

Integrated Data and Survey Infrastructure (IEDI) at GESIS: Report "An overview of survey topics and socio-demographic variables in the survey programs of the IEDI"

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Integrated Data and Survey Infrastructure (IEDI) at GESIS

Report “An overview of survey topics
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the survey programs of the IEDI“

*Christina Ramsenthaler, Ranjit K. Singh &
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GESIS Papers

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1 Introduction

GESIS is currently working to establish an "Integrated Data and Survey Infrastructure" (IEDI), which bundles the following long-term survey programs: the German General Social Survey (ALLBUS), the Comparative Candidate Survey (CCS), the Comparative Study of Electoral Systems (CSES), the German Survey of the European Social Survey (ESS), the European Values Study (EVS), the German Longitudinal Election Study (GLES), the International Social Survey Programme (ISSP), and the GESIS panel.

The goal of the IEDI is to capitalize on administrative, methodological and substantive synergies between the survey programs. This report documents the results of two milestones, which were defined by GESIS to reach substantive synergies related to the content of survey programs. First, for the survey programs included in the IEDI we conducted a stocktaking of the hitherto covered topics and their survey dates. Second, an inventory of sociodemographic variables was drawn up, which documents the survey instruments currently used in all participating studies and the differences between them.

With this overview we would like to support the researchers who use the data of survey programs to more easily acquire information on the included topics. On a more abstract value, we also provide researchers with an overview of the landscape of topics collected by these survey programs. In addition, we would like to support survey programs and their boards in the decisions on which new data should be collected, which contents could be focused on and where there are redundancies which can be avoided. Greater coordination between the survey programs would also help to make them more comparable and thus facilitate combining several surveys as data sources to answer research questions.

In the following, we provide a description of survey programs included in our overview. We will also outline our approach to creating a category system to classify the substantive items of these survey programs. Next, we present aggregated overviews of the substantive topics included in the survey programs. Then we move on to an overview of the sociodemographic variables covered by the survey programs. Lastly, we discuss implications for the practice and present our next steps.

2 Methods

Within this section, we briefly describe the eight relevant study programs. We will then detail how we gathered all variables used in the surveys and how we aggregated them into meaningful and comprehensive topic categories. Next we explain our approach to aggregating topic occurrences across the diverse surveys. Lastly, we will discuss our approach to sociodemographic variables.

2.1 Survey programs

Table 1 outlines the characteristics of the survey programs included in our analysis of survey topics. Some of them are national German surveys while others are a part of cross-cultural survey programs. For the surveys which are a part of international survey programs, the focus of the stocktaking of their topics was on the contents included in German questionnaires.

All surveys base on probabilistic samples and their target populations are described in Table 1. Table 1 also contains the time span of the waves of the respective survey programs, included in this report. Specific details of survey programs relevant for the stocktaking of their contents are provided in the following.

The ALLBUS is a long standing biennially cross-sectional survey program that was first fielded in 1980 with a net sample size of about 3500 individuals. The ISSP was first conducted in 1985 and consists of yearly waves with about 1400 respondents in Germany and 55000 respondents worldwide. In Germany, the ISSP is bundled with the ALLBUS, meaning that every wave of the biennially ALLBUS is connected to two waves of the yearly ISSP. However, while the ALLBUS is a face-to-face CAPI (Computer Assisted Personal Interview) survey, the ISSP is conducted in a self-administered mode (CASI, Computer Assisted Self Interview).

Like the ISSP, the EVS and the ESS are parts of international survey programs, in which GESIS is responsible for data collection in Germany. The EVS (also a CAPI survey in Germany) was first conducted in 1981 with a new wave being fielded every nine years. GESIS was responsible for the third wave (1999) and conducts the survey in Germany since then. The German sample of the EVS consists of about 2000 respondents. Since 2018, GESIS has also been responsible for the data collection in the German part of the ESS that has been conducted in CAPI mode. The German sample size of the ESS is close to 3000 respondents.

The GESIS Panel is a probabilistic mixed mode panel, pairing its online survey with a paper based offline survey. The GESIS Panel contains a core questionnaire as well as contents which are submitted to the GESIS panel by researchers from different areas of the social science research. Our overview can only focus on the core questionnaire. The topics of the core questionnaire were repeatedly collected by GESIS Panel every year. The sample size amounts to about 4000 individuals.

Table 1: Analyzed survey programs included in the IEDI with time spans and survey characteristics

Abbrev.	Name	Time span	Waves	Target population	Mode (data collection in German samples)
ALLBUS	German General Social Survey	1980-2014	19	Germans and immigrants, born after 01/01/1998, in private households	CAPI
ISSP	International Social Survey Programme	1985-2014	15	Same as ALLBUS	CASI
GLES	German Longitudinal Election Study	2009/ 2013	2	German citizens older than 16 years in private households	CAPI
GESIS Panel	GESIS Panel	since 2014	4	German-speaking citizens between 18-70 years in private households	Online and postal
ESS	European Social Survey	2002-2014	7	All persons of a country aged 15+ (no upper age limit) within private households (regardless of nationality)	CAPI
EVS	European Values Study	1980-2014	4	Adult population of a country aged 18+	CAPI

The GLES is an interconnected system of surveys with the common aim to explore different aspects surrounding the German federal elections. As such, it encompasses several components with different foci, such as voter opinions, media content, or opinions of political candidates. The international CCS, which focuses on political candidates, as well as the international CSES, is embedded in the GLES structure in Germany as well. For the purpose of our overview, however, we focus on the cross-sectional component (component 1), which was first conducted in 2009 due to its comparability to other survey programs of the IEDI. This component consists of CAPI waves that follow the four year rhythm of the federal elections and features one wave before an election and one after. The sample size is about 2000. The current report encompasses the pre- and post-election waves from 2009 and 2013.

2.2 Category System

A comparison of the topics of the social survey programs requires a comprehensive common category system to classify their content. We closely base our category system on the categorization of the respective surveys. Apart from survey-specific lists of topics, we also considered three general classification systems: the multilingual European Language Social Science Thesaurus (ELSST)¹, and two systems used by the Data Catalogue (DBK) of GESIS to classify and tag data sets within the archive. These are the so-called ZA classification system², stemming from the 1970s and used since that time within GESIS, and the newer, English and German version of the Topic Classification of the Consortium of

¹ <https://elsst.ukdataservice.ac.uk/>

² <https://www.gesis.org/angebot/recherchieren/tools-zur-recherche/datenarchiv-klassifikationsschema-za-klassifikation/>

European Social Science Data Archives (CESSDA)³. This newest classification was developed to help researchers using European data archive platforms capturing the essence of these studies in a common thesaurus. It is also used in the DBK⁴. However, all three general classification systems did not provide the appropriate level of granularity which is required to describe the content of survey programs under investigation to adequately display which sociological, psychological, social or political science concepts are covered, so they were not used as a classification scheme. We did, however, code all items according to CESSDA in addition to our category system⁵.

Our resulting category system features two levels of granularity: Broader topics and more finely grained subtopics. Most subtopics only contain specific types of questions, such as attitude questions. Some subtopics, however, serve as a collection of questions that share a common topic. The subtopic AIDS, for example, contains attitudes as well as factual questions. Each subtopic is only assigned to one overarching topic, with the sole exception of the subtopic attitudes on unions ("Einstellungen zu Gewerkschaften"), which is categorized under political attitudes ("Politische Einstellungen") as well as under economic attitudes ("Ökonomische Einstellungen"). We strove to create a category system in which every item is assigned to only one category. However, this proved to be untenable. As such, 10 percent of the items were coded under two topics and subtopics. We present English translations in our overview tables for your convenience. Please keep in mind, however, that the underlying category system is in German.

Besides the substantive content of the survey programs, we also mapped the socio-demographic background variables included in a survey. Unlike the substantive variables, there was no need to create a category system. Instead we use categories based on the well-established Demographic Standards of the Federal Statistical Office of Germany (Statistisches Bundesamt, 2016). Please note, however, that not all surveys abide by the Demographic Standards.

³ <https://www.ukdataservice.ac.uk/about-us/our-rd/cessda-elsst>

⁴ <https://www.gesis.org/angebot/recherchieren/tools-zur-recherche/cessda-topic-classification/>

⁵ Available by the authors on request.

3 Overview of Substantial Topics

Table 2 gives an overview of which and how often the overarching topics appear in each survey program. The table lists the number of items in each survey program which fall under the respective topics. If an item appeared repeatedly (i.e., in different waves) it is only counted once. The second figure represents the number of waves in each survey program in which a topic was addressed. To provide a frame of reference, we give the total number of waves of each survey program that were included in this report at the top of the table. Please note that the ISSP waves in this report refer to the waves as they have been conducted in Germany. Since the yearly ISSP is bundled with the biennially ALLBUS, two conceptual ISSP waves are combined into one actual survey wave.

The table provides several interesting insights into the survey programs. Each "items" column shows how many items each survey program allocates to each topic. This reveals areas of great interest for different survey programs (e.g., political behavior in the GLES), or areas with very little coverage in a survey program (e.g., Family in the GLES). Meanwhile, each "waves" column shows how frequently a topic is addressed. Within the ALLBUS, for example, political behavior ("Politisches Verhalten") is a topic that is surveyed with many items (147) and in each of the 19 ALLBUS waves within the timeframe of this report. The number of waves also reveals which topics are part of the core questionnaire (all waves include it), which topics are surveyed frequently, and which topics are surveyed seldom or just once. The ESS, for example, contains 14 items about the importance of life domains ("Wichtigkeit von Lebensbereichen") but just in one wave. The "waves" column also reflects the different rhythms of data collection on a topic in each survey program. Some programs have various topics that are addressed in every wave (e.g., ALLBUS) or almost in every wave (ESS). Other survey programs feature multiple waves per topic, but very few topics that are part of every wave (e.g., ISSP).

The table can also be read row-wise. This adds some context concerning the frequency of topics. That the ESS does not ask about epistemological Attitudes (Epistemologische Einstellungen) at all is less an idiosyncrasy of the ESS and more owed to the fact that only three programs ask about that topic (ALLBUS, EVS, & ISSP) and only with few items. That the GLES does not survey the family topic, however, is clearly an idiosyncrasy of the GLES, because the family topic is a focus of most other survey programs.

Table 2: Number of items per topic in each survey program

	ALLBUS		ESS		EVS		GESIS Panel		GLES		ISSP	
	items	waves	items	waves	items	waves	items	waves	items	waves	items	waves
<i>waves in total</i>	19		8		4		4		2		15	
Work	29	18	99	6	42	4	26	4	8	2	81	6
Attitudes on immigration, out-groups, and national identity	93	15	78	7	52	4	0	0	1	1	69	5
Epistemological attitudes	3	8	0	0	2	4	0	0	0	0	3	5
Family	88	19	42	7	97	4	4	4	0	0	115	9
Leisure and sports	53	15	12	4	26	4	24	4	0	0	53	6
Health	91	13	146	7	33	4	16	4	0	0	78	10
Media	33	4	5	7	2	1	59	4	31	2	9	3
Moral attitudes, crime, and terrorism	40	10	55	8	54	4	3	4	0	0	22	8
Economic attitudes	12	19	19	7	10	4	6	4	22	2	20	6
Personality and values	11	2	27	7	20	2	28	4	8	2	11	3
Political attitudes	81	19	106	8	76	4	26	4	172	2	100	11
Political media usage	4	9	5	7	2	4	7	4	48	2	1	1
Political behavior	87	19	22	7	18	4	18	4	238	2	29	8
Religion	96	19	15	7	106	4	4	4	9	2	74	9
Social justice	76	19	66	7	23	4	0	0	18	2	168	13
Social networks and capital	79	19	86	7	88	4	22	4	15	2	119	10
Timing of life	0	0	0	0	12	1	0	0	0	0	0	0
Environment	17	9	6	5	18	4	45	4	14	2	75	5
Importance of life domains	11	9	7	1	6	3	17	4	0	0	5	2

In Table 3 (see appendix) we take an in-depth look into the subtopics that comprise the broader topics. The table lists the number of items in each subtopic for each survey program. Additionally, it lists the waves in which the subtopic appears. Each wave is assigned a number from the 1st to the n-th wave. Waves are listed separated by commas (e.g., 1, 3, 5). If a subtopic is included in several consecutive waves, the sequence is marked with a dash (e.g., 1–3). There is no “waves” column for the GESIS Panel because we only included the yearly core studies. As such, each subtopic in the GESIS Panel core studies appears in 4 waves. This table can be read in two ways. Firstly, read row by row, the table shows how unique a subtopic is for specific survey programs or how common it is across all survey programs. For example, the subtopic interest in sports (“Interesse an Sport”) of the topic leisure and sports (“Freizeit und Sport”) is unique to the ISSP. In contrast, the subtopic occupational stress (“Belastung

durch Arbeitsbedingungen") of the topic work ("Arbeit") appears in all survey programs. The "waves" column also reveals how often and how recently a subtopic has been included in the survey programs. Secondly, read column by column, the table gives an overview of how focused or how broad the range of subtopics is that each survey program covers. The ISSP is the most diverse survey program in this sense, covering 136 of our subtopic categories. The ALLBUS, ESS, and EVS survey programs are not far behind, however, with 117, 114, and 105 subtopics respectively. The GLES and the core questionnaire of the GESIS Panel, in contrast, are on the more focused end of the spectrum with 48 and 56 subtopics respectively.

4 Overview of socio-demographic variables

Next we investigated the socio-demographic variables used in the survey programs in their respective last waves, published to date. The aim here was to sound out the potential for harmonizing the socio-demographic variables across survey programs. As a first step, this report looks into which variables are employed in the different surveys. Table 4 shows which broad socio-demographic categories have been collected in the survey programs. The table also breaks down the coverage of socio-demographic variables of individuals other than the respondent (e.g. relatives, household members). While the general coverage of respondent level variables is comparable between the survey programs, there are marked differences in the coverage of the socio-demographic variables related to the respondents' relatives or household members.

Table 4: Overview of socio-demographic information included in social surveys

	ALLBUS 2014	ISSP 2014	GLES 2013	GESIS Panel	ESS 2014	EVS 2008
Respondent						
Sex	✓	✓	✓	✓	✓	✓
Age	✓	✓	✓	✓	✓	✓
Nationality	✓	✓	✓	✓	✓	✓
Education	✓	✓	✓	✓	✓	✓
Occupation	✓	✓	✓	✓	✓	✓
Civil status	✓	✓	✓	✓	✓	✓
Income	✓	✓	✓	✓	✓	✓
Household	✓	✓	✓	✓	✓	✓
Place of Residence / Region	✓	✓	✓	✓	✓	✓
Spouse						
Sex	-	-	-	-	✓	-
Age	✓	-	-	-	-	-
Nationality	✓	✓	✓	-	-	✓
Education	✓	✓	✓	-	✓	✓
Occupation	✓	✓	✓	-	✓	✓
Civil status	-	-	-	-	-	-
Income	-	-	-	-	-	✓
Household	-	-	-	-	-	-
Place of Residence / Region	-	-	-	-	-	-
Partner						
Sex	-	-	-	-	✓	-
Age	✓	-	-	-	-	-
Nationality	✓	✓	✓	-	-	✓
Education	✓	✓	✓	-	✓	✓
Occupation	✓	✓	✓	-	✓	✓
Civil status	-	-	-	-	-	-
Income	-	-	-	-	-	✓
Household	-	-	-	-	-	-
Place of Residence / Region	-	-	-	-	-	-

	ALLBUS 2014	ISSP 2014	GLES 2013	GESIS Panel	ESS 2014	EVS 2008
Parents						
Sex	-	-	-	-	✓	-
Age	-	-	-	-	-	-
Nationality	-	-	-	-	-	-
Education	✓	✓	-	-	✓	✓
Occupation	✓	✓	-	-	✓	✓
Civil status	✓	✓	-	-	-	✓
Income	-	-	-	-	-	-
Household	-	-	-	-	-	-
Place of Residence / Region	-	-	-	-	-	-
Children						
Sex	✓	-	-	-	✓	-
Age	✓	-	-	-	-	-
Nationality	-	-	-	-	-	-
Education	-	-	-	-	-	-
Occupation	-	-	-	-	-	-
Civil status	-	-	-	-	-	-
Income	-	-	-	-	-	-
Household	-	-	-	-	-	-
Place of Residence / Region	-	-	-	-	-	-
Other household members						
Sex	✓	-	-	-	✓	-
Age	✓	-	✓	-	✓	-
Nationality	-	-	-	-	-	-
Education	-	-	-	-	-	-
Occupation	-	-	-	-	-	-
Civil status	✓	-	-	-	-	-
Income	-	-	-	-	-	-
Household	-	-	-	-	-	-
Place of Residence / Region	-	-	-	-	-	-

Please note that table 4 only gives an overview of the broad socio-demographic categories. As such there are crucial differences between the survey programs that our table cannot represent. More comprehensive overviews of the socio-demographic variables are available upon request.

Another point to keep in mind when looking at the overview of socio-demographic variables is the level of granularity. While every survey program covers nearly all broad socio-demographic areas, the level of detail varies. For example, the ALLBUS asks about work conditions, the sector of work and the nature of employment in a much more detailed way than does the GESIS Panel. The latter only evaluates the respondent's occupational status and the type of occupation. The survey programs also vary if and to which extent they gather demographic variables about other persons in the respondents' household. The extent of these differences take is illustrated by the following example. Citizenship in the ESS is comprised of two questions: first ancestry, and second ancestry. In the ALLBUS, meanwhile, citizenship is comprised of 19 questions such as respondents' original citizenship, their mother's, father's, as well as all four grandparents' country of birth, and the country in which respondents' spent their youth.

5 Discussion and Outlook

With the overviews of topics as well as socio-demographic variables included in the survey programs of the IEDI we present the results of our stocktaking of the hitherto covered contents. To date, the six survey programs have not been examined in such a comprehensive manner. The present overview provides interesting and helpful insights into the survey programs and allows seeing the bigger picture. For researchers, the overview is helpful in choosing which survey program collects data on their subject of interest. The report also offers an interesting insight into a slice of the social- and political science research landscape in Germany. At the same time, the overview may inform the broader research community as well as the boards of the survey programs on topics that have not received adequate coverage as of yet.

With regard to the IEDI at GESIS, a crucial preparatory step is done to commence with our coordination and harmonization effort. We suggest survey programs to coordinate their activities in initiating data collection on new topics using this overview as data base. An additional payoff of the overview is that we identified several constructs that are fielded in all six survey programs (and often in survey programs beyond GESIS as well). These constructs lend themselves well to examine the need for and potential for greater harmonization, either as ex-ante or ex-post.

With our next activities, the overview of topics surveyed in the survey programs will be contrasted with a bibliographic analysis of the usage of the respective data by the researchers in the social, political and behavioral sciences. Upon the availability of corresponding data and reports, we will update the overview to include waves currently being conducted as we will as we will provide overviews on the respective plans of survey programs for the future data collection.

6 Appendix

Table 3: Number of items per subtopic in the survey programs

Subtopic	ALLBUS		ESS		EVS		GESIS Panel	GLES		ISSP	
	items	waves (19)	items	waves (8)	items	waves (4)	items	items	waves (2)	items	waves (15)
Work											
Work & Family / Work-life balance	0		11	3-4, 6	0		1	0		12	9, 11-12, 14
Working conditions	0		39	2-4, 6, 8	1	1-4	10	2	1-2	21	11
Working conditions of the partner	0		4	3, 6	0		0	0		0	
Work orientation	2	1-2, 4, 6-8, 11, 13, 18	9	2-3, 5-6	17	1-4	3	0		9	2, 6, 11-12
Job seeking & unemployment	0		2	2, 5	1	2-4	0	2	2	20	11-12
Job satisfaction	2	3, 9	2	2, 4, 6	1	1-4	2	0		1	9, 11, 14
Occupational stress	12	1, 7-12, 14-19	13	3-4, 6	3	1	10	4	1-2	10	6, 9, 11-12
Conditions for study	0		13	3	0		0	0		0	
Importance of job characteristics	13	1-2, 7-8, 12, 17	6	3, 6	19	1-4	0	0		8	11
Attitudes on immigration, out-groups, and national identity											
Antisemitism	4	10, 15, 18	0		0		0	0		0	
Assimilation	2	1, 3, 5-6, 9-10, 12-13, 15, 17-18	1	2	2	3-4	0	0		5	4, 10, 15
What it means to be German	0		0		5	4	0	0		10	10, 15
Attitudes on immigration & economy	9	10, 15	13	2-8	6	4	0	0		6	10, 15
Attitudes on immigration in general	5	10, 15	18	2, 5, 8	1	4	0	0		2	10, 15
Ethnocentrism	0		3	8	0		0	0		0	

Subtopic	ALLBUS		ESS		EVS		GESIS Panel	GLES		ISSP	
	items	waves (19)	items	waves (8)	items	waves (4)	items	items	waves (2)	items	waves (15)
Equality	20	1, 3, 5-6, 9-10, 12-13, 15, 17-18	7	2, 5, 7-8	0		0	0		5	10, 14-15
Attitude on immigration of specific groups	5	1, 3, 5-10, 12-13, 15, 17-18	16	2-8	0		0	0		0	
National identity	7	7-8, 12, 16-17	0		10	1-4	0	0		7	10, 15
Cosmopolitanism and patriotism	0		3	2, 8	0		0	0		14	10, 15
Lifestyle differences	5	10, 15	0		0		0	0		0	
National pride	1	10-13, 15, 17	0		1	1-4	0	0		7	10, 15
Naturalization requirements	9	10, 15	0		0		0	1	2	0	
Immigration requirements	0		8	2, 8	0		0	0		0	
Social distance	16	1, 3, 5-6, 9-10, 12-13, 15, 17-18	9	2, 8	27	1-4	0	0		1	12
Pride in German institutions & achievements	10	5, 7-8, 10, 12, 16	0		0		0	0		12	10, 12, 15
Epistemological attitudes											
Attitudes on human embryo research	0		0		1	3-4	0	0		0	
Attitudes toward science	2	13, 18	0		1	1-3	0	0		2	8, 12-13
Pride in German scientific achievements	1	5, 7-8, 10, 12, 16	0		0		0	0		1	10, 15
Family											
Employment men / women	7	2, 7-8, 10, 12, 14, 16, 18	1	4	2	2-4	0	0		18	2, 4, 6, 9, 14
Income in marriage / partnership	0		2	3-4, 6	1	2-4	0	0		4	2, 6, 9, 14
Attitudes on marriage and partnership	4	1, 3, 5-8, 10, 12-13, 15, 17-19	6	3-4	47	1-4	0	0		28	2, 4, 6, 9, 12, 14-15
Attitudes on children	5	1-2, 5, 9, 12, 15, 18-19	1	3, 6	6	1-4	0	0		14	2, 6, 9, 14
Attitudes on abortion	18	1-2, 4, 6, 8, 10, 12-13, 15, 18	0		7	1-4	0	0		3	4, 6, 12
Attitudes on homosexuality	2	6, 12-13, 18	1	2-8	3	1-4	0	0		5	1, 4, 12, 14
Decision-making in partnership	0		2	3	0		0	0		3	9, 14

Subtopic	ALLBUS		ESS		EVS		GESIS Panel	GLES		ISSP	
	items	waves (19)	items	waves (8)	items	waves (4)	items	items	waves (2)	items	waves (15)
Educational goals	32	1-2, 4, 7-8, 10, 12-13, 15, 18	1	5	19	1-4	0	0		1	6
Domestic work	0		5	3	0		0	0		0	
Division of roles	10	5, 9, 12, 16, 18	13	3, 6	0		0	0		12	6, 9, 14
Understanding of one's role	7	2, 7-8, 10, 12, 14, 16, 18	3	3, 5-6	9	1-4	0	0		11	2, 4, 6, 9, 12, 14
Social policy	0		3	3, 5	0		0	0		13	2, 6, 9, 14
Importance of family	3	1-2, 4, 6-8, 11, 14, 18-19	4	2-4	3	1-4	4	0		3	9, 11-12, 14
Leisure and sports											
Attitudes on sports	0		0		0		0	0		5	12
Leisure: Time, place, type	0		0		6	1, 4	0	0		4	12
Leisure activities: Enjoyment	0		0		0		0	0		4	12
Leisure activities	52	1-8, 11, 13-14, 16-19	11	2, 4, 7-8	16	1-4	13	0		18	9-10, 12, 14-15
Utility of leisure activities	0		0		3	4	7	0		5	12
Reason for athletic activity	0		0		0		0	0		4	12
Barriers to leisure activities	0		0		0		0	0		5	12
Interest in sports	0		0		0		0	0		2	12
Physical activity	0		0		0		0	0		5	12
Importance of and satisfaction with leisure time	1	1-2, 4, 6-8, 11, 18	1	2	1	2-4	4	0		1	11-12
Health											
AIDS	22	5-6, 8	0		1	2-4	0	0		1	14
General life satisfaction	1	17-19	4	2-8	4	1-4	6	0		2	4, 9, 12-14
General health	2	14-19	1	2-8	1	1-2, 4	2	0		1	12, 14

Subtopic	ALLBUS		ESS		EVS		GESIS Panel	GLES		ISSP	
	items	waves (19)	items	waves (8)	items	waves (4)	items	items	waves (2)	items	waves (15)
Attitudes on physicians	1	6, 12–13, 18	8	3, 5	2	1–4	0	0		5	14
Attitudes on taking medicine	0		12	3	0		0	0		0	
Emotional wellbeing	5	14, 17, 19	37	3–4, 6–8	20	1–4	8	0		3	14
Health problems: Disabilities or impairments	9	14, 19	1	2–8	0		0	0		3	14
Health problems: Physical symptoms	1	14, 17, 19	0		0		0	0		1	14
Health problems: Illness	16	14, 19	23	8	0		0	0		0	
Health problems: Social wellbeing	1	14, 19	5	4, 7	2	1–2	0	0		0	
Health care system	2	3, 6, 9, 12–13, 16, 18	3	2–8	1	3–4	0	0		35	3, 7–8, 11, 13–15
Health care access	0		9	3, 8	0		0	0		4	14
Health care utilization: Alternative medicine	0		14	3, 8	0		0	0		4	14
Health care utilization: Physicians and hospitals	13	14, 19	3	3, 8	0		0	0		4	14
Illness behavior	0		11	3	0		0	0		7	8, 14
Life-style factors: Alcohol	2	14, 19	6	8	2	1	0	0		1	14
Life-style factors: Diet	7	14, 19	2	8	0		0	0		1	14
Life-style factors: Weight	6	14, 16, 18–19	2	8	0		0	0		4	12, 14
Life-style factors: Physical activity	0		3	4, 7–8	0		0	0		1	14
Life-style factors: Smoking	3	14, 19	2	8	0		0	0		1	14
Media											
Interest in types of TV shows	8	11, 14, 19	0		0		0	0		0	
Media equipment	0		0		0		17	0		0	
Frequency of media usage	20	11, 14, 16, 19	3	2–8	1	1	6	0		5	11–12
Frequency of media usage: Internet	2	11, 14, 19	0		0		1	2	1–2	3	11–12

Subtopic	ALLBUS		ESS		EVS		GESIS Panel	GLES		ISSP	
	items	waves (19)	items	waves (8)	items	waves (4)	items	items	waves (2)	items	waves (15)
Internet usage purpose	0		1	2-6	0		14	0		1	10
Social media usage	1	19	0		0		21	0		0	
Daily newspaper	1	11, 14, 16	1	2-6	1	1	0	20	1-2	0	
TV news	1	11, 14, 19	0		0		0	9	1-2	0	
Moral attitudes, crime, and terrorism											
General and economic morality	13	6, 12-13, 18	34	2-3, 6	10	1-4	1	0		7	4, 9-11, 14-15
Law-abidance	2	6, 12-13, 18	6	1-3, 6	0		1	0		4	9-10, 12, 14-15
Probability of war	0		0		1	1	0	0		0	
Fear of crime	3	2, 6, 8, 10, 12, 16	7	2-8	0		0	0		1	11
Terrorism	1	1, 5-6	4	4-5	1	1, 4	1	0		3	11
Judging and sanctioning behavior	21	6, 12-13, 18	4	5-6	42	1-4	0	0		7	4, 6, 12
Economic attitudes											
Attitudes on unions	0		5	2, 6	0		0	1	1-2	1	3, 7
Attitudes on international trade	0		0		0		2	0		0	
Attitudes on the economic system	2	3, 5, 7-10, 12, 14, 16, 19	1	5	1	2	0	1	2	4	3, 5, 7, 10, 15
Liberalism	0		1	2	7	1-4	0	1	2	0	
Privatization	1	1, 6	0		0		0	0		4	3, 7
Economic development measures	1	3, 9, 14, 19	0		0		0	0		11	3, 7, 11
Fear of economic crisis	0		0		0		0	7	1-2	0	
General economic situation	4	2-4, 7-19	3	2-8	0		0	7	1-2	0	
Personal economic situation	4	2-4, 7-19	9	3-6	2	1-2	4	5	1-2	0	

Subtopic	ALLBUS		ESS		EVS		GESIS Panel	GLES		ISSP	
	items	waves (19)	items	waves (8)	items	waves (4)	items	items	waves (2)	items	waves (15)
Personality and values											
Big five	0		0		0		10	8	1-2	11	10-12
Life goals and values	11	13, 18	6	4, 7	10	1-2	1	0		0	
Schwartz Human Values Scale	0		21	2-8	0		17	0		0	
World value's study personal characteristic items	0		0		10	2	0	0		0	
Political attitudes											
Preferred policy decision level	0		8	2	0		0	0		0	
Citizen rights and responsibilities	3	2, 5, 11, 16	10	1-3, 6	0		6	8	1-2	30	3, 7, 9-12, 14-15
Attitudes on government institutions: Authorities	8	1, 6	4	3, 5	0		0	0		5	10-11, 15
Attitudes on government institutions: Judiciary	0		12	6-7	1	3-4	0	0		2	3, 7, 11
Attitudes on government institutions: Police	2	1, 6	19	6	1	1-2	0	0		4	3
Attitudes on other countries	0		0		0		1	0		0	
Attitudes on unions	0		5	2, 6	0		0	0		1	3, 7
Attitudes on politicians & parties	7	1, 3, 9	2	7	0		0	82	1-2	5	7, 10-11, 13, 15
Attitudes on political movements	0		0		8	1-4	0	1	1-2	0	
Attitudes on democracy	10	1-3, 5-9, 11-14, 16, 19	18	2-8	10	3-4	1	3	1-2	9	7, 10, 12, 15
Attitudes on the EU	0		1	3-8	7	2, 4	0	0		0	
Attitudes on the Government	2	7-8, 16	3	2-8	11	1-4	0	33	1-2	8	3, 7, 10-13, 15
Attitudes on the UN	0		0		0		0	0		4	10, 15
Attitudes on the German reunification	11	7-9, 11-12, 15, 17	0		0		0	2	1-2	0	
Conservatism	0		0		10	1-4	0	0		0	
Left-right orientation	1	1-2, 4-19	1	2-8	1	1-4	1	12	1-2	1	15

Subtopic	ALLBUS		ESS		EVS		GESIS Panel	GLES		ISSP	
	items	waves (19)	items	waves (8)	items	waves (4)	items	items	waves (2)	items	waves (15)
Media and politics	2	3, 9, 12-13, 16, 18	2	7	0		2	0		0	
Political efficacy	9	2, 5-8, 10-18	10	2-5, 8	1	2	4	3	1-2	8	7, 9-11, 15
Political socialization	0		0		4	4	0	0		0	
Interest in politics	3	1-19	2	2-8	2	1-4	2	1	1	1	7, 10-12, 15
Trust in politics	16	3, 9, 12-13, 16, 18	7	2-8	17	1-4	10	0		5	4, 12, 14
Political knowledge	0		0		0		0	26	1-2	13	12
Postmaterialism	5	1-19	0		2	1-3	0	0		3	8, 13
Social pessimism and future orientation	2	3, 7-9, 11, 13-19	2	5, 8	1	1	0	1	1-2	0	
Environmental policy	0		0		3	2-4	0	11	1-2	2	3, 7, 11
Political media usage											
TV	3	3, 9, 11-14, 16, 18-19	1	2-8	0		0	4	1	0	
Political internet usage	0		0		0		6	15	1-2	0	
Media and politics	2	3, 9, 12-13, 16, 18	2	7	1	3-4	1	1	1-2	1	15
Partisan media bias	0		0		0		0	28	1	0	
Radio	0		1	2-6	0		0	0		0	
Newspaper	1	3, 9, 12-13, 16, 18	1	2-6	1	1-4	0	0		0	
Political behavior											
Party identification	2	2, 6, 12-13, 16	3	2-8	4	1-4	0	13	1-2	0	
Political participation	61	1-19	17	2-8	10	1-4	10	168	1-2	26	3, 7, 9-12, 15
Voting behavior	24	1-19	2	2-8	4	1-4	8	57	1-2	3	10, 14-15

Subtopic	ALLBUS		ESS		EVS		GESIS Panel	GLES		ISSP	
	items	waves (19)	items	waves (8)	items	waves (4)	items	items	waves (2)	items	waves (15)
Religion											
Attitude on Islam	2	10, 13, 15, 18	0		0		2	0		0	
Experience with & attitude on alternative beliefs	27	13, 18	0		10	1-4	0	0		9	4, 12
Beliefs	6	13, 18	0		27	1-4	0	0		6	4, 12
Understanding of god and meaning of life	12	2, 8, 13, 18	0		13	1-4	0	0		7	4, 12
Church and society	0		0		14	1-4	0	0		4	4
Religion and State	1	13, 18	0		6	3-4	0	2	1-2	7	4, 12
Religious affiliation	1		4	2-8	3	1-4	0	1	1-2	2	4, 12
Religious practice	11	1-19	6	2-8	6	1-4	1	5	1-2	8	4, 9-10, 12, 15
Religious socialization	8	2, 8, 12-13, 18	3	2-8	5	2-4	0	0		7	4, 12
Religiosity	20	1-2, 4, 6-8, 11-13, 17-18	2	2-8	14	1-4	1	1	1-2	13	4, 8, 12
Tolerance and extremism	6	10, 13, 15, 18	0		7	1-4	0	0		10	3-4, 7, 11-12
Trust in the church	2	3, 9, 12-13, 18	0		1	1-4	0	0		1	4, 12
Social Justice											
Views on earnings and income	1	1-2, 6-8, 10, 12-17, 19	0		1	1-3	0	0		34	5, 8, 13
Career advancement / social advancement	16	3, 7, 9, 12, 14, 19	0		1	2	0	0		33	5, 8, 11, 13
Preferred form of society	0		0		1	1-2, 4	0	0		4	8, 13
Discrimination	10	10, 15	19	2-8	0		0	0		11	3, 8, 13-14
Estimation: Social problems	0		6	2-8	0		0	0		0	
Estimation: Unemployment	0		0		1	2-4	0	0		0	
Attitudes on social justice	9	2-5, 7, 9, 11-14, 16-17, 19	14	3, 5-6	9	1-4	0	8	1-2	20	3, 5-8, 10-11, 13-15
Attitudes on expansion or reduction of social services	7	1-3, 5-10, 12, 14, 16-17, 19	3	5	0		0	8	2	12	3, 7, 10-12, 15

Subtopic	ALLBUS		ESS		EVS		GESIS Panel	GLES		ISSP	
	items	waves (19)	items	waves (8)	items	waves (4)	items	items	waves (2)	items	waves (15)
Intergroup conflicts	20	1-2, 6, 17	0		2	1	0	0		7	5, 8, 13
Social position	10	1-19	6	7-8	4	4	0	2	1-2	19	5-6, 8-15
Functions of the state: Social justice	3	3, 7, 9, 12, 14, 17, 19	18	2-8	4	3	0	0		28	3-11, 13-15
Social networks and capital											
Type of involvement	1	11, 13-14, 18	26	2, 4-5, 7	16	1-4	2	0		2	9
The common touch	1	4, 7-8, 11, 18	7	2, 4, 7-8	16	3-4	4	0		3	9, 14
Friends member of club / organization	0		12	2	0		0	0		0	
Reasons for involvement	0		0		19	2-3	1	0		1	9, 14
Assistance	0		10	3-4, 7-8	0		0	0		34	1, 9
Union membership	13	1-19	5	2	2	1-4	1	5	1-2	2	9-10, 15
Club/Organization membership	25	1-8, 11, 16-17, 19	13	2	16	1-4	8	6	1-2	7	8-10, 12-13, 15
Size of social network	1	17	4	2-8	0		0	1	2	1	11, 15
Representation by lobbies	0		0		0		0	2	1-2	0	
Social relationships and quality	1	1-2, 4, 6-8, 11, 18	6	2, 4, 7	2	1-4	4	0		5	9, 11
Social networks	35	1, 6, 12, 17	0		10	1-2	1	0		57	1, 6, 9
Social trust	2	2, 6-8, 10, 12-19	3	2-8	7	1-4	1	1	1-2	7	9-13, 15
Timing of life											
Events at a certain age	0		0		6	4	0	0		0	
Divorce of relative	0		0		3	4	0	0		0	
Death of relative	0		0		3	4	0	0		0	

Subtopic	ALLBUS		ESS		EVS		GESIS Panel	GLES		ISSP	
	items	waves (19)	items	waves (8)	items	waves (4)	items	items	waves (2)	items	waves (15)
Environment											
General environmental attitudes	0		2	2-6	9	2, 4	15	0		17	8, 13
Local environmental impact	15	3, 5, 8, 14, 19	0		0		4	0		1	8
Attitudes on energy revolution	1	1, 6	0		0		11	0		0	
Attitudes on environmental movements	0		0		1	2	0	0		0	
Environmental efficacy	0		0		0		0	0		1	8, 13
Threat of specific environmental problems	0		0		1	3-4	0	0		11	8, 13
Participation in environmental organization	1	16-17, 19	4	2	4	1-4	0	2	1-2	4	8, 13
Environmental policy	0		0		2	2-3	2	12	1-2	13	3, 7-8, 11, 13
Environmental behavior	0		0		0		10	0		6	8, 13
Trust in environmental information	0		0		0		0	0		6	8
Importance of environmental threats	0		0		0		0	0		6	13
Knowledge about environmental threats	0		0		0		0	0		7	8, 13
Willingness to pay for environmental protection	0		0		1	1-4	3	0		3	8, 13
Importance of life domains											
Social comparison	0		0		0		5	0		0	
Importance of life-domains	11	1-2, 4, 6-8, 11, 13, 18	7	2	6	2-4	12	0		5	11-12