APPENDIX TABLE 7-26

Public assessment of spending on the environment, by respondent characteristic: 2016

(Percent)

Characteristic	Spending on environment			
	Too little	About right	Too much	Don't know
All adults (*n* = 2,867)	63	27	8	2
Sex				
Male (*n* = 1,276)	61	26	10	2
Female (*n* = 1,591)	64	27	7	2
Formal education				
Less than high school (*n* = 328)	52	34	10	5
High school diploma (*n* = 881)	61	28	9	2
Some college (*n* = 796)	66	24	8	2
Bachelor's degree (*n* = 536)	63	27	8	2
Graduate or professional degree (*n* = 318)	73	21	6	1
Science and mathematics education[a]				
Low (*n* = 776)	59	31	8	2
Middle (*n* = 262)	70	21	8	1
High (*n* = 275)	67	25	7	1
Family income (quartile)[b]				
Bottom (*n* = 705)	64	26	8	2
Third (*n* = 586)	64	25	7	4
Second (*n* = 677)	63	27	9	2
Top (*n* = 628)	64	26	8	1
Age (years)[b]				
18–24 (*n* = 228)	86	12	2	*
25–34 (*n* = 510)	68	24	6	2
35–44 (*n* = 481)	64	27	8	1
45–54 (*n* = 489)	63	25	9	3

Characteristic	Spending on environment			
	Too little	About right	Too much	Don't know
55–64 (*n* = 533)	56	32	8	4
65 or older (*n* = 617)	52	31	13	3
Trend factual knowledge of science scale (quartile)[c]				
Bottom (*n* = 250)	54	35	7	3
Third (*n* = 387)	63	28	6	2
Second (*n* = 437)	66	24	8	2
Top (*n* = 316)	63	27	9	1

* = < 0.5% responded.

[a] For science and mathematics education, "low" equates to five or fewer high school and college science or mathematics courses, "middle" is six through eight courses, and "high" means nine or more courses. Categories do not add to total *n* because "don't know" responses and refusals to respond are not shown.

[b] Categories do not add to total *n* because "don't know" responses and refusals to respond are not shown.

[c] See notes to Appendix Table 7-2 for an explanation of the trend factual knowledge of science scale.

Note(s)

Responses to *We are faced with many problems in this country, none of which can be solved easily or inexpensively. I'm going to name some of these problems, and for each one, I'd like you to tell me if you think we're spending too little money on it, about the right amount, or too much.* Percentages may not add to 100% because of rounding.

Source(s)

NORC at the University of Chicago, General Social Survey (2016).

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