



European  
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LCSR

Laboratory for Comparative Social Research

# **Demand for government labor market regulation: rational choice or value preferences**

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# CURRENT DISCUSSION

The demand for government welfare responsibility is:

1. multidimensional;
2. causes of the support are cultural and economic;
3. these causes may be considered both on country and individual level

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**My research** is focused on one of three dimensions:

the demand for labour market regulation.

I refer to both economic and cultural explanations on individual level.

I compare differences in effects in different institutional environment.

# KEY QUESTION

**Does welfare regime change direct effect of social position and mediation effect of values on the demand for labor market regulation?**

# BASIC ASSUMPTION

The relationship between socio-economic status (income and education) and values is complicated.

It is difficult to claim definite causal relationship of these factors.

**BUT**

## **THE LOGIC OF SOCIAL STRUCTURAL APPROACH**

The assumption: socio-economic status has an effect on values (Meuleman et al. 2012, 52)

# HYPOTHESIS

## Individual level:

The weak social position promotes high demand for LMR.

The weak social position promotes “protective” values (self-enhancement).

Protective values reinforce the demand for LMR.

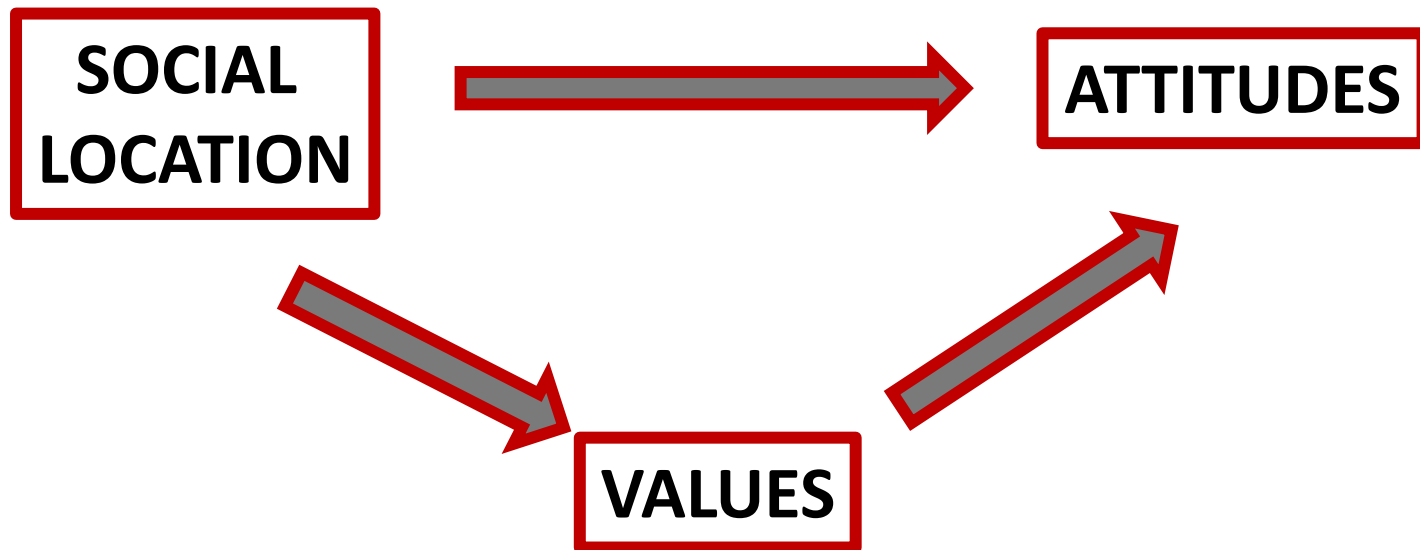
## Contextual level:

The direct effect of weak social position on the demand for LMR is strong and positive across all the welfare regimes, but it is lower in well performing welfare regimes.

The direct effect of weak social position on “protective” values is stronger in the former USSR, ex-communist and familiaristic countries.

Protective values reinforce the demand for LMR also in the former USSR, ex-communist and familiaristic countries.

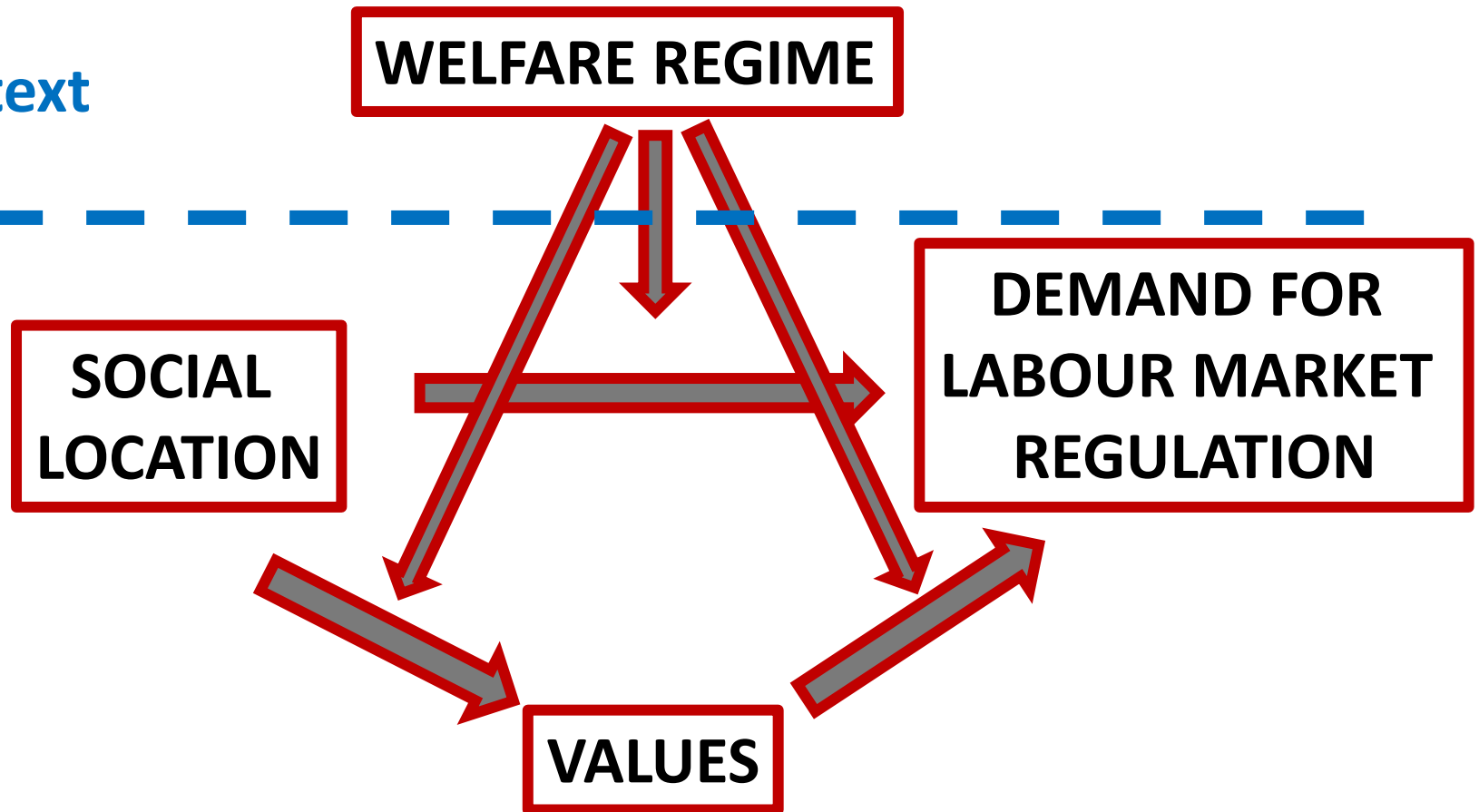
# BASIC ASSUMPTION



Individual level determinants

# RESEARCH FRAMEWORK

Context



Individual level determinants

# DATA AND KEY CONCEPTS

**Data:** European Social Survey (ESS, 2008) for 29 European countries, total sample 56752 respondents

## **Key concepts:**

**Demand for labor market regulation**

**Basic human values**

**Social status**

**Welfare regime**



# DEMAND FOR LABOR MARKET REGULATION

“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?

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

I calculated **INDEX OF THE GENERAL DEMAND FOR LABOR MARKET REGULATION** as a mean score of D15 and D19.

# **SOCIAL STATUS**

**Personal disadvantages are social and demographic characteristics referring to a weak social position (Dubrow 2013).**

**A disadvantage is a social and demographic indicator which identifies a person as a client of welfare state:**

- 1. low income,**
- 2. low level of education,**
- 3. problems with employment (currently unemployed and experience of unemployment)**

**A number of social disadvantages of a person is my independent variable.**

# **BASIC HUMAN VALUES**

**Basic human values are “desirable transsituational goals, varying in importance, that serve as guiding principles in the life of a person or other social entity”(Schwartz 1994, 21).**

**In my research I utilize 2 higher order value categories:**

**self-transcendence and self-enhancement as proxies for self-expression and self-protection values referring to generous altruism and frugal egoism (Welzel 2010, 154).**

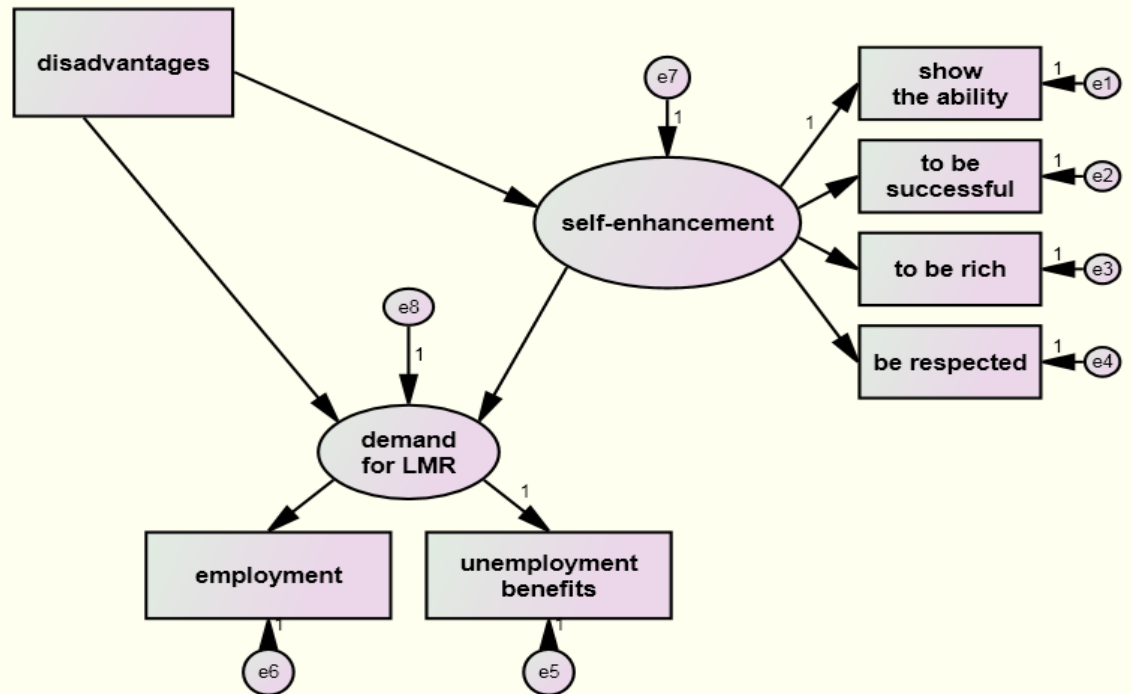
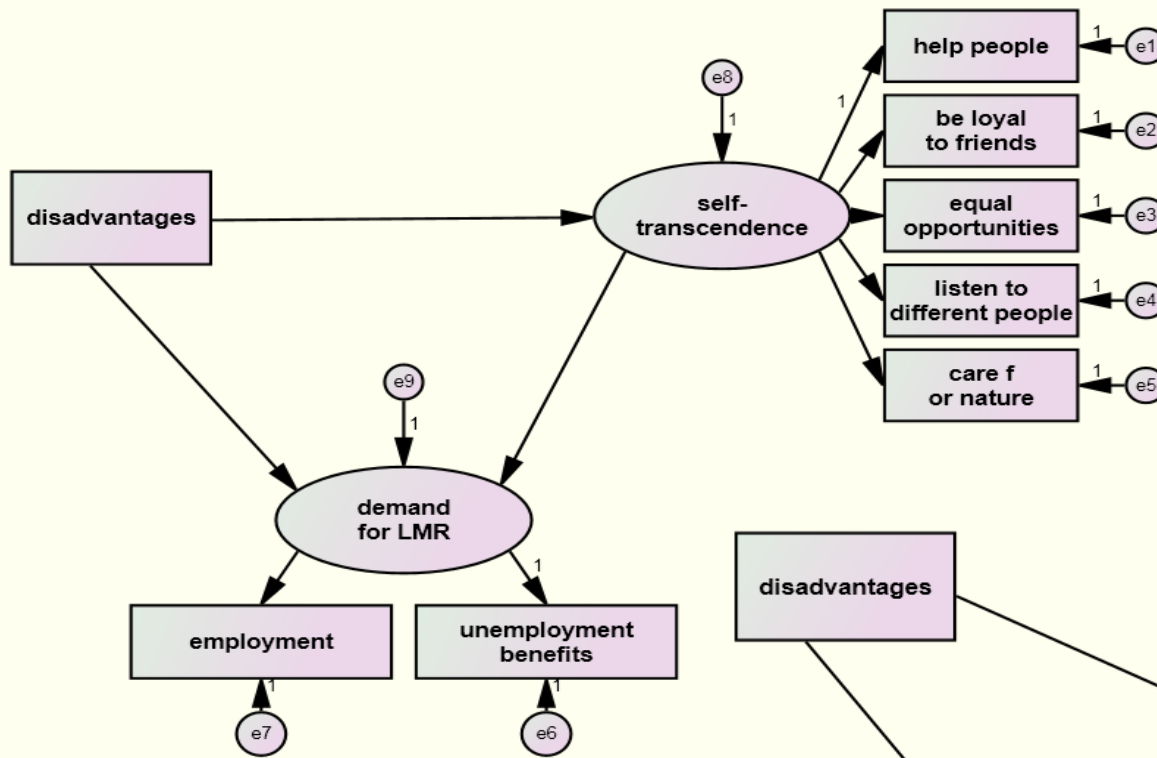
# BASIC HUMAN VALUES

	Value	Conceptual definition
Self-Enhancement (egoism)	Achievement	Personal success through demonstrating competence according to social standards
	Power	Social status and prestige, control or dominance over people and resources
Self-Transcendence (altruism)	Benevolence	Preservation and enhancement of the welfare of people with whom one is in frequent personal contact
	Universalism	Understanding, appreciation, tolerance and protection for the welfare of all people and for nature

# TYPE OF WELFARE REGIME

Social-democratic	Conservative-corporatist type	Liberal	Familialistic	Former-USSR	Ex-communist European type
Finland	Switzerland	United Kingdom	Spain	Russia	Bulgaria
Denmark	Belgium	Ireland	Greece	Estonia	Croatia
Norway	France		Portugal	Latvia	Czech Republic
Sweden	Germany		Turkey	Ukraine	Hungary
Netherlands			Israel		Poland
			Cyprus		Romania
					Slovakia
					Slovenia

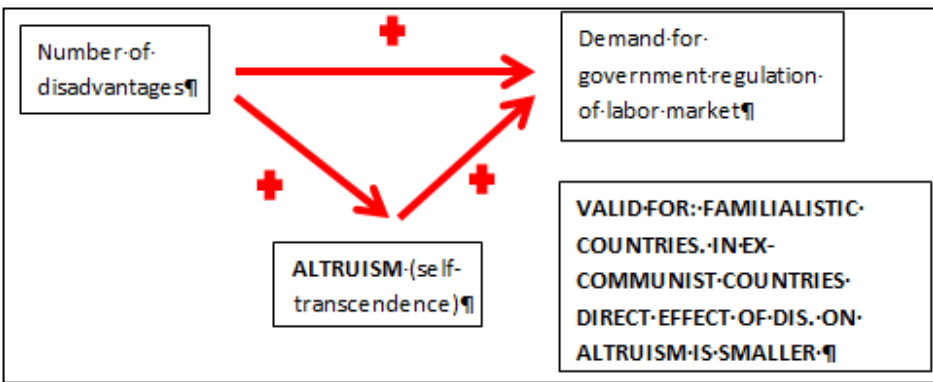
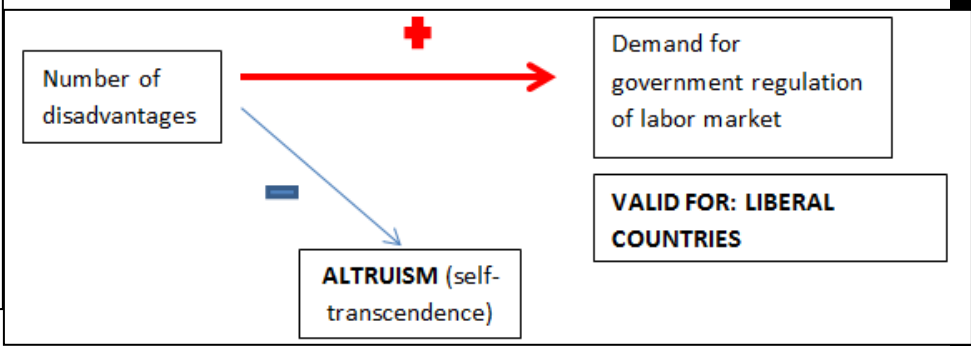
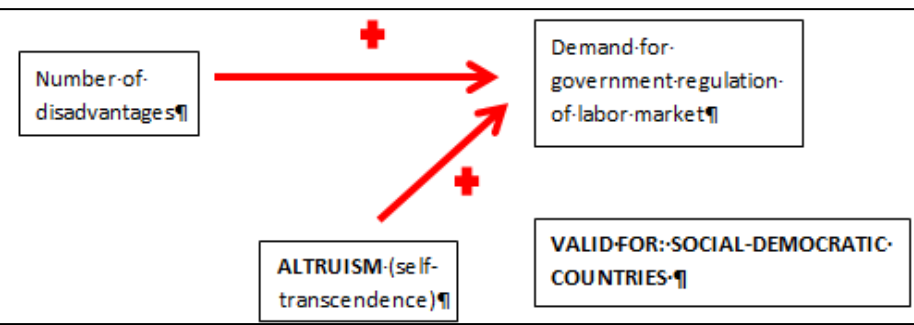
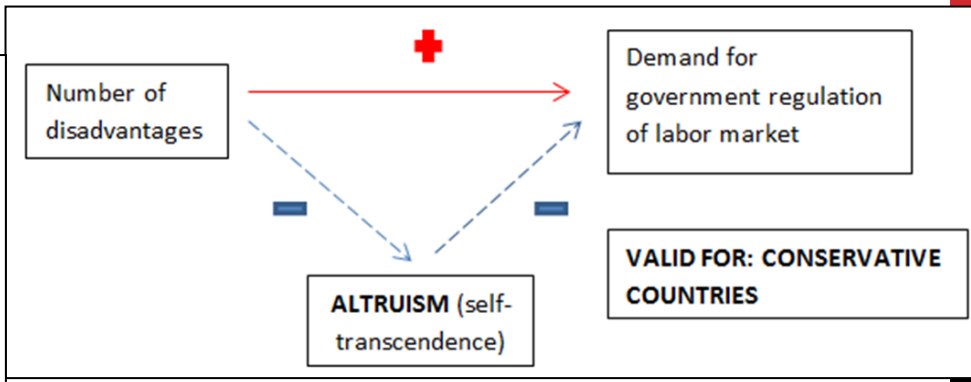
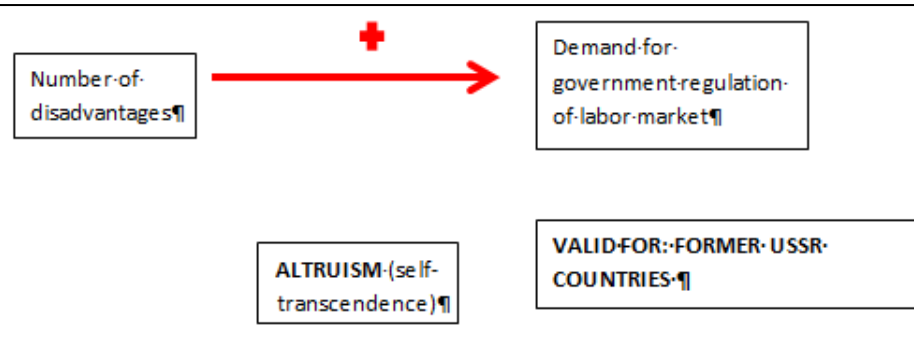
# 2 ANALYTICAL MODELS



# RESULTS

	FUSSR	EXCOM	FAM	LIB	CONS	SD
DIS -> ALT (direct)	0,007	<b>0,038***</b>	<b>0,103***</b>	<b>-0,038***</b>	<b>-0,011*</b>	-0,007
DIS->LMR (direct)	<b>0,51***</b>	<b>0,414***</b>	<b>0,346***</b>	<b>0,233***</b>	<b>0,058**</b>	<b>0,129***</b>
DIS-> LMR (mediated)	0,000	0,014	0,016	-0,004	0,001	-0,008
ALT -> LMR (direct)	0,066	<b>0,361***</b>	<b>0,152*</b>	0,104	<b>-0,066*</b>	<b>1,231***</b>
CFI	0,912	0,964	0,961	0,865	0,889	0,909
RMSEA	0,056	0,034	0,041	0,063	0,056	0,054

# RESULTS

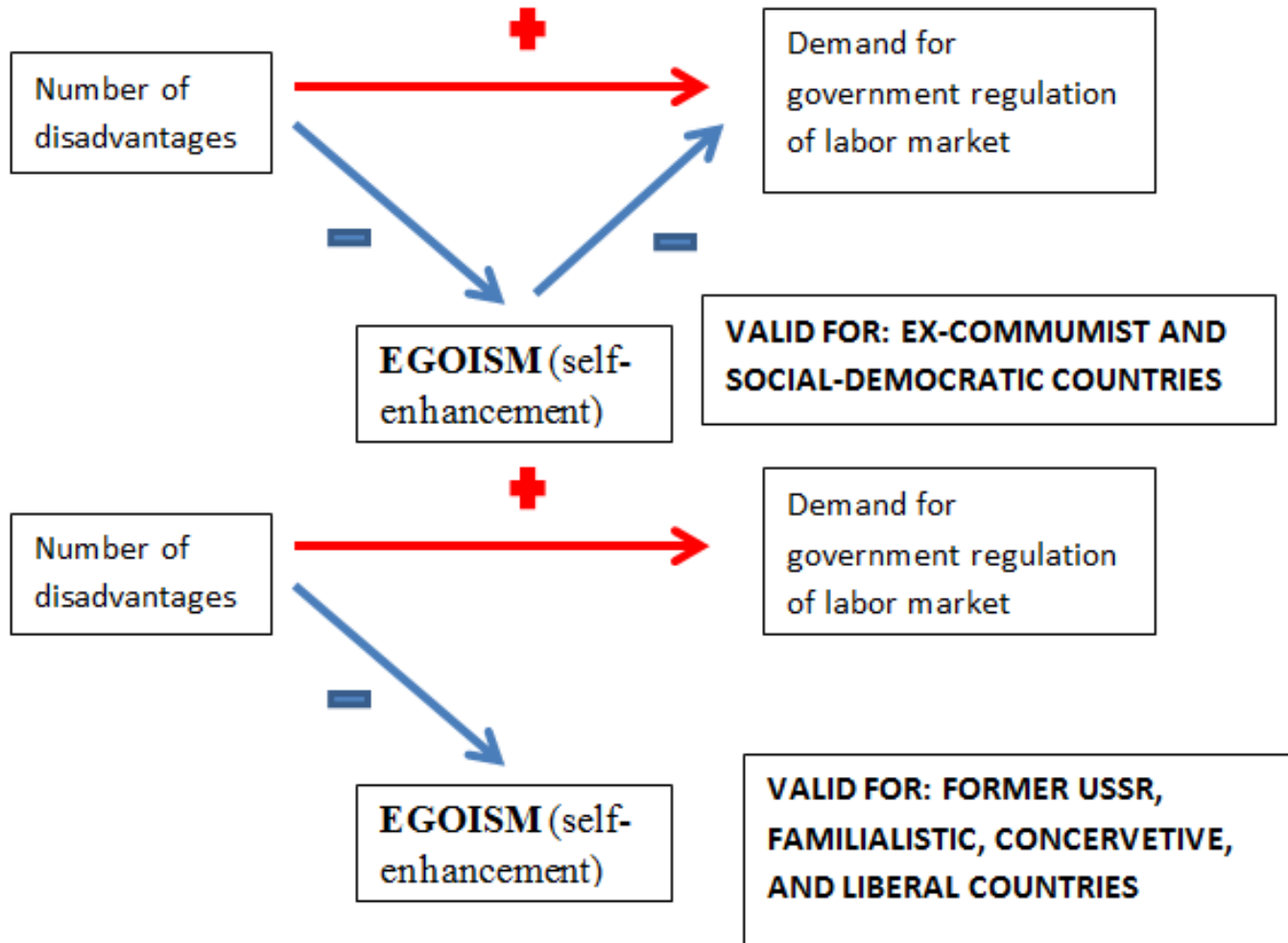




# RESULTS

	FUSSR	EXCOM	FAM	LIB	CONS	SD
DIS -> EG (direct)	<b>-0,104***</b>	<b>-0,092***</b>	<b>-0,187***</b>	<b>-0,159***</b>	<b>-0,101***</b>	<b>-0,19***</b>
DIS->LMR (direct)	<b>0,503***</b>	<b>0,411***</b>	<b>0,371***</b>	<b>0,208***</b>	<b>0,113***</b>	<b>0,084***</b>
DIS-> LMR (mediated)	0,006	0,016	-0,010	0,010	0,002	0,066
EG -> LMR (direct)	-0,059	<b>-0,178***</b>	0,055	-0,061	-0,024	<b>-0,349***</b>
CFI	0,96	0,929	0,984	0,985	0,968	0,971
RMSEA	0,049	0,059	0,03	0,025	0,032	0,04

# RESULTS



# CONCLUSION

**No universal regularities explaining causal effects of social position and values on demand for government labor market regulation across welfare regimes.**

# CONCLUSION

**Some regularities describing direct effects:**

- 1. The more disadvantages has a person the higher is the level of her demand for government labor market regulation.**
- 2. The number of disadvantages is a rather strong predictor of egoistic values: the more disadvantages the less egoistic is a person.**

# CONCLUSION

About effect of **altruistic** values

5 different ways of shaping the demand for LMR:

**The former USSR** - purely rational demand, shaped by social location;

**Liberal** countries - the demand is also rationally determined here, but also I could establish a negative effect of weak social position on altruism;

**Social-democratic countries** – both social location and values determine the demand, but there is no relationship between them;

**Conservative** countries – all the effects are weak here, but still significant. Here we can see an expected regularity: the weaker a social position is, the weaker altruism is, but the stronger altruism leads to a decline of the demand;

**Familiaristic** and **ex-communist** countries – there is a positive mediation of altruism: weak social position enhances altruism and altruism increases the demand.

# CONCLUSION

About effect of **egoistic** values

2 different ways of shaping the demand for LMR:

The **former USSR, familialistic, concervetive, and liberal** countries – neither mediation nor direct effect of egoistic values on demand

**Ex-communist and social-democratic** countries - egoistic values are weak mediators of social position on demand for government labor market regulation. Disadvantaged people have suppressed egoistic values and because of both factors have a high demand for this type of social program

**THANK YOU!**

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VA	VC	Values	21 personal descriptions (values of the “first level”)
Openness to change – Conservation	Conservation	Security	E It is important to him to live in secure surroundings. He avoids anything that might endanger his safety. N It is important to him that the government ensures his safety against all threats. He wants the state to be strong so it can defend its citizens.
		Conformity	G He believes that people should do what they are told. He thinks people should follow rules at all times, even when no one is watching. P It is important to him always to behave properly. He wants to avoid doing anything people would say is wrong.
		Tradition	I It is important to him to be humble and modest. He tries not to draw attention to himself. T Tradition is important to him. He tries to follow the customs handed down by his religion or his family.
	Openness to change	Self-direction	A Thinking up new ideas and being creative is important to him. He likes to do things in his own original way. K It is important to him to make his own decisions about what he does. He likes to be free and not depend on others.
		Stimulation	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 O He looks for adventures and likes to take risks. He wants to have an exciting life.
		Hedonism	J Having a good time is important to him. He likes to “spoil” himself. U He seeks every chance he can to have fun. It is important to him to do things that give him pleasure.
Self- Enhancement	Achievement	D It is important to him to show his abilities. He wants people to admire what he does. M Being very successful is important to him. He hopes people will recognize his achievements.	
	Power	B It is important to him to be rich. He wants to have a lot of money and expensive things. Q It is important to him to get respect from others. He wants people to do what he says.	
	Benevolence	L It is very important to him to help the people around him. He wants to care for their well-being. R It is important to him to be loyal to his friends. He wants to devote himself to people close to him.	



# Cumulative disadvantages (Dubrov, 2012)

Indicators	Measured by	Recordings
Low income	Which of the descriptions on this card comes closest to how you feel about your household's income nowadays? 1. Living comfortably on present income, 2. Coping on present income, 3. Finding it difficult on present income, 4. Finding it very difficult on present income.	3-> 1; 4->1
Low level of education	What is the highest level of education you have achieved? Please use this card: 0. not completed primary education, 1. primary or first stage of basic, 2. lower secondary or second stage of basic, 3. upper secondary, 4. post secondary, non tertiary, 5. first stage of tertiary, 6. second stage of tertiary (Recoded into 4 groups)	0->1; 1->1; 2->1; 3->1; 4->1
Problems with employment	1. And which of these descriptions best describes your situation (in the last seven days)? Please select only one. (01 in paid work (or away temporarily) (employee, self-employed, working for your family business); 02 in education, (not paid for by employer) even if on vacation; 03 unemployed and actively looking for a job; 04. unemployed, wanting a job but not actively looking for a job; permanently sick or disabled 06. retired; 07 in community or military service; 08 doing housework, looking after children or other persons; 09 (other)) 2. Have you ever been unemployed and seeking work for a period of more than three months? (yes/no)	03->1; 04->1; 05->1; 06->1  1->1