages of their careers. Which is probably due to disparities in occupational sector, work experience, and educational attainment. This spread emphasizes how important it is to account for background characteristics in further analysis. Continuing with the next continuous variable age [leeftijd], the analysis shows that de average age of the respondents was 27.03 years, with a standard deviation of 4.90, within the intended research range of 18 to 34 years. Which suggests a good distribution across young adulthood.

The categorical variables give insight in the demographic background characteristics. Regarding gender [geslacht] 59.0 percent of the respondents identifies as female, 40.4 percent of the respondents identified as male, and a small friction of 0.6 percent identified as "other". This is confirming a relative balanced gender representation with a slight overrepresentation of women. Regarding educational attainment it was originally measured using the LISS variable [opclat], which was recodes into a new variable [opleid3] in which three broader levels of education were reflected: low (primary and lower secondary), medium (upper secondary and vocation), and higher (higher vocational and university education). This recoding improves the interpretability and conforms the Dutch educational structures. Regarding the analyses the majority of the respondents were highly educated, with a percentage of 50.2, followed by 35.7 percent of the respondent who had an educational attainment with medium education and 14.1 percent with low education. These outcomes suggest that the sample is relatively well educated.

For the analysis it is crucial that the dataset includes sufficient variation in the key independent variable: parental divorce [pdivorce]. About 19.2 percent out of the 681 respondents which is 131 people of the respondents reported on having experienced a parental divorce during their childhood. In comparison to the 550 respondents, which is 80.8 percent, had not. These outcomes implies that almost one out of five young adults in the sample were raised in a divorced parent's household. This distribution offers a viable basis for comparisons in subgroups across labor market outcomes.

Based on the initial descriptive analyses, it appears that there is sufficient diffusion in both the background and outcome variables. This confirms that the dataset is suitable for investigating the differences in labor market outcomes among young adults in the Netherlands.

Table 1 below summarizes the key descriptive statistics.

Table 1. Descriptive Statistics of the Sample, N = 1,157

	Variable	Mean	SD	Min	Max	Percent/N
Continuous	Gross Monthly Income (€)	2,396.46	1,897.68	0	12,000	
	Age	27.03	4.90	18	34	
Categorical	Gender					59.0 Female 40.4 Male 0.6 Other
	Education [opleid3]					14.1 Low 35.7 Medium 50.2 High
	Parental Divorce					19.2 Experienced 80.8 Did not experience

Note: Education was recoded from [opclat] into three categories (low/medium/high) for analytical clarity, named [opleid3].

These descriptive findings offer important context for the subsequent analyses. In addition to demonstrating the existence of sociodemographic diversity within the sample, they validate adequate variance in both independent and dependent variables.

4.2 Bivariate Regression Analysis

In the second phase of the analysis, bivariate regression models were used in order to explore the direct associations between parental divorce and each of the three central outcomes variables: gross monthly income, subjective job insecurity, and educational attainment. These models included only the independent variable [pdivorce], which indicates whether the respondents have experienced parental divorce, and one outcome variable at a time. This approach makes sure that there is a clear insight in the unadjusted association prior to the introduction of control variables.

Parental divorce and gross monthly income were assessed in the first bivariate regression. The results that came out of the analysis indicate a negative coefficient ($b = -88.93$, $p = 0.650$), that suggests that respondents who experienced parental divorce earned on average €88 less than respondents from intact families. However, as a zero is included in the 95% confidence interval (-473.40, 295.54), the difference was not statistically significant. This outcome implies that the likelihood of no effect cannot be completely ruled out.

Using a linear model, a second bivariate regression examined the relationship between subjective job insecurity [jobinsecurity] and parental divorce [pdivorce]. A minor and statistically insignificant effect was indicated by the analysis (b = 1.25, p = 0.682). Accordingly, on the 0-100 scale that measures the perceived risk of losing one's employment within the next 12 months, respondents who had gone through parental divorce scored 1.25 point higher on average. Nonetheless, the p-value is far higher than typical significance levels, and the confidence interval (-4.75, 7.26) contains zero, suggesting that this difference is too small and ambiguous to be regarded as significant. Although the effect's direction is consistent with expectation, that children who have experienced parental divorce may experience greater job insecurity, this analysis by itself does not offer compelling evidence to support that assertion.

Two methods were used to analyze educational attainment. First [opleid3] was addressed as a continuous scale ranging from low (1) to high (3) education in an OLS analysis. A minor negative coefficient (b = -0.08, p = 0.255) was obtained, indicating a tendency for people with divorce parents to have somewhat lower educational attainment. However, the results of this analysis were not significant. The second method that was used is an additional multinomial. Due to the ordinal nature of the education variable [opleid3], this regression was conducted and used "high education" as the reference category. The detailed interpretation of this model is presented in section 4.4.

Overall, the results of the bivariate regressions do not indicate that parental divorce has a substantial direct impact on schooling, job insecurity, or income. Indirect effects, however, may exist based on minor unfavorable patterns, particularly in education. In the sections that follows, these results highlight the necessity of multivariate studies that include extra control variables in order to identify a potential mediated or moderated effects.

Table 2 below shows all the outcomes just described.

Table 2. Bivariate Regression Results – Effect of Parental Divorce on Labor Market Outcomes

Outcome Variable	Coefficient (b)	Standard Error	p-value	95% Confidence Interval
Gross Monthly Income	-88.93	195.78	0.650	[-473.40, 295.54]
Subjective Job Insecurity	+1.25	3.05	0.682	[-4.75, 7.26]
Education Level	-0.08	0.07	0.255	[-0.22, 0.06]

Note: For educational level was used to test robustness. None of the estimates reach conventional levels of significance (a = 0.05).

4.3 Multivariate Linear Regression

This section examined the relationship between parental divorce and gross monthly income using multivariate linear regression models, when controlling for background variables. Although theoretical expectation and other research viewpoint to potential indirect or conditional routes, the previous bivariate models showed no significant direct influence of parental divorce on income. Therefore, explanatory factors were added in a progressive manner.

The first model that included parental divorce [pdivorce] as the primary predictor, which also controlled for age [leeftijd], gender [geslacht], and level of education [opleid3]. Parental divorce remained non-significant, according to the data ($b = -61.35$, $p = 0.676$). Other factors, however, had a big impact. Income and age were strongly positively correlated ($b = 161.17$, $p < 0.001$), meaning that income rises by approximately €161 for every extra year. There were also gender differences: being a woman was linked to much lower income than being a man ($b = -324.59$, $p = 0.007$). The greatest effects were shown in education, with respondent in the medium ($b = 476.00$, $p = 0.011$) and high ($b = 1733.28$, $p < 0.001$) education categories earned substantially more than those in the low educational attainment.

The second model was expanded with additional control variables, including partner status [partner], number of children [aantalki], urbanicity [sted], and migration background [herkomstgroep]. Although the size of the parental divorce coefficient further decreased ($b = -41.20$, $p = 0.794$), the other factors' pattern of significance stayed the same. Notably, those with more children ($b = -202.10$, $p = 0.004$) and female respondents ($b = -457.19$, $p < 0.001$) made less money overall. First-generation respondents with Western ($b = -1507.07$, $p < 0.011$) and non-Western ($b = -838.26$, $p = 0.030$) ancestry had much worse migration background than the local Dutch group. About 49 percent of the income variance was explained by the model ($R^2 = 0.493$).

The third model examined whether the connection between income [brutoink_f] and the age of parental divorce [leeftijd_scheiding] is moderated. Parental divorce and its relationship to age at divorce had to be left out because of perfect collinearity. Both an effect and an interaction models were examined, but neither model of age at divorce alone were significant ($b = -19.26$, $p = 0.393$). However, by using the variable [leeftijd_scheiding], it allowed to investigate timing effects, which may warrant more research with bigger samples even though they did not approach statistical significance.

To sum up, even after adjusting for a variety of sociodemographic factors, there is no statistically significant correlation between parental divorce and income. Age, gender, education, number of children, and migration background, however, all showed consistent and significant effects. The findings show that social background and structural factors continue to play a major role in determining labor market outcomes.

Table 3 shows the results described above.

Table 3. Multivariate Regression Results – Gross Monthly Income

Model	Pdivorce (b, p)	Leeftijd (b, p)	Female (b, p)	High Education (b, p)	Adj. R^2
Model 1: basic regression	-61.35 (0.676)	161.17 (<0.001)	-324.59 (0.007)	1733.28 (<0.001)	0.441
Model 2: + Controls	-41.0 (0.794)	154.77 (<0.001)	-457.19 (<0.001)	1421l40 (<0.001)	0.478
Model 3: + Age Divorce	Omitted (collinearity)	117.82 (<0.001)	-758.53 (0.008)	1257.75 (0.006)	0.451

Note: Additional controls in Model 2 include partner status, children, urbanicity, and migration background. In Model 3, [pdivorce] and its interaction with [leeftijd_scheiding] were omitted due to collinearity

4.4 Multivariate Analysis: Educational Attainment

An extra step was taken to examine whether parental divorce may have an indirect impact on labor market outcome through educational attainment, given the substantial correlation between education and income found in the prior analysis. Both the Family Investment Theory and the Family Stress Theory provide theoretical support for this pathway, arguing that family disruptions like parental divorce might impact children's academic development by lowering parental resources or raising stress levels in the home.

Multinominal logistic regression was sued to determine whether parental divorce and educational attainment are related. "High education" was the reference category for the three-level education measure [opleid3], which was the outcome variable. Age, gender, number of children, degree of urbanization, migration background, and partner status were all includes as relevant control factors in the model. 598 observations served as the basis for the study.

According to the findings there is a significant correlation between parental divorce and a higher probability of having a low educational level as opposed to a high one ($b = 1.10$, $p = 0.006$). This implies a higher likelihood of inferior educational attainment among young individuals who saw parental divorce. Although not statistically significant, there was a positive correlation between medium and high levels of education ($b = 0.11$, $p = 0.696$).

Significant correlations were also displayed by other control variables. Both low and medium education levels were inversely correlated with age ($p < 0.001$), which may be a reflection of younger people's unfinished schooling. Having a partner was also negatively correlated with medium education ($p = 0.005$), and being females was linked to a decreased likelihood of medium education ($p = 0.011$). Although not all effects were significant, living in urban or semi-urban location and having a migration background, especially fir generation non-Westerns, were also linked to educational attainment. At last, there was a positive correlation ($p < 0.001$) between the number of children and both lower and medium education levels, indication that early parenthood may limit educational paths.

These findings support the theory that parental divorce and labor market outcomes may be mediated by schooling. Table 4 shows the findings of the multivariate analysis.

Table 4. Multivariate Analysis – Educational Attainment and Parental Divorce

Comparison (vs High)	Predictor	Coefficient (b)	Std. Err.	p-value	95% Confidence Interval
Low	Parental Divorce	1.10	0.40	0.006	[0.31, 1.90]
	Age	-0.32	0.04	0.000	[-0.40, -0.25]
	Female	-0.56	0.31	0.073	[-1.17, 0.05]
	First Gen. Non-Western	2.09	0.82	0.011	[0.49, 3.70]
	Number of Children	0.91	0.16	0.000	[0.60, 1.22]
Medium	Parental Divorce	0.11	0.27	0.696	[-0.42, 0.63]
	Age	-0.17	0.03	0.000	[-0.22, -0.12]
	Female	-0.56	0.22	0.011	[-0.99, -0.13]
	Partner: Yes	-0.75	0.27	0.005	[-1.28, -0.23]
	Number of Children	0.63	0.12	0.000	[0.40, 0.86]

4.5 Additional Analyses

In this section, whether a person's labor market outcomes, specifically gross monthly gross monthly income, are influence by the age at which they experienced parental divorce is examined. In order to accomplish this, the responses of the sixteen survey times [cf08a014 to cf23p014] that inquired about the age at which the respondent's parents divorced to generate a new variable called [leeftijd_scheiding]. As discussed in chapter 3. To create a single, reliable variable, the non-missing response for every person was chosen. A more thorough examination of the divorce vent's time is made possible by this new variable.

Initially, the variable was added to the income regression model as an extra predictor. Despite being negative, the age at divorce [leeftijd_scheiding] coefficient was not statistically significant (b = -19.26, p = 0.393). This implies that there is no correlation between a respondent's early adult income and the age at which they experienced parental divorce.

By adding an interaction term between [pdivorce] and [leeftijd_scheiding], it was examined whether the impact of parental divorce on income varied according to the age of the child when the divorce took place. However, because of the collinearity, this interaction term was left out of the model, meaning that it could not be estimated reliability in this model.

Overall, these extra models imply that differences in gross monthly income [brutoink_f] are not substantially explained by the direct impact of age at divorce or by its interaction with parental divorce. However, statistical power might have been constrained by these model's comparatively small sample sizes (N = 113 and N = 125). More reliable patterns might be found in future research using bigger datasets.

Table 5 shows a summary of the additional analyses.

Table 5. Summary of Additional Analyses: Age at Divorce and Interaction

Model Specification	Coefficient (b)	Std. Error	p-value	95% Confidence Interval
Age at Divorce [leeftijd_scheiding]	-19.26	22.43	0.393	[-63.78, 25.27]
Interaction: Divorce x Age at Divorce	Ommitted due to collinearity			

Note: Both models include standard controls (age, gender, education, etc.).

4.6 Summary of Main Findings

The main conclusions form the various regression models are compiled and integrated in this section. Outlining the general trends, interpreting the results, and emphasizing the instances in which the findings support or defy the theoretical predictions are the objectives.

First, there was no statistically significant direct relationship between parental divorce and either gross income or subjective job security in either the bivariate or multivariate models. This shows that having divorced parents as a child does not, in this dataset, accurately predict having a lower income or more job insecurity as a young adult.

More complex trends were found in the multivariate analysis of educational attainment, though. Specifically, those with divorced parents were substantially more likely to be in the low education group than the high education group (b = 1.10, p = 0.006), according to the results of the multinomial logistic regression. The theoretical view that parental divorce can alter educational paths, which may therefore affect subsequent labor market results, is supported by this finding.

Control variables played a significant effect as well. Income disparities were reliably explained by age, gender, and educational attainment. For example, those who were older and more educated earned substantially more money. In contrast, the earnings of female respondents were substantially lower than those of their male counterparts.

Incorporating other variables like urbanicity, partner status, number of children, and migration background into the income model (table 4) increased the model's explanatory ability ($R^2 = 0.49$). However, the impact of parental divorce remained statistically insignificant despite these additional factors. This implies that other characteristics, including educational attainment may operate as a mediating element in any potential impact of divorce on income.

Lastly, neither a significant interaction with divorce status nor any significant impact on income were observed when the newly generated variables [leeftijd_scheiding] was used to test for the timing of parental divorce. Although the sample size for this analysis is small, it may suggest that the age at which the divorce happened does not significantly influence early adult economic prospects.

In sum, the findings support the idea that parental divorce can have a detrimental impact on educational attainment, which could serve as a mediator in determining the results of the labor market. Nevertheless, no strong correlations with either job insecurity or income were discovered. The discussion chapter will provide additional reflection on these findings.

5. Conclusion and Discussion

The purpose of this study was to look at the connection between early labor market outcomes for young adults in the Netherlands and parental divorce. It specifically investigated whether disparities in gross monthly income, educational achievement, and perceived job insecurity were related to having experienced a parental divorce. In order to evaluate the direct and indirect consequences of parental divorce on socioeconomic outcomes in early adulthood, this study drew on longitudinal data from the LISS panel as well as well-known theoretical viewpoints, including Family Investment Theory, Family Stress Theory and Social Capital Theory.

5.1 Overview of the Key Results

Using information from a nationwide youth panel, this study examined the relationship between parental divorce and young adults' labor market results in the Netherlands. Gross monthly income, perceived job insecurity, and greatest level of education attained were the main results. Descriptive statistics, bivariate analyses, and multivariate regressions that controlled for relevant background factors were all used in a step by step analytical strategy.

There was no statistically significant correlation between parental divorce and either job insecurity or gross income, according to the bivariate results. Nonetheless, there was a slight but persistent downward trend in educational attainment. These trends were more noticeable in the multivariate models. Even after adjusting for factors like age, gender, number of children, urbanization, and ethnic background, people who had parental divorce were substantially more likely to have lower educational attainment than people from intact families (OR = 3.01, $p = 0.006$ for low vs. high education). Education had a large and significant impact on income, indicating an indirect channel from family structure to labor market results, even though there was no direct significant link between parental divorce and gross income.

The age at which respondents experience parental divorce was also captured by a created variable. The variable's inclusion highlights the complexity of timing effects that may affect educational and employment trajectories, even if it did not demonstrate a significant relationship with income.

In sum, the results confirm the crucial importance of structural determinants including gender and educational attainment, even though parental divorce did not directly and statistically significantly affect early labor market outcomes. Additionally, they propose that any possible effects of parental divorce might manifest indirectly, for example, through its effects on social capital, psychological development, or education, mechanisms that were not entirely visible in the current research but are nonetheless theoretically significant.

5.2 Interpretation Through Theoretical Frameworks

Three major theoretical frameworks, Family Investment Theory, Family Stress Theory, and Social Capital Theory were used to analyze the findings.

According to the Family Investment Theory two-parent households are better able to devote financial, emotional, and cognitive resources to their kids' growth. This argument is supported by the strong correlation between parental divorce and lower education attainment.

Divorced parents' children can have limited access to educational resources, extracurricular development and a stable home (Bernardi & Boertien, 2017; Mclanahan & Sandefur, 1994), which all have been demonstrated to have an impact on the academical success. Given the substantial correlation between education and income, the indirect effect through education is still plausible even though parental divorce did not significantly alter income outcomes.

Family Stress Theory argues that parent psychological distress, conflict, and unstable finances are stresses brought on by divorce that have a negative effect on children's development. This opinion is supported by the fact that lower educational attainment is associated with parental divorce. Some studies even found that children who experience high levels of stress at home are more likely to suffer from mental health issues, which can put limitations on their professional aspirations and career progression (Repetti et al., 2002). Even though mental health was not measured directly in this study, the fact that job insecurity did not significantly change indicated that any psychological influence of this kind does not directly translate into early labor market vulnerabilities.

According to the Social Capital Theory, parental networks that support academic performance are weakened and social relationships are broken by divorce. This is supported by the findings, which show that children from divorced families can have fewer role models in school or encounter less support from educational institutions and the community (Lin, 1999). The argument explains why the observed gap continue even after adjusting for structural and demographic characteristics, even though this study does not contain direct markers of social capital. This buffering effect may contribute to the explanation of the limited observed disadvantage among children of divorced parents in the Dutch setting, which is marked by a robust welfare system and generally equal access to schooling.

Together, these theories demonstrate that the effects of parental divorce go beyond short-term monetary losses and include broader systemic disadvantages that influence prospects for the future. Interestingly, the main mediating factor that links early family instability to later labor market results seems to be schooling.

5.3 Strengths and Limitations

This thesis was conceptually and empirically meaningful thanks to a theoretically grounded analytical method that drew on Family Investment Theory, Family Stress Theory, and Social Capital Theory. The study's internal validity was improved and nuanced insights into the intricate links between parental divorce and labor market outcomes were made possible by the use of statistical techniques, such as regression modelling and categorical outcome analyses.

There are a few limitations that apply for this study. First, the study used cross-sectional labor market indicators, which limits the capacity to analyze trends over time or draw firm conclusions about causality. Second, there was low statistical power due to significant levels of missing data for some important variables, particularly the measure of subjective job insecurity. Third, despite theoretical models suggesting indirect paths through social support and mental health, data limitation prevented direct measurement of these mechanisms. Finally, measuring parental divorce as a binary variable overlooks nuances that could mitigate the impact on children, such as the degree of parental conflict, and the living arrangements following the divorce.

5.4 Implications for Policy and Practice

The findings suggest that early labor market outcomes are still influences by structural injustices, including those related to gender and educational attainment. Targeted help for children of divorced parents, particularly in schooling can be appropriate to avoid potential long-term disadvantage even though parental divorce did not demonstrate a direct effect.

Although parental divorce does not directly predict gross income or subjective job insecurity, the results of this study suggest that it may have more subtle effects through background factors like educational attainment. Targeted policy responses are still necessary because education was found to be the strongest predictor of income in this study. Additionally, people from divorced families are more likely to experience disruptions in their education because of financial strain or psychological stress (Amato, 2000; Leopold & Kalmijn, 2016).

There are already some helpful measures in place in the Dutch context. The government offers supplementary allowances for single parents, child benefits (kinderbijslag), and financial aid through the ‘studiefinanciering’ system. While municipal youth services (jeugdsgezondheidszorg) offer psychological support to children from high-conflict homes, schools also provide some counseling and social support. These systems, however, frequently prioritize short-term stabilization over long-term labor market resilience.

Given the potential long-term economic consequences of youth disruptions, the following policy changes are necessary:

Enhanced early intervention in schools: to offer children specialized help with comping with their parents' separation, in addition to being able to identify symptoms of distress. To lessen disruptions to education, this could involve mentorship, tutoring programs, or counseling.

Integration of social-emotional learning: social-emotional learning can enhance interpersonal skills and stress resilience, two qualities that are essential for future success in the labor market.

Targeted financial support for education continuity: additional conditional education grants (aanvullende beurs), which are intended to stop early dropout or underachievement because of instability brought on by divorce, could help single-parent households.

Labor market access programs: especially in industries where flexible contracts are common, customized job-coaching, internships, or subsidized employment routes can help young adults form vulnerable family circumstances close the gap to secure employment.

Better data infrastructure and screening: policymakers should invest in better identifying at-risk youth and track the long-term outcomes of children from divorced households through national registers and education/labor panels like LISS.

Even though the welfare system in the Netherlands is comparatively strong, young adults, especially those from broken families, are more vulnerable as a result of the labor market's continued flexibility. Therefore, a more focused, long-term strategy is required, one that improves children's educational and career results far into adulthood in addition to helping them through the divorce process.

5.5 Societal Relevance

Concerns regarding intergenerational disadvantage and socioeconomic inequality are becoming more pressing as a result of this study. Groups without a stable family background may encounter more obstacles in obtaining stable employment as the Dutch labor market grows more flexible. Despite the strength of the Dutch welfare system, the results indicate that financial assistance alone does not completely ensure equitable opportunities.

It is crucial for academic, public society, and policymakers to comprehend how early family disruptions impact future socioeconomic positions. Therefore, in addition to financial tools, promoting equal access to the labor market should also include structural, educational, and emotional support provided to various family circumstances.

This thesis promotes a change in policy focus from the actual divorce to the context and larger systems that mitigate or intensify its effects. The research does this by showing that structural factors like gender and education continue to have a greater influence on labor outcomes than parental divorce itself.

5.6 Recommendations for Future Research

In order to examine more complex relationships between parental divorce and labor market outcomes, future research should take into account longitudinal mediation models, especially those that use structural equation modeling (SEM). A deeper comprehension of the underlying mechanisms may be possible with the addition of variables like parental participation, life satisfaction, and mental health.

Qualitative research may also explain more on how young adults deal with the effects of parental divorce in relation to social support schooling, and labor market preparation. At last, research that compares various nations or welfare systems may emphasize how institutional environment mediates the impact of family structure on socioeconomic results.

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Appendix A

CHECKLIST ETHICAL AND PRIVACY ASPECTS OF RESEARCH

ERASMUS UNIVERSITEIT ROTTERDAM

INSTRUCTION

This checklist should be completed for every research study that is conducted at the Department of Public Administration and Sociology (DPAS). This checklist should be completed *before* commencing with data collection or approaching participants. Students can complete this checklist with help of their supervisor.

This checklist is a mandatory part of the empirical master's thesis and has to be uploaded along with the research proposal.

The guideline for ethical aspects of research of the Dutch Sociological Association (NSV) can be found on their website (http://www.nsv-sociologie.nl/?page_id=17). If you have doubts about ethical or privacy aspects of your research study, discuss and resolve the matter with your EUR supervisor. If needed and if advised to do so by your supervisor, you can also consult Dr. Bonnie French, coordinator of the Sociology Master's Thesis program.

PART I: GENERAL INFORMATION

Project title: Family Structure and Labor Market Entry: The Influence of Parental Divorce on Job Insecurity Among Young Adults in the Netherlands

Name, email of student: Quinty Aarnout, 538395qa@eur.nl

Name, email of supervisor: Gabriele Mari, mari@essb.nl

Start date and duration: 04/04-22/06

Is the research study conducted within DPAS **YES** - ~~NO~~

If 'NO': at or for what institute or organization will the study be conducted? (e.g. internship organization)

PART II: HUMAN SUBJECTS

1. Does your research involve human participants. ~~YES~~ - **NO**

   If 'NO': skip to part V.

   If 'YES': does the study involve medical or physical research? YES - NO

   Research that falls under the Medical Research Involving Human Subjects Act (WMO) must first be submitted to an accredited medical research ethics committee or the Central Committee on Research Involving Human Subjects (CCMO).

2. Does your research involve field observations without manipulations that will not involve identification of participants. YES - NO

If 'YES': skip to part IV.

3. Research involving completely anonymous data files (secondary data that has been anonymized by someone else). YES - NO

   If 'YES': skip to part IV.

PART III: PARTICIPANTS

1. Will information about the nature of the study and about what participants can expect during the study be withheld from them? YES - NO

2. Will any of the participants not be asked for verbal or written 'informed consent,' whereby they agree to participate in the study? YES - NO

3. Will information about the possibility to discontinue the participation at any time be withheld from participants? YES - NO

4. Will the study involve actively deceiving the participants? YES - NO
   Note: almost all research studies involve some kind of deception of participants. Try to think about what types of deception are ethical or non-ethical (e.g. purpose of the study is not told, coercion is exerted on participants, giving participants the feeling that they harm other people by making certain decisions, etc.).

5. Does the study involve the risk of causing psychological stress or negative emotions beyond those normally encountered by participants? ` YES - NO

6. Will information be collected about special categories of data, as defined by the GDPR (e.g. racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, genetic data, biometric data for the purpose of uniquely identifying a person, data concerning mental or physical health, data concerning a person's sex life or sexual orientation)? YES - NO

7. Will the study involve the participation of minors (<18 years old) or other groups that cannot give consent? YES - NO

8. Is the health and/or safety of participants at risk during the study? YES - NO

9. Can participants be identified by the study results or can the confidentiality of the participants' identity not be ensured? YES - NO

10. Are there any other possible ethical issues with regard to this study? YES - NO

If you have answered 'YES' to any of the previous questions, please indicate below why this issue is unavoidable in this study.

____

What safeguards are taken to relieve possible adverse consequences of these issues (e.g., informing participants about the study afterwards, extra safety regulations, etc.).

____
____
____
____

Are there any unintended circumstances in the study that can cause harm or have negative (emotional) consequences to the participants? Indicate what possible circumstances this could be.

____
____
____
____

Please attach your informed consent form in Appendix I, if applicable.

Continue to part IV.
PART IV: SAMPLE

Where will you collect or obtain your data?

LISS panel
Note: indicate for separate data sources.

What is the (anticipated) size of your sample?

Around 3,000 individuals
Note: indicate for separate data sources.

What is the size of the population from which you will sample?

he LISS panel is a probability sample of population in the Netherlands in each year of data collection
Note: indicate for separate data sources.

Continue to part V.

Part V: Data storage and backup

Where and when will you store your data in the short term, after acquisition?
After acquisition of the data I will collect and store all the data on my personal laptop that is password protected. I will make use of the data in STATA.
Note: indicate for separate data sources, for instance for paper-and pencil test data, and for digital data files.

Who is responsible for the immediate day-to-day management, storage and backup of the data arising from your research?
I will be responsible for the day-to-day storage and backup that will arise from my research.

How (frequently) will you back-up your research data for short-term data security?
I will back-up the research data weekly or daily if needed.

In case of collecting personal data how will you anonymize the data?
The data that I will use for my research was already anonymized before the use.
Note: It is advisable to keep directly identifying personal details separated from the rest of the data. Personal details are then replaced by a key/ code. Only the code is part of the database with data and the list of respondents/research subjects is kept separate.

PART VI: SIGNATURE
Please note that it is your responsibility to follow the ethical guidelines in the conduct of your study. This includes providing information to participants about the study and ensuring confidentiality in storage and use of personal data. Treat participants respectfully, be on time at appointments, call participants when they have signed up for your study and fulfil promises made to participants.

Furthermore, it is your responsibility that data are authentic, of high quality and properly stored. The principle is always that the supervisor (or strictly speaking the Erasmus University Rotterdam) remains owner of the data, and that the student should therefore hand over all data to the supervisor.

Hereby I declare that the study will be conducted in accordance with the ethical guidelines of the Department of Public Administration and Sociology at Erasmus University Rotterdam. I have answered the questions truthfully.

Name student: Quinty Aarnout

Date: 18/06/2025

Name (EUR) supervisor:

Date: 20/06/2025