

CONCEPTS AND SCALES

SURVEY WAVES 1 TO 9, 2001-2014



TREE

Transitionen von der **E**rstausbildung ins **E**rwerbsleben
Transitions de l'**E**cole à l'**E**mloi
Transitions from **E**ducation to **E**mployment

Citation proposal:

TREE (2016): Concepts and Scales. Survey waves 1 to 9, 2001-2015. Berne: TREE.

TABLE OF CONTENTS

Synopsis of the concepts used by TREE, by the type of questionnaire, Survey wave and (sub-)sample

0. Case ID
1. Education & Training
2. Traineeships/internships
3. Gainful occupation
4. Other situations and activities
5. Significant life events
6. Personal characteristics
7. Health and well-being
8. Soci(et)al integration & participation
9. Demography, housing, finances

Bibliography

Scale, item group or single item	Variable or variable group	Source
----------------------------------	----------------------------	--------

Sample	Number of items						
	T1-T7	T1	T2	T3	T4	T5	T6

Sample	Number of items
	T8

Sample	Number of items
	T9

0 Case ID

PISA ID	ID	TREE
School code	school	PISA 2000, Swiss national project management SFSO**
Student code	student	
Response status	valids	
Type of response	validm	TREE
Date of response	validd	TREE
Type of complementary questionnaire	validq	TREE

A	1	1	1	1	1	1	1
A	1	1	1	1	1	1	1
A	1	1	1	1	1	1	1
A	1	1	1	1	1	1	1
A	1	1	1	1	1	1	1
A	1	1	1	1	1	1	1
A	-	-	-	-	1	1	1

A	1
A	1
A	1
A	1
A	1
A	1
A	1

A	1
A	1
A	1
A	1
A	1
A	1
A	1

1 Education & Training

Description of education or training

ID number of education/training episode	educ_epinr*	TREE
Date of beginning	edum_begin*, eduy_begin*	TREE
Type of education/training	educ22*	TREE, SFSO**
Training profession, field of study	occub*	TREE, SFSO**
Duration of education/training	dura*	TREE
Year of study/training	syea*	
Vocational Baccalaureate or traineeship as part of a training/study spell	eint (T1-T7); epma* (as of T3)	
Firm-based training	ecot (T1-T7); ecom* (as of T8)	
Hours per week spent for education/training (mean, classes and self-study)	educh*	TREE
Employer supported education or training	futr*	TREE, adaptation of SAKE and MZ further education

-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
L, P, S, T	1	1	1	1	1	1	1
L, P, S, T	1	1	1	1	1	1	1
L, P, S, T	1	1	1	1	1	1	1
L, P, S, T	1	1	1	1	1	1	1
L, P, S, T	1	1	2	2	2	2	2
L, P, S, T	1	1	1	1	1	1	1
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-

L, S, T	1
L, S, T	2
L, S, T	1
L, S, T	1
L, S, T	1
L, S, T	1
L, S, T	1
L, S, T	1
-	-
L, S, T	5

L, S, T	1
L, S, T	2
L, S, T	1
L, S, T	1
L, S, T	2
L, S, T	1
L, S, T	1
L, S, T	1
L, S, T	1
L, S, T	1
L, S, T	5

Certificates	c9crtyp*, c9credu*, c9crdat*, c9crgadm*, c9crgadm*, c9crgadm*, c9crgadm*	TREE
Change of curriculum	crit*	TREE
Class repetition at compulsory school level	repe	TREE
No. of apprentices and trainees within the training firm	appr, prac (T1-T4); appr*, prac* (as of T5)	TREE

A	-	-	-	-	-	-	-
A	16	17	11	11	1	1	1
A	-	1	-	-	-	-	-
L, P	1	1	2	2	2	2	2

-	-
L, S, T	1
-	-
L	2

A	7
L, S, T	1
-	-
L	-

Scale, item group or single item	Variable or variable group	Source
Commuting distance to training firm (h/m)	wfih, wfim	TREE
Commuting distance to school/university (h/m)	wsch, wscm	TREE

Sample	Number of items						
	T1	T2	T3	T4	T5	T6	T7
T1-T7							
L, P	2	2	2	2	2	2	2
L, S, T	2	2	2	2	2	2	2

Sample	Number of items
	T8
T8	
L	2
L, S, T	2

Sample	Number of items
	T9
T9	
-	-
L, S, T	2

Strains & resources within the training firm

Job variation	wvar	TREE, adaptation of Prümper, Hartmannsgruber & Frese (1995), Dunckel (1999)
Freedom of action	wscA	
Strain	wove	
Strain (working environment)	wsur	
Interruptions	wint	
Organisational problems at work	worg	
Social support	wsoc	
Cooperation	wcoo	
Integrity (of task)	whol	
Career and further education/training opportunities	cafi	
Employee information and participation	infi	TREE
Complementarity between training firm and vocational school	wlis	

L, P	5	5	4	3	3	3	3
L, P	4	4	3	3	3	3	3
L, P	5	5	5	5	5	5	5
L, P	-	-	2	2	2	2	2
L, P	-	-	2	2	2	2	2
L, P	-	-	2	2	2	2	2
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
L, P	-	-	2	2	2	2	2
L, P	-	-	2	2	2	2	2
L, P	2	2	2	2	2	2	2

L	3
L	5
L	6
L	2
L	2
L	2
L	1
L	3
L	2
L	2
L	2

-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-

Strains & resources at school

Job variation	lvar	TREE, adaptation of Prümper, Hartmannsgruber & Frese (1995), Dunckel (1999)
Freedom of action	lscA	
Strain	love	
Structure/quality of curriculum	struc	

L, S, T	4	4	4	3	3	3	3
L, S, T	4	4	3	3	8	8	8
L, S, T	5	5	5	5	6	6	6
S	-	-	-	-	2	2	2

L, S, T	3
L, S, T	8
L, S, T	6
T	2

L, S, T	3
L, S, T	5
L, S, T	5
T	2

Equal opportunity within the training firm

Gender	eqf	TREE
Nationality	eqf	

L, P	-	2	2	2	2	2	2
L, P	-	2	2	2	2	2	2

L	2
L	2

-	-
-	-

Equal opportunity within the (vocational) school

Gender	equS	TREE
Nationality	equS	

L, S	-	2	2	2	2	2	2
L, S	-	2	2	2	2	2	2

L, S, T	2
L, S	2

-	-
-	-

Skills/competencies of VET trainers

Pedagogical skills/competencies	quam	TREE, adaptation of Neuenschwander (1998), Neuenschwander, Herzog & Holder (2001)
Professional/vocational skills/competencies	quam	

L, P	7	6	6	6	6	6	6
L, P	-	-	2	2	2	2	2

L	6
L	2

-	-
-	-

Scale, item group or single item	Variable or variable group	Source	Sample		Number of items							Sample		Number of items		Sample		Number of items	
			T1-T7		T1	T2	T3	T4	T5	T6	T7	T8		T8	T9		T9		T9
Skills/competencies of (school) teachers																			
Pedagogical skills/competencies	quat	TREE, adaptation of Neuenschwander (1998),	L, S, T		7	6	6	6	8	8	8	L, S, T	8	L, S, T	6				
Subject matter skills/competencies	quat	Neuenschwander, Herzog & Holder (2001)	L, S, T		-	-	1	1	2	2	2	L, S, T	2	L, S, T	1				
(Mis-)Match between expectations and actual education/training situation	expe	TREE	L, P, S, T		2	2	-	-	-	-	-	-	-	-	-				
Satisfaction with regard to education/training																			
General satisfaction	satg	TREE, adaptation of Baillod (1992), Bruggemann, Groskurth & Ulich (1975)	L, P, S, T		3	3	3	3	3	3	3	L, S, T	3	L, S, T	1				
Resignative satisfaction	satr		L, P, S, T		3	3	3	3	3	3	3	L, S, T	3	-	-				
Satisfaction with the training profession	como	TREE, adaptation of Neuenschwander (1998), Neuenschwander, Herzog & Holder (2001)	L, P		4	4	4	4	4	4	4	L	4	-	-				
Satisfaction with the training firm	clif		L, P		5	5	5	5	5	5	5	L	5	-	-				
Satisfaction with the school	clis		L, S, T		3	3	3	3	3	3	3	L, S, T	3	-	-				
Satisfaction with the class	clic		L, S, T		3	3	3	3	3	3	3	L, S, T	3	-	-				
Learning styles																			
Willingness to make an effort	leff	Moser, Ramseier, Keller & Huber (1997), Moser (1997)	L, S, T		4	4	4	4	10	10	10	L, S, T	10	L, S, T	4				
Concentration	lcon		L, S, T		2	2	2	2	5	5	5	L, S, T	5	-	-				
Indicators of academic performance																			
Fail grades	grad	TREE	L, S		1	1	1	1	1	1	1	L, S	1	-	-				
Additional coaching, private tuition	sute	TREE	L, S		1	1	1	1	1	1	1	L, S	1	-	-				
Social support (with regard to education/training)																			
Interest of significant others	supi	TREE, adaptation of Frese & Zapf (1987)	L, P, S, T		8	8	8	8	9	9	9	L, S, T	9	L, S, T	6				
Social support when difficulties arise	supp		L, P, S, T		8	8	8	8	9	9	9	L, S, T	9	L, S, T	6				
Propensity to quit/change education/training																			
Absences	abse	TREE	L, P, S, T		1	1	1	1	1	1	1	L, S	1	-	-				
Source for Financing Education	efina	TREE	-		-	-	-	-	-	-	-	-	-	L, S, T	5				

2 Traineeships/internships

Scale, item group or single item	Variable or variable group	Source	Sample								Number of items		Sample		Number of items	
			T1-T7	T1	T2	T3	T4	T5	T6	T7	T8	T8	T9	T9		
Description of traineeship/internship																
Traineeship episode ID	prac_epinr*, prac_epinr_quest	TREE	-	-	-	-	-	-	-	-	-	P	2	P	1	
Description	prac*, prac_sbn*, prac_isco88*, prac_isco08*	Databases & classifications of professions/occupations (SFSO**), ISCO 88 (ILO n.d.)	-	-	-	-	-	-	-	-	-	P	3	P	3	
Date of beginning	pracm_begin*, pracy_begin*	TREE	-	-	-	-	-	-	-	-	-	P	2	P	2	
Average weekly working hours	prac_h*		-	-	-	-	-	-	-	-	-	P	1	P	1	
Number of weekly working hours according to working contract	pjoconh*	TREE	-	-	-	-	-	-	-	-	-	-	-	P	1	
Relation between traineeship and (other)education/training	predu*, predu1c*, predu2c*		-	-	-	-	-	-	-	-	-	P	3	P	3	
Activity level (full/part time)	pjobft*, pjobgrad*	TREE	-	-	-	-	-	-	-	-	-	-	-	P	2	
Praktikumsdauer	pduram*	TREE	-	-	-	-	-	-	-	-	-	P	1	P	1	
Features of training firm	prac_noga*, prac_noga_branche*, prac_cobur*, prac_cobur_typeb*, prac_cobur_lang*, prac_cobur_legalform*, prac_cobur_headcount*, prac_cobur_canton*	National databases/classifications of firms (SFSO**)	-	-	-	-	-	-	-	-	-	P	8	P	8	
Number of apprentices and trainees in company	pracp*, apprp*	TREE	-	-	-	-	-	-	-	-	-	P	2	-	-	
Application and selection/requirements for the job	preqnr*, preqnrmd*, preqnstr*, preqcomp*, pskmitch*, pskmitch3*	TREE	-	-	-	-	-	-	-	-	-	P	6	P	6	
Salary	As of T9: psala*, pforeign_currency*, pfc_sala_unit*	TREE	-	-	-	-	-	-	-	-	-	-	-	P	13	

3 Gainful occupation

Description of (main) job

Occupational status (yes/no)	job	TREE	A	1	1	-	-	-	-	-	-	-	-	-	-
Job episode ID	job_epinr*, job_epinr_quest (as of T8)	TREE	E	-	-	1	1	1	1	1	1	E	2	E	4

Scale, item group or single item	Variable or variable group	Source	Sample	Number of items							Sample	Number of items	Sample	Number of items			
				T1-T7	T1	T2	T3	T4	T5	T6					T7	T8	T9
Job description T1-T3	jocub	TREE, SFSO**	E	1	1	-	-	-	-	-	-	-	-	-	-	-	-
Job description T4-T8	jobsbn*, job_isco88*, job_isco08*, jobac*	Databases & classifications of professions/occupations (SFSO**), ISCO 88 (ILO n.d.), ISCO 08 (ILO n.d.)	-	-	-	4	4	4	4	4	4	E	4	E	4	E	4
Average weekly working hours	jobh*, jobgd* (T8)	TREE	E	-	-	1	1	1	1	1	1	E	2	E	1	E	1
Date of beginning of episode (month/year)	jobm_begin*, joby_begin*	TREE	E	-	-	2	2	2	2	2	2	E	2	E	2	E	2
Date of end of job (month/year)	jobm_end, joby_end	TREE	E	-	-	2	2	2	2	2	2	E	2	E	2	E	2
Features of employing firm	noga*, noga_branche*, cobur*, cobur_typeb*, cobur_lang*, cobur_legalform*, cobur_headcount*, cobur_canton*	National databases/classifications of firms (SFSO**)	E	-	-	8	8	8	8	8	8	E	8	E	8	E	8
Position within firm's hierarchy T3-T4	jpos1, jpos2	TREE, SFSO**	E	-	-	2	2	-	-	-	-	-	-	-	-	-	-
Position within firm's hierarchy T5-T8	jpos3*, jpos3a*	TREE, SFSO**	E	-	-	-	-	2	2	2	2	E	2	E	2	E	2
Salary	sala, salaz (as of T9), foreign_currency*, fc_sala_unit*	TREE	E	-	-	4	4	4	6	6	6	E, P	6	E, P	18	E, P	18

Terms of employment

Employment status (e.g. employed, self-employed etc.)	jobs*, jtemp* (as of T9)	TREE, SFSO**	E	-	-	1	1	1	1	1	1	E	1	E	2	E	2
Fixed-term/temporary employment	jobt*, jobt2*, jobt3*, jobt4*, jobt5*, jobt6*, jobt7*, jobt8*, jobt9*, jobt10*, jobt11*, jobt12*	TREE	E	-	-	5	4	4	11	11	11	E	12	E	11	E	11
Work on call	jhflex*	SFSO** (Swiss Labour Force Survey)	E	-	-	-	-	-	4	4	4	E	1	E	1	E	1
Estimation of occupational safety	jsec	TREE adaptation of SILC / SHP		-	-	-	-	-	-	-	-		-	E	1	E	1
Activity level (full/part time)	jhogar* (T6-T7); jobft*, joconh*, jobgrad*, jobhbmin*, jobhbmax*, jobhundet*, jobav		E	-	-	-	-	-	1	1	1		-	E	8	E	8

Scale, item group or single item	Variable or variable group	Source	Sample		Number of items							Sample		Sample		
			T1-T7		T1	T2	T3	T4	T5	T6	T7	T8	Number of items	T9	Number of items	
Main employment/level of employment; hours of work	jhpen1*, jhpen2*, jhpen3* (T6-T8) As of T9: ihdesdelta, ihdesh	SFSO** (Swiss Labour Force Survey)	E		-	-	-	-	-	-	3	3	E	3	E	2
Reasons for temporary employment	jobreaspt	TREE, adaptation of SAKE			-	-	-	-	-	-	-	-		-	A	9
Employment: end of employment	reasjend	TREE	-		-	-	-	-	-	-	-	-	-	-	E	1
Working hours (daytime vs. evening/nights; weekdays vs. weekend)	etim (T1-T2); jtim* (as of T3)	TREE, SFSO**	E		-	-	4	4	4	4	4	4	E, P	4	E, P	6
Commuting distance residence <-> workplace	wcoh, wcom	TREE	E		-	-	2	2	2	2	2	2	E, P	2	E, P	2

Strains & resources at the workplace

Variety of tasks	jvar	TREE, adaptation of Prümper, Hartmannsgruber & Frese (1995), Dunckel (1999)	E		-	-	4	3	3	3	3	E, P	3	E, P	3
Freedom of action	jsca		E		-	-	3	3	3	3	3	E, P	5	E, P	5
Strain	jove		E		-	-	5	5	5	5	5	E, P	6	E, P	6
Strain with regard to the working environment	jsur		E		-	-	2	2	2	2	2	E, P	2	E, P	2
Work interruptions	jint*		E		-	-	2	2	2	2	2	E, P	2	E, P	2
Cooperation	jcoo		-		-	-	-	-	-	-	-	E, P	3	E, P	3
Integrity (of task)	jhol*		-		-	-	-	-	-	-	-	E, P	2	E, P	2
Problems related to work organisation	jorg*		E		-	-	2	2	2	2	2	E, P	2	E, P	2
Social support	jsoc		-		-	-	-	-	-	-	-	E, P	1	E, P	1
(Employee) information und participation	inco		E		-	-	2	2	2	2	2	E, P	2	E, P	2
Career and (further) training opportunities within the firm	caco		E		-	-	2	2	2	2	2	E, P	2	E, P	2
Illegitimate tasks	jit	Semmer, Tschan, Meier, Facchin & Jacobshagen (2010), Jacobshagen (2006)	-		-	-	-	-	-	-	-	E, P	8	E, P	8
Company-internal training opportunities	jfed	TREE			-	-	-	-	-	-	-		-	E, P	6

Equal opportunity of employer

Gender	equc	TREE	E		-	-	2	2	2	2	2	E, P	2	E, P	2
Race/ethnicity/nationality	equc		E		-	-	2	2	2	2	2	E, P	2	E, P	2
Assessment of professional and leading skills of superiors	quab, quabno (as of T9)	TREE, adaptation of Neuenschwander (1998), Neuenschwander, Herzog & Holder (2001)	E		-	-	8	8	8	8	8	E, P	8	E, P	9

Scale, item group or single item	Variable or variable group	Source	Sample	Number of items							Sample	Number of items	Sample	Number of items
			T1-T7	T1	T2	T3	T4	T5	T6	T7	T8	T8	T9	T9
<i>Relevance of attained VET diploma for present job</i>	eval	TREE	E	-	-	7	7	7	7	7	E, P	7	-	-
Satisfaction with work & profession														
Satisfaction with professional career	carsat	Greenhaus, Parasuraman & Wormley (1990), Wolff & Moser (2009)	E	-	-	-	-	-	-	-	E, P	5	E, P	5
Work satisfaction	jsag	TREE, adaptation of Baillod (1992), Bruggemann, Groskurth & Ulich (1975)	E	-	-	3	3	3	3	3	E, P	3	E, P	3
Resignative work satisfaction	jsar	TREE, adaptation of Baillod (1992), Bruggemann, Groskurth & Ulich (1975)	E	-	-	3	3	3	3	3	E, P	3	E, P	3
Satisfaction with employing firm	clco	TREE, adaptation of Neuenschwander (1998), Neuenschwander, Herzog & Holder (2001)	E	-	-	5	5	5	5	5	E, P	5	E, P	5
Affective commitment														
Professional/vocational commitment	afcomp	Meyer, Allen & Smith (1993), Schmidt, Hollmann & Sodenkamp (1998)	E	-	-	-	-	-	-	-	E, P	6	E, P	6
Organisational commitment	afcomc	Meyer, Allen & Smith (1993), Schmidt, Hollmann & Sodenkamp (1998)	E	-	-	-	-	-	-	-	E, P	6	E, P	6
Social support with regard to work														
Interest of significant others	jspi	Frese & Zapf (1987)	E	-	-	7	7	7	7	7	E, P	7	E, P	7
Social support when difficulties arise	jspp	Frese & Zapf (1987)	E	-	-	7	7	7	7	7	E, P	7	E, P	7
Propensity to quit/change job	jqit, fluc (as of T6), iqitocc (as of T9)	TREE, Baillod (1992)	E	-	-	2	2	4	9	9	E, P	9	E, P	10
Absences	jabse	TREE	E	-	-	-	-	-	1	1	E, P	1	E, P	1
Job search														
Information source with regard to job opening	jfou	TREE, SFSO**	E	-	-	7	7	7	8	8	E, P	8	E, P	7
Application activities	jsel	TREE, SFSO**	E	-	-	7	7	7	8	8	E, P	8	E, P	8
Job requirements	jreq (T3-T7); jreqnrm*, jreqnstr*, jreqcomp*, jskmtch*, jskmtch3* (as of T8); jreqnrm* (as of T9)	TREE	E	-	-	4	4	6	6	6	E	5	E	6
Search strategies	jsea	TREE, SFSO**	E	-	-	9	9	9	10	10	E, P	9	E, P	7
Duration of job search	jsem	TREE	E	-	-	1	1	1	1	1	-	-	-	-
Job alternatives	jalt	TREE	E	-	-	5	5	5	5	5	E, P	3	E, P	3

Scale, item group or single item	Variable or variable group	Source
----------------------------------	----------------------------	--------

Sample	Number of items						
	T1-T7	T1	T2	T3	T4	T5	T6

Sample	Number of items
	T8

Sample	Number of items
	T9

Profile of current employment

Importance of different skills for current employment	jskill	TREE
Interactive tasks at work	jintera	NEPS, Matthes et al (2014)
Job crafting	jcrafter	Reichmuth (1999)

-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-

-	-
-	-
-	-

E	10
E	6
E	7

4 Other situations and activities

Episode ID	neet_epin* (as of T8)	TREE
Description of situation/activity	neet (T3-T7); ntyp*, neeth*, neet1rh* (as of T8)	TREE
Date of beginning	neetm_begin*, neety_begin*	TREE
Job search	neetav	
Preferred education/training or job	nech, nech_educ (as of T9), nech_job (as of T9), nech_jobsbn (as of T9), nech_job_isco88 (as of T9), nech_job_isco08 (as of T9)	TREE, Databases & classifications of professions/occupations (SF50**), Code SBNISCO 88 (ILO n.d.), ISCO 08 (ILO n.d.)
Experiences of failure (e.g. letter of refusal)	neere	
Strategies of search for employment (training position or workplace)	nese	
Unemployed: desire for employment	ndesirj	TREE, adaptation of SAKE
Unemployed: desired amount of working hours	ndesjh	TREE, adaptation of SAKE
Unemployed: reasons for non-employment	reasnojob	TREE, adaptation of SAKE

O	-	-	-	-	-	-	-
O	-	-	9	10	12	14	14
-	-	-	-	-	-	-	-
O	-	-	-	-	-	1	1
O	-	-	9	9	14	17	17
O	-	-	3	3	3	3	3
O	-	-	8	8	8	8	8
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-

A	1
A	3
A	2
O	1
O	4
O	2
A	4
-	-
-	-
-	-

A	1
A	3
A	2
O	1
O	4
O	1
A	4
O	1
O	1
O	9

5 Significant life events

e.g. relocation, separation, divorce, illness, death, etc.	clev, cle	TREE, adaptation of Neuenschwander (1998), Neuenschwander, Herzog & Holder (2001)
------------------------------------------------------------	-----------	-----------------------------------------------------------------------------------

A	12	13	13	13	42	48	48
---	----	----	----	----	----	----	----

A	70
---	----

A	42
---	----

6 Personal characteristics

<i>Persistence</i>	pers	Grob & Maag Merki (2001)
--------------------	------	--------------------------

A	5	4	4	4	4	4	4
---	---	---	---	---	---	---	---

A	4
---	---

A	4
---	---

Scale, item group or single item	Variable or variable group	Source	Sample		Number of items							Sample		Sample		
			T1-T7		T1	T2	T3	T4	T5	T6	T7	T8	Number of items	T9	Number of items	
<i>Self-efficacy</i>	seef	Schwarzer (2000), Schwarzer & Jerusalem (1999)	A		5	4	4	4	4	4	4	4	A	4	A	4
<hr/>																
<i>Coping</i>																
Task-oriented	copt	Endler & Parker (1990), Kälin (1995)	A		4	4	-	4	-	4	4	A	4	A	4	
Emotion-oriented	cope		A		4	4	-	4	-	4	4	A	4	A	4	
Avoidance-oriented	copa		A		4	4	-	4	-	4	4	A	4	A	4	
<i>Ambition</i>	ambi	TREE	A		2	-	-	-	-	-	-	-	-	-	-	
<hr/>																
<i>Value orientation</i>																
Partnership/family	vafa	TREE, adaptation of Watermann (2000)	A		3	-	3	3	3	-	3	A	3	A	3	
Leisure	vafu		A		4	-	4	-	-	-	-	-	-	-	-	
Work: intrinsic	vawi		A		5	-	5	5	5	-	5	A	5	A	5	
Work: extrinsic	vawe		A		4	-	4	4	4	-	4	A	4	A	4	
Work: commuting distance	vawo	TREE	A		-	-	-	1	1	-	1	A	1	A	1	
Work: continuing/further education/training	vawo		A		-	-	-	1	1	-	1	A	1	A	1	
Work: full-time job	vawo		A		-	-	-	2	2	-	2	A	2	A	2	
Other	vaot		-		-	-	-	-	-	-	-	-	-	A	1	
Need for personal growth of strength (growth need strength)	grow	Hackman und Oldham (1974); Schmidt und Kleinbeck (1979); Roy, R. (1993)	-		-	-	-	-	-	-	-	-	-	-	A	4
<i>Anomy</i>	anom, belongch (T8)	Gümüs et al. (2006), Fischer et al. (2000)	A		-	-	-	-	-	-	4	4	A	5	-	-

7 Health and well-being

<i>Self esteem</i>	sele	Rosenberg (1979)	A		5	4	4	4	4	4	4	A	4	A	4
<i>Depression</i>	seld		A		5	4	4	4	4	4	4	A	4	A	4
<i>Positive attitude towards life</i>	postl	Grob, Lüthi, Kaiser, Flammer, Mackinnon & Wearing (1991)	A		6	5	5	5	5	5	5	A	5	A	5
<i>Physical ailments</i>	heal		A		9	8	8	8	8	8	8	A	8	A	8
General state of health	health	Renner & Schwarzer (2005)	A		-	-	-	-	-	-	-	A	1	A	1

Affectivity

Scale, item group or single item	Variable or variable group	Source	Sample	Number of items							Sample	Number of items	Sample	Number of items	
				T1-T7	T1	T2	T3	T4	T5	T6					T7
positive	pana	Krohne, Egloff, Kohlmann & Tausch (1996)	A	-	5	5	5	5	5	5	5	A	5	A	5
negative	pana		A	-	5	5	5	5	5	5	5	A	5	A	5
Substance use	drug	Grob & Maag Merki (2001)	A	7	7	7	7	7	7	7	7	A	9	A	9
Life domains															
Centrality/importance	cend, cenr	Baillod (1992)	A	-	-	-	-	-	-	10	10	A	10	A	10
Satisfaction	censat, satlive (as of T9)	TREE, adaptation of SOEP (2008)	A	-	-	-	-	-	-	-	-	A	5	A	6
Influence on well-being	satl	TREE	A	-	-	-	-	-	-	-	-	A	5	A	-
Compatibility of work and family life (work-life balance)	stresst, stressh	TREE adaptation of Erfurter Belastungs-Inventar (Böhm-Kasper et al. 2000)	A	-	-	-	-	-	-	-	-	-	-	A	7

8 Soci(et)al integration & participation

Social support

Perception of availability	pasi	Schulz & Schwarzer (2003)	A	-	-	-	-	4	4	4	A	4	A	4
Search for support	suse		A	-	-	-	-	5	5	5	A	5	A	5
Support by/of mother/father	phelp, pmoney	TREE adaptation of Szydlik (2008), SHARE		-	-	-	-	-	-	-		-	A	5

Relationships

Significant others (except parents)	clocon	TREE, adaptation of Szydlik (2008)	A	-	-	-	-	-	-	-	A	10	A	10
Parents	closef/m		A	-	-	-	-	-	-	-	-	A	2	A
Residential/travel distance to father/mother	disthm, distmm, disthf, distmf	TREE in Anlehnung an Szydlik (2008), SHARE		-	-	-	-	-	-	-		-	A	4

Soci(et)al and cultural participation

Memberships, activities within associations, clubs, etc.	group, groupot	TREE, adaptation of ALLBUS 2008 (see GESIS n.d.)	A	-	-	-	-	-	-	-	A	60	A	21	
Cultural events	cult		A	-	-	-	-	-	-	-	-	A	5	A	7
Interest in politics	polit		A	-	-	-	-	-	-	-	-	A	1	A	1

Gender roles

Division of domestic chores

	genrol	GESIS/ZA (2002)	A	-	-	-	-	-	-	-	A	6	A	-
	chores	TREE	A	-	-	-	-	-	-	-	A	8	A	8
	edcmoth, edcfath	TREE	A	-	-	-	-	-	-	-	A	2	A	2

Status(transfer)

Scale, item group or single item	Variable or variable group	Source	Sample		Number of items							Sample		Number of items		
			T1-T7		T1	T2	T3	T4	T5	T6	T7	T8		T9		
Status comparison with parents	statf, statm	TREE, adaptation of ALLBUS 2008 (see GESIS n.d.)	A		-	-	-	-	-	-	-	-	E, P	2	E, P	2
Plans & expectations for the future																
occupational status: expected development	statfut	TREE, adaptation of ALLBUS 2008 (see GESIS n.d.)	A		-	-	-	-	-	-	-	-	E, P	1	E, P	1
Expected job at age of 30/40	jobat30 (T8), jobat40 (T9)	TREE	-		-	-	-	-	-	-	-	-	A	1	A	1
Plans for the future in 6 months	plan	TREE	-		-	-	-	-	-	-	-	-	A	10	A	10
Country in which respondent would like to live	countrw	TREE	-		-	-	-	-	-	-	-	-	A	1	A	1

9 Demography, housing, finances

Financial situation	moin, hhends (T9)	TREE	A	3	3	3	3	3	5	5	A	10	A	3
Housing situation	hous	TREE	A	6	6	7	8	8	12	12	A	12	A	12
Parental occupational status	empm, empf	TREE	A	12	12	14	-	-	-	-	-	-	-	-
Civil status	civil*	TREE	-	-	-	-	-	-	-	-	A	1	A	1
ID number of civil episode	civil_epinr*	TREE	-	-	-	-	-	-	-	-	-	-	A	1
Beginning of episode (civil status)	T8: civil2y, civil4y, civil6y, civil2m, civil4m, civil6m; As of T9: civilm_begin*, civilv_begin*	TREE	-	-	-	-	-	-	-	-	A	6	A	2
End of episode (civil status)	civilm_end*, civilv_end*	TREE	-	-	-	-	-	-	-	-	-	-	A	2
Civil status (child)	child, childf, childm	TREE	-	-	-	-	-	-	-	-	A	3	A	3
ID number of child	child_id*	TREE	-	-	-	-	-	-	-	-	A	8	A	1
Date of birth child	T8: birth*; as of T9: birthdatm*, birthdaty*	TREE	-	-	-	-	-	-	-	-	A	5	A	2
Gender of child	childgender*	TREE	-	-	-	-	-	-	-	-	-	-	A	1
Residential situation (child)	childhousstat*, childexcust*	TREE	-	-	-	-	-	-	-	-	-	-	A	2
Type of parenthood	childown*, childstat*	TREE	-	-	-	-	-	-	-	-	-	-	A	2
Own child care	childcust*	TREE	-	-	-	-	-	-	-	-	-	-	A	1
External child care	chcare, chcareext	TREE	-	-	-	-	-	-	-	-	-	-	A	11
Satisfaction external child care	chcaresat	TREE	-	-	-	-	-	-	-	-	-	-	A	1
Additional need for external child care	chcarereq	TREE	-	-	-	-	-	-	-	-	-	-	A	2

Scale, item group or single item	Variable or variable group	Source	Sample		Number of items							Sample		Number of items		
			T1-T7	T8	T1	T2	T3	T4	T5	T6	T7	T8	T9	T9		
Nationality/Citizenship	nat*, natbev (T8)	TREE	-	A	-	-	-	-	-	-	-	-	A	4	A	5
ID number of citizenship episode	nat_epinr*	TREE	-	-	-	-	-	-	-	-	-	-	-	-	A	1
Nationality at birth	natgeb*	TREE	-	A	-	-	-	-	-	-	-	-	A	1	A	1
Begin of nationality	nat1y* (T8), naty* (as of T9)	TREE	-	A	-	-	-	-	-	-	-	-	A	3	A	1
End of nationality	natyend*	TREE	-	A	-	-	-	-	-	-	-	-	A	1	A	1

Legend (sub-)samples

A = all

L = VET trainees

P = (other) trainees/interns

S = students upper secondary level

T = students tertiary level

E = gainful occupation

O = NEET (neither in education nor employed)

* Variables refer to episodes of activity of which several may run parallelly. Hence, the variables may appear several times, but, for reasons of space and simplicity, are mentioned only once.

** SFSO = Swiss Federal Statistical Office

Bibliography

- Baillod, J. (1992). Fluktuation bei Computerfachleuten. Eine Längsschnittuntersuchung über die Beziehungen zwischen Arbeitssituation und Berufsverläufen. Bern: Peter Lang.
- BFS (Hg.) (2000). Schweizer Berufsnomenklatur 2000. Neuchâtel: BFS.
- BFS (Hg.) (2004). Die Schweizerische Arbeitskräfteerhebung (SAKE) Konzepte - Methodische Grundlagen - Praktische Ausführung.
- BFS (Hg.) (2008). NOGA 2008. Allgemeine Systematik der Wirtschaftszweige. Neuchâtel: BFS.
- BFS (Hg.) (Februar 2012). Betriebs- und Unternehmensregister BUR. Neuchâtel: BFS.
- Böhm-Kasper, O., Bos, W., Jaeckel, S. & Weishaupt, H. (2000). Skalenhandbuch zur Belastung von Schülern und Lehrern. Das Erfurter Belastungs-Inventar (EBI). Erfurt: Pädagogische Hochschule Erfurt.
- Bruggemann, A., Groskurth, P., & Ulich, E. (1975). Arbeitszufriedenheit. Bern: Huber.
- Dunckel, H. (1999): Handbuch psychologischer Arbeitsanalyseverfahren. Zürich: vdf Hochschulverlag AG an der ETH Zürich.
- Endler, N. S., & Parker, J. D. A. (1990). Coping Inventory for Stressful Situations (CISS). Toronto: Multi Health Systems, Inc.
- Fischer, A., Deutsche Shell-Aktiengesellschaft (2000). Jugendwerk. Opladen: Leske + Budrich.
- Frese, M., & Zapf, D. (1987). Eine Skala zur Erfassung von sozialen Stressoren am Arbeitsplatz. Zeitschrift für Arbeitswissenschaft, 3, 134-141.
- GESIS (Hg.) (o.J.): Die Allgemeine Bevölkerungsumfrage der Sozialwissenschaften. <http://www.gesis.org/allbus/studienprofile/2008> , download 4.1.2013.
- GESIS/Zentralarchiv für Empirische Sozialforschung (2002). ISSP 2002 Family and Changing Gender Roles III. Codebook. ZA Study 3880. O.O.
- Greenhaus, J. H., Parasuraman, J. H., & Wormley, W. (1990). Effects of race on organizational experiences, job performance evaluations, and career outcomes. *Academy of Management Journal*, 33(1), 64-86.
- Grob, A., Lüthi, R., Kaiser, F. G., Flammer, A., Mackinnon, A., & Wearing, A. J. (1991). Berner Fragebogen zum Wohlbefinden Jugendlicher (BFW). *Diagnostica*, 37(1), 66-75.
- Grob, U., & Maag Merki, K. (2001). Überfachliche Kompetenzen. Theoretische Grundlegung und empirische Erprobung eines Indikatorensystems. Bern: Lang.
- Gümüs, A., Gömleksiz, M., Glöckner-Rist, A., & Balke, D. (2006). Itembatterie für kulturvergleichende Untersuchungen zur Anomie. In A. Glöckner-Rist (Hrsg.), ZUMA-Informationssystem. Elektronisches Handbuch sozialwissenschaftlicher Erhebungsinstrumente. Version 10.00. Mannheim: Zentrum für Umfragen, Methoden und Analysen.
- Hackman, J. R., & Oldham, G. R. (1980). *Work redesign*. Reading, MA: Addison-Wesley.
- ILO (o.J.). International Standard Classification of Occupations ISCO 1988. <http://www.ilo.org/public/english/bureau/stat/isco/index.htm> , download 4.1.2013.
- Jacobshagen, N. (2006). Illegitimate tasks, illegitimate stressors: testing a new stressor-strain concept. PhD, Universität Bern, Bern.
- Kälin, W. (1995). Deutsche 12-Item Kurzform des "Coping Inventory for Stressful Situations" (CISS) von N. S. Endler, & J. D. A. Parker. Basierend auf der Übersetzung von N. Semmer, F. Tschann, & V. Schade (unveröffentlichter Fragebogen). Bern: Universität, Institut für Psychologie.
- Krohne, H. W., Egloff, B., Kohlmann, C.-W., & Tausch, A. (1996). Untersuchungen mit einer deutschen Version der "Positive and Negative Affect Schedule" (PANAS). *Diagnostica*, 42(2), 139-156.
- Matthes, S., Ulrich, G. J., Krekel, E., Walden, G. (2014). Wenn Angebot und Nachfrage immer seltener zusammenfinden. Wachsende Passungsprobleme auf dem Ausbildungsmarkt: Analysen und Lösungsansätze, Bonn: Bundesinstitut für Berufsbildung (BIBB).
- Meyer, J. P., Allen, N. J., & Smith, C. A. (1993). Commitment to Organizations and Occupations: Extension and Test of a Three-Component Conceptualization. *Journal of Applied Psychology*, 78(4), 538-551.
- Moser, U. (1997). Messinstrumente zu Unterricht und Leistungsbereitschaft in TIMSS+. Projektdokumentation. Bern: Amt für Bildungsforschung der Erziehungsdirektion.

- Moser, U., Ramseier, E., Keller, C., & Huber, M. (1997). Schule auf dem Prüfstand. Eine Evaluation der Sekundarstufe I auf der Grundlage der "Third International Mathematics and Science Study". Chur: Rüegger.
- Neuenschwander, M. P. (1998). Schule und Identität im Jugendalter I. Kurzdokumentation der Skalen und Stichproben (Forschungsbericht Nr. 18). Bern: Universität Bern, Abteilung Pädagogische Psychologie.
- Neuenschwander, M. P., Herzog, W., & Holder, M. (2001). Schulkontext und Identitätsentwicklung im Jugendalter. Schlussbericht z.Hd. des Schweizerischen Nationalfonds, Projekt Nr. 11-52730.97. (Forschungsbericht Nr. 22). Universität Bern: Institut für Pädagogik, Abteilung Pädagogische Psychologie.
- Prümper, J., Hartmannsgruber, K., & Frese, M. (1995). KFZA. Kurz-Fragebogen zur Arbeitsanalyse. Zeitschrift für Arbeits- und Organisationspsychologie, 39(3), 125-131.
- Reichmuth, P. (1999). Wechselwirkende Adaption am Arbeitsplatz und Arbeitszufriedenheit. Lizentiatsarbeit, Universität Bern, Bern.
- Renner, B., & Schwarzer, R. (2005). Risk and Health Behaviors. Documentation of the Scales of the Research Project: "Risk Appraisal Consequences in Korea" (RACK) Retrieved 18th January 2010, from <http://www.gesundheitsrisiko.de/docs/RACKEnglish.pdf> , download 7.3.2013.
- Rosenberg, M. (1979). Conceiving the self. New York: Basic Books.
- Roy, R. (1993). Une vérification empirique de la théorie des caractéristiques des emplois appliquée aux dictions d'öcole du Quöbeque. Doctoral thesis. Montréal : McGill University, Department of Administration and Policy, Studies in Education.
- Schmidt, K.-H., & Kleinbeck, U. (1979). Deutsche Fassung des „Job Diagnostic Survey“ (JDS). Unveröffentlichtes Manuskript: Institut für Arbeitsphysiologie an der Technischen Universität Dortmund.
- Schmidt, K.-H., Hollmann, S., & Sodenkamp, D. (1998). Psychometrische Eigenschaften und Validität einer deutschen Fassung des "Commitment"-Fragebogens von Allen und Meyer (1990). Zeitschrift für Differentielle und Diagnostische Psychologie, 19(2), 93-106.
- Schulz, U., & Schwarzer, R. (2003). Soziale Unterstützung bei der Krankheitsbewältigung: Die Berliner Social Support Skalen (BSSS). Diagnostica, 29(2), S. 73-82.
- Schwarzer, R. (2000). General Perceived Self-Efficacy in 14 Cultures. 21.11.2000, von: <http://userpage.fu-berlin.de/~health/world14.htm> , download 7.3.2013.
- Schwarzer, R., & Jerusalem, M. (Eds.). (1999). Skalen zur Erfassung von Lehrer- und Schülermerkmalen. Dokumentation der psychometrischen Verfahren im Rahmen der Wissenschaftlichen Begleitung des Modellversuchs Selbstwirksame Schulen. Berlin: Freie Universität Berlin und Humboldt-Universität zu Berlin.
- Semmer, N. K., Tschan, F., Meier, L. L., Facchin, S., & Jacobshagen, N. (2010). Illegitimate tasks and counterproductive work behavior. Applied psychology: An international review, 59(1), 70-96.
- Szydlik, M. (2008). Intergenerational Solidarity and Conflict. Journal of Comparative Family Studies, 39(1), 97-114.
- Watermann, R. (2000). Berufliche Wertorientierungen im Wandel. Eine Kohortenanalyse zur Dynamik arbeitsbezogener Einstellungen anhand von ALLBUS-Umfragedaten. Münster: Institut für sozialwissenschaftliche Forschung e.V.
- Wolff, H.-G., & Moser, K. (2009). Effects of networking on career success: a longitudinal study. Journal of Applied Psychology, 94(1), 196-206.