

# The Value of Sport and Active Recreation to New Zealanders

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angus  
& ASSOCIATES



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# Executive Summary and Conclusions

## Background & Objectives

This report presents the findings of a programme of research undertaken **to confirm the value of sport and active recreation**<sup>(1)</sup> to New Zealand and New Zealanders. Separate reports documenting the findings of earlier stages of the research programme may be found on the Sport NZ website.

This research was commissioned by Sport NZ and undertaken over three stages: a **literature review**, in-depth **qualitative research** with a substantial sample of n=42 members of the general public and more than n=60 other sport and recreation sector stakeholders, and comprehensive **quantitative research**. The latter involved a representative sample of the general public (n=1516), a sample of people working in the sport and recreation sector (n=346), representatives of n=121 organisations operating in the sport and recreation sector, and n=178 other organisations (including some of New Zealand's largest corporates and many small and medium enterprises).

The findings are therefore based on a mix of evidence and opinion concerning the benefits that accrue from participation and other forms of engagement in sport and active recreation: benefits that define how sport is **valued**.

## Findings of Literature Review

The Value of Sport study commenced with a comprehensive review of national and international literature concerning the benefits of physical activity for sport, exercise and recreation. From this body of literature was distilled the ways in which sport and active recreation are said to deliver economic, social and cultural benefit, and the evidence available to substantiate the benefits identified. This evidence was further evaluated based on its strength, and a standard of evidence applied: Gold (strong or significant evidence of effect), Silver (moderate or probable evidence of effect) and Bronze (some or limited evidence of effect).

The literature review uncovered evidence of benefits derived from participation in sport and other forms of physical activity for exercise and recreation: benefits relating to physical health, mental health, social cohesion, educational outcomes and economic value. There was strong (Gold-standard) evidence that participation in sport and physical activity can have a positive impact on physical health, on social cohesion and educational outcomes. Gold-standard evidence also exists to substantiate economic benefits resulting from improvements in health outcomes and related effects (such as increased life expectancy and productivity), consumer expenditure on sporting goods and events, and employment opportunities.

Outside of these areas, there is moderate or limited evidence of effect. This does not mean that sport and other forms of physical activity do not deliver benefits but simply that no conclusive evidence was identified.

(1) 'Active recreation' is a term used by Sport NZ and other groups and organisations across the sector, although it is not a term that is widely used or well-understood by participants or the general public. 'Active recreation' is used to describe a sub-set of 'flexible' activities (activities participants can do when, with whom, how and where they want) within a more broadly defined set of 'physical activities undertaken for the purpose of sport, exercise and recreation'.

## Findings of Literature Review (continued)

While high performance sport is often thought to impact positively on individuals and communities, research assessing the nature and value of these impacts is limited and, where it has been undertaken, results are often inconclusive. Again, this does not mean that high performance sport doesn't deliver benefits but simply that no conclusive evidence was identified.

## Qualitative Research Findings

In the expectation that empirical evidence might be difficult to source, especially in a New Zealand context, the research also sought opinions on the value of sport via in-depth qualitative research and a subsequent large-scale survey of members of the general public, people working in paid employment in the sport and recreation sector, and representatives of a wide cross-section of organisations with and without involvement in the sport and recreation sector.

**The qualitative research suggested that most New Zealanders see value in sport and active recreation. Indeed, sport and an active (outdoor) lifestyle are seen to define who we are and how we relate to each other, and to set us apart from other nations. In this sense, sport and active recreation are said to be “in our DNA”: the result of a geography that lends itself to a lifestyle of activities on and in the ocean, beaches, mountains, rivers, forests and lakes; a benign climate; a population that values physical strength and agility, and the resulting accessibility of opportunities to participate.**

The **value** of sport and active recreation is seen to lie in the many contributions that it makes to individuals, families, communities and the country as a whole:

### Underpinning good physical health

*“Longevity and not suffering diseases, like cardiac diseases or things that would impact your health, as well as better life enjoyment because you feel better, more active”  
[Young Single, Male, Auckland]*

### Supporting good mental health

*“I know people who've had mental health issues and one thing they're told to do is get out of bed and go for a nice long walk, that's one of the first steps to help yourself. It's not just your physical health it's your mental state of mind and there's a link to the social connectedness” [National Sporting Organisation]*

### Teaching basic and more advanced physical skills

*“Your body is your vehicle to get around, it's how you do things, if we want to live long healthy lives, we need to learn how to use our body very, very well and that's where PE and health becomes a very important subject” [Education Provider, Auckland]*

### Teaching essential life skills

*“Sport imposes a degree of self-discipline that is not required in other activities – it is self-discipline, not imposed discipline” [Charitable Organisation, Nationwide]*

**Qualitative  
Research  
Findings  
(continued)**

**Promoting connection and a sense of belonging**

*“Sports clubs provide social connection and community – club rooms are full of pictures which contain friends, family etc...providing a sense and link to the community – there’s my father, there’s my grandfather, there’s my uncles. And there is a great deal of community investment over the years to build up these clubs and facilities...” [Cultural Organisation, Wellington]*

**Motivating and giving us meaning and sense of purpose**

*“If you’re involved and really energetic, you’re going to extend yourself and dream bigger dreams and hope bigger hopes. If you’re making yourself the best you can be, that really grows peoples’ character” [Older Family, Female, Timaru]*

**Providing a platform for achievement, which helps build confidence**

*“It gives a young person a sense of worth, pride, a feeling of I can do things, it’s not just about the elite” [Education Provider, Auckland]*

**Taking us into natural environments and strengthening our spiritual connection with the land**

*“There are two cultural viewpoints around this: Firstly, the Western viewpoint of getting out for a walk, going to the beach or whatever, which has a spiritual element. And for Māori, it is a very important part of their history and connection to the landscape – It’s the hikoi temanga and the hikoi te awa – to walk along their river or up their mountain. I think this is an area of physical activity, and I wouldn’t call it recreation, that hasn’t fully been explored yet.” [Quasi-Government Organisation, Wellington]*

**Delivering personal financial and wider economic benefits**

*“The government wants citizens who can participate in life and work and contribute tax...Especially with an aging population where there will be less people who will be fit and healthy to be able to work to contribute and pay tax” [Central Government Agency]*

As reflected in the quotes above, individuals believe that the benefits of sport and active recreation are seen to accrue at a number of levels and, sometimes, to manifest differently for individuals, families, organisations, communities and the country as a whole. For example, mental health benefits may be felt by individuals as improved mental clarity and a greater sense of well-being; by families as reduced family violence and more positive familial relationships; and by communities and the country as a reduction in anti-social behaviour.

The benefits identified in the qualitative research are seen to accrue from a mix of high performance and community sport, and from participation and other forms of engagement (such as volunteering, following a team or attending a sporting or recreational event).

## Qualitative Research Findings (continued)

While the qualitative research suggested that most members of the general public see value in community-level sport, there was a greater mix of perspectives on **high performance sport**.<sup>(1)</sup>

### +ve

Those who valued high performance sport spoke of its power to bring people together in support of their teams/athletes, and of the pride fostered by success (and even outstanding demonstrations of sportsmanship and fair play, as demonstrated by New Zealand athlete Nikki Hamblin and USA athlete Abbey D'Agostino during the 2016 Olympics).

They also spoke of the influence of high performance athletes and teams - their power to inspire and motivate, to ignite interest, and to give hope to aspiring players, especially the very young - and the flow-on effects of their success (i.e. more focus, more money, and more facilities for grassroots participation).

### -ve

The more cynical and the openly critical referred to the use of drugs by high performance athletes and of an association between alcohol and sport at its highest level. They also questioned both the level of government investment in high performance sport (relative to community-level sport) and the influence of sponsors, media and other corporate interests (at the apparent expense of grassroots supporters - e.g. with pay-to-view and other exclusive broadcast rights).

Finally, there were mixed views on whether the benefits of high performance sport are **conditional upon winning**, or whether these benefits accrue win or lose. Certainly, there was a view that some benefits are more attainable in the context of success.

## Quantitative Research Findings

Building on the qualitative research findings, the quantitative research set out to **measure the attitudes identified** and to confirm **how and for what reasons New Zealanders value sport and other forms of physical activity for exercise and recreation**.

This stage of the research considered: -

- general attitudes to participation and other forms of engagement in community-level sport;
- the personal impacts of participation and other forms of engagement in community-level sport;
- the impacts on children and other dependents;
- the impacts on organisations and their stakeholders (e.g. employees, customers, students, shareholders, members, others);
- attitudes to high performance sport; and
- attitudes to winning (in the context of high performance sport).

(1) For the purposes of this research, high performance sport was described as “professional athletes or sports people who represent their country at the highest level in their sport”. This may or may not correspond with definitions employed across the sector but reflects the terminology used by the general public.

### *Community Sport*

The quantitative research confirmed that New Zealanders value **community-level** sport and active recreation for its contribution to physical and mental health, and for the range of physical and life skills that are learned through participation. New Zealanders value sport and active recreation for its role in bringing people together, creating vibrant and stimulating communities, and instilling a sense of pride in our communities and our country. We firmly believe that sport and active recreation provide motivation and a sense of purpose, and opportunities for individuals to achieve and build confidence. We value sport for its economic contribution – to individuals, communities and country – and many of us also see spiritual benefits in the outdoor experiences that (re)connect people with the land.

At the same time, it is clear that fewer of us feel **personal benefit** from physical activity for sport, exercise and recreation than might be expected given our general attitudes.

While survey results indicate the majority of the general public feel some personal physical and/or mental health benefit from participation, and half believe sport and other physical activities have helped improve their physical appearance (and sense of personal pride), fewer than half of respondents claimed any other individual benefit. Both the nature and extent of felt benefit does however vary by gender, age, ethnicity, personal circumstances (including health barriers), and level of physical activity.

**In general, the level of felt benefit was much higher amongst respondents who reported activity of 150 minutes or more a week than it was amongst less active respondents.** It is noted that 150 minutes of moderate intensity activity per week is recommended as the guideline for New Zealand adults.<sup>(1)</sup>

Those survey respondents with children or other dependents (including family members/other people with disabilities, ill or aging) were also asked to consider the impacts of sport and active recreation on their dependents. The great majority of this group reported physical health and other benefits for their dependents – ranging from skill development for younger children; to social connection, life skills and motivation for older children; and improved mental health and social connectedness for other dependents.

The **organisations** participating in the Value of Sport survey also reported a range of positive outcomes for their stakeholders: physical and mental health benefits, skill development, motivation, opportunities to achieve and build confidence, social/group cohesion, pride and economic benefits.

(1) New Zealand Ministry of Health website, 29 March 2017 <http://www.health.govt.nz/your-health/healthy-living/food-and-physical-activity/physical-activity/how-much-activity-recommended>

### *High Performance Sport*

Survey results indicate that the vast majority of New Zealanders see value in high performance sport: value expressed in positive international exposure, a contribution to New Zealand's economy and national pride, and in positive impacts on grassroots participants and participation (igniting interest and inspiring others to participate). However, opinion is more divided on whether high performance sport delivers **concrete** benefits for community-level sport: i.e. money and facilities that allow everyday New Zealanders to participate.

Similarly, while survey results suggest that most New Zealanders believe high performance teams and athletes make positive role models, this can't be taken as a given. There is a clear expectation that high performance teams and athletes have a responsibility to be positive role models both on and off the field, and a belief that they must remain "grounded" to retain a (positive) influence.

There is also an expectation that balance be maintained between the interests of high performance and community-level sport: a balance reflected both in the quantum of government investment, and in treatment by sponsors, media and other commercial interests.

Finally, the research findings suggest that the value of high performance sport **is not conditional upon winning**, although some benefits may be more readily attainable given the greater visibility and notice awarded success.

### *Differing Perspectives*

Within the **general public** sample, perspectives on sport and active recreation were found to vary based on age, gender, ethnicity, and level of personal physical activity (whether 'inactive', 'fairly active', 'active' or 'very active'). New migrants to New Zealand (those who have lived in New Zealand for less than 5 years) were also found to have different attitudes to sport and active recreation than those born in New Zealand and those who migrated to New Zealand more than 5 years ago.

These characteristics have also been found to underpin differences in the attitudes and behaviour of New Zealanders, as measured in the pilot stage of Sport New Zealand's new ActiveNZ survey.

Across the survey sample as a whole (including members of the sport and recreation sector workforce, representatives of organisations operating in the sport and recreation sector, and other entities), perspectives also vary by respondent type. For example, perspectives on the value of sport tend to be more positive amongst those working in the sector, amongst those representing the sport and recreation organisations that responded to the Value of Sport survey, and amongst those representing the other entities that responded to the survey.

Please refer to pages 30-48 for detailed commentary on variance by sample group.

## Conclusions

This study has identified empirical evidence to substantiate claims that physical activity for sport, exercise and recreation delivers physical health benefits, provides a platform for achievement and the development of confidence, and teaches important life skills to those who participate. There is also some evidence to support claims of benefits related to mental health, the development of physical skills, social cohesion, and economic benefits.

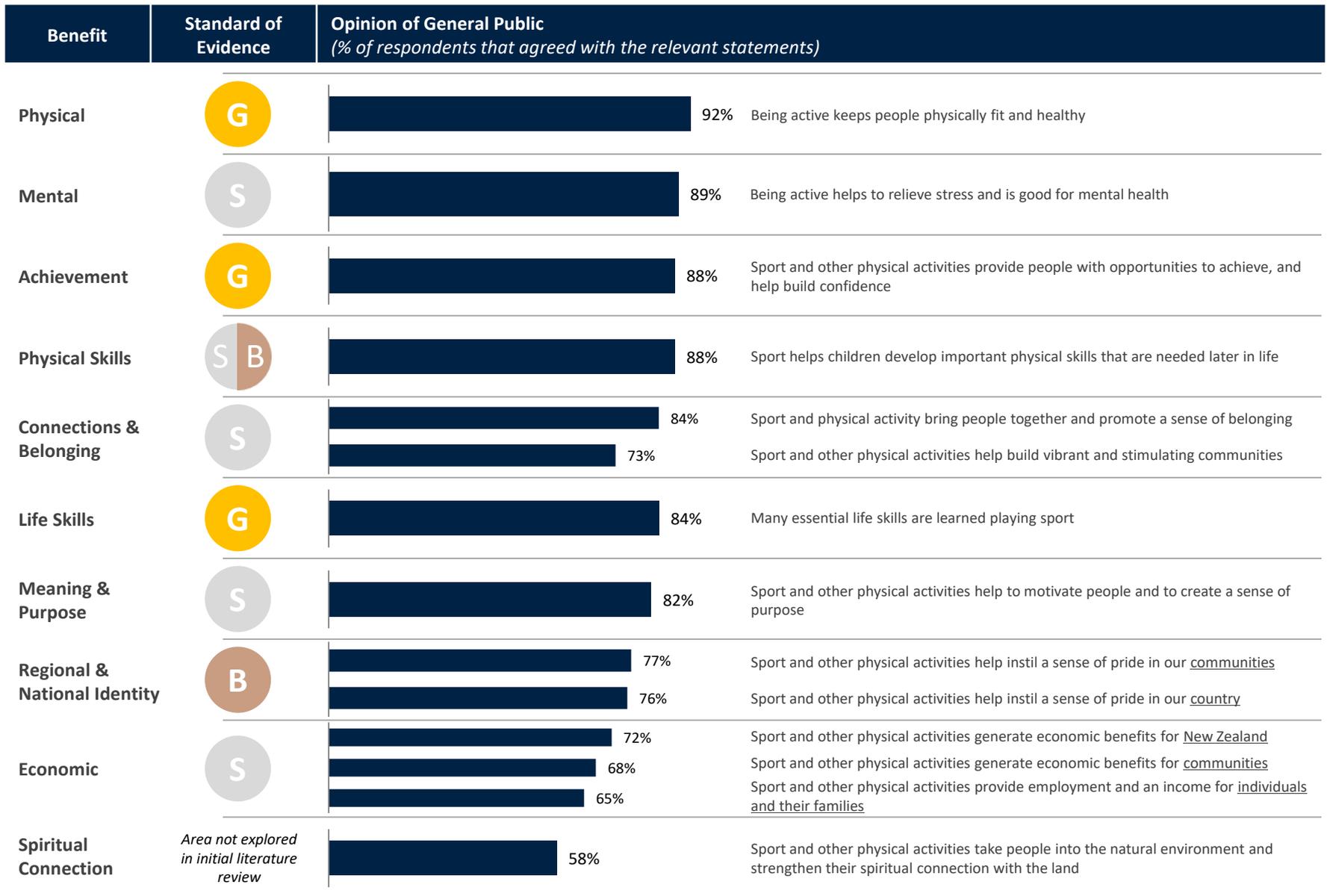
The attitudes and opinions expressed through this research can also be said to represent evidence of a sort; being an expression both of the collective experience of New Zealanders and 'felt benefit'. Seen in this context, the findings would suggest that the absence of empirical evidence to support the full range of benefits identified may simply indicate that the necessary research and analysis has not been done as yet.

The table on page ten summarises the weight of evidence and public opinion available to substantiate the range of benefits identified. This indicates that the sector can speak confidently of the **Value of Sport** in relation to a range of benefits, although further empirical evidence would be useful in areas where less than gold-standard evidence exists. In speaking of the Value of Sport, sector representatives should also be mindful that the general public is more heterogeneous in its views on sport and active recreation than people working in the sector.

From this study, it can be concluded that: -

- There is a broad base of support for sport and active recreation and a belief in its value to New Zealand and New Zealanders. To a large extent, sport is seen to be "in our DNA" and integral to our national identity: a function of the environment in which we live and the opportunities accessible to us.
- Those who participate in sport and active recreation feel greatest personal benefit. This speaks directly to the value of sport and represents a clear and compelling case for initiatives that encourage participation.
- The fact that more New Zealanders attribute value to sport and active recreation than report personal benefit implies a gap between 'propensity' and 'action'.
- It follows that understanding and dismantling barriers to participation and other forms of engagement in sport and active recreation will increase the value that accrues to individuals and New Zealand as a whole.
- High performance sport plays an important role in motivating and inspiring grassroots participation in sport and active recreation; in this respect, its value is greatest where a broad base of community-level participation and support exists.

Figure 1: Standard of Evidence to support public opinion on the benefits of sport and active recreation



G Gold: strong or significant evidence of effect  
S Silver: moderate or probable evidence of effect  
B Bronze: some or limited evidence of effect

# Introduction



This report presents the findings of research undertaken **to understand the value of sport and active recreation**<sup>(1)</sup> to New Zealand and New Zealanders.

The research was commissioned by Sport NZ to build on an earlier body of work that considered the economic, social and cultural value of sport and recreation in New Zealand<sup>(2)</sup>. This earlier work highlighted the importance of sport and recreation to New Zealand. However, evidence has since emerged that societal changes – shifts in lifestyles, values and priorities – are impacting the incidence, frequency and nature of participation. It is thought that these changes might also be affecting how sport and recreation are valued.

With such changes in mind, this new foundation work was designed to update and add to the sector's understanding of the value that accrues from sport and active recreation and to consider how this value accrues differently to individuals, families, organisations, communities and the country as a whole. It was also designed to consider the many ways in which sport and recreation are said to deliver economic, social and cultural benefit: disaggregating the impacts of High Performance and Community sport where possible, while also helping to clarify the relationship between the two (for example, how achievements at a high performance level motivate participation in community sport, and how community sport creates a pathway to high performance sport).

A critical component of this work was to identify and capture **evidence of value**.

It is expected that the findings of this research will enable Sport NZ and others in the sector to speak of the value of sport and active recreation in an evidence-based, consistent and compelling way.

(1) 'Active recreation' is a term used by Sport NZ and other groups and organisations across the sector, although it is not a term that is widely used or well-understood by participants or the general public. 'Active recreation' is used to describe a sub-set of 'flexible' activities (activities participants can do when, with whom, how and where they want) within a more broadly defined set of 'physical activities undertaken for the purpose of sport, exercise and recreation'.

(2) This included studies undertaken by Lincoln University's Agribusiness & Economic Research Unit (AERU) in 2011 and 2015.

The project involved three phases, with each phase building on the findings of earlier phases.

## 1: Literature Review

**Objective:** Firstly, to distil from the existing body of literature (New Zealand and international) the various ways in which sport and active recreation are said to deliver economic, social and cultural benefit. Secondly, to summarise from the secondary research and analysis the evidence available to substantiate the benefits identified.

**Method:** Secondary research and analysis, drawing on national and international sources identified in consultation with Sport NZ. Please refer to Appendix A for further information.

**Completed:** June/July 2016

## 2: Qualitative Research

**Objective:** To explore and to understand how stakeholders assess the value of sport and recreation to New Zealand and New Zealanders, building on the international and national evidence base identified in Stage 1.

**Method:** Qualitative research with a carefully selected sample of n=42 members of the general public (undertaken via one-on-one interviews and mini-groups in Auckland, Wellington, Christchurch, Timaru and environs) and n=40 interviews/group discussions with other stakeholders (including representatives of central and local government agencies, organisations operating in the sport and recreation sector, NGOs, community groups and the general business community). Please refer to Appendix A for further information.

**Completed:** August/September 2016

## 3: Quantitative Research

**Objective:** To confirm how stakeholders assess the value of sport and recreation to New Zealand and New Zealanders – including differences between stakeholder groups - building on the understanding generated in Stage 2.

**Method:** Quantitative research with a representative sample of n=1516 New Zealand residents aged 18 years and over, n=346 people currently employed in the sport and recreation sector, representatives of n=121 sport and recreation organisations, and representatives of n=178 other commercial and not-for-profit groups/organisations. Please refer to Appendix A for further information.

**Completed:** November 2016 – February 2017



# Phase 1 Literature Review

The value of sport study commenced with a comprehensive review of national and international literature concerning the benefits of physical activity for sport, exercise and recreation.<sup>(1)</sup>

From this body of literature was distilled the ways in which sport and active recreation are said to deliver economic, social and cultural benefit, and the evidence available to support the benefits identified. This evidence was further evaluated based on its strength, and a 'standard' assigned: -



**Gold standard evidence:** strong or significant evidence of effect



**Silver standard evidence:** moderate or probable evidence of effect



**Bronze standard evidence:** some or limited evidence of effect

Relevant evidence was identified principally from existing in-depth literature reviews undertaken by a range of organisations, including the Australian Clearinghouse for Sport, England's *Culture and Sport Evidence Programme* (CASE), Sportscotland and Lincoln University, with the strength of evidence assigned by these reviews being used where available. Additional evidence was also considered where required, and New Zealand-specific studies were examined to ensure that local evidence was considered if available. These additional and New Zealand-specific studies tended to be more limited in scope and were therefore generally assigned a lower rating for strength of evidence.

The table on page 17 highlights the main benefits of participating in sport and/or physical activity that were identified during the literature review. These were benefits relating to **physical health, mental health, social cohesion, educational outcomes** and **economic value**.

The review indicated that there is strong (gold standard) evidence that participation in sport and physical activity can have a positive impact on physical health, on social cohesion and educational outcomes. Particular benefits identified during the literature review phase included reduced instances of cardiovascular disease, Type 2 diabetes and obesity-related disorders (physical health benefits); empowering volunteers to gain confidence, experience and life skills (social development and cohesion); and having a positive impact on self-esteem and self confidence in children, resulting in improved self-perception (educational outcomes).

(1) For detailed information, please refer to the separate document 'Value of Sport: Summary of Existing Literature', Angus & Associates, February 2017.

Gold standard evidence also substantiates the economic contribution of sport and recreation in relation to improvements in health outcomes and related benefits (such as increased life expectancy and improved productivity); consumer expenditure on sporting goods and events; and employment opportunities.

Outside these areas, there is moderate or limited evidence of effect. **This does not necessarily mean that sport and other forms of physical activity do not benefit individuals and communities in other ways but simply that no conclusive evidence was identified.**

### High Performance Sport

While high performance sport is often thought to impact positively both on individuals and communities, research assessing the value of these impacts is not comprehensive and, in areas where research has been undertaken, evidence is often inconclusive.

- Participation – There is little conclusive evidence to reinforce the assumed causal link between role models and participation in physical activity as few of the programmes investigated have been rigorously evaluated. Where impacts have been identified, the athlete was typically just one factor in a wider framework of support, accessibility and availability.
- Mental health – While the sporting success of high performance athletes may have some positive benefits on the mental health of the wider public (by improving the life satisfaction of their supporters), this effect has not proven to be powerful.
- Education – Education benefits from high performance sport manifest primarily in the learning and development opportunities offered those volunteering at major events (e.g. social education and skills). This is not necessarily exclusive to sporting events.
- Community Development – There was evidence to suggest that hosting major events could improve self-perception and the perception of host cities/countries externally.
- Nationhood and Identity – While the success of elite athletes is often considered to have a positive relationship with promoting national identity, evidence that proves the relationship between sport and national identity remains inconclusive.
- Economic Impact – The direct and indirect economic benefits of elite sport are often disputed and generally appear to be dependent on circumstances, with benefits sometimes offset by associated costs or other issues.

Overall, it appears that the positive impacts accruing from high performance sport are dependent upon programmes being well-targeted and carefully structured to capture benefit.

**Table 1:** Benefits of Sport and/or Physical Activity and Standard of Supporting Evidence

	Physical Health	Mental Health	Social Cohesion	Educational Outcomes	Economic
<b>Gold Evidence</b>  (strong or significant evidence of effect)	Reduced instances of: <ul style="list-style-type: none"> <li>• Cardiovascular Disease (CVD)</li> <li>• Type 2 Diabetes</li> <li>• Obesity-related disorders</li> </ul>		Development of the following amongst long-term volunteers: <ul style="list-style-type: none"> <li>• Altruistic attitudes</li> <li>• Community orientation</li> <li>• Life skills</li> <li>• Leadership skills</li> <li>• Greater self-confidence</li> </ul>	For children, a beneficial impact upon self-esteem and self-confidence which, in turn, has positive impacts upon perceptions of competence, achievement and engagement in meaningful activity	Improvement in health outcomes and related benefits (e.g. improved productivity, increased life expectancy)  Consumer expenditure on sporting goods and events Employment opportunities
<b>Silver Evidence</b>  (moderate or probable evidence of effect)	Beneficial impact upon incidences of: <ul style="list-style-type: none"> <li>• Post-menopausal breast cancer</li> <li>• Colon cancer</li> <li>• Endometrial and ovarian cancer</li> <li>• Osteoporosis</li> <li>• Stroke</li> </ul> Reduced risk of mortality and improved life expectancy	Reduced risk of: <ul style="list-style-type: none"> <li>• Depression</li> <li>• Suicide</li> <li>• Alzheimer’s Disease</li> <li>• Parkinson’s Disease</li> <li>• Dementia</li> </ul> Reduction in anxiety levels Improved self-esteem and life satisfaction	For individuals, beneficial impact upon: <ul style="list-style-type: none"> <li>• Self-perception</li> <li>• Social competence</li> </ul> Positive impacts upon community participation in rural areas Vehicle to empower local communities through regeneration and skill development Positive impacts upon social bonding and social interaction	Improved scholastic competence Behavioural improvements Small improvements in cognitive functioning Increased participation and identification with school values and pro-academic attitudes	Positive impact on Gross Domestic Product
<b>Bronze Evidence</b>  (some or limited evidence of effect)	Decreased levels of illness and sickness absence amongst employees Reduced risk of musculoskeletal injury Prevents onset of disability in older adults Decreased risk of incidence of lower urinary tract symptoms Improved physical competencies	Amongst disabled people, potential for: <ul style="list-style-type: none"> <li>• Improved self-confidence</li> <li>• Improved self-perception</li> </ul> Improved mental health in children Therapeutic benefits related to: <ul style="list-style-type: none"> <li>• Eating, addictive and body dysmorphic disorders</li> <li>• Some symptoms of schizophrenia</li> </ul>	Increased levels of social integration for disabled participants Participants less likely to engage in social anti-social behaviours Increased levels of participation and community pride in New Zealand communities	Increased opportunities for educational equity for Māori and Pasifika students in New Zealand	Increased tourism and/or legacy of high quality facilities as a result of hosting major events Short-term increase in expenditure as a result of hosting major events

A vertical silhouette of a person running, wearing a visor, against a bright orange and yellow sunset sky with the sun visible in the upper left.

## Phase 2 Qualitative Research

Building on the findings of the national and international literature review, qualitative research was undertaken to explore how, and for what reasons, New Zealanders value physical activity for sport, exercise and recreation. The qualitative research involved one-on-one interviews and group discussions with a substantial and carefully selected sample of more than 100 respondents in total. This included 42 members of the general public and more than 60 representatives of central and local government agencies, organisations working in the sport and recreation sector, non-government organisations (NGO's), community groups and the general business community. For further information on the qualitative sample and research methodology, please refer to Appendix A.

The following summarises key findings drawn from the qualitative research. For more detailed information, please refer to the qualitative summary report that may be found on the Sport NZ website. Note that qualitative interviews were undertaken immediately before, during and after the 2016 Olympics; a period during which the profile of high performance sport was likely to have been heightened.

The qualitative research suggested that whether individuals are 'active' or not, whether they are 'sporty' or not, whether they even like sport or not, most New Zealanders see value in sport and active recreation. Indeed, sport and an active (outdoor) lifestyle are seen to define who we are and how we relate to each other, and to set us apart from other nations.

In this sense, sport and active recreation are said to be "in our DNA": the result of a geography that lends itself to a lifestyle of activities on and in the ocean, beaches, mountains, rivers, forests and lakes; a benign climate; a population that values physical strength and agility, and the resulting accessibility of opportunities to participate.

*"That's what we do on Saturdays, we go and play rugby, we play or watch sports" [Older Family, Male, Wellington]*

*"New Zealand wouldn't be New Zealand without sport and outdoor recreation" [Young Family, Male, Auckland]*

*"In New Zealand and Australia we're different. We start playing really young. We throw our babies balls and they just get on with it from there" [Older Singles, Male, Wellington]*

*"It's really encouraged in schools, when you're growing up, and if you're given the opportunity to try out different activities at school then people just keep going with those" [Older Singles, Female, Wellington]*

*"It's really accessible in New Zealand, there are a lot more barriers to being active in other countries. It's more affordable here, even going to the gym" [Young Single, Female, Christchurch]*

The value attributed to sport and recreation is seen to lie in the many and varied ways in which it makes a contribution to individuals, to families, to communities and to the country as a whole: -

- Sport and active recreation underpin good **physical health**.

*“Longevity and not suffering diseases, like cardiac diseases or things that would impact your health, as well as better life enjoyment because you feel better, more active” [Young Single, Male, Auckland]*

*“Benefits are more often than not anecdotal but I used to be a physio and know that weight control, caring for your joints etc and the downside effect that has within a DHB and from a health system perspective is enormous.” [National Sporting Organisation]*

- Sport and active recreation support good **mental health**.

*“One of the reasons I have my Pilates class scheduled for Saturday morning is that it’s a great way to start the weekend. I’ve been in the office all week, sitting down and hunched over, stressed out and I go there and I do things that are good for core strength and flexibility and it just unwinds me and gets my mind into a different space” [Older Couple/Single, Female, Wellington]*

*“I know people who’ve had mental health issues and one thing they’re told to do is get out of bed and go for a nice long walk, that’s one of the first steps to help yourself. It’s not just your physical health it’s your mental state of mind and there’s a link to the social connectedness” [National Sporting Organisation]*

- Basic and more advanced **physical skills** are learned playing sport and participating in active recreation; skills that help us later on in life (for example, with jobs needing good hand-eye co-ordination or controlled movement).

*“Just the fact that you learn hand-eye co-ordination and different ways of moving your hands, there are some jobs like trades jobs or if you’re a surgeon you need to be able to move your hands in a controlled way to do those jobs. If kids don’t learn about those things then they can’t do those types of jobs” [Older Couple/Single, Female, Wellington]*

*“Your body is your vehicle to get around, it’s how you do things, if we want to live long healthy lives, we need to learn how to use our body very, very well and that’s where PE and health becomes a very important subject” [Education Provider, Auckland]*

- We learn essential **life skills** playing sport: how to interact with others, how to work as a team, how to share, how to compete, how to win, how to lose.

*“Without sport, you’d lose the social skills, the ability to engage and interact with others. Working together to achieve a common goal is something that sports teams do do, they’re taught really valuable skills and this helps you gain an advantage I guess, because you do pick things up from your peers. In classes, you’re just an individual trying to do something but when you’re in a team you’re trying to achieve a common goal and you have to learn to work together to achieve it.” [Older Couple/Single, Female, Wellington]*

*“Sport imposes a degree self-discipline that is not required in other activities – it is self-discipline, not imposed discipline” [Charitable Organisation, Nationwide]*

- We make friends through sport and active recreation. Whether as players, coaches, volunteers or spectators, the groups and teams with which we align promote a sense of **connection and belonging**.

*“I think sport has a unique capacity to bring people together. For instance, social football game, when you’re playing as part of a team and you have these experiences together and you feel the elation of when you score or whatever, high five each other. I feel like that would be pretty awesome team building, compared to anything.” [Young Single, Male, Auckland]*

*“Sports clubs provide social connection and community – club rooms are full of pictures which contain friends, family etc...providing a sense and link to the community – there’s my father, there’s my grandfather, there’s my uncles. And there is a great deal of community investment over the years to build up these clubs and facilities...” [Cultural Organisation, Wellington]*

- We use physical activity to improve our image in the eyes of others, and we feel **pride** when we’re recognised for our efforts.

*“The main reason I first started going to gym (and this is not sport, this is not soccer, this is just the gym) was because I wanted to be impressive to the opposite sex essentially. I wanted to take my shirt off at the beach and frankly that is still part of the motivation.” [Young Single, Male, Auckland]*

*“By working out all the time you’re getting endorphins, but also your body is changing and you get a boost from that” [Young Single, Female, Christchurch]*

- Physical activity for sport, exercise and recreation gives **meaning and purpose** to our lives, especially when facing other challenges in life.

*“If you’re involved and really energetic, you’re going to extend yourself and dream bigger dreams and hope bigger hopes. If you’re making yourself the best you can be, that really grows peoples’ character” [Older Family, Female, Timaru]*

*“In our world, the kids that don’t do sport, I don’t believe they grow up to be the adults they could be... we talk in our club, we’re not trying to create Olympians but to give the kids something to do and to focus on because we know it saved us as teenagers, because as teenagers there’s so much out there, there’s the cool kid culture of drinking and other things and from my experience it’s easier to say no to those other things because I’m training in the morning or I going away next week... kids get hassled for saying no, you have to have an excuse... I tell my athletes, blame me if you have to” [National Sporting Organisation]*
- Sport and active recreation provide a platform for **achievement**, and this helps build our confidence.

*“The way I see it is if your physical self is your most literal form of yourself, then this is the most literal form of self improvement if you focus on improving your body. As bizarre as that is I guess. Yeah, it’s just a way of bettering yourself and knowing that you’ve bettered yourself and knowing that you’ve achieved that goal and you can achieve other goals.” [Young Single, Male, Auckland]*

*“It gives a young person a sense of worth, pride, a feeling of I can do things, it’s not just about the elite” [Education Provider, Auckland]*
- Sport and active recreation take us into natural environments and help to strengthen our **spiritual connection** with the land.

*“It’s quite healing once you get out of the rat race and you can see the ocean and you can feel it, you can taste it, you can smell it... it’s quite healing for me, especially when you live in a place like Auckland” [Young Family, Female, Auckland]*

*“Spirit. Energy. That thing that sports give you. Something you can’t put into words. That sort of vitality, that sharpness. Physically, mentally and spiritually.” [Older Couple/Single, Male, Auckland]*

*“There are two cultural viewpoints around this: Firstly, the Western viewpoint of getting out for a walk, going to the beach or whatever, which has a spiritual element. And for Māori, it is a very important part of their history and connection to the landscape – It’s the hikoī temanga and the hikoī te awa – to walk along their river or up their mountain. I think this is an area of physical activity, and I wouldn’t call it recreation, that hasn’t fully been explored yet.” [Quasi-Government Organisation, Wellington]*

- Sport and active recreation can be used to derive a personal financial or broader **economic** benefit.

*“I think the benefits would actually be quite widespread, including, people would do better in their jobs for instance, because they're happier and more motivated and driven and better stamina as well, as far as working goes. So now you see economic benefits as well as health benefits.” [Young Single, Male, Auckland]*

*“I think it gives New Zealand a big profile which is really good. I think it has a beneficial effect for trade. If New Zealand's winning the yachting then the light goes on our trade” [Older Couple/Single, Male, Christchurch]*

*“The government wants citizens who can participate in life and work and contribute tax...Especially with an aging population where there will be less people who will be fit and healthy to be able to work to contribute and pay tax” [Central Government Agency]*

*“Hosting international events is an opportunity to get political and business leaders from other countries, who may not otherwise have come to New Zealand, and put in place visit programmes during their stay, in order to promote New Zealand's interests in each country”. [Central Government Agency]*

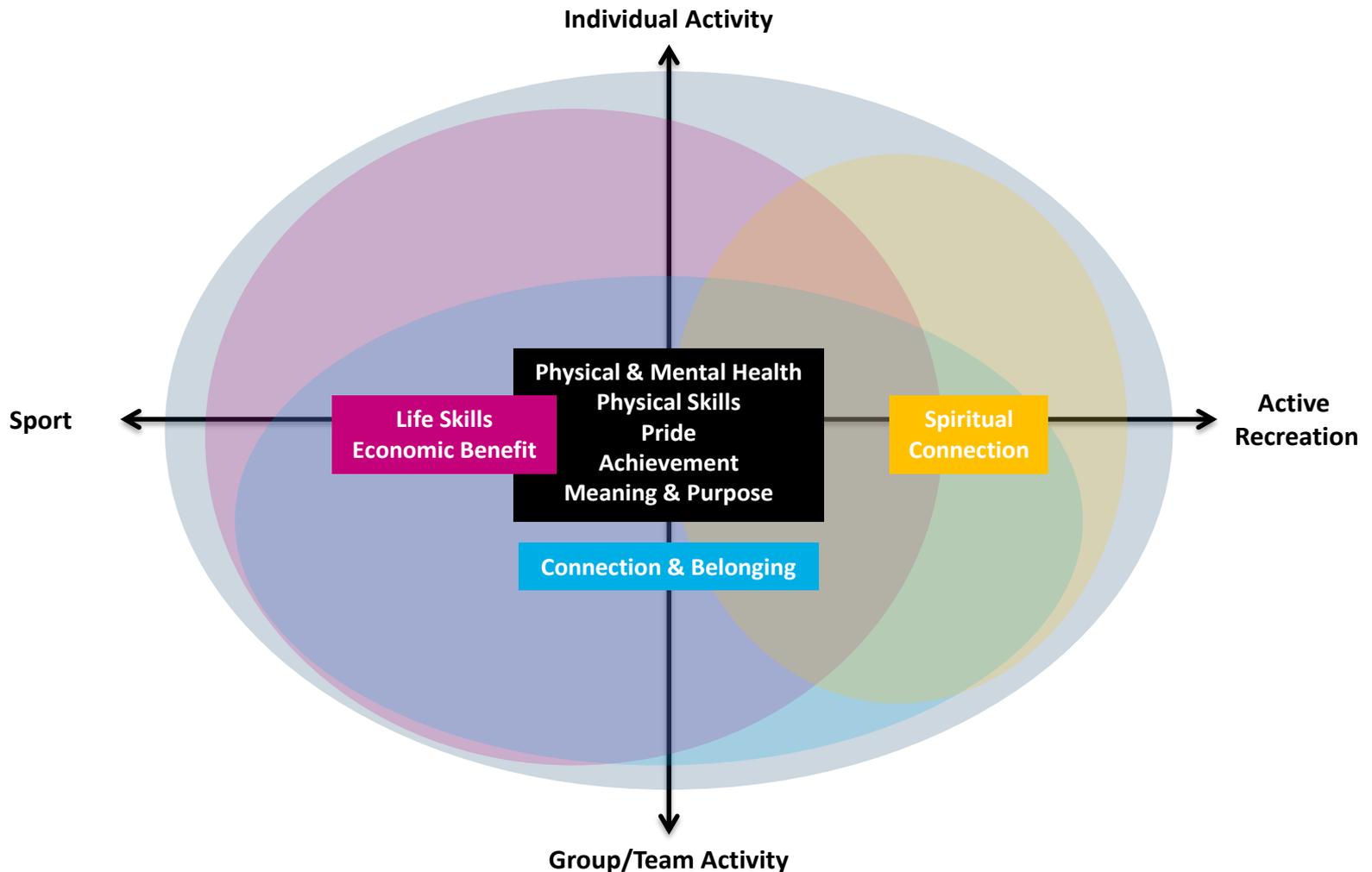
As can be seen in many of the preceding comments, the benefits of sport and recreation are believed to accrue at a number of levels and, in some instances, to manifest differently for different groups.

The table overleaf summarises how the benefits of sport and recreation are felt by individuals, family groups, organisations, communities and New Zealand as a whole.

**Table 2:** Benefits of Sport and Recreation as Manifested for Different Groups

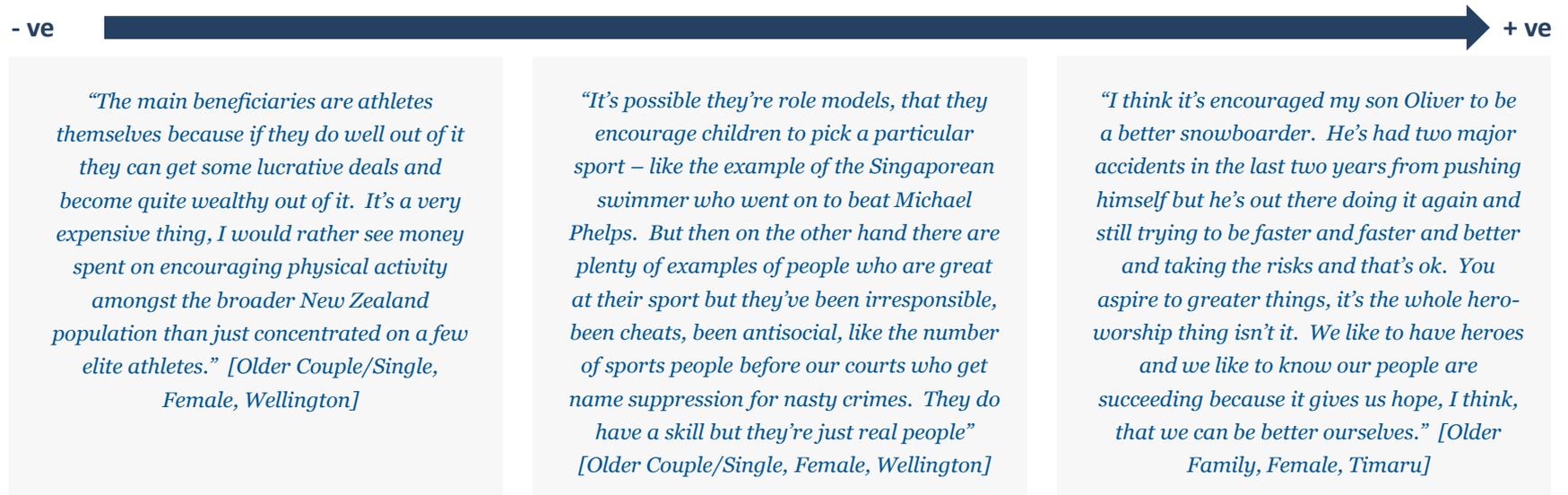
	Individuals	Families	Organisations	Communities	Nations
Physical Health	Healthy individuals (e.g. reduced rates of obesity, reduced incidence of diabetes, chronic disease) Greater productivity				
Mental Health	Reduced depression/suicide Mental clarity, motivation, connectedness, productivity, wellbeing	Reduced family violence, more positive relationships. Breaking inter-generational cycles of negative behavior	Increased engagement Improved productivity	Reduced anti-social behavior Reduced depression/suicide and lower incidence of mental health issues	
Physical Skills	Greater physical capabilities, fewer injuries (e.g. falls) More capable workers An inclusive society				
Life Skills	Skills to interact with others Capable and productive members of society Self-discipline			People willing and able to work productively together Sport as a vehicle for education around social issues	
Connection & Belonging	Inter-personal relations (connected with friends, family, colleagues, peers)			Domestic relations Cohesive communities	International relations Cohesive nations
Identify	Personal pride/identity	Familial pride/identity	National discourse, common values		
Meaning & Purpose	Motivation, goals, discipline, focus			Vibrant and stimulating communities with purpose	
Achievement	Pride in success Confidence Social inclusion				
Spiritual Connection	Connection to the land/outdoors (identity/culture)				
Economic	Education Employment Tax contributions	Individual economic benefits shared by family	Productivity Profitability Tax contributions	Economic contribution from events/sporting fixtures/ merchandise Money/resources attracted for facilities Liveability/wider tax base National and international trade	

While all forms of physical activity for sport, exercise and recreation are seen to deliver value in relation to health, physical skills, pride, achievement and a sense of purpose, a sense of connection and belonging is typically found in group and team-based activities. Similarly, while outdoor active recreation experiences are often seen to forge a spiritual connection with the land, it is competitive sporting activities that are most strongly associated with the development of essential life skills, and with the delivery of economic benefits.



The benefits identified are seen to accrue from a mix of **high performance** and **community** sport, and from **participation** and **other forms of engagement** (such as volunteering, support for children’s activities, following a team online or attending a sporting or recreational event).

While the qualitative research suggested that most members of the general public saw value in community-level sport, there was a greater range of views on high performance (or ‘elite’) sport.



Those who valued high performance sport spoke of its power to bring people together in support of their teams/athletes, and of the pride fostered by success (and even outstanding demonstrations of sportsmanship and fair play). They also spoke of the influence of high performance athletes and teams - their power to inspire and motivate, to ignite interest, and to give hope to aspiring players, especially the very young - and the flow-on effects of their success (i.e. more focus, more money, and more facilities for grassroots participation).

The more cynical or the openly critical referred to the use of drugs by high performance athletes and of an association between alcohol and sport at its highest level. They also questioned both the level of government investment in high performance sport (relative to community-level sport) and the influence of sponsors, media and other corporate interests (at the apparent expense of grassroots supporters - e.g. with pay-to-view and other exclusive broadcast rights).

**Other stakeholders** saw both positives and negatives in the impact of high performance sport upon individuals, organisations, communities and the country as a whole.

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+ ve

### Too much specialisation and training at youth level

*“We’ve lost the sporting diversity in a lot of kids, they’re encouraged to focus on too little too much... would love to see the country deemphasize competitiveness below the age of ten... we’re burning our talent out” [Education Provider]*

### Too much focus on elite sport

*“It would be horrible to go down the route of the Americans, where everybody watches sport, rather than plays – even at schools, they only have elite teams. Part of our egalitarianism is that our popular sports can cater for everyone – for example, there is a position for everyone on the rugby field, regardless of your shape or size – this is why we are so good at it!” [Charitable Organisation]*

### A lack of equity

*“You will only succeed if your family can afford to support you – rowing is a great example, as fees are so expensive that it becomes a white middle-class sport. As New Zealand becomes more multicultural, this equity issue will become more pronounced.” [Central Government Agency]*

### Promoting the “NZ Inc” brand

*“if you look at what NZ is known for on the world stage, this is a large part down to success on the sporting stage... it’s incredibly important as to how we are perceived as a country overseas” [Private Business]*

### Inspiring excellence

*“They can show that hard work and perseverance can lead to great achievements. This is really important to people, as they can relate to the athletes, as they may be involved or participate in the same sport, or can appreciate the level of commitment required to get to that level.” [Private Business]*

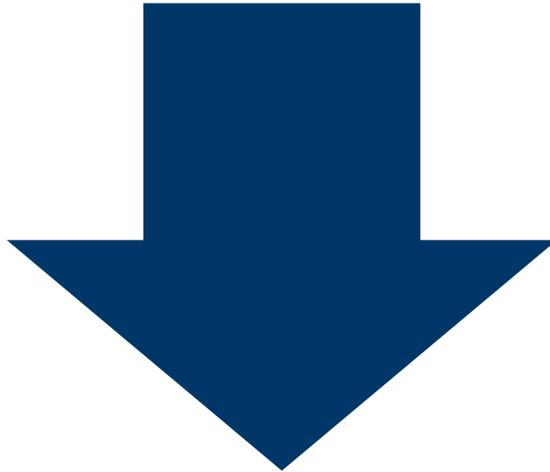
### Creating local heroes

*“it’s a form of success by association in small communities – small communities are inordinately proud of their local athletes” [Charitable Organisation]*

### Generating awareness

*“The All Blacks have led the way on concussion awareness, and this is trickling through – ‘if the All Blacks treat this seriously, then I should too’.” [Central Government Agency]*

Stakeholders had mixed views on how important it was to win on the world stage, and whether this affected the benefits derived from high performance sport. The following comments made by qualitative research participants are illustrative.



*“One of the benefits we don’t publicise enough, the impact on participation. If you say that one gold medal wasn’t worth a million dollars but you could say actually that one gold medal increased participation in a sport from people who weren’t involved in any other sport then that’s good return on the dollar”*

*“If the goal is to increase participation, then we need to tell stories about participants and make it relatable, to encourage people to get out and participate. It’s not about the number of medals, the tallying of medals diminishes the celebration as it removes from the individual stories of achievement.”*

*“I’ve heard more than enough about punching above our weight. We have a much greater affinity with sport than other nations. There is a danger that it makes us smug and insular – we can’t afford to be insular, we’re entirely linked in to the world. We don’t want to be a smug little nation of 4 million people marooned in the South Pacific.”*

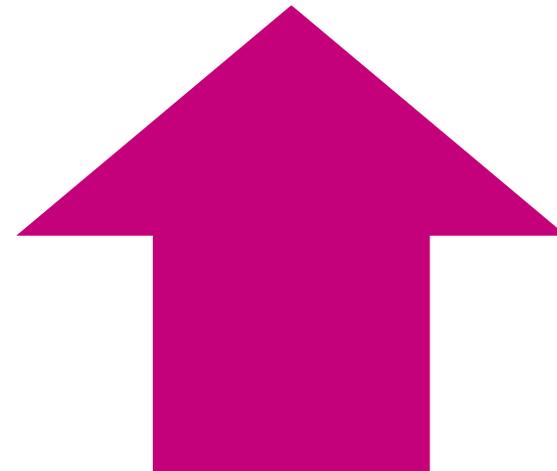


*“Winning makes a massive difference – the weight of gold is very important! The importance of winning medals in getting on the world stage is incredible...Golds are a game changer, as opposed to just competing...if they win Gold, they are on the news in many countries, if they win Silver, they are on the news in their country.”*

*“I think it says the investment has been used for a purpose, how else can you show return in a way that people can connect with, in a way that New Zealanders can relate to and understand”*

*“We transfer our success in sport across to other arenas, such as economic growth and tourism”*

*“When we are winning as a country it drives more visibility and interest in an event – it’s not necessarily important to be an inspiration to people, but winning brings attention, which means more people will engage”*



# Phase 3 Quantitative Research



**Building on the literature review and findings of the qualitative research, the remainder of this report considers the findings of quantitative research undertaken with members of the general public, people working in the sport and recreation sector, representatives of organisations operating in the sport and recreation sector, and representatives of other public sector, commercial and not-for-profit entities. Note that where attitudes/opinion differ by demographic or other sample group, the variance has only been noted if proven to be statistically significant. For detailed information concerning the survey sample and research methodology, please refer to Appendix A.**

In the meantime, the following provides some initial context for the discussion of the findings that follows; profiling the survey sample on the demographic and other characteristics that correlate most strongly with perspectives on the value of community and high performance sport.

Within the **general public sample**, perspectives on sport and active recreation have been found to vary based on: -

- Level of personal physical activity (whether ‘inactive’, ‘fairly active’, ‘active’ or ‘very active’ – see definitions on page 31)
- Age
- Gender
- Ethnicity

New migrants to New Zealand (those who have lived in New Zealand for less than 5 years) have also been found to differ in their attitudes to sport and active recreation from those born in New Zealand and those who migrated to New Zealand more than 5 years ago.

**These characteristics have also been found to underpin differences in the attitudes and behaviour measured in Sport New Zealand’s new ActiveNZ survey.<sup>(1)</sup>**

Positive views on the benefits of sport and active recreation also correlate strongly with an interest in watching or otherwise following sport (including on TV/online and in person), and with a propensity to volunteer for a sport or sporting event (e.g. as a coach, umpire, manager or in club administration).

Across the survey sample as a whole (including members of the sport and recreation sector workforce, representatives of organisations operating in the sport and recreation sector, and other entities), perspectives also vary by respondent type. For example, perspectives on the value of sport tend to be more positive amongst those working in the sector, amongst those representing the sport and recreation organisations that responded to the Value of Sport survey, and amongst those representing other entities that responded to the survey. Specific points of difference are highlighted in the following pages, with reference to the detailed data tables in Appendix C for further information where this is needed.

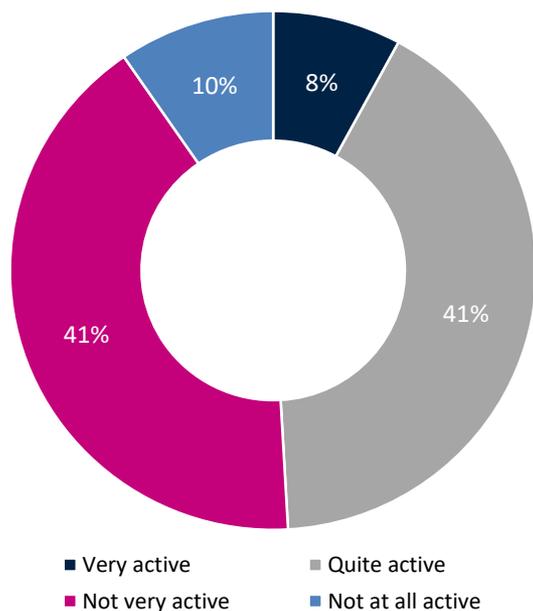
(1) Sport New Zealand. (2015). Sport and Active Recreation in the Lives of New Zealand Adults. 2013/14 Active New Zealand Survey Results. Wellington: Sport New Zealand

Respondents in the general public and sport and recreation sector workforce samples were asked both how active they believed they were AND how many hours they had spent being physically active in the preceding week.

Approximately half of the general public sample identified themselves as active (either very active or quite active). This proportion was higher amongst males than females (54% compared with 45%), and amongst younger than older people. 10% of respondents reported that they were “not at all active”, although this proportion was significantly higher than average amongst the retired (17%). Reported levels of inactivity were also higher than average amongst respondents with no educational qualifications (16%) and amongst those with health and disability conditions (with level of inactivity varying by disability/condition). People working in the sport and recreation sector reported being markedly more active than members of the general public (refer to Appendix C – page 71 for data tables).

**Figure 2: Self-assessed level of physical activity**

“When thinking about physical activity for sport, exercise or recreation, how active would you say you are?”



Sample size: General Public (n=1516)

**Table 3: Time spent being physically active in past 7 days<sup>(1)</sup>**

“Thinking about all the physical activity you have done in the past 7 days for sport, exercise or recreation, how many hours in total did you spend being physically active?”

	General Public %
<b>Inactive:</b> less than 30 minutes	12
<b>Fairly active:</b> 30 – 149 minutes	25
<b>Active:</b> 150 – 419 minutes	36
<b>Very active:</b> 420 minutes (7 hours) or more	27
<b>Average</b>	<b>308 minutes (5 hours 8 minutes)</b>

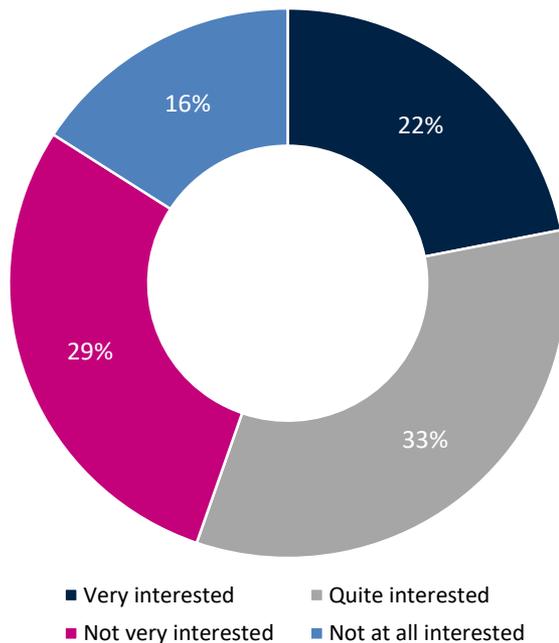
Sample size: General Public (n=1516)

(1) Classifications and definitions are based on the distribution of activity as measured in the pilot stage of Sport NZ’s ActiveNZ survey.

As noted earlier, positive views on the benefits of sport and active recreation correlated strongly with an interest in watching or following sports/sporting events, and with volunteer activity. More than half (55%) of general public respondents reported that they were interested in watching or following sports or sporting events (either very or quite interested). Interest was significantly higher amongst males than females (65%, compared with 47%), amongst older respondents (65 years and more) and amongst new migrants – those migrating to New Zealand within the last 5 years (66%).

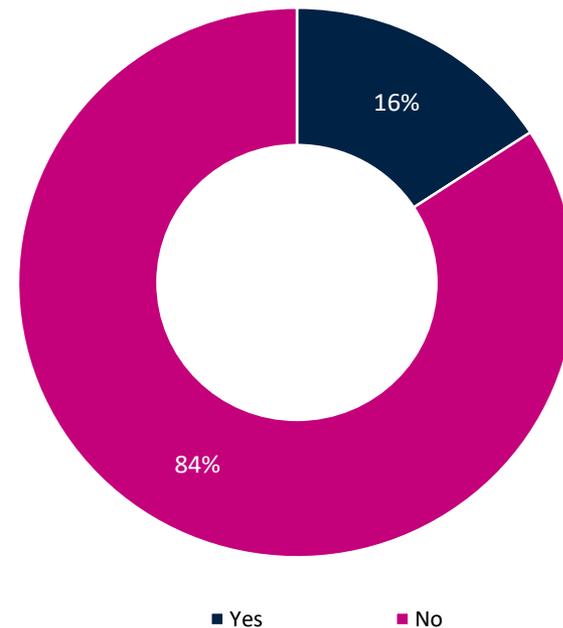
16% of general public respondents reported volunteering in the last 12 months. This proportion was substantially higher amongst the sample of people who are employed in the sport and recreation sector (66%) – suggesting a significant degree of overlap between professional and personal involvement. Please refer to Appendix C – page 72 for detailed data tables.

**Figure 3: Interest in watching or following sports and sporting events**  
*“Thinking about how often you watch or follow sports and sporting events, either on TV/online or in-person as a spectator. How interested would you say you are in watching or following sports and sport events?”*



Sample size: General Public (n=1516)

**Figure 4: Involvement in volunteering in past 12 months**  
*“In the past 12 months, have you been involved in any volunteering (for example coaching, umpiring, managing, club administration) for a sport or sporting event?”*



Sample size: General Public (n=1516)

On key demographic variables – age, gender and region of residence - the general public sample was stratified to reflect population distribution as per the 2013 Census. Separate quotas were also set for Māori (15%), Pacific (7%) and Asian (12%) ethnicities. As noted earlier, perspectives on physical activity for sport, exercise and recreation have been found to correlate with age, gender and ethnicity. The relevant proportions of the general public sample have been included below, as background to the discussion that follows. Further detail on the composition of the general public sample and other respondent groups may be found in Appendix A.

**Table 3: Key Demographic Characteristics of General Public Sample**

Gender		Ethnicity		Region	
	%		%		%
Female	53	New Zealand European	64	Northland region	4
Male	47	Other European	8	Auckland region	33
Prefer not to say	0	New Zealand Māori	15	Waikato region	10
Age		Cook Island Māori	2	Bay of Plenty region	6
	%	Samoan	3	Gisborne region	1
18-19 years	9	Tongan	1	Hawke's Bay region	4
20-24 years	8	Niuean	1	Taranaki region	3
25-29 years	9	Fijian	1	Manawatu-Whanganui region	5
30-34 years	9	Chinese	5	Wellington & Wairarapa region	11
35-39 years	7	Indian	4	Tasman region	1
40-44 years	8	African	1	Nelson region	1
45-49 years	9	Latin American	0	Marlborough region	1
50-54 years	9	Middle Eastern	1	West Coast region	1
55-59 years	7	Other Asian	4	Canterbury region	13
60-64 years	6	Other	3	Otago region	5
65-69 years	7	Country of Birth		Southland region	2
70-74 years	8		%		
75 years or more	4	New Zealand	75		
		Outside of New Zealand	25		
				Length of Time Lived in NZ	
					%
				Less than five years	19
				More than five years	81
				<i>Asked if born outside of NZ n=383</i>	

# Perspectives on Community Sport (1)

To assess the value of sport and active recreation to New Zealand and New Zealanders, survey respondents were presented with a range of statements and asked to indicate the extent to which they agreed or disagreed with each.

**These statements were developed to reflect the range of possible benefits identified in Phases 1 and 2 of the project and were expressed in the terminology used by the qualitative research participants.**

Survey results indicate that the great majority of the general public would agree that physical activity for sport, exercise and recreation keeps people **physically fit**, is good for **mental health**, and helps both with the development of **important physical skills** and **essential life skills**. Agreement with the contention that physical activity supports good mental health was significantly higher amongst women than men (94%, compared with 84%).

Respondents in the youngest age cohort (18-19 years) were least likely to agree that physical activity helped children develop important physical skills (78%) and essential life skills (75%).

Inactive people (those doing less than 30 minutes of physical activity per week) were also less likely to agree with these statements than those doing more than 30 minutes of activity per week.

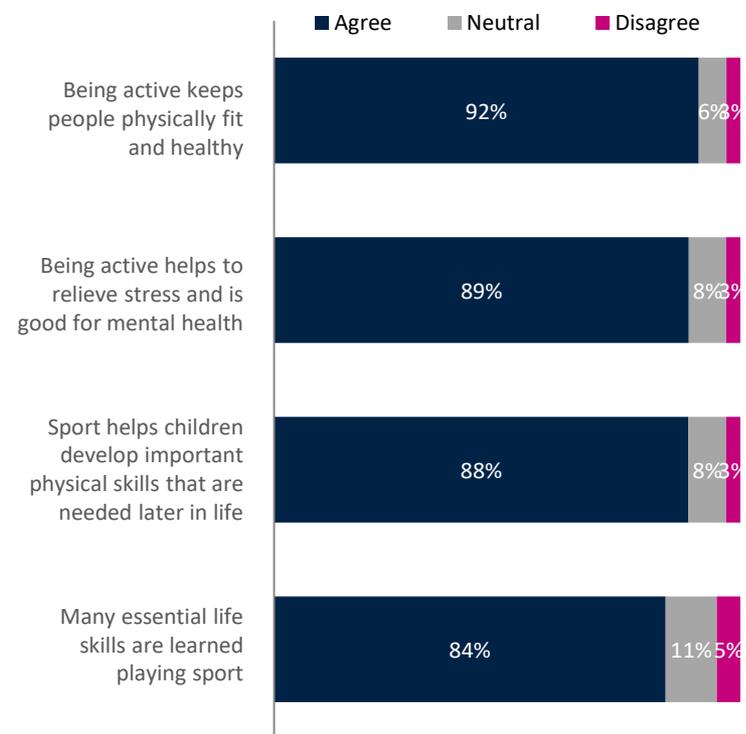
Respondents working in the sport and recreation sector, and representatives both of sport and recreation organisations and other entities were significantly more likely to agree with these statements than were members of the general public. Refer to Appendix C – pages 73 to 79 for detailed data tables.

*“When answering this next question we would like you to think about any physical activity done specifically for the purposes of sport, exercise or recreation, but excluding any ‘high performance’ or ‘elite’ sport where professional athletes or sports people are representing their country at the highest level in their sport.*

*To what extent do you agree or disagree with each of the following statements about physical activity for sport, exercise and recreation?”*

NB: A 7-point scale was used: in the following chart, points 5-7 have been grouped as ‘Agree’ and ‘1-3’ as ‘Disagree’

**Figure 5: Perspectives on Community Sport (1)**



Sample size: General Public (n=1516)

## Perspectives on Community Sport (2)

Survey findings show widespread agreement with the proposition that sport and physical activity bring people together and promote a sense of **belonging**.

More than three-quarters of general public respondents also agreed that sport and other physical activities promote **community and national pride**.

The view that sport and other physical activities help instil a sense of **national pride** was significantly higher than average amongst respondents of Samoan (88%) and Fijian (92%) ethnicity.

Two-thirds of general public respondents agreed that being active helps people improve their **personal image**. Agreement with this statement was significantly higher than average amongst older respondents (70-74 years – 81%), amongst new migrants (78%) and amongst those of Chinese (81%), Indian (86%), Samoan (81%) and Fijian (83%) ethnicity.

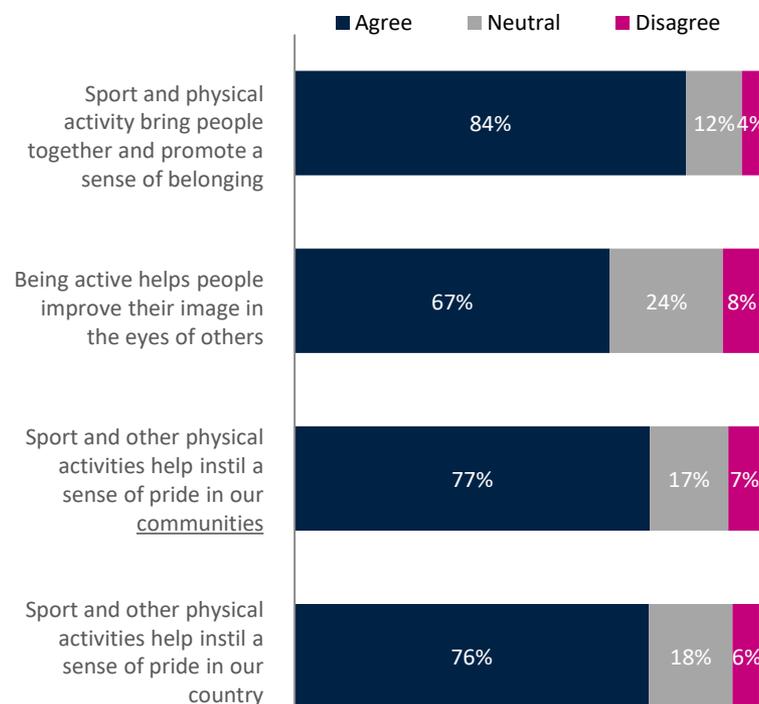
As was the case with the preceding set of statements, respondents working in the sport and recreation sector, and representatives both of sport and recreation organisations and other entities were significantly more likely to agree with these statements than were members of the general public. Refer to Appendix C – pages 73 to 79 for detailed data tables.

*“When answering this next question we would like you to think about any physical activity done specifically for the purposes of sport, exercise or recreation, but excluding any ‘high performance’ or ‘elite’ sport where professional athletes or sports people are representing their country at the highest level in their sport.*

*To what extent do you agree or disagree with each of the following statements about physical activity for sport, exercise and recreation?”*

NB: A 7-point scale was used: in the following chart, points 5-7 have been grouped as ‘Agree’ and ‘1-3’ as ‘Disagree’

Figure 6: Perspectives on Community Sport (2)



Sample size: General Public (n=1516)

## Perspectives on Community Sport (3)

The vast majority of general public respondents also agreed that sport (and other forms of physical activity for exercise and recreation) provide a **platform for achievement** and help to motivate and create a **sense of purpose**.

The extent of agreement with these statements varied little by demographic group, but was lowest amongst those classified as 'inactive'. Even so, the majority of those in the inactive group still agreed that physical activity helps to create a sense of purpose (65%) and to provide a platform for achievement and building of confidence (72%).

There was almost universal agreement with both propositions amongst respondents working in the sport and recreation sector, and amongst those representing sport and recreation and other organisations. Refer to Appendix C for data tables.

Almost three-quarters of general public respondents agreed that sport and other physical activity helps to build **vibrant and stimulating communities**, with this view being most pronounced amongst new migrants (81%) and amongst respondents of Māori (80%), Samoan (88%), Fijian (92%), Chinese (83%) and Indian (81%) ethnicity.

Respondents identifying as Māori were also more likely to agree that physical activity helps **strengthen spiritual connections with the land** (64%), as were those of Chinese (70%), Indian (78%) and other Asian ethnicities (68%). This view was also more likely to be held by new migrants to New Zealand (71%), and by respondents who considered themselves either 'very' or 'quite' active (70% and 66% respectively).

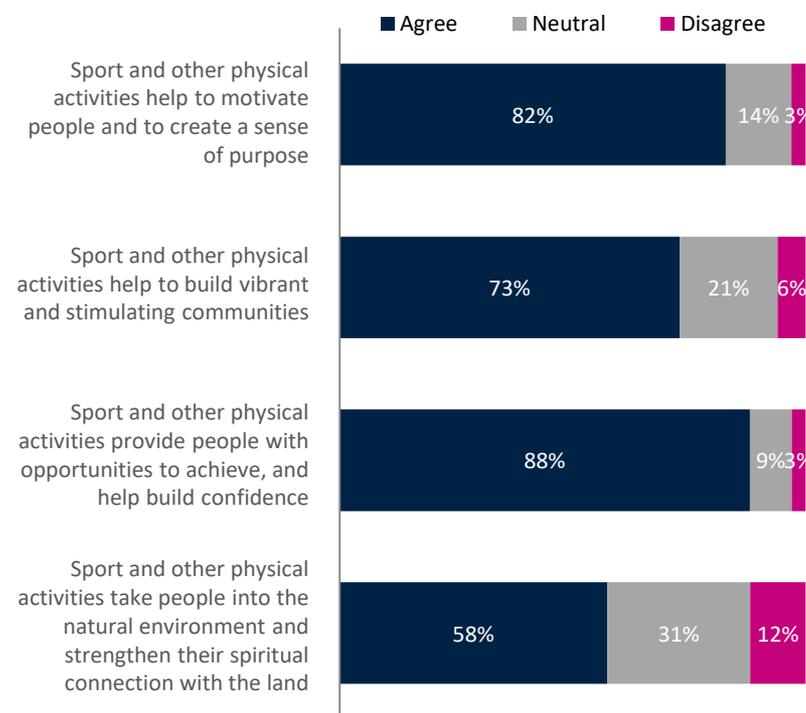
As with other statements, respondents working in the sport and recreation sector, and representatives both of sport and recreation organisations and other entities were significantly more likely to agree with these statements than were members of the general public.

*"When answering this next question we would like you to think about any physical activity done specifically for the purposes of sport, exercise or recreation, but excluding any 'high performance' or 'elite' sport where professional athletes or sports people are representing their country at the highest level in their sport.*

*To what extent do you agree or disagree with each of the following statements about physical activity for sport, exercise and recreation?"*

NB: A 7-point scale was used: in the following chart, points 5-7 have been grouped as 'Agree' and '1-3' as 'Disagree'

Figure 7: Perspectives on Community Sport (3)



Sample size: General Public (n=1516)

## Perspectives on Community Sport (4)

While more than 70% of general public respondents agreed that sport and other physical activities for exercise and recreation contribute **economic benefits to the country**, fewer believed economic benefits accrue to **communities** and fewer still to **individuals and their families**.

Respondents of Samoan, Fijian and Chinese ethnicity were however more likely than others to agree that sport delivers economic benefits to communities. Respondents of Fijian ethnicity were also more likely to agree that sport delivers a national economic benefit.

Conversely, it was respondents in the youngest age group (18-19 years) who were least likely to agree that sport and active recreation delivers a personal, familial, regional OR national economic benefit. As is the case with all statements concerning the value of sport and active recreation, 'inactive' people were also less likely to agree with the statements concerning economic value.

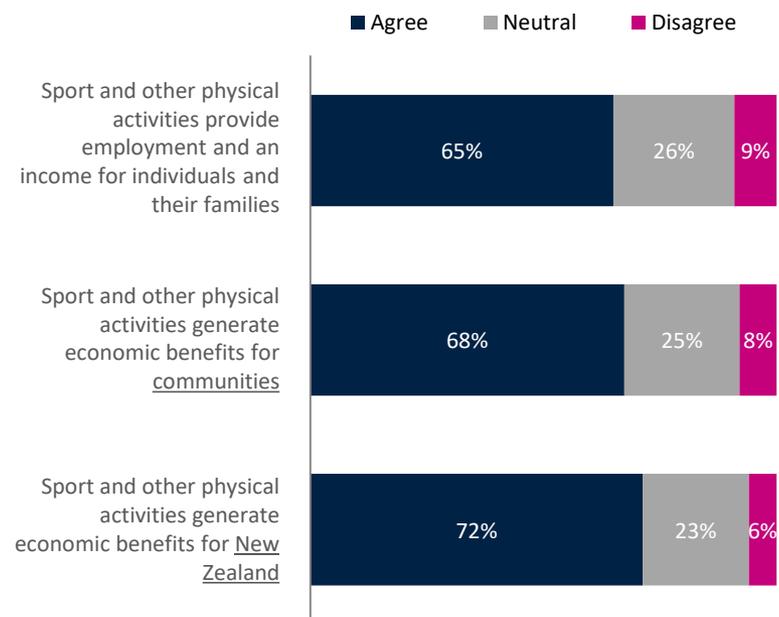
As with other benefits measured, respondents working in the sport and recreation sector were more likely to attribute economic value to sport and active recreation than members of the general public. Representatives of organisations – both sport and recreation and other entities – were also more likely to attribute regional and national economic benefits to sport and active recreation than were members of the general public. Refer to Appendix C – pages 73 to 79 for detailed data tables.

*“When answering this next question we would like you to think about any physical activity done specifically for the purposes of sport, exercise or recreation, but excluding any ‘high performance’ or ‘elite’ sport where professional athletes or sports people are representing their country at the highest level in their sport.*

*To what extent do you agree or disagree with each of the following statements about physical activity for sport, exercise and recreation?”*

NB: A 7-point scale was used: in the following chart, points 5-7 have been grouped as ‘Agree’ and ‘1-3’ as ‘Disagree’

Figure 7: Perspectives on Community Sport (4)

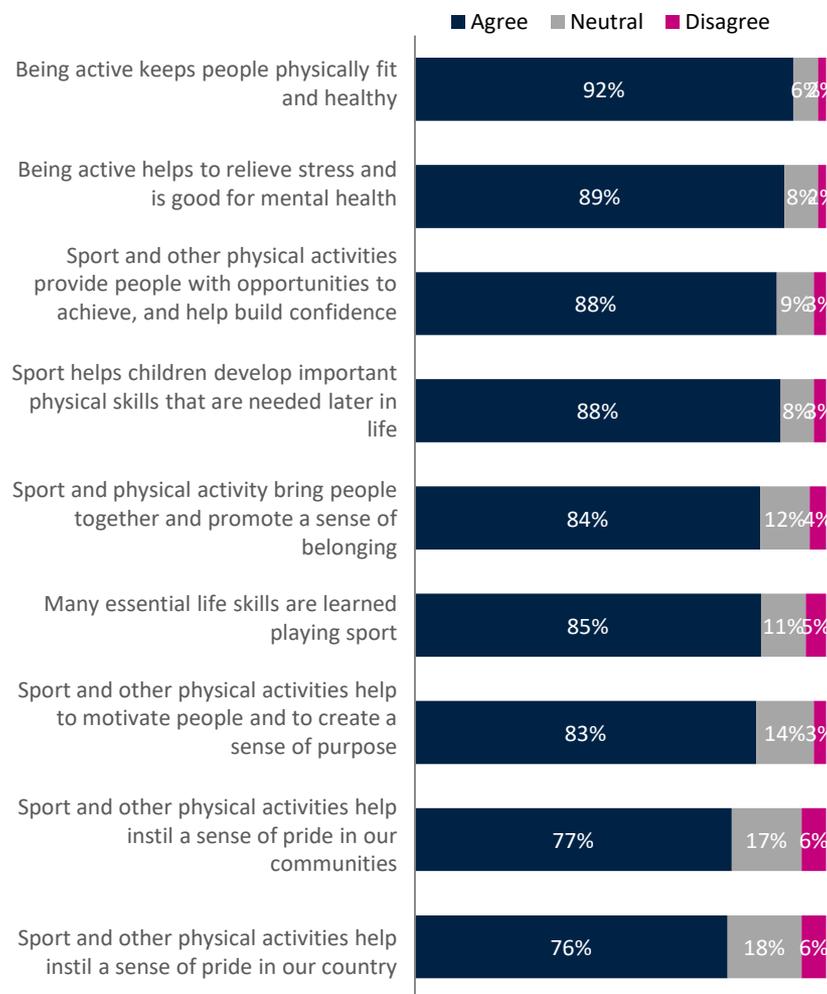


Sample size: General Public (n=1516)

# Perspectives on Community Sport (Summary)

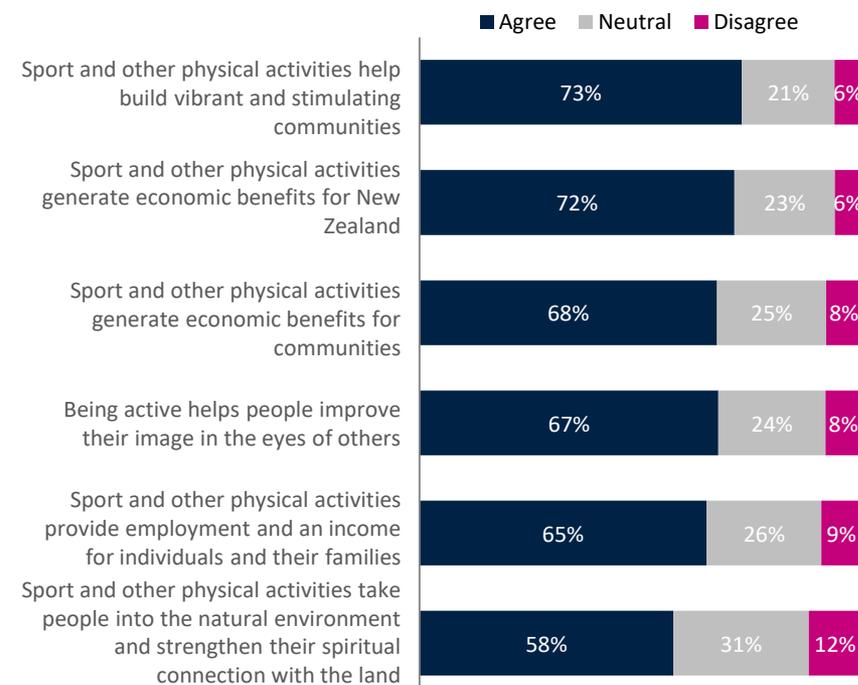
Overall, survey findings indicate that members of the general public are mostly aligned in their view on the **physical health benefits** of sport and active recreation. However, sport and other forms of physical activity for exercise and recreation are also widely held to deliver a range of other benefits – from good mental health to social cohesion, community pride and economic benefit.

**Figure 8: Perspectives on Community Sport (Summary)**



While there is less support for the view that sport and active recreation help strengthen New Zealanders’ spiritual connection with the land, survey findings still suggest that almost 60% of adult New Zealanders would agree with this sentiment.

NB: A 7-point scale was used: in Figure 8, points 5-7 have been grouped as ‘Agree’ and ‘1-3’ as ‘Disagree’



Sample size: General Public (n=1516)

# Personal Impacts

Having canvassed general perspectives on the value of physical activity for sport, exercise and recreation, the survey asked respondents to comment on the ways in which they were personally impacted.

Results indicate that the majority of the general public feel some physical or mental health benefit from participation. Around half also believe that sport and other forms of physical activity have helped improve their physical appearance and their sense of personal pride.

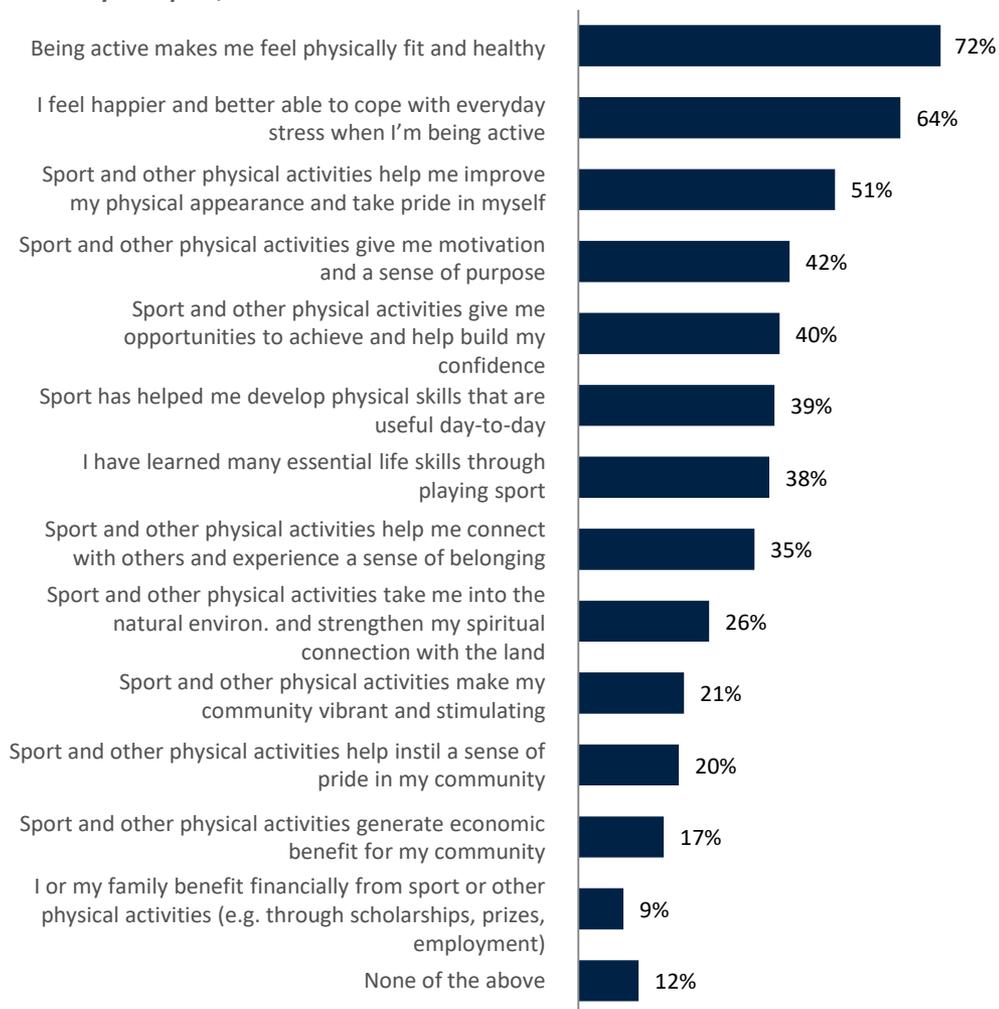
Large proportions also reported benefiting in regard to motivation and a sense of purpose, opportunities to achieve and build confidence, and the acquisition of physical skills and/or essential life skills. Considered by sub-group: -

- **women** were much more likely to report benefits relating to physical and mental health than men;
- **younger** respondents (aged 18-24 years) were more likely to report positive impacts in relation to physical skills, life skills, personal appearance and pride, and opportunities to achieve and build confidence;
- respondents identifying as **Māori** were more likely to report a range of personal impacts including physical/life skills, connection and belonging, community pride, motivation and a sense of purpose, strengthening of spiritual connection with the land and personal and community economic benefits;
- **Samoan** respondents were more likely than others to cite benefits relating to personal pride, social connection and belonging, community pride and personal/ familial economic benefit;
- the extent of felt benefit **generally** was much higher amongst those who reported activity of 150 minutes+ a week than it was amongst less active respondents; and
- those facing health barriers (particularly relating to sight, hearing, mobility and communication) were less like to report physical and mental health benefits.

Refer to Appendix C – pages 80 to 85 for detailed data tables.

*“Now we would like you to think about the impact that sport and physical activity (for the purposes of exercise or recreation) have on you as an individual. Which, if any, of the following apply to you?”*

**Figure 9: Proportion of General Public Reporting Personal Benefits from Physical Activity for Sport, Exercise and Recreation**



Sample size: General Public (n=1516)

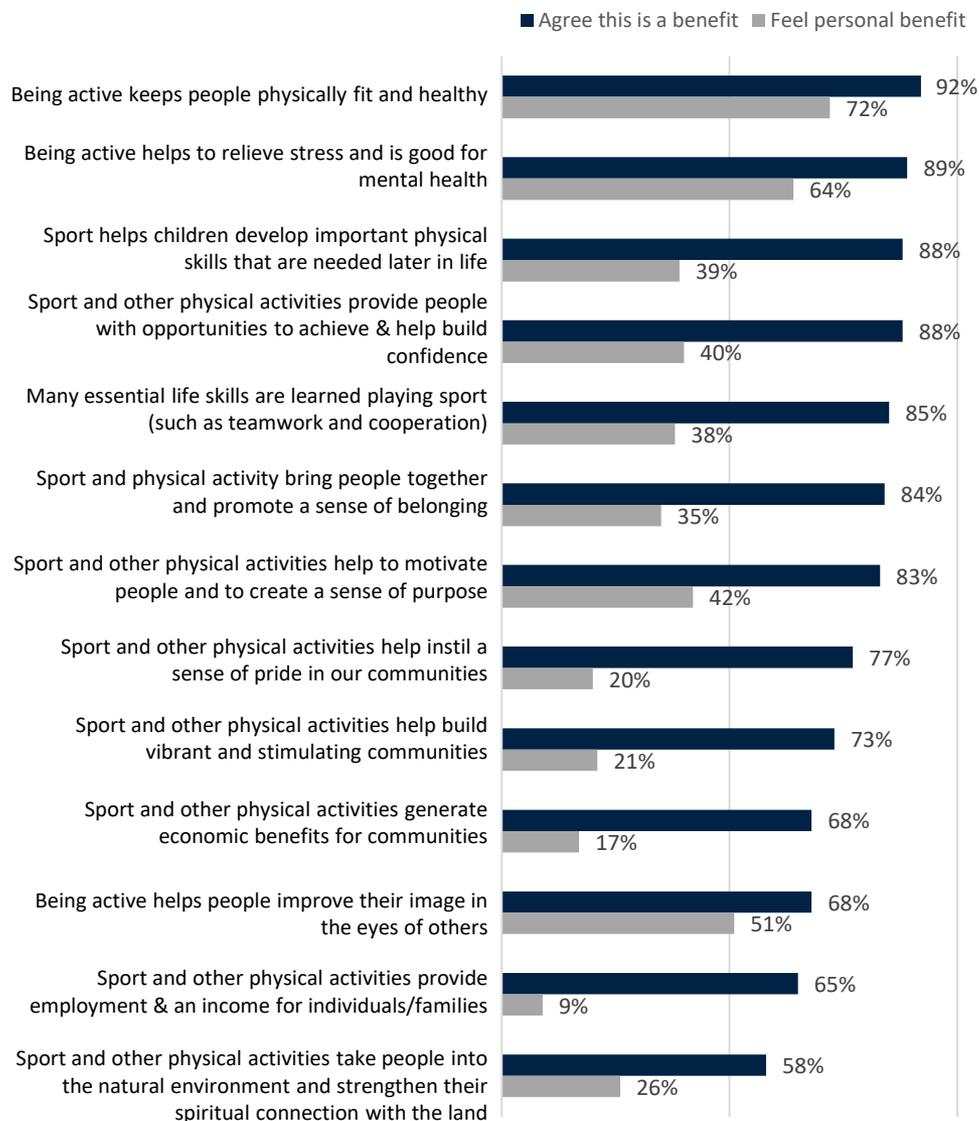
# Personal Impacts

A comparison of general perspectives with reported personal impacts suggests that fewer members of the general public feel personal benefit from sport and active recreation than might be expected given general attitudes.

The greatest alignment between general views on physical activity for sport, exercise and recreation, and felt benefit, exists in regard to physical health (92% agreeing this is a benefit of sport and active recreation, but 72% reporting a personal benefit, giving a net result of -20%), mental health (-25%), and personal image and pride (-17%).

The areas of greatest discrepancy concern personal financial benefit (-54%) and community impacts; including economic benefits for communities (-51%), contribution to vibrant and stimulating communities (-52%), and contribution to community pride (-57%).

Figure 10: General Perspectives and Perception of Personal Impact



Sample size: General Public (n=1516)

## Impacts on Dependents

Having asked about personal impacts, the survey asked respondents to consider the impact that sport and other forms of physical activity for exercise and recreation have on their dependents.

In total, 31% of the general public sample (n=465) reported having dependent children, and 9% (n=134) other dependents (including family members/other people with disabilities, ill, or aging).

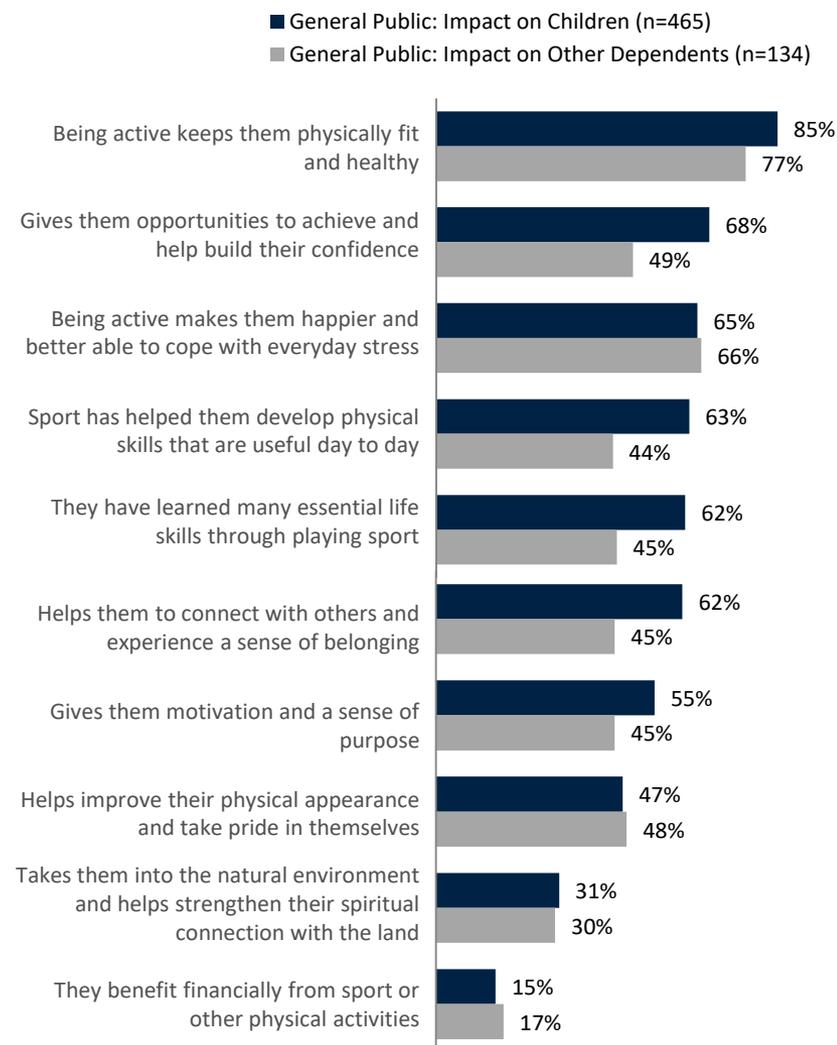
The great majority of these respondents reported that physical activity for sport, exercise and recreation had delivered positive health and other benefits for their dependents.

**Those with younger children** – 5-11 years – focused in particular on the contribution that sport and active recreation had made to their children’s physical skills, essential life skills, motivation and sense of purpose. Those with slightly **older children** – 12-17 years – emphasised the impact that sport and active recreation had in relation to life skills, motivation, social connection/belonging, physical appearance and personal pride.

**Other dependents** were seen to have benefited not only in terms of physical health, but also in relation to happiness and ability to cope with everyday stress. Almost half of those respondents caring for people with disabilities also reported a improved physical appearance and pride in themselves.

**Māori** were more likely than others to report that sport and active recreation had helped their dependents develop important life skills (72%, compared with 59%), helped build social connections and forge a sense of belonging (72%, compared with 59%), strengthened their dependents’ spiritual connection with the land (43% vs 30%) and provided opportunities for their dependents to achieve and build confidence (78% vs 65%). Refer to Appendix C – pages 86 to 88 for detailed data tables.

Figure 11: Impacts on Children and Other Dependents



# Organisational Perspective

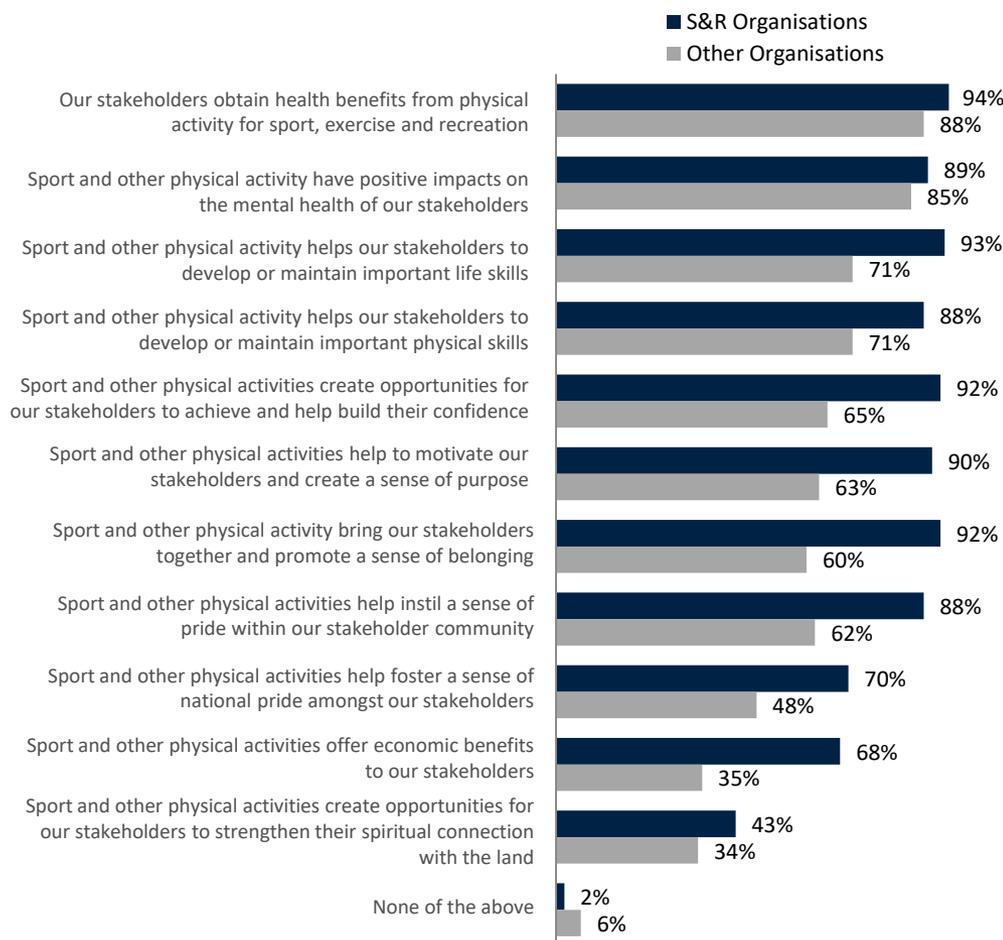
The organisations responding to the Value of Sport survey were also asked to consider the impact that physical activity for sport, exercise and recreation had on their stakeholders (be these employees, customers, students or other groups served by the organisation or affected by its actions).

The great majority of organisational respondents indicated that sport and physical activity had impacted positively on their stakeholders, most often in regard to physical and mental health, but also in a range of other ways. Typically, the view that sport and active recreation had a positive impact was most pronounced amongst those representing organisations operating in the sport and recreation sector.

There was otherwise little difference in perspective by organisational type or size, or by the role of the respondent in the group/organisation they represented.

*“Considering now the impact that sport and physical activity (for the purposes of exercise or recreation) have on your organisation/group and its stakeholders. By stakeholders we mean your employees, shareholders, members, customers, students and any other groups served by your group/organisation or affected by its actions. Which of the following, if any, apply to your stakeholders?”*

**Figure 12: Impact on Stakeholders (Organisational Perspective)**



Sample size: Sport & Recreation Organisations (n=121), Other Organisations (n=178)  
 \* Denotes statistically significant difference between groups

# Perspectives on High Performance Sport (1)

Having canvassed perspectives on the impact of community-level sport and active recreation, the survey asked respondents to consider the impacts of high performance sport. For the purposes of the current study, high performance sport was defined as “professional athletes or sports people who represent their country at the highest level in their sport”.

Survey results show widespread support for the views that high performance sport **gives New Zealand positive international exposure, contributes to our national identity** as New Zealanders and **helps instil a sense of national pride**.

While still the dominant view, fewer agreed that high performance sport **brings communities together**. This sentiment was however more common amongst: -

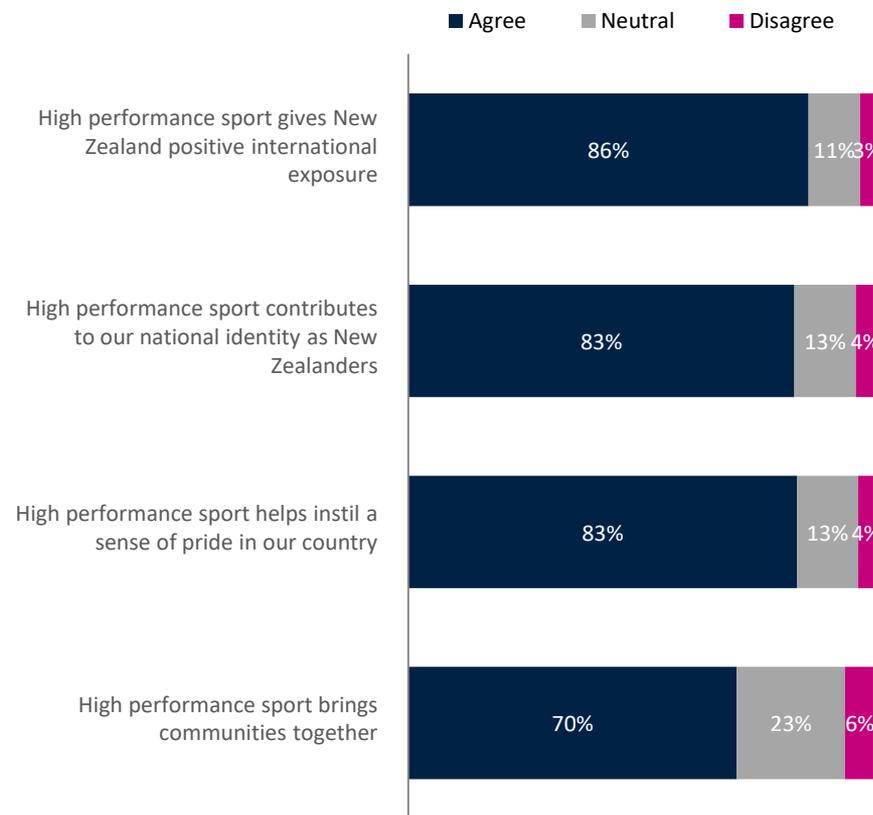
- women;
- respondents who described themselves as ‘very’ or ‘quite’ active;
- respondents who were ‘very’ or ‘quite’ interested in watching or following sport;
- respondents who had volunteered for a sport or sporting event in the last 12 months;
- respondents identifying as Samoan; and
- new migrants.

Compared with the general public sample, survey respondents who worked in the sport and recreation sector and those representing the organisations that responded to the Value of Sport survey were significantly more likely to agree with all four propositions concerning the impact of high performance sport. Refer to Appendix C – pages 89 to 95 for detailed data tables.

*“Now thinking about ‘high performance’ or ‘elite’ sport. By this we mean professional athletes or sports people who represent their country at the highest level in their sport. To what extent do you agree or disagree with the following statements?”*

NB: A 7-point scale was used: in the following chart, points 5-7 have been grouped as ‘Agree’ and ‘1-3’ as ‘Disagree’

Figure 13: Perspectives on High Performance Sport (1)



Sample size: General Public (n=1516)

## Perspectives on High Performance Sport (2)

Within the **general public** sample, the great majority of respondents also agreed that high performance athletes and teams **inspire others to succeed** in their own sports or physical activities, that they **help to ignite interest** in sport/physical activity, and that they **have a positive impact on participation**.

While still the dominant view, fewer agreed – and more disagreed – that high performance athletes **make positive role models**. Those most inclined to **agree** with this proposition were: -

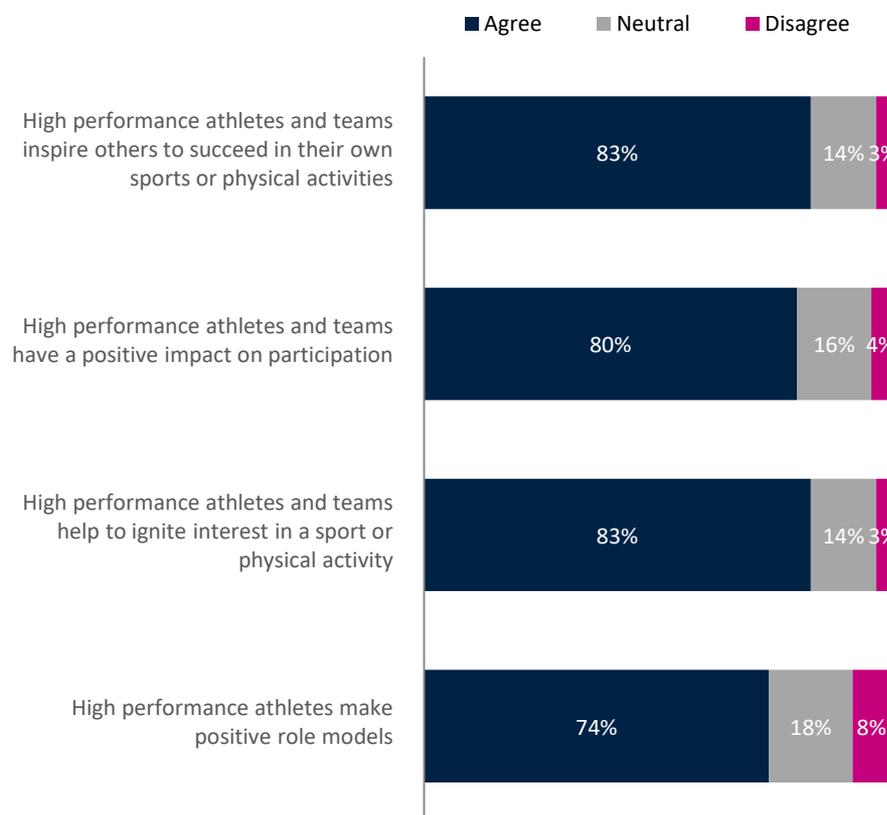
- women;
- respondents identifying as Māori;
- those who described themselves as ‘very’ or ‘quite’ active;
- those ‘very’ or ‘quite’ interested in watching or following sport; and
- new migrants.

While respondents working in the sport and recreation workforce were more likely to agree with most of the statements relating to high performance teams and athletes, they were more likely to **disagree** that high performance athletes and teams have a positive impact on participation (8% of the sport and recreation sector workforce sample, compared with 4% of the general public). Refer to Appendix C – pages 89 – 95 for detailed data tables.

*“Now thinking about ‘high performance’ or ‘elite’ sport. By this we mean professional athletes or sports people who represent their country at the highest level in their sport. To what extent do you agree or disagree with the following statements?”*

NB: A 7-point scale was used: in the following chart, points 5-7 have been grouped as ‘Agree’ and ‘1-3’ as ‘Disagree’

Figure 14: Perspectives on High Performance Sport (2)



Sample size – General Public (n=1516)

## Perspectives on High Performance Sport (3)

The qualitative research undertaken as Phase 2 of this study suggested that high performance teams and athletes have more influence as role models if they are “grounded” and people feel some sense of empathy or **personal connection**. This view is supported by the survey data.

A majority of survey respondents also agreed with the view that high performance sport **generates money and facilities for everyday New Zealanders to participate**, although there was also some disagreement with this view. (It is noted that this scepticism was shared by people working in the sport and recreation sector: 27% of the sport and recreation sector workforce sample and 31% of the sample of those representing organisations operating in the sport and recreation sector disagreed that high performance sport generates money and facilities for everyday New Zealanders to participate. Refer to data tables in Appendix C – pages 89 to 95 for detail).

As suggested in the qualitative research findings, there was a difference in views on the balance of emphasis between high performance and community-level sport – both in regard to **focus by media/sponsors** and **government investment**. General public sentiment was evenly split on the latter: i.e. the proportion of the sample that agreed government invests too much money in high performance sport relative to community sport was the same as the proportion that was neutral on this question or disagreed.

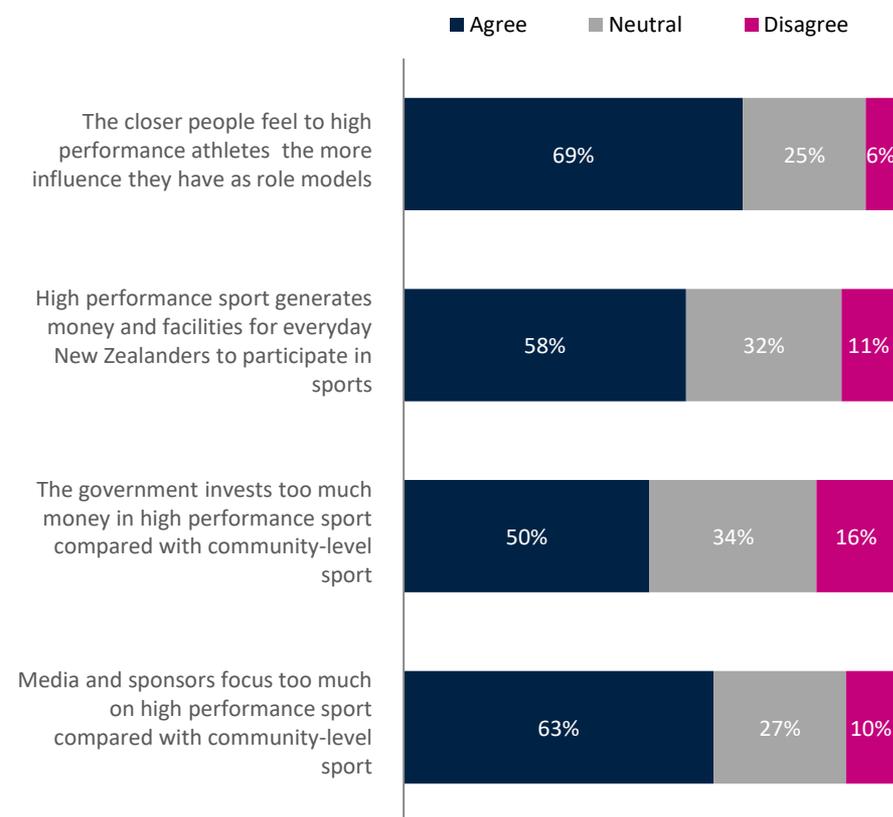
Respondents identifying as Māori were more likely than average to agree with the view that government invests too much money in high performance sport compared with community-level sport (58%), as were those who described themselves as ‘very active’ (60%).

Compared with the general public, respondents in the sport and recreation sector workforce and organisational samples were significantly more likely to **disagree** that media focuses too much on high performance sport and that government invests too much money in high performance sport relative to community-level sport.

*“Now thinking about ‘high performance’ or ‘elite’ sport. By this we mean professional athletes or sports people who represent their country at the highest level in their sport. To what extent do you agree or disagree with the following statements?”*

NB: A 7-point scale was used: in the following chart, points 5-7 have been grouped as ‘Agree’ and ‘1-3’ as ‘Disagree’

Figure 15: Perspectives on High Performance Sport (3)



Sample size – General Public (n=1516)

# Perspectives on High Performance Sport (4)

More than 80% of the general public sample, and more than 90% of the workforce and organisational samples, agreed with the proposition that high performance athletes **have a responsibility to be positive role models both on and off the field**. Refer to Appendix C for detailed data tables. Within the general public sample, this sentiment was especially pronounced amongst women (86%).

Almost 70% of general public respondents, and higher proportions of respondents in other segments, agreed that high performance sport **makes a valuable contribution to New Zealand’s economy**. This view was again most pronounced amongst women (72%, compared with 64% of men), amongst those identifying as Māori (76%), and amongst those who describe themselves as ‘very interested’ in watching or following sport and sporting events (79%).

In contrast, just a quarter of general public respondents agreed that **“we shouldn’t expect athletes to win at international sporting events”**.<sup>(1)</sup> The proportion of respondents agreeing with this proposition was even lower amongst those working in the sport and recreation sector.

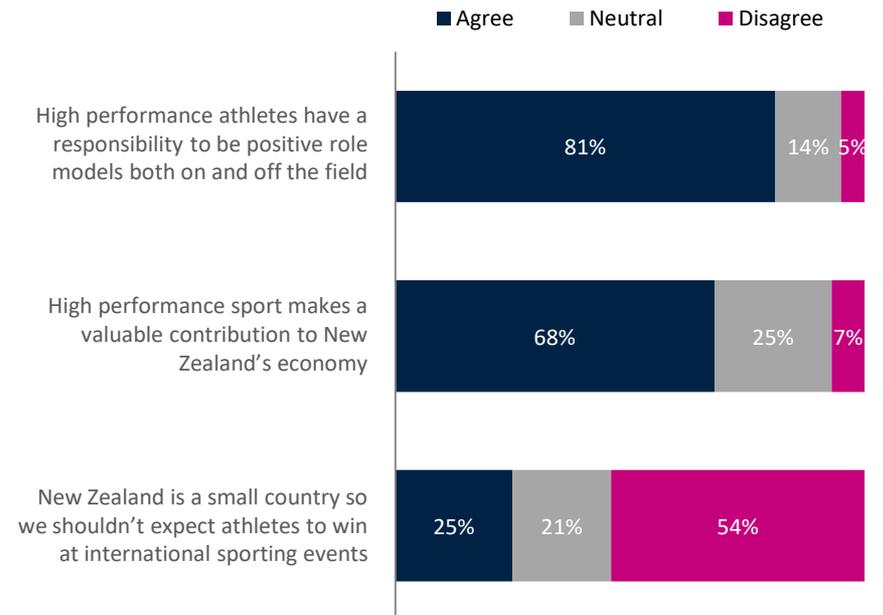
Attitudes to winning were explored further in a subsequent question and results are outlined on page 48.

(1) If considering the proportion of respondents that didn’t agree with this statement (i.e. responded neutral or disagreed – 75%), this finding aligns with the 73% of New Zealanders who thought it was either very or quite important that high performance athletes win at international sports events as measured in the September 2003 study ‘Nations Views on Winning’ prepared by NFO New Zealand for the New Zealand Academy of Sport (SPARC’s High Performance Network).

*“Now thinking about ‘high performance’ or ‘elite’ sport. By this we mean professional athletes or sports people who represent their country at the highest level in their sport. To what extent do you agree or disagree with the following statements?”*

NB: A 7-point scale was used: in the following chart, points 5-7 have been grouped as ‘Agree’ and ‘1-3’ as ‘Disagree’

Figure 16: Perspectives on High Performance Sport (4)

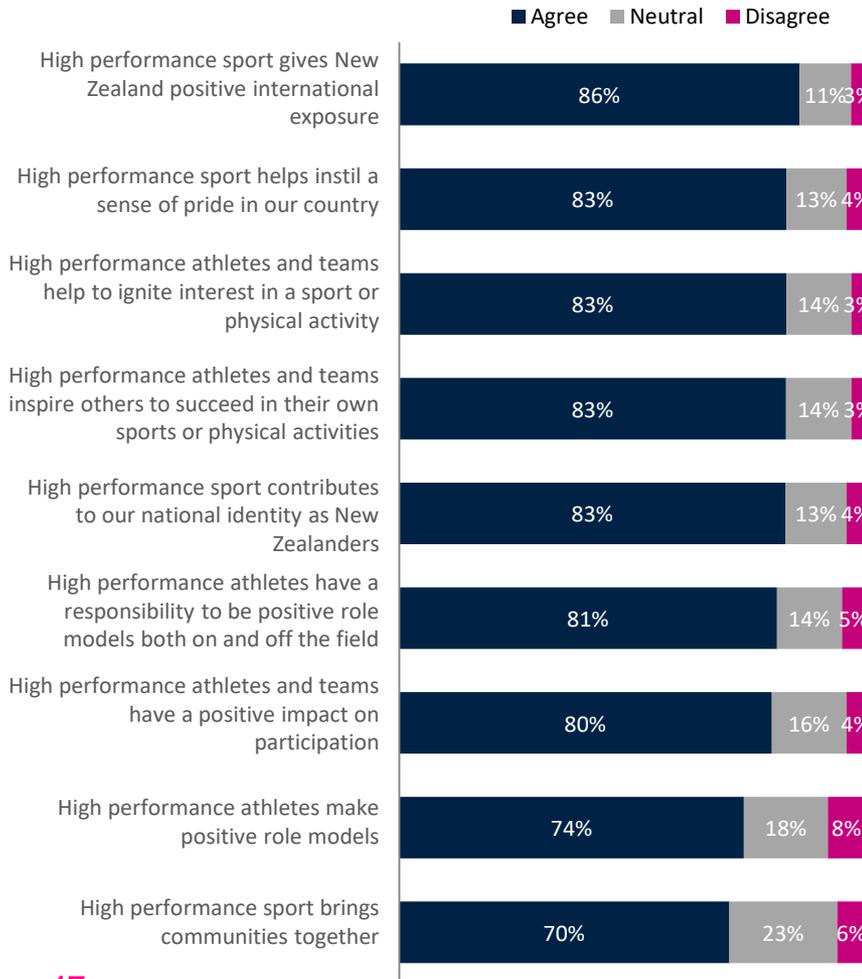


Sample size: General Public (n=1516)

# Perspectives on High Performance Sport (Summary)

Dominant views on the impact of high performance sport are that it gives New Zealand **positive international exposure**, helps to **instil a sense of national pride**, helps to **ignite interest** in sport and other physical activity, **inspires others to succeed**, and **contributes to our national identity** as New Zealanders. Acknowledging the influence that high performance teams and athletes are seen to have, there is also a clear expectation that high performance athletes/teams be positive role models both on and off the field.

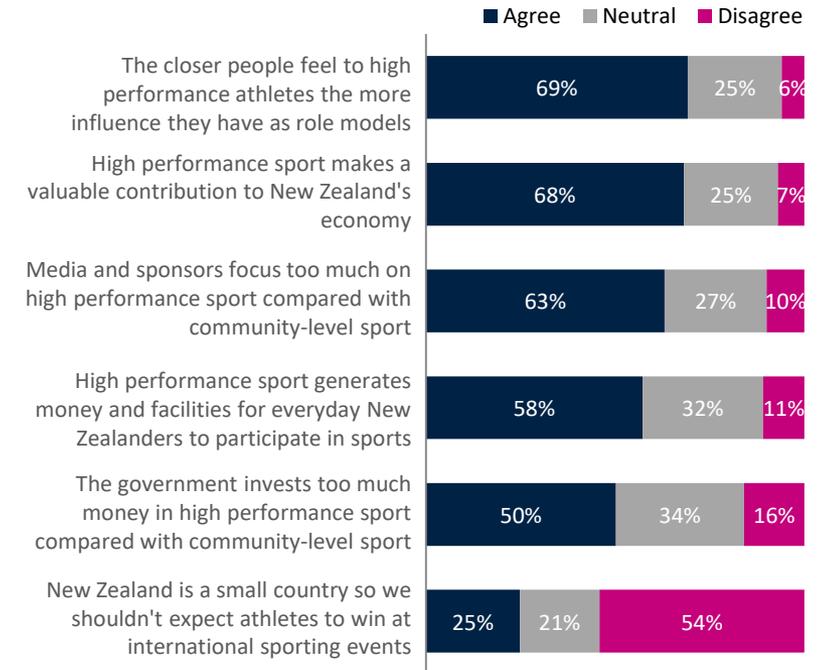
**Figure 17: Perspectives on High Performance Sport (Summary)**



Relative to the range of positive impacts that high performance sport is seen to have, the proportions of respondents agreeing with the propositions that **media/sponsors focus too much on high performance sport** and that **government invests too much money** in high performance sport are much lower but still significant nonetheless.

Seen together, these results suggest **high expectations** of high performance teams and athletes, and of the benefits to be gained from high performance sport. However, they also suggest **some limit to public support**, especially in the face of less-than-ideal performance by teams and athletes both on and off the field.

NB: A 7-point scale was used: in Figure 17, points 5-7 have been grouped as 'Agree' and '1-3' as 'Disagree'



Sample size – General Public (n=1516)

# The Importance of Winning

To understand whether the benefits of high performance sport might be conditional upon winning, all respondents were asked to indicate which of three statements best reflected their view.

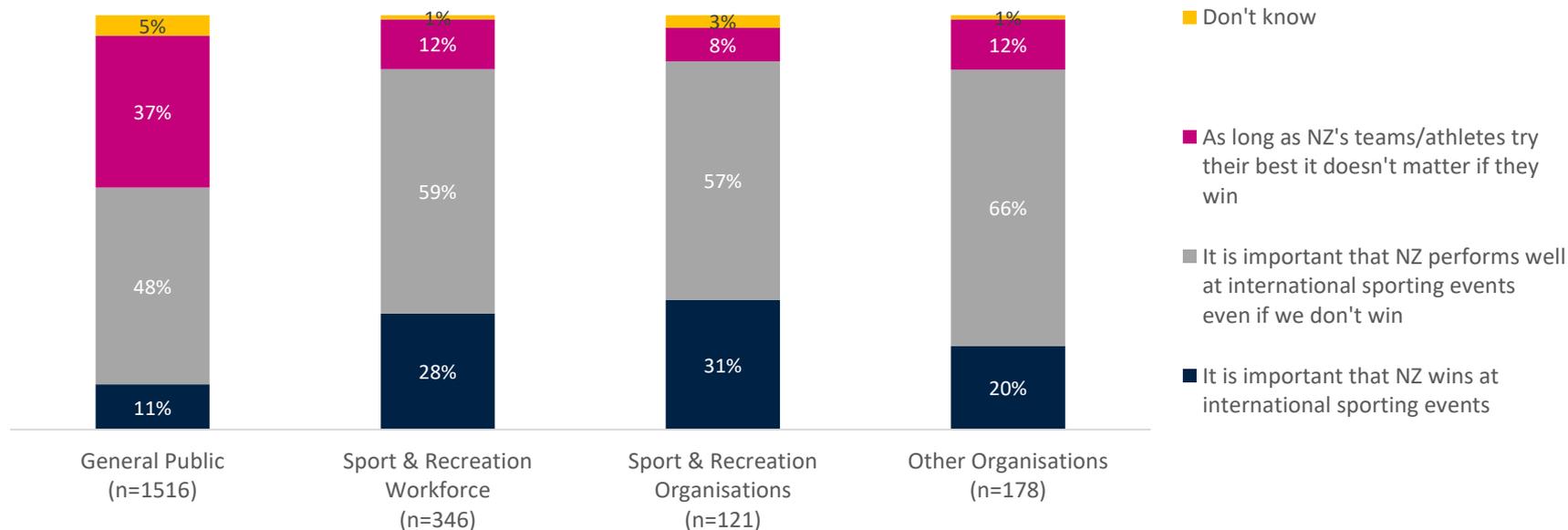
Survey results suggest that just over 10% of the general public think New Zealand **should win** at international sporting events, while almost half expect New Zealand **should do well even if it doesn't win**. In contrast, more than a third of general public respondents were comfortable that high performance teams and athletes simply **try their best**, even if they don't win.

Expectations of **winning** were most pronounced amongst men (14%), respondents on incomes of \$120,000 or more per annum (22%), amongst those identifying as Chinese (21%) or Indian (22%), and amongst those who classified themselves as 'very active' (26%). Refer to Appendix C – pages 96 – 97 for detailed data tables.

However, expectations of winning were highest overall amongst those working in the sport and recreation sector and relatively few of this group (including those representing sport and recreation organisations) thought that it was okay for New Zealand's teams and athletes to simply "try their best". In this respect, those working in the sector are somewhat out of step with the general public of whom a significant proportion value (committed) participation over winning.

**Figure 18: Emphasis on Winning by Segment**

*"Which of the following statements best reflects your opinion?"*





# Appendices

# A. Research Methodology

## Stage 1 Literature Review

June/July 2016

The literature review phase involved distilling the various ways in which sport and active recreation are said to deliver economic, social and cultural benefits, using existing New Zealand and international literature. Available evidence was summarised to substantiate the benefits identified (e.g. improved health outcomes, improved educational outcomes), as well as by whom this evidence has been produced.

Identified benefits were ranked Gold, Silver or Bronze, based upon the weight of available evidence and the methodologies used in each study.

Relevant evidence was identified principally from existing in-depth literature reviews undertaken by a range of organisations, including the Australian Clearinghouse for Sport, England’s *Culture and Sport Evidence Programme* (CASE), Sportscotland and Lincoln University, with the strength of evidence assigned by these reviews being used where available. Additional evidence was also considered where required, and New Zealand-specific studies were examined to ensure that local evidence was considered if available. These additional and New Zealand-specific studies tended to be more limited in scope and were therefore generally assigned a lower rating for strength of evidence.

## Stage 2 Qualitative Research

August/  
September 2016

The qualitative research involved separate studies with members of the general public and with other sport and recreation stakeholders.

### General Public

As is typical of qualitative research, this study involved a small but very carefully selected sample of research participants. A total of n=14 individual interviews and n=7 mini-groups were undertaken, with the total sample of n=42 structured by life stage and place of residence, as follows.

LIFESTAGE	INDIVIDUAL INTERVIEWS					MINI-GROUPS (4 people per group)			
	Auckland	Wgtn & Environs	Chch & Environs	Timaru & Environs	TOTAL	Auckland	Wgtn	Chch	TOTAL
Youth (13-17 years)		1		1	2	1			1
Young single (18-24)	1	1			2			1	1
Couple, no children (25-34)	1		1		2		1		1
Young family (25-44 years)	1		1		2	1			1
Older family (40-54 years)		1		1	2	1			1
Older couple/single (50-64)			1	1	2		1		1
Older couple/single (65+)	1	1			2			1	1
<b>TOTAL</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>14</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>7</b>

**Stage 2  
Qualitative  
Research  
(continued)**

Other criteria applied to the **general public** sample included: -

- Gender (equal proportions of men and women)
- At least n=6 respondents identifying as Māori (n=6); at least n=3 identifying as each of the following: Samoan, other Pacific Island, Indian, and other Asian ethnicities
- Equal proportions of lower/middle/higher socio-economic status
- A mix of high/moderate/lower levels of participation and interest in sport and active recreation
- A mix of sports/active recreation (by type) in the last 3 months
- At least n=4 respondents to have had recent experience as volunteers (e.g. coaching, umpiring, managing, club administration in the last 12 months)

All interviewing and the moderation of mini-groups was undertaken by experienced qualitative research staff. Interviews ranged in duration from 1.5-2 hours and mini-groups for 1.5-2.5 hours. Fieldwork in Auckland, Wellington and Christchurch cities was undertaken in purpose-designed qualitative interviewing facilities; in all other locations, interviewing took place in respondents' homes. All fieldwork was audio- and/or video-recorded to aid subsequent analysis.

**Other Stakeholders**

A combination of one-on-one interviews and group discussions were undertaken with other sport and recreation sector stakeholders. The sample for this stage of the project was broken down as follows.

Sector											
	Central Govt Agency	Quasi-Govt Agency	NGOs	Educational Provider	Cultural Orgs	Community Groups	Charitable Orgs	Industry Association	Private Businesses	HP Sport	TOTAL
Individual Interviews	8	2	1	3	2	1	8	2	2	1	28
Group Interviews	2	-	-	-	-	-	-	-	-	4	6

**Stage 2  
Qualitative  
Research  
(continued)**

***Interpretation***

While it is theoretically possible to generalise from the data, it is noted that findings of qualitative research should be treated as indicative and not conclusive given typically smaller sample sizes. The sample size for the current qualitative research was substantial however this stage of the project was designed to explore and understand perspectives on the value of sport and active recreation and not to generate results representative of the population as a whole.

**Stage 3  
Quantitative  
Research**

November 2016  
– February 2017

The quantitative research involved separate samples of the general public and other sport and recreation stakeholders.

***General Public Sample***

A sample of n=1516 New Zealand residents aged 18 years or more was surveyed online, using the Survey Sampling International (SSI) panel <sup>(1)</sup>. The sample was stratified by age group within region to reflect population distribution, and also included quotas for ethnicity. The final sample closely reflects population distribution as measured in the 2013 Census and can be said to be representative of all adult New Zealanders (aged 18 years or more) in this respect.

Note that the research methodology used for the Value of Sport survey differs from that employed by Sport NZ for the ActiveNZ survey (which draws its sample from the Electoral Roll and uses a sequential mixed methodology for the adult component of the research). Therefore, while survey results may align on some measures, some differences are also expected.

***Sample of Other Stakeholders***

The sample of other stakeholders includes separate sub-samples of: -

- People who are currently employed in the sport and recreation sector ('Sport and Recreation Workforce').
- Managers or other nominated spokespeople for organisations operating in the sport and recreation sector ('Sport and Recreation Organisations')
- Managers or other nominated spokespeople for other commercial and not-for-profit entities ('Other Organisations').

Profiles of each sample group are included in the following pages.

Separate databases of 'Sport and Recreation Workforce' and 'Sport and Recreation Organisations' were compiled by Angus & Associates, in association with Sport New Zealand. The Workforce sample was emailed directly with an invitation to complete the survey, while a primary contact at each Sport and Recreation Organisation was identified and contacted by email with a request to submit a single response on behalf of their organisation as a whole.

Final samples of n=346 Workforce and n=121 Sport and Recreation Organisations were achieved.

(1) A randomly selected sample of n=1516 carries a maximum margin of error of +/- 3.0% when expressed at the 95% confidence level.

Stage 3  
Quantitative  
Research  
(continued)

A database of 'Other Organisations' was compiled using a combination of online search (the largest 80 organisations in New Zealand) and a database provided by Stats New Zealand, in association with the NZ Companies Office. The latter database comprised a random sample of 3,000 commercial and not for profit entities stratified by size: 0-5 employees, 6-19 employees, 20 or more employees.

No contact names were provided, nor email addresses, so a letter was mailed by Sport New Zealand to each organisation (addressed to 'The Manager') introducing the survey and asking the organisation to visit a web link and to submit the contact details of a nominated representative who was best-placed to complete the survey on behalf of that entity. This contact was then sent a survey invitation by email, with a link to complete the survey.

One follow-up letter was sent to non-responders a week following the original letter. Using this combination of methods, a final sample of n=178 'Other Organisations' was achieved.

All survey data was collected online using Angus & Associates' affiliate getsmart survey system. Survey completion averaged 12 minutes across the samples of the general public, workforce, sport and recreation organisations and other organisations.

The survey closed on Monday 27 February 2017, at which time the data was extracted, quality checked, cleaned and coded for analysis.

## General Public Sample (n=1516)

Key demographic characteristics of the general public sample are described on pages 31-33. Further characteristics are outlined below and on the following page.

Lifestage	%	Dependents	%	Highest Qualification	%
Single never had children	25	Child(ren) aged 0-4 years	16	No qualification	12
Married/couple never had children	10	Child(ren) aged 5-11 years	16	NCEA level 1 or School Certificate	10
Single with children living at home	6	Child(ren) aged 12-17 years	14	NCEA level 2 or Sixth Form Certificate	8
Married/couple with children living at home	27	Family members or other people who are aging or ill	4	NCEA level 3 or University Entrance bursary or scholarship	13
Married/couple with children who are no longer living at home	19	Family members or other people who have disabilities	3	Level 4, 5 or 6 - a trade or polytechnic qualification	21
Single with children who are no longer living at home	8	Other	4	A bachelor's degree	18
Other	6	None of the above - I have no dependants	58	Postgraduate degree/diploma/certificate or higher	14
				Other	3

Household	%	Health Conditions	%	Health Barriers	%
My husband wife or partner	56	I am pregnant or breastfeeding	4	Seeing even when wearing glasses or contact lenses	8
My mother and/or father	15	I use a wheelchair	1	Hearing even when using a hearing aid	4
My son(s)/daughter(s) and/or stepchild(ren)	32	I use a walking aid (e.g. walking stick crutches or frame)	4	Walking lifting or bending	21
My brother(s) and/or sister(s)	9	I use prosthetics	1	Using your hands to hold grasp or use objects	6
Other family/relatives	8	I am dealing with a chronic physical illness disability or disease	15	Learning concentrating or remembering	7
Non-family (e.g. flatmates/friends)	9	I am dealing with a chronic mental illness disability or disease	8	Communicating mixing with others or socialising	9
None of the above - I live alone	16	None of the above	74	No difficulty with any of these	68

Occupation Lifestage	%
Employed full-time in paid work (35 hours or more per week)	34
Employed part-time in paid work (less than 35 hours per week)	18
Full-time unpaid work (35 hours or more per week)	0
Part-time unpaid work (less than 35 hours per week)	3
Looking for work or unemployed	7
Secondary school student	2
Full-time student (not at secondary school)	7
Part-time student (not at secondary school)	1
Looking after home and family	10
Retired	17
Beneficiary	7
Other	2

Business Owner/Operator	%
Yes	15
No	85
<i>Asked if employed full or part time n=795</i>	

Occupation	%
Manager	14
Professional	27
Technician or trade	8
Community or personal services	7
Clerical or administration	13
Sales	9
Machine operator or driver	3
Labourer	9
Other	8

Household Income	%
\$30,000 or less a year	21
\$30,001 - \$40,000	9
\$40,001 - \$60,000	14
\$60,001 - \$80,000	12
\$80,001 - \$100,000	8
\$100,001 - \$120,000	7
\$120,001 - \$160,000	6
\$160,001 - \$200,000	3
Over \$200,000	2
Prefer not to say/don't know	19

Income to Needs	%
Not enough money	22
Only just enough money	30
Enough money	33
More than enough money	9
Prefer not to say	5

## Workforce Sample (n=346)

The characteristics of the Workforce sample are outlined below and on the following page.

Gender	%	Ethnicity	%	Region	%
Female	46	New Zealand European	77	Northland region	3
Male	53	Other European	16	Auckland region	32
Prefer not to say	1	New Zealand Māori	11	Waikato region	14
Age	%	Cook Island Māori	0	Bay of Plenty region	3
18-19 years	0	Samoan	2	Gisborne region	1
20-24 years	1	Tongan	0	Hawke's Bay region	4
25-29 years	5	Niuean	0	Taranaki region	1
30-34 years	12	Fijian	1	Manawatu-Whanganui region	3
35-39 years	12	Chinese	1	Wellington & Wairarapa region	21
40-44 years	17	Indian	0	Tasman region	2
45-49 years	17	African	0	Nelson region	1
50-54 years	11	Latin American	0	Marlborough region	0
55-59 years	12	Middle Eastern	0	West Coast region	0
60-64 years	10	Other Asian	0	Canterbury region	7
65-69 years	2	Other	3	Otago region	6
70-74 years	1	Country of Birth	%	Southland region	3
75 years or more	1	New Zealand	240	Length of Time Lived in NZ	%
		Outside of New Zealand	106	Less than five years	18
				More than five years	82
				<i>Asked if born outside of NZ</i>	<i>n=106</i>

Lifestage	%
Single never had children	13
Married/couple never had children	15
Single with children living at home	5
Married/couple with children living at home	47
Married/couple with children who are no longer living at home	18
Single with children who are no longer living at home	1

Household	%
My husband wife or partner	80
My mother and/or father	3
My son(s)/daughter(s) and/or stepchild(ren)	50
My brother(s) and/or sister(s)	1
Other family/relatives	2
Non-family (e.g. flatmates/friends)	10
None of the above - I live alone	6

Dependents	%
Child(ren) aged 0-4 years	14
Child(ren) aged 5-11 years	26
Child(ren) aged 12-17 years	24
Family members or other people who are aging or ill	4
Family members or other people who have disabilities	1
Other	8
None of the above - I have no dependants	45

Highest Qualification	%
No qualification	1
NCEA level 1 or School Certificate	1
NCEA level 2 or Sixth Form Certificate	3
NCEA level 3 or University Entrance bursary or scholarship	6
Level 4, 5 or 6 - a trade or polytechnic qualification	10
A bachelor's degree	28
Postgraduate degree/diploma/certificate or higher	49
Other	2

Organisation Type Work For	%
National Sports Organisation (NSO)	10
Regional Sports Organisation (RSO)	8
Regional Sports Trust (RST)	12
National Recreation Organisation (NRO)	2
Territorial Authority (TA)	13
Tertiary Institution	4
Government Agency/Crown Entity	38
Other	14

Organisation Type Work For	%
High Performance Coaching	2
High Performance Programmes/Campaigns	4
Athlete & Team Performance	4
Athlete Pathway	1
Athlete & Team Support	6
High Performance Medical/Health Services	4
Referees/Umpires and Officials	0
Sport Coaches & Instructors	2
Coach Development	3
Athlete Development	2
Team Support	0
Club Capability Development	1
Programme Delivery	4
Community Sport Umpires & Officials	0
Club Administration	2
School Sport Delivery	2
Community/Club Services	5
Recreation	7
Governance	4
Leadership & Management	18
Admin & Support Services	7
Facilities	5
Events	2
Other	14

## Sport & Recreation Organisations Sample (n=121)

The characteristics of the Sport & Recreation Organisations sample are outlined below.

Organisation Type	%	Region	%	Volunteers	%
National Sports Organisation (NSO)	27	Nationwide	42	Yes	93
Regional Sports Organisation (RSO)	36	Northland region	9	No	7
Regional Sports Trust (RST)	12	Auckland region	18	<b>Number of Employees</b>	
National Recreation Organisation (NRO)	7	Waikato region	8	Coaching a team or individual	68
Sport club	3	Bay of Plenty region	5	Managing a team or individual	70
Recreation club	1	Gisborne region	3	Refereeing/umpiring a team	63
Other	15	Hawke's Bay region	5	General support for a team or club	70
<b>Number of Employees</b>		Taranaki region	3	Event management/assistance with event staging or management	81
None	42	Manawatu-Wanganui region	6	Secretary/treasurer for your organisation/club	45
1 to 5	9	Wellington & Wairarapa region	10	Governance/board member for your organisation/group	90
6 to 19	18	Tasman region	6	Project work for your organisation/club	67
20 to 49	8	Nelson region	5	Provide professional or other services pro bono (free of charge)	62
50 to 100	5	Marlborough region	7	Other	17
More than 100	3	West Coast region	6		
<b>Role In Organisation</b>		Canterbury region	10		
Chair	7	Otago region	4		
Board member	2	Southland region	3		
Chief executive	75				
Other manager	10				
Other employee	1				
Volunteer	2				
Other	2				

## Other Organisations Sample (n=178)

The characteristics of the Other Organisations sample are outlined below and on the following page.

Organisation Type	%	Role In Organisation	%	Region	%
Central government agency	6	Headmaster/Principal	1	Nationwide	37
Local government agency	11	Leadership role (e.g. head of department)	3	Northland region	4
Education provider/education sector group or organisation	6	Chair	2	Auckland region	10
Health care provider/health sector group or organisation	3	Board member	3	Waikato region	13
Other not for profit group/organisation	6	Chief executive	28	Bay of Plenty region	10
Private sector/commercial business	66	Other manager	40	Gisborne region	1
Other	3	Other employee	12	Hawke's Bay region	5
		Other	11	Taranaki region	4
				Manawatu-Whanganui region	5
				Wellington & Wairarapa region	14
				Tasman region	2
				Nelson region	2
				Marlborough region	1
				West Coast region	1
				Canterbury region	14
				Otago region	8
				Southland region	3

Number of Staff	%
None	1
1 to 5	13
6 to 19	24
20 to 49	23
50 to 100	13
More than 100	26

Health Sector Classification (n=6)	%	Not for Profit Classification (n=10)	%	Private Sector Classification (n=117)	%
District health board	0	Culture and recreation	20	Agriculture Forestry and Fishing	7
Pharmacy, laboratory or radiology clinic	0	Research	0	Mining	0
Primary health organisation, GP, midwifery or independent nursing practice	33	Social services and emergency/relief	10	Manufacturing	13
Voluntary provider	0	Environmental/animal protection	10	Electricity Gas Water and Waste Services	3
Community trust	17	Development and housing	0	Construction	18
Private hospital	0	Civic and advocacy group	0	Wholesale Trade	3
Māori and Pacific provider	17	Philanthropic and other intermediary	0	Retail Trade	8
Disability support service	0	International organisation, aid and relief	0	Accommodation and Food Services	7
Rest home/aged care	0	Religious congregation and association	0	Transport, Postal and Warehousing	1
Other	33	Union, business and professional network	0	Information Media and Telecommunications	5
		Other	60	Financial and Insurance Services	4
State Sector Classification (n=30)	%	Education Sector Classification (n=10)	%	Rental, Hiring and Real Estate Services	3
Public service department	7	Early childhood education		Professional, Scientific & Technical Services	10
Non-public service department	0	Primary/intermediate school		Administrative and Support Services	1
Crown entity (statutory entities crown entity companies crown entity subsidiaries)	23	Secondary school		Public Administration and Safety	0
Public Finance Act Schedule 4A Company	0	Polytechnic/institute of technology		Education and Training	2
State-owned enterprise (including mixed model ownership)	0	Private training establishment		Health Care and Social Assistance	1
Territorial authority/regional council	67	Government training establishment		Arts and Recreation Services	3
Other	3	Māori provider		Other	12
		Wanganga			
		University			
		Industry training organisation			
		Standard setting body			
		Other			

## B. Literature Review – Detailed Evidence Tables

What the evidence says - Physical Health	Taken from	Methodology / Weight of Evidence	Rating
There is strong evidence demonstrating the direct and indirect pathways by which physical activity prevents many of the major non-communicable diseases (NCD) responsible for premature death and disability. <b>Physical inactivity was identified as the 4th leading risk factor for the prevention of NCD</b> , preceded only by tobacco use, hypertension, and high blood glucose levels, and accounting for more than 3 million preventable deaths globally in 2010.	Bull & Baumann, Physical Inactivity: The “Cinderella” Risk Factor for Noncommunicable Disease Prevention (2011)	Review of existing literature on eight issues identified from the authors experience in numerous regional and global consultation processes on NCD prevention, as well as from experience obtained through professional training and policy workshops—in particular those involving low- and middle-income countries over the past decade.	Gold
A study of more than 250,000 middle-aged men and women which found that cardiovascular disease risk and all-cause mortality risk were reduced by around 40% in those who met the ‘conventional’ recommendations of at least 30 minutes of moderate-intensity activity on most days of the week	O'Donovan et al., 2010	An expert review panel rated available evidence as VERY STRONG	Gold
A number of studies have found association between sustained activity in aerobic sports and a lower risk of cardiovascular disease.	Houston et al., 2002 Keogh et al., 2009 Warburton et al., 2006, 2007 Thompson et al., 2003	The literature review by Taylor et al. concluded that the evidence presented by these studies was STRONG and SIGNIFICANT	Gold
Strong evidence of a link between sedentary lifestyles, being overweight and type 2 diabetes Those at risk of type 2 diabetes would benefit from meeting the recommendations for ‘conditioned individuals’ of 300 minutes or more of moderate - intensity aerobic activity per week, or 150 minutes or more of vigorous-intensity aerobic activity per week.	O'Donovan et al., 2010	An expert review panel rated available evidence as STRONG	Gold
Physical activity reduces and/or reverses the development of insulin-resistance, even among overweight or obese individuals.	Welk & Blair, 2000	Review of the epidemiological evidence for a protective effect of physical fitness on the health risks associated with obesity.	Gold
Positive relationship between regular physical activity and reduced risks of colon cancer as ‘moderate’, but ‘convincing’.	O'Donovan et al., 2010	An expert review panel rated available evidence as MODERATE but CONVINCING	Silver
Some evidence of relationship between physical activity and reduced risk of breast and prostate cancer	O'Donovan et al., 2010 Marrett et al., 2000	O'Donovan et al - An expert review panel rated available evidence as MODERATE  A review of the scientific evidence by an expert panel convened to make recommendations for public health, research and intervention rated available evidence as PROBABLE	Silver
Physical activity has a positive impact upon instances of post-menopausal breast cancer, including providing a protective role against invasive and in-situ breast cancer, and a 20-30 percent reduction in disease incidences, where recommended doses are followed	O'Donovan et al., 2010	O'Donovan et al - evidence based on prospective cohort studies, and ranked as STRONG.	Silver
Long-term strenuous exercise provides a protective role against invasive and in situ breast cancer	Dallal et al., 2007	Dallal et al - a longitudinal study of 100,000 females	Silver

What the evidence says – Physical Health	Taken from	Methodology / Weight of Evidence	Rating
There is SOME evidence that regular load-bearing. Resistance-based or muscle stressing physical activity in childhood and early adolescence contributes to a reduction in later incidence of osteoporosis	Coalter, 2013	Coalter - Literature review, citing Shaw and Snow (1995); Puntilla et al. (1997); Kemper et al. (2000); and Iwanoto et al. (2009).	Silver
There is some evidence to suggest that increased left ventricular mass without physical activity can result in a higher risk of stroke. A reduction of risk is apparent for light intensity activities, and modest incremental benefit may be gained from increasing duration of activity.	Coalter, 2013	Coalter - Literature review, citing Rodriguez et al, 2002.	Silver
There is evidence that higher levels of physical activity being associated with a reduced risk of stroke.	Taylor et al., 2013	Taylor et al. - Literature review citing Grau et al, 2009	
In multivariate proportional hazards models, vigorous activity was inversely associated with endometrial cancer in a dose-response manner	Gierach et al., 2009	Gierach et al. - Study examined relationships of activity patterns with endometrial cancer incidence in the NIH-AARP Diet and Health Study cohort, which included 109,621 women, ages 50-71, without cancer history, who in 1995-1996 completed a mailed baseline questionnaire capturing daily routine and vigorous (defined as any period of >or=20 min of activity at work or home causing increases in breathing, heart rate, or sweating) physical activity. A second questionnaire, completed by 70,351 women, in 1996-1997 collected additional physical activity information.	Silver
Inactive women and men who increased their physical activity to vigorously active had a significantly lower risk of both self-certified (RR=0.80, 95% CI 0.65–0.97) and medically certified (RR=0.63, 95% CI 0.49–0.83) subsequent sickness absence spells compared with the persistently inactive. The persistently active with vigorous intensity had the lowest risk of sickness absence.	Lahti et al., 2012	Lahti et al. - Helsinki Health Study cohort baseline questionnaire survey data were collected in 2000–2002 among 40–60-year-old employees of the City of Helsinki, Finland. A follow-up survey was conducted in 2007. 4182 (83% women) respondents were available for the analyses. Leisure-time physical activity was asked using identical questions in both surveys. Sickness absence data were derived from the employer's registers (mean follow-up time 2.8years). Associations of changes over time in leisure-time physical activity with self-certified (≤3days) and medically certified (>3days) sickness absence spells were examined, using Poisson regression analysis.	Bronze
Grade B–level evidence indicated that older adults can significantly improve their aerobic power, lower body muscle endurance, strength and flexibility, balance, agility, and gait through dancing. Grade C evidence suggested that dancing might improve older adults' lower body bone-mineral content and muscle power, as well as reduce the prevalence of falls and cardiovascular health risks.	Keogh et al., 2009	Keogh et al., Literature review of 15 training and 3 cross-sectional studies.	Bronze
Being physically active prevents and slows down the disablement process in aging or diseased populations	Tak et al., 2012	Tak et al. - Electronic literature search and cross-referencing of prospective longitudinal studies of PA and BADL in community dwelling older adults (50+) with baseline and follow-up measurements, multivariate analysis and reporting a point estimate for the association.	Bronze
Higher levels of exercise and physical activity are associated with a decreased risk of incidence of lower urinary tract symptoms.	Taylor et al., 2013	Taylor et al. - Literature review, citing Parsons et al, 2011.	Bronze

What the evidence says – Mental Health	Taken from	Methodology / Weight of Evidence	Rating
Research suggests that physical activity can reduce the risk of depression and suicidal thoughts	Walsh, 2011 Gallegos-Carillo et al., 2012 Taliaferro et al., 2011 Brosnahan, 2004	Walsh - literature review found evidence in both cross-sectional and prospective studies that show exercise can reduce the risk of depression  Gallego-Carillo et al. - Evaluated longitudinal data from the Health Worker Cohort Study, which follows employees the Mexican Institute for Social Security in Morelos State, Mexico, over 6 years  Taliaferro et al. - Logistic regression analysis compared suicidality during high school across four groups: youth who participated in sport in both middle and high school, youth who participated only in middle school or only in high school, and youth who did not participate in sport during adolescence.  Brosnahan - Cross-sectional study using a modified 2001 Youth Risk Behavior Survey of 1,870 Hispanic and non-Hispanic white adolescents, aged 14 to 18 years, attending high school in Nueces County, Texas.	Silver
Cross-sectional and prospective cohort studies have shown that sport and exercise can reduce the risk of neurodegenerative disorders such as Alzheimer's Disease and Parkinson's Disease.	Walsh, 2011	Walsh - literature review found evidence in both cross-sectional and prospective studies.	Silver
Older adults who reported vigorous physical activity were 21% less likely than their counterparts to be diagnosed with dementia.	Bowens, 2012	Bowens - Longitudinal cohort study	Silver
Participation in physical activity can lead to reductions in anxiety and increase in self-reported feeling of well-being, that can last for up to three hours	Raglin 1990 Steptoe, 1992 Di Lorenzo et al., 1999 Taylor, 2000 Rendi et al., 2008	Raglin - Literature review  Steptoe - Analysis of young adults from eight countries: Belgium, England, Germany, Hungary, Ireland, Poland, Portugal and Spain. Results from 3223 men and 3930 women were analysed.  Di Lorenzo et al. - Following completion of a 12-week aerobic fitness program (and through 12 months of follow-up), 82 adult participants completed the Beck Depression Inventory, Profile of Mood States, State-Trait Anxiety Inventory, and the Tennessee Self-Concept Scale.  Taylor - Literature review  Rendi et al. - Eighty volunteers were tested in their natural exercise environment consisting of a fitness centre they regularly attended. Half of the sample exercised on a stationary bicycle, the other half on a treadmill. All participants filled in the Exercise-Induced Feeling Inventory before and after their 20 min of exercise that was performed at self-selected workload.	Silver

What the evidence says – Mental Health	Taken from	Methodology / Weight of Evidence	Rating
Long-term participation in exercise programmes can result in improved self-esteem, self-efficacy and perceived competence	King et al., 1989 Fox, 2000	King et al. - One hundred twenty healthy, sedentary, middle-aged men and women were randomly assigned to either a 6-month home-based aerobic exercise training program or to an assessment-only control condition. To assess changes in a variety of psychological variables over time, a 14-item Likert rating scale was completed and returned on a biweekly basis throughout the 6-month period.  Fox - The results of a recent comprehensive review of 37 randomised and 42 non-randomised controlled studies investigating the effects of exercise on self-esteem and physical self-perceptions are summarized	Silver
Sport and exercise can create therapeutic benefits for depression, anxiety and tension, eating, addictive and body dysmorphic disorders, age-related cognitive decline, the severity of Alzheimer's Disease and some symptoms of schizophrenia.	Taylor et al., 2013	Taylor et al. - Literature review citing Street and James, 2007; Thomson, Coon et al., 2011; Walsh, 2011.	Bronze
Children that engaged in sport had fewer mental health difficulties, emotional conduct, hyperactivity-inattention and peer-relationship problems and more pro-social behaviours than those with sedentary behaviours	Taylor et al., 2013	Taylor et al. - Literature review, citing Griffith et al., 2010	Bronze

What the evidence says – Social Cohesion	Taken from	Methodology / Weight of Evidence	Rating
Respondents identified social benefits, enjoyment and "giving something back" as being key benefits of sport volunteering.	Sport England, 2003	Sport England - Comprehensive project, which included a representative survey of 8,458 adults; 1,005 telephone interviews with stakeholders; 72 focus groups; questionnaire survey of 308 volunteers	Gold
Current community involvement is, in part, the result of early participatory experiences in the community, of which experiences with youth sport are one. It is suggested that those interested in increasing community involvement among adults should focus some of their attention on increasing recreational team sport participation among their children i.e., rather than participation in highly competitive sports.	Perks, 2007	Perks - Data was obtained from a survey of 13,000 Canadians undertaken in 2000	Silver
There are MODERATE, but significant correlations between most of the social capital indices and the duration of the lifetime sport volunteer involvement while controlling for age of respondents. With one exception, correlations are positive, between the value of social capital and the level of volunteer involvement.	Harvey et al., 2007	Harvey et al., - Questionnaires were sent to volunteers in two different sport associations (one individual sport and one team sport) in the two communities. In the case of the team sport associations, questionnaires were sent to half of the total volunteers (every second name on the list of members provided by the association). For the associations in the individual sport in both Québec and Ontario, questionnaires were sent to all the volunteers. In total, one thousand questionnaires were mailed and 271 were returned, for a 27.1% response rate; considered a good return rate for mailed questionnaires.	Silver
There is SUFFICIENT evidence to show that for many young people, sports volunteering can 'work' as a mechanism for fostering human capital and encourage the practical and intellectual connectedness which Underpins the idea of social capital. When it does, the benefits experienced are clearly identifiable and this study suggests they can be causally attributed. In this respect, we argue that sports researchers may be able to be less tentative in some of their claims about whether sport can yield social benefits: it can.	Kay and Bradbury, 2009	Kay and Bradbury - The study uses survey data (n=160) and qualitative interviews (n=10) with young people to examine how the national Step into Sport programme impacts on participants' personal and skill development, and on their commitment to community involvement. Interviews with education and sport professionals (n=33) provide additional expert perspectives on the programme's impact on participants.	Silver
Sport has potential for social integration, improved self-confidence and improved self-perception of youngsters with disabilities, though studies have tended to be small scale and qualitative	Taub and Greer, 2000	Taub and Greer - In-depth, tape-recorded interviews were conducted with 21 boys and girls with physical disabilities (age 10 to 17 years) regarding perceived outcomes of their physical activity and reactions of others toward their participation.	Silver
	Kristen et al., 2003	Kristen - Doctoral Thesis	
	Groff and Kleiber, 2001	Groff and Kleiber - A total of 11 children with visual impairments (5 males and 6 females) 9-19 years of age (M = 13.27, SD = 3.34) participated in two qualitative studies	
Sports offers opportunities to engage community interest in participation, develop and manage self-sufficiency, create networks/contact with external funding bodies and government agencies, provide employment and volunteering opportunities, encourage skill development and upskilling.	Coalter, 2013	Coalter - Literature review, citing Hart et al., 2011	Silver
There is stronger evidence to suggest that participation in sport and leisure activities can help to develop discipline, cognitive skills and social interaction, which can contribute towards the prevention of anti-social behaviour.	Utting, 1996	Utting - Literature review	Silver
Sport offers therapeutic qualities which can divert young people from crime and/or rehabilitate offenders.	Schafer, 1969	Schafer - An investigation of students at two midwestern high schools finds that delinquency rates are lower among athletes than non-athletes	Bronze

What the evidence says – Social Cohesion	Taken from	Methodology / Weight of Evidence	Rating
<p>Volunteering has a positive impact upon young people's leadership skills, and implies that voluntary activity is an ideal tool for teaching and developing citizenship. Development of pro-social tendencies at an early age is likely to continue into adulthood where the resulting citizenship behaviour will be of benefit to the community.</p>	<p>Eley and Kirk, 2002</p>	<p>Eley and Kirk - The rationale behind this study is to describe the psycho-social characteristics of young sport leaders (males =138; females =168; mean age =16.6years) from across England who were involved in the programme. Assessments were made on their motives and attitudes to volunteer work and their perceptions of leadership skills over a nine-month period, both before and after participating in the programme.</p>	<p>Bronze</p>
<p>The impact of volunteers on the delivery of sporting events was found to be significant; highlighting the possibility that many events would be at risk of not being staged without the volunteer support they have come to depend on.</p>	<p>Grima, 2014</p>	<p>Grima - Participants targeted for this research project were current or recent organisers of New Zealand-based sporting events staged between 2009 and 2013. A 62 question, online instrument was developed that included a mix of yes/no questions, questions with a range of set answers, questions to be answered across a Likert scale, and questions requesting open-ended answers from participants. A total of 83 complete and 16 partially complete surveys were received.</p>	<p>Bronze</p>
<p>Physical Education can improve community learning and peer relationships, and the positive development of student peer relations is central to the development of community, and was both observed and reported by participants.</p>	<p>McBain, 2009</p>	<p>McBain - Qualitative case study combined teacher and student interviews with observations</p>	<p>Bronze</p>
<p>Community sport programmes can provide many important outcomes. As well as reducing crime, the Kickz project has improved community cohesion and created employment and training opportunities. Older participants are encouraged to volunteer as assistant coaches, and some go on to complete football qualifications.</p>	<p>Laureus, 2011</p>	<p>Laureus - Comparison of crime figures in the vicinity of the Kickz project both before and after the project was launched</p>	<p>Bronze</p>
<p>There are substantial correlations between measures of social capital and measures of sporting participation, both at the national level and, within Britain, at the individual level. Further analysis, controlling for several different types of individual characteristics, yields a more complex picture, with sports club membership positively affecting well-being and sociability but having little effect on political participation and personal trust.</p>	<p>Delaney and Keaney, 2005</p>	<p>Delaney and Keaney - analyses data from a large number of exiting statistical studies in order to understand what light they shed on the role sport does or could play in building social capital and civil renewal. This included analysing both the extent of sporting participation and the level of social capital in Britain, compare the level of social capital and sporting participation in Britain with the rest of the EU, and examine the links between different types of sporting participation and individual measures of social capital.</p>	<p>Bronze</p>
<p>Sports clubs believe that they provide an essential opportunity to community members for both recreational and social activities. Some (particularly those with social facilities) may provide the only "social club" in some areas. Clubs also recognise the benefits they can bring to all ages, but particularly to young people and older people, in terms of providing the opportunity to engage in physical activity</p>	<p>Reid Howie Associates, 2006</p>	<p>Reid Howie Associates - A range of methods, both quantitative and qualitative, were used to undertake this work, including a literature review, a random postal survey of 1,402 Scottish sports clubs, 121 phone interviews with relevant stakeholders, and a number of mini case studies</p>	<p>Bronze</p>
<p>Sport SOMETIMES played an important bridging role between people from different ethnic, age, class and status groups. In many respects, these linkages tie in with Putnam's notion of 'bridging capital'. Similarly, the intense sense of loyalty and community identity that often builds up around local clubs tends to reflect the formation of 'bonding capital'.</p>	<p>Tonts, 2005</p>	<p>Tonts - Two main data collection methods were used. The first was a series of face-to-face interviews with 40 residents, including representatives from sporting clubs, local voluntary groups, and local government. The second on method investigated perceptions of 'community', levels of participation in sport, and the social role of sport in rural life. In addition to these two main sources, the research drew on qualitative data obtained from numerous informal discussions with residents of the region, many of which were at local sporting events.</p>	<p>Bronze</p>
<p>Participants in Hamilton City Council's Active Parks programme reported that improved sport facilities had resulted in greater usage of local parks, an increase in community perception and engagement, and a reduction in anti-social behaviour</p>	<p>McFadyen and Longhurst, 2014</p>	<p>McFadyen and Longhurst - Study was based upon observation of use, a survey of users, and 18 focus group sessions</p>	<p>Bronze</p>

What the evidence says – Educational Outcomes	Taken from	Methodology / Weight of Evidence	Rating
Participation in interscholastic sports promotes students' development and social ties among students, parents, and schools, and these benefits explain the positive effect of participation on achievement.	Broh, 2002	Broh - Examined data from the National Educational Longitudinal Study of 1988 to test the effect of participation in extracurricular activities on high school achievement in 24,599 8th graders from 1,052 public, private, and parochial US schools. Followups were conducted 2 and 4 yrs after the base year. Also explored are potential mediating mechanisms that link such participation to academic success.	Silver
Larger interscholastic sports programs can mitigate the effects of anti-social behaviour within schools.	Langbein and Bess, 2002	Langbein and Bess - The hypotheses were tested by looking at the relation between disturbances and interscholastic sports programs in Montgomery County, Maryland high schools. Using three years of data on each high school in the county, the study regresses disturbances on sports participation, holding constant demographic variables, school size, and a dummy variable for each school.	Silver
Athletic participation can and often does have a POSITIVE impact on student motivation and engagement, and that these positive benefits accrue to both male and female athletes.	Hawkins and Mulkey, 2005	Hawkins and Mulkey - Data for these analyses are drawn from the base year of the National Education Longitudinal Study of 1988 (NELS, 99) conducted by the U.S. Department of Education's National Center for Education Statistics.	Silver
Participation in exercise programmes can result in small positive gains in cognitive functioning, such as reaction time, perception, information selection, decision making, memory and reasoning. However, effects are not obtained by all.	Sibley & Etnier, 2003	Sibley & Etnier - A review of 44 previous studies identified a SIGNIFICANT positive relationship between physical activity and cognitive functioning in children.	Silver
Physical education and sport have the potential to contribute to the development of social skills, self-esteem, pro-school attitudes and academic and cognitive development, though this is dependent on the nature of interactions and social processes.	Bailey, 2006	Bailey - Literature review found that physical education and sport have the POTENTIAL to make distinctive contributions to the development of children's fundamental movement skills and physical competences, which are necessary precursors of participation in later lifestyle and sporting physical activities.	Silver
Children participating in competitive sports groups and took part in sports-related educational programming had greater knowledge of life skills and higher self-belief about their abilities to goal-set, problem solve and think positively than non-participants.	Papacharisis et al., 2005	Papacharisis et al. - life-skills programmes that integrate sport and life-skills training are an EFFECTIVE model for life-skills training.	Silver
The study found that increased levels of sport participation had a positive relationship with aspects of emotional and behavioural well-being, particularly self-concept. Results also showed that children with increased perceptions of sport-related competencies reported significantly fewer emotional and behavioural problems than children who were (by external standards) actually competent at sport.	Donaldson and Ronan, 2006	Donaldson and Ronan - Data collected from 203 adolescents using a multitrait-multimethod assessment methodology	Silver

What the evidence says – Educational Outcomes	Taken from	Methodology / Weight of Evidence	Rating
Regular physical activity leads to improvements in cerebral blood-flow regulation, which improves cognitive abilities	Machado et al., 2015	In 55 healthy young adults, cognitive control performance (inhibition and switching) was examined in relation to habitual physical activity, aerobic fitness, and CBF regulation	Bronze
Health and physical education offers Maori and Pasifika students an opportunity to achieve overall education equity, as health and Physical Education is recognised as a subject of academic importance in NZ. This improves opportunities for Maori and Pasifika students (whose numbers tend to be over-represented within this subject) to gain equity in educational outcomes at NCEA level.	Fitzpatrick, 2011	Fitzpatrick - Secondary review of literature and academic results	Bronze
The Vencer Programme in Rio de Janeiro provided a context for meaningful social interaction, which served as a basis for the development of social capital. At the most basic level, it provided a space where young people could come together and create and maintain friendships. The informal nature of the sporting activities and the common focus and teamwork involved allowed open and democratic relationships between young people and educators.	Spaaij, 2012	Spaaij - draws on survey data (n=129) and qualitative interviews (n=53) with participants of the Vencer program in Rio de Janeiro to examine how the program impacts on participants' personal and skill development and social connectedness. Surveys (n=28) and interviews (n=36) with stakeholders provide additional perspectives on the program's impact on participants.	Bronze
A POSITIVE impact in the behaviour, attendance and engagement of participants in the HSBC/Outward Bound project and Youth Sport Trust/BSkyB 'Living For Sport' programme was noted.	Sandford et al., 2008	Sandford et al - Over a period of 3 years, more than 7000 pupils have been engaged in these programmes, and complete data sets have been collated for over 50% and 90% of Sky Living For Sport and HSBC/Outward Bound participants respectively. The findings also demonstrate, however, that impact is highly individualised and context-specific in many cases	Bronze
A five month programme involving attendance monitoring, sports participation and a moral character class program SUCCESSFULLY reduced absenteeism, increased educational expectations, attitude toward education and engagement. According to the results of the study, Marvul concluded that the number of absences dropped from 21.85 days in the control group to 7.35 days in the treatment group indicating that the intervention was effective in improving student attendance.	Marvul, 2012	Marvul - This study involved treatment and control groups with 40 randomly assigned male students. The program combined attendance monitoring, emphasis on participation in club sports, and moral character education to improve attendance and student engagement.	Bronze
Project Energize, a multicomponent through-school programme aimed to improve the overall health and reducing weight gain of Waikato primary school children by increasing their physical activity and encouraging healthy eating. Participants in Project Energize in the Waikato saw improvements in kicking, throwing and striking, reducing performance gaps observed before intervention - this improvement may have beneficial impacts in terms of long-term participation	Mitchell et al, 2013	In 2008 the Test of Gross Motor Development (TGMD) was used to measure the FMS proficiency of children from 11 schools and 41 classes; before (n = 701) and after (n = 598) the teacher support was provided. Children were identified only by class years. At baseline less than half of the children exhibited proficiency in kicking (21%), throwing (31%) and striking (40%) while most children were able to run (84.6%) and slide (78.0%). All skills were substantially improved (P < 0.001) after the intervention with the biggest changes in kicking, throwing and striking; 49.8%, 63.5% and 76.3% proficient.	Bronze

What the evidence says – Economic Outcomes	Taken from	Methodology / Weight of Evidence	Rating
Sport and recreation can provide a number of economic benefits, including: improved health outcomes (and related benefits); consumer expenditure; employment; tourism; as well as short term benefits from hosting sporting events	Coalter, 2013	Coalter - Literature Review	Gold
In 2008/09 the contribution of the sport sector to gross domestic product in New Zealand was between 2.1 and 2.8 per cent (depending on the sector's definition) and the total value to New Zealanders (including personal benefits from participation) was \$12.2 billion.	Dalziel, 2011	Dalziel - The analytical framework constructed for this study is based on 'six Ps': (1) participation in sport and recreation; (2) professionals and volunteers in the sport and recreation sector; (3) producers of sport and recreation goods and services; (4) providers of sport and recreation infrastructure; (5) promoters of sport and recreation to spectators and supporters; and (6) personal net benefits from participation in sport and recreation.	Silver
There are major personal, social and economic benefits of sport investment, and current best estimates of the return on investment from governmental spending on sport range upward from an approximately CA\$3.00 return for every CA\$1.00 invested.	Colin Higgs Consulting, 2008	CHC - A review of Canadian and international documents related to sport plans, consultations were undertaken with selected members of the New Brunswick sport community, and with citizens in all regions of the Province.	Silver
While emphasis has often been placed on increased turnover in the retail trade, overnight accommodation, receipts from tourism and effects on employment. The present study shows that this reasoning is mostly of little value and may even be incorrect. Of more significance, however, are other (measurable) effects such as the novelty effect of the stadiums, the improved image for Germany and the feel good effect for the population.	Maennig, 2007	Maennig - Review of secondary data	Silver
Community perceptions of event hosting in Munch during the 2006 FIFA World Cup were largely positive, particularly with regards to improvements in infrastructure, effects upon community relations and the increased sense of security.	Ohmann et al., 2006	Ohmann et al., - Using a multi-stage sampling technique, 180 Munich residents were randomly selected. Of these, 132 agreed to participate in face-to-face interviews.	Bronze

What the evidence says – High Performance	Taken from	Methodology / Weight of Evidence	Rating
<p>Athletes who participated in mixed sports (odds ratio (OR) 0.46, 95% confidence interval (CI) 0.23 to 0.92) and power sports (OR 0.43, 95% CI 0.21 to 0.87) had lower odds ratios for emphysema, and endurance sports athletes had a lower odds ratio for the presence of at least one pulmonary disease (OR 0.53, 95% CI 0.28 to 0.98) when compared with controls. Athletes also tended to have fewer reimbursable medications for asthma and fewer current symptoms for chronic bronchitis.</p>	Kujala et al., 1996	Kujala et al. - The lifetime occurrence of pulmonary diseases (asthma, chronic bronchitis, emphysema) and current bronchitis symptoms was compared in former elite male athletes (n = 1282) who represented Finland between 1920 and 1965 at least once in international competitions and controls (n = 777) who, at the age of 20, were classified as healthy and who responded to a questionnaire in 1985. The presence of disease and symptoms was identified from the questionnaire and, in the case of asthma, also from a nationwide reimbursable medication register. The death certificates of the subjects of our original cohort who died between 1936 and 1985 were also investigated to determine the cause of death.	Silver
<p>The majority of respondents were inspired by the event that they attended, but the strength of inspiration effect varied significantly according to their age; place of residence; ethnic origin; sport participation profile; and, whether or not they had been exposed to information about opportunities to undertake sport.</p>	Ramchandani and Coleman, 2014	Ramchandani and Coleman - The methodological approach involved secondary analysis of data collected from audiences across ten events held in England since 2010. The findings are based on an aggregate sample of 7,458 respondents. The statistical method used to analyse the data was multinomial logistic regression.	Bronze
<p>The hosting of the 2003 Rugby World Cup in Australia, helped to drive a 15% increase in junior registrations the following year, which suggests that major sport event timing can influence how a sport is able leverage its profile in order to promote member registrations for the following sport season.</p>	Frawley and Cush, 2011	Frawley and Cush - Official rugby and football registration data were examined for the years leading into each event and then the year immediately post event. In addition, interviews were undertaken with senior sport managers employed by both the rugby and football governing bodies. These managers worked for the national, state and territory rugby and football federations in Australia (further details are provided in the methodology section). The purpose of these interviews was to gain further detail on how each sport organisation was impacted from a participation perspective due to the staging of the associated events.	Bronze
<p>Both a previous aptitude for endurance athletic events and continuity of vigorous physical activity seem to be associated with protection against coronary heart disease, but an aptitude for power speed events does not give protection against coronary heart disease.</p>	Sarna et al, 2000	Sarna et al - Former top level male athletes participating at a young age (1920–1965) in different types of sport (endurance n = 166), power speed (n = 235), "other" (n = 834)) and controls healthy at the age of 20 years (n = 743). Data on the occurrence of coronary heart disease were obtained from death certificates, three nationwide registers, and questionnaire studies in 1985 and 1995, and data on later physical activity were obtained from the questionnaires.	Bronze
<p>There does appear to be some evidence, albeit very difficult to quantify, of sport's ability to bind a nation or a sporting event to change perceptions of the hosting nation. As a general rule, the examples where sport has functioned successfully in this manner are with states that have an image problem to start with: South Africa and political apartheid, Germany and its struggle to come to terms with its past.</p>	Grix and Carmichael, 2011	Grix and Carmichael - Literature Review	Bronze
<p>Trickle-down effects on participation can occur in the aftermath of major sporting events, although they appear to be highly localized in regions that hosted events and venues, and tend to occur only within certain segments of a population.</p>	Potwarka and Leatherdale, 2016	Potwarka and Leatherdale - Data was captured a time period from the two years leading up to the Games (2007-2008), the year leading up to and the year of the event (2009-2010), and two years after the event (2011-2012). Leisure-time physical activity rates of females and males, aged 12-19, were extracted from the Canadian Community Health Survey (CCHS) 2007-2008. Respondents were classified as "moderately active to active" or "inactive" based on an index of average daily physical activity over the past three months.	Bronze

# C. Quantitative Phase - Detailed Data Tables

■ Significantly higher than total sample at 95% confidence  
■ Significantly lower than total sample at 95% confidence



Perceived Activeness of Respondent by Gender

	Total	Female	Male
Very active	8%	6%	10%
Quite active	41%	39%	44%
Not very active	41%	45%	37%
Not at all active	10%	10%	10%

Perceived Activeness of Respondent by Highest Qualification

	Total	No qualification	NCEA level 1 or School Certificate	NCEA level 2 or Sixth Form Certificate	NCEA level 3 or University Entrance bursary or scholarship	Level 4, 5 or 6 – a trade or polytechnic qualification	A bachelor's degree	Postgraduate degree/ diploma/ certificate or higher	Other
Very active	8%	5%	5%	6%	9%	7%	12%	7%	16%
Quite active	41%	30%	43%	36%	44%	41%	43%	47%	44%
Not very active	41%	48%	43%	44%	38%	40%	40%	42%	30%
Not at all active	10%	16%	10%	14%	9%	11%	5%	4%	10%

Perceived Activeness of Respondent by Occupation Lifestage

	Total	Employed full-time in paid work (35 hours or more per week)	Employed part-time in paid work (less than 35 hours per week)	Full-time unpaid work (35 hours or more per week)	Part-time unpaid work (less than 35 hours per week)	Looking for work or unemployed	Secondary school student	Full-time student (not at secondary school)	Part-time student (not at secondary school)	Looking after home and family	Retired	Beneficiary	Other
Very active	8%	9%	8%	50%	18%	3%	12%	9%	20%	8%	5%	6%	12%
Quite active	41%	45%	42%	17%	38%	47%	53%	47%	40%	35%	35%	29%	44%
Not very active	41%	40%	42%	33%	42%	41%	29%	39%	20%	47%	43%	49%	29%
Not at all active	10%	6%	8%	0%	2%	10%	6%	5%	20%	9%	17%	16%	15%

Perceived Activeness of Respondent by Health Conditions

	Total	I am pregnant or breastfeeding	I use a wheelchair	I use a walking aid (e.g. walking stick crutches or frame)	I use prosthetics	I am dealing with a chronic physical illness disability or disease	I am dealing with a chronic mental illness disability or disease	None of the above
Very active	8%	9%	9%	4%	27%	4%	4%	9%
Quite active	41%	41%	18%	20%	20%	26%	30%	45%
Not very active	41%	48%	36%	46%	40%	52%	45%	38%
Not at all active	10%	2%	36%	30%	13%	18%	21%	8%

Perceived Activeness of Respondent by Group

	General Public	Workforce
Very active	8%	36%
Quite active	41%	48%
Not very active	41%	15%
Not at all active	10%	1%

■ Significantly higher than total sample at 95% confidence  
 ■ Significantly lower than total sample at 95% confidence

Average Time Spent Being Active by Group

	General Public	Workforce
Less than 30 minutes a week	12%	2%
30 – 149 minutes a week	25%	8%
150 – 419 minutes a week	36%	38%
420 minutes or more a week	27%	53%

Involvement in Volunteering in past 12 months by Group

	General Public	Workforce
Yes	16%	66%
No	84%	34%

Interest in Spectating by Group

	General Public	Workforce
Very interested	22%	47%
Quite interested	33%	37%
Not very interested	29%	12%
Not at all interested	16%	4%

Interest in Spectating by Gender

	Total	Female	Male
Very interested	22%	13%	32%
Quite interested	33%	34%	33%
Not very interested	29%	33%	24%
Not at all interested	16%	20%	11%

Interest in Spectating by Age

	Total	18-19 years	20-24 years	25-29 years	30-34 years	35-39 years	40-44 years	45-49 years	50-54 years	55-59 years	60-64 years	65-69 years	70-74 years	75 years or more
Very interested	22%	15%	24%	17%	22%	11%	21%	21%	22%	23%	22%	32%	33%	27%
Quite interested	33%	33%	33%	43%	35%	38%	24%	36%	29%	34%	32%	31%	33%	33%
Not very interested	29%	30%	25%	23%	31%	36%	34%	29%	34%	27%	25%	25%	25%	27%
Not at all interested	16%	22%	18%	17%	12%	16%	20%	14%	15%	15%	22%	12%	9%	13%

### Perspectives on Community Sport by Gender

	Total	Female	Male
	100%	53%	47%
Being active keeps people physically fit and healthy	92%	95%	88%
Being active helps to relieve stress and is good for mental health	89%	94%	84%
Sport helps children develop important physical skills that are needed later in life	88%	91%	85%
Many essential life skills are learned playing sport (such as teamwork and cooperation)	85%	88%	81%
Sport and physical activity bring people together and promote a sense of belonging	84%	86%	81%
Being active helps people improve their image in the eyes of others	68%	67%	69%
Sport and other physical activities help instil a sense of pride in our communities	77%	81%	73%
Sport and other physical activities help instil a sense of pride in our country	76%	79%	72%
Sport and other physical activities help to motivate people and to create a sense of purpose	83%	86%	79%
Sport and other physical activities help build vibrant and stimulating communities	73%	76%	69%
Sport and other physical activities provide people with opportunities to achieve and help build confidence	88%	91%	83%
Sport and other physical activities take people into the natural environment and strengthen their spiritual connection with the land	58%	62%	53%
Sport and other physical activities provide employment and an income for individuals and their families	65%	64%	67%
Sport and other physical activities generate economic benefits for communities	68%	67%	68%
Sport and other physical activities generate economic benefits for New Zealand	71%	73%	70%

### Perspectives on Community Sport by Age

		18-19 years	20-24 years	25-29 years	30-34 years	35-39 years	40-44 years	45-49 years	50-54 years	55-59 years	60-64 years	65-69 years	70-74 years	75 years or more
Total	100%	9%	8%	9%	9%	7%	8%	9%	9%	7%	6%	7%	8%	4%
Being active keeps people physically fit and healthy	92%	87%	90%	89%	89%	89%	92%	94%	93%	94%	94%	94%	96%	96%
Being active helps to relieve stress and is good for mental health	89%	83%	85%	84%	90%	90%	89%	94%	89%	91%	92%	91%	92%	96%
Sport helps children develop important physical skills that are needed later in life	88%	78%	82%	87%	88%	85%	88%	93%	88%	92%	91%	94%	93%	93%
Many essential life skills are learned playing sport (such as teamwork and cooperation)	85%	75%	82%	86%	80%	78%	86%	90%	83%	87%	88%	89%	93%	88%
Sport and physical activity bring people together and promote a sense of belonging	84%	76%	81%	86%	83%	79%	83%	89%	81%	86%	84%	89%	91%	90%
Being active helps people improve their image in the eyes of others	68%	66%	65%	69%	65%	64%	59%	73%	66%	68%	65%	66%	81%	72%
Sport and other physical activities help instil a sense of pride in our communities	77%	71%	75%	76%	81%	79%	72%	79%	74%	77%	82%	85%	84%	67%
Sport and other physical activities help instil a sense of pride in our country	76%	70%	76%	77%	76%	75%	72%	77%	74%	73%	81%	87%	82%	73%
Sport and other physical activities help to motivate people and to create a sense of purpose	83%	73%	77%	83%	86%	80%	83%	89%	82%	84%	85%	85%	89%	79%
Sport and other physical activities help build vibrant and stimulating communities	73%	64%	78%	74%	74%	71%	68%	76%	73%	74%	76%	69%	73%	79%
Sport and other physical activities provide people with opportunities to achieve and help build confidence	88%	84%	85%	84%	84%	83%	88%	94%	87%	87%	93%	88%	91%	90%
Sport and other physical activities take people into the natural environment and strengthen their spiritual connection with the land	58%	51%	54%	64%	64%	57%	56%	54%	54%	59%	61%	57%	65%	58%
Sport and other physical activities provide employment and an income for individuals and their families	65%	50%	54%	70%	64%	60%	67%	67%	64%	69%	70%	75%	69%	75%
Sport and other physical activities generate economic benefits for communities	68%	56%	62%	68%	68%	66%	70%	73%	65%	68%	72%	71%	70%	72%
Sport and other physical activities generate economic benefits for New Zealand	71%	57%	68%	69%	73%	66%	73%	80%	69%	69%	76%	79%	76%	75%

Perspectives on Community Sport by Ethnicity

	Total	New Zealand European	Other European	New Zealand Maori	Cook Island Maori	Samoan	Tongan	Niuean	Fijian	Chinese	Indian	African	Middle Eastern	Other Asian	Other
Total	100%	64%	8%	15%	1%	3%	1%	1%	1%	5%	4%	1%	1%	3%	3%
Being active keeps people physically fit and healthy	92%	93%	95%	91%	86%	90%	91%	100%	100%	83%	94%	75%	78%	87%	96%
Being active helps to relieve stress and is good for mental health	89%	91%	92%	87%	82%	90%	82%	100%	92%	87%	91%	75%	78%	87%	87%
Sport helps children develop important physical skills that are needed later in life	88%	89%	88%	90%	82%	86%	73%	80%	100%	87%	84%	62%	78%	85%	89%
Many essential life skills are learned playing sport (such as teamwork and cooperation)	85%	85%	87%	85%	77%	86%	82%	100%	100%	83%	88%	75%	89%	83%	74%
Sport and physical activity bring people together and promote a sense of belonging	84%	84%	87%	85%	82%	93%	82%	90%	92%	81%	84%	75%	78%	75%	79%
Being active helps people improve their image in the eyes of others	68%	66%	74%	62%	64%	81%	64%	60%	83%	81%	86%	62%	44%	66%	60%
Sport and other physical activities help instil a sense of pride in our communities	77%	76%	78%	81%	82%	86%	73%	100%	92%	76%	84%	75%	78%	74%	68%
Sport and other physical activities help instil a sense of pride in our country	76%	75%	77%	80%	77%	88%	82%	80%	92%	79%	80%	50%	56%	72%	66%
Sport and other physical activities help to motivate people and to create a sense of purpose	83%	82%	82%	85%	77%	93%	73%	90%	92%	83%	86%	75%	78%	85%	77%
Sport and other physical activities help build vibrant and stimulating communities	73%	71%	70%	80%	73%	88%	64%	60%	92%	83%	81%	75%	44%	81%	55%
Sport and other physical activities provide people with opportunities to achieve and help build confidence	88%	88%	89%	88%	91%	93%	91%	80%	92%	86%	84%	75%	78%	89%	81%
Sport and other physical activities take people into the natural environment and strengthen their spiritual connection with the land	58%	56%	54%	64%	55%	60%	45%	50%	58%	70%	78%	38%	33%	68%	47%
Sport and other physical activities provide employment and an income for individuals and their families	65%	65%	68%	68%	73%	67%	45%	30%	92%	71%	72%	75%	44%	62%	51%
Sport and other physical activities generate economic benefits for communities	68%	66%	63%	73%	86%	76%	55%	50%	83%	79%	72%	75%	56%	75%	55%
Sport and other physical activities generate economic benefits for New Zealand	71%	73%	72%	75%	73%	74%	55%	60%	83%	77%	66%	62%	56%	60%	53%

### Perspectives on Community Sport by Activity Level Perceptions

	Total	Very active	Quite active	Not very active	Not at all active
Total	100%	8%	41%	41%	10%
Being active keeps people physically fit and healthy	92%	87%	94%	93%	82%
Being active helps to relieve stress and is good for mental health	89%	88%	93%	90%	73%
Sport helps children develop important physical skills that are needed later in life	88%	89%	91%	88%	79%
Many essential life skills are learned playing sport (such as teamwork and cooperation)	85%	88%	89%	83%	73%
Sport and physical activity bring people together and promote a sense of belonging	84%	85%	88%	84%	66%
Being active helps people improve their image in the eyes of others	68%	78%	75%	63%	50%
Sport and other physical activities help instil a sense of pride in our communities	77%	85%	83%	75%	55%
Sport and other physical activities help instil a sense of pride in our country	76%	82%	80%	75%	59%
Sport and other physical activities help to motivate people and to create a sense of purpose	83%	82%	88%	81%	65%
Sport and other physical activities help build vibrant and stimulating communities	73%	82%	79%	69%	53%
Sport and other physical activities provide people with opportunities to achieve and help build confidence	88%	86%	92%	87%	72%
Sport and other physical activities take people into the natural environment and strengthen their spiritual connection with the land	58%	70%	66%	51%	42%
Sport and other physical activities provide employment and an income for individuals and their families	65%	77%	70%	61%	56%
Sport and other physical activities generate economic benefits for communities	68%	79%	74%	64%	47%
Sport and other physical activities generate economic benefits for New Zealand	71%	84%	76%	68%	55%

### Perspectives on Community Sport by Activity Perceptions

	Total	Inactive (<30 minutes)	Fairly active (30-149 minutes)	Active (150-419 minutes)	Very active (420 minutes or more)
Total	100%	12%	25%	36%	27%
Being active keeps people physically fit and healthy	92%	83%	90%	94%	94%
Being active helps to relieve stress and is good for mental health	89%	74%	87%	93%	94%
Sport helps children develop important physical skills that are needed later in life	88%	79%	87%	91%	90%
Many essential life skills are learned playing sport (such as teamwork and cooperation)	85%	73%	80%	87%	90%
Sport and physical activity bring people together and promote a sense of belonging	84%	68%	83%	86%	89%
Being active helps people improve their image in the eyes of others	68%	50%	66%	71%	73%
Sport and other physical activities help instil a sense of pride in our communities	77%	61%	75%	79%	84%
Sport and other physical activities help instil a sense of pride in our country	76%	62%	75%	79%	80%
Sport and other physical activities help to motivate people and to create a sense of purpose	83%	65%	81%	86%	88%
Sport and other physical activities help build vibrant and stimulating communities	73%	55%	69%	78%	78%
Sport and other physical activities provide people with opportunities to achieve and help build confidence	88%	72%	86%	92%	91%
Sport and other physical activities take people into the natural environment and strengthen their spiritual connection with the land	58%	41%	53%	62%	64%
Sport and other physical activities provide employment and an income for individuals and their families	65%	49%	66%	68%	68%
Sport and other physical activities generate economic benefits for communities	68%	48%	65%	71%	74%
Sport and other physical activities generate economic benefits for New Zealand	71%	53%	71%	74%	76%

### Being active keeps people physically fit and healthy by group

	General Public	Workforce	S&R Orgs	Other Orgs
Disagree	2%	0%	0%	0%
Neutral	6%	0%	0%	1%
Agree	92%	99%	100%	99%

### Being active helps to relieve stress and is good for mental health by group

	General Public	Workforce	S&R Orgs	Other Orgs
Disagree	2%	0%	0%	0%
Neutral	8%	1%	1%	2%
Agree	89%	99%	99%	98%

### Sport helps children develop important physical skills that are needed later in life by group

	General Public	Workforce	S&R Orgs	Other Orgs
Disagree	3%	1%	0%	0%
Neutral	8%	1%	0%	3%
Agree	88%	98%	100%	97%

### Many essential life skills are learned playing sport by group

	General Public	Workforce	S&R Orgs	Other Orgs
Disagree	5%	1%	2%	0%
Neutral	11%	0%	0%	2%
Agree	85%	99%	98%	98%

### Sport and physical activity bring people together and promote a sense of belonging by group

	General Public	Workforce	S&R Orgs	Other Orgs
Disagree	4%	1%	0%	0%
Neutral	12%	2%	1%	3%
Agree	84%	98%	99%	97%

### Being active helps people improve their image in the eyes of others by group

	General Public	Workforce	S&R Orgs	Other Orgs
Disagree	9%	3%	2%	1%
Neutral	24%	13%	7%	13%
Agree	68%	84%	92%	86%

### Sport and other physical activities help instil a sense of pride in our communities by group

	General Public	Workforce	S&R Orgs	Other Orgs
Disagree	6%	2%	0%	1%
Neutral	17%	4%	2%	8%
Agree	77%	94%	98%	92%

### Sport and other physical activities help instil a sense of pride in our country by group

	General Public	Workforce	S&R Orgs	Other Orgs
Disagree	6%	3%	4%	1%
Neutral	18%	5%	2%	7%
Agree	76%	93%	94%	92%

**Sport and other physical activities help to motivate people and to create a sense of purpose by group**

	General Public	Workforce	S&R Orgs	Other Orgs
Disagree	3%	0%	0%	1%
Neutral	14%	3%	1%	2%
Agree	83%	96%	99%	97%

**Sport and other physical activities help build vibrant and stimulating communities by group**

	General Public	Workforce	S&R Orgs	Other Orgs
Disagree	6%	2%	1%	1%
Neutral	21%	4%	1%	5%
Agree	73%	94%	98%	94%

**Sport and other physical activities provide people with opportunities to achieve and help build confidence by group**

	General Public	Workforce	S&R Orgs	Other Orgs
Disagree	3%	1%	0%	0%
Neutral	9%	1%	0%	3%
Agree	88%	99%	100%	97%

**Sport and other physical activities take people into the natural environment and strengthen their spiritual connection with the land by group**

	General Public	Workforce	S&R Orgs	Other Orgs
Disagree	12%	3%	6%	4%
Neutral	31%	11%	12%	20%
Agree	58%	85%	83%	76%

**Sport and other physical activities provide employment and an income for individuals and their families by group**

	General Public	Workforce	S&R Orgs	Other Orgs
Disagree	9%	7%	2%	4%
Neutral	26%	5%	5%	15%
Agree	65%	88%	93%	81%

**Sport and other physical activities generate economic benefits for communities by group**

	General Public	Workforce	S&R Orgs	Other Orgs
Disagree	8%	3%	1%	2%
Neutral	25%	7%	3%	12%
Agree	68%	90%	96%	85%

**Sport and other physical activities generate economic benefits for New Zealand by group**

	General Public	Workforce	S&R Orgs	Other Orgs
Disagree	6%	3%	1%	1%
Neutral	23%	6%	3%	7%
Agree	71%	91%	96%	92%

■ Significantly higher than total sample at 95% confidence  
■ Significantly lower than total sample at 95% confidence

**Personal Impact of Sport/Physical Activity by Gender**

	Total	Female	Male
Total	100%	53%	47%
Being active makes me feel physically fit and healthy	72%	76%	68%
I feel happier and better able to cope with everyday stress when I'm being active	64%	69%	58%
Sport has helped me develop physical skills that are useful day-to-day	39%	38%	40%
I have learned many essential life skills through playing sport (e.g. teamwork and cooperation)	38%	37%	40%
Sport and other physical activities help me connect with others and experience a sense of belonging	35%	34%	36%
Sport and other physical activities help me improve my physical appearance and take pride in myself	51%	55%	47%
Sport and other physical activities help instil a sense of pride in my community	20%	20%	21%
Sport and other physical activities give me motivation and a sense of purpose	42%	45%	38%
Sport and other physical activities make my community vibrant and stimulating	21%	20%	22%
Sport and other physical activities give me opportunities to achieve and help build my confidence	40%	43%	37%
Sport and other physical activities take me into the natural environment and help strengthen my spiritual connection with the land	26%	28%	23%
I or my family benefit financially from sport or other physical activities (e.g. through scholarships prizes employment)	9%	8%	11%
Sport and other physical activities generate economic benefit for my community	17%	15%	19%
None of the above	12%	11%	14%

### Personal Impact of Sport/Physical Activity by Ethnicity

	Total	18-19 years	20-24 years	25-29 years	30-34 years	35-39 years	40-44 years	45-49 years	50-54 years	55-59 years	60-64 years	65-69 years	70-74 years	75 years or more
Total	100%	9%	8%	9%	9%	7%	8%	9%	9%	7%	6%	7%	8%	4%
Being active makes me feel physically fit and healthy	72%	76%	79%	74%	72%	73%	68%	77%	73%	71%	75%	68%	68%	64%
I feel happier and better able to cope with everyday stress when I'm being active	64%	56%	64%	65%	64%	65%	66%	72%	64%	60%	70%	62%	62%	58%
Sport has helped me develop physical skills that are useful day-to-day	39%	49%	55%	33%	41%	39%	38%	34%	31%	38%	40%	40%	32%	36%
I have learned many essential life skills through playing sport (e.g. teamwork and cooperation)	38%	47%	52%	43%	32%	38%	35%	33%	29%	34%	35%	40%	45%	36%
Sport and other physical activities help me connect with others and experience a sense of belonging	35%	39%	42%	29%	38%	31%	35%	37%	30%	34%	38%	32%	36%	39%
Sport and other physical activities help me improve my physical appearance and take pride in myself	51%	62%	59%	55%	58%	49%	52%	55%	47%	50%	48%	41%	41%	42%
Sport and other physical activities help instil a sense of pride in my community	20%	22%	25%	18%	18%	20%	20%	26%	15%	22%	22%	24%	15%	24%
Sport and other physical activities give me motivation and a sense of purpose	42%	45%	50%	42%	37%	45%	42%	50%	44%	37%	41%	36%	35%	31%
Sport and other physical activities make my community vibrant and stimulating	21%	27%	27%	16%	20%	20%	19%	21%	18%	22%	20%	21%	17%	24%
Sport and other physical activities give me opportunities to achieve and help build my confidence	40%	53%	58%	47%	42%	39%	34%	38%	32%	42%	41%	32%	29%	34%
Sport and other physical activities take me into the natural environment and help strengthen my spiritual connection with the land	26%	18%	23%	28%	27%	31%	29%	21%	25%	27%	28%	32%	25%	22%
I or my family benefit financially from sport or other physical activities (e.g. through scholarships prizes employment)	9%	11%	13%	9%	6%	17%	8%	11%	7%	11%	9%	7%	6%	6%
Sport and other physical activities generate economic benefit for my community	17%	11%	21%	11%	8%	16%	14%	21%	17%	20%	20%	21%	16%	30%
None of the above	12%	10%	6%	10%	9%	8%	11%	9%	15%	17%	16%	18%	18%	19%

### Personal Impact of Sport/Physical Activity by Ethnicity

	Total	New Zealand European	Other European	New Zealand Maori	Cook Island Maori	Samoan	Tongan	Niuean	Fijian	Chinese	Indian	African	Middle Eastern	Other Asian	Other
Total	100%	64%	8%	15%	1%	3%	1%	1%	1%	5%	4%	1%	1%	3%	3%
Being active makes me feel physically fit and healthy	72%	72%	78%	75%	77%	83%	73%	70%	67%	77%	64%	75%	78%	77%	64%
I feel happier and better able to cope with everyday stress when I'm being active	64%	65%	70%	65%	64%	74%	73%	70%	50%	56%	67%	50%	22%	68%	51%
Sport has helped me develop physical skills that are useful day-to-day	39%	36%	42%	47%	41%	38%	55%	50%	67%	39%	39%	75%	44%	49%	34%
I have learned many essential life skills through playing sport (e.g. teamwork and cooperation)	38%	37%	35%	50%	45%	45%	27%	60%	58%	33%	44%	50%	33%	38%	19%
Sport and other physical activities help me connect with others and experience a sense of belonging	35%	33%	31%	43%	27%	50%	55%	60%	50%	39%	34%	50%	33%	42%	28%
Sport and other physical activities help me improve my physical appearance and take pride in myself	51%	50%	58%	53%	41%	69%	73%	50%	75%	49%	56%	38%	56%	51%	45%
Sport and other physical activities help instil a sense of pride in my community	20%	18%	20%	31%	32%	36%	18%	20%	33%	20%	22%	25%	33%	21%	17%
Sport and other physical activities give me motivation and a sense of purpose	42%	40%	42%	50%	55%	50%	45%	50%	25%	44%	42%	50%	33%	49%	23%
Sport and other physical activities make my community vibrant and stimulating	21%	18%	18%	29%	18%	31%	18%	20%	50%	17%	30%	62%	11%	32%	26%
Sport and other physical activities give me opportunities to achieve and help build my confidence	40%	38%	39%	46%	55%	52%	55%	30%	67%	34%	47%	38%	33%	55%	32%
Sport and other physical activities take me into the natural environment and help strengthen my spiritual connection with the land	26%	26%	23%	35%	18%	10%	27%	0%	17%	27%	20%	38%	22%	38%	17%
I or my family benefit financially from sport or other physical activities (e.g. through scholarships prizes employment)	9%	8%	4%	17%	18%	21%	0%	10%	17%	11%	6%	12%	11%	13%	9%
Sport and other physical activities generate economic benefit for my community	17%	15%	15%	23%	23%	24%	9%	10%	8%	17%	12%	50%	22%	23%	21%
None of the above	12%	14%	8%	8%	5%	7%	9%	10%	0%	9%	8%	12%	22%	6%	26%

### Personal Impact of Sport/Physical Activity by Average Physical Activity Per Week

	Total	Inactive (<30 minutes)	Fairly active (30-149 minutes)	Active (150-419 minutes)	Very active (420 minutes or more)
Total	100%	12%	25%	36%	27%
Being active makes me feel physically fit and healthy	72%	34%	67%	81%	83%
I feel happier and better able to cope with everyday stress when I'm being active	64%	29%	54%	73%	77%
Sport has helped me develop physical skills that are useful day-to-day	39%	19%	29%	42%	53%
I have learned many essential life skills through playing sport (e.g. teamwork and cooperation)	38%	19%	32%	41%	50%
Sport and other physical activities help me connect with others and experience a sense of belonging	35%	13%	29%	39%	46%
Sport and other physical activities help me improve my physical appearance and take pride in myself	51%	19%	41%	61%	61%
Sport and other physical activities help instil a sense of pride in my community	20%	9%	17%	22%	27%
Sport and other physical activities give me motivation and a sense of purpose	42%	16%	31%	48%	54%
Sport and other physical activities make my community vibrant and stimulating	21%	9%	16%	23%	28%
Sport and other physical activities give me opportunities to achieve and help build my confidence	40%	18%	28%	47%	53%
Sport and other physical activities take me into the natural environment and help strengthen my spiritual connection with the land	26%	6%	17%	30%	37%
I or my family benefit financially from sport or other physical activities (e.g. through scholarships prizes employment)	9%	4%	6%	10%	13%
Sport and other physical activities generate economic benefit for my community	17%	6%	13%	19%	22%
None of the above	12%	45%	15%	6%	4%

### Personal Impact of Sport/Physical Activity by Health Conditions

	Total	I am pregnant or breastfeeding	I use a wheelchair	I use a walking aid	I use prosthetics	Chronic physical illness disability or disease	Chronic mental illness disability or disease	None of the above
Total	100%	4%	1%	4%	1%	15%	8%	74%
Being active makes me feel physically fit and healthy	72%	86%	45%	52%	53%	64%	66%	74%
I feel happier and better able to cope with everyday stress when I'm being active	64%	78%	36%	50%	33%	60%	60%	65%
Sport has helped me develop physical skills that are useful day-to-day	39%	52%	36%	30%	33%	30%	26%	41%
I have learned many essential life skills through playing sport (e.g. teamwork and cooperation)	38%	50%	36%	36%	20%	29%	21%	40%
Sport and other physical activities help me connect with others and experience a sense of belonging	35%	42%	45%	27%	40%	27%	21%	37%
Sport and other physical activities help me improve my physical appearance and take pride in myself	51%	70%	36%	29%	33%	47%	45%	52%
Sport and other physical activities help instil a sense of pride in my community	20%	20%	18%	16%	27%	17%	11%	22%
Sport and other physical activities give me motivation and a sense of purpose	42%	52%	45%	30%	27%	37%	39%	42%
Sport and other physical activities make my community vibrant and stimulating	21%	9%	27%	16%	13%	18%	12%	23%
Sport and other physical activities give me opportunities to achieve and help build my confidence	40%	50%	36%	27%	33%	31%	28%	42%
Sport and other physical activities take me into the natural environment and help strengthen my spiritual connection with the land	26%	34%	18%	18%	20%	29%	24%	25%
I or my family benefit financially from sport or other physical activities (e.g. through scholarships prizes employment)	9%	6%	18%	7%	20%	7%	9%	10%
Sport and other physical activities generate economic benefit for my community	17%	5%	27%	20%	27%	16%	9%	18%
None of the above	12%	3%	36%	23%	13%	20%	19%	11%

### Personal Impact of Sport/Physical Activity by Group

	General Public	Workforce
Total	1516	346
Being active makes me feel physically fit and healthy	72%	95%
I feel happier and better able to cope with everyday stress when I'm being active	64%	92%
Sport has helped me develop physical skills that are useful day-to-day	39%	76%
I have learned many essential life skills through playing sport (e.g. teamwork and cooperation)	38%	82%
Sport and other physical activities help me connect with others and experience a sense of belonging	35%	81%
Sport and other physical activities help me improve my physical appearance and take pride in myself	51%	80%
Sport and other physical activities help instil a sense of pride in my community	20%	51%
Sport and other physical activities give me motivation and a sense of purpose	42%	80%
Sport and other physical activities make my community vibrant and stimulating	21%	61%
Sport and other physical activities give me opportunities to achieve and help build my confidence	40%	73%
Sport and other physical activities take me into the natural environment and help strengthen my spiritual connection with the land	26%	63%
I or my family benefit financially from sport or other physical activities (e.g. through scholarships prizes employment)	9%	60%
Sport and other physical activities generate economic benefit for my community	17%	49%
None of the above	12%	1%

■ Significantly higher than total sample at 95% confidence  
 ■ Significantly lower than total sample at 95% confidence

Impact on Dependents by Dependent Type

	Total	Child(ren) aged 0-4 years	Child(ren) aged 5-11 years	Child(ren) aged 12-17 years	Family members or other people who are aging or ill	Family members or other people who have disabilities	Other
Total	100%	37%	40%	36%	10%	8%	9%
Being active keeps them physically fit and healthy	84%	83%	87%	88%	80%	79%	81%
Being active makes them happier and better able to cope with everyday stress	66%	62%	65%	73%	78%	72%	65%
Gives them opportunities to achieve and help build their confidence	65%	63%	71%	75%	55%	53%	60%
Sport has helped them develop physical skills that are useful day to day	60%	56%	72%	66%	53%	60%	46%
They have learned many essential life skills through playing sport	59%	58%	68%	71%	52%	55%	46%
Helps them connect with others and experience a sense of belonging	59%	56%	66%	69%	57%	60%	46%
Gives them motivation and a sense of purpose	53%	48%	62%	63%	47%	57%	52%
Helps improve their physical appearance and take pride in themselves	47%	38%	52%	58%	50%	60%	50%
Takes them into the natural environment and help strengthen their spiritual connection with the land	30%	31%	32%	33%	33%	47%	27%
They benefit financially from sport or other physical activities	16%	12%	18%	21%	27%	21%	19%

### Impact on Dependents by Ethnicity

	Total	New Zealand European	Other European	New Zealand Maori	Cook Island Maori	Samoan	Tongan	Niuean	Fijian	Chinese	Indian	Latin American	Middle Eastern	Other Asian	Other
Total	100%	56%	7%	21%	2%	4%	1%	1%	1%	6%	6%	1%	1%	4%	2%
Being active keeps them physically fit and healthy	84%	87%	93%	86%	78%	90%	71%	33%	80%	79%	67%	100%	50%	71%	70%
Being active makes them happier and better able to cope with everyday stress	66%	68%	71%	67%	67%	67%	71%	83%	80%	50%	70%	33%	33%	52%	80%
Gives them opportunities to achieve and help build their confidence	65%	68%	66%	78%	67%	67%	71%	17%	40%	53%	55%	67%	33%	48%	70%
Sport has helped them develop physical skills that are useful day to day	60%	60%	56%	68%	56%	67%	57%	50%	60%	65%	48%	100%	17%	43%	70%
They have learned many essential life skills through playing sport	59%	60%	51%	72%	56%	52%	57%	17%	40%	56%	61%	67%	50%	33%	70%
Helps them connect with others and experience a sense of belonging	59%	62%	54%	72%	33%	57%	43%	33%	80%	56%	42%	67%	17%	38%	70%
Gives them motivation and a sense of purpose	53%	52%	56%	69%	44%	62%	57%	50%	20%	35%	55%	67%	33%	33%	70%
Helps improve their physical appearance and take pride in themselves	47%	46%	54%	56%	33%	57%	43%	50%	20%	41%	48%	67%	33%	38%	60%
Takes them into the natural environment and help strengthen their spiritual connection with the land	30%	30%	29%	43%	33%	24%	29%	0%	20%	24%	30%	33%	0%	29%	40%
They benefit financially from sport or other physical activities	16%	13%	17%	21%	11%	24%	43%	17%	40%	15%	12%	33%	0%	38%	20%

### Impact on Children by group

	General Public	Workforce
Total	465	160
Being active keeps them physically fit and healthy	85%	99%
Gives them opportunities to achieve and help build their confidence	68%	91%
Being active makes them happier and better able to cope with everyday stress	65%	79%
Sport has helped them develop physical skills that are useful day to day	63%	89%
They have learned many essential life skills through playing sport	62%	83%
Helps them connect with others and experience a sense of belonging	62%	86%
Gives them motivation and a sense of purpose	55%	76%
Helps improve their physical appearance and take pride in themselves	47%	60%
Takes them into the natural environment and help strengthen their spiritual connection with the land	31%	59%
They benefit financially from sport or other physical activities	15%	19%

### Impact on other Dependents by group

	General Public	Workforce
Total	134	30
Being active keeps them physically fit and healthy	77%	83%
Gives them opportunities to achieve and help build their confidence	49%	73%
Being active makes them happier and better able to cope with everyday stress	66%	73%
Sport has helped them develop physical skills that are useful day to day	44%	73%
They have learned many essential life skills through playing sport	45%	83%
Helps them connect with others and experience a sense of belonging	45%	60%
Gives them motivation and a sense of purpose	45%	67%
Helps improve their physical appearance and take pride in themselves	48%	67%
Takes them into the natural environment and help strengthen their spiritual connection with the land	30%	43%
They benefit financially from sport or other physical activities	17%	27%

■ Significantly higher than total sample at 95% confidence  
■ Significantly lower than total sample at 95% confidence

**Perspectives of High Performance Sport by Gender**

	Total	Female	Male
Total	100%	53%	47%
High performance sport brings communities together	70%	74%	66%
High performance sport helps instil a sense of pride in our country	83%	88%	79%
High performance sport contributes to our national identity as New Zealanders	83%	86%	79%
High performance sport gives New Zealand positive international exposure	85%	89%	81%
High performance athletes make positive role models	74%	78%	69%
High performance athletes and teams help to ignite interest in a sport or physical activity	83%	87%	80%
High performance athletes and teams have a positive impact on participation	80%	83%	75%
High performance athletes and teams inspire others to succeed in their own sports or physical activities	83%	88%	78%
High performance sport generates money and facilities for everyday New Zealanders to participate in sports	58%	58%	57%
The government invests too much money in high performance sport compared with community-level sport	50%	50%	51%
Media and sponsors focus too much on high performance sport compared with community-level sport	63%	62%	64%
High performance athletes have a responsibility to be positive role models both on and off the field	81%	86%	76%
High performance sport makes a valuable contribution to New Zealand's economy	68%	72%	64%
New Zealand is a small country so we shouldn't expect athletes to win at international sporting events	25%	22%	28%
The closer people feel to high performance athletes the more influence they have as role models	69%	74%	65%

### Perspectives of High Performance Sport by Migrants

	Total	Less than five years	More than five years
Total	100%	5%	20%
High performance sport brings communities together	70%	82%	63%
High performance sport helps instil a sense of pride in our country	83%	85%	80%
High performance sport contributes to our national identity as New Zealanders	83%	85%	79%
High performance sport gives New Zealand positive international exposure	85%	86%	84%
High performance athletes make positive role models	74%	85%	72%
High performance athletes and teams help to ignite interest in a sport or physical activity	83%	84%	82%
High performance athletes and teams have a positive impact on participation	80%	79%	75%
High performance athletes and teams inspire others to succeed in their own sports or physical activities	83%	88%	81%
High performance sport generates money and facilities for everyday New Zealanders to participate in sports	58%	68%	56%
The government invests too much money in high performance sport compared with community-level sport	50%	47%	47%
Media and sponsors focus too much on high performance sport compared with community-level sport	63%	53%	62%
High performance athletes have a responsibility to be positive role models both on and off the field	81%	79%	81%
High performance sport makes a valuable contribution to New Zealand's economy	68%	74%	64%
New Zealand is a small country so we shouldn't expect athletes to win at international sporting events	25%	25%	21%
The closer people feel to high performance athletes the more influence they have as role models	69%	82%	65%

### Perspectives of High Performance Sport by Ethnicity

	Total	New Zealand European	Other European	New Zealand Maori	Cook Island Maori	Samoan	Tongan	Niuean	Fijian	Chinese	Indian	African	Middle Eastern	Other Asian	Other
Total	100%	64%	8%	15%	1%	3%	1%	1%	1%	5%	4%	1%	1%	3%	3%
High performance sport brings communities together	70%	71%	59%	76%	86%	86%	64%	60%	83%	71%	80%	50%	44%	72%	57%
High performance sport helps instil a sense of pride in our country	83%	84%	82%	86%	86%	93%	91%	90%	100%	86%	81%	62%	56%	75%	72%
High performance sport contributes to our national identity as New Zealanders	83%	84%	82%	87%	86%	88%	82%	70%	92%	81%	80%	75%	56%	75%	70%
High performance sport gives New Zealand positive international exposure	85%	86%	84%	87%	86%	93%	91%	90%	100%	87%	81%	62%	78%	83%	72%
High performance athletes make positive role models	74%	72%	72%	81%	77%	86%	82%	50%	92%	80%	81%	50%	78%	75%	60%
High performance athletes and teams help to ignite interest in a sport or physical activity	83%	84%	82%	88%	91%	95%	82%	80%	100%	83%	83%	75%	44%	77%	72%
High performance athletes and teams have a positive impact on participation	80%	80%	77%	85%	91%	90%	73%	80%	83%	77%	80%	62%	78%	74%	62%
High performance athletes and teams inspire others to succeed in their own sports or physical activities	83%	83%	85%	88%	86%	93%	91%	80%	92%	83%	77%	75%	67%	77%	70%
High performance sport generates money and facilities for everyday New Zealanders to participate in sports	58%	56%	54%	61%	68%	62%	64%	50%	75%	61%	70%	38%	67%	68%	38%
The government invests too much money in high performance sport compared with community-level sport	50%	49%	44%	58%	45%	62%	27%	80%	75%	51%	61%	38%	33%	47%	68%
Media and sponsors focus too much on high performance sport compared with community-level sport	63%	62%	60%	70%	59%	74%	64%	90%	67%	59%	77%	75%	33%	51%	79%
High performance athletes have a responsibility to be positive role models both on and off the field	81%	81%	86%	85%	82%	86%	82%	90%	92%	76%	83%	62%	67%	72%	74%
High performance sport makes a valuable contribution to New Zealand's economy	68%	69%	63%	76%	68%	76%	64%	90%	83%	66%	69%	62%	67%	70%	49%
New Zealand is a small country so we shouldn't expect athletes to win at international sporting events	25%	23%	15%	31%	23%	29%	18%	10%	25%	37%	33%	12%	56%	25%	17%
The closer people feel to high performance athletes the more influence they have as role models	69%	68%	70%	76%	77%	83%	73%	30%	75%	71%	80%	62%	56%	64%	45%

### Perspectives of High Performance Sport by Perceived Activity Levels

	Total	Very active	Quite active	Not very active	Not at all active
Total	100%	8%	41%	41%	10%
High performance sport brings communities together	70%	83%	75%	68%	51%
High performance sport helps instil a sense of pride in our country	83%	88%	88%	81%	70%
High performance sport contributes to our national identity as New Zealanders	83%	87%	86%	81%	71%
High performance sport gives New Zealand positive international exposure	85%	87%	89%	84%	75%
High performance athletes make positive role models	74%	81%	78%	71%	63%
High performance athletes and teams help to ignite interest in a sport or physical activity	83%	84%	87%	83%	71%
High performance athletes and teams have a positive impact on participation	80%	89%	84%	77%	64%
High performance athletes and teams inspire others to succeed in their own sports or physical activities	83%	88%	85%	83%	71%
High performance sport generates money and facilities for everyday New Zealanders to participate in sports	58%	68%	62%	53%	49%
The government invests too much money in high performance sport compared with community-level sport	50%	60%	51%	49%	47%
Media and sponsors focus too much on high performance sport compared with community-level sport	63%	63%	65%	64%	51%
High performance athletes have a responsibility to be positive role models both on and off the field	81%	82%	82%	82%	73%
High performance sport makes a valuable contribution to New Zealand's economy	68%	75%	72%	66%	56%
New Zealand is a small country so we shouldn't expect athletes to win at international sporting events	25%	36%	25%	23%	21%
The closer people feel to high performance athletes the more influence they have as role models	69%	78%	73%	67%	57%

Perspectives of High Performance Sport by Interest in Spectating

	Total	Very interested	Quite interested	Not very interested	Not at all interested
Total	100%	22%	33%	29%	16%
High performance sport brings communities together	70%	84%	77%	67%	45%
High performance sport helps instil a sense of pride in our country	83%	92%	88%	81%	64%
High performance sport contributes to our national identity as New Zealanders	83%	91%	85%	82%	68%
High performance sport gives New Zealand positive international exposure	85%	92%	88%	85%	71%
High performance athletes make positive role models	74%	83%	79%	70%	56%
High performance athletes and teams help to ignite interest in a sport or physical activity	83%	92%	87%	81%	67%
High performance athletes and teams have a positive impact on participation	80%	91%	87%	77%	55%
High performance athletes and teams inspire others to succeed in their own sports or physical activities	83%	91%	87%	81%	68%
High performance sport generates money and facilities for everyday New Zealanders to participate in sports	58%	70%	62%	55%	36%
The government invests too much money in high performance sport compared with community-level sport	50%	52%	50%	53%	46%
Media and sponsors focus too much on high performance sport compared with community-level sport	63%	66%	64%	67%	49%
High performance athletes have a responsibility to be positive role models both on and off the field	81%	82%	85%	82%	71%
High performance sport makes a valuable contribution to New Zealand's economy	68%	79%	73%	65%	51%
New Zealand is a small country so we shouldn't expect athletes to win at international sporting events	25%	30%	28%	22%	16%
The closer people feel to high performance athletes the more influence they have as role models	69%	78%	74%	64%	58%

### High performance sport gives New Zealand positive international exposure by group

	General Public	Workforce	S&R Orgs	Other Orgs
Disagree	3%	2%	0%	0%
Neutral	11%	1%	2%	3%
Agree	85%	97%	98%	96%

### High performance sport contributes to our national identity as New Zealanders by group

	General Public	Workforce	S&R Orgs	Other Orgs
Disagree	4%	2%	0%	1%
Neutral	13%	3%	2%	4%
Agree	83%	95%	98%	95%

### High performance sport helps instil a sense of pride in our country by group

	General Public	Workforce	S&R Orgs	Other Orgs
Disagree	3%	1%	0%	1%
Neutral	13%	3%	2%	3%
Agree	83%	96%	98%	96%

### High performance sport brings communities together by group

	General Public	Workforce	S&R Orgs	Other Orgs
Disagree	6%	12%	7%	4%
Neutral	23%	14%	12%	14%
Agree	70%	75%	81%	81%

### High performance athletes and teams inspire others to succeed in their own sports or physical activities by group

	General Public	Workforce	S&R Orgs	Other Orgs
Disagree	3%	4%	2%	2%
Neutral	14%	5%	5%	6%
Agree	83%	91%	93%	93%

### High performance athletes and teams have a positive impact on participation by group

	General Public	Workforce	S&R Orgs	Other Orgs
Disagree	4%	8%	5%	2%
Neutral	16%	9%	5%	6%
Agree	80%	83%	90%	92%

### High performance athletes and teams help to ignite interest in a sport or physical activity by group

	General Public	Workforce	S&R Orgs	Other Orgs
Disagree	3%	4%	2%	7%
Neutral	14%	3%	2%	1%
Agree	83%	93%	96%	93%

### High performance athletes make positive role models by group

	General Public	Workforce	S&R Orgs	Other Orgs
Disagree	8%	6%	4%	4%
Neutral	18%	11%	7%	12%
Agree	74%	83%	89%	84%

**The closer people feel to high performance athletes the more influence they have as role models by group**

	General Public	Workforce	S&R Orgs	Other Orgs
Disagree	6%	6%	7%	5%
Neutral	25%	18%	12%	12%
Agree	69%	76%	82%	83%

**High performance sport generates money and facilities for everyday New Zealanders to participate in sports**

	General Public	Workforce	S&R Orgs	Other Orgs
Disagree	11%	27%	31%	17%
Neutral	32%	20%	16%	30%
Agree	58%	53%	53%	53%

**The government invests too much money in high performance sport compared with community-level sport by group**

	General Public	Workforce	S&R Orgs	Other Orgs
Disagree	16%	34%	32%	30%
Neutral	34%	20%	16%	32%
Agree	50%	46%	52%	38%

**Media and sponsors focus too much on high performance sport compared with community-level sport by group**

	General Public	Workforce	S&R Orgs	Other Orgs
Disagree	10%	23%	19%	25%
Neutral	26%	16%	9%	22%
Agree	63%	60%	72%	53%

**High performance athletes have a responsibility to be positive role models both on and off the field by group**

	General Public	Workforce	S&R Orgs	Other Orgs
Disagree	5%	4%	5%	3%
Neutral	14%	5%	5%	6%
Agree	81%	92%	92%	94%

**High performance sport makes a valuable contribution to New Zealand's economy by group**

	General Public	Workforce	S&R Orgs	Other Orgs
Disagree	7%	10%	6%	6%
Neutral	25%	17%	11%	19%
Agree	68%	73%	83%	75%

**New Zealand is a small country so we shouldn't expect athletes to win at international sporting events by group**

	General Public	Workforce	S&R Orgs	Other Orgs
Disagree	54%	77%	77%	78%
Neutral	21%	10%	7%	7%
Agree	25%	13%	17%	15%

■ Significantly higher than total sample at 95% confidence  
 ■ Significantly lower than total sample at 95% confidence

### Importance of Winning Results by Gender

Importance of Sporting Results	Total	Female	Male
Total	100%	53%	47%
As long as New Zealand's teams/athletes try their best it doesn't matter if they win or not	37%	42%	32%
It is important that New Zealand teams/athletes perform well at international sporting events even if they don't win	48%	48%	48%
It is important that New Zealand teams/athletes win at international sporting events	11%	7%	14%
Don't know	5%	3%	6%

### Importance of Winning Results by Household Income

	Total	\$30,000 or less a year	\$30,001 - \$40,000	\$40,001 - \$60,000	\$60,001 - \$80,000	\$80,001 - \$100,000	\$100,001 - \$120,000	\$120,001 - \$160,000	\$160,001 - \$200,000	Over \$200,000
Total	100%	21%	9%	14%	12%	8%	7%	6%	3%	2%
As long as New Zealand's teams/athletes try their best it doesn't matter if they win or not	37%	46%	43%	38%	34%	28%	26%	28%	25%	24%
It is important that New Zealand teams/athletes perform well at international sporting events even if they don't win	48%	40%	44%	53%	50%	55%	65%	48%	45%	48%
It is important that New Zealand teams/athletes win at international sporting events	11%	9%	10%	6%	12%	15%	6%	20%	22%	24%
Don't know	5%	5%	3%	2%	4%	2%	3%	5%	8%	3%

### Importance of Sporting Winning by Activeness of Respondent

	Total	Very active	Quite active	Not very active	Not at all active
Total	100%	8%	41%	41%	10%
As long as New Zealand's teams/athletes try their best it doesn't matter if they win or not	37%	34%	32%	41%	48%
It is important that New Zealand teams/athletes perform well at international sporting events even if they don't win	48%	38%	51%	48%	38%
It is important that New Zealand teams/athletes win at international sporting events	11%	26%	13%	6%	5%
Don't know	5%	2%	4%	4%	9%

### Importance of Winning Results by Ethnicity

	Total	New Zealand European	Other European	New Zealand Maori	Cook Island Maori	Samoan	Tongan	Niuean	Fijian	Chinese	Indian	African	Middle Eastern	Other Asian	Other
Total	100%	64%	8%	15%	1%	3%	1%	1%	1%	5%	4%	1%	1%	3%	3%
As long as New Zealand's teams/athletes try their best it doesn't matter if they win or not	37%	36%	34%	47%	41%	45%	55%	30%	25%	29%	36%	50%	56%	34%	38%
It is important that New Zealand teams/athletes perform well at international sporting events even if they don't win	48%	50%	58%	44%	41%	36%	27%	40%	25%	43%	36%	25%	11%	43%	43%
It is important that New Zealand teams/athletes win at international sporting events	11%	9%	4%	5%	18%	19%	18%	30%	33%	21%	22%	12%	33%	17%	13%
Don't know	5%	5%	4%	4%	0%	0%	0%	0%	17%	7%	6%	12%	0%	6%	6%

