

**COLLECTIVISTIC AND
INDIVIDUALISTIC VALUES AS
FACTORS AFFECTING SUBJECTIVE
CONCEPTIONS AND EVALUATIONS
OF STATE SOCIAL SUPPORT**

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From Universal Declaration of Human Rights



“Everyone has the **right to a standard of living adequate for the health and well-being of himself and his family,** including food, clothing, housing and medical care and the necessary social services and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances **beyond his control**”. (Universal Declaration of Human Rights, Article 25. United Nations, 1948)

(cited in Pinch, Steven. *Worlds of Welfare : Understanding the Changing Geographies of Social Welfare Provision*. London, GBR: Routledge, 1996. p 3)

1. Key Question

- What is the way of **influence of individualistic and collectivistic human values on ideas about the proper way of social policy** directed on the support of vulnerable people and life-course risks reduction in Russia and other European countries?

WHY IS IT ACTUAL?

- 1. State social support deals not only with public provision of goods and services but also with attitudes of population to amount and way of distribution of this kind and values guided social practices.
- 2. Russia as other European countries faced the problem of aging, family and gender roles changes. And necessity of reforms in social policy is obvious and declared by politicians in all European countries.
- 3. We need to know public welfare priority in Russia, in economically advanced and post-socialist countries, in order we could compare cases and determine factors having an impact on distribution type preferences.

2. Specific Contribution

THE MOST SIGNIFICANT WORKS

- “The three worlds of welfare capitalism” (G. Esping-Andersen, 1990)
- “The personal and the political: how personal welfare state experiences affect political trust and ideology” (S. Kumlin, 2004)
- “The institutional logic of welfare attitudes: how welfare regimes influence public support” (C.A. Larsen, 2006)
- “Restructuring the Welfare State: Political Institutions and Policy Change” (B. Rothstein, S. Steinmo (Eds), 2002)
- “Welfare Regimes and Welfare Opinions: a Comparison of Eight Western Countries” (St. Svallfors, 2003)

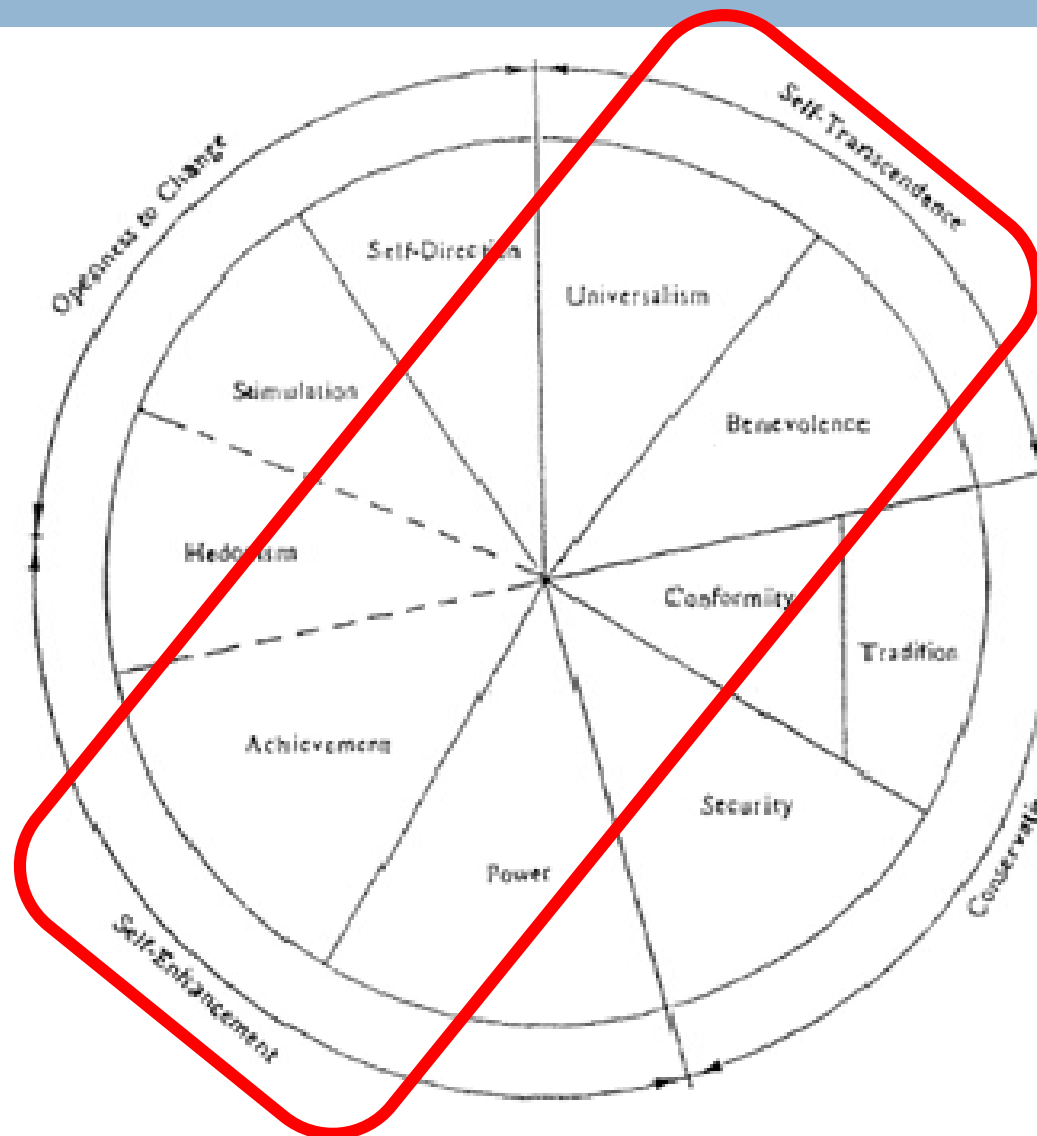
WE FOCUS ON

1. Value dimension (analysis of correlations of collectivistic / individualistic values and request for state social support in Russia in comparison with European countries)
2. Welfare attitudes peculiarities in Russia in comparison with other countries

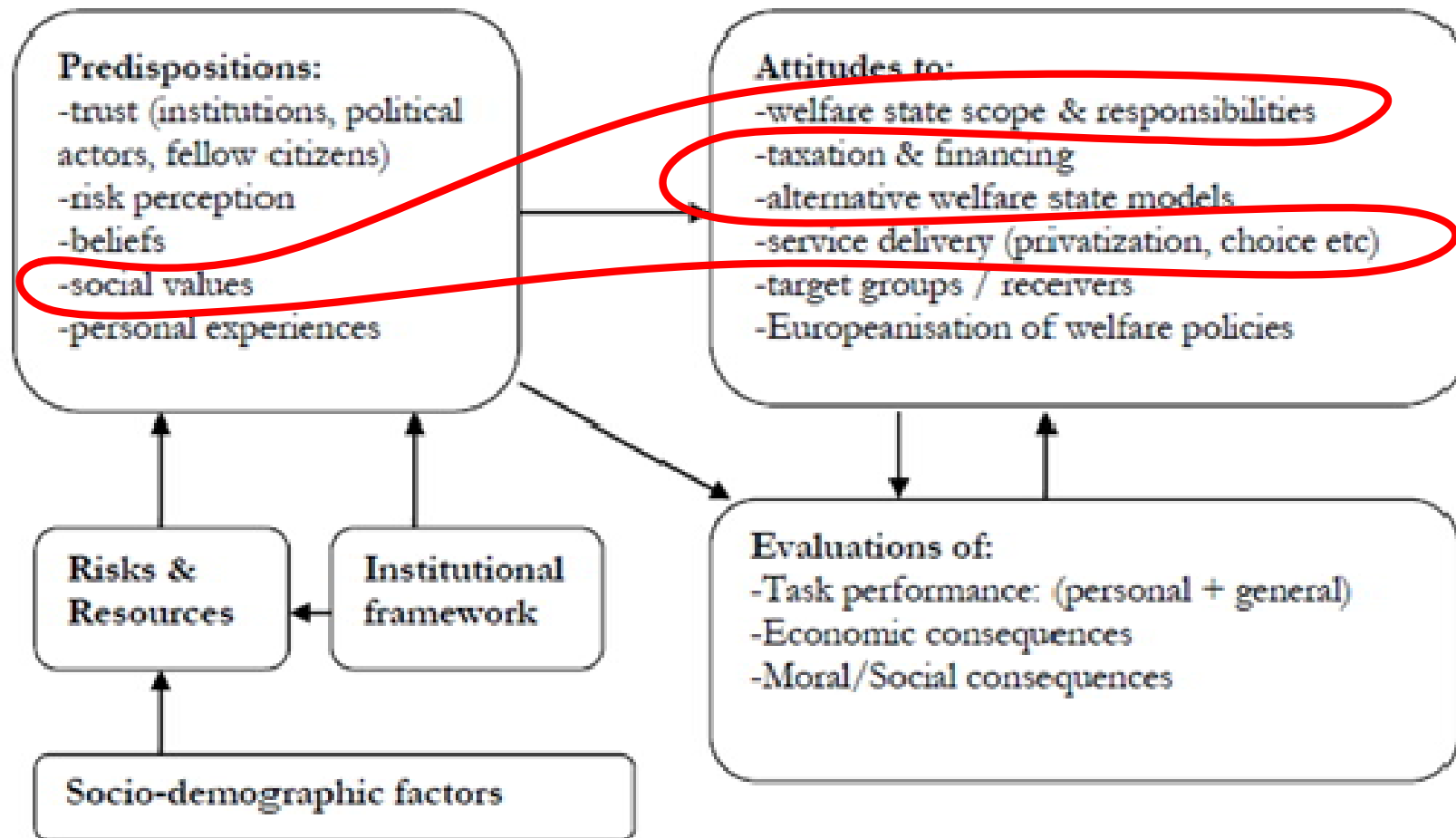
3. Theoretical Framework

- Tradition of basic human values analysis. We follow Sh.Schwartz. He suggested ten individual-level universal value types and two higher-order value axis. At first stage of our work we are interested just in one value dimension - “self-enhancement versus self-transcendence” as empirical model of individualistic - collectivistic antinomy.
- Concepts of welfare state and social policy. Here we follow Stefen Svallfors, Wim van Oorschot, Peter Taylor-Gooby and their colleagues who designed a scheme for analyzing attitudes to welfare policies for ESS.

The structure of relations among the value types according to the Schwartz value theory



A conceptual framework for analyzing attitudes to welfare policies suggested by S. Svallfors



4. Core Variables and Hypotheses

- **Values** are measured by means of question “Here we briefly describe some people. Please read each description and tick the box on each line that shows how much each person is or is not like you. How much like you is this person?”. There were suggested 21 person descriptions and a six-box scale for evaluation.
- Ideas about **proper social policy** we analyze through “welfare state scope and responsibilities” and “service delivery”.

“Welfare state scope and responsibilities” is fixed by a question “People have different views on what the responsibilities of governments should or should not be. For each of the tasks I read out please tell me on a score of 0-10 how much responsibility you think governments should have”. And there were suggested six statements referring to welfare: ensure a job for everyone who wants one, ensure adequate health care for the sick, ensure a reasonable standard of living for the old, ensure a reasonable standard of living for the unemployed, ensure sufficient child care services for working parents, provide paid leave from work for people who temporarily have to care for sick family members

“Service delivery” is evaluated by means of several questions about social benefits and services (see fig. 5), and about subjective estimations of proper way of distribution

Portrait Value questionnaire suggested by Schwartz (ESS questionnaire)

GS1 MALE RESPONDENTS

Here we briefly describe some people. Please read each description and tick the box on each line that shows how much each person is or is not like you.

		How much like you is this person?													
		Very much like me	Like me	Some-what like me	A little like me	Not like me	Not like me at all	Very much like me	Like me	Some-what like me	A little like me	Not like me	Not like me at all		
A	Thinking up new ideas ¹ and being creative is important to him. He likes to do things in his own original way.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06	K	It is important to him to make his own decisions about what he does. He likes to be free and not depend ¹¹ on others.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
B	It is important to him to be rich. He wants to have a lot of money and expensive ² things.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06	L	It's very important to him to help the people around him. He wants to care for ¹² their well-being.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
C	He thinks it is important that every person in the world should be treated equally. He believes everyone should have equal opportunities in life.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06	M	Being very successful is important to him. He hopes people will recognise his achievements.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
D	It's important to him to show ³ his abilities. He wants people to admire ⁴ what he does.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06	N	It is important to him that the government ensures ¹³ his safety against all threats. He wants the state to be strong so it can defend its citizens.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
E	It is important to him to live in secure ⁵ surroundings. He avoids anything that might endanger his safety.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06	O	He looks for adventures and likes to take risks. He wants to have an exciting ¹⁴ life.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
F	He likes surprises and is always looking for new things to do. He thinks it is important to do lots of different things in life ⁶ .	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06	P	It is important to him always to behave properly. He wants to avoid doing anything people would say is wrong.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
G	He believes that people should do what they're told ⁷ . He thinks people should follow rules ⁸ at all times, even when no-one is watching.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06	Q	It is important to him to get ¹⁵ respect from others. He wants people to do what he says.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
H	It is important to him to listen to people who are different ⁹ from him. Even when he disagrees with them, he still wants to understand them.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06	R	It is important to him to be loyal to his friends. He wants to devote ¹⁶ himself to people close to him.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
I	It is important to him to be humble and modest. He tries not to draw attention to himself.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06	S	He strongly believes that people should care for ¹⁷ nature. Looking after the environment is important to him.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
J	Having a good time is important to him. He likes to "spoil" ¹⁰ himself.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06	T	Tradition is important to him. He tries to follow the customs handed down by his religion or his family.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
								U	He seeks every chance ¹⁸ he can to have fun. It is important to him to do things that give him pleasure.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06

Questions about welfare state scope and responsibilities (ESS questionnaire)

People have different views on what the responsibilities of governments should or should not be. For each of the tasks I read out please tell me on a score of 0-10 how much responsibility you think governments should have. 0 means it should not be governments' responsibility at all and 10 means it should be entirely governments' responsibility. Firstly to

D15 ...ensure **a job** for everyone who wants one?

D16 ...ensure adequate **health care** for the sick?

D17 ...ensure a reasonable **standard of living for the old**?

And how much responsibility do you think governments should have to...

D18 ...ensure a reasonable **standard of living for the unemployed**?

D19 ...ensure sufficient **child care services** for working parents?

D20 ...provide **paid leave** from work for people who temporarily have **to care for sick family members**?

Questions about social benefits and services (ESS questionnaire)

I am now going to ask you about the effect of social benefits and services on different areas of life in [country]. By social benefits and services we are thinking about things like health care, pensions and social security. Using this card please tell me to what extent you agree or disagree that social benefits and services in [country]...

D21 ...place **too great a strain** on the economy?

D22 ...**prevent widespread poverty**?

D23 ...lead to a more **equal society**?

D24 ...encourage **people from other countries** to come and live here?

D25 ...**cost businesses too much** in taxes and charges?

D26 ...make it **easier for people to combine work and family** life?

And to what extent do you agree or disagree that social benefits and services in [country]...

D27 ...make people **lazy**?

D28 ...make people **less willing to care** for one another?

D29 ...make people **less willing to look after themselves and their family**?

Questions about subjective estimations of proper way of distribution (ESS questionnaire)

D34 Many social benefits and services are paid for by taxes. If the government had to **choose between increasing taxes and spending more on social benefits and services, or decreasing taxes and spending less on social benefits and services**, which should they do?

D35 Think of two people, **one earning twice as much as the other**. Which of the three statements on this card comes closest to how you think they **should be taxed**?

1. They should both pay the **same share** (same %) of their earnings in tax so that the person earning twice as much pays double in tax.
2. **The higher** earner should pay a **higher share** (a higher %) of their earnings in tax so the person earning twice as much pays more than double in tax.
3. They should both pay the **same actual amount** of money in tax regardless of their different levels of earnings.

D36 Some people say that higher earners should get larger **old age pensions** because they have paid in more. Others say that lower earners should get larger old age pensions because their needs are greater. Which of the three statements on this card comes closest to your view?

1. **Higher earners** should **get a larger** old age pension than lower earners.
2. High and low earners should get **the same amount** of old age pension.
3. **Lower earners** should get **a larger** old age pension than higher earners.

Hypotheses



1. Collectivistic values agents are more likely than individualistic value agents consider the state responsible for life-course risks restriction.
2. Supporting of progressive taxation and the redistribution of goods and services for the benefit of vulnerable groups has a positive correlation with collectivistic values, and negative with individualistic.
3. Individualistic values agents take the view about negative consequences of social support for vulnerable people more often than collectivistic once.
4. Collectivistic values agents are more optimistic about the prospects of social policy in their country.
5. Collectivistic and individualistic values agents evaluate their own risks and risks of others differently.
6. The level of demands for the state welfare guaranties varies in different countries and depends on the type of economic culture actual for the population (i.e. on the proportions of collectivists and individualists in the country)

5. Analyses and modeling (values)

Individualistic values are calculated as MEANS of answers to the questions about similarity to the person having the following characteristics:

- Being very **successful** is important to him. He hopes people will recognize his achievements.
- It's important to him to **show his abilities**. He wants people to admire what he does.
- It is important to him to be **rich**. He wants to have a lot of money and expensive things.
- It is important to him to get **respect** from others. He wants people to do what he says.

Collectivistic values are calculated as MEANS of answers to the question about likeness to a person having other set of characteristics:

- It's very important to him **to help the people** around him. He wants to care for their well-being.
- It is important to him to **be loyal to his friends**. He wants to devote himself to people close to him.
- He thinks it is important that **every person** in the world should **be treated equally**. He believes everyone should have equal opportunities in life.
- It is important to him **to listen to people who are different** from him. Even when he disagrees with them, he still wants to understand them.
- He strongly believes that people should **care for nature**. Looking after the environment is important to him.

Analyses and modeling (welfare state attitudes)

- INDEX Welfare state scope and responsibilities (calculated as a mean of questions D15-D20)
- INDEX **Positive attitude to redistribution** (means of D22, D23, D26)
- INDEX **Negative attitudes to redistribution** (means of D21, D24, D25, D27, D28, D29)
- D34 – Preferred Level of redistribution (**0-10**)
- D35 – preferences of taxation type: **progressive** or **equal**
- D36 - preferences of pension type

6. Targeted Data Base



The fourth wave of the European Social Survey, conducted in 2008 in 29 countries

- “rotating” thematic module “Welfare attitudes in a changing Europe”
- the “core” module “Moral and social values” and socio-demographic bloc of questions.



INITIAL RESULTS

Correlations of individualistic and collectivistic values with welfare state attitudes

	Individualistic values	Collectivistic values
INDEX Welfare state scope and responsibilities (0-10)	-,034*	0,017
INDEX Positive attitudes to redistribution	-,095**	,097**
INDEX Negative attitudes to redistribution	-,065**	-,081**
Preferred Level of redistribution (0-10)	-,077**	,144**

** . Sig. at level 0.01 .

* . Sig. at level 0.05.

INDEX Welfare state scope and responsibility

	R2= 0,159	B	Sig.
(Constant)		8,088	0
Individualistic		-0,116	0,001
Collectivistic		0,235	0
Switzerland		-1,389	0
Netherlands		-1,204	0
France		-1,017	0
England		-0,895	0
Slovakia		-0,837	0
Germany		-0,773	0
Czech Republic		-0,749	0
Ireland		-0,617	0,035
Belgium		-0,533	0,002
Estonia		-0,486	0,008
Poland		-0,4	0,015
Spain		0,43	0,04
Bulgaria		0,448	0,003
Ukraine		0,587	0
Latvia		0,796	0
Men		-0,129	0,002
from 26 to 35 years		0,008	0,915
from 36 to 45		-0,072	0,314
from 46 to 55		-0,109	0,132
55 +		-0,095	0,239
The village, the village		0,237	0,013
A small town, urban village		0,207	0,03
Suburb of large city		0,086	0,416
Big city		0,117	0,241
Lower secondary education completed (ISCED 2)		-0,248	0,039
Upper secondary education completed (ISCED 3)		-0,344	0,002
Post-secondary non-tertiary education completed (ISCED 4)		-0,51	0,001
Tertiary education completed (ISCED 5-6)		-0,523	0

Reference groups :
 Russia
 Women
 Age 25-
 A farm or home
 in the countryside
 Less than lower secondary
 education (ISCED 0-1)

Russia has no difference with
 Croatia
 Cyprus
 Denmark
 Finland
 Greece
 Hungary
 Israel
 Norway
 Portugal
 Romania
 Slovenia
 Sweden
 Turkey

Preferred level of redistribution (0-10)

	R2=0,121	B	Sig.
(Constant)		4,003	0
Individualistic		0,025	0,607
Collectivistic		0,485	0
Hungary		-1,609	0
Romania		-1,421	0,003
Latvia		-0,62	0,015
Germany		-0,54	0,008
Poland		-0,487	0,04
Switzerland		0,541	0,019
Norway		0,802	0
Estonia		0,802	0,002
Finland		1,013	0,002
Sweden		1,103	0,002
Greece		1,128	0,003
Denmark		1,338	0
Cyprus		1,418	0
Men		0,004	0,946
from 26 to 35 years		0,025	0,812
from 36 to 45		-0,032	0,753
from 46 to 55		0,118	0,246
55 +		0,306	0,007
The village, the village		0,269	0,045
A small town, urban village		0,224	0,095
Suburb of large city		0,264	0,075
Big city		0,323	0,021
Lower secondary education completed (ISCED 2)		0,393	0,023
Upper secondary education completed (ISCED 3)		0,177	0,273
Post-secondary non-tertiary education completed (ISCED 4)		0,36	0,114
Tertiary education completed (ISCED 5-6)		0,352	0,028

Reference groups:

Russia
 Women
 Age 25-
 A farm or home
 in the countryside
 Less than lower secondary education (ISCED 0-1)

Russia has no difference with

Israel
 Netherlands
 Slovakia
 Portugal
 Ireland
 Czech Republic
 Turkey
 Belgium
 France
 Slovenia
 Ukraine
 Bulgaria
 Spain
 Croatia
 England



Thank you for your attention!