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The New Zealand Attitudes and Values Study 2009: Questionnaire Items and Details for Researchers

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Contents

Executive Summary and Preamble

The New Zealand Attitudes and Values Study (NZAVS) is a large national postal sample led by Chris Sibley at the University of Auckland. The study was started in 2009, and follows the same group of roughly 6500 New Zealanders each year. The aim is to track change in various social psychological and health factors for up to the next 20 years. The study aims to provide information about how the personality, attitudes and values of New Zealanders may be changing over time. Another key aim of the study is to examine how changes in attitudes and values may relate to changes in health and wellbeing over time. The 2009 New Zealand Attitudes and Values Study (NZAVS-09) was funded by University of Auckland FRDF (#3624435/9853) and ECREA (#3626075) grants awarded to Chris Sibley.

This document details the questionnaire scales included in the NZAVS-09 and is provided for the purposes of scientific research only. Analyses of the data described here are (a) only available for the purposes of not-for-profit scientific research, (b) at the discretion of Chris Sibley, the primary investigator.

Various collaborators suggested and designed specific questions that are included in the questionnaire (as detailed in the following pages). These collaborators have first right to publication of data using the specific items they suggested be included. These collaborators will also be included on any subsequent additional publications involving the scales they suggested once these data have been used to answer the primary research questions for which those scales were included.

If you are interested in collaborating on research using this dataset then please contact me. I am open to suggestions for specific analyses of aspects of this data that might lead to collaborative publications. In such cases, I would generally provide results from the analysis of specific aspects of the data, but not the raw data.

If you have suggestions for measures that could be included in subsequent phases of data collection then I would also be interested in hearing from you. Of course, if any such measures were included in a subsequent phase of the study then the researcher who made the suggestion would be listed as a collaborator for that section and would be included on any publications that used that measure or measures. Author order for all publications using suggested measures will be negotiated on a case-by-case basis.

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Demographic Measures

General demographics

Ethnicity was measured using the question from the 2006 New Zealand census

Which ethnic group do you belong to?

☐ New Zealand European
☐ Māori
☐ Samoan
☐ Cook Island Māori
☐ Tongan
☐ Niuean
☐ Chinese
☐ Indian
☐ Other such as *DUTCH, JAPANESE, TOKELAUAN.*
    Please state: _____

Are you male or female?
What is your age?

Which country were you born in?
(open-ended)

If you were born overseas, for how many years have you lived in NZ?
(open-ended)

Do you identify as Māori and/or have any ancestors who are Māori?
(yes/no)

What is your highest level of qualification?
(open-ended)

Which term best describes where you grew up? (e.g., rural, suburban, city)
(open-ended)

How many children have you given birth to, fathered, or adopted?
(open-ended)

How many of your children live with you most of the time?
(open-ended)

Employment

What is your current employment situation?

☐ Employed full-time
☐ Employed part-time
☐ Self-employed
☐ Own your own business
☐ Studying full-time
☐ Unemployed, but want work
☐ Unemployed, don't want work
☐ Other _____

How long have you worked in your *current job* for?
(open-ended)

How satisfied are you with your current job?
Rated on a scale from 1 (not satisfied) to 7 (very satisfied)

How secure do you feel in your current job?
Rated on a scale from 1 (not secure) to 7 (very secure)

Income

Please estimate your *total household* income (before tax) for the year 2009.
(open-ended)

Please estimate your *own personal* earnings (before tax) for the year 2009.
(open-ended)

Religion

Do you identify with a religion and/or spiritual group?
(yes/no)

If yes, then what religion/spiritual group?
(open-ended)

How important is your religion to how you see yourself?
Rated on a scale from 1 (not important) to 7 (very important)

Time spent doing various activities

Please estimate how many hours you spent doing each of the following things last week.

Working in paid employment   _____
Housework/cooking   _____
Looking after children   _____
Playing computer games   _____
Exercising   _____
Watching TV/Films/Videos   _____
Travelling/commuting   _____
Volunteer/charity work   _____

NOTE. The following measures of time spent with romantic partner and close friends/family were developed by Nickola Overall. Any additional publications or analyses using these items for purposes other than those originally intended would also include Nickola Overall as a co-author.

How many hours did you spend with your romantic partner (if any) last week?

In person/face-to-face   _____
Talking on phone (incl. Skype)   _____
Email, texting or on-line chat   _____

How many hours did you spend with your close friends and family (excluding your partner) in the following ways last week?

In person/face-to-face   _____
Talking on phone (incl. Skype)   _____
Email, texting or on-line chat   _____

Details about Current Romantic Relationship

Relationship status
Participants selected their relationship status from among the following options:

• Single
• Dating
• Living together/De facto
• Married
• Other _____ (if other please specify)

Relationship length
Length of time in years and months with current partner

Partner ethnicity
Open ended question asking partners ethnicity "What is your partner's ethnicity?"

Relationship satisfaction
A single-item measure of relationship satisfaction "How satisfied are you with your relationship with your partner?" rated on a scale ranging from 1 (not satisfied) to 7 (very satisfied).

Other Demographic-Related Information

Have you or the principal earner in your household been out-of-work at *any time* in the last year?
(yes/no)

Have you personally been the victim of a crime in the last year?
(yes/no)

How much money (if any) have you donated to charity in the last year?
(open-ended)

What did you eat for dinner last night?
(open-ended)

Questionnaire Items

Response Bias

Item administration details
Single items from Paulhus' (1991) scales were included to assess the Impression Management and Self-Deceptive Enhancement components of socially desirable responding. These items were selected from the Balanced Inventory of Desirable Responding. Items were administered with the following instructions: "This part of the questionnaire measures your personality. Please circle the number that best represents how accurately each statement describes you." Items were rated on a scale ranging from 1 (very inaccurate) to 7 (very accurate).

Reference
Paulhus, D. L. (1991). Measurement and control of response bias. In J. P. Robinson, P. Shaver, & L. S. Wrightsman (Eds.), *Measures of Personality and Social Psychological Attitudes*. San Diego: Academic Press.

Impression Management
"Don't care to know what other people really think of me."

Item originally worded as "I don't care to know what other people really think of me." This item was slightly reworded (removing the "I") to fit a standard IPIP format.

Self-Deceptive Enhancement
"Don't gossip about other people's business."

Item originally worded as "I don't gossip about other people's business." This item was slightly reworded (removing the "I") to fit a standard IPIP format.

Personality-related measures

Big-Five personality

Item administration details
Big-Five personality was assessed using the Mini-IPIP (Donnellan, Frederick, Oswald, & Lucas, 2006). This provides a 4-item measure of each of the five broad-bandwidth dimensions of 'Big-Five' personality. Items were administered with the following instructions: "This part of the questionnaire measures your personality. Please circle the number that best represents how accurately each statement describes you." Items were rated on a scale ranging from 1 (very inaccurate) to 7 (very accurate).

Reference

Donnellan, M.B., Frederick, L., Oswald, B.M.B, & Lucas, R.E. (2006). The Mini-IPIP scales: Tiny-yet-effective measures of the Big Five factors of personality. *Psychological Assessment, 18,* 192-203.

Extraversion

"Am the life of the party."

"Don't talk a lot."

"Keep in the background."

"Talk to a lot of different people at parties."

Agreeableness

"Sympathize with others' feelings."

"Am not interested in other people's problems."

"Feel others' emotions."

"Am not really interested in others."

Conscientiousness

"Get chores done right away."

"Like order."

"Make a mess of things."

Often forget to put things back in their proper place.

Neuroticism/Emotionality

"Have frequent mood swings."

"Am relaxed most of the time."

"Get upset easily."

"Seldom feel blue."

Openness to Experience

"Have a vivid imagination."

"Have difficulty understanding abstract ideas."

"Do not have a good imagination."

"Am not interested in abstract ideas."

Additional Big-Five Facet Measures

Item administration details
Three-item measures of the politeness facet of Agreeableness and intellect facet of Openness to Experience from DeYoung et al's (2007) scales were also included. Items were administered with the following instructions: "This part of the questionnaire measures your personality. Please circle the number that best represents how accurately each statement describes you." Items were rated on a scale ranging from 1 (very inaccurate) to 7 (very accurate).

Reference
DeYoung, C.G., Quilty, L.C., & Peterson, J.B. (2007). Between facets and domains: 10 aspects of the Big-Five. *Journal of Personality and Social Psychology, 93,* 880-896.

Agreeableness (politeness facet)
"Insult people."
"Love a good fight."
"Hate to seem pushy."

Openness (openness facet)
"Believe in the importance of art."
"Seldom daydream."
"Get deeply immersed in music."

Honesty-Humility

Item administration details
Four items were used to provide a global broad-bandwidth measure of the Honesty-Humility dimension of the HEXACO model of personality. Note that this should generally represent a sixth general dimension of personality in addition to the Big-Five, although the HEXACO also provides slightly different operationalizations of the other Big-Five dimensions to those assessed in typical Five-Factor models. Items were jointly selected from the Honesty-Humility scale developed by Ashton and Lee (2008) and the Narcissism Scale developed by Campbell et al. (2004). This short-form scale was developed and validated by Sibley et al. (2010) using the NZAVS-09 data. Note that items were slightly reworded to remove "I" statements so as to fit an IPIP format. Items were administered with the following instructions: "This part of the questionnaire measures your personality. Please circle the number that best represents how accurately each statement describes you." Items were rated on a scale ranging from 1 (very inaccurate) to 7 (very accurate).

Reference
Ashton, M. C., & Lee, K. (2008). The prediction of honesty-humility-related criteria by the HEXACO and Five-Factor models of personality. *Journal of Research in Personality, 42,* 1216-1228*.*

Campbell, W.K., Bonacci, J.K., Shelton, J., Exline, J.J., & Bushman, B.J. (2004). Psychological entitlement: interpersonal consequences and validation of a self-report measure. Journal of Personality Assessment, 83, 29-45.

Sibley, C. G., Luyten, N., Purnomo, M., Moberly, A., Wootton, L. W., Hammond, M. D., Sengupta, N., Perry, R., Hoverd, W. J., & Robertson, A. (2010). The Mini-IPIP6: Validation and extension of a short measure of the Big-Six factors of personality. *Manuscript submitted for publication.*

Honesty-Humility Items
 "Would like to be seen driving around in a very expensive car."
"Would get a lot of pleasure from owning expensive luxury goods."
"Feel entitled to more of everything."
"Deserve more things in life."

Alternative Narcissism Scale Items (note overlap with Honesty-Humility)
"Feel entitled to more of everything."
"Deserve more things in life."
"Demand the best because I'm worth it."

Additional (excluded) Honesty-Humility Items
"Would never accept a bribe, even if it were very large."
"Want people to know that I am an important person of high status."

Interpersonal-related measures

Need to Belong

Item administration details
Items were administered with the following instructions: "This part of the questionnaire measures your personality. Please circle the number that best represents how accurately each statement describes you." Items were rated on a scale ranging from 1 (very inaccurate) to 7 (very accurate).

Collaborator
The following items were developed by Nickola Overall based on items used to assess the impact of experimentally-manipulated ostracism (see, for e.g., Williams, Cheung and Choi, 2000) and constructs similar to belongingness, such as social integration (Cutrona & Russell, 1987). Any additional publications or analyses using these items for purposes other than those originally intended will also include Nickola Overall as an additional co-author.

Need to Belong Items
"Know that people in my life accept and value me."
"Feel like an outsider."
"Know that people around me share my attitudes and beliefs."

References
Cutrona, C.E., & Russell, D.W. (1987). The provisions of social relationships and adaptation to stress. *Advances in Personal Relationships, Vol. 1,* p. 37-67.

Williams, K.D., Cheung, C.K.T., & Choi, W. (2000). Cyberostracism: Effects of being ignored over the internet. *Journal of Personality and Social Psychology*, 79, 748-762.

Perceived Social Support

Item administration details

Items used to assess perceived social support were adapted from the guidance subscale of the Social Provisions Scale (Cutrona & Russell, 1987) to assess general perceptions that there exist people in the individual's life that will provide support and help if needed. Items were administered with the following instructions: "The statements below reflect different opinions and points of view. Please indicate how strongly you disagree or agree with each statement. Remember, the best answer is your own opinion" and were rated on a scale ranging from 1 (strongly disagree) to 7 (strongly agree).

Collaborator

These items were included in collaboration with Nickola Overall. Any additional publications or analyses using these items for purposes other than those originally intended would also include Nickola Overall as an additional co-author.

Perceived Social Support Items

"There are people I can depend on to help me if I really need it."
"There is no one I can turn to for guidance in times of stress."
"I know there are people I can turn to when I need help."

Reference

Cutrona, C.E., & Russell, D.W. (1987). The provisions of social relationships and adaptation to stress. *Advances in Personal Relationships, Vol. 1,* p. 37-67.

Approach and Avoidance Motivation in the Social Domain

Item administration details

The following items were adapted from those developed by Elliot, Gable and Mapes (2006) to measure approach and avoidance goals within the friendship domain. Three items of Elliot et al.'s 4-item approach and avoidance scales were selected and reworded by Nickola Overall to assess general motivation toward close relationships. The approach items index the degree to which people are motivated toward potential positive relational outcomes (e.g., trying to enhance bonding and intimacy) and the avoidance items tap the extent to which people are motivated to avoid potential negative relational outcomes (e.g., trying to avoid conflict). Items were administered with the following instructions: "How accurately do the following statements describe how you generally act in your close relationships?" and were rated on a scale ranging from 1 (very inaccurate) to 7 (very accurate).

Collaborator

Approach and avoidance items were included in collaboration with Nickola Overall. Any additional publications or analyses using these items for purposes other than those originally intended would also include Nickola Overall as an additional co-author.

Approach Social Motivation Items

"I try to enhance the bonding and intimacy in my close relationships."
"I try to move toward growth and development in my close relationships."
"I try to share many fun and meaningful experiences with people I am close to."

Avoidance Social Motivation Items

"I try to avoid disagreement and conflict in my close relationships."
"I try to stay away from situations that would harm my close relationships."
"I try to make sure that nothing bad happens to my close relationships."

References:

Elliot, A.J., Gable, S.L., & Mapes, R.R. (2006). Approach and Avoidance Motivation in the Social Domain. *Personality and Social Psychology Bulletin, 32*, 378-391.

Social values and group-based motivational goals

Schwartz Values

Item administration details

The shortened 12-item measure of Schwartz's (1992) values developed by Stern, Dietz, and Guagnano (1998) was included. The scale assesses four different clusters of values: Openness to Change values, Conservation (or Traditional) values, Altruistic values, and Self-Enhancement (or Egoistic) values. Items were administered with the instructions: "Please circle the number that best represents how important each of the following values is for you as a guiding principle in your life. Use the scale below to rate these items." Items were rated on a scale which ranged from -1 (opposed to my values) to 0 (not important) to 3 (important) to 6 (very important) to 7 (of supreme importance). Note that 'CURIOUS' was changed to "CURIOSITY"

References

Schwartz, S. (1992). Universals in the content and structure of values: Theoretical advances and empirical tests in 20 countries. In M. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 25, pp. 1-65). San Diego: Academic Press.

Stern, P.C., Dietz, T., & Guagnano, G.A. (1998). A brief inventory of values. Educational and Psychological Measurement, 58, 984-1001.

Openness to Change Value Items

"A VARIED LIFE (filled with challenge, novelty and change)"
"AN EXCITING LIFE (stimulating experiences)"
"CURIOSITY (interest in everything, exploring)"

Conservation (or Traditional) Value Items
"FAMILY SECURITY (safety for loved ones)"
"SELF-DISCIPLINE (self-restraint, resistance to temptation)"
"HONORING OF PARENTS AND ELDERS (showing respect)"

Altruistic Value Items
"EQUALITY (equal opportunity for all)"
"A WORLD AT PEACE (free of war and conflict)"
"SOCIAL JUSTICE (correcting injustice, care for the weak)"

Self-Enhancement (or Egoistic) Value Items
"AUTHORITY (the right to lead or command)"
"INFLUENCE (having an impact on people and events)"
"WEALTH (material possessions, money)"

Social Dominance Orientation

Item administration details

Social Dominance Orientation was measured using six items from the 16-item SDO6 scale reported in Sidanius and Pratto (1999). Items were administered with the following instructions: "The statements below reflect different opinions and points of view. Please indicate how strongly you disagree or agree with each statement. Remember, the best answer is your own opinion" and were rated on a scale ranging from 1 (strongly disagree) to 7 (strongly agree).

Collaborator

These items were included in collaboration with John Duckitt (University of Auckland). Any additional publications or analyses using these items for purposes other than those originally intended would also include John Duckitt as an additional co-author.

Reference

Sidanius, J., & Pratto, F. (1999). Social dominance: An intergroup theory of social hierarchy and oppression. Cambridge: Cambridge University Press.

Social Dominance Orientation Items
"It is OK if some groups have more of a chance in life than others."
"Inferior groups should stay in their place."
"To get ahead in life, it is sometimes okay to step on other groups."
"We should have increased social equality."
"It would be good if groups could be equal."
"We should do what we can to equalise conditions for different groups."

Right-Wing Authoritarianism

Item administration details
Right-Wing Authoritarianism was measured using six items from the 30-item scale reported in Altemeyer (1996). Items were administered with the following instructions: "The statements below reflect different opinions and points of view. Please indicate how strongly you disagree or agree with each statement. Remember, the best answer is your own opinion" and were rated on a scale ranging from 1 (strongly disagree) to 7 (strongly agree).

Reference
Altemeyer, B. (1996). *The authoritarian spectre.* London: Harvard University Press.

Collaborator
These items were included in collaboration with John Duckitt (University of Auckland). Any additional publications or analyses using these items for purposes other than those originally intended would also include John Duckitt as an additional co-author.

Right-Wing Authoritarianism Items
"It would be best for everyone if the proper authorities censored magazines so that people could not get their hands on trashy and disgusting material."
 "It is always better to trust the judgment of the proper authorities in government and religion than to listen to the noisy rabble-rousers in our society who are trying to create doubt in people's minds."
"Our country will be destroyed some day if we do not smash the perversions eating away at our moral fibre and traditional beliefs."
"People should pay less attention to The Bible and other old traditional forms of religious guidance, and instead develop their own personal standards of what is moral and immoral."
"Atheists and others who have rebelled against established religions are no doubt every bit as good and virtuous as those who attend church regularly."
"Some of the best people in our country are those who are challenging our government, criticizing religion, and ignoring the "normal way" things are supposed to be done."

Subjective wellbeing-related measures

Self-esteem

Item administration details
Three items were selected from the 10-item Rosenberg (1965) Self-Esteem scale. Note that items were slightly reworded to remove "I" statements so as to fit an IPIP format. Items were administered with the following instructions: "This part of the questionnaire measures your personality. Please circle the number that best represents how accurately each statement describes you." Items were rated on a scale ranging from 1 (very inaccurate) to 7 (very accurate).

Reference

Rosenberg, M. (1965). *Society and the Adolescent Self-image*. Princeton, NJ: Princeton University Press.

Rosenberg, M. (1965). *Society and the Adolescent Self-image*. Princeton, NJ: Princeton University Press.

Self-Esteem Items

"On the whole am satisfied with myself."

"Take a positive attitude toward myself."

"Am inclined to feel that I am a failure."

Personal Wellbeing Index

Item administration details

Personal wellbeing was assessed using four items from the Personal Wellbeing Index developed by Cummins, Eckersley, Pallant, van Vugt, and Misajon (2003). Items were measured using the following instructions: "The following items assess your current satisfaction with different aspects of your life and aspects of New Zealand more generally. Please rate how satisfied you are with each aspect of your life and/or New Zealand society using the scale below." Items were rated on a scale ranging from 1 (completely dissatisfied) to 10 (completely satisfied).

Reference

Cummins, R.A., Eckersley, R., Pallant, J., van Vugt, J. & Misajon, R. (2003). Development of a national index of subjective wellbeing: The Australian Unity Wellbeing Index. *Social Indicators Research, 64,* 159-190.

Personal Wellbeing Index Items

"Your standard of living."

"Your health."

"Your future security."

"Your personal relationships."

National Wellbeing Index

Item administration details

National wellbeing was assessed using three items from the six-item National Wellbeing Index developed by Tiliouine, Cummins and Davern (2006). Items were measured using the following instructions: "The following items assess your current satisfaction with different aspects of your life and aspects of New Zealand more generally. Please rate how satisfied you are with each aspect of your life and/or New Zealand society using the scale below." Items were rated on a scale ranging from 1 (completely dissatisfied) to 10 (completely satisfied).

Reference

Tiliouine, H., Cummins, R.A., & Davern, M. (2006). Measuring wellbeing in developing countries: The case of Algeria. *Social Indicators Research, 75,* 1-30.

Tiliouine, H., Cummins, R.A., & Davern, M. (2006). Measuring wellbeing in developing countries: The case of Algeria. *Social Indicators Research, 75,* 1-30.

National Wellbeing Index Items
"The economic situation in New Zealand."
"The social conditions in New Zealand."
"Business in New Zealand"

Satisfaction with Life

Item administration details
Subjective life satisfaction was measured using two items from the five-item Satisfaction with Life scale developed by Diener et al. (1985). Items were administered with the following instructions: "The statements below reflect different opinions and points of view. Please indicate how strongly you disagree or agree with each statement. Remember, the best answer is your own opinion" and were rated on a scale ranging from 1 (strongly disagree) to 7 (strongly agree).

Reference
Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The Satisfaction with Life Scale. *Psychological Assessment, 49,* 71-75.

Life Satisfaction Items
"I am satisfied with my life."
"In most ways my life is close to ideal."

Environmental Attitudes and Related Measures

Environmental Efficacy

Item administration details
Items were administered with the following instructions: "The statements below reflect different opinions and points of view. Please indicate how strongly you disagree or agree with each statement. Remember, the best answer is your own opinion" and were rated on a scale ranging from 1 (strongly disagree) to 7 (strongly agree).

Collaborator
The following items were designed and included in collaboration with Niki Harré (University of Auckland). Any additional publications or analyses using these items for purposes other than those originally intended would also include Niki Harré as an additional co-author.

Environmental Efficacy Items
"By taking personal action I believe I can make a positive difference to environmental problems."
"I feel I can make a difference to the state of the environment."

Environmental Values

Item administration details

The following item was used to assess general values toward protecting the environment. This item was taken from Schwartz's (1992) values inventory. The Item was administered with the instructions: "Please circle the number that best represents how important each of the following values is for you as a guiding principle in your life. Use the scale below to rate these items." Items were rated on a scale which ranged from -1 (opposed to my values) to 0 (not important) to 3 (important) to 6 (very important) to 7 (of supreme importance).

Reference

Schwartz, S. (1992). Universals in the content and structure of values: Theoretical advances and empirical tests in 20 countries. In M. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 25, pp. 1-65). San Diego: Academic Press.

Environmental Value Item

"PROTECTING THE ENVIRONMENT (preserving nature)"

Satisfaction with New Zealand Natural Environment

Item administration details

This item was administered using the following instructions: "The following items assess your current satisfaction with different aspects of your life and aspects of New Zealand more generally. Please rate how satisfied you are with each aspect of your life and/or New Zealand society using the scale below." Items were rated on a scale ranging from 1 (completely dissatisfied) to 10 (completely satisfied).

Collaborator

The following item was designed and included in collaboration with Niki Harré (University of Auckland). Any additional publications or analyses using these items for purposes other than those originally intended would also include Niki Harré as an additional co-author. Note that this was adapted from the satisfaction with environment item developed by Tiliouine et al. (2006), which was initially worded as "the state of the <COUNTRY> environment."

Reference

Tiliouine, H., Cummins, R.A., & Davern, M. (2006). Measuring wellbeing in developing countries: The case of Algeria. *Social Indicators Research, 75,* 1-30.

Satisfaction with New Zealand Natural Environment Item

"The quality of New Zealand's natural environment."

Attitudes toward Climate Change

Item administration details
Items were administered with the following instructions: "The statements below reflect different opinions and points of view. Please indicate how strongly you disagree or agree with each statement. Remember, the best answer is your own opinion" and were rated on a scale ranging from 1 (strongly disagree) to 7 (strongly agree).

Collaborator
The following item was designed and included in collaboration with Niki Harré (University of Auckland). Any additional publications or analyses using these items for purposes other than those originally intended would also include Niki Harré as an additional co-author.

Attitudes toward Climate Change Items
"Climate change is real."
"Climate change is caused by humans."

Government Regulation of Carbon Emissions Item
"The New Zealand government should be involved in regulating carbon emissions."

Environmental Self-Sacrifice

Item administration details
Items were administered with the following instructions: "Please answer each of the following questions by circling a number on the scale below" and were rated on a scale ranging from 1 (definitely NO) through a mid-point of 4 (unsure) to 7 (definitely YES).

Collaborator
The item assessing willingness to make environmental sacrifices was from Liu et al (2009). Other items were designed and included in collaboration with Niki Harré (University of Auckland) and were inspired by the willingness item originally developed by Liu et al. (2009). Any additional publications or analyses using these items for purposes other than those originally intended would also include Niki Harré as an additional co-author.

Environmental Self-Sacrifice Willingness Item
"Are you willing to make sacrifices to your standard of living (e.g., accept higher prices, drive less, conserve energy) in order to protect the environment?"

Environmental Self-Sacrifice Enacted Item
"Have you made sacrifices to your standard of living (e.g., accepted higher prices, driven less, conserved energy) in order to protect the environment?"

Environmental Self-Sacrifice Norm Perception Item
 "Do you think most New Zealanders are willing to make sacrifices to their standard of living in order to protect the environment?"

Changes to Daily Routine Willingness Item
 "Are you willing to change your daily routine in order to protect the environment?"

Changes to Daily Routine Enacted Item
 "Have you made changes to your daily routine in order to protect the environment?"

Reference
Liu, J.H., Paez, D., Hanke, K., Rosa, A., Hilton, D.J., Sibley, C.G., ... & Mastrovito, T. (2009). Cross-cultural dimensions of meaning in the evaluation of events in world history? Perceptions of historical calamities and progress in cross-cultural data from 30 societies. *Manuscript submitted for publication.*

Transport Infrastructure Policy Attitudes

Item administration details
Items were administered with the following instructions: "The following scale lists a variety of actual or proposed policy changes and initiatives. Please rate how strongly you oppose or support each of the following policies" and were rated on a scale ranging from 1 (strongly oppose) through to 7 (strongly support).

Collaborator
The following items were designed and included in collaboration with Niki Harré (University of Auckland). Any additional publications or analyses using these items for purposes other than those originally intended would also include Niki Harré as an additional co-author.

Transport Infrastructure Policy Attitude Items
"Increased government spending on new motorways."
"Government subsidy of public transport."

Ethnicity-related measures

Ethnic Identification

Item administration details
Ethnic identification was measured using three-item centrality scale from Leach et al. (2008). Items were administered with the following instructions: "The statements below reflect different opinions and points of view. Please indicate how strongly you disagree or agree with each statement. Remember, the best answer is your own opinion" and were rated on a scale ranging from 1 (strongly disagree) to 7 (strongly agree).

Reference
Leach, C.W., van Zomeren, M., Zebel, S., Vliek, M. L. W., Pennekamp, S. F., Doosje, B.,... Spears, R. (2008). Group-level self-definition and self-investment: A hierarchical (multicomponent) model of ingroup identification. *Journal of Personality and Social Psychology, 95,* 144-165.

Ethnic Identification Items
"I often think about the fact that I am a member of my ethnic group."
"The fact that I am a member of my ethnic group is an important part of my identity."
"Being a member of my ethnic group is an important part of how I see myself."

Race-Based Rejection Sensitivity and Intergroup Anxiety

Item administration details
Items were administered with the following instructions: "The statements below reflect different opinions and points of view. Please indicate how strongly you disagree or agree with each statement. Remember, the best answer is your own opinion" and were rated on a scale ranging from 1 (strongly disagree) to 7 (strongly agree).

Collaborator
The following items were designed and included in collaboration with Fiona Barlow (University of Queensland). Any additional publications or analyses using these items for purposes other than those originally intended would also include Fiona Barlow as an additional co-author.

Race-based Rejection Sensitivity Item
"People from other races would be likely to reject me on the basis of my race."

Single item measure adapted from Shelton and Richeson (2005).

Intergroup Anxiety (Intergroup Emotion) Item
"I feel anxious about interacting with people from other races."

Single item measure adapted from Stephan and Stephan (1985).

References
Shelton, J. N., & Richeson, J. A. (2005). Intergroup Contact and Pluralistic Ignorance. *Journal of Personality and Social Psychology, 88*(1), 91-107.

Stephan, W. G., & Stephan, C. W. (1985). Intergroup anxiety. *Journal of Social Issues, 41*(3), 157-175.

Ethnic Group Contact

Item administration details
Items assessing frequency of ethnic group contact were administered with the following instructions: "Roughly how many hours (if any) have you spent with <u>friends</u> from each of the following groups in the last week?" Participants entered an open-ended number in response to the question for each ethnic group.

Frequency of Ethnic Group Contact Items

(a) Americans   _____
(b) Māori   _____
(c) NZ Europeans   _____
(d) Asians   _____
(e) Pacific Islanders _____

Affect Thermometer Ratings of Social Groups

Item administration details
Ratings of warmth versus coldness were assessed toward the following group using the instructions "Please rate the warmth of your feelings toward the following groups using the "feeling thermometer scale" for each group. A rating of "1" indicates your feeling toward that group to be least warm (least favourable) while a rating of "7" indicates your feeling is most warm (most favourable)." Items were then reverse scored so that a higher score represents a more negative (colder) attitude. This scale was based on the affect thermometer used in the National Election Study (NES) surveys conducted in the United States (see Kinder & Drake, 2009, for a recent summary of the scale as used in the NES). Note that the NES uses a scale ranging from 0 degrees to 100 degrees, rather than a $1 - 7$ scale as used here.

Affect Thermometer Ratings of Social Groups Items
"Americans"
"Maori"
"NZ Europeans"
"Pacific Islanders"
"Immigrants in general"
"Chinese"
"Asians in general"
"Overweight people"

Reference
Kinder, D.R., & Drake, K.W. (2009). Myrdal's prediction. *Political Psychology, 30,* 539-568.

Racial Essentialism

Item administration details
I used a single item from the Lay Theory of Race Scale developed by No et al. (2008). This item was administered with the following instructions: "The statements below reflect different opinions and points of view. Please indicate how strongly you disagree or agree with each statement. Remember, the best answer is your own opinion" and were rated on a scale ranging from 1 (strongly disagree) to 7 (strongly agree).

Reference
No, S., Hong, Y-Y., Liao, H-Y., Lee, K., Wood, D., & Chao, M. M. (2008). Lay theory of race affects and moderated Asian Americans' responses toward American culture. *Journal of Personality and Social Psychology, 95,* 991-1004.

Racial Essentialism Item
"To a large extent, a person's race biologically determines his or her abilities."

Symbolic Threat Perception of Ethnic Groups

Item administration details
I used a single item adapted from the sample items provided by Stephan and Stephan (2002) to measure the perception of the level of symbolic threat posed by each of the four main ethnic groups living in NZ to the rest of society. Items were administered with the following instructions: "The statements below reflect different opinions and points of view. Please indicate how strongly you disagree or agree with each statement. Remember, the best answer is your own opinion" and were rated on a scale ranging from 1 (strongly disagree) to 7 (strongly agree).

Reference
Stephan, W. G., Boniecki, K. A., Ybarra, O., Bettencourt, A., Ervin, K. S., Jackson, L. A., McNatt, P. S., & Renfro, C. L. (2002). The role of threats in the racial attitudes of Blacks and Whites. *Personality and Social Psychology Bulletin, 28,* 1242-1254.

Symbolic Threat Perception Items
"NZ Europeans have different values and morals compared to most other NZers."
"Maori have very different values and morals compared to most other NZers."
"Pacific Islanders have very different values and morals compared to most other NZers."
"Asians have different values and morals compared to most other NZers."

Realistic/Economic (zero-sum) Threat Perception of Ethnic Groups

Item administration details

I used a single item adapted from Bobo's (1998) measure of perceptions of the level of intergroup threat to assess realistic/economic threat posed by each of the four main ethnic groups living in NZ to the rest of society. Items were administered with the following instructions: "The statements below reflect different opinions and points of view. Please indicate how strongly you disagree or agree with each statement. Remember, the best answer is your own opinion" and were rated on a scale ranging from 1 (strongly disagree) to 7 (strongly agree). Note that the original version of this item, as developed by Bobo (1998) was worded as follows: "More good jobs for blacks means fewer good jobs for members of other groups."

Reference

Bobo, L. (1998). Race, interests, and beliefs about affirmative action. *American Behavioral Scientist, 41,* 985-1003.

Realistic Threat Perception Items

"In my opinion, more good jobs for NZ Europeans means fewer good jobs for members of other groups in New Zealand."
"In my opinion, more good jobs for Maori means fewer good jobs for members of other groups in New Zealand."
"In my opinion, more good jobs for Pacific Islanders means fewer good jobs for members of other groups in New Zealand."
"In my opinion, more good jobs for Asians means fewer good jobs for members of other groups in New Zealand."

Preference for different labels referring to majority ethnic group

Item administration details

The following item was adapted from Liu et al. (1999) to assess the preference for different labels referring to New Zealanders of European descent. Participants were free to tick as many options as applied.

Ethnic Label Preference Item

Which term do you prefer to describe New Zealanders of European descent?

☐ New Zealander
☐ New Zealand European
☐ Pakeha
☐ Kiwi
☐ Other _____

Reference

Liu, J. H., Wilson, M. W., McClure, J., Higgins, T. R. (1999). Social identity and the perception of history: Cultural representations of Aotearoa/New Zealand. *European Journal of Social Psychology, 29,* 1021-1047.

Ideology and social attitudes

Equality Positioning

Item administration details

Items assessing equality positioning were assessed using three items from the scale developed by Sibley and Wilson (2007). Items were administered with the following instructions: "The statements below reflect different opinions and points of view. Please indicate how strongly you disagree or agree with each statement. Remember, the best answer is your own opinion" and were rated on a scale ranging from 1 (strongly disagree) to 7 (strongly agree).

Reference

Sibley, C. G., & Wilson, M. S. (2007). Political attitudes and the ideology of equality: Differentiating support for liberal and conservative political parties in New Zealand. *New Zealand Journal of Psychology, 36,* 72-84.

Equality Positioning Items

"We are all New Zealanders and the law should not make provision for minority groups because of their ethnicity."

"True equality can be achieved only once we recognize that some ethnic groups are currently more disadvantaged than others and require additional assistance from the government."

"We are all one nation and we should all be treated the same. No one should be entitled to anything more than the rest of us simply because they belong to one particular ethnic group."

Color-blind Ideology

Item administration details

Three items were selected from the scale developed by Knowles et al. (2009) to assess color-blind ideology. Items were administered with the following instructions: "The statements below reflect different opinions and points of view. Please indicate how strongly you disagree or agree with each statement. Remember, the best answer is your own opinion" and were rated on a scale ranging from 1 (strongly disagree) to 7 (strongly agree).

Reference

Knowles, E.D., Lowery, B.S., Hogan, C.M., & Chow, R.M. (2009). On the malleability of ideology: motivated construals of color blindness. *Journal of Personality and Social Psychology, 96,* 857-869.

Color-blind Ideology Items

"I wish people in this society would stop obsessing so much about race."

"People who become preoccupied by race are forgetting that we're all just human."

"Putting racial labels on people obscures the fact that everyone is a unique individual."

Historical Recognition versus Negation

Item administration details

Three items were selected from the scale developed by Sibley, Liu, Duckitt, and Khan (2008) to assess historical negation. Items were administered with the following instructions: "The statements below reflect different opinions and points of view. Please indicate how strongly you disagree or agree with each statement. Remember, the best answer is your own opinion" and were rated on a scale ranging from 1 (strongly disagree) to 7 (strongly agree).

Reference

Sibley, C. G., Liu, J. H., Duckitt, J., & Khan, S. S. (2008). Social representations of history and the legitimation of social inequality: The form and function of historical negation. *European Journal of Social Psychology, 38,* 542-565.

Historical Negation Items

"We should all move on as one nation and forget about past differences and conflicts between ethnic groups."

"We should not have to pay for the mistakes of our ancestors."

"People who weren't around in previous centuries should not feel accountable for the actions of their ancestors."

Symbolic Projection versus Exclusion

Item administration details

Three items were selected from the scale developed by Sibley (2010) to assess Symbolic Projection versus Exclusion. Items were administered with the following instructions: "The statements below reflect different opinions and points of view. Please indicate how strongly you disagree or agree with each statement. Remember, the best answer is your own opinion" and were rated on a scale ranging from 1 (strongly disagree) to 7 (strongly agree).

Reference

Sibley, C. G. (2010). The dark duo of post-colonial ideology: A model of symbolic exclusion and historical negation. *International Journal of Conflict and Violence, 4,* 106-123.

Symbolic Projection Items

"I think that Maori culture helps to define New Zealand in positive ways."

"I reckon Maori culture should stay where it belongs—with Maori. It doesn't concern other NZers."

"New Zealand would be a better place to live if we forgot about trying to promote Maori culture to everyone."

System Justification

Item administration details: General Societal System Justification
Two items were selected from the scale developed by Kay and Jost (2003) to assess general or global system justification. Items were administered with the following instructions: "The statements below reflect different opinions and points of view. Please indicate how strongly you disagree or agree with each statement. Remember, the best answer is your own opinion" and were rated on a scale ranging from 1 (strongly disagree) to 7 (strongly agree).

General Societal System Justification Items
"In general, the New Zealand political system operates as it should."
"In general, I find New Zealand society to be fair."

Reference
Kay, A. C., & Jost, J. T. (2003). Complementary justice: effects of "poor but happy" and "poor but honest" stereotype exemplars on system justification and implicit activation of the justice motive. *Journal of Personality and Social Psychology, 85*, 823-837.

Item administration details: Gender-specific and Ethnic-specific System Justification
Two items were selected from the gender-specific system justification scale developed by Jost and Kay (2005). These items were revised to also assess ethnic-specific system justification. Items were administered with the following instructions: "The statements below reflect different opinions and points of view. Please indicate how strongly you disagree or agree with each statement. Remember, the best answer is your own opinion" and were rated on a scale ranging from 1 (strongly disagree) to 7 (strongly agree).

Reference
Jost, J.T., & Kay, A.C. (2005). Exposure to benevolent sexism and complementary gender stereotypes: Consequences for specific and diffuse forms of system justification. *Journal of Personality and Social Psychology, 88,* 498-509.

Gender-specific System Justification Items
"In general, relations between men and women in New Zealand are fair."
"Men and women both have a fair shot at wealth and happiness in NZ."

Ethnic-specific System Justification Items
"In general, relations between different ethnic groups in New Zealand are fair."
"Everyone in New Zealand has a fair shot at wealth and happiness, regardless of their ethnicity or race."

Benevolent and Hostile Sexism

Item administration details

Five items were selected from Glick and Fiske (1996) to measure Benevolent Sexism and Hostile Sexism. Items were administered with the following instructions: "The statements below reflect different opinions and points of view. Please indicate how strongly you disagree or agree with each statement. Remember, the best answer is your own opinion" and were rated on a scale ranging from 1 (strongly disagree) to 7 (strongly agree). Note that only protrait worded items were included, because extensive pilot testing indicated that contrait items may be misunderstood or more difficult to interpret in certain cases. These short scales were selected on the basis of EFA of full scale data in community samples.

Reference

Glick, P., & Fiske, S. T. (1996). The Ambivalent Sexism Inventory: Differentiating hostile and benevolent sexism. *Journal of Personality and Social Psychology, 70,* 491-512.

Benevolent Sexism Items

"Women, compared to men, tend to have greater moral sensibility."
"Many women have a quality of purity that few men possess."
"Women, as compared to men, tend to have a more refined sense of culture and good taste."
"Women should be cherished and protected by men."
"Every man ought to have a woman whom he adores."

Hostile Sexism Items

"Women are too easily offended."
"Women exaggerate problems they have at work."
"Women seek to gain power by getting control over men."
"Once a woman gets a man to commit to her she usually tries to put him on a tight leash."
"When women lose to men in a fair competition, they typically complain about being discriminated against."

Patriotism and Nationalism

Item administration details

Two items were selected from Kosterman and Feshbach's scales (1989) to assess patriotism and nationalism. Items were administered with the following instructions: "The statements below reflect different opinions and points of view. Please indicate how strongly you disagree or agree with each statement. Remember, the best answer is your own opinion" and were rated on a scale ranging from 1 (strongly disagree) to 7 (strongly agree).

Reference

Kosterman, R., & Feshbach, S. (1989). Toward a measure of patriotic and nationalistic attitudes. *Political Psychology, 10,* 257-274.

Patriotism Items

"I feel a great pride in the land that is our New Zealand."

"Although at times I may not agree with the government, my commitment to New Zealand always remains strong."

Nationalism Items

"Generally, the more influence NZ has on other nations, the better off they are."

"Foreign nations have done some very fine things but they are still not as good as New Zealand."

Willingness to Fight for one's Country

Item administration details

The following item was selected from the scale developed by the World Values Study Group (see Inglehart et al. 2004) to assess self-reported willingness to fight for one's country in a war. This item was administered with the following instructions: "Please answer each of the following questions by circling a number on the scale below" and were rated on a scale ranging from 1 (definitely NO) through a mid-point of 4 (unsure) to 7 (definitely YES).

Reference

Inglehart, R., Basañez, M., Diez-Medrano, N., Halman, R., & Lüijkx, R. (2004). *Human beliefs and values: A cross-cultural sourcebook based on the 1999-2002 values surveys*. Mexico, DF: Siglo XXI.

Willingness to Fight for Country Item

"Of course, we all hope that there will not be another war, but if it were to come to that, would you be willing to fight for your country?"

Social Policy Attitudes

Resource-Specific and Symbolic Policy Attitudes

Item administration details

Four items were selected from Liu and Sibley's (2006) scales assessing support for the symbolic and resource-specific aspects of bicultural social policy in New Zealand. Items were administered with the following instructions: "The following scale lists a variety of actual or proposed policy changes and initiatives. Please rate how strongly you oppose or support each of the following policies" and were rated on a scale ranging from 1 (strongly oppose) through to 7 (strongly support).

Reference

Liu, J. H., & Sibley, C. G. (2006). Differential effects of societal anchoring and personal importance in determining support or opposition to (bi)cultural diversity in New Zealand. *Papers on Social Representations, 15,* 1-15.

Resource-Specific Policy Attitude Items

"Maori ownership of the seabed and foreshore."
"Reserving places for Maori students to study medicine."
"Rates exemptions on Maori land."
"Crown (government) ownership of the seabed and foreshore."

Symbolic Policy Attitude Items

"Performance of the Haka at international sports events."
"Waitangi Day as a national celebration of biculturalism."
"Teaching Maori language in New Zealand primary schools."
"Singing the national anthem in Maori and English."

Gender Equality of Income and Employment Opportunity Policy Attitudes

Item administration details

Support for gender equality of income and employment opportunity was assessed using three items from the scale developed by Sibley and Perry (in press). Items were administered with the following instructions: "The following scale lists a variety of actual or proposed policy changes and initiatives. Please rate how strongly you oppose or support each of the following policies" and were rated on a scale ranging from 1 (strongly oppose) through to 7 (strongly support).

Reference

Sibley, C. G., & Perry, R. (in press). An Opposing Process Model of Benevolent Sexism. *Sex Roles.*

Gender Equality of Income and Employment Opportunity Items

"Incentives to increase women's participation in the paid workforce (paid for by government)."

"Affirmative action policies for women promoting entry into female-under-represented occupations, such as construction and the trades."

"Introducing a programme to enhance sustainable business growth among businesses owned and operated by women."

Attitudes toward smacking children

Item administration details: 2009 Citizen-Initiated Referendum Item

There was a citizen-initiated referendum in New Zealand in 2009 that asked the following question: "Should a smack as part of good parental correction be a criminal offence in New Zealand?" Responses to this question were assessed in the referendum using a force-choice yes/no option. I assessed responses to this same question using a continuous scale. This item was administered with the following instructions: "Please answer each of the following questions by circling a number on the scale below" and were rated on a scale ranging from 1 (definitely NO) through a mid-point of 4 (unsure) to 7 (definitely YES).

2009 Citizen-Initiated Referendum Item

"Should a smack as part of good parental correction be a criminal offence in NZ?"

Item administration details: Attitudes toward Anti-Smacking Bill (Section 59)

Section 59 of the Crimes Act aimed to stop force being used against children. This was known in popular media as the anti-smacking bill. An item was written assessing support versus opposition toward this act. The item was administered with the following instructions: "The following scale lists a variety of actual or proposed policy changes and initiatives. Please rate how strongly you oppose or support each of the following policies" and were rated on a scale ranging from 1 (strongly oppose) through to 7 (strongly support).

Attitudes toward Anti-Smacking Bill (Section 59) Item

"The current anti-smacking bill. (i.e., it being illegal to smack children)."

Item administration details: Attitudes toward smacking for disciplinary purposes

I wrote a single item assessing attitudes toward smacking for disciplinary purposes. The Item was administered with the following instructions: "The statements below reflect different opinions and points of view. Please indicate how strongly you disagree or agree with each statement. Remember, the best answer is your own opinion" and were rated on a scale ranging from 1 (strongly disagree) to 7 (strongly agree).

Attitudes toward Smacking for Disciplinary Purposes Item

"It is OK for parents to use smacking as a way to discipline their children."

Attitudes toward The Civil Union Act

Item administration details

Attitudes toward The Civil Union act were measured using the single item listed below (item and scale developed by Chris Sibley). This item was rated on a scale ranging from 1 (strongly oppose) to 7 (strongly support), and was embedded in a scale containing other items, all administered using the following instructions: "The following scale lists a variety of actual or proposed policy changes and initiatives. Please rate how strongly you oppose or support each of the following policies"

Attitudes toward The Civil Union Act Item

"The Civil Union Act."

Experiences of Intergroup Behaviours

Item administration details

Participants completed the short-form of the Experiences of Intergroup Behaviours Scale (Sibley, 2009). This scale was administered with the following instructions: "In your day-to-day life, how often do people in New Zealand act toward you in the following ways?" The scale assesses the subjective self-reported frequency of four distinct ways of being treated by others in society: Active Harm, Passive Harm, Active Facilitation, and Passive Facilitation. Items were rated on a scale ranging from 1 (have never experienced this) through the midpoint of 4 (sometimes experience this) to 7 (often experience this). These four dimensions of behaviour are derived from the BIAS Map proposed by Cuddy, Fiske, and Glick (2007).

References

Cuddy, A.J.C., Fiske, S.T., & Glick, P. (2007). Behaviors from intergroup affect and stereotypes: The BIAS Map. *Journal of Personality and Social Psychology, 92,* 631-648.

Sibley, C. G. (in press). The BIAS Treatment Scale (BIAS-TS): A measure of the subjective experience of active and passive harm and facilitation. *Journal of Personality Assessment.*

Active Harm Items

"Do things to threaten you."
"Make threatening gestures toward you."
"Attack you, or make you fear that they might."

Passive Harm Items

"Insist that they know what is best for you."
"Offer advice and opinions even when you don't want it."
"Try to help you with things you'd rather do for yourself."

Active Facilitation Items
"Are friendly and willing to help you."
"Are happy to hear your opinions about things."
"Make you feel welcome when they meet you."

Passive Facilitation Items
"Happily interact with you in formal situations but not social ones."
"Only socialize or interact with you when it suits their purposes."
"Treat you with respect, but avoid socializing with you."

Self and Ethnic-Group Weight-Related Beliefs

Collaborator
The following items were designed and included in collaboration with William Hoverd (Victoria University of Wellington). Any additional publications or analyses using these items for purposes other than those originally intended would also include William Hoverd as an additional co-author.

Item administration details: Beliefs about the weight of Maori and Pacific Nations peoples
Beliefs about the relative weight of Maori and Pacific Nations peoples were measured using the single item listed below. The item was included in a larger item set, which was administered with the following instructions: "The statements below reflect different opinions and points of view. Please indicate how strongly you disagree or agree with each statement. Remember, the best answer is your own opinion" and were rated on a scale ranging from 1 (strongly disagree) to 7 (strongly agree).

Beliefs about the Weight of Maori and Pacific Nations Peoples Item
"Maori and Pacific Islanders tend to be more overweight than other NZers."

Item administration details: Perceived risk of weight-related illness
Items were administered with the following instructions: "Please answer each of the following questions by circling a number on the scale below" and were rated on a scale ranging from 1 (definitely NO) through a mid-point of 4 (unsure) to 7 (definitely YES).

Perceived Risk to Self of Weight-Related Illness
"Do you think you personally are more at risk of a weight-based illness (e.g., heart illnesses, diabetes) than other New Zealanders, on average?"

Perceived Risk to Ethnic Group of Weight-Related Illness
"Do you think people from your ethnic group are more at risk of weight-based illnesses (e.g., heart illnesses, diabetes) than other New Zealanders, on average?"

Voting Behaviour and Political Party Attitudes

Liberal-Conservative Political Orientation

Item administration details

A single item measure was included assessing self-rated liberal-conservative political orientation. This item was based on that described by Jost (2005). The item included the following instructions "Please rate how politically conservative versus liberal you see yourself as being" Participants rated their political orientation on a scale ranging from 1 (extremely conservative) to 7 (extremely liberal).

Liberal-Conservative Political Orientation Item

"Please rate how politically conservative versus liberal you see yourself as being"

Reference

Jost, J.T. (2006). The end of the end of ideology. *American Psychologist, 61,* 651-670.

Political party support

Item administration details

Participants rated their level of support for various New Zealand political parties using the scales developed by Sibley and Wilson (2001). Political parties were rated on a scale ranging from 1 (strongly oppose) to 7 (strongly support).

Political Party Support Items

"The National Party"
"The Labour Party"
"The Green Party"
"The ACT Party"
"United Future"
"The Māori Party"

Reference

Sibley, C. G., & Wilson, M. S. (2007). Political attitudes and the ideology of equality: Differentiating support for liberal and conservative political parties in New Zealand. *New Zealand Journal of Psychology, 36,* 72-84.

Voting behaviour

Item administration details

The following three open-ended items were included to assess previous and intended voting behavior at the time of data collection.

Previous Voting Behaviour Item

"Which political party did you vote for in the last election?"

Intended Voting Behaviour Item

"If an election were held today, who would you vote for to be Prime Minister?"
"If an election were held today, which political party would you vote for?"

Satisfaction with current government and Prime Minister

Item administration details

Two items were included assessing satisfaction with the performance of the current government and the current prime minister as the time of data collection. Items were measured using the following instructions: "The following items assess your current satisfaction with different aspects of your life and aspects of New Zealand more generally. Please rate how satisfied you are with each aspect of your life and/or New Zealand society using the scale below." Items were rated on a scale ranging from 1 (completely dissatisfied) to 10 (completely satisfied). Note that the item assessing satisfaction with the performance of the current New Zealand government was adapted from the satisfaction with government item developed by Tiliouine et al. (2006).

Satisfaction with the Performance of the Current Government Item

"The performance of the current New Zealand government"

Satisfaction with Leadership of the Current Prime Minister Item

"John Key's leadership as The Prime Minister of New Zealand"

Reference

Tiliouine, H., Cummins, R.A., & Davern, M. (2006). Measuring wellbeing in developing countries: The case of Algeria. *Social Indicators Research, 75,* 1-30.

Appendix: Copy of the NZAVS 2009 Questionnaire

THE UNIVERSITY OF AUCKLAND

NEW ZEALAND

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Consent Form and Contact Details

This form will be kept for a period of twenty years.

Title of Project: **The New Zealand Attitudes and Values Study**

Researcher: Dr. Chris Sibley, Psychology Department, The University of Auckland.
Phone: 09-373-7599, extn 88353. E-mail: c.sibley@auckland.ac.nz

This form is to gather your consent to participate in this study. Only Dr. Sibley and his research associates will have access to your responses. Your personal information will be kept separate from your responses at all times. Your questionnaire will be identified by an anonymous code. An encrypted electronic copy of all responses will be stored indefinitely for research purposes in a secure room in the Department of Psychology.

I have read and understood a description of this research project. On this basis, I agree to take part. I understand that my data will remain confidential at all times. I understand that only Dr. Sibley will have access to my contact details. I consent to publication of the results of the project with the understanding that my anonymity will be preserved. I understand that I am free to withdraw from the research at any time up until the point at which I complete and return this questionnaire.

I understand that my contact details will never be shared with anyone. I understand that Dr. Sibley will use these details to contact and invite me to complete follow-up questionnaires, possibly for the next twenty years. Finally, I understand that my contact details will be used to contact me if I win the **$500 grocery voucher prize draw** for participating in this study.

Name:

Signature: **Date:**

Home phone: **Cell phone:**

Email address:

Postal Address:

**APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE
ON 09-SEPTEMBER-2009 FOR 3 YEARS. REFERENCE NUMBER: 2009/336.**

PLEASE POST BACK THE FULL QUESTIONNAIRE (INCLUDING THIS PAGE) USING THE PROVIDED PRE-PAID ENVELOPE.

Instructions: This part of the questionnaire measures your personality. Please circle the number that best represents how accurately each statement describes you.

I...	Very Inaccurate ⇩					Very Accurate ⇩	
1. Am the life of the party.	1	2	3	4	5	6	7
2. Sympathize with others' feelings.	1	2	3	4	5	6	7
3. Get chores done right away.	1	2	3	4	5	6	7
4. Have frequent mood swings.	1	2	3	4	5	6	7
5. Have a vivid imagination.	1	2	3	4	5	6	7
6. Don't talk a lot.	1	2	3	4	5	6	7
7. Am not interested in other people's problems.	1	2	3	4	5	6	7
8. Have difficulty understanding abstract ideas.	1	2	3	4	5	6	7
9. Like order.	1	2	3	4	5	6	7
10. Make a mess of things.	1	2	3	4	5	6	7
11. Do not have a good imagination.	1	2	3	4	5	6	7
12. Feel others' emotions.	1	2	3	4	5	6	7
13. Am relaxed most of the time.	1	2	3	4	5	6	7
14. Get upset easily.	1	2	3	4	5	6	7
15. Seldom feel blue.	1	2	3	4	5	6	7
16. Keep in the background.	1	2	3	4	5	6	7
17. Am not really interested in others.	1	2	3	4	5	6	7
18. Am not interested in abstract ideas.	1	2	3	4	5	6	7
19. Often forget to put things back in their proper place.	1	2	3	4	5	6	7
20. Talk to a lot of different people at parties.	1	2	3	4	5	6	7

	Very Inaccurate					Very Accurate	
21. Insult people.	1	2	3	4	5	6	7
22. Believe in the importance of art.	1	2	3	4	5	6	7
23. Want people to know that I am an important person of high status.	1	2	3	4	5	6	7
24. Feel entitled to more of everything.	1	2	3	4	5	6	7
25. On the whole am satisfied with myself.	1	2	3	4	5	6	7
26. Know that people in my life accept and value me.	1	2	3	4	5	6	7
27. Don't care to know what other people really think of me.	1	2	3	4	5	6	7
28. Love a good fight.	1	2	3	4	5	6	7
29. Get deeply immersed in music.	1	2	3	4	5	6	7
30. Would like to be seen driving around in a very expensive car.	1	2	3	4	5	6	7
31. Deserve more things in life.	1	2	3	4	5	6	7
32. Take a positive attitude toward myself.	1	2	3	4	5	6	7
33. Feel like an outsider.	1	2	3	4	5	6	7
34. Don't gossip about other people's business.	1	2	3	4	5	6	7
35. Hate to seem pushy.	1	2	3	4	5	6	7
36. Seldom daydream.	1	2	3	4	5	6	7
37. Would get a lot of pleasure from owning expensive luxury goods.	1	2	3	4	5	6	7
38. Would never accept a bribe, even if it were very large.	1	2	3	4	5	6	7
39. Demand the best because I'm worth it.	1	2	3	4	5	6	7
40. Am inclined to feel that I am a failure.	1	2	3	4	5	6	7
41. Know that people around me share my attitudes and beliefs.	1	2	3	4	5	6	7

Instructions: Please circle the number that best represents how important each of the following values is for you as a guiding principle in your life. Use the scale below to rate these items.

	Opposed to my values	Not important		Important				Very important		Of supreme importance	
	-1	0	1	2	3	4	5	6		7	

1.	PROTECTING THE ENVIRONMENT (preserving nature)	-1	0	1	2	3	4	5	6	7
2.	A VARIED LIFE (filled with challenge, novelty and change)	-1	0	1	2	3	4	5	6	7
3.	HONORING OF PARENTS AND ELDERS (showing respect)	-1	0	1	2	3	4	5	6	7
4.	AUTHORITY (the right to lead or command)	-1	0	1	2	3	4	5	6	7
5.	EQUALITY (equal opportunity for all)	-1	0	1	2	3	4	5	6	7
6.	A WORLD AT PEACE (free of war and conflict)	-1	0	1	2	3	4	5	6	7
7.	AN EXCITING LIFE (stimulating experiences)	-1	0	1	2	3	4	5	6	7
8.	FAMILY SECURITY (safety for loved ones)	-1	0	1	2	3	4	5	6	7
9.	INFLUENCE (having an impact on people and events)	-1	0	1	2	3	4	5	6	7
10.	SOCIAL JUSTICE (correcting injustice, care for the weak)	-1	0	1	2	3	4	5	6	7
11.	CURIOSITY (interest in everything, exploring)	-1	0	1	2	3	4	5	6	7
12.	SELF-DISCIPLINE (self-restraint, resistance to temptation)	-1	0	1	2	3	4	5	6	7
13.	WEALTH (material possessions, money)	-1	0	1	2	3	4	5	6	7

Instructions: The statements below reflect different opinions and points of view. Please indicate how strongly you disagree or agree with each statement. Remember, the best answer is your own opinion.

		Strongly Disagree ⇩						Strongly Agree ⇩
1.	It is OK if some groups have more of a chance in life than others.	1	2	3	4	5	6	7
2.	It is always better to trust the judgment of the proper authorities in government and religion than to listen to the noisy rabble-rousers in our society who are trying to create doubt in people's minds.	1	2	3	4	5	6	7
3.	I wish people in this society would stop obsessing so much about race.	1	2	3	4	5	6	7
4.	Inferior groups should stay in their place.	1	2	3	4	5	6	7
5.	It would be best for everyone if the proper authorities censored magazines so that people could not get their hands on trashy and disgusting material.	1	2	3	4	5	6	7
6.	Everyone in New Zealand has a fair shot at wealth and happiness, regardless of their ethnicity or race.	1	2	3	4	5	6	7
7.	To get ahead in life, it is sometimes okay to step on other groups.	1	2	3	4	5	6	7
8.	Our country will be destroyed some day if we do not smash the perversions eating away at our moral fibre and traditional beliefs.	1	2	3	4	5	6	7
9.	To a large extent, a person's race biologically determines his or her abilities.	1	2	3	4	5	6	7
10.	We should have increased social equality.	1	2	3	4	5	6	7
11.	People should pay less attention to The Bible and other old traditional forms of religious guidance, and instead develop their own personal standards of what is moral and immoral.	1	2	3	4	5	6	7
12.	It would be good if groups could be equal.	1	2	3	4	5	6	7
13.	Atheists and others who have rebelled against established religions are no doubt every bit as good and virtuous as those who attend church regularly.	1	2	3	4	5	6	7
14.	We should do what we can to equalise conditions for different groups.	1	2	3	4	5	6	7
15.	I often think about the fact that I am a member of my ethnic group.	1	2	3	4	5	6	7
16.	Some of the best people in our country are those who are challenging our government, criticizing religion, and ignoring the "normal way" things are supposed to be done.	1	2	3	4	5	6	7

	Completely dissatisfied		Somewhat satisfied						Completely satisfied	
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
1. Your standard of living.			1 2 3 4 5 6 7 8 9 10							
2. The economic situation in New Zealand.			1 2 3 4 5 6 7 8 9 10							
3. The quality of New Zealand's natural environment.			1 2 3 4 5 6 7 8 9 10							
4. Your health.			1 2 3 4 5 6 7 8 9 10							
5. The social conditions in New Zealand.			1 2 3 4 5 6 7 8 9 10							
6. The performance of the current New Zealand government.			1 2 3 4 5 6 7 8 9 10							
7. Your future security.			1 2 3 4 5 6 7 8 9 10							
8. Business in New Zealand			1 2 3 4 5 6 7 8 9 10							
9. Your personal relationships.			1 2 3 4 5 6 7 8 9 10							
10. John Key's leadership as The Prime Minister of New Zealand.			1 2 3 4 5 6 7 8 9 10							

	Strongly Disagree ⇓					Strongly Agree ⇓
1. We are all New Zealanders and the law should *not* make provision for minority groups because of their ethnicity.	1	2	3	4	5	6 7
2. I think that Māori culture helps to define New Zealand in positive ways.	1	2	3	4	5	6 7
3. There are people I can depend on to help me if I really need it.	1	2	3	4	5	6 7
4. Māori and Pacific Islanders tend to be more overweight than other NZers.	1	2	3	4	5	6 7
5. We are all one nation and we should all be treated the same. No one should be entitled to anything more than the rest of us simply because they belong to one particular ethnic group.	1	2	3	4	5	6 7
6. New Zealand would be a better place to live if we forgot about trying to promote Māori culture to everyone.	1	2	3	4	5	6 7
7. In my opinion, more good jobs for Asians means fewer good jobs for members of other groups in New Zealand.	1	2	3	4	5	6 7
8. True equality can be achieved only once we recognize that some ethnic groups are currently more disadvantaged than others and require additional assistance from the government.	1	2	3	4	5	6 7
9. Māori have very different values and morals compared to most other NZers.	1	2	3	4	5	6 7
10. Men and women both have a fair shot at wealth and happiness in NZ.	1	2	3	4	5	6 7
11. The fact that I am a member of my ethnic group is an important part of my identity.	1	2	3	4	5	6 7
12. By taking personal action I believe I can make a positive difference to environmental problems.	1	2	3	4	5	6 7
13. There is no one I can turn to for guidance in times of stress.	1	2	3	4	5	6 7
14. I feel I can make a difference to the state of the environment.	1	2	3	4	5	6 7
15. People from other races would be likely to reject me on the basis of my race.	1	2	3	4	5	6 7
16. Pacific Islanders have very different values and morals compared to most other NZers.	1	2	3	4	5	6 7
17. I know there are people I can turn to when I need help.	1	2	3	4	5	6 7
18. I reckon Māori culture should stay where it belongs—with Māori. It doesn't concern other NZers.	1	2	3	4	5	6 7

Instructions: The statements below reflect different opinions and points of view. Please indicate how strongly you disagree or agree with each statement. Remember, the best answer is your own opinion.

		Strongly Disagree ⇩						Strongly Agree ⇩
1.	People who become preoccupied by race are forgetting that we're all just human.	1	2	3	4	5	6	7
2.	Women, compared to men, tend to have greater moral sensibility.	1	2	3	4	5	6	7
3.	The New Zealand government should be involved in regulating carbon emissions.	1	2	3	4	5	6	7
4.	I feel a great pride in the land that is our New Zealand.	1	2	3	4	5	6	7
5.	I am satisfied with my life.	1	2	3	4	5	6	7
6.	Women are too easily offended.	1	2	3	4	5	6	7
7.	In my opinion, more good jobs for Māori means fewer good jobs for members of other groups in New Zealand.	1	2	3	4	5	6	7
8.	Climate change is real.	1	2	3	4	5	6	7
9.	We should all move on as one nation and forget about past differences and conflicts between ethnic groups.	1	2	3	4	5	6	7
10.	Asians have different values and morals compared to most other NZers.	1	2	3	4	5	6	7
11.	Putting racial labels on people obscures the fact that everyone is a unique individual.	1	2	3	4	5	6	7
12.	Women exaggerate problems they have at work.	1	2	3	4	5	6	7
13.	In general, I find New Zealand society to be fair.	1	2	3	4	5	6	7
14.	NZ Europeans have different values and morals compared to most other NZers.	1	2	3	4	5	6	7
15.	Climate change is caused by humans.	1	2	3	4	5	6	7
16.	It is OK for parents to use smacking as a way to discipline their children.	1	2	3	4	5	6	7
17.	In general, relations between different ethnic groups in New Zealand are fair.	1	2	3	4	5	6	7
18.	Many women have a quality of purity that few men possess.	1	2	3	4	5	6	7
19.	We should not have to pay for the mistakes of our ancestors.	1	2	3	4	5	6	7
20.	Women seek to gain power by getting control over men.	1	2	3	4	5	6	7
21.	In my opinion, more good jobs for NZ Europeans means fewer good jobs for members of other groups in New Zealand.	1	2	3	4	5	6	7
22.	In general, the New Zealand political system operates as it should.	1	2	3	4	5	6	7
23.	Once a woman gets a man to commit to her she usually tries to put him on a tight leash.	1	2	3	4	5	6	7
24.	Women, as compared to men, tend to have a more refined sense of culture and good taste.	1	2	3	4	5	6	7
25.	I feel anxious about interacting with people from other races.	1	2	3	4	5	6	7
26.	People who weren't around in previous centuries should not feel accountable for the actions of their ancestors.	1	2	3	4	5	6	7
27.	In my opinion, more good jobs for Pacific Islanders means fewer good jobs for members of other groups in New Zealand.	1	2	3	4	5	6	7
28.	In general, relations between men and women in New Zealand are fair.	1	2	3	4	5	6	7
29.	In most ways my life is close to ideal.	1	2	3	4	5	6	7
30.	Women should be cherished and protected by men.	1	2	3	4	5	6	7
31.	Generally, the more influence NZ has on other nations, the better off they are.	1	2	3	4	5	6	7
32.	When women lose to men in a fair competition, they typically complain about being discriminated against.	1	2	3	4	5	6	7
33.	Although at times I may not agree with the government, my commitment to New Zealand always remains strong.	1	2	3	4	5	6	7
34.	Every man ought to have a woman whom he adores.	1	2	3	4	5	6	7
35.	Being a member of my ethnic group is an important part of how I see myself.	1	2	3	4	5	6	7
36.	Foreign nations have done some very fine things but they are still not as good as New Zealand.	1	2	3	4	5	6	7

Strongly oppose 1	Neutral 2 3 4 5 6	Strongly support 7

The National Party	1 2 3 4 5 6 7	The ACT Party 1 2 3 4 5 6 7
The Labour Party	1 2 3 4 5 6 7	The Māori Party 1 2 3 4 5 6 7
The Green Party	1 2 3 4 5 6 7	United Future 1 2 3 4 5 6 7

Instructions: **Please answer each of the following questions by circling a number on the scale below.**

Definitely NO 1	Unsure 2 3 4 5 6	Definitely YES 7

#	Question	Scale
1.	Of course, we all hope that there will not be another war, but if it were to come to that, would you be willing to fight for your country?	1 2 3 4 5 6 7
2.	Should a smack as part of good parental correction be a criminal offence in NZ?	1 2 3 4 5 6 7
3.	Are you willing to make sacrifices to your standard of living (e.g., accept higher prices, drive less, conserve energy) in order to protect the environment?	1 2 3 4 5 6 7
4.	Have you made sacrifices to your standard of living (e.g., accepted higher prices, driven less, conserved energy) in order to protect the environment?	1 2 3 4 5 6 7
5.	Do you think *most New Zealanders* are willing to make sacrifices to their standard of living in order to protect the environment?	1 2 3 4 5 6 7
6.	Do you think people from your ethnic group are more at risk of weight-based illnesses (e.g., heart illnesses, diabetes) than other New Zealanders, on average?	1 2 3 4 5 6 7
7.	Are you willing to change your daily routine in order to protect the environment?	1 2 3 4 5 6 7
8.	Have you made changes to your daily routine in order to protect the environment?	1 2 3 4 5 6 7
9.	Do you think you personally are more at risk of a weight-based illness (e.g., heart illnesses, diabetes) than other New Zealanders, on average?	1 2 3 4 5 6 7

Instructions: **The following scale lists a variety of actual or proposed policy changes and initiatives. Please rate how strongly you oppose or support each of the following policies.**

#	Policy	Strongly Oppose ⇓ Strongly Support ⇓
1.	Government subsidy of public transport.	1 2 3 4 5 6 7
2.	The current anti-smacking bill. (i.e., it being illegal to smack children).	1 2 3 4 5 6 7
3.	Māori ownership of the seabed and foreshore.	1 2 3 4 5 6 7
4.	Performance of the Haka at international sports events.	1 2 3 4 5 6 7
5.	Incentives to increase women's participation in the paid workforce (paid for by government).	1 2 3 4 5 6 7
6.	Increased government spending on new motorways.	1 2 3 4 5 6 7
7.	Reserving places for Māori students to study medicine.	1 2 3 4 5 6 7
8.	Waitangi Day as a national celebration of biculturalism.	1 2 3 4 5 6 7
9.	The Civil Union Act.	1 2 3 4 5 6 7
10.	Affirmative action policies for women promoting entry into female-under-represented occupations, such as construction and the trades.	1 2 3 4 5 6 7
11.	Rates exemptions on Māori land.	1 2 3 4 5 6 7
12.	Teaching Māori language in New Zealand primary schools.	1 2 3 4 5 6 7
13.	Introducing a programme to enhance sustainable business growth among businesses owned and operated by women.	1 2 3 4 5 6 7
14.	Singing the national anthem in Māori and English.	1 2 3 4 5 6 7
15.	Crown (government) ownership of the seabed and foreshore.	1 2 3 4 5 6 7

How accurately do the following statements describe how you generally act in your close relationships?

	Very Inaccurate ⇩					Very Accurate ⇩
1. I try to enhance the bonding and intimacy in my close relationships.	1	2	3	4	5	6	7
2. I try to avoid disagreement and conflict in my close relationships.	1	2	3	4	5	6	7
3. I try to move toward growth and development in my close relationships.	1	2	3	4	5	6	7
4. I try to stay away from situations that would harm my close relationships.	1	2	3	4	5	6	7
5. I try to share many fun and meaningful experiences with people I am close to.	1	2	3	4	5	6	7
6. I try to make sure that nothing bad happens to my close relationships.	1	2	3	4	5	6	7

In your day-to-day life, how often do people in New Zealand act toward you in the following ways?

	Have never experienced this 1	Sometimes experience this 2 3 4 5 6	Often experience this 7
1. Do things to threaten you.		1 2 3 4 5 6 7	
2. Insist that they know what is best for you.		1 2 3 4 5 6 7	
3. Are friendly and willing to help you.		1 2 3 4 5 6 7	
4. Happily interact with you in formal situations but not social ones.		1 2 3 4 5 6 7	
5. Make threatening gestures toward you.		1 2 3 4 5 6 7	
6. Offer advice and opinions even when you don't want it.		1 2 3 4 5 6 7	
7. Are happy to hear your opinions about things.		1 2 3 4 5 6 7	
8. Only socialize or interact with you when it suits their purposes.		1 2 3 4 5 6 7	
9. Attack you, or make you fear that they might.		1 2 3 4 5 6 7	
10. Try to help you with things you'd rather do for yourself.		1 2 3 4 5 6 7	
11. Make you feel welcome when they meet you.		1 2 3 4 5 6 7	
12. Treat you with respect, but avoid socializing with you.		1 2 3 4 5 6 7	

Instructions: **Please rate the warmth of your feelings toward the following groups using the "feeling thermometer scale" for each group. A rating of "1" indicates your feeling toward that group to be least warm (least favourable) while a rating of "7" indicates your feeling is most warm (most favourable).**

Feel least warm towards this group 1	Neutral 2 3 4 5 6	Feel most warm toward this group 7
Americans	1 2 3 4 5 6 7	
Māori	1 2 3 4 5 6 7	
NZ Europeans	1 2 3 4 5 6 7	
Pacific Islanders	1 2 3 4 5 6 7	

Overweight people	1 2 3 4 5 6 7
Immigrants in general	1 2 3 4 5 6 7
Chinese	1 2 3 4 5 6 7
Asians in general	1 2 3 4 5 6 7

Roughly how many hours (if any) have you spent with <u>friends</u> from each of the following groups in the last week?

- (a) **Americans** _____
- (b) **Māori** _____
- (c) **NZ Europeans** _____
- (d) **Asians** _____
- (e) **Pacific Islanders** _____

Which term do you prefer to describe New Zealanders of European descent?

- ☐ New Zealander
- ☐ New Zealand European
- ☐ Pakeha
- ☐ Kiwi
- ☐ Other _____

Which country were you born in? _____

If you were born overseas, for how many years have you lived in NZ? ____

How much money (if any) have you donated to charity in the last year? ____

Please rate how politically conservative versus liberal you see yourself as being:

Extremely conservative	1 2 3 4 5 6 7	Extremely Liberal

PLEASE TURN OVER

Finally, please tell us a little about yourself and your circumstances...

1. Which ethnic group do you belong to?

Mark the space or spaces which apply to you.

☐ New Zealand European
☐ Māori
☐ Samoan
☐ Cook Island Māori
☐ Tongan
☐ Niuean
☐ Chinese
☐ Indian
☐ Other such as *DUTCH, JAPANESE, TOKELAUAN.*
Please state:
_____

2. Are you male or female?

☐ Male
☐ Female   (please tick ☑ one)

3. What is your age? _____(years)

4a. What is your relationship status?

☐ Single
☐ Dating
☐ Living together/De facto
☐ Married
☐ Other _____
(if other please specify)

If you are in a relationship ⇩

4b. How long have you been with your partner? _____(years) _____(months)

4c. What is your partner's ethnicity? (please be specific) _____

4d. How satisfied are you with your relationship with your partner? (please circle a number on the scale below)

Not satisfied 1 2 3 4 5 6 7 *Very satisfied*

5a. What is your current employment situation?

☐ Employed full-time
☐ Employed part-time
☐ Self-employed
☐ Own your own business
☐ Studying full-time
☐ Unemployed, but want work
☐ Unemployed, don't want work
☐ Other _____

If you are currently employed ⇩

5b. How long have you worked in your *current job* for? _____

5c. How satisfied are you with your current job?

Not satisfied 1 2 3 4 5 6 7 *Very satisfied*

5d. How secure do you feel in your current job?

Not secure 1 2 3 4 5 6 7 *Very secure*

6. What is your highest level of qualification? _____

7. What did you eat for dinner last night? _____

8. Do you identify as Māori and/or have any ancestors who are Māori?

☐ Yes
☐ No

9. Which term best describes where you grew up? (e.g., rural, suburban, city) _____

10a. How many children have you given birth to, fathered, or adopted? (if none, go to 11) _____

10b. How many of your children live with you most of the time? _____

11. Have you or the principal earner in your household been out-of-work at *any time* in the last year?

☐ Yes
☐ No

12. Have you personally been the victim of a crime in the last year?

☐ Yes
☐ No

13. Which political party did you vote for in the last election? _____

14. Please estimate your *total household* income (before tax) for the year 2009. $_____

15. Please estimate your *own personal* earnings (before tax) for the year 2009. $_____

16. If an election were held today, who would you vote for to be Prime Minister? _____

17a. Do you identify with a religion and/or spiritual group?

☐ Yes
☐ No

17b. If yes to 17a, then what religion/spiritual group? _____

17c. If yes to 17a, how important is your religion to how you see yourself?

Not important 1 2 3 4 5 6 7 *Very important*

18. If an election were held today, which political party would you vote for? _____

19. Please estimate how many hours you spent doing each of the following things last week.

(a) Working in paid employment _____
(b) Housework/cooking _____
(c) Looking after children _____
(d) Playing computer games _____
(e) Exercising _____
(f) Watching TV/Films/Videos _____
(g) Travelling/commuting _____
(h) Volunteer/charity work _____

20a. How many hours did you spend with your romantic partner (if any) last week?

(a) In person/face-to-face _____
(b) Talking on phone (incl. Skype) _____
(c) Email, texting or on-line chat _____

20b. How many hours did you spend with your close friends and family (excluding your partner) in the following ways last week?

(a) In person/face-to-face _____
(b) Talking on phone (incl. Skype) _____
(c) Email, texting or on-line chat _____

Thank you! Please send back your completed questionnaire using the enclosed pre-paid envelope.