

## Summaries

### **What does the interaction in survey-interviews tell us about the quality of the question-wording?**

by Hans van der Zouwen and Wil Dijkstra

A detailed analysis of the interactions between interviewer and respondent in survey-interviews may point at questions which cause cognitive, communicative and/or interactional problems. From an analysis of data collected by means of face-to-face interviews, it appears that these problems can be significantly reduced by using an adequate set of response alternatives, and by making use of showcards when presenting these alternatives. It also appears that so-called semi-open questions, which require field-coding by the interviewer, lead to many problematic question-answer sequences. An analysis of data from a CATI-survey shows that a cognitive screening of questions from questionnaires, and a detailed analysis of the interactions following these questions, are both necessary, and complementary, methods for the evaluation of questions to be used in survey-interviews.

### **Occupation formation in teaching**

by Albert Mok, Arien Blees-Booij and Gerrit Vrieze.

A theory of occupation formation was formulated to analyze and explain recent developments in teaching in the Netherlands. In this article, occupation formation is defined as the process of the genesis, development and revitalization of the occupational activities in the three relevant domains of knowledge, authority and power, and moral responsibility. The analysis resulted in three models: occupation formation 'from above' (state guided), 'from the outside' (market directed) and 'from the inside' (self-regulated by the members of the occupation). More specifically, the role of occupational standards and of teacher registering as occupation formation from the inside was investigated. The paper concludes with some observations on the surplus value of a theory of occupation formation for the analysis of the quality of teaching. Occupation formation from the inside is possible, and it may contribute substantially to solving some of the problems of the teaching profession.

### **Studies on Pillarization: The state of the art at the end of the 1990s**

by J.E. Ellemers

In this article a number of studies on *Verzuiling* (Pillarization) is reviewed, which appeared in the course of the 1990s. *Verzuiling* is the term for the particular way in which Dutch socie-

ty has been organized along denominational lines. Some of the new studies have shed light on the ways *Verzuiling* and *Ontzuiling* (De-Pillarization) have developed at the local level. They show that these processes have taken place in different ways in different municipalities. *Verzuiling* and *Ontzuiling* did not take place according to a uniform pattern, but showed considerable variation by sector, time and place. It furthermore becomes clear that in the case of some smaller – Orthodox-Protestant and non-Christian – religious groups there is also ‘belated’ *Verzuiling*, or rise of new ‘midget-Pillars’. Then some comparisons are made between *Verzuiling* in Belgium and the Netherlands. Finally the remarkable fact is discussed that in the field of education there is still a considerable degree of *Verzuiling*. However, this raises the question whether the continuation of *Verzuiling* in the schoolsystem should not also been seen as a new form of privatization, which occurs in other sectors of contemporary Dutch society as well.