



# **Economic Values**

**A Report from the  
New Zealand Values Study, 2005**

Rose, E.  
Huakau, J.  
Casswell, S.

Centre for Social and Health Outcomes Research and Evaluation  
& Te Ropu Whariki  
Massey University, P O Box 6137, Wellesley St  
[www.shore.ac.nz](http://www.shore.ac.nz)

June 2005



# Contents

Acknowledgments .....	3
Introduction and Methodology .....	4
Analysis .....	5
Valuing the Economy .....	6
Valuing the Environment .....	11
Economic growth versus the natural environment .....	11
Responsibility for the environment .....	12
Individualism vs Collectivism.....	16
Satisfaction with Household's Financial Situation .....	18
Taxation .....	19
Government and Business.....	23
Partnership between government and small business .....	23
Government and large business .....	23
Commitment to New Zealand.....	25
Valuing Work.....	28
Importance of work.....	28
Priorities for employment.....	28
Performance based pay .....	30
Appendix 1: Methodology.....	32
Appendix 2: Comparison of sample with population estimates .....	36
Appendix 3: Breakdown of results where significant differences exist.....	37
Valuing the economy.....	37
Valuing the environment.....	42
Taxation.....	46
Commitment to New Zealand.....	51
Valuing work.....	57

## **Acknowledgments**

The data of the New Zealand Values Survey (Parts I and II) were collected by SHORE and Whariki and we acknowledge the efforts of the supervisors and interviewers of the Computer Assisted Telephone Interviewer system.

Funding for the New Zealand Values Survey was obtained from the Foundation for Research Science and Technology as part of the Public Life portfolio. Additional funding to explore other issues was obtained from the Ministry of Research Science and Technology; Children's Commissioner; Ministry of Social Development; Ministry of Economic Development; Treasury Department; Department of Labour and the State Services Commission.

We acknowledge the contribution made by Dr Alan Webster and Dr Paul Perry, Massey University, and Associate Professor Philippa Howden Chapman, University of Otago, Wellington School of Medicine to the previous New Zealand Values Surveys and the current New Zealand Values Survey project.

Finally we are very grateful to the respondents who gave their time for the survey.

## **Introduction and Methodology**

This report describes the findings from the New Zealand Values Survey that relate to New Zealanders' perceptions and values regarding a range of economic issues. The specific topics that are covered include: economic and social orientation, economic issues and the environment, individualism vs collectivism, financial satisfaction, government use of taxes, government's role with small and large and businesses, factors influencing people's commitment to New Zealand and the labour market.

The New Zealand Values Survey data were collected by a Computer Assisted Telephone Interviewing (CATI) system from New Zealanders aged 18 years and over. Details of the sampling frame, interviewing process and analysis are provided in Appendix 1.

A comparison of the sample characteristics with 2004 population estimates is contained in Appendix 2.

## Analysis

Important aspects of the sample design and weighting procedures were accounted for using the SUDAAN software package. Different methods were used to analyse questions based on the different types of response variables recorded.

Data were analysed using logistic regression for binary responses, multi-logistic regression for categorical outcomes with more than two categories and regression analysis was used for continuous/semi-discrete data.

All differences between demographic groups were tested for statistical significance at the 5% level. A factor was included in the analysis to adjust for the effective sample size being less than the actual sample size (see data fusion section Appendix 1).

Data collected on the range of variables were cross classified by age and highest level of education received. Age was broken down into the following groups: 18-24; 25-34; 35-44; 45-54; 55-64; and 65+. Highest level of education received consisted of the following groups: no formal schooling, primary, secondary, and tertiary. (The no formal education group was small, 1.4%, and includes, along with an overrepresentation of Maori, overrepresentation from several minority ethnic groups.)

As is usual in the analysis of survey data, these tests only account for random sampling variation and not for any non-sampling errors (such as non-response bias or measurement error) that may be present.

Where differences are commented on in the text these were significant at the 5% level. Where significant differences exist between age groups or level of education tables showing the breakdown of results are provided in Appendix 3.

## Valuing the Economy

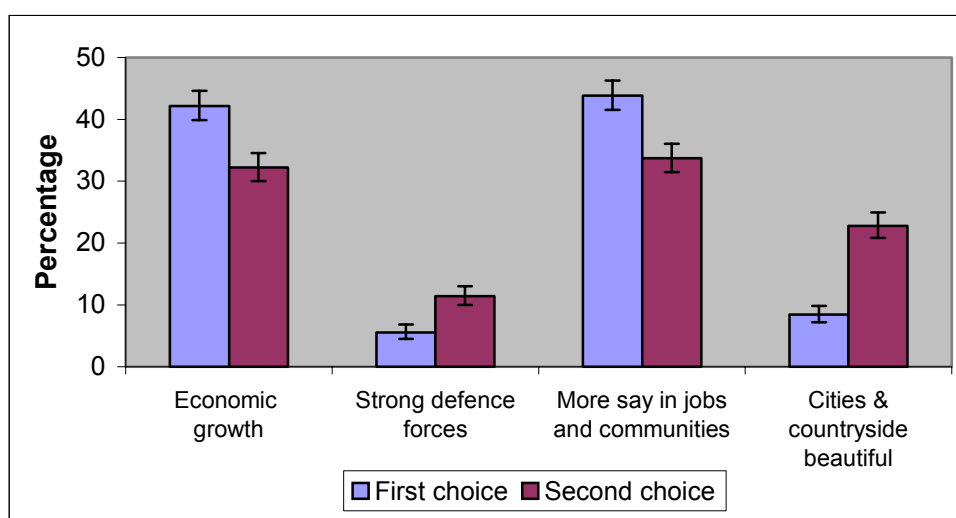
Respondents' views on economic issues as compared with other aspects of life were considered by asking about what the aims of New Zealand should be over the next ten years. Three lists of four possible aims for the country were read out and respondents were asked to make their first choice of the most important goal and then their second choice of the most important goal.

The items in the first list were:

- **A high level of economic growth**
- **Making sure this country has strong defence forces**
- **Seeing that people have more say about how things are done at their jobs and in their communities**
- **Trying to make our cities and countryside more beautiful**

Figure 1 shows the percentage choosing each of the four as their first and second choices.

**Figure 1: Rating the importance of economic growth; strong defence forces; more say in jobs and communities; and beautification of cities and countryside**



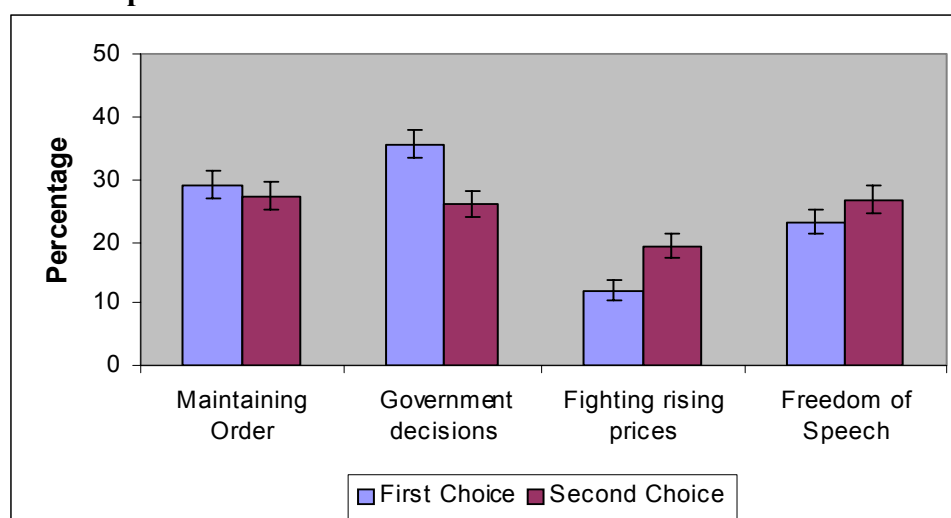
Just under half the respondents (44%) stated that seeing that people have more say about how things are done at their jobs and in their communities was their first choice and a similar number (42%) stated that a high level of economic growth was their first choice. Age and level of education affected respondents' first choice. The oldest group (65+) and the youngest (18-24) were both less likely to prioritise economic growth. (Tables 6 and 7, Appendix 3).

The second list of possible aims of New Zealand for the next ten years was as follows:

- **Maintaining order in the nation**
- **Giving people more say in important government decisions**
- **Fighting rising prices**
- **Protecting freedom of speech**

Details of respondents' first and second choices are shown in Figure 2.

**Figure 2: Rating the importance of maintaining order; more say in important government decisions; fighting rising prices; and protecting freedom of speech**



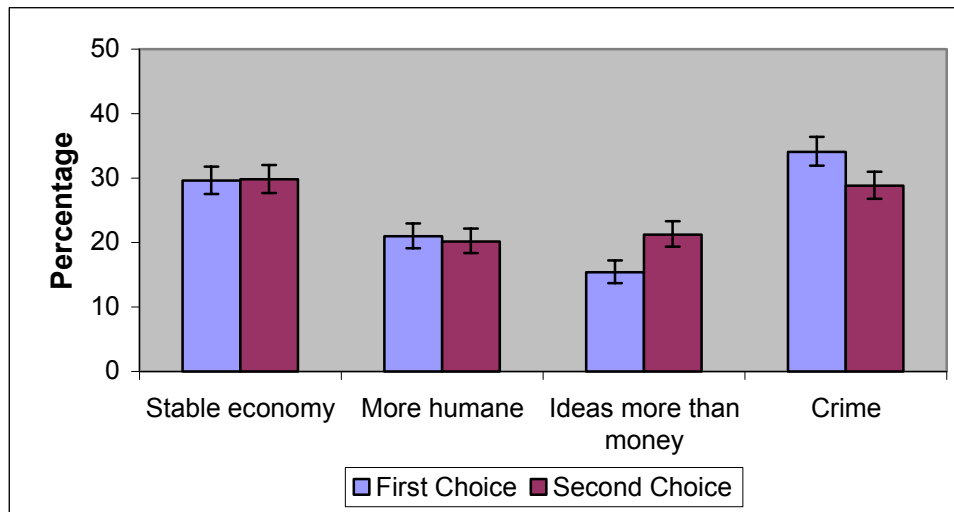
Giving people more say in important government decisions was the most popular first choice among respondents (36%). Slightly fewer respondents chose maintaining the order in the nation (29%) and protecting freedom of speech (23%) as their first choice. Fighting rising prices was the first choice of the least number of respondents (12%). Education levels affected respondents' first choice (Table 8, Appendix 3). Those with primary level education were more likely to want people to have more say in government decisions and fighting rising prices and less likely to rate maintaining order and freedom of speech as important.

The final list of possible aims for New Zealand over the next ten years included the following options:

- **A stable economy**
- **Progress towards a less impersonal and more humane society**
- **Progress toward a society in which ideas count more than money**
- **The fight against crime**

Figure 3 shows respondents' first and second choices of these contrasted items.

**Figure 3: Rating the importance of a stable economy; progress towards a less impersonal and more humane society; progress toward a society in which ideas count more than money; and the fight against crime**



Approximately one third of respondents stated that the fight against crime (34%) and a stable economy (30%) was their first choice. These were followed by progress towards a less impersonal and more humane society (21%) and progress toward a society in which ideas count more than money (15%). Both age and education level significantly affected respondents' first choice. Those aged 18-24 were less likely to rate a stable economy as most important and more likely to rate ideas counting more than money. Tertiary educated respondent valued fight against crime less highly than others (Tables 9 and 10, Appendix 3).

Economic and social orientation was also considered by asking respondents about whether they would be in favour or not in favour of a range of possible government actions. These possible government actions included: increasing police powers to fight crime, stricter controls on pornographic material; wealth redistribution; compensation to Maori for past injustices; and declaring New Zealand a republic. Table 1 details the results for these items.

**Table 1: Favourability of a range of possible government actions**

Issue	% Strongly in favour	% In favour	% Neutral	% Against	% Strongly against
Increasing police powers to fight crime	39	38	15	6	3
Imposing stricter controls on pornographic material	56	21	15	4	4
Redistributing income and wealth in favour of the less well off	13	32	30	16	8
Returning land, fisheries and other resources to Maori where injustices have occurred	13	31	30	16	11
Declaring New Zealand a republic and no longer having the Queen of England as Head of State	17	23	29	18	14

Approximately three-quarters of respondents were strongly in favour or in favour of increasing police powers to fight crime (77%) and imposing stricter controls on pornographic material (77%). Less than half the respondents strongly agreed or agreed with the statements: “redistributing income and wealth in favour of the less well off” (45%); “compensating for or returning land, fisheries and other resources to Maori where injustices have occurred” (44%); and “declaring New Zealand a republic and no longer having the Queen of England as Head of State” (40%).

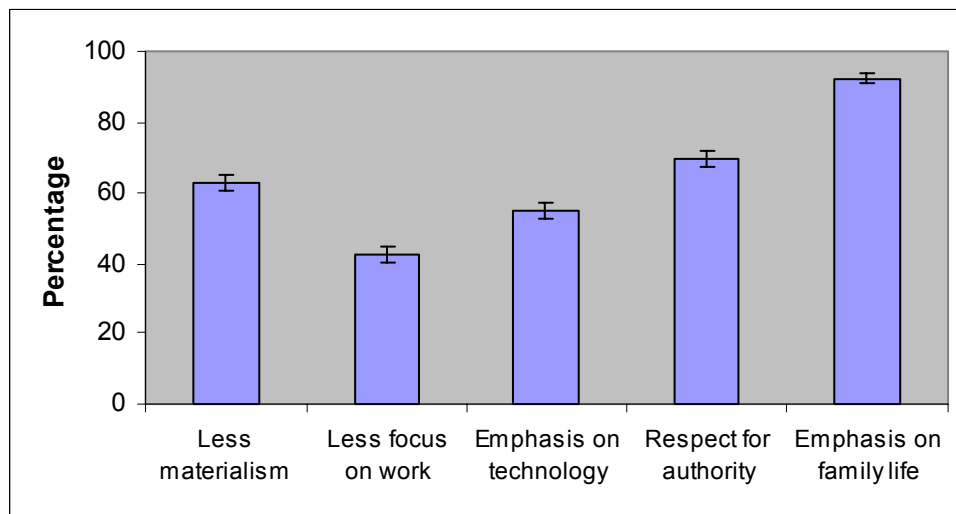
Respondents who had received no formal schooling were more likely to strongly agree and agree to increasing police powers to fight crime than tertiary educated respondents (Table 11, Appendix 3). Respondents aged 18-24 were more likely to strongly agree or agree than respondents aged 65+ to declaring New Zealand a republic and no longer having the Queen of England as Head of State (Table 13, Appendix 3).

New Zealanders’ economic and social values were also asked about in a question about respondents’ views on a number of possible changes that could take place in the future. Respondents were asked whether they thought that these changes would be a good thing, they wouldn’t mind it happening, or it would be a bad thing. The statements were:

- **Less emphasis on money and material possessions**
- **Less importance placed on work in our lives**
- **More emphasis on the development of technology**
- **Greater respect for authority**
- **More emphasis on family life**

The greatest support was for family life (92%) and respect for authority (70%). Sixty-three percent thought a change towards less emphasis on money and material possessions was good and 55% thought more emphasis on technology would be good. However, less than half (43%) thought less emphasis on work would be good (Figure 4).

**Figure 4: Proportion of respondents reporting ‘good’**



Respondents in the age ranges 35-44 and 55-64 were more likely to agree that less importance placed on work in our lives would be a good thing compared with respondents aged 45-54 and 65+ (Table 14, Appendix 3). Older respondents were more likely to agree that greater respect for authority would be a good thing (Table 15, Appendix 3). Less educated respondents were also generally more likely to agree that greater respect for authority would be a good thing (Table 16, Appendix 3).

# Valuing the Environment

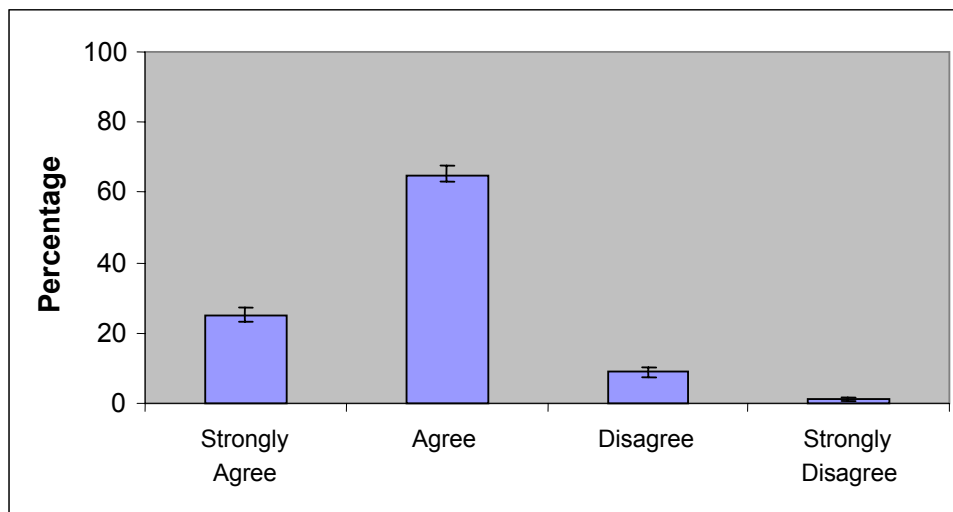
## Economic growth versus the natural environment

The priority New Zealanders give to the environment versus economic growth was explored in a number of questions. Respondents were asked to choose which of the following statements came closer to their point of view: **“Protecting the environment should be given priority, even if it causes slower economic growth and some loss of jobs”** or **“Economic growth and creating jobs should be the top priority even if the environment suffers to some extent.”**

The majority of respondents agreed with the first statement that “protecting the environment should be given priority, even if it causes slower economic growth and some loss of jobs” (64%). The age of the respondents affected results, with the older age groups less likely to agree with protecting the environment at the expense of the economy (Table 17, Appendix 3).

In response to a separate question: **“Economic growth and development should only occur if it does not cause lasting damage to the environment”** the overwhelming majority of respondents agreed or strongly agreed (90%) (Figure 5).

**Figure 5: Economic growth should only occur if it does not cause lasting damage to the environment**



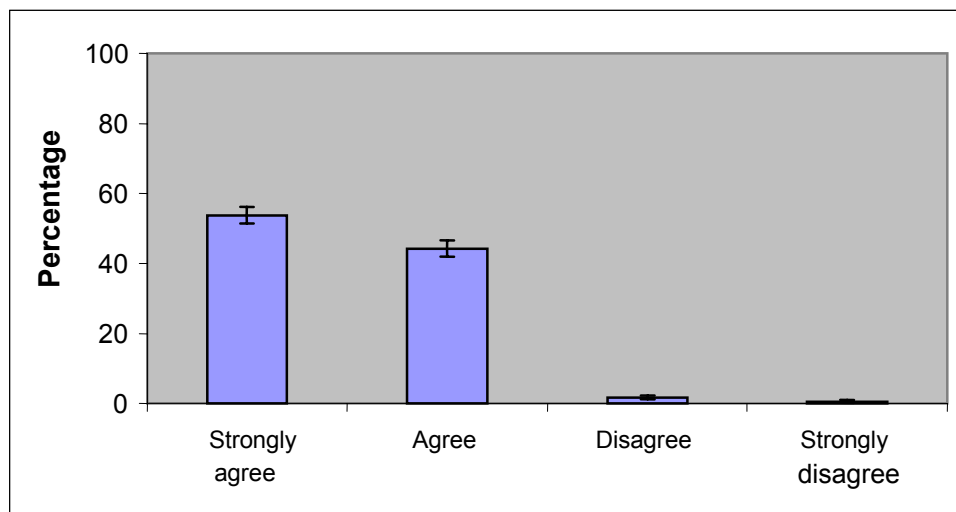
In this case the results did not differ by age group but significant differences were found related to educational level. Strong agreement was expressed by more of those with tertiary education compared with secondary and primary level education (Table 18, Appendix 3).

### Responsibility for the environment

Respondents were asked about the responsibility of business and individuals in relation to the protection of the environment. A number of statements were presented and respondents were asked to indicate whether they strongly agreed, agreed, disagreed or strongly disagreed with each of them.

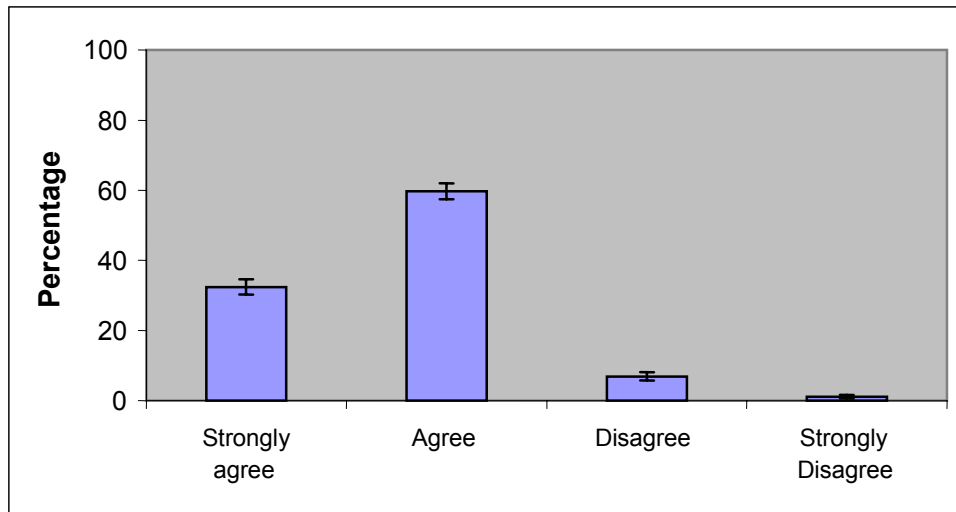
In relation to business responsibility, people were asked to give their level of agreement to the statement: **“Business should be financially responsible for environmental damage caused by their activities.”** The overwhelming majority of respondents strongly agreed or agreed with this statement (97%) (Figure 6). The education levels of respondents had a significant effect on responses and tertiary educated people were more supportive than others while those without formal education were less in agreement (Table 19, Appendix 3).

**Figure 6: Businesses should be financially responsible for environmental damage caused by their activities**



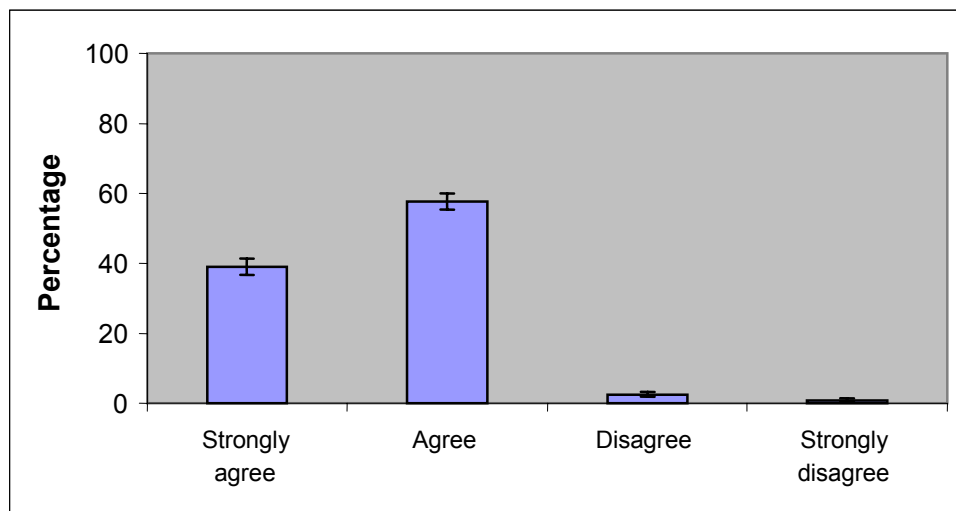
People were also asked to express their level of agreement with: **“In addition to financial reporting, businesses should also be required to report on environmental and social costs caused by their activities.”** This was also strongly agreed or agreed to by the majority (92%) (Figure 7). Both age and education level of respondents impacted on responses. Younger respondents (18-24 and 25-34) were generally more likely to strongly agree and agree with this statement than respondents aged 55-64 and 65+. Those with formal education were less in agreement (Tables 20 and 21, Appendix 3).

**Figure 7: In addition to financial reporting, businesses should also be required to report on environmental and social costs caused by their activities**



Attitudes towards individual responsibility for the environment were assessed. Respondents were asked to rate agreement levels with the statement: **“Individuals should take responsibility to minimise any environmental harm they may cause”**. Most people strongly agreed or agreed, (97%) (Figure 8) and those who had reached higher levels of educational experience were significantly more likely to strongly agree (Table 22, Appendix 3).

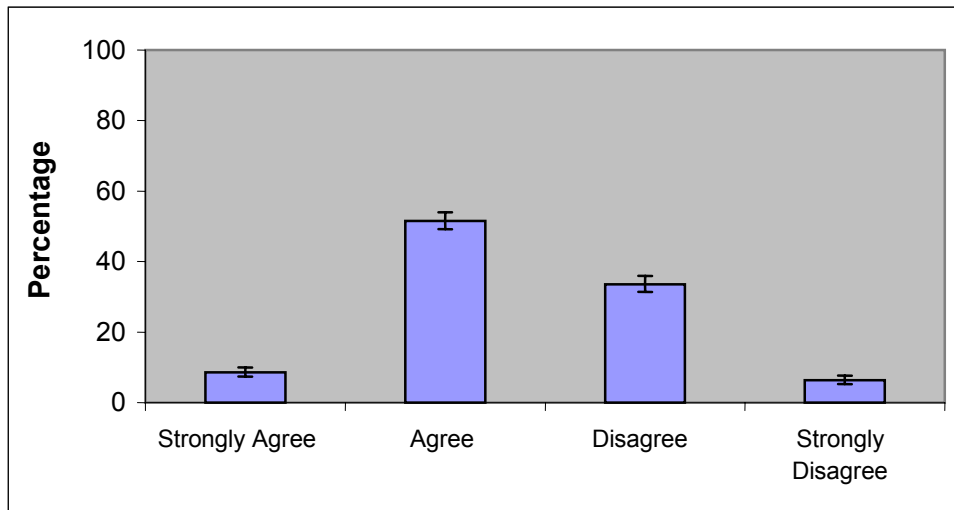
**Figure 8: Individuals should take responsibility to minimise any environmental harm they may cause**



Respondents were asked whether they would personally be prepared to pay towards the cost of preventing environmental pollution. Firstly, levels of agreement were considered for the statement: **“I would give part of my income if I were certain that the money would be used to prevent environmental pollution”** (Figure 9). Sixty percent of respondents agreed or strongly agreed with this statement. There were

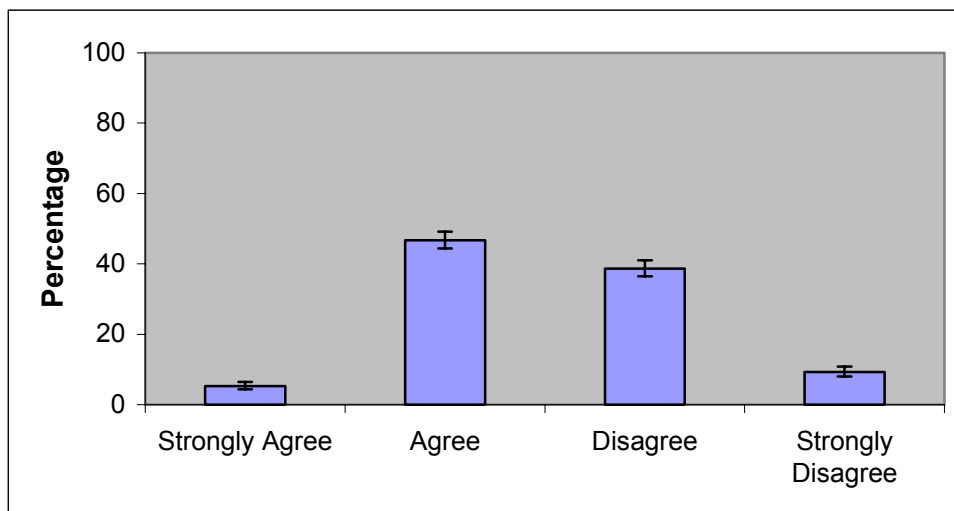
significant differences in the responses given by respondents aged 18-24 and those aged 35-44 and 55-64, with the younger age groups being more likely to be in agreement with this statement than the older age group (Table 23, Appendix 3).

**Figure 9: I would give part of my income if I were certain that the money would be used to prevent environmental pollution**



Respondents' level of agreement with the statement: **“I would agree to an increase in taxes if the extra money were used to prevent environmental pollution”** was also assessed. Just over half the respondents (52%) strongly agreed or agreed with this statement (Figure 10). Significant differences existed between respondents that had no formal schooling and respondents from all other education levels (Table 24, Appendix 3). Respondents with no formal school were more likely to be in disagreement with the statement.

**Figure 10: I would agree to an increase in taxes if the extra money were used to prevent environmental pollution**



These results indicate that New Zealanders place high value on the environment. The environment was given priority over economic growth by most respondents and the majority of respondents considered that economic growth should not occur at the cost of environmental damage. Both business and individuals should be responsible for their own environmental damage. Approximately half of the respondents would be happy to give part of their own income to prevent environmental pollution but slightly fewer when this was in the form of taxation. Where differences between demographic groups existed the more educated and younger respondents tended towards valuing the environment more highly.

## Individualism vs Collectivism

Questions were asked about whether income disparity acted as an incentive for individual effort and whether people should be responsible for providing for themselves. A one to ten scale that had an opposing statement at each end was used. Respondents had to choose a point on the scale that reflected where their views lay with regard to the two opposing statements.

The first set of statements was:

- **Incomes should be made more equal**
- **We need larger income differences as incentives for individual effort**

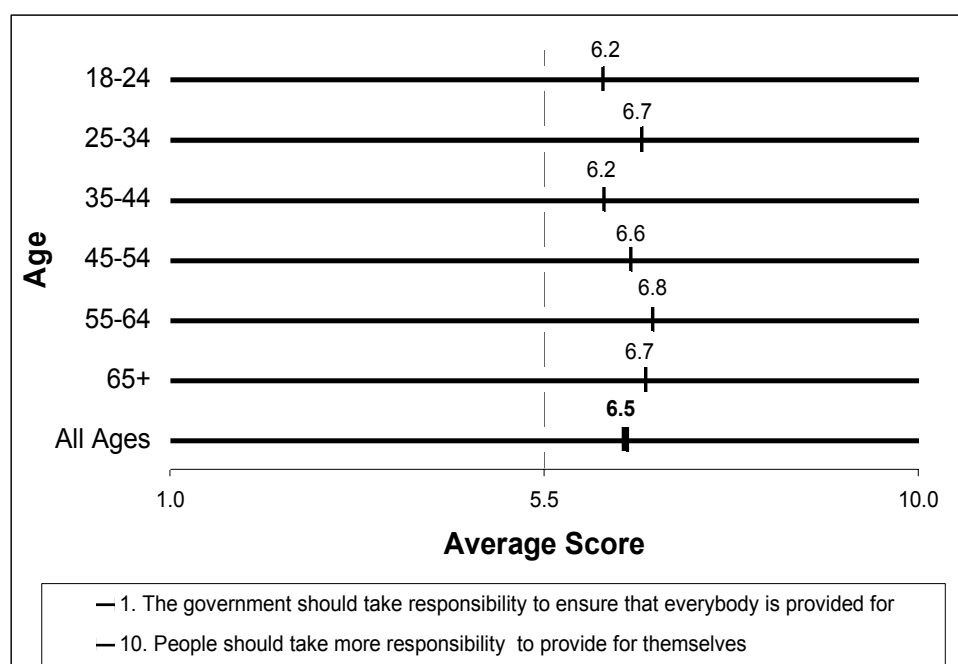
The overall average score across all the age ranges was 5.5. This means that on average people's views lay equally between the two statements "incomes should be made more equal" and "we need larger income differences as incentives for individual effort". There were no significant differences between the age groups.

The next set of statements was:

- **The government should take responsibility to ensure that everyone is provided for**
- **People should take more responsibility to provide for themselves**

The overall score across all the age ranges was 6.5. All age ranges were more likely to agree that people should take more responsibility to provide for themselves. There were differences by age and these are illustrated in Figure 11.

**Figure 11: The government should take responsibility to ensure that everyone is provided for or people should take more responsibility to provide for themselves**



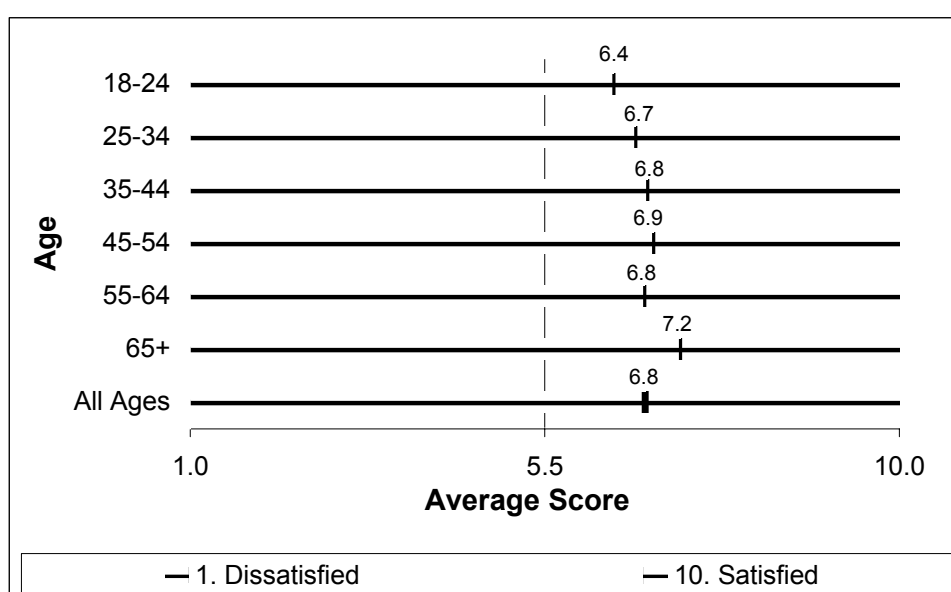
Respondents in the age groups 25-34, 55-64 and 65+ were significantly more likely to agree that people should take more responsibility to provide for themselves compared with respondents aged 35-44. Respondents aged 55-64 and 65+ were also significantly more likely to agree with this statement compared with respondents aged 18-24.

While respondents' views lie equally between moving towards income equality and viewing income differences as a motivator for individual achievement (5.5), respondents were more likely to agree that people should take more responsibility for themselves rather than rely on government to take responsibility to ensure that everyone is provided for.

## Satisfaction with Household's Financial Situation

People's satisfaction with their own household financial situation was explored. Respondents were asked to rate their level of satisfaction on a one to ten scale where one meant they are completely dissatisfied and ten meant they are completely satisfied. Results are shown in Figure 12 below.

**Figure 12: How satisfied are you with the financial situation of your household?**



The average score was 6.8, indicating that people were more likely to be satisfied with their household financial situation than not. Age affected results, with older respondents significantly more likely to be satisfied than younger respondents.

## Taxation

New Zealanders' views on how government should spend taxes was considered together with whether New Zealanders would be prepared to pay more tax provided it was spent on certain groups or needs.

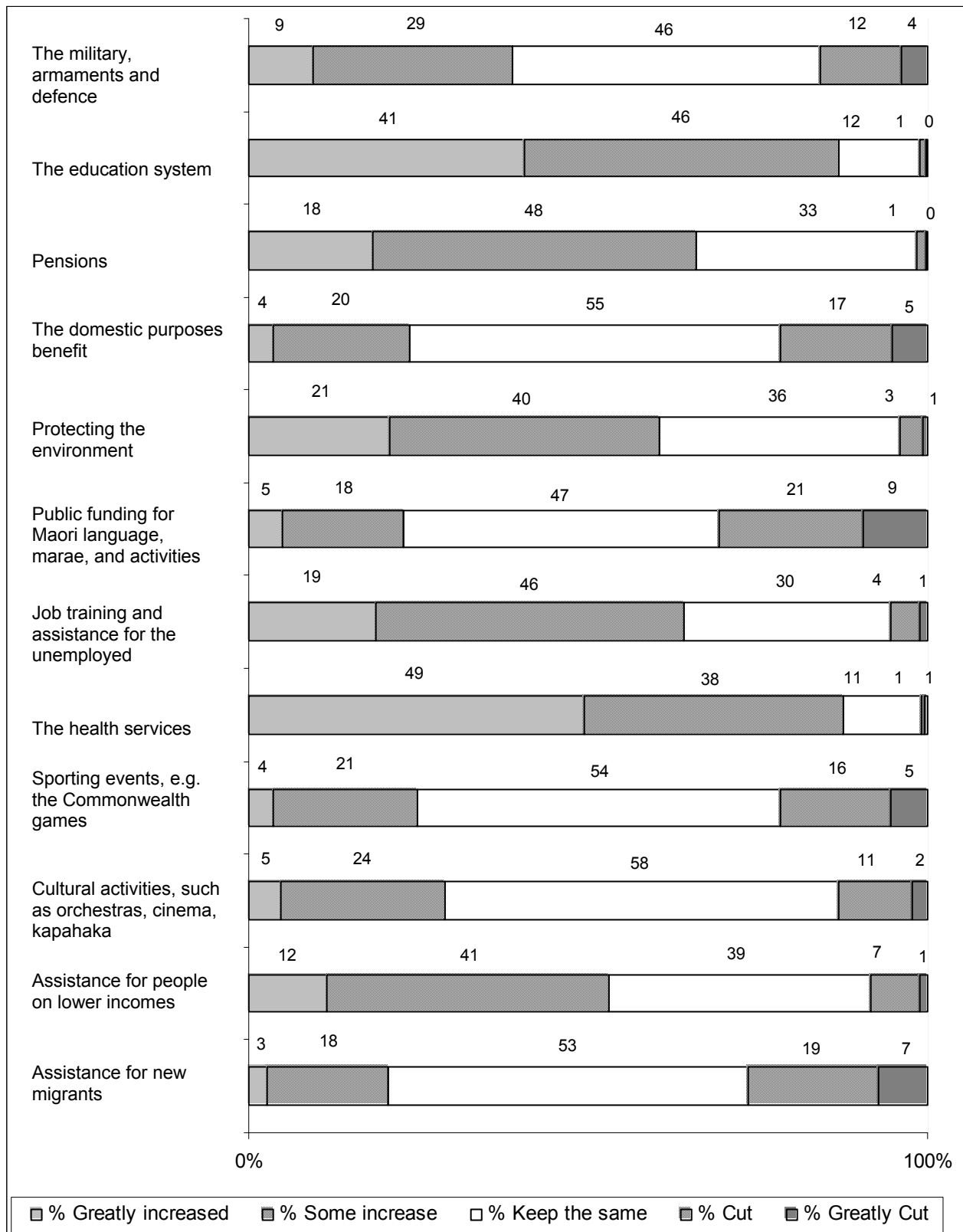
Respondents were presented with a range of possible items of government expenditure and asked to choose between **“Increasing government spending in each particular area even though this would mean paying higher taxes for this extra spending”** or **“Cutting government spending in each area and thereby reducing taxes”**. The results are detailed opposite in Figure 13.

The majority of respondents considered that the government should increase to some degree or greatly increase spending on the health services (87%); the education system (87%); pensions (66%); protecting the environment (61%); job training and assistance for the unemployed (65%); and spending on assistance for people on lower incomes (53%).

Relatively fewer respondents thought that government should greatly increase or have some increase in spending on the military, armaments and defence (38%); spending on cultural activities, such as orchestras, cinema and kapa haka (29%), spending on special sporting events like the Commonwealth Games (25%), the domestic purposes benefit (24%); public funding for Maori language, Marae and other activities (23%) and spending on assistance for new migrants (21%).

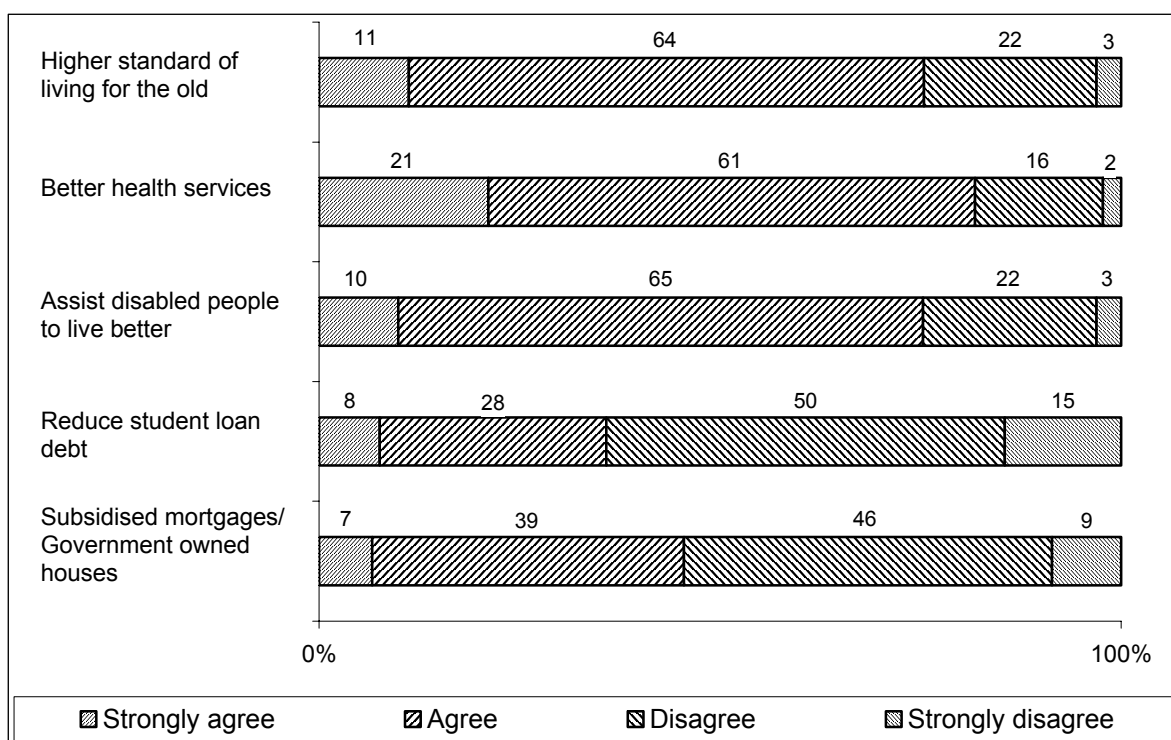
Differences in support for changes in taxation and investment existed between age groups and education levels (Tables 25-34, Appendix 3)

**Figure 13: Increasing government spending even though this would mean paying higher taxes or cutting government spending and thereby reducing taxes**



In a separate question respondents were asked to indicate their level of agreement with a range of statements saying that they would be prepared to pay higher taxes if the money was going to be spent on specific items (Figure 14).

**Figure 14: Level of agreement to an increase in taxes if extra money was going to be spent on specific items**



Three-quarters of respondents strongly agreed or agreed with the statement **“I would agree to an increase in my taxes if the extra money were used to provide a higher standard of living for the old”**. There was no overall effect of age. However, respondents who had a primary level of education were significantly more likely to strongly agree and agree with this statement than tertiary educated respondents (Table 35, Appendix 3).

The majority of respondents (82%) strongly agreed or agreed with the statement **“I would agree to an increase in my taxes if the extra money were used to provide better health services”** (Figure 14). No effects due to age or education level were found.

People were prepared to accept an increase in their taxes if it meant that the money would be used to assist disabled people to live better. Three-quarters of respondents strongly agreed or agreed with this (Figure 14). No significant effects due to age or education level were found.

Respondents were generally not prepared to have an increase in taxes so that student loan debt could be reduced. Almost two-thirds of respondents (64%) disagreed or strongly disagreed with the statement **“I would agree to an increase in my taxes if the extra money were used to reduce student loan debt”** (Figure 14). Again, no

significant differences were found between respondents of different age groups or education levels.

When asked whether they would agree or disagree to an increase in their taxes if the extra money were used to provide subsidised mortgages or government owned houses to those that cannot afford them, respondents were slightly more likely to disagree than agree. Fifty-five percent of respondents disagreed or strongly disagreed with this, while 46% strongly agreed or agreed (Figure 14). No significant differences were found due to age or education level.

The education system and health services, together with better standards of living for the old and disabled, were seen by the majority as the areas where government should increase its tax spending, even if this meant paying higher taxes.

## Government and Business

### Partnership between government and small business

Respondents' were asked about their views on the benefits of small business people and the self employed working together with government. Respondents were asked whether they believed that working together with government would be beneficial to self employed and small business owners to improve profitability and growth. Respondents had to choose a number on a one to ten scale where one meant **“Self employed and small business owners would be able to improve their profitability and grow if they worked together with government towards economic growth”** and ten meant **“Self employed and small business owners would be unlikely to improve their profitability and grow by working together with government towards economic growth.”** The mean score was 4.6 suggesting that, on average, there was a tendency to support such partnerships. There was no difference between the age groups.

### Government and large business

The level of control that the New Zealand Government should have over large businesses and multinationals was explored. Respondents were asked whether they favoured, were neutral about, or were against: **“Tighter government regulations on big companies and multinationals.”**

Slightly more than half the respondents were strongly in favour or in favour (52%) with about one third neutral (Figure 15). No significant differences were found between the different age groups or education levels.

**Figure 15: Tighter government regulations on big companies and multinationals**

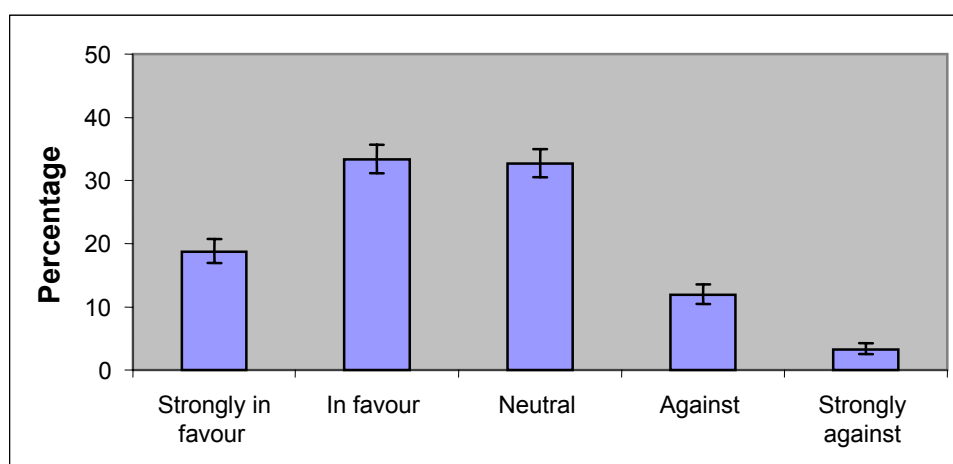
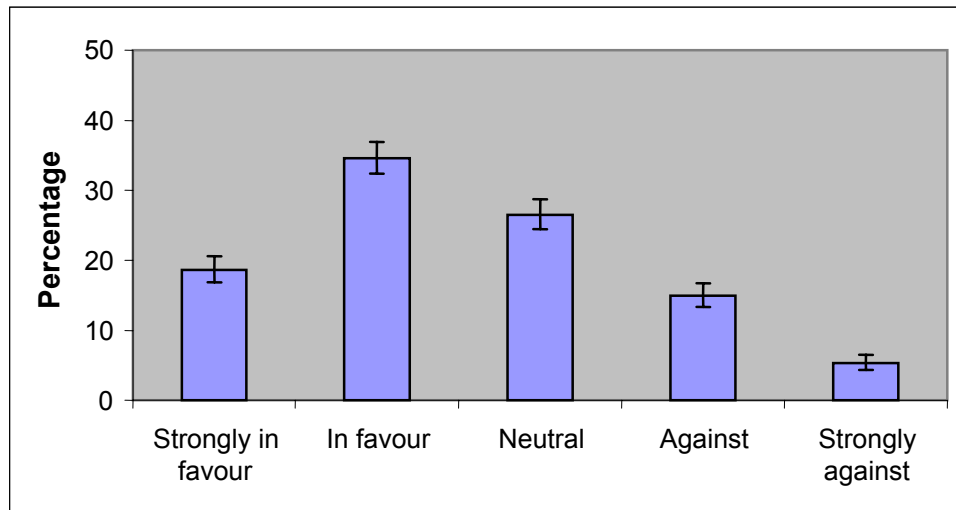


Figure 16 shows that just over half the respondents were also strongly in favour or in favour (53%) of “**The government owning big industries in NZ, like electricity generation.**” Again no significant effects due to age or education level were found.

**Figure 16: Government owning big industries in New Zealand, electricity generation**



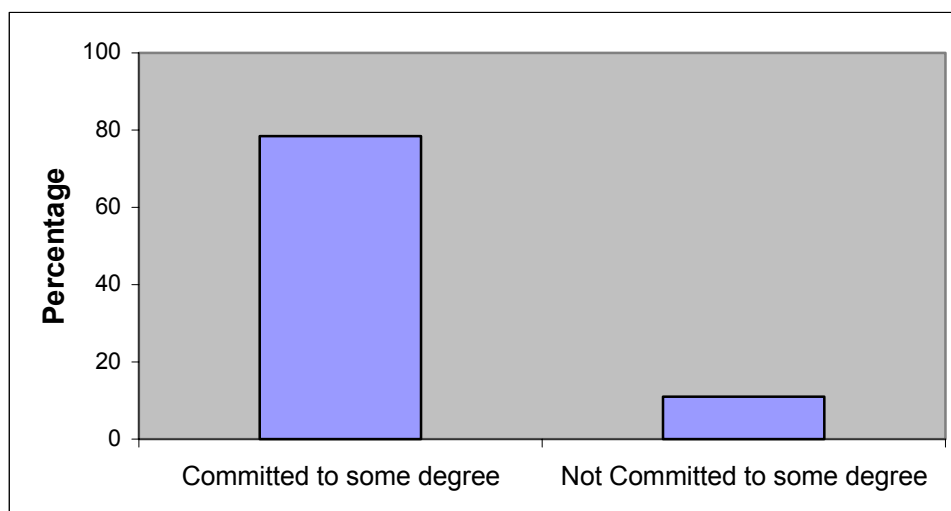
There was a tendency to view government as being able to have a positive impact on the profitability of small business and as having a role in regulating the actions of large companies and multinationals. Over half the respondents viewed government as having a role in owning key industries in New Zealand.

## Commitment to New Zealand

Questions were asked about people's level of commitment to spending most of the rest of their lives in New Zealand and the factors that would influence them in making this decision.

To measure levels of commitment to spending most of the rest of their lives in New Zealand, respondents had to pick a number on a one to five scale where one was very committed and five was not very committed. Figure 17 shows that 78% of respondents were committed to some degree (i.e. they had chosen one or two on the scale) and that 11% of respondents were less committed (i.e. they had chosen four or five on the scale). A further 10% gave a score of 3 indicating that they were uncertain or neutral.

**Figure 17: Respondents committed to spending most of the rest of their life in New Zealand**



Regardless of whether respondents were committed or not to staying the rest of their life in New Zealand, they were asked how important the key factors would be in influencing their decision to stay or not. Results are shown in Table 2.

**Table 2: Factors influencing decision to spend rest of life in New Zealand**

Factors	% Very Important	% Important	% Neither Important nor Unimportant	% Not Very Important	% Not Important at All
A high quality natural environment	48	46	3	3	0
Low poverty	29	50	10	8	3
High employment levels	30	52	8	7	3
Low crime rate	50	42	4	2	1
A good balance between work and home life	55	38	4	3	1
Good transportation systems	32	43	11	10	4
Your possible earnings	30	47	10	10	3
Good education for children	66	27	3	3	2
A good public health system	63	33	2	2	0
New Zealand's artistic and cultural heritage	18	44	14	19	5
New Zealand's sporting prowess	13	36	17	24	9

Over 80% of respondents stated the following factors to be very important or important: a good public health system (96%); a high quality natural environment (94%); low crime rate (92%); a good balance between work and home life (93%); good education for children (93%); and high employment levels (82%). Slightly fewer respondents considered the following factors to be very important or important: low poverty (79%); your possible earnings (77%); good transportation systems (75%); and New Zealand's artistic and cultural heritage (62%). Only 49% thought that New Zealand's sporting prowess was a very important or important factor in deciding whether to stay in New Zealand for the rest of their life.

Significant differences in responses given by respondents in the varying age groups and education levels were present for some of the factors influencing respondents' decision to spend the rest of their life in New Zealand. Breakdowns of responses by age and education level are detailed in Table 36-48, Appendix 3.

In Table 3 these same factors, influencing respondents' decision to spend the rest of their life in New Zealand, are shown for two groups: respondents who stated that they were committed to spending most of the rest of their life in New Zealand and those that were not committed.

**Table 3: Factors rated as very important and important in influencing decision to spend rest of life in New Zealand, by level of commitment to New Zealand**

Factors	% Very Important and Important	
	Committed	Less Committed
A high quality natural environment	95	89
Low poverty	80	74
High employment levels	83	78
Low crime rate	93	89
A good balance between work and home life	94	86
Good transportation systems	75	70
Your possible earnings	76	81
Good education for children	93	91
A good public health system	96	96
New Zealand's artistic and cultural heritage	63	52
New Zealand's sporting prowess	51	43

Respondents who were committed to New Zealand were significantly more likely to rank a high quality natural environment; a good balance between work and home life; and New Zealand's artistic and cultural heritage as a very important or important factor in influencing their decision to spend the rest of their life in New Zealand.

## Valuing Work

### Importance of work

Respondents in the survey were asked to rate, in terms of importance, **work** alongside other life domains: “**family, friends, leisure time, politics, religion, spirituality, cultural activities.**”

The percentage of people rating work as very or rather important was 90%, however the proportions of respondents reporting family (99%), friends (98%) and leisure time (96%) as very or rather important was relatively higher.

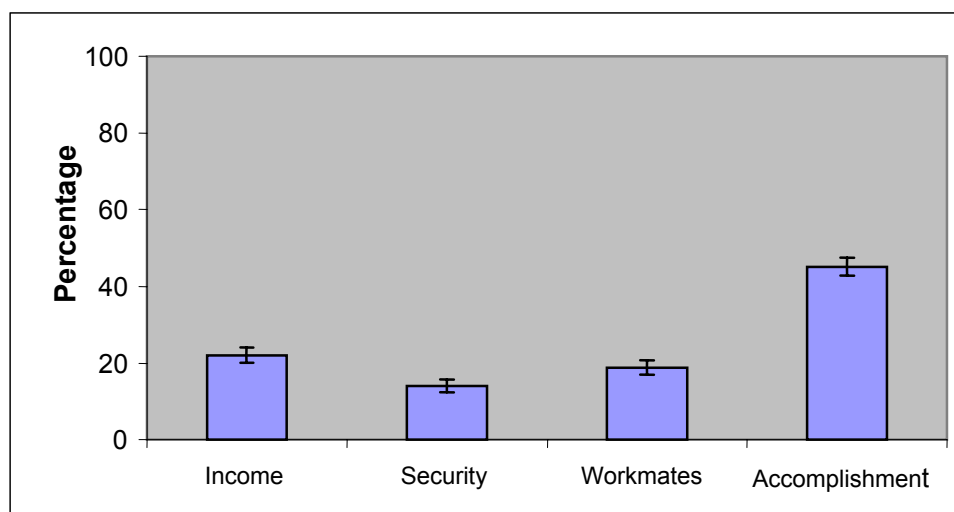
### Priorities for employment

People were also asked to rate priorities for choosing a job. The first series of priorities in choosing a job offered were:

- **A good income so that you do not have worries about money**
- **A safe job with no risk of closing down or unemployment**
- **Working with people you like**
- **Doing an important job which gives you a feeling of accomplishment**

Doing an important job which gives you a feeling of accomplishment was identified as the highest priority with security of tenure chosen least often (Figure 18).

**Figure 18: Issues of most importance in choosing a job**



Some significant differences were found; the youngest group (18-24 years) were more likely to prioritise income over accomplishment but less likely to choose congenial workmates. However, those with a lower educational level were more likely to prioritise income, job security and congenial workmates. (Table 49, Appendix 3).

The second series of priorities offered were:

- **Gaining new skills or opportunities for future development**
- **A job that enables you to balance work and life commitments**
- **A workplace organised to protect the physical health of its employees**
- **Security provided by having a permanent job**

Work life balance was identified as the highest priority (Figure 19).

**Figure 19: Issues of most importance in choosing a job**



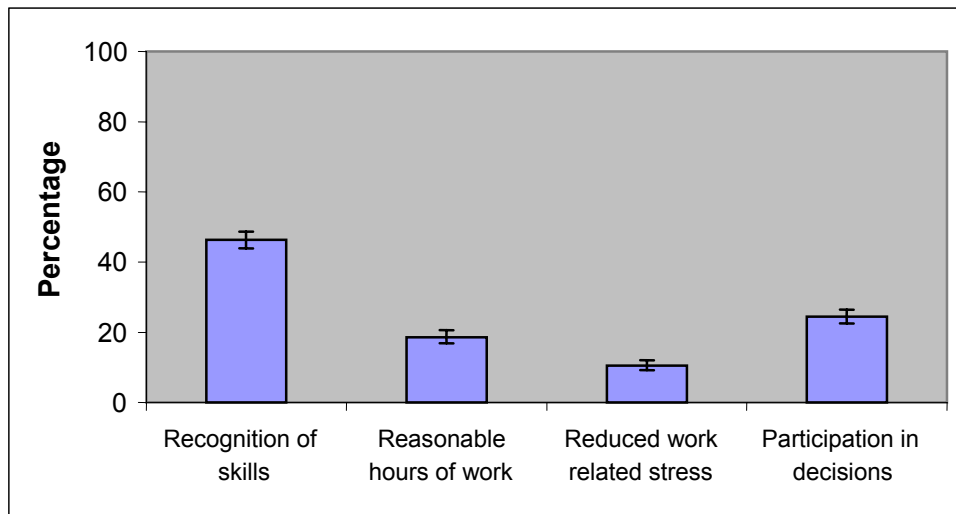
The youngest group (18-24 years) were more likely to prioritise new skills and less likely to prioritise work life balance than the security provided by a permanent job (Table 50, Appendix 3). Tertiary educated respondents were more likely than secondary to prioritise new skills, work-life balance and physical health than the security provided by a permanent job (Table 51, Appendix 3).

The third series offered were:

- **an employer who recognises the employee's new skills and their contribution to the organisation**
- **a job with reasonable hours of work**
- **a workplace organised to reduce work related stress**
- **a workplace in which employees can participate in decision making**

More people rated recognition of new skills and participation in decision making than hours of work or stress minimisation (Figure 20). No significant differences were found for respondents due to age or education.

**Figure 20: Issues of most importance in choosing a job**



### **Performance based pay**

The survey considered people's thoughts on levels of pay for people who worked in the same position but had different levels of productivity and reliability. An example of two secretaries was given. They did practically the same job, yet one earns considerably more than the other. The better paid secretary is, however, quicker, more efficient and more reliable at her job.

Respondents were more likely to say that it is fair that the quicker, more efficient and more reliable secretary gets paid more than the other (85%). Age of the respondents did not significantly affect responses given. However, respondents who had gained higher levels of education were more likely to say that it was fair that one secretary got paid more than the other (Table 52, Appendix 3).

Overall it can be seen that work is considered to be very or rather important by the large majority of people in this study. Factors important when people look for work include doing a job which gives them a sense of accomplishment, allows them to balance work and life commitments and having an employer who recognises their skill development and contribution to the organisation.



# Appendix 1: Methodology

## Design

Two samples that included people aged 18 years and over living in private residential dwellings in New Zealand with a connected landline telephone were collected. Each sample had a different version of the questionnaire. All interviews were conducted by Computer Assisted Telephone Interviewing (CATI). The samples included households with published and unpublished telephone numbers. The sample sizes were N=1226 and N=1272.

## Sampling

For each sample, telephone numbers were initially selected using random digit dialling, which included connection testing to establish whether phone numbers were working telephone connections before contact was attempted. Using randomly generated phone numbers has the advantage of including both published and unpublished phone numbers therefore gaining greater coverage of the frame than using non-randomly generated, listed, telephone numbers. Selected numbers were also screened against telephone numbers that have been selected for surveys in the last six months, and against the Yellow Pages (to remove business numbers). Some other telephone numbers that did not reach private households were screened out at contact, such as businesses not in the yellow pages.

Phone numbers were randomly generated based on stems within standard views known as NATW. There are two main types of NATW – Main and NMU. Main refers to phone number ranges which span New Zealand main urban centres, NMU refers to phone number ranges that are not Main. Phone numbers were ordered by SHORE/Whariki and provided to SHORE/Whariki in a format suitable for loading into the data collection software. The system used to generate the phone numbers is maintained and updated on an ongoing basis to include new stems as they come into use.

Phone numbers in each sample were distributed in proportion to the usually resident population aged 18 years and over with a landline phone across 33 area strata which, when combined, cover the whole country.

Each number was called at least ten times at different times and day of the week or until contact was made.

## Respondent selection

The number of eligible people (that is, those aged 18 and over) living in each household was established and listed so that the data collection software could select one respondent at random. Each eligible person within a household was thereby given an equal chance of being selected.

A proportion of households containing only one such person was decimated (i.e. excluded) with a fixed probability of 0.5 to reduce the design effect.

### Data collection

Data collection for the survey was carried out using the Computer Assisted Telephone Interviewing (CATI) system operated by SHORE/Whariki. The CATI system is a network of 20 computer stations and a supervisor's station. The survey questions were programmed and appeared on the computer screen, and respondents' answers, given over the telephone, were coded directly into the computer. Supervisors were at any time able to observe any interview on their own screen and listen into any call without the interviewer or respondent being aware (respondents were told this might happen before the interview began). All people surveyed were asked if they would like to be interviewed by a Maori interviewer.

Where gatekeepers (the person answering the telephone) or respondents declined to take part in the survey, notes were taken on the conversation and, if deemed appropriate, these people were re-contacted by a senior interviewer who attempted to convert the 'refused' into an interview.

Data collection took place from 9 December 2004 to 24 March 2005.

### Response rate

The response rate is the number of completed interviews as a proportion of the number of telephone numbers dialled that would or did produce an eligible participant. There are a number of reasons why a call may not reach an eligible participant/household: the householders were always out or would not answer the phone, the person answering the phone refused before a respondent selection could take place, or the selected participant could not be re-contacted.

The response rate was 51%.

There is evidence of generally declining response rates in New Zealand and internationally.<sup>1</sup> These are likely to reflect increased difficulty in getting both household and respondent co-operation. In the case of these current New Zealand surveys there may have been a contribution from increased internet usage using home telephone lines.

In relation to public opinion polling there is evidence of little impact on results from declines in response rate.<sup>2</sup> This has been the case when questions are asked of respondents' views on a range of economic, social and moral issues, including opinions toward government, the poor, business, immigrants, and the root causes of poverty<sup>3</sup>.

### Data fusion

Two versions of the questionnaire were used. These had a few selected questions in common, but most of the substantive questions were only on one version. Data from

---

<sup>1</sup> (PEW Research Center for the People and the Press (2004) *Polls Face Growing Resistance, But Still Representative*, 21 June 2005,

<sup>2</sup> <http://people-press.org/reports/display.php3?ReportID=211>

<sup>3</sup> <http://people-press.org/reports/print.php3?PageID=813>

the variables unique to each version were fused onto the other half-sample, creating a synthetic dataset with complete data for all questions.

Data fusion was conducted using an unconstrained nearest neighbour matching algorithm, based on a weighted city-block distance, with penalties applied iteratively to minimise heavy donor usage. Weights for the matching variables were roughly proportional to their predictive power, based on classification trees for most of the unique variables. Specifically, the total size of all nodes split by each common variable was taken as the measure of their predictive power.

Calculating weighted means, proportions and other statistics from the fused dataset is straightforward. However standard software for analysing complex surveys will underestimate the variability of these results. This has been adjusted for here by increasing the estimated variances by a factor of 1.2848, which accounts for the increased effective weight applied to each respondent due to its use as a donor in the fusion process. However this does not account for the variability of donor usage. It is also important to realise that relationships in fused databases can be weaker than the true underlying relationships, due to regression to the mean. The degree of weakening depends on the quality of the fusion, and in particular on whether the matching variables provide a strong enough linkage. Any weakening should vanish if the unique variables are conditionally independent given the matching variables. This conditional independence assumption is implicit in the fusion process.

### Weighting

The weighting incorporated decimation and the selection of one person per household, while correcting for sample skews relative to the population broken down by age and gender.

### Analysis

Important aspects of the sample design and weighting procedures were accounted for using the SUDAAN software package. Different methods were used to analysis questions based on the different types of response variables recorded.

Data were analysed using logistic regression for binary responses, multi-logistic regression for categorical outcomes with more than two categories and regression analysis was used for continuous/semi-discrete data.

Most often variables that had a scale response were analysed using regression and their mean scores have been reported. For example, respondents were asked to rate their level of satisfaction with their household income on a one to ten scale where one meant they were completely dissatisfied and ten meant they were completely satisfied. This type of response variable was analysed by age using regression and a mean score reported.

Sometimes variables that had a scale response between one and five were reduced to a binary response by grouping certain points on the scale together. For example respondents were asked how committed are you to spending most of the rest of your life in New Zealand? They were asked pick a number between one and five, where

one meant being very committed and five meant being not very committed as their response. In our analysis we dichotomised this variable into one (being in some way committed to spending the rest of their life in New Zealand if their response was greater than three) and zero (being not committed in some way to spending the rest of their life in New Zealand if their response was less than three). Those who chose three were omitted. Then this new variable was analysed as a binary variable using logistic regression.

Variables that had three, four and five level responses were analysed using multi-logistic regression. In this type of modelling one level of the response is chosen as the baseline and other levels of the response are compared relative to this level using odds ratios.

For example respondents were asked whether they would personally be prepared to pay towards the cost of preventing environmental pollution by choosing to either, strongly agree, agree, disagree or strongly disagree with the statement: “I would give part of my income if I were certain that the money would be used to prevent environmental pollution”. This variable was analysed with strongly disagreeing being the base line and the other responses being compared to this base line using odds ratios. When this type of variable was analysed by age the odds ratio for one particular age level was compared relative to the odds ratio for all other age groups separately.

All differences between demographic groups were tested for statistical significance at the 5% level. A factor was included in the analysis to adjust for the effective sample size being less than the actual sample size (see data fusion section Appendix 1).

Data collected on the range of variables were cross classified by age and highest level of education received. Age was broken down into the following groups: 18-24; 25-34; 35-44; 45-54; 55-64; and 65+. Highest level of education received consisted of the following groups: no formal schooling, primary, secondary, and tertiary.

As is usual in the analysis of survey data, these tests only account for random sampling variation and not for any non-sampling errors (such as non-response bias or measurement error) that may be present.

Where differences are commented on in the text these were significant at the 5% level. Where significant differences exist between ages or level of education received tables showing the breakdown of results are provided in Appendix 3.

Sums of percentages may not always add to 100% due to rounding.

## Appendix 2: Comparison of sample with population estimates

Tables 4 and 5 show comparisons of the unweighted sample against 2004 population estimates.

**Table 4: Comparison of age and gender of sample against 2004 population estimates**

Age	Population estimates (Dec 2004)		Sample		Difference	
	Male	Female	Male	Female	Male	Female
18-19	2.0%	1.9%	1.5%	1.6%	-0.5%	-0.3%
20-24	4.9%	4.7%	2.6%	4.1%	-2.3%	-0.6%
25-29	4.1%	4.3%	2.9%	4.2%	-1.2%	-0.1%
30-34	4.7%	5.1%	3.6%	6.6%	-1.1%	1.5%
35-39	4.9%	5.2%	4.6%	6.2%	-0.3%	1.0%
40-44	5.2%	5.5%	4.7%	7.5%	-0.5%	2.0%
45-49	4.7%	4.8%	4.3%	5.8%	-0.4%	1.0%
50-54	4.2%	4.2%	5.0%	5.2%	0.8%	1.0%
55-59	3.7%	3.8%	3.0%	4.6%	-0.7%	0.8%
60-64	2.9%	3.0%	2.4%	3.3%	-0.5%	0.3%
65-69	2.3%	2.4%	2.1%	3.0%	-0.2%	0.6%
70-74	1.9%	2.1%	2.1%	2.1%	0.2%	0.0%
75+	3.0%	4.5%	2.4%	3.7%	-0.6%	-0.8%

**Table 5: Comparison of Maori proportion of sample against 2004 population estimates**

	Population estimates (Dec 2004)	Sample	Difference
Maori	12.0%	13.2%	1.2%

## Appendix 3: Breakdown of results where significant differences exist

### Valuing the economy

**Table 6: Rating economic growth; strong defence forces; more say in jobs and communities; and beautification of cities and countryside as first choice, by age**

Age groups	% Economic growth	% Strong defence forces	% More say in jobs and communities	% Cities and countryside beautiful
All ages	42	6	44	8
18-24	37	6	45	12
25-34	51	3	39	7
35-44	44	4	45	8
45-54	46	4	43	6
55-64	45	7	41	7
65+	36	9	46	9

- There were significant differences between the distribution of responses of respondents aged 18-24 compared to respondents aged 25-34 and 45-54.
- There were significant differences between the distribution of responses of respondents aged 65+ compared to respondents aged 25-34, 35-44 and 45-54.

**Table 7: Rating economic growth; strong defence forces; more say in jobs and communities; and beautification of cities and countryside as first choice, by education level**

Education level	% Economic growth	% Strong defence forces	% More say in jobs and communities	% Cities and countryside beautiful
All education levels	42	6	44	8
No formal schooling	44	5	27	23
Primary	24	11	53	13
Secondary	40	7	46	7
Tertiary	45	4	42	9

- There were significant differences between the distribution of responses of respondents who had reached secondary education compared to respondents who had received no formal schooling and tertiary educated respondents.

**Table 8: Rating maintaining the order of the nation; giving people more say in important government decisions; fighting rising prices; and protecting freedom of speech as first choice, by education level**

Education level	% Maintaining order	% More say government decisions	% Fighting rising prices	% Protecting freedom of speech
All education levels	29	36	12	23
No formal schooling	36	24	11	29
Primary	8	47	29	16
Secondary	29	37	14	21
Tertiary	30	35	9	26

- There were significant differences between the distribution of responses of respondents who had reached primary education compared to respondents who had received no formal schooling, reached secondary education, or reached tertiary education.
- There were significant differences between the distribution of responses of respondents who had reached secondary education compared to respondents who had reached tertiary education.

**Table 9: Rating a stable economy; progress towards a less impersonal and more humane society; progress toward a society in which ideas count more than money; and the fight against crime as first choice, by age**

Age groups	% Stable economy	% Less impersonal and more humane	% Ideas count more than money	% Fight against crime
All ages	30	21	15	34
18-24	23	21	22	34
25-34	29	20	13	38
35-44	33	19	14	34
45-54	33	23	12	31
55-64	31	20	15	33
65+	29	23	13	36

- There were significant differences between the distribution of responses of respondents aged 18-24 compared to respondents aged 35-44, 45-54 and 65+.

**Table 10: Rating a stable economy; progress towards a less impersonal and more humane society; progress toward a society in which ideas count more than money; and the fight against crime as first choice, by education level**

Education level	% Stable economy	% Less impersonal and more humane	% Ideas count more than money	% Fight against crime
All education levels	29	21	15	34
No formal schooling	19	17	14	51
Primary	15	14	24	47
Secondary	27	20	16	37
Tertiary	33	22	15	30

- There were significant differences between the distribution of responses of respondents who had reached tertiary education compared to respondents who had reached primary and secondary levels of education.

**Table 11: Increasing Police powers to fight crime by education level**

Education level	% Strongly agree	% Agree	% Disagree	% Strongly disagree
All education levels	39	38	15	6
No formal schooling	40	46	8	6
Primary	45	40	5	8
Secondary	42	37	14	5
Tertiary	36	38	16	7

- There were significant differences between the distribution of responses of respondents who had received no formal schooling compared to respondents who had reached primary, secondary and tertiary levels of education.
- There were significant differences between the distribution of responses of respondents who had reached secondary education compared to respondents who had reached tertiary education.

**Table 12: Imposing stricter controls on pornographic material by age**

Age groups	% Strongly agree	% Agree	% Disagree	% Strongly disagree
All ages	56	21	15	4
18-24	47	22	22	5
25-34	56	20	14	4
35-44	56	22	14	5
45-54	58	20	16	2
55-64	58	23	11	3
65+	64	16	10	3

- There were significant differences between the distribution of responses of respondents aged 65+ compared to respondents aged 18-24, 35-44 and 45-54.

- There were significant differences between the distribution of responses of respondents aged 18-24 compared to respondents aged 55-64.

**Table 13: Declaring New Zealand a republic and no longer having the Queen of England as Head of State by age**

Age groups	% Strongly agree	% Agree	% Disagree	% Strongly disagree
All ages	17	23	29	18
18-24	17	22	35	15
25-34	17	23	26	18
35-44	18	22	32	17
45-54	21	24	25	19
55-64	13	26	26	20
65+	12	20	25	23

- There were significant differences between the distribution of responses of respondents aged 65+ compared to respondents aged 18-24, 35-44 and 45-54.

**Table 14: Percentage of respondents saying less importance placed on work in our lives would be a good thing, by age**

Age groups	% Good
All ages	43
18-24	42
25-34	44
35-44	48
45-54	38
55-64	48
65+	37

- There were significant differences between the distribution of responses of respondents aged 35-44 compared to respondents aged 45-54 and 65+.
- There were significant differences between the distribution of responses of respondents aged 55-64 compared to respondents aged 45-54 and 65+.

**Table 15: Percentage of respondents saying greater respect for authority would be a good thing, by age**

Age groups	% Good
All ages	70
18-24	60
25-34	66
35-44	69
45-54	75
55-64	73
65+	78

- There were significant differences between the distribution of responses of respondents aged 18-24 compared to respondents aged 35-44, 45-54, 55-64 and 65+.
- There were significant differences between the distribution of responses of respondents aged 25-34 compared to respondents aged 45-54 65+.
- There were significant differences between the distribution of responses of respondents aged 35-44 compared to respondents aged 45-54 and 65+.

**Table 16: Percentage of respondents saying greater respect for authority would be a good thing, by education level**

<b>Education level</b>	<b>% Good</b>
All education levels	70
No formal schooling	79
Primary	77
Secondary	75
Tertiary	64

- There were significant differences between the distribution of responses of respondents who reached tertiary education compared to respondents who reached primary and secondary levels of education.

## Valuing the environment

**Table 17: Percentage of respondents agreeing that protecting the environment should be given priority even if it causes slower economic growth and some loss of jobs, by age**

Age groups	% Protecting environment given priority
All ages	64
18-24	63
25-34	70
35-44	71
45-54	60
55-64	63
65+	60

- There were significant differences between the distribution of responses of respondents aged 25-34 compared to respondents aged 45-54 and 65+.
- There were significant differences between the distribution of responses of respondents aged 35-44 compared to respondents aged 18-24, 45-54, 45-54 and 65+.

**Table 18: Economic growth and development should occur only if it does not cause lasting damage to the environment by education level**

Education level	% Strongly agree	% Agree	% Disagree	% Strongly disagree
All education levels	25	65	9	1
No formal schooling	14	84	0	2
Primary	10	83	7	0
Secondary	22	68	9	1
Tertiary	29	61	9	1

- There were significant differences between the distribution of responses of respondents who had no formal schooling compared to respondents who had reached primary, secondary and tertiary levels of education.
- There were significant differences between the distribution of responses of respondents who had reached primary education compared to respondents who had reached secondary and tertiary levels of education.
- There were significant differences between the distribution of responses of respondents who had reached secondary education compared to respondents who had reached tertiary levels of education.

**Table 19: Businesses should be financially responsible for environmental damage caused by their activities by education level**

Education level	% Strongly agree	% Agree	% Disagree	% Strongly disagree
All education levels	54	44	2	0
No formal schooling	47	50	3	0
Primary	37	55	5	2
Secondary	48	50	2	0
Tertiary	60	38	1	1

- There were significant differences between the distribution of responses of respondents who had received no formal schooling compared to respondents who had reached primary, secondary and tertiary education levels.
- There were significant differences between the distribution of responses of respondents who had reached tertiary education compared to respondents who had reached primary and secondary levels of education.

**Table 20: In addition to financial reporting, businesses should also be required to report on environmental and social costs caused by their activities by age**

Age groups	% Strongly agree	% Agree	% Disagree	% Strongly disagree
All ages	32	60	7	1
18-24	32	63	5	0
25-34	32	63	4	0
35-44	35	57	7	1
45-54	32	60	7	1
55-64	34	53	11	3
65+	28	61	9	2

- There were significant differences between the distribution of responses of respondents aged 18-24 compared to respondents aged 55-64 and 65+.
- There were significant differences between the distribution of responses of respondents aged 25-34 compared to respondents aged 55-64.

**Table 21: In addition to financial reporting, businesses should also be required to report on environmental and social costs caused by their activities by education level**

Education level	% Strongly agree	% Agree	% Disagree	% Strongly disagree
All education levels	32	60	7	1
No formal schooling	34	61	6	0
Primary	26	68	2	4
Secondary	30	62	7	1
Tertiary	35	57	7	1

- There were significant differences between the distribution of responses of respondents who had received no formal schooling compared to respondents who had reached primary, secondary and tertiary levels.

**Table 22: Individuals should take responsibility to minimise any environmental harm they may cause by education level**

Education level	% Strongly agree	% Agree	% Disagree	% Strongly disagree
All education levels	39	58	3	1
No formal schooling	42	56	2	0
Primary	31	68	1	0
Secondary	37	59	3	0
Tertiary	41	56	2	1

- There were significant differences between the distribution of responses of respondents who had received no formal schooling compared to respondents who had reached secondary and tertiary education levels.
- There were significant differences between the distribution of responses of respondents who had received primary education compared to respondents who had reached secondary and tertiary education levels.
- There were significant differences between the distribution of responses of respondents who had reached secondary education compared to respondents who had reached tertiary education.

**Table 23: I would give part of my income if I were certain that the money would be used to prevent environmental pollution by age**

Age groups	% Strongly agree	% Agree	% Disagree	% Strongly disagree
All ages	9	52	33	6
18-24	10	57	27	6
25-34	8	54	35	3
35-44	10	48	37	5
45-54	7	53	34	6
55-64	6	46	40	8
65+	8	51	31	9

- There were significant differences between the distribution of responses of respondents aged 18-24 compared to respondents aged 35-44 and 55-64.

**Table 24: I would agree to an increase in taxes if the extra money were used to prevent environmental pollution by education level**

<b>Education level</b>	<b>% Strongly agree</b>	<b>% Agree</b>	<b>% Disagree</b>	<b>% Strongly disagree</b>
All education levels	5	47	39	9
No formal schooling	0	35	56	10
Primary	1	52	36	10
Secondary	4	46	42	8
Tertiary	6	47	36	11

- There were significant differences between the distribution of responses of respondents who had received no formal schooling compared to respondents who had reached primary, secondary and tertiary education levels.

## Taxation

**Table 25: Spending on the education system by education level**

Education level	% Greatly increase	% Some increase	%Keep the same	% Cut	% Greatly cut
All education levels	41	46	12	1	0
No formal schooling	48	42	6	4	0
Primary	40	41	17	0	2
Secondary	39	46	14	1	0
Tertiary	42	47	10	0	0

- There were significant differences between the distribution of responses of respondents who had received no formal schooling compared to respondents who had reached primary, secondary and tertiary education levels.
- There were significant differences between the distribution of responses of respondents who had reached primary education compared to respondents who had reached secondary and tertiary education levels.

**Table 26: Spending on pensions by age**

Age groups	% Greatly increase	% Some increase	%Keep the same	% Cut	% Greatly cut
All ages	18	48	33	1	0
18-24	14	50	33	2	1
25-34	20	48	31	2	0
35-44	20	46	34	1	0
45-54	16	48	34	2	1
55-64	22	48	29	0	0
65+	18	48	35	0	0

- There were significant differences between the distribution of responses of respondents aged 18-24 compared to respondents aged 55-64 and 65+.
- There were significant differences between the distribution of responses of respondents aged 25-34 compared to respondents aged 55-64 and 65+.
- There were significant differences between the distribution of responses of respondents aged 35-44 compared to respondents aged 45-54 and 65+.
- There were significant differences between the distribution of responses of respondents aged 45-54 compared to respondents aged 55-64 and 65+.

**Table 27: Spending on pensions by education level**

Education level	% Greatly increase	% Some increase	%Keep the same	% Cut	% Greatly cut
All education levels	18	48	33	1	0
No formal schooling	36	35	28	0	0
Primary	22	47	29	0	2
Secondary	21	48	31	1	0
Tertiary	15	48	35	2	0

- There were significant differences between the distribution of responses of respondents who had received no formal schooling compared to respondents who had reached secondary and tertiary education levels.
- There were significant differences between the distribution of responses of respondents who had reached primary education compared to respondents who had reached secondary and university education levels.
- There were significant differences between the distribution of responses of respondents who had reached secondary education compared to respondents who had reached tertiary education.

**Table 28: Spending on protecting the environment by age**

Age groups	% Greatly increase	% Some increase	%Keep the same	% Cut	% Greatly cut
All ages	21	40	36	3	1
18-24	26	39	32	2	2
25-34	22	37	39	2	0
35-44	22	37	38	3	0
45-54	17	44	36	3	1
55-64	21	40	35	4	1
65+	14	40	38	7	0

- There were significant differences between the distribution of responses of respondents aged 18-24 compared to respondents aged 25-34 and 65+.
- There were significant differences between the distribution of responses of respondents aged 25-34 compared to respondents aged 35-44, 45-54, 55-64 and 65+.
- There were significant differences between the distribution of responses of respondents aged 35-44 compared to respondents aged 65+.

**Table 29: Spending on protecting the environment by education level**

Education level	% Greatly increase	% Some increase	%Keep the same	% Cut	% Greatly cut
All education levels	21	40	36	3	1
No formal schooling	23	30	34	10	2
Primary	29	20	29	11	10
Secondary	21	39	36	3	0
Tertiary	20	41	35	3	1

- There were significant differences between the distribution of responses of respondents who had reached primary education compared to respondents who had reached secondary and tertiary education levels.

**Table 30: Spending on the health services by age**

Age groups	% Greatly increase	% Some increase	%Keep the same	% Cut	% Greatly cut
All ages	49	38	11	1	1
18-24	45	39	15	0	1
25-34	50	38	11	0	0
35-44	53	38	8	1	0
45-54	48	40	12	0	1
55-64	53	36	9	1	0
65+	49	38	12	1	1

- There were significant differences between the distribution of responses of respondents aged 18-24 compared to respondents aged 35-44 and 55-64.
- There were significant differences between the distribution of responses of respondents aged 25-34 compared to respondents aged 35-44, 45-54, 55-64 and 65+.
- There were significant differences between the distribution of responses of respondents aged 35-44 compared to respondents aged 45-54.
- There were significant differences between the distribution of responses of respondents aged 45-54 compared to respondents aged 55-64.
- There were significant differences between the distribution of responses of respondents aged 55-64 compared to respondents aged 65+.

**Table 31: Spending on the health services by education level**

Education level	% Greatly increase	% Some increase	%Keep the same	% Cut	% Greatly cut
All education levels	49	38	11	1	1
No formal schooling	61	30	5	4	0
Primary	49	37	15	0	0
Secondary	52	37	10	1	0
Tertiary	47	40	12	0	1

- There were significant differences between the distribution of responses of respondents who had received no formal schooling compared to respondents who had reached primary and secondary education levels.
- There were significant differences between the distribution of responses of respondents who had reached primary education compared to respondents who had reached secondary and tertiary education levels.

**Table 32: Spending on cultural activities by education level**

Education level	% Greatly increase	% Some increase	%Keep the same	% Cut	% Greatly cut
All education levels	5	24	58	11	2
No formal schooling	7	24	55	14	0
Primary	11	24	50	7	8
Secondary	4	23	57	13	2
Tertiary	5	25	60	9	2

- There were significant differences between the distribution of responses of respondents who had received no formal schooling compared to respondents who had reached primary, secondary and tertiary levels of education.

**Table 33: Spending on assistance for people on lower incomes by education level**

Education level	% Greatly increase	% Some increase	%Keep the same	% Cut	% Greatly cut
All education levels	12	41	39	7	1
No formal schooling	20	35	31	6	8
Primary	24	45	26	4	0
Secondary	11	45	37	6	1
Tertiary	11	38	41	8	1

- There were significant differences between the distribution of responses of respondents who had reached primary education compared to respondents who had received no formal schooling, had reached secondary education or had reached tertiary education.

**Table 34: Spending on assistance for new migrants by education level**

Education level	% Greatly increase	% Some increase	%Keep the same	% Cut	% Greatly cut
All education levels	3	18	53	19	7
No formal schooling	6	13	44	24	14
Primary	9	24	41	17	10
Secondary	2	15	53	22	9
Tertiary	3	21	54	16	6

- There were significant differences between the distribution of responses of respondents who had reached secondary education compared to respondents who had reached tertiary education.

**Table 35: I would agree to an increase in my taxes if the extra money were used to provide a higher standard of living for the old by education level**

<b>Education level</b>	<b>% Greatly increase</b>	<b>% Some increase</b>	<b>%Keep the same</b>	<b>% Cut</b>	<b>% Greatly cut</b>
All education levels	11	64	22	3	11
No formal schooling	13	63	20	3	13
Primary	21	58	20	0	21
Secondary	12	64	21	3	12
Tertiary	10	65	22	3	10

- There were significant differences between the distribution of responses of respondents who had reached primary education compared to respondents who had received no formal education, reached secondary education or reached tertiary education.

## Commitment to New Zealand

**Table 36: A high quality natural environment as a factor influencing decision to spend rest of life in New Zealand by age**

Age groups	% Very important	% Important	%Neither important nor unimportant	% Not very important	% Not important at all
All ages	48	46	3	3	0
18-24	45	47	4	4	0
25-34	46	48	2	4	1
35-44	51	43	4	3	0
45-54	50	45	3	2	0
55-64	44	49	2	4	1
65+	51	44	2	2	1

- There were significant differences between the distribution of responses of respondents aged 45-54 compared to respondents aged 18-24, 25-34, 35-44, 55-64 and 65+.

**Table 37: A high quality natural environment as a factor influencing decision to spend rest of life in New Zealand by education level**

Education level	% Very important	% Important	%Neither important nor unimportant	% Not very important	% Not important at all
All education levels	48	46	3	3	0
No formal schooling	48	44	3	2	2
Primary	54	45	1	0	0
Secondary	44	49	3	3	1
Tertiary	51	43	3	3	0

- There were significant differences between the distribution of responses of respondents who had reached primary education compared to respondents who had received no formal schooling, reached secondary education and reached tertiary education.

**Table 38: Low poverty as a factor influencing decision to spend rest of life in New Zealand by education level**

Education level	% Very important	% Important	%Neither important nor unimportant	% Not very important	% Not important at all
All education levels	29	51	9	8	3
No formal schooling	12	60	8	9	12
Primary	40	41	2	13	5
Secondary	29	49	9	10	3
Tertiary	30	52	10	7	2

- There were significant differences between the distribution of responses of respondents who had received no formal schooling compared to respondents who had reached tertiary education.

**Table 39: High employment levels as a factor influencing decision to spend rest of life in New Zealand by age**

Age groups	% Very important	% Important	%Neither important nor unimportant	% Not very important	% Not important at all
All ages	30	52	7	7	3
18-24	30	52	10	7	1
25-34	30	55	9	5	2
35-44	29	54	9	6	2
45-54	32	53	5	7	3
55-64	29	56	4	7	4
65+	30	46	7	12	6

- There were significant differences between the distribution of responses of respondents aged 65+ compared to respondents aged 18-24, 25-34, 35-44 and 45-54.
- There were significant differences between the distribution of responses of respondents aged 18-24 compared to respondents aged 55-64.

**Table 40: Low crime rate as a factor influencing decision to spend rest of life in New Zealand by education level**

Education level	% Very important	% Important	%Neither important nor unimportant	% Not very important	% Not important at all
All education levels	50	43	4	3	1
No formal schooling	41	51	0	6	2
Primary	55	41	0	3	1
Secondary	52	41	4	3	1
Tertiary	48	44	5	3	1

- There were significant differences between the distribution of responses of respondents who had received no formal schooling compared to respondents who had reached secondary and tertiary education levels.
- There were significant differences between the distribution of responses of respondents who had reached primary education compared to respondents who had reached secondary and tertiary education levels.

**Table 41: A good balance between work and home life as a factor influencing decision to spend rest of life in New Zealand by education level**

Education level	% Very important	% Important	%Neither important nor unimportant	% Not very important	% Not important at all
All education levels	55	38	3	3	1
No formal schooling	45	51	0	2	2
Primary	66	27	0	5	2
Secondary	54	39	3	3	1
Tertiary	55	38	4	3	0

- There were significant differences between the distribution of responses of respondents who had received no formal schooling compared to respondents who had reached secondary and tertiary education levels.
- There were significant differences between the distribution of responses of respondents who had reached primary education compared to respondents who had reached secondary and tertiary education levels.

**Table 42: Your possible earnings as a factor influencing decision to spend rest of life in New Zealand by age**

Age groups	% Very important	% Important	%Neither important nor unimportant	% Not very important	% Not important at all
All ages	32	47	9	10	3
18-24	37	47	8	7	2
25-34	37	45	7	10	2
35-44	31	46	11	9	2
45-54	30	49	8	10	3
55-64	29	45	10	12	4
65+	24	47	10	13	6

- There were significant differences between the distribution of responses of respondents aged 65+ compared to respondents aged 18-24, 25-34, 35-44 and 45-54.
- There were significant differences between the distribution of responses of respondents aged 18-24 compared to respondents aged 55-64.

**Table 43: Your possible earnings as a factor influencing decision to spend rest of life in New Zealand by education level**

Education level	% Very important	% Important	%Neither important nor unimportant	% Not very important	% Not important at all
All education levels	32	47	9	10	3
No formal schooling	35	53	0	6	5
Primary	31	43	7	15	4
Secondary	31	46	9	11	3
Tertiary	32	47	10	9	3

- There were significant differences between the distribution of responses of respondents who had received no formal schooling compared to respondents who had reached primary, secondary and tertiary education levels.

**Table 44: Good education for children as a factor influencing decision to spend rest of life in New Zealand by education level**

Education level	% Very important	% Important	%Neither important nor unimportant	% Not very important	% Not important at all
All education levels	65	28	2	3	2
No formal schooling	53	42	0	3	2
Primary	71	24	2	2	1
Secondary	66	27	3	2	2
Tertiary	64	29	2	3	2

- There were significant differences between the distribution of responses of respondents who had received no formal schooling compared to respondents who had reached primary, secondary and tertiary education levels.

**Table 45: A good public health system as a factor influencing decision to spend rest of life in New Zealand by age**

Age groups	% Very important	% Important	%Neither important nor unimportant	% Not very important	% Not important at all
All ages	63	33	2	2	0
18-24	59	36	2	3	0
25-34	59	38	2	1	1
35-44	61	37	2	1	0
45-54	62	34	1	2	0
55-64	70	27	1	1	0
65+	70	27	1	1	1

- There were significant differences between the distribution of responses of respondents aged 18-24 compared to respondents aged 35-44, 45-55 and 65+.
- There were significant differences between the distribution of responses of respondents aged 25-34 compared to respondents aged 35-44 and 45-54.
- There were significant differences between the distribution of responses of respondents aged 35-44 compared to respondents aged 55-64 and 65+.
- There were significant differences between the distribution of responses of respondents aged 45-54 compared to respondents aged 55-64 and 65+.

**Table 46: A good public health system as a factor influencing decision to spend rest of life in New Zealand by education level**

Education level	% Very important	% Important	%Neither important nor unimportant	% Not very important	% Not important at all
All education levels	63	34	2	2	0
No formal schooling	65	33	0	0	2
Primary	61	36	1	2	0
Secondary	67	30	2	1	0
Tertiary	60	37	1	2	0

- There were significant differences between the distribution of responses of respondents who had received no formal schooling compared to respondents who had reached primary, secondary and tertiary education levels.
- There were significant differences between the distribution of responses of respondents who had reached primary education compared to respondents who had reached secondary and tertiary education levels.
- There were significant differences between the distribution of responses of respondents who had reached secondary education compared to respondents who had reached tertiary education.

**Table 47: New Zealand's sporting prowess as a factor influencing decision to spend rest of life in New Zealand by age**

Age groups	% Very important	% Important	%Neither important nor unimportant	% Not very important	% Not important at all
All ages	13	36	18	24	9
18-24	11	36	18	28	7
25-34	14	33	23	21	9
35-44	12	34	20	25	10
45-54	17	36	15	22	9
55-64	10	33	18	27	13
65+	15	43	14	19	8

- There were significant differences between the distribution of responses of respondents aged 65+ compared to respondents aged 18-24, 35-44 and 55-64.

**Table 48: New Zealand’s sporting prowess as a factor influencing decision to spend rest of life in New Zealand by education level**

<b>Education level</b>	<b>% Very important</b>	<b>% Important</b>	<b>%Neither important nor unimportant</b>	<b>% Not very important</b>	<b>% Not important at all</b>
All education levels	13	36	18	24	9
No formal schooling	32	24	10	23	12
Primary	21	43	13	18	5
Secondary	15	38	16	23	8
Tertiary	10	34	20	26	10

- There were significant differences between the distribution of responses of respondents who had reached tertiary education compared to respondents who had no formal schooling or had reached secondary education.

## Valuing work

**Table 49: Issues of most importance in choosing a job by education level**

Education level	% Income	% Security	% Workmates	% Accomplishment
All education levels	22	14	19	45
No formal schooling	20	21	30	30
Primary	26	38	19	18
Secondary	22	16	21	41
Tertiary	22	11	17	50

- There were significant differences between the distribution of responses of respondents who had reached primary education compared to respondents who had reached secondary and tertiary levels of education.
- There were significant differences between the distribution of responses of respondents who had reached secondary education compared to respondents who had reached tertiary education.

**Table 50: Issues of most importance in choosing a job by age**

Age groups	% Gaining new skills	% Work life balance	% Health and safety	% Security
All ages	22	53	8	17
18-24	30	48	6	16
25-34	24	56	10	10
35-44	21	57	7	15
45-54	22	54	7	17
55-64	17	58	7	19
65+	19	47	10	23

- There were significant differences between the distribution of responses of respondents aged 18-24 compared to respondents aged 35-44, 55-64 and 65+.
- There were significant differences between the distribution of responses of respondents aged 25-34 compared to respondents aged 55-64 and 65+.
- There were significant differences between the distribution of responses of respondents aged 35-44 compared to respondents aged 65+.
- There were significant differences between the distribution of responses of respondents aged 45-54 compared to respondents aged 65+.

**Table 51: Issues of most importance in choosing a job by education level**

Education level	% Gaining new skills	% Work life balance	% Health and safety	% Security
All education levels	23	53	8	17
No formal schooling	25	47	0	28
Primary	22	48	20	10
Secondary	20	51	7	21
Tertiary	24	55	8	13

- There were significant differences between the distribution of responses of respondents who had received no formal schooling compared to respondents who had reached primary, secondary and tertiary levels of education.
- There were significant differences between the distribution of responses of respondents who had reached secondary education compared to respondents who had reached tertiary education.

**Table 52: Percentage of respondents saying it is fair that one secretary is paid more than the other, by education level**

<b>Education level</b>	<b>% Fair</b>
All education levels	85
No formal schooling	72
Primary	63
Secondary	84
Tertiary	87

- There were significant differences between the distribution of responses of respondents who had reached primary education compared to respondents who had reached secondary education.
- There were significant differences between the distribution of responses of respondents who had reached tertiary education compared to respondents who had no formal schooling, reached primary education, and reached tertiary education.