

Social Class and Perception of Social Identity

Artjom Lalajants

University of Twente

### Abstract

This study attempted to expand on the knowledge about social identity by focusing on the groups people from different social classes participate in and the role of social class in the perception of social identity in the context of segregation. The expectation was that social identity complexity and entitativity act as mediators in the relationship between social class and social identity. In order to measure social class, on the one hand the objective social class was measured (based on participant's educational and employment status) and subjective social class (participants' idea of their social class). Also the social identity complexity was measured as descriptive (based on previous research) and subjective identity complexity (based on the theoretical framework of identity complexity and participants' idea about their identity complexity). The study was carried out using an online survey focused on social class, identity complexity and entitativity of groups among 137 participants in the Dutch population. Thereby regression analysis showed a significant effect of objective social class on subjective identity complexity and subjective social class on participation in entitativious groups. These results indicated that people's perception of their social identity is influenced by their social class, which is mediated by the social identity complexity and participation in entitativious groups.

*Keywords:* segregation, social identity, social class, social identity complexity, entitativity

### **Social class and perception of social identity**

With the globalization, open borders and immigration in the current time, people hear more and more often about segregation in the news media. But what is this segregation people are talking about? An example can be given by taking the developments within the American and West-European societies. Within these societies various changes occur on political, social and cultural level which influence the beliefs, values and preferences of the people of its nations. These changes bring about a division in people's opinions towards certain issues with the consequence of polarization (Sociaal en Cultureel Planbureau [SCP] & Wetenschappelijke Raad voor Regeringsbeleid [WRR]. 2014). Polarization can be defined as a sharpening discrepancy between people's opinions towards current issues in today's societies, resulting in segregation (Nederlands Jeugd Instituut, n.d.). Thus, social segregation can be seen as a result of political, social and cultural changes which cause people to develop certain beliefs, values and preferences, and divide people on the basis of these preferences in groups.

A characteristic of segregation is the formation of groups based on shared beliefs, values and preferences. In this way people form their (social) identity on the basis of participation in groups (SCP & WRR, 2014). Different factors are responsible for participation in certain groups, from gender and ethnicity to political and recreational preferences, and bring about varying identities based on the membership in these groups (Brewer, Gonsalkorale & Van Dommelen, 2012). Another factor that is closely related to segregation is social class, because social class often defines people's possibilities to participate in certain groups (SCP & WRR, 2014). The next paragraph elaborates more on this issue. Although the process of identity formation has been the focus of various researches over the last decades, little research is done to the role of social class in the participation in groups and the perception of social identity. Two concepts are

linked to social identity, namely social identity complexity and entitativity of groups, which are also discussed in more detail in the next paragraphs. Therefore this research is focused on the role of social class in the process of identity perception and the role of identity complexity and group entitativity therein as mediators.

### **Social class**

Since social class is relatively unknown in the context of social identity (perception) and yet a factor in segregation, it is of importance to further discuss the relation between social class and social identity. The construct of social class, as defined by Louwen and Van Meurs (2016), distinguishes one's economical position from others. Although various studies are being done on how to accurately measure social class, the most accurate and recent approach to determine social class in the Netherlands is by looking at the educational level and employment status. On the basis of this combination the social class can be either high(er) or low(er) compared to others. On international level the socioeconomic status (SES) is often used to describe the social class. As well as social class, the socioeconomic status is determined by the educational level and employment status, which defines a person's position within a society. However, it should be taken into account that when people are asked to determine their social class, the chance exists that the answer can be influenced by the financial resources and current economic development within the society, which can cause people to estimate their social class different than it actually is (Kraus & Park, 2014). When applied to people's behavior, Dietze and Knowles (2016) found in their study that lower class individuals tend to exhibit a more interdependent behavior, emphasizing harmony and connection, whereas people from a higher class tend to behave in a more independent manner, giving special importance to autonomy. Thus far can be concluded, concerning social class and participation in groups, that lower class people's

participation in groups can be characterized by interdependency and harmony, while higher class people are characterized by independency and autonomy.

### **Social identity complexity**

Roccas and Brewer (2002) explained in their theory of social identity complexity that the complexity depends on the diversity of the groups, the members and behaviors, norms and goals an individual participates in. The more diversity, the more complex the identity. The social identity complexity exists of identity overlap and identity similarity. The identity overlap relates to the extent to which members from one group participate in other group(s). When this overlap is high, a person possesses a simple identity complexity, meaning that the social environment in the different groups is quite similar and represents similar norms, goals and behavior. When there is little overlap between the groups, a person possesses a more complex identity, indicating more diversity in members and behavior, diversity of activities between the groups and a diversity in the nature of the groups. Identity similarity on the other hand relates to the extent to which an individual perceives the members of a group similar to himself in terms of values, norms, goals and behavior. Hohman, Dahl and Grubbs (2016) explain the identity overlap and similarity as interdependent variables; a high degree of overlap goes together with a high degree of similarity and vice versa.

When applied to social class, higher educated people (in the Netherlands) are more open towards cultural diversity and possess more *cultural capital*, which refers to the readiness to adopt other (new) ways of thinking and acting towards people who differ in culture and norms. Higher educated people also possess more *functional resources* which allows people to have more opportunities in participating in a wider range of groups (SCP & WRR, 2014). Since education is being used as a measure of social class in the article of SCP and WRR (2014), it

could be expected that higher class people, taking in consideration their cultural capital and functional resources, possess a more complex social identity compared to lower class people because of their possibilities to participate in a wider range of groups (functional resources) and openness to more diversity in other people (cultural capital).

### **Entitativity**

The entitativity of a group relates to the extent to which a group is perceived as a coherent entity. Hohman et al. (2016) found in their study on entitativity of groups that people with a simple social identity complexity tend to identify more strongly with groups in which the entitativity is higher. Also, in a group with high entitativity it is clearer and more distinctive what the rules are; how one should think and behave according to the group membership. In this way, high entitativity groups can contribute to the stabilization of a weak, simple social identity complexity. People with complex identity structures tend to switch between the different groups they participate in, not necessarily accepting one distinctive social identity. People with complex social structures do not seem to explicitly take part in either high or low entitativity groups (Hohman et al., 2016). On the basis of the findings in the study by Hohman et al. (2016) and SCP and WRR. (2014), it could be expected that lower class people participate in high entitativious groups, since people from a lower class often possess a more simple identity complexity and people with a simple identity complexity identify more often with high entitativious groups.

### **Goal of this study**

The present study will attempt to give more insight in the role of social class in the perception of social identity and how social identity complexity and entitativity mediate this

effect. More insight in this aspect can contribute to a better understanding and a more holistic view of social identity. In this way newly acquired theoretical input on this issue can be used for more insight and a better explanation of the process of segregation. The goal of this study is to map out the frequency of the different groups people identify with, based on the groups mentioned in the study of Hohman et al. (2016), that are representative for the social classes, and on the basis of the first goal, to explore how both the identity complexity and entitativity of groups are related to social class. Since lower class people are more interdependent and tend to seek harmony as opposed to higher class people, the first hypothesis is that a lower social class corresponds with a simple identity complexity compared to people from a higher social class (*Hypothesis 1*). The second hypothesis is that people from a lower social class tend to take part in groups with a higher entitativity compared to people from a higher social class (*Hypothesis 2*) (SCP & WRR, 2014; Dietze & Knowles, 2016; Hohman et al., 2016).

## Method

### Participants

The study was conducted among the Dutch population. First participants were asked for their agreement to take part in the study. Using an informed consent participants were informed about the content of the survey and the prerequisites to take part. The complete survey including the informed consent can be found in Appendix A. A prerequisite to take part in the study was to be 18 years or older and to possess the Dutch nationality. A total of 137 people took part in the study; 127 with the Dutch nationality, 8 with German nationality and 2 with other nationality. The data of the non-Dutch participants were used in the analysis, although taken into account in the results. Among the participants 52 (39%) were men and 82 (61%) women, ranging from the age of 18 to 84 ( $M = 31$ ,  $SD = 15.48$ ). Participants' educational level varied from

LBO/VMBO/MBO1 to HBO or university master/doctoral/postdoctoral, and the employment status varied from student (50% of the participants) to self-employed.

Participants were on the one hand friends, colleagues and acquaintances of the researcher who were asked to participate in the study and asked to distribute the survey in their own social network. The participants did not receive a payment for their participation. Another group of participants, consisting of 60 psychology students, was recruited from SONA, the participant pool of the University of Twente. These participants received credits for their participation. All of the participants were chosen randomly, not selecting them on the basis of characteristics such as gender, age or social class.

## **Materials**

The survey was constructed in Qualtrics; software that offers tools to create questionnaires. The survey contained demographic items (gender, age, nationality) and items that measured the constructs central in this study; social class, entitativity and social identity complexity. Participants had the choice of completing the survey either on the laptop or a smartphone. The questions in the survey were translated to Dutch to make sure that all participants would understand the questions correctly.

### **Social class**

In this study social class was measured in two ways; objective social class and subjective social class. The objective social class was based on the information provided by Marktonderzoek Associatie [MOA] (2017) and was labeled 'objective' because it was determined by looking at the employment status and educational level, variables which were not based on opinions and in this sense could be seen as objective. The objective social class was measured by using two items; one related to the educational level and the other related to



employment status. MOA (2017) provided a full list of all the educational levels in the Netherlands, as well as a full list of the categories concerning the employment status. Concerning the educational level, the item was “*what is the highest education level you have completed*”? with options ranging from “*none or elementary education*” to “*HBO or university master/doctoral/postdoctoral*”. As for the employment status participants was asked “*which of the following answers fits your situation the best*”? with options ranging from “*entrepreneur*” to “*unknown*”. Using the MOA criteria, participants were fairly even distributed along the social class spectrum.

The subjective social class was labeled ‘subjective’ because it was based on the participants’ own, introspective idea of their social class. The subjective social class, focusing on the socioeconomic status, was measured by one item asking the participants to indicate their place on the social ladder on a 9-point scale (1 = *top*, 9 = *bottom*). In this way it was possible to measure the social class in a subjective way by asking the participants’ idea of their place on the social ladder. The participants’ idea of their place on the social ladder was for the most part on the lower part of the ladder.

### **Entitativity**

To measure in which groups participants took part and the entitativity of these groups, first participants was asked “*in which of the following groups did you take part in the past month*”? with a list of 22 groups from the study by Lickel, Hamilton, Lewis, Sherman, Wieczorkowska and Uhles (2000) to entitativity, and were given the possibility to name three other groups. Subsequently, based on the items measuring entitativity in the study of Postmes, Haslam and Jans (2013), participants were asked to select the three most important groups from the list and for each of these three groups “*predict the extent to which the group is a unit*”,

*“predict the extent to which the members of the group act as one”*, *“predict the extent to which there is a great togetherness in the group”* and *“predicts the extent to which the members of the group are as one”*, on a 7-point scale (1 = *fully disagree*, 7 = *fully agree*). For the items measuring entitativity an internal consistency of Cronbach’s Alpha = .82 was found ( $n = 127$  due to missing values).

### **Social identity complexity**

The items that measured social identity complexity were based on the study by Roccas and Brewer (2002) and Schubert and Otten (2002). In order to measure the social identity complexity, there were items focusing on identity similarity and items on identity overlap.

On the one hand there were items created on the basis of the theoretical framework of Roccas and Brewer (2002), named subjective social identity complexity. The subjective identity similarity was measured by one item. In this item participants were asked to *“indicate the extent to which the members of the groups are similar to oneself”*, for all three groups on a 7-point scale (1 = *not at all*, 7 = *very much*). The subjective identity overlap was also measured by one item. This item asked participants *“on the basis of the chosen groups indicate the extent to which members of one group participate in all other groups”*, on an 11-point scale (0 = *not at all*, 10 = *a lot*).

On the other hand there were three items based on the study by Schubert and Otten (2002) measuring the descriptive identity similarity. These items were in the form of diagrams, asking participants to *“choose the diagram that represent the similarity between the group and oneself the most accurate”*, with five options of diagrams ranging from distant from each other (no/little similarity) to complete overlapping each other (very much similar). The descriptive identity overlap consisted of three items in which participants were asked to *“choose the most*

*accurate representation of the extent to which members from [one group] are also member of [another group]”, for all the three groups participants had chosen.*

In order to determine participant’s identity overlap, the mean of the items measuring the overlap was calculated. The same was done to determine identity similarity. In this way it was possible to calculate the social identity complexity by multiplying the mean score of identity similarity with the mean score of identity overlap.

### **Procedure**

In order to collect data a cross-sectional study was carried out using an online survey. Before the survey was put online, the Ethics Committee at the University of Twente was informed about the nature of the study to have the permission to carry out the survey. The participants were contacted by email or text message and were asked to distribute the survey in their social network so that more participants could be reached. The participants were told about the theme of the study, participation in groups and social identity, although social class was not mentioned until the end when participants completed the survey. The reason for this was in order to avoid the chance that the participants’ knowledge of the role of social class in this study would influence their motivation to participate or influence their answers. Furthermore, in the email and text message a link to the survey was provided. In order to take part in this study participants were asked to read the terms in the informed consent. The informed consent contained the prerequisites to partake in the study, a description of the central theme of the study, the length of the survey and contact information of the researcher.

### **Correlations**

Correlations between the concepts, as visualized in Table 1, showed a significant negative correlation between the objective social class and subjective social class. This outcome

was not corresponding with the expectation, considering that the objective social class as well as the subjective social class measure the same concept. Because both concepts focus on social class, it would be expected that a (high) positive correlation exists between the two concepts.

The objective social class and subjective social identity complexity showed a positive correlation. This was an expected result with the article of SCP and WRR (2014) in mind, in which a higher social class predicted a more complex social identity. Thus, when the objective social class increases, the subjective social identity complexity increases.

Also the subjective social class showed a positive correlation with entitativity, which was not expected considering that a lower social class corresponds with a simple identity complexity, and a simple identity complexity corresponds with participation in high entitativious groups (SCP & WRR, 2014; Hohman et al., 2016).

Furthermore, a positive correlation was observed between descriptive social identity complexity and entitativity, as well as subjective complexity and entitativity. This finding was not entirely expected, since a lower social identity complexity should go together with participation in high entitativious groups, as mentioned in the study of Hohman et al. (2016).

Finally a positive correlation was observed between the descriptive identity complexity and subjective identity complexity. This finding was expected since both constructs were meant to measure the same and thus encompass similar characteristics, although not exactly the same. Which could be the reason why they were highly, but not perfectly correlated.

Regarding the means shown in Table 1, the mean of objective social class was 2.89, closely to 3, meaning the middle class was the mean social class (5 = *high social class*, 1 = *low social class*). As for the subjective social class, the mean was 6.20 (1 = *top*, 9 = *bottom*). The mean entitativity was 5.41, which is slightly above the middle (1 = *very low entitativity*, 7 = *very*

*high entitativity*). Furthermore the mean of descriptive complexity was 10.47 (0 = *very simple complexity*, 25 = *very complex complexity*) and the mean of subjective complexity 22.09 (0 = *very simple complexity*, 70 = *very complex complexity*).

Table 1

*Means, standard deviations and correlations of the variables*

	<i>M</i>	<i>SD</i>	Objective SES	Subjective SES	Entitativity	Descriptive complexity	Subjective complexity
Objective SES	2.89	1.33	1.00 ( <i>n</i> = 131)	-.27** ( <i>n</i> = 131)	.07 ( <i>n</i> = 128)	.06 ( <i>n</i> = 126)	.28** ( <i>n</i> = 126)
Subjective SES	6.20	1.36		1.00 ( <i>n</i> = 132)	.18* ( <i>n</i> = 128)	.02 ( <i>n</i> = 126)	.03 ( <i>n</i> = 126)
Entitativity	5.41	0.84			1.00 ( <i>n</i> = 128)	.34** ( <i>n</i> = 126)	.35** ( <i>n</i> = 126)
Descriptive complexity	10.47	4.67				1.00 ( <i>n</i> = 126)	.45** ( <i>n</i> = 126)
Subjective complexity	22.09	13.82					1.00 ( <i>n</i> = 126)

\*\* Correlation is significant at the .01 level (1-tailed)

\* Correlation is significant at the .05 level (1-tailed)

## Results

### Normality

Analysis of the normality for all constructs, including objective and subjective social class, descriptive and subjective identity complexity, and entitativity, showed a statistical difference from a normal distribution using the Shapiro-Wilk test, with the significance value <

.05. Therefore the null-hypothesis for normal distribution was rejected and the probability of a non-normal distribution was concluded. The linear regression analysis was chosen to test the hypotheses.

### Groups in which people from social classes participate

The first goal of this study was to map out the frequency of the groups in which people from different social classes participate. The top four for both the higher social class as well as lower social class is visualized in Figure 1 and Figure 2. Taken the objective social class, the two groups in which people from either higher or lower social class participated the most were *members of a family* and *friends who do things together*. The third and fourth group in which people participated the most, were for the higher class the groups *teachers* and *two people in a romantic relationship*, and for the lower class *two people in a romantic relationship* and *students at the university*.

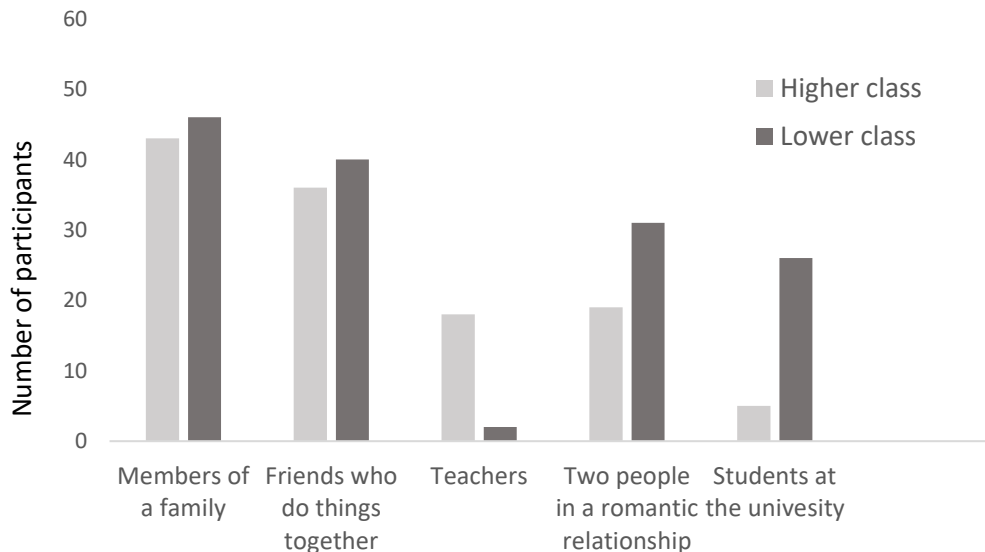
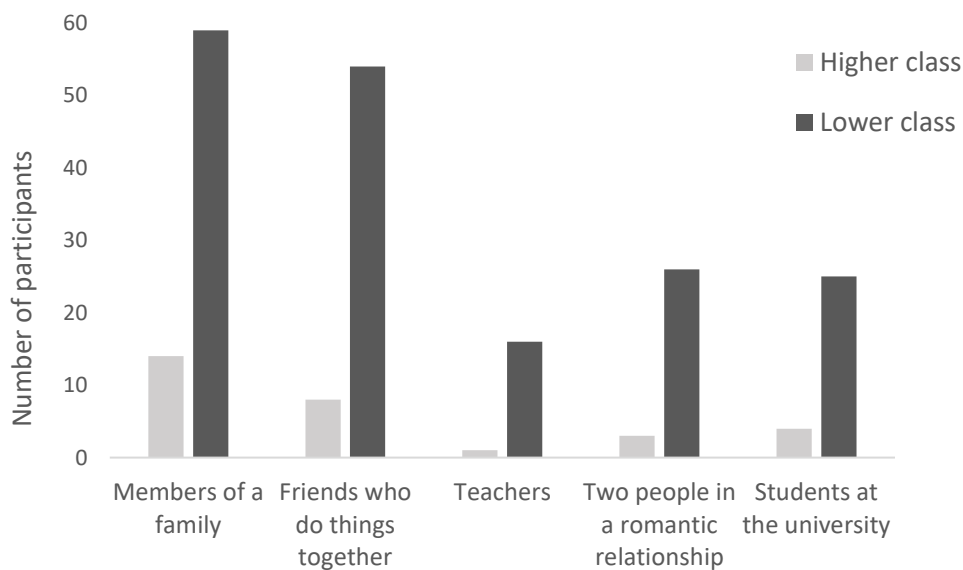


Figure 1. Comparison of groups in which people from higher and lower objective social class participate the most.

As for the subjective social class a similar trend was observed, visualized in Figure 2, concerning the two groups in which participants from all social classes participated the most; *members of a family* and *friends who do things together*. The third and fourth group in which people from subjective social classes participated the most were for the higher class *two people in a romantic relationship* and *students at the university*, while people from the lower class were characterized by participation in the groups *students at a university* and *two people in a romantic relationship*, but surprisingly also in the group *teachers*. This was an interesting result since the group *teachers* was represented by the *higher objective* social class.



*Figure 2.* Comparison of groups in which people from higher and lower subjective social class participate the most.

### **Hypothesis 1**

To test the first hypothesis, a lower social class corresponds with a simple social identity complexity compared to higher social class, a simple linear regression was used. First, testing the effect of objective and subjective social class, as independent variables, on the dependent variable *descriptive social identity complexity*, no significant effect was found. Testing the effect of objective and subjective social class on *subjective social identity complexity* showed  $\beta = 1.06$ ,  $p = .24$  ( $SE = .89$ ) for subjective social class, and for objective social class  $\beta = 3.19$ ,  $p = .001$  ( $SE = .93$ ), indicating a significant effect of objective social class on *subjective social identity complexity*. This result was in compliance with the hypothesis that a lower social class corresponds with a simple social identity complexity compared to higher social class.

## Hypothesis 2

The second hypothesis predicted that people from a lower social class take part in groups with higher entitativity compared to people from a higher social class. The regression test showed for the effect of *subjective social class* on *participation in entitativious groups*  $\beta = .13$ ,  $p = .02$  ( $SE = .06$ ) and for *objective social class* on *participation in entitativious groups*  $\beta = .08$ ,  $p = .16$  ( $SE = .06$ ). This result indicated a significant effect of the *subjective social class* on *entitativity*, in compliance with the hypothesis that a lower social class corresponds with participation in groups with a high entitativity compared to people from a higher social class.

## Discussion

### Correlations

Although the reason for the negative correlation between the objective social class and subjective social class was not entirely clear, it could be the case that people assess their subjective social class by taking into account their income, since *resources* is one of the criteria



when indicating the place on the social ladder. The objective social class on the other hand is not necessarily assessed by one's income, but by the combination of the educational level and employment status. In this way it is possible that people perceived their social class (based on the income) lower than it actually was (Kraus & Park, 2014; Louwen & Van Meurs, 2016).

The unpredicted positive correlation between subjective social class and entitativity could be explained by taking into account the study of Hohman et al. (2016), in which was concluded that higher class people do not necessarily take part in explicitly high or low entitativious groups. It could also be the case, to some extent, that where subjective social class is low, the actual (objective) social class is higher (Kraus & Park, 2014).

Concerning the unpredicted positive correlation between descriptive social identity complexity and entitativity, and subjective complexity and entitativity, Hohman et al. (2016) also mentioned that a more complex identity does not explicitly mean that a person participates in high entitativious groups, which could be linked to the positive correlation between descriptive and subjective identity complexity and entitativity.

Partial correlation was performed, with age as the controlling variable, to test whether age had an effect on the correlation values. However, the partial correlation did not show correlation values much different from the original values.

### **Groups in which people from social classes participate**

The first goal of this study was to map out the frequency of the different groups people from different social classes identify with. An interesting result was that while in the *higher* objective social class *teachers* was one of the most common groups, it was the most common group in the *lower* subjective class. Although not certain, it could be the case that people placed themselves low on the social ladder (based on the income or resources) while they were counted

among the *higher* objective class people, as mentioned in the study by Kraus and Park (2014). Furthermore needs to be mentioned that the groups participants could choose from, were presented to all participants and based on the most occurring groups in the study of Hohman et al. (2016). In this way, it was not entirely surprising that the groups were similar across the social classes.

### **Hypothesis 1**

Concerning the first hypothesis, a lower class corresponds with a simple social identity complexity compared to higher class, a significant effect was found of objective social class on subjective social identity complexity, supporting this hypothesis. This result indicated significant evidence that people from a lower objective social class possess a simple subjective social identity complexity compared to people from a high objective social class. This result is in accordance with the results from the article of SCP and WRR (2014) and Hohman et al. (2016), where a higher social class indicated a more complex identity.

### **Hypothesis 2**

Also the second hypothesis, people from a lower social class partake in groups with higher entitativity compared to people from a higher social class, was supported by a significant effect of *subjective social class* on *entitativity*. Although this prediction was based on the study of Hohman et al. (2016) and the article of SCP and WRR (2014), in which people from a lower social class possess a simple identity complexity and people with a simple identity complexity take part in high entitativious groups, it is important to take into account some limitations. As mentioned earlier, results concerning social class need to be interpreted carefully. The subjective social class may be based on participants' perception of their resources, rather than the

employment status and educational level. In this sense the subjective social class may differ from the objective social class, thus influencing the results observed.

### **Limitations**

Some limitations of this study should be taken into account in order to improve the study in future research. First, the power of the study could be improved by taking a larger sample size and striving for more diversity in the educational level and employment status among the different social classes in order to be more representative for the Dutch population; in this study 50% of the participants were students. A second improvement could be achieved by carrying out a pilot study in order to construct more reliable items to measure social identity complexity. In particular the subjective identity complexity was in this study measured using only one item. In this way it was not possible to calculate the reliability of the item measuring subjective identity complexity. Another improvement could be achieved by choosing a wider scale for the items measuring the descriptive identity complexity. In this study a 5-point scale was used, although a wider scale may give the participants the possibility to give a more accurate estimate. Finally, social class could be measured more extensively by measuring the social class of the highest earner per family. This could possibly give a more precise evaluation of one's social class.

### **Conclusion**

This study examined how different social classes shape the identity complexity of people and their participation in entitativious groups, and influence the perception of their social identity. The outcome of this study showed, as hypothesized, that social class influences the identity complexity and participation in entitativious groups, thus influencing the perception of social identity. Although various studies in the past decades were focused on social identity, the

role of social class therein was not explicitly investigated. This study however provided a better understanding of the role of social class in the perception of identity and in this sense expands on the current knowledge about social identity. Also the insight in the role of social class can provide a better understanding of the process of segregation. Improvements on the limitations could improve the power of this study and, add up to even more reliable and meaningful conclusions.

## References

- Brewer, M.B., Gonsalkorale, K., & Van Dommelen, A. (2012). Social identity complexity: Comparing majority and minority ethnic group members in a multicultural society. *Group Processes and Intergroup Relations*, 16(5), 529-544. doi: 10.1177/1368430212468622
- Dietze, P., & Knowles, E.D. (2016). Social class and the motivational relevance of other human beings: Evidence from visual attention. *Psychological Science*, 27(11), 1517-1527. doi: 10.1177/0956797616667721
- Hohman, Z.P., Dahl, E., & Grubbs, S. (2016). Entitativity and social identity complexity: The relationship between group characteristics and personal characteristics on group identification. *Self and Identity*, 15(6), 638-649. doi: 10.1080/15298868.2016.1185462
- Kraus, M.W., & Park, J.W. (2014). The undervalued self: Social class and self-evaluation. *Frontiers in Psychology*, 5(14), 1-9. doi: 10.3389/fpsyg.2014.01404
- Lickel, B., Hamilton, D.L., Lewis, A., Sherman, S.J., Wierzchowska, G., & Uhles, A.L. (2000). Varieties of groups and the perception of group entitativity. *Journal of Personality and Social Psychology*, 78(2), 223-246. doi: 10.1037//0022-3514.78.2.223
- Louwen, F., & Van Meurs, G. (2016). *Sociale klasse* [PDF file]. Retrieved from [http://moa04.artoo.nl/clou-moaweb-images/images/bestanden/pdf/samenvatting\\_Sociale\\_Klasse.pdf](http://moa04.artoo.nl/clou-moaweb-images/images/bestanden/pdf/samenvatting_Sociale_Klasse.pdf)

Marktonderzoek Associatie, (2017). *Normvraagstelling 2016* [PDF file]. Retrieved from

<http://moa04.artoo.nl/clou-moaweb->

[images/images/bestanden/pdf/GS\\_Normvraagstelling\\_2016v1.4.pdf](http://moa04.artoo.nl/clou-moaweb-images/images/bestanden/pdf/GS_Normvraagstelling_2016v1.4.pdf)

Nederlands Jeugd Instituut (n.d.). *Polarisatie en radicalisering* [PDF file]. Retrieved from

[http://www.nji.nl/nl/Download-NJi/Publicatie-NJi/Polarisatie\\_Radicalisering.pdf](http://www.nji.nl/nl/Download-NJi/Publicatie-NJi/Polarisatie_Radicalisering.pdf)

Postmes, T., Haslam, A., & Jans, L. (2013). A single-item measure of social identification:

Reliability, validity and utility. *British Journal of Social Psychology*, *52*(4), 597-617. doi:

10.1111/bjso.12006

Roccas, S., & Brewer, M.B. (2002). Social identity complexity. *Personality and Social*

*Psychology Review*, *6*(2), 88-106. doi: 10.1207/S15327957PSPR0602\_01

Schubert, T.W., & Otten, S. (2002). Overlap of self, ingroup, and outgroup: Pictorial measures of

self-categorization. *Self and Identity*, *1*(4), 353-376. doi: 1529-8868/2002

Sociaal en Cultureel Planbureau, & Wetenschappelijke Raad voor Regeringsbeleid (2014).

*Gescheiden werelden? Een verkenning van social-culturele tegenstellingen in Nederland*

[PDF file]. Retrieved from

[https://www.scp.nl/Publicaties/Alle\\_publicaties/Publicaties\\_2014/Gescheiden\\_werelden](https://www.scp.nl/Publicaties/Alle_publicaties/Publicaties_2014/Gescheiden_werelden)

## Appendix A: Questionnaire

### Deelname in groepen en identiteit

#### Intro

Welkom bij dit onderzoek!

Het doel van dit onderzoek is om inzicht te krijgen in welke groepen mensen deelnemen en het gevoel van identiteit die ze daardoor ontwikkelen. In deze enquête zullen aan u 23 vragen worden gepresenteerd over de groepen waarin u participeert, welke groepen u het belangrijkste vindt en hoe dat bijdraagt aan uw gevoel van identiteit. De informatie die u verstrekt wordt volledig vertrouwelijk en anoniem behandeld.

Deelname aan dit onderzoek zal ongeveer 10 minuten in beslag nemen. Om deel te kunnen nemen dient u 18 jaar of ouder te zijn en de Nederlandse nationaliteit te bezitten. Uw deelname is geheel vrijwillig en u heeft het recht om zich op ieder moment terug te trekken, om welk reden dan ook. Mocht u vragen hebben, dan kunt u een e-mail sturen naar [a.lalajants@student.utwente.nl](mailto:a.lalajants@student.utwente.nl).

Indien u akkoord gaat met de voorwaarden, geeft u aan dat u 18 jaar of ouder bent, de

Houd er rekening mee dat hoewel de enquête zowel op laptop als mobiele telefoon kan worden ingevuld, de kans bestaat dat bepaalde onderdelen niet correct worden weergegeven op de mobiele telefoon.

- Ik ga akkoord (1)
- Ik ga niet akkoord en wens niet verder deel te nemen (2)

Condition: Ik ga niet akkoord en wens ... Is Selected. Skip To: End of Survey.

Vraag 1 Wat is uw geslacht?

- Man (1)
- Vrouw (2)

Vraag 2 Wat is uw leeftijd?

Vraag 3 Wat is uw nationaliteit?

- Nederlandse (1)
- Duitse (2)
- Anders: (3) \_\_\_\_\_

Vraag 4 Probeer in te schatten waar u zich bevindt op de maatschappelijke ladder.

Bij het bepalen van uw plaats op de maatschappelijke ladder kunt u aan het volgende denken:

De plaats op de ladder kan worden gezien als de plaats van mensen in de maatschappij. Bovenaan de ladder bevinden zich de mensen die er beter af zijn; degenen met het hoogste inkomen, de hoogste opleiding en het beste werk. Onderaan de ladder bevinden zich de mensen die er slechter af zijn; degenen met het laagste inkomen, de laagste opleiding en het slechtste werk.

- 1 (1) Top
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9) Bodem

Vraag 5 Wat is de hoogste opleiding die u heeft afgemaakt?

- Geen of basisonderwijs (1)
- LBO / VMBO (kader- of beroepsgericht) / MBO1 / VBO (2)
- MAVO / HAVO / VWO (eerste drie jaar) / VMBO (theoretisch of gemengd) / (M)ULO (3)
- MBO 2, 3, 4 of MBO vóór 1998 (4)
- HAVO of VWO (4e, 5e of 6e klas) / HBS / MMS (5)
- HBO of universitair propedeuse (6)
- HBO of universitair bachelor / kandidaats (7)
- HBO of universitair master / doctoraal / postdoctoraal (8)

Vraag 6 Welk van de onderstaande situaties past het best bij u?

- Zelfstandig ondernemer (1)
- Militair beroep, niet-leidinggevend (2)
- Militair beroep, leidinggevend (3)
- Manager, niet-leidinggevend (4)
- Manager, leidinggevend (5)
- Onderzoeker / ingenieur / docent / specialist, niet-leidinggevend (6)
- Onderzoeker / ingenieur / docent / specialist, leidinggevend (7)
- Vakspecialist, niet-leidinggevend (8)
- Vakspecialist, leidinggevend (9)
- Administratief personeel, niet-leidinggevend (10)



- Administratief personeel, leidinggevend (11)
- Dienstverlenend personeel / verkoper, niet-leidinggevend (12)
- Dienstverlenend personeel / verkoper, leidinggevend (13)
- Landbouwer / bosbouwer / visser, niet-leidinggevend (14)
- Landbouwer / bosbouwer / visser, leidinggevend (15)
- Ambachtsman, niet-leidinggevend (16)
- Ambachtsman, leidinggevend (17)
- Bediener machines en installaties / assemblagemedewerker, niet-leidinggevend (18)
- Bediener machines en installaties / assemblagemedewerker, leidinggevend (19)
- Elementaire beroepen, niet/leidinggevend (20)
- Elementaire beroepen, leidinggevend (21)
- VUT - gepensioneerd (22)
- Werkloos / bijstand / arbeidsongeschikt (23)
- Studerend / overig (24)
- Onbekend (25)

Vraag 7 Van welk van de volgende groepen heeft u de afgelopen maand deel uitgemaakt?

Naast de groepen die in het rijtje zijn opgenomen heeft u de mogelijkheid om maximaal drie andere groepen te noemen waarvan u de afgelopen maand heeft deel uitgemaakt.

- Sport team (1)
- Familie (2)
- (Rock) band (3)
- Vrienden die samen dingen doen (4)
- Mensen die een steungroep bijwonen (5)
- Vereniging op de universiteit (6)
- Studenten die voor een examen studeren (7)
- Een bedrijfscommissie die een nieuw product ontwikkelt (8)
- Collega's toegewezen aan een project (9)
- Twee mensen in een romantische relatie (10)
- Huisgenoten (11)
- Leden van eenzelfde politieke partij (12)
- Werknemers van een restaurant (13)
- Studenten ingeschreven in een klas (14)
- Mensen uit dezelfde wijk (15)
- Studenten op een universiteit (16)
- Docenten (17)
- Mensen die in dezelfde fabriek werken (18)
- Doktoren (19)
- Mensen die van klassieke muziek genieten (20)
- Mensen in de bioscoopzaal (21)

- Mensen bij een bushalte (22)
- Een andere groep: (23) \_\_\_\_\_
- Een andere groep: (24) \_\_\_\_\_
- Een andere groep: (25) \_\_\_\_\_

Vraag 8 U heeft de volgende groepen geselecteerd bij de vorige vraag:

$\{q://QID8/ChoiceGroup/SelectedChoicesTextEntry\}$  Kies uit deze lijst de drie groepen die voor u het belangrijkste zijn. De volgorde is niet van belang.

Groep 1 (1)

Groep 2 (2)

Groep 3 (3)

Vraag 9 Probeer voor elk van de drie gekozen groepen in te schatten in hoeverre u het eens bent met de uitspraak 'de groep is een eenheid'.

\_\_\_\_\_  $\{q://QID9/ChoiceTextEntryValue/1\}$  (1)

\_\_\_\_\_  $\{q://QID9/ChoiceTextEntryValue/2\}$  (2)

\_\_\_\_\_  $\{q://QID9/ChoiceTextEntryValue/3\}$  (3)

Vraag 10 Probeer voor de drie gekozen groepen in te schatten in hoeverre u het eens bent met de uitspraak 'de leden van de groep kunnen optreden als één geheel'.

\_\_\_\_\_  $\{q://QID9/ChoiceTextEntryValue/1\}$  (1)

\_\_\_\_\_  $\{q://QID9/ChoiceTextEntryValue/2\}$  (2)

\_\_\_\_\_  $\{q://QID9/ChoiceTextEntryValue/3\}$  (3)

Vraag 11 Probeer voor de drie gekozen groepen in te schatten in hoeverre u het eens bent met de uitspraak 'er is sprake van een grote saamhorigheid'.

\_\_\_\_\_  $\{q://QID9/ChoiceTextEntryValue/1\}$  (1)

\_\_\_\_\_  $\{q://QID9/ChoiceTextEntryValue/2\}$  (2)

\_\_\_\_\_  $\{q://QID9/ChoiceTextEntryValue/3\}$  (3)

Vraag 12 Probeer voor de drie gekozen groepen in te schatten in hoeverre u het eens bent met de uitspraak 'wij fungeren als één geheel'.

\_\_\_\_\_  $\{q://QID9/ChoiceTextEntryValue/1\}$  (1)

\_\_\_\_\_  $\{q://QID9/ChoiceTextEntryValue/2\}$  (2)

\_\_\_\_\_  $\{q://QID9/ChoiceTextEntryValue/3\}$  (3)

Vraag 13 Probeer zo accuraat mogelijk in te schatten in hoeverre u vindt dat de leden van de drie groepen met uzelf overeenkomen.

\_\_\_\_\_  $\{q://QID9/ChoiceTextEntryValue/1\}$  (1)

\_\_\_\_\_  $\{q://QID9/ChoiceTextEntryValue/2\}$  (2)  
\_\_\_\_\_ Beroep (3)

Vraag 14 Kies het plaatje dat het beste weergeeft in hoeverre u zichzelf vindt overeenkomen met de groep  $\{q://QID9/ChoiceTextEntryValue/1\}$ .

- Image:Venn1.1 (1)
- Image:Venn2.1 (2)
- Image:Venn3.1 (3)
- Image:Venn4.1 (4)
- Image:Venn5.1 (5)

Vraag 15 Kies het plaatje dat het beste weergeeft in hoeverre u zichzelf vindt overeenkomen met de groep  $\{q://QID9/ChoiceTextEntryValue/2\}$ .

- Image:Venn1.1 (1)
- Image:Venn2.1 (2)
- Image:Venn3.1 (3)
- Image:Venn4.1 (4)
- Image:Venn5.1 (5)

Vraag 16 Kies het plaatje dat het beste weergeeft in hoeverre u zichzelf vindt overeenkomen met de groep  $\{q://QID9/ChoiceTextEntryValue/3\}$ .

- Image:Venn1.1 (1)
- Image:Venn2.1 (2)
- Image:Venn3.1 (3)
- Image:Venn4.1 (4)
- Image:Venn5.1 (5)

Vraag 17 Op basis van de groepen  $\{q://QID8/ChoiceGroup/SelectedChoicesTextEntry\}$ , probeer zo accuraat mogelijk in te schatten in hoeverre de leden van de ene groep participeren in de overige groepen.

In hoeverre nemen de leden deel in alle drie door u gekozen groepen? (1) \_\_\_\_\_

Vraag 18 Kies het plaatje dat het beste weergeeft in hoeverre de leden van de groep

$\{q://QID9/ChoiceTextEntryValue/1\}$  ook lid zijn van de groep  $\{q://QID9/ChoiceTextEntryValue/2\}$ .

- Image:Venn1.0 (1)
- Image:Venn2.0 (2)
- Image:Venn3.0 (3)
- Image:Venn4.0 (4)
- Image:Venn5.0 (5)

Vraag 19 Kies het plaatje dat het beste weergeeft in hoeverre de leden van de groep  $\{q://QID9/ChoiceTextEntryValue/1\}$  ook lid zijn van de groep  $\{q://QID9/ChoiceTextEntryValue/3\}$ .

- Image:Venn1.0 (1)
- Image:Venn2.0 (2)
- Image:Venn3.0 (3)
- Image:Venn4.0 (4)
- Image:Venn5.0 (5)

Vraag 20 Kies het plaatje dat het beste weergeeft in hoeverre de leden van de groep  $\{q://QID9/ChoiceTextEntryValue/2\}$  ook lid zijn van de groep  $\{q://QID9/ChoiceTextEntryValue/3\}$ .

- Image:Venn1.0 (1)
- Image:Venn2.0 (2)
- Image:Venn3.0 (3)
- Image:Venn4.0 (4)
- Image:Venn5.0 (5)

Vraag 21 Met betrekking tot de groep  $\{q://QID9/ChoiceTextEntryValue/1\}$ :

\_\_\_\_\_ In hoeverre staat uw lidmaatschap van deze groep centraal in hoe u zichzelf ziet? (1)

\_\_\_\_\_ In hoeverre bent u tevreden dat u tot deze groep behoort? (2)

\_\_\_\_\_ In hoeverre voelt u saamhorigheid met de overige leden van de groep? (3)

Vraag 22 Met betrekking tot de groep  $\{q://QID9/ChoiceTextEntryValue/2\}$ :

\_\_\_\_\_ In hoeverre staat uw lidmaatschap van deze groep centraal in hoe u zichzelf ziet? (1)

\_\_\_\_\_ In hoeverre bent u tevreden dat u tot deze groep behoort? (2)

\_\_\_\_\_ In hoeverre voelt u saamhorigheid met de overige leden van de groep? (3)

Vraag 23 Met betrekking tot de groep  $\{q://QID9/ChoiceTextEntryValue/3\}$ :

\_\_\_\_\_ In hoeverre staat uw lidmaatschap van deze groep centraal in hoe u zichzelf ziet? (1)

\_\_\_\_\_ In hoeverre bent u tevreden dat u tot deze groep behoort? (2)

\_\_\_\_\_ In hoeverre voelt u saamhorigheid met de overige leden van de groep? (3)

Einde

U bent aangekomen bij het einde van de enquête. Het doel van de enquête is om een beeld te krijgen van de type groepen waarin men deelneemt, in hoeverre de groepen als belangrijk worden gezien en in hoeverre de identiteit van een persoon (hoe men zichzelf ziet in de maatschappij) daarop gebaseerd is. Middels dit onderzoek wordt geprobeerd meer inzicht te krijgen in de rol van sociale klasse bij het vormen van een identiteit. Sociale klasse wordt in dit geval in de eerste plaats bepaald aan de hand van het opleidingsniveau en het beroep van de deelnemer. Daarnaast wordt de sociale klasse bepaald op basis van de inschatting van de deelnemer over zijn of haar plek op de maatschappelijke ladder. Wij willen u hartelijk bedanken voor uw tijd en moeite om de enquête in te vullen en voor uw bijdrage aan dit onderzoek. Mochten er opmerkingen zijn dan kunt u het hieronder vermelden.