

## ESS Round 9 Question Module Design Template<sup>1</sup>

**Module Title:** Justice and Fairness in Europe: Coping with Growing Inequalities and Heterogeneities

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## SECTION A. Theoretical background

### Rationale

Over the past few decades, European societies have witnessed unprecedented increases in wealth and income inequalities (Stiglitz, 2003; Piketty, 2014; Salverda et al., 2014; Tóth, 2014; OECD, 2015; see also Atkinson & Bourguignon, 2015). Faced with more flexible labour markets, open trade, skill-based technological changes, and major socioeconomic structural changes, European welfare models (ESS 4, ESS 8) have been unable to effectively address these rising inequalities. Until recently, income and wealth inequalities failed to capture public attention, and European policymaking at both the state and the E.U. levels was more focused on stimulating economic growth by improving conditions for international corporations and capital markets (Gilpin & Gilpin, 2000; Rodriguez & Rodrik, 2001). Recent developments, however, suggest that the era of political and public acquiescence with regard to rising inequality is coming to a halt. The financial crisis in 2008 and the burdens it placed on many European societies—not in the least in the form of the rising popularity of authoritarian political parties—have reinvigorated the focus on rising social and economic inequalities as well as on the current distributional mechanisms of income, wealth, education and other social resources.

Although it is clear that challenges pertaining to economic inequalities and the distribution of social resources will have an impact on European society and policy making in both the short and the long term, it is much less clear how such challenges can or should be effectively addressed. The current module attempts to fill this gap in the literature by examining how people perceive and evaluate inequalities. We also aim to examine social, political, and policy outcomes based on evaluations of inequality in different European societies, particularly in terms of social cohesion, trust in democratic institutions, and political engagement.

The legitimacy of existing inequalities is directly related to the basic functioning of modern democratic societies (Rothstein, 1998). On the one hand, huge economic and social inequalities could threaten the legitimacy and acceptance of societal institutions, hinder long-term economic prosperity, and thwart the capacity for innovation (Anderson & Singer, 2008; Freitag & Bühlmann, 2009). On the other hand, as has been evident in the large-scale social experiments of communism in the 20th century, societies that strive to realise the ideal of ultimate equality also encounter significant public resistance and seem doomed to fail. This suggests that both high levels of inequality and strict equality are not sustainable conditions and ultimately foster public backlash. European societies are thus faced with the difficult challenge of balancing a level of equality necessary to preserve individual rights and liberties while keeping inequality at bay so as not to hinder economic sustainability and/or damage a public sense of fairness regarding the allocation of resources. Meeting this challenge requires a comprehensive and systematic understanding of how people perceive and react to inequality as well as knowing which factors are most important in forming judgments about the justifiability of inequalities.

Inequalities are considered legitimate to the extent that, among other things, they either meet or violate citizens' normative expectations regarding the way in which valued resources should be distributed. These expectations differ not only within and between societies but also over time and according to the generosity of welfare regimes (Arts & Gelissen, 2001; Oorschot, Reeskens, & Meuleman, 2012). Moreover, normative expectations within a society change along with its basic structures. Given the present and future challenges faced by European societies, empirically grounded knowledge about the attitudes toward social justice—that is, the normative expectations regarding the norms, procedures, and results of the distribution of societal goods and burdens—is requisite for choosing appropriate political and policy measures.

With this module a European-wide database is build up that will provide not only insights into the fundamental question of the legitimacy of existing inequalities in European societies, but also an empirical basis for the study of the consequences of individual justice attitudes. Not only will such

an endeavour advance the state of knowledge of contemporary perceptions and preferences regarding inequality (which is surprisingly anachronistic, and particularly lacking at the cross-national level); it also merits the attention of social scientists and policy-makers function outside the traditional disciplinary boundary of social justice research.

Why do people strive for justice? Why is it important for the individual? Given its importance, how can the concept of justice (justice attitudes) help to explain other social phenomena? Although the answer to the question “What is justice?” may vary individually and structurally, the motivation to live in a society perceived as just is both fundamental and ubiquitous (Benabou & Tirole, 2006; Lerner, 1980). The desire to be a part of social arrangements that seem fair is a fundamental human motivation. It is linked to the idea that the world is manageable and predictable and is central to the human ability to engage in goal-directed activity at both the individual and the social levels (see Lerner, 1977, 2003). As a result attitudes towards justice and fairness not only affect how people evaluate a specific law or policy but also change their mere connection to society and state institutions. That is, people are more likely not only to endorse policies that correspond to their normative expectations about justice but also to become better and more committed citizens as a result (see Tyler, 2008).

This module is situated within the research framework of distributive justice and the allocation of social and economic resources (Scherer, 1992; Sabbagh & Schmitt, 2016). This research supports a four-fold classification of distributive justice attitudes that reflect the order-related principles of equality, equity, need, and entitlement (Liebig & Sauer, 2016). Predominantly focusing on equality and equity, the results of existing research highlight the same tension that is guiding this proposed module: while high levels of inequality violate the distributive principle of equality, strict equality violates the distributive principle of equity. While many studies support the conclusion that people find a balance between equality and equity (Frohlich & Oppenheimer, 1992; Scott, Matland, Michelbach, & Bornstein, 2001; Traub, Seidl, Schmidt, & Levati, 2005), few studies have examined how this balance is achieved in the context of rising inequalities and what levels of inequality will no longer be justifiable.

The only cross-national study that has collected data on justice attitudes up to now in a more comprehensive way was the International Social Survey Programme (ISSP), which also follows a longitudinal-trend design to uncover changes on the aggregate level over time. However, this approach has led to a specific problem: because the respective module on “Social Inequality” was initiated 30 years ago using measures developed in the 1970s, the existing ISSP on justice attitudes does not reflect the theoretical and methodological progress that has taken place in empirical justice research. The following examples may illustrate this problem:

(1) *Justice attitudes related to one’s own earnings*: We know that long-lasting experiences of injustice related to rewards for paid work are strong predictors of physiological and psychological health problems. Moreover, Wilkinson and Pickett (2009) assume that earnings inequalities cause severe societal problems, claiming that greater equality in terms of income and wealth distributions would be in the rational interest of each individual. Because we have no comparative and prevailing data based on a state-of-the-art measure of perceived earnings injustice, we cannot compare the overall level of perceived injustice in different countries with other measures that might help to prove Wilkinson and Pickett’s assumption that people in more equal societies experience less reward injustice with its related consequences.

(2) *Procedural justice*: Perceived violations of procedural justice have a much greater effect on behavioural reactions than does the felt injustice related to outcomes, however measures of procedural justice concerns are missing from cross-national studies.

(3) *Distinction between reflexive and non-reflexive justice attitudes*: Past justice research distinguishes between reflexive and non-reflexive justice attitudes (Jasso, 1999, 2007). In reflexive justice attitudes people evaluate their *own* outcomes whereas in non-reflexive justice attitudes people evaluate outcomes of *others*. To date, we have no adequate measure for assessing own rewards and the rewards of others. Which is more important—the perception of

injustice in a society or injustice related to one's own situation? And what are the consequences in terms of political behaviour or political attitudes when these two experiences differ, as when one's own situation is considered just but the situation in society is considered unjust, or vice versa?

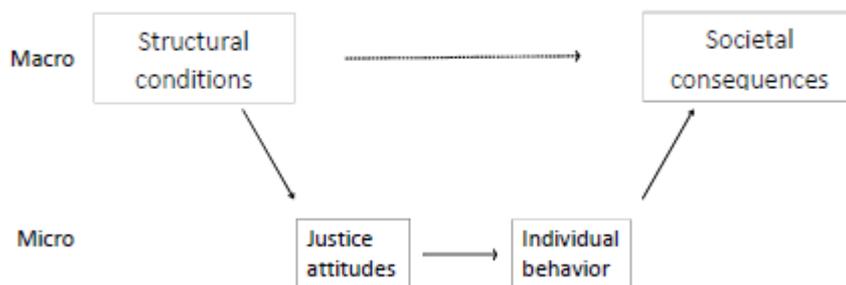
As these examples show, the theoretical and methodological shortcomings of the existing cross-national and longitudinal datasets do not allow researchers in the fields of psychology, sociology, political science, and economics to test predictions based on state-of-the-art theory on the basis of cross-national survey data. Consequently, the methodological and conceptual limits of the existing data regarding justice attitudes and their determining factors and consequences prevent substantial contributions to other research fields such as economic or sociological inequality research, political behaviour, or public policy and policy design.

### Theoretical/conceptual approach

Studying justice attitudes by means of cross-national surveys relies on the assumption that justice is a social phenomenon that can be conceptualised as a social value in the sense of shared “conceptions of the desirable” (see van Deth & Scarbrough, 1995, p. 28). Justice refers to the normative conception of the allocation and distribution of resources and burdens in a social aggregate. Three formal criteria constitute a state of justice (Koller, 1995): (1) equal treatment, (2) impartiality, and (3) consideration of legitimate claims. How to achieve this state—that is, which norms can be used to guide behaviour that will realise the value of justice – depends on the various conceptions of justice developed over time that have become a substantial part of human culture.

According to Miller, what is regarded as just in a substantial sense varies with the basic structure of a society (Miller, 1979, p. 342). Empirical research has revealed that individuals with the same social and cultural background and similar experiences over their lifespan tend to prefer the same conceptions of justice. Accordingly, attitudes toward justice can be regarded as “positional effects” (Boudon, 1998), i.e. they are affected by the own position within the social hierarchy of a society. Still, the question of how shared understandings of justice are affected by the increasing diversity and inequality of societies remains unanswered.

**Figure 1. Justice as a socially determined phenomenon and a social force affecting other societal structures and processes**



Experiences of (in)justice affect attitudes and behaviour and thereby lead to societal consequences that can affect the functioning of organizations, institutions, and society as a whole (Hegtvedt & Isom, 2014). Accordingly, two basic insights gained from past research can serve as building blocks in this European Social Survey [ESS] module: (1) Justice is socially determined because whether something is regarded as just depends on the social structures and processes of a society or other social aggregates (organizations, networks, groups), and (2) justice is a social force because it affects the economic, political, and social structures and processes within societies and other social aggregates. Figure 1 illustrates how both these aspects of justice—

social determination and social effectiveness—can be conceptualised within the epistemological paradigm of structural individualism (Liebig & Sauer, 2016).

Most sociological and psychological research during the last 60 years on the consequences of perceived (in)justice has been based on experimental research designs. Since the 1980s, justice attitudes also became an integral part of large population survey programs either in cross-sectional (General Social Survey [GSS]) or longitudinal national (German Socio-Economic Panel [SOEP, Goebel et al., 2018]) and cross-national (ISSP, International Social Justice Project [ISJP]) designs. Questions such as what people think about justice and how these normative preferences guide their behavioural reactions on inequalities have been receiving more attention in experimental and survey research in behavioural economics (Clark & d'Ambrosio, 2015).

Based on the broad stock of research related to the consequences of perceived injustice, we know that justice attitudes affect cooperative behaviour in social interactions. If individuals think that they are getting their fair share, feel that they are being treated fairly when goods and burdens are distributed, and have the impression that others are also treated fairly by authorities, societal institutions, and individuals, they will be more disposed to follow rules and norms voluntarily and to contribute to the production of common goods. In the reverse case—that is, when they perceive injustices—people start to disrespect social and institutional norms. The sense of justice and the related norms of justice are tools to protect them from exploitation by those who do not contribute to a common good but who try to enjoy the fruits of cooperation (Trivers, 1985; Krebs, 2008).

Being unjustly treated or observing unjust treatment of others is therefore a signal that some individuals or groups are trying to maximise their interests at the cost of other individuals or groups. Because humans are predisposed to avoid losses (Kahneman & Tversky, 1984), especially when they cooperate with others, the reactions to perceived injustices are aimed at terminating cooperation and comprise the kinds of attitudes and behaviours that justice research has identified repeatedly in different social contexts. Because perceived and observed injustices violate people's fundamental justice motive, and occasionally their self-interest, they react by lowering their trust in others and in the respective institutions they perceive to be responsible for the injustices. Moreover, prolonged experiences of injustice—especially those related to their own earnings and rewards for their efforts—lead to psychological and physiological health problems (Schunck et al., 2015).

It follows that perceptions of injustice concerning the allocation of societal goods and burdens are directly linked to the very fundamental processes that constitute social aggregates and societies as a whole. With modern societies requiring the constant growth of cooperation, justice becomes more important, from an individual's point of view, as a reference point for identifying instances of cheating and exploitation. On the other hand, as societies depend more and more on voluntary cooperation in all societal fields, they must ensure just treatment of their citizens to establish mutual trust and willingness to cooperate. Thus, efforts to survey people's views about justice and to identify the areas and issues where injustices are perceived are not only important goals from an academic point of view; they also provide a foundation for identifying the need for societal and political action.

In contrast to existing ESS modules—especially those concerning the welfare state and aspects of juridical justice—this module focuses on how European citizens evaluate their position in the allocations of social and economic resources, as well as the inequality of these allocations within their society. Studies that focus on the individual or political consequences of inequalities—most prominently those conducted by Wilkinson & Pickett (2009)—assume that individuals are affected by the type and magnitude of existing inequalities in their society. Findings on the individual, social, and especially political consequences of these inequalities have been far from consistent. For example, studies to determine the effect of income inequality on individual wellbeing have found both positive and negative consequences of existing inequalities (Verme, 2011; Clark &

D’Ambrosio, 2015). An explanation for these inconsistencies may lie in the interplay between objective and subjective levels of inequalities. First, reactions to “objective” inequalities are mediated by how they are subjectively perceived (Stouffer et al., 1949); second, individuals are affected (positively or negatively) not only by what they do or do not have in absolute terms, but also (and usually to a much greater extent) by how they evaluate their own position relatively to others (Runciman, 1966). From this it follows that if we seek to know the consequences of inequalities within societies, we must focus on the perception and evaluation of one’s own situation and the situations of others, as well as the interplay of the two.

This module aims to study how reflexive and non-reflexive justice evaluations affect different outcome variables such as personal or institutional trust, subjective well-being, or political attitudes and behavioural intentions. Reflexive justice evaluations are directed at one’s own situation and endowment with resources, such as income or wealth. Non-reflexive justice evaluations are oriented toward the endowments of others, that is, the income distribution within a society. Figure 2 illustrates the combination of these two perspectives and identifies four logical situations that might have different consequences when it comes to individual wellbeing or political behaviour.

**Figure 2. Interplay of reflexive and non-reflexive justice evaluations**

Evaluation of one’s own inequality-related situation (reflexive justice attitudes)	Evaluation of societal inequalities (non-reflexive justice attitudes)	
	Just	Unjust
Just		
Unjust		

Part of this micro-level orientation is also intended to identify individual perceptions and evaluations on the one hand and individual normative preferences on the other. The first goal is related to the question of how people perceive and evaluate the existing distribution of resources, while the latter comprises the normative ideas people have about how societal goods and burdens should be distributed. This distinction concerning attitudes toward factual and normative distributions is fundamental in four respects: First, it enables us to identify those areas and groups within a society in which injustice in the form of unfair outcomes and treatments is perceived to exist. Second, by comparing societies, we can identify the different levels of perceived injustice and relate them to the institutional, political, and economic characteristics of a society. Third, by also focusing on the notions of “what ought to be”, we will be able to better identify the normative expectations themselves and, from a comparative perspective, the societal determinants of those expectations toward a just society. Furthermore, this distinction is necessary because it may explain recent results from the inequality research referred to earlier.

Another possible explanation for the inconsistent findings concerning the relationship between income inequalities and well-being is that they are caused by two mechanisms: (1) people perceive inequalities differently according to their relative position and the information available to them regarding the magnitude of the inequalities, and (2) the way they evaluate inequalities depends on the expected gains and losses—their rational interests—and their normative preferences. Because their rational interests are related to their relative position within society and can be derived from objective status characteristics such as income, wealth, or education (or a combination of these characteristics), their normative preferences must be explicitly surveyed. To determine the latter, this module uses a framework that distinguishes four basic normative principles of allocation in a society: equality, equity, need and entitlement (Gollwitzer & van Prooijen, 2016). The underlying theoretical explanation is that these principles correspond to the four basic types of social relations: (1) egalitarian exchanges among equals, (2) economic relations aimed at maximizing cost/benefit ratios, (3) affectionate relations among people who share social bonds, and (4) hierarchical relations among people who differ in social rank (Fiske, 1992, Liebig & Sauer, 2016).

The distinctions between perceptions and evaluations, rational interests and normative preferences, and reflexive and non-reflexive justice attitudes will be complemented by an analytical framework that focuses on two fundamental conceptions from contemporary empirical justice research:

(1) *what* outcomes are allocated to individuals and how are these distributed within a society (distributive justice) (Jasso et al., 2016);

(2) *how* are these outcomes allocated (procedural justice) (Vermunt & Steensma, 2016).

On a more general level, the module also addresses a general belief that the world is a just place (belief in a just world).

### **(1) *What is allocated or distributed (distributive justice)?***

We concentrate on four inequality dimensions—income, wealth, educational and job opportunities—to consider how their distribution is perceived and evaluated and to examine the respondents' normative expectations. We chose these four dimensions not only since they represent allocation domains that are both fundamental and almost universally relevant, but also because these domains cover both economic (i.e., wealth and income) as well as social (i.e., education and job) allocations. The underlying theoretical concept is that of Jasso (1978, 2015), which assumes that justice attitudes toward the allocation of goods and burdens can be reconstructed by using the following formal model:

$$J = \ln\left(\frac{A}{C}\right)$$

The assumption is that the justice evaluation of a reward (J) can be expressed as the natural logarithm of the ratio of the actual reward (A) and the reward that is seen as just (C). If a reward is perceived as just, the actual reward equals the just reward, and the logarithm of that ratio is 0 (i.e., a state of perfect justice is depicted by 0). Instances of under-reward are expressed in negative numbers, while situations of over-reward, in which the actual reward exceeds the just reward, are expressed in positive numbers. The advantage to applying this model is that we (1) can study perceptions of earnings justice between different countries and arrive at meaningful numerical representations of perceived (in)justice (Jasso, 1999) and (2) can measure justice perceptions for both the reflexive and the non-reflexive case in a consistent way. We apply this model in studying justice evaluations of one's own income from labour (reflexive) and the societal income distribution (non-reflexive) to assess the degree of legitimation of the allocation and distribution of income within and between societies. Sociological inequality research distinguishes between inequality of outcomes and inequality of opportunities. The latter is seen as a fundamental problem within societies, especially since Western democracies are built on the premise of equal opportunity and fair chances. Both the reflexive and non-reflexive fairness of chances regarding educational and job opportunities are studied in this module.

### **(2) *How are the processes leading to these allocations or distributions perceived and evaluated (procedural justice)?***

A large body of literature shows that justice perceptions related to the procedures for how goods and burdens are allocated by and within institutions are decisive for the acceptance of the outcomes and a wide range of attitudes and behaviour (Hauenstein et al., 2001, Vermunt & Steensma 2016). An explanation for the relative importance of procedural justice is provided by Lind and Tyler's group-value theory: How individuals are treated is interpreted as a signal of social respect and of how a group, organization, or society values each single member (Vermunt & Steensma, 2016). These procedural aspects have been widely neglected in inequality research, especially when it comes to explaining justice attitudes toward one's own income and income inequality in general (Tyler, 2011). Building on the understanding of social mechanisms as put forward by Mayntz (2004), inequality-generating mechanisms can be understood as procedural elements that generate an individual's income or a distribution of incomes within a social

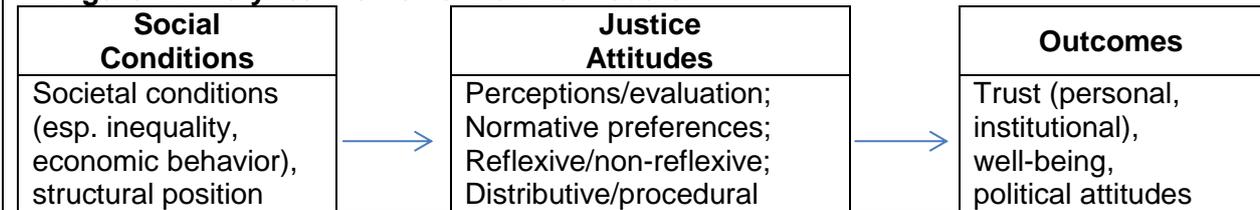
aggregate. Four mechanisms of inequality (re-)production are distinguished in the literature: market, social closure, exploitation, and cumulative advantage. In this module, we address whether there are different perceptions regarding how important these mechanisms are. Furthermore, we know that outcomes are better accepted when they are the result of just procedures—even when the outcomes are not favourable. We therefore add to the existing – mostly psychological – literature by studying the fairness perception of political procedures.

The entire structure of the proposed module is summarised in Figure 3 and its analytical framework is shown in Figure 4.

**Figure 3. Structure of the module**

Justice Attitude	Distributive Justice			Procedural Justice	Belief in a Just World
	Outcomes	Chances	Normative Orientations		
One's Own Situation (reflexive)					
Inequality in Society (non-reflexive)					

**Figure 4. Analytical framework of the module**



## **SECTION B. Brief description of all the concepts to be measured in the module and their expected relationships**

### **The conceptual framework**

The design of the module is based on the conceptual model presented in Figure 3 and will cover the areas of (1) *distributive justice*, (2) *procedural justice*, and (3) *the belief in a just world* as its first dimensions, and perceptions and evaluations related to the *own* (self-regarding) and *societal* (other-regarding) situation. The items on distributive justice are divided into those concerned with basic resources (income and wealth) and those concerned with life chances and opportunities (for getting a job and good education). As there is still no empirically based knowledge about the relative importance of self- or other-regarding justice considerations the module captures reflexive (respondents) as well as non-reflexive (societal) justice evaluations. Testing the relative importance of both considerations requires a parallel measurement, which is done for income – as the most important dimension of social inequalities – by measuring the justice evaluation (J in Jasso's formula) for the non-reflexive (income distribution in society) as well as for the reflexive case. That enables us to test which evaluation – reflexive or non-reflexive – might be more relevant for predicting political and other attitudes. The parallel measurement approach is followed for the justice evaluation of life-chances (getting a job and good education) as well, where respondents are asked to evaluate both their own and the life chances of others in society.

Attitudes towards the justice of outcomes (resources and opportunities) are not only based on rational interests or social comparisons processes but also on normative preferences. According to research within social psychology and normative justice theory these preferences are related to four basic justice principles (equality, equity, need, and entitlement) (Liebig & Sauer, 2016).

Following the literature on the importance of procedural justice concerns for the legitimacy of allocative decisions and the resulting distribution of goods and burdens, the module also takes into account respondents procedural justice considerations. As in the distributive justice case, there is only little knowledge on the relative importance of self- and other-regarding experiences of procedural (in-)justice. Therefore, attitudes toward procedural justice are covered by items that describe the personal experience of unfair treatment of respondents and also items that describe the procedures according to which resources in society are allocated. As the module is concerned with the more general question under which conditions inequalities are regarded as just or legitimate, the focus is on those societal procedures or societal mechanisms that are generating inequalities: social closure and market processes.

### **Complex concepts and their working names**

1. Distributive Justice: Justice of own income (*djoinc*)
2. Distributive Justice: Justice of the distribution of other resources (*djres*)
3. Distributive Justice: Justice of own life chances (*djolic*)
4. Distributive Justice: Justice of life chances within society (*djslich*)
5. Distributive Justice: Basic normative principles (*djnp*)
6. Procedural Justice (*pj*)
  - 6.1 Procedural Justice: Perception of inequality-generating mechanisms (*pjmec*)
  - 6.2 Perception of political procedural justice in society (*pjpol*)

### **Simple concepts and their working names**

1. Distributive Justice: Justice evaluation of country's income distribution, 10<sup>th</sup> decile (*djdincj10*)
2. Distributive Justice: Justice evaluation of country's income distribution, 1<sup>st</sup> decile (*djdincj1*)
3. General belief in a just world (*gbjw*)

**Figure 5. Content of the module**

Justice Attitude	Distributive Justice			Procedural Justice	Belief in Just World
	Outcomes (income, wealth, education)	Chances	Normative orientations		
One's own situation (reflexive)	Justice of own income ( <i>djoinc</i> )	Justice of own life chances ( <i>djolic</i> )		Experience of exploitation ( <i>pjexplr</i> ) (core)	
Inequality in society (non-reflexive)	Justice of the distribution of income, 10 <sup>th</sup> and 1 <sup>st</sup> deciles ( <i>djdincj10</i> , <i>djdincj1</i> ) and other resources ( <i>djres</i> )	Justice of life chances within society ( <i>djslich</i> )	Basic normative principles ( <i>djnp</i> )	Perception of inequality-generating mechanisms ( <i>pjmec</i> ) Perception of procedural justice in society ( <i>pjpol</i> )	General belief in a just world ( <i>gbjw</i> )

**Final question wording (additional item for routing respondents according to source of income):**

**ASK IF MORE THAN 1 HOUSEHOLD MEMBER AT F1 (IF F1 > 1)**

**F42a<sup>2</sup> CARD 46** Now please consider your own individual income.

What is your main source of income?

- Wages or salaries 01
- Income from self-employment (excluding farming) 02
- Income from farming 03
- Pensions 04
- Unemployment/redundancy benefit 05
- Any other social benefits or grants 06
- Income from investment, savings, insurance or property 07
- Income from other sources 08
- No source of income 09
- (Refusal) 77
- (Don't know) 88

<sup>2</sup> **NEW QUESTION** as part of the ESS9 module on Justice and Fairness. Please refer to item F40 to guide the translation.

## SECTION C. Complex concepts

### COMPLEX CONCEPT NAME: Distributive justice: Justice of own income [*djoinc*]

#### Describe the concept in detail, outlining the various sub concepts it comprises

##### Distributive Justice: Perceived justice of own income, reflexive

Income from work is one of the central dimensions of social inequality. The amount of income a person has at its disposal affects more or less all spheres of personal life. The assumption is that both subjective well-being and the subjective legitimacy of the political and the economic system in a society are shaped by the sense of justice about own income. There are two concepts of income from work: *before* (gross income) and *after* taxes (net income). Justice of the gross income may affect the perceived legitimacy of the economic system and the evaluation of the existing mechanisms of allocating income in the labour markets. Net income is the result of country specific taxation schemes, contributions to the social security system and welfare state transfers. It is a more accurate indicator of the disposable income of a person and more related to subjective well-being and attitudes towards the political system and the welfare state. The latter will also be affected by the losses caused by taxation within a society. Taxation schemes impose financial burdens that vary between and within societal groups. As humans are more sensitive to losses the justice evaluation of the own tax burden might be important for the legitimacy of the political system and the welfare state (Jasso, 2017). The underlying theoretical framework is that of Jasso (1978, 2015), which assumes that justice attitudes toward the allocation of goods and bads (benefits and burdens) can be represented by the following formal model:

$$J = \ln\left(\frac{A}{C}\right)$$

The assumption is that a person's justice evaluation (J) of a reward can be expressed as the logarithm of the ratio of the actual reward (A) to the reward the person sees as just (C). If the actual reward equals the just reward, the logarithm of the ratio is 0 (i.e., a state of perfect justice is depicted by 0). If the actual reward is less than the just reward, the person is under-rewarded, and the log-ratio yields negative numbers, while situations of over-reward, in which the actual reward exceeds the just reward, are expressed in positive numbers.

The sub concepts are related to the three terms of the equation: Actual income (A), just income (C) and the justice evaluation (J). A and C are measured by amounts of money in the local currency. J is measured by using a 9-point scale with -4 = extremely unfair, unfairly low income, 0 = fair, and +4 extremely unfair, unfairly high income.

As outlined in Section A the perceived legitimacy of societal inequalities may not only depend on the evaluation of the own income. As inequalities between occupational groups have been increased in more or less all European countries, subjective fairness consideration may also be shaped by the standing of the own occupational group within the income hierarchy of a society – as research on relative deprivation has repeatedly shown. The evaluation of the income of the own occupational group is, hence, a substantial part of reflexive justice evaluations and has to complement the evaluation of the own income.

As with the justice evaluation of goods (here: net income from work) Jasso's framework can also be applied to the evaluations of bads. Moreover, increases or decreases in goods and bads – for example losses of goods – can also be evaluated. Thus, the justice of the own taxation can also be measured using the equation above.

The following items are variations of items that have been fielded in a number of national and cross-national surveys (ISJP, SOEP, Legitimation of Inequality over the Life-span [LINOS; Valet et al., 2014]).

#### Expected relationship with other complex and simple concepts

The just income and the justice evaluation of income are related, *ceteris paribus*, to both the overall distribution of income (*djdinc*) and to procedural justice concerns (*pj*), and these relations are many and varied and involve both determinants and consequences of the just reward and the justice

evaluation. For example, ideas of one's own just income may be shaped by the overall distribution of income – both average income and income inequality. Similarly, procedural considerations may also affect ideas of one's own just income. Furthermore, the literature contains hypotheses and empirical work linking the justice evaluation to well-being, health, self-esteem, satisfaction at work, and so on. One hypothesis not yet tested is that the combination of negative justice evaluations for self and positive justice evaluations for others – viz., self is under-rewarded while others are over-rewarded – leads to social discontent, obviously affecting the perceived legitimacy of the social and economic order.

**SUB CONCEPT NAME: Actual personal income [*djoinca*]**

**Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

Actual personal gross and net income can be measured directly. First, respondents are queried about their individual main source of income and depending on their responses they are asked about their income from voluntary or non-voluntary work (pay), their income from pensions, or their income from social benefits in the local currency. Queried frequencies of pay include weekly, monthly, and annual income. Depending on country-specific customs, respondents are directly asked about their best known frequency of pay (choosing from weekly, monthly, or annual) or the best known frequency will be selected by country NCs. If respondents are unwilling or unable to state their level of income directly, they will be asked to provide an answer using income brackets. For those receiving income from work, asking both gross and net pay will allow to calculate their "loss" from tax and other mandatory deductions.

**Can be measured directly.**

**Expected relationship with other sub concepts**

Actual personal income is one of the main indicators of a person's economic situation and her position within the existing structure of inequality within a society. The level of income is obviously decisive for the justice evaluation of the own income (*djoincj*), but it also affects ideas about the justice of the income of others. For example high earners tend to show less concern about distributive justice (cf. Liebig & Sauer, 2016) and are therefore expected to be less likely to perceive the income distribution as unjust (*djdinc*). Previous research suggests that personal income is also related to normative principles (Hülle et al., 2018). Accordingly, we expect that higher income is related to lower preferences for equality (*djnpequa*) and need (*djnpneed*) and a higher preference for entitlement (*djnpentit*).

**Final question wording:**

**Now some questions on your personal situation. Please remember that all the information you give me will be treated in the strictest confidence.**

**[The following block of questions (G8 to G17) is routed based on the respondent's main source of personal income, as previously reported in F42a (or F40 for one-person households). Questions with the 'a' suffix are asked to respondents receiving wages or salaries, income from self-employment or from farming; questions with the 'b' suffix are asked to respondents receiving pensions; questions with the 'c' suffix are asked to respondents receiving unemployment/redundancy benefit or other social benefits or grants.]**

**ASK IF RECEIVING INCOME FROM WAGES OR SALARIES, SELF-EMPLOYMENT OR FARMING AT F42a OR F40 [(IF F42a = 01, 02, 03) OR (IF F1 = 1 AND F40 = 01, 02, 03)]**

**In the following questions, I will first ask you about your gross pay before tax and compulsory deductions, and then about your net pay after tax and compulsory deductions.**

**G8a CARD 56** Thinking about your usual pay<sup>3</sup>, which one do you know best? Please choose your answer from this card.

**[Countries can include any subset of the 3 categories below]**

Weekly pay	1
Monthly pay	2
Annual pay	3
(Refusal)	7
(Don't know)	8

**NOTE ON ADMINISTRATION OF G8a**

The set of country-specific categories that are listed in the 'Consultation outcomes' for Justice and Fairness on the ESS9 NC Intranet should be made available to interviewers. In countries where two or more categories are relevant, G8a should be asked to all respondents. In countries where only one category is relevant, G8a should be skipped and the pre-selected frequency of pay should be included at G9a, G11a, G15a and G16a.

**G9a** What is your usual **weekly/monthly/annual**<sup>4</sup> gross pay before tax and compulsory deductions<sup>5</sup>?

**INTERVIEWER: Use 0 if the respondent does not receive any pay. If the respondent does not have a usual pay, ask them to think of the pay received in a typical week/month/year.**

**TYPE IN AMOUNT**  
[in own currency]  
**OR CODE**

(Refusal) 7777777  
(Don't know) 8888888

**ASK IF DON'T KNOW/REFUSAL AT G9a (G9a = 7777777, 8888888)**

**G10a CARD 57** Would you be able to tell me which letter describes your gross pay? If you don't know the exact figure, please give an estimate. **Use the part of the card that you know best: weekly, monthly or annual pay**<sup>6</sup>.

<sup>3</sup> 'Pay': income from work. This applies to all items using this wording.

<sup>4</sup> 'Weekly/monthly/annual' refers to the frequency the respondent knows best with respect to their pay, asked in G8a. This should be used to present the frequency respondents selected ('weekly', 'monthly' or 'annual') in the question wording of G9a, G11a, G15a and G16a; if the respondent refused to answer or answered 'don't know' at G8a, show 'monthly'.

<sup>5</sup> 'Tax and compulsory deductions': the same translation should be used as in item F41. This applies to all items using this wording.

<sup>6</sup> The actual amounts must NOT appear on the questionnaire. Only the letters and the corresponding numeric codes.

K	01
S	02
D	03
N	04
G	05
T	06
L	07
Q	08
F	09
J	10

(Refusal)	77
(Don't know)	88

**NOTE ON FRAMING INCOME QUESTION, CATEGORIES AND CARD**

An income showcard should be devised with approximate **weekly, monthly and annual amounts**. You should use **ten income range categories, each calculated based on the mean GROSS INDIVIDUAL PAY in your country**. Guidance on data sources and further instructions on the construction of categories will be provided as part of the Justice and Fairness consultation.

Please note that a showcard must **always** be used at this question. The ten rows on the showcard should display the income ranges selected and be preceded by the ten letters used above (or their Cyrillic equivalent) which helps to ensure respondent confidentiality. Each country can choose whether to include weekly, monthly or annual amounts on the showcard or include more than one of these as appropriate. The text in the last sentence of G10a (above) should be rephrased to match the solution selected. Queries should be referred to [ess@city.ac.uk](mailto:ess@city.ac.uk).

**ASK IF RECEIVING INCOME FROM WAGES OR SALARIES, SELF-EMPLOYMENT OR FARMING AT F42a OR F40 [(IF F42a = 01, 02, 03) OR (IF F1 = 1 AND F40 = 01, 02, 03)]**

**G11a** And what is your usual weekly/monthly/annual net pay after tax and compulsory deductions?

**INTERVIEWER: Use 0 if the respondent does not receive any pay. If the respondent does not have a usual pay, ask them to think of the pay received in a typical week/month/year.**

**TYPE IN AMOUNT**  
[in own currency]  
**OR CODE**

(Refusal) 7777777  
(Don't know) 8888888

**ASK IF DON'T KNOW/REFUSAL AT G11a (IF G11a = 7777777, 8888888)**

**G12a CARD 58** Would you be able to tell me which letter describes your net pay? If you don't know the exact figure, please give an estimate. Use the part of the card that you know best: weekly, monthly or annual pay<sup>7</sup>.

K 01

S 02

D 03

N 04

G 05

T 06

L 07

Q 08

F 09

J 10

(Refusal) 77

(Don't know) 88

#### **NOTE ON FRAMING INCOME QUESTION, CATEGORIES AND CARD**

An income showcard should be devised with approximate **weekly, monthly and annual amounts**. You should use **ten income range categories, each calculated based on the mean NET INDIVIDUAL PAY in your country**. Guidance on data sources and further instructions on the construction of categories will be provided as part of the Justice and Fairness consultation.

Please note that a showcard must **always** be used at this question. The ten rows on the showcard should display the income ranges selected and be preceded by the ten letters used above (or their Cyrillic equivalent) which helps to ensure respondent confidentiality. Each country can choose whether to include weekly, monthly or annual amounts on the showcard or include more than one of these as appropriate. The text in the last sentence of G12a (above) should be rephrased to match the solution selected. Queries should be referred to [ess@city.ac.uk](mailto:ess@city.ac.uk).

**ASK IF RECEIVING INCOME FROM PENSIONS AT F42a OR F40 [(IF F42a = 04) OR (IF F1 = 1 AND F40 = 04)]**

**G8b CARD 60** Thinking about your usual income from pensions, which one do you know best?

Please choose your answer from this card.

**[Countries can include any subset of the 3 categories below]**

Weekly income from pensions 1

Monthly income from pensions 2

Annual income from pensions 3

(Refusal) 7

<sup>7</sup> The actual amounts must NOT appear on the questionnaire. Only the letters and the corresponding numeric codes.

**NOTE ON ADMINISTRATION OF G8b**

The set of country-specific categories that are listed in the 'Consultation outcomes' for Justice and Fairness on the ESS9 NC Intranet should be made available to interviewers. In countries where two or more categories are relevant, G8b should be asked to all respondents. In countries where only one category is relevant, G8b should be skipped and the pre-selected frequency of pay should be included at G11b and G16b.

**G11b** What is your usual **weekly/monthly/annual**<sup>8</sup> **net** income from pensions **after tax and compulsory deductions**<sup>9</sup>?

**INTERVIEWER: Use 0 if the respondent does not receive any income from pensions. If the respondent does not have a usual income from pensions, ask them to think of the income from pensions received in a typical week/month/year.**

**TYPE IN AMOUNT**  
[in own currency]  
**OR CODE**

(Refusal) 7777777  
(Don't know) 8888888

**ASK IF DON'T KNOW/REFUSAL AT G11b (IF G11b = 7777777, 8888888)**

**G12b CARD 61** Would you be able to tell me which letter describes your **net**<sup>10</sup> income from pensions? If you don't know the exact figure, please give an estimate. **Use the part of the card that you know best: weekly, monthly or annual income**<sup>11</sup>.

- K 01
- S 02
- D 03
- N 04
- G 05
- T 06
- L 07
- Q 08
- F 09

<sup>8</sup> 'Weekly/monthly/annual' refers to the frequency the respondent knows best with respect to their income from pensions, asked in G8b. This should be used to present the frequency respondents selected ('weekly', 'monthly' or 'annual') in the question wording of G11b and G16b; if the respondent refused to answer or answered 'don't know' at G8b, show 'monthly'.

<sup>9</sup> Countries should include 'net' and 'after tax and compulsory deductions' only if income from pensions is subject to taxation and deductions.

<sup>10</sup> Countries should include 'net' only if income from pensions is subject to taxation and deductions.

<sup>11</sup> The actual amounts must NOT appear on the questionnaire. Only the letters and the corresponding numeric codes.

J	10
(Refusal)	77
(Don't know)	88

**NOTE ON FRAMING INCOME QUESTION, CATEGORIES AND CARD**

An income showcard should be devised with approximate **weekly, monthly and annual amounts**. You should use **ten income range categories, each calculated based on the mean NET INDIVIDUAL INCOME FROM PENSIONS in your country**. Guidance on data sources and further instructions on the construction of categories will be provided as part of the Justice and Fairness consultation.

Please note that a showcard must **always** be used at this question. The ten rows on the showcard should display the income ranges selected and be preceded by the ten letters used above (or their Cyrillic equivalent) which helps to ensure respondent confidentiality. Each country can choose whether to include weekly, monthly or annual amounts on the showcard or include more than one of these as appropriate. The text in the last sentence of G12b (above) should be rephrased to match the solution selected. Queries should be referred to [ess@city.ac.uk](mailto:ess@city.ac.uk).

**ASK IF RECEIVING INCOME FROM UNEMPLOYMENT/REDUNDANCY BENEFIT OR FROM ANY OTHER SOCIAL BENEFITS OR GRANTS AT F42a OR F40 [(IF F42a = 05, 06) OR (IF F1 = 1 AND F40 = 05, 06)]**

**G8c CARD 63** Thinking about your usual income from social benefits and/or grants<sup>12</sup>, which one do you know best? Please choose your answer from this card.  
**[Countries can include any subset of the 3 categories below]**

Weekly income from social benefits and/or grants	1
Monthly income from social benefits and/or grants	2
Annual income from social benefits and/or grants	3
(Refusal)	7
(Don't know)	8

**NOTE ON ADMINISTRATION OF G8c**

The set of country-specific categories that are listed in the 'Consultation outcomes' for Justice and Fairness on the ESS9 NC Intranet should be made available to interviewers. In countries where two or more categories are relevant, G8c should be asked to all respondents. In countries where only one category is relevant, G8c should be skipped and the pre-selected frequency of pay should be included at G11c and G16c.

<sup>12</sup> 'Social benefits and/or grants': a similar translation should be used as in item F40. This applies to all items using this wording.

**G11c** What is your usual weekly/monthly/annual<sup>13</sup> net income from social benefits and/or grants after tax and compulsory deductions<sup>14</sup>?

**INTERVIEWER:** Use 0 if the respondent does not receive any income from social benefits and/or grants. If the respondent does not have a usual income from social benefits and/or grants, ask them to think of the income from social benefits and/or grants received in a typical week/month/year.

**TYPE IN AMOUNT**  
[in own currency]

**OR CODE**

(Refusal) 7777777  
(Don't know) 8888888

**ASK IF DON'T KNOW/REFUSAL AT G11c (IF G11c = 7777777, 8888888)**

**G12c CARD 64** Would you be able to tell me which letter describes your net<sup>15</sup> income from social benefits and/or grants? If you don't know the exact figure, please give an estimate. Use the part of the card that you know best: weekly, monthly or annual income<sup>16</sup>.

K 01  
S 02  
D 03  
N 04  
G 05  
T 06  
L 07  
Q 08  
F 09  
J 10

(Refusal) 77  
(Don't know) 88

#### **NOTE ON FRAMING INCOME QUESTION, CATEGORIES AND CARD**

An income showcard should be devised with approximate **weekly, monthly and annual amounts**. You should use **ten income range categories, each calculated based on the mean NET**

<sup>13</sup> 'Weekly/monthly/annual' refers to the frequency the respondent knows best with respect to their income from social benefits and/or grants, asked in G8c. This should be used to present the frequency respondents selected ('weekly', 'monthly' or 'annual') in the question wording of G11c and G16c; if the respondent refused to answer or answered 'don't know' at G8c, show 'monthly'.

<sup>14</sup> Countries should include 'net' and 'after tax and compulsory deductions' only if income from social benefits and/or grants is subject to taxation and deductions.

<sup>15</sup> Countries should include 'net' only if income from social benefits and/or grants is subject to taxation and deductions.

<sup>16</sup> The actual amounts must NOT appear on the questionnaire. Only the letters and the corresponding numeric codes.

**INDIVIDUAL INCOME FROM SOCIAL BENEFITS AND/OR GRANTS in your country.** Guidance on data sources and further instructions on the construction of categories will be provided as part of the Justice and Fairness consultation.

Please note that a showcard must **always** be used at this question. The ten rows on the showcard should display the income ranges selected and be preceded by the ten letters used above (or their Cyrillic equivalent) which helps to ensure respondent confidentiality. Each country can choose whether to include weekly, monthly or annual amounts on the showcard or include more than one of these as appropriate. The text in the last sentence of G12c (above) should be rephrased to match the solution selected. Queries should be referred to [ess@city.ac.uk](mailto:ess@city.ac.uk).

**SUB CONCEPT NAME: Justice evaluation of personal income [*djoinc*]**

**Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

Evaluation of personal income as fair or unfair using a 9-point answer scale running from -4 (extremely unfair, unfairly low income) over 0 (= fair income) to +4 (extremely unfair, unfairly high income). Respondents receiving income from work are asked to evaluate both gross and net pay. Respondents receiving income from pensions or social benefits only evaluate their net income.

**Can be measured directly.**

**Expected relationship with other sub concepts**

As the evaluation of own income and the income distribution within society (*djdinc*) is measured in the same way, it can be tested whether justice evaluations about self or justice evaluations about others (reflexive or non-reflexive) have a greater impact on political attitudes and behavioural intentions (voting behaviour, trust etc.)

Evaluation of own income will be strongly affected by the assessment of procedural justice (*pjmec*) and of own life chances (*djulich*), especially educational and occupational opportunities (*djoliched*, *djolichjo*). In both cases we expect a negative correlation, i.e. the higher the injustice of societal procedures and the own life chances, the higher also the injustice related to the own income in the sense of "under-rewarded". Experiences of exploitation (*pjexplr*) may also contribute to the feeling of unjust earnings if those experiences of exploitation are related to the employer, for example.

**Final question wording:**

**ASK IF THE GROSS PAY REPORTED AT G9a IS GREATER THAN 0, OR IF THE RESPONDENT ANSWERED DON'T KNOW/REFUSAL AT G9a (IF G9a > 0 OR G9a = 7777777, 8888888)**

**G13a<sup>17</sup> CARD 59** Would you say your gross pay is unfairly low, fair<sup>18</sup>, or unfairly high?

- If you think your pay is unfairly low, please choose a number from the left-hand side.
- If you think your pay is fair, please choose 0.
- If you think your pay is unfairly high, please choose a number from the right-hand side.

<sup>17</sup> Please keep the orientation of this response scale as in the source questionnaire, including when adapting it for a right-to-left language version. This applies to all items using a similar response scale.

<sup>18</sup> 'Fair' (and 'unfairly low/high') in the sense of a fair or just allocation of resources – please choose the term that is most appropriate in your language and which can be used with both 'fair' and 'unfairly'. This applies to all items using a similar response scale. In case of doubt, please check with the Translation team [ess\\_translate@gesis.org](mailto:ess_translate@gesis.org).

**Unfairly low pay**

**Unfairly high pay**

Extremely unfair	Very unfair	Some-what unfair	Slightly unfair	Fair pay	Slightly unfair	Some-what unfair	Very unfair	Extremely unfair	(Refusal)	(Don't know)
-4	-3	-2	-1	0	+1	+2	+3	+4	7	8

**ASK IF THE NET PAY REPORTED AT G11a IS GREATER THAN 0, OR IF THE RESPONDENT ANSWERED DON'T KNOW/REFUSAL AT G11a (IF G11a > 0 OR G11a = 7777777, 8888888)**

**G14a STILL CARD 59** Would you say your net pay is unfairly low, fair, or unfairly high?

**INTERVIEWER:** If the respondent needs additional instructions on how to use the scale, please say:

- 'If you think your pay is unfairly low, please choose a number from the left-hand side.
- If you think your pay is fair, please choose 0.
- If you think your pay is unfairly high, please choose a number from the right-hand side.'

**Unfairly low pay**

**Unfairly high pay**

Extremely unfair	Very unfair	Some-what unfair	Slightly unfair	Fair pay	Slightly unfair	Some-what unfair	Very unfair	Extremely unfair	(Refusal)	(Don't know)
-4	-3	-2	-1	0	+1	+2	+3	+4	7	8

**ASK IF THE NET INCOME FROM PENSIONS REPORTED AT G11b IS GREATER THAN 0, OR IF THE RESPONDENT ANSWERED DON'T KNOW/REFUSAL AT G11b (IF G11b > 0 OR G11b = 7777777, 8888888)**

**G14b CARD 62** Would you say your net<sup>19</sup> income from pensions is unfairly low, fair, or unfairly high?

- If you think your income from pensions is unfairly low, please choose a number from the left-hand side.
- If you think your income from pensions is fair, please choose 0.
- If you think your income from pensions is unfairly high, please choose a number from the right-hand side.

<sup>19</sup> Countries should include 'net' only if income from pensions is subject to taxation and deductions.

Unfairly low income				Unfairly high income					(Refusal)	(Don't know)
Extremely unfair	Very unfair	Somewhat unfair	Slightly unfair	Fair income	Slightly unfair	Somewhat unfair	Very unfair	Extremely unfair		
-4	-3	-2	-1	0	+1	+2	+3	+4	7	8

**ASK IF THE NET INCOME FROM SOCIAL BENEFITS AND/OR GRANTS REPORTED AT G11c IS GREATER THAN 0, OR IF THE RESPONDENT ANSWERED DON'T KNOW/REFUSAL AT G11c (G11c > 0 OR G11c = 7777777, 8888888)**

**G14c CARD 65** Would you say your net<sup>20</sup> income from social benefits and/or grants is unfairly low, fair, or unfairly high?

- If you think your income from social benefits and/or grants is unfairly low, please choose a number from the left-hand side.
- If you think your income from social benefits and/or grants is fair, please choose 0.
- If you think your income from social benefits and/or grants is unfairly high, please choose a number from the right-hand side.

Unfairly low income				Unfairly high income					(Refusal)	(Don't know)
Extremely unfair	Very unfair	Somewhat unfair	Slightly unfair	Fair income	Slightly unfair	Somewhat unfair	Very unfair	Extremely unfair		
-4	-3	-2	-1	0	+1	+2	+3	+4	7	8

**SUB CONCEPT NAME: Personal income evaluated as just [djoincc]**

**Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

Amount of personal gross and net income from work in the local currency (income frequency to be queried from respondent or country specific frequency determined by NCs) that is perceived as just. For individuals receiving income from pensions or social benefits only the fair level of net income is queried.

Justice evaluations of gross pay are related to the economic system and allocation of resources on the labour markets, while fairness perceptions of net pay are also affected by country specific taxation and social security schemes. Asking for both just gross and just net allows us to assess the just burden from tax and mandatory deductions, which means the logarithmic ration of actual burden to just burden can be calculated. This yields an indirect measure for the justice evaluation of the burden from tax and mandatory deductions.

<sup>20</sup> Countries should include 'net' only if income from social benefits and/or grants is subject to taxation and deductions.

**Can be measured directly.**

**Expected relationship with other sub concepts**

A canonical principle in justice research is the Hatfield Principle: “Justice is in the eye of the beholder.” Thus, ideas of the just reward are respondent-specific. For example, respondents will disagree with each other about the just pay for particular workers. Every empirical study that has ever tested for respondent agreement on the earnings of others has found substantial differences. But, aside from respondent’s own economic situation and a just earnings function (with determinants like skills and effort), little is known about the sources of ideas of the just reward. Perception of inequality generating mechanisms (*pjmec*) and political procedural justice in society as unfair (*pjpol*) are expected to be associated with viewing one’s own income as unjustly too high, or even more strongly with viewing one’s own income as unjustly too low (Tyler, 2011b). The ESS will provide an unprecedented opportunity to assess determinants of just gross and net pay, not only from procedural justice (*pj*) and own and others’ life chances (*djolic*, *djslich*) but also from the rich array of other behavioural and social questions.

Assessments of the justice of own taxes and mandatory deductions play many parts, as both determinants and consequences. They are shaped, obviously, by basic normative orientations (*djnp*), their actual income (*djoinca*), justice evaluations of the income distribution (*djdinc*), and assessments of procedural justice (*pj*, *pjpolfa*; *pjpolim*; *pjpolgv*; *pjpoltr*) (Murphy, 2005). Regarding normative orientations, people supporting the equality principle (*djnpequa*) and need principle (*djnpneed*) are expected to be more likely to evaluate the burden from taxes and other deductions as just as people who mainly support the principle of equity (*djnpequy*) and entitlement (*djnpentit*). Overall, the more things the respondent thinks are “right with the world” the more likely the respondent is to think that the burden from taxes and other deductions is just. On the other hand, assessments that the world is unjust are expected to lead to assessments that the burden from tax and mandatory deductions is unjust. Further, respondents who judge themselves underpaid are likely to think their deductions are unjustly too high. As determinant, the justice evaluation about deductions is likely to shape general redistributive and political preferences. For example, thinking one’s deductions are too low will encourage redistribution, and conversely. More broadly, evaluations that deductions are too high may lead to a general distrust of the political structure.

**Final question wording:**

**ASK IF GROSS PAY NOT REPORTED AS FAIR AT G13a, INCLUDING IF RESPONDENT ANSWERED DON’T KNOW/REFUSAL AT G13a (G13a > 0 OR G13a < 0 OR G13a = 7, 8)**

**G15a** In your opinion, what would be a fair level of weekly/monthly/annual gross pay for you?

**TYPE IN AMOUNT**  
[in own currency]  
**OR CODE**

(Refusal) 7777777  
(Don’t know) 8888888

**ASK IF NET PAY NOT REPORTED AS FAIR AT G14a, INCLUDING IF RESPONDENT ANSWERED DON’T KNOW/REFUSAL AT G14a (G14a > 0 OR G14a < 0 OR G14a = 7, 8)**

**G16a** In your opinion, what would be a fair level of weekly/monthly/annual net pay for you?

**TYPE IN AMOUNT**  
[in own currency]  
**OR CODE**

(Refusal) 7777777  
(Don't know) 8888888

**ASK IF NET INCOME FROM PENSIONS NOT REPORTED AS FAIR AT G14b, INCLUDING IF RESPONDENT ANSWERED DON'T KNOW/REFUSAL AT G14b (G14b > 0 OR G14b < 0 OR G14b = 7, 8)**

**G16b** In your opinion, what would be a fair level of weekly/monthly/annual net<sup>21</sup> income from pensions for you?

**TYPE IN AMOUNT**  
[in own currency]  
**OR CODE**

(Refusal) 7777777  
(Don't know) 8888888

**ASK IF NET INCOME FROM SOCIAL BENEFITS OR GRANTS NOT REPORTED AS FAIR AT G14c, INCLUDING IF RESPONDENT ANSWERED DON'T KNOW/REFUSAL AT G14c (G14c > 0 OR G14c < 0 OR G14c = 7, 8)**

**G16c** In your opinion, what would be a fair level of weekly/monthly/annual net<sup>22</sup> income from social benefits and/or grants for you?

**TYPE IN AMOUNT**  
[in own currency]  
**OR CODE**

(Refusal) 7777777  
(Don't know) 8888888

**SUB CONCEPT NAME: Justice evaluation of income, own group [*djoincoc*]**

**Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

Based on the literature on relative deprivation this item (1) captures assessments of injustice related to the standing of one's own occupational group compared with other occupations in a society and (2) enables detailed analysis of those cases which respondents evaluate their own income as fair and that of their own occupation within society as unfair. Measurement follows Jasso's framework, asking for the justice evaluation of the gross income of the own occupational group (J in the formula), providing parallel measures of the justice evaluation of own gross income and own occupational group's income. Extending the measure of relative deprivation, we provide a parallel measure of justice evaluations of own pensions and pensions of others who worked in the same occupation. Similarly, we are able to compare justice evaluations of own income from social

<sup>21</sup> See previous footnote.

<sup>22</sup> See previous footnote.

benefits and of others receiving social benefits. The answer scale runs from -4 (extremely unfair, unfairly low income) over 0 (= fair income) to +4 (extremely unfair, unfairly high income).

**Can be measured directly.**

**Expected relationship with other sub concepts**

The justice evaluation of the income of the own occupational group is a measure of group related deprivation. There are four possible combinations related to the own income:

	Own occupation group	
	Just	Unjust
Own income		
Just	No Deprivation	Fraternal
Unjust	Egoistic	Double Deprivation

Group related deprivation may however also be related to the former occupational group now turned into a group of pension receivers or for those receiving social benefits, the group of benefit receivers may be a relevant reference group. To what extent other pension receivers who worked in the same occupation or others receiving social benefits are relevant groups and are related to the experience of relative deprivation, remains an empirical question.

How the three types of deprivation correlate with political behaviour, trust in society and other outcome variables has been mainly studied up to now by psychologists with student samples (Gollwitzer/van Prooijen, 2016). We will further extend this typology by also considering the justice evaluation of incomes of other groups in society (*djdincj1, djdincj10*). The concept is also likely to be related to the experience of exploitation (*pjexplr*). Additionally, by obtaining justice evaluations that distinguish between under-reward and over-reward, we will expand the framework from the four-cell table shown above to a nine-cell table, making it possible to explore more specific and more nuanced mechanisms. Examples would include the case where the respondent judges self as underpaid and the group as overpaid – and conversely.

**Final question wording:**

**ASK IF RECEIVING INCOME FROM WAGES OR SALARIES, SELF-EMPLOYMENT OR FARMING AT F42a OR F40 (IF F42a = 01, 02, 03, OR IF F1 = 1 AND F40 = 01, 02, 03)**

**G17a STILL CARD 59** In general, do you think the pay of people who work in the same occupation as you in [country] is unfairly low, fair, or unfairly high?

**INTERVIEWER:** If the respondent needs additional instructions on how to use the scale, please say:

- 'If you think this pay is unfairly low, please choose a number from the left-hand side.
- If you think this pay is fair, please choose 0.
- If you think this pay is unfairly high, please choose a number from the right-hand side.'

**Unfairly low pay**

**Unfairly high pay**

Extremely unfair	Very unfair	Somewhat unfair	Slightly unfair	Fair pay	Slightly unfair	Somewhat unfair	Very unfair	Extremely unfair	(Refusal)	(Don't know)
-4	-3	-2	-1	0	+1	+2	+3	+4	7	8

**ASK IF RECEIVING INCOME FROM PENSIONS AT F42a OR F40 [(IF F42a = 04) OR (IF F1 = 1 AND F40 = 04)]**

**G17b STILL CARD 62** In general, do you think the incomes from pensions of people who worked in the same occupation as you in [country] are unfairly low, fair, or unfairly high?

**INTERVIEWER:** If the respondent needs additional instructions on how to use the scale, please say:

- 'If you think these incomes are unfairly low, please choose a number from the left-hand side.
- If you think these incomes are fair, please choose 0.
- If you think these incomes are unfairly high, please choose a number from the right-hand side.'

**Unfairly low income(s)**

**Unfairly high income(s)**

Extremely unfair	Very unfair	Somewhat unfair	Slightly unfair	Fair income(s)	Slightly unfair	Somewhat unfair	Very unfair	Extremely unfair	(Refusal)	(Don't know)
-4	-3	-2	-1	0	+1	+2	+3	+4	7	8

**ASK IF RECEIVING INCOME FROM UNEMPLOYMENT/REDUNDANCY BENEFIT OR FROM ANY OTHER SOCIAL BENEFITS OR GRANTS AT F42a OR F40 [(IF F42a = 05, 06) OR (IF F1 = 1 AND F40 = 05, 06)]**

**G17c STILL CARD 65** In general, do you think the incomes from social benefits of people receiving social benefits in [country] are unfairly low, fair, or unfairly high?

**INTERVIEWER:** If the respondent needs additional instructions on how to use the scale, please say:

- 'If you think these incomes are unfairly low, please choose a number from the left-hand side.
- If you think these incomes are fair, please choose 0.
- If you think these incomes are unfairly high, please choose a number from the right-hand side.'

Unfairly low income(s)				Unfairly high income(s)					(I only receive income from grants)	(Refusal)	(Don't know)
Extremely unfair	Very unfair	Somewhat unfair	Slightly unfair	Fair income(s)	Slightly unfair	Somewhat unfair	Very unfair	Extremely unfair			
-4	-3	-2	-1	0	+1	+2	+3	+4	5	7	8

**COMPLEX CONCEPT NAME: Distributive justice: Justice of the distribution of other resources [djres]**

**Describe the concept in detail, outlining the various sub concepts it comprises**

**Distributive Justice: Justice evaluation of resources (wealth)**

Inequalities within a society can be observed on several dimensions. In some Western societies a declining importance of income from work for the position within the societal inequality structure can be observed over the last 20 years. Moreover, in some countries the inequality of the distribution of wealth is changing much faster than the inequalities of earnings (Piketty, 2014). The subjective legitimacy of the political system is then not only affected by the perceived justice of the allocation and distribution of personal income but also of wealth.

**Expected relationship with other complex and simple concepts**

We expect strong relationships with *pjmec* and *pjpol* in the direction that perceived procedural justice legitimises differences in wealth (see Vermunt/Steensma 2016). Respondents that evaluate their own life chances (*djolich*) as well as the life chances of others in society negatively, will also evaluate the distribution of wealth as unjust.

There is also relationship between normative orientations (*djnp*) in the direction that those preferring equality will be more likely to evaluate the existing differences in wealth as “unjustly too high”.

We also assume that an evaluation of own income as just will be mirrored by a more positive evaluation (= just) of the differences in wealth.

**SUB CONCEPT NAME: Evaluation of country’s wealth distribution [djreswe]**

**Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

While this module puts special emphasis on the in-depth investigation of income inequalities, differences in wealth are another important dimension of economic inequality. The aim of this sub concept is to capture the justice evaluation of the wealth distribution within a respondent’s own country. More specifically, measurement follows Jasso’s framework, asking for the justice evaluation of differences in wealth in their own country (J in the formula). The concept yields a non-reflexive justice evaluation and uses the 9-point scale running from –4 (extremely unfair, unfairly small differences) over 0 (= fair differences) to +4 (extremely unfair, unfairly large differences). **Can be measured directly.**

**Expected relationship with other sub concepts**

See above.

**Final question wording:**

**G20 CARD 66** In your opinion, are differences in wealth<sup>23</sup> in [country] unfairly small, fair, or unfairly large?

- If you think these differences are unfairly small, please choose a number from the left-hand side.
- If you think these differences are fair, please choose 0.
- If you think these differences are unfairly large, please choose a number from the right-hand side.

**Unfairly small differences**

**Unfairly large differences**

Extremely unfair	Very unfair	Some-what unfair	Slightly unfair	Fair dif-ferences	Slightly unfair	Some-what unfair	Very unfair	Extremely unfair	(Refusal)	(Don't know)
-4	-3	-2	-1	0	+1	+2	+3	+4	7	8

**COMPLEX CONCEPT NAME: Distributive justice: Justice of own life chances [djolich]**

**Describe the concept in detail, outlining the various sub concepts it comprises**

**Distributive Justice: Perceived justice of own life chances**

One of the basic distinctions within sociological inequality research is between outcomes and opportunities. Especially mobility research is focusing on the question of how societal structures shape the opportunities to get access to social positions and the resources related to them. One of the promises of modern, market oriented societies is that of the equality of life chances. Two fundamental elements linked to the concept of life chances are (access to) education and (access to) the labour market. The two sub concepts *djoliched* and *djolichjo* measure the perceived fairness of the respondent's own opportunities within the educational system and on the labour market. As in the other sections of the module, we follow consequently the idea that legitimacy of a societal inequality regime depends on the question of how individuals evaluate their own situation (*djolich*) and the situation within the society (*djslich*). It is an open question and subject to empirical analyses, which of both perspectives is more important for other attitudes related to the legitimacy of the political, economic and social system within a society.

**Expected relationship with other complex and simple concepts**

One's income level, and thus the positioning on the socio-economic ladder, is affected by different socio-economic and cultural conditions such as gender, ethnicity, race and so on. Thus, it is plausible to assume that legitimation of these inequalities is affected by the experience of just life chances (see also Hegtvedt et al., 2016). Therefore, perceived own life chances is likely to affect the perceived justice of own income (*djoinc*), distribution of incomes (*djdinc*) and wealth (*djreswe*) in society. We assume that a negative perception of own life chances will come with higher feelings

<sup>23</sup> 'Wealth' is to be translated in the sense of material prosperity, in the form of valuable possessions and/or money.

of injustice in the mentioned three other concepts. Moreover, negative experiences with respect to educational and occupational attainment (*djoliched*, *djoliched*) are expected to negatively affect perceptions of procedural justice (*pjpol*).

**SUB CONCEPT NAME: Evaluation of educational opportunity, reflexive [*djoliched*]**

**Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

The focus of this sub concept is how respondents evaluate their opportunities to achieve the level of education, given that education is a good which is allocated and distributed within a society.

**Can be measured directly.**

**Expected relationship with other sub concepts**

Our point of departure is that there is an intimate association between education and social inequality as determined by income levels. This association involves the distribution of valued educational "goods" such as tracking and grading students. Research in education has stressed the crucial long-term implications of such distributions; they provide differential learning opportunities and socialization experiences that affect students' academic achievements, subsequent educational careers and, ultimately, occupational positions and life chances, i.e., placement in the social inequality structure. For this reason, education is conceived as a "social justice" carrier that is meant to guarantee people's fair educational chances in life. In other words, perceived justice of educational opportunities is likely to affect the perceived justice of own income (*djoincj*), the general distribution of incomes (*djdinc*) and other resources (*djres*). Evaluating reflexive educational opportunities as unjust may also be linked to the feeling/experience of being exploited by others (*pjexplr*). Negative experiences with respect to occupational attainment (*djoliched*) should also negatively affect perceptions of procedural justice (*pjpolfa*, *pjpolim*, *pjpolgv*, *pjpoltr*).

**Final question wording:**

**The next few questions are about access to education and job opportunities.**

**G4 CARD 55** To what extent do you think this statement applies to you?

Compared to other people in [country], I have had a fair chance of achieving<sup>24</sup> the level of education<sup>25</sup> I was seeking.

<sup>24</sup> 'Achieving' should be translated in the sense of attaining, reaching or obtaining a certain level of education. This also applies to item G6.

<sup>25</sup> The same translation for 'level of education' should be used as in items F15, F44, F52, F56. This also applies to item G6.

Does not apply at all										Applies completely <sup>26</sup>		(I have not completed a level of education yet)	(Refusal)	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	55	77	88	

**SUB CONCEPT NAME: Evaluation of job opportunities, reflexive [djolichjo]**

**Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

The focus of this sub concept is how respondents evaluate the fairness of their own opportunities on the labour market – more specifically how fair are their personal chances to get a job. The item is fielded as a hypothetical statement referring to the job market “today” as we are interested in a justice evaluation of the current job market and not past or anticipated future experiences.

**Can be measured directly.**

**Expected relationship with other sub concepts**

Income levels are determined by the occupational job structure – i.e., type of job one occupies. Therefore, evaluation of job opportunities is likely to be affected by the perceived societal fairness in providing such opportunities (i.e., procedural justice (*pj*), social closure (*pjmescp*) and the functioning of job markets (*pjmemap*)) and concomitant levels of own income levels (*djoincj*). Evaluating reflexive job opportunities as unjust may also be linked to the feeling/experience of being exploited by others (*pjexplr*). Negative experiences with respect to occupational attainment (*djolichjo*) negatively affect perceptions of political procedural justice (*pjpol*).

**Final question wording:**

**G5 STILL CARD 55** Imagine you were looking for a job today. To what extent do you think this statement would apply to you?

Compared to other people in [country], I would have a fair chance of getting the job I was seeking.

**Does not apply at all**

**Applies completely (Refusal) (Don't know)**

00 01 02 03 04 05 06 07 08 09 10 77 88

<sup>26</sup> The same translation should be used for this response scale as in ESS6 (items E17-E30). If translators are unsure, contact [ess\\_translate@gesis.org](mailto:ess_translate@gesis.org).

**COMPLEX CONCEPT NAME: Distributive justice: Justice of life chances within society [djslich]**

**Describe the concept in detail, outlining the various sub concepts it comprises**

**Distributive Justice: Perceived justice of societal life chances**

One of the basic distinction within sociological inequality research is between outcomes and opportunities. Especially mobility research is focusing on the question how societal structures shape the opportunities to get access to social positions and the resources related to them. One of the promises of modern, market oriented societies is that of the equality of life chances. The basic normative idea is that of an equality of opportunities, which is basically related to education and the access to the labour market.

The concept here aims to measure perceived justice of opportunities within the educational system and the labour market within a society.

As in the other sections of the module, we follow consequently the idea that legitimacy of a societal inequality regime depends on the question how individuals evaluate their own situation and the situation within the society. It is an open question and subject to empirical analyses, which of both perspectives are more important for other attitudes related to the legitimacy of the political, economic and social system within a society.

**Expected relationship with other complex and simple concepts**

People's positioning on the socio-economic ladder, is affected by different socio-economic and cultural conditions such as gender, ethnicity, race and so on. Thus, it is plausible to assume that the legitimization of these inequalities, i.e., perceived fairness of life chances provided by society is likely to affect the perceived justice of own income, distribution of incomes and wealth (*djoinc*, *djdinc*, *djreswe*).

One important research question is here, again, which relative importance do reflexive and non-reflexive evaluations have. We assume that the reflexive evaluation of life chances has more impact on the evaluation of the other outcomes (*djoinc*, *djdinc*, *djreswe*).

There is also the assumption that the evaluation of non-reflexive life chances is based on the own preferences of the normative principles (*djnp*).

**SUB CONCEPT NAME: Evaluation of educational opportunity, non-reflexive [djsliched]**

**Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

Perceived equality of opportunities within the educational system in the respondent's country: non-reflexive.

**Can be measured directly.**

**Expected relationship with other sub concepts**

As mentioned above, educational opportunities provided by society directly affect the position of an individual within the inequality structure of society. Therefore evaluation of educational opportunities as just is likely to affect the justice evaluation of own income, societal distribution of incomes and other resources in that way that a positive evaluation of the own chances will results in a more positive (just) evaluation of the other outcomes (*djoinc*, *djdinc*, *djres*).

**Final question wording:**

**G6 STILL CARD 55** To what extent do you think this statement applies in [country]?

Overall, everyone in [country] has a fair chance of achieving the level of education they seek.

**Does not  
apply at  
all**

**Applies (Refu- (Don't  
completely sal) know)**

00 01 02 03 04 05 06 07 08 09 10 77 88

**SUB CONCEPT NAME: Evaluation of job opportunities, non-reflexive [djslichjo]**

**Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

Perceived equality of opportunities within the labour market in the respondent's country: non-reflexive.

**Can be measured directly.**

**Expected relationship with other sub concepts**

One of the basic principle of legitimating inequalities is the idea of equal chances (Hegtvedt et al. 2016, Hegtvedt & Isom 2014). As inequalities are still mainly affected by labour market processes, we assume that chances on the labour market are a crucial area of legitimacy of the economic and social order in a society. Therefore, if chances are evaluated as fair, own income, societal income distribution and other resources will also be evaluated as just (*djoinc, djdinc, djres*). There will be also strong relations to the evaluation of own life chances. We expect that the possible combination of reflexive and non-reflexive evaluations of life chances related to education and job may be important to explain political attitudes and behaviour.

**Final question wording:**

**G7 STILL CARD 55** To what extent do you think this statement applies in [country]?

Overall, everyone in [country] has a fair chance of getting the jobs they seek.

**Does not  
apply at  
all**

**Applies (Refu- (Don't  
completely sal) know)**

00 01 02 03 04 05 06 07 08 09 10 77 88

**COMPLEX CONCEPT NAME: Distributive justice: Basic normative principles [djnp]****Describe the concept in detail, outlining the various sub concepts it comprises****Distributive Justice: normative principles**

The perception of social inequalities and the normative expectations people have regarding the distribution of benefits and burdens in a society has been one of the key components of nearly all major national and international survey programs in empirical social research since the 1970s (e.g., GSS, ISSP). The primary purpose was to examine the distribution of preferences with respect to equality and inequality – a distinction which is still dominant within recent research on welfare state attitudes. Starting in the mid-1970s, psychologists began to understand that individuals use a small, limited set of fundamental distribution rules when distributing and evaluating the allocation of benefits and burdens. In contrast to equity theory (Adams, 1963), which had been the predominant theory until then and which is based on the assumption that justice is assessed solely on the basis of the principle of proportionality, the new “multi-principle approach” emphasised the important role of the principles of equality and need (Deutsch, 1975). This set of three fundamental principles of distributive justice—equity, equality, and need—was later extended to also include a fourth principle, namely the principle of entitlement, according to which the allocation and distribution of benefits and burdens are considered to be just if the benefits and burdens in question are allocated and distributed on the basis of ascribed or acquired status characteristics (Miller, 1979; 1999). A broad number of empirical studies from psychology and sociology supports the classification of these four basic distributive justice principles (Liebig & Sauer, 2016, Hülle et al., 2018).

The following four items are originally part of a scale consisting of eight items and which has been used in a German language version in three large surveys (see Hülle et al., 2018). Hülle et al. (2018) provide also a more detailed description of the theoretical background of the concept.

**Expected relationship with other complex and simple concepts**

Individuals differ in their preferences according to the four normative principles. According to past research there will be cultural differences and differences that are attributed to the social position. As preferences for the four principles are regarded as “basic normative orientations” they will affect those concepts and sub concepts that are related to outcomes:

Equality principle: A strong preference will lead to an evaluation of high incomes as unjustly too high and low income as unjustly too low (*djdinc*). Differences with regard to wealth in a society will generally be evaluated as unjustly too high (*djres*).

Need principle: Low incomes (*djdincj1*) will be evaluated as unjustly too low, as the main idea of the need principle is improving conditions for those who are at the bottom of a society.

Equity principle: From that perspective inequalities are legitimate if they reflect individual efforts, thus, existing inequalities might be seen as just or the incomes at the 10<sup>th</sup> decile as too low (*djdincj10*) and at the bottom (*djdincj1*) as too high. In sum, evaluations of *djdinc* will reflect a preference for extending existing inequalities in income. This can also expected for wealth (*djreswe*).

Entitlement: Those who prefer this principle regard existing injustices as just (*djdinc*, *djres*).

**SUB CONCEPT NAME: Equality principle [djnpequa]****Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

*Equality*: everyone should receive the same in a society.

**Can be measured directly.**

**Expected relationship with other sub concepts**

Previous research suggests that that higher personal income (*djoinca*) is related to lower preferences for equality (Hülle et al., 2018). Accordingly, we assume that respondents preferring the equality principle will evaluate the earnings in the 10<sup>th</sup> decile (*djdincj10*) as unjustly too high and earnings in the 1<sup>st</sup> decile (*djdincj1*) as unjustly too low. Respondents preferring the equality principle are also expected to show preference for low wealth inequalities (*djreswe*).

**Final question wording:**

**Now some questions about society in general.**

**CARD 68** There are many different views as to what makes a society fair or unfair. How much do you agree or disagree with each of the following statements?

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	(Refu- sal)	(Don't know)
<b>G26</b> A society is fair <sup>27</sup> when income and wealth are equally distributed among all people.	1	2	3	4	5	7	8

**SUB CONCEPT NAME: Equity principle [*djnpequy*]**

**Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

*Equity:* benefits and burdens should be distributed in a society proportional to individual investments.

**Can be measured directly.**

**Expected relationship with other sub concepts**

For people who support the equity principle, we expect preferences for a more unequal distribution of income and wealth (*djdincj1*, *djdincj10*, *djreswe*).

**Final question wording:**

**(CARD 68** There are many different views as to what makes a society fair or unfair. How much do you agree or disagree with each of the following statements?)

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	(Refu- sal)	(Don't know)
--	-------------------	-------	-------------------------------------	----------	----------------------	----------------	-----------------

<sup>27</sup> 'Fair' in the sense of a just society. This also applies to G27, G28 and G29.

<b>G27</b> A society is fair when hard-working <sup>28</sup> people earn more than others.	1	2	3	4	5	7	8
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**SUB CONCEPT NAME: Need principle [djnneed]**

**Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

*Need:* everyone in a society should get enough to cover basic needs.  
**Can be measured directly.**

**Expected relationship with other sub concepts**  
 Those at the bottom should benefit from the distribution of resources within a society. Accordingly, previous research suggests that that higher personal income (*djoinca*) is related to lower preferences for equality (Hülle et al. 2018). We expect stronger feelings of injustice related to low income brackets (*djdincj1*).

**Final question wording:**

**(CARD 68** There are many different views as to what makes a society fair or unfair. How much do you agree or disagree with each of the following statements?)

	<b>Agree strongly</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Disagree strongly</b>	<b>(Refusal)</b>	<b>(Don't know)</b>
--	-----------------------	--------------	-----------------------------------	-----------------	--------------------------	------------------	---------------------

<b>G28</b> A society is fair when it takes care of those who are poor and in need <sup>29</sup> regardless of what they give back to society <sup>30</sup> .	1	2	3	4	5	7	8
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<sup>28</sup> 'Hard-working' can refer to intellectual as well as physical work; it can be translated in the sense of 'working a lot' or 'putting a lot of effort in their work'.  
<sup>29</sup> Please translate so that it becomes clear that both 'poor' and 'in need' are expressed.  
<sup>30</sup> 'Give back to society': please use a wording that is commonly used in your language, even if the image of 'giving back' is not the same as in English, e.g. '(regardless of their) contribution to society'. In case of doubt, please discuss with the Translation team [ess\\_translate@gesis.org](mailto:ess_translate@gesis.org).

**SUB CONCEPT NAME: Entitlement principle [*djnpentif*]**

**Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

*Entitlement:* benefits or burdens in a society should be allocated according to the ascribed or achieved status characteristics of a person, such as gender, education, occupation, or origin.

**Can be measured directly.**

**Expected relationship with other sub concepts**

Previous research suggests that that higher personal income (*djoinca*) is related to higher preferences for entitlement (Hülle et al., 2018). They are also less likely to evaluate the distribution of educational and occupational opportunities (*djsliched*, *djslichjo*) as unjust.

**Final question wording:**

**(CARD 68** There are many different views as to what makes a society fair or unfair. How much do you agree or disagree with each of the following statements?)

	<b>Agree strongly</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Disagree strongly</b>	<b>(Refu- sal)</b>	<b>(Don't know)</b>
<b>G29</b> A society is fair when people from families with high social status <sup>31</sup> enjoy privileges in their lives.	1	2	3	4	5	7	8

**COMPLEX CONCEPT NAME: Procedural justice [*pj*]**

**Describe the concept in detail, outlining the various sub concepts it comprises**

**Procedural Justice Concerns: Perception of social mechanisms to allocate goods and burdens**

Procedural justice concerns have been widely neglected within survey-based justice research, albeit such concerns have been identified as a much stronger motivator for behaviour than have distributive justice concerns (Vermunt & Steensma, 2016). We focus here, in the reflexive dimension, on respondents' experiences with regard to unfair treatment. One item, the experience

<sup>31</sup> 'Social status' in the sense of prestige, social standing and position in society. This can result from birth (hereditary) or from own effort (merit). Please use a term that is commonly used in your country and language and which can include both aspects (birth and merit).

of exploitation by others, is designed to capture exactly those experiences considered to be the driving force in preferring justice as a social value. Building on the understanding of social mechanisms as put forward by Mayntz (2004), inequality-generating mechanisms can be understood as procedural elements that generate an individual's wage or a distribution of wages within a social aggregate. Four mechanisms of inequality (re-)production are distinguished in the literature: market, social closure, exploitation, and cumulative advantage. In this module, we address whether there are different perceptions regarding how important these mechanisms are. Following the assumption that the labour market is a crucial site for the generation of inequalities we concentrate on two mechanisms of inequality (re-)production: social closure and market. In this module, we address whether there are different perceptions regarding the significance of these mechanisms for recruiting decisions. If job allocation is solely determined by market mechanisms, only characteristics directly related to productivity concerns (e.g. knowledge and skills, job experience) should be relevant for recruiting decisions. A social closure perspective assumes, however, that access to jobs is restricted based on characteristics not related to productivity (e.g. gender, immigrant background, knowing someone in the company). We measure the perception of the actual importance of mechanisms that generate inequalities in a society using a variety of indicators related to market and social closure mechanisms. Furthermore, we know that outcomes are better accepted when they are the result of just procedures—even when the outcomes are not favourable. We therefore study experiences of procedural justice related to process of political decision making. In psychological research, procedural justice is predominantly discussed in the context of organisations, in particular work contexts. We add to this research a conceptualization of procedural justice on the society level.

**Expected relationship with other complex and simple concepts**

Outcomes are more readily accepted when the procedures leading to these outcomes are considered to be just. This is true even for unfavourable outcomes. However, inequalities that are generated by unjust mechanisms will be less well accepted than others. We therefore assume that perceptions of procedural injustice (*pj*) are negatively related to perceived distributional justice of income and other resources (*djdoinc*; *djdinc*; *djres*), but also perception of life chances (*djlich*; *djslich*) as measured by fairness of educational and occupational opportunities.

**SUB CONCEPT NAME: Experience of exploitation [*pjexplr*]**

**Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

Subjective experience of exploitation is seen as one driving force why humans developed a sense of justice (Krebs, 2008). Exploitation, i.e. certain individuals or groups realise profits at the expense of others, is seen as a basic injustice. Measuring the individual experiences related to exploitation by others (reflexive) allows conclusions on the degree of perceived injustice – apart from outcome-related injustice.

**Can be measured directly.**

**Expected relationship with other sub concepts**

Experience of exploitation is likely to be correlated with perceived justice of own income (*djoincj*) and - perceived justice of the distribution of income (*djdincj1*, *djdincj10*), while the direction of the relationship remains open for empirical investigation. It is likely that income is important life domain in which people feel exploited by others, but a general feeling of being exploited might also impact on the justice evaluation of income. Other domains in which people might feel exploited are education and the labour market. Hence, we expect the item to be correlated with *djliched* and *djlichjo*, but also the experience of social closure on the labour market as measured by *pjmecscp*. To what extent the feeling of being exploited is correlated with the

perception of a functioning labour market (*pjmecmap*) remains a question for empirical investigation.

**Final question wording (existing core item):**

**A5 CARD 3** Using this card, do you think that most people would try to take advantage<sup>32</sup> of you if they got the chance, or would they try to be fair<sup>33</sup>?

**Most people would try to take advantage of me**

**Most people would try to be fair (Refusal) (Don't know)**

00 01 02 03 04 05 06 07 08 09 10 77 88

**SUB CONCEPT NAME: Perception of inequality-generating mechanisms [*pjmec*]**

**Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

Two explanations for the recent increase of income inequalities are discussed in inequality research: While economists point to market processes and the change of demand and supply at the labour markets, sociologists argue that social closure processes are responsible for the changing inequalities. We investigate both mechanisms, referred to as market and social closure mechanisms respectively, with regard to the perceived importance in determining recruiting decisions.

**Expected relationship with other sub concepts**

The perception of inequality-generating mechanisms is likely to influence the outcomes of such processes. Therefore, we expect to find correlations with perceived justice of own income (*djoinc*), perceived justice of the distribution of income (*djdinc*) and wealth (*djreswe*). We investigate two such mechanisms in the module: markets and social closure. The operationalization of how they are perceived is captured by *pjmecsjp*, *pjmacmap*. Please refer to these concepts for further expected relationships.

**SUB CONCEPT NAME: Existence of social closure [*pjmescsp*]**

**Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

Perception of social closure in own society – to what extent do respondents perceive that social closure is a driving force in the generation of inequalities in their country. Social closure is related to a process, where groups use their (market) power to detain others from the access to scarce goods or positions. This is to be distinguished from a situation where aspects directly related to productivity concerns – such as knowledge and skills – are driving the allocation of jobs (market

<sup>32</sup> 'take advantage': exploit or cheat.

<sup>33</sup> 'fair': in the sense of treat appropriately and straightforwardly.

mechanism).

**Can be measured directly.**

**Expected relationship with other sub concepts**

The perception of social closure mechanisms and their influence on filling vacancies are expected to be directly related to the evaluation of job opportunities as unjust (*djolicjho, djslichjo*). Perceptions of social closure on the job market are also expected to negatively influence the justice evaluations of own income (*djoincj*), distribution of income (*djdinc1, djdinc10*), and wealth (*djreswe*). These relationships are likely to be moderated by preferences for different normative principles (*djnpequa, djnpequy, djnpentit*).

**Final question wording:**

**Now I would like to ask you about how employers select amongst job applicants in [country]. Many factors can influence whether a person is recruited or not recruited for a job. We are going to ask you how much influence each factor has. There are no right or wrong answers, so please just tell me what you think.**

**CARD 67** In your opinion, how much influence does each of the following factors have on the decision to recruit or not to recruit a person for a job in [country]?

	Not much or no influence <sup>34</sup>	Some influence	Quite a lot of influence	A great deal of influence	(Refu- sal)	(Don't know)
<b>G23</b> Whether the person knows someone in the organisation <sup>35</sup> .	1	2	3	4	7	8
<b>G24</b> Whether the person has an immigrant background <sup>36</sup> .	1	2	3	4	7	8
<b>G25</b> The person's gender.	1	2	3	4	7	8

<sup>34</sup> The same translation for this response scale should be used as in ESS5 (items G43-G44).

<sup>35</sup> 'Organisation' can refer to both private firms and public entities.

<sup>36</sup> 'Immigrant background' in the sense of 'the situation of people who have immigrated to a country: they can have immigrated either themselves or their parents or ancestors may have done so. This term can also refer to social groups or communities consisting of immigrants or their descendants'.

**SUB CONCEPT NAME: Markets as inequality-generating mechanism [pjmeemap]**

**Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

Market processes as the driving force of inequalities.

**Can be measured directly.**

**Expected relationship with other sub concepts**

It is assumed that the perception that market mechanisms have a large influence on recruiting decisions is negatively associated with the perception of social closure mechanisms. The perception of functioning markets should impact on the evaluation of life chances, reflexive and non-reflexive (*djoliched, djolichjo, djsliched, djslichjo*). This relationship is likely to be moderated by preferences for different normative principles (*djnpequa, djnpequy, djnpentit*).

**Final question wording:**

**Now I would like to ask you about how employers select amongst job applicants in [country]. Many factors can influence whether a person is recruited or not recruited for a job. We are going to ask you how much influence each factor has. There are no right or wrong answers, so please just tell me what you think.**

**CARD 67** In your opinion, how much influence does each of the following factors have on the decision to recruit or not to recruit a person for a job in [country]?

		Not much or no influence <sup>37</sup>	Some influence	Quite a lot of influence	A great deal of influence	(Refu- sal)	(Don't know)
<b>G21</b>	The person's knowledge and skills.	1	2	3	4	7	8
<b>G22</b>	The person's on-the-job experience <sup>38</sup> .	1	2	3	4	7	8

**SUB CONCEPT NAME: Perception of political procedural justice in society [pjpol]**

**Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

Based on the – mostly psychological research – procedural justice related to the political system is conceptualised within political science by four dimensions: fairness, impartiality, giving voice, transparency. We use these four dimensions to measure the perceived political procedural justice.

**Expected relationship with other sub concepts**

<sup>37</sup> The same translation for this response scale should be used as in ESS5 (items G43-G44).

<sup>38</sup> 'On-the-job experience' can be translated in the sense of 'professional experience'.

We expect to find that experiences of unfair treatment (*pjexplr*, *djoliched*, *djolicujo*) as well discrimination negatively affect perceptions of political procedural justice. Furthermore, perceptions of social closure (*pjmecscp*) are expected to negatively affect perceptions of political procedural justice. On the other hand, positive perceptions of political procedural justice are assumed to positively affect perceptions of distributive justice (*djdinc*, *djres*).

We further expect relationships to other ESS variables: For example, interest in politics is expected to affect perceptions of political procedural justice positively if feeling close to a party in government, and negatively if feeling close to an opposition party. While feelings of social exclusion are assumed to affect perceptions of political procedural justice negatively, higher education should positively affect perceptions of political procedural justice. In turn, positive perceptions of political procedural justice are expected to positively affect general well-being and optimism.

**SUB CONCEPT NAME: Fairness of political procedures [*pjpolfa*]**

**Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

Operationalization of perceptions of fairness of political procedures.

**Can be measured directly.**

**Expected relationship with other sub concepts**

Next to the expected relationships described above (see sub concept *pjpol*), the QDT expects the four sub concepts of political procedural justice (*pjpolfa*; *pjpolim*; *pjpolgv*; *pjpoltr*) to be positively correlated.

**Final question wording:**

**ASK ALL**

**Now some questions on how the political system works in [country].**

		Not at all	Very little	Some	A lot	A great deal <sup>39</sup>	(Refusal)	(Don't know)
<b>G1</b>	<b>CARD 54</b> How much would you say that the political system in [country] ensures that everyone has a fair chance <sup>40</sup> to participate in politics <sup>41</sup> ?	1	2	3	4	5	7	8

<sup>39</sup> The same translation should be used for this response scale as in items B2 and B4.

<sup>40</sup> 'Fair chance' in the sense of absence of discrimination or bias in access to political participation.

<sup>41</sup> 'Participate in politics': the same translation should be used as in item B5.

**SUB CONCEPT NAME: Impartiality of political procedures [pjpolim]**

<b>Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly</b>								
Operationalization of perceptions of impartiality of political procedures.  <b>Can be measured directly.</b>								
<b>Expected relationship with other sub concepts</b>								
Next to the expected relationships described above (see sub concept pjpol), the QDT expects the four sub concepts of political procedural justice ( <i>pjpolfa</i> ; <i>pjpolim</i> ; <i>pjpolgv</i> ; <i>pjpoltr</i> ) to be positively correlated.								
<b>Final question wording:</b>								
		<b>Not at all</b>	<b>Very little</b>	<b>Some</b>	<b>A lot</b>	<b>A great deal<sup>42</sup></b>	<b>(Refu- sal)</b>	<b>(Don't know)</b>
<b>G2</b>	<b>STILL CARD 54</b>	1	2	3	4	5	7	8
	How much would you say that the government in [country] takes into account the interests of all citizens?							

**SUB CONCEPT NAME: Giving voice in political procedures [pjpolgv]**

<b>Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly</b>							
Operationalization of perceptions of giving voice within political procedures.  <b>Can be measured directly.</b>							
<b>Expected relationship with other sub concepts</b>							
Next to the expected relationships described above (see sub concept pjpol), the QDT expects the four sub concepts of political procedural justice ( <i>pjpolfa</i> ; <i>pjpolim</i> ; <i>pjpolgv</i> ; <i>pjpoltr</i> ) to be positively correlated.							
<b>Final question wording (existing core items):</b>							
	<b>B2 CARD 5</b> How much would you say the political system in [country] allows people like you to have a say in what the government does?						

<sup>42</sup> The same translation should be used for this response scale as in items B2 and B4.

Not at all	1
Very little	2
Some	3
A lot	4
A great deal	5
(Refusal)	7
(Don't know)	8

**B4 CARD 7** And how much would you say that the political system in [country] allows people like you to have an influence on politics?

Not at all	1
Very little	2
Some	3
A lot	4
A great deal	5
(Refusal)	7
(Don't know)	8

**SUB CONCEPT NAME: Perceptions of transparency in political procedures**  
**[pjpoltr]**

**Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

Operationalization of perceptions of transparency within political procedures.

**Can be measured directly.**

**Expected relationship with other sub concepts**

Next to the expected relationships described above (see sub concept pjpol), the QDT expects the four sub concepts of political procedural justice (*pjpolfa*; *pjpolim*; *pjpolgv*; *pjpoltr*) to be positively correlated.

**Final question wording:**

	<b>Not at all</b>	<b>Very little</b>	<b>Some</b>	<b>A lot</b>	<b>A great deal<sup>43</sup></b>	<b>(Refusal)</b>	<b>(Don't know)</b>
<b>G3 STILL CARD</b>							
<b>54</b> How much would you say that decisions in [country] politics are transparent, meaning that everyone can see <sup>44</sup> how they were made <sup>45</sup> ?	1	2	3	4	5	7	8

<sup>43</sup> The same translation should be used for this response scale as in items B2 and B4.

<sup>44</sup> 'See' in the sense of observing or getting access to information on how decisions were made – this does not necessarily include cognitive understanding.

<sup>45</sup> Making decisions in the sense of reaching/creating them rather than formally approving them or putting them into practice.

**SECTION D. Simple concepts**

**SIMPLE CONCEPT NAME: Justice evaluation of country’s income distribution, 10th decile [djdincj10]**

<p><b>Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly</b></p>
<p>In nearly all European societies the distribution of income from work got more unequal over the last two decades (OECD, 2015). One general pattern of this development was that inequality between societal groups increased, i.e. those at the top of the income distribution were able to increase their incomes while those in the middle and at the bottom stayed at the same level or had to take losses. As outlined in Section A, if and how existing income inequalities are affecting political attitudes and behaviour of the citizenship depends on the normative evaluation. Following Jasso’s framework these normative evaluations can be conceptualised as non-reflexive justice evaluations and measured in the same way as the reflexive one (own income). Asking if income levels at the top and the bottom are perceived as just or unjust allows to identify how the actual income distribution is evaluated in terms of justice and in which areas of the distribution “justice gaps” can be identified. The concept chosen here applies Jasso’s framework by only asking for the justice evaluation (J in the formula) of the earnings of those at the top and the bottom of the societal income hierarchy. In contrast to other studies (i.e. ISSP, which asks for A and C for single occupations) and previous suggestions, we do not include example occupations as these for once would hinder cross-cultural comparability, as different occupations would have to be chosen for different countries and secondly it has been proven difficult to provide distinctive occupations representative of one decile only. The underlying income concept is that of gross income, i.e. respondents should evaluate the market income of those with very high and very low incomes. Accordingly, respondents are provided with median incomes from deciles 1 and 10, including information on dependent full-time employment only. Information is provided within a factual frame – i.e. “Figures show ...”. Measurement is done within Jasso’s framework using a 9-point answer scale running from –4 (extremely unfair, unfairly low incomes) over 0 (= fair incomes) to +4 (extremely unfair, unfairly high incomes). Using the same justice evaluation scale as it is used for the own income, enables testing of which evaluation – reflexive or non-reflexive – is more relevant for predicting political and other attitudes. Following Jasso’s framework, J as a measure of perceived income justice allows also calculating indices on the perceived fairness of the income distribution on the individual and the country level.</p> <p><b>Can be measured directly.</b></p>
<p><b>Expected relationship with other sub concepts</b></p> <p>The non-reflexive justice evaluation of top and bottom incomes might be related to reflexive justice evaluations of the respondents own income (<i>djoinc</i>). According to Runciman (1966) the experience of relative deprivation goes together with feelings of injustice which might also translate into a rejection of the prevailing income distribution at the macro level. Empirical results in Forsé and Parodi (2010) confirm this relationship between the justice evaluations of own income and the income distribution.</p> <p>We also expect that justice evaluation of top and bottom incomes to be related to concerns about procedural justice (<i>pj</i>). There seems to be consensus among different strands of the literature that inequality is more tolerated when the process leading to its generation was perceived as ‘fair’. Thus inequality that is viewed as a result of individual effort is more accepted than inequality due to luck, or other processes viewed as unfair (e.g. corruption, fraud, nepotism) (Senik, 2009; Janmaat, 2013).</p> <p>The evaluation of top and bottom incomes is expected to be related to basic normative principles of distributive justice (<i>djnp</i>). These normative principles characterise people’s views about social</p>

justice and the acceptable levels of inequality, that are unrelated to the effects of distributional changes on their own income (Alesina and Giuliano, 2011). E.g. the preferred inequality level of those strongly endorsing the equality and need principles might be lower compared to those strongly endorsing the equity and the entitlement principles.

The justice evaluation of incomes at the 10th decile shows respondents' evaluation of the income of the rich. If respondents express a general perception of too high income inequality, we can expect that responses "unjustly too high" to this item will go together with responses "unjustly too low" in case of evaluations of the 1st decile (*djdincj1*).

We also assume that respondents preferring the equality principle (*djnpequa*) will evaluate the earnings in the 10<sup>th</sup> decile as unjustly too high. A reverse pattern is expected with respondents that prefer the equity (*djnpequi*) or the entitlement (*djnpentit*) principle.

**Final question wording:**

**ASK ALL**<sup>46</sup>

**Now some questions about differences in incomes in [country].**

**Figures on incomes show that the top 10% of employees in [country] earn more than [amount per month or per year] and the bottom 10% of employees earn less than [amount per month or per year].**

**These figures are based on income before tax and compulsory deductions for full-time employees. I'm now going to ask you how fair incomes for each of these groups are.**

**G18 CARD 65** Please think about the top 10% of employees working full-time in [country], earning more than [amount per month or per year]. In your opinion, are these incomes unfairly low, fair, or unfairly high? Please think generally about people earning this level of incomes.

**INTERVIEWER:** If the respondent needs additional instructions on how to use the scale, please say:

- 'If you think these incomes are unfairly low, please choose a number from the left-hand side.
- If you think these incomes are fair, please choose 0.
- If you think these incomes are unfairly high, please choose a number from the right-hand side.'

Unfairly low income(s)				Unfairly high income(s)					(Refusal)	(Don't know)
Extremely unfair	Very unfair	Some-what unfair	Slightly unfair	Fair income(s)	Slightly unfair	Some-what unfair	Very unfair	Extremely unfair		
-4	-3	-2	-1	0	+1	+2	+3	+4	7	8

<sup>46</sup> Due to complex routing at G8-G17, National Coordinators must carefully check routing to ensure that ALL respondents are asked the rest of section G (G18-G32).

## NOTE ON ADMINISTRATION OF G18 and G19

Countries should include the amount of income before tax and compulsory deductions for full-time employees and the time interval (per month or per year) for the top 10% (at G18) and bottom 10% (at G19) of employees which is listed in the 'Consultation outcomes' for Justice and Fairness on the ESS9 NC Intranet. Both the amount for the top 10% and for the bottom 10% should be included in the introduction to G18. Queries should be referred to [ess@city.ac.uk](mailto:ess@city.ac.uk).

### **SIMPLE CONCEPT NAME: Justice evaluation of country's income distribution, 1st decile** **[*djdincj1*]**

**Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

Justice evaluation of 1st decile of country's income distribution (following Jasso's framework, J in the formula). The gross income threshold of the 1st decile of the gross income distribution within a country is presented to respondents. These figures are based on people in dependent full-time employment. Measurement is done within Jasso's framework using a 9-point answer scale running from -4 (extremely unfair, unfairly low incomes) over 0 (= fair incomes) to +4 (extremely unfair, unfairly high incomes).

**Can be measured directly.**

#### **Expected relationship with other sub concepts**

The justice evaluation of incomes at the 1st decile shows respondents' evaluation of the income of the (relatively) poor. Similarly to the case of the 10th decile, if respondents express a general perception of too high income inequality, we can expect that responses "unjustly too low" in case of this item will go together with "unjustly too high" in case of the 10th decile (*djdincj10*). Those preferring an equal distribution (*djnpequa*) will evaluate low incomes as "unjustly too low", the same will hold for those in favour of the need principle (*djnneed*). Respondents endorsing the equity (*djnpequy*) or the entitlement principle (*djnpentit*) will tend to evaluate low incomes as just or "unjustly too high".

#### **Final question wording:**

**G19 STILL CARD 65** And now please think about the bottom 10% of employees working full-time in [country], earning less than [amount per month or per year]. In your opinion, are these incomes unfairly low, fair, or unfairly high? Please think generally about people earning this level of incomes.

**INTERVIEWER: If the respondent needs additional instructions on how to use the scale, please say:**

- 'If you think these incomes are unfairly low, please choose a number from the left-hand side.
- If you think these incomes are fair, please choose 0.
- If you think these incomes are unfairly high, please choose a number from the right-hand side.'

Unfairly low income(s)				Unfairly high income(s)					(Refusal)	(Don't know)
Extremely unfair	Very unfair	Somewhat unfair	Slightly unfair	Fair income(s)	Slightly unfair	Somewhat unfair	Very unfair	Extremely unfair		
-4	-3	-2	-1	0	+1	+2	+3	+4	7	8

**NOTE ON ADMINISTRATION OF G18 and G19**

Countries should include the amount of income before tax and compulsory deductions for full-time employees and the time interval (per month or per year) for the top 10% (at G18) and bottom 10% (at G19) of employees which is listed in the 'Consultation outcomes' for Justice and Fairness on the ESS9 NC Intranet. Both the amount for the top 10% and for the bottom 10% should be included in the introduction to G18. Queries should be referred to [ess@city.ac.uk](mailto:ess@city.ac.uk).

**SIMPLE CONCEPT NAME: General belief in a just world [gbjw]**

**Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

Inspired by Lerner's (1980) justice motive theory, a broad line of research has investigated individual differences in the belief in a just world (see Hafer & Sutton, 2016). The General Belief in a Just World Scale (GBJW) (Dalbert, Montada & Schmitt, 1987) assesses the individual disposition to view the world as a just place, where outcomes and procedures are generally believed to be just for all people.

**Can be measured directly.**

**Expected relationship with other sub concepts**

Previous research has shown that the belief in a just world is associated with fairness perceptions (e.g., Dalbert, Fisch & Montada, 1992). If individuals believe that people generally get what they deserve, i.e. they have a strong belief in a just world, they are assumed to evaluate outcomes and processes as more just. This association is assumed both for the justice evaluation of own outcomes and opportunities (*djoinc*, *djolich*) and the outcomes and opportunities of others (*djdinc*, *djreswe*, *djslich*).

**Final question wording:**

**STILL CARD 68** And how much do you agree or disagree with each of the following statements?

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	(Refusal)	(Don't know)
<b>G30</b> I think that, by and large, people get	1	2	3	4	5	7	8

what they  
deserve<sup>47</sup>.

<b>G31</b>	I am confident that justice always prevails over injustice.	1	2	3	4	5	7	8
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<b>G32</b>	I am convinced that in the long run people will be compensated for injustices.	1	2	3	4	5	7	8
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<sup>47</sup> 'Get what they deserve': please translate in a way that is neither just negative nor just positive.

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