

Multi-Item Scale for Project:

International Social Survey Programme (ISSP) 2013/2014 (English Version)

Introduction:

There are different opinions about immigrants who come to Germany from other countries to live here permanently.

[Es gibt unterschiedliche Meinungen zu Zuwanderern, die aus anderen Ländern nach Deutschland kommen, um auf Dauer hier zu leben.]

Question Text:

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

[Inwieweit stimmen Sie den folgenden Aussagen zu oder nicht zu?]

Instruction:

(Please check one box on each line.) *[Bitte machen Sie in JEDER Zeile ein Kreuz.]*

Answer Categories:

Strongly agree *[Stimme voll und ganz zu]*

Agree *[Stimme zu]*

Neither nor *[Weder noch]*

Disagree *[Stimme nicht zu]*

Strongly disagree *[Stimme überhaupt nicht zu]*

Don't know *[Kann ich nicht sagen]*

Alternative Answer Format Tested:

Strongly agree *[Stimme voll und ganz zu]*

Agree *[Stimme zu]*

Neither nor *[Weder noch]*

Disagree *[Stimme nicht zu]*

Strongly disagree *[Stimme überhaupt nicht zu]*

Don't know *[Kann ich nicht sagen]*

Cognitive Techniques:

General Probing, Specific Probing, Comprehension Probing

Multi-Item Scale documented in ZIS (DOI):

<https://zis.gesis.org/DoiId/10.6102/zis156>

All Items for Question(Question Text):

To what extent do you agree or disagree with the following statements?
[Inwieweit stimmen Sie den folgenden Aussagen zu oder nicht zu?]

-> Tested Items:

Item Text:

b.) Immigrants are generally good for the German economy. *[Zuwanderer sind im Allgemeinen gut für die deutsche Wirtschaft.]*

Recommendations:

No changes recommended.

Findings:

A total of five test persons stated that they could not answer item b) ("Don't know"). Four of these five test persons have difficulties with the interpretation of the term "immigrant", which they find too imprecise: "immigrant" is too general a term, one has to distinguish between different groups of immigrants. The following two quotations illustrate this problem:

- *"Depending on what kind of immigrants. 200,000 Spaniards with a degree, some training, that's an asset. But when 200,000 unemployed people come from Bulgaria who have no school education, then there is a lack of quality and that is not an enrichment, not even for the German economy. I cannot say, I do not know who is immigrating."* (TP 09)
- *"I can't tell you at all, because I don't know. Because the term "immigrant" is too vague for me. Are they legal or illegal immigrants? All illegals are bad for us. We needed them, we got them. But illegals are first of all a cost factor."* (TP 12)

The same difficulties with the general concept of "immigrants" arise - albeit to a lesser extent - in answering items (a) and (c). Here are two examples:

- *"The collective term of immigrants is the problem, some groups are like that, others are not. This cannot be said per se."* (TP 10, Item a))

- *"How? That's nonsense [...] If a mechanical engineer comes from Spain, speaks perfect English and wants his 2,000 euros and I want my 4,000, then my job is taken away. It's true. It depends on the qualification. With a high qualification: yes. But there is also the other side."* (TP 09, Item c))

Question Topic:

Society & social affairs/ Attitudes to social groups

Construct:

Ethnic assimilation/ethnic pluralism

Item Text:

e.) German culture is generally undermined by immigrants. *[Die deutsche Kultur wird im Allgemeinen von Zuwanderern untergraben.]*

Recommendations:

No changes recommended.

Findings:

Most of the test persons do not agree or do not agree at all with this statement. Only two test persons answer "agree".

The term "undermining culture" is interpreted correctly by 18 of the 20 test persons, i.e. in the sense that immigrants represent a threat or danger to the continued existence of German culture or that German culture can be lost through immigration. These 18 test persons also correctly interpret item e) as the opposite pole to item d) ("Immigrants affect Germany...").

Four of the 18 test persons associate the term with the "active" repression or destruction of German culture:

- *"There are immigrants who undermine German culture. There are those who come to us and don't want to allow us to live out our culture, for example by removing crucifixes from classrooms. It's not possible!"* (TP 04)
- *"I don't see how German culture is undermined by immigrants. It may be that the immigrants do not want to accept German culture, but I think that is perfectly fine, because they have their own culture. I also did not want to give up all my rights when I go to an Islamic country. I understood the question as if German culture*

would be destroyed to a certain extent by immigration. And I do not think that." (TP 07)

The other 14 test persons rather think of a "passive" disappearance or getting lost of the German culture, which - if at all - could happen due to the lack of interest of the Germans in preserving their own culture:

- *"If we Germans cultivate our culture, then I see no problem."* (TP 05)
- *"Our culture becomes richer by coming into contact with other cultures, and so each culture can develop further, and it is more likely to become an international culture if it mixes. I don't think that the Germans will lose their own culture because of that."* (TP 06)
- *"In big cities it looks like this. If there is a kebab stand on every corner, it looks like German culture is getting lost. If you go out a little bit, then you see German culture again. For me it has not been lost. You have to drive down the German wine street and then you have the German culture again."*(TP 09)
- *"I am undecided whether we as Germans allow our culture to be undermined. We must see for ourselves that we uphold our culture. If we uphold our own culture, no matter what one understands by it, religion, education and whatever belongs to culture, this cannot be undermined either."* (TP 15)

Two test persons (TP 11, TP 18) seem to have interpreted the term "undermining culture" not in the intended sense but only as "non-adaptation" to German culture. For both of them it remains unclear whether this "non-adaptation" has a direct effect on the continued existence of German culture or not:

- *"I have now seen it in such a way that they do not adapt to our culture. They don't have to go to religious instruction. And if I go abroad, nobody will build churches, we'll build mosques here. If they are here and want to live here, then they just have to adapt."* (TP 11)
- *"That depends. Where I live, there are people who make their own culture, they raise their own culture. A different culture is opened up in the middle of Germany, they don't fit in at all. None of them learn German, they only speak Albanian and open up their own culture, it's not possible. And then there are groups who speak German and adapt to the German conditions. I don't have to adapt to them, they have to adapt to me, they come here. Many adapt, some do not adapt at all."* (TP 18)

Question Topic:

Society & social affairs/ Attitudes to social groups

Construct:

Ethnic assimilation/ethnic pluralism

Item Text:

h.) Legal immigrants should have the same opportunities for education as Germans.
[*Legale Zuwanderer sollten die gleichen Möglichkeiten einer Schulbildung haben wie die Deutschen.*]

Recommendations:

No changes recommended.

Findings:

All test persons agree or fully agree with the statement.

All 20 test persons interpret the term "opportunities for school education" as access to educational opportunities and thus in the sense intended by the researchers:

- *"This is particularly important. If the immigrants do not receive the same school education, then one has exactly the problem that at some point these pupils, children, young people do not know the German language, cannot integrate into society. Then the Germans will complain that no integration has taken place and then you would be back in this cycle."* (TP 09)
- *"Education is the be-all and end-all. This is the basis for them to be able to live here and to integrate themselves here; they must have the same school education."* (TP 17)

There are differences between the test persons regarding the interpretation of the term "school education". Five test persons only think of school in the narrower sense of the term, i.e. primary and lower secondary education (primary school, Hauptschule, Realschule, Gymnasium, Gesamtschule). The other 15 test persons include additional areas such as kindergarten, university, vocational training and further education.

However, the answers of the test persons show that there is no connection between the interpretation of the term "school education" (narrow versus broad interpretation) and the agreement on item h). All 20 test persons agree or fully agree with the statement, regardless of whether they only think of access to grades 1 to 13 or whether they also include access to further education. The statements of the 15 respondents, who interpret the term rather broadly, suggest that they do not distinguish between different educational areas but rather make a general judgement about access to educational opportunities.

Question Topic:

Society & social affairs/ Attitudes to social groups

Construct:

Ethnic assimilation/ethnic pluralism

-> Not Tested Items:

Item Text:

a.) Immigrants increase the crime rate. [*Zuwanderer erhöhen die Kriminalitätsrate.*]

Question Topic:

Society & social affairs/ Attitudes to social groups

Construct:

Ethnic assimilation/ethnic pluralism

Item Text:

c.) Immigrants take jobs away from people who were born in Germany. [*Zuwanderer nehmen Menschen, die in Deutschland geboren sind, Arbeitsplätze weg.*]

Question Topic:

Society & social affairs/ Attitudes to social groups

Construct:

Ethnic assimilation/ethnic pluralism

Item Text:

d.) Immigrants enrich Germany with new ideas and cultures. [*Zuwanderer bereichern Deutschland durch neue Ideen und Kulturen.*]

Question Topic:

Society & social affairs/ Attitudes to social groups

Construct:

Ethnic assimilation/ethnic pluralism

Item Text:

f.) Persons without German citizenship who came to Germany legally should have the same rights as German citizens. [*Personen ohne deutsche Staatsangehörigkeit, die legal nach Deutschland gekommen sind, sollten die gleichen Rechte haben wie deutsche Staatsangehörige.*]

Question Topic:

Society & social affairs/ Attitudes to social groups

Construct:

Ethnic assimilation/ethnic pluralism

Item Text:

g.) Germany should take harder measures to ward off illegal immigrants. [*Deutschland sollte härtere Maßnahmen ergreifen, um illegale Zuwanderer abzuwehren.*]

Question Topic:

Society & social affairs/ Attitudes to social groups

Construct:

Ethnic assimilation/ethnic pluralism