



## **Social Values**

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

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# Contents

Acknowledgments .....	3
Introduction and Methodology .....	4
Analysis .....	5
Importance of Life Domains .....	6
Attitudes to children .....	6
Perceptions of New Zealand Society .....	8
Individual rights .....	8
Problems in New Zealand .....	8
Poverty in New Zealand .....	11
Proportion of people in need .....	11
Individual responsibility .....	11
Possibility for change .....	12
Government responsibility .....	12
Social Connectedness .....	13
Trust in people .....	14
Trust in different groups .....	15
Immigrants .....	17
Sense of Control .....	19
Pride in New Zealand .....	20
Attitudes to Science .....	21
Outcome of scientific advances .....	21
Responsibility for funding science .....	21
Control of scientists' actions .....	22
Appendix 2: Comparison of sample with population estimates .....	27
Appendix 3: Proportions by age and education where significant differences exist .....	28
Importance of life domains .....	28
Perceptions of New Zealand society .....	32
Poverty in New Zealand .....	36
Social connectedness .....	37
Pride in New Zealand .....	49

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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 social issues. The specific topics that are covered include: the importance placed on various life domains, perceptions of New Zealand society, views on poverty in New Zealand, levels of participation in organisations, trust in different groups of people, attitudes towards immigration, people's sense of control in their lives, and New Zealanders' sense of patriotism.

The New Zealand Values Survey data was 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.)

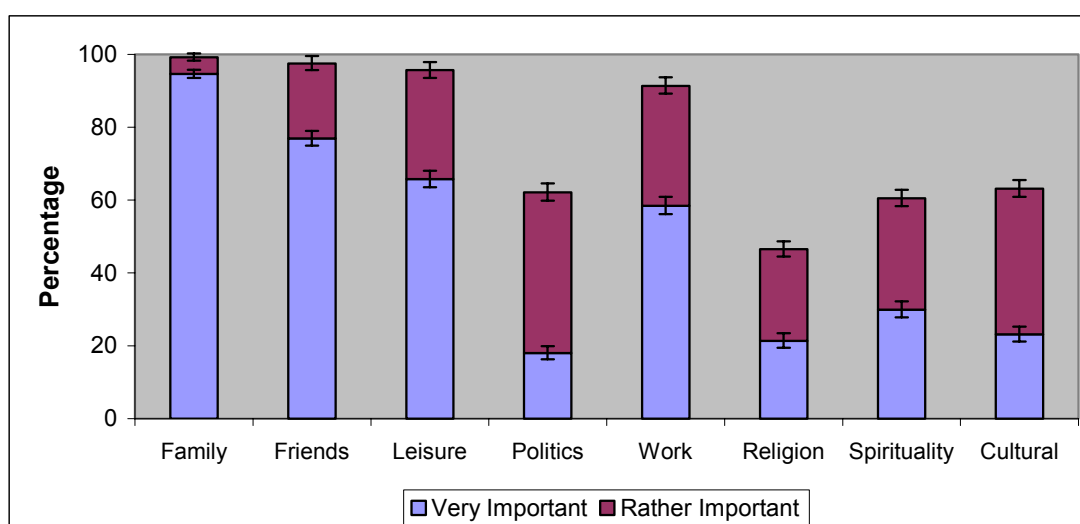
As is usual in the analysis of survey data, these tests only account for random sampling variation and not for any non-sampling errors (such as non-response bias or measurement error) that may be present.

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.

## Importance of Life Domains

Respondents in the survey were asked to rate, in terms of importance, a number of life domains: “**family, friends, leisure time, politics, work, religion, spirituality, cultural activities.**” Ninety-nine percent of respondents rated family as very important or rather important in their lives (Figure 1). This was followed closely by friends (98%), leisure time (96%) and work (90%). Family represented the life domain that was rated very important by the largest percentage of respondents (95%). Cultural activities were rated as very or rather important by 63% and more people (61%) said that spirituality was important than religion (47%). Politics was rated as very important in their lives by the smallest proportion of the respondents (18%) but was more important overall than religion.

**Figure 1: Percentage of respondents saying life domain important**



Age and education levels affected some of the responses. Tables 5 to 14 in Appendix 3 provide details of responses by age and education levels where significant differences exist. Among these it was found that older respondents (65+) were more likely to consider politics to be very important compared to the younger age groups. More of the oldest age group also considered religion to be important. However, for more of this 65+ age group, work was not at all important. In relation to the importance of family the 55 – 64 years age group was more likely to rate it as very important.

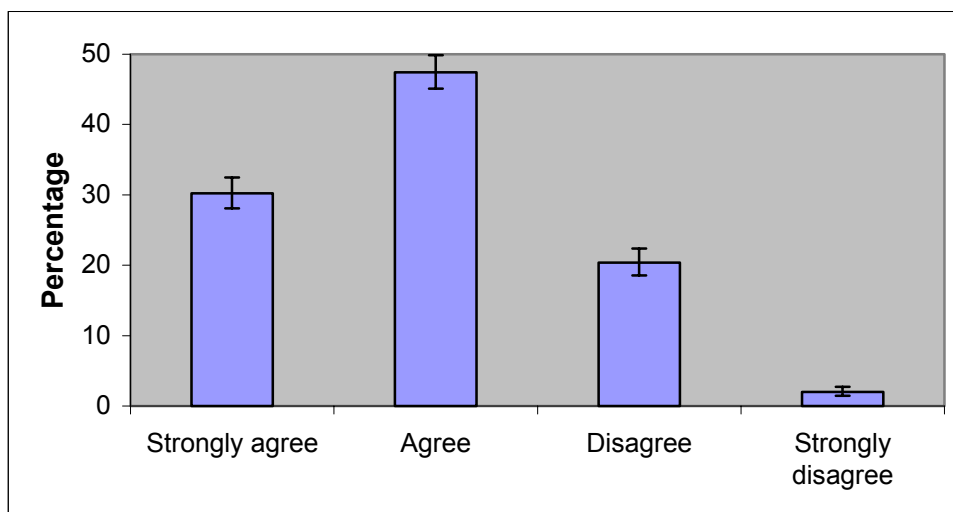
## Attitudes to children

The relationship between adults and children was considered. Questions were asked about children’s rights and also people’s attitudes towards applying physical discipline to children.

Respondents were asked to state whether they agreed or disagreed with the statement “**Children’s rights are as important as adults when decisions are made**”. Over

three-quarters of respondents strongly agreed or agreed with this statement (78%) (Figure 2).

**Figure 2: Children’s rights are as important as adults when decisions are made**



Significant differences existed in the distribution of responses by respondents in different age groups and education levels (Tables 15 and 16, Appendix 3). Older respondents were less likely to be in agreement with the belief that children’s rights are as important as adults. There were no significant differences in responses between respondents who had brought up children and respondents who had not.

Respondents were asked whether “**Applying physical discipline to your children**” could always be justified, never be justified, or something in between. Using a scale of one to ten, where one meant never justifiable and ten meant always justifiable, respondents chose a point on the scale that reflected where their views lay. The average score across all age ranges was 4.3. This indicates that on average respondents were more likely to consider that applying physical discipline to your children was not justifiable. There were no overall significant differences between the age groups, nor were there any significant differences in responses given by respondents that had brought up children compared with those who had not.

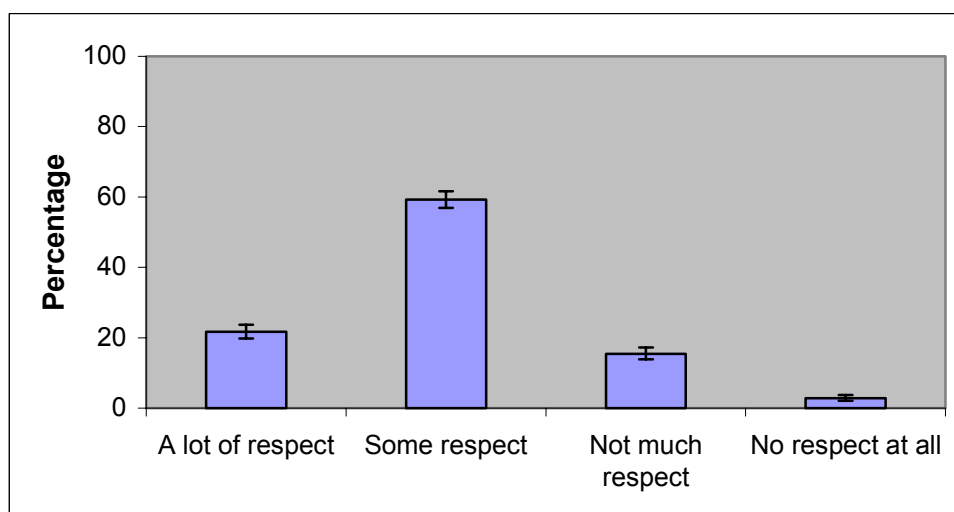
## Perceptions of New Zealand Society

People's views on New Zealand's position in relation to human rights, food shortages and poverty, infant mortality, foreign debt, level of social services, and corruption among decision makers were among a range of issues considered.

### Individual rights

The question “**How much respect is there for individual human rights nowadays in New Zealand**” was asked of respondents. Just over one-fifth of respondents (22%) considered that there is a lot of respect for individual human rights in New Zealand nowadays, while 59% considered that there was some respect (Figure 3).

**Figure 3: Level of respect for individual human rights nowadays in New Zealand**

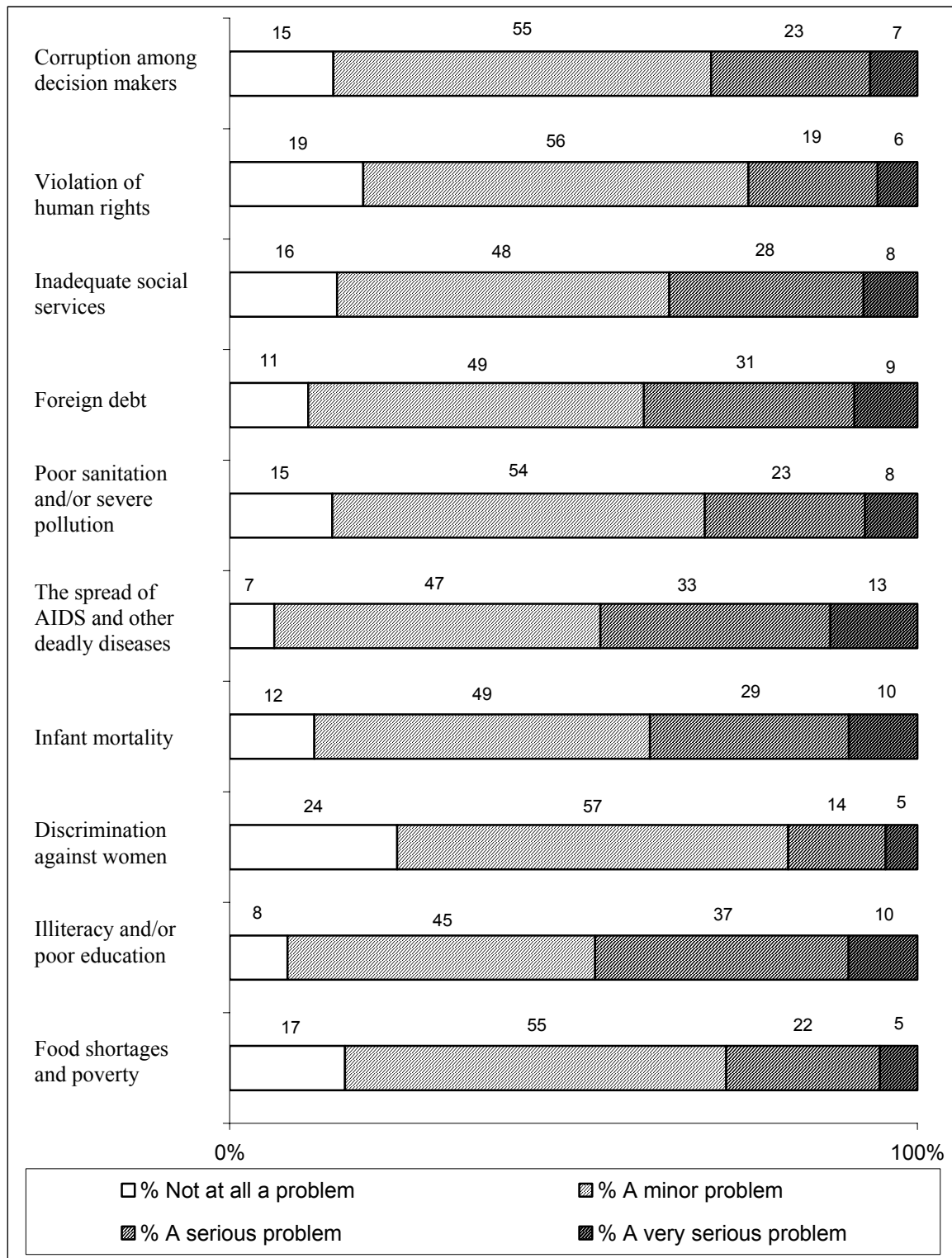


Age affected results, with respondents 45-54 years more likely to consider there is a lot of respect or some respect compared with respondents 25-34 and 65+ years (Table 17, Appendix 3). Education levels also affected beliefs about levels of respect for individual human rights. More educated respondents perceived that there is a lot or some respect for individual human rights compared with less educated respondents. (Table 18, Appendix 3).

### Problems in New Zealand

Respondents were presented with a range of issues that are problems globally and asked to rate the seriousness of each in New Zealand. The rating scale for the issues was: not at all a problem; a minor problem; a serious problem; or a very serious problem. Results are detailed in Figure 4 below.

**Figure 4: Problems in New Zealand**



Very few respondents said that any of these problems did not exist in New Zealand. Discrimination against women was the problem with the largest proportion reporting that it did not represent a problem in New Zealand.

Nearly half the respondents rated illiteracy and/or poor education (47%) and the spread of AIDS and other deadly diseases (46%) as serious or very serious problems in New Zealand. One-third or more of respondents rated infant mortality (39%); foreign debt (46%); and inadequate social services (36%) as serious or very serious problems.

Age affected responses when rating the seriousness of the spread of AIDs and other deadly diseases. Older respondents (55-64 and 65+) were less likely to consider the spread of these diseases to be not at all a problem or a minor problem compared with younger respondents. Significant differences were also found between education groups with fewer of those with tertiary education feeling that the problems listed were serious problems in New Zealand. (Significant differences in responses by age and education are detailed in Tables 19 to 27 in Appendix 3.)

Some respondents were unsure of their views in relation to a small number of these problems. Seven percent of respondents gave a “don’t know” answer when asked about infant mortality and 11% stated “don’t know” when asked about foreign debt. In relation to the other problems the percentage giving “don’t know” responses were more typical of responses in this survey at about 1% to 2%.

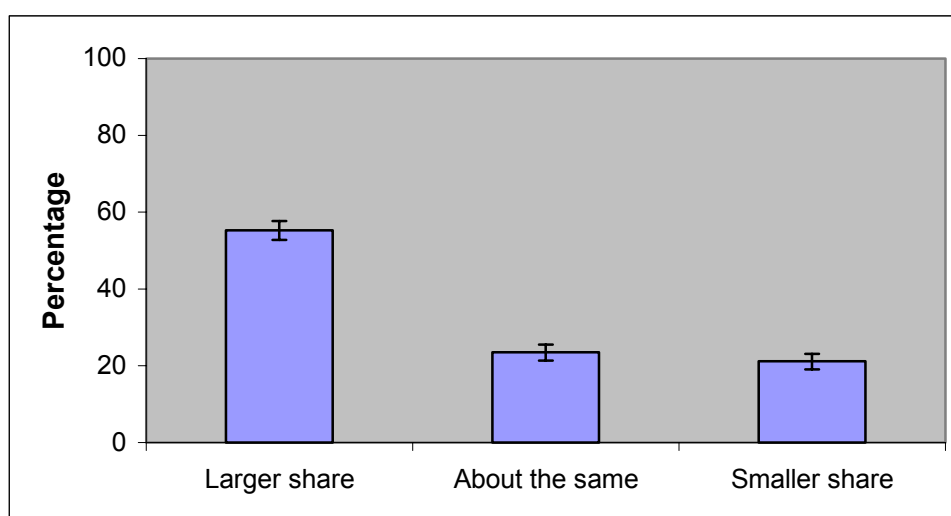
## Poverty in New Zealand

A range of questions were asked about people in need in New Zealand: the extent of this poverty; the reason for it; the chances of escaping this situation; and the responsibility of government for these people.

### Proportion of people in need

The question was asked: “**Would you say that today a larger share, about the same share, or a smaller share of people are living in need than there was ten years ago?**” Fifty-five percent of respondents considered there to be a larger share of people living in need than ten years ago (Figure 5). Slightly less than one-quarter of respondents (24%) thought that the number was about the same and a similar number of respondents (21%) thought it was smaller. Significant differences in responses were given by respondents from different age groups including that the youngest group were more likely than some of the older groups to believe the proportion of people living in need was now smaller (Table 28, Appendix 3). Education levels did not significantly affect responses.

**Figure 5: Share of people living in need today compared with ten years ago**



### Individual responsibility

In relation to why people live in need in this country, respondents were asked which of the following statements came closest to their own view:

- **They are poor because of laziness and lack of will power**
- **They are poor because society treats them unfairly**

Sixty percent of respondents considered that people were poor because of laziness and lack of will power. There was no overall significant difference between the age groups. However, education levels did affect results. Tertiary educated respondents were more likely to state that people are poor because society treats them unfairly

compared with respondents who had received no formal schooling or secondary educated respondents (Table 29, Appendix 3).

Relatively high levels of respondents were uncertain about their responses to these questions. Seven percent stated “don’t know” when asked about the share of people living in need compared with ten years ago, 8% stated “don’t know” to why people live in need, and 6% refused to answer this latter question.

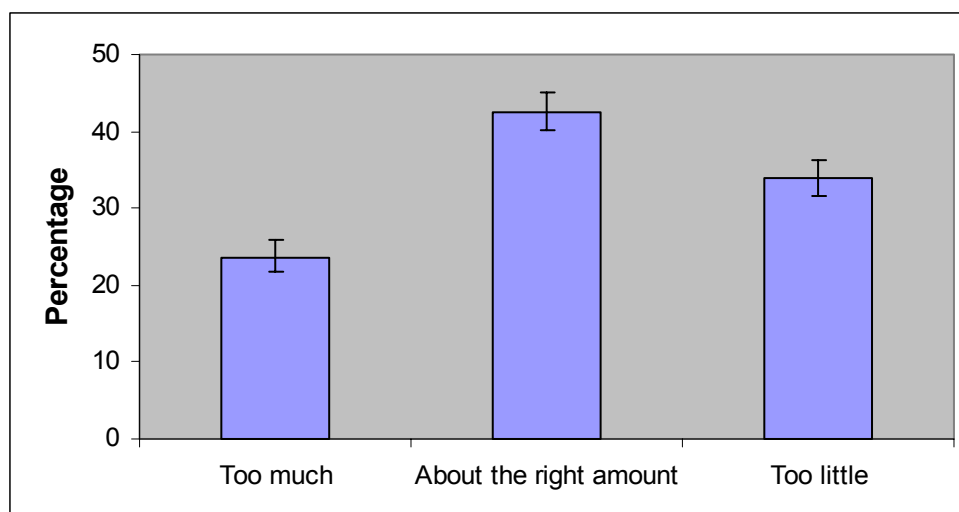
### **Possibility for change**

The next question in this series asked: **“In your opinion, do most poor people in this country have a chance of escaping from living in need or is there very little chance of escaping?”** Over three-quarters of respondents (77%) considered that most poor people have a chance of escaping from living in need. Age and education level did not affect the responses. Only 2% of respondents gave a “don’t know” answer to this question and 1% refused to answer it.

### **Government responsibility**

Respondents were then asked whether they thought that **what the government was doing for people living in need in this country was about the right amount, too much, or too little?** One-quarter of respondents (24%) considered that what the government was doing for people living in need was too much; 43% considered that it was about the right amount; and one-third (34%) considered it was too little (Figure 6). There were no overall significant differences between the different age or education groups.

**Figure 6: Level of government help for those in need**



## Social Connectedness

People were asked about their participation in a range of voluntary organisations. The degree of involvement in these organisations was explored by finding out whether respondents were active members or inactive members. Results are detailed in Table 1.

Nearly half of the respondents were members (either active or inactive) of sporting or recreational organisations (49%), while approximately one-third were members of a church or religious organisation (33%); an art, music or educational organisation (34%); a professional association (31%); or a charitable organisation (38%). Less than 20% were members of a trade union (19%); a political party (13%); an environmental organisation (17%); or some other voluntary organisation (17%).

**Table 1: Participation in voluntary organisations**

Group or organisation	% Sample that are members	% Sample that are active members	% Sample that are inactive members
Church or religious organisation	33	22	11
Sport or recreational organisation	49	42	7
Art, music or educational organisation	34	25	9
Trade union	19	13	7
Political party	13	5	8
Environmental organisation	17	8	9
Professional association	31	23	8
Charitable organisation	38	28	10
Some other voluntary organisation	17	14	3

Age made a difference to responses in relation to trade unions, where those over 65 years were less likely to be members than those aged 35 – 45 and 45 – 55 years. Similarly, membership of a professional organisation was less likely in the over 65 year age group, and also among those aged 18-24 years. This youngest age group was also less likely to be members of a political party compared with those 45 years and over and membership of charitable organisations increased with age.

Respondents with tertiary education were more likely to be members of an art, music or educational organisation, a professional, a religious and a charitable organisation. Those without formal education were less likely to be members of a religious or sporting/recreational organisation.

(Refer to Tables 30 to 38 in Appendix 3 for proportions of responses by age and education levels where significant differences exist).

When asked “**In the past three years have you taken part in a local community project or working bee**”, under half the respondents (45%) stated that they had.

There were no overall significant differences in responses between the different age groups or education levels.

### **Trust in people**

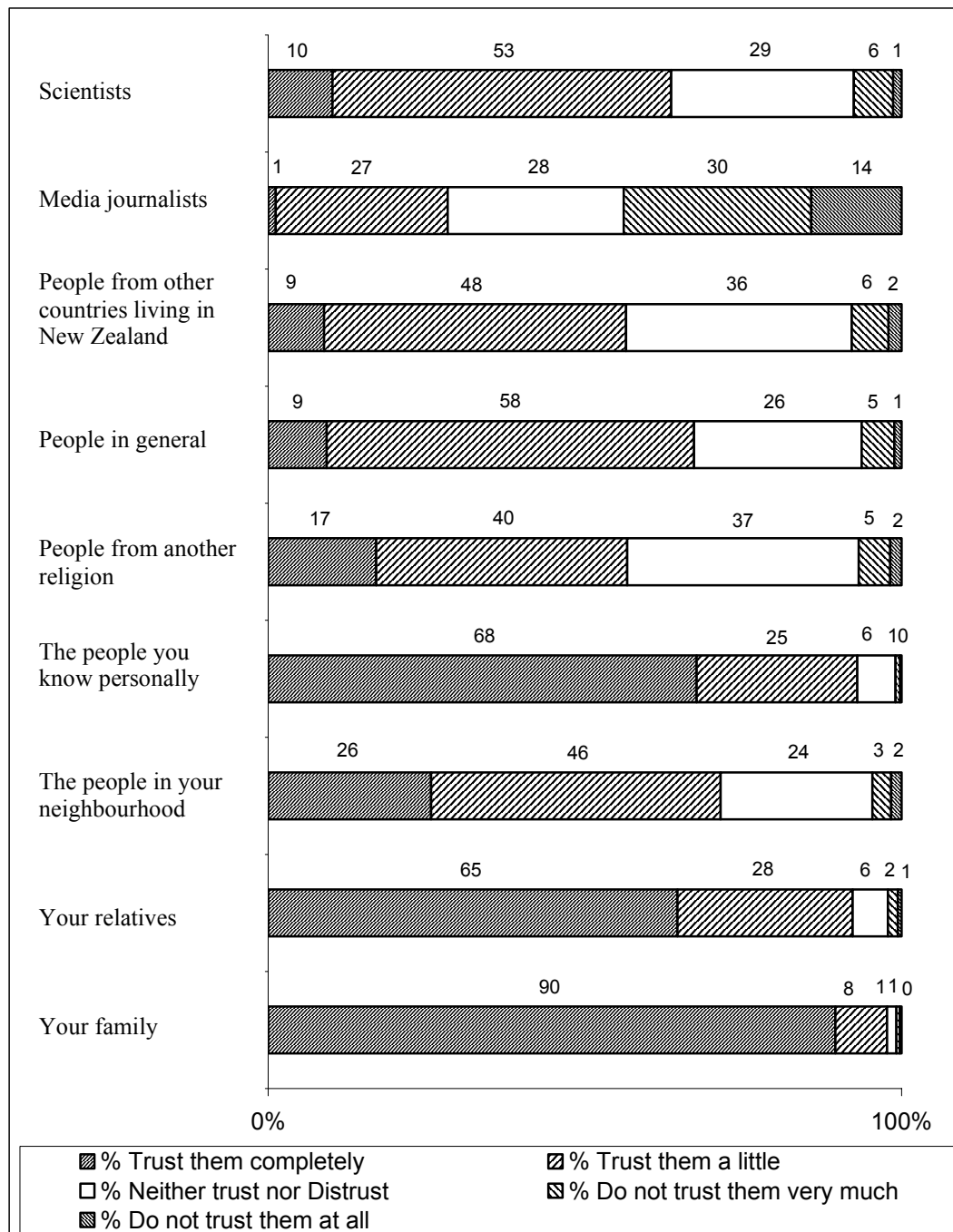
Respondents were asked: **“Generally speaking, would you say that most people can be trusted or that you need to be very careful in dealing with people?”** Just over half the respondents (52%) considered that most people could be trusted. Overall age did not significantly affect responses, but education levels did. Respondents with secondary level education were less trustful of people (Table 39, Appendix 3).

When asked **“Do you think most people would try to take advantage of you if they got a chance, or would they try to be fair”**, less than one-quarter of respondents (22%) considered that most people would try to take advantage. There was no overall difference in response by age. Tertiary educated respondents were significantly more likely to consider that most people would try to be fair compared to respondents that had reached primary and secondary levels of education (Table 40, Appendix 3).

## Trust in different groups

Levels of trust towards specific groups of people were considered. In relation to each group of people, respondents were asked to indicate whether they: trusted them completely; trusted them a little; neither trusted nor distrusted them; did not trust them very much; or did not trust them at all. Results are shown below in Figure 7.

**Figure 7: Level of trust in various groups of people**



Ninety percent of respondents trusted their family completely and a further 8% trusted them a little. Their relatives were trusted either completely or a little by 93%; and the people they knew personally by 93%. Slightly fewer respondents trusted completely or a little the people in their neighbourhood (72%); people in general (67%); scientists (63%); people of another religion (57%); and people from other countries coming to live here (57%) Only 28% of respondents trusted media journalist completely or a little.

Tables 41 to 54 in Appendix 3 provide proportions of responses by age and education levels where significant differences exist.

Another list was presented to respondents describing different groups of people. This time respondents were asked: “**Could you please tell me any that you would NOT like to have as neighbours**”. Table 2 details people’s responses. The group which respondents were most concerned about living next to were drug addicts (85%), with emotionally unstable people and people with a criminal record not wanted as a neighbour by 65% and 58% respectively. About half of the sample was concerned about political extremists and heavy drinkers. Much smaller percentages of respondents did not want to have people who had AIDS, homosexuals or immigrants/foreign workers as neighbours.

The youngest age group (18-24) was less concerned about people with a criminal record as neighbours and this group were also less concerned about people with AIDS. More of those in the oldest age group (65+) were concerned about those with AIDS, homosexuals and also Maori as neighbours. Those aged 18-24 years were significantly less likely to be concerned over Maori as neighbours compared with those 65+ years. Tertiary educated respondents were less likely to have concerns with having a range of groups of people as neighbours than less educated respondents. These groups of people included: Maori, Pacific Island, immigrants, people with AIDS, people with a criminal record, and homosexuals. (Tables 55 to 64 describe responses by age and education levels where significant differences exist.)

**Table 2: Different types of people as neighbours**

<b>Groups of people</b>	<b>% Not like to have as neighbour</b>	<b>% Would not mind having as neighbour</b>
People with a criminal record	58	42
People of a different race	3	97
Political extremists	50	50
Heavy drinkers	50	50
Emotionally unstable people	65	35
Maori	4	96
Pacific Islanders	4	96
Europeans/Pakeha	1	99
Immigrants/foreign workers	6	94
People who have AIDS	16	84
Drug addicts	85	15
Homosexuals	15	85

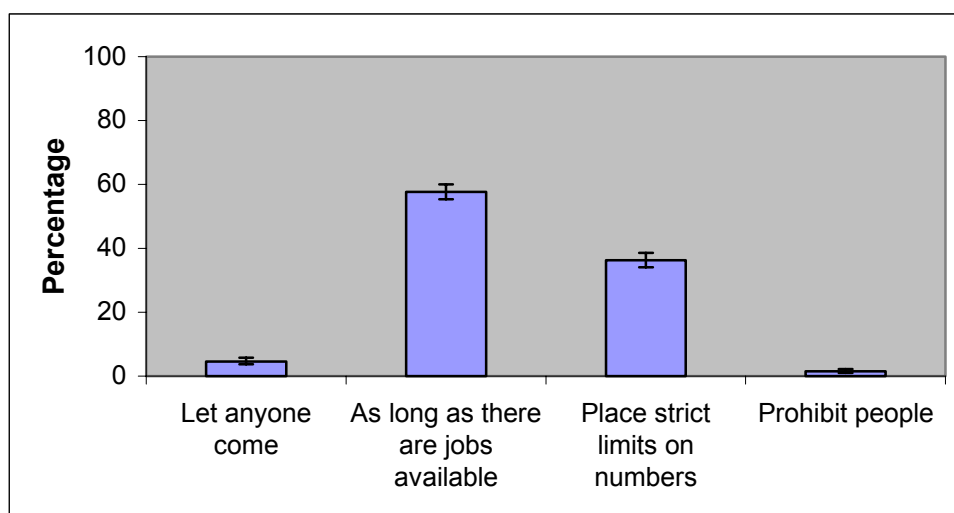
## Immigrants

Respondents were asked how they felt about people from other countries coming to New Zealand to work. Specifically, they were asked: “Which ONE of the following do you think the government should do?”

- Let anyone come who wants to
- Let people come as long as there are jobs available
- Place strict limits on the number of foreigners who can come here
- Prohibit people coming here from other countries

The majority of respondents (58%) considered that the government should let people come as long as there are jobs available (Figure 8). However, over one-third (36%) considered that government should place strict limits on the number of foreigners who can come here. There was no overall significant difference in responses by age. However, there were significant differences by education level (Table 65, Appendix 3). Generally, the more educated respondents were more likely to think that government should let people come as long as there are jobs available compared with less educated respondents. Less educated respondents, on the other hand, were more likely to consider that government should place strict limits on the number of foreigners who can come here.

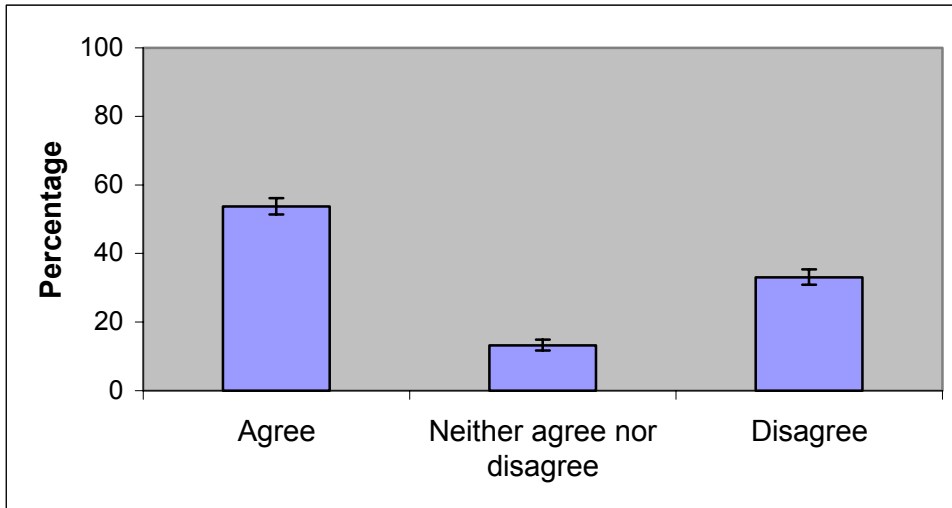
**Figure 8: Government policy on people from other countries coming to New Zealand to work**



Respondents were then asked whether they agreed or disagreed with the statement: “When jobs are scarce, employers should give priority to New Zealanders over immigrants”.

Over half the respondents (54%) agreed with this statement, while one-third disagreed (Figure 9). There were no overall significant differences between the different ages and education levels of the respondents.

**Figure 9: When jobs are scarce, employers should give priority to New Zealanders over immigrants**



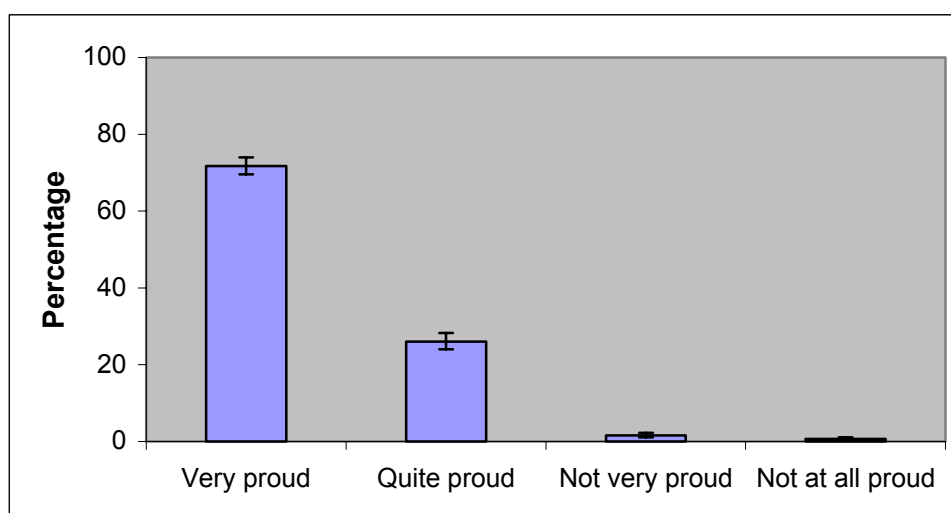
## **Sense of Control**

Respondents were asked about whether they considered they had completely free choice and control over their lives or whether they felt that what they do has no real effect on what happens to them. A one to ten scale was provided, where one meant no control at all and ten meant a great deal of control. Respondents chose a point on the scale that reflected their perceived freedom of choice and level of control in their lives. The average score was 7.9. Respondents were more likely to consider that they had some level of control over their lives. There was no significant difference between age groups.

## Pride in New Zealand

The level of pride that respondents have in being a New Zealander was also asked about. Figure 10 details the responses given to the question “**How proud are you to be a New Zealander?**” Nearly 70% of respondents stated that they were very proud to be a New Zealander and one-quarter stated that they were quite proud. Responses did not differ significantly between the age groups. However, education levels had an impact. Generally, respondents with no formal schooling were more likely to strongly agree and less likely to agree with this statement compared with more educated respondents. Responses showing proportions by education level are detailed in Table 66, Appendix 3. (Three percent of respondents stated that they were not a New Zealander when asked this question).

**Figure 10: Level of pride in being a New Zealander**

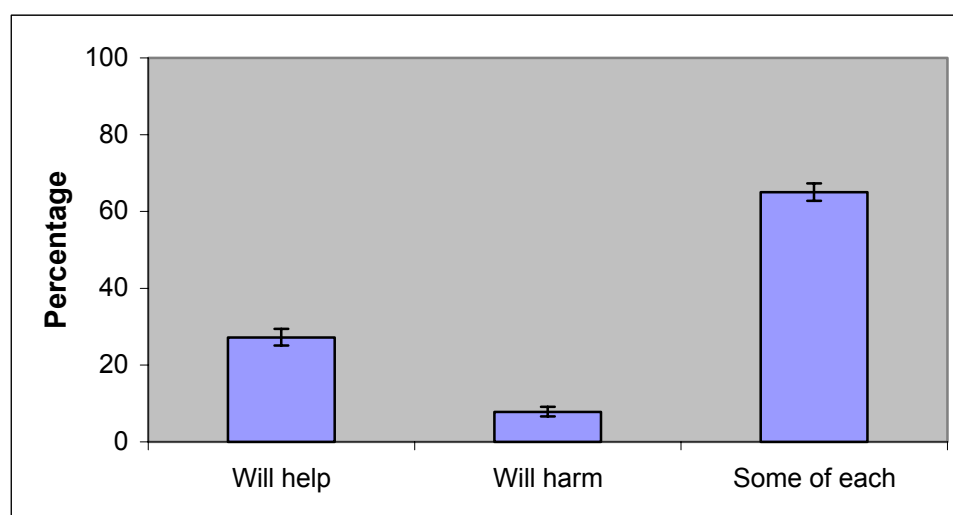


## Attitudes to Science

### Outcome of scientific advances

Respondents were asked about the effect of scientific advances: **“In the long run, do you think the scientific advances we are making will help or harm humanity?”** Just over one-quarter of respondents (27%) considered that scientific advances will help humanity, while 8% considered they will harm humanity (Figure 1). Nearly two-thirds of respondents thought that the effect of scientific advances would be to both help and harm society. There were no significant differences between answers of respondents between the different age ranges and education levels.

**Figure 1: Scientific advances will help or harm humanity**



### Responsibility for funding science

Attitudes towards whose role it is to fund science were asked about. A one to ten scale was used that had an opposing statement at each end. The first statement, which represented one on the scale, was **“The main responsibility for funding science should be with government”**. The second statement, which represented ten on the scale, was **“The main responsibility for funding science should be with industry”**. Respondents had to choose a number on the scale that best reflected where their views lay.

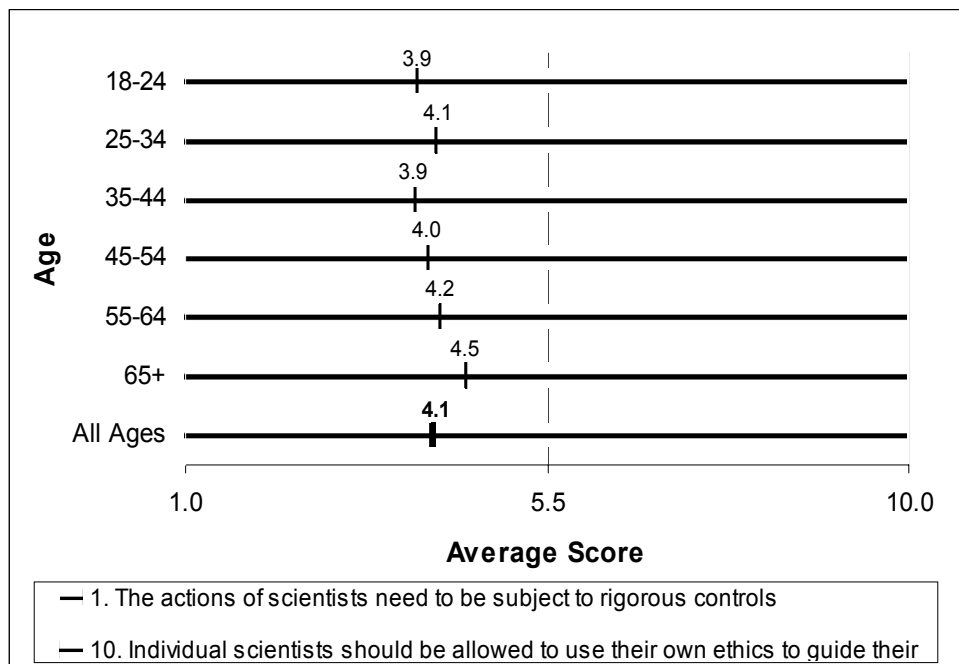
The average score across all age ranges was 5.0, suggesting that respondents were slightly more likely to agree with the first statement, that the main responsibility for funding science should be with government. There were no significant differences between the six age groups.

## Control of scientists' actions

Respondents were also asked about whether it was necessary to place controls on scientists' behaviour. A one to ten scale was again used to find out about this. The first statement, representing one on the scale, was **“The actions of scientists need to be subject to rigorous controls”**. The other statement, representing ten on the scale, was **“Individual scientists should be allowed to use their own ethics to guide their actions”**.

The average score across all age ranges was 4.1 (Figure 2). This indicates that respondents were more likely to agree that the actions of scientists need to be subject to rigorous controls. Respondents aged 18-24, 35-44 and 45-54 were significantly more likely to agree with this than respondents aged 65 years and over.

**Figure 2: The actions of scientists need to be subject to rigorous controls or individual scientists should be allowed to use their own ethics to guide their actions**



# 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 these 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

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<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 whether they feel they have completely free choice and control over their lives or whether they consider what they do has no real effect on what happens to them on a one to ten scale where one meant they had no control at all and ten meant they had a great deal of control. This type of response variable was analysed by age using regression and a mean score reported.

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 strongly agree, agree, disagree, or strongly agree with the statement: “Children’s rights are as important as adults when decisions are made”. 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 3 and 3 show comparisons of the unweighted sample against 2004 population estimates.

**Table 3: 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 4: 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: Proportions by age and education where significant differences exist

### Importance of life domains

**Table 5: Importance of family by age**

Age groups	% Very important	% Rather important	% Not very important	% Not at all important
All ages	95	5	1	0
18-24	94	4	1	0
25-34	94	5	0	0
35-44	93	6	1	0
45-54	95	5	1	0
55-64	98	2	0	0
65+	94	5	1	0

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

**Table 6: Importance of family by education**

Education level	% Very important	% Rather important	% Not very important	% Not at all important
All education levels	95	5	1	0
No formal schooling	94	6	0	0
Primary	93	7	0	0
Secondary	95	4	0	0
Tertiary	94	5	1	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 received secondary and tertiary education levels.

**Table 7: Importance of friends by age**

Age groups	% Very important	% Rather important	% Not very important	% Not at all important
All ages	77	21	2	0
18-24	75	22	2	1
25-34	75	23	3	0
35-44	76	21	2	0
45-54	76	21	4	0
55-64	80	19	1	0
65+	81	17	3	0

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

**Table 8: Importance of friends by education**

Education level	% Very important	% Rather important	% Not very important	% Not at all important
All education levels	77	21	2	0
No formal schooling	71	18	11	0
Primary	76	19	0	5
Secondary	78	19	3	0
Tertiary	76	22	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 received secondary and tertiary education levels.

**Table 9: Importance of leisure time by education**

Education level	% Very important	% Rather important	% Not very important	% Not at all important
All education levels	66	30	4	0
No formal schooling	68	15	15	3
Primary	64	27	4	5
Secondary	67	29	4	0
Tertiary	64	32	4	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.

**Table 10: Importance of politics by age**

Age groups	% Very important	% Rather important	% Not very important	% Not at all important
All ages	18	44	32	6
18-24	16	40	35	9
25-34	14	46	35	5
35-44	15	48	33	5
45-54	17	48	29	5
55-64	19	43	32	5
65+	27	40	27	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.

**Table 11: Importance of work by age**

Age groups	% Very important	% Rather important	% Not very important	% Not at all important
All ages	58	33	6	3
18-24	58	35	6	1
25-34	59	37	3	2
35-44	57	35	5	2
45-54	59	33	6	2
55-64	59	32	7	2
65+	60	25	8	7

- 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.

**Table 12: Importance of work by education**

Education level	% Very important	% Rather important	% Not very important	% Not at all important
All education levels	58	33	6	3
No formal schooling	60	29	11	0
Primary	65	23	3	8
Secondary	59	31	6	4
Tertiary	57	35	6	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 received primary and secondary education levels.

**Table 13: Importance of religion by age**

Age groups	% Very important	% Rather important	% Not very important	% Not at all important
All ages	21	25	36	18
18-24	22	24	35	19
25-34	19	26	36	19
35-44	18	22	40	20
45-54	23	23	36	18
55-64	19	27	37	17
65+	26	33	29	12

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

**Table 14: Importance of spirituality by education**

Education level	% Very important	% Rather important	% Not very important	% Not at all important
All education levels	30	31	29	10
No formal schooling	30	36	34	0
Primary	42	29	19	10
Secondary	28	30	31	11
Tertiary	31	31	28	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.

**Table 15: Children's rights are as important as adults when decisions are made by age**

Age groups	% Strongly agree	% Agree	% Disagree	% Strongly disagree
All ages	30	47	20	2
18-24	34	49	16	1
25-34	35	46	18	1
35-44	33	47	19	2
45-54	29	50	19	2
55-64	23	48	25	3
65+	26	44	28	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.
- There were significant differences between the distribution of responses of respondents aged 35-44 compared to respondents aged 55-64 and 65+.

**Table 16: Children's rights are as important as adults when decisions are made by education**

Education level	% Strongly agree	% Agree	% Disagree	% Strongly disagree
All education levels	30	47	20	2
No formal schooling	31	43	23	3
Primary	22	60	18	0
Secondary	27	49	22	2
Tertiary	33	45	19	2

- 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.

## Perceptions of New Zealand society

**Table 17: Level of respect for individual human rights nowadays in New Zealand by age**

Age groups	% A lot of respect	% Some respect	% Not much respect	% No respect at all
All ages	22	60	16	3
18-24	24	56	17	3
25-34	20	56	22	2
35-44	24	58	15	3
45-54	25	62	11	2
55-64	18	67	13	1
65+	17	61	18	4

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

**Table 18: Level of respect for individual human rights nowadays in New Zealand by education**

Education level	% A lot of respect	% Some respect	% Not much respect	% No respect at all
All education levels	22	60	16	3
No formal schooling	14	49	31	6
Primary	12	46	33	10
Secondary	18	62	17	3
Tertiary	26	59	13	2

- 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 19: Corruption among decision makers as a problem in New Zealand by education**

Education level	% Not at all a problem	% A minor problem	% A serious problem	% A very serious problem
All education levels	15	55	23	7
No formal schooling	9	48	30	13
Primary	12	55	22	11
Secondary	12	53	27	8
Tertiary	18	57	19	6

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

**Table 20: Violation of human rights as a problem in New Zealand by education**

Education level	% Not at all a problem	% A minor problem	% A serious problem	% A very serious problem
All education levels	19	56	19	6
No formal schooling	2	56	24	17
Primary	27	41	25	7
Secondary	17	54	21	7
Tertiary	21	58	16	4

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

**Table 21: Foreign debt as a problem in New Zealand by education**

Education level	% Not at all a problem	% A minor problem	% A serious problem	% A very serious problem
All education levels	11	49	31	9
No formal schooling	12	29	50	10
Primary	12	44	27	17
Secondary	9	46	34	11
Tertiary	14	52	27	7

- 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 22: The spread of AIDS and other deadly diseases as a problem in New Zealand by age**

Age groups	% Not at all a problem	% A minor problem	% A serious problem	% A very serious problem
All ages	7	47	34	13
18-24	9	45	34	11
25-34	7	48	35	10
35-44	8	51	34	7
45-54	5	54	27	14
55-64	6	44	34	16
65+	3	40	39	18

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

**Table 23: The spread of AIDS and other deadly diseases as a problem in New Zealand by education**

Education level	% Not at all a problem	% A minor problem	% A serious problem	% A very serious problem
All education levels	6	47	33	13
No formal schooling	3	18	53	25
Primary	2	37	42	19
Secondary	5	44	35	16
Tertiary	8	52	31	9

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

**Table 24: Infant mortality as a problem in New Zealand by education**

Education level	% Not at all a problem	% A minor problem	% A serious problem	% A very serious problem
All education levels	12	49	29	10
No formal schooling	5	41	46	9
Primary	18	36	30	16
Secondary	10	47	31	12
Tertiary	15	51	26	8

- 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 25: Discrimination against women as a problem in New Zealand by education**

Education level	% Not at all a problem	% A minor problem	% A serious problem	% A very serious problem
All education levels	24	57	14	5
No formal schooling	15	43	29	13
Primary	19	49	20	12
Secondary	23	57	16	5
Tertiary	27	58	12	4

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

**Table 26: Illiteracy and/or poor education as a problem in New Zealand by education**

Education level	% Not at all a problem	% A minor problem	% A serious problem	% A very serious problem
All education levels	8	45	37	10
No formal schooling	9	25	54	12
Primary	14	47	24	15
Secondary	6	44	39	11
Tertiary	10	46	35	8

- 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 27: Food shortages and poverty as a problem in New Zealand by education**

Education level	% Not at all a problem	% A minor problem	% A serious problem	% A very serious problem
All education levels	17	55	22	5
No formal schooling	13	34	45	8
Primary	19	50	13	18
Secondary	15	54	25	5
Tertiary	18	57	20	5

- There were significant differences between the distribution of responses of respondents who had not received any formal education compared to respondents who had tertiary education.
- There were significant differences between the distribution of responses of respondents who had received secondary education compared to respondents who had reached primary and tertiary levels of education.

## Poverty in New Zealand

**Table 28: Share of people living in need today compared with 10 years ago by age**

<b>Age groups</b>	<b>% Larger share</b>	<b>% About the same</b>	<b>% Smaller share</b>
All ages	55	24	21
18-24	56	20	24
25-34	57	24	19
35-44	58	18	24
45-54	56	27	17
55-64	55	25	20
65+	50	30	20

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

**Table 29: Reason why people live in need by education**

<b>Education levels</b>	<b>% Laziness and lack of will power</b>	<b>% Society treats them unfairly</b>
All education levels	60	40
No formal schooling	78	22
Primary	56	44
Secondary	64	37
Tertiary	57	43

- There were significant differences between the distribution of responses of respondents who had reached tertiary education compared to respondents who had not received any formal education and respondents who had reached secondary education.

## Social connectedness

**Table 30: Member of a church or religious organisation by education**

Education levels	% Active member	% Inactive member	% Not a member
All education levels	22	11	67
No formal schooling	16	0	84
Primary	26	9	65
Secondary	20	10	70
Tertiary	25	11	64

- 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 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 31: Member of a sport or recreational organisation by education**

Education levels	% Active member	% Inactive member	% Not a member
All education levels	42	7	51
No formal schooling	13	6	81
Primary	45	1	53
Secondary	43	5	51
Tertiary	42	8	50

- 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 levels of education.

**Table 32: Member of an art, music or educational organisation by education**

Education levels	% Active member	% Inactive member	% Not a member
All education levels	25	9	66
No formal schooling	23	3	74
Primary	13	8	79
Secondary	19	6	74
Tertiary	30	11	59

- 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 33: Member of a trade union by age**

Age groups	% Active member	% Inactive member	% Not a member
All ages	12	7	81
18-24	10	6	84
25-34	14	6	80
35-44	14	9	77
45-54	17	6	77
55-64	12	6	81
65+	7	7	86

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

**Table 34: Member of a political party by age**

Age groups	% Active member	% Inactive member	% Not a member
All ages	5	8	87
18-24	2	5	93
25-34	4	6	90
35-44	4	8	88
45-54	8	10	82
55-64	7	9	83
65+	8	10	82

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

**Table 35: Member of a professional association by age**

Age groups	% Active member	% Inactive member	% Not a member
All ages	23	8	69
18-24	19	7	74
25-34	25	10	65
35-44	29	9	62
45-54	29	7	64
55-64	22	4	74
65+	16	8	77

- There were significant differences between the distribution of responses of respondents aged 18-24 compared to respondents aged 35-44 and 45-54.
- There were significant differences between the distribution of responses of respondents aged 25-34 compared to respondents aged 65+.
- 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 36: Member of a professional association by education**

Education levels	% Active member	% Inactive member	% Not a member
All education levels	23	8	69
No formal schooling	18	6	76
Primary	12	6	82
Secondary	16	5	79
Tertiary	31	10	59

- 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 education levels.

**Table 37: Member of a charitable organisation by age**

Age groups	% Active member	% Inactive member	% Not a member
All ages	28	10	62
18-24	20	7	72
25-34	22	10	68
35-44	28	12	60
45-54	31	9	60
55-64	31	13	56
65+	37	10	53

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

**Table 38: Member of a charitable organisation by education**

Education levels	% Active member	% Inactive member	% Not a member
All education levels	28	10	62
No formal schooling	23	14	63
Primary	39	4	57
Secondary	25	9	66
Tertiary	30	12	58

- 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 39: Most people can be trusted or you need to be very careful by education**

Education levels	% Most people can be trusted	% Need to be very careful
All education levels	52	48
No formal schooling	54	46
Primary	56	44
Secondary	48	52
Tertiary	55	45

- 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 40: Most people would try to take advantage or they would try to be fair by education**

Education levels	% Most people would try to take advantage	% Most people would try to be fair
All education levels	22	78
No formal schooling	24	76
Primary	38	62
Secondary	24	76
Tertiary	20	80

- 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 41: Level of trust in your family by age**

Age groups	% Trust completely	% Trust a little	% Neither trust nor distrust	% Do not trust very much	% Do not trust at all
All ages	90	8	1	1	0
18-24	89	10	0	1	0
25-34	87	11	1	1	0
35-44	88	8	2	1	0
45-54	91	7	2	0	0
55-64	92	6	2	0	0
65+	90	7	2	1	0

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

**Table 42: Level of trust in your family by education**

Education level	% Trust completely	% Trust a little	% Neither trust nor distrust	% Do not trust very much	% Do not trust at all
All education levels	90	8	1	1	0
No formal schooling	89	11	0	0	0
Primary	89	11	0	0	0
Secondary	89	9	1	1	1
Tertiary	90	7	2	1	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.
- 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 43: Level of trust in your relatives by age**

Age groups	% Trust completely	% Trust a little	% Neither trust nor distrust	% Do not trust very much	% Do not trust at all
All ages	65	28	6	2	1
18-24	64	30	4	2	0
25-34	58	33	6	2	1
35-44	62	28	7	2	1
45-54	67	25	6	1	0
55-64	65	27	7	0	1
65+	69	24	5	1	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 44: Level of trust in your relatives by education**

Education level	% Trust completely	% Trust a little	% Neither trust nor distrust	% Do not trust very much	% Do not trust at all
All education levels	65	28	6	2	1
No formal schooling	78	19	2	0	0
Primary	71	24	4	2	0
Secondary	65	27	5	1	1
Tertiary	64	28	6	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 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 45: Level of trust in the people in your neighbourhood by age**

Age groups	% Trust completely	% Trust a little	% Neither trust nor distrust	% Do not trust very much	% Do not trust at all
All ages	26	46	24	3	2
18-24	21	47	26	4	2
25-34	17	51	28	4	0
35-44	23	47	26	2	2
45-54	25	45	25	3	2
55-64	30	45	21	2	2
65+	38	40	18	3	1

- There were significant differences between the distribution of responses of respondents aged 25-34 compared to respondents aged 55-64.
- 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.

**Table 46: Level of trust in the people in your neighbourhood by education**

Education level	% Trust completely	% Trust a little	% Neither trust nor distrust	% Do not trust very much	% Do not trust at all
All education levels	26	46	24	3	2
No formal schooling	29	39	21	5	5
Primary	31	49	16	4	0
Secondary	27	45	23	3	2
Tertiary	24	47	25	3	2

- 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, received secondary education, and received tertiary education.

**Table 47: Level of trust in the people you know personally by age**

Age groups	% Trust completely	% Trust a little	% Neither trust nor distrust	% Do not trust very much	% Do not trust at all
All ages	68	25	6	1	0
18-24	66	28	6	1	0
25-34	62	30	7	1	0
35-44	64	30	4	1	1
45-54	68	26	6	0	0
55-64	73	18	9	0	0
65+	73	19	7	1	0

- 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 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 55-64 and 65+.

**Table 48: Level of trust in the people you know personally by education**

Education level	% Trust completely	% Trust a little	% Neither trust nor distrust	% Do not trust very much	% Do not trust at all
All education levels	68	25	6	1	0
No formal schooling	82	11	7	0	0
Primary	78	14	8	0	0
Secondary	66	27	6	1	0
Tertiary	68	25	6	1	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 49: Level of trust in people of another religion by age**

Age groups	% Trust completely	% Trust a little	% Neither trust nor distrust	% Do not trust very much	% Do not trust at all
All ages	17	40	37	5	2
18-24	13	43	39	4	1
25-34	14	38	39	6	2
35-44	15	37	40	5	3
45-54	16	40	36	6	2
55-64	21	44	31	2	2
65+	24	36	33	5	1

- 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 65+ compared to respondents aged 35-44 and 55-64.

**Table 50: Level of trust in people of another religion by education**

Education level	% Trust completely	% Trust a little	% Neither trust nor distrust	% Do not trust very much	% Do not trust at all
All education levels	17	40	37	5	2
No formal schooling	19	54	17	6	3
Primary	29	32	28	10	0
Secondary	16	42	34	5	3
Tertiary	17	37	40	4	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, reached secondary education and reached tertiary education.

**Table 51: Level of trust in people in general by education**

Education level	% Trust completely	% Trust a little	% Neither trust nor distrust	% Do not trust very much	% Do not trust at all
All education levels	9	58	26	5	1
No formal schooling	15	60	22	2	0
Primary	17	51	23	8	0
Secondary	9	57	27	6	1
Tertiary	8	59	26	5	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 52: Level of trust in people from other countries living in New Zealand by education**

Education level	% Trust completely	% Trust a little	% Neither trust nor distrust	% Do not trust very much	% Do not trust at all
All education levels	9	48	36	6	2
No formal schooling	14	37	29	18	2
Primary	18	53	22	7	0
Secondary	8	47	36	7	3
Tertiary	9	48	36	5	2

- 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 53: Level of trust in media journalists by age**

Age groups	% Trust completely	% Trust a little	% Neither trust nor distrust	% Do not trust very much	% Do not trust at all
All ages	1	27	28	30	14
18-24	2	24	29	29	16
25-34	0	26	27	33	14
35-44	1	27	26	32	15
45-54	1	28	29	30	12
55-64	1	27	30	26	15
65+	2	32	26	28	13

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

**Table 54: Level of trust in scientists by education**

Education level	% Trust completely	% Trust a little	% Neither trust nor distrust	% Do not trust very much	% Do not trust at all
All education levels	10	53	29	6	1
No formal schooling	22	56	14	5	3
Primary	12	64	16	8	0
Secondary	9	54	28	7	2
Tertiary	11	52	31	5	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, reached secondary education and reached tertiary education.

**Table 55: People with a criminal record as neighbours by age**

Age groups	% Would not like as neighbour	% Would not mind having as neighbour
All ages	58	42
18-24	49	51
25-34	60	40
35-44	57	43
45-54	56	44
55-64	66	34
65+	66	34

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

**Table 56: Maori as neighbours by age**

Age groups	% Would not like as neighbour	% Would not mind having as neighbour
All ages	4	96
18-24	3	97
25-34	5	95
35-44	2	98
45-54	4	96
55-64	5	95
65+	8	92

- There were significant differences between the distribution of responses of respondents aged 18-24 compared to respondents aged 65+.

**Table 57: Maori as neighbours by education**

Education levels	% Would not like as neighbour	% Would not mind having as neighbour
All education levels	4	96
No formal schooling	8	92
Primary	10	90
Secondary	5	95
Tertiary	3	97

- 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 58: Pacific Islanders as neighbours by education**

Education levels	% Would not like as neighbour	% Would not mind having as neighbour
All education levels	7	93
No formal schooling	15	85
Primary	15	85
Secondary	8	92
Tertiary	5	95

- 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 59: Immigrants / foreign workers as neighbours by education**

Education levels	% Would not like as neighbour	% Would not mind having as neighbour
All education levels	6	94
No formal schooling	6	94
Primary	9	91
Secondary	8	92
Tertiary	4	96

- 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 60: People who have AIDS as neighbours by age**

Age groups	% Would not like as neighbour	% Would not mind having as neighbour
All ages	16	84
18-24	10	90
25-34	12	88
35-44	14	86
45-54	16	84
55-64	16	84
65+	28	72

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

**Table 61: People who have AIDS as neighbours by education**

Education levels	% Would not like as neighbour	% Would not mind having as neighbour
All education levels	16	84
No formal schooling	26	74
Primary	26	74
Secondary	19	81
Tertiary	12	88

- 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 62: Drug addicts as neighbours by education**

Education levels	% Would not like as neighbour	% Would not mind having as neighbour
All education levels	85	15
No formal schooling	62	38
Primary	92	8
Secondary	85	15
Tertiary	85	15

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

**Table 63: Homosexuals as neighbours by age**

Age groups	% Would not like as neighbour	% Would not mind having as neighbour
All ages	15	85
18-24	11	89
25-34	14	86
35-44	12	88
45-54	16	84
55-64	15	85
65+	23	77

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

**Table 64: Homosexuals as neighbours by education**

Education levels	% Would not like as neighbour	% Would not mind having as neighbour
All education levels	15	85
No formal schooling	24	76
Primary	32	68
Secondary	16	84
Tertiary	13	87

- 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.

**Table 65: Government policy on people from other countries coming to New Zealand to work by education**

Education level	% Let anyone come	% As long as jobs available	% Place strict limits on numbers	% Prohibit people
All education levels	5	58	36	2
No formal schooling	11	39	49	0
Primary	6	52	42	0
Secondary	4	54	40	2
Tertiary	5	62	32	1

- There were significant differences between the distribution of responses of respondents who had not received any formal 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 primary education compared to respondents who had reached secondary and tertiary levels of education.

## Pride in New Zealand

**Table 66: How proud are you to be a New Zealander by education level**

Education level	% Very proud	% Quite proud	% Not very proud	% Not proud at all
All education levels	69	25	1	1
No formal schooling	88	9	0	0
Primary	64	26	0	0
Secondary	72	23	2	1
Tertiary	67	27	1	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.