

ISSP 2017 Module on Social Networks and Social Resources

Reasoning report for the draft source questionnaire

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Rationale for the ISSP 2017 module on social networks and social resources

Our proposal aims to create a survey on social networks and social resources that includes a good measurement of social networks and social capital in relation to crucial social and political issues in a comparative perspective, such as social inequalities or health and well-being. Social capital has distinct relative importance and may be combined differently with regard to economic and cultural capital within and across countries. This declination is influenced by the interplay between the welfare state with the market and by the level of trust and social inequalities within societies. For a good measurement of social networks and social resources in ISSP, we need to approach them through four axes: 1) some ‘objective’ measures of diversity and hierarchy in personal social networks; 2) some measures on social resources and support; 3) indicators of the structure of opportunity for access and the mobilization of resources; 4) and, finally, complementary measures tackling additional features of personal networks. As social media has substantially changed social interactions, the proposed questionnaire should also take this trend into consideration. The proposed module would examine social networks and social resources along with the following major outcomes: 1) perception and justification of social inequalities; 2) health and well-being; 3) attitudes towards state and market; 4) trust in others and institutions; and 5) social participation and political efficacy.

Brief account of the questionnaire development

The drafting group was guided by the priorities set during the ISSP meeting in Cape Town to develop and finalise the pretest questionnaire during the summer of 2015.

Some members of the drafting group (DG) had the opportunity to meet on several occasions during this phase of the pretest questionnaire preparation:

- 17 June in Basel;
- at the ESRA Conference in Reykjavik 13-17 July;
- 9 September in Mannheim for the finalisation of the questions to be pretested.

In addition, some documents circulated in the meantime until September.

In the pretest questionnaire of fall 2015 (for a more detailed synthesis of concepts, see Table 2, page 23), there was around:

- 40 items dedicated to the measurement of the position and resource generators (B3.1 and B3.2), with a split ballot to test two versions of the instrument assessing the availability of social resources and support (B3.2)
- 40 items measuring the other network measures
- 30 items measuring the outcomes
- Approximately 15 items measuring respondents' background

The 120-item pretest questionnaire was sent to all ISSP members, as well as to some experts in the field of social networks and social resources in a national representative survey, on 20 September 2015. The DG received comments from Finland, Great Britain, Japan, Slovenia, and Spain, as well as from two experts (one from the United States and one from Asia). All of the received comments were considered when finalizing the pretest questionnaire and were kept in mind when discussing the preparation of the current draft source questionnaire of the module.

The pretest questionnaire was fielded in fall 2015, from October to early December, in 9 countries on several continents. A pilot survey was organised by China, Germany, Turkey, Switzerland, Taiwan, the United States, and Venezuela. In addition, a multi-country pretest was organised by Germany in Germany, but also in France and in Great Britain. A total of 3626 individuals, speaking Mandarin Chinese, Turkish, Spanish, English, French or German answered the pretest questionnaire. All of the ISSP modes were represented: the pilot surveys were conducted face to face in China, Taiwan, Turkey and Venezuela. Respondents from the United States, Germany, France and Great Britain answered an online survey. Switzerland adopted a paper questionnaire in self-completion mode. Most pilot surveys were nationally representative; the samples of countries in which they were not truly based on a random sample nevertheless maintained a good deal of variation on sex, age, education, household composition and regions.

The second DG meeting was held at Zürich, January 8-9, 2016, where we discussed the pretest results and finalised the current draft source questionnaire, which will be discussed at the next ISSP General Assembly in Kaunas.

The following pages provide a reminder of the priorities' votes from the 2015 ISSP General Assembly in Cape Town. It briefly recalls the major topics of the module, as well as the conceptual framework that was guided by three major research questions. Then, under each

topic, the central concepts and the proposed items to measure them in the draft source questionnaire are listed. For each concept, an indication of items counted is also provided. Table 1, on page 21 and 22, gives a synthesis of the dimensions and items, and informs about the ISSP-repeated items.

LIST OF TOPICS AND PRIORITY VOTES FROM THE ISSP PLENARY IN CAPE TOWN 2015
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In this section and in the following document, the letters and numbers of the topics correspond to the DG report that was prepared for the GA in Cape Town. Following the first GA discussion, there were only a few minor changes from the document on the topics and proposed ones on which to vote:

- B1/B2 was voted as a single topic named ‘B1/B2 Supplementary items to measure economic and cultural capital’
- B3.3.2 Social interaction measures two distinct topics:
 - B3.3.2a Contact frequency with family and friends
 - B3.3.2b Social interaction in the social media era
- Part C1 and C2 was voted as two distinct topics (and the dimension of stress is included with D2 Health and well-being) :
 - C1. Perceived integration: connectedness and loneliness
 - C2. Internal resources
- D7 Empowerment became ‘political empowerment’ (as self-worth is related to internal resources, therefore to the topic C2 on internal resources)

Some topics were renamed or were slightly changed for reasons of clarity (e.g., topic D6 on trust is retitled ‘Trust in others and institutions’. However, the structure and the topics correspond broadly to the report prepared for the GA in Cape Town.

In the first vote, the GA accepted 20 dedicated ticks for the measurement of the core of the module; that is, for assessing ‘B3.1 “Objective” measure of diversity and hierarchy of personal networks’ and ‘B3.2 on Social resources and support’. In addition to these items dedicated to measuring the core of social networks and social resources, the part of the module dedicated to networks’ measurement will give priority to the following (see also the bold-font topics in the table below):

1. Perceived integration
2. Strain and conflict in social relations
3. Contact frequency with family and friends
4. Supplementary items to measure economic and cultural capital
5. Social interaction in the social media era;

In addition to those priorities, the DG also considered some items on:

6. Access to and mobilisation of social relations

7. Norms of obligation and reciprocity.

Although not voted as a priority, the DG has also deliberated on the importance of having some items on 1) the ‘interpenetration of social spheres’, which are closely related to the changes associated with social media, and 2) ‘census of family and friendship relations’ which is a dimension of the structure of availability of social capital. Both topics were further explored in the pretest, but were not retained for the draft module. This second part of the module on other network measures constitutes around 20 ticks.

Ref	Priorities of networks’ measures (part B and C)	Rank	# votes
B1/B2	Supplementary items to measure economic and cultural capital	3.5	19
B3.3.1	Census of family and friendship relations	10	13
B3.3.2a	Contact frequency with family and friends	3.5	19
B3.3.2b	Social interaction in the social media era	5	18
B3.3.3	Access to and mobilization of social relations	6.5	16
B3.4.1	Interpenetration of social spheres – cross-cutting circles	8.5	14
B3.4.2	Heterogeneity of opinions in social network	8.5	14
B3.4.3	Transnational personal networks	12	5
B3.4.4	Strain and conflict in social relations	2	20
B3.4.5	Norms of obligation and reciprocity	6.5	16
C1	Perceived integration: connectedness and loneliness	1	23
C2	Internal resources	11	8

The priorities of the outcome are on (see, again, the results of the vote, with priorities in bold in the table below):

1. Perception and justification of social inequalities
2. Trust (interpersonal and institutional)
3. Health and well-being
4. Attitudes towards state and market

The DG also included some items on the topic ‘D7 political empowerment’ and on some dimensions of the topic on ‘D4 collective behaviour and social participation’ for the pretest questionnaire. The current draft source questionnaire includes some items to measure these dimensions under the topic now entitled ‘social participation and political efficacy’, the topics D4 and D7 being grouped together (see also Figure 1, page 8). The outcome variables cover the last third of the module.

Ref	Priorities of outcomes	Rank	# votes
D1	Perception and justification of social inequalities	1	24
D2	Health and well-being	3	17
D3	Work: finding a job, job satisfaction and strain	8	8
D4	Collective behaviour and social participation, voluntary association	6	13
D5	Attitudes towards state and market	4	16
D6	Trust (interpersonal and institutional)	2	18
D7	Political empowerment	5	15
D8	Tolerance and feeling of security	7	10

CONCEPTUAL OVERVIEW OF THE STRUCTURE OF THE MODULE (REVISED FIGURE BASED ON THE VOTE IN CAPE TOWN)

Three questions are at the core of the conceptual model of the module (see the Figure 1 on the next page; the letters are used to identify the components of the theoretical framework and the dimensions in this report).

1. The first question concerns access to, and availability of, resources between different strata within an institutional context: How do social networks and resources vary among social groups? Is there an accumulation of all types of resources in some strata? Do some processes of compensation between economic, cultural and social capital come into play? This first core question is directly related to social positions and social inequalities. These interrogations are directly related to box B in the Figure.
2. Another issue involves the effects of social networks and social resources. What effects do social networks/resources have on important social and political outcomes (represented in Box D)? This issue is represented by the arrow linking Box B, focusing on the diverse types of resources, and Box D.
3. The last core question focuses on the importance of the national/institutional context. How do differences in institutional settings moderate relations between social network resources and outcomes? This issue is represented by the large box A.

An additional Box C describes perceived integration that mediates the effects of social network and resources with outcomes.

Social processes cannot easily be reduced to box diagrams with arrows to show the direction of causal links. Figure 1 aims to give a schematic representation of the broad concepts and of the articulation of social networks and resources with different outcomes. The arrows do not always imply a directional causality. We should note that some outcomes, such as trust in others or institutions, can be considered, at an aggregate level, as some macro-structural factors. The concepts embodied in Figure 1, expressly represented as enmeshed, are tightly interrelated and analytical potential goes beyond the arrows.

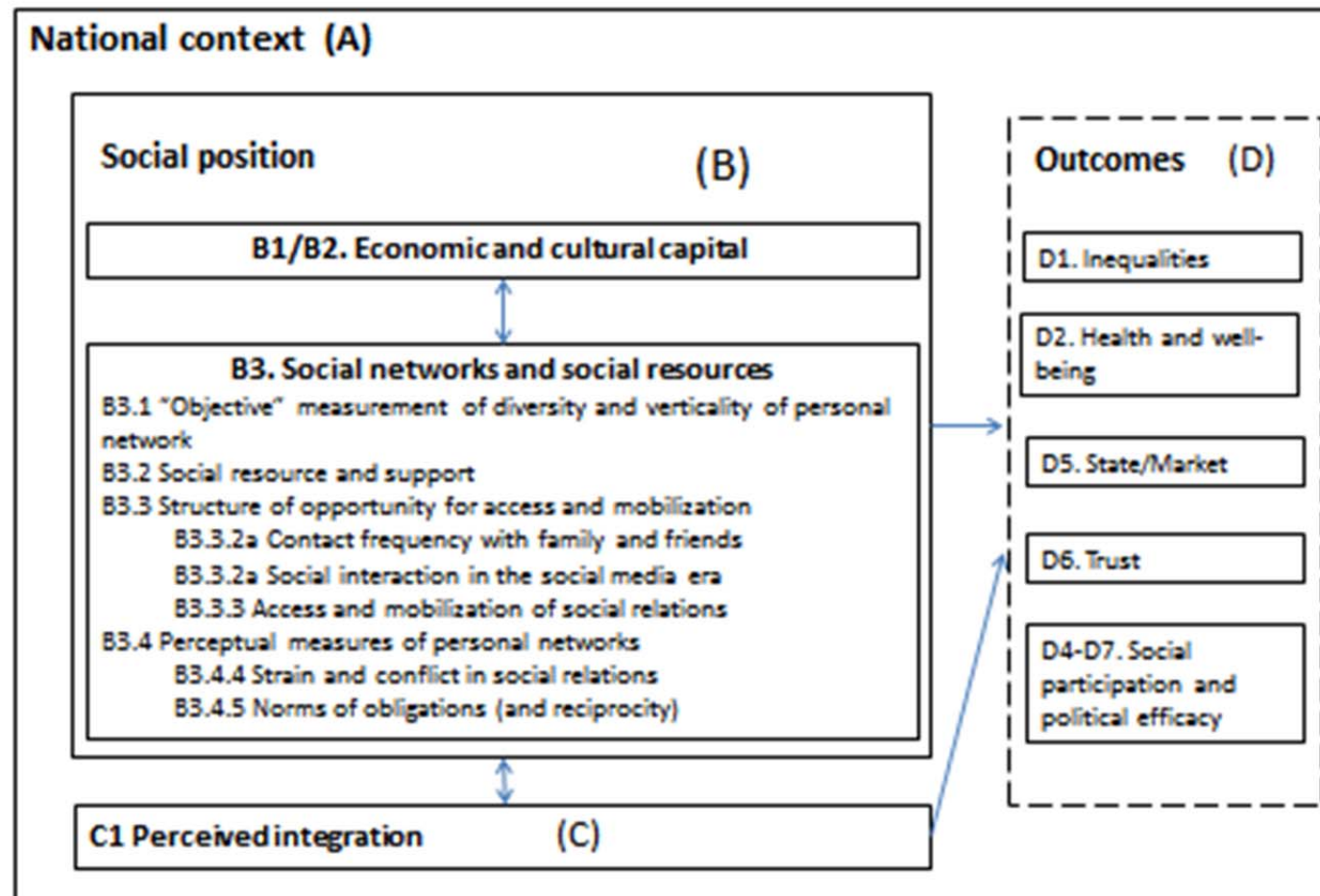


Figure 1. Conceptual overview of the structure and analytical potential of the module based on the priority vote of the 2015 GA in Cape Town and after the pretest in fall 2015.

Domains and concepts in the draft module

A. National context

National contexts and their institutional setting are at the core of the third central research question on their role in moderating the association of social networks and resources with some outcomes such as health, well-being or trust. No additional items are needed to consider them.

B. Interplay of social network resources with economic and cultural ones

The interplay between social network resources with economic and cultural ones is directly related to the first core research question of the module. While social networks and social resources will be covered by an extensive part of the module, economic and cultural capital are partly yet measured by the ISSP background variables. Nevertheless, a few items offer an enhanced measurement.

B1/B2. Supplementary items to measure economic and cultural resources (listed as priority 3.5 - 19 votes)

The ISSP standard background variables include several measures of economic and cultural capital, notably on income, education and subjective positioning in social hierarchy (TOPBOT).

Cultural capital will be approached through two key dimensions: 1) the competences in languages other than the main language notably needed for new media and access to the internet; and 2) the use of the internet itself. The first one is a new simplified question after the pretest, asking about multi-lingual competences (**Q29**). The second is an adaptation of a proposal developed for ESS wave 8 (**Q28**) on the frequency of internet use.

With regard to economic resources, personal and household incomes are asked (nat_RINC and nat_INC). The standard background variables could be complemented by one subjective measure of economic resources. This question, proposed as a supplementary optional background variable, assesses the perceived income adequacy (**Q34**, adapted from SILC) in asking respondents their feelings about the difficulty experienced by their household in making ends meet. In addition to economic capital,

this question measures the feeling of deprivation, an indicator of economic well-being that might well complement global well-being measured in terms of life satisfaction.

B3. Social networks and social resources

B3.1 “Objective” measure of diversity and hierarchy of personal network (core)

Diversity and hierarchy of personal networks will be assessed by a position generator instrument, a technique that was developed by Nan Lin and colleagues more than 40 years ago (Lin & Dumin, 1986). One of the challenges pertains to the choice of occupations, which is discussed in many publications (Hällsten, Edling, & Rydgren, 2015; Verhaeghe, van de Putte, & Roose, H., 2013; Van der Gaag, Snijder, & Flap, 2008)¹. Although such an instrument can appear to be relatively robust, some constraints exist in the selection of the occupations, which can be summarised in the following points (see also SSND, Flap, Snijder, Völker & van der Gaag, 1999-2003):

1. The use of well-known occupations that are easy to translate and similar across countries;
2. The inclusion of a good range of occupations with high, middle and low occupational hierarchy (in terms of ISEI);
3. To have female- and male-oriented, as well as mixed, occupations;
4. Consideration of the horizontal dimension of stratification by taking into account the different sectors of activities (Oesch, 2006).

After pretesting 20 occupations and checking their association with the outcomes variables, a final selection of 10 occupations were retained in the module (see **Q1a-j**), which takes into account the above criteria.

B3.2 Social resources and support (core)

To complement an ‘objective’ measure of diversity and hierarchy in personal networks, an assessment of resource and support availability is needed. However, the DG also strives to repeat previous questions as many as possible.

The previous items measuring support aimed to assess formal and informal support by a very long list of people and additional, more formal, options. However, the proposed items in the past are typically oriented with the measurement of informal help in Western countries. In Western societies, we do not need to count on our networks for

¹ See also the contributions of Yang-chih Fu and Nan Lin, as well as those of Joye, Sapin, and Wolf at the ESRA conference in Reykjavik in 2015.

basic living and individuals ‘shop’ in their specialised markets of resources, depending on their need (Wellman & Wortley, 1990). The contexts are economically and politically secure. Individuals do not have to cope ‘with either shortages in consumer goods or extensive bureaucratic regulation of their domestic affairs’, as in other national contexts. They rely on market exchanges for almost all of their production and much of their consumption. They do not pay attention to maintaining network ties with individuals who are skilled in making and fixing things or with strong connections to strategic bureaucratic circles. The position generator will be interesting for this last point and the relationship between the importance of formal and informal resources will be—at least partly—at the national level. However, it is also important to consider a great diversity of available social resources and support in the module for cross-country comparison.

The exploration of the 2001 data shows that only a few people (less than 15) in each country said that they can pay someone for domestic help in case of illness (an exception is South Africa, with 88 respondents answering affirmatively to this inquiry). Similarly, a cross-country descriptive show that only very few people said they would get help from a social services agency (a few more in Denmark, but still the distribution between formal and informal remains highly problematic). This effect is likely related to the content of the items; measuring help that is usually given by informal networks. An alternative explanation could also come from the format of the question (respondents ticked a box before having read the complete list of categories, which was quite extensive).

A split-half was introduced in the pretest in order to evaluate two series of 20 proposed questions in two different formats. Both series involved questions on: 1) instrumental help, 2) informational support, 3) emotional support, and 4) companionship (related in some way to emotional support). Both series included the items that were previously asked in ISSP 2001 and ISSP 1986. The format of the questions of series A (asking about first and second choices) was similar to the one used in previous modules but, in both series, response categories were slightly changed in order to improve the measurement of the informal and formal response categories. The series of questions in split B asked about a greater diversity of resources, however with less detailed response categories.

As it is important to measure a great diversity of help for cross-country comparisons, the DG proposes to abandon the first- and second-choice format in favour of measuring more questions on resources. The ten proposed items are measured in a single battery (**Q7**), with more limited categories on informal help (immediate family, other family member, close friend, other friend or acquaintance), but also proposing a formal source of support providers from the state and the market (private services, public services, other non-profit services or religious organizations). Three items (**Q7g,h,i**) measure emotional support if one feels depressed, has family problems or needs to feel really appreciated for who one is. Three items measure help for acceding to some important living conditions (**Q7c,d,f**): had to borrow a large sum of money, finding a job, and finding a new place to live. Two other items measure some practical support needed in relation to potential health problems (**Q7b,j**): domestic support when sick and care when seriously ill. Finally, two items measure other specific instrumental help (**Q7a,e**): help for a household or garden job and help when facing computer problems. Five items come from previous ISSP modules on social networks (items a,b,c,g,h); the other items are inspired by the Dutch survey SSND (Flap et al., 1999-2003) or the Canadian survey 'Connected Lives' (Wellman, B., Hogan, B. et al. , 2005).

B3.3 Structure of opportunity for access to and mobilization of social resources

B3.3.2a Contact frequency with family and friends (listed as priority 3.5 - 19 votes)

Measures of social support from family and friends will be approached by resource generators (B3.2). Therefore, it is important to know some aspects of the structure of opportunity/availability for support in family and friendship networks. Is the lack of social support related to the absence of friends or family members or is it because some support systems are relegated by more important formal systems? In the literature, the structure of the availability of social resources and support is approached either by question on the composition/size of networks or by the frequency of contact with one's personal social community. The pretest considered both approaches, but the second one on contact frequency was clearly favoured by the priority vote.

To measure the structure of opportunity to access and mobilise social relations through contact frequency, we propose the inclusion of six items in the questionnaire: one question on general contact frequency (**Q16**, such as in ISSP2006, ISSP2014, and the East Asian Barometer Survey), asking about the number of people with whom one has

contact on a typical day, either face to face, by phone, or on the internet; and five specific items. Unlike the position or resource generators and survey items that tap into individuals' connections with others in terms of relationship or acquaintanceship, social-interacting measures pay more attention to the actions or contacts that actually take place (Fu, 2005). The five specific items were drafted to be very similar to those previously asked in 2001 focusing on most frequently contacted members of their personal networks, namely parents (**Q18**); brothers and sisters (**Q19**), adult children (**Q20**); other adult family members (**Q21**), and close friends (**Q22**). This last series of items focuses on the most frequently contacted person, instead of an average measure among people from the category. This permits some comparisons with the data from the previous module of 2001, and it also insures a good measurement of resource accessibility (with detailed missing categories which allows us also to obtain some information on the absence of key members in personal networks). As the social media has changed the way one interacts with others today, all these items on contact frequency with specific persons have been modified to consider not only face-to-face contacts, but all the contacts, including those made through the internet.

In some countries, other members of personal communities seem particularly important to access or, conversely, to prevent the access to some social resources when personal networks are restricted to people possessing the same types of resources. In such a perspective, the DG proposes to add, in order to assess complementary aspects of the structure of opportunity, two additional optional items on contact frequency: one with members of religious community (optional item **Q33**), and one with fellow people coming from the same home town or province (optional **Q32**).

B3.3.2b Social interaction in the social media era (listed as priority 5 - 18 votes)

Social media, as a platform that builds friendly contexts for individuals to get connected beyond the barriers of time and space, have substantially changed social interactions. When the use of social media as well as the internet has become more extensive, contact-based conceptualisation of social interactions plays another critical role in understanding social networks and resources. In such contexts, contacts with acquaintances and interactions with people from larger social circles might have been intensified and facilitated. Similarly, social media might also have changed the way we exchange with closer network members. In such a perspective, we proposed to tackle the dimension by two items, completing the questions on contact frequency. The first

one, situated just after the global question on the number of daily contacts, asks about how many of them are done through the internet (**Q17**). In the same vein, after the series of questions about the contacts with family and friendship network members, a question assesses to what extent these contacts with closer network members are made through the internet (**Q23**).

B3.3.3 Access to and mobilisation of social relations (listed as priority 6.5 - 16 votes)

To complement the ‘objective’ measurement of social diversity and hierarchy in personal networks (B3.1), some processes of access to and mobilisation of social resources are needed. These processes are particularly important to appraise in developing countries as well as for deprived people in Western countries (e.g., poor people do not know how to find a lawyer or some informational support).

In order to measure the opportunities to maintain, expand and reach people across group boundaries, the DG proposes to consider some items on social and eating behaviours. These social and eating behaviours will be measured by two items that are derived from the EASS 2012 module and China surveys (see **Q15a,b**). These items capture the frequency of participation in sociable activities and their effect on network expansion.

In addition, the DG proposes to introduce two additional optional questions in order to also tap into the contextual variation in hierarchical/equal-status social networks, as well as to measure cultural variation in informal social networks (see **Q31a,b**).

B3.4 Perceptual measures of personal networks

B3.4.4 Strain and conflict in social relations (listed as priority 2 - 20 votes)

Social capital is a collection of ‘positive’ social resources. However, interpersonal relationships also occasionally cause severe restrictions on goal attainment (e.g. Heller & Rook, 1997; Portes, 1998; Newsom et al., 2005). Social strain and social negativity in the personal network is particularly important with regard to expressive outcomes, such as health and well-being. A growing body of work has produced empirical evidence that social strain and the negative side of interpersonal relationships may be more consequential than supportive aspects for health and well-being outcomes (Schuster, et al., 1990; Rook, 1998; Bertera, 2005; Newsom, et al., 2005). Social strain and interpersonal conflict might be particularly marked in weaker groups or for individuals with lower status. Social strain and conflicts in personal networks are also often related

to precarious life conditions (Sapin, et al, 2008) and un-employment, as well as irregular employment. Finally, social strain precludes a rational planning of life, which is a necessary condition of adaptation within a modern economy (Wilson, 1991). We propose to measure social strain by three items: 1) one question on perceived social demand (**Q12**) repeated from ISSP 2001; 2) one question on control exerted by kin (**Q13**) adapted from a survey on ‘contemporary couples’ in Switzerland; and 3) one item measuring negative exchanges in interpersonal relationships (**Q14**), from the 12-item battery on positive and negative social exchange (PANSE; Newsom et al., 2005).

B3.4.5 Norms of obligation and reciprocity (listed as priority 6.5 - 16 votes)

Social relations are governed by some norms of exchanges, obligations and reciprocity. Norms of obligations, such as governing family solidarity, are distinct across social contexts, but norms also regulate relationships with friends as well as with less intimate people. We propose to measure norms of obligations and solidarity within family as well as with friends by 3 items that were previously used in ISSP 2001 (see **Q11a,b,c**). Beyond the importance of this dimension for cross-country comparison, this battery on norms of obligations and solidarity was used in the past and this dimension well complements items on contact frequency with family and friends (B3.2.2a) and the resource generator instrument (B3.2).

As reciprocity is also a fundamental social value, ensuring to be provided with support in case of need, the DG proposes to also address this dimension by optional questions. The amount and use of networks’ resources depends on the belief that people might have some form of return on their investment. Two additional optional items measuring norms of reciprocity are, therefore, proposed (**Q30a,b**): the first one is a repeated item of ISSP 2001 (the fourth item of the battery on norms), while the second is a new one, inspired by a scale on personal norm of reciprocity (Perugini, et al., 2003).

C. Perceived integration

C1. Perceived integration: connectedness and loneliness (voted as priority 1 - 23 votes)

The association between social networks and resources with outcomes is, to some extent, mediated by perceived integration. The subjective evaluation of social integration varies between people, even if the degree of their social embeddedness is

similar (the reason why perceived integration has an intermediary position in Figure 1). Three items are dedicated to capture the perceived degree of social integration in addition to ‘objective’ measures of social connectedness. They are based on the well-established and validated Short Lonely Scale (SLS, Hughes et al. 2004). These three items of the Short Loneliness Scale measure (see **Q8**) the feeling of being isolated from intimates, a dimension that is particularly crucial to assessing outcomes such as health and well-being or social participation and political efficacy.

D. Outcomes related to social network and social resources

D1. Perception and justification of social inequalities (voted as priority 1 - 24 votes)

The perception of social inequalities is important to consider with regard to segregated contexts. How inequalities in social relations are perceived, evaluated and justified; and how do they vary within national systems by social position and across countries by institutional contexts? The degree of social integration or fragmentation of society and the varying role of social networks in different national contexts should influence the perception of social inequalities, as well as the attitude towards the redistributive role of government. There is a large range of social inequalities; however, income inequalities are significant in all societies. Therefore, we will focus on the perception of income inequalities. The extent to which they are tolerated relates to personal situations, social relations and social contexts. Depending on national contexts, the level of segregation in social relations and social inequalities, the role of the state versus that of the market, individuals from distinct social positions might perceive and justify social inequalities in distinct ways. Too much perceived inequalities or a feeling of inequity in the distribution of resources can endanger trust and solidarity in a given society.

We propose to measure the perception of social inequalities and their justification by 4 items (**Q2a,b** on the perception of social inequality and **Q2c,d** on their justification). Items a and c are repeated items from ISSP 2009 and items b and d are new items coming from ESS4.

D2. Health and well-being (voted as priority 3 - 17 votes)

Health, well-being and stress are important to measure because they reflect the nature of the interface between individuals and their social environment. Research has indeed

shown that social factors that are related to the degree of social inequalities are among the most important determinants of health in rich countries (Wilkinson, 2005). Social integration and social support have a positive impact on psychological and physical health (Cohen & Wills, 1985; Berkman et al, 2000; Cohen, Underwood, & Gottlieb, 2000; Kawachi, & Berkman, 2001). A lack of social support, bad social relationships, family conflict, stress, social and material rewards that fail to match work effort, job and housing insecurity, stress and depression, were found to produce poor health (Wilkinson, 2005). We propose to measure health by one general question on subjective health (**Q24**; from ISSP 2011). Well-being and stress will be approached by three questions: one on depressive mood (**Q25a**; from ISSP 2011); one item on the feeling that one cannot overcome difficulties (**Q25b**; from the Stress Perceived Scale, Cohen & Williamson, 1988); and, from an opposite perspective, by one question on the ease of accomplishing personal goals (**Q26**; inspired from the General Self-Efficacy Scale, Schwarzer & Jerusalem, 1995). Finally, a general question evaluates satisfaction with life in general (**Q27**; adapted from ESS 2014 and ISSP 2012).

D5. Attitudes towards state and market (voted as priority 4 - 16 votes)

The degree of social integration or fragmentation of society and the varying role of social networks in different national contexts should influence the perception of social inequalities, as well as the attitude towards the redistributive role of government. Assessing some dimensions of attitudes concerning the state versus market, notably on care responsibilities, in complement to measures on norms of obligation (see point B3.4.5) would allow some analysis of the role of state, market versus personal and family networks by institutional context and welfare state regimes.

In addition to the question on formal and informal support (see section B3.2), and to the perception and justification of social inequality (see section D1), we propose to further assess the relationship between state and market by asking two questions: who should be responsible for providing care for the sick (**Q3**, adapted from the previous modules on Role of Government), and 2) for providing a decent standard of living for the old (**Q4**, adapted from ISSP 2011).

D6. Trust in others and institutional trust (voted as priority 2 -18 votes)

Indicators of trust in others and in institutions supplement the network measures of social capital in order to examine how far trust varies with different aspects of social

networks and resources across contexts. Humans are social creatures and society depends on successful interaction between its members. This success depends, to a notable degree, on minimising misanthropy and increasing interpersonal trust and related evaluations of other people. We propose to measure trust in others in repeating two items, which were included in ISSP 2001 (see **Q9a,b**).

Political trust is grounded on the perceived legitimacy of institutions, their competence and ability to perform efficiently (Levi, 1998). Corruption is a challenge for this kind of trust. Accordingly, trust in institutions is strongly related with the satisfaction with the way governments do their job and with how democracy works in countries. The state getting increasingly important for regulations of social life, trust in government is a central issue to measure. The relation between social networks, social trust and trust in institutions is also significant for analysing citizens' possibilities to influence the state power and state regulation. Since the module is dedicated to social relations and because the relationships between state and market are changing, we propose to measure trust in institutions by two items: trust in the government and trust in large companies (**Q10a,b**).

D4-D7. Social participation and political efficacy (voted as priority 5 and 6, with 13 and 15 votes)

In a standard sociological understanding, social participation refers to forms of an individual's engagement in public spheres as local community, civil society organisations, and political activities. An individual's engagement in such forms of participation is, we argue, affected by his/her social networks, because it is the social networks through which information is learned, interest generated, resources mobilised, and influence felt. One proposition is that the greater the diversity of one's social networks, the greater is the amount of information, interests, resources, and influence obtained, and the more likely it is that one engages in collective and social activities. Likewise, the diversity of interpersonal relationships, as well as the dimension of trust, influences political efficacy.

In addition to the BV about the vote behaviour in the last election (VOTE_LE), we propose to measure social participation and political efficacy with four questions: 1) the participation in groups or organisation for leisure, sport or cultural activities; 2) the participation in social and political activities; 3) the voluntary engagement in charitable

or religious organisations (see **Q5a,b,c**); and 4) the perception of having any say about what the government does (**Q6**, repeated from ISSP 2001).

Table 1. Synthesis of contents in the ISSP 2015 draft source questionnaire

Order	Ref	Priorities of networks' measures (core of part C) - around 20 ticks	votes	N in draft source	Q in draft source Quex	Optional Q in draft source Quex	N ISSP	N previous SN modules
core	B3.1	"Objective" measure of diversity and hierarchy of personal network (position generator)	accepted	10	Q1a-j			
core	B3.3	Social resources and support	accepted	10	Q7a-j		"5"	"5"
			TOTAL	20			"5"	"5"
Order	Ref	Priorities of networks' measures (B and C part) - around 20 ticks	# votes	N in draft source	Q in draft source Quex	Optional in draft source Quex	N ISSP	N previous SN modules
1	C1	Perceived integration: connectedness and loneliness	23	3	Q8a-c			
2	B3.4.4	Strain and conflict in social relations	20	3	Q12, Q13, Q14		1	1
3.5	B1/B2	Supplementary items to measure economic and cultural capital	19	2	Q28, Q29	Q34		
3.5	B3.3.2a	Contact frequency with family and friends	19	6	Q16, Q18, Q19, Q20, Q21, Q22	Q32, Q33	„5“	”5”
5	B3.3.2b	Social interaction in the social media era	18	2	Q17, Q23			
6.5	B3.3.3	Access to and mobilisation of social relations	16	2	Q15a,b	Q31a,b		
6.5	B3.4.5	Norms of obligation and reciprocity	16	3	Q11a,b,c	Q30a,b	3 (1 optional)	3 (1 optional)
			TOTAL	21 (+7 optional)	21	7	4 + "5" + (1 optional)	4+ "5" + (1 optional)

Order	Ref	Priorities of topics for outcomes - around 20 ticks	# votes	N in draft source	Q in draft source Quex	Optional in draft source Quex	N ISSP	N previous SN modules
1	D1	Perception and justification of social inequalities	24	4	Q2a,b,c,d		2	
2	D6	Trust, interpersonal and institutional	18	4	Q9a,b; Q10a,b		2	
3	D2	Health and well-being	17	5	Q24; Q25a,b; Q26, Q27		2	
4	D5	Attitudes towards state and market	16	2	Q3, Q4		0	0
5	D4-D7	Social participation and political efficacy	15	4	Q5a,b,c; Q6		1	1
			TOTAL		19		7	1
		ISSP 2017 source questionnaire	SUM TOTAL		60	7		

Number in quotation marks means that it is a „not strict repetition “

Table 2. Synthesis of contents in the questionnaire pretested during fall 2015

Order	Ref	Priorities of networks' measures (core of part C) - around 20 ticks	votes	Estim.	N in pretest	N ISSP	N previous SN modules	Comments
core	B3.1	"Objective" measure of diversity and hierarchy of personal network (position generator)	accepted	20	20			
core	B3.3	Social resources and support	accepted	20	20/20	„10“/“7“	„10“/“7“	Split-half: A/B
			TOTAL	40	40/40	„10“/“7“	„10“/“7“	
Order	Ref	Priorities of networks' measures (B and C part) - around 20 ticks	# votes		N in pretest	N ISSP	N previous SN modules	
1	C1	Perceived integration: connectedness and loneliness	23	5-6	8			
2	B3.4.4	Strain and conflict in social relations	20	5	4	1	1	
3.5	B1/B2	Supplementary items to measure economic and cultural capital	19	5-6	6			
3.5	B3.3.2a	Contact frequency with family and friends	19	10	11	„8“	”8”	
5	B3.3.2b	Social interaction in the social media era	18	5-7	4			+ 1 Q on internet use in B1/B2
6.5	B3.3.3	Access to and mobilisation of social relations	16	4+1+1	7			
6.5	B3.4.5	Norms of obligation and reciprocity	16	4+2	6	4	4	
8.5	B3.4.1	Interpenetration of social spheres - cross cutting circles	14	3	3			
10	B3.3.1	Census of family and friendship relations	13					Some items tested under B3.3.2a
			TOTAL	43	49			

Order	Ref	Priorities of topics for dependent variables - around 20 ticks	# votes	N in pretest	N ISSP	N previous SN modules
1	D1	Perception and justification of social inequalities	24 6	8	2	
2	D6	Trust, interpersonal and institutional	18 6	6	3	
3	D2	Health and well-being	17 6	9	3	
4	D5	Attitudes towards state and market	16 6	6	4+“1“	„1“
5	D7	Political empowerment	15 2	2	2	2
6	D4	Collective behaviour and social participation, voluntary association	13 4	2		
			TOTAL	30	33	14+“2“
		BACKGROUND VARIABLES	TOTAL	15	14	2+“2“

Number in quotation marks means that it is a „not strict repetition“

Questionnaires referred to in the document

CCch: Contemporary couples in Switzerland

CL: Connected Lives

EASS12: East Asian Social Survey 2012 on “Network Social Capital”

ESS 4: European Social Survey Round 4 2008/9

ESS 8: European Social Survey Round 4 2016/17

ISSP 2001: Social Relations and Support Systems (Social Networks II)

ISSP 2007: Leisure Time and Sports

ISSP 2009: Social Inequality IV

ISSP 2011: Health and Health Care

LWO: Living with others: The role of interpersonal relationship in our current lives. A Swiss experiment of several social network instruments.

SILC: Statistics on Income and Living Conditions

Instruments referred to in the document

GSE: General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995)

PANSE: positive and negative social exchange (Newsom et al., 2005)

PSS-4: 4-item Perceived Stress Scale (Cohen, & Williamson, 1988)

SLS: the Short Loneliness Scale (Hughes et al., 2004)

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ISSP 2017 Module on Social Networks and Social Resources

Draft source questionnaire

03.03.2016

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B3.1_1 (position generator)

Q1. The following question concerns the jobs that people you know have. These people could be members of your immediate family, other family members, close friends or acquaintances. By “knowing” a person, we mean that you know him/her by name, and well enough to contact him/her.

If you know several persons who have a job from the list below, please just tick the box for the person who is closest to you.

Do you know someone who is...?

PLEASE TICK ONE BOX ON EACH LINE

	Immediate family	Other family member	Close friend	Acquain- tance	Other person	No one
a. a bus/lorry driver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. an executive of a large company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. a home or office cleaner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. a hairdresser/barber	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. a human resource manager/personnel manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. a lawyer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. a car mechanic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. a nurse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. a police officer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. a school teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<TN: „Immediate family” corresponds to one step family ties by blood or partnership>

<TN: “Other family member” includes also in-laws>

<TN: “Acquaintance” could be a friend but not a close one>

<TN: “An executive of a large company” refers to an executive of a medium or large company of 100 employees or more>

<TN: “police officer” also includes local officer of gendarmerie>

<TN: In many languages there are male and female denominations for job titles (e.g. waiter/waitress).

- Use only the male form assuming it is the generic title where it is appropriate;
- Only if a clarification that the occupation involves both men and women is needed, use male and female form;
- For jobs almost exclusively male/female use only the corresponding title. >

The following section is about differences that might exist between people in [COUNTRY] and about the role of government.

D1_1 and D1_2 [Perception and justification of social inequality]

Q2. To what extent do you agree or disagree with the following statements?

PLEASE TICK <u>ONE</u> BOX ON EACH LINE						
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Can't choose
D1_1a. [ISSP 2009 Q6a] a. Differences in income in [COUNTRY] are too large.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D1_1b. [ESS4, D4] b. For a society to be fair, differences in people's standard of living should be small.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D1_1c. [ISSP2009 Q6d] c. The government should spend less on benefits for the poor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D1_2a. [ESS 4 D27] d. The social benefits and services in [COUNTRY] make people lazy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<TN item b: "Fair" must be translated in the sense of a just society>

<TN item b: "Standard of living": people's material circumstances>

<TN items c: "Government" might also mean "state", "public sector"; both central and local government are included.>

<TN item h: "Social benefits and services" must be translated to make reference to health care, pension and social security.>

D5_1 [NEW, inspired from ISSP2016, N8a; state/market]

Q3. People have different opinions on who should provide services in [COUNTRY]. Who do you think should primarily be responsible for providing health care for the sick?

PLEASE TICK <u>ONE</u> BOX ONLY	
Public services	<input type="checkbox"/>
Private companies/for-profit organisations	<input type="checkbox"/>
Non-profit or religious organisations/charities/cooperatives	<input type="checkbox"/>
Family, relatives or friends	<input type="checkbox"/>
Can't choose	<input type="checkbox"/>

D5_2 [NEW, inspired from ISSP2016, N8b; state/market]

Q4. Who do you think should primarily be responsible for providing care for older people?

PLEASE TICK ONE BOX ONLY

Public services	<input type="checkbox"/>
Private companies/for-profit organisations	<input type="checkbox"/>
Non-profit or religious organisations/charities/cooperatives	<input type="checkbox"/>
Family, relatives or friends	<input type="checkbox"/>
Can't choose	<input type="checkbox"/>

Some activities are done with others in organised groups, clubs or associations. The next questions are about your participation, if any, in such collective activities.

D4_1 [Q5a,b NEW, inspired by EASS; Q5c inspired by ESS 2012 D1; social participation and political efficacy]

Q5. In the past 12 months, how often ...?

	Daily	Several times a week	At least once a week	Several times a month	At least once a month	Several times a year	Less often	Never	Can't choose
a. ... have you taken part in groups, organisations or associations for leisure, sports or cultural activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ... have you taken part in activities of social or political groups, organisations or associations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. ...did you get involved in <u>voluntary</u> work for charitable or religious organisations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<TN: "Groups" mean "clubs" or "organized groups". It must not be translated in a way that it refers just to a group of friends going to the pub.>

<TN: similarly, "organizations" might be translated differently, for instance club or other formal groups>

D7_2 [ISSP 2001, Q38 optional; social participation and political efficacy]

Q6. To what extent do you agree or disagree with the following statement? People like me don't have any say about what the government does.

PLEASE TICK ONE BOX ONLY

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

Can't choose

This section is about who you would turn to for help in different situations, if you needed it.

B3_2 [social resources and support]

Q7. For each situation, please tick one box to say who or where you would turn to first for help. If there are several choices you are equally likely to make, please tick the one you feel closest to.

PLEASE TICK ONE BOX ON EACH LINE

Who would you turn to <u>first</u> to ...	Immediate family	Other family member	Close friend	Other friend or acquaintance	Religious organisations or other non-profit services	Private services	Public services	None of them	Can't choose
a. [ISSP86; Q10a] ... help you with a household or a garden job that you can't do yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. [ISSP86, Q2; ISSP01, Q22] ... help you around the house if you were sick and had to stay in bed for a few days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. [ISSP86, Q2; ISSP01, Q22] ... help you if you needed to borrow a large sum of money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. [NEW; adapted SSND] ... help you with finding a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. [NEW; adapted SSND] ... help you if you had problems with your computer that you cannot solve yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. [NEW; adapted SSND] ... help you with finding a new place to live	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. [ISSP86, Q5; ISSP01, Q26] ... be there for you if you felt a bit down or depressed and wanted to talk about it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. [NEW; inspired of ISSP86, Q13] ... give you advice about family problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. [NEW] ... make you feel appreciated for who you really are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. [NEW; CL] ... look after you if you were seriously ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<TN: immediate family corresponds to one step family ties by blood or partnership>

<TN: "Other family member" includes in-laws>

<TN: An acquaintance could be a friend but not a close one>

<TN: "Private services" means services provided by professionals working for profit-organizations, that one have to pay for.>

<TN: "Public services" means services that government is responsible to provide.>

<TN item f: "a new place to live" means here a "new home"; it could be for a while or for a longer term. The help to find a new home might be practical or financial>

<Notes on coding (if multiple answers in a paper version): the category the most at left must be chosen>

C1 [NEW; SLS & UCLA-LS-R, perceived integration]

Q8. The next questions are about how you feel about different aspects of your life. For each one, please indicate how often during the past 4 weeks you have felt that way.

PLEASE TICK <u>ONE</u> BOX ON EACH LINE						
How often in the past 4 weeks have you felt that...	Never	Seldom	Sometimes	Often	Very often	Can't choose
C1a. [SLS] a. ... you lack companionship?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1c. [SLS] b. ... you are isolated from others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1b. [SLS] c. ... you are left out?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<TN: "left out" in the sense that one is excluded for participating in activities that others engage in.>

D6_1 (ISSP2001, Q35; Trust in others)

Q9. To what extent do you agree or disagree with the following statements?

PLEASE TICK <u>ONE</u> BOX ON EACH LINE						
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Can't choose
a. There are only a few people I can trust completely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. If you are not careful, other people will take advantage of you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D6_2 (Adapted from ESS 7; RC ISSP2016; institutional trust)

Q10. Using the following scale ranging from 0 to 10, where 0 means “No trust at all” and 10 means “Complete trust”, please indicate how much you personally trust...?

PLEASE TICK <u>ONE</u> BOX ON EACH LINE													
How much do you personally trust...	No trust at all										Complete trust	Can't choose	
	00	01	02	03	04	05	06	07	08	09	10		
a. ... the [COUNTRY]'s government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ... the large companies in [COUNTRY]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<TN: “[COUNTRY]’s government has to be adapted to consider the specific national context. It must refer to the people governing now, the present regime. >

B3_4_5_1a/b/c/d [ISSP 2001, Q31abc; Norms of obligation and solidarity]

Q11. To what extent do you agree or disagree with the following statement?

PLEASE TICK <u>ONE</u> BOX ON EACH LINE						
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	<i>Can't choose</i>
a. Adult children have a duty to look after their elderly parents.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 8
b. You should take care of yourself and your family first, before helping other people.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 8
c. People who are better off should help friends who are less well off.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 8

B3.4.4_1 [ISSP 2001, Q34; social demands – Strain and conflict in social relations]

Q12. Do you feel that your family, relatives and/or friends make too many demands on you?

PLEASE TICK <u>ONE</u> BOX ONLY	
No, never	<input type="checkbox"/> 1
Yes, but seldom	<input type="checkbox"/> 2
Yes, sometimes	<input type="checkbox"/> 3
Yes, often	<input type="checkbox"/> 4
Yes, very often.	<input type="checkbox"/> 5
<i>Can't choose</i>	<input type="checkbox"/> 8

B3.4.4_2 [CCch; normative control – Strain and conflict in social relations]

Q13. In general, does your family exert pressure on you in the way you live or organize your personal life?

PLEASE TICK <u>ONE</u> BOX ONLY	
No, never	<input type="checkbox"/> 1
Yes, but seldom	<input type="checkbox"/> 2
Yes, sometimes	<input type="checkbox"/> 3
Yes, often	<input type="checkbox"/> 4
Yes, very often.	<input type="checkbox"/> 5
<i>Can't choose</i>	<input type="checkbox"/> 8

<TN: “family” is taken here in its broad meaning, including not only the nuclear family but also extended family members.>

<TN: “pressure” in the sense of normative pressure (e.g. preventing someone to do things)>

B3.4.4_3 [PANSE; negative exchanges – Strain and conflict in social relations]

Q14. Thinking about the important persons in your life, such as your spouse or partner, your family members, or close friends, how often in the past 4 weeks did these persons act angry or upset with you?

PLEASE TICK ONE BOX ONLY

Never	<input type="checkbox"/>
Seldom	<input type="checkbox"/>
Sometimes	<input type="checkbox"/>
Often	<input type="checkbox"/>
Very often.	<input type="checkbox"/>
Can't choose	<input type="checkbox"/>

<TN: “Family members” include in-laws>

B3_3_3_Q1abcd [EASS12; access to and mobilisation of social relations] (

Q15. The following questions are about occasions when you go out to eat or drink with three or more friends or acquaintances who are not family members. How often do you experience the following social activities?

PLEASE TICK ONE BOX ON EACH LINE

How often....	Never	Seldom	Sometimes	Often	Very often	Can't choose
a. ... do you go out to eat or drink with three or more friends or acquaintances who are not family members?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ... do you make new friends or acquaintances at these occasions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B3_3_3_Q3 [NEW; extended from ISSP2006, ISSP2014; access to and mobilisation of social relations]

Q16. On average, how many people do you have contact with in a typical day, including anyone you chat with, talk to, or text, either face-to-face, by phone, or on the internet, and whether you know the person or not?

PLEASE TICK ONE BOX ONLY

0-4 persons	<input type="checkbox"/>
5-9	<input type="checkbox"/>
10-19	<input type="checkbox"/>
20-49	<input type="checkbox"/>
50-99	<input type="checkbox"/>
100 or more	<input type="checkbox"/>
Can't choose	<input type="checkbox"/>

B3.3.2b [New after pretest; social interaction in social media era]

Q17. About how many of the contacts with these people are done through the internet?

PLEASE TICK ONE BOX ONLY

Almost all of them	<input type="checkbox"/>
Most of them	<input type="checkbox"/>
About half of them	<input type="checkbox"/>
Some of them	<input type="checkbox"/>
None or almost none of them	<input type="checkbox"/>
<i>I do not have access to the internet</i>	<input type="checkbox"/>
Can't choose	<input type="checkbox"/>

<TN: "Contacts through the internet" consist of all the chats, talks, email, or text messages exchanged with people through the internet, independently of the digital devices.

B3.3.1_4 [Contact frequency with family and friends]

Q18. How often do you have contact with your parents? If your answer is different for your mother and father, please answer for the parent you have contact with most frequently.

PLEASE TICK ONE BOX ONLY

<i>My parents are no longer alive</i>	<input type="checkbox"/>
<i>My parents live with me</i>	<input type="checkbox"/>
<i>The parent I see the most frequently lives with me</i>	<input type="checkbox"/>
<hr/>	
Daily	<input type="checkbox"/>
Several times a week	<input type="checkbox"/>
At least once a week	<input type="checkbox"/>
Several times a month	<input type="checkbox"/>
At least once a month	<input type="checkbox"/>
Several times a year	<input type="checkbox"/>
Less often	<input type="checkbox"/>
Never	<input type="checkbox"/>

B3.3.1_5 [Contact frequency with family and friends]

Q19. How often do you have contact with your brothers and sisters? Please answer for the brother or the sister you have contact with most frequently.

PLEASE TICK ONE BOX ONLY

<i>I do not have any brothers and sisters</i>	<input type="checkbox"/>
<i>My brothers and sisters live with me</i>	<input type="checkbox"/>
<i>The brother or sister I see the most frequently lives with me</i>	<input type="checkbox"/>
<hr/>	
Daily	<input type="checkbox"/>
Several times a week	<input type="checkbox"/>
At least once a week	<input type="checkbox"/>
Several times a month	<input type="checkbox"/>
At least once a month	<input type="checkbox"/>
Several times a year	<input type="checkbox"/>
Less often	<input type="checkbox"/>
Never	<input type="checkbox"/>

B3.3.1_6 [Contact frequency with family and friends]

Q20. How often do you have contact with your children who are 18 or older and do not live with you? Please answer for the child you have contact with most frequently.

PLEASE TICK ONE BOX ONLY

I do not have any children who are aged 18 and older

95

My children aged 18 or older live with me

96

The child aged 18 or older I see the most frequently lives with me

97

Daily

1

Several times a week

2

At least once a week

3

Several times a month

4

At least once a month

5

Several times a year

6

Less often

7

Never

8

B3.3.1_7 [Contact frequency with family and friends]

Q21. How often do you have contact with other family members who are aged 18 or older and who do not live with you? Please answer for the family member you have contact with most frequently.

PLEASE TICK ONE BOX ONLY

I do not have other family members

95

All other family members I have live with me

96

The family member I see the most often lives with me

97

Daily

1

Several times a week

2

At least once a week

3

Several times a month

4

At least once a month

5

Several times a year

6

Less often

7

Never

8

B3.3.1_8 [Contact frequency with family and friends]

Q22. How often do you have contact with your close friends? Please answer for the close friend you have contact with most frequently.

PLEASE TICK ONE BOX ONLY

<i>I do not have any close friends</i>	0
Daily	1
Several times a week	2
At least once a week	3
Several times a month	4
At least once a month	5
Several times a year	6
Less often	7
Never	8

B3.3.2b [New after pretest; inspired from Q46b social interaction in social media era]

Q23. Thinking now of all the contacts you have with your family members and close friends, about how many of them are done through the internet?

PLEASE TICK ONE BOX ONLY

Almost all of them	1
Most of them	2
About half of them	3
Some of them	4
None or almost none of them	5
<i>I do not have access to the internet</i>	6
<i>Can't choose</i>	8

<TN: "Contacts through the internet" consist of all the chats, talks, email, or text messages exchanged with people through the internet, independently of the digital devices.

Now, we would like to ask you some questions about yourself and how you feel about some other aspects of your life.

D2_1 [ISSP 2007: 17; 2011: Q26; health and well-being]

Q24. In general, would you say your health is...

PLEASE TICK ONE BOX ONLY

Excellent	<input type="checkbox"/>
Very good	<input type="checkbox"/>
Good	<input type="checkbox"/>
Fair	<input type="checkbox"/>
Poor	<input type="checkbox"/>
<i>Can't choose</i>	<input type="checkbox"/>

D2_2ab [ISSP 2011: Q25c] and D2_3c [PSS-4, items,4] – health and well-being

Q25. During the past 4 weeks how often...

PLEASE TICK ONE BOX ON EACH LINE

	Never	Seldom	Sometimes	Often	Very often	Can't choose
D2_2b [ISSP 2011: Q25c]						
a. ... have you felt unhappy and depressed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2_3c [PSS-4, item 4]						
b. ... have you felt difficulties were piling up so high that you could not overcome them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D2_4 [Adapted from GSE; health and well-being]

Q26. To what extent is the following statement true or untrue for you?

It is easy for me to accomplish my goals.

PLEASE TICK ONE BOX ONLY

Completely true	<input type="checkbox"/>
Mostly true	<input type="checkbox"/>
Somewhat true	<input type="checkbox"/>
Neither true, nor untrue	<input type="checkbox"/>
Somewhat untrue	<input type="checkbox"/>
Mostly untrue	<input type="checkbox"/>
Completely untrue	<input type="checkbox"/>
<i>Can't choose</i>	<input type="checkbox"/>

D2_5 [adapted from ESS 2014 and ISSP2012; health and well-being]**Q27. All things considered, how satisfied are you with your life as a whole nowadays?**

PLEASE TICK <u>ONE</u> BOX ONLY

- | | |
|------------------------------------|--------------------------|
| Completely satisfied | <input type="checkbox"/> |
| Very satisfied | <input type="checkbox"/> |
| Fairly satisfied | <input type="checkbox"/> |
| Neither satisfied nor dissatisfied | <input type="checkbox"/> |
| Fairly dissatisfied | <input type="checkbox"/> |
| Very dissatisfied | <input type="checkbox"/> |
| Completely dissatisfied | <input type="checkbox"/> |
| <i>Can't choose</i> | <input type="checkbox"/> |

SUPPLEMENTARY BACKGROUND VARIABLES

B1B2_6 [proposal for ESS 2016; RC adapted – Supplementary items to measure economic and cultural capital]

Q28. How often, if at all, do you use the internet for any reason?

PLEASE TICK <u>ONE</u> BOX ONLY

- | | |
|---|--------------------------|
| Many times a day | <input type="checkbox"/> |
| Several times a day | <input type="checkbox"/> |
| Once a day | <input type="checkbox"/> |
| Several times a week | <input type="checkbox"/> |
| Less often | <input type="checkbox"/> |
| Never | <input type="checkbox"/> |
| <i>I do not have access to the internet</i> | <input type="checkbox"/> |

B1B2_3 [adapted from EB 63.4 – Supplementary items to measure economic and cultural capital]

Q29. In how many languages, other than your main language, are you able to hold a conversation?

PLEASE TICK <u>ONE</u> BOX ONLY

- | | |
|---------------------------------|--------------------------|
| Only in my first language | <input type="checkbox"/> |
| In one other language | <input type="checkbox"/> |
| In two other languages | <input type="checkbox"/> |
| In three other languages | <input type="checkbox"/> |
| In four or more other languages | <input type="checkbox"/> |
| <i>Can't choose</i> | <input type="checkbox"/> |

<TN: "Main language" means the language a person uses the most and the one best known>

OPTIONAL QUESTIONS

B3_4_5_1 [item a ISSP 2001, Q31d; item b NEW: inspired from Perugini, 2003; Norms of reciprocity]

Q30. To what extent do you agree or disagree with the following statements?

PLEASE TICK <u>ONE</u> BOX ON EACH LINE

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	<i>Can't choose</i>
a. It is all right to develop friendships with people just because they can be of use to you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. When someone does a favour for somebody else, this person should feel committed to repay him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next section is about your social activities and the contact you might have with specific people.

B3_3_3_Q1abcd [EASS12; Access to and mobilisation of social relations]

Q31. When you go out to eat or drink with three or more friends or acquaintances who are not family members, how often do you experience the following situations?

PLEASE TICK <u>ONE</u> BOX ON EACH LINE

How often....	Never	Seldom	Sometimes	Often	Very often	<i>Can't choose</i>	<i>It does not apply</i>
a. ... does one person dominate the conversation at these occasions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ... are seating arrangements carefully managed at these occasions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B3.3.2a [New after pretest; Contact frequency with other members from community]

Q32. How often do you have contact with fellow people of your home town or region of origin? Please answer for the people of your home town or region of origin you have contact with most frequently, who is not a family member.

PLEASE TICK ONE BOX ONLY

Daily	<input type="checkbox"/>
Several times a week	<input type="checkbox"/>
At least once a week	<input type="checkbox"/>
Several times a month	<input type="checkbox"/>
At least once a month	<input type="checkbox"/>
Several times a year	<input type="checkbox"/>
Less often	<input type="checkbox"/>
Never	<input type="checkbox"/>

< By “fellow people from your home town or region of origin”, we mean people (not family members) coming from the respondent’s place of birth and where she or he grew up.>

B3.3.2a [New after pretest; Contact frequency with other members from community]

Q33. How often do you have contact with members of your religious community? Please answer for the member of your religious community you have contact with most frequently, who is not a family member.

PLEASE TICK ONE BOX ONLY

<i>I do not belong to any religious community</i>	<input type="checkbox"/>
Daily	<input type="checkbox"/>
Several times a week	<input type="checkbox"/>
At least once a week	<input type="checkbox"/>
Several times a month	<input type="checkbox"/>
At least once a month	<input type="checkbox"/>
Several times a year	<input type="checkbox"/>
Less often	<input type="checkbox"/>
Never	<input type="checkbox"/>

SUPPLEMENTARY OPTIONAL BACKGROUND VARIABLE

B1b2_1 [adapted from SILC HS120- Supplementary items to measure economic and cultural capital]

Q34. A household may have different sources of income and more than one household member may contribute to it. Thinking of your household's total income, how difficult or easy is it currently for your household to make ends meet?

PLEASE TICK <u>ONE</u> BOX ONLY

- | | |
|----------------------------|--------------------------|
| Very difficult | <input type="checkbox"/> |
| Fairly difficult | <input type="checkbox"/> |
| Neither easy nor difficult | <input type="checkbox"/> |
| Fairly easy | <input type="checkbox"/> |
| Very easy | <input type="checkbox"/> |
| Can't choose | <input type="checkbox"/> |

<TN on "make ends meet": As making ends meet does not exist in some languages, it can be translated by "pay for your usual necessary expenses">