SOCIAL CLASS IN THE ORGANIZATIONAL SCIENCES: A META-ANALYSIS

by

Andrew Caleb Loignon

A dissertation submitted to the faculty of
The University of North Carolina at Charlotte
in partial fulfillment of the requirements
for the degree of Doctor of Philosophy in
Organizational Science

Charlotte

2016

Approved by:

_____
Dr. David J. Woehr

_____
Dr. Justin W. Webb

_____
Dr. George C. Banks

_____
Dr. Lisa S. Walker

ABSTRACT

ANDREW CALEB LOIGNON. Social class in the organizational sciences: a meta-analysis. (Under the direction of DR. DAVID J. WOEHR)

Social class has become increasingly popular in the organizational sciences. Recent studies have found that one's social class influences phenomena ranging from decision-making, to pro-social behavior, and interpersonal interactions. Despite the burgeoning interest in this topic, there remains a great deal of ambiguity concerning the conceptualization and operationalization of social class. For instance, scholars have used income, education, as well as subjective ratings to measures one's social class. In order to improve the conceptual clarity of social class, I develop and present a model that draws on the dominant theories of social class from both sociology and psychology, while organizing their key principles to explain how social class influences an individual's thoughts, feelings, and behaviors. By using this model as a framework, this dissertation attempts to refine the conceptualization of social class by testing core research questions pertaining to the construct validity of this construct. Based on a comprehensive, interdisciplinary literature search, which yielded nearly 4,000 effect sizes, I used meta-analytical structural equation modeling to test the proposed research questions and hypotheses. The findings offer clear support for two distinct components of social class (i.e., objective and subjective) that are both highly related to one another and associated with other micro-level constructs (i.e., job attitudes). Given the timeliness and importance of social class, the findings of this conceptual review and empirical meta-analysis offer a means of summarizing this large, interdisciplinary literature while guiding future management research on this critical topic.

DEDICATION

I dedicate this dissertation to my mom, Lil, and my wife, Kristy. Mom, the sacrifices you made, lessons you shared, and support you provided allowed me to follow my interests and eventually reach this milestone in my career. Kristy, your encouragement and patience made this project possible. Whether serving as a sounding board for my off-the-wall research ideas, listening to me practice my presentations, or simply tearing me away from my laptop to take Daphne for a walk and rejuvenate, your support was fundamental to my success.

ACKNOWLEDGMENTS

Early on during my time at UNC Charlotte, Steven Rogelberg remarked how fortunate it is to be a doctoral student. Although there were certainly points when I questioned this statement, looking back now, I can say that it is hard to argue with such a sentiment. Furthermore, I believe I was especially fortunate to have found my way to the Organizational Science program. While in the program, I received support from a number of different people. Thus, I would like to take this opportunity to express my gratitude to these individuals and acknowledge their contributions to my professional development.

First and foremost, I would like to acknowledge the support I have received from my fellow cohort members – Haley, Sabrina, Leann, and Bob. It has been great growing and learning together inside and outside of class during our time at UNCC. I am incredibly fortunate to have entered the program with a group of such warm, conscientiousness, and fun-loving people. Stay Funky!

Along with my cohort, I have received a great deal of support from Steven Rogelberg and Linda Shanock. Both Steven and Linda generously provided advice and resources throughout my tenure at UNC Charlotte. Thank you both for always trying to say "yes" or provide an answer when I came to you with a request.

In addition to this general support, this dissertation reflects the assistance of a number of individuals. First, I would like to thank the OS alumni who, through the Organizational Science Alumni Scholarship program, provided a generous award in support of this project. These funds were instrumental in ensuring that the literature search for this study was both thorough and comprehensive. Second, I would like to

thank Jared Borns for his invaluable assistance during the coding process. I understand how trying the first year of graduate school can be so I really appreciate you making time to help with this project. Finally, I would like to thank my committee, Drs. Justin Webb, Lisa Walker, and George Banks for agreeing to serve. As I begin my career in academia, I am experiencing firsthand all of the demands on a faculty member's time so I appreciate you giving so much effort and helping to make this project a success.

Lastly, and certainly not least, I want thank my advisor, Dave Woehr, for his support throughout this dissertation and during my time at UNCC. I am very thankful for having been assigned to you. In fact, I have remarked to a number of people how fortuitous it was to have you as an advisor since my first year in the program. It seemed from our very first meeting, you expressed interest in my research ideas, afforded me a great deal of autonomy, yet were always willing to provide support. I really appreciated being able to stop by your office and discuss a study's design or step through some R code. Your open door, in spite of all the other tasks competing for your time, was a welcome sight over the past four years. Finally, I appreciate your ability to balance frank, honest feedback with such support. This dissertation is a testament to your willingness, no matter how skeptical you were of the topic at first, to be involved in a project that falls beyond your immediate interests. Thank you for being a terrific guide during the PhD process.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

INTRODUCTION

As the world continues to recover from one of the deepest economic recessions in recent history, divisions based on inequality have become increasingly apparent. Within the United States, the average income of the top 1% of the population accounts for 21% of the country's total income (Cote, 2011). Similar divides in the prestige of one's social network and a person's access to cultural goods (e.g., music, art) have also widened (Savage et al., 2013). Even the jobs that individuals hold are clearly divided into those that require specialized skills and afford autonomy, and those that are highly structured and routinized (Kalleberg, 2011). These growing divisions shows no signs of abating and may continue to accelerate in the coming years (Piketty, 2014).

Given these trends, it should come as no surprise that scholars have begun to acknowledge the important role that social class plays within the organizational sciences. For example, social class, which generally reflects the social context a person occupies based on the objective resources that they hold and their subjective interpretation of that context, influences (1) the likelihood that one engages in pro-social behavior, (2) how a person processes ethical dilemmas and strategic decisions differently, and (3) the types of stereotypes one faces during their everyday interactions (Cote, 2011; DiPetre, Gelman, McCormick, Teitler, & Zheng, 2011; Dubois, Rucker, & Galinsky, 2015; Kish-Gephart & Campbell, 2014). Furthermore, the importance of social class is acknowledged by a variety of stakeholders. In fact, a recent survey found that both management scholars and practitioners identified the reduction of inequalities based on social class as a grand challenge that should energize the field and direct its collective attention (Banks et al., in press).

Despite the renewed interest in social class within the organizational sciences, many researchers have struggled to conceptualize this construct (Leavitt & Fryberg, 2013). For instance, some studies use income to operationalize social class (Cote, Piff, & Willer, 2013), others use education (Stephens, Hamedani, Markus, Bergsieker, & Eloul, 2009), while some combine these two indicators to form composite measures (Kraus, Piff, & Keltner, 2009). Furthermore, other studies eschew the role of objective resources entirely and rely on subjective measures of social class (e.g., "Which of the following best describes your family's socioeconomic situation while you were growing up?") (Bishop Smith, Menon, & Thomspon, 2012; Cote et al., 2013; Kish-Gephart & Campbell, 2014, p. 21; Kraus et al., 2009).

The abundance of operationalizations within this research stream is concerning. That is, when these authors refer to social class, it is not entirely clear what construct they are considering or if they are referring to the same thing. Such imprecision raises critical questions about the fundamental relationship between observed measures of social class and the underlying construct (J. R. Edwards & Bagozzi, 2000). Even more concerning than the inconsistent operationalization of social class is the tendency for these studies to overlook existing and relevant theories. Oftentimes authors will make a fleeting reference to a single, classical theorist (e.g., Karl Marx) and proceed directly to their propositions, hypotheses, or research questions (e.g., Kraus, Piff, Mendoza-Denton, Rheinschmidt, & Keltner, 2012). Thus, although social class has begun to be incorporated within the organizational sciences, much of the existing work remains disconnected from earlier theories.

Given the various models of social class, organizational scholars may wonder how best to operationalize this construct. Thus, in an effort to improve the clarity of this construct, this study makes three contributions to the emerging body of social class research in the organizational sciences. First, I provide an integrative model of social class. This model is used to organize the dominant theories of social class from across multiple disciplines. Ideally, this model will help organizational scholars who are interested in social class navigate the labyrinth of existing research. Second, I test competing measurement models using meta-analytically derived correlations matrices based on aggregated relationships among the primary indicators from each perspective of social class (Landis, 2013; Viswesvaran & Ones, 1995). This quantitative review will help address fundamental questions about how social class is operationalized. Third, I compare the pattern of relationships among measures of social class with similar, yet conceptually distinct, constructs (i.e., subjective status and power) (Cote, 2011) and job attitudes (e.g., job satisfaction and organizational commitment) (Harrison, Newman, & Roth, 2006). These analyses are designed to begin to situate social class within an existing nomological network.

In the sections that follow, I draw on the dominant theories of social class to introduce an integrative, interdisciplinary model of social class that incorporates the major principles and propositions from these various perspectives. Next, I propose a series of research questions that are derived from the proposed model and merit additional examination. Then, I describe the design and results of a meta-analysis of the social class literature intended to address the proposed research questions. Finally, I summarize the findings of this review and identify areas for future research.

AN INTEGRATIVE MODEL OF SOCIAL CLASS

Although social class has been a topic of interest among sociologists for decades (e.g., Kohn, 1977; Page, 1970), it has only recently been considered explicitly in the organizational sciences. Recent findings demonstrate how social class has direct implications for many phenomena that are of central interest to organizational scientists (Cote, 2011). That is, there is a growing body of literature that suggests that members of different classes form distinct causal attributions, engage their social networks in different ways, and reach different ethical and strategic decisions (Bishop Smith et al., 2012; Cote et al., 2013). Even though a minority of these effects have been directly tested in organizational contexts (e.g., Kish-Gephart & Campbell, 2014), all of the constructs studied reflect topics that are traditionally of interest to organizational scientists (Cote, 2011; Leana, Mittal, & Stiehl, 2012).

Despite the renewed interest in social class within the organizational sciences, the studies included in the preceding review use distinct measures to operationalize this construct. For example, some studies use income (Cote et al., 2013), others use education (Stephens et al., 2009), some combine these two indicators to form composite measures (Kraus et al., 2009), while others rely exclusively on subjective measures of social class (e.g., "Which of the following best describes your family's socioeconomic situation while you were growing up?") (Bishop Smith et al., 2012; Cote et al., 2013; Kish-Gephart & Campbell, 2014, p. 21; Kraus et al., 2009).

The abundance of measures, especially within such a small sample of studies, is concerning. That is, when these authors refer to social class, it is not entirely clear what construct they are considering or if they are referring to the same thing. This problem

would become more pronounced if one were to introduce additional studies from more authors that spanned other disciplines (e.g., Diemer, Mistry, Wadsworth, Lopez, & Reimers, 2013; Krieger, Williams, & Moss, 1997). Such imprecision raises critical questions about the fundamental relationship between observed measures of social class and the underlying construct (Bacharach, 1989; J. R. Edwards & Bagozzi, 2000).

Even more concerning than the inconsistent operationalization of social class is the tendency for these studies to overlook earlier theories that pertain to this construct. Oftentimes the authors will make a fleeting reference to a single, classical theorist (e.g., Karl Marx) and proceed directly to their propositions, hypotheses, or research questions (e.g., Kraus, Piff, et al., 2012). By ignoring the wealth of information pertaining to social class that already exists, and overlooking earlier theoretical debates, these recent studies of social class have failed to situate their measures within an existing stream of research (Leavitt & Fryberg, 2013). This lack of theoretical grounding encourages the current plethora of indicators for social class, which ultimately limits the ability to accumulate findings.

In order to improve the conceptual clarity of social class while it continues to emerge with the organizational sciences, I propose a model to help organize and integrate the social class literature (see Figure 1). This model draws on the dominant theories of social class from both sociology and psychology and organizes their key principles to explain how one's social class influences an individual's thoughts, feelings, and behaviors. Each of the major theories that contribute to the proposed model is briefly summarized in Table 1. Specifically, I present the basic definition of social class

provided by each theory, the theory's main assumptions, and the primary measures used to operationalize different social classes.

As the summary in Table 1 demonstrates, the manner in which dominant theories of social class conceptualize this construct differ along two key dimensions. First, some theories emphasize structural conceptualizations of social class, which emphasize the stable, external forces that create divisions of inequality. For example, both Neo-Marxists and Neo-Weberians discuss macro-level structures that exist and function independently of a given individual (i.e., the mode of production and marketplace, respectively). Other theories, on the other hand, either focus exclusively on an individual's perceptions or objective resources (e.g., the social cognitive model of social class) or emphasize the dual effects of both structures and an individual (e.g., the sociocultural model of social class). Second, theories of social class differ on whether they conceptualize this construct as reflecting distinct categories or some underlying continuum (Grusky & Weeden, 2008). For example, from a Neo-Durkheimian perspective, modern social classes are best reflected in one's occupation (Grusky & Galescu, 2005), while a Neo-Ricardian view highlights one's total amount of wealth (Sorensen, 2005).

Despite these differences, I sought to identify areas of consensus among the different theoretical perspectives or opportunities for integration while developing the proposed framework. For example, multiple theories highlight the role of one's social class identity (i.e., habitus) as an important intervening mechanism between objective resources and subsequent outcomes. Thus, this construct is included within the proposed framework. Likewise, multiple theories highlight the important role of specific objective

resources (i.e., capital or indices of socioeconomic status). Therefore the framework highlights the central position of one's objective social class. Here it is important to note that this framework still requires empirical evaluation. However, it does represent an initial attempt at forming a cohesive understanding of the extant social class literature.

In the following paragraphs, I elaborate on the key components of the framework while making specific reference to the theories of social class that each component is based upon.

Objective Social Class

The first component of the proposed model of social class is an individual's objective resources (see Figure 1). That is, most theories of social class argue that one's class standing reflects, at least in part, a social context that is defined by prolonged access, or in access, to critical resources (Kraus, Piff, et al., 2012). Kohn (1977) referred to one's social class as "systematic conditions of life" that confront an individual with specific demands or opportunities that he or she must meet. Thus, individuals spend much of their time in particular social contexts that are arranged based on the objective resources that they hold and how those resources are valued within broader social structures (Goldthorpe, 2000b; Kraus, Piff, et al., 2012). These varied social contexts are reflected in the neighborhoods where people live, the educational institutions they attend, and the social clubs they frequent (Cote, 2011).

In one of the most expansive views of social class, capital is treated as the defining feature of class differences (Wright, 2008, p. 332). That is, one's capital, or set of usable resources and powers, determines their position within a society (Bourdieu, 1984, p. 114; Holt, 1998; Savage et al., 2013; Weininger, 2005). Thus capital reflects a

resource that has market value, provides access to scarce rewards, and under certain conditions, can be transmitted from one generation to the next (Prieur & Savage, 2011, p. 569). In other words, capital reflects an accumulation, storing, and accentuation of advantage (Savage, Warde, & Devine, 2005, p. 42).

In particular, this perspective argues that social life can be conceived as a multidimensional status game in which people draw on three different types of capital to advance their standing (Bourdieu, 1984; Holt, 1998). First, individuals hold varying levels of economic capital, such as income and other financial resources (Savage et al., 2013). Second, individuals possess different levels of social capital, or contacts and connections that allow them to draw on their social networks. That is, social capital consists of both informal and formal networks of acquaintance and relationships that give advantages via contacts, support and representation (Goldthorpe, 2007, p. 4; Stewart, Prandy, & Blackburn, 1973). Finally, one's social class is also determined by their cultural capital, or a set of socially rare and distinctive tastes, skills, knowledge, and practices (Holt, 1998). This form of capital can be expressed through practical knowledge, skills, and dispositions (e.g., artistic abilities), cultural objects (e.g., items of clothing) or institutionalized via degrees and diplomas (Holt, 1998). In general, one's cultural capital can be classified into two-broad categories (Bourdieu, 1984; Holt, 1998). Individuals who hold minimal cultural capital focus on the material rigors of everyday life and therefore emphasize what is functional and practical (e.g., paying monthly utility bills, keeping the car running). Those who possess high cultural capital, on the other hand, emphasize abstract discussion of ideas that are removed from material world and focus less on the material value of objects or skills (Holt, 1998).

Along with Bourdieu's (1984) tripartite model of capital, others have identified specific resources that represent one's objective social class. For example, some theorists focus on three forms of objective resources that typically comprise one's socioeconomic status: financial wealth, educational attainment, and occupational prestige (Cote, 2011; Kraus, Piff, et al., 2012; Kraus & Stephens, 2012; Stephens, Markus, & Fryberg, 2012). Thus, taken as a whole, these three measures provide an indication of the environments and experiences that an individual shares with other members of his or her social class.

A neo-Ricardian theory of social class emphasizes the role of wealth as a form of objective social class. Wealth refers to one's property rights or the assets that they control (Sorensen, 2000). Wealth is generally conceptualized as a broader indicator of class than income (Diemer et al., 2013; Sorensen, 2000). Income pertains to the returns that one receives for their labor, while wealth can be attained through a variety of mechanisms (e.g., inheritance, investments, home value, land ownership) (Diemer et al., 2013; Marx, 1978). Within this theory of social class, one's prestige and income emerge based on either direct or indirect exchanges of their assets or wealth (Sorensen, 2005). That is, by shaping one's economic position, well-being, and future opportunities, wealth may also constrain or facilitate decisions, behaviors, and actions of individuals (Sorensen, 2005, p. 128). Put more simply, people generally make choices under time and budget constraints. Thus, those who have more wealth experience fewer constraints which yields different behavioral and cognitive outcomes (Hout, 2008). Furthermore, this perspective argues that people orient themselves to specific living conditions that correspond to their total wealth (Sorensen, 2005).

Finally, it is important to note that these objective resources are likely to change over one's lifetime. However, as demonstrated by previous studies of social mobility, dramatic changes in one's objective resources are unlikely, especially for those who occupy extreme social class positions (Breiger, 1981; Grusky & Hauser, 1984). Furthermore, as earlier theories have noted (e.g., Bourdieu, 1984), the influences of one's objective social class on thoughts, emotions, and behaviors will be greater to the extent that they hold similar levels of objective resources for longer periods of time (Cote, 2011). Thus, a sudden influx of a large amount of human capital (e.g., winning the lottery) does not necessarily translate into a corresponding increase in one's subjective social class. Likewise, increases in one category of objective social class (e.g., income) other objective indicators of social class may remain unchanged (e.g., one's cultural capital may still reflect low-brow tastes) (Savage et al., 2013). Thus, the legacy of one's objective class standing throughout their lifetime is more likely to influence how they display their class standing, their subjective social class, and eventually their thoughts, attitudes, and behavior (Cote, 2011).

Social Class Structures

Along with one's objective resources, sociologists have argued that social class also reflects distinct positions within broader structures of inequality (Kalleberg & Berg, 1987). These structures influence subsequent thoughts, emotions, and behaviors by moderating or shaping how one's objective resources are valued or applied (Bourdieu, 1984; Breen, 2005; Goldthorpe, 2000b). As depicted in Figure 1, one's social class standing is based on their position within a broader, multilevel structure of inequality. At the highest level of analysis are the most macro models of social class which discuss

one's position within either a capitalist system of production (Wright, 2000a) or the labor market (Goldthorpe, 2000b). Next, at an intermediary level, there is one's occupation (Grusky & Galescu, 2005). Finally, at the most proximal level are fields (Weininger, 2005). Each of these structures is reviewed in more detail in the following sections.

Relationship to means of production. One of the earliest theories of social class characterized these distinctions as historical, social structures that emerge based on the dominant system of production (Lopreato & Hazelrigg, 1972; Marx, 1978). That is, within a system like capitalism, production requires some resource or asset to be deployed. Thus, to the extent that two people relate to the assets or resources that are required for production differently, one would anticipate greater distinctions in their social classes. For example, an individual who has ownership rights to a plot of land occupies a distinct social position in comparison to the people who use that land as a means of production (Wright, 2005).

Based on these considerations, one can form three basic class categories (Wright, 2000a). First, there are capitalists who own their own means of production and purchase the labor power of others. A contemporary example of capitalists includes majority shareholders of large companies. Next, there is the petty bourgeoisie who do not purchase the labor power of others (except maybe in a very limited way), but who own some means of production. Examples of the petty bourgeoisie include people who are self-employed as independent consultants and contractors. Finally, there are workers who do not own any means of production and must sell their own labor power. In most modern capitalist societies, this group accounts for 60-80% of the workforce (G. T. Wodtke, 2015; Wright, 2000a).

In addition to delineating these three major categories based on access to the means of production, other distinctions in the social class structure can be identified based on the amount of authority that an individual holds (Wright, 2000a). Authority reflects a key component of the social class structure given the development of modern corporations. That is, within entrepreneurial firms, which predominated the U.S. economy in the early 1800s, capitalists owned the means of production and were able to directly control the activities of their workers (R. Edwards, 1979). However, as firms grew in size and complexity, capitalists became further removed from the production process. Thus, although they still owned the means of production, direct control over the labor process was delegated to managers (Wright & Perrone, 1977). Based on this historical development, social classes can be further distinguished using the amount of authority afforded to individuals by their positions (G. T. Wodtke, 2015). In other words, managers reflect an intermediary class between workers and capitalists in that they do not own their own means of production and do not formally employ workers, but they exercise control and supervision on behalf of owners (Wright, 2000a). Thus, rather than focusing solely on a group's control over capital, this model argues that differences in social class emerge due to distinctions in authority, or the probability that one's commands will be obeyed by others (Sennett & Cobb, 1972; Wright & Perrone, 1977).

Along with controlling the means of production and exercising authority, one's class position also depends on the degree to which they possess skills or expertise (Wright, 2000a). In particular, skills that are relatively scarce within a labor market, either because of structural barriers or their exceptional quality, afford workers additional power and privileges within organizations (e.g., additional bargaining power and more

job security) (Kalleberg, 2011). Furthermore, to the extent that individuals are more skilled or have more expertise, it is more difficult for organizations to monitor their work (R. Edwards, 1979). This ability to subvert monitoring or authority also increases one's power within an organization and thus raises their class standing (Wright, 2000a).

Marketplace. An alternative theory of social class argues that such distinctions are based on the extent to which individuals share similar opportunities in accessing scarce or valued outcomes (Lopreato & Hazelrigg, 1972). That is, this perspective argues that social classes are primarily distinguished by different levels of life chances (Breen, 2005, p. 33). Furthermore, this perspective argues that differences across social classes in achieving life chances are primarily mediated by individuals' positions in labor markets (Breen, 2005). In other words, life chances are distributed based on the resources that an individual brings to the market and how the market values these resources (Goldthorpe & Marshall, 1992, p. 382).

The dominant theory of social classes that adopts this perspective is Goldthorpe's class schema (Goldthorpe, 2000b). The most recent version of this perspective begins by distinguishing among social classes based on whether an individual owns any means of production (Geoffrey Evans & Mills, 2000). Thus, this perspective argues that there are three broad class positions: employers, the self-employed, and employees (Goldthorpe, 2000a). These positions, in many ways, correspond to the capitalist, bourgeoisie, and workers described previously (Wright, 2005).

However, because so few individuals have access to any means of production, Goldthorpe's schema makes finer distinctions among employees using the basic propositions of agency theory. Specifically, as employers seek to ensure adequate levels

of productivity among their employees, they also strive to minimize the costs needed to monitor their behavior. These competing demands are resolved through different forms of labor contracts or employee-employer relationships (Hill, 1990). Thus, within this model, an employee's social class position is further distinguished based on various employment relationships (Breen, 2005; Goldthorpe, 2000b).

More specifically, if an individual does not own any means of production (i.e., is an employee), and must exchange his or her labor within a marketplace, he or she generally faces two types of work arrangements (Goldthorpe, 1996). First, employers offer labor contracts, which consist of specific exchanges of wages for effort. For example, an employer may provide a piece-rate or commission-based wage structure (Goldthorpe, 2000b). Typically, these positions are highly supervised and offer minimal additional incentives. Labor contracts are most common among unskilled, manual workers or routine and automated non-manual work (Goldthorpe, 2000b). Second, rather than rely on specific, well-defined exchanges, employers may form more long-term, diffuse relationships with employees (Goldthorpe, 1996). This form of exchange, also called service relationships, provides employees with long-term, fixed rewards and benefits. The open-ended nature of this relationship and numerous perquisites are designed to minimize an employee's likelihood of shirking or leaving the firm. Such arrangements are commonly afforded to managers and professionals (Goldthorpe, 2000b).

Within this model of social class, the extent to which an employee holds a labor contract or occupies service relationship depends on the resources that they can exchange with potential employers (Breen, 2005). These resources fall within two categories.

First, the degree to which an employee possesses skills, expertise, and knowledge that is specific to their position influences the likelihood of obtaining a service relationship rather than being offered a labor contract. Specifically, to the extent that an employee has skills or expertise that pertains to a particular job, there is more of an incentive for the employer to retain this individual. Thus, the employer would be more inclined to establish a service relationship with individuals who have job-specific skills or expertise. Second, along with skills and expertise, employees whose tasks or duties are more difficult to monitor are more likely to receive service relationships. Higher levels of autonomy require greater investments from employers to ensure that employees continue to provide maximal levels of effort (Goldthorpe, 2000b).

Finally, market-based perspectives of social class also argue that these positions of inequality are empty spaces (Lopreato & Hazelrigg, 1972). That is, this theory of social class is less concerned with the particular skills or resources that an individual possesses and instead emphasizes how these assets are treated or exchanged within a market. In other words, rather than assuming a given asset or component of human capital (e.g., skill) is equally valuable or necessary for attaining higher social class, this perspective considers what employers will provide in return for an asset (Goldthorpe, 1996). Thus, a given class position is a social structure that exists independently of its particular occupants.

Occupation. Within the system of production of labor market, one's class position is situated within particular occupations (Grusky & Galescu, 2005). Occupations are defined as groupings of technically similar jobs that are institutionalized in the labor market (Grusky & Galescu, 2005, p. 63). This perspective formed in direct

response to the previously described social structures of social class that emphasized either the means of production or marketplaces. This perspective argues that macro or "big class" models, which classify entire societies or nations using a handful of categories, may be interesting academically but are rarely institutionalized (Grusky & Galescu, 2005). That is, few laypeople would understand or be able to identify the specific social classes that make up these earlier models (i.e., petty bourgeoisie, semi-credentialed supervisors, operatives, or routine non-manuals) (Grusky & Galescu, 2005, p. 62).

Occupations have, however, gradually been integrated within many of the critical institutions in modern societies. For example, companies regularly request information about an individual's occupation during the hiring process. Likewise, federal and state governments ask about one's occupation for taxes and censuses. Such a high-level of institutionalization, prepares people to treat differences based on occupations as natural (Grusky & Galescu, 2005, p. 19). Thus, this model of social class asserts that as occupations emerge and become institutionalized, people do not identify with the "working class" or "managerial class", but instead recognize their specific occupation (Emmison & Western, 1990; Weeden, Kim, Di Carlo, & Grusky, 2007, p. 705).

Occupations are highlighted as the defining feature of contemporary social classes because of their ability to facilitate social closure (Weeden et al., 2007). That is, occupations clearly differentiate between those who belong to their group those who do not. Then, based on these distinctions, occupations act collectively on behalf of their members and extract rents that benefit these individuals (Grusky & Galescu, 2005, p. 64; Weeden, 1999). In other words, occupations can ensure that their members' objective

social class position does not falter by restricting the supply of valued labor. For example, occupations regularly establish credentials and certifications that protect their members from the broader market and prohibit other workers from offering the same services (Weeden, 1999, 2002). These practices are often most obvious in professions (e.g., medical doctors, lawyers) where income may be inflated because occupations reduce the supply of skilled labor by restricting access to these valued positions and increasing demand (Grusky & Galescu, 2005; Weeden, 2002).

Overtime, occupations also become increasingly homogenous. That is, those people that enter particular occupations are more likely to share similar values and sentiments (Grusky & Galescu, 2005, pp. 57-58). As members' sentiments and interests coalesce, these individuals gradually develop common values that can be pursued collectively. For example, occupations establish systems for administering ethics, resolve conflicts among members and with other associations, and structure and shape the ambitions of their members (Grusky & Galescu, 2005, p. 57). Occupations may even lead to solidarity among various sectors of the workforce in that members of interdependent or related occupations regularly interact with one another (e.g., nurses and doctors). These interactions allows members of similar occupations to see how they are situated in a broader scheme of production and devise structures that determine how labor is divided and rewards are allocated (e.g., codes, credentials) (Grusky & Galescu, 2005; Grusky & Sorensen, 1998).

It is important to note that this perspective of social class adopts an ungraded perspective (Grusky & Weeden, 2008). That is, occupations are not arranged in a hierarchical fashion like measures of occupational prestige (Kohn, 1977; Stewart et al.,

1973). Instead, occupations are simply used to demarcate one group of people from another and highlight the potential opportunities for social closure mechanisms to operate (Grusky & Weeden, 2008). Thus, occupational prestige reflects a resource that an individual can exchange or draw upon, whereas, one's occupation reflects a context that shapes how these resources are gained and used through mechanisms of social closure (Grusky & Galescu, 2005).

Fields. At the most proximal level, some theorists have proposed that one's objective social class may provide distinct benefits depending on the particular field being considered (Bourdieu, 1984). That is, although economic, social, and cultural capital generally enhances one's class standing, the relative effects of capital are field specific (Savage et al., 2005). Fields reflect social structures where individuals struggle for placement within a social hierarchy through acquisition of institutionalized forms of capital that are distinctive to that area of society (Prieur & Savage, 2011). Thus, certain forms of capital may be more or less effective for accumulating and converting such resources into advantages in one field or a closely related field. For example, if one acquires a large volume of cultural capital at home (e.g., extensive early childhood training in the arts and music), this capital may be leveraged in an educational field (e.g., social capital via teachers and professors), which ultimately yields advantages in the labor market (i.e., human capital based on higher paying jobs) (Savage et al., 2005). Nevertheless, the same capital does not allow one to compete, collude, or advance as effectively across all fields (Bourdieu, 1984).

Social Class Signals

In addition to one's objective resources and position within broader social class structures, multiple theories of social class discuss how individual's signal their social class standing (Bourdieu, 1984; Gray & Kish-Gephart, 2013; Kraus, Piff, et al., 2012). Likewise, Bourdieu (1984) discusses how individuals form specific tastes based on their objective resources, which are then reflected in a number of signals (e.g., household items, cuisine, activities dialects). More recent studies have demonstrated how basic social class signals (e.g., one's wardrobe, non-verbal behaviors, and speech patterns) are readily and accurately perceived by others (Kraus & Keltner, 2009; Kraus & Mendes, 2014; Snibbe & Markus, 2005).

Subjective Social Class

Multiple theorists have also argued that various psychological or subjective mechanisms underlie one's social class (Kraus, Piff, et al., 2012; Stephens et al., 2012) and serve as important intervening mechanisms (Kohn, 1989). For example, in one of the earliest theories of social class, Marx (1978) differentiated between a class-in-itself and a class-for-itself. The prior refers to the social class structures described earlier, while the latter pertains to a shared recognition of one's class position, the boundaries that divide various social classes, and an alignment between one's personal interests and their social class's interests (Landecker, 1963). Much of the recent research on social class conducted by social psychologists emphasizes these subjective components and consist of two primary mechanisms: perceptions of social rank and social class identity (Fiske, 2013; Kraus & Stephens, 2012; Stephens & Townsend, 2013).

Social cognitive rankings. The social cognitive perspective emphasizes the psychological and social responses that emerged based on social hierarchies (Kraus, Piff, et al., 2012). Specifically, one's perceived relative standing within society is identified as a primary mechanism in understanding one's social class. That is, because social comparisons and ranking are considered fundamental processes in social life (Festinger, 1954), this mechanism is critical to understanding the effects of one's social class (Kraus, Piff, et al., 2012, p. 548). These perceptions are thought to form quickly based on relatively brief interactions and influence how social actors respond to one another (Kraus & Keltner, 2009, 2013; Kraus, Rheinschmidt, & Piff, 2012). Perceptions of rank are typically measured by asking individuals to locate their relative position within a broader social group (e.g., society, local community) (Adler, Epel, Castellazzo, & Ickovics, 2000; Goodman et al., 2001; Kraus, Piff, et al., 2012; Norton, 2013). The social cognitive ranking perspective of social class argues that where one locates themselves within a social hierarchy has direct implications for their behavior and cognitions (Adler et al., 2000; Kraus, Horberg, & Goetz, 2011; Kraus & Keltner, 2009; Kraus, Tan, & Tannenbaum, 2013). Furthermore, this perspective contends that there are "likely to be instances where perceptions of social class rank are more powerful predictors than objective measures" (Kraus, Piff, et al., 2012, p. 562).

Social class identity. Along with relative subjective comparisons of one's social class, other theories of social class emphasize class-based identity mechanisms (Landecker, 1963; Sennett & Cobb, 1972). These identity mechanisms, which some theorists refer to as one's habitus, reflects a "socially constructed system of dispositions that orient thoughts, perceptions, and actions" and is designed to bridge the gap between

structural and agential arguments (Weininger, 2005, p. 120). Others have argued that one's identity reflects an "interpretive framework at the center of one's experience" that guides how he or she interprets and behaves in response to the environment (Stephens, Brannon, Markus, & Nelson, 2015, p. 3).

Identities consist of pre-reflexive tastes and preferences. Weininger (2005) describes such tastes and preferences as being akin to a tennis player charging the net to win a point. The player does not think about this action, but simply responds to his or her environment and performs the behavior. Similarly, the more an individual's identity aligns with their social class structure and objective social class standing, the more automatically they can function in their environment.

Given that one's identity serves as a filter, theorists have proposed different reciprocal relationships between this construct and other components of the proposed social class model (see Figure 1). That is, people expend their capital (i.e., human, social, and cultural) in a manner that corresponds with the tastes that emerge from their identity (Bourdieu, 1984). Thus, one's identification with particular lifestyles and tastes is entangled with their position within a social hierarchy (Tomlinson, 2003). That is, individuals are drawn towards specific tastes or symbols of social class based on their social class identity (i.e., habitus). Higher class individuals may be more inclined towards cultural pursuits that are abstract, while lower class individuals prefer those that are functional (Holt, 1998). Likewise, higher class individuals may pursue items that signify their independence and choice, while lower class individuals prefer items that demonstrate conformity and principles of collectivism (Stephens, Markus, & Townsend, 2007).

Individual Outcomes

Ultimately, one's objective and subjective social class culminates in differences in a variety of basic social-psychological outcomes (i.e., thoughts, feelings, and behaviors) (Kohn, 1969). As noted previously, a growing body of literature has found distinct outcomes for individuals from different social class backgrounds across a variety of contexts (e.g., decision-making, attribution, ethical behavior) (Chan & Goldthorpe, 2007; Cote, 2011; Kish-Gephart & Campbell, 2014; Kraus, Piff, et al., 2012; Wright, 2000a). Many of these outcomes are directly linked to the two subjective social class mechanisms of identity (Stephens et al., 2007) and rank (Cote et al., 2013; Kraus & Stephens, 2012; Paul K. Piff, Kraus, Cote, Cheng, & Keltner, 2010).

For example, people are more likely to take actions when their selves are congruent with the behaviors required by a context or environment (Stephens et al., 2015; Stephens et al., 2007). One's identity or self also allows them to make sense of their environment and provide source of meanings that guide behavior. That is, people construe their situation in systematic ways based on their identity. Thus, although individual characteristics and structural factors are important, it is also critical to understand how an individual interprets or perceives themselves within this sociocultural context. Stephens et al. (2012) review a series of examples where simply providing individuals from lower class backgrounds the requisite skills and resources were insufficient to bring about behavioral change. Instead, these authors argue, one needs to also consider how people from different class backgrounds understand and make sense of their social class position. These arguments correspond with earlier findings that demonstrate that members of lower social classes (defined by either their objective social

class or relationship to the means and modes of production) believe they have less control over their environments (i.e., less complex work, greater supervision, more routinization), which subsequently impacts parental values, ideational flexibility, and psychological distress (Kohn, Naoi, Schoenbach, Schooler, & Slomczynski, 1990; Sennett & Cobb, 1972).

Despite these mediating psychological mechanisms, it is important to note that most theories acknowledge that one's objective resources can directly influence their thoughts, feelings, and behaviors regardless of any psychological or subjective processes (Kraus, Piff, et al., 2012). The direct effects of one's objective social class are not difficult to imagine given that certain behaviors are highly improbable simply due to a lack of resources (e.g., limited objective resources, like education and income, at an early age diminishes any intention of pursuing a college education) (Stephens et al., 2015).

OUTSTANDING RESEARCH QUESTIONS

Along with providing a means of integrating the extant literature, the proposed model also highlights important research questions that remain unaddressed. First, it is unclear to what extent the existing literature reflects this proposed model. Thus, a key contribution of the proposed study is to assess and organize the literature by reviewing the use and frequency of various measures of social class, consider alternative levels of analysis, and inventory the types of samples that have been used within existing research studies.

In addition to the state of the existing literature, this model highlights the need to answer critical questions about how social class is operationzlied. Specifically, these questions pertain to the appropriate measurement model for the subjective and objective component of the social class model, the degree of dimensionality that underlies one's objective social class, the role of one's subjective perceptions of their social class, the extent to which social class functions differently across contexts (i.e., time and place), whether social class is distinct from similar constructs (i.e., status and power), and the degree to which social class influences an individual's thoughts, feelings, and actions (e.g., job attitudes). In the following sections, I present these questions and relevant findings.

Measurement Models for Objective and Subjective Social Class

As suggested by the proposed model of social class (Figure 1), one's social class primarily consists of an objective and subjective component. In addition to being defined by different indicators, these components may also rely on distinct measurement models (Bollen, Glanville, & Stecklov, 2001). That is, the assumed relationships among the

observed measures of one's objective social class (e.g., education, income) may be quite distinct than those for subjective social class (e.g., rank and identity) (see Figure 1).

Within the parlance of structural equation modeling, researchers either assume that one's latent variable (i.e., construct) is defined by a reflective or formative measurement model (J. R. Edwards, 2011; J. R. Edwards & Bagozzi, 2000). With reflective models, an underlying construct is thought to cause their responses on objective indicators of that construct. Thus, observed indicators reflect, or are manifestations, of their respective constructs. For example, if one proposes that job satisfaction is best conceptualized using a reflective measurement model, then it is assumed that the extent to which an individual endorses items on a job satisfaction questionnaire are driven or caused by their underlying level of job satisfaction (J. R. Edwards, 2011). Reflective measurement models also assume specific patterns of interrelationships among the various indicators (J. R. Edwards, 2011).

Formative (i.e., causal-indicator) models, on the other hand, assume a different relationship between objective indicators or measures and underlying constructs (Bollen & Diamantopoulos, in press). With formative models, measures are viewed as causes of constructs. That is, the construct is formed or induced by its measures. One of the most common examples of formative models is socioeconomic status (J. R. Edwards & Bagozzi, 2000). That is, people occupy positions of higher socioeconomic status because they hold high levels of income, education, or occupational prestige (J. R. Edwards, 2011). They do not gain more wealth or become more educated because their socioeconomic status increases.

Like socioeconomic status, researchers have commonly acknowledged that the components of objective social class may be more likely to conform to a formative model of measurement (Kohn, 1969). Specifically, with formative measurement models, indicators or observed measures may function independently so there is no basis to expect item covariances to be any particular size or follow a specific pattern (J. R. Edwards, 2011). For example, earlier studies of social class have noted how one's education imbues different life conditions regardless of their income (Kohn, 1969). Formative models also assume there is minimal independence between the underlying construct of objective social class and its corresponding measures (J. R. Edwards & Bagozzi, 2000). That is, it is difficult to conceptualize objective social class without considering the specific resources (e.g., wealth, education, occupational prestige), which make up this construct. Thus, based on these arguments, I propose the following hypothesis:

Hypothesis 1: A formative model will demonstrate better statistical fit for measures of objective social class than a reflective measurement model.

One's subjective social class, on the other hand, may be best characterized by a reflective measurement model (J. R. Edwards & Bagozzi, 2000). First, one's social class rank and identity are distinct from the measures used to assess these constructs. That is, demonstrating particular behavior that is reflective of a particular class identity (e.g., choosing an item that reflects notions of communal, working class) or relative ranking (e.g., limiting eye contact with someone of lower class) differs from each underlying construct (Kraus & Keltner, 2009; Landecker, 1963; Stephens et al., 2007). Second, one can easily conduct mental experiments and imagine how a change in one's social class

identity or rank would equate to changes in the respective measures. For example, if one occupied higher levels of social class, we would expect them to rate themselves higher on surveys or visual analog scales asking about their relative position within the broader society (Adler et al., 2000; Bishop Smith et al., 2012). Given these considerations, I propose the following hypothesis:

> Hypothesis 2: A reflective model will demonstrate better statistical fit for measures of subjective social class than a formative measurement model.

The Dimensionality of Objective Social Class

Even after establishing the appropriate measurement model for one's objective social class, there are still competing conceptualizations of its dimensionality. Of the previously reviewed theoretical perspectives, few try to establish one's class standing based on a single objective indicator. That is, these models account for one's social class with multiple measures of either an individual's position within the system of production or marketplace (Goldthorpe, 2000b; Wright, 2008) or specific resources (Kraus, Piff, et al., 2012; Savage et al., 2013). Furthermore, many theorists argue that the measures emphasized in alternative models are insufficient for capturing one's social class. For example, some theorists argue that simply holding large amounts of wealth is not enough to ensure entry into higher classes. That is, there may be other assets that generate class differences (Savage et al., 2005, pp. 34-35; Wright, 2000b).

Even if two models of social class incorporate the same indicators, each perspective may argue that the measure reflects distinct processes. For example, although two models define one's social class based on their capital, one situates wealth within a tripartite model and argues that its effects occur within relation to other forms of

resources (i.e., social and cultural capital) (Bourdieu, 1984), while another exclusively emphasizes the role of wealth or human capital (Sorensen, 2000). Similarly, occupation is incorporated within multiple models of social class. However, some models frame occupations as a means of social closure (Grusky & Weeden, 2008; Weeden & Grusky, 2005), while others treat these technical divisions of labor as indicators of status or prestige (Kraus, Piff, et al., 2012).

These alternative, and sometimes, competing indicators suggest that one's objective social class is best conceptualized as a multidimensional construct. That is, each of the indicators reflects an alternative measure of the same construct. Furthermore, to the extent that these indicators are in fact distinct, one would need to account for each measure to fully capture one's social class standing. In considering the multidimensional nature of social class, Grusky and Weeden (2008) proposed a framework for summarizing this construct. Specifically, they argued that a multidimensional space of inequality may be defined by three factors: endowments, rewards, and working conditions. These three categories may also reflect distinct components of one's objective social class. That is, endowments corresponds with various forms of capital (e.g., human, social, and cultural) or skills that are central to some models of social class (Savage et al., 2013; Wright, 2005). Rewards correspond with wealth and income (Kraus, Piff, et al., 2012; Sorensen, 2000; Stephens et al., 2012). Working conditions reflect one's employment relationship (i.e., labor contract vs. service relationship) (Breen, 2005), occupation (Grusky & Galescu, 2005), or location within the system of production (Wright, 2008). Working conditions, then, would correspond with the proposed concept of social class structures and reflect an entirely distinct construct within

the social class process. Thus, rather than treating each of the indicators proposed by the different models as entirely distinct measures, this framework summarizes the multidimensional nature of social class using three latent factors (Grusky & Weeden, 2008).

Still, others argue that social class is a unitary construct (e.g., Kohn et al., 1990). For example, Conley (2008) claims that by focusing on specific objective components of inequality (e.g., occupational prestige, education, wealth), researchers have overlooked the broader, general dimension of social class. More specifically, Conley (2008, p. 371) contends that social class is an ephemeral or latent force that exists "between the cracks of wealth, income, occupation, and education that constitutes the mortar of the class system". This perspective echoes earlier critiques of the social class literature that have asserted that to the extent that different objective indicators of social class are related, then various models of social class are less distinct than we would initially anticipate (Ossowski, 1963, p. 138). That is, if one only measures a single dimension of objective social class, or adopts one particular perspective, and all of the indicators reflect a single latent construct, one would observe a reasonable approximation of the class structure. Thus, this perspective suggests that one's objective social class would be best conceptualized as a single unidimensional construct that consists of various indicators or measures of inequality.

Although this perspective challenges the multi-dimensional models of social class, there is some initial evidence to support this claim. That is, previous studies using large, representative samples have found that three common indicators of objective social class (i.e., income, education, and occupational prestige) tend to correlate highly, but not

perfectly. Thus, these three variables may be all tapping into the material substance of an individual's social class (Kohn, 1977; Kraus, Piff, et al., 2012, p. 547). Nevertheless, despite the potential for a unitary model, there has been little systematic research examining competing, or even multiple, perspectives of social class. That is, scholars typically make a passing reference to an alternative paradigm and proceed without considering other models or indicators of social class (Grusky & Weeden, 2008). Given these considerations, one research question that still remains within the social class literature is:

> Research Question 1: Is one's objective social class better represented by a unidimensional or multidimensional measurement model?

The Role of Subjective Perceptions of Social Class

Along with questions about the dimensionality of one's objective social class, there are distinct perspectives on the relevance of subjective components of one's social class. For some theories, subjective perceptions are fundamental components of social class. For instance, one of the earliest theories of social class distinguished between a class structure that is purely based on one's environmental conditions (e.g., lacking capital and having to sell one's labor) versus recognizing or being conscious of that experience (Lopreato & Hazelrigg, 1972; Marx, 1978; Wright, 2000a). That is, based on this perspective, social class can be viewed, as social categories that generate subjectively salient experiences used by people to locate themselves within a system of inequality (Wright, 2008, p. 331).

Other perspectives, on the other hand, argue that social class is exclusively structural. For instance, the market-based perspective argues that identifying one's

position within the broader labor market is sufficient for determining their social class (Lopreato & Hazelrigg, 1972). That is, researchers should not be concerned about how an individual perceives their position within a marketplace, but should instead focus on the quality and type the assets they can exchange or actual returns that individuals receive (Goldthorpe, 2000b). In other words, differences in access to life chances can occur without an individual being conscious of their class position (Kohn, 1989). Other perspectives of social class also place little emphasis on one's subjective perceptions and instead favor structural factors (Grusky & Galescu, 2005; Sorensen, 2000).

In support of these structural arguments, there is some evidence that suggests people do not distinguish among class positions (Emmison & Western, 1990). For example, large-scale, representatives surveys that ask individuals to identify themselves as being either lower, middle, or upper class, usually yield triangular distributions in which people select the middle class and avoid either ends of the continuum (Hout, 2008; Lopreato & Hazelrigg, 1972). Thus, most individuals prefer to identify themselves as middle class regardless of their objective resources, which calls into the question the utility of such perceptions (Grusky & Galescu, 2005). Likewise, Americans are often unable to accurately describe the wealth gap that exists within in the United States and typically underestimate the level of inequality by large margins (Kraus & Tan, in press).

Given these competing perspectives, it is unclear to what extent subjective perceptions play a role in defining one's social class. That is, there are differing perspectives about the degree to which subjective perceptions of social class are distinct from objective resources. In other words, is one's perception of their social class (e.g., identity, perceived standing) distinct from their objective position or resources? Or does

one's social class depend purely upon how their objective class standing? Thus, one research question that merits additional examination is:

> Research Question 2: Are subjective perceptions of social class distinct from one's objective class standing?

The Generalizability of Social Class Across Time and Space

Researchers have also questioned the extent to which social class would generalize across different time periods and nations. That is, few perspectives of social class assume that there is a single hierarchy that generalizes across all contexts (Kohn et al., 1990; Lopreato & Hazelrigg, 1972; Ossowski, 1963, p. 142; Weininger, 2005). What remains unclear, however, is the extent to which the integrative model of social class proposed previously would function differently across these important boundary conditions (Bacharach, 1989) and whether social class can be applied with the same meaning across contexts (Busse, Kach, & Wagner, in press).

In considering the potential boundary effects of a given time period, critics of different social class models suggest that changes in the structures of organization and forms of labor production mean that some objective indicators of social class have become less relevant (Goldthorpe & Marshall, 1992; Marx, 1978; Pakulski & Waters, 1996). For examples, one's access to the means of production may be less relevant in a modern economy where heavy manufacturing and industry have declined, traditional working class communities have withered, and consumer-driven economies have prevailed (Goldthorpe & Marshall, 1992; Sennett & Cobb, 1972, p. 175). Likewise, some models of social class have argued that one's occupation is now more important for determining an individual's social class than whether he or she is a worker, private

business owner, or capitalist (Grusky & Galescu, 2005). The emphasis on occupations reflects the increasing relative influence of these organizations relative to other structures within a society (Weeden, 1999). Some have even argued that the role of cultural capital in determining one's social class has been diminished in recent years (Holt, 1998). That is, post-modern theorists have argued that as consumer goods have proliferated and diversified, there is no longer a dominant form of culture. This suggests that rather than contributing to a hierarchy of high-brow and low-brow culture, cultural capital reflects more of a quagmire and is therefore less relevant to determining one's social class.

In addition to particular historical eras, researchers have highlighted how social class may function differently across countries (Kohn et al., 1990). For example, countries vary in both current and historical levels of inequality (Breen & Jonsson, 2005, p. 230; Grusky & Hauser, 1984). That is, some countries have much greater and persistent levels of inequality (e.g., United Kingdom), while others have been consistently far more egalitarian (e.g., Sweden) (Piketty, 2014; Wilkinson & Pickett, 2009; Wright, 2000a). Likewise, some countries adopt different structures that support and reflect macro-level models of social class. For example, the collective bargaining process in Sweden incorporates entire social classes as actors, while in the United States collective bargaining is primarily the purview of unions, professional associations, or occupations (Weeden et al., 2007).

Countries also differ in the extent to which ideas of social class and inequality have been institutionalized within their culture. For example, the United Kingdom's government readily acknowledges the important role of one's social class and regularly collects data about this construct as part of government funded studies (e.g., Rose &

Pevalin, 2005). This perspective differs dramatically from the dominant view in the in the United States where the concept of social class is far less institutionalized and directly conflicts with the fundamental principles of the American Dream (i.e., hard work directly corresponds with better life chances) (DiMaggio, 2012; Rubin, 2014).

To the extent that the structural position and degree of institutionalization of social class varies across nations, one may expect that this construct also manifest differently in these contexts. For example, it is possible that the indicators of social class may be less cohesive within either more egalitarian countries (e.g., Sweden) or nations with more diffuse notions of social class (e.g., the United States). That is, within these contexts, objective indicators of social class may be more independent or exhibit smaller correlations with subjective measures of social class.

In fact, there is some preliminary evidence to suggest that the broader, national environment influences how social class relates to basic interpersonal perceptions. More specifically, individuals from countries with greater disparities in objective resources (i.e., greater inequality) are more likely to differentiate among members different social classes in terms of perceptions of warmth (i.e., perceptions capturing a person's perceived intent, such as friendliness, liking, trustworthiness) (Fiske, Cuddy, & Glick, 2006). People from countries with more egalitarian distributions, on the other hand, tend to perceive people from different social classes similarly (Fiske, 2013). Thus, the more structural divisions are apparent within a given country, the more likely one's social class influences fundamental interpersonal perceptions.

Given these considerations, it is important to examine the degree to which the proposed model of social class functions consistently across time and space. Thus, I propose the following research questions:

Research Question 3: To what extent are the relationships among measures of social class consistent across time periods?

Research Question 4: To what extent are the relationships among measures of social class consistent across countries?

The Relationships Among Status, Power, and Social Class

In addition to examining the dimensionality and generalizability the proposed model of social class, it is also important to determine the extent to which one's social class is distinct from similar constructs that contribute to and reflect inequality. In particular, social class scholars have debated the extent to which one's class is synonymous with their status and power.

In terms of status, some of the earliest theorists argued that social class was primarily based on property and resources, while status reflected one's level of respect or honor (Goldthorpe, 2008; Goldthorpe & Marshall, 1992; Lopreato & Hazelrigg, 1972). More specifically, status reflects the extent to which people treat a person as a social equal. That is, status pertains to hierarchical social relations that are attached to social positions (Chan & Goldthorpe, 2004). One's social class, on the other hand, is grounded in their economic situation and objective resources (Chan & Goldthorpe, 2004). From this perspective, status and social class are independent. That is, one could be a member of an elite social class (i.e., rich nobility), but share the same status as members from lower classes (i.e., an esteemed, but impoverished actor or artists).

Other theorists have argued that there are minimal differences between one's social class and their status. For example, Bourdieu (1984) viewed distinctions between one's class and status as nominal (Weininger, 2005). That is, to the extent that a person's capital contributes to differences in their social standing, one would anticipate corresponding differences in signals or symbols of their overall lifestyle or status (Weininger, 2005, p. 122). Thus, from this perspective, social class and status are very similar forms of inequality that emerge from fundamental differences in access to valued resources (i.e., capital).

Along with status, it is also important to consider whether social class differs from power. Power reflects a person's relative control over resources and the ability to administer punishments (Blau, 1967; Cook, Cheshire, Rice, & Nakagawa, 2013). Recent models of social class present this form of inequality as distinct from power (Cote, 2011). For example, an individual may work as a gas station manager in which they have control over valued resources (e.g., scheduling, pay), but still belong to a lower social class (i.e., minimal levels of capital, limited skills) (Goldthorpe, 2000b; Kraus, Piff, et al., 2012). Thus, although higher class individuals may be more likely to hold greater power, various models of social class argue that these constructs are not equivalent. There is some initial empirical evidence supporting such distinctions between power and status. For example, previous studies have found small to moderate correlations among self-ratings of power and subjective perceptions social class, which suggests that these constructs are related but distinct (Anderson, Kraus, Galinsky, & Keltner, 2012; Belmi & Neale, 2014; Dubois et al., 2015).

Taken as a whole, the previous arguments and findings demonstrate the importance of examining the degree to which measures of social class are distinct from closely related forms of inequality (i.e., status and power). Thus, I propose the following research question:

Research Question 5: To what extent is social class distinct from status and power?

Having examined alternative measurement models, this study will then begin to situate social class within the broader nomological network of existing constructs. As noted earlier, one's social class is thought to ultimately influence their thoughts, behaviors, and emotions. Thus, based on the extant literature, I will examine the relationship between social class and job attitudes. Job attitudes reflect "a fundamental evaluation of one's job experiences" and are considered to be one of the most enduring individual-level constructs within the organizational sciences literature (Harrison et al., 2006; Judge, Thoresen, Bono, & Patton, 2001; Locke, 1969). Although job attitudes consist of a range of constructs (e.g., job involvement, job identification), a recent review found two dominant forms: job satisfaction and organizational commitment (Harrison et al., 2006). Each of these constructs is reviewed below.

Job satisfaction is typically defined as an emotional state resulting from the evaluation or appraisal of one's job experience (Locke, 1969). This evaluation consists of both cognitive and affective indicators (Spector, 1985). Specifically, job satisfaction is an emotional response based on the perceived relationship between what one wants from one's job and what one perceives it as offering or entailing. Although researchers have considered various facets of job satisfaction (e.g., pay, contingent rewards, supervision, coworkers), many acknowledge that job satisfaction also reflect a general, global emotional and cognitive response to one's job (Judge et al., 2001; Locke, 1969; Spector, 1985). Furthermore, there is empirical evidence to suggest that these different facets reflect a broader, general level of satisfaction (α = .91) (Spector, 1985). Finally, given its designation as an attitude, individuals with higher levels of satisfaction are more likely to

approach (i.e., stay with) a satisfying job and avoid or quit a dissatisfying job (Harrison et al., 2006; Spector, 1985).

Rather than focus on one's job, organizational commitment is considered a psychological state that characterizes an individual's relationship with an organization (Meyer & Allen, 1991; Meyer, Allen, & Smith, 1993). Organizational commitment consists of three forms: affective, continuance, and normative commitment (Meyer & Allen, 1991). Affective commitment refers to an emotional attachment to, identification with, and involvement with one's organization (Mathieu & Zajac, 1990). Continuance commitment reflects an individual's evaluation of the costs with leaving an organization. These two forms of commitment emphasize how an individual conceptualizes their relationship with an organization (Meyer & Allen, 1991). Normative commitment reflects a perceived obligation to remain in an organization. Thus, this form of commitment pertains to the mechanisms by which individuals become locked into a given organization (Meyer & Allen, 1991). Like job satisfaction, organizational commitments has implications for the decision to continue being a member of the organization (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002).

Despite the distinctions between these two attitudes, researchers have recently asserted that job satisfaction and organizational commitment can be considered indicators of a single, global job attitude. From this perspective, both constructs consist of affective responses to one's work experience and are simply distinguished by the referent (i.e., one's work role or one's organization) (Harrison et al., 2006). In fact, meta-analyses of the job satisfaction and organizational commitment literatures have found affective organizational commitment and job satisfaction are highly correlated (ρ = .53 to .65)

(Mathieu & Zajac, 1990; Meyer et al., 2002). Others have estimated that the relationship may be as high as .91 once additional artifacts are taken into account (Le, Schmidt, Harter, & Lauver, 2010). Thus, both constructs may be closely linked and reflect a more generalized response to one's workplace (Mathieu & Zajac, 1990).

In addition to providing a general representation of one's cognitive and affective response to their workplace, one's job attitude appears to be a more robust predictor of their general effectiveness at work. Drawing on the principle of compatibility (e.g., Ajzen & Fishbein, 1977), which argues that attitudes are most effective predictors of behavior when both share similar actions, targets, contexts, and time, Harrison et al. (2006, p. 316) found one's general job attitude was a robust predictor of his or her effectiveness ($\gamma_{standardized} = .59$). The authors argued that because job satisfaction and organizational commitment refer to broad and diffuse targets, the behaviors that emerge from these attitudes should predict wide sets or aggregates of behaviors rather than specific responses. In other words, the more positive one's general job attitude, as reflected by their job satisfaction and organizational commitment, the more they should express generally favorable work behavior and effectiveness.[1] These results address prior findings demonstrating that job satisfaction and organizational commitment, when treated as distinct attitudes, are weak, inconsistent predictors of various individual-level outcomes in the organizational sciences (e.g., turnover, task performance, contextual performance) (Judge et al., 2001; Mathieu & Zajac, 1990; Meyer et al., 2002).

Given that one's job attitude has considerable importance for understanding behavioral outcomes in the workplace, it is important to determine the antecedents of

[1] Effectiveness was operationalized as a latent factor consisting of task performance, contextual performance, lateness, absenteeism, and turnover.

these general attitudes (Harrison et al., 2006). One potential factor that contributes to or influence a person's job attitude could be his or her social class. Although little attention has been devoted to the relationship between social class and job attitudes, there is initial evidence to suggest that one's class position is related to their job attitudes (M. White & Smeaton, 2016).

First, multiple studies have shown that one's working conditions are associated with both their job satisfaction and organizational commitment. For example, the more autonomy one experiences at work, which reflects a higher social class position (Goldthorpe, 2000b), the more job satisfaction they report (Loher, Noe, Moeller, & Fitzgerald, 1985; Spector, 1985). As noted earlier, greater autonomy is identified as a key structural indicator of one's social class (Goldthorpe, 2000b). Likewise, job complexity or scope is related to both job satisfaction and organizational commitment (Judge et al., 2001; Mathieu & Zajac, 1990). Given that complexity is based on, at least in part, the technical and managerial demands of one's job, it appears that higher class workers (i.e., greater authority and more asset specificity) may be more committed to and satisfied with their positions (Goldthorpe, 2000b; Wright, 2000a). Similarly, positions that require more skill variety also yield more satisfaction (ρ = .41) and organizational commitment (ρ = .21) (Loher et al., 1985; Mathieu & Zajac, 1990).

There is even evidence that the relationship between job satisfaction and performance varies across occupations. Specifically, based on more than 300 effect sizes and 54,000 respondents, Judge et al. (2001) found that job satisfaction was less related to the performance of nurses (ρ = .19) and more influential for scientists and engineers (ρ = .45). Given that similar effect sizes were observed for accountants and laborers (i.e.,

unskilled and semi-skilled), it appears that these differences across occupational categories are not simply based on the skill-level of the workers. Thus, to the extent that one's social class is defined by his or her occupation (Grusky & Galescu, 2005), there is some evidence that their class standing is related to their job attitudes.

Along with these working conditions, it appears that the rewards associated with different social classes also correspond with job attitudes. For example, Mathieu and Zajac (1990) found that higher salaries were associated with higher levels of organizational commitment (ρ = .18). Thus, given that members of higher social classes hold more wealth and human capital (Savage et al., 2013; Sorensen, 2000), they may be more committed to their organizations. Likewise, the more one is invested within a firm, the more affective (ρ = .24) and normative commitment (ρ = .21) they express (Meyer et al., 2002). These investments (e.g., pensions, seniority) correspond with the enduring, broadly defined service relationships that are key differentiators of social class within the marketplace based model (Breen, 2005). Workers who rely on labor contracts, on the other hand, are less likely to receive these investments and thus express lower levels of organizational commitment (Meyer & Allen, 1991).

Given these findings, I propose the following hypothesis:

Hypothesis 3: One's social class is positively related to his or her job attitudes.

CURRENT STUDY

As the previous discussion demonstrates, there are a number of fundamental questions about social class that remain unanswered. Specifically, the appropriate measurement model, dimensionality, subjective nature, generalizability, and divergent validity of social class all remain unclear. Furthermore, there is little evidence considering how members of different social classes respond to and evaluate their work environments (i.e., job attitudes). Each of these hypotheses and research questions should be addressed as organizational scientists begin to incorporate social class into their research. Thus, in addition to reviewing the dominant theories of social class, this study also includes a meta-analysis of the social class literature designed to address these research questions. In the section that follows I describe the method for conducting this quantitative review.

METHOD

Literature Search

To gather primary studies for this meta-analysis, I conducted a systematic search of the literature from multiple sources (Rothstein, 2012; H. D. White, 1994). Given that social class has been studied by scholars from different disciplines, my initial search strategy focused on the *Web of Science* database (ISI Web of Knowledge, 2009). I also supplemented the results obtained from *Web of Science* with searches in *ProQuest Dissertations and Theses* and *PapersFirst* to identify relevant unpublished dissertations and conference proceedings. In addition to articles and unpublished papers, I searched for books within the University of North Carolina Charlotte's Library System using *WorldCat*.

Given the size of the social class literature, I adopted a strategy intended to retrieve as many relevant sources as possible while limiting the number of sources that were irrelevant to the current research questions (H. D. White, 1994). Thus, my key terms combined general social class terms (e.g., "social class", "working class", "middle class") with a list of indicators or measures based on the theories of social class presented in Table 1 (e.g., "property", "wealth", "occupation"). Also, in order to identify studies that examined the relationship between social class and relevant constructs, I also included search terms for job attitudes (e.g., "commitment", "organizational commitment", "affective", "job satisfaction") and subjective status and power. A summary of the search terms, filters, and date of execution for each database search is provided in Appendix A.

Along with database searches, I also conducted supplemental literature searches using an ancestry approach (Reed & Baxter, 2009). Specifically, I conducted forward and backward-reference searches in *Google Scholar* using seminal social class articles (see key references in Table 1). That is, I identified which articles these studies cited and which subsequent studies referenced their work.

In addition to examining the results from the *PapersFirst* database, I also reviewed the past five years of conference proceedings for the American Economics Association, Academy of Management, Society for Personality and Social Psychology, Society for Industrial and Organizational Psychology, American Sociological Association, and American Society for Public Administration. If the submission was not immediately available, I contacted the authors of the article and asked for a copy of their paper. I also posted messages to the list-servs of divisions of these national associations asking authors to provide copies of unpublished studies. A copy of the message that was sent is provided in Appendix B.

Along with locating articles via conference proceedings and list-servs, I also directly contacted the primary researchers for each of the dominant theories listed in Table 1. Specifically, I sent e-mails to Drs. Breen, Goldthorpe, Grusky, Kraus, Piff, Weeden, Weininger, Wright, Savage, and Stephens asking for any unpublished or in-press articles that meet the exclusion and inclusion criteria.[2] This message was similar to the request that was sent to the list-servs (see Appendix C).

Finally, because social class is a topic of interest to various institutions, I conducted additional searches to identify technical and government reports that are

[2] Dr. Sorensen passed away in 2001 and therefore was not contacted.

relevant to the current study (H. D. White, 1994). Specifically, I searched for technical reports released by federal government agencies (i.e., the Departments of Commerce, Health and Human Services, Housing and Urban Development, Labor, and Treasury) by entering the term "social class" directly into these agencies' websites. Also, I conducted similar searches of the websites of not-for-profit agencies (i.e., the Russell Sage, Bill and Melinda Gates, MacArthur foundations) and social policy think tanks (i.e., the Center for American Progress, Center on Budget and Policy Priorities, Center for Economic and Policy Research, Economic Policy Institute and Joint Center for Political and Economic Studies).

Screening Articles Based on Inclusion and Exclusion Criteria

After conducting the various searches described above, I identified 9,949 potential articles. I then reviewed each article or document to determine if it was relevant to the current study (H. D. White, 1994). Specifically, I reviewed the title, abstract, and, if necessary, the methods section of each article to determine if it met the inclusion and exclusion criteria (see Appendix D for a description of the inclusion and exclusion criteria) (Reed & Baxter, 2009).

A flow chart summarizing the screening process is presented in Figure 2. As this figure suggests, the largest proportion of studies were removed because the article did not report quantitative data (37%), did not provide sufficient data to estimate an effect size (27%), and did not include multiple measures of social class or examine the relationship between social class and relevant constructs (i.e., job attitudes, power, and status) (14%). Ultimately, after applying the exclusion and inclusion criteria, I retained 592 (6%) of the articles for subsequent analysis.

Coding Articles

In order to capture study information, characteristics of social class measures, potential moderators, and effect sizes, I developed a codebook to facilitate the coding process (see Appendix E). To increase the efficiency of the coding process, I recruited two people with graduate training in industrial-organizational psychology to help code. I trained coders using a two-part process (Orwin & Vevea, 2009; D. B. Wilson, 2009). First, coders participated in a didactic training session that provided an overview of the study (i.e., discussed dominant theories of social class and their various operationalizations) and reviewed the coding process (Woodworth, 1994). Second, the coders and I practiced using the codebook and database by independently coding five randomly selected studies. Coders were asked to identify problematic items and ambiguous codes within the codebook. After completing these five articles, we met and discussed discrepancies between our codes and revised the codebook as necessary.

Following this initial pilot test and training, two coders independently coded 5% of the primary studies. Using these codes, I calculated percentages of agreement and kappa coefficients for categorical items and one-way random effects intraclass correlation coefficients (ICCs) for continuous items (Orwin & Vevea, 2009). These estimates, along with the full distribution information for each coding category (i.e., median, range, frequency) are presented in Tables 2 and 3. For the majority of the codes, the level of inter-rater agreement (average $\kappa = .71$) and consistency (average ICC = .95) was adequate. However, there were a few instances where the kappa estimates fell below traditional cutoffs (i.e., measure for construct, referent of measure, type of reliability estimate, and occupation scheme). These low kappa values can be attributed primarily to

either a small number of opportunities for coders to apply the categories (e.g., occupation scheme = 18; type of reliability estimate = 10) or a larger range of potential response options (i.e., measure for construct = 16 options). Based on the percentage of agreement, which is less sensitive to these issues, each of these categories (excluding occupational scheme), exceeded common cutoffs (> 90%). Nevertheless, for any instance of disagreement, the coders resolved their discrepancies through consensus discussion. After the calibration process, the remaining studies were coded by a single coder.

RESULTS

Characteristics of Social Class Studies

One of the goals of the current study was to provide a summary of the extant social class literature. By examining the common design features of studies,[3] an image of the prototypical social class article emerges (Table 3). For example, the majority of the studies were published in journal articles (71%). However, my review also identified a substantial grey literature (27%), which primarily consists of dissertations (10%) and unpublished work (16%). Also, it appears that the social class literature often relies on large (median sample size = 1,239), archival data sets (75%). Common sources of archival data were the U.S. Census, the General Social Survey, the British Household Panel Study, the National Childhood Development Study, the European Social Survey, and the World Values Survey. However, these sources only accounted for approximately 30% of the archival studies. Thus, the data included in this review is drawn from a wide array of sources.

Similar levels of variability were also observed in the number of nationalities that are represented in the social class literature. More specifically, samples were drawn from 94 different countries. Thus, although the United States and United Kingdom represent 41% of the studies, there are countries from different continents that are also represented. That is, multiple studies were drawn from other parts of Europe (e.g., Finland = 36, Spain

[3] Because a single article or document can report multiple studies or distinct samples, each of which may have unique design features, the number of studies (939) exceeds the total number of articles (562) identified in the literature review.

= 16), Asia (e.g., China = 21, Japan = 11), South America (e.g., Chile = 5, Brazil = 9), and Africa (e.g., Egypt = 6).

Interestingly, one area of consistency across the studies is the type of design that was used. More specifically, studies of social class are almost exclusively correlational (99%). Thus, only a few studies actually manipulated one's social class. Furthermore, when social class was manipulated, the measure was always one of subjective social class (e.g., the McArthur ladder scale).

Common Measures of Social Class

Along with considering the characteristics of studies of social class, it is also useful to review how the construct is commonly operationalized. Based on this review, measures of occupation, education, and income account for over 67% of the social class measures. However, within these categories, there is still variation in how each component of social class is operationalized. For instance, the number of categories included in the occupational coding schemes ranges from 2 to 17. Similar ranges were also observed for categorical measures of education (13) and income (38).

Compared to occupation, education, and income, the other components of objective social class were measured less frequently (<1% means of production to 6% of wealth). There were also few instances where researchers measured subjective perceptions of social class. That is, the identity-based and rank-based perceptual measures account for 3% and 2% of all measures, respectively.

Despite the variety of indicators of social class, the construct is predominantly operationalized using either individual (90%) or household (6%) level characteristics.

Interestingly, for those measures that used individual or household level referents, 14% refer to the respondents' parents.

My review also identified how the indicators of social class are commonly operationalized. Specifically, I coded brief descriptions of each measure of social class and aggregated these codes within a given indicator (see Table 4). For example, the majority of studies operationalized the indicator of scarce skills using measures of training, work experience, skill level, or job complexity.

Preliminary Meta-Analyses

The following section describes how I conducted the meta-analysis for this study. For each of these steps, I used either the MAc (Del Re & Hoyt, 2012) or metafor (Viechtbauer, 2010) packages for the R statistical computing software (R Development Core Team, 2010).

The primary effect size used for this review was the correlation coefficient. However, because social class has been studied across a number of disciplines, each with its own preferred analytical framework, many of the effect sizes needed to be converted. Generally, this process consisted of either computing correlation coefficients from other statistics (e.g., chi-square values, t-statistics, means and standard deviations) or transforming Spearman's *rho* and Kendall tau's coefficients (Gilpin, 1993; Rupinski & Dunlap, 1996). Overall, 33% of the effect sizes were converted prior to being included in the meta-analysis.

Having compiled and converted the effect sizes, I then corrected these values for unreliability of the measures (Hunter & Schmidt, 2004). As shown in Table 3, 29% of the measures included a reliability estimate. However, across the constructs, there were

differences in how many measures included reliability estimates (min. = 0% for occupation, max. = 100% for organizational commitment). Thus, I imputed reliability estimates for constructs where at least 20% of the measures included measures of reliability. Ultimately, I corrected 359 (10%) effect sizes for measurement error (Geyskens, Krishnan, Steenkamp, & Cunha, 2009; Hunter & Schmidt, 2004).

After correcting the effect sizes for measurement error, I conducted a series of univariate meta-regression analyses using robust maximum likelihood estimation to identify potential outliers and influential effect sizes. More specifically, for relationships that included at least 15 effect sizes, I examined a set of diagnostic indices (i.e., studentized deleted residuals, standardized different in fits, and Cook's distance) and conducted a one-sample removed analysis (see Appendix F for more details on these analyses and individual results). These analyses identified 15 effect sizes that could be classified as outliers or influential cases. The majority of these effect sizes were substantially larger than the average effect size for a given relationship among social class measures and often were based on measures from a higher-level of analysis (i.e., occupations or cities). Despite having identified a number of outliers, the average difference between the minimum and maximum effect size observed for each of the leave-one-out analysis was .02 (range = .00 to .03). Nevertheless, I ran the subsequent analyses both with and without influential effect sizes and outliers.

Meta-Analytic Structural Equation Modeling (MA-SEM)

One of the primary goals of the current study was to compile synthesized bivariate relationships among social class indicators and between measures of social class and related constructs (e.g., job attitudes). Thus, I adopted Wilson, Polanin, and Lipsey's

(2016) three-level multi-level technique to account for interdependence among effect sizes.[4] More specifically, I used a multi-level mixed effects weighted meta-regression analysis that incorporated dummy variables identifying which cell in the correlation matrix the effect size pertained to. The formula for this model is:

$$r_{ik} = \beta_1 Cell_{1ik} + \cdots + \beta_p Cell_{pik} + v_{0k} + n_{ik} + \varepsilon_{ik}$$

where r_{ik} is an observed correlation coefficient *i* from study *k*, v_{0k} is Level 3 random effect for studies, η_{ik} is a Level-2 random effect for multiple measures from a single study, and ε_{ik} is the Level 1 random effect for a given correlation coefficient. Also, each *Cell* coefficient reflects the *p*th cell in the correlation matrix. In the current study, there are 18 indicators of social class, which results in 153 dummy variables.[5] These variables are coded either 1 or 0 to represent each of the off-diagonal cells in the matrix. Here it is important to note that there is no intercept in this multi-level model so the *Cell* coefficients reflect the synthesized correlation coefficient for a given relationship. Prior to estimating this model, each correlation coefficient was weighted by the inverse of its sample size (Hunter & Schmidt, 2004; S. J. Wilson et al., 2016).

The synthesized effect sizes, and their corresponding sample sizes and number of samples, are presented in Table 5 and Appendix G, respectively. Although this correlation matrix is informative, it is missing a number of bivariate relationships among

[4] An alternative approach for estimating structural equation models using meta-analytic correlation matrices is referred to as a two-stage structural equation model (Cheung & Chan, 2005). This approach includes an initial step where one assesses the degree to which matrices from different studies diverge or reflect different populations. Although this approach is preferable, it requires at least one study to provide a complete matrix to facilitate the comparison process (Landis, 2013). Because I did not identify a single study that examined the 171 parameters included in the full matrix ((18*(18+1))/2), this approach was not feasible.

[5] Although there are 171 cells in the complete matrix ((18*(18+1))/2), it is common practice to set the variance estimates or diagonals to unity (1) in a correlation matrix. Thus, effect sizes between the same measures (e.g., correlation between education and education) were excluded.

social class, job attitudes, power, and status (i.e., Appendix G). For example, there are very few effect sizes pertaining to the relationship between indicators of social class and subjective power and status. More specifically, only effect sizes between subjective power and status and three of the social class indicators were identified (i.e., education, income, and subjective social class – identity). There were also missing effect sizes between some indicators of social class and job attitudes (e.g., wealth) and among the social class indicators (e.g., means of production with autonomy and social capital).

In order to address the remaining missing data, I used the following procedures recommended by Landis (2013) and Bergh et al. (2016). First, I attempted to identify either previously published meta-analyses that reported the missing bivariate relationship or primary studies that examined these variables. That is, I entered the phrase "meta-analysis" along with the key terms for each pair of social class measures into the *Web of Science* database.[6] Second, given the large number of missing effect sizes for subjective status and power, I omitted these measures from subsequent analyses. Third, for the remaining effect sizes that were missing, I imputed the correlation between two variables using the average corrected coefficient from the cell's respective rows and columns.

Given that the correlations in the combined matrix were synthesized across various studies, the use of these aggregate values in subsequent analyses is a potential concern. Thus, I examined the within-cell variability of the 18 x 18 matrix relative to the total variability across all correlations. The synthesized values are only appropriate for subsequent analyses if the within-cell variance is small in absolute terms and small

[6] This searched returned three primary studies that provided effect sizes for three missing relationships (i.e., means of production with job satisfaction, means of production with organizational commitment, and occupational prestige with job satisfaction). These measures have been included in the current matrices.

relative to the between cell variance. In essence, this would suggest more consistency for a given relationship across the studies. To test this, I examined the mean within-cell variance (i.e., average variance across correlations contributing to each cell of the matrix) relative to the total variance across all of the correlations. The variance across all of the correlations was .06, while the average within-cell variance was .02. Thus, the within-cell variance is small and the within-cell variance is small relative to the between-cell variance. Therefore, I proceeded with using this meta-analytic correlation matrix as input for subsequent analyses.

Measurement Models of Social Class

One of the primary objectives of this study was to examine alternative conceptualizations, or measurement models, of social class. Thus, one of the first considerations was whether social class is best characterized as a reflective or formative construct. As an initial test of the operationalization of social class, I examined the pattern of the relationships among social class indicators. If social class was a reflective construct, one would expect to observe high, positive intercorrelations among the various indicators (Coltman, Devinney, Midgley, & Venaik, 2008; J. R. Edwards & Bagozzi, 2000). As seen in Table 5, however, the average intercorrelation was .19 (SD = .13). Furthermore, if one only examines the correlation among social class indicators from a single theoretical perspective (e.g., Neo-Marxist's emphasis on means of production and authority), the average correlation remains relatively unchanged (ρ = .22, SD = .04). One exception to these relatively low intercorrelations was the relationship between the two subjective measures of social class (ρ = .61, 95% CI = .48 to .74). This correlation suggests that the manner in which individuals' perceive their own social class is

consistent across the two dominant operationalizations (i.e., relative rankings or general identification).

Although the initial inspection of the correlation matrix is informative, researchers have recommended conducting additional tests to determine the appropriate measurement model for a given construct. Thus, I drew on recent work by Bollen and Bauldry (2011) and tested a series of competing confirmatory measurement models. For each model, I examined the fit indices (see Table 6) and the parameters estimates (e.g., factor loadings, covariances; see Figures 2-7) (Becker, 2009). The sample size for this analysis was based on the harmonic mean of the sample sizes reported from each study identified during the review (n = 556) (Landis, 2013; Viswesvaran & Ones, 1995).

For the first model, I considered a unidimensional, reflective factor to account for the variability among the various social class indicators (Figure 3). Overall, this model fit the data poorly (χ^2 (77) = 1,081.67, $p < .01$; CFI = .57, TLI = .50, RMSEA = .15, SRMR = .09) (Table 6). Also, three factor loadings from this model fell below the traditional .40 cutoff (λ - means of production = .32, λ - employment relationships = .25, λ - social capital = .37). Furthermore, the average variance extracted (AVE), which is equivalent to the average R^2 value across the indicators for a given construct (Fornell & Larcker, 1981), was .26. The low AVE value does not support a reflective model of social class and is consistent with the pattern of intercorrelations discussed previously.

As an alternative model, I examined whether loading the two subjective indicators (i.e., identity and rank) on their own factor would provide a better representation of the data (Figure 4). This two-factor reflective model showed significantly better fit ($\Delta\chi^2$ (1) = 85.63, $p < .01$). However, the overall fit was still poor (χ^2 (76) = 996.05, $p < .01$; CFI =

.61, TLI = .53, RMSEA = .15, SRMR = .09). As with the earlier model, the AVE for the objective social class factor remained low (AVE = .24). However, the AVE was higher for the subjective social class factor (AVE = .62). Furthermore, the standardized factor loadings for the subjective social class factor were both large and significant (λ - identification = .85, λ - rank = .72).

I also examined a multi-dimensional reflective model based on Grusky and Weeden's (2008) proposed framework (Figure 5). More specifically, this model retained the latent subjective social class factor and examined whether objective social class was well-represented by three latent constructs (i.e., working conditions, rewards, and endowments). As seen in Table 6, this model did not represent the data well (χ^2 (77) = 975.50, $p < .01$; CFI = .62, TLI = .51, RMSEA = .15, SRMR = .09). Furthermore, the high intercorrelations among the latent factors for objective social class (r = .90 to .99) raise concerns about their discriminant validity. Also, the factor loadings for the objective indicators and the AVE estimates (.21 - .30) for the reflective objective social class factors remained similar to those observed for earlier models.

Formal comparisons between these three nested models suggest that the four factor model, which included the three latent objective factors and a latent subjective factor, fit significantly better ($\Delta\chi^2$ (5) = 20.55, ΔCFI = .01). Thus, there is some evidence to suggest that social class is better represented by a distinct subjective component and that there is some degree of multidimensionality among the objective indicators. Nevertheless, as noted earlier, none of these models provided adequate representations of the current data.

Given the challenges with these reflective models, and the earlier conceptual experiments which suggest the objective component of social class may be better represented by a formative model (p. 22), I next tested a latent causal indicator model (Figure 6). Causal indicator models represent variables that have defined conceptual meaning, assume that there are other, unmeasured factors which may influence the latent variable, and expect the relationship between the indicators and the construct to be stable across different outcomes (Bollen & Bauldry, 2011). In order to estimate such a model, I used a multiple indicator- multiple cause (MIMIC) model. MIMIC models specify a latent construct based on formative indicators and at least two reflective indicators. In choosing reflective indicators of the formative measures of social class (i.e., objective social class), I used the two subjective measures of social class (i.e., rank and identification). As J. R. Edwards (2011) noted, reflective measures in MIMIC models should describe the construct in its entirety, such that the reflective measures and the construct are expected to operate at the same level of abstraction. By using direct reflective measures from the same construct space, the formative construct acquires its meaning through measures that describe the construct itself (J. R. Edwards & Bagozzi, 2000).

Overall, based on fit indices designed for non-nested models (average ΔBIC= 938.68), this causal indicator model was a better representation than the reflective models. However, conventional fit indices (CFI = .77, TLI = .51, RMSEA = .16, SRMR = .04) still suggested that the causal indicator model did not adequately represent the data. Furthermore, there were a number of objective indicators that were non-significant

predictors of the latent social class variable (β - education = .00, β – occupation = -.06, β – autonomy = .05, β – scarce skills = -.07, β – means of production = .07).

Because none of the apriori models provided an adequate representation of the data, I adopted an exploratory approach in determining an appropriate representation of social class. Given that two of the earlier models suggested some degree of dimensionality among the social class indicators, I conducted a principal components analysis to determine whether the number of objective indicators could be reduced into reasonable composites. Principal components analysis attempts to explain all of the variance in the correlation matrix rather than simply the covariance among indicators (Tabachnick & Fidell, 2014). Thus, this item reduction technique is more appropriate when one expects the construct to function as a formative measure. To determine the appropriate number of components, I conducted a parallel analysis using minimum residual estimation in the psych package from R (Revelle, 2015).[7] Parallel analysis is a technique that compares the eigenvalues of the components from the observed data with that of a random data matrix of the same size as the original (Ledesma & Valero-Mora, 2007). For this analysis, the random data matrix was resampled based on 100 iterations.

The parallel analysis indicated that three components exhibited eigenvalues that exceeded those generated from random data. Thus, I retained a three component solution (Table 7). By retaining only those indicators that have a loading greater than .40 on a single component, the three components are defined by (1) typical measures of socioeconomic status (e.g., occupation, occupational prestige, income, and education), (2) structural characteristics (i.e., means of production and employment relationship) and (3)

[7] The pattern of results is comparable if I use alternative estimation procedures (e.g., maximum likelihood).

wealth, social capital, authority, and autonomy. Compared to earlier models, the AVE for each component is larger for the three components (.49 - .68) than a general factor. Nevertheless, the AVE for two of the three components (C1 = .56, C3 = .49) does not exceed correlations among the components (r = .55). This suggests there is more shared variance between the components than within a given set of indicators and offers further support for a formative representation of the objective indicators of social class.

Using the components identified based on the principal components analysis, I re-examined the causal indicator (MIMIC) model (Figure 7). Specifically, I treated the three components as causal indicators of a latent social class construct, which was defined by the two subjective social class measures (i.e., rank and identification). This model accounted for 48% of the variance in social class and substantially reduced the BIC (17,135.18). However, it still was not an adequate representation of the data (CFI = .74, TLI = .46, RMSEA = .18, SRMR = .03).

Social Class's Influence on Job Attitudes

Given the challenges with identifying a model that adequately represented both the subjective and objective indicators, I chose to use a simple composite of the objective indicators as a means of data reduction prior to examining the effects of social class on job attitudes. Composite indicators simply reflect weighted elements that form a composite variable with no disturbance or error term (Bollen & Bauldry, 2011). Thus, a composite indicator does not influence a latent social class variable. Instead, in the current study, this composite indicator represents social class as a weighted sum of the objective indicators. To form the composite indicator, I combined the aggregate effect sizes reported in Table 5 for the objective indicators into four separate estimates (i.e.,

identification, rank, job satisfaction, and organizational commitment). Then, I did the same for the subjective indicators with job attitudes. To combine the effect sizes for the objective and subjective indicators, I used the following formula (Hunter & Schmidt, 2004, p. 435):

$$\frac{\sum r_{xy_i}}{\sqrt{n + n(n-1)\bar{r}y_i y_j}}$$

where $\sum r_{xy_i}$ is the sum of the correlation among different measures (e.g., each objective indicator with job satisfaction), $\bar{r}_{\text{yiyj}}$ is the average correlation among similar measures (e.g., subjective rank and identification), and *n* is the number of correlations.

Overall, there is a moderate sized association between social class and job attitudes (Table 8). For the composite objective social class measure, the aggregated, corrected estimate was .48, while for subjective social class this value was .23.

Discriminant Validity of Social Class from Power and Status

As noted previously, my review of the literature identified very few studies where indicators of social class were associated with subjective ratings of power or status (total *k* = 16). Thus, there is limited data to examine the degree to which these constructs diverge from social class. Nevertheless, I compared the magnitude of the available correlations among social class indicators and power and status with the effect sizes observed among social class indicators. On average, social class indicators exhibited moderate correlations with power (ρ = .32, min. = .13, max. = .63) and status (ρ = .27, min. = .10, max. = .49). Using only the indicators that included effect sizes for power or status (i.e., occupational prestige, income, education, subjective rankings), the average corrected correlation among social class measure was .35 (min. = .27, max = .47). Thus,

the magnitude of the relationship among social class indicators for which there is data available is greater than their relationship with other constructs.

Homogeneity and Moderator Analyses

Along with considering different models of social class, its influence on job attitudes, and the degree of discriminant validity with similar constructs, I also examined the extent to which the mean effect sizes reported in the synthesized correlation matrix represent a heterogeneous population. First, I examined two measures of homogeneity to see if there were potential moderators within the larger sample of effect sizes (Geyskens et al., 2009). For the first measure, I examined the Q-statistic, which is similar to a chi-square test. A statistically significant Q-statistic, suggests that the study-level effect sizes (i.e., *r* values) do not reflect a single population. The observed Q-statistic was large and significant ($Q(3672) = 7{,}106{,}997.70$, $p < .01$), which suggests that subsequent moderator analyses are warranted (Aguinis & Pierce, 1998).[8]

Along with the *Q* statistic, I also considered two intraclass correlation indices (ICCs) to further delineate what sources of variance may account for the heterogeneity in effect sizes (Cheung, 2015). The ICC values can be interpreted as the proportion of the total between-study variation of the effect sizes due to multiple measures from the same study (i.e., Level 2) and differences between studies (i.e., Level 3). The ICC value for Level 2 was .76, while the value for Level 3 was .24. This suggests that the majority of the between-study variance in effect sizes was observed at the measure-level, rather than the study level.

[8] Although the observed Q-statistic for the multilevel meta-analysis was large, the average Q-statistic for separate, univariate meta-analyses (32,599.31, SD = 14,4008.50) was much smaller. This suggests that much of the heterogeneity in effect sizes could be attributed to between-cell variability.

Given the significant level of heterogeneity in effect sizes, and that this heterogeneity can be attributed to both of the higher level of analysis, I estimated a meta-regression model with multiple moderator variables to examine differences in the correlation coefficients (S. J. Wilson et al., 2016). This model reflects an extension of the earlier three-level meta-regression model. Specifically, it can be written algebraically as:

$$r_{ik} = \beta_{00} + \beta_1 X_{ik} + \beta_2 \gamma_{0k} + v_{0k} + n_{ik} + \varepsilon_{ik}$$

where X_{ik} are effect-size moderators and γ_{0k} are study-level moderators. In order to account for differences in effect sizes due to design characteristics, I included methodological moderators at the measure-level and study-level. At the measure-level, the methodological moderators included the level of analysis (e.g., individual, household, occupation) and the referent of the measure (i.e., parent or respondent), while the study-level moderator was the source of data (i.e., archival vs. author collected).

Along with these methodological moderators, I included two theoretical moderators to determine the consistency of the effect sizes across different nations and time periods. Given the variety of nationalities that were represented in the current study, I categorized the samples into ten different geographic regions using the classification scheme developed by the Global Leadership and Organizational Behavior Effectiveness (GLOBE) research program (House, Hanges, Javidan, Dorfman, & Gupta, 2004). Using respondents' ratings of cultural values and practices, as well as a content analysis of historical and archival information pertaining to geographic proximity, shared migration, and religious and linguistic commonalities, the GLOBE research team developed 10

regional clusters (see Appendix H) (Gupta & Hanges, 2004).[9] These regions, along with examples of countries within a region, include Anglo countries (e.g., United States of America, United Kingdom), Latin European countries (e.g., France, Spain), Nordic European countries (e.g., Denmark, Finland), Germanic European countries (e.g., Germany, Austria), Eastern European countries (e.g., Poland, Russia), Latin American countries, (e.g., Brazil, Colombia), Sub-Saharan African countries (e.g., Nigeria, Zimbabwe), Middle Eastern countries (e.g., Egypt, Turkey), Southern Asian countries (India, Thailand), and Confucian Asian countries (e.g., China, Japan).

Using this classification scheme, I categorized 58 nations that were represented by samples from the primary studies (Appendix H). Some countries that I classified were not originally apart of the GLOBE study, but were very similar to countries included in the existing classification scheme. For example, I classified Iceland and Norway as Nordic European countries. Also, I excluded countries identified during the literature review from the classification scheme that were not included in the original GLOBE study classification and occupied ambiguous geographic or cultural positions (e.g., Belgium, Puerto Rico, Vietnam). Finally, the original GLOBE scheme differentiated between sub-cultures within Switzerland and South Africa based on language (e.g., Italian-speaking Switzerland vs. German-speaking Switzerland). Because the primary studies from these countries did not provide sufficient information to make similar distinctions, I omitted these countries from the moderator analysis.

---

[9] Initial validation studies found these ten regions accounted for 54%-65% of the variation in respondents' ratings of cultural values and practices, respectively (Gupta & Hanges, 2004). Further examination of the between-region differences suggested that the clusters are predominantly differentiated based on ratings of collectivism (individual vs. collective), time-future orientation (short-term vs. futuristic), and uncertainty avoidance (rule-based vs. uncertainty-oriented). The GLOBE team also concluded that these regions were comparable to earlier classifications of nations or societies based on attitudes or cultural ratings (Ronen & Shenkar, 1985).

Along with considering differences in geographic regions, I also examined differences in the magnitude of effect sizes across time periods. Based on the observed range of time periods for the various studies, I categorized studies based on whether their data was collected prior to, or after, the onset of the shareholder value era (pre/post-1984) (Goldstein, 2012). This time period is characterized by the growing influence of financial markets on corporate activities, an increasing emphasis on stock performance versus other performance metrics like growth and expansion, an emphasis on cost-cutting and short-term profits, and lean organizational structures that emphasize core competencies. These shifting priorities led companies to conduct mass layoffs, pursue mergers and acquisitions, and introduce new forms of technology. The shareholder value era also overlaps with the time period most closely aligned with the post-class perspective (Pakulski & Waters, 1996; G. T. Wodtke, 2015). That is, during this era, some social class theorists argued that the development of advanced telecommunications and computers would catalyze the growth of economic sectors involving the provisions of services and information. Given the complexity of such services, there would be more demand for managers with authority and decision-making opportunities rather than unskilled, manual workers. Thus, whether one emphasizes the role of financial motives or changing technology, the mid-1980s reflects a distinct time period in which the nature of social class may change.

The results of the meta-regression model suggested that the various design features were not significantly related to the magnitude of the effect size (Table 9). However, there were significant differences observed across time periods (γ = -.13, p < .01) and between the Anglo geographic region and four of the other regions (Nordic

Europe; γ = .06, Eastern Europe; γ = .12, Latin America; γ = .14, and Middle East; γ = .15). Taken as a whole, this model provides preliminary evidence indicating that the region and time period in which the sample was drawn has an effect on the magnitude of the correlation coefficient among indicators of social class.

To further investigate these significant main effects, I conducted a series of post-hoc comparisons between geographic regions and time periods. More specifically, I identified instances where both levels of the moderator featured at least five effect sizes and the 95% confidence intervals for the effect sizes were not overlapping. For the geographic regions, there were 26 instances where at least two regions reported five effect sizes for a single relationship (see Appendix I). Of these 26 instances, four exhibited non-overlapping confidence intervals. Interestingly, these instances of significant cross-national moderation were only observed for relationships among objective indicators. For instance, the relationship between occupation and education was significantly higher in Nordic (ρ = .52), German (ρ = .53), and Eastern (ρ = .45) European regions than Anglo countries (ρ = .28). Similarly, samples drawn from Latin American countries (ρ = .45) exhibited a larger relationship between income and education than Nordic European (ρ = .23), and Anglo (ρ = .32) countries. The relationship between wealth and income (Germanic Europe, ρ = .37; Nordic Europe, ρ = .15) and wealth and education (Middle East, ρ = .54; E. Europe, ρ = .33; Germanic Europe, ρ = .29; Nordic Europe, ρ = .21; Latin Europe, ρ = .22) also significantly differed across the regions. Overall, the average absolute difference between geographic regions with at least five effect sizes was .09.

For the comparisons between pre-1984 and post-1984 effect sizes, eleven relationships among measures of social class had at least five effect sizes for each era (see Appendix J). Of these possible differences, four exhibited non-overlapping confidence intervals and all of the effect sizes were larger prior to the shareholder value/post-class era (i.e., pre-1984). The four effect sizes that differed included occupation with wealth, occupation with education, occupation with subjective social class identification, and wealth with education (average difference: $\rho = .18$).

Given that the onset of shareholder value/post-class era is unlikely to be confined to a single year, I conducted two sensitivity analyses to determine whether slight modifications to the time period would alter the results. Specifically, I changed the dummy code for the time period to reflect pre-/post-1980 and pre/post-1988 eras. For 1980, eleven relationships were observed with at least five effect sizes and five of those featured non-overlapping confidence intervals. All of the larger effects were observed for pre-1980 samples (average difference: $\rho = .20$). Similarly, for 1988, eleven relationships were observed with at least five effect sizes and four of those had non-overlapping confidence intervals. As with the earlier analyses, all of the larger effects were observed for pre-1988 samples (average difference: $\rho = .20$). Thus, the differences in the relationships among social class indicators appear to be robust to subtle distinctions in the starting point of the shareholder value era.

DISCUSSION

Theories consist of two major components (J. R. Edwards, 2011; J. R. Edwards & Bagozzi, 2000). One component specifies relationships among constructs (Bagozzi & Phillips, 1982). The other component, also known as auxiliary theories, proposes the relationship between measures and constructs (J. R. Edwards, 2011). Although auxiliary theories, and issues of construct validity, typically receive less attention within the organizational sciences (J. R. Edwards & Bagozzi, 2000; MacKenzie, Podsakoff, & Jarvis, 2005), they reflect critical propositions that bridge the gap between abstract constructs and empirical phenomena (Bagozzi & Phillips, 1982). That is, without clearly specifying the relationship between observable measures and their latent constructs, researchers may overlook alternative models (Costner, 1969, 1971), misspecify their models (J. R. Edwards & Bagozzi, 2000), or commit Type I and Type II errors (MacKenzie et al., 2005). Thus, as social class becomes increasingly popular in the organizational sciences, the primary goal of this study was to review the existing literature with an emphasis on common measurement strategies and to clarify the relationship between the latent social class construct and its indicators.

Drawing upon seven distinct models of social class, I identified fourteen indicators which have been proposed for this construct (Table 1). These indicators range from structural, macro-level measures (e.g., means of production, occupation), to micro-level measures of objective social class (e.g., wealth, education), and subjective perceptions of one's social class (i.e., identity and rank). After organizing these indicators into a comprehensive framework (Figure 1), I identified a large body of literature that has examined these indicators. This literature spans multiple decades,

nationalities, and disciplines. Using data from 592 distinct studies, I tested fundamental questions about the nature of social class including its dimensionality, discriminant validity, and criterion-related validity.

Reviewing the Social Class Literature

As noted previously, this study attempted to provide a roadmap for navigating the immense social class literature. Thus, rather than viewing social class from a single disciplinary or theoretical perspective, I began by summarizing different models of social class. This review focused on identifying assumptions pertaining to the operationalization of social class and isolating the key indicators from the different theoretical perspectives. As Table 1 indicates, this review highlights the importance of considering social class from various perspectives. For example, if one were to adopt a strict Neo-Marxist interpretation of social class (Wright, 1997), he or she may overlook the way in which individuals form unique social class identities or compare their relative standing to others (Kraus, Piff, et al., 2012; Stephens et al., 2007).

Although the models of social class are grounded in different disciplines and literature, there were areas of consensus or commonality. For instance, the majority of the theories of social class emphasize multiple measures of objective social class (e.g., wealth, education). Furthermore, these objective resources typically pertain to a particular level of analysis, ranging from measures that focused on the individual (e.g., income) to more macro measures (e.g., access to means of production, occupation). Thus, despite potential differences, I also sought to identify ways in which the various indicators of social class could be integrated. That is, rather than treating the measures of

social class as distinct, I considered ways in which they reflect similar aspects of social class (Figure 1).

Along with considering how different theoretical models of social class can be integrated, this review provides insight into the prototypical social class study (Table 3). In general, studies of social class commonly draw on large sample sizes using both archival and primary data. Furthermore, social class studies usually rely on correlational designs that use individual-level or household-level measures (96%). Finally, this review found that traditional measures of socioeconomic status (i.e., income and education), as well as one's occupation, account for more than two-thirds of the indicators identified during the review

Primary Contributions

Along with this framework and the summary of the literature, the results of the meta-analysis provide a means of developing a holistic representation of social class. Based on aggregate relationships from various studies, I conducted multiples tests of construct validity and examined alternative models. The major findings and conclusions from these analyses are reviewed below.

First, the findings from this meta-analytic review indicate that social class does not function as a unitary construct. More specifically, there appears to be at least two distinct components: subjective social class and objective social class. Subjective social class corresponds more closely to a reflective measurement model in which an underlying latent construct influences an individual's perceptions of their relative ranking and the degree to which they identify with a particular class. For instance, along with mental experiments that support the interchangeability of the ranking and identification measures

(p. 24), I found a large, positive correlation between these two indicators (ρ = .61, 95% CI = .47 to .75). Furthermore, the parameters from alternative factor models regularly supported a reflective subjective factor that was defined by these two indicators (i.e., high AVE estimate, high factor loadings) (Bollen & Bauldry, 2011; J. R. Edwards & Bagozzi, 2000). Thus, the current findings provide support for my second hypothesis (H2).

Objective social class, however, appears to correspond more closely to a formative measurement model. In addition to earlier mental experiments demonstrating the minimal degree of interchangeability among these measures (p. 24), the results of the meta-analysis suggest that although the objective indicators generally show a positive manifold, the magnitude of the effect sizes are relatively small (average ρ < .20). These low correlations are further reflected in the relatively poor fit observed for reflective models, as well as the non-significant factor loadings and low AVE estimates (Bollen & Bauldry, 2011). Furthermore, model fit generally did not improve when additional dimensions were added to the reflective models and the correlations among the objective social class factors was far too high to support their discriminant validity (r >= .90) (Shaffer, DeGeest, & Li, 2016). That said, the formative, or causal indicator (MIMIC), model provided statistically better fit than the alternative reflective models. There is also some evidence to support multiple formative dimensions using the objective indicators – although these composite indicators do not correspond with any existing theoretical frameworks of social class. Thus, although none of the confirmatory models provided an adequate representation of the matrix, it appears that a composite measure is the better representation of objective indicators of social class (H1) and there may be some degree of multidimensionality among these indicators (RQ1).

A second contribution of the current study is determining the degree to which one's subjective perceptions of their social class are distinct from their objective standing (RQ2). Interestingly, even though the two forms of social class are defined by distinct measurement models, the results of the meta-analysis suggest that the subjective and objective indicators are highly correlated. In fact, after correcting both measures for unreliability, the association among the two latent factors begins to approach reliability (Shaffer et al., 2016; Williams & McConagle, 2016). More specifically, across the various measurement models the relationship between objective and subjective ranges from .69 to .82, when specifying objective social class as a reflective measure and from .61 to .81 when specifying it as a formative measure. Furthermore, when using a composite measure that aggregates all of the objective indices into a single index, the correlation between subjective and objective social class was .56. Here it is important to note that this estimate does not account for measurement error in either the subjective or objective social class measures. If one were to correct this correlation for attenuation, the association among the composite measures would be .81. [10] Along with the moderate to high association between objective and subjective social class, these two forms of social class correlate similarly with other constructs. For example, the average correlation with subjective power was .33 for objective social class and .29 for subjective social class. Likewise, the average correlation with job attitudes was .48 for objective social class and .21 for subjective social class.

[10] Many of the objective indicators identified in this review rely on self-reported data. Thus, this effect size may be slightly inflated because respondents commonly report both of their subjective and objective social class.

Taken as a whole, these findings suggest that individuals are attuned to their own objective position. That is, their perceptions correspond systematically with various objective indicators of social stratification. This degree of correspondence is so high in some circumstances, and regularly approaches levels of association that are consistent with reliability estimates, that one could argue the two components of social class may be interchangeable. Thus, if a researcher is unable to collect a comprehensive assessment of an individual's objective social class standing, that a person's subjective perception may be an adequate alternative.

As noted earlier, social class has only recently begun to be explicitly incorporated within many of the organizational sciences (e.g., management, industrial-organizational psychology). However, given the positive and robust correlation with job attitudes (H3), this may be a critical omission. The observed effect sizes between job attitudes and a composite index of objective social class (ρ = .48) and subjective social class (ρ = .23) suggests that individuals who occupy lower objective positions, or perceive themselves to be in a lower position, report generally less favorable job attitudes. Furthermore, these composite values, especially those for objective social class, exceed what has traditionally been reported for individual indicators (e.g., income, skill variety) (Mathieu & Zajac, 1990). Thus, in accordance with earlier findings demonstrating the systematic effect of job attitudes on employee outcomes (e.g., performance and withdrawal) (Harrison et al., 2006), it seems reasonable to infer that social class may be an important characteristic that influences how individuals think, behave, and feel while at work.

Furthermore, these findings buttress recent calls within the organizational science literature to incorporate social class into our models. For instance, scholars have argued

that organizational sciences focuses exclusively on managers and senior executives (Bergman & Jean, 2015; Cote, 2011) and overlooks the working poor (Leana et al., 2012). There have even been recent calls from both management researchers and practitioners to respond to the grand challenge of growing social class divides (Banks et al., in press). Given the strong association between social class and job attitudes, and the integral position of job attitudes within the broader nomological network, such calls appear to have merit.

Additional Implications

Along with these contributions, there are two additional implications that can be drawn from the findings of this review. First, if researchers intend to measure one's objective social class, the findings presented here suggest that they should, at the very least, use a representative group of indicators. That is, given that the objective indicators do not appear to conform to a reflective measurement model, these various measures are not interchangeable (Bollen & Bauldry, 2011; J. R. Edwards, 2011). Likewise, because objective social class is defined by a formative measurement model, the construct domain is sensitive to the breadth of the indicators sampled. Thus, without a representative sample of objective indices, the latent objective social class measure would be deficient and may bias other parameters in the model (Bollen & Bauldry, 2011; Coltman et al., 2008).

Alternatively, if one is unable to capture the array of objective indicators proposed by the different theories, he or she could use those that are uniquely, and highly correlated, with one's subjective ratings of social class. Based on a multivariate relative weights analysis (see Appendix K), which identifies the unique contribution of each of

the objective predictors (Tonidandel & LeBreton, 2011), subjective social class is primarily influenced by occupational prestige (18.14%), income (11.62%), wealth (15.87%), social capital (14.08%), and cultural capital (8.5%). Taken as a whole, these indicators account for over two-thirds (68.21%) of the variability in one's subjective perception of their social class standing. Thus, if one is faced with logistical constraints and cannot assess all twelve indicators, these five measures may provide an adequate representation of one's objective social class.

Lastly, if researchers can only use a single objective measure of social class, the findings presented here suggest that they should not refer to this construct as social class. Again, because the objective measures are not consistently influenced by a single underlying latent construct, they are not interchangeable. Instead, researchers should refer to that specific measure directly (e.g., cultural capital or occupation) and be very precise in specifying the underlying mechanisms linking the construct to other phenomena (e.g., signaling shared similarities, social closure) (see Table 1 for a useful summary) (Bourdieu, 1984; Weeden, 2002). At the very least, researchers should clearly indicate which theoretical perspective they are adopting and how this perspective informs their auxiliary theory of social class (for recent examples of this approach see G. T. Wodtke, 2015, 2016).

Second, in addition to informing how researchers operationalize social class, the findings of this review suggest that the relationship among social class indicators may not be consistent across time and space (RQ3 & RQ4). Furthermore, this effect was predominantly observed for different time periods rather than geographic regions. That is, the frequency of significant differences was greater across time periods than between

regions (36% vs. 15% of relationships with sufficient data) as was the average magnitude of the difference (ρ = .18 vs. .09). These findings suggest that researchers may need to be cognizant of how broader contextual changes can influence how indicators of social class are related to one another and how social class manifests (Bacharach, 1989; Busse et al., in press).

Although there are many possible explanations for the moderating effect across time periods, it may reflect, at least in part, mechanisms discussed in relation to the shareholder value era (Goldstein, 2012). During this time period (mid-1980s), organizations enacted a number of specific strategies that reshaped the structure of firms, work, and employment. In particular, organizations pursued these strategies by laying off large numbers of employees, merging together or acquiring smaller firms, and introducing new forms of technology. More refined analyses suggest that many of these tactics aimed directly at highly unionized industries and that even firms that were profitable adopted these behaviors. Thus, as firms continue to dismantle internal labor markets and favor broader market pressures (Davis-Blake & Broschak, 2009; R. Edwards, 1979; Kalleberg, 2011), the cohesive and coherent class structure, and corresponding internal consistency among indicators, observed during earlier generations may become increasingly fragmented (G. T. Wodtke, 2015). This would be consistent with the fact that, in general, the indicators of social class were more highly correlated in earlier time periods than during more recent eras and the most consistent or robust differences across time periods involved occupational measures of social class.

Limitations and Future Research

The conclusions drawn from this study are especially noteworthy given the breadth of the literature that was reviewed. That is, the results of this review are based on nearly 600 studies from multiple disciplines (e.g., management, psychology, sociology) that were conducted over 85 years (1928 to 2013) with samples based on over 50 nations. Furthermore, post-hoc analyses found minimal evidence of publication bias for the effect sizes reported in the meta-analytic correlation matrix (see Appendix L). Such low levels of publication bias likely reflect, at least in the part, the rigorous literature search that identified a substantial body of grey literature (25% of the effect sizes see Table 3).

Despite the breadth and rigor of this review, this study is not without limitations. First, as noted previously, there are some cells within the correlation matrix that are based on imputed effect sizes. Although, such imputations are less than ideal, meta-analysts must regularly strike a balance between model specification and what is well understood in the literature (Becker, 2009; Landis, 2013). Unfortunately, subsequent literature searches intended to identify additional effect sizes from either primary studies or meta-analyses yielded only moderate success. Thus, addressing the gaps in the meta-analytic correlation matrix with primary studies represents timely areas for future research. For instance, research that examines the relationship among certain objective social class indicators (e.g., one's autonomy with means of production or wealth) or between specific objective and subjective social class measures (e.g., identification with employment relationships and autonomy or rank with means of production and social capital), would be a logical contribution to the literature.

Along with these imputed effect sizes, there were areas of the correlation matrix that were too sparse to generate informative estimates. In particular, there were few studies that examined the degree of convergence and divergence among indicators of social class and subjective power and status. That is, my review of the literature yielded only 16 pertaining to the relationships between power and status with income, education, or subjective rank. Interestingly, the majority of the studies that examined these relationships were conducted by either psychologists or management scholars. Thus, this represents both an omission, as well as a disciplinary boundary, in the literature. Because demonstrating the discriminability of a group of measures is an important component of evaluating an auxillary theory (Bagozzi & Phillips, 1982), it would appear that future research that examines the distinctiveness of subjective identification measures, as well as many objective indicators from subjective power and status would be worthwhile.

Finally, because the majority of the social class measures referred to the individual or household (96%), I was unable to fully test the multilevel nature of the social class structures within the proposed model (see Figure 1). That is, even measures that pertain to a higher level often referred to a lower-level unit (e.g. an individual's specific occupation). Given that prior social class theories have emphasized macro-level structures (e.g., occupations), it would be useful to further examine the extent to which the models reported here are homologous or consistent when using higher-level units (Klein & Kozlowski, 2000; Kozlowski & Klein, 2000). Such analyses would address earlier questions about the degree to which social class reflects large-scale societal-level divisions or more fine-grained individual distinctions (Grusky & Weeden, 2008; G. T. Wodtke, 2016). Although the non-significant moderating effect of the level of analysis

the social class measure on the magnitude of the effect provides some initial insight into these questions (Table 9), future research that directly models these multi-level contingencies would be useful

Conclusion

Despite these limitations, this study provides a number of important findings that should help organizational scientists navigate the labyrinth of social class research. The summary of existing theories of social class, as well as the integrative model, provides a comprehensive means of building upon existing knowledge and facilitating the accumulation of findings across disciplines. Also, the findings from the meta-analysis provide clear insights for how to measure and operationalize the objective and subjective components of social class. The meta-analysis also suggests that social class likely has direct implications for how one responds to his or her job and thus supports recent efforts to better integrate this construct within the existing organizational science literature. Taken as a whole, this study addresses fundamental questions about the nature of social class and highlights fruitful areas for future research.

REFERENCES

Achterberg, P., & Houtman, D. (2006). Why Do So Many People Vote 'Unnaturally'? A Cultural Explanation For Voting Behaviour. *European Journal of Political Research, 45*(1), 75-92.

Adler, N. E., Epel, E. S., Castellazzo, G., & Ickovics, J. R. (2000). Relationship of subjective and objective social status within psychological and physiological functioning: Preliminary data in healthy white women. *Health Psychology, 19*(6), 586-592.

Aguinis, H., & Pierce, C. A. (1998). Testing moderator variable hypotheses meta-analytically. *Journal of Management, 24*(5), 577-592.

Aitsi-Selmi, A. (2013). *Is The Social Gradient Of Female Obesity In Lower Income Settings Reversing And Why? An Investigation Into The Association Between Wealth, Education And Obesity.* (PhD), University College London.

Ajzen, I., & Fishbein, M. (1977). Attitude-behavior relations: A theoretical analysis and review of empirical research. *Psychological Bulletin, 84*(5), 888-918.

Anderson, C., Kraus, M. W., Galinsky, A. D., & Keltner, D. (2012). The local-ladder effect: Social status and subjective well-being. *Psychological Science, 23*(7), 764-771.

Bacharach, S. B. (1989). Organizational theories: Some criteria for evaluation. *Academy of Management Review, 14*(4), 496-515.

Bachmayer, T., Wilterdink, N., & van Venrooij, A. (2014). Taste Differentiation And Hierarchization Within Popular Culture: The Case Of Salsa Music. *Poetics, 47*, 60-82.

Bagozzi, R. P., & Phillips, L. W. (1982). Representing and testing organizational theories: A holistic construal. *Administrative Science Quarterly, 27*, 459-489.

Banerjee, M., Tolbert, P. S., & DiCiccio, T. (2012). Friend Or Foe? The Effects Of Contingent Employees On Standard Employees' Work Attitudes. *The International Journal of Human Resource Management, 23*(11), 2180-2204.

Banks, G. C., Kepes, S., & McDaniel, M. A. (2015). Publication bias: Understanding the myths concerning threats to the advancement of science. In C. E. Lance & R. J.

Vandenberg (Eds.), *More statistical and methodological myths and urban legends.* (pp. 36-64). New York, NY: Routledge.

Banks, G. C., Pollack, J. M., Bochantin, J. M., Kirkman, B. L., Whelpey, C. E., & O'Boyle, E. (in press). Management's science practice gap: A grand challenge for all stakeholders. *Academy of Management Journal*.

Becker, B. J. (2009). Model-based meta-analysis. In H. Cooper, L. V. Hedges, & J. C. Valentine (Eds.), *The handbook of researcher synthesis and meta-analysis.* (2nd ed., pp. 377-395). New York, NY: Russell Sage Foundation.

Belmi, P., & Neale, M. A. (2014). Mirror, mirrow on the wall, who's the fairest of them all? Thinking one is attractive increases the tendency to support inequality. *Organizational Behavior and Human Decision Processes, 124*, 133-149.

Bergh, D. D., Aguinis, H., Heavey, C., Ketchen, D. J., Boyd, B. K., Su, P., . . . Joo, H. (2016). Using meta-analytic structural equation modeling to advance strategic management research: Guidelines and an empirical illustration via the strategic leadership-performance relationship. *Strategic management journal, 37*(3), 477-497.

Bergman, M. E., & Jean, V. A. (2015). Where have all the "workers" gone? A critical analysis of the unrepresentativeness of our samples relative to the labor market in the industrial-organizational psychology literature. *Industrial and Organizational Psychology, 9*(1).

Bishop Smith, E., Menon, T., & Thomspon, L. (2012). Status differences in the cognitive activation of social networks. *Organization Science, 23*(1), 67-82.

Blau, P. M. (1967). *Exchange and power in social life.* New York, NY: John Wiley & Sons. Inc.

Bol, T., & Weeden, K. A. (2015). Occupational Closure And Wage Inequality In Germany And The United Kingdom. *European Sociological Review, 31*(3), 354-369.

Bollen, K. A., & Bauldry, S. (2011). Three Cs in measurement models: Causal indicators, composite indicators, and covariates. *Psychological Methods, 16*(3), 265-284.

Bollen, K. A., & Diamantopoulos, A. (in press). In defense of causal-formative indicators: A minority report. *Psychological Methods*.

Bollen, K. A., Glanville, J. L., & Stecklov, G. (2001). Socioeconomic status and class in studies of fertility and health in developing counrties. *Annual Review of Sociology, 27*, 153-185.

Boscarino, J. A., & Chang, J. (1999). Survival After Coronary Artery Bypass Graft Surgery And Community Socioeconomic Status: Clinical Research Implications. *Medical Care, 37*(2), 210-216.

Bourdieu, P. (1984). *Distinction: A social critique of the judgment of taste.* (R. Nice, Trans.). Cambridge, MA: Harvard College.

Breen, R. (2005). Foundations of a neo-Weberian class analysis. In E. O. Wright (Ed.), *Approaches to class analysis.* (pp. 31-50). Cambridge, U.K.: Cambridge University Press.

Breen, R., & Jonsson, J. O. (2005). Inequality of opportunity in comparative perspective: Recent research on educational attainment and social mobility. *Annual Review of Sociology, 32*, 223-243.

Breiger, R. L. (1981). The social class structure of occupational mobility. *American Journal of Sociology, 87*(3), 578-611.

Brooks, B. A. (2010). *Socioeconomic Status Updates: College Students, Family SES, And Emerge Capital In Facebook Networks.* (M.S.), Ohio University.

Busse, C., Kach, A. P., & Wagner, S. M. (in press). Boundary conditions: What they are, how to explore them, why we need them, and when to consider them. *Organizational Research Methods*.

Chan, T. W., & Goldthorpe, J. H. (2004). Is there a status order in contemporary British society? *European Sociological Review, 20*(5), 383-401.

Chan, T. W., & Goldthorpe, J. H. (2007). Class and status: The conceptual distinction and its empirical relevance. *American Sociological Review, 72*(4), 512-532.

Cheng, H., & Furnham, A. (2014). The Associations Between Parental Socio-Economic Conditions, Childhood Intelligence, Adult Personality Traits, Social Status And Mental Well-Being. *Social Indicators Research, 117*(2), 653-664.

Cheung, M. W.-L. (2015). *Meta-analysis: A structural equation modeling approach*. Sussex, United Kingdom: John Wiley & Sons.

Cheung, M. W.-L., & Chan, W. (2005). Meta-analytic structural equation modeling: A two-stage approach. *Psychological Methods, 10*(1), 40-64.

Choi, H., & Marks, N. F. (2013). Marital Quality, Socioeconomic Status, And Physical Health. *Journal of Marriage and Family, 75*(4), 903-919.

Claxton, A. (2010). *Intersecting Contexts: An Examination Of Social Class, Gender, Race, And Depressive Symptoms.* (PhD), University of Massachusetts, Amherst.

Coltman, T., Devinney, T. M., Midgley, D. F., & Venaik, S. (2008). Formative versus reflective measurement models: Two applications of formative measurement. *Journal of Business Research, 61*, 1250-1262.

Conley, D. (2008). Reading class between the lines (of this volume): A reflection on why we should stick to folks concepts of social class. In A. Laureau & D. Conley (Eds.), *Social class: How does it work?* (pp. 366-373). New York, NY: Russell Sage Foundation.

Cook, K. S., Cheshire, C., Rice, E. R. W., & Nakagawa, S. (2013). Social exchange theory. In J. Delamater & A. Ward (Eds.), *Handbook of Social Psychology* (Second ed., pp. 61-88). New York: Springer.

Costner, H. L. (1969). Theory, deduction, and rules of correspondence. *American Journal of Sociology, 75*(2), 245-263.

Costner, H. L. (1971). Utilizing causal models to discover flaws in experiements. *Sociometry, 34*(3), 398-410.

Cote, S. (2011). How social class shapes thoughts and actions in organizations. *Research in organizational behavior, 31*, 43-71.

Cote, S., Piff, P. K., & Willer, R. (2013). For whom do the ends justify the means? Social class and utilitarian moral judgment. *Journal of Personality and Social Psychology, 104*(3), 490-503.

Coulangeon, P. (2013). *The Omnivore And The 'Class Defector'. Musical Taste And Social Mobility In Contemporary France*. Working Paper.

Davis-Blake, A., & Broschak, J. P. (2009). Outsourcing and the changing nature of work. *Annual Review of Sociology, 35*, 321-340.

Del Re, A. C., & Hoyt, W. T. (2012). MAc: Meta-analysis with correlations. (Version 1.1).

Diemer, M. A., Mistry, R. S., Wadsworth, M. E., Lopez, I., & Reimers, F. (2013). Best practices in conceptualizing and measuring social class in psychological research. *Analyses of Social Issues and Public Policy*, *13*(1), 77-113.

DiMaggio, P. J. (2012). Sociological perspectives on the face-to-face enactment of class distinction. In S. T. Fiske & H. R. Markus (Eds.), *Facing social class: How societal rank influences interaction.* (pp. 15-38). New York: Russell Sage Foundation.

DiPetre, T. A., Gelman, A., McCormick, T., Teitler, J., & Zheng, T. (2011). Segregation in social networks based on acquiantenceship and trust. *American Journal of Sociology, 116*(4), 1234-1283.

Dubois, D., Rucker, D. D., & Galinsky, A. D. (2015). Social class, power, and selfishness: When and why upper and lower class individuals behave unethically. *Journal of Personality and Social Psychology, 108*(3), 436-451.

Edwards, J. R. (2011). The fallacy of formative measurement. *Organizational Research Methods, 14*(2), 370-388.

Edwards, J. R., & Bagozzi, R. P. (2000). On the nature and directions of relationships between constructs and measures. *Psychological Methods, 5*(2), 155-174.

Edwards, R. (1979). *Contested terrain: The transformation of the workplace in the twentieth century.* New York, NY: Basic Books.

Emmison, M., & Western, M. (1990). Social class and social identity: A comment on Marshall et al. *Sociology, 24*(2), 241-253.

Evans, G. (1992). Is Britain A Class-Divided Society - A Reanalysis And Extension Of Marshall et al. Study Of Class-Consciousness. *Sociology-the Journal of the British Sociological Association, 26*(2), 233-258.

Evans, G. (1996). Putting Men And Women Into Classes: An Assessment Of The Cross-Sex Validity Of The Goldthorpe Class Schema. *Sociology-the Journal of the British Sociological Association, 30*(2), 209-234.

Evans, G., & Mills, C. (2000). In search of the wage-labour/service contract: New evidence on the validity of the Goldthorpe class schema. *British Journal of Sociology, 51*(4), 641-661.

Festinger, L. (1954). A theory of social comparison processes. *Human Relations, 7*, 117-140.

Fiske, S. T. (2013). What's in a theory of rank? *Psychological Inquiry, 24*, 109-111.

Fiske, S. T., Cuddy, A. J. C., & Glick, P. (2006). Universal dimensions of social cognition: Warmth and competence. *Trends in cognitive sciences, 11*(2), 77-83.

Floyd, M. F., Mcguire, F. A., Shinew, K. J., & Noe, F. P. (1994). Race, Class, And Leisure Activity Preferences - Marginality And Ethnicity Revisited. *Journal of Leisure Research, 26*(2), 158-173.

Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research, 18*(1), 39-50.

Freeman, M. A. (2001). Linking Self And Social Structure - A Psychological Perspective On Social Identity In Sri Lanka. *Journal of Cross-Cultural Psychology, 32*(3), 291-308.

Gerhards, J., Hans, S., & Mutz, M. (2012). *Social Class And Highbrow Lifestyle - A Cross-National Analysis*. Working Paper.

Geyskens, I., Krishnan, R., Steenkamp, J.-B. E. M., & Cunha, P. V. (2009). A review and evaluation of meta-analysis practices in management research. *Journal of Management, 35*(2), 393-419.

Gilpin, A. R. (1993). Table for conversion of Kendall's tau to Spearman's rho within the context of measures of magnitude of effects for meta-analysis. . *Educational and Psychological Measurement, 53*, 87-92.

Goldstein, A. (2012). Revenge of the managers: Labor cost-cutting and the paradoxical resurgence of managerialism in the shareholder value era, 1984 to 2001. *American Sociological Review, 77*(2), 268-294.

Goldthorpe, J. H. (1996). Class analysis and the reorientation of class theory: The case of persisting differentials in educational attainment. *The British Journal of Sociology, 47*(3), 481-505.

Goldthorpe, J. H. (2000a). Rent, class conflict, and class structure: A commentary on Sorensen. *American Journal of Sociology, 105*(6), 1572-1582.

Goldthorpe, J. H. (2000b). Social class and the differentiation of employment contracts. In J. H. Goldthorpe (Ed.), *On sociology*. (pp. 206-229). Oxford, U.K.: Oxford University Press.

Goldthorpe, J. H. (2007). Cultural capital: Some critical observations. *Sociologica, 2*, 1-23.

Goldthorpe, J. H. (2008). Two oppositions in studies of class: A reflection. In A. Laureau & D. Conley (Eds.), *Social class: How does it work?* (pp. 350-353). New York, NY: Russell Sage Foundation.

Goldthorpe, J. H., & Marshall, G. (1992). The promising future of class analysis: A response to recent critiques. *Sociology, 26*(3), 381-400.

González, M. G., Swanson, D. P., Lynch, M., & Williams, G. C. (2014). Testing Satisfaction Of Basic Psychological Needs As A Mediator Of The Relationship Between Socioeconomic Status And Physical And Mental Health. *Journal of Health Psychology, 21*(6), 972-982.

Goodman, E., Adler, N. E., Kawachi, I., Frazier, A. L., Huang, B., & Colditz, G. A. (2001). Adolescents' perceptions of social status: Development and evaluation of a new indicator. *Pediatrics, 108*(2), 1-8.

Gray, B., & Kish-Gephart, J. J. (2013). Encountering social class differences at work: How "class work" perpetuates inequality. *Academy of Management Review, 38*(4), 670-699.

Grusky, D. B., & Galescu, G. (2005). Foundations of a neo-Durkheimian class analysis. In E. O. Wright (Ed.), *Approaches to class analysis.* (pp. 51-82). United Kingdom: Cambridge University Press.

Grusky, D. B., & Hauser, R. M. (1984). Comparative social mobility revisited: Model of convergence and divergence in 16 countries. *American Sociological Review, 49*, 19-38.

Grusky, D. B., & Sorensen, J. B. (1998). Can class analysis be salvaged? *American Journal of Sociology, 103*(5), 1187-1234.

Grusky, D. B., & Weeden, K. A. (2008). Are there social classes? A framework for testing sociology's favorite concept. In A. Lareau & D. Conley (Eds.), *Social class: How does it work?* (pp. 65-89). New York: Russell Sage Foundation.

Gupta, V., & Hanges, P. J. (2004). Regional and climate clustering of societal cultures. In R. House, P. J. Hanges, M. Javidan, P. W. Dorfman, & V. Gupta (Eds.), *Culture, leadership, and organizations: The GLOBE study of 62 societies.* Thousand Oaks, CA: Sage.

Güveli, A., Need, A., & De Graaf, N. D. (2007). Socio-Political, Cultural And Economic Preferences And Behaviour Of The Social And Cultural Specialists And The Technocrats. Social Class Or Education? *Social Indicators Research, 81*(3), 597-631.

Harrison, D. A., Newman, D. A., & Roth, P. L. (2006). How important are job attitudes? Meta-analytic comparisons of integrative behavioral outcomes and time sequences. *Academy of Management Journal, 49*(2), 305-325.

Hill, C. W. L. (1990). Cooperation, opportunism, and the invisible hand: Implications for transaction cost theory. *Academy of Management Review, 15*(3), 500-513.

Holt, D. B. (1998). Does cultural capital structure American consumption? *Journal of Consumer Research, 25*(1), 1-25.

House, R., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (2004). *Culture, leadership, and organizations: The GLOBE study of 62 societies.* Thousand Oaks, CA: Sage.

Hout, M. (2008). How class works: Objective and subjective aspects of class since the 1970s. In A. Laureau & D. Conley (Eds.), *Social class: How does it work?* (pp. 25-64). New York: Russell Sage Foundation.

Hunter, J. E., & Schmidt, F. L. (2004). *Methods of meta-analysis: Correcting error and bias in research findings.* Thousand Oaks, CA: Sage.

Ishida, H. (2009). Does Class Matter In Japan? Demographics Of Class Structure And Class Mobility From A Comparative Perspective. *Social Class in Contemporary Japan*, 33-56.

ISI Web of Knowledge. (2009). Web of Science. Retrieved March 31st, 2015.

Jaeger, M. M. (2007). Educational Mobility Across Three Generations: The Changing Impact Of Parental Social Class, Economic, Cultural And Social Capital. *European Societies, 9*(4), 527-550.

Judge, T. A., & Kammeyer-Mueller, J. D. (2012). On The Value Of Aiming High: The Causes And Consequences Of Ambition. *Journal of Applied Psychology, 97*(4), 758-775.

Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K. (2001). The job satisfaction-job performance relationship: A qualitative and quantitative review. *Psychological Bulletin, 127*(3), 376-407.

Kalleberg, A. L. (2011). *Good jobs, bads jobs: The rise of polarized and precarious employment systems in the United States.* New York, NY: Russell Sage Foundation.

Kalleberg, A. L., & Berg, I. (1987). *Work and industry: Structures, markets, and processes.* New York: Plenum.

Kaltenthaler, K. C., & Ceccoli, S. J. (2008). Explaining Patterns Of Support For The Provision Of Citizen Welfare. *Journal of European Public Policy, 15*(7), 1041-1068.

Kepes, S., Banks, G. C., McDaniel, M. A., & Whetzel, D. L. (2012). Publication bias in organizational sciences. *Organizational Research Methods, 15*(4), 624-662.

Kish-Gephart, J. J., & Campbell, J. T. (2014). You don't forget your roots: The influence of CEO social class background on strategic risk taking. *Academy of Management Journal*.

Klein, K. J., & Kozlowski, S. W. J. (2000). From micro to meso: Steps in conceptualizing and conducting multilevel research. *Organizational Research Methods, 3*(3), 211-236.

Kohn, M. L. (1969). *Class and conformity: A study in values.* Homewood, Illinois: The Dorsey Press.

Kohn, M. L. (1977). *Class and conformity: A study in values.* (2nd ed.). Chicago, IL: The University of Chicago Press.

Kohn, M. L. (1989). Social structure and personality: A quintessentially sociological approach to social psychology. *Social Forces, 68*(1), 26-33.

Kohn, M. L., Naoi, A., Schoenbach, C., Schooler, C., & Slomczynski, K. M. (1990). Position in the class structure and psychological functioning in the United States, Japan, and Poland. *American Journal of Sociology, 95*(4), 964-1008.

Kozlowski, S. W. J., & Klein, K. J. (2000). A multilevel approach to theory and research in organizations: Contextual, temporal, and emergent processes. In K. J. Klein & S. W. J. Kozlowski (Eds.), *Multilevel theory, research, and methods in organizations* (pp. 3-90). San Francisco: Jossey-Bass.

Kraus, M. W., Horberg, E. J., & Goetz, J. L. (2011). Social class rank, threat vigilence, and hostile reactivity. *Personality and Social Psychology Bulletin, 37*(10), 1376-1388.

Kraus, M. W., & Keltner, D. (2009). Signs of socioeconomic status: A thin-slicing approach. *Psychological Science, 20*, 99-106.

Kraus, M. W., & Keltner, D. (2013). Social class rank, essentialism, and punitive judgment. *Journal of Personality and Social Psychology, 105*(2), 247-261.

Kraus, M. W., & Mendes, W. B. (2014). Sartorial symbols of social class elicit class-consistent behavioral and physiological responses: A dyadic approach. *Journal of Experimental Psychology: General, 143*(6), 2330-2340.

Kraus, M. W., Piff, P. K., & Keltner, D. (2009). Social class, sense of control, and social explanation. *Journal of Personality and Social Psychology, 97*(6), 992-1004.

Kraus, M. W., Piff, P. K., Mendoza-Denton, R., Rheinschmidt, M. L., & Keltner, D. (2012). Social class, solipsism, and contextualism: How the rich are different from the poor. *Psychological Review, 119*(3), 546-572.

Kraus, M. W., Rheinschmidt, M. L., & Piff, P. K. (2012). The intersection of resources and rank: Signaling social class in face-to-face encounters. In S. T. Fiske & H. R. Markus (Eds.), *Facing social class: How societal rank influences interaction.* (pp. 152-172). New York: Russell Sage Foundation.

Kraus, M. W., & Stephens, N. M. (2012). A road map for an emerging psychology of social class. *Social and Personality Psychology Compass, 6*(9), 642-656.

Kraus, M. W., & Tan, J. J. X. (in press). Americans overestimate social class mobility. *Journal of Experimental Social Psychology*.

Kraus, M. W., Tan, J. J. X., & Tannenbaum, M. B. (2013). The social ladder: A rank-based perspective on social class. *Psychological Inquiry, 24*, 81-96.

Krieger, N., Williams, D. R., & Moss, N. E. (1997). Measuring social class in U.S. publich health research: Concepts, methodologies, and guidelines. *Annual Review of Publich Health, 18*(1), 341-378.

Lambert, P. S., Prandy, K., & Berman, M. M. (2005). *Specificity And Universality In Occupation-Based Social Classifications*. Working Paper.

Landecker, W. S. (1963). Class crystallization and class consciousness. *American Sociological Review, 28*(2), 219-229.

Landis, R. S. (2013). Successfully combining meta-analysis and structural equation modeling: Recommendations and strategies. *Journal of Business and Psychology, 28*, 251-261.

Larner, M. P. (2007). *The American Worker In Transition: Insecurity, The Individualization Of Work, And Job Values In The 1990s.* (PhD), Notre Dame University.

Le, H., Schmidt, F. L., Harter, J. K., & Lauver, K. J. (2010). The problem of empirical redundancy of constructs in organizational research: An empirical investigation. *Organizational Behavior and Human Decision Processes, 112*, 112-125.

Leana, C. R., Mittal, V., & Stiehl, E. (2012). Organizational behavior and the working poor. *Organization Science, 23*(3), 888-906.

Leavitt, P. A., & Fryberg, S. A. (2013). Into the labyrinth of social class theory. *Psychological Inquiry, 24*, 120-123.

Ledesma, R. D., & Valero-Mora, P. (2007). Determining the number of factors to retain in EFA: An easy-to-use computer program for carrying out parallel analysis. *Practical Assessment Research & Evaluation, 12*(2), 1-11.

Lee, Y. G., Teng, H. M., Lim, S. H., & Gallo, W. T. (2005). Older Workers: Who Are The Working Poor In The U.S.? *Hallym International Journal of Aging, 7*(2), 95-113.

Li, T., & Gustafsson, V. (2012). Nascent Entrepreneurs In China: Social Class Identity, Prior Experience Affiliation And Identification Of Innovative Opportunity: A

Study Based On The Chinese Panel Study Of Entrepreneurial Dynamics (CPSED) Project. *Chinese Management Studies, 6*(1), 14-35.

Locke, E. A. (1969). What is job satisfaction? *Organizational Behavior and Human Performance, 4*, 309-336.

Loher, B. T., Noe, R. A., Moeller, N. L., & Fitzgerald, M. P. (1985). A meta-analysis of the relation of job characteristics to job satisfaction. *Journal of Applied Psychology, 70*(2), 280-289.

Lopreato, J., & Hazelrigg, L. E. (1972). *Class, conflict, and mobility: Theories and studies of class structure.* San Francisco, CA: Chandler Publishing Company.

Lundqvist, D., Reineholm, C., Gustavsson, M., & Ekberg, K. (2013). Investigating Work Conditions And Burnout At Three Hierarchical Levels. *Journal of Occupational and Environmental Medicine, 55*(10), 1157-1163.

MacKenzie, S. B., Podsakoff, P. M., & Jarvis, C. B. (2005). The problem of measurement model misspecification in behavioral and organizational research and some recommended solutions. *Journal of Applied Psychology, 90*(4), 710-730.

Maggiori, C., Johnston, C. S., Krings, F., Massoudi, K., & Rossier, J. (2013). The Role Of Career Adaptability And Work Conditions On General And Professional Well-Being. *Journal of Vocational Behavior, 83*(3), 437-449.

Marx, K. (1978). *The Marx-Engels reader.* (R. C. Tucker Ed. 2nd Edition ed.). New York, NY: W. W. Norton.

Mathieu, J., & Zajac, D. M. (1990). A review and meta-analysis of the antecedents, correlates, and consequences of organizational commitment. *Psychological Bulletin, 108*(2), 171-194.

Mattsson, A. D. (2012). *It's Complex: Exploring The Associations Between Socioeconomic Position, Work Complexity And Psychological Distress In Old Age: A Population Based Study With More Than 20-Years Follow-Up*. Working Paper.

Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review, 1*(1), 61-89.

Meyer, J. P., Allen, N. J., & Smith, C. A. (1993). Commitment to organizations and occupations: Extensions and test of a three-component conceptualization. *Journal of Applied Psychology, 78*(4), 538-551.

Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behavior, 61*, 20-52.

Norton, M. I. (2013). All ranks are local: Why humans are both (painfully) aware and (surprisingly) unaware of their lot in life. *Psychological Inquiry, 24*, 124-125.

Okay-Somerville, B., & Scholarios, D. (2013). Shades Of Grey: Understanding Job Quality In Emerging Graduate Occupations. *Human Relations, 66*(4), 555-585.

Oliver, M., & Shapiro, T. M. (1995). *Black Wealth/White Wealth : A New Perspective On Racial Inequality*. New York: Routledge.

Orwin, R. G., & Vevea, J. L. (2009). Evaluating coding decisions. In H. Cooper, L. V. Hedges, & J. C. Valentine (Eds.), *The handbook of research synthesis and meta-analysis.* (2nd ed., pp. 177-203). New York, NY: Russell Sage Foundation.

Ossowski, S. (1963). *Class structure in the social consciousness* (S. Patterson, Trans.). New York: The Free Press.

Page, C. H. (1970). *Class and American sociology: From Ward to Ross*. New York: Shocken Books Inc.

Pakulski, J., & Waters, M. (1996). The reshaping and dissolution of social class in advanced society. *Theory and Society, 25*(5).

Piff, P. K. (2014). Wealth And The Inflated Self: Class, Entitlement, And Narcissism. *Personality and Social Psychology Bulletin, 40*(1), 34-43.

Piff, P. K., Kraus, M. W., Cote, S., Cheng, B. H., & Keltner, D. (2010). Having less, giving more: The influence of social class on prosocial behavior. *Journal of Personality and Social Psychology, 99*(5), 771-784.

Piketty, T. (2014). *Capital in the twenty-first century.* Cambridge, MA: Harvad University Press.

Prieur, A., & Savage, M. (2011). Updating cultural capital theory: A discussion based on studies in Denmark and in Britain. *Poetics, 39*, 566-580.

R Development Core Team. (2010). R: A language and environment for statistical computing. Vienna, Austria: R Foundation for Statistical Computing.

Reed, J. G., & Baxter, P. M. (2009). Using reference databases. In H. Cooper, L. V. Hedges, & J. C. Valentine (Eds.), *The handbook of research synthesis and meta-analysis.* (pp. 74-101). New York, NY: Russell Sage Foundation.

Reitzel, L. R., & Leventhal, A. M. (2014). Socioeconomic Status And The Reward Value Of Smoking Following Tobacco Abstinence: A Laboratory Study. *Nicotine & Tobacco Research, 16*(11), 1455-1462.

Revelle, W. (2015). psych: Procedures for Personality and Psychological Research (Version 1.5.8). Northwestern University, Evanston, Illinois.

Rose, D., & Pevalin, D. J. (2005). *The National Statistics Socio-Economic Classification: Origins, Development and Use.* Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.

Rothstein, H. R. (2012). Accessing relevant literature. In H. M. Cooper (Ed.), *APA handbook of research methods in psychology: Foundations, planning, measures, and psychometrics.* (Vol. 1, pp. 133-144). Washington: American Psychological Association.

Rubin, B. A. (2014). Employment insecurity and the frayed American Dream. *Sociology Compass, 8*(9), 1083-1099.

Rupinski, M. T., & Dunlap, W. P. (1996). Approximating Pearson product-moment correlations from Kendall's tau and Spearman's rho. *Educational and Psychological Measurement, 56*(3), 419-429.

Russell, S. (2004). *Exploring Relationships And Pathways Between Social Class And Tooth Loss, Periodontal Disease And Dental Caries In White And Black US Adults.* (PhD), Yale University.

Savage, M., Devine, F., Cunningham, N., Taylor, M., Li, Y., Hjellbrekke, J., . . . Miles, A. (2013). A new model of social class? Findings from the BBC's great British class survey experiment. *Sociology, 47*(2), 219-250.

Savage, M., Warde, A., & Devine, F. (2005). Capital, assets, and resources: Some critical issues. *The British Journal of Sociology, 56*(1), 31-47.

Saydah, S., & Lochner, K. (2010). Socioeconomic Status And Risk Of Diabetes-Related Mortality In The U.S. *Public Health Reports, 125*(3), 377-388.

Schwadel, P. (2014). Are White Evangelical Protestants Lower Class? A Partial Test Of Church-Sect Theory. *Social Science Research, 46*, 100-116.

Sennett, R., & Cobb, J. (1972). *The hidden injuries of class.* New York, NY: W. W. Norton.

Shaffer, J. A., DeGeest, D., & Li, A. (2016). Tackling the problem of construct proliferation: A guide to assessing the discriminant validity of conceptually related constructs. *Organizational Research Methods, 19*(1), 80-110.

Shanahan, M. J., Bauldry, S., Roberts, B. W., Macmillan, R., & Russo, R. (2014). Personality And The Reproduction Of Social Class. *Social Forces, 93*(1), 209-240.

Shkaratan, O., & Yastrebov, G. (2010). Russian Neo-Etacratic Society And Its Stratification: Discovering Real Social Groups. *Journal of Communist Studies and Transition Politics, 26*(1), 1-24.

Snibbe, A. C., & Markus, H. R. (2005). You can't always get what you want: Educational attainment, agency, and choice. *Journal of Personality and Social Psychology, 88*(4), 703-720.

Sorensen, A. B. (2000). Toward a sounder basis for class analysis. *American Journal of Sociology, 105*(6), 1523-1558.

Sorensen, A. B. (2005). Foundations of a rent-based class analysis. In E. O. Wright (Ed.), *Approaches to class analysis.* (pp. 119-151). Cambridge, U.K.: Cambridge University Press.

Sorgner, A., & Fritsch, M. (2013). *Occupational Choice And Self-Employment: Are They Related?* Working Paper.

Spector, P. E. (1985). Measurement of human service staff satisfaction: Development of the Job Satisfaction Survey. *American Journal of Community Psychology, 13*(6), 693-713.

Stallings-Smith, S., Goodman, P., Kabir, Z., Clancy, L., & Zeka, A. (2014). Socioeconomic Differentials In The Immediate Mortality Effects Of The National Irish Smoking Ban. *PLoS One, 9*(6), e98617.

Stephens, N. M., Brannon, T. N., Markus, H. R., & Nelson, J. E. (2015). Feeling at home in college: Fortifying school-relevant selves to reduce social class disparities in higher education. *Social Issues and Policy Review, 9*(1), 1-24.

Stephens, N. M., Hamedani, M. G., Markus, H. R., Bergsieker, H. B., & Eloul, L. (2009). Why did they "choose" to stay? Perspectives of Hurricane Katrina observers and survivors. *Psychological Science, 20*, 878-886.

Stephens, N. M., Markus, H. R., & Fryberg, S. A. (2012). Social class disparities in health and education: Reducing inequality by applying a sociocultural self model of behavior. *Psychological Review, 119*(4), 723-744.

Stephens, N. M., Markus, H. R., & Townsend, S. S. M. (2007). Choice as an act of meaning: The case of social class. *Journal of Personality and Social Psychology, 93*(5), 814-830.

Stephens, N. M., & Townsend, S. S. M. (2013). Rank is not enough: Why we need a sociocultural perspective to understand social class. *Psychological Inquiry, 24*, 126-130.

Stewart, A., Prandy, K., & Blackburn, M. (1973). Measuring the class structure. *Nature, 245*, 415-417.

Strama, I. (2006). *Deconstructing The American Dream: Exploring Ethnic Identity And Subjective Social Status In 1.5-Generation Immigrants.* (PhD), Massachusetts School of Professional Psychology.

Sutton, A. J. (2009). Publication bias. In H. Cooper, L. V. Hedges, & J. C. Valentine (Eds.), *The handbook of research synthesis and meta-analysis.* (pp. 435-452). New York, NY: Russell Sage Foundation.

Tabachnick, B. G., & Fidell, L. S. (2014). *Using multivariate statistics*. Boston: Pearson.

Tåhlin, M. (2007). Class Clues. *European Sociological Review, 23*(5), 557-572.

Teixeira, C., Silva, S., Severo, M., & Barros, H. (2015). Socioeconomic Position Early In Adolescence And Mode Of Delivery Later In Life: Findings From A Portuguese Birth Cohort. *PLoS One, 10*(3), e0119517.

Tomescu-Dubrow, I. (2006). Intergenerational Social Mobility In Romania: Changes In The Patterns Of Flows And Relationships In The Postcommunist Era. *International Journal of Sociology, 36*(1), 46-48.

Tomlinson, M. (2003). Lifestyle and social class. *European Sociological Review, 19*(1), 97-111.

Tonidandel, S., & LeBreton, J. M. (2008). Multivariate relative importance: Extending relative weight analysis to multivariate criterion spaces. *Journal of Applied Psychology, 93*(2), 329-345.

Tonidandel, S., & LeBreton, J. M. (2011). Relative importance analysis: A useful supplement to regression analysis. *Journal of Business and Psychology, 26*, 1-9.

van Hek, M., & Kraaykamp, G. (2013). Cultural Consumption Across Countries: A Multi-Level Analysis Of Social Inequality In Highbrow Culture In Europe. *Poetics, 41*(4), 323-341.

Veenstra, G. (2005). Can Taste Illumine Class? Cultural Knowledge And Forms Of Inequality. *Canadian Journal of Sociology, 30*(3), 247-279.

Veenstra, G. (2007). Who The Heck Is Don Bradman? Sport Culture And Social Class In British Columbia, Canada. *Canadian Review of Sociology and Anthropology, 44*(3), 319-343.

Viechtbauer, W. (2010). Conducting meta-analyses in R with the metafor package. *Journal of Statistical Software, 36*(3), 1-48.

Viechtbauer, W., & Cheung, M. W.-L. (2010). Outlier and influence diagnostics for meta-analysis. *Research Synthesis Methods, 1*, 112-125.

Viswesvaran, C., & Ones, D. (1995). Theory testing: Combining psychometric meta-analysis and structural equations modeling. *Personnel Psychology, 48*, 865-885.

Warde, A., Martens, L., & Olsen, W. (1999). Consumption And The Problem Of Variety: Cultural Omnivorousness, Social Distinction And Dining Out. *Sociology, 33*(1), 105-127.

Weeden, K. A. (1999). *From borders to barriers: Strategies of occupational closure and the structure of occupational rewards.* (Doctor of Philosophy), Stanford University, Stanford, CA.

Weeden, K. A. (2002). Why do some occupations pay more than others? Social closure and earnings inequality in the United States. *American Journal of Sociology, 108*(1), 55-101.

Weeden, K. A., & Grusky, D. B. (2005). The case for a new class map. *American Journal of Sociology, 111*(1), 141-212.

Weeden, K. A., Kim, Y.-M., Di Carlo, M., & Grusky, D. B. (2007). Social class and earnings inequality. *American Behavioral Scientist, 50*(5), 702-736.

Weininger, E. B. (2005). Foundations of Pierre Bourdieu's class analysis. In E. O. Wright (Ed.), *Approaches to class analysis.* (pp. 119-149). Cambridge, U.K.: Cambridge University Press.

Whitbeck, L. B., Simons, R. L., Conger, R. D., Wickrama, K. A. S., Ackley, K. A., & Elder, G. H. (1997). The Effects Of Parents' Working Conditions And Family Economic Hardship On Parenting Behaviors And Children's Self-Efficacy. *Social Psychology Quarterly, 60*(4), 291-303.

White, H. D. (1994). Scientific communication and literature retrieval. In H. Cooper & L. V. Hedges (Eds.), *The handbook of research synthesis.* (pp. 42-55). New York: Russell Sage Foundation.

White, M., & Smeaton, D. (2016). Older British employees' declining attitudes over 20 years and across classes. *Human Relations, 69*(8), 1619-1641.

Wilkinson, R. G., & Pickett, K. E. (2009). Income inequality and social dysfunction. *Annual Review of Sociology, 35*, 493-511.

Williams, L. J., & McConagle, A. K. (2016). Four research designs and a comprehensive analysis strategy for investigating common method variance with self-report measures using latent variables. . *Journal of Business and Psychology, 31*, 339-359.

Wilson, D. B. (2009). Systematic coding. In H. Cooper, L. V. Hedges, & J. C. Valentine (Eds.), *The handbook of research synthesis and meta-analysis.* (pp. 160-176). New York, NY: Russell Sage Foundation.

Wilson, S. J., Polanin, J. R., & Lipsey, M. W. (2016). Fitting meta-analytic structural equation models with complex datasets. *Research Synthesis Methods, 7*, 121-139.

Wodtke, G. (2014). *Class Structure And Income Inequality In The United States.* (PhD), University of Michigan.

Wodtke, G. T. (2015). Continuity and change in the American class structure: Workplace ownership and authority relations from 1972 to 2010. *Research in social stratification and mobility, 42*, 48-61.

Wodtke, G. T. (2016). Social class and income inequality in the United States: Ownership, authority, and personal income distribution from 1980 to 2010. *American Sociological Review, 121*(5), 1375-1415.

Wood, J. A. (2008). Methodology for dealing with duplicate study effects in a meta-analysis. *Organizational Research Methods, 11*(1), 79-95.

Woodworth, G. (1994). Managing meta-analytic databases. In H. Cooper & L. V. Hedges (Eds.), *The handbook of research synthesis.* (pp. 178-189). New York, NY: Russell Sage Foundation.

Wright, E. O. (1997). *Class counts: Comparative studies in class analysis.* Cambridge, UK: Cambridge University Press.

Wright, E. O. (2000a). *Class counts: Comparative studies in class analysis.* Cambridge, U.K.: Cambridge University Press.

Wright, E. O. (2000b). Class, exploitation, and economic rents: Reflections on Sorenson's "sounder basis". *American Journal of Sociology, 105*(6), 1559-1571.

Wright, E. O. (2005). Foundations of a neo-Marxist class analysis. In E. O. Wright (Ed.), *Approaches to class analysis* (pp. 1-26). United Kingdom: Cambridge University Press.

Wright, E. O. (2008). Logics of class analysis. In A. Laureau & D. Conley (Eds.), *Social class: How does it work?* (pp. 329-349). New York, NY: Russell Sage Foundation.

Wright, E. O., & Perrone, L. (1977). Marxist class categories and income inequality. *American Sociological Review, 42*, 32-55.

Zhang, Y., Yang, J., Tang, J., Au, K., & Xue, H. (2013). Prior Experience And Social Class As Moderators Of The Planning-Performance Relationship In China's Emerging Economy. *Strategic Entrepreneurship Journal, 7*(3), 214-229.

TABLE 1: Summary of theoretical perspectives of social class

Theoretical Perspective	*Definition of Social Class*	*Assumptions*	*Operationalization*	*References*
Neo-Marxists: Social Class based on the Relationship to Production	Structured patterns of interaction that are primarily based on rights and powers over productive resources	Structural Categorical Relationships of exploitation are primary mechanisms	Means of production Authority Scarce skills	Wright (2000a)
Neo-Weberian: Social Class via the Marketplace	Similar chances to access scarce or valued outcomes	Structural Categorical Market-based exchanges are the primary mechanisms	Employment relationship Asset specificity Autonomy	Goldthorpe (2000b)
Neo-Durkheimian: Social Class via Occupations	Occupational associations	Structural Categorical Social closure is a key mechanism	Occupations (i.e., grouping of technical similar jobs that are institutionalized in the labor market)	Weeden and Grusky (2005)
Neo-Ricardian: Social Class as Wealth	Capacity to receive return on assets, directly or indirectly, through exchange	Structural Gradational Extracting rents based on wealth is key mechanism	Total wealth	

TABLE 1: (continued)

Theoretical Perspective	*Definition of Social Class*	*Assumptions*	*Operationalization*	*References*
Bourdieu: Social Class as Capital	Divisions of labor based on symbolic relations and economic realities	Individual/Structural Gradational Habitus is a key mediating mechanism	Human capital Social capital Cultural capital	Bourdieu (1984) Savage et al. (2013)
Sociocultural Self Model: Social Class as Sociocultural Selves	A unique identity that forms based on one's environment and shapes how they respond to this environment	Individual/Structural Gradational Self/identity is a key mediating mechanism	Objective resources: • Wealth • Education • Occupational prestige Identity	Stephens et al. (2012)
Social Cognitive Model: Social Class as Social Cognitive Rankings	A social context that individuals inhabit in enduring and pervasive ways over time	Individual Gradational Social comparisons are key mechanisms	Objective: • Wealth • Education • Occupational prestige Rank-based comparisons	Kraus, Piff, et al. (2012)

TABLE 2: Descriptive statistics for study characteristics

Variable	Descriptive Statistics					% *Agree*	κ	ICC
	MD	Min.	Max.	Freq.	%			
Sample size (n = 878)	1,239	21	11,616,944					.99
								.74
Time period (n = 738)	1999	1928	2013					
Reference type (N = 933)						100%	1.00	
Journal				659	71%			
Book/Book Chapter				25	3%			
Dissertation/Thesis				90	10%			
Technical Report				8	1%			
Other (e.g., Working Paper)				151	16%			
Data source (N = 933)						98%	.95	
Archival				697	75%			
Author Collected				231	25%			
Other – Specify				3	<1%			
Country[a] (N = 939)						100%	1.00	
United States				270	29%			
United Kingdom				109	12%			
Finland				52	6%			
Germany				36	4%			
Canada				35	4%			
Netherlands				28	3%			
Sweden				21	2%			
China				19	2%			
Spain				16	2%			
Ireland				15	2%			
Various Countries[b]				56	5%			
Missing/Indeterminate				20	2%			
Study design (N = 933)						100%	1.00	
Correlational				922	99%			
Experimental				11	1%			

Note. MD = median, Min. = minimum, Max. = maximum. Descriptions of categories are included in the codebook (see Appendix E). Kappa estimates are provided for categorical variables and ICC estimates, which are based on a one-way random effects model, are reported for continuous variables. [a]Studies reported samples from 94 different countries. However, only the ten most frequent countries are reported in this table. [b]Studies were classified as "various countries" if they featured multi-national samples and only reported aggregate information.

TABLE 3: Descriptive statistics for measure characteristics

Variable	Descriptive Statistics					% *Agree*	κ	ICC
	MD	Min.	Max.	Freq.	%			
Measure for Construct (*N* = 3,389)						92%	.52	
Means of Production				15	<1%			
Authority				30	1%			
Scarce Skills/Asset Specificity				106	3%			
Employment Relationship				60	2%			
Autonomy				45	1%			
Occupation				776	23%			
Occupational Prestige				136	4%			
Wealth				205	6%			
Income				514	15%			
Education				996	29%			
Social Capital				121	4%			
Cultural Capital				139	4%			
Subjective Social Class – Identity				107	3%			
Subjective Social Class – Rank				75	2%			
Job Satisfaction				37	1%			
Organizational Commitment				12	<1%			
Power				10	<1%			
Status				5	<1%			
Level of Analysis (*N* = 3,389)						91%	.80	
Individual				3049	90%			
Household				195	6%			
Organization/Firm				6	<1%			
Occupation				62	2%			
City/Neighborhood				62	2%			
National				15	<1%			
Referent of Measure (*N* = 3,389)						93%	.66	
Target				2,907	86%			
Parent				461	13%			
Type of Reliability Estimate (*N* = 217)						90%	.00	
Internal Consistency				212	98%			
Test-Retest				5	2%			

Note. MD = median, Min. = minimum, Max. = maximum. Descriptions of categories are included in the codebook (see Appendix E). Kappa estimates are provided for categorical variables and ICC estimates, which are based on a one-way random effects model, are reported for continuous variables.

TABLE 3: (continued):

Variable	Descriptive Statistics					% *Agree*	κ	ICC
	MD	Min.	Max.	Freq.	%			
Reliability Estimate (*N* = 218)								1.00
Authority	.76	.66	.88	6				
Scarce Skills/Asset Specificity	.79	.66	.99	23				
Employment Relationship	.74	.53	.90	15				
Autonomy	.74	.57	.92	18				
Occupation	.76	.68	.83	2				
Occupational Prestige	.94	.92	.95	2				
Wealth	.67	.55	.85	13				
Income	.75			1				
Education	.64	.59	.68	2				
Social Capital	.81	.57	.93	46				
Cultural Capital	.74	.44	.92	35				
Subjective Social Class – Identity	.81	.42	.97	13				
Subjective Social Class – Rank	.97	.87	.97	3				
Job Satisfaction	.80	.57	.89	15				
Organizational Commitment	.84	.67	.90	12				
Power	.92	.90	.94	8				
Status	.94	.93	.96	4				
Occupation Scheme (N = 775)								
Goldthorpe				198	26%	53%	.33	
Wright				7	1%			
CAMSIS				24	3%			
ESeC				17	2%			
Other				529	68%			
Number of Occupational Categories	4	2	17					1.00
Education – Type (N = 909)						93%	.84	
Continuous				155	17%			
Categorical				754	83%			
Number of Education Categories	5	2	15					1.00
Income – Type (N = 426)						90%	.72	
Continuous				156	37%			
Categorical				270	63%			
Number of Income Categories	8	2	40					1.00

TABLE 4: Examples of common social class measures

Construct	*Measure*	*Example References*
1. Means of Production	• Employer	G. Veenstra (2005)
2. Authority	• Supervisory Responsibility	G. Evans (1996) Lundqvist, Reineholm, Gustavsson, and Ekberg (2013)
	• Decision-Making	G. Veenstra (2005)
3. Scarce Skills	• Training/Training Requirements	Tåhlin (2007)
	• Experience	Oliver and Shapiro (1995) Zhang, Yang, Tang, Au, and Xue (2013)
	• Skill Level	(Okay-Somerville & Scholarios, 2013) Sorgner and Fritsch (2013)
	• Complexity	Bol and Weeden (2015) Mattsson (2012)
4. Employment Relationship	• Salary/Contract	Achterberg and Houtman (2006) Lee, Teng, Lim, and Gallo (2005)
	• Job Insecurity	Maggiori, Johnston, Krings, Massoudi, and Rossier (2013) Larner (2007)
5. Autonomy	• Self-Direction	Shanahan, Bauldry, Roberts, Macmillan, and Russo (2014)
	• Scheduling Autonomy	Whitbeck et al. (1997) Banerjee, Tolbert, and DiCiccio (2012)
6. Occupation	• Erikson-Goldthorpe Schema	Ishida (2009)
	• Wright Schema	G. Wodtke (2014)
7. Occupational Prestige	• Duncan Scale	Judge and Kammeyer-Mueller (2012) Li and Gustafsson (2012)
	• Nakao-Tam Scale	Schwadel (2014) Claxton (2010)
	• International Socioeconomic Index	Bachmayer, Wilterdink, and van Venrooij (2014) Tomescu-Dubrow (2006)
8. Wealth	• Home Ownership	Boscarino and Chang (1999) Jaeger (2007)
	• Asset Index (e.g., net worth)	Aitsi-Selmi (2013)
	• Items Owned (e.g., car, computer)	Lambert, Prandy, and Berman (2005) Stallings-Smith, Goodman, Kabir, Clancy, and Zeka (2014)
9. Income	• Annual income	González, Swanson, Lynch, and Williams (2014) Reitzel and Leventhal (2014)
	• Poverty (income relative to absolute threshold)	Russell (2004) Saydah and Lochner (2010)
10. Education	• Years of Education	Choi and Marks (2013) Teixeira, Silva, Severo, and Barros (2015)
	• Attainment	Cheng and Furnham (2014)
11. Social Capital	• Trust	Kaltenthaler and Ceccoli (2008)
	• Network Characteristics	Brooks (2010)
	• Membership	Gerry Veenstra (2007)

TABLE 4: (continued):

Construct	*Measure*	*Example References*
12. Cultural Capital	• Composite (Omnivore/Highbrow)	van Hek and Kraaykamp (2013)
	• Arts	Güveli, Need, and De Graaf (2007)
	• Food	Warde, Martens, and Olsen (1999)
	• Books	Gerhards, Hans, and Mutz (2012)
	• Leisure	Shkaratan and Yastrebov (2010)
	• Music	Coulangeon (2013)
	• Newspaper	Jaeger (2007)
13. Social Class – Identity	• Placement	Floyd, Mcguire, Shinew, and Noe (1994)
	• Consciousness	G. Evans (1992)
	• Identification	Strama (2006)
14. Social Class – Ranking	• McArthur Ladder Scale	P. K. Piff (2014)
	• Relative Ranking	Freeman (2001)

TABLE 5: Meta-analytic correlations

Variable	1		2		3		4		5		6		7	
	P	95% CI	*ρ*	95% CI	*ρ*	95% CI	*ρ*	95% CI	*ρ*	95% CI	*ρ*	95% CI	*ρ*	95% CI
1. MOP														
2. Authority	.23	.23												
3. Sca. Skills	.16	.30	.27	.11										
4. Emply. Rel.	-.41	.30	.31	.19	.14	.09								
5. Autonomy	*.15*		.35	.17	.33	.08	.27	.12						
6. Occupation	.22	.11	.26	.09	.20	.09	.06	.08	.19	.10				
7. Occ. Prest.	.20	.28	.19	.20	.43	.21	-.08	.42	.32	.24	.48	.04		
8. Wealth	.34	.41	*.25*		.17	.07	.22	.19	*.32*		.20	.05	.25	.08
9. Income	.24	.14	.31	.13	.25	.06	.16	.12	.22	.10	.24	.03	.36	.05
10. Education	.10	.14	.21	.13	.19	.05	.11	.08	.16	.10	.37	.02	.47	.04
11. So. Cap.	*.17*		.23	.29	.15	.08	.11	.19	.44	.14	.10	.07	.20	.22
12. Cu. Cap.	.12	.29	.25	.19	.28	.12	*.19*		.20	.19	.14	.05	.40	.17
13. SC id.	.16	.18	.33	.28	.24	.44	*.23*		*.29*		.24	.06	.47	.16
14. SC rank	*.21*		.32	.25	*.27*		.20	.41	.23	.42	.24	.41	.27	.17
15. JS	.05	.45	.13	.19	.29	.12	.19	.10	.45	.11	.14	.09	.25	.41
16. OC	-.05	.45	.17	.40	.25	.12	.35	.19	.38	.18	.17	.24	*.29*	
17. Power													.63	.33
18. Status														

Note. Italicized estimates have been imputed using the average of the correlations observed, synthesized correlations from the adjoining row and column cells. MOP = Means of production, Sca. Skills = scarce skills, Emply. Rel. = employment relationship, Occ. Prest. = occupational prestige, So. Cap = social capital, Cu. Cap. = cultural capital, ID = subjective identification, Rank = subjective ranking. Harmonic mean N = 556.

TABLE 5: (continued)

Variable	8		9		10		11		12		13		14		15	
	P	95% CI	*ρ*	95% CI	*ρ*	95% CI	*ρ*	95% CI	*ρ*	95% CI	*ρ*	95% CI	*ρ*	95% CI	*ρ*	95% CI
8. Wealth																
9. Income	.30	.05														
10. Education	.29	.04	.31	.02												
11. So. Cap.	.19	.09	.16	.09	.16	.06										
12. Cu. Cap.	.21	.11	.16	.06	.23	.05	.25	.07								
13. ID	.41	.19	.37	.07	.30	.06	.09	.25	.36	.25						
14. Rank	.17	.18	.39	.07	.27	.06	*.31*		*.31*		.61	.13				
15. JS	*.24*		.23	.15	.09	.13	.44	.15	*.24*		*.27*		*.23*			
16. OC	*.26*		.23	.28	.16	.28	.60	.34	*.27*		-.02	.46	*.26*		.61	.14
17. Power			.24	.23	.13	.26							.29	.22		
18. Status			.21	.42	.10	.42							.49	.42		

Note. Italicized estimates have been imputed using the average of the correlations observed, synthesized correlations from the adjoining row and column cells. MOP = Means of production, Sca. Skills = scarce skills, Emply. Rel. = employment relationship, Occ. Prest. = occupational prestige, So. Cap = social capital, Cu. Cap. = cultural capital, ID = subjective identification, Rank = subjective ranking. Harmonic mean N = 556.

TABLE 6: Model fit indices

Model	MLχ^2	*df*	CFI	TLI	SRMR	RMSEA	CI		BIC	Δ*df*	Δχ^2	ΔCFI
							Lo	Hi				
Measurement models												
1. Reflective - One Factor Model	1081.67	77	.57	.50	.09	.15	.15	.16	20,890.86			
2. Reflective - Two Factor Model	996.05	76	.61	.53	.09	.15	.14	.16	20,811.56			
One factor vs. Two Factor Model										1	85.63**	.04
3. Reflective – Four Factor Model	975.50	71	.62	.51	.09	.15	.14	.16	20,822.61			
Two vs. Four Factor Model										5	20.55**	.01
4. Causal Indicator Model	175.98	12	.77	.51	.04	.16	.14	.18	19,903.00			
5. Three-Component MIMIC Model	185.17	10	.74	.46	.03	.18	.16	.20	17,135.18			

Note. N = 556. CFI = comparative fit index; TLI = Tucker-Lewis index; SRMR = standardized root mean square; RMSEA = root-mean-square error of approximation; CI = confidence interval. * indicates $p < .05$. ** indicates $p < .01$.

TABLE 7: Principal components analysis

Objective Indicators	Loadings			R^2		
	C1	C2	C3	C1	C2	C3
1. MOP	.04	-.*82*	.38		.67	
2. Authority	.05	.11	.*62*			.38
3. Sca. skills	.38	.05	.26			
4. Emply. Rel.	-.07	.*83*	.39		.69	
5. Autonomy	-.12	.06	.*82*			.67
6. Occupation	.*78*	-.06	-.16	.61		
7. Occ. Prest.	.*87*	-.12	-.08	.76		
8. Wealth	.11	-.12	.*54*			.29
9. Income	.*43*	-.03	.23	.18		
10. Education	.*82*	.10	-.17	.67		
11. So. Cap.	-.26	-.10	.*79*			.62
12. Cu. Cap.	.33	.13	.27			
				.56	.68	.49

Correlations	C1	C2	C3
C1	1.00		
C2	-.02	1.00	
C3	.55	.03	1.00

Note. N = 556. C = component; AVE = average variance extracted; MOP = Means of production, Sca. Skills = scarce skills, Emply. Rel. = employment relationship, Occ. Prest. = occupational prestige, So. Cap = social capital, Cu. Cap. = cultural capital. * indicates $p < .05$. ** indicates $p < .01$.

TABLE 8: Association among composite social class measures

	1	2
1. Objective Social Class		
2. Subjective Social Class	.56[a]	
3. Job Attitudes	.48[a]	.23[b]

Note. Aggregate relationship based on synthesized effect sizes from [a]twelve objective indicators of social class and [b]two subjective indicators of social class (see Table 5).

TABLE 9: Meta-regression model for moderator analysis

	Full Sample	Outliers Removed
Intercept	.37**	.33**
Effect-Size-Level Moderators (L1)		
Level of Analysis: Individual-Level Measures	-.03	-.01
Referent: Parent	.03	.02
Converted Effect Size	.04	.04
Study-Level Moderators (L2)		
Time Period: Post-1984	-.13***	-.12**
Geographic Region: Latin Europe	-.03	-.03
Geographic Region: Nordic Europe	.06*	.06*
Geographic Region: Germanic Europe	.01	.01
Geographic Region: Eastern Europe	.12**	.13**
Geographic Region: Latin America	.14*	.15**
Geographic Region: Sub-Saharan Africa	.16	.17
Geographic Region: Middle East	.15*	.16*
Geographic Region: Southern Asia	.04	.05
Geographic Region: Confucian Asia	.01	.01
Data Source: Archival	-.01	.00
Data Source: Other	.06	.07
N – Effect Sizes (L1)	3,920	3,905
N – Multiple Measures (L2)	2,785	2,769
N – Studies (L3)	580	576

Note. * indicates $p < .05$. ** indicates $p < .01$. Reference categories for moderators are effect sizes based on measure at either household, occupation, city or national level (level of analysis), respondent (referent), pre-1984 (time period), Anglo region (geographic region) and author collected (data source).

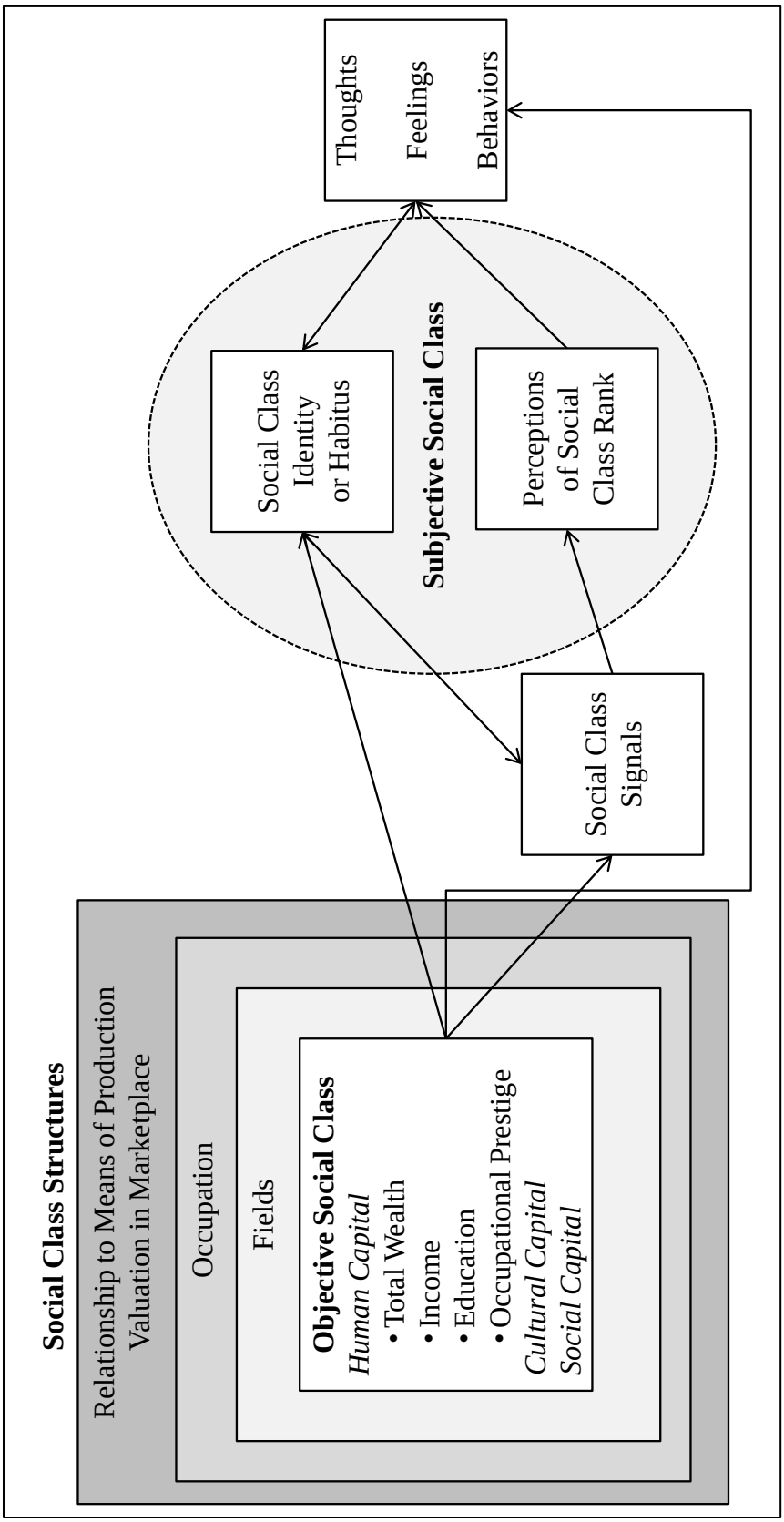

FIGURE 1: Integrative model of social class

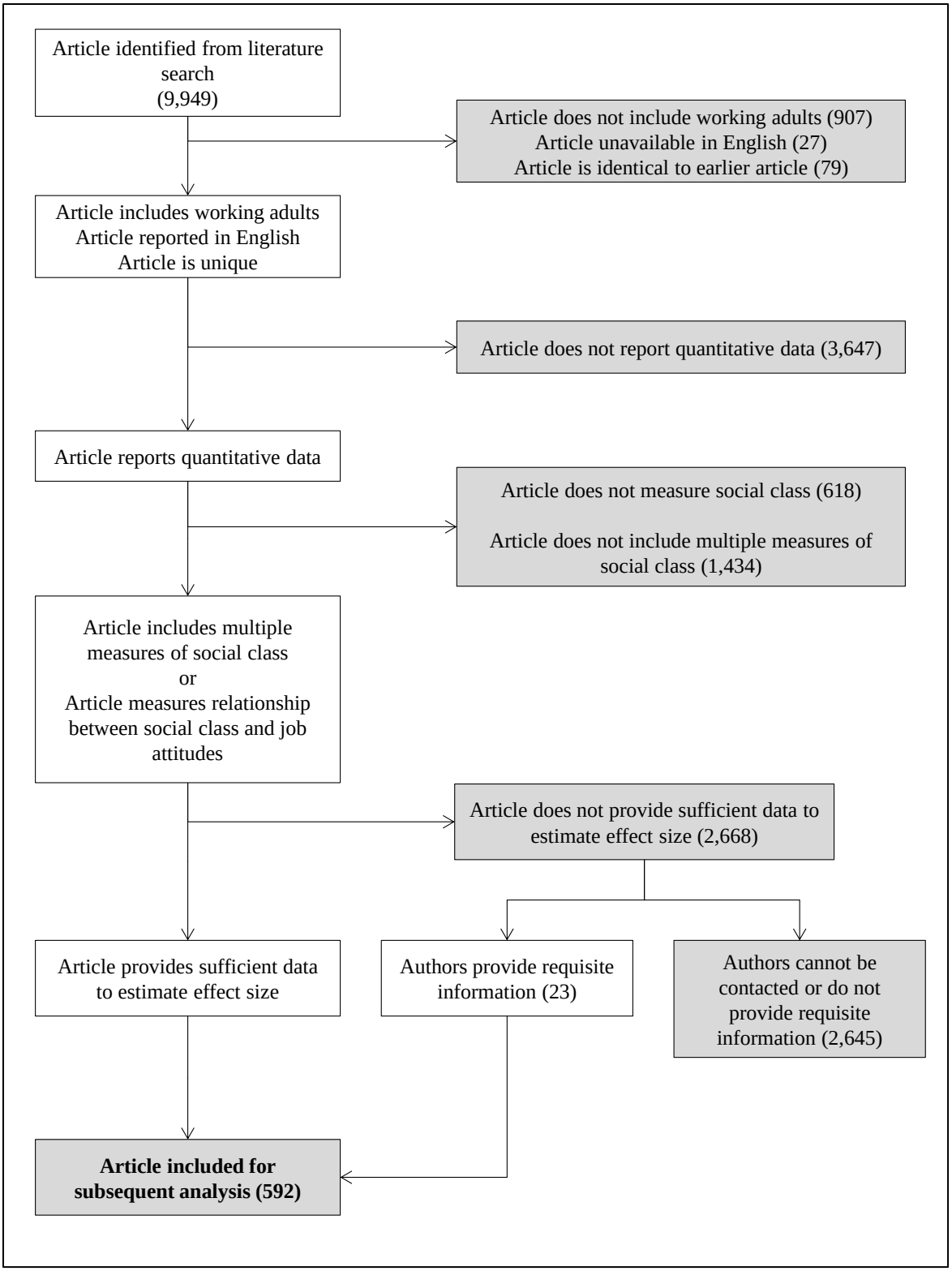

FIGURE 2: Application of inclusion and exclusion criteria

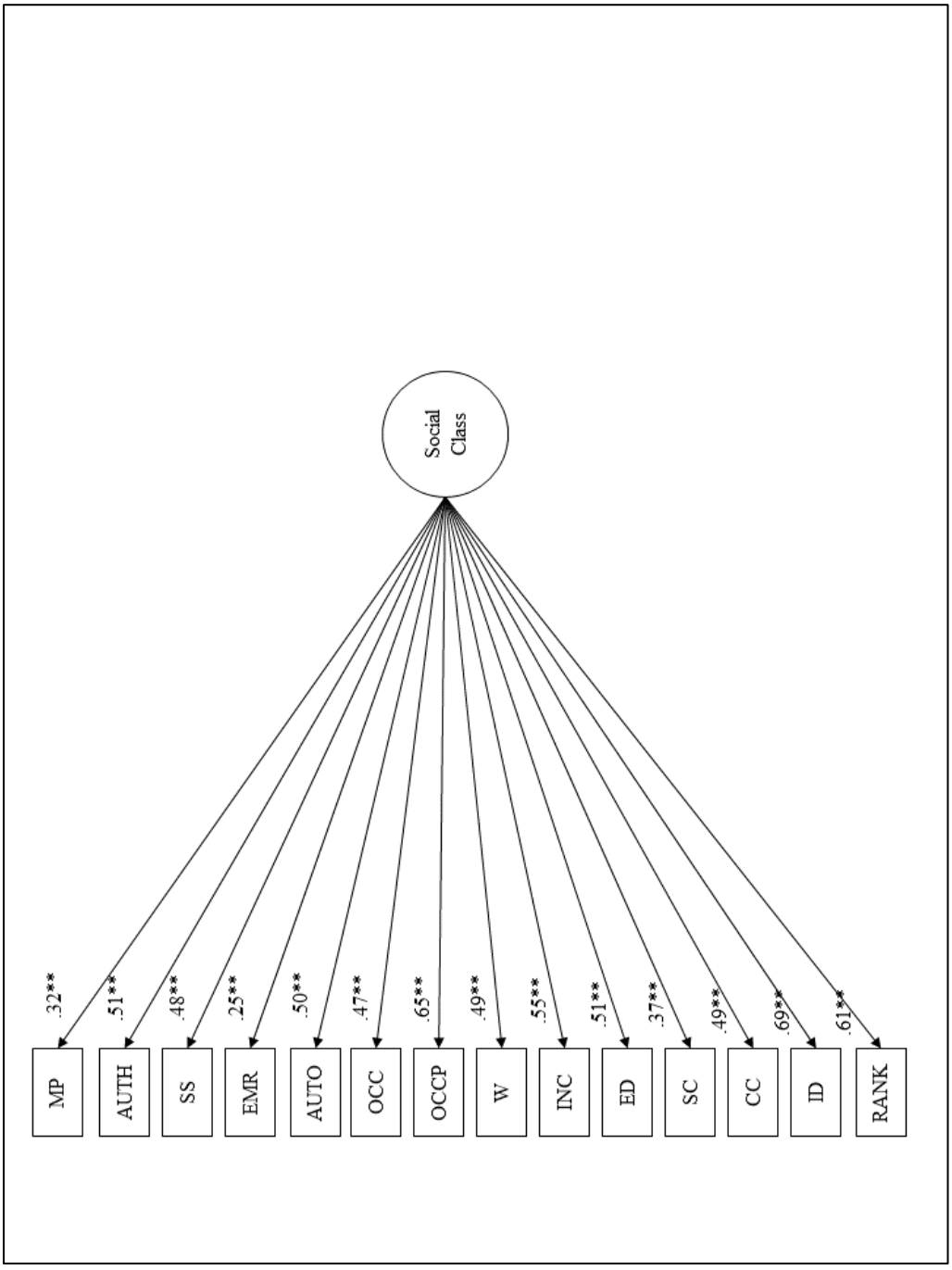

FIGURE 3: Path model for reflective one factor model

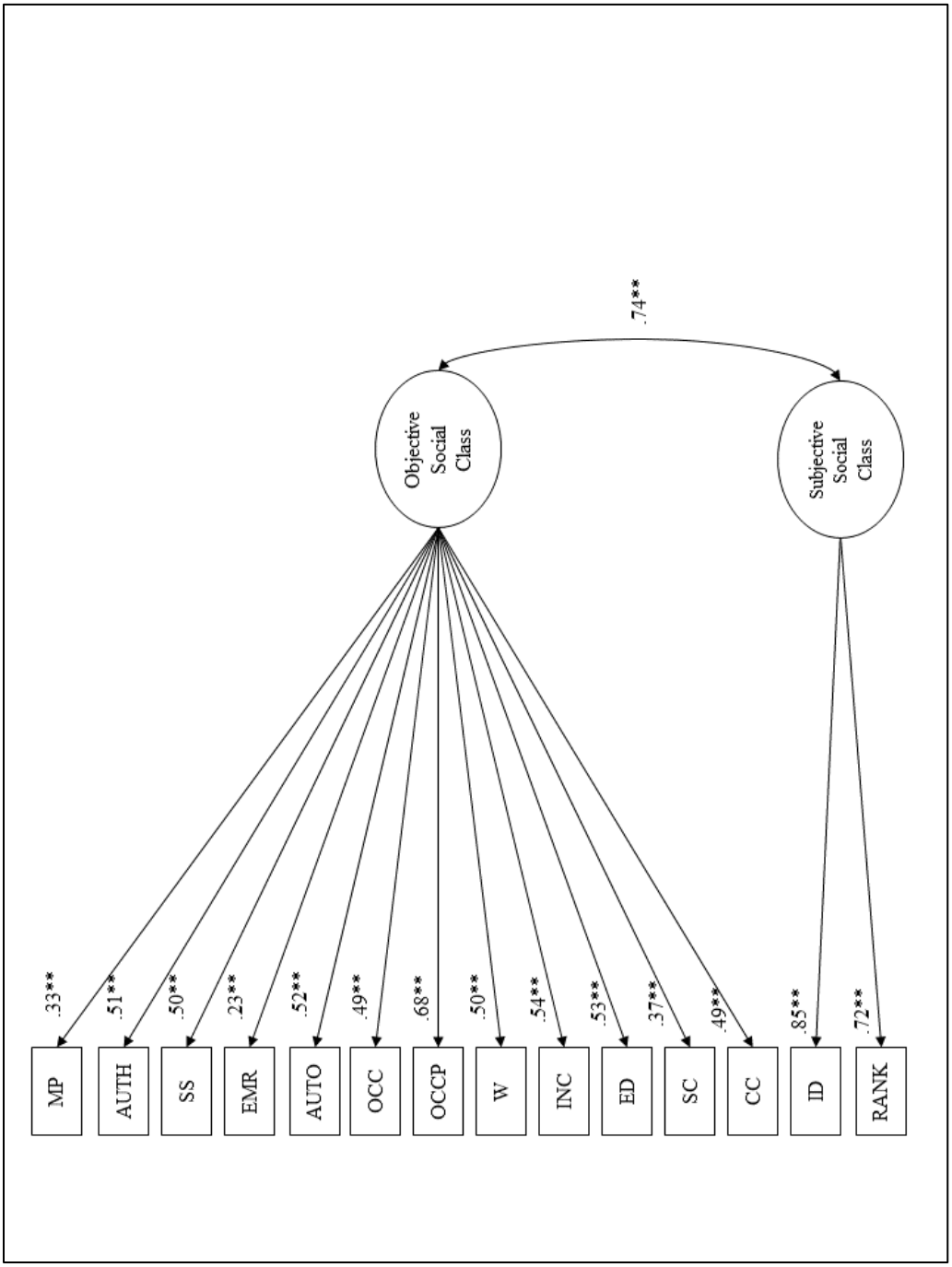

FIGURE 4: Path model for reflective two factor model

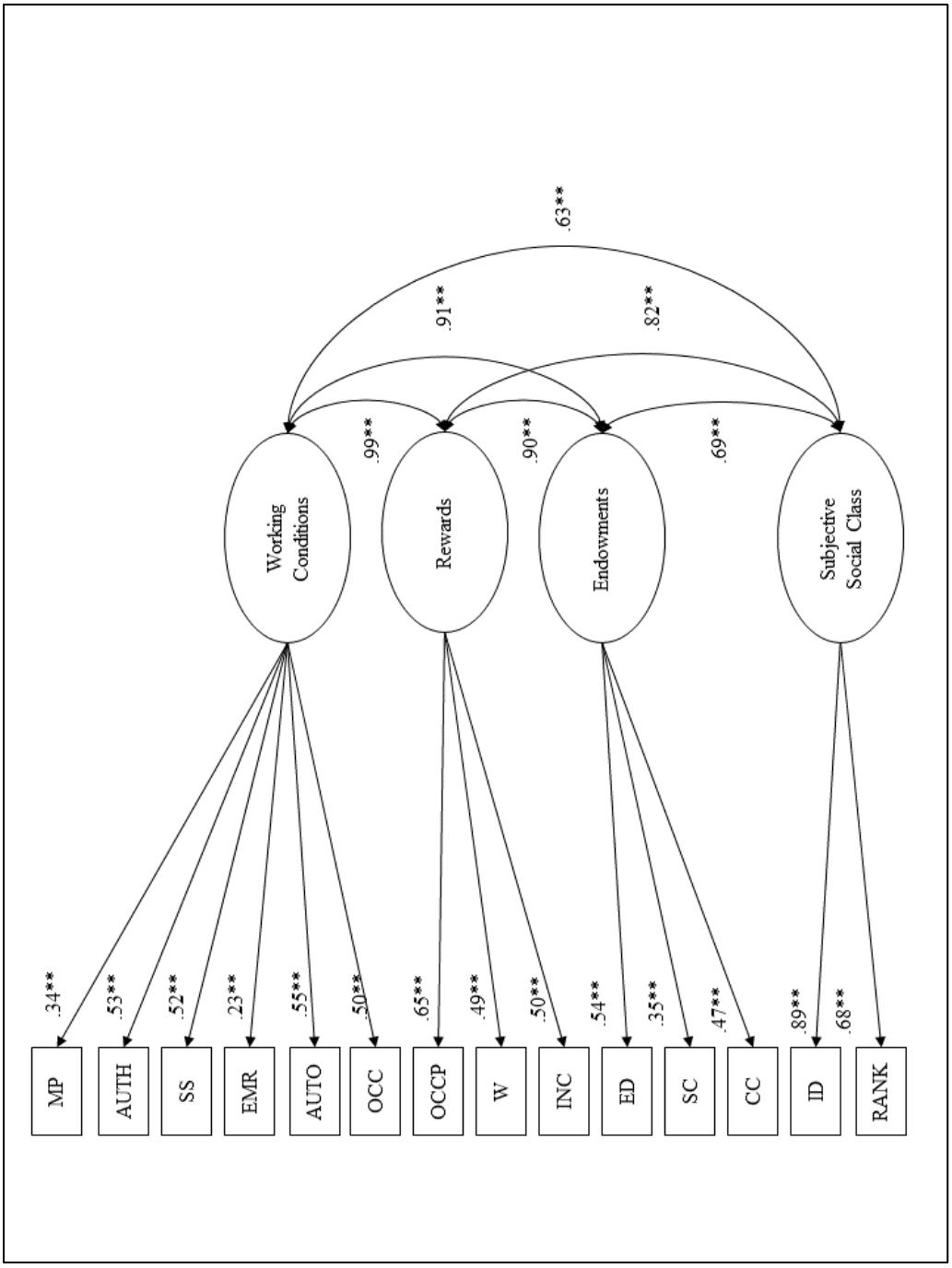

FIGURE 5: Path model for reflective four factor model

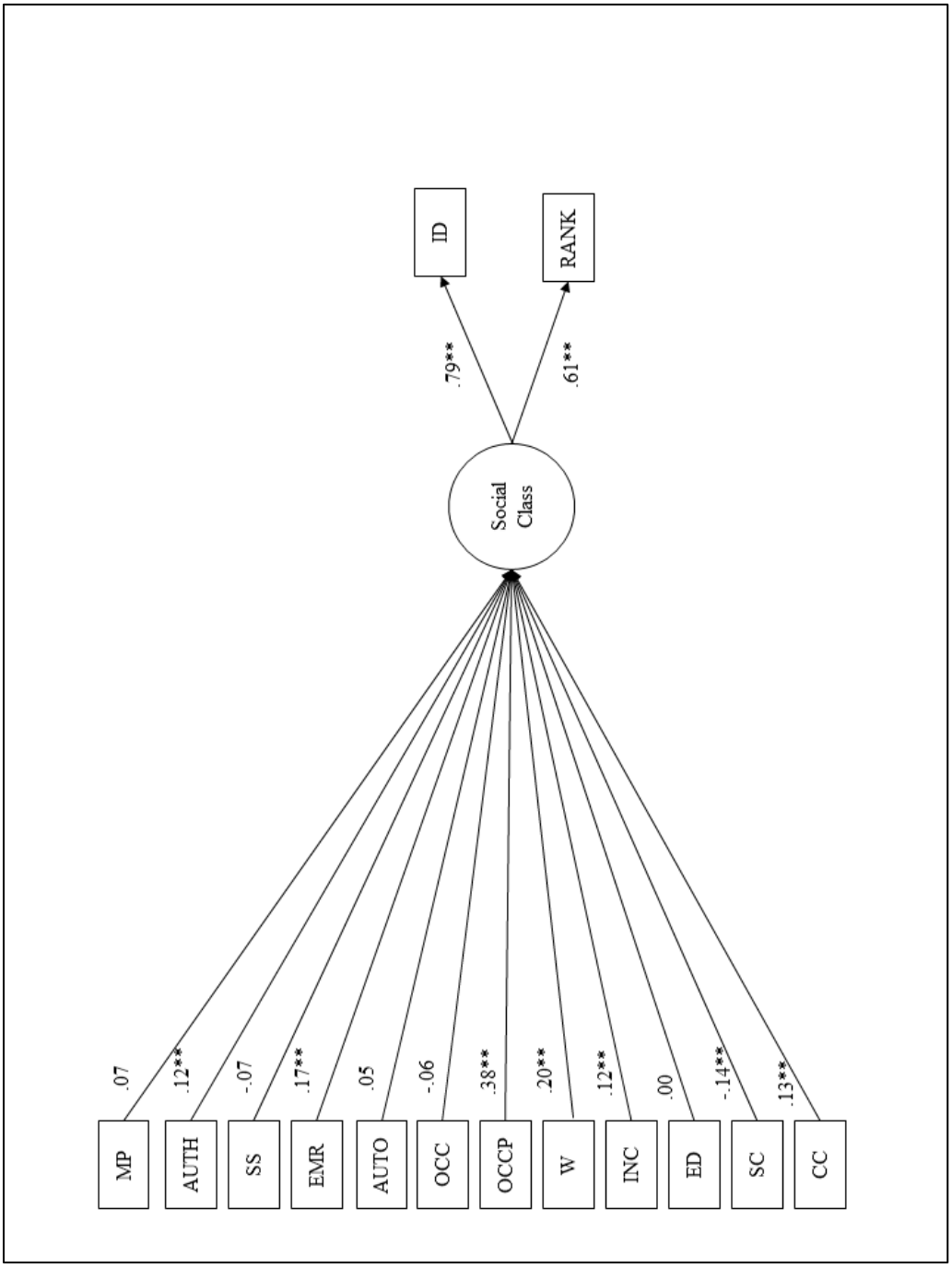

FIGURE 6: Path model for causal indicator (mimic) model

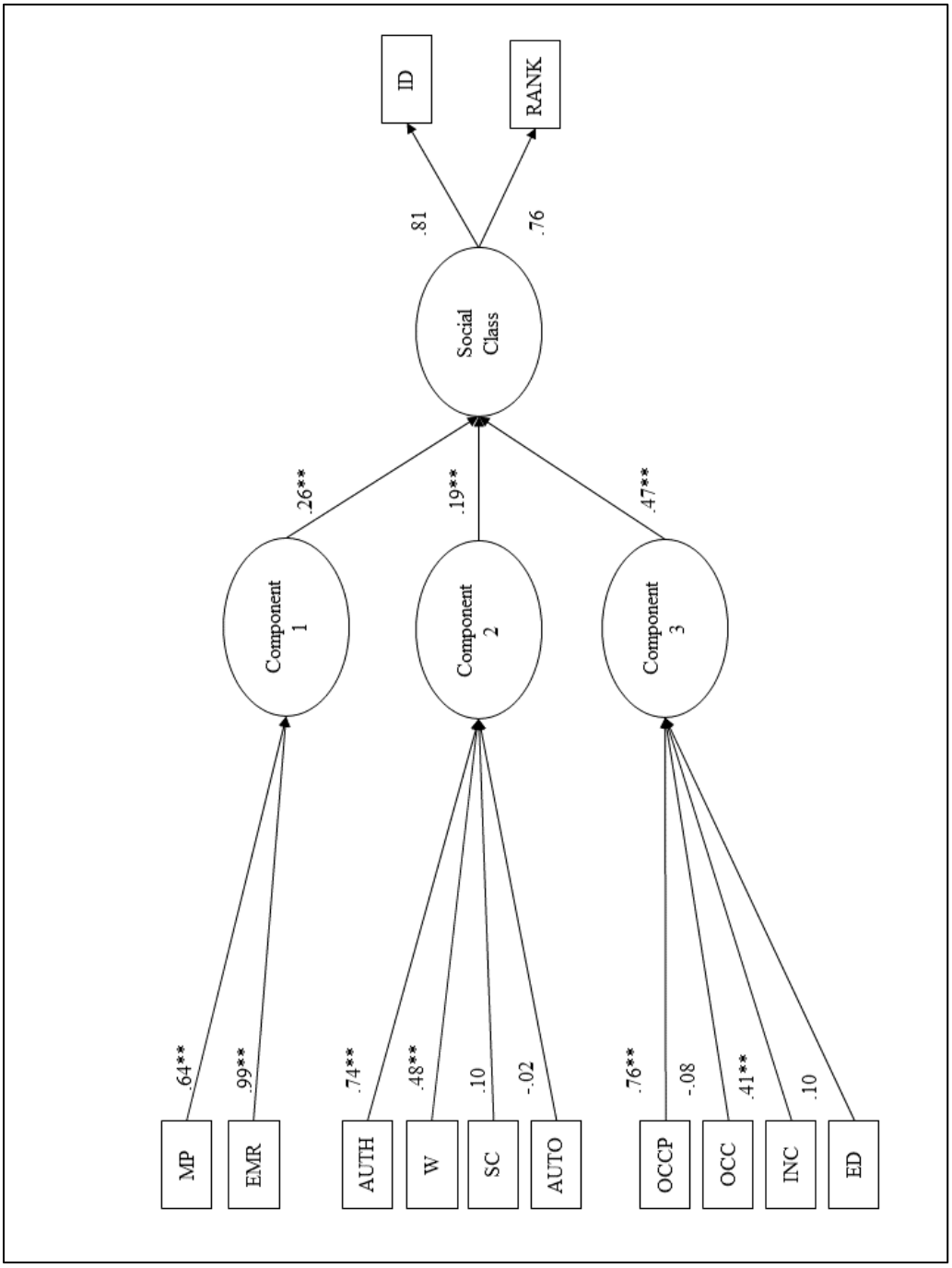

FIGURE 7: Path model for three-component mimic model

APPENDIX A: DATABASE SEARCH CRITERIA

Database	*Search Criteria and Restrictions*
Web of Science *Search executed on*: September 8th, 2015	Search Terms: TS=("social class" OR "working class" OR "middle class" OR "upper class" OR "class schema" OR "class structure" OR "class mobility" OR "underclass" OR "working poor" or "Occupy Wall Street") AND TS=("Mean* of production" or "Mode* of production" or "Property" or "Owner*" or "Self-employed" or "Petty bourgeoisie" or "Bourgeoisie" or "Manager*" or "Employer*" or "Worker*" or "Proletariat" or "exploit*" or "Employment status" or "Authority" or "Manager*" or "Subordinate" or "Span of control" or "Supervisory role*" or "Supervisor*" or "Supervision" or "Policy decision-making" or "Strategy formation" or "Sanctioning authority" or "Formal position*" or "Managerial hierarch*" or "Management" or "Decision-making" or "Sanction" or "Skills/Asset specificity" or "Unskilled" or "Routine" or "Routinization" or "Routinized" or "Rote" or "Rote application of technique" or "Knowledge-driven" or "Entrepreneurial" or "Complex" or "Education" or "Educational attainment" or "Occupation" or "Labor contract vs. service relationship" or "Salary" or "Salaries" or "Contract" or "Contracts" or "Service relationship" or "Labor contract" or "Spot contract" or "Exchange" or "Autonomy" or "Self-Supervision" or "Unit occupations" or "Occupation" or "Occupational prestige" or "Human capital" or "Total wealth" or "Wage*" or "Wage premium" or "Wealth" or "Inheritance" or "Investment" or "Saving*" or "Accumulated asset*" or "Asset*" or "Stock*" or "Bond*" or "Mutual Fund" or "Share*" or "Rent*" or "Education" or "Social capital" or "Occupational status of best friend" or "Occupational prestige of best friend" or "Relationship*" or "Organizational affiliation*" or "Network*" or "Cultural capital" or "Television" or "Media" or "Eating out" or "Sport" or "Consumption" or "Consuming" or "Tastes" or "Food" or "Music" or "Art" or "Lifestyle" or "Habits" or "Culture" or "Cultural" or "Practice*" or "Cinema" or "Leisure" or "Reading" or "Readership" or "Literature" or "Film" or "Visual art*" or "Museum*" or "Interior decor" or "Clothing" or "Popular culture" or "Hobbies" or "Sport" or "Omnivo*" or "Organizational Commitment" or "Commitment" or "Affective" or "Normative" or "Continuance" or "Job Satisfaction" or "Power" or "Status" or "Marx*" or "Weber*" or "Bourdieu" or "Durkheim*") AND WC = (BUSINESS OR ECONOMICS OR MANAGEMENT OR POLITICAL SCIENCE OR PSYCHOLOGY APPLIED OR PSYCHOLOGY SOCIAL OR SOCIOLOGY) Restrictions: English only and result is either an article, book, book chapter or proceedings paper

Note. TS = topics, WC = web of science category.

Database	*Search Criteria and Restrictions*
ProQuest Dissertations and Theses *Search executed on*: October 29th, 2015	Search Terms: IF("social class" OR "working class" OR "middle class" OR "upper class" OR "class schema" OR "class structure" OR "class mobility") AND IF("Means of production" or "Property" or "Owner*" or "Self-employed" or "Petty bourgeoisie" or "Bourgeoisie" or "Manager*" or "Employer*" or "Worker*" or "Employment status" or "Authority" or "Manager*" or "Subordinate" or "Span of control" or "Supervisory role*" or "Supervisor*" or "Supervision" or "Policy decision-making" or "Strategy formation" or "Sanctioning authority" or "Formal position*" or "Managerial hierarch*" or "Management" or "Decision-making" or "Sanction" or "Skills/Asset specificity" or "Unskilled" or "Routine" or "Routinization" or "Routinized" or "Rote" or "Rote application of technique" or "Knowledge-driven" or "Entrepreneurial" or "Complex" or "Education" or "Educational attainment" or "Occupation" or "Labor contract vs. service relationship" or "Salary" or "Salaries" or "Contract" or "Contracts" or "Service relationship" or "Labor contract" or "Spot contract" or "Exchange" or "Autonomy" or "Self-Supervision" or "Unit occupations" or "Occupation" or "Occupational prestige" or "Human capital" or "Total wealth" or "Wage*" or "Wage premium" or "Wealth" or "Inheritance" or "Investment" or "Saving*" or "Accumulated asset*" or "Asset*" or "Stock*" or "Bond*" or "Mutual Fund" or "Share*" or "Rent*" or "Education" or "Social capital" or "Occupational status of best friend" or "Occupational prestige of best friend" or "Relationship*" or "Organizational affiliation*" or "Network*" or "Cultural capital" or "Television" or "Media" or "Eating out" or "Sport" or "Consumption" or "Consuming" or "Tastes" or "Food" or "Music" or "Art" or "Lifestyle" or "Habits" or "Culture" or "Cultural" or "Practice*" or "Cinema" or "Leisure" or "Reading" or "Readership" or "Literature" or "Film" or "Visual art*" or "Museum*" or "Interior decor" or "Clothing" or "Popular culture" or "Hobbies" or "Sport" or "Omnivor*") Restrictions: Index term (i.e., keyword) = "social class"
PapersFirst *Search executed on*: October 29th, 2015	Search Terms: "kw:Social w1 Class or kw:Middle w1 Class or kw:Working w1 Class or kw: Upper w1 Class" Restrictions: Sources owned by UNC Charlotte
WorldCat *Search executed on*: June 17th, 2016	Search Terms: Keyword = "social class" and subject = "social class" Restrictions: Print books, English, non-juvenile, and limit to psychology, sociology, business and economics, and political science

Note. TS = topics, WC = web of science category.

APPENDIX B: REQUEST FOR UNPUBLISHED WORKS

Dear colleagues,

As part of an ongoing meta-analysis, I am writing to request any unpublished and in-press studies of social class. Because there are competing operationalizatons of this construct, this request may be a bit cumbersome. However, I am most interested in work that has used *multiple* measures from the following list:

- Designating an individual as either an owner, a manager, a worker
- Job authority
- Job autonomy
- Working under a fixed or temporary contract
- Skills or expertise
- Occupational membership
- Occupational prestige
- Wealth
- Income
- Education
- Status or prestige of one's social network
- Cultural capital (e.g., preferences for music, art, food, sports, leisure activities)
- Subjective perceptions of one's social class

Also, I would be interested in any studies where you have examined how any of the measures from the previous list relate to:

- Status
- Power
- Organizational commitment
- Job satisfaction

If you choose to share your work, I would be grateful if you could provide the following information.

- Design of your study (e.g., cross-sectional, longitudinal, time-lag if longitudinal, experimental)
- Sample size
- Measures of association among the variables (e.g., correlation coefficient, Cramer's V)
- Means and standard deviations of measures
- If using specific scales, the citation for the measure or any modifications you've made to the existing measure
- How you would like your work to be cited

Thank you very much.

APPENDIX C: DIRECT REQUEST FOR UNPUBLISHED WORKS

Dear [Insert Name of Researcher],

As part of an ongoing review of the literature, I am writing to request any unpublished and in-press studies of social class. Because there are competing operationalizatons of this construct, this request may be a bit cumbersome. However, I am most interested in work that has used any of the following measures:

- Designating an individual as either an owner, a manager, a worker
- Job authority
- Job autonomy
- Skills
- Occupational membership
- Occupational prestige
- Wealth
- Human capital (i.e., income, education)
- Social capital (e.g., status or prestige of one's social network)
- Cultural capital (e.g., preferences for music, art, food, sports, leisure activities)
- Subjective perceptions of social class

Also, I would be interested in any studies where you have examined how these measures relate to:

- Status
- Power
- Organizational commitment
- Job satisfaction.

If you choose to share your work, I would be grateful if you could provide the following information.

- Design of your study (e.g., cross-sectional, longitudinal, time-lag if longitudinal, experimental)
- Sample size
- Correlations among the variables
- Means and standard deviations of measures
- If using specific scales, the citation for the measure or any modifications you've made to the existing measure
- How you would like your work to be cited

Thank you very much.
Andrew
Andrew C. Loignon
Doctoral Student - Organizational Science
UNC Charlotte| Colvard 4058
9201 University City Blvd. | Charlotte, NC 28223

APPENDIX D: SUMMARY OF INCLUSION AND EXCLUSION CRITERIA

Criteria	*Examples of Articles Excluded*
Inclusion Criteria	
Study must have examined the social class of adults (i.e., greater than 18 years old)	• Children or young adults • Vignettes • Text-based data sources (e.g., newspapers, restaurant guides)
Study reports quantitative findings	• Qualitative studies • Narrative reviews • Theoretical essays
Study includes multiple measures of social class or Study includes measures of social class and relevant construct (i.e., job attitudes, power, status)	• Uses a single measure of social class • Uses multiple measures of the same social class construct (e.g., two measures of education)
studies must have reported sufficient information to estimate a correlation coefficient	• Study compares mean differences between two or more social classes, but did not provide sample size or standard deviations for each group • Study only reports multivariate analyses (e.g., multiple regression, ANOVA)
Exclusion Criteria	•
Study examines adults from a non-traditional, working population	• Articles examining prisoners, retired, or mentally ill populations
Article written in language other than English	•

Studies that report duplicate findings from other publication (Wood, 2008)	• Articles with similar:
	  ○ Study characteristics (e.g., time periods, methods of analysis)
	  ○ Sample characteristics (sample size, response rate),
	  ○ Measures (e.g., scales used, item wording)
	  ○ Effects (e.g., similar or identical effect sizes)

APPENDIX E: CODEBOOK

Tracking Table		
Field	**Description**	**Codes**
Reference ID	Numeric code assigned to each reference identified in the literature search.	
In-Text Citation	Short identifier for each source.	Reported in Author, Year format
Included in Review	Binary decision for retaining source in review (i.e., yes or no).	1. No 2. Yes
How identified?	Point in the literature search at which the article was identified.	1. Database search 2. Ancestry search 3. Conference proceedings 4. Solicitation from list-serv 5. Directly contacting authors 6. Search of government, foundation, and think-tank website 7. PapersFirst 8. ProQuest 9. WorldCat
Reason for Exclusion	Indicate the reason why a reference was excluded from the coding process.	1. Non-traditional adult population 2. Non-English article 3. Identical sample to previous study (ID # for primary study) 4. Does not provide quantitative results 5. Does not include measure(s) of social class 6. Does not examine relationship between social class and relevant construct 7. Does not provide sufficient information to estimate effect size 8. Other: Specify.
Study Table		
Reference ID	Numeric code assigned to each source identified in the literature search.	
Study ID	Numeric code assigned to each study within a single reference.	
Time Point	Numeric code assigned to multiple time points collected in a single study.	

Type of Reference	Record the type of reference. If selecting "Other", specify the particular type of reference.	1. Journal 2. Conference Proceeding 3. Book/Book Chapter 4. Dissertation/Thesis 5. Technical Report from Private Company/Foundation 6. Government Document 7. Other (specify:_____)
Study Design	Indicate whether social class was experimentally manipulated or simply observed. If social class was manipulated, briefly describe (i.e., one sentence) how the authors manipulated this variable.	1. Experimental (i.e., manipulate social class) a. If experimental, how did they manipulate? i. Open text: one sentence 2. Correlational (i.e., measure social class in the "wild")
Sample Size	Record the sample size used for the final analysis. If a study reports multiple values for a single analysis, take the smallest one shown as this is the most conservative estimate (Becker, 2009).	
Type of Data Source	Record the type of data that was used in the analysis. Author collected refers to studies where the researchers gathered the data firsthand, while archival data reflects data sets that already existed (e.g., government data)	1. Author collected 2. Archival 3. Other (specify:_____)
Name of Data Source	If authors report the name of a specific data source, record that information.	Examples: • General Social Survey • Survey of Working Conditions • Bureau of Labor Statistics Data • Census Data
Time Period for Sample	Year that data was collected. Note. This is not always equivalent to the publication date and is often older.	Format: YYYY If range provided (1972-1982), use the midpoint (1977).
Country or Nation	Record the country or nation where the data was collected.	Examples: 1. United States 2. United Kingdom/England 3. Sweden

		4. France 5. Japan 6. China
Measures Table		
Reference ID	Numeric code assigned to each source identified in the literature search.	
Study ID	Numeric code assigned to each study within a single reference.	
Time Point	Numeric code assigned to multiple time points collected in a single study.	
Measure ID	Numeric code assigned to each measure within a single reference.	
Level of Analysis	Record the level of analysis for the data reported in the study. This should be based on considering the type of sample and the measures used.	1. Individual 2. Organizational 3. Job 4. Occupation 5. National
Measure for Construct	Record the construct that is reported as part of a given effect size.	1. Measures of social class 2. Job Satisfaction 3. Organizational Commitment 4. Power 5. Status 6. Other (Specify)
Social Class Measure	If you selected "Measures of Social Class" for preceding field, please specify the type of social class measure. See Table below for more information about these measures.	1. Means of Production 2. Authority 3. Scarce skills or Asset Specificity 4. Employment Relationship 5. Autonomy 6. Occupation 7. Occupational Prestige 8. Wealth 9. Income 10. Education 11. Social Capital 12. Cultural Capital 13. Subjective Social Class (Identity) 14. Subjective Social Class (Relative)

		15. Other - Specify
Describe Measure for Construct	Briefly describe the construct (2-3 words).	
Target of Measure for Construct	Record the type of measure used for the construct. Measure based on parent is commonly used in college settings (e.g., parent's income).	1. Measure based on target 2. Measure based on parent
Reliability for Construct	Record reliability estimate provided for measure.	
Type of Reliability Estimate for Construct	Record the type of reliability estimate reported.	1. Internal consistency/Cronbach's Alpha 2. Test-Retest 3. Parallel Forms 4. Interrater 5. Other: please specify
Type of Occupational Coding Scheme	If stated explicitly, record the type of occupational coding scheme used.	1. Goldthorpe/EGP 2. Wright 3. CAMSIS 4. ISEI 5. ESEC 6. Other: please specify
Number of Occupational Categories	Record the number of categories for the occupational coding scheme.	
Type of Education Measure	Record whether measure of education is continuous or categorical.	1. Continuous 2. Categorical
Number of Educational Categories	Record the number of categories for education measure.	
Type of Income Measure	Record whether measure of income is continuous or categorical.	1. Continuous 2. Categorical
Number of Income Categories	Record the number of categories for income measure.	
Effect Size Table		
Reference ID	Numeric code assigned to each source identified in the literature search.	
Study ID	Numeric code assigned to each study within a single reference.	
Time Point	Numeric code assigned to multiple time points	

	collected in a single study.	
IV Measure ID	Numeric code assigned to a measure from a given study.	If a measure is a predictor in a regression analysis or a manipulated variable, make sure it is designated as the IV.
DV Measure ID	Numeric code assigned to a measure from a given study.	If a measure is a criterion in a regression analysis or an outcome variable in an experiment, make sure it is designated as the DV.
Effect Size Converted	Binary code indicating whether effect size was coded *prior* to being entered into the database	1. No 2. Yes
r		
β	Record *standardized* beta coefficients if the regression model includes only measures of social class (i.e., not other predictors or control variables)	
Means and SD	Always treat the higher social class as Class 1 and the lower social class as Class 2. Example: • Class1 = White Collar • Class 2 = Blue Collar	
Mean for Class 1	Average score on measure for higher social class group	
SD for Class 1	Standard deviation on measure for higher social class group If only variance is reported, take the square root of this number and record the resulting value.	
N for Class 1	Number of participants for higher social class group	
Mean for Class 2	Average score on measure for lower social class group	
SD for Class 2	Standard deviation on measure for lower social class group If only variance is reported, take the square root of this number and record the resulting value.	

N for Class 2	Number of participants for lower social class group	
Log odds ratio	Record log odds ratios and variances if the model includes only measures of social class (i.e., not other predictors or control variables)	
Log odds ratio estimate		
Variance of log odds ratio		
Odds ratio	Record odds ratios if the model includes only measures of social class (i.e., not other predictors or control variables)	
ANCOVA	Always treat the higher social class as Class 1 and the lower social class as Class 2. Example: • Class1 = White Collar Class 2 = Blue Collar	
F		
T		
Adjusted mean for class 1:		
Adjusted mean for class 2:		
Adjusted standard deviation:		
Pooled standard deviation:		
N for class 1:		
N for class 2:		
rCon (controls and DV):	Record correlation estimate among control variables and dependent or outcome variables	
Q (number of covariates):	Record the number of covariates included in the ANCOVA	
F-test		
F	Effect size	
N for class 1:	N for higher social class	
N for class 2:	N for lower social class	
Independent samples t-test		
t	Effect size	
P	Critical value for significance	
N	Sample size	

d	If the sample sizes are not reported for class, divide the total sample size used in the analysis by two (i.e., higher class and lower class are equally represented).	
N for class 1:	N for higher social class	
N for class 2:	N for lower social class	
Page # for Effect Size	Record the page number(s) where effect sizes are reported. Do not include abbreviations (e.g., p. or pg.).	Example: 126 or 150-158

Measure of Social Class	**Definition**	**Examples/Categories**
1. Means of Production	Whether individual owns capital or must sell his/her labor	• Owner vs. Manager vs. Employee
2. Authority	Degree of control over the labor process	• Manage others • Manage decisions within org.
3. Scarce skills or Asset Specificity	Does individual possess skills, expertise, or knowledge that is specific to their position?	• Years of experience • Formal job training
4. Employment Relationship	Employees who exchange their labor within a marketplace, generally face two types of work arrangements: Employers offer labor contracts, which consist of specific exchanges of wages for effort or they may offer long-term, diffuse relationships.	• Temporary vs. permanent employees • Perceptions of job security
5. Autonomy	Positions where the tasks or duties are more difficult to supervise	• Deciding when to begin work • Deciding what tasks to work on
6. Occupation	Groupings of technically similar jobs that are institutionalized in the labor market	• International Standard Classification of Occupations •
7. Occupational Prestige	Status or respect deferred to a given occupation	• Duncan's SEI index
8. Wealth	Property rights or the assets that one controls	• Assets (e.g., home, car) • Investments
9. Income	Money received, especially on a regular basis, often for work	• Annual income • Monthly income
10. Education	The process of receiving or giving systematic	• Years of education

	instruction, especially at a school or university.	• Educational attainment (categories)
11. Social Capital	Both informal and formal networks of acquaintance and relationships that give advantages via contacts, support and representation	• Perceived support • Bonding capital (e.g., trust) • Bridging capital (e.g., social groups)
12. Cultural Capital	Set of socially rare and distinctive tastes, skills, knowledge, and practices	• Classical music concert attendance • Omnivores
13. Subjective (Identity)	Socially constructed system of dispositions that orient thoughts, perceptions, and actions	• Self-rated *absolute* social class
14. Subjective (Relative)	One's perceived relative standing within broader social group is identified as a primary mechanism in understanding one's social class	• McArthur scale/ladder • Relative class standing (better off/worse than *X*)

APPENDIX F: OUTLIERS AND SENSITIVITY ANALYSIS

In order to identify potential outliers and influential effect sizes, I examined a series of residual and influence indices for relationships with at least 15 effect sizes (Geyskens et al., 2009). These indices included studentized deleted residuals, standardized different in fits, and Cook's distance. Studentized deleted residuals reflect the degree to which a single study diverges from the distribution of the remaining effect sizes (Viechtbauer & Cheung, 2010). Standardized difference in fits (DFFITS) values represent how many standard deviations the average effect size would change after excluding a given effect size. Cook's distance corresponds with the distance between the entire set of effect sizes both when a single study is included and when the study is excluded. Finally, I also conducted a one-sample removed analysis. One-sampled removed analyses consist of conducting the meta-regression models multiple times, each time removing a single effect size.

The table below summarizes the results of these analyses. Specifically, for each pairwise relationship among social class indicators where at least 15 effect sizes are indicated, I describe the number of outliers identified, the average value for an influence statistic, and the minimum and maximum correlation coefficient across the various iterations from the one-sample removed analysis.

An effect size was considered to be influential if it surpassed one of the following cutoff scores for the diagnostic measures. First, influential effect sizes were identified if their DFFITS value was larger than:

$$3\sqrt{p/(k-p)}$$

where p reflects the number of coefficients in the meta-regression models (which, in this case, was always 1), and k is the number of effect sizes. For instance, for the effect sizes pertaining to the relationship between education and social class identity, the critical DFFITS value would be .47 because there were 42 effect sizes included in the analysis. For Cook's distance, the cutoff value was based on a chi-square distribution with 1 degree of freedom (i.e., one coefficient in the meta-regression model). That is, if the Cook's distance was larger than 50% of the lower tail area of a chi-square distribution with a single degree of freedom the effect size was classified as an outlier. Using the relationship between education and social class identity as an example again, the chi-square critical value for 1 degree of freedom and a critical value of .10 is 2.71. Given that the observed Cook's distance is less than half this value (.17 < 1.36), this index would suggest that the effect size was not an outlier.

Because the cutoff scores for these diagnostic statistics are somewhat arbitrary, I also inspected the distributions of the effect sizes for a given relationship to determine the nature of the influential/outlying effect size. For example, the outlying effect size for education and social class identity was substantially larget (r = .78) than the average estimate (r = .30).

TABLE F1: OUTLIERS AND SENSITIVITY ANALYSES

Effect Sizes	Number of Outliers	Average Influence Statistics			One-Sample Removed	
		Studentized Deleted Residual	DFFITS	Cook's Distance	Min.	Max.
3. Sca. skills & 9. Income	1	3.66	.74	.35	.23	.26
3. Sca. skills & 10. Education	0				.18	.20
4. Emply. Rel. & 6. Occupation	0				.01	.03
4. Emply. Rel. & 10. Education	0				.03	.06
6. Occupation & 8. Wealth	1	3.20	.48	.19	.18	.19
6. Occupation & 9. Income	2	-3.60	-.26	.06	.31	.32
6. Occupation & 10. Education	2	-3.79	-.26	.06	.39	.39
6. Occupation & 11. So. Cap.	0				.09	.10
6. Occupation & 12. Cu. Cap.	0				.16	.18
6. Occupation & 13. SC Identity	1	3.51	.58	.26	.27	.30
7. Occ. Prest. & 9. Income	2	3.12	.49	.19	.39	.40
7. Occ. Prest. & 10. Education	0				.51	.52
8. Wealth & 9. Income	1	3.19	.50	.21	.29	.31
8. Wealth & 10. Education	1	3.54	.43	.16	.30	.31
9. Income & 10. Education	2	4.07	.23	.06	.32	.33
9. Income & 11. So. Cap.	0				.16	.19
9. Income & 12. Cu. Cap.	1	6.42	1.25	.60	.12	.14
9. Income & 13. SC Identity	0				.37	.40
9. Income & 14. SC Rank	0				.41	.43
10. Education & 11. So. Cap.	0				.14	.16
10. Education & 12. Cu. Cap.	0				.23	.24
10. Education & 13. SC Identity	1	4.00	.48	.17	.30	.31
10. Education & 14. SC Rank	0				.25	.26

Note. Effect sizes were averaged within each study. Analyses limited to relationships with at least 15 effect sizes. Sca. Skills = scarce skills, Emply. Rel. = employment relationship, Occ. Prest. = occupational prestige, So. Cap = social capital, Cu. Cap. = cultural capital. SC identity = social class identity, SC rank = social class rank, DFFITS = standardized difference in fits.

APPENDIX G: SAMPLE SIZES (M/SD) AND NUMBER OF EFFECT SIZES (K)

Variable	1	2	3	4	5	6	7	8	9
1. Means of production									
M									
SD									
K									
2. Authority									
M	1812								
SD	978								
K	3								
3. Scarce skills									
M	18460	545							
SD	25141	241							
K	2	18							
4. Employment relationship									
M	82438	402	1088						
SD	0	136	1557						
K	2	5	22						
5. Autonomy									
M		756	1366	1551					
SD		481	2319	1293					
K		6	28	12					
6. Occupation									
M	9869	1373	1817	2106	1635				
SD	19925	934	6025	2481	2083				
K	15	24	26	33	31				
7. Occupational prestige									
M	58944	1561	891	2249	1132	19980			
SD	0	455	614		969	122386			
K	2	6	4	1	3	149			

APPENDIX G: (continued)

Variable	1	2	3	4	5	6	7	8	9
8. Wealth									
M	82438		4358	33282		19327	301190		
SD			7152	44873		46039	488988		
K	1		38	5		99	29		
9. Income									
M	5381	854	42812	1594	1899	50975	184355	77371	
SD	11614	655	182671	1356	3440	632821	406728	257436	
K	9	10	47	12	18	342	68	66	
10. Education									
M	30401	1622	2195	49182	1717	152713	124356	42978	66512
SD	33120	869	5213	234145	2972	770492	337133	189737	557175
K	8	12	94	30	21	451	163	250	474
11. Social capital									
M		1317	832	742	1364	5864	333	2752	5288
SD		0	658	294	906	10361	295	11026	11889
K		2	33	5	9	47	4	31	31
12. Cultural capital									
M	29770	1109	2590		1109	4030	17945	6739	4320
SD	41258	286	3015		286	9621	28057	5926	5797
K	2	5	15		5	98	7	17	51
13. Social class identity									
M	1955	2377	202			1841	6918	1613	4995
SD	945	0				2189	16065	1677	13761
K	5	2	1			66	7	5	38
14. Social class rank									
M		799		751	316	795	6600	2750	1977
SD		419					16199	1719	6378
K		3		1	1	1	7	6	47

APPENDIX G: (continued)

Variable	1	2	3	4	5	6	7	8	9
15. Job Satisfaction									
M	216	10275	871	1468	3952	994	633		2394
SD		12978	1089	949	6831	871			1455
K	1	5	13	29	15	23	1		8
16. Organizational Commitment									
M	216	379	866	831	9612	318			1840
SD			1137	1384	10138	106			2065
K	1	1	12	5	5	3			2
17. Power									
M							248		234
SD							291		186
K							2		4
18. Status									
M									316
SD									
K									1

APPENDIX G: (continued)

Variable	10	11	12	13	14	15
11. Social capital						
M	3640					
SD	11276					
K	67					
12. Cultural capital						
M	4655	1571				
SD	10664	7475				
K	119	89				
13. Social class identity						
M	4424	1100	1497			
SD	12650	982	549			
K	51	3	3			
14. Social class rank						
M	672			4266		
SD	1054			12315		
K	70			12		
15. Job Satisfaction						
M	2015	628				
SD	1313	432				
K	11	9				
16. Organizational Commitment						
M	1840	142		191		4579
SD	2065	0				8516
K	2	2		1		10

APPENDIX G: (continued)

Variable	10	11	12	13	14	15
17. Power						
M	189				179	
SD	110				92	
K	3				4	
18. Status						
M	316				316	
SD						
K	1				1	

APPENDIX H: REGIONAL CLUSTERING OF COUTRIES

Anglo	Latin Europe	Nordic Europe	Germanic Europe
Australia	France	Denmark	Austria
Canada	Israel	Finland	Germany
England/United Kingdom	Italy	*Iceland*	Netherlands
Ireland	Portugal	*Norway*	
New Zealand	Spain	Sweden	
Northern Ireland			
United States			
Eastern Europe	**Latin America**	**Sub-Saharan Africa**	**Middle East**
Albania	Argentina	Nigeria	Egypt
Georgia	Brazil	Zimbabwe	*Iraq*
Greece	*Chile*		*Jordan*
Hungary	Colombia		Morocco
Poland	Ecuador		*Saudi Arabia*
Russia	El Salvador		Turkey
Slovenia	Mexico		
Ukraine	*Peru*		
	Venezuela		
	Uruguay		
Southern Asia	**Confucian Asia**		
Bangladesh	China		
India	Hong Kong		
Indonesia	Japan		
Iran	Singapore		
Malaysia	South Korea		
Philippines	Taiwan		
Thailand			

Note. Italicized countries were added to the original classification. The following countries were omitted from the classification scheme: Algeria, Armenia, Azerbaijan, Belarus, Belgium, Bosnia & Herzegovia, Bulgaria, Cameroon, Croatia, Czech Republic, Dominican Republic, Estonia, Ethiopia, Latvia, Luxembourg, Macedonia, Malta, Moldova, Nepal, Puerto Rico, Romania, Senegal, Serbia and Montenegro, South Africa, Sri Lanka, Switzerland, Tanzania, Uganda, Vietnam.

APPENDIX I: META-ANALYTIC EFFECT SIZES FOR REGIONAL CLUSTERS

Relationship	Anglo		L. Europe		N. Europe		G. Europe		E. Europe		L. America		Sub. Africa		Mid. East		S. Asia		C. Asia		Sig.
	r	CI	*R*	CI	*r*	CI	*r*	CI	*r*	CI	*r*	CI	*r*	CI	*r*	CI	*r*	CI	*r*	CI	Diff
MOP-AUTH	.21	.34																	.23	.21	
MOP-SSK	.14	.34					.08	.28													
MOP-ER																	-.21	.38			
MOP-AUTO																					
MOP-OCC	.19	.33																	***.24***	***.11***	
MOP-OCCP																					
MOP-W																	.54	.43			
MOP-INC	.21	.17					.04	.28	.43	.69									.31	.17	
MOP-ED	.05	.23					.11	.28									.29	.43	.07	.21	
MOP-SC																					
MOP-CC	.03	.30																			
MOP-ID	.21	.31																	.16	.16	
MOP-RANK																					
MOP-JS	.09	.37																			
MOP-OC	-.01	.37																			
AUTH-SSK	***.27***	***.08***																			
AUTH-ER	***.28***	***.15***																			
AUTH-AUTO	***.35***	***.12***																			
AUTH-OCC	***.25***	***.08***																	***.23***	***.14***	**No**
AUTH-OCCP	***.20***	***.15***																			
AUTH-W																					
AUTH-INC	***.28***	***.10***																	.59	.28	
AUTH-ED	***.21***	***.11***																	.47	.28	
AUTH-SC	.27	.21																			
AUTH-CC	***.22***	***.14***																			
AUTH-ID																			.34	.21	
AUTH-RANK	.36	.25																	.31	.34	
AUTH-JS	.25	.17	-.11	.22																	
AUTH-OC	.17	.29																			

Note. Bold and italicized values reflect estimates based on at least five effect sizes. Significant differences refer to comparisons based on at least five effect sizes and non-overlapping 95% confidence intervals. L. Europe = Latin Europe, N. Europe = Nordic Europe, G. Europe = Germanic Europe, E. Europe = Eastern Europe, L. America = Latin America, Sub. Africa = Sub-Saharan Africa, Mid. East = Middle East, S. Asia = South Asia, C. Asia = Confucian Asia. MOP = Means of production, AUTH = Authority, SSK = Scarce skills, ER = Employment relationship, AUTO = Autonomy, OCC = Occupation, OCCP = Occupational prestige, W = Wealth, INC = Income, ED = Education, SC = Social capital, CC = Cultural capital, ID = Subjective identification; RANK = Subjective ranking, JS = Job satisfaction; OC = Organizational commitment. Harmonic mean N: Anglo = 403, L. Europe = 617, N. Europe = 1928, G. Europe = 797, E. Europe = 1933, L. America = 373, Sub. Africa = 805, Mid. East = 1507, S. Asia = 303, C. Asia = 727.

APPENDIX I: (continued)

Relationship	Anglo		L. Europe		N. Europe		G. Europe		E. Europe		L. America		Sub. Africa		Mid. East		S. Asia		C. Asia		Sig.
	r	CI	*R*	CI	*r*	CI	*r*	CI	*r*	CI	*r*	CI	*r*	CI	*r*	CI	*r*	CI	*R*	CI	Diff
SSK-ER	***.15***	***.09***	-.12	.40	***.12***	***.12***															**No**
SSK-AUTO	***.31***	***.07***									.46	.33									
SSK-OCC	***.16***	***.08***			.37	.17													.38	.33	
SSK-OCCP	.31	.18			.51	.23															
SSK-W	***.22***	***.09***			***.05***	***.11***															**No**
SSK-INC	***.25***	***.06***			.23	.23	.71	.39											.21	.24	
SSK-ED	***.18***	***.05***			***.14***	***.09***	***.19***	***.18***											.22	.20	**No**
SSK-SC	***.17***	***.08***											.00	.53							
SSK-CC	***.17***	***.11***																			
SSK-ID	.32	.34																			
SSK-RANK																					
SSK-JS	***.29***	***.09***																			
SSK-OC	***.25***	***.09***																			
ER-AUTO	***.28***	***.10***																			
ER-OCC	***.02***	***.08***			***-.02***	***.13***	***.12***	***.10***													**No**
ER-OCCP	-.15	.32																			
ER-W					.32	.15											.21	.38			
ER-INC	***.16***	***.11***			.18	.15															
ER-ED	.13	.15	.13	.30	***.16***	***.09***	-.13	.15									.38	.38			
ER-SC	.11	.16					.03	.30													
ER-CC																					
ER-ID																					
ER-RANK	.19	.30																			
ER-JS	***.33***	***.10***	.15	.28			.08	.20													
ER-OC	***.41***	***.15***																			
AUTO-OCC	***.21***	***.12***			.26	.16	.00	.21											***.01***	***.24***	**No**
AUTO-OCCP	.30	.18																			
AUTO-W																					
AUTO-INC	***.22***	***.08***			.36	.32															
AUTO-ED	***.17***	***.09***					***.07***	***.19***													**No**
AUTO-SC	***.44***	***.11***																			
AUTO-CC	***.17***	***.14***																			
AUTO-ID																					
AUTO-RANK	.27	.31																			
AUTO-JS	***.44***	***.09***																			
AUTO-OC	.45	.15																			

APPENDIX I: (continued)

Relationship	Anglo		L. Europe		N. Europe		G. Europe		E. Europe		L. America		Sub. Africa		Mid. East		S. Asia		C. Asia		Sig.
	R	CI	*r*	CI	*r*	CI	*r*	CI	*r*	CI	*r*	CI	*r*	CI	*r*	CI	*r*	CI	*r*	CI	Diff
OCC-OCCP	.59	.17	.77	.29	.68	.14	.70	.19	***.53***	***.06***											
OCC-W	***.24***	***.08***	.00	.14	***.28***	***.07***	***.13***	***.08***	.10	.49	***.38***	***.17***							***.13***	***.15***	**No**
OCC-INC	***.22***	***.04***	***.21***	***.06***	***.25***	***.05***	***.19***	***.10***	***.29***	***.06***	.39	.30					.14	.57	***.35***	***.10***	**No**
OCC-ED	***.31***	***.03***	***.37***	***.09***	***.52***	***.04***	***.54***	***.08***	***.45***	***.06***	***.43***	***.14***	-.38	.31			***.43***	***.26***	***.33***	***.09***	**Yes**
OCC-SC	***.10***	***.08***			***.07***	***.16***	.01	.24	.13	.69									.06	.17	**No**
OCC-CC	***.09***	***.07***	***.12***	***.09***	***.15***	***.09***	***.13***	***.10***	***.21***	***.25***											**No**
OCC-ID	***.31***	***.08***	.61	.29	.28	.14	***.13***	***.12***	.40	.69	.13	.25					.23	.29	***.21***	***.10***	**No**
OCC-RANK					.29	.25															
OCC-JS	***.12***	***.08***	.13	.17			.07	.27									.13	.57			
OCC-OC	.18	.21															.14	.57			
OCCP-W	***.24***	***.09***			***.16***	***.09***	.32	.14													**No**
OCCP-INC	***.36***	***.05***	.38	.29	***.27***	***.08***	***.28***	***.12***	.39	.69							.26	.30	.50	.32	**No**
OCCP-ED	***.42***	***.05***	.58	.29	***.43***	***.07***	***.45***	***.07***	.60	.69							.47	.34			**No**
OCCP-SC	.19	.17																			
OCCP-CC	.53	.25	.14	.28																	
OCCP-ID	***.41***	***.14***															.51	.34			
OCCP-RANK	.30	.17																			
OCCP-JS	.27	.29																			
OCCP-OC																					
W-INC	.37	.06	***.28***	***.13***	***.15***	***.09***	***.37***	***.11***											.22	.17	**Yes**
W-ED	.28	.05	***.22***	***.13***	***.21***	***.07***	***.29***	***.10***	***.33***	***.07***	***.41***	***.15***	***.27***	***.36***	***.54***	***.06***	.44	.32	.43	.31	**Yes**
W-SC	.20	.09			.29	.30	.21	.18									.35	.40			
W-CC	***.18***	***.12***			.09	.25			.29	.70											
W-ID	.45	.25			.50	.25													.27	.24	
W-RANK	***.17***	***.15***			.36	.25															
W-JS																					
W-OC																					
INC-ED	***.32***	***.03***	***.28***	***.09***	***.23***	***.05***	***.30***	***.07***	***.28***	***.23***	***.45***	***.10***	***.45***	***.26***	***.40***	***.06***	***.25***	***.19***	***.37***	***.08***	**Yes**
INC-SC	***.22***	***.11***			.14	.28	***.18***	***.10***							-.04	.09			.06	.26	**No**
INC-CC	***.18***	***.07***	.16	.14	.09	.17	***.03***	***.11***							.07	.09			.24	.34	**No**
INC-ID	***.41***	***.08***			.26	.23											.23	.27	***.21***	***.12***	**No**
INC -RANK	***.37***	***.06***																	.47	.30	
INC -JS	***.28***	***.12***	.21	.28																	
INC -OC	.24	.20																			

APPENDIX I: (continued)

Relationship	Anglo		L. Europe		N. Europe		G. Europe		E. Europe		L. America		Sub. Africa		Mid. East		S. Asia		C. Asia		Sig.
	r	CI	*r*	CI	*r*	CI	*r*	CI	*r*	CI	*r*	CI	*r*	CI	*r*	CI	*r*	CI	*r*	CI	Diff
ED-SC	***.18***	***.06***	-.12	.22	.12	.23	***.26***	***.09***							.02	.08	.18	.48	***.06***	***.18***	**No**
ED-CC	***.18***	***.06***	***.21***	***.11***	***.06***	***.15***	***.28***	***.09***	.52	.70					.04	.08			.05	.33	**No**
ED-ID	***.33***	***.07***	.00	.32	.26	.19	.00	.42	.26	.42					.21	.07	.31	.22	***.31***	***.12***	**No**
ED-RANK	***.29***	***.06***			.30	.25													.17	.34	
ED-JS	***.12***	***.13***	.06	.17			.04	.27													
ED-OC	.17	.20																			
SC-CC	***.21***	***.07***			.12	.33	***.29***	***.11***							-.08	.09	.69	.58			**No**
SC-ID	.10	.29																	-.03	.33	
SC-RANK																					
SC-JS	***.37***	***.13***	.70	.25			.43	.30													
SC-OC			.72	.25																	
CC-ID	.49	.28																	.05	.33	
CC-RANK																					
CC-JS																					
CC-OC																					
ID-RANK	***.63***	***.13***			.64	.25															
ID-JS																					
ID-OC																			-.02	.37	
RANK-JS																					
RANK-OC	.42	.31																			
JS-OC	***.70***	***.13***	.87	.33													.60	.57			

APPENDIX J: META-ANALYTIC EFFECT SIZES ACROSS LEVELS OF MODERATORS

Relationship	Pre-1984		Post-1984		Sig.	Ind. Level		Higher Level		Sig.	Converted		Unconverted		Sig.
	R	CI	*R*	CI	Diff	*r*	CI	*r*	CI	Diff	*r*	CI	*r*	CI	Diff
MOP-AUTH			.21	.25		.23	.24				.21	.16			
MOP-SSK			.15	.31		.16	.30				.14	.31	.08	.54	
MOP-ER			-.44	.32		-.41	.31				-.34	.21			
MOP-AUTO															
MOP-OCC			***.19***	***.12***		***.21***	***.11***				***.22***	***.08***	.16	.54	
MOP-OCCP			.18	.30		.19	.29				.19	.19			
MOP-W			.31	.43		.33	.41				.41	.27			
MOP-INC	.43	.17	***.14***	***.18***		***.24***	***.14***				***.31***	***.11***	.08	.38	
MOP-ED			***.07***	***.15***		***.09***	***.15***				***.12***	***.11***	.08	.38	
MOP-SC															
MOP-CC			.11	.30		.12	.29				.12	.19			
MOP-ID			***.12***	***.19***		***.15***	***.18***				***.17***	***.12***			
MOP-RANK															
MOP-JS						.04	.45				.05	.35			
MOP-OC						-.06	.45				-.05	.35			
AUTH-SSK			***.26***	***.11***		***.27***	***.12***	***.24***	***.21***	**No**	***.27***	***.08***			
AUTH-ER			***.32***	***.20***		***.30***	***.20***				***.27***	***.14***			
AUTH-AUTO	.15	.32	***.38***	***.19***		***.34***	***.17***				***.35***	***.12***			
AUTH-OCC	.45	.45	***.22***	***.10***		***.25***	***.09***				***.21***	***.10***	***.23***	***.14***	**No**
AUTH-OCCP	.31	.32	***.13***	***.23***		***.18***	***.20***				***.23***	***.14***			
AUTH-W															
AUTH-INC	.28	.32	***.32***	***.15***		***.31***	***.16***	.28	.23		***.32***	***.09***			
AUTH-ED			***.20***	***.15***		***.20***	***.13***				***.25***	***.10***			
AUTH-SC			.20	.31		.22	.30				.28	.20			
AUTH-CC			.20	.44		***.25***	***.19***				.22	.29	.16	.28	
AUTH-ID			.29	.30		.32	.28				.32	.18			
AUTH-RANK			.29	.32		.31	.25				.36	.20			
AUTH-JS	.26	.32	.07	.23		***.12***	***.19***				.25	.16	-.11	.38	
AUTH-OC			.16	.42		.16	.40				.17	.27			

Note. Bold and italicized values reflect estimates based on at least five effect sizes. Significant differences refer to comparisons based on at least five effect sizes and non-overlapping 95% confidence intervals. Abbreviations for regions: L. Europe = Latin Europe, N. Europe = Nordic Europe, G. Europe = Germanic Europe, E. Europe = Eastern Europe, L. America = Latin America, Sub. Africa = Sub-Saharan Africa, Mid. East = Middle East, S. Asia = South Asia, C. Asia = Confucian Asia. Abbreviations for measures: MOP = Means of production, AUTH = Authority, SSK = Scarce skills, ER = Employment relationship, AUTO = Autonomy, OCC = Occupation, OCCP = Occupational prestige, W = Wealth, INC = Income, ED = Education, SC = Social capital, CC = Cultural capital, ID = Subjective identification; RANK = Subjective ranking, JS = Job satisfaction; OC = Organizational commitment. Harmonic mean N: Pre-1984 = 418, Post-1984 = 876, Individual-Level = 661, Higher-Level = 262, Converted = 467, Unconverted = 895.

APPENDIX J: (continued)

Relationship	Pre-1984		Post-1984		Sig.	Ind. Level		Higher Level		Sig.	Converted		Unconverted		Sig.
	r	CI	*R*	CI	Diff	*r*	CI	*R*	CI	Diff	*r*	CI	*r*	CI	Diff
SSK-ER	.32	.22	***.12***	***.10***		***.14***	***.10***	-.05	.32		***.15***	***.07***			
SSK-AUTO			***.29***	***.09***		***.30***	***.09***	.80	.42		***.32***	***.06***			
SSK-OCC			***.18***	***.10***		***.19***	***.09***				***.18***	***.07***	.50	.54	
SSK-OCCP			.45	.32		.42	.21						.48	.27	
SSK-W	.25	.22	.17	.08		***.16***	***.08***	.21	.18		***.18***	***.05***	.14	.54	
SSK-INC	***.44***	***.16***	***.24***	***.08***	**No**	***.22***	***.08***	***.29***	***.10***	**No**	***.24***	***.05***	***.24***	***.22***	
SSK-ED	***.32***	***.14***	***.18***	***.06***	**No**	***.18***	***.06***	***.21***	***.14***	**No**	***.19***	***.04***	***.26***	***.22***	
SSK-SC			.11	.10		***.14***	***.09***	.14	.29		.16	.06			
SSK-CC			.31	.15		***.26***	***.12***				***.37***	***.12***	***.20***	***.18***	
SSK-ID	.49	.33				.24	.44						.18	.55	
SSK-RANK															
SSK-JS			***.28***	***.13***		***.28***	***.12***				***.29***	***.08***			
SSK-OC			***.24***	***.13***		***.24***	***.12***				***.26***	***.09***			
ER-AUTO			***.28***	***.14***		***.26***	***.12***				***.27***	***.09***			
ER-OCC			***.05***	***.08***		***.06***	***.08***				***.15***	***.08***	***-.01***	***.13***	
ER-OCCP						-.08	.43						-.03	.54	
ER-W	.52	.28	.17	.22		***.22***	***.19***				***.24***	***.13***			
ER-INC			***.16***	***.14***		***.14***	***.13***	.26	.30		***.12***	***.10***	.21	.31	
ER-ED	.43	.19	***.09***	***.09***		***.10***	***.08***				***.16***	***.07***	***.04***	***.22***	
ER-SC			.12	.22		***.11***	***.19***				***.11***	***.13***			
ER-CC															
ER-ID															
ER-RANK						.19	.42				.19	.28			
ER-JS			***.18***	***.12***		***.19***	***.10***				***.27***	***.08***	***.14***	***.17***	**No**
ER-OC			.40	.30		***.35***	***.19***				***.40***	***.14***			
AUTO-OCC			***.19***	***.10***		***.19***	***.10***				***.15***	***.13***	***.23***	***.13***	**No**
AUTO-OCCP	.17	.32				.32	.24				.23	.28	.48	.38	
AUTO-W															
AUTO-INC	.14	.32	***.21***	***.13***		***.21***	***.10***				***.23***	***.08***	.39	.38	
AUTO-ED			***.14***	***.13***		***.16***	***.11***	.07	.31		***.19***	***.08***	.29	.54	

APPENDIX J: (continued)

Relationship	Pre-1984		Post-1984		Sig	Ind. Level		Higher Level		Sig.	Converted		Unconverted		Sig.
	R	CI	*R*	CI	Diff	*r*	CI	*r*	CI	Diff	*r*	CI	*r*	CI	Diff
AUTO-SC			***.44***	***.20***		***.44***	***.14***				***.41***	***.10***			
AUTO-CC			.16	.44		***.20***	***.19***				.18	.29	.11	.28	
AUTO-ID															
AUTO-RANK						.22	.42				.29	.29			
AUTO-JS	.14	.32	***.45***	***.14***		***.45***	***.11***				***.47***	***.08***			
AUTO-OC			.38	.19		***.37***	***.18***				***.40***	***.13***			
OCC-OCCP	.80	.16	***.46***	***.05***		***.48***	***.04***	.73	.36		***.40***	***.09***	***.53***	***.05***	**No**
OCC-W	***.41***	***.14***	***.18***	***.05***	**Yes**	***.19***	***.05***	***.08***	***.18***	**No**	***.20***	***.04***	***.33***	***.11***	**No**
OCC-INC	***.31***	***.10***	***.23***	***.03***	**No**	***.24***	***.03***	***.30***	***.07***	**No**	***.26***	***.03***	***.26***	***.04***	**No**
OCC-ED	***.43***	***.07***	***.37***	***.03***	**Yes**	***.38***	***.02***	***.15***	***.14***	**Yes**	***.34***	***.03***	***.42***	***.04***	**Yes**
OCC-SC	.06	.42	***.10***	***.09***		***.10***	***.07***	.05	.25		***.13***	***.10***	***.11***	***.09***	**No**
OCC-CC			***.14***	***.06***		***.13***	***.05***				***.15***	***.05***	***.24***	***.10***	**No**
OCC-ID	***.50***	***.21***	***.21***	***.07***	**Yes**	.24	.06				***.20***	***.06***	***.32***	***.10***	**No**
OCC-RANK			.22	.43		.23	.41				.24	.27			
OCC-JS			***.15***	***.11***		***.14***	***.09***				***.16***	***.13***	***.09***	***.13***	**No**
OCC-OC			.17	.30		.16	.24				.18	.17			
OCCP-W			***.24***	***.09***		***.24***	***.09***	.62	.39		***.23***	***.06***	***.34***	***.38***	**No**
OCCP-INC	***.43***	***.10***	***.33***	***.07***	**No**	***.35***	***.06***	***.39***	***.09***	**No**	***.34***	***.04***	***.34***	***.17***	**No**
OCCP-ED	***.58***	***.11***	***.47***	***.05***	**No**	***.47***	***.04***	***.44***	***.12***	**No**	***.45***	***.04***	***.50***	***.11***	
OCCP-SC			.08	.35		.14	.26	.46	.39		.08	.26	.37	.38	
OCCP-CC			***.39***	***.18***		***.40***	***.17***				.42	.17	.37	.29	
OCCP-ID	.69	.22	.29	.31		***.46***	***.17***				***.42***	***.12***			
OCCP-RANK			.22	.31		***.27***	***.17***				***.27***	***.13***			
OCCP-JS	.21	.32				.24	.41				.28	.28			
OCCP-OC															
W-INC	***.28***	***.13***	***.31***	***.06***	**No**	***.31***	***.08***	***.29***	***.07***	**No**	***.28***	***.04***	***.29***	***.14***	**No**
W-ED	***.42***	***.10***	***.28***	***.04***	**Yes**	***.29***	***.04***	***.25***	***.10***	**No**	***.26***	***.03***	***.34***	***.06***	**No**
W-SC			***.16***	***.10***		***.18***	***.10***	.29	.26		***.18***	***.07***	.31	.38	
W-CC			***.21***	***.11***		***.20***	***.12***	.20	.22		***.21***	***.08***	.30	.38	
W-ID	.55	.25	.35	.26		***.41***	***.20***				.42	.16	.20	.55	
W-RANK			***.18***	***.21***		***.17***	***.19***				***.20***	***.12***			
W-JS															
W-OC															

APPENDIX J: (continued)

Relationship	Pre-1984		Post-1984		Sig	Ind. Level		Higher Level		Sig.	Converted		Unconverted		Sig.
	R	CI	*R*	CI	Diff	*r*	CI	*r*	CI	Diff	*r*	CI	*r*	CI	Diff
INC-ED	***.33***	***.08***	***.31***	***.03***	**No**	***.31***	***.03***	***.32***	***.04***	**No**	***.30***	***.02***	***.34***	***.07***	**No**
INC-SC			***.15***	***.10***		***.17***	***.12***	***.16***	***.12***	**No**	***.15***	***.08***	***.15***	***.15***	**No**
INC-CC			***.13***	***.07***		***.19***	***.09***	***.16***	***.09***	**No**	***.14***	***.06***	***.21***	***.14***	**No**
INC-ID	.45	.21	***.24***	***.10***		***.31***	***.09***	***.47***	***.11***	**No**	***.36***	***.06***	***.34***	***.24***	**No**
INC-RANK			***.26***	***.11***		***.31***	***.10***	***.44***	***.08***	**No**	***.40***	***.05***	.16	.39	
INC-JS	.17	.32	***.24***	***.18***		***.21***	***.17***	.41	.28		***.27***	***.10***			
INC-OC			.22	.30		.22	.28				.24	.19			
ED-SC	.16	.41	***.15***	***.07***		.18	.33	.34	.28		***.19***	***.05***	***.10***	***.16***	**No**
ED-CC			***.22***	***.05***		***.16***	***.06***	***.08***	***.18***	**No**	***.24***	***.04***	***.21***	***.10***	**No**
ED-ID	.51	.18	***.27***	***.08***		***.30***	***.06***	.16	.36		***.31***	***.06***	***.25***	***.13***	**No**
ED-RANK			***.23***	***.11***		***.26***	***.06***				***.29***	***.05***	***.20***	***.14***	**No**
ED-JS			***.08***	***.15***		***.07***	***.13***				***.13***	***.10***	.06	.31	
ED-OC			.15	.30		.15	.28				.17	.19			
SC-CC			***.21***	***.10***		***.24***	***.07***				***.28***	***.06***	***.11***	***.22***	**No**
SC-ID			.12	.32		.09	.25				.06	.24	.17	.54	
SC-RANK															
SC-JS			.43	.18		***.44***	***.15***				***.41***	***.11***			
SC-OC			.63	.35		.61	.34				.52	.27			
CC-ID			.48	.32		.36	.25				.14	.24	.86	.54	
CC-RANK															
CC-JS															
CC-OC															
ID-RANK			.59	.27		***.60***	***.13***				.61	.11	.55	.33	
ID-JS															
ID-OC						-.02	.46				-.02	.41			
ID-RANK															
RANK-JS						.28	.23				.34	.20	.34	.56	
RANK-OC															
JS-OC			***.69***	***.20***		***.60***	***.14***				***.63***	***.10***			

APPENDIX K. MULTIVARIATE RELATIVE WEIGHTS ANALYSIS

In order to determine the unique contributions of each objective measure of social class to one's perception of their own social class position, I also considered the independent effects of each objective indicator on subjective social class (Table H1). More specifically, I conducted a multivariate relative weights analysis in which both subjective measures of social class (i.e., rank and identification) were regressed onto the objective indicators. Relative weights analysis provides an indication of the unique contributions of each predictor by creating new, latent variables for each objective social class measures that are orthogonal to one another and provide the highest degree of correspondence to the original measure (Tonidandel & LeBreton, 2008). These orthogonal objective predictors are then regressed on orthogonal indicators of subjective social class, which are generated in the same fashion. By squaring the beta-weights from these regressions, one can determine the unique, relative contribution of each objective indicator to subjective social class.

As suggested by the re-scaled relative weights, subjective social class is primarily influenced by occupational prestige (18.14%), income (11.62%), wealth (15.87%), social capital (14.08%), and cultural capital (8.5%). Taken as a whole, these indicators account for over two-thirds (68.21%) of the variability in one's subjective perception of their social class standing.

It is also interesting to compare beta-weights obtained from a path model in which subjective social class (as defined by the identification and ranking measures) to the raw weights obtained from the relative weights analysis. There are a number of instances where the absolute values of the beta-weight are different from the raw relative weight

(e.g., employment relationships and social capital). These discrepancies highlight areas in which the effects of a given objective indicator of social class may not be uniquely their own, but instead reflects the correlation or shared variance among multiple indicators (Tonidandel & LeBreton, 2008).

I also examined the unique effects of the social class indicators on job attitudes. More specifically, I estimated a model in which at latent job attitude factor, as defined by job satisfaction and organizational commitment, was regressed onto the indicators of social class (see Table H2). I also conducted a multivariate relative weights analysis, which accounts for the correlation among the job attitudes measures (ρ = .61, 95% CI = .47 to .75), to determine the unique contribution of the indicators of social class (Tonidandel & LeBreton, 2008).

Overall, the social class indicators account for nearly 48% of the variance in job attitudes and eleven of the fourteen predictors were statistically significant. Furthermore, based on the re-scaled weights, it appears that three indicators are primarily driving individuals' attitudes towards their jobs. That is, social capital (24.18%), subjective social class identification (21.50%), and autonomy (10.49%) represent over 50% of the variance accounted for by social class indicators.

TABLE K1: RELATIVE WEIGHTS ANALYSIS FOR SUBJECTIVE SOCIAL CLASS AND JOB ATTITUDES

Indicators	Subjective Social Class			Job Attitudes		
	β^a	Raw Weight	Re-Scaled Weight	β^a	Raw Weight	Re-Scaled Weight
1. MOP	.14*	.02	4.49	.16**	.01	2.32
2. Authority	.12**	.02	5.91	.08*	.01	1.47
3. Sca. skills	-.01	.01	4.11	.04	.02	3.94
4. Emply. Rel.	.23**	.02	5.31	.27**	.04	8.80
5. Autonomy	.02	.01	4.04	.09*	.05	10.49
6. Occupation	-.01	.01	3.37	.01	.01	1.14
7. Occ. Prest.	.28**	.06	18.14	.36**	.03	7.23
8. Wealth	.09	.05	15.87	.22**	.02	5.03
9. Income	.21**	.03	11.62	.08*	.01	2.77
10. Education	.05	.02	4.55	.13**	.01	1.05
11. So. Cap.	-.01	.05	14.08	.45**	.12	24.18
12. Cu. Cap.	.17**	.03	8.50	.06	.02	3.20
13. ID				.51**	.10	21.50
14. Rank				.27**	.03	6.88

Note. N = 556. [a]Standardized coefficients based on path analysis in which subjective social class defined by identification and rank perceptions. MOP = Means of production, Sca. Skills = scarce skills, Emply. Rel. = employment relationship, Occ. Prest. = occupational prestige, So. Cap = social capital, Cu. Cap. = cultural capital, ID = subjective identification, Rank = subjective ranking.

APPENDIX L: PUBLICATION BIAS ANALYSES

In addition to testing the proposed research questions, I also conducted a series of analyses to examine the likelihood of publication bias. These analyses are intended to determine the extent to which studies that are published are systematically different from those that are unpublished (Sutton, 2009). Given that these analyses are sensitive to small samples, I only examined relationships that consisted of at least 15 effect sizes (Kepes, Banks, McDaniel, & Whetzel, 2012).

First, I examined the potential for publication bias using a trim-and-fill technique (Sutton, 2009). This method attempts to rectify asymmetries observed in a funnel plot by iteratively removing effects from, or adding imputed effects to, the non-skewed side of the distribution until a symmetrical distribution is achieved (Banks, Kepes, & McDaniel, 2015). For these analyses, I used univariate, fixed-effects models to estimate the observed or comparison effect. Fixed effects models provide more accurate adjustments for asymmetry to the distribution and give appropriate weight to imprecise samples (Kepes et al. (2012). These analyses indicated there were substantial differences between the trimmed-and-filled effect sizes and the observed estimates for scarce skills with education, employment relationships with occupations, occupation with income, income with education, and education with cultural capital (Table K1). That is, the difference between the two distributions was greater than 40% of the observed effect size (Kepes et al., 2012).

Second, I conducted a cumulative meta-analysis where the effect sizes were entered into a meta-analysis iteratively based on their level of precisions (i.e., sampling variance) (Banks et al., 2015). That is, the most precise effect size was entered first, then

the second most precise effect size, and so on. At each step in the process, a mean effect size was calculated. Publication bias is more likely to be occurring to the extent that the average effect size differs as imprecise effect sizes are entered into the analysis. Although formal cutoff scores are not available, Kepes et al. (2012) suggest comparing the average effect sizes for the most precise studies (e.g., highest 20%) to the original estimate.[11] The results of the cumulative meta-analysis (Table K1) suggested that studies based on smaller, imprecise samples are more likely to report larger effect sizes between scarce skills and income and employment relationships with education.

Third, I conducted a series of selection models that estimated the likelihood that an effect would be suppressed based on its level of precision (Sutton, 2009). That is, with these selection models, effects are assumed to be suppressed or omitted as the magnitude of the effect size decreases or the standard error increases. By comparing the difference in the magnitude of the selection model-corrected effect size and the observed effect size, one can estimate the degree to which publication bias may be occurring. Based on these models (see Table L1), the effect sizes for employment relationship and occupation large degrees of publication bias (i.e., smaller, more imprecise effect sizes being more likely to be suppressed).

Overall, these analyses suggest that publication bias may be occurring, but its effects are generally negligible. That is, the majority of the 24 relationships that were examined demonstrated minimal to no publication bias when considering the three analyses (i.e., trim-and-fill analysis, cumulative meta-analysis, and selection models). Furthermore, only the effect sizes pertaining to scarce skills with education and

[11] As with the trim and fill analysis, these analyses were based on univariate, fixed-effect meta-analyses. The average effect sizes were also compared to a fixed effects meta-analysis.

employment relationships with occupation exceeded common cutoff values for two of the publication bias analyses (Banks et al., 2015; Kepes et al., 2012). Nevertheless, these findings suggest that one should use caution when interpreting the effects of these indicators of social class (i.e., scarce skills and employment relationships, in particular).

Finally, although these analyses are informative, they may be misleading given the level of heterogeneity observed for the various effect sizes (Banks et al., 2015; Sutton, 2009). Thus, in order to test the robustness of these analyses, I re-ran the trim-and-fill analyses, cumulative meta-analyses, and selection models for different geographic regions and time periods (see Appendix J).

In general, these analyses are comparable to those based on the larger sample of effect sizes (see Table L2). For samples drawn from the Anglo region, substantial publication bias was observed based on the three analyses for the relationship between scarce skills and education. For the remaining relationships that were identified (i.e., occupation with wealth, occupation with subjective identification, and wealth with education) only a single analysis suggested there was evidence of substantial publication bias. For the remaining geographic regions with at least 15 effect sizes for a given relationship (i.e., Nordic European, Germanic European, Eastern European, and Confucian Asian), none of the relationships were classified as demonstrating substantial publication bias based on all three analyses. In fact, only the relationship between occupation and education demonstrated substantial bias based on the selection models for the Nordic and Germanic European samples.

As with the cross-national comparisons, the publication bias analyses based on pre-1984 or post-1984 effect sizes were comparable the original results. For the

relationships from samples collected prior to 984 with at least 15 effect sizes, there was no evidence of publication bias. For the post-1984 sample, the results are comparable to the larger sample of effect sizes. In particular, the effect sizes pertaining to the relationship between scarce skills and education and employment relationships and occupation demonstrated substantial bias for at least two of the three analyses.

TABLE L1: PUBLICATION BIAS ANALYSIS FOR COMPLETE SAMPLE (SEE TABLE 5)

Relationship[a,b]	$\bar{r}$ - Random Effects	$\bar{r}$ – Fixed Effects	Trim and Fill Analysis			Cumulative Meta-Analysis		Selection Model	
			k – Imputed Effect Sizes	Trim-and-Fill Effect Size	Δr[c]	Avg. of Top 10%	Δr[c]	Model Estimate	Δr
SSK-INC	.25	.79	14	.80	.01	.79	.00	.25	.00
SSK-ED	.19	.11	18	-.10	.21	-.01	.12	.19	.00
ER-OCC	.06	-.05	8	-.13	.08	-.13	.08	.02	.05
ER-ED	.11	.01	1	.01	.00	.01	.00	.04	.07
OCC-W	.20	.18	10	.25	.07	.21	.03	.19	.01
OCC-INC	.24	.14	41	.01	.13	.12	.02	.31	.07
OCC-ED	.37	.53	80	.59	.06	.50	.03	.39	.02
OCC-SC	.10	.07	4	.06	.01	.05	.02	.09	.01
OCC-CC	.14	.12	8	.10	.02	.08	.04	.17	.03
OCC-ID	.24	.35	12	.41	.06	.40	.05	.29	.05
OCCP-INC	.36	.65	22	.74	.09	.69	.04	.40	.04
OCCP-ED	.47	.60	30	.65	.05	.61	.01	.51	.04
W-INC	.30	.27	2	.26	.01	.27	.00	.31	.01
W-ED	.29	.34	0	.34	.00	.32	.02	.31	.02
INC-ED	.31	.17	154	.04	.13	.16	.01	.33	.02
INC-SC	.16	.16	0	.16	.00	.15	.01	.18	.02
INC-CC	.16	.12	0	.12	.00	.08	.04	.14	.02
INC-ID	.37	.48	7	.49	.01	.52	.04	.39	.02
INC -RANK	.39	.43	4	.45	.02	.44	.01	.42	.03
ED-SC	.16	.11	7	.08	.03	.09	.02	.15	.01
ED-CC	.23	.30	23	.45	.15	.34	.04	.24	.01
ED-ID	.30	.34	9	.34	.00	.35	.01	.34	.04
ED-RANK	.27	.22	12	.17	.05	.17	.05	.26	.01
SC-CC	.25	.21	1	.20	.01	.20	.01	.23	.02

Note. [a]Effect sizes were averaged within each study. [b]Analyses are limited to relationships with at least 15 effect sizes. [c]Effect sizes for these publication bias analyses were compared to estimates based on univariate, fixed-effects meta-analyses. SSK = Scarce skills, ER = Employment relationship, OCC = Occupation, OCCP = Occupational prestige, W = Wealth, INC = Income, ED = Education, SC = Social capital, CC = Cultural capital, ID = Subjective Class - Identification, RANK = Subjective Class - Rank.

TABLE L2: PUBLICATION BIAS ANALYSIS FOR GEOGRAPHIC REGIONS

Relationship[a,b]	$\bar{r}$ - Random Effects	$\bar{r}$ – Fixed Effects	Trim and Fill Analysis			Cumulative Meta-Analysis		Selection Model	
			k – Imputed Effect Sizes	Trim-and-Fill Effect Size	Δr^c	Avg. of Top 10%	Δr^c	Model Estimate	Δr
Anglo Region									
SSK-INC	.25	.79	11	.80	.01	.80	.01	.25	.01
SSK-ED	.19	-.04	12	-.11	.07	-.12	.08	.15	.04
OCC-W	.20	.13	8	.08	.05	.02	.11	.26	.06
OCC-INC	.24	.29	4	.28	.01	.31	.02	.33	.09
OCC-ED	.37	.26	10	.23	.03	.25	.01	.29	.08
OCC-ID	.24	.45	8	.54	.09	.69	.24	.31	.07
OCCP-INC	.36	.78	16	.79	.01	.78	.00	.40	.04
OCCP-ED	.47	.69	17	.72	.03	.73	.04	.49	.02
W-INC	.30	.36	0	.36	.00	.28	.08	.40	.10
W-ED	.29	.35	11	.61	.26	.43	.08	.25	.04
INC-ED	.31	.44	58	.45	.01	.45	.01	.36	.05
INC-ID	.37	.57	3	.57	.00	.59	.02	.48	.11
INC -RANK	.39	.44	7	.48	.04	.46	.02	.39	.00
ED-SC	.16	.14	1	.14	.00	.14	.00	.13	.03
ED-CC	.23	.14	4	.12	.02	.09	.05	.19	.04
ED-ID	.30	.40	5	.41	.01	.42	.02	.35	.05
ED-RANK	.27	.22	8	.18	.04	.17	.05	.27	.00
Nordic Europe Region									
OCC-INC	.24	.12	9	.00	.12	.08	.04	.28	.04
OCC-ED	.37	.54	2	.54	.00	.41	.13	.54	.17
INC-ED	.31	.08	12	.02	.06	.05	.03	.24	.07

Note. [a]Effect sizes were averaged within each study. [b]Analyses are limited to relationships with at least 15 effect sizes. [c]Effect sizes for these publication bias analyses were compared to estimates based on univariate, fixed-effects meta-analyses. SSK = Scarce skills, ER = Employment relationship, OCC = Occupation, OCCP = Occupational prestige, W = Wealth, INC = Income, ED = Education, SC = Social capital, CC = Cultural capital, ID = Subjective Class - Identification, RANK = Subjective Class - Rank.

TABLE L2: (continued)

Relationship[a,b]	$\bar{r}$ - Random Effects	$\bar{r}$ – Fixed Effects	Trim and Fill Analysis			Cumulative Meta-Analysis		Selection Model	
			k – Imputed Effect Sizes	Trim-and-Fill Effect Size	Δr^c	Avg. of Top 10%	Δr^c	Model Estimate	Δr
Germanic Europe Region									
OCC-ED	.37	.37	8	.33	.04	.30	.07	.57	.20
Eastern Europe Region									
OCC-ED	.37	.52	4	.57	.05	.57	.05	.49	.12
Confucian Asia Region									
INC-ED	.31	.41	5	.42	.01	.43	.02	.43	.12

TABLE L3: PUBLICATION BIAS ANALYSIS FOR TIME PERIODS

Relationship[a,b]	$\bar{r}$ - Random Effects	$\bar{r}$ – Fixed Effects	Trim and Fill Analysis			Cumulative Meta-Analysis		Selection Model	
			k – Imputed Effect Sizes	Trim-and-Fill Effect Size	Δr^c	Avg. of Top 10%	Δr^c	Model Estimate	Δr
Pre-1984 Period									
OCC-ED	.37	.61	12	.63	.02	.67	.06	.42	.05
INC-ED	.31	.30	1	.30	.00	.29	.01	.29	.02
Post-1984 Period									
SSK-INC	.25	.79	9	.80	.01	.80	.01	.22	.03
SSK-ED	.19	.09	13	-.12	.21	-.05	.14	.18	.01
ER-OCC	.06	-.05	8	-.13	.08	-.13	.08	.02	.05
ER-ED	.11	.01	0	.01	.00	.01	.00	.02	.09
OCC-W	.20	.18	12	.26	.08	.21	.03	.17	.03
OCC-INC	.24	.13	32	.01	.12	.12	.01	.30	.06
OCC-ED	.37	.50	56	.58	.08	.46	.04	.38	.01
OCC-CC	.14	.12	8	.09	.03	.08	.04	.17	.03
OCC-ID	.24	.28	0	.28	.00	.28	.00	.28	.04
OCCP-INC	.36	.39	4	.39	.00	.42	.03	.35	.01
OCCP-ED	.47	.60	21	.64	.04	.61	.01	.51	.04
W-INC	.30	.28	4	.26	.02	.27	.01	.32	.02
W-ED	.29	.35	0	.35	.00	.32	.03	.31	.02
INC-ED	.31	.17	111	.06	.11	.16	.01	.35	.04
INC-SC	.16	.16	0	.16	.00	.15	.01	.17	.01
INC-CC	.16	.12	0	.12	.00	.07	.05	.13	.03
INC-ID	.37	.50	10	.52	.02	.56	.06	.28	.09
ED-SC	.16	.11	2	.10	.01	.08	.03	.16	.00
ED-CC	.23	.30	21	.45	.15	.35	.05	.24	.01
ED-ID	.30	.33	9	.34	.01	.36	.03	.32	.02

Note. [a]Effect sizes were averaged within each study. [b]Analyses are limited to relationships with at least 15 effect sizes. [c]Effect sizes for these publication bias analyses were compared to estimates based on univariate, fixed-effects meta-analyses. SSK = Scarce skills, ER = Employment relationship, OCC = Occupation, OCCP = Occupational prestige, W = Wealth, INC = Income, ED = Education, SC = Social capital, CC = Cultural capital, ID = Subjective Class - Identification, RANK = Subjective Class – Rank.

APPENDIX M: REFERENCES FOR ARTICLES FROM META-ANALYSIS

Abbott, P. (1987). Women's Social-Class Identification - Does Husband's Occupation Make A Difference? *Sociology-the Journal of the British Sociological Association, 21*(1), 91-103.

Abrantes, P., & Abrantes, M. (2014). Gendering Social Mobility: A Comparative Perspective On The Nexus Of Education And Class Across Europe. *Gender and Education, 26*(4), 377-396.

Abu Halimeh, D. (2000). *The Influence of Islam , Gender Roles, And Social Class On Educational Attainment of Pakistanis In Los Angeles County And Lahore, Pakistan.* (PhD), Azusa Pacific University.

Achterberg, P., & Houtman, D. (2006). Why Do So Many People Vote 'Unnaturally'? A Cultural Explanation For Voting Behaviour. *European Journal of Political Research, 45*(1), 75-92.

Aitsi-Selmi, A. (2013). *Is The Social Gradient Of Female Obesity In Lower Income Settings Reversing And Why? An Investigation Into The Association Between Wealth, Education And Obesity.* (PhD), University College London.

Albertini, M. (2013). The Relation Between Social Class And Economic Inequality: A Strengthening Or Weakening Nexus? Evidence From The Last Three Decades Of Inequality In Italy. *Research in Social Stratification and Mobility, 33*, 27-39.

Anderson, J. M. Home Equity, Wealth, And Financial Assets Of U.S. Households In 1995. Washington, DC: U.S. Department of Commerce.

Andersson, M. A. (2015). How Do We Assign Ourselves Social Status? A Cross-Cultural Test Of The Cognitive Averaging Principle. *Social Science Research, 52*, 317-329.

Audretsch, D. B., Boente, W., & Tamvada, J. P. (2013). Religion, Social Class, And Entrepreneurial Choice. *Journal of Business Venturing, 28*(6), 774-789.

Babones, S. J. *Globalization, Economic Development, And The Income Stratification Process*. Working Paper.

Bachmayer, T., Wilterdink, N., & van Venrooij, A. (2014). Taste Differentiation And Hierarchization Within Popular Culture: The Case Of Salsa Music. *Poetics, 47*, 60-82.

Backhaus, A. L. (2009). *The College Experience: Exploring The Relationships Among Student Socioeconomic Background, Experiences Of Classism, And Adjustment To College.* (PhD), University of Nebraska.

Banerjee, M., Tolbert, P. S., & DiCiccio, T. (2012). Friend Or Foe? The Effects Of Contingent Employees On Standard Employees' Work Attitudes. *The International Journal of Human Resource Management, 23*(11), 2180-2204.

Barbieri, C., & Mahoney, E. (2010). Cultural Tourism Behaviour And Preferences Among The Live-Performing Arts Audience: An Application Of The Univorous-Omnivorous Framework. *International Journal of Tourism Research, 12*(5), 481-496.

Bengtsson, M., Berglund, T., & Oskarson, M. (2013). Class And Ideological Orientations Revisited: An Exploration Of Class-Based Mechanisms. *The British Journal of Sociology, 64*(4), 691-716.

Bennett, J. E. (2013). *Social Class Identity: The Role Of Identity Changeability Perceptions On The Relationship Between Beliefs About Intelligence And Stereotype-Relevant Outcomes.* (PhD), University of Michigan.

Bernardi, F., & Ballarino, G. (2014). Participation, Equality Of Opportunity And Returns Of Tertiary Education In Contemporary Europe. *European Societies*, *16*(3), 422-442.

Bessudnov, A. (2014). *Parental Occupational Status And Labor Market Outcomes In Russia*. Working Paper.

Boing, A. F., Antunes, J. F., de Carvalho, M. B., de Gois Filho, J. F., Kowalski, L. P., Michaluart, P., & Wunsch-Filho, V. (2011). How Much Do Smoking And Alcohol Consumption Explain Socioeconomic Inequalities In Head And Neck Cancer Risk? *Journal of Epidemiology and Community Health*, *65*(8), 709-714.

Bol, T., & Weeden, K. A. (2015). Occupational Closure And Wage Inequality In Germany And The United Kingdom. *European Sociological Review, 31*(3), 354-369.

Bonnefond, C., Clement, M., & Combarnous, F. (2015). In Search Of The Elusive Chinese Urban Middle Class: An Exploratory Analysis. *Post-Communist Economies, 27*(1), 41-59.

Borrell, L. N., Factor-Litvak, P., Wolff, M. S., Susser, E., & Matte, T. D. (2004). Effect Of Socioeconomic Status On Exposures To Polychlorinated Biphenyls (PCBS) And Dichlorodiphenyldichloroethelene (DDE) Among Pregnant African-American Women. *Archives of Environmental Health, 59*(5), 250-255.

Boscarino, J. A., & Chang, J. (1999). Survival After Coronary Artery Bypass Graft Surgery And Community Socioeconomic Status: Clinical Research Implications. *Medical Care, 37*(2), 210-216.

Bouvillle, G., & Alis, D. (2014). The Effects Of Lean Organizational Practices On Employees' Attitudes And Workers' Health: Evidence From France. *The International Journal of Human Resource Management, 25*(21), 3016-3037.

Boxall, P., & Macky, K. (2014). High-Involvement Work Processes, Work Intensification, And Employee Well-Being. *Work, employment and society, 28*(6), 963-984.

Boyle, M. H., Georgiades, K., Cullen, J., & Racine, Y. (2009). Community Influences On Intimate Partner Violence In India: Women's Education, Attitudes Towards Mistreatment, And Standards Of Licing. *Social Science & Medicine, 69*(5), 691-697.

Brady, D., Fullerton, A., & Cross, J. M. (2008). *Putting Poverty In Political Context: A Multi-Level Analysis Of Working-Aged Poverty Across 18 Affluent Democracies*. Working Paper.

Brady, D., Sosnaud, B., & Frenk, S. M. (2009). The Shifting And Diverging White Working Class In U.S. Presidential Elections, 1972-2004. *Social Science & Medicine, 38*(1), 118-133.

Braveman, P. A., Cubbin, C., Egerter, S., Chideya, S., Marchi, K. S., Metzler, M., & Posner, S. (2005). Socioeconomic Status In Health Research: One Size Does Not Fit All. *Journal of American Medical Association, 294*(22), 2879-2888.

Briggs, F. B., Acuna, B. S., Shen, L., Bellesis, K. H., Ramsay, P. P., Quach, H., & Barcellos, L. F. (2014). Adverse Socioeconomic Position During The Life Course Is Associated With Multiple Sclerosis. *Epidemiology Community Health, 68*(7), 622-629.

Brooks, B. A. (2010). *Socioeconomic Status Updates: College Students, Family SES, And Emerge Capital In Facebook Networks.* (M.S.), Ohio University.

Browman, A. S., & Destin, M. (2016). The Effects Of A Warm Or Chilly Climate Toward Socioeconomic Diversity On Academic Motivation And Self-Concept. *Personality and Social Psychology Bulletin, 42*(2), 172-187.

Brown-Iannuzzi, J. L., Lundberg, K. B., Kay, A. C., & Payne, B. K. (2015). Subjective Status Shapes Political Preferences. *Psychological Science, 26*(1), 15-26.

Brown, I. (2010). *Class And Race Differences In Motherhood Experience: Is Maternal Ambivalence Limited To White Middle-Class Mothers?* Working Paper.

Brustein, W., & Falter, J. W. (1994). The Sociology Of Nazism - An Interest-Based Account. *Rationality and Society, 6*(3), 369-399.

Bugyi, P. E. (2014). *Family Education, Occupation, And Chronic Illness: Social Class And The Lives Of Hemodialysis Patients.* (PhD), Stony Brook University.

Bukodi, E., Dex, S., & Goldthorpe, J. H. (2011). The Conceptualisation And Measurement Of Occupational Hierarchies: A Review, A Proposal And Some Illustrative Analyses. *Qualitative and Quantitative, 45*(3), 623-639.

Bukodi, E., & Goldthorpe, J. H. (2015). Educational Attainment - Relative Or Absolute - As A Mediator Of Intergenerational Class Mobility In Britain. *Research in Social Stratification and Mobility, 43*, 5-15.

Burns, T. J. (1992). Class Dimensions, Individualism, And Political Orientation. *Sociological Spectrum, 12*(4), 349-362.

Businelle, M. S., Kendzor, D. E., Reitzel, L. R., Costello, T. J., Cofta-Woerpel, L., Li, Y., & Wetter, D. W. (2010). Mechanisms Linking Socioeconomic Status To Smoking Cessation: A Structural Equation Modeling Approach. *Health Psychology, 29*(3), 262-273.

Caldas, S. J., & Cornigans, L. (2014). *Race, Ethnicity And Social Capital Among The Middle And Upper Classes: A Structural Equation Model*. Working Paper.

Cetindamar, D., Gupta, V. K., Karadeniz, E. E., & Egrican, N. (2012). What The Numbers Tell: The Impact Of Human, Family And Financial Capital On Women And Men's Entry Into Entrepreneurship In Turkey. *Entrepreneurship & Regional Development: An International Journal, 24*(1 to 2), 29-51.

Chan, E. (2014). Are Informal Connections A Functional Alternative To Associational Life In Enhancing Social Cohesion? Findings From Hong Kong. *Social Indicators Research, 119*(2), 803-821.

Chan, T. W., & Goldthorpe, J. H. (2004). Is There A Status Order In Contemporary British Society? Evidence From The Occupational Structure Of Friendship. *European Sociological Review, 20*(5), 383-401.

Chan, T. W., & Goldthorpe, J. H. (2007). Social Stratification And Cultural Consumption: Music In England. *European Sociological Review, 23*(1), 1-19.

Chang, W. J., & Huang, T. C. (2005). The Distinct Effects Of Earnings Determinants Across Different Job Levels. *International Journal of Human Resource Management, 16*(11), 2094-2112.

Chappell, P. J. (2013). *Understanding Social And Geographical Inequalities In Eating.* (PhD), University of York.

Charlesworth, S., Welsh, J., Strazdins, L., Baird, M., & Campbell, I. (2014). Measuring Poor Job Quality Amongst Employees: Vicwal Job Quality Index. *Labour & Industry, 24*(2), 103-123.

Chatterjee, D. P. (2008). Oriental Disadvantage Versus Occidental Exuberance - Appraising Environmental Concern In India - A Case Study In A Local Context. *International Sociology, 23*(1), 5-33.

Chen, B., Covinsky, K. E., Cenzer, I. S., Adler, N., & Williams, B. A. (2012). Subjective Social Status And Functional Decline In Older Adults. *Journal of General Internal Medicine, 27*(6), 693-699.

Chen, X., Wang, P., Wegner, R., Gong, J., Fang, X., & Kaljee, L. (2015). Measuring Social Capital Investment: Scale Development And Examination Of Links To Social Capital And Perceived Stress. *Social Indicators Research, 120*(3), 669-687.

Cheng, H., & Furnham, A. (2012). Childhood Cognitive Ability, Education, And Personality Traits Predict Attainment In Adult Occupational Prestige Over 17 Years. *Journal of Vocational Behavior, 81*(2), 218-226.

Cheng, H., & Furnham, A. (2014). The Associations Between Parental Socio-Economic Conditions, Childhood Intelligence, Adult Personality Traits, Social Status And Mental Well-Being. *Social Indicators Research, 117*(2), 653-664.

Chesters, J., O'Flaherty, M., & Western, J. *Social Class And The Rise Of Self-Employed*. Working Paper.

Choi, H., & Marks, N. F. (2013). Marital Quality, Socioeconomic Status, And Physical Health. *Journal of Marriage and Family, 75*(4), 903-919.

Christensen, V. T., & Carpiano, R. M. (2014). Social Class Differences In BMI Among Danish Women: Applying Cockerha's Health Lifestyles Approach And Bourdieu's Theory Of Lifestyle. *Social Science & Medicine, 112*, 12-21.

Christie, A. M., & Barling, J. (2009). Disentangling The Indirect Links Between Socioeconomic Status And Health: The Dynamic Roles Of Work Stressors And Personal Control. *Journal of Applied Psychology, 94*(6), 1466-1478.

Claessens, N., & Dhoest, A. (2010). Comedy Taste: Highbrow/Lowbrow Comedy And Cultural Capital. *Journal of Audience & Reception Studies, 7*(1), 49-72.

Clark, R. E. (1949). Psychoses, Income, And Occupational Prestige. *American Journal of Sociology, 54*(5), 433-440.

Claxton, A. (2010). *Intersecting Contexts: An Examination Of Social Class, Gender, Race, And Depressive Symptoms.* (PhD), University of Massachusetts, Amherst.

Coghlan, K. P. (2012). *A Comparison Of Two Measures Of Social Class.* (M.A.), Middle Tennesse State University.

Cohen, A. K., Rehkopf, D. H., Deardorff, J., & Abrams, B. (2013). Education And Obesity At Age 40 Among American Adults. *Social Science & Medicine, 78*, 34-41.

Coleman, R. (1971). *Social Status In The City*. San Francisco, CA: Jossey-Bass.

Collins, C. A., & Williams, D. R. (1999). Segregation And Mortality: The Deadly Effects Of Racism? *Sociological Forum, 14*(3), 495-523.

Conner, C. (2008). *Culinary Omnivorousness: The Relationship Between Social Class And Food Consumption Patterns.* (M.S.), Clemson University.

Cooper, B., & Glaesser, J. (2008). How Has Educational Expansion Changed The Necessary And Sufficient Conditions For Achieving Professional, Managerial And Technical Class Positions In Britain? A Configurational Analysis. *Sociological Research Online, 13*(3).

Corrado, G., & Corrado, L. (2011). Moving Down The Social Ladder: Analysing The Relationship Between Status And Regional Inequality In The UK. *Cambridge Journal of Regions Economy and Society, 4*(1), 107-122.

Corvalán, C., Amigo, H., Bustos, P., & Rona, R. J. (2004). Socioeconomic Risk Factors For Asthma In Chilean Young Adults. *American Journal of Public Health, 95*(8), 1375-1381.

Cote, S., Kraus, M., Piff, P., Beerman, U., & Keltner, D. *Social Class Clash: A Dyadic Model Of Social Affiliation In Cross-Class And Same-Class Interactions*. Working Paper.

Coulangeon, P. (2005). Social Stratification Of Musical Tastes: Questioning The Cultural Legitimacy Model. *Revue Francaise De Sociologie, 46*, 123-154.

Coulangeon, P. (2013). *The Omnivore And The 'Class Defector'. Musical Taste And Social Mobility In Contemporary France*. Working Paper.

Coulangeon, P., & Lemel, Y. (2007). Is 'Distinction' Really Outdated? Questioning The Meaning Of The Omnivorization Of Musical Taste In Contemporary France. *Poetics, 35*(2), 93-111.

Cramm, J. M., Van Dijk, H. M., & Nieboer, A. P. (2012). The Importance Of Neighborhood Social Cohesion And Social Capital For The Well Being Of Older Adults In The Community. *The Gerontologist, 53*(1), 142-150.

Croll, P. (2008). Occupational Choice, Socio-Economic Status And Educational Attainment: A Study Of The Occupational Choices And Destinations Of Young People In The British Household Panel Survey. *Research Papers in Education, 23*(3), 243-268.

Crouter, A. C., Head, M. R., McHale, S. M., & Tucker, C. J. (2004). Family Time And The Psychosocial Adjustment Of Adolescent Siblings And Their Parents. *Journal of Marriage and Family, 66*(1), 147-162.

Cyrus-David, M. (2010). The Validity And Reliability Of The Socioeconomic Status Instrument For Assessing Prostate Cancer Patients. *Cancer Epidemiology, 34*(4), 382-387.

D'Souza, R. M., Strazdins, L., Clements, M. S., Broom, D. H., Parslow, R., & Rodgers, B. (2004). The Health Effects Of Jobs: Status, Working Conditions, Or Both? *Hazards, 29*(3), 222-228.

D'souza, V. S., & Sethi, R. M. (1972). Social Class And Occupational Prestige In India - Case Study. *Sociological Bulletin, 21*(1), 35-47.

Dahlberg, J. (2015). Social Background And Becoming A Parent In Sweden: A Register-Based Study Of The Effect Of Social Background On Childbearing In Sweden. *European Journal of Population, 31*(4), 417-444.

Damian, R., Ioana Su, R., Shanahan, M., Trautwein, U., & Roberts, B. W. (2015). Can Personality Traits And Intelligence Compensate For Background Disadvantage? Predicting Status Attainment In Adulthood. *Journal of Personality and Social Psychology, 109*(3), 473-489.

Davis, L., & Wu, S. (2014). Social Comparisons And Life Satisfaction Across Racial And Ethnic Groups: The Effects Of Status, Information And Solidarity. *Social Indicators Research, 117*(3), 849-869.

de Bustillo Llorente, R. M., & Macias, E. F. (2005). Job Satisfaction As An Indicator Of The Quality Of Work. *The Journal of Socio-Economics, 34*(5), 656-673.

de Graaf, P. M., & Kalmijn, M. (2001). Trends In The Intergenerational Transmission Of Cultural And Economic Status. *Acta Sociologica, 44*(1), 51-66.

de Mello, L. F. (2009). Who Are The Knowledge Workers Of Campinas, SP, Brazil And How Do They Live? Local Impacts Of Global Trends. In H. Lange & L. Meier (Eds.), *New Middle Classes: Globalizing Lifestyles, Consumerism and Environmental Concern* (pp. 159-175). New York: Springer.

de Menezes, L. M. (2010). Job Satisfaction And Quality Management. *International Journal of Operations and Production Management, 32*(3 to 4), 308-328.

de Neubourg, C., Drabing, V., Hilger, A., & Bluhm, R. (2010). *Multidimensional Poverty In Senegal: An Assessment Of Multidimensional Poverty, Poverty Dynamics And Patterns Of Deprivation*. Working Paper.

Debrulle, J., Maes, J., & Sels, L. *Class Diversity And Youth Volunteering In The United Kingdom: Applying Bourdieu's Habitus And Cultural Capital*. Working Paper.

Deonandan, R., Campbell, K., Ostbye, T., Tummon, I., & Robertson, J. (2000). A Comparison Of Methods For Measuring Socio-Economic Status By Occupation Or Postal Area. *Health Canada, 21*(3), 114-118.

Devine, F., & Li, Y. (2013). The Changing Relationship Between Origins, Education And Destinations In The 1990s And 2000s. *British Journal of Sociology of Education, 34*(5-6), 766-791.

Dill, J. S., Morgan, J. C., & Marshall, V. W. (2012). Contingency, Employment Intentions, And Retention Of Vulnerable Low-Wage Workers: An Examination Of Nursing Assistants In Nursing Homes. *The Gerontologist, 53*(2), 222-234.

Doebler, D. C. A. (2009). *Developing Composite Area-Level Indicators Of Socioeconomic Position.* (M.S.), University of Pittsburgh, Pittsburgh, Pennsylvania.

Doocy, S., & Burnham, G. (2006). Assessment Of Socio-Economic Status In The Context Of Food Insecurity: Implications For Field Research. *World Health & Population, 8*(3), 32-42.

Doran, C., & Josephine Littrell, R. F. (2013). Measuring Mainstream US Cultural Values. *Journal of Business Ethics, 117*(2), 261-280.

Dubois, D., Rucker, D. D., & Galinsky, A. D. (2015). Social Class, Power, And Selfishness: When And Why Upper And Lower Class Individuals Behave Unethically. *Journal of Personality and Social Psychology, 108*(3), 436-449.

Duran, J. C. (2004). *Cultural Capital And Achievement Goals In Hispanic College Students At Two- And Four-Year Educational Institutions.* (M.S.), Oklahoma State University.

El-Sheikh, M., Keiley, M., Bagley, E. J., & Chen, E. (2014). Socioeconomic Adversity And Women's Sleep: Stress And Chaos As Mediators. *Behavioral Sleep Medicine, 13*(6), 506-523.

Elgar, F. J., Davis, C. G., Wohl, M. J., Trites, S. J., Zelenski, J. M., & Martin, M. S. (2011). Social Capital, Health And Life Satisfaction In 50 Countries. *Health & Place, 17*(5), 1044-1053.

Elwell-Sutton, T. (2013). *Inequality, Inequity And The Rise Of Non-Communicable Disease In China.* (PhD), Hong Kong University.

Emmison, M. (2003). Social Class And Cultural Mobility: Reconfiguring The Cultural Omnivore Thesis. *Journal of Sociology, 39*(3), 211-230.

Engström, K., Mattsson, F., Järleborg, A., & Hallqvist, J. (2008). Contextual Social Capital As A Risk Factor For Poor Self-Rated Health: A Multilevel Analysis. *Social Science & Medicine, 66*(11), 2268-2280.

Erickson, B. H. (1996). Culture, Class, And Connections. *American Journal of Sociology, 102*(1), 217-251.

Esser, I., & Olsen, K. M. (2012). Perceived Job Quality: Autonomy And Job Security Within A Multi-Level Framework. *European Sociological Review, 28*(4), 443-454.

Evans, G. (1992). Is Britain A Class-Divided Society - A Reanalysis And Extension Of Marshall et al. Study Of Class-Consciousness. *Sociology-the Journal of the British Sociological Association, 26*(2), 233-258.

Evans, G. (1996). Putting Men And Women Into Classes: An Assessment Of The Cross-Sex Validity Of The Goldthorpe Class Schema. *Sociology-the Journal of the British Sociological Association, 30*(2), 209-234.

Evans, M. D. R., Kelley, J., Sikora, J., & Treiman, D. J. (2015). Scholarly Culture And Occupational Success In 31 Societies. *Comparative Sociology, 14*(2), 176-218.

Farkas, J., Pahor, M., & Zaletel-Kragelj, L. (2011). Self-Rated Health In Different Social Classes Of Slovenian Adult Population: Nationwide Cross-Sectional Study. *International Journal of Public Health, 56*(1), 45-54.

Feinglass, J., Lin, S., Thompson, J., Sudano, J., Dunlop, D., Song, J., & Baker, D. W. (2007). Baseline Health, Socioeconomic Status, And 10-Year Mortality Among Older Middle-Aged Americans: Findings From The Health And Retirement Study, 1992-2002. *Journal of Gerontology, 62*(4), S209-S217.

Feldman, P. J., & Steptoe, A. (2003). Psychosocial And Socioeconomic Factors Associated With Glycated Hemoglobin In Nondiabetic Middle-Aged Men And Women. *Health Psychology, 22*(4), 398-405.

Fergusson, D. M., Horwood, L. J., & Boden, J. M. (2008). The Transmission Of Social Inequality: Examination Of The Linkages Between Family Socioeconomic Status In Childhood And Educational Achievement In Young Adulthood. *Research in Social Stratification and Mobility, 26*(3), 277-295.

Ferjan, M., Jereb, E., & Sustersic, O. (2008). Social Class Position As A Determinant Of Educational Achievement. *Drustvena Istrazivanja, 17*(4 to 5), 869-886.

Finch, K. A., Ramo, D. E., Delucchi, K. L., Liu, H., & Prochaska, J. J. (2013). Subjective Social Status And Substance Use Severity In A Young Adult Sample. *Psychology of Addictive Behaviors, 27*(3), 901-908.

Fingerman, K. L., Kim, K., Davis, E. M., Furstenberg, F. F., Birditt, K. S., & Zarit, S. H. (2015). I'll Give You The World: Socioeconomic Differences In Parental Support Of Adult Children. *Journal of Marriage and Family, 77*(4), 844-865.

Fletcher, B. C., & Jones, F. (1993). A Refutation Of Karasek Demand-Discretion Model Of Occupational Stress With A Range Of Dependent Measures. *Journal of Organizational Behavior, 14*(4), 319-330.

Flippen, C. A. (2012). Laboring Underground: The Employment Patterns Of Hispanic Immigrant Men In Durham, NC. *Social Problems, 59*(1), 21-42.

Floyd, M. F., Mcguire, F. A., Shinew, K. J., & Noe, F. P. (1994). Race, Class, And Leisure Activity Preferences - Marginality And Ethnicity Revisited. *Journal of Leisure Research, 26*(2), 158-173.

Form, W. (1982). Self-Employed Manual Workers - Petty Bourgeois Or Working-Class. *Social Forces, 60*(4), 1050-1069.

Freeland, R. E. (2014). *Occupational Stratification And The Multidimensional Structure Of Symbolic Meaning.* (PhD), Duke University.

Freeman, M. A. (2001). Linking Self And Social Structure - A Psychological Perspective On Social Identity In Sri Lanka. *Journal of Cross-Cultural Psychology, 32*(3), 291-308.

Froese, F. J. (2013). *Expatriates' Influence On The Organisational Commitment Of Host Country Nationals In China: The Moderating Role Of Individual Values And Status Characteristics*. Working Paper.

Furnham, A., & Cheng, H. (2015). Associations Between Education, Gender, Social Class Personality Traits, And Religious Faith And Service Attendance In A British Cohort. *Personality and Individual Differences, 86*, 63-66.

Galobardes, B., & Morabia, A. (2002). Measuring The Habitat As An Indicator Of Socioeconomic Position: Methodology And Its Association With Hypertension. *Journal of Epidemiology and Community Health, 57*(4), 248-253.

Gangopadhyay, P., Rahman, M. A., & Nath Bhattacharya, B. (2014). Are There Any Roles For Social Conformity And Deviance In Poverty? Insights From A Field Study On Working Poverty And Educational Investment In Bangladesh. *Journal of the Asia Pacific Economy, 19*(4), 539-557.

Ganzeboom, H. B. G., Degraaf, P. M., Treiman, D. J., & Deleeuw, J. (1992). A Standard International Socioeconomic Index Of Occupational-Status. *Social Science Research, 21*(1), 1-56.

Garnett, B., Guppy, N., & Veenstra, G. (2008). Careers Open To Talent: Educational Credentials, Cultural Talent, And Skilled Employment. *Sociological Forum, 23*(1), 144-164.

Gasull, M., Pumarega, J., Rovira, G., López, T., Alguacil, J., & Porta, M. (2013). Relative Effects Of Educational Level And Occupational Social Class On Body

Concentrations Of Persistent Organic Pollutants In A Representative Sample Of The General Population Of Catalonia, Spain. *Environment International, 60*, 190-201.

Gebel, M., & Kogan, I. *Education And Labour Market Entry In Ukraine*. Working Paper.

Gerber, M. (2015). Equal Partners In Dialogue? Participation Equality In A Transnational Deliberative Poll (Europolis). *Political Studies, 63*, 110-130.

Gerhards, J., & Hans, S. (2013). Transnational Human Capital, Education, And Social Inequality. Analyses Of International Student Exchange. *Zeitschrift für Soziologie, 42*(2), 99-117.

Gerhards, J., Hans, S., & Mutz, M. (2012). *Social Class And Highbrow Lifestyle - A Cross-National Analysis*. Working Paper.

Gerhards, J., Hans, S., & Mutz, M. (2013). Social Class And Cultural Consumption: The Impact Of Modernisation In A Comparative European Perspective. *Comparative Sociology, 12*(2), 160-183.

Geronimus, A. T., & Bound, J. (1998). Use Of Census-Based Aggregate Variables To Proxy For Socioeconomic Group: Evidence From National Samples. *American Journal of Epidemiology, 148*(5), 475-486.

Gerris, J. R. M., Dekovic, M., & Janssens, J. M. A. M. (1997). The Relationship Between Social Class And Childrearing Behaviors: Parents' Perspective Taking And Value Orientations. *Journal of Marriage and Family, 59*(4), 834-847.

Geyer, S. *Income, Income, Or Income? The Effects Of Different Income Measures On Health In A National Survey*. Working Paper.

Geyer, S., Schneller, T., & Micheelis, W. (2010). Social Gradients And Cumulative Effects Of Income And Education On Dental Health In The Fourth German Oral Health Study. *Community Dentisty and Oral Epidemiolgy, 38*(2), 120-128.

Giesecke, J., & Schindler, S. (2008). Field Of Study And Flexible Work: A Comparison Between Germany And The UK. *International Journal of Comparative Sociology, 49*(4 to 5), 283-304.

Gittleman, M., Klee, M., & Kleiner, M. (2014). Analyzing The Labor Market Outcomes Of Occupational Licensing. Cambridge, MA.

Gjelsvik, A., Zierler, S., & Blume, J. (2004). Homicide Risk Across Race And Class: A Small-Area Analysis In Massachusetts And Rhode Island. *Journal of Urban Health: Bulletin of the New York Academy of Medicine, 81*(4), 702-718.

Gjerustad, C., & von Soest, T. (2012). Socio-Economic Status And Mental Health The Importance Of Achieving Occupational Aspirations. *Journal of Youth Studies, 15*(7), 890-908.

Goldthorpe, J. H., Llewellyn, C., & Payne, C. (1980). *Social Mobility And Class Structure In Modern Britain*. Cambridge: Clarendon Press.

González, M. G., Swanson, D. P., Lynch, M., & Williams, G. C. (2014). Testing Satisfaction Of Basic Psychological Needs As A Mediator Of The Relationship Between Socioeconomic Status And Physical And Mental Health. *Journal of Health Psychology, 21*(6), 972-982.

Gorman, T. J. (1998). Social Class And Parental Attitudes Toward Education - Resistance And Conformity To Schooling In The Family. *Journal of Contemporary Ethnography, 27*(1), 16346.

Gracia, P. (2015). Parent-Child Leisure Activities And Cultural Capital In The United Kingdom: The Gendered Effects Of Education And Social Class. *Social Science Research, 52*, 290-302.

Grichnik, D., Brinckmann, J., Singh, L., & Manigart, S. (2014). Beyond Environmental Scarcity: Human And Social Capital As Driving Forces Of Bootstrapping Activities. *Journal of Business Venturing, 29*(2), 310-326.

Griep, Y., Kinnunen, U., Nätti, J., De Cuyper, N., Mauno, S., Mäkikangas, A., & De Witte, H. (2015). The Effects Of Unemployment And Perceived Job Insecurity: A Comparison Of Their Association With Psychological And Somatic Complaints, Self-Rated Health And Life Satisfaction. *International Archives of Occupational Health, 89*(1), 147-162.

Griffiths, D., Lambert, P. S., & Bihagen, E. (2014). Measuring The Potential Power Elite In The UK And Sweden. *European Societies, 16*(5), 763-793.

Grisolía, J. M., Willis, K., Wymer, C., & Law, A. (2010). Social Engagement And Regional Theatre: Patterns Of Theatre Attendance. *Cultural Trends, 19*(3), 225-244.

Gundert, S., & Mayer, K. U. (2012). Gender Segregation In Training And Social Mobility Of Women In West Germany. *European Sociological Review, 28*(1), 59-81.

Gunnsteinsson, S., Labrique, A. B., West Jr, K. P., Christian, P., Mehra, S., Shamim, A. A., & Klemm, R. D. (2010). Constructing Indices Of Rural Living Standards In Northwestern Bangladesh. *Journal of Health and Population Nutrition, 28*(5), 509-519.

Guo, Y. (2015). *Social Class, Perceived Hierarchy Mutability, And Risk Taking*. Working Paper.

Gupta, R., Deedwania, P. C., Sharma, K., Gupta, A., Guptha, S., Achari, V., & Jali, M. V. (2012). Association Of Educational, Occupational, And Socioeconomic Status With Cardiovascular Risk Factors In Asian Indians: A Cross-Sectional Study. *PLoS ONE, 7*(8), e44098.

Güveli, A. (2015). *New Social Classes Within The Service Class In The Netherlands And Britain.* (PhD), Radboud University.

Güveli, A., Need, A., & De Graaf, N. D. (2007). Socio-Political, Cultural And Economic Preferences And Behaviour Of The Social And Cultural Specialists And The Technocrats. Social Class Or Education? *Social Indicators Research, 81*(3), 597-631.

Guven, C., & Sorensen, B. E. (2012). Subjective Well-Being: Keeping Up With The Perception Of The Joneses. *Social Indicators Research, 109*(3), 439-469.

Haddon, E. (2014). Class Identification In New Zealand: An Analysis Of The Relationship Between Class Position And Subjective Social Location. *Journal of Sociology, 51*(3), 737-754.

Hakanen, J. J., Bakker, A. B., & Jokisaari, M. (2011). A 35-Year Follow-Up Study On Burnout Among Finnish Employees. *Journal of Occupational Health Psychology, 16*(3), 345-360.

Hale, T. M. (2008). *The Relationship Of Adolescent Cognitive Ability To Adult Physical Health: Socioeconomic Status And Health Behavior As Mediating Variables.* (M.A.), The University of Alabama, Birmingham.

Han, S. K. (2003). Unraveling The Brow: What And How Of Choice In Musical Preference. *Sociological Perspectives, 46*(4), 435-459.

Hanley, C. (2011). Investigating The Organizational Sources Of High-Wage Earnings Growth And Rising Inequality. *Social Science Research, 40*(3), 902-916.

Haukkala, A. (2002). Socio-Economic Differences In Hostility Measures - A Population-Based Study. *Psychology & Health, 17*(2), 191-202.

Hayes, B. C., & Mcallister, I. (1995). Social-Class, Class Awareness And Political Beliefs In Northern-Ireland And The Republic-Of-Ireland. *Economic and Social Review, 26*(4), 349-368.

Heath, A. (1990). The Sociology Of Social Class. In G. C. N. Mascie-Taylor (Ed.), *Biosocial aspects of social class*. Cambridge, U.K.: Oxford Press.

Henry, P. (2003). Occupational Status And A Gradient Of Perceived Limitations. *Journal of Sociology, 39*(2), 165-177.

Hensel, A. (2013). *Social Class, Moral Identity And Empathy: Toward A Conceptual Framework.* (B.A.), University of Richmond.

Heydari, A., Teymoori, A., & Haghish, E. F. (2013). Socioeconomic Status, Perceived Parental Control, And Authoritarianism: Development Of Authoritarianism In Iranian Society. *Asian Journal of Social Psychology, 16*(3), 228-237.

Hill, R. P., & Martin, K. D. (2012). Absolute And Relative Restriction And Consumer Behavior: Implications For Understanding Global Consumption. *Journal of Consumer Affairs, 46*(1), 37-61.

Hochman, O., & Skopek, N. (2013). The Impact Of Wealth On Subjective Well-Being: A Comparison Of Three Welfare-State Regimes. *Research in Social Stratification and Mobility, 34*, 127-141.

Honjo, K., Iso, H., Inoue, M., Sawada, N., & Tsugane, S. (2014). Socioeconomic Status Inconsistency And Risk Of Stroke Among Japanese Middle-Aged Women. *Stroke, 45*(9), 2592-2598.

Honjo, K., Kawakami, N., Tsuchiya, M., & Sakurai, K. (2014). Association Of Subjective And Objective Socioeconomic Status With Subjective Mental Health And Mental Disorders Among Japanese Men And Women. *International Journal of Behavioral Medicine, 21*(3), 421-429.

Horton, H. D., & Thomas, M. E. (1998). Race, Class, And Family Structure: Differences In Housing Values For Black And White Homeowners. *Sociological Inquiry, 68*(1), 114-136.

Horvat, P. (2014). *Life Course Socioeconomic Position, Health Behaviours And Cognitive Function In Middle-Aged And Older Persons In Four Central And Eastern European Populations: Findings From The HAPIEE Study.* (PhD), University College London.

Horwitz, S. R., & Dovidio, J. F. (in press). The Rich-Love Them Or Hate Them? Divergent Implicit And Explicit Attitudes Toward The Wealthy. *Group Processes & Intergroup Relations*.

Hostetler, A. J., Sweet, S., & Moen, P. (2007). Gendered Career Paths: A Life Course Perspective On Returning To School. *Sex Roles, 56*(1 to 2), 85-103.

Hudson, D. L. (2009). *Race, Socioeconomic Position And Depression: The Mental Health Costs Of Upward Mobility.* (PhD), University of Michigan.

Hylmo, A., & Wennerhag, M. (2012). *Does Class Matter In Protests? Social Class, Attitudes Towards Inequality, And Political Trust In European Demonstrations In A Time Of Economic Crisis*. Working Paper.

Idris, A. J., & Agbim, K. C. (2015). Effect Of Social Capital On Poverty Alleviation: A Study Of Women Entrepreneurs In Nasarawa State, Nigeria. *Journal of Research in National Development, 13*(1), 208-222.

Ingram, A. E., Hechavarria, D. M., & Matthews, C. H. (2014). Does Cultural Capital Matter? Exploring Sources Of Funding In New Venture Creation. *Small Business Institute Journal, 10*(2), 1.

Irwin, J., LaGory, M., Ritchey, F., & Fitzpatrick, K. (2008). Social Assets And Mental Distress Among The Homeless: Exploring The Roles Of Social Support And Other Forms Of Social Capital On Depression. *Social Science & Medicine, 67*(12), 1935-1943.

Ishida, H. (2009). Does Class Matter In Japan? Demographics Of Class Structure And Class Mobility From A Comparative Perspective. *Social Class in Contemporary Japan*, 33-56.

Jaeger, M. M. (2007). Educational Mobility Across Three Generations: The Changing Impact Of Parental Social Class, Economic, Cultural And Social Capital. *European Societies, 9*(4), 527-550.

Jang, J. (2013). *Potential Social Capital And Psychological Distress For Intermarried Persons.* (PhD), University of Minnesota.

Jansen, G., Akkerman, A., & Vandaele, K. (2014). Undermining Mobilization? The Effect Of Job Flexibilityand Job Instability On The Willingness To Strike. *Economic and Industrial Democracy*, 1-19.

John-Henderson, N. A., Rheinschmidt, M. L., Mendoza-Denton, R., & Francis, D. D. (2014). Performance And Inflammation Outcomes Are Predicted By Different Facets Of SES Under Stereotype Threat. *Social Psychological and Personality Science, 5*(3), 301-309.

Johnston, C. S., Maggiori, C., & Rossier, J. (2015). Professional Trajectories, Individual Characteristics, And Staying Satisfied And Healthy. *Journal of Career Development, 43*(1), 81-98.

Johnston, W. A., & Baer, D. (1993). Class-Consciousness And National Contexts - Canada, Sweden And The United-States In Historical-Perspective. *Canadian Review of Sociology and Anthropology, 30*(2), 271-295.

Judge, T. A., & Kammeyer-Mueller, J. D. (2012). On The Value Of Aiming High: The Causes And Consequences Of Ambition. *Journal of Applied Psychology, 97*(4), 758-775.

Kahma, N. (2010). Sport And Social Class: The Case Of Finland. *INTERNATIONAL REVIEW FOR THE SOCIOLOGY OF SPORT, 47*(1), 113-130.

Kahma, N., & Toikka, A. (2012). Cultural Map Of Finland 2007: Analysing Cultural Differences Using Multiple Correspondence Analysis. *Cultural Trends, 27*(2), 113-131.

Kalleberg, A., & Vaisey, S. (2005). Pathways To A Good Job: Perceived Work Quality Among The Machinists In North America. *British Journal of Industrial Relations, 43*(3), 431-454.

Kalmijn, M. (1994). Assortative Mating By Cultural And Economic Occupational Status. *American Journal of Sociology, 100*(2), 422-452.

Kaltenthaler, K. C., & Ceccoli, S. J. (2008). Explaining Patterns Of Support For The Provision Of Citizen Welfare. *Journal of European Public Policy, 15*(7), 1041-1068.

Katz-Gerro, T., Raz, S., & Yaish, M. (2009). How Do Class, Status, Ethnicity, And Religiosity Shape Cultural Omnivorousness In Israel? *Journal of Cultural Economics, 33*(1), 1-17.

Katz-Gerro, T., & Shavit, Y. (1998). The Stratification Of Leisure And Taste: Classes And Lifestyles In Israel. *European Sociological Review, 14*(4), 369-386.

Kelly, S. J., Stedman, J., & Leonardi-Bee, J. (2005). Is Hemoglobin ALC Level Associated With Measures Of Socio-Economic Status In Non-Diabetics After Controlling For Known Explanatory Factors? *Stress and Health, 21*(3), 185-192.

Kesler, C. (2003). Educational Stratification And Social Change: Evidence From German Unification. *European Sociological Review, 19*(5), 467-482.

Keuskamp, D., Ziersch, A. M., Baum, F. E., & LaMontagne, A. D. (2013). Precarious Employment, Psychosocial Working Conditions, And Health: Cross-Sectional Associations In A Population-Based Sample Of Working Australians. *AMERICAN JOURNAL OF INDUSTRIAL MEDICINE, 56*(8), 838-844.

Khamis, F. G., Hanoon, M. F., & Belarbi, A. (2010). The Relationship Between Education And Occupation Using Fully And Partially Latent Models. *InternatIonal Journal of IntellIgent technologIes and applIed statIstIcs, 3*(3), 303-316.

Khattab, N. (2005). Ethnicity, Class And The Earning Inequality In Israel, 1983-1995. *Sociological Research Online, 10*(3).

Ki, M., Sacker, A., Kelly, Y., & Nazroo, J. (2011). Health Selection Operating Between Classes And Across Employment Statuses. *Journal of Epidemiology and Community Health, 65*(12), 1132-1139.

Kim, D., Subramanian, S. V., Gortmaker, S. L., & Kawachi, I. (2006). US State- And County-Level Social Capital In Relation To Obesity And Physical Inactivity: A Multilevel, Multivariable Analysis. *Social Science & Medicine, 63*(4), 1045-1059.

Kim, H. J., & Ruger, J. P. (2010). Socioeconomic Disparities In Behavioral Risk Factors And Health Outcomes By Gender In The Republic Of Korea. *BMC Public Health, 10*(195), 1-19.

Kim, P. H., Aldrich, H. E., & Keister, L. A. (2006). Access (Not) Denied: The Impact Of Financial, Human, And Cultural Capital On Entrepreneurial Entry In The United States. *Small Business Economics, 27*(1), 5-9.

Kim, P. H., & Longest, K. C. (2014). You Can'T Leave Your Work Behind: Employment Experience And Founding Collaborations. *Journal of Business Venturing, 29*(6), 785-806.

King, C. R. (2013). *Inequality And Opportunity At The MSA-Level: Investigating Place As A Structure Of Inequality Shaping Mobility And Earnings.* (PhD), University of South Carolina.

Kish-Gephart, J. J., & Campbell, J. T. (2015). You Don't Forget Your Roots: The Influence Of CEO Social Class Background On Strategic Risk Taking. *Academy of Management Journal, 58*(6), 1614-1636.

Kogan, I., & Unt, M. (2005). Transition From School To Work In Transition Economies. *European Societies, 7*(2), 219-253.

Koppman, S. (2016). Different Like Me: Why Cultural Omnivores Get Creative Jobs. *Administrative Science Quarterly, 61*(2), 291-331.

Körner, A., Silbereisen, R. K., & Cantner, U. (2014). Work-Related Demands Emanating From Social Change And Their Relation To Trait-Like And Occasion-Specific Aspects Of Subjective Well-Being. *Social Indicators Research, 115*(1), 203-222.

Kraaykamp, G., & Dijkstra, K. (1999). Preferences In Leisure Time Book Reading: A Study On The Social Differentiation In Book Reading For The Netherlands. *Poetics, 26*(4), 203-234.

Kraaykamp, G., Notten, N., & Bekhuis, H. (2015). Highbrow Cultural Participation Of Turks And Moroccans In The Netherlands: Testing An Identification And Social Network Explanation. *Cultural Trends, 24*(4), 286-298.

Kraaykamp, G., & van Eijck, K. (2010). The Intergenerational Reproduction Of Cultural Capital: A Threefold Perspective. *Social Forces, 89*(1), 209-231.

Kraaykamp, G., Van Eijck, K., Ultee, W., & Van Rees, K. (2007). Status And Media Use In The Netherlands: Do Partners Affect Media Tastes? *Poetics, 35*(2), 132-151.

Kraus, M., Andersson, C., & Callaghan, B. (2015). *The Inequality Of Politics: Social Class Rank And Political Participation*. Working Paper.

Kraus, M. W., & Keltner, D. (2013). Social Class Rank, Essentialism, And Punitive Judgment. *Journal of Personality and Social Psychology, 105*(2), 247-261.

Kraus, M. W., & Park, J. W. (2014). The Undervalued Self: Social Class And Self-Evaluation. *Frontiers in Psychology, 5*(1404).

Kraus, M. W., Piff, P. K., & Keltner, D. (2009). Social Class, Sense Of Control, And Social Explanation. *Journal of Personality and Social Psychology, 97*(6), 992-1004.

Kraus, M. W., Piff, P. K., Mendoza-Denton, R., Rheinschmidt, M. L., & Keltner, D. (2012). Social Class, Solipsism, And Contextualism: How The Rich Are Different From The Poor. *Psychological Review, 119*(3), 546-572.

Kraus, M. W., & Tan, J. J. (2015). Americans Overestimate Social Class Mobility. *Journal of Experimental Social Psychology, 58*, 101-111.

Krieger, N., Zierler, S., Hogan, J. W., Waterman, P., Chen, J., Lemieux, K., & Gjelsvik, A. (2003). Geocoding And Measurement Of Neighborhood Socioeconomic Position: A U.S. Perspective. In I. Kawachi & L. F. Berkman (Eds.), *Neighborhoods and Health* (pp. 147-178). Oxford: Oxford University Press.

Kristal, T., Cohen, Y., & Mundlak, G. (2011). Fringe Benefits And Income Inequality. *Research in Social Stratification and Mobility, 29*(4), 351-369.

Kubota, Y., & Sasaoka, S. (2014). Changes In The Socioeconomic Structure And The Attitude Of Citizens Toward Democracy In The Nepali Civil War. *International Relations of the Asia-Pacific, 14*(3), 393-425.

Kuha, J., & Goldthorpe, J. H. (2007). *Path Analysis For Discrete Variables: Education As Mediator Of Social Mobility In Britain*. Working Paper.

Kwag, K. H. (2009). *The Cumulative Influences Of Socioeconomic Status On Health Outcomes In Late Adulthood: A Latent Growth Curve Analysis.* (PhD), Iowa State University.

Laaksonen, E., Martikainen, P., Lahelma, E., Lallukka, T., Rahkonen, O., Head, J., & Marmot, M. (2007). Socioeconomic Circumstances And Common Mental Disorders Among Finnish And British Public Sector Employees: Evidence From The Helsinki Health Study And The Whitehall II Study. *International Journal of Epidemiology, 36*(4), 776-786.

Laaksonen, M., Rahkonen, O., Karvonen, S., & Lahelma, E. (2005). Socioeconomic Status And Smoking: Analysing Inequalities With Multiple Indicators. *European Journal of Public Health, 15*(3), 262-269.

Laaksonen, M., Silventoinen, K., Martikainen, P., Rahkonen, O., Pitkäniemi, J., & Lahelma, E. (2007). The Effects Of Childhood Circumstances, Adult Socioeconomic Status, And Material Circumstances On Physical And Mental Functioning: A Structural Equation Modeling Approach. *Annals of Epidemiology, 17*(6), 431-439.

Lallukka, T., Arber, S., Rahkonen, O., & Lahelma, E. (2010). Complaints Of Insomnia Among Midlife Employed People. The Contribution Of Childhood And Present Socioeconomic Circumstances. *Sleep Medicine, 11*(9), 828-836.

Lallukka, T., Laaksonen, M., Rahkonen, O., Roos, E., & Lahelma, E. (2007). Multiple Socio-Economic Circumstances And Healthy Food Habits. *European Journal of Clinical Nutrition, 61*(6), 701-710.

Lambert, P. S., & Gayle, V. (2009). *'Escape From Poverty' And Occupations*. Working Paper.

Lambert, P. S., & Prandy, K. (2003). *Occupational Stratification, Social Associations, And Short Term Life Transitions*. Working Paper.

Lambert, P. S., Prandy, K., & Berman, M. M. (2002). *National Contexts And Cross-National Comparisons Of Structures Of Social Stratification*. Working Paper.

Lambert, P. S., Prandy, K., & Berman, M. M. (2005). *Specificity And Universality In Occupation-Based Social Classifications*. Working Paper.

Larner, M. P. (2007). *The American Worker In Transition: Insecurity, The Individualization Of Work, And Job Values In The 1990s.* (PhD), Notre Dame University.

Laurin, K., Fitzsimons, G. M., & Kay, A. C. (2011). Social Disadvantage And The Self-Regulatory Function Of Justice Beliefs. *Journal of Personality and Social Psychology, 100*(1), 149-171.

Law, A., & Mooney, G. (2006). 'We've Never Had It So Good': The 'Problem' Of The Working Class In Devolved Scotland. *Critical Social Policy, 26*(3), 523-542.

Layte, R., O'Connell, P. J., & Russell, H. (2008). Temporary Jobs In Ireland: Does Class Influence Job Quality? *Economic and Social Review, 39*(2), 81-103.

Layte, R., & Whelan, C. T. (2010). Cumulative Disadvantage Or Individualisation? A Comparative Analysis Of Poverty Risk And Incidence. *European Societies, 4*(2), 209-233.

Lee, C. S. (2007). Why Do Some Employees Support Welfare States More Than Others? Skill Profiles And Social Policy Preferences In The United States. *Social Science Research, 36*(2), 688-718.

Lee, J. E., Lemyre, L., Turner, M. C., Orpana, H. M., & Krewski, D. (2008). Health Risk Perceptions As Mediators Of Socioeconomic Differentials In Health Behaviour. *Journal of Health Psychology, 13*(8), 1082-1091.

Lee, S., Chung, J. E., & Park, N. (2015). Linking Cultural Capital With Subjective Well-Being And Social Support: The Role Of Communication Networks. *Social Science Computer Review, 34*(2), 172-196.

Lee, S., Kawachi, I., Berkman, L. F., & Grodstein, F. (2003). Education, Other Socioeconomic Indicators, And Cognitive Function. *American Journal of Epidemiology, 157*(8), 712-720.

Lee, Y. G., Teng, H. M., Lim, S. H., & Gallo, W. T. (2005). Older Workers: Who Are The Working Poor In The U.S.? *Hallym International Journal of Aging, 7*(2), 95-113.

Lefton, M. (1967). Blue Collar Worker And Middle Class Ethic. *Sociology and Social Research, 51*(2), 158-170.

Li, T., & Gustafsson, V. (2012). Nascent Entrepreneurs In China: Social Class Identity, Prior Experience Affiliation And Identification Of Innovative Opportunity: A Study Based On The Chinese Panel Study Of Entrepreneurial Dynamics (CPSED) Project. *Chinese Management Studies, 6*(1), 14-35.

Li, W. D., Arvey, R. D., & Song, Z. (2011). The Influence Of General Mental Ability, Self-Esteem And Family Socioeconomic Status On Leadership Role Occupancy And Leader Advancement: The Moderating Role Of Gender. *The Leadership Quarterly, 22*(3), 520-534.

Li, Y., Savage, M., & Warde, A. (2014). *Social Stratification And Cultural Practice In The UK*. Working Paper.

Lidfeldt, J., Li, T. Y., Hu, F. B., Manson, J. E., & Kawachi, I. (2007). A Prospective Study Of Childhood And Adult Socioeconomic Status And Incidence Of Type 2 Diabetes In Women. *American Journal of Epidemiology, 165*(8), 882-889.

Lindemann, K. (2007). The Impact Of Objective Characteristics On Subjective Social Position. *TRAMES, 11*(1), 54-68.

Lindner, A. M., & Hawkins, D. N. (2012). Globalization, Culture Wars, And Attitudes Toward Soccer In America: An Empirical Assessment Of How Soccer Explains The World. *Sociological Quarterly, 53*(1), 68-91.

Ling, J., & Rice, T. W. (1999). Voting In Iowa's 1980 And 1992 Era Referendums. *Women & Politics, 20*(1), 59-72.

Lizardo, O. (2011). *The Experiential Bases Of Stratification And The Consumption Of High-Status Culture*. Working Paper.

Lõhmus, M., Lauristin, M., & Siirman, E. (2009). The Patterns Of Cultural Attitudes And Preferences In Estonia. *Journal of Baltic Studies, 40*(1), 75-94.

Longmore, M. A., & Demaris, A. (1997). Perceived Inequity And Depression In Intimate Relationships: The Moderating Effects Of Self-Esteem. *Social Psychology Quarterly, 60*(2), 172-184.

Lopez-Sintas, J., & Garcia-Alvarez, E. (2006). Patterns Of Audio-Visual Consumption: The Reflection Of Objective Divisions In Class Structure. *European Sociological Review, 22*(4), 397-411.

Lora, E., & Fajardo, J. (2011). *Latin American Middle Classes: The Distance Between Perception And Reality*. Working Paper.

Lorenz, E., & Lundvall, B. A. (2011). Accounting For Creativity In The European Union: A Multi-Level Analysis Of Individual Competence, Labour Market Structure, And Systems Of Education And Training. *Cambridge Journal of Economics, 35*(2), 269-294.

Loughlin, C., & Murray, R. (2013). Employment Status Congruence And Job Quality. *human relations, 66*(4), 529-553.

Lovasi, G. S., Moudon, A. V., Smith, N. L., Lumley, T., Larson, E. B., Sohn, D. W., & Psaty, B. M. (2008). Evaluating Options For Measurement Of Neighborhood Socioeconomic Context: Evidence From A Myocardial Infarction Case-Control Study. *Health Place, 14*(3), 453-467.

Lundberg, J., & Kristenson, M. (2008). Is Subjective Status Influenced By Psychosocial Factors? *Social Indicators Research, 89*(3), 375-390.

Lundqvist, D., Reineholm, C., Gustavsson, M., & Ekberg, K. (2013). Investigating Work Conditions And Burnout At Three Hierarchical Levels. *Journal of Occupational and Environmental Medicine, 55*(10), 1157-1163.

Ma, X. (2008). *The Association Between Socioeconomic Status And Health-Related Quality Of Life Among Older People In Hong Kong.* (M.A.), University of Hong Kong.

Macmillan, L., Tyler, C., & Vignoles, A. (2015). Who Gets The Top Jobs? The Role Of Family Background And Networks In Recent Graduates' Access To High-Status Professions. *Journal of Social Policy, 44*(3), 487-515.

Maggiori, C., Johnston, C. S., Krings, F., Massoudi, K., & Rossier, J. (2013). The Role Of Career Adaptability And Work Conditions On General And Professional Well-Being. *Journal of Vocational Behavior, 83*(3), 437-449.

Maia, A. G., & Sakamoto, A. (2012). *Occupational Structure And Socioeconomic Inequality: A Comparative Study Between Brazil And The United States*. Working Paper.

Mäki, N. E., & Martikainen, P. T. (2008). The Effects Of Education, Social Class And Income On Non-Alcohol- And Alcohol-Associated Suicide Mortality: A Register-Based Study Of Finnish Men Aged 25-64. *European Journal of Population, 24*(4), 385-404.

Mäkinen, T., Kestilä, L., Borodulin, K., Martelin, T., Rahkonen, O., & Prättälä, R. (2009). Effects Of Childhood Socio-Economic Conditions On Educational Differences In Leisure-Time Physical Activity. *European Journal of Public Health, 20*(3), 346-353.

Malhotra, R., Malhotra, C., Chan, A., & Østbye, T. (2013). Life-Course Socioeconomic Status And Obesity Among Older Singaporean Chinese Men And Women. *Journals of Gerontology, 68*(1), 117-127.

Malmusi, D., Vives, A., Benach, J., & Borrell, C. (2014). Gender Inequalities In Health In The Intersection Of Social Class: Exploring The Contribution Of Socioeconomic Conditions. *GLOBAL HEALTH ACTION, 7*(1).

Mangino, W. (2012). Why Do Whites And The Rich Have Less Need For Education? *American Journal of Economics and Sociology, 71*(3), 562-602.

Mann, S. A., & Grimes, M. D. (2001). Common And Contested Ground: Marxism And Race, Gender & Class Analysis. *Race, Gender & Class, 8*(2), 3-22.

Marceau, J. (1977). *Class And Status In France : Economic Change And Social Immobility, 1945-1975*. Cambridge: Oxford University Press.

Markle, R. (2010). *Examining The Bricks And Mortar Of Socioeconomic Status: An Empirical Comparison Of Measurement Methods.* (PhD), James Madison University.

Marks, G. N., Headey, B., & Wooden, M. (2005). Household Wealth In Australia: Its Components, Distribution And Correlates. *Journal of Sociology, 41*(1), 47-68.

Marks, J., Lam, C. B., & McHale, S. M. (2009). Family Patterns Of Gender Role Attitudes. *Sex Roles, 61*(3 to 4), 221-234.

Marsh, R. M. (1970). Evolution And Revolution: Two Types Of Change In China's System Of Social Stratification. In L. Plotnicov & A. Tuden (Eds.), *Essays in Comparative Social Stratification* (pp. 149-172). Pittsburgh, PA: University of Pittsburg Press.

Marsh, R. M. (2003). How Important Is Social Class Identification In Taiwan? *Sociological Quarterly, 44*(1), 37-59.

Marsh, R. M. (2005). Social Capital And Democracy In A New Democracy. *Sociological Quarterly, 46*(4), 593-615.

Martikainen, P., Blomgren, J., & Valkonen, T. (2007). Change In The Total And Independent Effects Of Education And Occupational Social Class On Mortality: Analyses Of All Finnish Men And Women In The Period 1971-2000. *Journal of Epidemiology and Community Health, 61*(6), 499-505.

Martin, C. C., & Nezlek, J. B. (2014). The White Ceiling Heuristic And The Underestimation Of Asian-American Income. *PLoS ONE, 9*(9), e108732.

Martin, S. R., Côté, S., & Woodruff, T. (in press). Echoes Of Our Upbringing: How Growing Up Wealthy Or Poor Relates To Narcissism, Leader Behavior, And Leader Effectiveness. *Academy Management Journal*.

Martins, G. D. F., Gonçalves, T. R., Marin, A. H., Piccinini, C. A., Sperb, T. M., & Tudge, J. (2015). Social Class, Workplace Experience, And Child-Rearing Values Of Mothers And Fathers In Southern Brazil. *Journal of Cross-Cultural Psychology, 46*(8), 996-1009.

Martinsson, P., Villegas-Palacio, C., & Wollbrant, C. (2015). Cooperation And Social Classes: Evidence From Colombia. *Social Choice Welfare, 45*(4), 829-848.

Matthews, N., Delfabbro, P., & Winefield, A. (2015). Casual Catastrophe Or Contentment: Is Casual Employment Related To Ill-Health In Young South Australians? *Labour & Industry: a journal of the social and economic relations of work, 25*(2), 69-84.

Mattsson, A. D. (2012). *It's Complex: Exploring The Associations Between Socioeconomic Position, Work Complexity And Psychological Distress In Old Age: A Population Based Study With More Than 20-Years Follow-Up*. Working Paper.

Mauno, S., De Cuyper, N., Kinnunen, U., Ruokolainen, M., Rantanen, J., & Mäkikangas, A. (2015). The Prospective Effects Of Work-Family Conflict And Enrichment On Job Exhaustion And Turnover Intentions: Comparing Long-Term Temporary Vs. Permanent Workers Across Three Waves. *Work & Stress, 29*(1), 75-94.

Mcclelland, D. C., & Franz, C. E. (1992). Motivational And Other Sources Of Work Accomplishments In Midlife - A Longitudinal-Study. *Journal of Personality, 60*(4), 679-707.

Mckenzie, K., S., Carter, K., Blakely, T., & Collings, S. (2010). The Association Of Childhood Socio-Economic Position And Psychological Distress In Adulthood: Is It Mediated By Adult Socio-Economic Position? *Longitudinal and Life Course Studies, 1*(4), 339-358.

Mckenzie, S. K., Carter, K. N., Blakely, T., & Ivory, V. (2011). Effects Of Childhood Socioeconomic Position On Subjective Health And Health Behaviours In Adulthood: How Much Is Mediated By Adult Socioeconomic Position? *BMC Public Health, 11*(269), 1-10.

McKeown, T., & Cochrane, R. (2012). Professional Contractor Wellbeing: Mutual Benefits Of Organisational Support. *International Journal of Manpower, 33*(7), 786-803.

McKnight, A. (2015). Downward Mobility, Opportunity Hoarding And The 'Glass Floor'. London, England: Social Mobility and Child Poverty Commission.

McVeigh, R., & Sobolewski, J. M. (2007). Red Counties, Blue Counties, And Occupational Segregation By Sex And Race. *American Journal of Sociology, 113*(2), 446-506.

Mehus, I. (2005). Distinction Through Sport Consumption: Spectators Of Soccer, Basketball, And Ski-Jumping. *INTERNATIONAL REVIEW FOR THE SOCIOLOGY OF SPORT, 40*(3), 321-333.

Melo, P. Z., & Valdes, B. C. (2011). Socioeconomic Determinants Of Disability In Chile. *Disability and Health Journal, 4*(4), 271-282.

Metheny, J., & McWhirter, E. H. (2013). Contributions Of Social Status And Family Support To College Students' Career Decision Self-Efficacy And Outcome Expectations. *Journal of Career Assessment, 21*(3), 378-394.

Metheny, J. R. (2009). *Family Of Origin Influences On The Career Development Of Young Adults: The Relative Contributions Of Social Status And Family Support.* (PhD), University of Oregon.

Mickelson, K. D., & Hazlett, E. (2014). Why Me? Low-Income Women's Poverty Attributions, Mental Health, And Social Class Perceptions. *Sex Roles, 71*(9 to 10), 319-322.

Mickelson, K. D., & Hazlett, E. (2014). Why Me?: Low-Income Women'S Poverty Attributions, Mental Health, And Social Class Perceptions. *Sex Roles, 71*(9 to 10), 319-332.

Mickelson, K. D., & Kubzansky, L. D. (2003). Social Distribution Of Social Support: The Mediating Role Of Life Events. *American Journal of Community Psychology, 32*(3 to 4), 265-281.

Mizell, L. (2005). Music Preferences In The U.S.: 1982-2002. *Technical Report, National Endowment for Arts; Washington, DC*.

Mohnen, S. M., Groenewegen, P. P., Völker, B., & Flap, H. (2011). Neighborhood Social Capital And Individual Health. *Social Science & Medicine, 72*(5), 660-667.

Moore, P. J., Adler, N. E., Williams, D. R., & Jackson, J. S. (2002). Socioeconomic Status And Health: The Role Of Sleep. *Psychosomatic Medicine, 64*(2), 337-344.

Mora, T. (2008). The Effects Of Working Conditions On Health Status: Simultaneous Decisions On Health And Job Satisfaction. *Revista de Economia Laboral, 5*(1), 50-72.

Morgan, S. L., & Cha, Y. (2007). Rent And The Evolution Of Inequality In Late Industrial United States. *American Behavioral Scientist, 50*(5), 677-701.

Mospens, S. M. (2008). *The Effect Of Social Class On First-Year College Student Engagement And Satisfaction.* (PhD), Indiana State University.

Mowafi, M., Khadr, Z., Subramanian, S. V., Bennett, G., Hill, A., & Kawachi, I. (2011). Are Neighborhood Education Levels Associated With BMI Among Adults In Cairo, Egypt? *Social Science & Medicine, 72*(8), 1274-1283.

Mulder, J., Ter Bogt, T. F., Raaijmakers, Q. A., Gabhainn, S. N., & Sikkema, P. (2010). From Death Metal To R&B? Consistency Of Music Preferences Among Dutch Adolescents And Young Adults. *Psychology of Music, 38*(1), 67-83.

Mungai, E., & Velamuri, S. R. (2009). Parental Entrepreneurial Role Model Influence On Male Offspring: Is It Always Positive And When Does It Occur? *Entrepreneurship Theory & Practice, 35*(2), 337-357.

Munk, M. D., Poutvaara, P., Foged, M. (2012). *Transnational Cultural Capital, Educational Reproduction, And Privileged Positions*. Working Paper.

Murayama, H., Liang, J., Bennett, J. M., Shaw, B. A., Botoseneanu, A., Kobayashi, E., & Shinkai, S. (2015). Socioeconomic Status And The Trajectory Of Body Mass Index Among Older Japanese: A Nationwide Cohort Study Of 1987-2006. *Journals of Gerontology, 71*(2), 378-388.

Na, J., Chan, M. Y., Lodi-Smith, J., & Park, D. C. (in press). Social-Class Differences In Self-Concept Clarity And Their Implications For Well-Being. *Journal of Health Psychology*.

Na, J., McDonough, I. M., Chan, M. Y., & Park, D. C. (2016). Social-Class Differences In Consumer Choices: Working-Class Individuals Are More Sensitive To Choices Of Others Than Middle-Class Individuals. *Personality and Social Psychology Bulletin, 42*(4), 430-443.

Næss, Ø., Claussen, B., Thelle, D. S., & Smith, G. D. (2005). Four Indicators Of Socioeconomic Position: Relative Ranking Across Causes Of Death. *Scandinavian Journal of Public Health, 33*(3), 215-221.

Nakashima, K. I., & Yanagisawa, K. (2015). Subjective Socioeconomic Status And Departmental Identity Interact To Reduce Depressive Tendencies And Negative

Affective Responding For Female Undergraduates. *Japanese Psychological Research, 57*(2), 113-125.

Napier, J. L., & Jost, J. T. (2008). The Antidemocratic Personality Revisited: A Cross-National Investigation Of Working-Class Authoritarianism. *Journal of Social Issues, 64*(3), 595-617.

Nedelkoska, L. (2013). Occupations At Risk: Job Tasks, Job Security, And Wages. *Industrial and Corporate Change, 22*(6), 1587-1628.

Neumark, Y. D., Rahav, G., & Jaffe, D. H. (2003). Socio-Economic Status And Binge Drinking In Israel. *Drug and Alcohol Dependence, 69*(1), 15-21.

Newburry, W., & Soleimani, M. A. (2011). Multi-Level Reputation Signals In Service Industries In Latin America. *Innovar-Revista De Ciencias Administrativas Y Sociales, 21*(39), 191-203.

Nicklett, E. J. (2011). Socioeconomic Status And Race/Ethnicity Independently Predict Health Decline Among Older Diabetics. *BMC Public Health, 11*, 684-690.

Niedzwiedz, C. (2014). *An Examination Of The Relationship Between Life Course Socioeconomic Position And Quality Of Life Among Europeans In Early Old Age And The Influence Of The Welfare Regime.* (PhD), University of Glasgow.

Noble, J., & Davies, P. (2009). Cultural Capital As An Explanation Of Variation In Participation In Higher Education. *British Journal of Sociology of Education, 30*(5), 591-605.

Nordlander, E., Strandh, M., & Brännlund, A. (2015). What Does Class Origin And Education Mean For The Capabilities Of Agency And Voice? *British Journal of Sociology of Education, 36*(2), 291-312.

Nugroho, A. E. (2010). *Market Segmentation, Social Capital And Welfare? Outreach In Microfinance: A Case Study Of Indonesia.* (PhD), Curtin University of Technology.

O'Riordan, C., & O'Connell, M. (2014). Predicting Adult Involvement In Crime: Personality Measures Are Significant, Socio-Economic Measures Are Not. *Personality and Individual Differences, 68*, 98-101.

Oakes, J. M., & Rossi, P. H. (2003). The Measurement Of SES In Health Research: Current Practice And Steps Toward A New Approach. *Social Science & Medicine, 56*(4), 769-784.

Oddsson, A. G. (2010). Class Awareness In Iceland. *International Journal of Sociology and Social Policy, 30*, 292-312.

Okay-Somerville, B., & Scholarios, D. (2013). Shades Of Grey: Understanding Job Quality In Emerging Graduate Occupations. *human relations, 66*(4), 555-585.

Oksanen, T., Kouvonen, A., Kivimäki, M., Pentti, J., Virtanen, M., Linna, A., & Vahtera, J. (2008). Social Capital At Work As A Predictor Of Employee Health: Multilevel Evidence From Work Units In Finland. *Social Science & Medicine, 66*(3), 637-649.

Oliver, M., & Shapiro, T. M. (1995). *Black Wealth/White Wealth : A New Perspective On Racial Inequality*. New York: Routledge.

Olson-Garriott, A. N., Garriott, P. O., Rigali-Oiler, M., & Chao, R. C. L. (2015). Counseling Psychology Trainees' Experiences With Debt Stress: A Mixed Methods Examination. *Journal of Counseling Psychology, 62*(2), 202-215.

Ong, C. (2012). *The Structural Determinants Of Americans' Justice Perceptions Toward Inequality In The U.S.* (M.A.), University of North Texas.

Ostrove, J. M., & Long, S. M. (2007). Social Class And Belonging: Implications For College Adjustment. *The Review of Higher Education, 30*(4), 363.

Ostrove, J. M., Stewart, A. J., & Curtin, N. L. (2011). Social Class And Belonging: Implications For Graduate Students' Career Aspirations. *The Journal of Higher Education, 82*(6), 748.

Ouwehand, C., de Ridder, D. T., & Bensing, J. M. (2009). Who Can Afford To Look To The Future? The Relationship Between Socio-Economic Status And Proactive Coping. *European Journal of Public Health, 19*(4), 412-417.

Özcan, S., & Reichstein, T. (2009). Transition To Entrepreneurship From The Public Sector: Predispositional And Contextual Effects. *MANAGEMENT SCIENCE, 55*(4), 604-618.

Özdikmenli-Demir, G. (2010). The Effects Of Economical, Cultural, And Social Capitals On Turkish University Students' Well-Being And Academic Achievement. *Ç.Ü. Sosyal Bilimler Enstitüsü Dergisi, 19*(3).

Palmer, D., & Barber, B. M. (2001). Challengers, Elites, And Owning Families: A Social Class Theory Of Corporate Acquisitions In The 1960s. *Administrative Science Quarterly, 46*(1), 87-120.

Park, B. H., Jung, M., & Lee, T. J. (2009). Associations Of Income And Wealth With Health Status In The Korean Elderly. *Journal of Preventative Medicine and Public Health, 42*(5), 275-282.

Park, J., Kitayama, S., Markus, H. R., Coe, C. L., Miyamoto, Y., Karasawa, M., & Ryff, C. D. (2013). Social Status And Anger Expression: The Cultural Moderation Hypothesis. *Emotion, 13*(6), 1122-1131.

Paškov, M., & Täht, K. (2013). Education Matters, But Who Can Attain It? Attitudes Towards Education And Educational Attainment In Estonia. *Studies of Transition States and Societies, 2*, 52-70.

Paterson, L., & Iannelli, C. (2006). Religion, Social Mobility And Education In Scotland. *British Journal of Sociology, 57*(3), 353-377.

Paterson, L., & Iannelli, C. (2007). Social Class And Educational Attainment: A Comparative Study Of England, Wales, And Scotland. *Sociology of Education, 80*(4), 330-358.

Peichl, A., & Pestel, N. (2013). Multidimensional Affluence: Theory And Applications To Germany And The US. *Applied Economics, 45*(32), 4591-4601.

Penalosa, F., & McDonagh, E. C. (1968). Education, Economic Status And Social-Class Awareness Of Mexican-Americans. *Phylon, 29*(2), 119-126.

Pensola, T. H., & Martikainen, P. (2003). Effect Of Living Conditions In The Parental Home And Youth Paths On The Social Class Differences In Mortality Among Women. *Scandinavian Journal of Public Health, 31*(6), 428-438.

Pensola, T. H., & Valkonen, T. (2002). Effect Of Parental Social Class, Own Education And Social Class On Mortality Among Young Men. *European Journal of Public Health, 12*(1), 29-36.

Pérez-Ahumada, P. (in press). The End Of A Traditional Class Distinction In Neoliberal Society: 'White-Collar' And 'Blue-Collar' Work And Its Impact On Chilean Workers' Class Consciousness. *Critical Sociology*.

Pfeffer, F., & Hallsten, M. (2012). *Mobility Regimes And Parental Wealth: The United States, Germany, And Sweden In Comparison*. Working Paper.

Phillips, D. L. (1969). Social Class, Social Participation, And Happiness - Consideration Of Interaction-Opportunities And Investment. *Sociological Quarterly, 10*(1), 3-21.

Phillips, J. E. (2011). *Socioeconomic Status, Amygdala Reactivity, And Selective Attention To Threat.* (PhD), University of Pittsburgh.

Phillips, L., Stephens, N., & Townsend, S. (2015). *Access Is Not Enough: Cultural Mismatch Persists To Limit First-Generation Students' Opportunities For Achievement Throughout College*. Working Paper.

Phillips, M. (2015). Assets And Affect In The Study Of Social Capital In Rural Communities. *Sociologia Ruralis, 56*(2), 220-247.

Piff, P. K. (2014). Wealth And The Inflated Self: Class, Entitlement, And Narcissism. *Personality and Social Psychology Bulletin, 40*(1), 34-43.

Pishghadam, R., & Khajavy, G. H. (2013). Sociological And Psychological Model Of Foreign Language Achievement: Examining Social/Cultural Capital And Cognitive/Metacognitive Aspects. *Iranian Journal of Applied Linguistics, 16*(1), 129-144.

Plessz, M., & Gojard, S. (2015). Fresh Is Best? Social Position, Cooking, And Vegetable Consumption In France. *Sociology-the Journal of the British Sociological Association, 49*(1), 172-190.

Pohl, J. A. (2014). *The Association Between Self-Rated Global And Mental Health & Socioeconomic Status In Breast Cancer Survivors.* (PhD), University of Oslo.

Polavieja, J. G. (2012). Socially Embedded Investments: Explaining Gender Differences In Job-Specific Skills. *American Journal of Sociology, 118*(3), 592-634.

Pomeroy, E. A. (2008). *Occupational Prestige Of Canadian Professions In The New Economy.* (M.A.), University of Waterloo.

Pop, C. (2014). Status Attainment Patterns In Romania. A Class-Based Analysis. *Studia Universitatis Babes-Bolyai-Sociologia, 59*(2), 137-157.

Porta, M., de Basea, M. B., Benavides, F. G., López, T., Fernandez, E., Marco, E., & PANKRAS II Study Group. (2008). Differences In Serum Concentrations Of Organochlorine Compounds By Occupational Social Class In Pancreatic Cancer. *Environmental Research, 108*(3), 370-379.

Potipiroon, W., & Rubin, E. (2016). *The Higher One Is, The Harder One Falls: The Role Of Occupational Status In Organizational Justice Abstract*. Working Paper.

Potts, B. B. (2008). *The Relational Bases Of Lifestyle Similarity And Clustering Of Local Populations.* (PhD), University of Michigan.

Power, S. (2000). Educational Pathways Into The Middle Class(es). *British Journal of Sociology of Education, 21*(2), 133-145.

Prandy, K. (1999). Class, Stratification And Inequalities In Health: A Comparison Of The Registrar-General's Social Classes And The Cambridge Scale. *Sociology of Health & Illness, 21*(4), 466-484.

Prezza, M., Amici, M., Roberti, T., & Tedeschi, G. (2001). Sense Of Community Referred To The Whole Town: Its Relations With Neighboring, Loneliness, Life Satisfaction, And Area Of Residence. *Journal of Community Psychology, 29*(1), 29-52.

Rahkonen, O., Laaksonen, M., Martikainen, P., Roos, E., & Lahelma, E. (2006). Job Control, Job Demands, Or Social Class? The Impact Of Working Conditions On The Relation Between Social Class And Health. *Journal of Epidemiology and Community Health, 60*(1), 50-54.

Ranchor, A. V., Bouma, J., & Sanderman, R. (1996). Vulnerability And Social Class: Differential Patterns Of Personality And Social Support Over The Social Classes. *Personality and Individual Differences, 20*(2), 229-237.

Ranis, P. (1991). The Contradictions Of Class And Ideology Among Argentine Laborers And Employees. *Studies in Comparative International Development, 26*(4), 3-28.

Reed, E. J. (2012). *An Examination Of The Educational Aspirations Parents Have For Their Children.* (PhD), University of Iowa.

Regidor, E., Gutierrez-Fisac, J. L., Banegas, J. R., Lopez-Garcia, E., & Rodriguez-Artalejo, F. (2004). Obesity And Socioeconomic Position Measured At Three Stages Of The Life Course In The Elderly. *European Journal of Clinical Nutrition, 58*(3), 488-494.

Reid, J. L. (2008). *Are Patterns Of Smoking Cessation And Related Behaviours Associated With Socioeconomic Status? An Analysis Of Data From The International Tobacco Control Four Country Survey.* (M.S.), University of Waterloo.

Reiss, A. J. (1962). *Occupations And Social Status*. New York: Free Press of Glencoe.

Reitzel, L. R., & Leventhal, A. M. (2014). Socioeconomic Status And The Reward Value Of Smoking Following Tobacco Abstinence: A Laboratory Study. *Nicotine & tobacco research, 16*(11), 1455-1462.

Reitzel, L. R., Vidrine, J. I., Li, Y., Mullen, P. D., Velasquez, M. M., Cinciripini, P. M., & Wetter, D. W. (2007). The Influence Of Subjective Social Status On Vulnerability To Postpartum Smoking Among Young Pregnant Women. *American Journal of Public Health, 97*(8), 1476-1482.

Rentfrow, P. J., Goldberg, L. R., & Zilca, R. (2011). Listening, Watching, And Reading: The Structure And Correlates Of Entertainment Preferences. *Journal of Personality, 79*(2), 223-258.

Reyes, M. L., & Yujuico, I. C. (2014). Psychological Distress Among College Youth As A Function Of Family SES: The Mediating Effect Of Sense Of Poverty And The Mitigating Role Of Family Resources. *JOURNAL OF PACIFIC RIM PSYCHOLOGY, 8*(2), 95-104.

Rodriguez, M. J. (2013). *The Social Bases Of The Vote For The Left In Ecuador 2002-2006: The Effects Of Socioeconomic, Demographic And Regional Attributes Of Places.* (M.S.), The Ohio State University.

Rogoff, N. (1953). Social Stratification In France And In The United States. *American Journal of Sociology, 58*(4), 347-357.

Romano, E. (2012). *Inequality, Leisure Time And Life Skills: Individual And Social Implications For Well-Being*. Working Paper.

Rothwell, D. W., & Han, C. K. (2010). Exploring The Relationship Between Assets And Family Stress Among Low-Income Families. *Family Relations, 59*(4), 396-407.

Rozin, P., Bauer, R., & Catanese, D. (2003). Food And Life, Pleasure And Worry, Among American College Students: Gender Differences And Regional Similarities. *Journal of Personality and Social Psychology, 85*(1), 132-141.

Rugh, J. S., Albright, L., & Massey, D. S. (2015). Race, Space, And Cumulative Disadvantage: A Case Study Of The Subprime Lending Collapse. *Social Problems, 62*(2), 186-218.

Russell, S. (2004). *Exploring Relationships And Pathways Between Social Class And Tooth Loss, Periodontal Disease And Dental Caries In White And Black US Adults.* (PhD), Yale University.

Sackett, P. R., Kuncel, N. R., Beatty, A. S., Rigdon, J. L., Shen, W., & Kiger, T. B. (2012). The Role Of Socioeconomic Status In SAT-Grade Relationships And In College Admissions Decisions. *Psychological Science, 23*(9), 1000-1007.

Salonen, M. K., Kajantie, E., Osmond, C., Forsén, T., Ylihärsilä, H., Paile-Hyvärinen, M., & Eriksson, J. G. (2009). Role Of Socioeconomic Indicators On Development Of Obesity From A Life Course Perspective. *Journal of Environmental and Public Health*, 1 to 7.

Samuel, P., Antonisamy, B., Raghupathy, P., Richard, J., & Fall, C. H. (2012). Socio-Economic Status And Cardiovascular Risk Factors In Rural And Urban Areas Of Vellore, Tamilnadu, South India. *International Journal of Epidemiology, 41*(5), 1315-1327.

Sanchez, M. M. (2011). *The Importance Of Country/Context Specific Conditions In The Occupational Mobility Of Immigrants.* (PhD), The Ohio State University.

Sanders, M. R. (2012). *An Interdisciplinary Framework For Understanding The Multidimensionality of Social Class.* (PhD), University of Michigan.

Sanders, M. R., & Mahalingam, R. (2012). Social Dominance Orientation And John Henryism At The Intersection Of Race And Class. *Political Psychology, 33*(4), 553-573.

Sarmazeh, H. N., Saidaey, S. E., & Ghanbari, Y. (2014). Assessment Of Social Capital Among The Farmers Of Mian Kooh District In Ardal Township Located In Chahar Mahal Bakhtiari The Province. *International Journal of Agriculture and Crop Sciences, 7*(10), 774-777.

Savoy, E. J., Reitzel, L. R., Nguyen, N., Advani, P. S., Fisher, F. D., Wetter, D. W., & McNeill, L. H. (2014). Financial Strain And Self-Rated Health Among Black Adults. *American Journal of Health Behavior, 38*(3), 340-350.

Saydah, S., & Lochner, K. (2010). Socioeconomic Status And Risk Of Diabetes-Related Mortality In The U.S. *Public Health Reports, 125*(3), 377-388.

Schieman, S., & Taylor, J. (2001). Statuses, Roles, And The Sense Of Mattering. *Sociological Perspectives, 44*(4), 469-484.

Schokkaert, E., Van Ootegem, L., & Verhofstadt, E. (2011). Preferences And Subjective Satisfaction: Measuring Well-Being On The Job For Policy Evaluation. *CESifo Economic Studies, 57*(4), 683-714.

Schöllgen, I. (2010). *Socioeconomic Status, Psychosocial Factors, And Health In The Second Half Of Life.* (PhD), University of Berlin.

Scholtz, A. E. (2013). *Knowledge, Organization And The Division Of Labour: Evaluating The Knowledge Class In Canada.* (PhD), University of Toronto.

Schooler, C., & Schoenbach, C. (1994). Social-Class, Occupational-Status, Occupational Self-Direction, And Job Income - A Cross-National Examination. *Sociological Forum, 9*(3), 431-458.

Schoon, I., Cheng, H., Gale, C. R., Batty, G. D., & Deary, I. J. (2010). Social Status, Cognitive Ability, And Educational Attainment As Predictors Of Liberal Social Attitudes And Political Trust. *Intelligence, 38*(1), 144-150.

Schoon, I., & Polek, E. (2011). Teenage Career Aspirations And Adult Career Attainment: The Role Of Gender, Social Background And General Cognitive Ability. *International Journal of Behavioral Development, 35*(3), 210-217.

Schori, D., Hofmann, K., & Abel, T. (2014). Social Inequality And Smoking In Young Swiss Men: Intergenerational Transmission Of Cultural Capital And Health Orientation. *International Journal of Public Health, 59*(2), 261-270.

Schröder, H., & Ganzeboom, H. (2009). *Measuring And Modelling Education Levels In European Societies*. Working Paper.

Schwadel, P. (2012). Social Class And Finding A Congregation: How Attendees Are Introduced To Their Congregations. *Review of Religious Research, 54*(4), 543-554.

Schwadel, P. (2014). Are White Evangelical Protestants Lower Class? A Partial Test Of Church-Sect Theory. *Social Science Research, 46*, 100-116.

Seccombe, K., & Amey, C. (1995). Playing By The Rules And Losing - Health-Insurance And The Working Poor. *Journal of Health and Social Behavior, 36*(2), 168-181.

Seekings, J. (2003). *Social Stratification And Inequality In South Africa At The End Of Apartheid*. Working Paper.

Shanahan, M. J., Bauldry, S., Roberts, B. W., Macmillan, R., & Russo, R. (2014). Personality And The Reproduction Of Social Class. *Social Forces, 93*(1), 209-240.

Shin, K. Y. (2013). Economic Crisis, Neoliberal Reforms, And The Rise Of Precarious Work In South Korea. *American Behavioral Scientist, 57*(3), 335-353.

Shkaratan, O., & Yastrebov, G. (2010). Russian Neo-Etacratic Society And Its Stratification: Discovering Real Social Groups. *Journal of Communist Studies and Transition Politics, 26*(1), 1-24.

Sintas, J. L., & Alvarez, E. G. (2002). Omnivores Show Up Again: The Segmentation Of Cultural Consumers In Spanish Social Space. *European Sociological Review, 18*(3), 353-368.

Sirniö, O., Martikainen, P., & Kauppinen, T. M. (2013). Intergenerational Determinants Of Income Level In Finland. *Social Forces, 92*(2), 463-490.

Sirviö, A., Ek, E., Jokelainen, J., Koiranen, M., Järvikoski, T., & Taanila, A. (2012). Precariousness And Discontinuous Work History In Association With Health. *Scandinavian Journal of Public Health, 40*(4), 360-367.

Sloan, M. M., Newhouse, R. J., & Evenson Thompson, A. B. (2013). Counting On Coworkers: Race, Social Support, And Emotional Experiences On The Job. *Social Psychology Quarterly, 76*(4), 343-372.

Slomczyinski, K. M., Janicka, K., Shabad, G., & Tomescu-Dubrow, I. (2007). Changes In Class Structure In Poland, 1988-2003: Crystallization Of The Winners - Losers' Divide. *Polish Sociological Review, 157*, 45-64.

Smyth, E. (1999). Educational Inequalities Among School Leavers In Ireland 1979-1994. *Economic and Social Review, 30*(3), 267-284.

Song, J., Cavusgil, E., Li, J., & Luo, R. (2015). Social Stratification And Mobility Among Chinese Middle Class Households: An Empirical Investigation. *International Business Review, 25*(3), 646-656.

Soobader, M. J., LeClere, F. B., Hadden, W., & Maury, B. (2001). Using Aggregate Geographic Data To Proxy Individual Socioeconomic Status: Does Size Matter? *American Journal of Public Health, 91*(4), 632-636.

Sorgner, A., & Fritsch, M. (2013). *Occupational Choice And Self-Employment: Are They Related?* Working Paper.

Soria, K. M. (2013). *What Happens Outside Of The College Class(ed) Room? Examining College Students' Social Class And Social Integration In Higher Education.* (PhD), University of Minnesota.

Soria, K. M., & Stebleton, M. J. (2013). Social Capital, Academic Engagement, And Sense Of Belonging Among Working-Class College Students. *College Student Affairs Journal, 31*(2), 139-153.

Sousa, E., Agudelo-Suárez, A., Benavides, F. G., Schenker, M., García, A. M., Benach, J., & Porthé, V. (2010). Immigration, Work And Health In Spain: The Influence Of Legal Status And Employment Contract On Reported Health Indicators. *International Journal of Public Health, 55*(5), 443-451.

Stallings-Smith, S., Goodman, P., Kabir, Z., Clancy, L., & Zeka, A. (2014). Socioeconomic Differentials In The Immediate Mortality Effects Of The National Irish Smoking Ban. *PLoS ONE, 9*(6), e98617.

Stellar, J. E., Manzo, V. M., Kraus, M. W., & Keltner, D. (2012). Class And Compassion: Socioeconomic Factors Predict Responses To Suffering. *Emotion, 12*(3), 449-459.

Stephens, N. M., Fryberg, S. A., & Markus, H. R. (2011). When Choice Does Not Equal Freedom: A Sociocultural Analysis Of Agency In Working-Class American Contexts. *Social Psychological and Personality Science, 2*(1), 33-41.

Steptoe, A., & Feldman, P. J. (2001). Neighborhood Problems As Sources Of Chronic Stress: Development Of A Measure Of Neighborhood Problems, And Associations With Socioeconomic Status And Health. *Annals of Behavioral Medicine, 23*(3), 177-185.

Stets, J. E. (1997). Status And Identity In Marital Interaction. *Social Psychology Quarterly, 60*(3), 185-217.

Stewart, A. L., Dean, M. L., Gregorich, S. E., Brawarsky, P., & Haas, J. S. (2007). Race/Ethnicity, Socioeconomic Status And The Health Of Pregnant Women. *Journal of Health Psychology, 12*(2), 285-300.

Stodolska, M., Marcinkowski, M., & Yi-Kook, J. (2007). The Role Of Ethnic Enclosure In Leisure In The Economic Achievement Of Korean Immigrants. *Journal of Leisure Research, 39*(1), 1-27.

Stohs, J. H. (1995). Predictors Of Conflict Over The Household Division-Of-Labor Among Women Employed Full-Time. *Sex Roles, 33*(3 to 4), 257-275.

Stokmans, M. J. W. (2003). How Heterogeneity In Cultural Tastes Is Captured By Psychological Factors: A Study Of Reading Fiction. *Poetics, 31*(5 to 6), 423-439.

Stowe, S. L. (2012). *The Effects Of Cultural And Economic Capital On Both Formal And Informal Learning For The Workplace.* (PhD), University of Toronto.

Strama, I. (2006). *Deconstructing The American Dream: Exploring Ethnic Identity And Subjective Social Status In 1.5-Generation Immigrants.* (PhD), Massachusetts School of Professional Psychology.

Subramanyam, M. A., Diez-Roux, A. V., Hickson, D. A., Sarpong, D. F., Sims, M., Taylor, H. A., & Wyatt, S. B. (2012). Subjective Social Status And Psychosocial And Metabolic Risk Factors For Cardiovascular Disease Among African Americans In The Jackson Heart Study. *Social Science & Medicine, 74*(8), 1146-1154.

Sullivan, O., & Gershuny, J. (2004). Inconspicuous Consumption: Work-Rich, Time-Poor In The Liberal Market Economy. *Journal of Consumer Culture, 4*(1), 79-100.

Sundquist, K., & Yang, M. (2007). Linking Social Capital And Self-Rated Health: A Multilevel Analysis Of 11,175 Men And Women In Sweden. *Health & Place, 13*(2), 324-334.

Swanberg, J. E., McKechnie, S. P., Ojha, M. U., & James, J. B. (2011). Schedule Control, Supervisor Support And Work Engagement: A Winning Combination For Workers In Hourly Jobs? *Journal of Vocational Behavior, 79*(3), 613-624.

Tabri, N. (2013). *Does University Students' Attachment To Their Social Class Background Promote Their Expectations Of Moving Up The Social Class Hierarchy?* (PhD), Concordia University.

Tåhlin, M. (2007). Class Clues. *European Sociological Review, 23*(5), 557-572.

Tåhlin, M. (2011). Vertical Differentiation Of Work Tasks: Conceptual And Measurement Issues. *Empirical Research in Vocational Education and Training, 3*(1), 55-70.

Tan, J. J., & Kraus, M. W. (2015). Lay Theories About Social Class Buffer Lower-Class Individuals Against Poor Self-Rated Health And Negative Affect. *Personality and Social Psychology Bulletin, 41*(3), 446-461.

Tan, J. J., Kraus, M. W., Impett, E. A., Oveis, C., & Keltner, D. (2015). *Quality Of Interdependent Relationships Mitigates Social-Class Differences In Subjective Well-Being*. Working Paper.

Teixeira, C., Silva, S., Severo, M., & Barros, H. (2015). Socioeconomic Position Early In Adolescence And Mode Of Delivery Later In Life: Findings From A Portuguese Birth Cohort. *PLoS ONE, 10*(3), e0119517.

Thibodeau, R. (2010). *The Collective Identity Of Social Class: A Social-Psychological Perspective On Socioeconomic Status And Postsecondary Achievement.* (PhD), Carleton University.

Thompson, J. B. (2016). *Health Literacy As A Moderator In The Relationship Between Diabetes Knowledege And Diabetes Outcomes.* (PhD), University of Southern Mississippi.

Thompson, M. N., & Subich, L. M. (2006). The Relation Of Social Status To The Career Decision-Making Process. *Journal of Vocational Behavior, 69*(2), 289-301.

Thompson, M. N., & Subich, L. M. (2007). Exploration And Validation Of The Differential Status Identity Scale. *Journal of Career Assessment, 15*(2), 227-239.

Timmons, J. F., & Nickelsburg, J. (2014). Do People With Specific Skills Want More Social Insurance? Not In The United States. *Economics & Politics, 26*(3), 457-482.

Toivanen, S., & Hemström, Ö. (2006). Income Differences In Cardiovascular Disease: Is The Contribution From Work Similar In Prevalence Versus Mortality Outcomes? *International Journal of Behavioral Medicine, 13*(1), 89-100.

Tolliver, A. (2013). *Influence Of Socioeconomic Status On College Retention In Metro North Philadelphia.* (PhD), Jones International University.

Tomescu-Dubrow, I. (2006). Intergenerational Social Mobility In Romania: Changes In The Patterns Of Flows And Relationships In The Postcommunist Era. *International Journal of Sociology, 36*(1), 46-48.

Tomescu-Dubrow, I. (2011). Effects Of Future Orientations On Income Attainment And Social Class: An Analysis Of Polish Panel Data. *Polish Sociological Review, 176*, 515-532.

Tomfohr, L. M., Ancoli-Israel, S., & Dimsdale, J. E. (2010). Childhood Socioeconomic Status And Race Are Associated With Adult Sleep. *Behavioral Sleep Medicine, 8*(4), 219-230.

Torres-Cintrón, M. (2012). Using A Socioeconomic Position Index To Assess Disparities In Cancer Incidence And Mortality, Puerto Rico (1995-2004). *Preventing Chronic Disease, 9*.

Torssander, J., & Erikson, R. (2010). Stratification And Mortality-A Comparison Of Education, Class, Status, And Income. *European Sociological Review, 26*(4), 465-474.

Torvik, F. A., Ystrom, E., Czajkowski, N., Tambs, K., Røysamb, E., Ørstavik, R., & Reichborn-Kjennerud, T. (2015). Socioeconomic Status And Sick Leave Granted For Mental And Somatic Disorders: A Prospective Study Of Young Adult Twins. *BMC Public Health, 15*, 134-143.

Townsend, S. S., Eliezer, D., Major, B., & Mendes, W. B. (2014). Influencing The World Versus Adjusting To Constraints: Social Class Moderates Responses To Discrimination. *Social Psychological and Personality Science, 5*(2), 226-234.

Trujillo, C. A., Barrios, A., Camacho, S. M., & Rosa, J. A. (2010). Low Socioeconomic Class And Consumer Complexity Expectations For New Product Technology. *Journal of Business Research, 63*(6), 538-547.

Tschopp, C., & Grote, G. (2014). The How And Why Of The Relationship Between Job Insecurity, Subjective Career Success, And Turnover Intention. In A. C. Keller, M. M. Bergman, & N. K. Semmer (Eds.), *Psychological, Educational, and Sociological Perspectives on Success and Well-Being in Career Development* (pp. 127-150). New York: Springer.

Tseng, M., & Fang, C. Y. (2012). Socioeconomic Position And Lower Dietary Moderation Among Chinese Immigrant Women In The United States. *Public Health Nutrition, 15*(3), 415-423.

Turrell, G., Hewitt, B., Patterson, C., & Oldenburg, B. (2002). Measuring Socio-Economic Position In Dietary Research: Is Choice Of Socio-Economic Indicator Important? *Public Health Nutrition, 6*(2), 191-200.

Uddin, M. E. (2009). Cross-Cultural Socio-Economic Status Attainment Between Muslim And Santal Couple In Rural Bangladesh. *World Academy of Science, Engineering and Technology, 3*(7), 1512-1519.

Udo, G. J., Guimaraes, T., & Igbaria, M. (1997). An Investigation Of The Antecedents Of Turnover Intention For Manufacturing Plant Managers. *International Journal of Operations & Production Management, 17*(9-10), 912-930.

Upright, C. B. (2004). Social Capital And Cultural Participation: Spousal Influences On Attendance At Arts Events. *Poetics, 32*(2), 129-143.

Urbatsch, R. (2013). Industries, Occupations, And Trade Policy Preferences. *Political Behavior, 35*(3), 605-620.

Uzuki, Y. (2010). *Intergenerational Persistence Of Poverty In The UK: Empirical Analysis Of Economic Outcomes For People Born From The 1950s To The 1980s.* (PhD), London School of Economics.

Väänänen, A., Kumpulainen, R., Kevin, M. V., Ala-Mursula, L., Kouvonen, A., Kivimäki, M., & Vahtera, J. (2008). Work-Family Characteristics As Determinants Of Sickness Absence: A Large-Scale Cohort Study Of Three Occupational Grades. *Journal of Occupational Health Psychology, 13*(2), 181-196.

Van de Werfhorst, H. G., & Andersen, R. (2005). Social Background, Credential Inflation And Educational Strategies. *Acta Sociologica, 48*(4), 321-340.

van den Bogaard, L., Henkens, K., & Kalmijn, M. (2014). Pasts That Last: The Moderating Role Of Education And Former Occupation For Men's Volunteering After Retirement. *Research in Social Stratification and Mobility, 36*, 87-100.

van der Gaag, M. (2005). *Measurement Of Individual Social Capital.* (PhD), Vrije University.

Van Doesum, N. J., Tybur, J. M., & Van Lange, P. A. M. (2016). *Class Impressions: Higher Social Class Elicits Lower Prosociality*. Working Paper.

van Hek, M., & Kraaykamp, G. (2013). Cultural Consumption Across Countries: A Multi-Level Analysis Of Social Inequality In Highbrow Culture In Europe. *Poetics, 41*(4), 323-341.

van Leeuwen, F., Koenig, B. L., Graham, J., & Park, J. H. (2014). *Moral Concerns Across The United States: Associations With Life-History Variables, Pathogen Prevalence, Urbanization, Cognitive Ability, And Social Class*. Working Paper.

Vander Stichele, A., & Laermans, R. (2006). Cultural Participation In Flanders: Testing The Cultural Omnivore Thesis With Population Data. *Poetics, 34*(1), 45-64.

Vårheim, A., Steinmo, S., & Ide, E. (2008). Do Libraries Matter? Public Libraries And The Creation Of Social Capital. *Journal of Documentation, 64*(6), 877-892.

Veenstra, G. (2005). Can Taste Illumine Class? Cultural Knowledge And Forms Of Inequality. *Canadian Journal of Sociology, 30*(3), 247-279.

Veenstra, G. (2007). Who The Heck Is Don Bradman? Sport Culture And Social Class In British Columbia, Canada. *Canadian Review of Sociology and Anthropology, 44*(3), 319-343.

Veenstra, G. (2010). Culture And Class In Canada. *Canadian Journal of Sociology, 35*(1), 83-111.

Veenstra, G. (2013). The Gendered Nature Of Discriminatory Experiences By Race, Class, And Sexuality: A Comparison Of Intersectionality Theory And The Subordinate Male Target Hypothesis. *Sex Roles, 68*(11 to 12), 646-659.

Veenstra, G., & Kelly, S. (2007). Comparing Objective And Subjective Status: Gender And Space (And Environmental Justice?). *Health & Place, 13*(1), 57-71.

Vescio, M. F., Smith, G. D., & Giampaoli, S. (2001). Socio-Economic Position And Cardiovascular Risk Factors In An Italian Rural Population. *European Journal of Epidemiology, 17*(5), 449-459.

Vigoda-Gadot, E., & Talmud, L. *Organizational Politics And Job Performance: The Moderating Effect Of Social Capital*. Working Paper.

Vryonides, M., & Gouvias, D. (2012). Parents' Aspirations For Their Children's Educational And Occupational Prospects In Greece: The Role Of Social Class. *International Journal of Educational Research, 53*, 319-329.

Wade, J. C., & Brittan-Powell, C. (2000). Male Reference Group Identity Dependence: Support For Construct Validity. *Sex Roles, 43*(5 to 6), 323-340.

Wakeling, P. (2005). La Noblesse D'état Anglaise? Social Class And Progression To Postgraduate Study. *British Journal of Sociology of Education, 26*(4), 505-522.

Walker, G. J. (2016). Social Class And Basic Psychological Need Satisfaction During Leisure And Paid Work. *Journal of Leisure Research, 48*(3), 228-244.

Walker, J. T., Brewster, C., & Wood, G. (2014). Diversity Between And Within Varieties Of Capitalism: Transnational Survey Evidence. *Industrial and Corporate Change, 23*(2), 493-533.

Wall, T. D. (1972). Overall Job Satisfaction In Relation To Social Desirability, Age, Length Of Employment And Social Class. *British Journal of Social and Clinical Psychology, 11*, 79-81.

Wallace, M., & Junisbai, A. (2004). Finding Class Consciousness In The New Economy. *Research in Social Stratification and Mobility, 20*, 385-421.

Wallace, M., & Lowe, T. S. (2011). Work Values And Job Rewards Among European Workers. *Research in the Sociology of Work, 22*, 43-84.

Wang, P. C. (2012). *Perceived Positions In The Social Hierarchy-Subjective Social Status Of Contemporary Chinese: A Case Study In The City Of Shenzhen*. Working Paper.

Warde, A., Martens, L., & Olsen, W. (1999). Consumption And The Problem Of Variety: Cultural Omnivorousness, Social Distinction And Dining Out. *Sociology, 33*(1), 105-127.

Warde, A., & Tampubolon, G. (2002). Social Capital, Networks And Leisure Consumption. *The Sociological Review, 50*(2), 155-180.

Warner, W. L., Meeker, M., & Eells, K. (1949). *Social Class In America : A Manual Of Procedure For The Measurement Of Social Status*. Chicago: Science Research Associates, Inc.

Warren, J., & Kuo, H. H. (2000). *How To Measure What People Do For A Living In Research On The Socioeconomic Correlates Of Health*. Working Paper.

Weaver, C. N. (1977). Relationships Among Pay, Race, Sex, Occupational Prestige, Supervision, Work Autonomy, And Job Satisfaction In A National Sample. *Personnel Psychology, 30*(3), 437-445.

Weaver, R. R., & Rivello, R. (2006). The Distribution Of Mortality In The United States: The Effects Of Income (Inequality), Social Capital, And Race. *OMEGA, 54*(1), 19-39.

Webb, E., Kuh, D., Peasey, A., Pajak, A., Malyutina, S., Kubinova, R., & Bobak, M. (2008). Childhood Socioeconomic Circumstances And Adult Height And Leg Length In Central And Eastern Europe. *Journal of Epidemiology and Community Health, 62*(4), 351-357.

Webb, F. (2014). *The Role Of Social Class Identity: Implications For African American And White College Students' Psychological And Academic Outcomes.* (PhD), University of Michigan.

Wei, J., Zheng, W., & Zhang, M. (2011). Social Capital And Knowledge Transfer: A Multi-Level Analysis. *human relations, 64*(11), 1401-1423.

Weiner, T. S., & Eckland, B. K. (1979). Education And Political-Party - Effects Of College Or Social-Class. *American Journal of Sociology, 84*(4), 911-928.

Wen, M., Browning, C. R., & Cagney, K. A. (2003). Poverty, Affluence, And Income Inequality: Neighborhood Economic Structure And Its Implications For Health. *Social Science & Medicine, 57*(5), 843-860.

Werfhorst, H. G., & Graaf, N. D. D. (2004). The Sources Of Political Orientations In Post-Industrial Society: Social Class And Education Revisited. *The British Journal of Sociology, 55*(2), 211-235.

Westéus, M., & Lindgren, U. *Young Adults In The Swedish Temporary Agency Sector: Implications Of Family Experience*. Working Paper.

Whelan, C. T., & Maître, B. (2005). Vulnerability And Multiple Deprivation Perspectives On Economic Exclusion In Europe: A Latent Class Analysis. *European Societies, 7*(3), 423-450.

Whelan, C. T., & Maître, B. (2014). The Great Recession And The Changing Distribution Of Economic Vulnerability By Social Class: The Irish Case. *Journal of European Social Policy, 24*(5), 470-485.

Whelan, C. T., Russell, H., & Maître, B. (2015). Economic Stress And The Great Recession In Ireland: Polarization, Individualization Or 'Middle Class Squeeze'? *Social Indicators Research, 126*(2), 503-526.

Whitbeck, L. B., Simons, R. L., Conger, R. D., Wickrama, K. A. S., Ackley, K. A., & Elder, G. H. (1997). The Effects Of Parents' Working Conditions And Family Economic Hardship On Parenting Behaviors And Children's Self-Efficacy. *Social Psychology Quarterly, 60*(4), 291-303.

Widdop, P., & Cutts, D. (2013). Social Stratification And Sports' Participation In England. *Leisure Sciences, 35*(2), 107-128.

Williams, L., Germov, J., & Young, A. (2011). The Effect Of Social Class On Mid-Age Women's Weight Control Practices And Weight Gain. *Appetite, 56*(3), 719-725.

Wilson, T. C. (2002). The Paradox Of Social Class And Sports Involvement: The Roles Of Cultural And Economic Capital. *International Review For the Sociology of Sport, 37*(1), 5-16.

Winkler, E., Busch, C., Clasen, J., & Vowinkel, J. (2015). Changes In Leadership Behaviors Predict Changes In Job Satisfaction And Well-Being In Low-Skilled Workers: A Longitudinal Investigation. *Journal of Leadership & Organizational Studies, 22*(1), 72-87.

Wodtke, G. (2014). *Class Structure And Income Inequality In The United States.* (PhD), University of Michigan.

Wolff, L. S., Acevedo-Garcia, D., Subramanian, S. V., Weber, D., & Kawachi, I. (2009). Subjective Social Status, A New Measure In Health Disparities Research: Do Race/Ethnicity And Choice Of Referent Group Matter? *Journal of Health Psychology, 15*(4), 560-574.

Wong, T., & Ka-ying Wan, P. (2009). The Emerging Middle Class In Post-Colonial Macao: Structure, Profile, And Mobility. *Issues & Studies, 45*(2), 221-250.

Wurthmann, K. A. (2014). Service On A Stigmatized Board, Social Capital, And Change In Number Of Directorships. *Journal of Management Studies, 51*(5), 814-841.

Xiao, H. (2000a). Class, Gender, And Parental Values In The 1990s. *Gender & Society, 14*(6), 785-803.

Xiao, H. (2000b). Structure Of Child-Rearing Values In Urban China. *Sociological Perspectives, 43*(3), 457-471.

Xu, Y. (2011). Ethnic Variations In The Relationship Between Socioeconomic Status And Psychological Distress Among Latino Adults. *Race and Social Problems, 3*(3), 212-225.

Yaish, Y., & Katz-Gerro, T. (2012). Disentangling 'Cultural Capital': The Consequences Of Cultural And Economic Resources For Taste And Participation. *European Sociological Review, 28*(2), 169-185.

Yamaoka, K. (2008). Social Capital And Health And Well-Being In East Asia: A Population-Based Study. *Social Science & Medicine, 66*(4), 885-899.

Yang, I. (2012). *Cultural Construction Of The Chinese Middle Class: Economic Reform, Urban Consumer Culture, And The National Desire*. Working Paper.

Yogo, U. T. (2011). *Social Network And Job Quality: Evidence From Cameroon*. Working Paper.

Young-Clark, M. (2014). *Correlations Between Parents' Academic Achievements, Emerging Adult Children's Perception Of Their Parents' Socio-Economic Status And The Educational Attainment Of The Emerging Adult Children.* (PhD), Iowa State University.

Young, N. (2016). *The Impact Of Social Class In The Hiring Process.* (PhD), University of Connecticut.

Yuan, H. (2015). Structural Social Capital, Household Income And Life Satisfaction: The Evidence From Beijing, Shanghai And Guangdong-Province, China. *Journal of Happiness Studies, 17*(2), 569-586.

Yun, H. (2007). *The Different Tiers Of Social Lives In Policies: Policy Beliefs And Different Aspects Of Social Capital.* (PhD), University of Florida.

Zang, X. (2012). Scaling The Socioeconomic Ladder: Uyghur Perceptions Of Class Status. *Journal of Contemporary China, 21*(78), 1029-1043.

Zavisca, J. (2005). The Status Of Cultural Omnivorism: A Case Study Of Reading In Russia. *Social Forces, 84*(2), 1233-1255.

Zhang, S. (2013). *Cross-Class Families - A Social Capital Perspective.* (PhD), University of Birmingham.

Zhang, Y., Yang, J., Tang, J., Au, K., & Xue, H. (2013). Prior Experience And Social Class As Moderators Of The Planning-Performance Relationship In China's Emerging Economy. *Strategic Entrepreneurship Journal, 7*(3), 214-229.

Zhao, W. (2012). Economic Inequality, Status Perceptions, And Subjective Well-Being In China's Transitional Economy. *Research in Social Stratification and Mobility, 30*(4), 433-450.

Zhou, X. (2005). The Institutional Logic Of Occupational Prestige Ranking: Reconceptualization And Reanalyses. *American Journal of Sociology, 111*(1), 90-140.

Zucker, A. N., Stewart, A. J., Pomerleau, C. S., & Boyd, C. J. (2005). Resisting Gendered Smoking Pressures: Critical Consciousness As A Correlate Of Women's Smoking Status. *Sex Roles, 53*(3-4), 261-272.