CHINESE MIGRANT FAMILIES IN NEW ZEALAND:

FAMILY FUNCTIONING AND INDIVIDUAL WELL-BEING

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Abstract

Migration is a process that affects family functioning and well-being. The purpose of my thesis was to examine the influence of migration on family functioning and individual well-being in Chinese migrant families with adolescents in New Zealand. To achieve this, three studies were conducted.

Study 1 investigated the level of family functioning and the influence of migration on it. The outcome measure used was parent-adolescent conflict. Nine families (N=21) were intensively interviewed and asked to discuss conflict issues between the parents and adolescents. The study found that, as reported in the mainstream literature, most conflict occurred over normal, everyday issues. Findings of interest were the use of migration-related explanations to account for the occurrence of conflict, reports that conflict issues were different between the countries of origin and settlement, and reports that conflict intensity was greater here than in the country of origin.

Study 2 expanded on Study 1 by including parent-adolescent relationship and parenting as additional outcome measures of family functioning. The well-being of migrant families was also investigated. Interviews conducted with seven families (N=18) showed that migration can be conceptualised as a process which occurs over three phases: before the migration, on first arrival, and in the current situation. Regarding family functioning across these three phases, participants reported that parent-adolescent relationships were generally positive, that conflict occurred over the regulation of the adolescents' activities and the decision to migrate to New Zealand, and that the parenting style changed to being less strict and authoritative in New Zealand. The findings also highlighted the importance of considering familial influences, in addition to individual and environmental

influences, when determining migrant adaptation. A conceptual model of migrant adaptation was developed.

Study 3 was a quantitative study which examined the role of individual, familial, and environmental influences on family functioning and migrant well-being. A Migration Experience Questionnaire (MEQ) was developed to investigate the role of migration-related variables on these outcome measures. The MEQ was based on the conceptual model of migration adaptation arising from Study 2. Family functioning was measured using the Self-Report Inventory (SFI), and migrant well-being was measured using the General Health Questionnaire-30 item version (GHQ-30).

Questionnaires were completed by 180 participants (93 = parents; 87 = adolescents). The results showed that factors predictive of poor family functioning were differential rates of acculturation, lack of social support, being dissatisfied with life before the migration for adolescents, and being dissatisfied with life after the migration for parents. Factors predictive of poor well-being were lack of social support, feelings of not belonging here, perceptions of being racially discriminated against, and dissatisfaction with one's English ability. Another finding of interest was that 40% of participants were identified as being 'psychologically at-risk'.

In conclusion, the findings of my thesis highlight that migration is a process which influences family functioning and individual well-being. While some families cope with these changes better than others, the consensus amongst participants was that having adequate social support was crucial to good family functioning and well-being.

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Chapter 1: General Introduction

New Zealand is a country of immigrants. Until a decade ago, the majority of New Zealand's immigrants were from 'traditional' source countries, such as the United Kingdom, Australia, countries in Northern and Western Europe, and from selected island groups in the South Pacific (Lidgard, Ho, Chen, Goodwin, & Bedford, 1998; Statistics New Zealand, 1998). Changes in New Zealand's immigration policy from 1986 onwards, in which restrictions favouring migrants from traditional source countries were removed, have seen alterations in the composition of New Zealand's migrants (E. S. Ho & Farmer, 1994). The most notable of these changes has been the growth in the number of migrants from the Asian continent (Statistics New Zealand, 1998). According to the 2001 Census, Asians now constitute 6.6% of the New Zealand population, a proportion that has doubled from a decade ago (Statistics New Zealand, 2002). Of these, 44% of the Asian population identified themselves as Chinese (Statistics New Zealand, 2002). The Chinese ethnic group is the largest Asian ethnic group in New Zealand and alone comprised 3% of New Zealand's population (Statistics New Zealand, 2002).

It is well-documented in the literature that migration can be a challenging experience. For example, it is not uncommon for migrants to be unemployed or underemployed and face racial discrimination in the country of settlement (Hurh & Kim, 1990; Sue & Chin, 1983; Uba, 1994). Migrants also face changes in their way of life, the medium of communication, and their status quo. How well migrants and their families cope with these changes might be compromised if the migration has resulted in the loss of traditional support structures in the country of settlement (e.g., Harker, 2001; Leung, 2001).

The aim of my thesis is to highlight the psychological experiences of Chinese migrant families within a New Zealand context. I set out to investigate the influence of the migration experience on how well Chinese migrant families function, and the influence of migration on the well-being of family members. It is hoped that the findings of this thesis will contribute to a better understanding of this migrant group, so that adequate support can be given to those families who are not coping with the migration process.

To understand migrant families, the traditional characteristics of Chinese families need to be known. This is so that one can compare how the characteristics of Chinese families may have changed as a result of the migration, and to elucidate the consequences of these changes for these families. It is for this reason that the traditional characteristics of Chinese families are first presented. It is acknowledged, however, that these characteristics only provide a general outline of Chinese families, and may not reflect sub-group variations and individual differences which may exist. Knowing this, the purpose of presenting these characteristics is to provide an overview of what is already known in the literature about these families. The majority of the literature presented here is from North America, while some literature from Australia, the United Kingdom and New Zealand is also presented.

Chinese Families

Traditional Characteristics

According to the literature, Chinese families traditionally operated on hierarchies that were based on the generation, age, and gender of the individual (Elliott & Gray, 2000; Hsu, 1985; E. Lee, 1996a). Families were patriarchal with the father and the eldest son having dominant roles (E. Lee, 1996b, 1997). The structure and characteristics of families were influenced by, or in line with, the

teachings of the Chinese philosopher, Confucius (E. Lee, 1996a, 1996b, 1997; Shon & Ja, 1982). The Confucian concept of *filial piety* was reinforced in Chinese families. Filial piety referred to a set of behaviours that prescribed how children should behave towards their parents and ancestors (D. Y. F. Ho, 1996). Particular emphases were placed on the following behaviours: (a) the provision of material goods to one's aged parents; (b) performance of ceremonial duties of ancestral worship; (c) taking care to avoid harm to one's body; (d) ensuring the continuity of the family line; and (e) conducting oneself to bring honour to the family name and to avoid bringing disgrace (D. Y. F. Ho, 1996; Lin & Liu, 1993). Filial piety justified absolute parental authority over children and the authority of those senior in generational rank over those junior in rank (D. Y. F. Ho, 1996).

Family members were expected to show collective uniformity in terms of their ideas and behaviours (Hsu, 1985). Interdependence rather than independence was encouraged (Hsu, 1985; Lin & Liu, 1993). Individual behaviour was regarded as inseparable from the family and as representing the collective qualities of the family, including the faults or virtues of the ancestors (Hsu, 1985; Shon & Ja, 1982). As a result, family members were socialised from a young age to cultivate the 'face' of the family (King & Bond, 1985) and to engage in behaviours that would preserve this. Independent behaviour or expressions of emotions that might disrupt familial harmony were therefore discouraged (E. Lee, 1996b). Respect, shame, and obligation were used to maintain control of individuals and to reinforce societal expectations (Hsu, 1985; E. Lee, 1996a, 1996b, 1997).

Family Roles

Confucianism placed an emphasis on harmonious interpersonal relationships and interdependence amongst family members (S. K. K. Cheng, 1991). To maintain harmony within the family, each family member had a

prescribed role to perform, and the roles and expectations of each family member were well-defined (M. K. Ho, 1992).

The father was traditionally the head of the family. He was responsible for the family's welfare and was the primary income earner (M. K. Ho, 1992; E. Lee, 1996a, 1996b, 1997; Shon & Ja, 1982). He was the one who made decisions for the family, enforced the family roles, and was the disciplinarian (M. K. Ho, 1992; E. Lee, 1996a, 1996b, 1997; Shon & Ja, 1982). He was perceived as someone who was stern, distant, and less approachable than the mother (M. K. Ho, 1992; Shon & Ja, 1982).

In contrast, the mother was regarded as a nurturer and caretaker of both her husband and her children (M. K. Ho, 1992; E. Lee, 1996a; Shon & Ja, 1982). She was responsible for providing physical care and emotional nurturance to her children and would occasionally intercede with the father on the children's behalf (M. K. Ho, 1992; E. Lee, 1997; Shon & Ja, 1982). She formed strong emotional bonds with her children, particularly with her firstborn son, who was later expected to provide her with economic and social security on her husband's death (M. K. Ho, 1992; E. Lee, 1996a). According to the 'thrice-obeying' custom, she was expected to obey her father or elder brother in youth, her husband in marriage, and her eldest son after her husband's death (E. Lee, 1996b). She was judged by her ability to produce male heirs and to serve her in-laws (E. Lee, 1996b).

Chinese children traditionally grew up in the midst of adults, which included the children's parents and extended family (M. K. Ho, 1992). It was not uncommon for grandparents and extended family to be involved in the parenting of children. The role of the children in the family was to obey and respect their parents (M. K. Ho, 1992). Most parents demanded filial piety from their children

(E. Lee, 1996a, 1996b). Children were taught to behave in ways that would not bring shame to the family (M. K. Ho, 1992). The mechanisms of obligation and shame were actively used to shape proper behaviour (E. Lee, 1996a; Shon & Ja, 1982).

Characteristics of Chinese Migrant Families

Changes from Tradition

Chinese families of today are often exposed to cultures other than their own. This exposure can lead them to alter and adjust aspects of their behaviour and belief systems in response to the changing world (Lu & Kao, 2002). When families migrate to another country, they are exposed to an even greater number of changes, potentially resulting in the altering of traditional values and the replacement of these values with those from the country of settlement.

For Chinese families, popular destinations of migration have been the United States, United Kingdom, Canada, Australia, and New Zealand (Buriel & de Ment, 1997; Skeldon, 1994). One commonality across these countries is that they are all Western countries with cultural and structural systems that differ from the families' countries of origin.

Taking this into consideration, E. Lee (1996b, 1997) listed seven ways in which contemporary Chinese families in America have changed from their counterparts outside the United States. These changes are as follows: (a) shift from the extended family to nuclear family; (b) shift from a patriarchal system to one where the mother shares the decision-making with the father; (c) the diminishing in importance of the parent-child dyad and an increasing importance of the husband-wife dyad; (d) decreasing favouritism of sons because the daughters are now able to attain comparable education and careers and are able to take care of aged parents; (e) the family life cycle having changed from arranged

marriages and no "empty nest period" to romantic love and adult children leaving home; (f) the children's academic and career achievements are now measures of successful child rearing; and (g) earning power is now shared with other adult family members rather than being the father's sole responsibility.

The changes listed above demonstrate the evolving nature of the characteristics of Chinese families in America from their traditional counterparts. E. Lee (1996b) showed that value and belief systems can change over time, and that migration has a role in influencing these changes. In applying this to a New Zealand context, it suggests that it is also plausible that Chinese New Zealand families may also be altering aspects of their value and belief systems in response to their changing environment.

Berry's (1997) Framework of Acculturation Research

Families undergoing the process of migration face a multitude of changes. These changes can range from being in an environment where the mainstream language is different from what one is used to, to the types of food that are available in the supermarket. To capture the complexity of the variables involved, John Berry's (1997) framework of acculturation research was used for the purposes of this thesis. Berry's (1997) framework was used because it provided a comprehensive list of the variables that needed to be considered when conducting research with migrant populations, and is a framework that is commonly used in the migrant literature.

Berry (1997; Berry & Sam, 1997) outlined two main categories of variables that needed to be considered. These were variables at the group or cultural level, and variables at the individual or psychological level. Berry (1997) postulated that migrant adaptation and well-being was influenced by the interplay of these two categories of variables.

Variables at the group level mainly referred to situational variables. Within this category of variables, Berry (1997) outlined three subsets of variables: society of origin; society of settlement; and group acculturation. Variables within the society of origin were factors such as the political situation, economic conditions, and the demographic factors of the country of origin. Variables within the society of settlement were factors such as the host society's attitudes towards migrants, the level of support for migrants, immigration history, and the immigration policy of the host society. Variables within group acculturation referred to the changes at the physical, biological, economic, social, and cultural level, which occurred to the acculturating group.

Thus, how well a migrant adapts to the society of settlement was determined by the type of society they came from (society of origin), the type of society they migrated to (society of settlement), and how the migrant has had to change since migrating (group acculturation). For example, Chinese migrant families who were exposed to the Western culture in their country of origin might find it easier to adapt to a Western society than those families who have had limited exposure. In addition, families who migrate to a country that has had a history of being receptive towards Chinese migrants might find it easier to adapt to that society than a country which has had vacillating immigration policies towards these migrants, such as in New Zealand.

Variables at the individual level mainly referred to personal variables. Berry (1997) outlined three subsets of variables within this category: moderating factors prior to acculturation; moderating factors during acculturation; and psychological acculturation. Moderating factors prior to acculturation were variables such as the person's age, gender, personal health, and expectations of the migration. Moderating factors during acculturation were factors such as the

acculturation strategies used, cultural maintenance, coping strategies of the individual, and prejudice and discrimination by the host society. Psychological acculturation were factors such as the person's willingness and ability to change their behaviour (behavioural shift), and whether they were able to cope with these changes (acculturative stress) or not (psychopathology). How well a migrant adapts to the host society is therefore determined by factors such as their age on migration, how well they cope with change, and whether they have adequate support networks in the country of settlement.

The implications of Berry's research framework for this thesis are twofold. First, it highlights the need to acknowledge the role of multiple variables in influencing migrant adaptation and well-being. Second, by categorising the variables that need to be considered into two main categories of variables, the framework provides a simple yet comprehensive model with which to conceptualise migrant adaptation.

On applying Berry's (1997) framework to this thesis, it was predicted that migration would result in changes for migrants and their families at the group/ situational level, as well as at the individual/ psychological level. Examples of factors which need to be considered are variables such as the type of society migrants and their families migrated from, their age on migration, how they are received by the host society, and their level of social support in New Zealand. How well migrant families cope and adapt to these changes may determine how well they function as a family unit and their sense of individual well-being.

Consequences for Families

The adjustment to a new culture is a prolonged developmental process which may affect each family member differently, depending on the individual and family life cycle the individual is at during the time of the transition

(McGoldrick, 1982). For families with adolescents, migration may exacerbate normal developmental conflicts with parents over issues such as self-concept, identity conflicts, and generational conflicts (M. K. Ho, 1992).

A study which compared the perceived family environment and adjustment of American-born Asian adolescents, with their immigrant Asian counterparts, reported that immigrant adolescents were significantly less well-adjusted than their American-born peers (Handal, Le-Stiebel, DiCarlo, & Gutzwiller, 1999). Handal et al. (1999) reported that the immigrant group scored higher on the maladjustment scores, although this improved with their length of residence in the United States.

Abbott, Wong, Williams, Au, and Young (1999, 2000) investigated the well-being of Chinese migrants in New Zealand. In their study, 271 Chinese migrants, aged 15 years and above, were asked to complete the Chinese Health Questionnaire (CHQ)– an instrument adapted from the more widely used General Health Questionnaire (GHQ; Goldberg, 1972). Their study reported that the psychiatric morbidity of their sample was 18.6%. The results supported a previous study of 127 Chinese women in New Zealand by P. Cheung and Spears (1992) who reported morbidity rates at 21.3% (at the cut-off score of 4/5). The instrument used in their study was the 28-item GHQ. According to P. Cheung and Spears (1992), the psychiatric morbidity of the Chinese women in their survey were comparable to the morbidity rates of other New Zealand women.

For migrants in New Zealand, predictors of poor well-being were factors such as: unemployment; lack of proficiency in English; experience of discrimination; age on migration; and having few close friends (Abbott et al., 1999, 2000; Pernice & Brook, 1996). The predictors identified in the New Zealand studies were similar to those reported in the North American migrant

literature (e.g., Aponte & Barnes, 1995; Canino & Spurlock, 1994; S. Chan & Leong, 1994; E. Lee, 1996b; Shon & Ja, 1982; Uba, 1994).

Employment. In New Zealand, as in other parts of the world, Asian migrants face unemployment and underemployment (e.g., E. Ho, Bedford, Goodwin, Lidgard, & Spragg, 1998; Lidgard, 1996). One reason for this is that although migrants' qualifications were recognized for the purposes of immigration, their qualifications are often not recognized by New Zealand's professional organizations after migrating (Lidgard et al., 1998). Another reason is that employers sometimes discriminate against employing Asian migrants (Boyer, 1996; Henderson, 2003).

According to the 2001 Census, the rate of unemployment of the overseas-born Chinese was 15% while for the New Zealand population as a whole the rate was half that at 7% (Statistics New Zealand, 2002). For migrant families, financial difficulties which arise because of the parents' inability to find suitable employment could strain familial relationships and affect the well-being of those traditionally responsible for providing for the family (e.g., Canino & Spurlock, 1994; de Leon Siantz, 1997; Rumbaut, 1994; Uba, 1994).

As a result of the difficulties of finding employment, families sometimes resort to living in an 'astronaut arrangement'. This is a living arrangement whereby the head of the household, typically the father, works in the country of origin while the remainder of the family resides in the country of settlement. However, this arrangement is not without its challenges for families (see Aye & Guerin, 2001).

In addition, even when migrant parents do find employment, parents may be working long hours away from the family (E. Lee, 1996a). This results in families not having enough time to spend with one another (E. Lee, 1996a).

Conversely, for families working alongside each other, such as in a small business, family members might be spending too much time together, resulting in relationships that are intense and 'too close' (E. Lee, 1996a).

Role reversals. For some families, the migration could result in the reversal of roles between family members (Buriel & de Ment, 1997; E. Lee, 1996a, 1996b; Shon & Ja, 1982). Role reversals between parents and their children may occur if the children are more proficient in the English language than their parents. The reliance and dependence of the parents on their children as cultural brokers and interpreters can cause anger and resentment and strain the parent-child relationship (Aye & Guerin, 2001; E. Lee, 1996a).

Role reversals also occur between the husband and wife (E. Lee, 1996a). For example, if the wife is able to find employment more easily than the husband, he may see this as a challenge to his traditional role and feel threatened by his wife's increasing independence and assertiveness (Lee, 1996a). This also holds true for astronaut families because when the 'astronaut' is finally reunited with the rest of the family, he might find that his wife has already established a lifestyle independent from him in the country of settlement (Aye & Guerin, 2001).

Differential rates of acculturation. Children of immigrant parents generally acculturate to the majority culture at a faster rate than their parents, as they are able to acquire the language, adopt Western values and lifestyles, and socialize into mainstream society better than the parents (R. M. Lee, Choe, Kim, & Ngo, 2000). The parents on the other hand are more likely to retain their native language, cultural values, and traditional lifestyles (L. C. Lee & Zhan, 1998; R. M. Lee et al., 2000). Conflict is likely to occur if the parents place pressure on their children to maintain the traditional values and lifestyles of their native

culture while the children seek to adopt the values and lifestyle of Western or mainstream society (R. M. Lee et al., 2000; Szapocznik & Kurtines, 1993).

Differential rates of acculturation between parents and children and between husband and wife negatively affect the decision making and functioning of a family (Buriel & de Ment, 1997; M. K. Ho, 1992; E. Lee, 1996a, 1996b). Family acculturation conflict is reported to be more likely among recent immigrants where the 'gap' between parents and children is the greatest, and in the older immigrant and later generation families where the parents had maintained their traditional values (R. M. Lee et al., 2000). In a study of Asian American, Hispanic, and European American college students, Asian Americans reported the most intergenerational family conflict (R. M. Lee & Liu, 2001). According to R. M. Lee and Liu (2001), the conflict tended to be about the cultural differences between parents and their children. In another study of family conflict in Asian American families, it was found that those families who were highly acculturated reported a lower likelihood of family conflict (R. M. Lee et al., 2000).

Cultural clash. Children of migrant parents are caught between two cultures: the values of the 'heritage' culture at home, and the values of the new culture at school and in their immediate social environment (e.g., Canino & Spurlock, 1994; Fuligni, 1998b; Ghuman, 1999; Sung, 1985; Tang & Dion, 1999; Yee, Huang, & Lew, 1998). While contact with parents is likely to reinforce the values and beliefs of their traditional culture, the academic setting is likely to act as a socialization agent of the society of settlement (Tang & Dion, 1999). For Chinese adolescents to reconcile these two seemingly polar opposites is a challenge (Tang & Dion, 1999).

According to L. C. Lee & Zhan (1998), some Asian American parents create further difficulties for their children by having ambivalent attitudes about their values. For example, the parents may have some Western ideas and beliefs while still holding onto certain traditional Chinese values (L. C. Lee & Zhan, 1998). The reason for this could be because migrant parents may be wanting their children to maintain their cultural heritage as well as to learn ways of succeeding in the new environment (Tang & Dion, 1999). However, in order to succeed in the new environment, the children may have to adopt the values of that environment. Difficulties are created when the values of the old and new environment contradict each other and clash.

Pressures to succeed. As stated by E. Lee (1996b, 1997), Chinese migrant parents now equate the academic success of their children as a measure of successful parenting. This may be because parents regard academic success as 'just rewards' for the sacrifices they have made in the migration to provide a better future for their children (e.g., Canino & Spurlock, 1994; Leung, 2001; Rumbaut, 1994; Uba 1994; Yee et al., 1998). Academic success may also be used by parents as evidence of their positive integration into the society of settlement, if they have failed to successfully integrate into society in other facets of their own lives. It may be especially important for parents who have found the migration experience challenging, and are 'living their life through their children' because they see their children's lives as more hopeful and amenable to change than their own.

For migrant youth, the increased pressure to succeed at school is an additional stressor which may negatively affect their well-being. Pressure to succeed is particularly problematic for those children with a poor language ability, and those who are not 'fitting in' at school because of this (e.g., Arroyo, 1998; K.-

F. M. Cheung, 1996; Dion & Dion, 1996). This may lead to the development of problem behaviours and be a source of conflict in families.

Adolescent development. In traditional Asian culture, an individual's sense of identity and worth is achieved through close relationships with adult family members and by being a member of an established lineage and extended family system (M. K. Ho, 1992). However, the process of migration disrupts this because families are separated through distance (M. K. Ho, 1992). This disruption coupled with rapid exposure and socialization in the society of settlement enhances the influence of the child's peer group (M. K. Ho, 1992).

For migrant youth, contact with their peers exposes them to values that differ from their own. On this contact, Asian youth might find inconsistencies between traditional family values and those from the society of settlement (M. K. Ho, 1992). Migrant children may reject their traditional culture as old fashioned and dysfunctional and disregard parental guidance (M. K. Ho, 1992). The end result of this is youth entering into situations which place them at risk (M. K. Ho, 1992; L. C. Lee & Zhan, 1998).

Conflict resolution. The traditional hierarchical structure and rigidity of family roles often makes the expression and resolution of conflict difficult (M. K. Ho, 1992). This is worsened if family members do not interact with others outside the nuclear family after migrating (M. K. Ho, 1992). One reason for this reluctance is that families are traditionally expected to seek help within the family. However, although this might work if family members are living in the country of origin where there are strong kin networks, not seeking outside help in the country of settlement may leave them with little social support. As a result of this, they are left highly vulnerable and with many unresolved conflicts (M. K. Ho, 1992).

Protective factors. What has been presented thus far have been the challenges brought by migration for Chinese migrants and their families. However, it has to be remembered that migrants migrate to seek a better life in the country of settlement, and that although they face challenges during the process of the migration, their overall experience is not necessarily negative. Contrary to the literature already presented, some researchers have argued that the experience of migration does not produce worsened familial relationships or increased psychopathology in these families (e.g., Aronowitz, 1984; Batten & Batten, 1991; Chiu, Feldman, & Rosenthal, 1992; Fuligni, 1998a).

These findings are also supported by Abbott et al. (1999, 2000) in New Zealand who found that the majority of Chinese migrants in their study did not report major adjustment problems. Additionally, even when migrants do face difficulties, such as being unable to find employment, this may not be predictive of poor well-being. For example, a New Zealand study, investigating the relationship between employment and mental health, reported no significant differences in the well-being of those migrants who were employed and those who were unemployed (Pernice, Trlin, Henderson, & North, 2000). Pernice et al. (2000) also reported no significant differences in reports of well-being of the Chinese, Indian, and South African migrant participants in their study.

Despite the conflicting evidence on the effect of migration on families, there is general agreement in the literature on the positive relationship between social support and migrant well-being (e.g., Aponte & Barnes, 1995; A. T.-A. Cheng & Chang, 1999; Harker, 2001; Leung, 2001; Shon & Ja, 1982; Short & Johnston, 1997). For migrant families, being able to access support outside the home is important as the migration may have resulted in the loss of the extended

kin and friendship networks (Shon & Ja, 1982). This need is especially heightened if family members are unable to meet each other's needs.

In summary, the literature presented in this section highlights the evolving nature of the characteristics of Chinese migrant families, and how these characteristics are affected by the migration process. To understand further the contextual influences acting on these families, the demographic characteristics of New Zealand's Asian migrant population, with special reference to Chinese migrants, is presented below. The demographic profile of these migrants are presented for two reasons. First, it cannot be assumed that the demographic profile of New Zealand's Chinese migrants are similar to the profiles of Chinese people living in their countries of origin, and Chinese migrant groups in other countries, such as the United States. This may have implications for the applicability of the overseas literature to New Zealand's Chinese migrants and will be discussed later. Second, particular demographic trends, such as the migrant unemployment rate, may indirectly influence the research findings, and so it is important to be aware of them.

Asian Migrants in New Zealand: A Demographic Summary

The Asian population has more than doubled during the past decade (Statistics New Zealand, 2002). The Chinese ethnic group is the largest Asian ethnic group in New Zealand and experienced an increase of 133% between 1991 and 2001 (Statistics New Zealand, 2002). According to the 2001 Census, 75% of the resident Chinese population were born overseas (Statistics New Zealand, 2002). Of the overseas-born Chinese, 70% had been in New Zealand for less than 10 years (Statistics New Zealand, 2002).

Eighty-eight percent of the Asian population lived in the North Island (Statistics New Zealand, 2002). Two-thirds of the Asian population lived in the

Auckland urban area, followed by Wellington (11%), Christchurch (7%), and Hamilton (4%) (Statistics New Zealand, 2002). Approximately two-thirds (69%) of the overseas Chinese population resided in Auckland.

The Asian population was 'youthful' with greater proportions of the population in the younger age groups (Statistics New Zealand, 2002). The median age of the overseas-born Chinese population was 34.2 years (Statistics New Zealand, 2002). Females outnumbered the males in the Asian population (Statistics New Zealand, 2002). For the Chinese population, there were more males than females for those between the ages 1 to 24 years, although this trend was reversed for those aged 25 years and above (E. Ho, Au, Bedford, & Cooper, 2002; Statistics New Zealand, 2002). The strong dominance of females in the Chinese ethnic group was particularly salient for those aged 25 to 39 years for which the sex ratio was 78 males per 100 females (E. Ho et al., 2002; Statistics New Zealand, 2002). E. Ho et al. (2002) attributed this to the 'astronaut' phenomenon. However, despite the dominance of females in the Asian population, two-parent families remained the most common family type (Statistics New Zealand, 2002). Nineteen percent of Asian people were living in the extended family situation (Statistics New Zealand, 2002).

In 2001, 86% of Asian adults aged 15 years and over held an educational qualification, compared with 72% of the total adult New Zealand population (Statistics New Zealand, 2002). Twenty-three percent of the Asian population had a bachelor degree or higher qualification compared to 12% for the total New Zealand population (Statistics New Zealand, 2002). The Chinese were over twice as likely than other New Zealanders to hold a university qualification (E. Ho et al., 2002).

Despite being highly qualified, however, the Asian population had a lower labour force participation rate (57%) than the total New Zealand population (67%) (Statistics New Zealand, 2002). The labour force participation of the overseas-born Chinese was even lower at 45%. The median annual income of the overseas-born Chinese was $7900 which was comparatively lower than the income of the New Zealand-born Chinese at $20,200, and the national income at $18,500 (Statistics New Zealand, 2002). The unemployment rate for the Asian population was 13% while it was 7% for the total New Zealand population (Statistics New Zealand, 2002). The rate of unemployment of the overseas-born Chinese was higher (15%) than the New Zealand-born Chinese (8%).

In summary, these demographic trends highlight three issues. First, they show that New Zealand has witnessed a substantial increase in the Chinese migrant population in the past decade, and that the majority of migrants have lived here for 10 years or less. This rapid increase in the number of migrants from Asia, in such a short space of time, has implications for how they are received by New Zealand society, and raises the issue of whether enough time has elapsed for the development of adequate support structures for these migrants. The trend also suggests that when researching Asian migrant populations in New Zealand, migrants who have lived here for 10 years or less should be targeted.

Second, the demographic trends show that although the Chinese migrant population have more tertiary educational qualifications than other New Zealanders, their labour force participation, median income, and employment levels are lower than other New Zealanders. These suggest that Chinese families may be under financial pressure and emotional stress, and has implications for the ability of these families to function well and may affect their well-being.

Third, the demographic trends highlight that the majority of Asian migrants are urban dwellers and favour living in cities such as Auckland. It suggests that when recruiting participants for this thesis, those living in cities should be targeted. Additionally, high concentrations of Asian migrants in a city such as Auckland may have implications for how they are received by the people in that society. For example, a poll of 750 people, conducted by the National Business Review in 2002, found that 54% of Auckland people in their survey reported that there were 'too many Asian immigrants', in comparison with people from other cities such as Wellington, where the figure was 31% (New Zealand Herald, 2002a). This example illustrates that migrants may not necessarily receive a warm reception on arriving in New Zealand, and that societal factors need to be considered when researching this population.

Implications of Literature

Summary of Literature

The literature presented in this Chapter shows that migration can be a challenging experience. It produces changes for families at an individual and societal level and alters the way a family might normally operate. At the individual level, the migrant's ability to cope may be determined by variables such as their age, their language ability, and how well they are able to cope with the changes brought by migration.

Within the family, some of the challenges family members face are role reversals, differential rates of acculturation, and cultural clash. These challenges may become sources of conflict between family members and affect how well they are able to function as a family unit in New Zealand.

The demographic trends also highlight the importance of societal factors in influencing migrant adaptation. The trends show that the reality of life for some of

New Zealand's Chinese migrants is to face unemployment and underemployment despite being highly qualified. In addition, instead of feeling welcomed by New Zealand society, migrants and their families may face discrimination by people in their country of settlement. This only serves to further alienate and isolate migrants who have limited social ties in New Zealand, and who are separated from their traditional support structures, such as their kin networks.

As can be seen, the lives of New Zealand's Chinese migrants are not without challenges and difficulties. However, despite this, it is important to remember that migrants migrate to seek a better life for themselves and their families, and that the outcome of migration is not necessarily negative. It is also worthwhile to note that adaptation is a two-way process– both the migrant and the host society have to accommodate each other for the process to be successful.

Methodological Implications

Taking into consideration what has been presented thus far, the general methodological limitations of the literature is now discussed. The reason for this is because the limitations identified have implications for how studies in this thesis will be designed and conducted.

There are two main methodological limitations of the literature in this Chapter. One is that researchers often do not make explicit the immigrant status of participants. Thus, it is unclear whether participants are economic migrants, refugees, first or second-generation respondents, or recent migrants. This also implies that researchers might not necessarily have placed strict control on the sample population. This has implications for the generalisability and the validity of the results because the experiences of a voluntary migrant, such as an economic migrant, is likely to differ from that of an involuntary migrant, such as a refugee.

Likewise, the experiences of a first-generation immigrant also differs from that of a third-generation migrant.

Another limitation is that the research samples tend to be restricted to either the parents or adolescents (e.g., Gorman, 1998; Juang, Lerner, McKinney, & von Eye, 1999). This is a limitation in that only one perspective is known (Montemayor, 1983). There is a need for research which provides the perspective of both parties.

The limitations identified above have three methodological implications for this thesis. First, they highlight the need for the characteristics of the sample population to be made explicit. This is so that participants can be understood within the appropriate context. Second, they identify that the immigrant status of participants needs to be controlled, so that the results can be generalized to the specific population of interest. Third, they show that the perspectives of both parents and children need to be obtained so that a balanced perspective on issues can be achieved.

Purpose of Thesis

Contribution to Knowledge

What is evident from the literature is that the breadth and scope of the research on Chinese migrants in New Zealand is limited. Most of what is known about Chinese migrant families comes from the literature in North America. The findings from North America may not be generalisable to New Zealand because for example, the United States may have more established support networks for migrants as they have had a longer history of Chinese migration than a country such as New Zealand. These societal differences mean that findings from the North American literature need to be applied with caution here.

In New Zealand, psychological research on Chinese migrants has been limited to the following research areas: mental health and adjustment of Chinese migrant adults and older persons (e.g., Abbott et al., 1999, 2000, 2003; P. Cheung & Spears, 1992; Pernice & Brook, 1996; Pernice et al., 2000); adaptation of Chinese migrant adolescents (e.g., Eyou, Adair, & Dixon, 2000; E. S. Ho, 1995); filial piety and acculturation (Liu, Ng, Weatherall, & Loong, 2000); racial conversations about Asian migrants (Aye & Guerin, 1999); and parenting in 'astronaut' and 'non-astronaut' Chinese families (Aye, Evans, Guerin, & Ho, 2000). Practice guidelines for working with Chinese migrants (see Chu, Cheung, & Tan, 2001; Curreen, 2000; Everts, 2002), a literature review on the mental health issues of Asians in New Zealand (see E. Ho et al., 2002), and a book of essays providing an historical overview and present day account of Chinese New Zealanders (see Ip, 2003) have also been produced.

What is lacking in the New Zealand literature is research that specifically focuses on migrants and their families, and in particular on the well-being and functioning of these families. Although there is some New Zealand literature on the well-being of Chinese migrants (e.g., Abbott et al., 1999, 2000; P. Cheung & Spears, 1992), the focus of the research has been on the functioning of migrants in general rather than the functioning of migrant families. Abbott et al. (1999, 2000) and P. Cheung & Spears (1992) also adopted broad definitions of what constituted an 'immigrant' for their studies. For example, 40.2% of the sample in P. Cheung & Spears' (1992) study was born in New Zealand. While participants in their study could still be considered 'immigrants', it is likely that the characteristics of a second-generation immigrant would differ from that of a first generation immigrant. It is unknown whether Abbott et al. (1999, 2000) included participants born in New Zealand in their study, as this was not made explicit.

As the above illustrates, the current knowledge base on Chinese migrants and their families in New Zealand is limited. Research in this area is needed and would contribute to the understanding of these families. It would also be useful for practitioners working with these families because current guidelines for clinical practice are not based on empirical data.

Focus of Research

The following are research questions which fundamentally underpin my thesis:

- How well do Chinese migrant families function as families in New Zealand;

- What is the well-being of migrants and their family members;

- What is the influence of the migration process on how well families function together and on the well-being of individual family members?

As reported earlier, New Zealand studies on the well-being of Chinese migrants have reported psychiatric morbidity rates of 18.6% (Abbott et al., 1999; 2000) and 21.3% (P. Cheung & Spears, 1992), and so similar prevalence rates are expected. As for how well families would function, research on parenting by Aye et al. (2000) found low levels of autonomy-granting and high levels of parental monitoring in Chinese migrant families. Whether these dynamics would affect the participants in this thesis remains to be seen.

Of the different types of Chinese migrant families that I could have researched, data in this thesis is drawn only from families with adolescents. Families with adolescents are of particular interest because they are undergoing transitions at two levels. The first level is that the adolescent is undergoing rapid developmental change (Montemayor, 1983; Steinberg & Morris, 2001). The

second level is that the family is undergoing environmental change because of the migration. For families with adolescents, migration is likely to exacerbate normal developmental conflicts because of the special challenges migrants face (M. K. Ho, 1992; R. M. Lee et al., 2000). This interplay between developmental and environmental change and its consequences for families makes research on migrant families with adolescents particularly interesting. How migrant families with adolescents are functioning within a familial context are investigated in Study 1.

However, before Study 1 is discussed, there is a need to be aware of what is already known in the mainstream literature about families with adolescents. This serves as a good starting point because as stated earlier, migrant youth are undergoing environmental as well as developmental transitions. This suggests that normal developmental processes in addition to the special challenges these young people face should be addressed (McLoyd & Steinberg, 1998). Therefore, what is presented next is an overview of the mainstream literature on families with adolescents.

Chapter 2: Study 1

Parent-Adolescent Conflict

Historically, adolescence has been defined as a period of 'storm and stress', and has been regarded as a time that is marred by high levels of conflict between parents and adolescents (Arnett, 1999; Smetana 2000). Early explanations attributed the disharmony to the onset of puberty and the ensuing biological, psychological, and social changes for the adolescent (Montemayor, 1983). Conflict and rebellion in adolescents were perceived as normal and adaptive responses to the changes brought by puberty (Smetana, 2000).

The idea that adolescence can be an inherently difficult period for families still holds today and is supported by contemporary research (Steinberg & Morris, 2001). In their summary of the mainstream literature on parent-adolescent conflict, Steinberg and Morris (2001) reached four broad conclusions. First, that there was a notable increase in conflict between parents and adolescents during the early adolescent years. Second, this increase in conflict was accompanied by a reported decline in closeness between parents and adolescents. Third, the changes in the parent-adolescent relationship had implications for the psychological development of adolescents and the mental health of parents. Fourth, this process of change resulted in the development of a new relationship that was more egalitarian.

What differentiates the contemporary literature from the traditional literature on parent-adolescent conflict is the way conflict has been conceptualised. While the traditional literature viewed parent-adolescent conflict as being harmful for both adolescents and parents, the contemporary view is that conflict is part of the normal developmental process and that it is not necessarily

detrimental to the parent-adolescent relationship (Montemayor, 1983; Smetana 2000).

A contemporary researcher in support of this view is Smetana (1983, 1995, 2000), who argues that parent-adolescent conflict facilitates adolescent development and that it is helpful in transforming and restructuring family relationships. She postulates that conflict occurs because of differing perspectives between parents and adolescents over the meaning of conflict issues (Smetana 1988, 1989, 2000). For example, parents and adolescents might disagree over an issue such as what time the adolescent should go to sleep because parents perceive this as a health-related issue whereas adolescents might regard it as a personal matter.

In terms of the types of conflict issues that parents and adolescents disagree about, Smetana (1989) states that conflict is likely to occur over 'normal, everyday, mundane issues'. This is conflict over issues such as the completion of chores, how the adolescent spends their time (regulation of activities), whether the adolescent spends enough time on their studies (homework and academic achievement), and the adolescent's choice of friends (regulation of interpersonal activities). The notion that parent-adolescent conflict occurs over normal everyday issues is also supported by other researchers in the field (e.g., Montemayor, 1983; Steinberg, 2001).

However, a limitation of the literature presented above is that it is primarily based on studies of European-American families. Whether similar findings would be found across cultures was also investigated by Smetana and her colleagues. In her study of African American and Hong Kong Chinese families, Smetana (2000; Yau & Smetana, 1996) found that conflict over everyday issues was also common in these families. However, despite the overall similarities in

conflict issues reported across the aforementioned groups, more conflict over school work and academic achievement was found in Hong Kong Chinese families than their European American and African American peers (Smetana, 2000; Yau & Smetana, 1996).

Support for these predominantly North-American findings was found in a New Zealand study that was conceptually based on Smetana's work. In her study of 112 New Zealand European families, Connelly (2001) administered a series of questionnaires to investigate the issues of conflict and the factors relating to the occurrence of conflict in these families. She reported that parent-adolescent conflict occurred over normal everyday issues, and that conflict occurred when there was disagreement between parents and adolescents over how conflict issues were justified. For example, while parents mainly perceived conflict issues as belonging to the safety and moral domain, adolescents perceived these issues as belonging to the personal domain (Connelly, 2001). Whether similar findings would be replicated in a sample of Chinese migrant families with adolescents was a point of interest for Study 1.

Assuming that parent-adolescent conflict does occur in Chinese migrant families, another point of interest was to investigate the role of migration in exacerbating these normal developmental conflicts. As stated earlier in Chapter 1, migrant adolescents are undergoing transitions at not only the developmental level, but also undergoing change at the environmental level. According to M. K. Ho (1992), migration can serve to increase developmental conflict in Chinese American families. Thus, how migration affects parent-adolescent conflict in Chinese New Zealand families was also examined in Study 1.

Purpose of Study

The purpose of Study 1 was twofold. The first purpose was to investigate how Chinese migrant families were functioning by using parent-adolescent conflict as an outcome measure of family functioning. Since there is no known literature on parent-adolescent conflict for Chinese adolescents in New Zealand, one aim of Study 1 was to establish the issues of conflict in migrant families and how families account for the occurrence of conflict.

The second purpose of the study was to investigate whether migration would play a contributory role in the occurrence of parent-adolescent conflict. I was particularly interested in investigating whether there were differences in conflict issues and in the intensity of conflict between the countries of origin and settlement.

Research Questions and Methodology

The following were Study 1's research questions:

- what are the issues of conflict in migrant Chinese families;

- do the issues of conflict in migrant families differ from those reported in the mainstream literature;

- what explanations do participants provide for the occurrence of conflict;

- do participants report differences in conflict issues between the countries of origin and settlement;

- do participants report differences in conflict intensity between the countries of origin and settlement?

The most appropriate methodology for Study 1 was to conduct qualitative interviews and to analyse the data thematically. Conducting interviews was

chosen over other research methodologies because of two reasons. First, since there was a paucity of research on parent-adolescent conflict in Chinese migrant families in New Zealand, and most of what is know about these families is from the North American literature, it was more appropriate to use a methodology that would allow an exploration of the research topic with the population of interest. Interviews were a suitable methodology as they were flexible and enabled this exploration. Second, interviews allowed participants' stories to be told from the participants' viewpoint. This was an important requirement of Study 1, as I wanted to develop in-depth knowledge of the lives of these migrant families. To analyse the interview data, thematic analyses were conducted to draw themes based on participants' responses.

Method

Participants

Potential participants were those who met the following criteria: (a) Asian migrant families of Chinese origin; (b) families who had lived in New Zealand for 10 years or less; (c) families with an adolescent aged 10 to 18 years; (d) families who were able to communicate in English (as the researcher had limited Chinese language abilities); and (e) families who agreed for family members to be interviewed individually. For families with more than one adolescent in the desired age group the eldest child was interviewed, as this was a consistent way of selecting adolescent interviewees.

There were 21 participants in total. Nine Asian migrant families, comprising of six mother-adolescent dyads and three father-mother-adolescent triads participated in the study. Of the nine families, six families were from Taiwan; two from Hong Kong, and one from Korea. Due to the difficulty in recruiting participants for the study, data from the Korean family were included in

the analyses. It was acceptable to include the Korean family as Koreans have been reported to share similar values around Confucian principles as the Chinese (Chao, 1994).

Parents were between the ages of 40 to 50 years of age ($M = 45$ years). Adolescents were between the ages of 13 to 17 years ($M = 15$ years). Participants' duration of residence in New Zealand ranged from 1.5 years to 5.5 years ($M = 3.0$ years). Participants were first located using the snow-balling method on local community networks and agencies, followed by the use of the method on participants taking part in the research. Both people in the local community and participants in the study were asked if they knew people who met the research criteria and would be interested in taking part in the research. They were then asked to act as the key informant for that potential participant.

Key informants made contact with interested potential participants, and the contact details of interested participants were passed onto me. Those participants were then contacted and the research was explained to them. For participants who met the research criteria and were still interested in taking part in the research, a suitable time and place for the interview was arranged. Information sheets about the study (see Appendix A) were mailed to participants a week prior to the interview. Participation in the study was voluntary.

Difficulties were experienced in recruiting participants for the study. Potential participants may have been reluctant to take part in the research because they felt uncomfortable talking about their private lives to a researcher. Participants might also have been reluctant to discuss about migration-related issues because immigration as a topic tends to be associated with anti-Asian sentiment in New Zealand (Aye & Guerin, 1999), and for this reason might be too sensitive a topic for some to discuss.

Materials

Materials used were a tape-recorder and the Interviewer's Question Sheet (see Appendix A). The Question Sheet comprised of three sections: (a) demographic survey; (b) exploratory discussion sheet; and (c) a section asking participants for further involvement in the research. The demographic survey consisted of questions such as the participant's age and their length of residence in New Zealand. The exploratory discussion consisted of questions regarding issues of conflict in the home. Separate discussion sheets were developed for parents and adolescents, however, although the questions differed in format, the content of the questions were the same (see Appendix A).

Two versions of the exploratory discussion sheet were used because although the literature on mainstream families informed the interview process, how migration might interact with this was less obvious (see Appendix A for both versions of the sheet). Therefore, interviews with the first three families were more flexible and open-ended and utilised the first version of the discussion sheet. However, as participants themselves emphasised the relationship between the conventional literature on families and the migration experience, I chose to incorporate more of these themes into the interview protocol so that the appropriate themes could be queried systematically. Thus, the second version of the discussion sheet was applied to the remaining six families.

The questions on parent-adolescent conflict were based on the work by Smetana (1989) because she provided a comprehensive outline of the issues of conflict in families with adolescents and had researched parent-adolescent conflict across cultures (e.g., Smetana, 2000). The standardised instructions at the beginning of each discussion sheet were also adapted from the instructions

reported in Smetana (1989). Questions on the influence of migration on parent-adolescent conflict were developed by me.

Procedure

All interviews took place in participants' homes in Hamilton, which is a city with a population with approximately 160,000 people. Consistent with Asian protocol, participating families received a gift before they were interviewed. Family members were given the opportunity to ask questions. Following this, they were asked to sign consent forms (see Appendix A). Once all consent forms had been signed, family members were individually interviewed. The duration of each interview ranged from 30 to 45 minutes. Most of the interviews were conducted in English, however, some participants chose to speak in Cantonese. The interviews were taped with permission and then transcribed. For those who spoke Cantonese, I translated their responses to English during the transcribing. All interviews and the transcriptions were done by me. The study was reviewed and approved by the University of Waikato Ethics Committee.

Results

Interpretation of Data

All data were coded using themes which emerged from the study, however, the data on conflict issues were also coded using Smetana's (1989) categories. Where extracts of the transcripts are incorporated in the text, the researcher is denoted as 'R' while the participant is denoted as 'P'. Where transcripts are reported, participants' codes are also reported. These codes appear in the following form: FX.x. The 'F' denotes that the participant is from Study 1. The 'X' denotes the family code and ranged in value from 1 to 9. The 'x' denotes the type of family member interviewed i.e., 1 = mother; 2 = adolescent; 3 = father.

For example, the code F8.2 indicates that the participant is an adolescent from family number 8 in Study 1.

The incorporated extracts were edited for clarity and brevity. To maintain the authenticity of the transcripts, participants' responses were not amended for grammatical errors. To facilitate the reading of some extracts words were added— the added words have been enclosed in square brackets. Participants' emotional expression, such as laughter, are also enclosed in square brackets.

Where descriptive statistics have been included, the analyses were based on tallies of responses. The tallies represent the number of responses made within each coding category. Each response was recorded as a response regardless of whether the responses were from the same participant. This applied across two situations: when participants gave different responses for the same question, and when participants gave similar responses to different questions. In situations in which participants expanded on a response after probing but the content of the response remained the same, the response was coded as one response.

A limitation of tallying participants' responses is that, as stated earlier, some participants gave more responses than others. This is a limitation as it could mislead the reader into believing that there might have been more responses given by a large number of participants when in fact it may have been given by a small group of participants. To address this limitation, where tallies of responses have been given, the reader is also provided with information about whether the responses come from different families. Where responses come from different members of the same family, the responses are recorded as coming from one family.

The analyses in the following sections are based on the responses of 21 participants. Of the 21 participants, 9 were mothers, 9 were adolescents, and 3

were fathers. Due to the small sample of fathers in the study, and the similarity between fathers' and mothers' responses, responses from fathers were incorporated with those from the mothers to form the parents' response category. The results were analysed in the form of comparisons between parents and adolescents' responses.

Conflict Issues

Thematic analyses of the data revealed 10 categories of conflict issues between Study 1's parents and adolescents. However, the categories of conflict issues which emerged from the analyses were similar to the categories of conflict issues identified by Smetana (1989) (see Table 1). As a result, Smetana's coding categories were used in the analyses of participants' conflict issues. Table 2 and Figure 1 summarise the findings.

The three most common categories of conflict issues reported by participants were chores, regulation of activities, and homework and academic achievement (see Table 2 and Figure 1). For the conflict category of chores, the conflict tended to be about the completion of household tasks. Household tasks included setting the table, washing the dishes, vacuuming the house, and doing the gardening. For example, one mother stated the following about completing chores around the house:

> *P: Oh yeah. I have... some friend[s] their children [are] very... very happy to do the housework. But my kids they sometimes have [an interest in doing the housework and] they sometime not [have an interest], so for me... I hope they can join to do the housework....*
> (F9.1).

Table 1

Similarities Between Smetana's and Study 1's Categories of Conflict Issues

Issues of Conflict	
Smetana's Categories	Study 1's Categories
Appearance Personality/ Behavioural style	Presentation: - Attire - Manners
Interpersonal relations	Siblings Friends
Regulation of interpersonal activities	Friends
Bedtime and curfew	Sleep
Chores	Chores
Finances	Money
Health & hygiene	Diet
Homework & academic achievement	Studies
Regulation of activities	Recreational media
Other	Other

Table 2

Conflict Issues Reported by Participants

Conflict Issues	Type of Responses		No. of Responses		No. of
	Parents	Adolescents	Total	%	Families
Chores	37	17	54	27.0%	7
Activities regulation	34	13	47	23.5%	6
Hw & academic achievement	21	13	34	17.0%	5
Interpersonal regulation	7	9	16	8.0%	3
Interpersonal relation	3	10	13	6.5%	3
Bedtime & curfew	9	3	12	6.0%	3
Health & hygiene	4	7	11	5.5%	3
Finances	3	5	8	4.0%	2
Appearance	3	0	3	1.5%	2
Personality/ behavioural style	2	0	2	1.0%	2
Other	0	0	0	0.0%	0
Total	123	77	200	100%	

Note. A total of 9 families participated in the study (parents = 12; adolescents = 9).
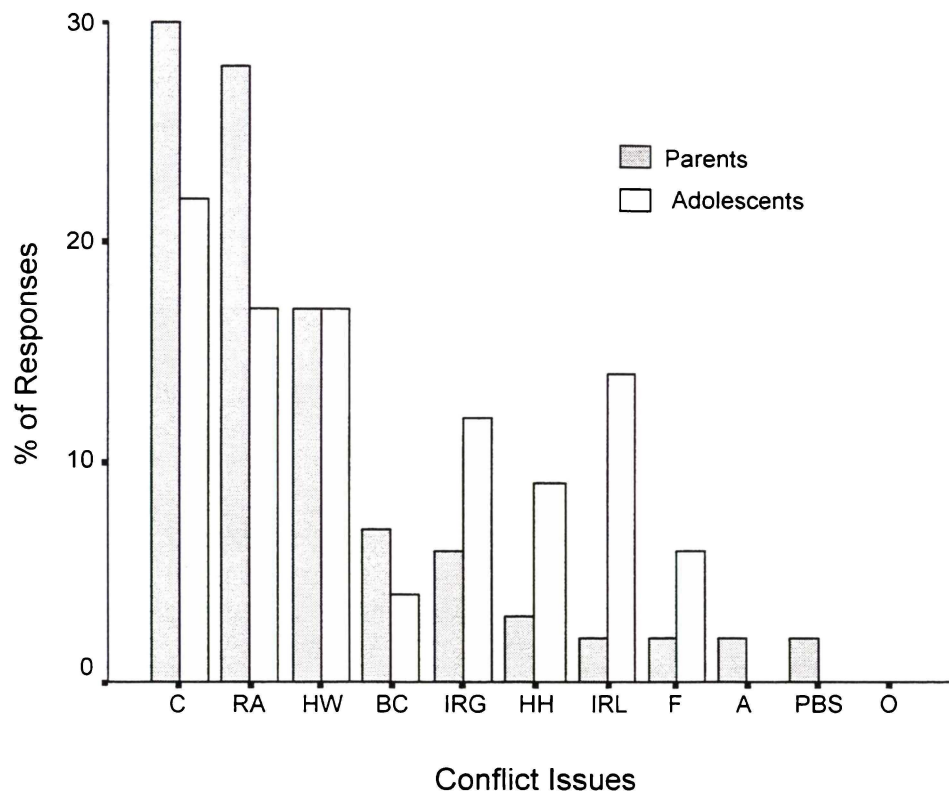
Figure 1. Conflict issues reported by participants. C = chores; RA = regulation of activities; HW = homework and academic achievement; BC = bedtime and curfew; IRG = interpersonal regulation; HH = health and hygiene; IRL = interpersonal relationship; F = finances; A = appearance; PBS = personality/ behavioural style; O = other.

One adolescent stated the following about having to do the gardening:

> P: Because I don't actually like... insects. And everytime when I saw some insects I'm afraid of them.... And sometimes I don't like... mud and... yeah [it's] dirty so... when mom want[s] me to help her, I argue with her.
> (F8.2).

For the issue of regulation of activities, the conflict tended to be about the quality and quantity of time spent on recreational activities. These activities usually consisted of either watching television and videos, playing video and computer games, or spending time on the internet. For example, one father made the following comments about the quality of recreational media his daughter was exposed to:

> P: I want her to... watch TV news. And not... some rude [programme]... or [ones with]... the love story... [they are] not good...
> R: Why is that?
> P: Maybe...[it] becomes...[a] bad habit... yeah.
> (F9.3).

The amount of time spent on another type of recreational media, such as the internet, was commented on by one adolescent:

> P: I... surf [the] internet quite often so my... mother complain that I always occupy the phone line.
> (F4.2).

For the issue of homework and academic achievement, the conflict tended to be disagreements about adolescents' study habits, and in particular the amount of time spent on homework. Conflict was not restricted to school work but also included additional homework from tuition and work assigned by the parents. One father stated the following about his son's study habits:

> P: I think most of... our quarrels... must solely [be because of] the... assignment[s] we try to give him. Maybe he forgot or he doesn't like to do

[them and] would like to keep on watch[ing] TV or [play] TV game[s instead]. Yeah. That is all. That's the major problem.
(F3.3).

One adolescent stated the following about his study habits:

R: So how is it that you decide when you listen to him [your father] and other times when you decide, 'Oh I won't listen to him I'll just watch TV.'?
P: I don't know, sometimes I just feel like doing homework... but most of the time I just don't... feel like doing [it].
(F2.2).

In addition to the common issues of conflict, there were also uncommon issues of conflict which emerged from the study. These were uncommon conflict issues because although they could be categorised within Smetana's coding system, the reasonings behind the conflict issues were unique to the particular sample here. One example of this was a mother who discouraged her children from spending too much time on their studies.

R: Why do you say that to them?
P: Because they just work too hard... you know... they are so good they work too hard. I mean I want them to do something else besides studying. There's other things to learn... like social life or some kind of other activities you know? Beside[s] reading... there is more to learn... yeah... their learning [is] not enough. This [is] also [a] very important thing to do. That's what I mean yeah.
(F4.1)

Another example was one mother who instead of regulating and restricting the types of friends her daughter had, as is not uncommon with parents of adolescents, encouraged her daughter to make new friends in New Zealand and attempted to foster this:

P: I ask them to study English, you have to... catch up otherwise... it's hard to make friends. Oh yeah. I have to help them to make friends.

[laugh] I think you [referring to researcher] have this kinds [of] feelings, [about] how to make friend here... in the beginning.... And that's why I had to... ask her [to] invite friends at my house. And... make food for them and you know... umm that kind of things. I think the reason... people are [not] going to make friends [is] because the language is not good. We don't understand what they say. We don't even understand the joke. Yeah so it's hard you know.... So that's why I ask them to study English.
(F8.1).

However, the mother's attempts at helping her daughter were not always met with a favourable reaction, as illustrated below.

P: [Mother saying to daughter:] 'Ok ask her, come to my house!' And sometime she [my daughter] said, 'Mom! Don't interrupt.'
(F8.1).

It has to be noted at this point that despite the appearance of distinct categories of conflict issues, there were not always such distinct demarcations. This was most salient for the conflict issues of homework and academic achievement and activities regulation. For example, as stated by one mother:

P: He very... quickly work [on] his homework. When we come back he will play the gameboy, watch TV, never touch the homework.
(F2.1).

For some families, there appeared to be a relationship between the amount of time spent on leisurely pursuits and the amount of time spent on homework.

In summary, this section illustrated that Chinese migrant families disagreed about everyday issues, such as completing the chores and doing the housework.

Justifications of Conflict

Thematic analyses of the data revealed 9 categories of justifications participants gave to account for the occurrence of conflict. Table 3 provides a descriptive summary of the different types of justifications used by participants. Table 4 and Figure 2 summarise the findings.

The three most common types of justification categories given by participants, for the occurrence of conflict, were: (a) personal; (b) environmental; and (c) self-developmental justifications (see Table 4). The most common types of justifications given by parents were environmental and self-developmental explanations (see Figure 2). An example of an environmental justification given by one father was as follows:

> *R: And it's important for her to do her studies...?*
> *P: Yeah.*
> *R: And the reason is...?*
> *R: Because [sigh] we immigrate here... [we] want them to... study hard, not [to] waste time.*
> (Study 1, F9.3).

An example of a self-developmental explanation given by another father was as follows:

> *R: Why do you think it's important for him to have a room that's tidy?*
> *P: Umm... it's about... discipline and... I believe that's the way you should tidy up your own stuff. Yeah. I want him to remember that's the right... attitude or way to... life. You [should] tidy up... your own stuff...*
> (F2.3).

Table 3

Descriptions and Typical Examples of Justification Categories Given by Participants

Justification Category	Description
Developmental	References to age-appropriateness, maturation levels
	P: "She is too young."
Environmental	References to situational changes, such as migration
	A: "We disagree more since coming here."
Health	References to factors contributing to physical well-being
	P: "Staying up late is bad for her eyes."
Personal	References to personal choice, opinions, and preferences
	A: "I did not want to do it so I didn't do it."
Responsibility	References to obligation towards self and others
	P: "As a family member he has a responsibility."
Safety	References to harm from others and self
	P: "It is dangerous to go out alone at night."
Self-developmental	References to self-improvement
	A: "I want to do well for my Bursary."
Social	References to interpersonal and societal factors
	A: "If my friends are allowed to go out, I should be too."
Other	Other

Note. P = Parent; A = Adolescent. Examples of responses provided are based on general overviews of participants' responses and are not actual responses from participants.

Table 4

Justification Categories Reported by Participants

Justification Categories	Type of Response		No. of Responses		No. of Families
	Parents	Adolescents	Total	%	
Personal	9	30	39	26.4%	8
Environmental	21	3	24	16.2%	6
Self-development	20	2	22	14.9%	8
Developmental	11	4	15	10.1%	8
Health	11	4	15	10.1%	8
Responsibility	11	1	12	8.1%	5
Social	5	6	11	7.4%	5
Safety	4	0	4	2.7%	2
Other	3	3	6	4.1%	5
Total	95	53	148	100%	

Note. A total of 9 families participated in the study (parents = 12; adolescents = 9).
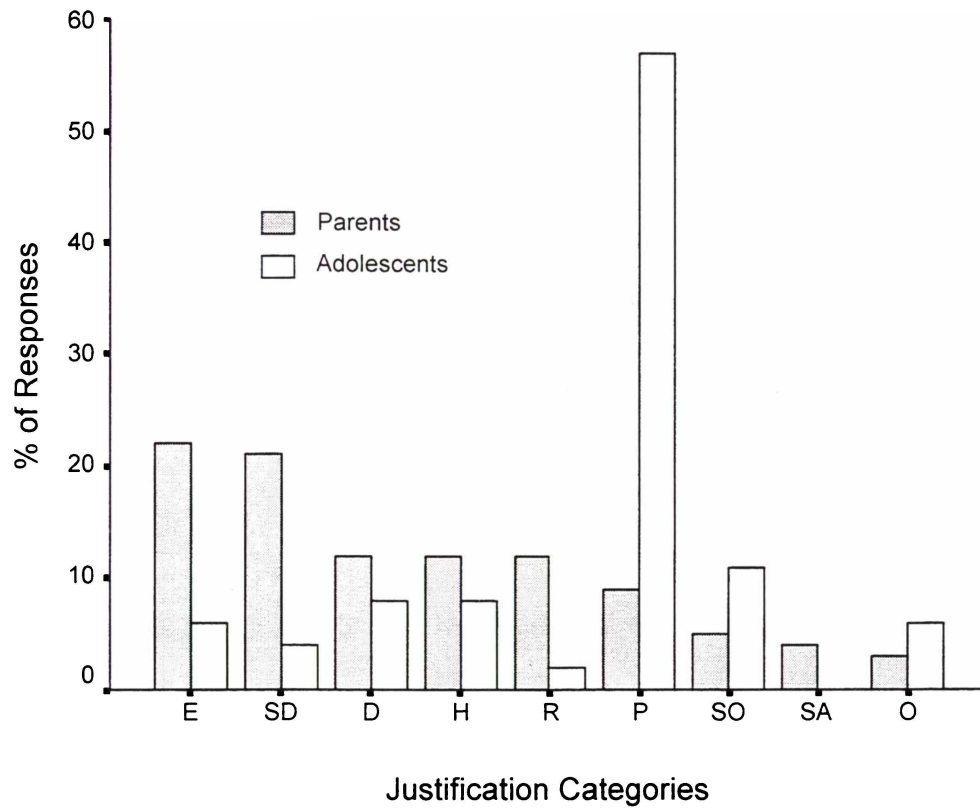
Figure 2. Justification categories used by participants. E = environmental; SD = self-development; D = developmental; H = health; R = responsibility; P = personal; SO = social; SA = safety; O = Other.

For adolescents, the most common type of justifications given were personal explanations (see Figure 2). Below is an example of a personal justification given by one adolescent:

> *P: My parents prefer me to do my homework before I play around and stuff but yeah... I like it the other way around.*
>
> *R: Why would you like it the other way around?*
>
> *P: Uhh cos... sometimes homework takes ages and... I might miss something. If I play first and I'd know the least time to do it in,[and] I'd probably do it in the least time.*
>
> *R: Oh ok. So you think that something like homework is really something that you can decide for yourself when you think it's right?*
>
> *P: Yeah. Oh yeah.*
>
> (F2.2).

How participants justified for conflict also varied according to the conflict issue (see Table 5). The following is an example of one mother giving a responsibility justification to the conflict issue of chores:

> *R: So why do you think it's so important they do things like... the dishes?*
>
> *P: Because... they belong to this family. And family [members] should... share good and bad things. And I think... because they live here so they should do this.*
>
> (F6.1).

Another mother gave a health justification for the conflict issue of bedtime and curfew:

> *P: I say [to them], 'Yeah that's why I always remind you... don't... go to bed too late because you will make your bodies [and]... health not good.' Yeah so she just start... and to do this. But I always I remind my kids I say, 'Go to bed before 11 o'clock. And [it would be] better [still at] half-past 10.' Because in Chinese medicine the doctor say, 'If you... do the good way, I mean... go to bed early and... get up early... you can have a long life. You will have [a] more healthy life.' Yeah.*
>
> (F9.1).

Table 5

Conflict Issues and the Justifications Used

Conflict Issues	Justification Categories
Appearance	Health / Personal
Activities regulation	Self-developmental / Safety / Personal
Bedtime and curfew	Health / Personal
Chores	Responsibility / Personal
Finances	Self-developmental / Personal
Health and hygiene	Health / Personal
Homework & academic achievement	Environmental / Personal
Interpersonal relation	Social / Personal
Interpersonal regulation	Safety / Personal
Psychological/ Behavioural styles	Self-development / Personal
Other	Other

Note. A total of 9 families participated in the study (parents = 12; adolescents = 9).

In summary, parents and adolescents differed in how they justified for the occurrence of conflict. Participants' use of environmental/ migration-related explanations was particularly interesting as this reaffirmed the role of migration in influencing how migrant families functioned.

Influence of Migration

To assess the influence of migration on parent-adolescent conflict, participants were asked whether there were differences in what they argued about and in the intensity of the conflict between the countries of origin and settlement. As stated earlier in the *Method* section, the first three families in the study were not explicitly asked these questions as the initial interviews were open-ended and were directed by participants than the researcher. Thus, it is possible that the responses of these families may be under-represented in this section.

Participants' responses were either categorised into environmental or developmental response categories. The reason for making these distinctions was because, as stated earlier in this Chapter, adolescents in this study are undergoing two transitions– one at the developmental level, and the other at the environmental level. Therefore, it was of interest to investigate whether participants would attribute changes in the parent-adolescent conflict to developmental or environmental reasons. Examples of developmental reasonings were those explanations which referred to the developmental phase of the individual. Below is an example of a developmental explanation given by one father:

> R: And you also have similar sort of disagreements about shopping... and about the homework as well do you?
>
> P: Yeah. But in Taiwan he [she was] just... 12 years so... [she was] in the... primary school so [she did] not too much homework. .
>
> R: Whereas now she's a... bit older... so...
>
> P: Yeah.

(F9.3).

Environmental reasonings were those explanations which referred to situational changes, such as migration. Below is an example of an environmental reasoning given by one mother:

> P: Well before in Hong Kong both my husband and I worked. We don't have that much time to [spend because we are] working. Sometimes maybe he's going out for [a] few hours... if we [are] working we [do] not really mind that, because we [have] got our own things to do. But here you could say that we I couldn't say that we [have] got nothing to do... but then... [we are] not as busy as in Hong Kong. So we have more time to look after him. And then more time to stay with him. Maybe that's the main reasons why those conflict and things will come out. If we [are] working then somehow you know what he's doing but then you don't mind that much. But if you stay with him and then you watch and see what's going on... and then you say, 'Oh that things not that good,' and then you try to tell him but he won't agree.
> (F3.1).

Differences in conflict issues. To the question of whether there were differences in the issues of conflict between the countries of origin and settlement, participants reported that the conflict issues were either the same or were different. Figure 3 and Tables 6 summarise the findings.

The majority of parents and adolescents perceived that conflict issues were different between New Zealand and their countries of origin (see Figure 3). Issues of conflict which were commonly reported to be different were conflict regarding homework and academic achievement and chores (see Table 6).
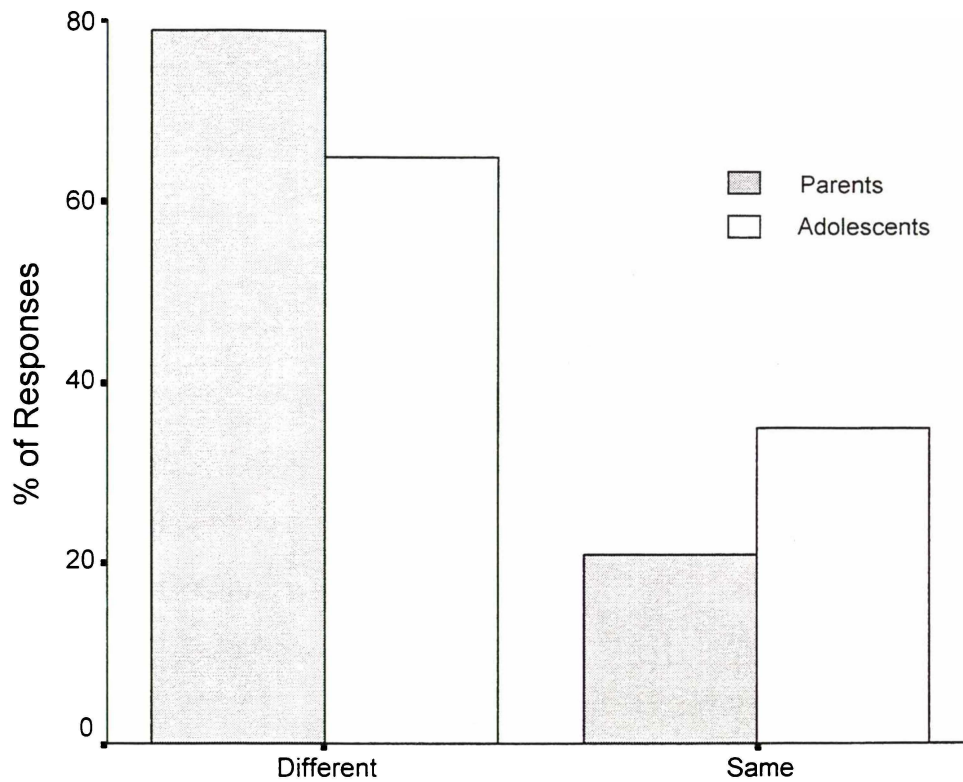
Figure 3. Perceptions of whether conflict issues were the same or different between the country of origin and settlement.

Table 6

Similarities and Differences in Conflict Issues Between the Country of Origin and

Settlement

| | Differences in Conflict Issues | | | |
| | Different | | Same | |
Conflict Issues	Parents	Adolescents	Parents	Adolescents
Hw & academic achievement	7	0	0	0
Chores	4	2	0	0
Activities regulation	0	5	2	2
Interpersonal relation	0	4	0	1
Interpersonal regulation	0	2	0	0
Health & hygiene	0	1	0	0
Finances	0	0	0	1
Appearance	0	0	0	0
Bedtime & curfew	0	0	0	0
Personality/ behavioural style	0	0	0	0
Other	2	0	0	0
Total	27		6	
% of Total	81.2%		18.2%	
No. of Families	6		5	

Note. A total of 9 families participated in the study (parents = 12; adolescents =

9).

For the conflict issue of homework and academic achievement, some participants reported that this was a more common conflict issue in New Zealand, while others reported that it was less common here than in their country of origin. Below is one father's explanation of why conflict with homework and academic achievement was less common here than in his country of origin.

> *R: The types of things that you disagree about, are they the same or different?*
>
> *P: Oh in… Taiwan they [were] very diligent… [there is] much tension. Here [they are] now free no tension.*
>
> *R: Tension in terms of… ?*
>
> *P: Study tension… work tension. The tension is very high [laugh]. In here now it's very easy. Yeah so… if in Taiwan, I maybe… control her study…. It's very strict. Here I just let her to… develop herself. Not more tension compression to her.*
>
> (F9.3)

For the conflict issue of chores, this was reported to be more common here than in the country of origin. A common explanation given for this was that as participants were now living in larger houses, and no longer had domestic helpers working for them, they required more assistance from their children to help with the household chores. Below is an example given by one father to illustrate this:

> *P: In Hong Kong, he's… in [the] middle-class level. Me and my wife need to work for [the] whole day so we employed a… Filipino [maid]. So the Filipino [maid] can do all the housework. That's the first reason. And second [is] you know that in Hong Kong our house is… quite small compared to here. So [there is] not too much housework to do everyday you know? [And] because I came here three years [ago]… my son in Hong Kong is only 11 or 12 years old. So… we don't need to push him or try to give him housework to do in Hong Kong. [But it is a] different story here… you [can] talk to him [and tell him] that, 'the house is quite big and we have the housework, we the garden work. We [only] have three*

[family] member[s] here. You should... share our duty... and you should take... responsibility to our housework.' [We] try ... ask[ing] him or push him to try to.. share our household chores in here but not in Hong Kong. (F3.3).

Participants gave both developmental and environmental reasonings to account for whether conflict issues were the same or different between the countries of origin and settlement. More environmental than developmental reasonings were recorded (see Table 7). An example of this was given by one father:

R: So did you disagree about these things before you came to New Zealand?

P: In Taiwan it's... a little bit different because... my son live with his grandparents, not with our family. Yeah because I have I go to the company, I [was] very busy. And so that time once a week... we pick up my son [and] go back home. So [we] only [spent] one day [together], [on] Saturday... afternoon [we] pick [him] up and then [on] Sunday night [we] send [him] back. So just once a week we can see him. But... I mean my husband... he is a doctor so he open a clinic. [It was] very hard work from the early morning... 7 o'clock. When he go home it's late, half-past 10... so my kids, daughter, always go to sleep. [S]he just have the time to see the father in the morning time, [at] breakfast. And so I mean in [this] life condition [we]... don't have any rule because my husband not at home and I'm so busy.

(F9.1).

In summary, participants reported that the issues of conflict were different between the countries of origin and settlement. Conflict issues which were different were about homework and academic achievement and chores. More environmental than developmental reasonings were reported by participants.

Table 7

Reasonings for Whether Conflict Issues were the Same or Different Between the Country of Origin and Settlement

	Differences in Conflict Issue						
	Different			Same			
	D	E	O	D	E	O	Total
Parent	3	10	2	0	1	3	19
Adolescent	3	10	0	0	0	7	20
Sub-Total	6	20	2	0	1	10	39
Total	28			11			39
% of Total	71.8%			28.2%			100%
No. of Families	7			6			

Note. D = Developmental reasonings; E = Environmental reasonings; O = Other.

A total of 9 families participated in the study (parents = 12; adolescents = 9).

Intensity of disagreements. For the question of whether conflict intensity was different between the countries of origin and settlement, only five out of the nine families were explicitly asked this question. One reason for this is because interviews with the first three families (Families 1 to 3) were directed by participants rather than the researcher. The second reason is because I forgot to ask parents in Families 6 and 7 ($n=2$) the question on conflict intensity. Figure 4 and Table 8 summarise the findings.

Of the participants who provided a response to the question on conflict intensity, the majority indicated that the intensity of conflict was greater in New Zealand than in the country of origin (see Figure 4). A high proportion of adolescents' responses stated that the intensity was greater here, whereas parents' responses were more evenly distributed across all three levels of conflict intensity (see Figure 4).

Analyses of participants' responses at the familial level showed that the responses of parents and adolescents were more consistent in some families than others (see Table 8). Of the five families out of the nine, in which responses were provided by both the parents and the adolescents, two families gave consistent responses while three families gave contradictory responses (see Table 8).

Of the families that gave consistent responses, Family 3 reported that migration resulted in greater parent-adolescent conflict while Family 8 reported that there was fewer family conflict here than in the country of origin. The father in Family 3 gave the following explanation to account for the increased conflict regarding the completion of household chores:
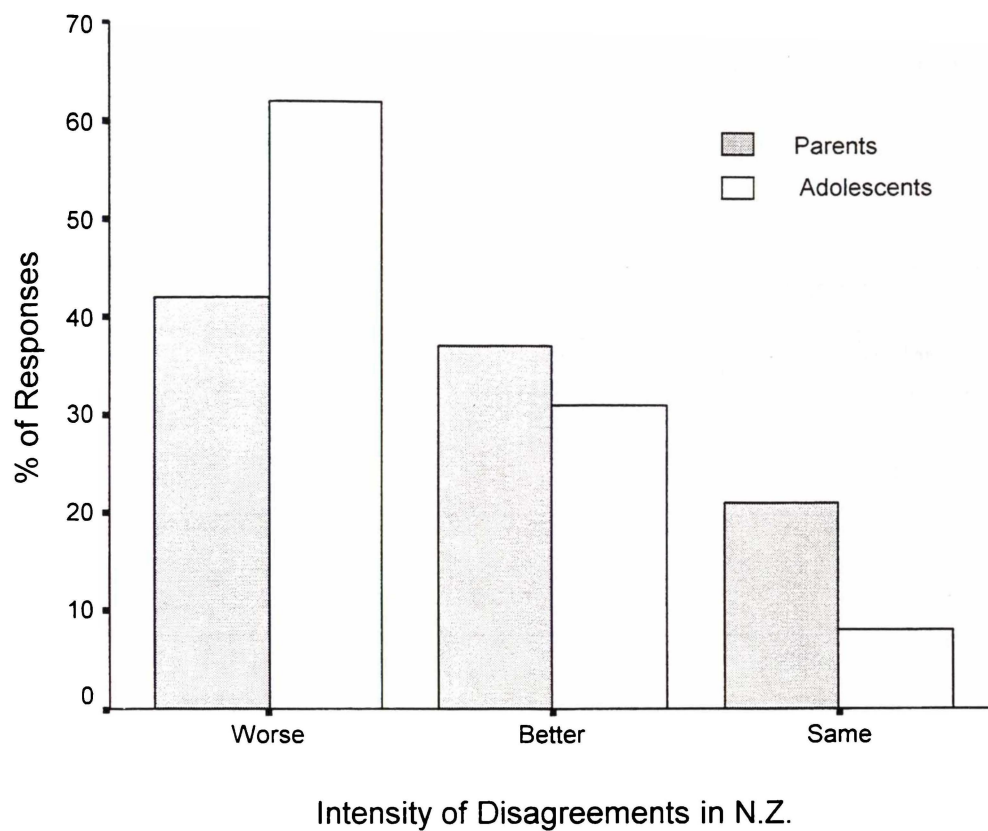
Figure 4. Intensity of conflict between the country of origin and settlement.

Table 8

Individual Families' Responses to the Intensity of Disagreements Between the Country of Origin and Settlement

		Conflict Intensity in New Zealand		
		Same	Better	Worse
Family 3	P	0	0	7
	A	0	0	1
Family 4	P	0	4	0
	A	0	1	1
Family 5	P	3	0	0
	A	1	2	0
Family 6	P	0	0	0
	A	0	0	1
Family 7	P	0	0	0
	A	0	0	4
Family 8	P	0	2	0
	A	0	1	0
Family 9	P	1	1	1
	A	0	0	1
Total		5	11	16

Note. P = Parents' responses; A = Adolescents' responses.

P: Uhh... it's hard to say. Maybe on the surface you can say it's more [conflict in NZ] because in Hong Kong I need to work for the whole day. In Hong Kong you know we don't need to care about the housework because... you know the Filipino [maid] can maintain all housework because we employ the Filipino for more than 10 years. Yeah that's why we don't need to care about the housework. So in Hong Kong my son should only concentrate... to study. And we just concentrate to work outside. So... maybe you can say that's less trouble or less disagreement between us you know.

(F3.3).

The mother in Family 8 gave the following explanation to account for the reduced conflict with her daughter regarding conflict about homework and academic achievement:

R: So in terms of the intensity of the disagreements, would you say it's about the same... or is it better...

P: Some is better I think.

E: Like what sorts of things?

P: I think here... the pressure of others... you know the school is very... very low [pressure].

(F8.1).

Of the families that produced contradictory responses between parents and adolescents, it could be theorised that this may have implications for the family functioning in these families. This is discussed further in the *Discussion* section. However, despite participants reporting worsened conflict intensity in New Zealand, it has to be noted that participants in general did not report that they were emotionally distressed. The exception to this was Family 7.

Family 7 reported high levels of conflict between the parent and the adolescent. Conflict issues in this family ranged from the amount of time the adolescent spent watching television and the programmes he watched, the type of

friends he had and the amount of time he spent with them, and the amount of time he spent on his studies. An example of a recent conflict in this family was for the mother to 'cut' the television cord to prevent her 15-year old son from watching television. Below is what the adolescent reported:

> *P: Last month my mum cut [the]... TV plug.*
>
> *R: She cut the TV plug? Why was that?*
>
> *P: Umm... I was like too much spending on... watching TV after school.*
> (S7.1).

For the mother, the reason for this conflict was because she was concerned about the content of New Zealand television. Below are her comments:

> *P: In New Zealand... TV programme [showing at the] late time... [are] not good programme for children. He watch TV [and] enjoy [it]... so after half past 8... I always say, 'You can't watch TV after half-past 8.' Very... very different in my country and in New Zealand. If we watch [something on] TV [that is] not [a] good thing, for example cruel kill[ings]... we cut [censor]... before [showing it on television].... But in New Zealand [they] show all thing... So I'm worried... so I push [that if] he want [to] watch TV... I want to watch TV with him. I want [to] control [what he watches].... I usually keep [the] TV meeting line [TV cord]... after [I had] cut [it]... in my car.*
> (F7.1).

As this mother's example illustrates, changes in this family's environment, such as the programmes shown on New Zealand television, have resulted in increased parent-adolescent conflict for this family. The level of distress experienced by this family is illustrated in the example below:

> *P: This period... he [is] very... sensitive. So... if I say [anything] to him... he [gets] angry.... So this period [is] very difficult. Last Sunday, we after choosing [the movie] we watch it... after that I wanted [to] receive [get the] electric line [television cord]. But he after watching [the movie] he hide it under the cushion... I tell him, 'Give me' [the television cord]. He*

[said] 'Yes' [he will] but [he] close door and [said] 'Just a moment wait'... [then] my daughter suddenly open the door... [and] he [got] angry... understand? And we [my daughter and I] wanted sleep. He said to us, 'Can't... can't sleep' and continue [to] say 'Why don't [you] believe me?' [He] continue saying [he] can't sleep [for] about 20 minutes? And [so] I... cried... cried loudly. And then [he finally] stop!

(F7.1).

What the example above illustrates is that family functioning is not positive for all families, and that parent-adolescent conflict can be a source of distress for some. It also shows how developmental changes compounded by the environmental changes brought by the migration can result in increased conflict for some families.

In terms of the explanations given by participants, to account for conflict intensity, more environmental than developmental reasonings were recorded (see Table 9). One mother attributed the reduced conflict with her daughter to the changes in her environment:

P: It's [a] huge difference... we like to talk to each other here because we have no-one [else] to talk to so we have... very good communication here. So it made her difference. So wonderful.

(F4.1).

Additionally, not only did participants report that the intensity of parent-adolescent conflict was affected by migration, but also that conflict between parents was influenced by it. One adolescent stated the following:

R: Would you say that the level of disagreements is about the same or...?

P: It's better... I think... because in Taiwan sometimes... dad and mom argues and... now he's in Taiwan and he comes... here like every holiday to visit us. And this holiday my mum and my brother's going back. And I'm going to stay at my friend's house. Yeah. And it's better cos I don't like to hear them... argue.

Table 9

Intensity of Disagreements in New Zealand and the Reasonings Given

	Intensity of Disagreements in New Zealand									
	Same			Better			Worse			
	D	E	O	D	E	O	D	E	O	Total
Parent	0	1	3	0	7	0	1	6	1	19
Adolescent	0	0	1	1	3	0	1	5	2	13
Sub-Total	0	1	4	1	10	0	2	11	3	32
Total	5			11			16			32
% of Total	15.6%			34.4%			50.0%			100%
No. of Families	3			4			5			

Note. D = Developmental reasonings; E = Environmental reasonings; O = Other.

A total of 9 families participated in the study (parents = 12; adolescents = 9).

(F8.2).

In summary, participants reported that the intensity of conflict was worse in New Zealand than in the country of origin. There were, however, variations across families in terms of the level of conflict and distress experienced. Participants gave more environmental than developmental reasonings to account for conflict intensity.

The results presented thus far have primarily focused on parent-adolescent conflict, however, also closely associated with conflict is how adolescents were parented. For example, the explanation some parents gave, for reporting less conflict in the country of origin, was because they were busy with work commitments and were hindered in their abilities to manage their children. Other examples of parenting given by adolescents were that they reported having conflict with their parents over being asked to complete chores around the house. Both these examples illustrate the interrelationship between parenting and parent-adolescent conflict. Therefore, it was pertinent to also ask participants the influence of migration on parenting.

Differences in parenting. For the question of whether there were differences in parenting between the countries of origin and settlement, participants responded in one of three ways: (a) yes (there were differences); (b) no (there were no differences); and (c) don't know. Figure 5 provides a summary of the findings.

Parents and adolescents more often reported differences in parenting (see Figure 5). One mother reported that she found it a challenge to apply 'Eastern' principles of parenting in a predominantly 'Western country' which had its own sets of values. Below is what she stated:
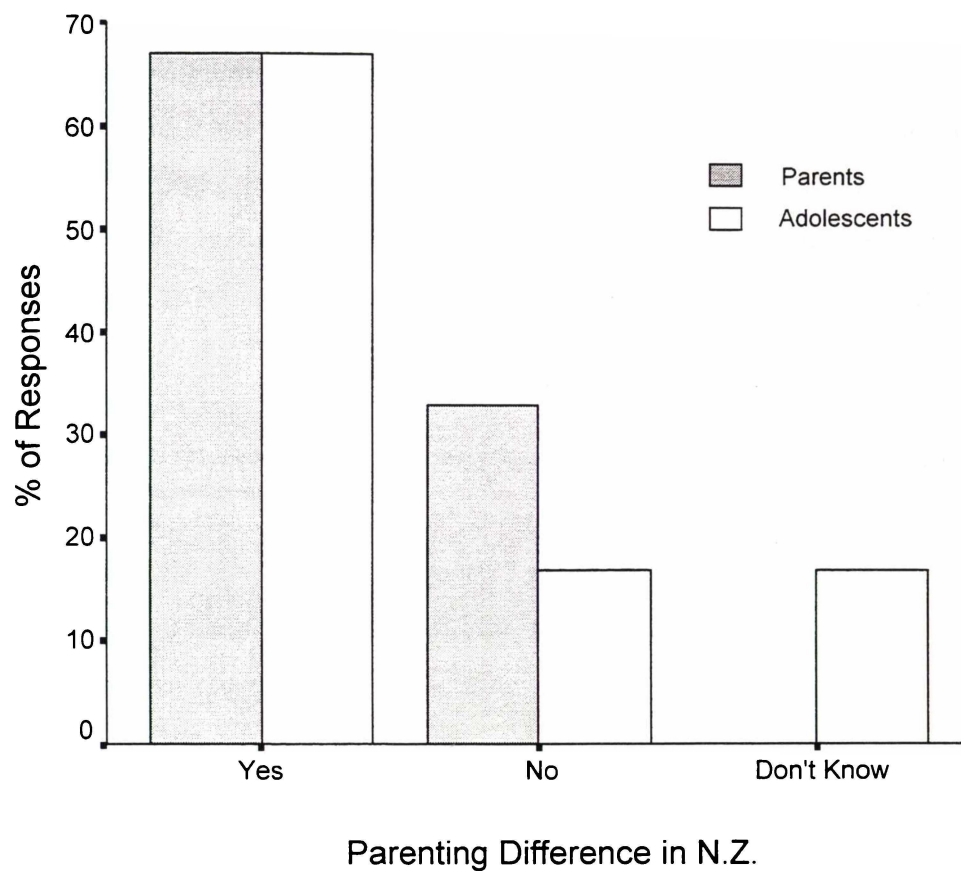
Figure 5. Perceived differences in parenting between the country of origin and settlement.

R: Would you say that you've noticed any differences... in the way you parent your children here than in Taiwan?

P: I think it's a bit different because in here I don't have to... I don't work. I don't have [a] job. So I have plenty of time to read the book... to improve... my teaching for my kids... and how to communicate with them. [But]... here... [I] have more challenge too. Because here it's [a] different culture [than] in Taiwan. Taiwan is the... east... I mean...

R: Eastern way?

P: Yeah. Eastern way yeah. And here [it is] Western ways. So that's big different. And... how can we... even [though] we [are] here still use our culture [in a way] that is good. I mean that we [use] some traditional [ways of] teaching the children the [traditional] principle... in the West[ern] country.

(F9.1).

For another mother, parenting was different in New Zealand because she was no longer living close to extended family who could assist her with the parenting. Her example is given below:

P: When I was in Korea [I] live with my mom. His [my son's] grandparent. And... in New Zealand... just... only me so [it is] difficult. [The] grandparent they look after [him] very well [in Korea].

(F7.1).

Parenting was also reported to be different for those families who resorted to living in astronaut arrangements after the migration. For one astronaut mother, the challenge was having to carry out both the role of the mother, the nurturer, and the father, the disciplinarian. She stated the following:

P: I only thinks difference because I have [to] do everything by my own [in New Zealand]. In Taiwan my husband can help me.... You know [I can be the] good face, and my husband can... [be] the black face? Do you know the black face and the white face? White face is good right? Smiley... and black face is... you know [not good]? [laugh] But here I have to do both. I think this is very difficult. And... sometimes I'm very good... [and]

sometimes [I'm] no[t]. But sometimes I feel [that]... I cannot always...
separate [the two]. You know? It's [the] most... difficult for me.
(F8.1).

For one of the adolescents interviewed, migrating to New Zealand has resulted in a more active involvement of her parents in parenting her. Below is what she reported:

P: My parents were just busy earning money [in Taiwan]... you know
and... they just don't have the time... like [they] keep one eye on me and...
they just give me... pocket money and just let me spend. And here... they
don't usually like... use the money to like... comfort me it's like... she
just... they really ... pay their attentions, their love to me and... they didn't
just... I mean [they still] give me money to... spend [but] it's kind of
different... you know? It's... parental care... [that's the] difference
between Taiwan and here.
(F4.2).

This difference in parenting was echoed by the adolescents' mother who gave the following poignant response:

R: So have you noticed any differences in the way that you parent your
children... here than in Taiwan?
P: Oh... [laugh] because... in Taiwan I can put it this way... I use money
to raise my children. I use money to raise my children. Here... I used... my
heart. My heart to raise my children. Yeah. I can put it this way. You
know... during the [past] 3 years we have... so many communication...
conversation... [it] would be more than what we... had in Taiwan. So you
can imagine... what kind of situation it is. Yeah.
(F4.1).

The reasonings participants gave to account for the differences in parenting were predominantly environmental (see Table 10).

Table 10

Reasonings Given for Perceived Differences in Parenting Between the Countries of Origin and Settlement

	Parenting Difference									
	Yes			No			Don't Know			Total
	D	E	O	D	E	O	D	E	O	
Parent	0	8	0	0	0	4	0	0	0	12
Adolescent	0	4	0	0	0	1	0	0	1	6
Sub-Total	0	12	0	0	0	5	0	0	1	18
Total	12			5			1			18
% of Total	66.7%			27.8%			5.6%			100%
No. of Families	5			3			1			

Note. D = Developmental reasonings; E = Environmental reasonings; O = Other.

A total of 9 families participated in the study (parents = 12; adolescents = 9).

In summary, participants reported that there were differences in the way adolescents were parented in the country of origin and settlement. The main difference across families has been a greater involvement of parents in the parenting. More environmental than developmental explanations were given to account for the differences in parenting.

Discussion

Conflict Issues

Study 1 found that parent-adolescent conflict, in the Asian migrant families interviewed, occurred over everyday mundane issues, such as doing the chores around the house. These findings showed support for Smetana's (1989) categories of conflict issues and supported findings in the New Zealand and North-American literature which reported that parents and adolescents argued over normal everyday issues (Connelly, 2001; Montemayor, 1983; Smetana, 1988, 1989, 2000; Steinberg, 2001; Yau & Smetana, 1996). This was despite the fact that the characteristics of the Study 1's sample were different from those reported in the literature. Thus, considering how different the samples were makes the result particularly interesting.

In terms of the specific conflict issues that participants argued about, the most common conflict issues reported by Study 1 participants (i.e., chores; regulation of activities; homework and academic achievement) were the same as those reported by Hong Kong Chinese adolescents in Yau and Smetana's (1996) study. These results provided support for Smetana (2000) who postulated that the issues of parent-adolescent conflict were similar across cultures.

Justifications of Conflict

Study 1 found that participants used a variety of explanations to account for the occurrence of conflict and that the types of explanations given varied

according to whether the person giving the explanation was a parent or an adolescent. As was consistent with Connelly's (2001) study, of European New Zealand adolescents, the Asian New Zealand adolescents in Study 1 also reported more personal justifications than their parents to justify for the occurrence of conflict.

Another finding of particular interest was that the second most common justification given by participants were environmental justifications. What this finding suggests is that these participants perceived that there were environmental influences, such as migration, on how their families functioned. This supports the literature presented in Chapter 1 which outlined that the process of migration alters the characteristics of families and produces consequences for family functioning (e.g., M. K. Ho, 1992; E. Lee, 1996a, 1996b, 1997; R. M. Lee et al., 2000).

Influence of Migration

Regarding the influence of migration on family functioning, Study 1's participants generally reported the following: (a) there were differences in conflict issues; (b) the intensity of conflict was greater; and (c) there were differences in parenting between New Zealand and the country of origin. Participants used environmental rather than developmental explanations to account for these findings.

What these results affirm is the notion that migration does influence the occurrence of parent-adolescent conflict in migrant families. They showed that migration altered what parents and adolescents argued about, their perception of the level of parent-adolescent conflict, and the way adolescents were parented. These findings provide further support for the literature in Chapter 1 which outlined that migration does influence how families functioned (e.g., M. K. Ho,

1992; E. Lee, 1996a, 1996b, 1997; R. M. Lee et al., 2000). The use of more environmental than developmental reasonings by participants also suggested the importance of focusing on environmental than developmental changes for future research.

Regarding the consequences of migration on family functioning, some participants reported a decreased level of conflict intensity and a more active involvement of parents in the parenting. For example, Family 4 reported improved communication between the mother and daughter, with the adolescent reporting that she now felt that her mother was now genuinely interested in her welfare. The factors outlined above indicated that these families were functioning well and were coping with the changes brought by migration.

For other participants, however, they reported that migration had an adverse affect on family functioning. For these families, they reported an increased level of conflict in the home, with some parents reporting that they were feeling pressured in their parenting. This was especially evident in Family 7 who reported high levels of conflict and emotional distress between the parent and adolescent.

For factors that were indicative of poor family functioning, it could be theorised that functioning is poorer in families where family members hold discrepant views of their level of functioning. According to Shek (1998a), the greater the discrepancy between parents' and adolescents' perceptions of family functioning, the poorer the well-being of the adolescent over time. Discrepancies between parents' and adolescents' responses were found in their responses to the question on conflict intensity. For this question, more adolescents than parents reported that conflict intensity was greater in New Zealand than in the country of origin. However, explanations to account for these discrepancies could only be

speculated as this stage as the data did not reveal conclusive answers to this question.

Limitations and Implications of Study

Before any definite conclusions could be drawn, however, it is important to address Study 1's limitations. There were three limitations to the study. First, it was possible that there was a negative bias in the data collection. Since participants were explicitly asked questions on parent-adolescent conflict, participants might have over-reported on the conflict issues. According to Montemayor (1983), reports of frequencies of parent-adolescent conflict were related to the method used to gather this information. For example, lower levels of conflict were found in the assessment of general levels of conflict, whereas higher levels of conflict were found in specific measures of conflict (Montemayor, 1983). Second, since participants were asked retrospective accounts, current issues of conflict might have appeared more salient and thus resulting in participants reporting more conflict in New Zealand than in the country of origin. Third, as English was not the first language for all participants, this meant that it was difficult for the researcher to convey the meaning of research questions to some participants. This was particularly evident when interviewing the Korean family because I had no knowledge of the Korean language, and the interviewee had limited English ability. The quality of that interview was thus effected because of the language barriers.

The short-comings outlined above have three implications for how Study 2 is conducted. First, when interviewing migrant families whose first language is not English, translations should be made available to them. Second, only families of Chinese descent will be interviewed. Third, when coding participants' responses to migration-related questions, it is no longer critical to make

distinctions between whether the response is a developmental or environmental reasoning. The reason for this is that participants in Study 1 reported more environmental than developmental explanations. This suggested that environmental changes were more pertinent than developmental ones for migrant families. In addition, since the primary focus of this thesis is on the environmental changes brought by migration, than the developmental changes of the adolescent, I was more interested in the environmental explanations given by participants. Therefore, for Study 2, distinctions between environmental and developmental explanations will only be made where necessary.

Summary

Study 1 found that Asian migrant families reported conflict over normal everyday issues, that the conflict issues were different, and that the conflict intensity greater in New Zealand than in the countries of origin. Environmental changes were also more salient for these families than development ones.

What Study 1's findings suggested was that although parent-adolescent conflict was an important issue, there were also other facets of family functioning that needed to be addressed, in order to develop a more comprehensive picture of the impact of migration on families. As Study 1 has shown, parenting was one such area that needed to be researched further as the majority of participants reported that parenting in their families had changed as a result of the migration. Study 1's findings also showed that there was a need to research the parent-adolescent relationship further. For example, it was evident from the transcripts that the quality of these relationships was positive in some families, while in others parents and adolescents complained that the relationship was strained. It was also evident from the interviews that some families were coping with the

migration process better than others and that there were some family members who were clearly distressed.

Therefore, as a result of the insights gained from Study 1, Study 2 was designed to probe more directly into the aforementioned features of family life, namely the parent-adolescent relationship, parenting, and parent-adolescent conflict. As with Study 1, the issue of interest was the relationship between family functioning and the migration experience. The relationship between the well-being of individual family members and the migration experience was also an issue to be investigated. Figure 6 provides a framework of research and a conceptual model of Study 2.

| Family Functioning: |
| - Parent-child relationship |
| - Parent-child conflict |
| - Parenting |

| Migration / Environmental Change |

| Individual Well-Being |
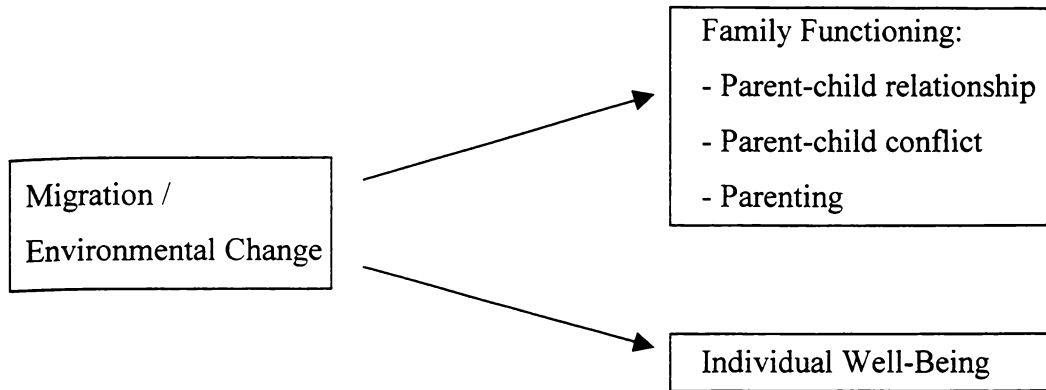
Figure 6. Framework of research and conceptual model of Study 2.

Chapter 3: Study 2

Purpose of Study

As stated in the preceding Chapter, the purpose of Study 2 was twofold. The first purpose was to expand on the investigation of the relationship between family functioning and the migration experience, by researching the parent-adolescent relationship, parent-adolescent conflict, and parenting in Chinese migrant families. The second purpose was to investigate the relationship between the well-being of individual family members and the migration experience.

Research Questions & Methodology

The following were Study 2's research questions:

- what is the influence of migration on the parent-adolescent relationship, parent-adolescent conflict, and parenting;

- what are the migration experiences of family members and what challenges do they face;

- how do migrants' experiences of migration influence their well-being ?

As with Study 1, I decided that the most appropriate methodology for Study 2 was to conduct qualitative interviews and to thematically analyse the data. The reason for this was that I wanted to obtain even more contextual information about the lives of these migrants, and saw the interview method as allowing me to do this. Thematic analyses were again conducted on the data as I wanted participants' perspectives on the issues of interest.

Baumrind's (1966, 1968) typology of parenting styles. For questions on parenting, responses were coded using Baumrind's (1966, 1968) typology of parenting styles. According to Baumrind, there are three types of parenting styles: authoritarian, authoritative, and permissive. The authoritarian parenting style is

characterised by a high level of parental control, with the parents expecting obedience and low levels of autonomy from the child. The authoritative parenting style is characterised by directive parenting and the use of positive reinforcement to shape the child's behaviour. The permissive parenting is characterised by a 'laissez-faire' attitude towards parenting by the parents. For Chinese American families, the literature on parenting styles has commonly described the style of parenting in these families as authoritarian (e.g., Lai, Zhang, & Wang, 2000; Wang & Phinney, 1998).

Whether Baumrind's (1966, 1968) typology can be applied to Chinese American families was questioned by Chao (1994). Chao (1994) argued that the concepts used by Baumrind were misleading, primarily because while authoritarian parenting was associated with negative outcomes in European American children, it was associated with positive outcomes in the area of school performance for Asian American students (Dornbusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987; Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994).

However, despite this criticism, Baumrind's (1966, 1968) category of parenting styles is commonly used in the parenting literature, and is still a useful starting point from which to code and conceptualise parenting in Chinese families. In addition, Steinberg and his colleagues (e.g., Lamborn, Mounts, Steinberg, & Dornbusch, 1991; Steinberg, 2001; Steinberg, Elmen, & Mounts, 1989; Steinberg, Lamborn, Dornbusch, & Darling, 1992), argue that it is the authoritative rather than the authoritarian parenting style that is most conducive to the positive development of children across cultures.

Method

Participants

Potential participants were those who met the following research criteria: (a) Chinese migrant families from Hong Kong, China, and Taiwan; (b) families with an adolescent in the household between the ages of 10 to 18 years; (c) families who were able to communicate in English (as the researcher had limited Chinese language abilities); and (d) families who agreed to be interviewed separately. For families with more than one adolescent in the desired age group the eldest child was interviewed, as this was a consistent way of selecting adolescent interviewees.

There were 18 participants in total. Seven Chinese migrant families comprising of 3 mother-adolescent dyads and 4 father-mother-adolescent triads participated in the study. Of the seven families, 4 were from Taiwan, 2 from China, and 1 from Hong Kong. Participants' duration of residence in New Zealand was between 1.5 to 7.0 years ($M = 4.6$ years).

Parents' ages ranged from 36 years to 50 years ($M = 43$ years). Adolescents' ages ranged from 11 years to 18 years ($M = 15$ years). Participants were again located using the snow-balling method on local community networks and agencies, and participants taking part in the research. Participation in the study was voluntary. As with Study 1, difficulties were experienced in recruiting participants for the study. There was reluctance from potential participants to take part in the research.

Materials

Materials used were: a tape-recorder and the Interviewer's Question Sheet (see Appendix B). The Question Sheet comprised of three sections: (a) demographic survey; (b) interview schedule; and (c) a section asking participants

for further involvement in the research. The demographic survey consisted of questions such as the participant's age and their length of residence in New Zealand. The interview schedule consisted of four sections: (a) parent-adolescent relationship; (b) parent-adolescent conflict; (c) parenting practices; and (d) personal experiences. Questions on the parent-adolescent relationship mainly asked participants to describe the relationship between the parent and the adolescent, and to compare the current relationship with that in the country of origin. Questions on parent-adolescent conflict were based on Smetana (1989) and asked participants to report their past and current conflict issues. For questions on parenting, participants were asked how adolescents were parented and whether there were differences in parenting between the countries of origin and settlement. For questions on personal experiences, participants were asked what their experiences were of the migration process and their satisfaction with their family life here. With the exception of some questions on parent-adolescent conflict, I developed all the questions in this section. The development of these questions was influenced by the findings of Study 1.

Two versions of the interview schedule were used (see Appendix B). After interviewing the first two families, it became evident that in addition to questions about participants' pre and post-migration experiences, participants should also be asked about their experiences on first arriving in New Zealand. This was because participants' responses from the first two families indicated that there were three rather than two distinct phases to the migration process: (a) before the migration; (b) on first arrival; and (c) their current situation. Additionally, explicit questions about migrants' adjustment to New Zealand were also added. The second version of the interview schedule was applied to the remaining five families. As a result of

these changes, responses from the first two families (Families 1 and 2) may be underrepresented for these questions.

Separate interview schedules were developed for parents and adolescents, however, most of the questions were similar (see Appendix B). The exceptions to this were the last question in the parenting section of both versions of the adolescent interview schedule, and the last two questions in the parenting section of both versions of the parent interview schedule. For adolescents, they were asked what they would change about how they were parented. For parents, they were asked what the challenges were to parenting in New Zealand, and what parenting advice they would give to another Asian migrant parent. It was felt that asking participants these questions would help gauge the influence of migration on parenting for parents and adolescents. The development of these questions was also guided by Study 1's findings.

Both the adolescents and parents were provided with bilingual interview schedules. The Chinese translations of the interview schedules were first translated by a translator and were back-translated by a second independent translator to ensure the accuracy of the translations. Participants were only provided with translations of the first interview schedule. Where participants did not understand the meaning of additional questions in the second version of interview schedule, these were explained to them.

Procedure

Study 2's procedure was similar to Study 1's procedure. Key informants contacted potential participants, and the contact details of interested participants were then passed onto me. Interested participants were contacted and the research was explained to them. A suitable time and place for the interview was arranged with participants who met the research criteria and were interested in taking part

in the research. Bilingual information sheets describing the study (see Appendix B) were mailed to participants a week prior to the interview.

All interviews took place in participants' homes in Palmerston North, which is a city with approximately 70,000 people. Consistent with Asian protocol, participating families received a gift before they were interviewed. Family members were given the opportunity to ask questions. Following this, they were asked to sign consent forms (see Appendix B). Once all consent forms had been signed, family members were individually interviewed. The duration of each interview was between 45 to 90 minutes. Most of the interviews were conducted in English, however, some participants chose to speak in Cantonese. The interviews were taped with permission and were then transcribed. For those who spoke Cantonese, I translated their responses to English during the transcribing. All interviews and the transcriptions were done by me. The study was reviewed and approved by the University of Waikato Ethics Committee.

Results

Interpretation of Data

The coding and interpretation of data was similar to that used in Study 1. Data on conflict issues were coded using Smetana's (1989) categories, and data on parenting styles were coded using Baumrind's (1966, 1968) typology of parenting styles. The remainder of the data were coded using themes that emerged from the study.

Where extracts of the transcripts are incorporated in the text, the researcher is denoted as 'R' while the participant is denoted as 'P'. Where transcripts are reported, participants' codes are also reported. These codes appear in the following form: SX.x. The 'S' denotes that the participant is from Study 2. The 'X' denotes the family code and ranged in value from 1 to 8. (The reason the

family code ranges from 1 to 8 is because 8 families were initially interviewed for the study. Data from one family was discarded after the adolescent who was interviewed did not meet the age criteria and was developmentally young for her age.) The 'x' denotes the type of family member interviewed i.e., 1=mother; 2 = adolescent; 3 = father. For example, the code S2.3 indicates that participant is a father from family number 2 in Study 2.

The incorporated extracts were edited for clarity and brevity. To maintain the authenticity of the transcripts, participants' responses were not amended for grammatical errors. To facilitate the reading of some extracts words were added– the added words have been enclosed in square brackets. Participants' emotional expression, such as laughter, are also enclosed in square brackets.

Where descriptive statistics have been included, the analyses were based on tallies of participants' responses. The tallies represent the number of responses made within each coding category. Each response was recorded as a response regardless of whether the responses were from the same participant. This applied across two situations: when participants gave different responses for the same question, and when participants gave similar responses to different questions. In situations in which participants expanded on a response after probing, but the content of the response remained the same, the responses were coded as one response.

As stated in the preceding Chapter, a limitation of tallying participants' responses is that some participants might have given more responses than others. This is a limitation as it could mislead the reader into believing that there might have been more responses given by a large number of participants when in fact it may have been given by a small group of participants. Therefore, where tallies of responses have been given, the reader is also provided with information about

whether the responses come from different families. Where responses come from different members of the same family, the responses are recorded as coming from one family.

The analyses in the following sections were based on the responses of 18 participants. Of the 18 participants, 7 were mothers, 7 were adolescents, and 4 were fathers. Due to the small sample of fathers in the study, and general similarities between mothers' and fathers' responses, responses from fathers were incorporated with the responses from the mothers to form the parents' response category.

The results were analysed in the form of comparisons between parents and adolescents' responses. The influence of migration on the outcome measures of family functioning was assessed by comparing participants' responses across the three phases of migration: (a) before the migration; (b) on first arrival; and (c) their current situation. Analyses of the data on family functioning are first presented followed by the data on migrants' personal experiences of migration. For the data on family functioning, participants' responses at each phase of the migration were coded as either positive or negative attributions. This was to help gauge whether participants' experiences were positive or negative, and enable comparisons to be made across the phases of migration.

Family Functioning

Parent-adolescent relationship. Participants gave more positive than negative attributions at each phase of the migration (see Table 11). A greater percentage of positive attributions were recorded at each migration phase and the ratio of positive to negative attributions were similar at each phase of migration (see Figure 7).

Table 11

Attributions of the Parent-Adolescent Relationship Across the Phases of Migration

| Migration Phases | Types of Attributions | | | | Total |
| | Positive | | Negative | | |
	Parent	Adolescent	Parent	Adolescent	
Before	10	8	6	5	29
First Arrival	3	4	2	3	12
Current	17	10	10	8	45
Sub-Total	30	22	18	16	86
Total	52		34		86
% of Total	60.5%		39.5%		100%
No. of Families	7		6		

Note. There were a total of 7 families (parents = 11; adolescents = 7).
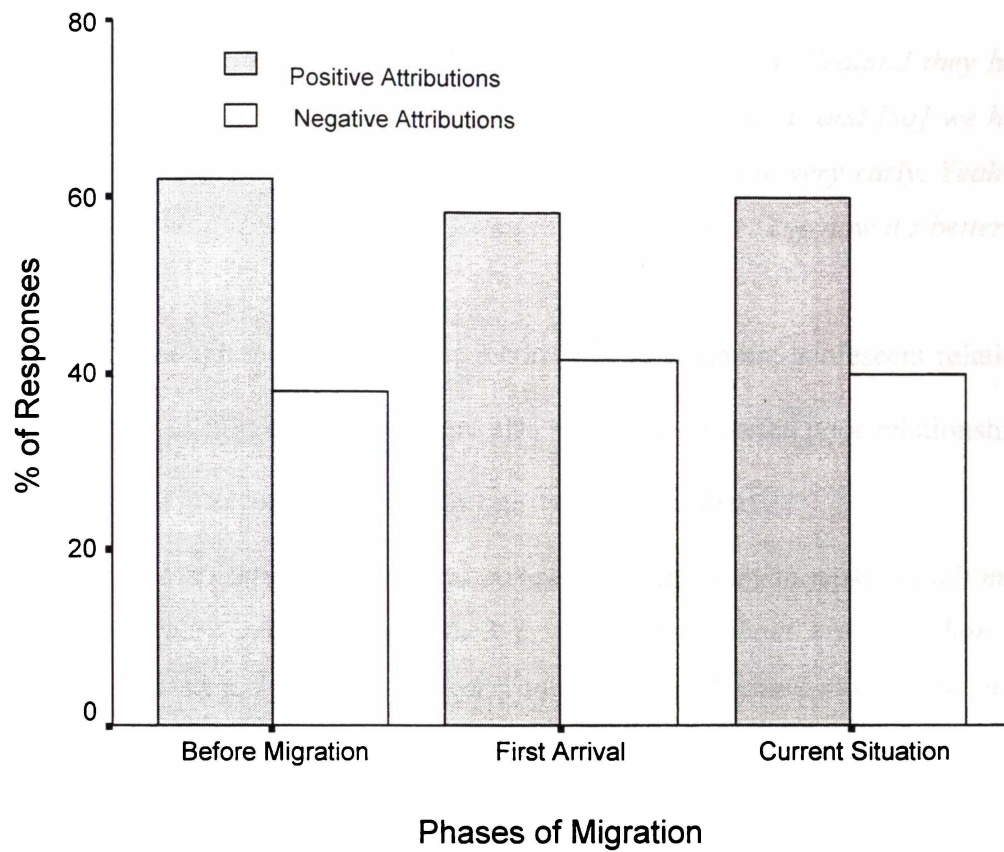
Figure 7. Participants' attributions of the parent-adolescent relationship across the phases of migration.

Below is an example of a positive attribution given by one mother:

P: Now... I think it's better. Better. Because... in New Zealand they have more terms so they have lots of holidays between terms and [so] we have lots of time to talk... and they come back from school very early. Yeah we have lots of time to talk to... spend the time together. Yup now it's better.
(S2.1).

However, although most participants reported positive parent-adolescent relations at each phase of migration, there were also some who reported poor relationships. The following is an example given by one astronaut mother:

P: I don't think I can control our relationship. I try to make myself more easy more relaxed you know? I... care more about myself... than the relationship. I think... [if] I worry too much I [will] have more stress and... I cannot control him... anymore [anyway]. Do you understand? So I have to... less [my] control and have more... time for myself, my home, and have ... less worry. So I don't care about the relationship. I think... they have to control their own [behaviour]. Like he smoke[s]. If I [am] angry [about that] or something... it's no help [to him or me]. They will not [become] good... because I [am] angry or... I don't like [the fact that] they smoke. They will [smoke]... he will not smoke, no. He [will] still smoke. He [will] just lie to you. So... that's why I understand... if I cannot do anything about his smoking so I just let him be. They spended the money...[it's] not my money, [it's] their father's money. I don't care. [laugh] It's not spend my money so... I have to make myself more... relaxed. I just don't care about that. I have to [do what]... I can [to] be more happy. Right? If I [am] angry or something... [it's] helpless [hopeless]....
(S1.1).

When participants were asked to compare the parent-adolescent relationship across the three phases of migration, four trends emerged. First, the relationship remained unchanged throughout the migration. Second, the relationship improved after the migration. Third, the relationship underwent a 'u-shaped' transformation, in which relations were positive prior to migration,

relations were negative after first arriving, and relations became positive again a few years after the migration. Fourth, the relationship worsened after the migration. Below is an example given by one adolescent to describe the third trend in the parent-child relationship:

> P: First it was... a little bit bad. And then it's like really bad. Now it's good.
>
> R: What do you mean...?
>
> P: I mean it's not like after we immigrate it gets better better better. It's like after we immigrate... it [be]came bad [at] first... it's not good.
> (S1.2).

Below is an example of one mother giving an example of the fourth trend in the parent-adolescent relationship:

> P: I think when we were in China we are quite close. When we just arrive here maybe it's not that close [as] in China. But now [sigh] we're close but not that close as we were in China. ....
> (S7.1).

However, despite reporting these four trends in the data, it is important to note that it was difficult to categorise participants' responses into the four trends listed. This was because some participants gave multiple responses to the question and did not exclusively report one single trend. It was also difficult to determine from the data whether some of the trends listed were mutually exclusive. As a result of these reasons, no definite conclusions on the trends in the parent-adolescent relationship were reached.

In summary, participants reported that the parent-adolescent was more positive than negative at each phase of the migration. However, no one clear trend in the parent-adolescent relationship emerged across the phases of migration.

Parent-adolescent conflict. The data were initially coded using Smetana's (1989) categories. However, from participants' responses, it became apparent that

the following two conflict categories were needed: (a) migration; and (b) no conflict. The conflict category of 'migration' referred specifically to conflict regarding the migration. An example of migration as a conflict issue is illustrated below by one mother:

> *P: Some of my children... for example the older one... she studied [in HK] until she was about... 11 years old. Because of this, she turned around to ask us, 'Why did we have to immigrate?' She wanted to know, like she felt, 'For what reason do we have to leave?'.... My eldest daughter didn't like it very much. She felt that she had to change... her lifestyle and she was separated from classmates she knew in Hong Kong. To her it was very unfair. So she did not adjust very well at the beginning. She was a little bit opposed to us parents for doing that.*
> (S8.1).

The conflict category of 'no conflict' referred to the reporting of no occurrence of conflict. Thus, the data were coded using Smetana's (1989) categories and the additional conflict categories listed above.

The issues of conflict varied according to the phase of migration (see Figure 8). The most common conflict issues reported during the different phases of migration were as follows: (a) regulation of activities and no conflict (before the migration); (b) migration (on first arrival); and (c) regulation of activities (current situation) (see Figure 8). Below is an example of migration as a conflict issue on first arrival as reported by one adolescent:

> *P: I didn't really want to come to New Zealand. I didn't see the point like although it was good for your environment and all that I was quite young and I don't really... care about what environment I'm in cos I kinda like my life in Taiwan. And for the first few years [it] was hard adjusting cos I didn't really... like... speaking English. So I... kinda got into arguments with my parents because... yeah they think it's the best for you and you're like, 'No it's not.' Yeah.*
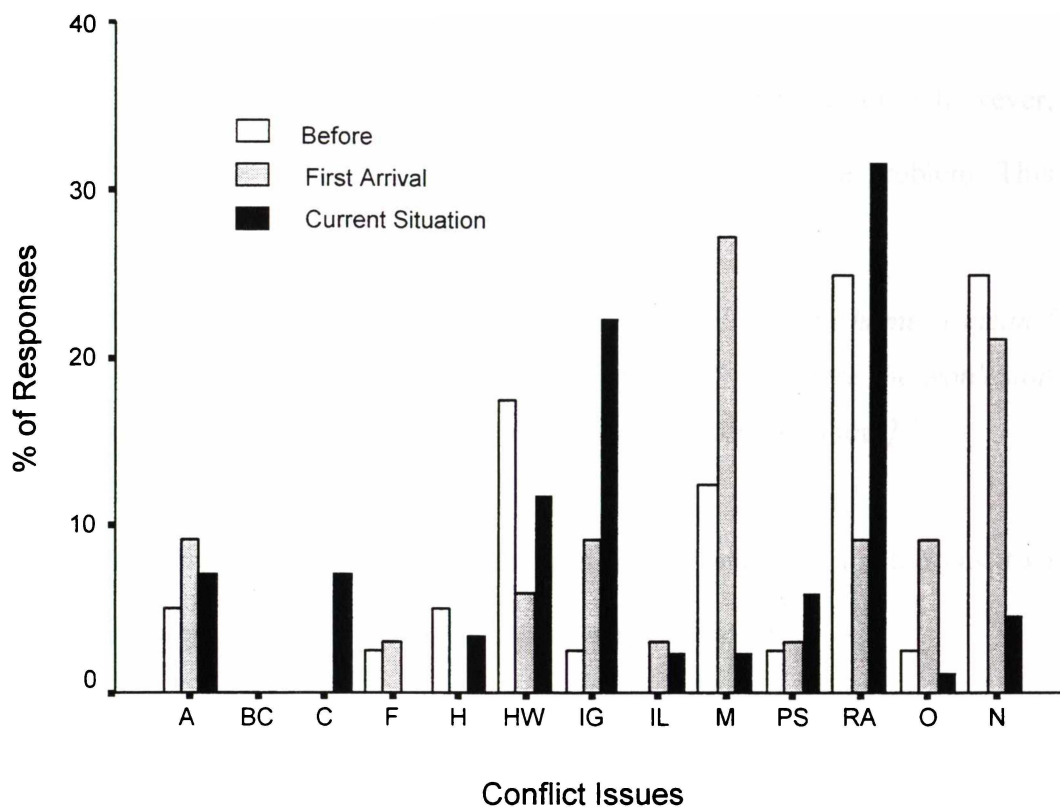
Figure 8. Conflict issues across the phases of migration. A = appearance; BC = bedtime and curfew; C = chores; F = finances; H = health and hygiene; HW = homework and academic achievement; IG = interpersonal regulation; IL = interpersonal relationship; M = migration; PS = Personality/ behavioural style); RA = regulation of activities; Other = O; N = no conflict.

(S3.2).

For families who were unable to resolve their conflict over time, however, they sought to find what they considered to be solutions to the problem. This example was given by one adolescent:

> P: Sometimes I... sneak out at night and... I will not get home. I mean I don't want to lie to them. If she finds [out that] I'm not here she won't stop [me].... But still... that's [something we still] disagree [about]."
> (S1.2).

This adolescent revealed that he had engaged in this behaviour for the past two years. The rationale he gave for his behaviour was as follows:

> P: I mean if she can't agree about something... I have to find a way. That while you don't agree with it, I can [still] do it. And she knows about it. And my friends already know it. We know each other very well. Otherwise I have to lose and then she will [be] really really [angry]... and I won't [be allowed to] go out. You know all my friends... from Taiwan... go out at... 3 o'clock... 4 o'clock [in the morning]. People they don't... like [go home] before 11 [pm].
> (S1.2).

This example was interesting as it showed that both the parent and the adolescent managed to avoid the conflict by not addressing the issue.

However, despite the reporting of the occurrence of conflict in families, participants generally stated that the intensity of conflict was less since coming to New Zealand (see Table 12). The following example was given by another adolescent:

> R: Why would you say it's better now?
> P: Because like at Taiwan... everyday we have arguments and it's just... about stupid things. Because [at] school we have more homework and everything... I got like really worried about my marks... cos you have to take it home for them [parents] to sign after each test... homework

Table 12

Intensity of Conflict Issues Since Coming to New Zealand

| | Intensity of Conflict Issues | | | |
	Same	Better	Worse	Total
Parent	3	7	3	13
Adolescent	5	5	2	12
Total	8	12	5	25
% of Total	32.0%	48.0%	20.0%	100%
No. of Families	3	5	3	

Note. There were a total of 7 families (parents = 11; adolescents = 7).

assignment or a really bad mark. I got like really scared... I don't know why. Now it just seems stupid. But... my dad is just like... it's not acceptable you can't do this. But now it's like as long as we pass we're doing ok [laugh]. Cos that's why everybody else is [at]. I'm trying to persuade them [parents] that it's ok if we get into 60's and Cs. And that's considered good cos you know it's over pass.

R: Why do you think it's changed and become more acceptable?

P: It's like everyone else is like that. They used to like, you know the way they discipline it's like you have to hit children... to make them listen. They don't now because I told them [that] nobody else does that to their children you know?

(S3.2).

In summary, participants' issues of conflict changed across the phases of migration. Findings of interest were the reporting of migration as an issue of conflict and the use of avoidance to prevent conflict in the home. Contrary to Study 1's findings, participants reported that the intensity of conflict was less since coming to New Zealand. Reasons for this will be suggested in the *Discussion* section.

Parenting. The types of attributions reported varied according to the phase of the migration. During the first two phases of the migration, more negative than positive attribution were recorded, however, by the third phase, more positive than negative attributions were reported (see Table 13). This gradual increase in the number of positive attributions across the phases of migration (see Figure 9) was reflected by participants who reported that there was a gradual transition from being quite strict, when the children were young and the family was living in the country of origin, to being less strict as the children became older and the family had lived in New Zealand for a longer period of time.

Table 13

Attributions of Parenting Across the Phases of Migration

Phases of Migration	Types of Attributions				
	Positive		Negative		
	Parent	Adolescent	Parent	Adolescent	Total
Before	2	0	13	9	24
First Arrival	2	3	5	3	13
Current	27	4	14	1	46
Sub-Total	31	7	32	13	83
Total	38		45		83
% of Total	45.8%		54.2%		100%
No. of Families	6		7		

Note. There were a total of 7 families (parents = 11; adolescents = 7).
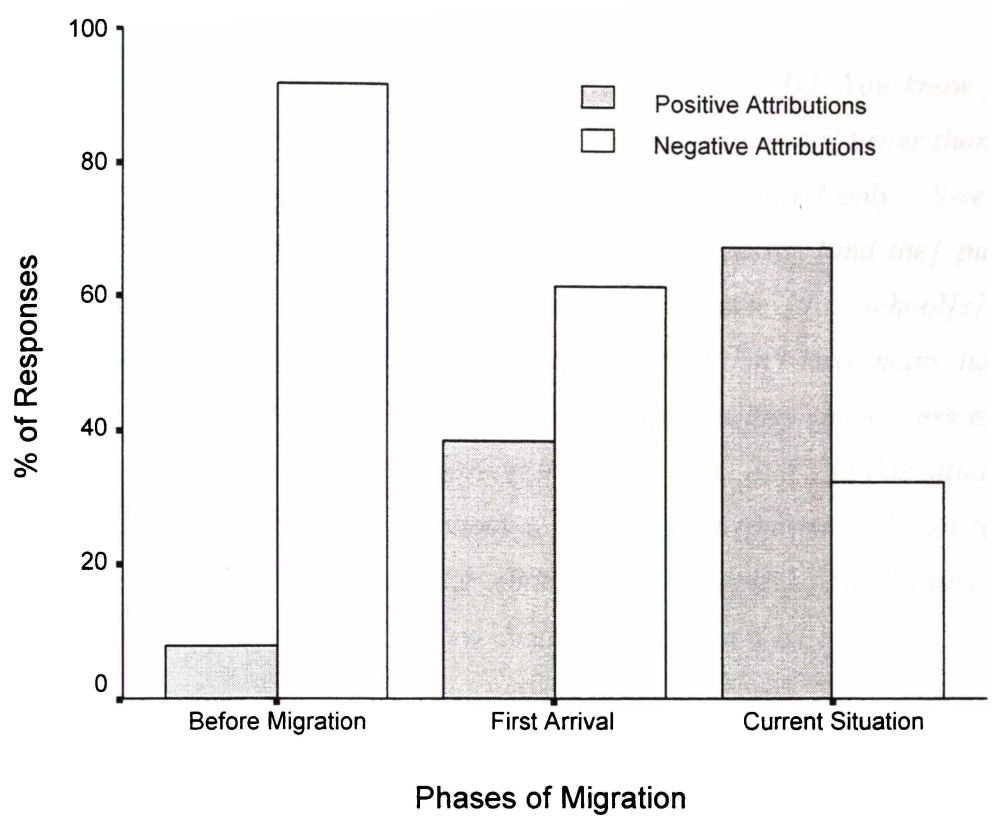
Figure 9. Participants' attributions of parenting across the phases of migration.

As stated by one mother:

P: In Taiwan... we have high stress for... school test[s]. You know [in] Asia the school[s] have many test[s]. My daughter [coped] better than my son because [when] she shift to New Zealand [she was] only... 8-years-old. So she don't have so much pressure from classes [and the] public exam. For my son the situation is different because [the] school[s] [in Taiwan] have lots of exam. So... I think... they don't have many happy time[s] in their childhood. But in New Zealand... they [have] less exam and also I think they have more of their own time. And... in this situation parents will not force so's happy to the children [parents will not force children to do work so the children are happier]. So I think the relationship when I shift to New Zealand I feel [that it is] better.

(S5.1).

Although participants were not explicitly asked the style of parenting that was used to parent adolescents, these were determined by thematic analyses of the data. When participants' reports of parenting were coded using Baumrind's (1966, 1968) typology of parenting styles, a gradual shift in parenting from more to less negative over the phases of migration was found. The authoritarian parenting style was the most commonly reported parenting style before the migration, after which there was a shift to the authoritative parenting style (see Table 14). This is illustrated below by one father:

P: I think in Taiwan I can use the words of control because at that time they are pretty young. So... I can guide them or even control the children's every behaviour... it's under my control you know? But now they live here and they have... the influence of the Western culture and... they have their own friends and they became bigger and bigger... they have their own thinkings. So now I would use the words of like friends, [and] not [play] the role of the dominant father you know? So maybe it's quite different.

(S2.3).

Table 14

Parenting Styles Across the Phases of Migration

	Parenting Styles									
	Authoritarian			Authoritative			Permissive			
	B	F	C	B	F	C	B	F	C	Total
Parent	6	2	0	0	1	14	0	0	1	24
Adolescent	3	0	3	0	0	1	1	0	0	8
Sub- Total	9	2	3	0	1	15	1	0	1	32
Total	14			16			2			32
% of Total	43.8%			50%			6.3%			100%
No. of Families	4			5			1			

Note. B = Before migration; F = First arrival; C = Current situation. There were a total of 7 families (parents = 11; adolescents = 7).

The authoritative parenting style was the most common parenting style reported overall, however, it has to be noted that the majority of the examples given were from parents (see Table 14). Whether there were differences between parents' and adolescents' perceptions of the parents' parenting style could not be determined from the data, as participants were not explicitly asked this question.

The role of parenting was not restricted to parents and changed across the phases of migration for some families. For example, for parents who worked long hours, it was not uncommon for children to be parented by members of the extended family or the domestic helper in the country of origin. Below is what one father reported:

> P: In Hong Kong... me and my wife [were a] working couple. Sometimes I came home... in the midnight and she... come home... in the early evening. Sometime[s] may[be] 5 or 6. And usually we have the Philippine maid to take care of the children but that was not enough. And we were lucky we have our parent[s]... that is their grandparent[s]... sometime[s] they take care of them. But not for all the time. But we try to... get together with them during the weekend on the Sunday even we were very tired. And we just go [have a] picnic or go to the cinema or the public playground to play with them. So to secure [develop]... better relationships [between my children and I].
> (S8.3).

For another family, how they parented their daughter was also dictated by the phase of migration they were at:

> P: She is acting more independent... here than she was in China because she has her grandparents, both my [and] my wife's [parents]... so she how could you say... [because she was] in [the] Chinese family you know we can control [her]... care [for]... the children you know? [But] here at the beginning we [only] had us [i.e. my wife and I and] things [were] quite hard. When we've come to this country [just arrived]... most [of the] time we have no time to [look]... after [her] .... [So she was] by herself so she...

became more and more independent. And... she's now old enough to make
her... [own] ideas.

(S7.3)

In summary, participants reported a shift in parenting from being more to less strict across the phases of migration. This was reflected in the parenting style which shifted from being authoritarian in the country of origin to becoming authoritative in the country of settlement. As found in Study 1, parents were not always the sole caregivers of children in the country of origin. In some families, extended family and domestic helpers were responsible for parenting the children.

Migration Experiences

Challenges of migration. To establish what the challenges New Zealand's Chinese migrants face, participants' reports of the changes and difficulties brought by migration were assessed. Although participants were not explicitly asked what these changes and difficulties were, these were ascertained from thematic analyses of the data.

In terms of the changes brought by migration, thematic analyses identified eight categories of change: (a) astronaut arrangements; (b) child's education system; (c) cultural; (d) language; (e) lifestyle; (f) minority status; (g) parents' employment status; and (h) other. Changes that occurred during migration, such as the adolescents' age, were also incorporated in the analyses to determine whether participants would place greater importance on developmental than environmental change or vice versa.

Table 15 provides a description of the categories of change. Table 16 provides a summary of participants' responses.

Table 15

Descriptions and Typical Examples Given by Participants of the Changes Brought by Migration

Changes of Migration	Description
Age of child	References to the developmental stages of the child
	A: "I was younger in HK so didn't go out much."
Astronaut arrangement	References to the astronaut living arrangement
	P: "I now talk to my children on the phone everyday"
Child's education system	References to child's schooling and education
	P: "They have less homework here."
Cultural	References to cultural differences
	A: "My parents are not like other NZ parents"
Language	References to language differences
	P: "I helped my children learn English"
Lifestyle	References to way of life
	A: "Things are more relaxed here."
Minority status	References to belonging to an ethnic minority
	P: "We are now no longer part of the majority"
Parent's employment status	References to parents' employment status and prospects
	P: "Before in Taiwan I had a job, now I'm a housewife"
Other	Other

Note. P = Parent; A = Adolescent. Examples of responses provided are based on general overviews of participants' responses and are not actual responses from participants.

Table 16

Changes Brought by Migration

Changes of and During Migration	Type of Response		No. of Responses		No. of Families
	Parent	Adolescent	Total	% of Total	
Lifestyle	15	6	21	28.4%	6
Adolescents' education system	14	2	16	21.6%	6
Age of child	12	2	14	18.9%	7
Cultural	11	1	12	16.2%	4
Astronaut arrangement	3	2	5	6.8%	2
Language	3	0	3	4.1%	2
Minority status	1	0	1	1.4%	1
Parents' Employment status	1	0	1	1.4%	1
Other	0	1	1	1.4%	1
Total	60	14	74	100%	

Note. There were a total of 7 families (parents = 11; adolescents = 7).

The most common change reported by participants was alterations in lifestyle (see Table 15). Changes in lifestyle were attributed to a variety of reasons. These reasons ranged from the changing role of family members, to differences in parenting practices and arrangements, and changes in the children's educational system. Differences in the types and availability of recreational activities between the countries of origin and settlement, and the cultural difference between the two countries were also given as reasons.

One mother gives an example of the consequences of changes in her lifestyle on her and her children:

> P: In Taiwan they are busy. Children are very busy at school. And after school [they] have to go to... another school [tuition] you know? But here they [do] not [have] so much activity to do[,] so there [are] many time [when] you have to come in [accompany] with them. So the relationship between parent and children it's more difficult. More difficult in here. Because you have more time to accompany the children... to stay with them. So the relationship... the argument... the things, the view of things... the opinion... [lead to] more argument.
> (S2.1).

When comparing developmental change with environmental ones, developmental change was the third most common change category reported by participants (see Table 16). It was also reported by participants from all families. Below is an example of a developmental change reported by one mother:

> P: I think... when [my children were] in Taiwan most of the time they are listening and following [me]. When I shift to New Zealand both of their age grows up. We can [now] talk... you know? Sometime I will [ask them] their opinion their thinking. In Taiwan I think it [would have been] impossible for me to do that.
> (S5.1).

In terms of the difficulties brought by migration, thematic analyses identified ten categories of difficulties: (a) astronaut arrangements; (b) cultural clash; (c) financial; (d) language; (e) minority status; (f) parent-child; (g) settlement; (h) social; (i) unemployment; and (j) other. Table 17 provides a description of the categories of change. Table 18 provides a summary of participants' responses.

The most common difficulty reported by participants was language difficulty and its associated consequences (see Table 18). One mother gave a poignant example of the frustrations associated with language difficulties:

> P: First the important thing is... language because if your language is not good you can't [have] conversation[s] with other people. I sometimes always say I'm... blind I'm deaf.
> (S4.1).

However, parents were not the only ones faced with these difficulties. One mother described below the effect language difficulties had on her son:

> P: In the beginning my son had trouble [in] communication. The teacher call[ed] me to school [and for] the most part they are talking, 'Oh your son have [been] fighting with the other boys.' To me it's [was a] very bad feeling because I never have such [an] experience [before] when [a] teacher come before you and [tells you that] your son have some trouble at school.... When I talk[ed] with my husband he said that...he [my son had] change[ed] his homes. He have language problems communication problems. He [was] angry [and] he have emotion. [He was] fighting with[the] other boy because he... cannot complete[ly] understand his [the other boy's] culture. Maybe here the Kiwi children think it is a joke. To him he think[s]... 'Oh he offend me.' So that the... looking for one thing is for... different situation [each person perceives the situation differently]. So in that time I think... the first reason why [he fought was because] he's not as mature. The second [reason] when I think [is that] it is not [a] serious fault because I know my children. I know I can talk [and] explain

Table 17

Descriptions and Typical Examples Given by Participants of the Difficulties Brought by Migration

Difficulties of Migration	Description
Astronaut arrangement	References to the astronaut living arrangement
	P: "I feel like a solo parent now"
Cultural clash	References to clashes in culture
	P: "Her daughter is Western but her mother is Eastern"
Financial	References to the financial/ economic status
	A: "Many parents are now stingy with their money"
Language	References to language difficulties
	P: "I feel that I am blind and deaf here"
Racism / Minority status	References to difficulties of being a minority
	A: "People just see you as another Asian"
Parent-child	References to parent-child difficulties
	P: "My son doesn't listen to me anymore"
Settlement	References to issues of settlement
	A: "I didn't adjust well and got into a lot of trouble"
Social	References to social networks and activities
	P: "It's difficult to make and find friends here"
Unemployment	References to employment difficulties
	P: "I can't get a job and my savings are running out"
Other	Other

Note. P = Parent; A = Adolescent. Examples of responses provided are based on general overviews of participants' responses and are not actual responses from participants.

Table 18

Difficulties Brought by Migration

Difficulties of Migration	Types of Responses		No. of Responses		No. of Families
	Parent	Adolescent	Total	% of Total	
Language	12	10	22	27.2%	7
Social	12	5	17	21.0%	5
Astronaut arrangement	6	4	10	12.3%	4
Financial	6	0	6	7.4%	3
Racism	1	5	6	7.4%	3
Settlement	6	0	6	7.4%	3
Parent-child	3	2	5	6.2%	4
Unemployment	5	0	5	6.2%	3
Cultural clash	3	0	3	3.7%	3
Other	1	0	1	1.2%	1
Total	55	26	81	100%	

Note. There were a total of 7 families (parents = 11; adolescents = 7).

to him what this children mean. Then he will find [that in] 2 years [time everything is] normal [ok]. I never [had to] go to school [since]....
(S5.1).

In addition, language difficulties were not always associated with learning English. For some families, the difficulties were also in retaining the language of the country of origin. As stated by one adolescent:

P: Well I didn't really want to go to school. And they [my parents] suggested extra English lessons but I didn't want that. And then when I did get to learn English... and I forgot a lot of Chinese they suggested Chinese lessons and I didn't [laugh] want that anymore. So... basically they want me to re-learn the Chinese language but I didn't really want to do that because I... just feel that it's too much of a pain. So that's something I disagree about.
(S7.2).

The mother of the adolescent above explained why she thought it was important for migrant children to retain the language of their country or origin:

P: I think most... children don't want to speak their original language now and they always speak English so... they have less communication in [the] home. Because they... speak different language and they...
R: So how do those parents communicate?
P: The children speak in English and the parents will speak Chinese and some other language and they can [communicate]... But they just [have] very simple communication that['s] all.
(S7.1).

Interestingly, apart from language difficulties, one father alluded that migration may have contributed to his mental well-being. His example illustrates the long-term struggles and challenges of being a migrant. This is what he reported:

P: Because... [in] the last few year[s] I was in serious illness. And I [sigh] experience[d] shingle, stress, anxiety [sigh] and... depression. Yeah so... [sigh]. It was not a good time for us.

R: What were your anxieties over?

P: It's stress. Stress-related. And now we [have been] here [for] about 7 year[s]. The first 2 year[s]... I went to polytech to study horticulture. Soon after that... my body was very exhausted. [In] one incidence... when I went back to Hong Kong... I [had a] panic attack. And after that... I [had] shingle[s] and all that [and was in] a lot of trouble. So it takes me about... 3 to 4 years... to recover. Yeah and after that we engage in one year of the food takeaway business. And make me... a bit more worse... the health... condition. After that we move home to here. We want to start a new life.

R: Great. And those things are better now?

P: Yeah but here [it] is more physically exhausting. But my emotion is better. [It's] more relax[ing] here... but [there is] plenty of work to do.

R: So have you had panic attacks and things like that...

P: Yeah I have panic.... Oh no no... only at that time in... 1996. And after that oh very bad the health.

R: Why was that?

P: One reason [was] the income. Because after... that incidence I can't have the ability to work so [we] just live[d] on saving[s]. So [we had] many things to worry [about]. So make the situation even worse.

(S8.3).

In summary, participants faced a vast array of changes and difficulties not only in their environment but also in their personal and family life. As illustrated above, these changes did not always produce positive outcomes for families and their individual well-being.

Adjustment. A higher portion of adolescents than parents reported that they had adjusted to New Zealand (see Table 19). Of the parents who had stated that they had not adjusted, those responses were solely made by the fathers in the sample.

Table 19

Whether Participants had Adjusted to New Zealand

	Whether Participants Had Adjusted		
	Yes	No	Total
Parent	5	6	11
Adolescent	4	2	6
Total	9	8	17
% of Total	52.9%	47.1%	100%
No. of Families	6	4	

Note. There were a total of 7 families (parents = 11; adolescents = 7).

Below is what one father reported:

R: Would you say you've adjusted to New Zealand?

P: Mmm no no no. I [have] not completely [adjusted] and I'm not sure if...

... another 10 years it will ok. I'm not sure.

R: Why do you say you're not sure?

P: Not sure well because... beside[s] the language... I think it's [because]

... I grow up [in the] Chinese culture. ... That's really different from [the]

Christian culture. So you can't understand the... maybe as my time goes

[passes]... I will understand more about thing[s]. But... I don't think you

can [understand because]... you don't have the same judgement as that of

the [other culture].... I think that's the most hard... for new immigrant[s].

The cultural difference.

R: Ok. Anything specific... that's culturally different...?

P: Such as... here we [are] still celebrating [the] Chinese festival. And we

seldom celebrate... [the] Christian festival. We can't actually understand

what it means.

(S4.3).

According to another father, concerns about his family's financial situation hampered his adjustment:

P: Yeah I'm quite... adapt to [here]. ... But one thing is... employment [and

the] the income. That's really [what]...we are now still struggling with...

[to have a] stable income. That is the only thing that we are still worrying

about. Yeah.

(S8.3).

While another father stated that he tried not to think about whether he had adjusted or not:

R: Have you gotten used to the country?

P: Yeah I like [the] lifestyle here... but I still feel... not quite comfortable

[and that I am] no[t]... part of the society or part of the environment. I'm

still trying but I know it's hard for us because... the background is so

different. Anyway we do our best and we... don't worry about that, what I

have I done? Not question [it]...

(S7.3).

Participants also reported phases of adjustment. The first two years after migration were reported to be the most difficult. As stated by one mother:

> *P: In the beginning, in the first year I... have a lot of complain[ts]. [I did] not like it very much. [I felt] like an outsider... I have not adjusted to a lot of things.*
>
> *R: What have you not adjusted to?*
>
> *P: Like a lot of work. I am not very used to a lot of housework because before I had a maid to help with the housework. I did not adjust very well to the point of crying a lot of the time. At that time I want[ed] to leave, not to stay here anymore. But I put up with it for the sake of the children's education. And now we could settle down. [laugh] Yes. It was like that.*
>
> (S8.1).

The same mother gave an example illustrating the phases of adjustment her children went through:

> *P: In the first two years they [children] had not adjusted. They were homesick and always missing grandma and other relative[s]. But after those [first] 2 years they started to like [it] here very much. They felt that they could go out and play themselves... and had already made friends... It already changed them. Otherwise they would always be lounging [around] at home.*
>
> (S8.1).

Interestingly, one adolescent stated that he was actively attempting not to adjust to New Zealand. This was what he reported:

> *R: Would you say that you've adjusted to New Zealand?*
>
> *P: I don't really want to adjust to New Zealand. Cos I still want to go back [to the country of origin] and then live back there. Yeah but... as long I'm here... I need to get into... mix with their [New Zealanders'] life. But... not really.*
>
> *R: Why's that?*

P: I don't know! It's kinda weird like my sister... the younger people... of course they will settle in. But like me, my mates... probably not.... Cos we still think that... we owe our country[of origin] something. And yeah I have to go back and pay it off. Just [a] funny way of doing that. You don't want to end up in a foreign country and... you know... the funny thing is all Taiwanese student... who had a girlfriend [were] all Taiwanese. You know in our age it's funny. Cos it's like nobody want[s] to go out with a Kiwi girl or [an] Indonesian girl or something in our age. Our age group is like that. End of story. We'll just leave.

(S5.2).

Later in the interview, it became apparent that the adolescent above was having difficulty adjusting because he felt that was being discriminated against in New Zealand:

P: [I] don't want to live here anymore and...[I] want to move. I know it['s] just kind of weird. People like our group keep on [wanting to]... get out of here. I mean... it's funny. We want to go back to Asia and... do something [there] instead of doing [something] here because... even if you become famous and stuff in this country people will still think, 'Oh you are an Asian anyway.' But if you go back to you[r] own hometown I mean if you do something special you know in the end you will be able to give... something back to your hometown. But in here you just don't want to.

R: Why is that?

P: Because it's their country. They are ones who ruin their economy. And they are the ones who's being racist to us all the time. They are the one[s] who's saying that Asians [are] going to invade the country. I mean [it's] just absolute poff. Not our fault that you guys can't breed. Not our fault that your economic's crash and burn. We'll all trying to help you you know? You've been so negative to us well... no problem. Well at least I can go back to my hometown and then fill in my own people... and try to help them, give something back. That's... what is special to me that I think [is] for my life as well.

R: Why do you have such strong links to your hometown?

P: Maybe I'm a teenager when I first grew up [in New Zealand]. Like my

sister... she's Kiwi now [but] not to me. I don't agree [with] that. Cos no matter how you talk... how you behave... [you are] still an Asian no matter what. Actually your looks and stuff that you change... you just.... Because you know I got a mate who is a 4th generation New Zealander. He just looks like Asian but people still diss him. And... to me that's absolute crap. (S5.2).

In summary, a higher portion of adolescents than parents reported that they had adjusted to New Zealand. Three out of the four fathers interviewed reported that they had not adjusted. The first two years after the migration were reported to be a difficult period of adjustment for families. For those who were not adjusting well, they attributed this to the cultural gap between the country of settlement and the country of origin and the reception of migrants by members of the country of settlement.

Satisfaction with life. When participants were asked about how satisfied they were with family life in New Zealand, the majority of participants stated that their satisfaction was high (see Table 20). As stated by one adolescent:

R: How would you rate your satisfaction with family life in New Zealand? Is it high, medium, or low?

P: Quite high.

P: Why is that?

R: Yeah because I think I have quite good communication with my parents, and the rest of my family. And I also have quite a good... relationship with my friends. And... without breaking the relationship with my parents it's quite hard I think. [laugh] Yeah and I... have quite good results in school and stuff... and part... of my life [is] here.

(S2.2).

Table 20

Satisfaction with Family Life in New Zealand

	Types of Satisfaction			
	High	Medium	Low	Total
Parents	17	2	0	19
Adolescent	9	2	0	11
Total	26	4	0	30
% of Total	86.7%	13.3%	0.0%	100%
No. of Families	7	3	0	

Note. There were a total of 7 families (parents = 11; adolescents = 7).

Interestingly, one astronaut mother stated the following about why she was satisfied with life in New Zealand:

> P: I feel confident, you know quite freedom... living here.
>
> R: What do you mean by freedom?
>
> P: Because my husband didn't come with me! And even my parents-in-law and my parents [are not here so there are]... not too much people bother me you know? I [can] just do [things] by myself you know?
>
> (S3.1).

In summary, the majority of participants were highly satisfied with their life in New Zealand. This concludes the presentation of the results.

Discussion

Family Functioning

The analyses of the transcripts showed that the three outcome measures of family functioning: parent-adolescent relationship, parent-adolescent conflict, and parenting, varied across the phases of migration. For the parent-adolescent relationship, more positive than negative attributions were recorded at each phase of the migration, although no one trend in the relationship emerged across the phases of migration. The issues of conflict between parents and adolescents changed across the phases of migration. Common conflict issues were the regulation of adolescents' activities and disagreements about the migration. In terms of how adolescents were parented, participants reported a shift from a strict authoritarian parenting style in the country of origin, to a less strict authoritative parenting style in the country of settlement. The involvement of extended family and domestic helpers in the parenting of children was reported by some participants.

What these findings suggest are five things. First, the findings showed that participants' reports of family functioning varied across the phases of migration

and that they were continually being affected by it. This suggested that when conceptualising the influence of migration on family functioning, it was useful to regard the migration experience as an ongoing process rather than something that was static which started and ended on migration.

Second, the common issues of conflict reported in Study 2 were similar to the common issues of conflict reported in Study 1. Regulation of the adolescent's activities and homework and academic achievement were reported to be the most common conflict issues in both studies. The difference between the two studies, however, was that the third most common conflict issue was chores in Study 1, while for Study 2 it was interpersonal regulation. Participants from Study 2 also reported conflict issues which could not be categorised using Smetana's (1989) conflict categories. For example, participants reported migration as an issue of conflict and reported no occurrence of conflict. These findings called into question Smetana's (2000) argument that issues of conflict were similar across cultures.

One reason to account for why there were differences in the findings between Studies 1 and 2 could be because different samples were used in each study. Since only a small number of families were interviewed, it was possible that the conflict issues reported were specific to the families interviewed in each study. Thus, to obtain a more reliable measure of conflict across different families, more families need to be interviewed. Another reason to account for the differences between Study 1 and 2's findings could be because although participants were asked similar questions in the two studies, these questions were not the same. Study 2's participants were asked more specific questions about conflict across the different phases of migration than Study 1's participants. This may have resulted in Study 2's participants reporting different conflict issues.

Third, participants reported that the intensity of the conflict was lower since coming to New Zealand. This finding contradicted Study 1's findings in which participants reported a greater intensity of conflict. A possible explanation could be because of the methodology used. As stated earlier, although the questions asked across the two studies were similar, they were not the same. There was a slight variation in the questions to reflect the purpose of each study. The focus of Study 1 was on normal everyday conflict, while the focus of Study 2 was on conflict across the different phases of migration.

Fourth, according to participants, the shift in parenting from more to less strict was due to environmental and developmental reasons. In terms of the environmental reasons given, it is plausible that the 'loosening' of traditional parenting characteristics is evidence of parental acculturation and the adopting of values from the country of settlement (R. M. Lee et al., 2000). In terms of the developmental reasons given, this shift in parenting could reflect parents' responses to the developing maturity of their adolescents.

Fifth, despite participants reporting that parenting was strict and controlling in the country of origin, they did not report that that this negatively affected the parent-adolescent relationship. This may have been due to the fact that parents had more authority in the country of origin because the children were younger there (M. K. Ho, 1992). It is also possible that since parents were not always the sole caregivers in some families, their involvement in the parenting might have been minimal, resulting in more positive attributions by parents and adolescents.

Migration Experiences

Migrant families reported that they faced a variety of challenges not only at the environmental level but also changes and difficulties at a personal and

familial level. The most common change reported by families was changes in lifestyle, and the most common difficulty reported was developing a mastery of the English language. The first two years after migration were the most difficult period reported by families. Adolescents and mothers appeared to adjust better than fathers. Some barriers to adaptation were cultural distance between the countries of origin and settlement and reception by members of the host country. However, despite these challenges, the majority of participants reported that they were satisfied with their lives in New Zealand.

What these findings suggest are three things. First, migration not only results in changes in the migrant's environment but also has consequences for them at an individual and familial level. This is expanded further below.

Second, the changes and the difficulties migrants face may act as barriers to their adaptation. As reported by Berry (1997; Berry & Sam, 1997), examples of such barriers were the reception towards migrants by members of the society of settlement, and the cultural distance between the countries of origin and settlement. The barriers outlined by Berry (1997) were supported by Study 2's participants who reported that they were treated differently and were sometimes discriminated against by members of the host society. Other barriers also reported by participants were having to adjust to a country with a different language, value systems, and ways of operating than what they were used to.

Third, adolescents and mothers appeared to adjust better than the fathers in the sample. For the fathers interviewed, one barrier to their adjustment was concerns about finding a stable income to support the family. Concerns about the family's financial status was not surprising because fathers are the traditional breadwinners for the family, and so a failure to fulfil this role would impact on their well-being as well as affect how the family is able to function in the country

of settlement (e.g., Canino & Spurlock, 1994; de Leon Siantz, 1997; Rumbaut, 1994; Uba, 1994).

The findings found thus far highlight the need to consider variables at the individual, familial, and environmental level in influencing migrant adaptation. How the inter-relationships between these variables are conceptualised is illustrated in Figure 10.

Limitations and Implications of Study

Before any firm conclusions can be drawn, however, it is important to address the limitations of Study 2 as these could affect the quality of the results. Four limitations were identified. First, as with Study 1, more responses were recorded for questions on family functioning in the current situation than on past events. This is a limitation because for an outcome measure such as parent-adolescent conflict, the reporting of more conflict issues in the present situation could be a reflection of participants' ability to recall current events better than the fact that there is more conflict in the current situation.

Second, although the methodology that has been employed in Studies 1 and 2 have produced data that is contextually rich, this data is not necessarily replicable. As the findings of both studies have shown, different participants gave different responses even to questions that were very similar. These findings highlighted the need for a more robust way of quantifying participants' responses.

Third, the sample sizes in both Studies 1 and 2 were small. The effect of this on the results was evident as inconsistencies appeared in participants' reports of parent-adolescent conflict across the two studies. For example, while Study 1 participants reported that conflict intensity was greater in New Zealand, Study 2 participants reported that it was less here. These findings showed that for research findings to be generalisable to the migrant population, larger sample sizes were
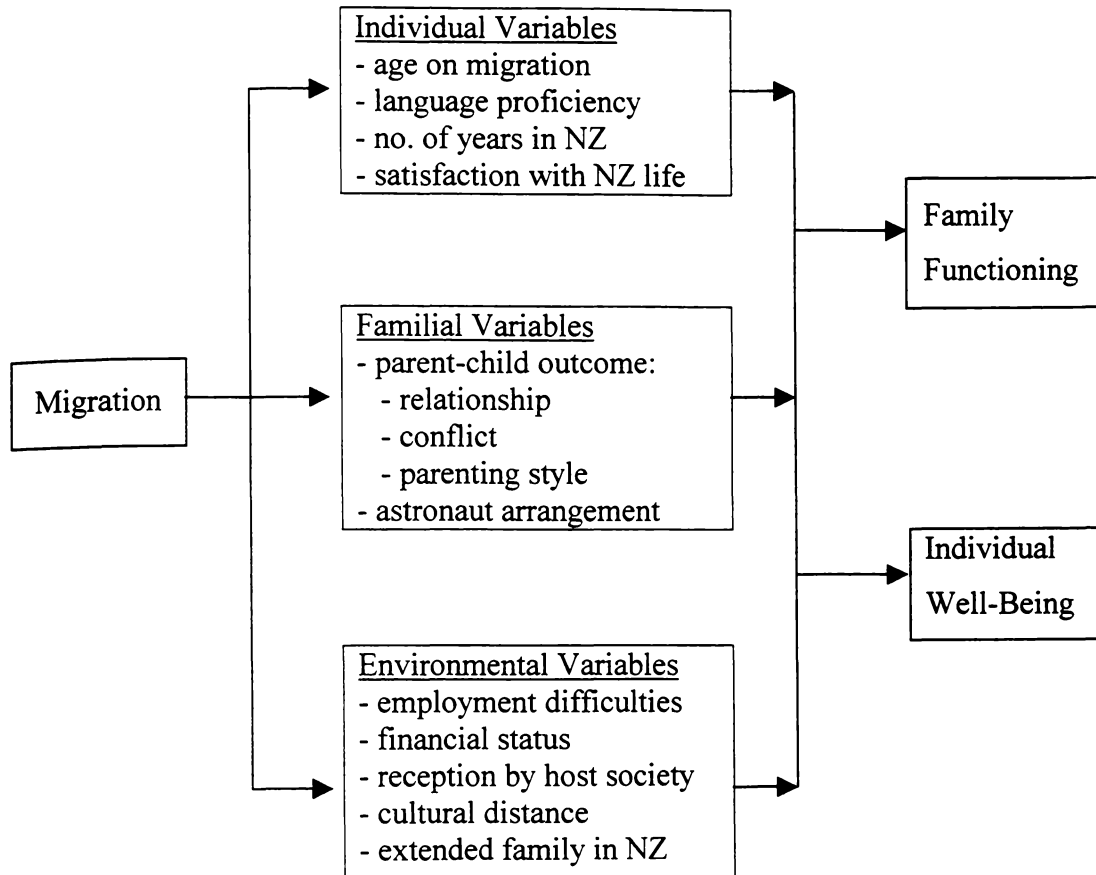
Figure 10. A conceptual model of migrant adaptation based on Study 2's findings.

required.

Fourth, for questions on family functioning, participants were able to discuss their answers to questions on parent-adolescent conflict and parenting more easily than questions on the parent-adolescent relationship. Reponses to questions on the parent-adolescent relationship were also less quantifiable than the two outcome measures listed above. This raised the issue of whether specific questions on the parent-adolescent relationship should be included in Study 3.

The limitations outlined above suggested three implications for the design and conceptualisation of Study 3. The first implication was that it is beneficial to regard migration as an ongoing process that affects the well-being of migrants and their families depending on the phase of migration they are at. The phase of migration migrants are at would vary as a function of their length of residence in New Zealand. This finding is supported by literature which states that how well migrants adapt is affected by their length of residence in the country of settlement (e.g., Handal et al., 1999; Ward, Okura, Kennedy, & Kojima, 1998). It also reaffirms the underlying concept of this thesis which conceptualises migration as an ongoing rather than static process. As has been illustrated by Study 2's participants, the process of migration does not start in New Zealand, but in the countries of origin when families are first considering and discussing the merits of the migration. Likewise, the process of migration does not end for families after they arrive here. Findings from Studies 1 and 2 show that families continue to be affected by migration several years after arriving here.

The second implication for Study 3 was to employ a more quantitative approach in researching the relationship between migration and the functioning and well-being of migrant families. The use of qualitative methodologies in Studies 1 and 2 allowed me to gain useful insights into how samples of Chinese

migrant families were functioning in New Zealand, however, whether these insights could be applied to the wider Chinese migrant population is unknown. Although the number of participants interviewed in Studies 1 and 2 were adequate by qualitative standards (N = 39), this is a quantitatively small sample. In addition, Studies 1 and 2's methodology did not allow for the outcome measures to be recorded in a systematic and quantifiable way. This resulted in inconsistent findings in participants' reports of parent-adolescent conflict across the two studies. To address the shortcomings listed above, an objective of Study 3 was to measure the influence of the migration process, on family functioning and the well-being of migrant families, in a replicable and quantifiable way.

The third implication for Study 3 was to no longer include specific questions on the parent-adolescent relationship. The reason for this was because Study 2 showed that parent-adolescent relationship was an outcome measure that was not easily quantifiable.

Summary

In summary, Study 2's findings supported and expanded on Study 1 data by showing that migration did influence how migrant families functioned and affected the well-being of family members. On integrating the findings of both Studies 1 and 2, and what is known about migrant families in the literature, these findings highlighted that there were three categories of factors influencing family functioning and well-being. These factors were variables at the individual, familial, and environmental level. Individual variables pertained to the characteristics of the individual, such as the migrants' gender and the number of years they have lived in New Zealand. Familial variables pertained to the characteristics of the family, such as the level of parent-adolescent conflict. Environmental variables pertained to the characteristics of the environment, such

as ease of finding employment and reception towards migrants by the society of settlement. To add to the complexity of the variables involved, both Studies 1 and 2 also showed that the age of the migrant was an important determinant acting on these individual and familial variables. Taking all these into consideration, migrant adaptation was conceptualised as an outcome measure of the influence of the migration process on these categories of variables. Figure 11 provides a summary of my conceptual model of migrant adaptation.

As stated earlier, the conceptual model was based on the findings of Studies 1 and 2, and was influenced by the literature on migrant families. The literature that influenced the conceptualisation of the migration process was Berry's (1997; Berry & Sam's, 1997) framework of acculturation research, Ward's (1996) model of the acculturation process, and E. Lee's (1997) assessment guidelines for Chinese American immigrant and refugee families. Although the conceptual model was mainly adapted from Berry's (1997) framework, one limitation of his model, and that outlined by Ward (1996), is that they did not discuss about the familial variables acting on migrant adaptation. I also found that although E. Lee (1997) provided very comprehensive assessment guidelines, when working with Chinese American families, she did not provide empirical data to support her guidelines.

My model of migrant adaptation provided the conceptual basis and a framework of research for Study 3. It outlines the variables of interest as well as the hypothesised interrelationships between them. It also takes into account the role of familial variables, in addition to the individual and environmental variables, in influencing migrant family functioning and well-being.

```
                    ┌─────────────────────────────┐
                    │ Individual Variables        │
                    │ - age on migration          │
                    │ - gender                    │
                    │ - satisfaction with NZ life │
              ┌────▶│ - health of self            │────┐     ┌──────────────┐
              │     │ - sense of belongingness    │    │     │ Family       │
              │     │ - sense of home             │    ├────▶│              │
              │     │ - language proficiency      │    │     │ Functioning  │
              │     │ - no. of years in NZ        │    │     └──────────────┘
              │     │ - acculturation strategies  │    │
              │     └─────────────────────────────┘    │
              │                                         │
              │     ┌─────────────────────────────┐    │
              │     │ Familial Variables          │    │
              │     │ - astronaut arrangement     │    │
              │     │ - parent-child outcome:     │    │
┌──────────┐ │     │    - conflict               │    │
│          │ │     │    - parenting style        │    │
│Migration │─┼────▶│ - differential rates of     │────┤
│          │ │     │   acculturation             │    │
└──────────┘ │     │ - marital relationship      │    │
              │     │ - health of family members  │    │
              │     └─────────────────────────────┘    │
              │                                         │     ┌──────────────┐
              │     ┌─────────────────────────────┐    │     │ Individual   │
              │     │ Environmental Variables     │    ├────▶│              │
              │     │ - employment difficulties   │    │     │ Well-Being   │
              │     │ - financial status          │    │     └──────────────┘
              │     │ - racism/ discrimination    │    │
              │     │ - cultural distance:        │    │
              │     │    - access to culture      │    │
              └────▶│    - proximity to culture   │────┘
                    │    - maintenance of culture │
                    │ - religiosity               │
                    │ - social support            │
                    │ - extended family in NZ     │
                    └─────────────────────────────┘
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Figure 11. A conceptual model of migrant adaptation and a framework of research for Study 3.

In conclusion, Study 3 was designed to be a quantitative study that would use previously established measures of family functioning and individual well-being to assess the influence of migration on these outcome variables. From the list of variables outlined in the conceptual model, I was particularly interested in investigating which variables would be predictive of the outcome measures.

Chapter 4: Study 3

Purpose of Study

The purpose of Study 3 was to assess the influence of migration on family functioning and well-being in a larger sample of Chinese migrant families in a quantitative way. I was particularly interested in the influence of the variables outlined in my conceptual model of migrant adaptation (see Chapter 3) in predicting the outcome measures of interest.

Predictors of Migrant Adaptation

Individual well-being. What cannot be ascertained from my conceptual model of migrant adaptation is which of the variables outlined would be predictive of migrant well-being and family functioning. It is hoped that Study 3 would be able to help answer this question. What is already known from the literature outlined in Chapter 1, however, is that previous studies on migrants in New Zealand have already established what some of the predictors of migrant well-being are. According to Abbott et al. (1999, 2000) and Pernice and Brook (1996), predictors of poor migrant well-being are unemployment, experience of discrimination, lack of proficiency in English, age on migration, being a recent arrival, having expectations not met and regrets about coming to New Zealand, lower levels of education, having few close friends, and spending most of one's time with one's own ethnic group.

However, although these studies provide an outline of some of the predictor variables which need to be considered, whether similar findings would be found in samples of Chinese migrant families could be questioned. One reason for this is that both Abbott et al. (1999, 2000) and Pernice and Brook (1996) focused their studies on the functioning of migrants in general rather than the

functioning of migrant families.

How migrants were defined in their studies also varied. As stated earlier in Chapter 1, Abbott et al. (1999, 2000) did not make explicit what type of Chinese immigrant they were targeting for their study. For example, although it was reported that the 'majority' of their participants were recent migrants, 18.5% of their sample reported that they had resided in New Zealand for over five years. How long those remaining participants had lived in New Zealand was not reported. As a result, it is possible that some of those participants might have been second or third generation New Zealanders, and has implications for which segment of the migrant population the research findings can be applied to. Another limitation is the possible inclusion of sojourners in their study. Abbott et al. (1999, 2000) reported including young people between the ages of 15 to 25 years who were not living with a parent. This compounded with the fact that the studies did not report whether participants were New Zealand citizens, implied that those participants might have been sojourners. The experiences of sojourners may be different from immigrants, and again has implications for the generalisability of the research findings.

Whether the findings of Pernice and Brook's (1996) study could be applied to Chinese migrant families can also be questioned. The primary reason for this is because Asian participants in their sample were refugees and not immigrants. The migration experiences of refugees will differ from immigrants as the former are more likely to have faced traumatic experiences during the process of migration than the latter. It is also possible that there may be other differences between the two groups, such as in their level of educational attainment and financial status.

In addition to the predictor variables outlined by Abbott et al. (1999, 2000) and Pernice and Brook (1996), Eyou et al. (2000) reported that the type of acculturation strategy adopted by the migrant was predictive of migrant well-being. According to Berry (1997; Berry & Sam, 1997), there were four acculturation strategies that the migrant could adopt: assimilation, integration, separation, and marginalization. These strategies referred to the extent to which the individual maintained their cultural identity and the extent to which they became involved with other cultural groups. Assimilation referred to individuals not maintaining their cultural identity and only seeking interaction with others. Integration referred to individuals maintaining their cultural identity as well as seeking contact with others. Separation was maintaining the cultural identity while not interacting with others. Marginalisation was having no interest in cultural maintenance nor in having relations with others.

Eyou et al. (2000) reported that Chinese adolescents who were integrated had a higher self-esteem than their peers who were separated or marginalized. Eyou et al.'s (2000) findings that integration was a preferred acculturation strategy among Chinese New Zealand adolescents was supported by E. S. Ho (1995). In her study, E. S. Ho (1995) assessed the adaptation processes of Chinese students in New Zealand. A shortcoming of both studies, however, was that their samples were restricted to adolescents and that parents were excluded from the studies. Thus, the acculturation strategies adopted by Chinese migrant parents is unknown.

In summary, the critique above illustrates that there is research in New Zealand which has investigated the factors that are predictive of migrant well-being. Although these studies are not without their limitations, they still serve a useful reference point from which the inter-relationships between variables

outlined in my conceptual model of migrant adaptation and the outcome measure of interest could be hypothesised. The critique also shows that for future studies, the characteristics of the sample population should be clearly defined and controlled, so that the research findings can be applied to the appropriate segment of the population. It also illustrates that there is a need for more research to investigate the factors that are predictive of well-being in Chinese migrant families in New Zealand, and that the perspectives of both parents and adolescents should be obtained when doing this.

Family functioning. There are no known studies in New Zealand which have investigated the predictors of family functioning in Chinese migrant families. What is known from the overseas literature, however, is that differential rates of acculturation between parents and adolescents is likely to be predictive of family functioning (eg., K.–F. M. Cheung, 1996; L. C. Lee & Zhan, 1998; R. M. Lee et al., 2000). As stated earlier in Chapter 1, conflict will occur in families where the children have adopted the norms of the host society, and the parents have adhered to their old ways of life.

What was also apparent from the findings of Studies 1 and 2 was that having adequate support was predictive of family functioning. Having adequate support is crucial for families as the migration would have separated families from their kin and friendship networks. The important role of social support on family functioning is supported by findings from the overseas literature (e.g., Harker, 2001; Leung, 2001).

A general shortcoming of the literature cited above is that most of it is from North America. Since both America and New Zealand have different immigration histories of Chinese migrants, it is likely that there may be societal differences in how migrants are received, and as a result differences in factors

affecting migrant adaptation in these two countries. As a result of this, findings from the overseas literature should be applied with caution in New Zealand.

In summary, the critique highlighted that most of what is known about Chinese migrant families in New Zealand is from the overseas literature, and that more research on the functioning of these families is needed.

Measures of Outcome

As stated earlier, one objective of Study 3 was to establish which of the variables outlined in my conceptual model of migrant adaptation would be predictive of parent and adolescent adaptation in Chinese families. Measures of adaptation in Study 3 were limited to the following outcome measures: individual well-being and family functioning. The study was limited to these outcome measures for two reasons. First, because the investigation of family functioning and the well-being of family members have been consistent themes throughout the thesis. Second, these outcome measures have commonly been used by other researchers as measures of migrant adaptation (e.g., Dinh, Sarason, & Sarason, 1994; Eyou et al., 2000; Leung, 2001).

For the purposes of Study 3, the General Health Questionnaire (GHQ; Goldberg, 1972) was selected to measure the individual well-being of migrants, and the Self-Report Inventory (SFI; Beavers & Hampson, 1990) was selected to measure the functioning of migrant families. To measure the influence of migration-related variables on these two outcome measures, the Migration Experience Questionnaire (MEQ) was developed.

General Health Questionnaire. The GHQ is a self-administered screening instrument with the aim of detecting psychiatric disorders among respondents in community and non-psychiatric clinical settings (Goldberg & Williams, 1988). It has been widely used and validated in different cultural settings (Goldberg &

Williams, 1988). The purpose of the items in the GHQ is to identify impairment in an individual's everyday functioning, and the presence of additional 'distressing' symptoms. For each item, respondents are asked whether they have recently experienced a particular symptom or behaviour on a 4-point scale ranging from 'less than usual' to 'more than usual' (Goldberg & Williams, 1988). The scores in the GHQ can be interpreted as indicating the severity of the psychological disorder, as providing an estimate of the prevalence of psychiatric illness, or as an indicator of morbidity (Goldberg & Williams, 1988).

The GHQ was selected over other test instruments because of three reasons. First, it was an instrument that was designed to be applied in community settings. Since Study 3's participants were from community settings, this seemed appropriate. Second, the GHQ has commonly been used by researchers across cultures, including the Chinese culture (e.g., D. W. Chan, 1985; Shek, 1987). This suggested that the instrument could be used in a sample of Chinese participants. Third, there was a Chinese version of the instrument which was reported to have comparable psychometric properties to the English version (D. W. Chan, 1985; Shek, 1987, 1989). This was a consideration because I wanted to provide bilingual versions of the GHQ to Study 3's parents, and so it was important that both versions had comparable psychometric properties.

On deciding that the GHQ was an appropriate test instrument for the purposes of Study 3, which version of GHQ to use was considered. The different versions of the instrument were: 60, 30, 28, and 12-item versions. Part of the consideration in selecting which version to use was in finding a Chinese version of the instrument that had established psychometric properties. The 30-item GHQ was selected because the Chinese version of the instrument was reported to compare favourably' with the English version (D. W. Chan, 1985; Shek, 1987,

1989). The Chinese version of the instrument was obtained from Shek (personal communication, August 31, 2002). The Chinese version was available in two different written styles: in traditional Chinese characters, and in characters based on colloquial Cantonese. The implications of the type of style selected for participants are discussed further in the *Method* section.

In terms of overall reliability, Cronbach's alpha values for the English version of the GHQ-30 ranged from .84 to .93 (D. W. Chan, 1985; D. W. Chan & T. S. C. Chan, 1983). In comparison, the Cronbach's alpha values for the Chinese version ranged from .87 to .93 (D. W. Chan, 1985; Shek, 1987; Shek, Mak, & Cheung, 1988). The Guttman's split-half reliability coefficient for the Chinese version ranged from .88 to .78 (Shek, 1987; Shek et al., 1988).

In terms of concurrent validity, the median correlation coefficient with standardised psychiatric assessments was .59 for the English version of the GHQ-30 (Goldberg & Williams, 1988). For the Chinese version, the mean correlation coefficients ranged from .45 to .46 (Shek, 1989; Shek et al., 1988). These were for correlations with other measures of psychopathology, such as the Chinese Beck Depression Inventory (.58), and the Chinese State-Trait Anxiety Inventory (A-State = .63; A-Trait = .58) (Shek, 1989). In terms of the discriminant validity of the GHQ-30, the variance weighted average values of sensitivity (probability that a 'true case' would be identified) and specificity (probability that a 'true normal' would be identified) across validity studies were 74% and 82% respectively (Goldberg & Williams, 1988). As can be seen, the overall psychometric properties of the English and Chinese version of the GHQ-30 are comparable.

Self-Report Family Inventory. The SFI is a 36-item self-report questionnaire that can be used to discriminate 'clinical' from 'non-clinical'

families (Beavers & Hampson, 1990). It measures family functioning across five family domains: (a) health/competence; (b) conflict; (c) cohesion; (d) leadership; and (e) emotional expressiveness (Beavers & Hampson, 1990, 2000). There is a subscale for each domain. The health/ competence subscale consists of 19 items covering themes such as problem-solving abilities and acceptance of family members. The conflict subscale consists of 12 items covering themes such as overt versus covert conflict. The cohesion subscale consists of 5 items covering themes such as family closeness and satisfaction. The leadership subscale consists of 3 items covering themes such as parental leadership and degree of control. The emotional expressiveness subscale consists of 5 items covering themes such as expression of warmth and caring of family members.

Respondents answer all items on a 5-point Likert-type scale with 1 being 'Yes: Fits our family very well' to 5 being 'No: Does not fit our family'. The exceptions to this are the last two items in the instrument which ask participants to rate their perception of their family's level of functioning and independence on a 5-point scale.

The SFI was selected over other test instruments because of four reasons. First, it was an instrument that was developed both through clinical work with families and on a model of family functioning (Tutty, 1995). This suggested that the instrument had face validity and that it would give a measure of how families 'really' functioned. Second, the SFI has been used in studies of family functioning in Chinese families in Hong Kong (e.g., Shek, 1997, 1998a, 2002). This was important as the instrument needed to be valid for the sample population. Third, there was a Chinese version of the SFI which had been validated with Chinese samples (Shek & Lai, 2001). This meant that the Chinese version of the SFI was valid to administer to the sample population. Fourth, the Chinese version of the

SFI was reported to have comparable psychometric properties to the English version (Shek, 2001a, 2001b; Shek & Lai, 2001). Thus, even if participants were provided with the Chinese version of the SFI, it was still as valid and reliable as the English version. The Chinese version of the instrument was obtained from Shek (personal communication, August 31, 2002). The Chinese version was written in traditional Chinese characters.

In terms of the overall reliability, the Cronbach's alpha values of the English version ranged from .84 to .93, while they were between .91 and .93 for the Chinese version (Beavers & Hampson, 2000; Shek, 2001a, 2001b; Shek & Lai, 2001). In terms of test-retest reliability, the average alpha values over a 3-month period was between .44 and .85 for the English version, and between .92 and .93 over a one-year period for the Chinese version (Beavers & Hampson, 2001; Shek, 2001a).

In terms of concurrent validity, moderate to high correlations were found between the English version of the SFI and the following measures of family functioning (Beavers & Hampson, 2001; Tutty, 1995): (a) Family Adaptation and Cohesion Evaluation Scales II (Faces II; Olson, Sprenkle, & Russel, 1979); (b) FACES III; and (c) Family Assessment Device (FAD; Epstein, Baldwin, & Bishop, 1983). For the Chinese version, moderate to high correlations were found between scales such as the Chinese Family Assessment Instrument (C-FAD), Satisfaction with Life Scale (LIFE; Diener, Emmons, Larsen, & Griffin, 1985), and the Chinese version of the GHQ (Shek & Lai, 2001).

However, despite comparable psychometric properties between the English and Chinese versions of the SFI, there was disagreement in the construct validity of the instrument. While Beavers and Hampson (1990) reported five stable factors to the SFI (i.e., the five subscales listed above), Shek (1998b, 2001a,

2001b) and Shek and Lai (2001) argued that there were only two stable factors, and that these were Family Health and Family Pathology. This discrepancy had implications for how the SFI data was analysed and reported in Study 3, and is discussed further in the *Method* section.

Migration Experience Questionnaire. An underlying concept of this thesis has been that migrant adaptation is a complex process which is influenced by a diverse range of variables. My model of migrant adaptation (see Figure 11, Chapter 3) highlighted the complexity of the variables involved and the need to consider the role of each of the variables outlined in influencing migrant adaptation. However, because the variables covered such a diverse range of topics, no one established instrument in the psychological literature existed that would fully encapsulate the diversity of the variables involved.

Instead, the instruments reported in the migrant adaptation literature mainly focused on facets of acculturation. Examples of these instruments are the Suinn-Lew Asian Self-Identity Acculturation Scale (Suinn, Ahuna, & Khoo, 1992; Suinn, Rickard-Figueroa, Lew, & Vigil, 1987); the Acculturation Scale (Ghuman, 2000); and the Acculturation Index (Ward & Kennedy, 1994). Additionally, even when there were instruments which covered topics of interest, such as the Asian American Family Conflicts Scale (R. M. Lee et al., 2000), and the Demands of Immigration Scale (Aroian, Norris, Tran, & Schappler-Morris, 1998; Tsai, 2002), these still did not cover the range of variables I wanted to investigate. As of result of these reasons, the Migration Experience Questionnaire (MEQ) was developed.

The MEQ is 43-item self-administered questionnaire that was specifically developed to investigate the relationship between the variables outlined in the conceptual model of migrant adaptation and Study 3's outcome measures. The

items in the MEQ are based on the premise that migrant adaptation is influenced by variables at the individual, familial, and environmental levels.

The variables at the individual level are: (a) health of self; (b) sense of home; (c) satisfaction with life; (d) sense of belongingness; (e) satisfaction with English ability; and (f) acculturation strategies used. The purpose of the items in these variables was to gauge participants' level of satisfaction with life in New Zealand, whether they felt like they belonged here, how healthy they were, their perception of their English ability, and the acculturation strategy they were using. As the migrant literature and the findings of Studies 1 and 2 showed, feelings of belongingness, integrating with the host society, and having a mastery of the English language were important factors in the adaptation of migrants and their families.

The variables at the familial level are: (a) health of family members; (b) marital relationship; (c) parenting style; (d) parent-adolescent conflict; and (e) differential rates of acculturation. The items in these variables were designed to capture particular dynamics within the family, with particular reference to whether there was parent-adolescent conflict, marital conflict, differential rates of acculturation between parents and adolescents, and the type of parenting style used by parents. Both the literature and the findings of Study 1 and 2 suggested that it was important to observe dynamics within the family as these could determine how well migrants and their families adapted.

The variables at the environmental level are: (a) social support; (b) religiosity; (c) employment opportunities; (d) financial status; (e) maintenance of culture; (f) access to culture; (g) proximity to others of the same culture; and (h) racism/ discrimination. The purpose of the items for these variables was to gauge which of the factors in the migrants' environment would hamper their adaptation.

Studies 1 and 2 and the literature suggested that having adequate social support, perceptions of being discriminated against, the cultural distance between the country of origin and settlement, and being able to find employment were factors which could affect the well-being of migrants and their ability of their families to function well here.

The MEQ attempted to incorporate all 19 variables into the questionnaire. The development of the items for each variable was influenced by the findings of Study 1 and 2 and was guided by the relevant literature. Items for the variables acculturation strategy and parenting style were based on my interpretation of the acculturation strategies outlined by Berry (1997; Berry & Sam, 1997), and the parenting styles outlined by Baumrind (1966, 1968, 1991), respectively.

While it is acknowledged that only having 2 items for each variable, for the majority of the variables, may not have provided an adequate measure of each variable, the aim of the MEQ was not to provide a specific measure of the variables of interest, but to present an overall picture of the inter-relationships between the variables and the outcome measures. Thus, it is best to regard the variables outlined as providing a measure of a facet of that variable, rather than a definitive measure of it. A summary of the MEQ variables and their corresponding items is provided in Table 21.

Table 21

MEQ Variables and their Corresponding Items for Parents and Adolescents

Variables and their Corresponding Items	Item Type	Item No.
Individual Variables		
(a) Health of Self		
My health has generally been good here	+ve	1
I have had some health problems here	-ve	19
(b) Sense of Home		
New Zealand is my permanent home	+ve	9
New Zealand is my temporary home	-ve	27
(c) Satisfaction with life		41
Before you migrated to New Zealand		(i)
After you first arrived here?		(ii)
Right now		(iii)
(d) Sense of Belongingness		
I feel like a part of New Zealand society	+ve	22
Sometimes I feel like an outsider here	-ve	34
(e) Satisfaction with English Ability		
I am satisfied with my English ability	+ve	2
I need to improve my English	-ve	25
(f) Acculturation Strategies Used		
I prefer to socialise with New Zealanders than with other Chinese people (assimilation)	+ve	36
I socialise with both New Zealanders and other Chinese people equally (integration)	+ve	17
I prefer to socialise with other Chinese people than with New Zealanders (separation)	-ve	7
I prefer to keep to myself than to socialise with others (marginalisation)	-ve	29

Variables and their Corresponding Items Continued	Item Type	Item No.
Familial Variables		
(a) Health of Family Members		
My family have had good health here	+ve	40
My family have had some health problems here	-ve	14
(b) Marital Relationship		
P: I get on well with my spouse	+ve	21
A: My parents get on well	+ve	21
P: My spouse and I often argue about things	-ve	38
A: My parents often argue about things	-ve	38
(c) Parenting Style		
P: I decide what my children are allowed to do (authoritarian)	+ve	30
A: My parents decide what I am allowed to do (authoritarian)	+ve	30
P: My children and I I decide what I'm allowed to do (authoritative)	+ve	3
A: My parents and I decide what I'm allowed to do (authoritative)	+ve	3
P: I allow my children to do most things (permissive)	-ve	15
A: I am allowed to do most things (permissive)	-ve	15
P: My children can do what they want (rejecting)	-ve	37
A: My parents don't care about what I do (rejecting)	-ve	37
(d) Parent-Adolescent Conflict		
P: My children and I seldom disagree about the amount of time they spend on my studies	+ve	10
A: My parents and I seldom disagree about the amount of time I spend on my studies	+ve	10
P: My children and I often disagree about the amount of time they spend on their studies	-ve	28
A: My parents and I often disagree about the amount of time I spend on my studies	-ve	28
(e) Differential Rates of Acculturation		
P: My children and I share most Chinese values	+ve	5
A: My parents and I share most Chinese values	+ve	5
P: My children are too 'Westernised'	-ve	23
A: My parents are too 'traditional'	-ve	23

Variables and their Corresponding Items Continued	Item Type	Item No.
Environment Variables		
(a) Social Support		
When I have a problem, I can find people to talk to about it	+ve	12
There are very few people I can talk to when I have a problem	-ve	33
(b) Religiosity		
Religion plays an important part in my life	+ve	4
I am not a religious person	-ve	13
(c) Employment Opportunities		
P: It has been easy for me to find a job here	+ve	31
A: I will be trying to find a job in New Zealand after I finish my studies	+ve	31
P: I have thought about returning to my home country and working there	-ve	11
A: After I finish my studies, I plan to go overseas to find a job	-ve	11
(d) Financial Status		
P: I have enough money to support my family	+ve	16
A: I think my family has enough money	+ve	16
I am worried about my family's financial situation	-ve	32
(e) Maintenance of Culture		
P: I allow my children to speak English at home	+ve	6
A: My parents allow me to speak English at home	+ve	6
P: I expect my children to speak Chinese at home	-ve	20
A: My parents expect me to speak Chinese at home	-ve	20
(f) Access to Culture		
It doesn't matter to me whether I can buy Chinese food here	+ve	24
It is important to me that I can buy Chinese food here	-ve	8
(g) Proximity to Others of the Same Culture		
It doesn't matter to me whether I live close to other Chinese people	+ve	35
I prefer to live close to other Chinese people	-ve	26
(h) Racism/ Prejudice/ Discrimination		
I think New Zealanders see me as another New Zealander	+ve	18
Sometimes I think people treat me differently because I'm Chinese	-ve	39

Note. P = Parent version of the item; A = adolescent version of the item. Where 'P' and 'A' are not indicated, the same item was used for both the parent and adolescent questionnaire.

Regarding the number of items per variable, there were 2 items for 16 out of the 19 variables. To obtain the total score for each of those variables, the scores from the two items were added then averaged. Each of these variables had one item which had a positive valency and one item which had a negative valency. The purpose of this was to establish the 'strength' of each variable. The items were scored on a 4-point Likert scale. For statements with a positive valency, they were scored as follows: (a) strongly agree = 4; (b) agree = 2; (c) disagree = –2; and (d) strongly disagree = –4. For statements with a negative valency, reverse scoring was applied i.e., strongly agree = -4, and strongly disagree = 4. These variables could not be scored of one of the two items had missing values.

For 3 out of the 19 variables, there were more than 2 items for each variable. These variables were: satisfaction with life (3 items); acculturation strategies used (4 items); and parenting style (4 items). To score these variables, each item in that variable was regarded as a category of that variable and so the score obtained for that item was the score for that particular category of the variable. Items with missing values within a category of a variable meant that the category of that variable could not be scored.

For the variable 'satisfaction with life', participants were asked to rate on a 4-point scale their satisfaction with life: before the migration; on first arrival; and in their current situation. The scoring of these items ranged from 4 being 'strongly satisfied' to 1 being 'strongly dissatisfied'.

For the variable 'acculturation strategies used', there were 4 statements pertaining to each of the four acculturation strategies. For the items which referred to the assimilation and integration strategies, they were regarded as 'positive' strategies and were scored as follows: (a) strongly agree = 4; (b) agree = 2; (c) disagree = -2; (d) strongly disagree = -4. For the items which referred to the

separation and marginalisation strategies, they were regarded as 'negative' strategies, and were scored as follows: (a) strongly agree = -4; (b) agree = -2; (c) disagree = 2; and (d) strongly disagree = 4.

For the variable 'parenting style', there were 4 statements pertaining to the four parenting styles. For the items which referred to the authoritarian and authoritative parenting styles, they were regarded as 'positive' styles and were scored as follows: (a) strongly agree = 4; (b) agree = 2; (c) disagree = -2; (d) strongly disagree = -4. For the items which referred to the permissive and neglectful styles, they were regarded as 'negative' strategies, and were scored as follows: (a) strongly agree = -4; (b) agree = -2; (c) disagree = 2; and (d) strongly disagree = 4.

For the majority of the variables, a positive score indicated that the variable had a 'positive' influence on the adaptation of migrants. For example, if participants obtained a mean score of 2.00 for the variable: health of self, this was interpreted as meaning that the health of participants had generally been good. Likewise, a negative score indicated that the variable had a 'negative' influence on the adaptation of migrants. For example, if participants obtained a mean score of –2.00 for the variable: social support, this was interpreted as meaning that participants had low levels of social support.

The exceptions to the above interpretations of positive and negative scores were for the following variables: acculturation strategies; parenting style; maintenance of culture; access to culture; and proximity to culture. For the variable acculturation strategies, positive scores for the assimilating and integration strategies indicated that these strategies were used, while negative scores indicated that these strategies were not used. While for the strategies separation and marginalisation strategies, negative scores indicated that these

strategies were used and that positive scores indicated that these strategies were not used.

For the variable parenting style, positive scores for the authoritative and authoritarian parenting styles indicated that these styles were adopted, while negative scores indicated that they were not. Negative scores for the permissive and neglecting parenting style indicated that these styles were adopted while positive scores indicated that they were not.

For the variables: maintenance of culture, access to culture, and proximity to culture, positive scores indicated that participants did not attempt to maintain their culture, tried to access their culture, and did not prefer to be in close proximity to others of the same culture as them. Negative scores indicated the opposite of this, i.e., participants tried to maintain, have access to, and wanted to be in close proximity to their culture.

A parent and an adolescent version of the MEQ were developed (see Appendix D and E, respectively). The items for both versions were similar and were designed to be appropriate for the person completing the questionnaire.

Hypotheses

In terms of the well-being of participants, it was predicted that factors which would influence the well-being of Chinese migrants and their families would be: the age of the migrant; the number of years they have lived in New Zealand; whether they perceive that they are being discriminated against in New Zealand; and the perceived level of social support. According to Abbott et al., (1999, 2000) and Pernice and Brook (1996), those who were susceptible to a poor well-being were younger in age during the migration, were recent migrants, perceived that they were discriminated against, and had low levels of social support.

It is conceivable that of the parents, younger parents may be more distressed than older parents, particularly if they face difficulties such as being unable to find employment to support the family, or having to face an early retirement because of their inability to find employment here. Recent migrants may also have a poorer well-being than those who have been in New Zealand for a longer period of time. This could be because those migrants who have recently arrived in New Zealand may not have had the time to form new networks in the country of settlement to replace the networks they would have had to leave behind in the country of origin. In addition, the well-being of migrants would be made even poorer if they feel that they are being rejected and discriminated against by members of the host society.

In terms of the family functioning of migrant families, it was predicted that factors that would influence family functioning would be: differential rates of acculturation between the parent and adolescent; and the perceived level of social support. Children of immigrant families live a bicultural existence whereby they are exposed to the 'Western' way of life at school while living an 'Eastern' way of life at home (e.g., Ghuman 1999; Sung, 1985). Daily exposure to Western values at school may lead children to acculturate and develop those values faster and quicker than parents. Conflict between parents and adolescents is likely when the values of home and school clash, and also if the parents adhere too rigidly to the 'old' way of life (R. M. Lee et al., 2000). For families undergoing transition, family members need support as each person undergoes the process of migration. This may be challenging for families who have had the active involvement of extended family in the functioning of their families in the country of origin.

Method

Participants

Potential participants were Chinese migrant families who had been born overseas and who had New Zealand citizenship or permanent residency. Those families from Hong Kong, China, Taiwan, Singapore, and Malaysia who identified themselves as Chinese were targeted for the study. Migrant families who were from countries other than the ones listed above, but who identified themselves as Chinese, were also eligible to participate in the study. Migrant families were required to have resided in New Zealand between 0 to 15 years, and to have an adolescent in the household between the ages of 12 to 18 years. The adolescents were required to be living with at least one parent in New Zealand. Participation in the study was voluntary. The study was reviewed and approved by the University of Waikato Ethics Committee.

Questionnaires were distributed to schools in Auckland, Hamilton, Palmerston North, and Wellington. Students who met the research criteria were informed about the study and were encouraged to take part in the research. Questionnaires for parents were distributed via students. The specific procedures that were applied are expanded further in the *Procedure* section. Difficulties were experienced in recruiting schools to take part in the research. Some of the reasons given by schools for not participating were not having students who met the research criteria, and the school being too busy to participate. There were also difficulties in getting students and their parents to complete and return the questionnaires. Possible reasons for this are discussed further in the *Procedure* section.

A total of 195 questionnaires were returned. Of these, 15 questionnaires were discarded because of the following reasons: (a) participants had only filled in

one out of the five sections of the questionnaire (2 questionnaires); (b) the participant did not complete the demographic section of the questionnaire (1 questionnaire); (c) the participant provided two copies of the same questionnaire (1 questionnaire); (d) adolescents were born in New Zealand (2 dyads or 4 questionnaires); (e) adolescents were not living with their parents in New Zealand (4 questionnaires); and (f) the adolescent was older than the set age range i.e., 20 years old (1 triad or 3 questionnaires). The data from the remaining 180 questionnaires were used for the purposes of this study.

There were a total of 180 participants (98 = female; 82 = male). Of the total number of participants, 93 were parents and 87 were adolescents. There were 50 dyads ($n = 100$) and 18 triads ($n = 54$). The remaining participants ($n = 26$) were single respondents without dyads or triads. The demographic characteristics of participants are discussed further in the *Results* section.

All participants met the research criteria. However, data from one adolescent who was born in New Zealand were also included. The data from this adolescent were included because despite the fact that he was born in New Zealand, he reported having only lived here for 6 years. Since the adolescent was currently 16 years old, this implied that he would have re-migrated to New Zealand at approximately 10 years of age. In addition, since the adolescent and his parents had only lived in New Zealand for 6 years, and also met the remaining research criteria, data from this family were included in the analyses.

Materials

Materials distributed to the schools were information sheets, letters outlining the purpose of the study and the methodology employed, and information about the research for teachers to read to their students. Where requested by the school, letters to the Board of Trustees, copies of the parental

consent form, and copies of Study 3's ethics application and approval were also provided. Samples of the materials that were sent to schools can be found in Appendix C. However, copies of Study 3's ethics application and approval have not been appended.

Materials distributed to the participants were encased in a 'research pack'. Each research pack was self-contained and had material for both the parents and the adolescents. The following is a list of materials adolescents received. They are listed in the order that adolescents received them: (a) 'ticket' for entry to win music vouchers; (b) coversheet; (c) instruction sheet; (d) information sheet; (e) adolescent consent form; (f) parent consent for adolescent form; (g) resource sheet; and (h) adolescent questionnaire. All the materials adolescents received were in English, with the exception of the parental consent form which was bilingual. While I would have liked to have provided Chinese translations for all the materials distributed to adolescents, budgetary constraints meant that a decision had to be made between providing translations for adolescents or parents in the sample. I felt that it was more crucial to provide translations for parents than adolescents, as it was assumed that the latter would have a better mastery of English than the former. Thus, only the English version of the questionnaires was provided for the adolescents. Copies of the materials adolescents received are provided in Appendix E.

For the parents, they received the following materials: (a) coversheet; (b) instruction sheet; (c) information sheet; (d) two copies of the parent consent form; (e) resource sheet; and (f) two copies of the parent questionnaire. All the materials the parents received were bilingual. The Chinese translations of the materials parents received were first translated by a translator and were back-translated by a

second independent translator to ensure the accuracy of the translations. Copies of the material parents' received are provided in Appendix D.

The adolescent and parent questionnaires were similar. There were five sections to each questionnaire and these were as follows: (a) demographic survey; (b) 30-item General Health Questionnaire (GHQ; Goldberg, 1972); (c) Self-Report Family Inventory (SFI; Beavers & Hampson, 1990); (d) Migration Experience Questionnaire (MEQ); and (e) future research involvement.

Demographic survey. The demographic survey collected general demographic information about the participant, such as their age, country of birth, and their length of residence in New Zealand. The items in the demographic survey in the parent and adolescent questionnaires were similar. The exception to this were items 8 and 9 in the parent questionnaire which were questions pertaining to the parents' occupational status. It was considered that being a 'student' was a full-time occupation for adolescents rather than being in employment, and so these items were modified in the adolescent questionnaire to reflect this.

General Health Questionnaire. As started earlier, the purpose of the GHQ-30 was to provide a measure of participants' well-being. The instrument was scored using the 'GHQ scoring method', and the 'CGHQ scoring method'. The GHQ scoring method (or the 0-0-1-1 method) is the standard method of scoring the GHQ (Goldberg & Williams, 1988). Scores of 1 are allocated to responses to items which fall in the categories of: 'rather more than usual' or 'much more than usual'. However, a shortcoming of this method is that it tends to produce distributions of scores that are skewed (Goldberg & Williams, 1988; Goodchild and Duncan-Jones, 1985). In addition, because of the nature of its response scale, the GHQ is likely to miss chronic disorders because of two

reasons. First, respondents are asked to report about their 'recent' complaints than long-standing ones. Second, for long-standing disorders respondents are likely to answer: 'same as usual' and thus score zero, resulting in the non-detection of chronic illness (Goldberg & Williams, 1988; Goodchild and Duncan-Jones, 1985).

In response to the shortcomings of the GHQ scoring method, Goodchild and Duncan-Jones (1985) developed the CGHQ scoring method. Goodchild and Duncan-Jones (1985) argued that a response of 'same as usual' for an item describing a pathological condition such as 'been feeling unhappy and depressed' was an indication of chronic illness rather than of good health. Thus, they divided the items in the GHQ into two sets: 'negative set' and 'positive set'. Agreement with items from the negative set was regarded as an indication of chronic illness and was given a score of 1. The scoring of negative items was as follows: 0-1-1-1, while the scoring of positive items remained unchanged from the GHQ scoring method (i.e., 0-0-1-1). According to Goodchild and Duncan-Jones (1985), the CGHQ offered three 'advantages' over the GHQ scoring method. First, it produced scores that were more normally distributed. Second, the scores from the CGHQ correlated better with other measure of psychiatric illness and gave better predictions of 'caseness'. Third, on repeated testing the drop in the CGHQ was not marked as the GHQ score. However, although Goodchild and Duncan-Jones (1985) recommended the CGHQ method over the GHQ method, Goldberg and Williams (1988) suggested that caution needed to be exercised and that the CGHQ method should supplement rather than replace the standard method.

Possible scores for the GHQ and CGHQ scoring method ranged from 0 to 30. The threshold score of 4/5 was applied to the GHQ scoring method because it was the most commonly reported score in validity studies of the GHQ-30 (see Goldberg & Williams, 1988). The threshold score of 12/13 was applied to the

CGHQ scoring method. According to Goodchild and Duncan-Jones (1985), this was the cut-off score where the 'sensitivity' and 'specificity' of the CGHQ and GHQ scores were nearly equal. Scores above the threshold indicated the likelihood of a psychiatric disorder– the higher the score the greater the severity of psychiatric symptoms. The discrepancy between the two scoring methods had implications for how analyses of the GHQ data were reported in the *Results* section.

For participants who may have missed one to two items from the GHQ-30, the average value of the sample population for that particular item was used to replace the missing value. Missing values from 10 participants were replaced: 8 participants had missed 1 item each and 2 participants had missed 2 items each. Only a small proportion of participants had missing values (6%), and the proportion of the missing values only accounted for a small portion of that participant's response (3–7%). The Cronbach's alpha values were .86 for Study 3's GHQ scores, and .88 for the CGHQ scores. The alpha value for the GHQ scores was within the range of .84 to .93 reported by D. W. Chan (1985) and Shek et al. (1988).

In addition to the 10 participants with missing values, 4 participants did not complete the GHQ-30. The reason they gave was that they could not understand the Chinese translation provided. (It is also presumed that they did not understand the English version either since this was also uncompleted.) The Chinese translation that was used was written in the colloquial Cantonese style. This meant that while it could be understood by participants from Hong Kong, it was not as easily understood by participants from China and Taiwan. Therefore, a Chinese translation that was written in a more formal style was obtained from Shek (personal communication, December 13, 2002). This was a form that could

be more widely understood across different groups of Chinese people. Thus, the remaining questionnaires were altered to incorporate this version of the Chinese translation of the GHQ-30. This version is provided in Appendix D.

Self-Report Family Inventory. The purpose of the SFI was to provide a measure of family functioning. To score the instrument, reverse scoring was first applied to specified items. Following this, the score for each subscale was calculated individually for the five subscales. However, as stated earlier in previous section, there was disagreement over how many stable factors were in the SFI. As a result of this, the total score of the items were also calculated (Shek, 1998b, 2001a, 2001b). To obtain the SFI total score, after the specified items had been reverse-scored, the scores for each item were aggregated to produce one score (Shek, personal communication, July 30, 2003). The SFI total score ranged from 36 to 180.

One issue that was raised, when the SFI was scored using the 'conventional' scoring method, was that the scoring guide outlined in Beavers and Hampson (1990) was different from the scoring guide outlined in the Family Assessment Manual of the instrument (R. B. Hampson, personal communication, October 9, 2002). The difference was in how the Conflict subscale was scored– Beavers and Hampson (1990) included item 18 as part of the Conflict subscale while the Family Assessment Manual included 16 in its place. For the purpose of this thesis, item 18 was used because I felt that item 18 ('we usually blame one person in our family when things aren't going right') had more face validity than item 16 ('the grownups in this family are strong leaders') for the Conflict subscale.

Another issue which arose was that I forgot to include one item (item 31) from the English version of the SFI after some of the questionnaires had been

administered. This affected 21% of the SFI data. As a result of this, the average of the remaining 35 items in the SFI was calculated for participants with the missing item. This average value was used to replace the value of the missing item. The average score of each participant was also used when participants had up to 2 missing values. This occurred for 10 participants. Data from 5 participants were excluded as they had more than 2 items with missing values. The Cronbach's alpha value of Study 3's sample was .77. The alpha value was below the range of .84 to .93 reported by Beavers and Hampson (2000) and Shek (2001b). This could be because of the omitted item in the initial administration of the SFI.

Migration Experience Questionnaire. The MEQ was designed to investigate the relationship between the variables outlined in the conceptual model of migrant adaptation, and Study 3's outcome measures. How this instrument was scored was outlined earlier in the previous section.

Procedure

As stated earlier in the *Participants* section, schools in Auckland, Hamilton, Palmerston North, and Wellington were contacted. Schools in these cities were targeted as according to the 2001 Census, the majority of the Asian population in the North Island were living in these cities (Statistics New Zealand, 2002). Schools were contacted over a six-month period from October 2002 to March 2003. Schools were contacted in October for data collection in November 2002, and schools were contacted in February and March for data collection in February and March 2003. The reason data collection occurred over an extended period of time was because the collection of data in November 2002 coincided with the end of the school term. This resulted in insufficient data being collected and the need for further data collection at the start of the school term in February 2003.

A total of twelve schools participated in the study, with 3 schools in each city participating. The participating schools were all state schools. Of the 12 schools, 6 were co-educational, 3 were single-sex boys' schools, and 3 were single-sex girls' schools. The proportion of Chinese students in each school varied according to the geographic location and size of the school. Response rates were calculated by dividing the number of research packs distributed by the number of packs that were returned.

Four procedures were employed to distribute the questionnaires. These were: (a) teacher distribution; (b) researcher distribution; (c) mail distribution; and (d) teacher administration. In the teacher distribution procedure, the researcher met with the staff at the school, explained the research procedure, and arranged with the staff to distribute the questionnaires to interested students who met the research criteria. This was the most common method employed and was carried out in 6 schools. Depending on the school, the researcher visited the school a second time to collect completed questionnaires. The response rate ranged from 20% to 41%.

In the researcher distribution procedure, the researcher met with interested students, introduced the research, and distributed questionnaires to those wanting to take part in the study. Depending on the school, the researcher then visited the school a second time to collect completed questionnaires. This procedure was carried out in two schools. The response rate ranged from 11% to 30%.

In the mail distribution procedure, schools were contacted by phone and questionnaires were posted to interested schools. This procedure was carried out in three schools. The questionnaires were not distributed in one school and were returned to the researcher. The response rate ranged from 0% to 100%.

In the teacher administration procedure, the school staff administered the

questionnaires during class-time at school. The researcher then collected completed questionnaires from the school. This procedure was carried out in one school. The response rate was 52%.

In all procedures, with the exception of the teacher administration procedure, schools were contacted two weeks following the distribution of the questionnaires to ask teachers to remind their students to return the questionnaires. As could be seen, the response rate varied with the research procedure employed.

Two hundred and sixty-eight research packs were given for distribution to participants. However, it is unknown whether all questionnaires given for distribution were distributed to students in some schools. To calculate the number of research packs returned, each dyad or triad was counted as one pack. Single respondents without dyads or triads were also counted as one pack. In total, 105 research packs were returned (i.e., 52 dyads; 19 triads; 34 single respondents). The overall response rate for the study was 39%.

One reason for the low response rate could be due to the methodology employed. As could be seen, the response rate varied according to whether the questionnaires were distributed by the teachers, the researcher, through the mail, or administered by the teacher. It was also quite crucial for the staff at participating schools to be motivated and interested enough in the research to ensure that the questionnaires were distributed and returned. Consistent with Studies 1 and 2, potential participants might also have been reluctant to take part in the research as immigration as a topic is often negatively associated with people of Asian ethnicity (Aye & Guerin, 1999).

Results

Demographic Summary

There were a total of 180 participants, of which 54% were female and

46% were male. Of these, 93 were parents (58 = mothers; 35 = fathers), and 87 were adolescents (40 = daughters; 47 = sons). The ages of the parents ranged from 30 to 57 years of age ($M_{mothers' ages}$ = 44.2, SD = 4.46; $M_{fathers' ages}$ = 46.8, SD = 3.46). The ages of the adolescents' ranged from 13 to 18 years ($M_{daughters' ages}$ = 16.3; SD = 0.90; $M_{sons' ages}$ = 15.8 SD = 1.22).

The places of birth of 86% of the participants were: Taiwan (31%); China (28%); and Hong Kong (27%) (see Figure 12). The remaining 14% of participants were from Malaysia, Singapore, New Zealand, and other. The participant who reported 'other' did not specify which country he was born, however, his parents reported that they were from Hong Kong. The age at which adolescents migrated to New Zealand ranged from 2.0 to 17.0 years (M = 11.3, SD = 3.69). The age at which parents migrated to New Zealand ranged from 27.0 to 56.7 years (M = 39.7, SD = 5.85). Most participants (93%) had lived in New Zealand for 10 years or less.

The majority of participants identified themselves as being a Chinese New Zealander (48%) or as a Chinese person (31%). Interestingly, only 8% of the sample identified themselves as a New Zealander. The one-way analysis of variance (ANOVA) showed that how participants identified themselves varied according to how many years they had lived in New Zealand, $F(4, 173)$ = 8.92, p < .05, (see Figure 13). Post-hoc comparisons using the Scheffé test revealed significant differences in the number of years lived in New Zealand between the following categories of self-identification: (a) New Zealander (M = 8.64, SD = 2.27) and Chinese identity (M = 3.76, SD = 3.76); (b) New Zealander and Other identity (M = 3.60, SD = 2.91); (c) New Zealander and those who had no specific identity (M = 3.06, SD = 2.89); and (d) Chinese New Zealander (M = 5.98, SD = 3.76) and Chinese identity (M = 3.76, SD = 3.76).
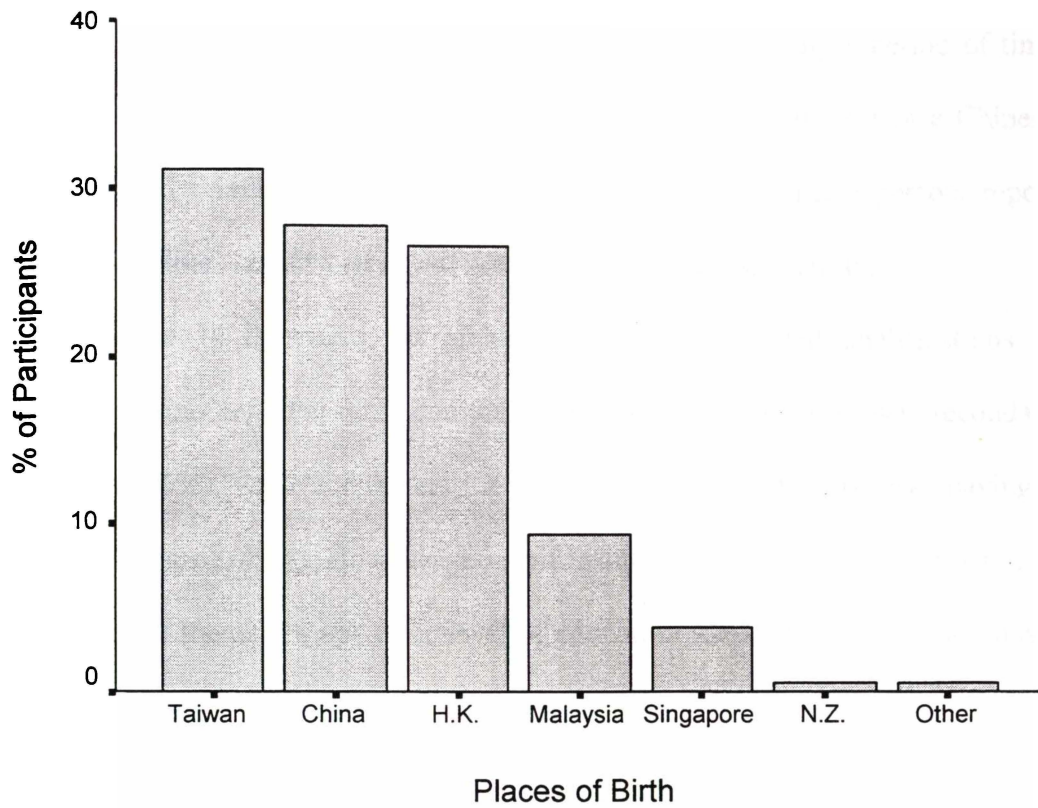
Figure 12. The places of birth of participants.
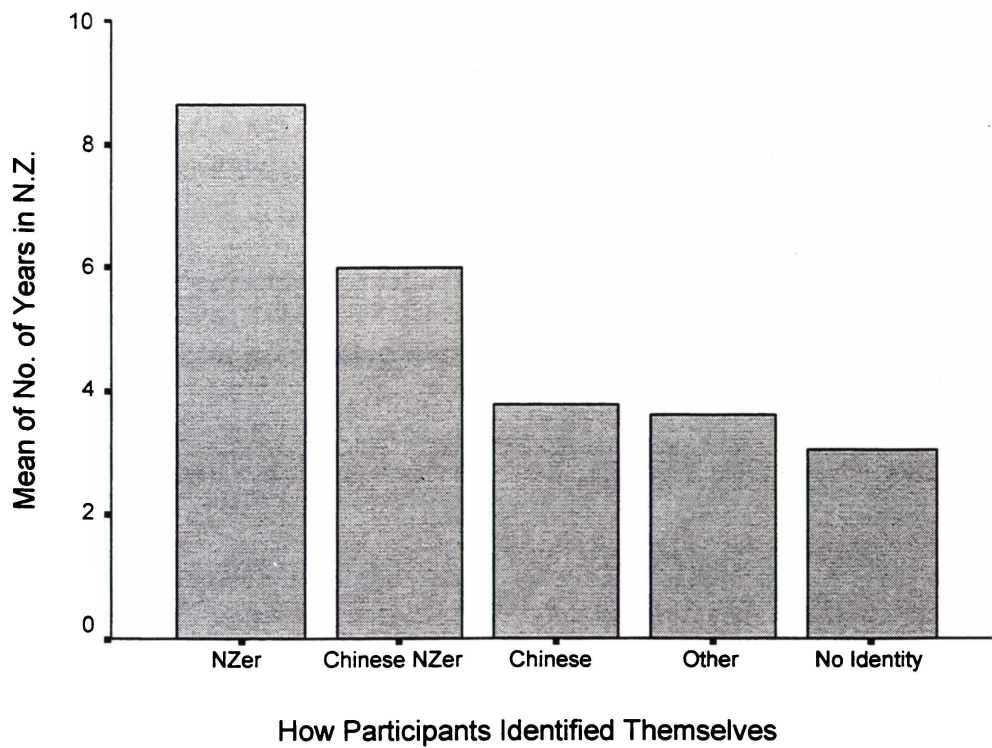
Figure 13. The number of years in New Zealand and how participants self-identified themselves.

Thus, those who have lived in New Zealand for a longer period of time were more likely to identify themselves as either a New Zealander or a Chinese New Zealander rather than to identify themselves as a Chinese person, report having an 'Other' identity, or report not having any specific identity.

Figure 14 illustrates the highest level of educational qualifications of parents. For mothers, the most common educational qualification was secondary schooling (40%), while for fathers the most common qualification was having a university degree (49%). However, no significant relationship was found between the gender of the parent and their level of education (defined as school and post-school), $\chi^2 (1, N = 93) = 1.64, p > 0.05$.

Eighty-three percent of parents reported that they were employed before the migration. A higher proportion of fathers were employed (100%) than the mothers (72%). The two-way Chi square revealed a significant relationship between the gender of the parent and their employment status before the migration, $\chi^2 (1, N = 93) = 11.66, p < 0.05$. After the migration, the percentage of parental employment dropped to 54% (see Figure 15).

A higher proportion of fathers reported employment (79%) than mothers (39%). A significant relationship was found between the gender of the parent and their employment status after the migration, $\chi^2 (1, N = 91) = 14.28, p < 0.05$. The relationship between parents' employment status before the migration and parents' employment status after the migration was significant, $\chi^2 (1, N = 91) = 13.35, p < 0.05$. Thus, fathers were more likely to be employed after the migration than mothers, and parents who were employed before the migration were more likely to be employed after the migration, and vice versa.
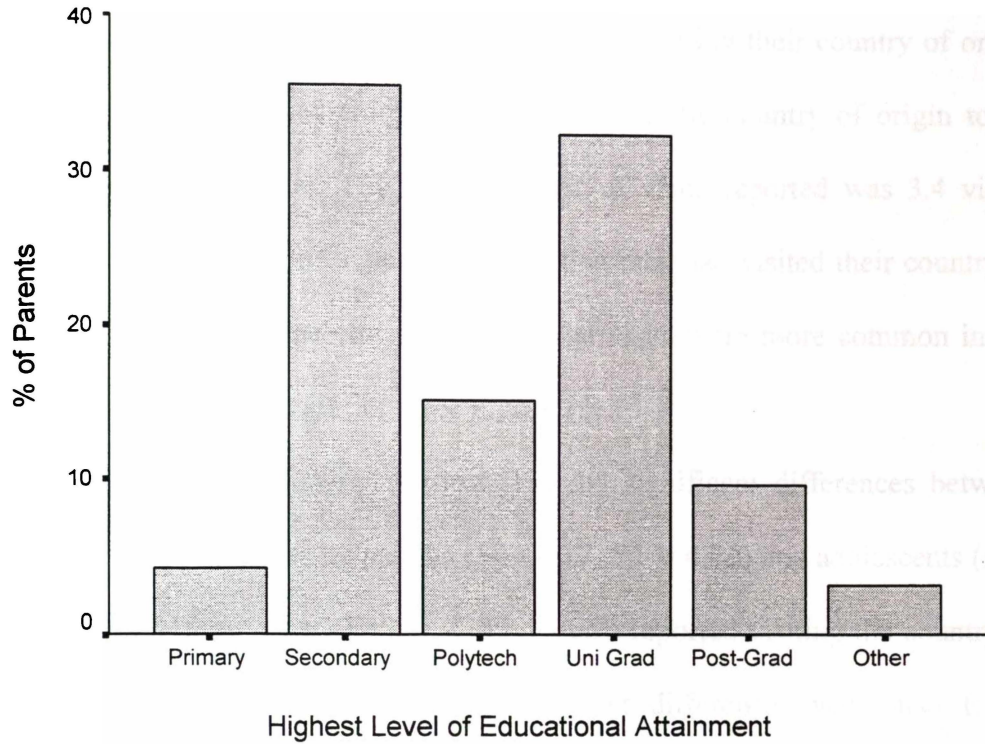
Figure 14. The highest level of educational attainment of parents.
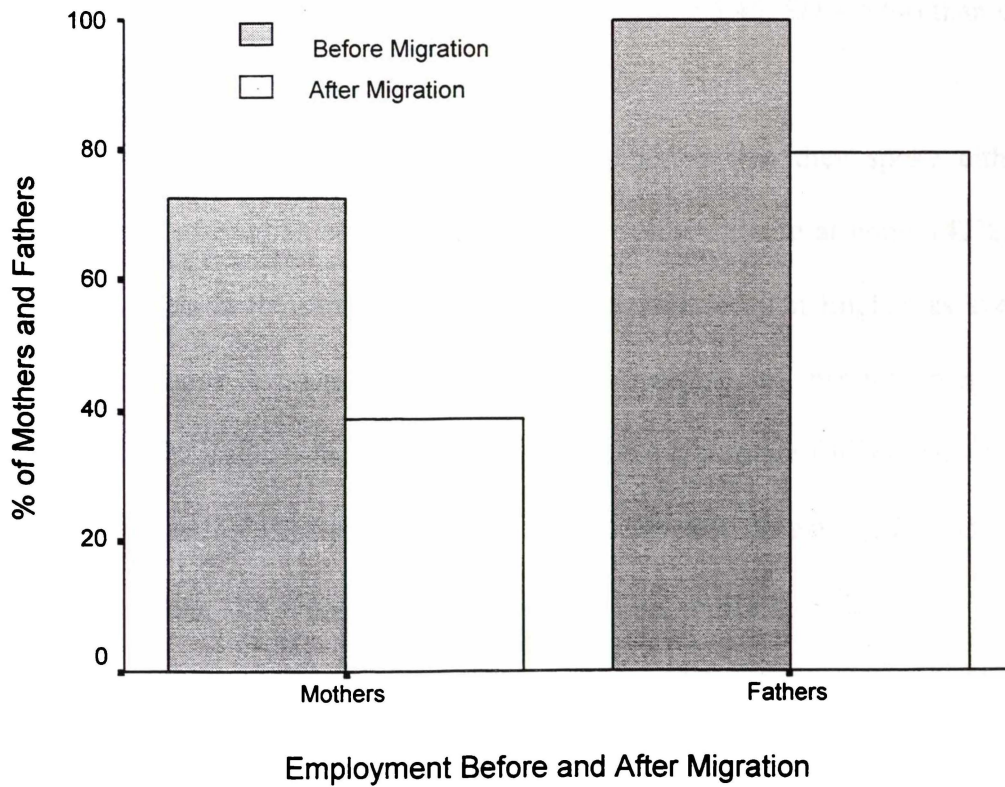
Figure 15. Parents' employment status before and after migration.

The number of times participants reported visiting their country of origin after the migration ranged from not having visited the country of origin to 35 visits since the migration. The mean number of visits reported was 3.4 visits. Approximately 83% of participants reported that they had visited their country of origin 5 times or less since the migration. The visits were more common in the first ten years after the migration (see Figure 16).

The independent-samples t-test revealed significant differences between the mean number of visits by parents ($M = 4.17$, $SD = 4.71$) and adolescents ($M = 2.56$, $SD = 4.34$), $t(178) = -2.38$, $p < .05$. Parents reported visiting the country of origin more often than adolescents. Significant differences were also found between the mean number of visits and parents' employment status after the migration, $t(79) = 2.00$, $p < .05$. Those who did not have employment in New Zealand visited the country of origin more often ($M = 5.45$, $SD = 5.64$) than those who had employment here ($M = 3.33$, $SD = 3.57$).

The majority of participants (91%) reported that they spoke either a combination of English and Chinese (49%), or only Chinese at home (42%). Of the adolescents in the sample, 86% rated their proficiency in English as average (51%) or above average (35%), while the majority of parents rated their proficiency in English as average (40%) or below average (36%). The Mann-Whitney U test revealed significant differences between parents' ($\Sigma R = 9530.00$) and adolescents' ($\Sigma R = 6580.00$) rating of their English ability (p < .05).

In summary, the majority of Study 3's participants were recent Chinese migrants who had lived in New Zealand for 10 years or less. Most were born overseas in countries such as Taiwan, China, and Hong Kong. The majority reported visiting the country of origin the first ten years after the migration.
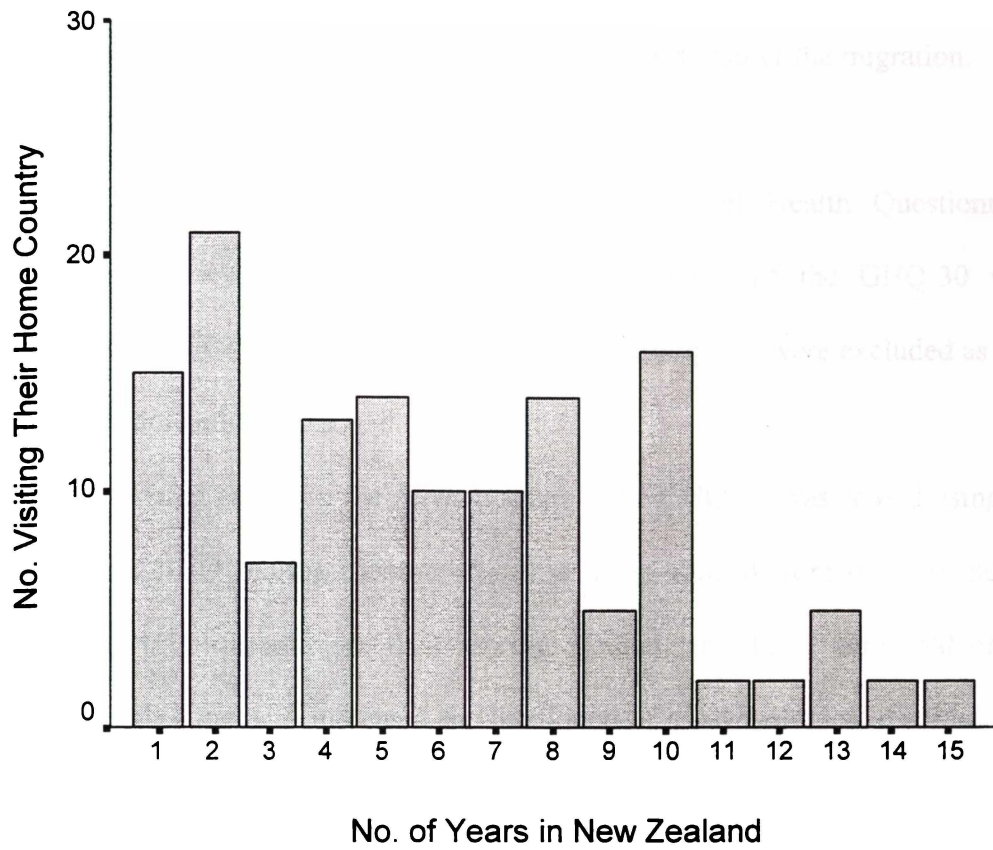
Figure 16. The number of participants who reported visiting their countries of origin since the migration.

Notable decreases in parental employment were reported after the migration.

General Health Questionnaire

CGHQ scoring method. The 30-item General Health Questionnaire (GHQ-30; Goldberg, 1972) and the Chinese version of the GHQ-30 were completed by 176 participants. The data from 4 participants were excluded as they had not completed the GHQ-30.

As stated earlier in the *Method* section, the GHQ-30 was scored using the GHQ and CGHQ scoring method. Possible scores ranged from 0 to 30. Scores above the 4/5 threshold of GHQ scoring method, and 12/13 threshold of the CGHQ scoring method, indicated the likelihood of a psychological disorder. The higher the score, the greater the severity of the disorder and the poorer the well-being of the individual.

Figures 17 and 18 illustrate the distribution of participants' GHQ and CGHQ scores. As could be seen, the distribution of participants' GHQ scores was positively skewed while the distribution of the CGHQ scores was normal. According to Goldberg and Williams (1988), the skewed distribution of the GHQ scores is not uncommon with the GHQ scoring method. The normality of the distribution of the CGHQ scores supported Goodchild and Duncan-Jones (1985) who state that one advantage of the CGHQ scoring method over the GHQ scoring method is the ability to produce scores that are normally distributed. Another advantage is that the CGHQ scoring method takes into consideration any chronic illnesses participants might have had, providing a more comprehensive measure of the overall 'well-being' of respondents. In addition, Spearman's correlation coefficient revealed a high significant correlation between the GHQ and CGHQ scores (r_s = .73), which suggested that it was possible to use the GHQ-30 scores of one scoring method instead of the other.
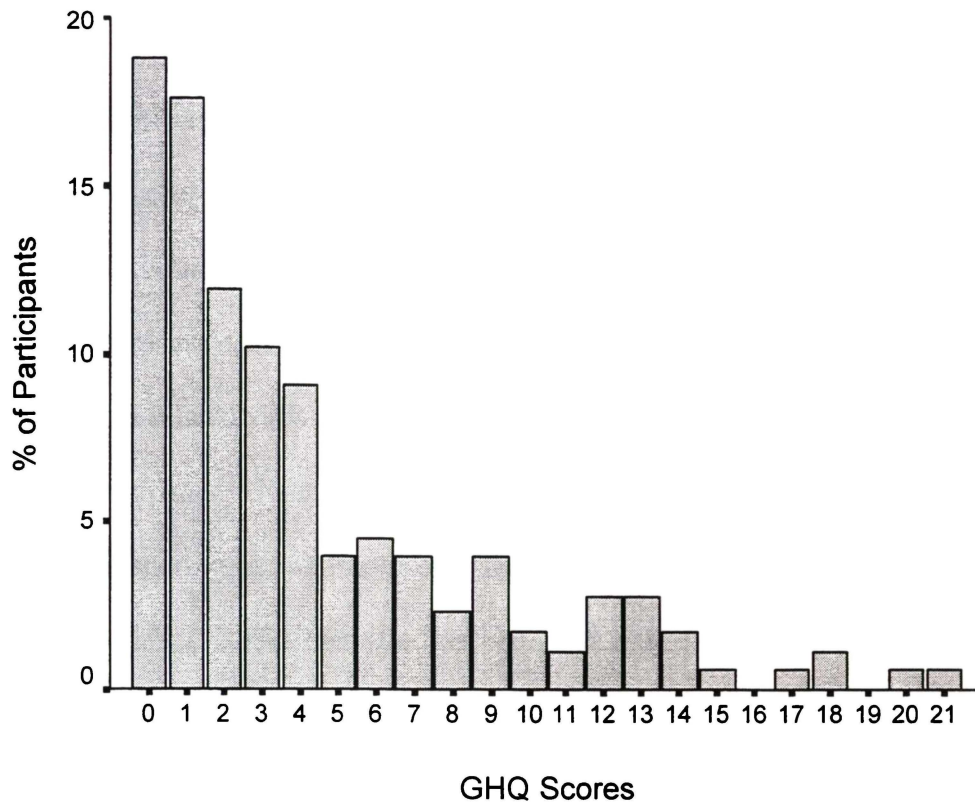
Figure 17. The distribution of participants' GHQ scores.
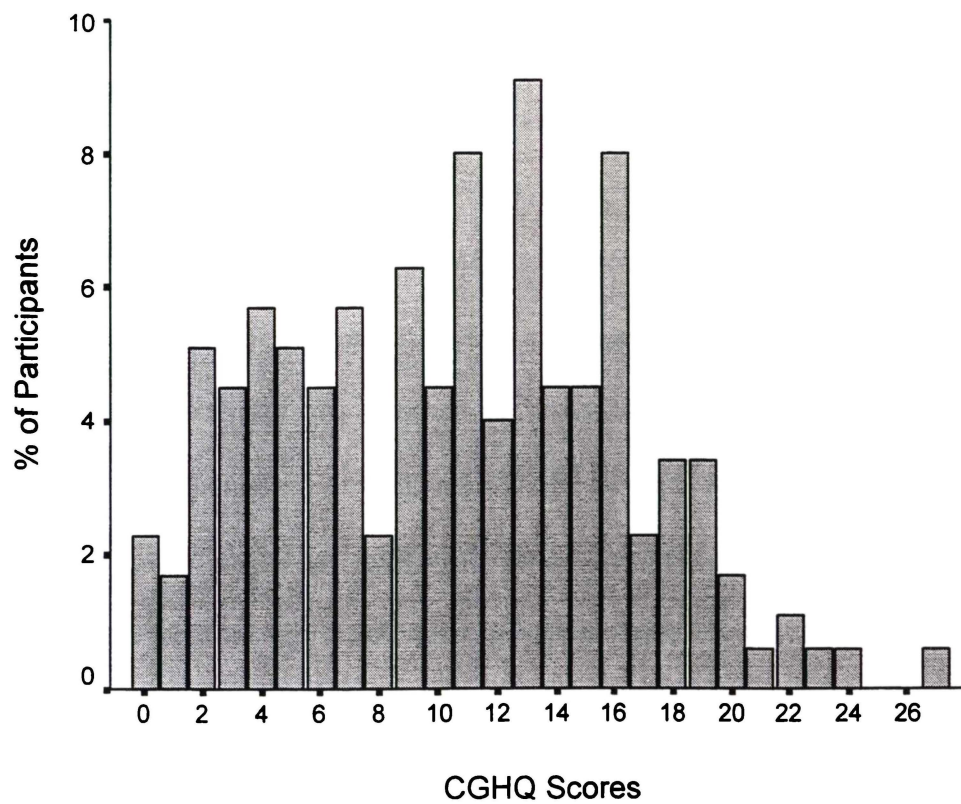
Figure 18. The distribution of participants' CGHQ scores.

Due to the reasons listed above, the CGHQ scoring method was used in the analyses of GHG-30 scores. Table 22 summarises the descriptive statistics of the CGHQ scores. Descriptive statistics of the GHQ scores are provided in Appendix F. Analyses in this section are mainly between the CGHQ scores and variables from the demographic survey. Analyses between the CGHQ scores and the migration-related variables are presented later.

Participants' CGHQ scores ranged from 0 to 27. The percentage of participants scoring above the threshold was 40.3% with approximately half of adolescent girls (52.5%) identified as being 'at risk' (see Table 22). The mean score of females was greater than males, however, the independent-samples t-test revealed no significant difference between the CGHQ means of males and females, $t(174) = -1.02, p > .05$. No significant differences were found between adolescents' and parents' CGHQ scores, $t(174) = 1.48, p > .05$. The one-way ANOVA revealed no significant differences in the CGHQ scores between different types of family members, $F(3, 172) = 1.63, p > .05$. Thus, the analyses revealed no differences in the well-being between males and females, parents and adolescents, and across different types of family members.

The association between the CGHQ scores and the following demographic variables were analysed: (a) number of years in New Zealand; (b) age on migration; (c) participants' English ability; (d) parents' employment status; and (e) whether participants had extended family in New Zealand. The Pearson correlation revealed no significant correlations between adolescents' and parents' CGHQ scores and the number of years in New Zealand, ($r = .02$, and $r = -.05$, respectively), and age on migration, ($r = -.01$, and $r = -.10$, respectively). The Kruskal-Wallis test revealed no significant differences between participants' CGHQ scores and their ranks of their English ability. The two-way ANOVA

Table 22

Descriptive Statistics of CGHQ Scores

	M	*SD*	Min-Max	% Above Threshold
Overall	10.51	5.78	0 – 27	40.3
Male	10.03	5.62	0 – 21	36.2
Female	10.92	5.91	0 – 27	43.7
Adolescent	11.16	5.47	0 – 24	42.5
Parent	9.88	6.02	0 – 27	38.2
Daughter	12.25	5.28	1 – 24	52.5
Son	10.23	5.52	0 – 19	34.0
Mother	9.96	6.18	0 – 27	37.5
Father	9.73	5.83	0 –21	39.4

Note. Possible scores ranged from 0 to 30. The CGHQ threshold was 12/13. The higher the mean score the greater the severity of psychiatric illness.

revealed no significant differences in parents' CGHQ scores and their employment status before, $F(1, 83) = 1.48, p > .05$, and after the migration, $F(1, 83) = 0.05, p > .05$. Significant differences were found between the mean CGHQ scores of participants with extended family ($M = 9.59$, $SD = 5.44$), and those without extended family ($M = 11.32$, $SD = 5.97$) in New Zealand, $t(174) = 2.00, p < .05$. Thus, the analyses revealed that while no relationship was found between participants' well-being and the number of years they had lived in New Zealand, their age on migration, their perception of their English ability, and the employment status of parents, an association was found with whether participants had extended family in New Zealand. Participants with extended family here reported having better well-being than those without extended family here.

In summary, no differences were found in the well-being between males and females, and parents and adolescents. Those with extended family in New Zealand reported better well-being.

Comparison with samples in Hong Kong. The GHQ-30 scores of participants from Study 3 were compared with the GHQ-30 scores from samples of Chinese families living in Hong Kong. The purpose of this analysis was to investigate whether the scores of Chinese adolescents and parents who had migrated to New Zealand would differ from the scores of Chinese adolescents and parents who had not migrated and were living in their country of origin.

The GHQ rather than the CGHQ scores were used for this section, because the GHQ scoring method was used in the Hong Kong sample. Thus, the GHQ scores of Study 3's adolescents were compared with the GHQ norms of adolescents reported in Shek (1988), which was an epidemiological study to assess the mental health status of 2155 secondary school students in Hong Kong. The mean scores of 15 to 16 year-old students from Shek's (1988) study were

used for comparative analysis. The mean GHQ scores of this particular age group were used as the mean age of adolescents in Study 3 was 16.1 years. The adolescents in Shek's (1988) study reported higher GHQ score means (M = 8.62) than the adolescents in Study 3 (M = 5.09, SD = 4.38). The one-sample t-test revealed significant differences between the GHQ scores of adolescents from Shek's (1988) study and Study 3's adolescents, $t(86)$ = -7.51, p < .05. The analyses revealed that Study 3's adolescents had better well-being than the Hong Kong adolescents in Shek's sample. This was supported by the fact that 42.5% of the adolescents in Study 3 were identified as 'at risk' in comparison with 63.7% for the Hong Kong adolescents (Shek, 1988).

The GHQ scores of Study 3's parents were compared with the GHQ norms of Chinese couples provided by Shek (personal communication, May 21, 2003). The norms were based on the sample reported in Shek (1995) in which gender differences in marital quality and well-being of 1499 married Chinese parents were investigated. The parents in Shek's (1995) sample were similar in age ($M_{mothers}$ = 42.1; $M_{fathers}$ = 46.5) to the parents in Study 3 ($M_{mothers}$ = 44.2; $M_{fathers}$ = 46.8). It could be speculated that considering the similarity in ages between parents in Shek's (1995) study and parents in Study 3, it is plausible that the parents in Shek's (1995) study also had adolescent children. The mean GHQ scores of parents in Shek's (1995) study (M = 3.05, SD = 4.34) were similar to the GHQ scores of Study 3's parents (M = 3.40, SD = 4.67). The one-sample t-test revealed no significant differences between the two samples, $t(88)$ = 0.72, p > .05. The well-being of parents in the Hong Kong sample was similar to the well-being of the parents in Study 3.

In summary, Study 3's adolescents reported having a better well-being than adolescents from the Hong Kong sample. For parents, however, no differences in well-being were found between the two samples.

Self-Report Family Inventory

Self-Report Inventory total score. A total of 176 participants completed the SFI in its entirety. Data from 5 participants were excluded as they had more than 2 items with missing values.

For the purposes of Study 3, the SFI total scores were used in place of individual subscale scores. This was due to two reasons. First, as stated earlier in the *Method* section, Shek (2001a, 2001b, 2001c) and Shek and Lai (2001) argued that there were only two stable factors (i.e., Family Health and Family Pathology) to the Chinese version of the SFI instead of the five dimensions suggested by Beavers and Hampson (1990). Second, the Pearson correlation revealed that there were high significant correlations between the SFI total scores and scores from the five SFI subscales (see Table 23). This suggested that it was possible to use the SFI total score instead of the scores from the five subscales. Thus, due to the reasons give above, the SFI total scores were used in the analyses of SFI data. The descriptive statistics of the SFI subscales are provided in Appendix F.

Possible SFI total scores ranged from 36 to 180. The higher the score, the worse the perceived level of family functioning. Since the SFI total scores were used instead of the SFI subscales, participants' scores could not be used to distinguish 'clinical' from 'non-clinical' families. Shek is currently in the process of establishing these demarcations (personal communication, April 29, 2003). Analyses in this section are mainly between the SFI total scores and variables from the demographic survey. Analyses between the SFI total scores and the

Table 23

Correlation Matrix of the SFI Total Scores and the SFI Subscale Scores

Variable	1	2	3	4	5	6
1. SFI: Total Score	—	.97**	.79**	.81**	.24**	.83**
2. SFI: Health	.97**	—	.83**	.76**	.20**	.78**
3. SFI: Cohesion	.79**	.83**	—	.55**	.20**	.64**
4. SFI: Conflict	.81**	.76**	.55**	—	.09	.52**
5. SFI: Leadership	.24**	.20**	.20**	.09	—	.06
6. SFI: Expressiveness	.83**	.78**	.64**	.52**	.06	—

Note. *$p < .05$. **$p < .01$.

migration-related variables are presented later. Summaries of the distribution and descriptive statistics of the SFI data are provided in Figure 19 and Table 24.

The distribution of participants' SFI total scores was normal (see Figure 19). The mean SFI total scores of males was greater than that of females (see Table 24), and the differences were found to be significant, $t(173) = 2.66, p < .05$. Males were more likely to perceive that family functioning was worse than females. The mean SFI total score of adolescents was greater than that of parents (see Table 24). The independent-samples t-test revealed significant differences between the scores of adolescents and parents, $t(173) = 4.22, p < .05$. Thus, adolescents were more likely to perceive that family functioning was worse than parents.

Adolescent boys reported the highest mean SFI total scores while mothers reported the lowest SFI total mean scores (see Table 24). The one-way ANOVA revealed significant differences between the mean SFI total scores of different types of family members, $F(3, 171) = 7.52, p < .05$. Post-hoc comparisons using the Scheffé test found significant differences in the scores between adolescent boys and mothers, and adolescent boys and fathers. Adolescent boys were more likely to report that family functioning was worse than either mothers or fathers.

The association between the SFI total scores and the following demographic variables were analysed: (a) number of years in New Zealand; (b) age on migration; (c) participants' English ability; (d) whether participants had extended family in New Zealand; and (e) parents' employment status. The Pearson correlation revealed no significant correlation between adolescents' SFI total scores and the number of years in New Zealand, $(r = -.02)$, and their age on migration, $(r = .01)$. Significant correlations were found between parents' SFI total scores and the numbers of years in New Zealand, $(r = .20)$, and their age on
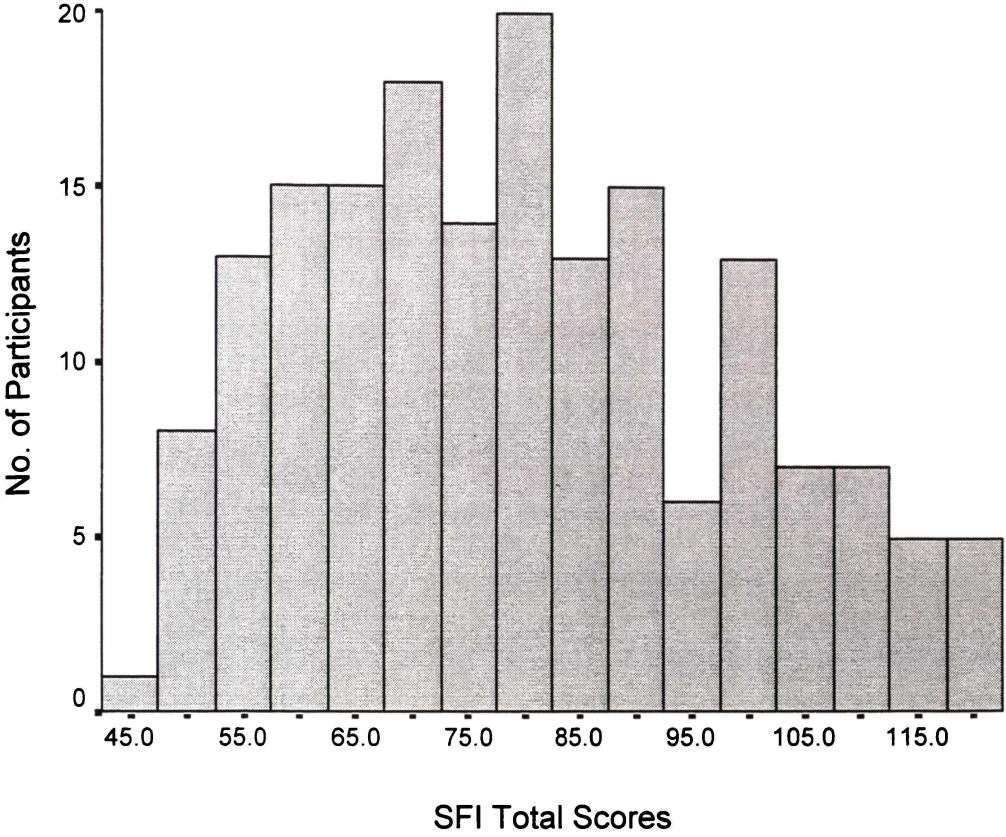
Figure 19. The distribution of participants' SFI total scores.

Table 24

Descriptive Statistics of SFI Total Scores

Variable	Mean	Standard Deviation	Minimum – Maximum
Overall	79.56	18.69	47.00 – 121.00
Male	83.68	18.35	47.00 – 121.00
Female	76.25	18.38	49.00 – 121.00
Adolescent	85.42	18.25	49.00 – 119.00
Parent	74.03	17.45	47.00 – 121.00
Daughter	81.84	18.55	49.00 – 119.00
Son	88.60	17.57	53.00 – 119.00
Mother	72.33	17.37	49.00 – 121.00
Father	76.97	17.48	47.00 – 121.00

Note. Possible scores ranged from 36 to 180. The higher the mean score for each subgroup, the worse the level of family functioning.

migration, $(r = -.24)$. Thus, while adolescents' reports of family functioning did not vary according to their length of residence in New Zealand and their age on migration, these varied for the parents. Parents who had migrated to New Zealand at a younger age, and those who had lived here for a longer period of time were more likely to perceive that family functioning was worse in their families.

The Kruskal-Wallis test revealed no significant differences between participants' SFI total scores and their ranks of their English ability. Differences between the SFI total scores of participants with and without extended family in New Zealand was analysed using the independent-samples t-test. No significant differences were found in participants' SFI total scores and whether participants had extended family in New Zealand, $t(173) = 0.11$, $p > .05$. Thus, how participants perceived their English ability and whether they had extended family made no difference to participants' perception of family functioning.

Whether differences in the SFI total scores would be found between parents' employment status before and after migration was analysed using the two-way ANOVA. No significant differences were found in parents' SFI total scores and their employment status before and after the migration, $F(1,84) = 0.14$, $p > .05$, and, $F(1, 84) = 0.15$, $p > .05$, respectively. There were no differences in reports of family functioning and whether parents were employed or not before and after the migration.

The association between participants' SFI total scores and their CGHQ scores were correlated using Pearson's correlation coefficient. A significant moderate correlation was found $(r = .31)$. Thus, the worse the perceived level of family functioning, the poorer the well-being of the migrant.

In summary, between males and females, males perceived their families as functioning worse than females. Adolescent boys were also more likely to

perceive that family functioning was worse than parents. Of the parents, those who had migrated to New Zealand at a younger age, and those who had lived here for a longer period of time were more likely to report poorer family functioning. Participants who reported poor family functioning were also more likely to report having a poor well-being.

Comparison with samples in Hong Kong. The SFI total scores of participants from Study 3 were compared with the SFI total score norms from samples of Chinese families living in Hong Kong. The purpose of this analysis was to investigate whether the scores of Chinese adolescents and parents who had migrated to New Zealand would differ from the scores of Chinese adolescents and parents who had not migrated and were living in their country of origin.

The SFI total scores of Study 3's adolescents were compared with the SFI total scores of adolescents reported in Shek (2002), which was a study investigating how well 3,649 Chinese adolescents perceived their families as functioning. The mean scores of 16 year-old students from Shek's (2002) study were used for comparative analysis because the mean age of adolescents in Study 3 was 16.1 years. The mean total SFI scores of Study 3's adolescent girls (M = 81.84, SD = 18.55) and boys (M = 88.60, SD = 17.57) were less than the SFI total scores of Shek's (2002) adolescent girls (M = 93.92, SD = 21.50) and boys (M = 93.67, SD = 18.02). The one-sample t-test revealed significant differences between the mean SFI total scores of adolescent girls from the two samples, $t(39)$ = -4.12, $p < .05$. No significant differences were found between the mean SFI total scores of adolescent boys, $t(44)$ = -1.94, $p > .05$. Thus, adolescent girls in Study 3's sample perceived their families as functioning better than adolescent girls in the Hong Kong sample. However, no differences were found in adolescent boys' perception of family functioning between the two samples.

The norms for the parents were provided by Shek (personal communication, May 21, 2003). The norms were based on Wave 1 data of a longitudinal study reported in Shek (2001a) in which the psychometric properties of the Chinese version of the SFI were investigated. In that study, the Chinese version of the SFI was administered to 756 Chinese parents and their children (N = 378) on two occasions separated by 1 year. The mean total SFI scores of Study 3's mothers (M = 72.33, SD = 17.37) and fathers (M = 76.97, SD = 17.48) were similar to the SFI total scores of the mothers (M = 74.75, SD = 18.38) and fathers (M = 74.08, SD = 18.41) in Shek's (2001a) sample. The one-sample t-test revealed no significant differences between the mean SFI total scores of mothers and fathers from both samples, $t(56)$ = -1.05, p > .05, and, $t(32)$ = 0.95, p > .05, respectively. Both parents in Study 3 and the Hong Kong sample reported similar levels of family functioning.

In summary, adolescent girls from Study 3 perceived their families as functioning better than adolescent girls from the Hong Kong sample. However, no differences in the perceptions of family functioning were found between adolescent boys, mothers, and fathers from both samples.

Migration Experience Questionnaire

Adolescents vs. parents. The MEQ consisted of 19 variables which measured the individual, familial, and structural influences on the adaptation of migrants to New Zealand. Since it could be argued that the 19 variables were measuring different psychological constructs than one universal one, the scores from each of the variables were not combined to produce one total score. Instead, scores from each variable were analysed separately.

The MEQ was completed by 175 to 179 participants– the number of participants completing all items varied across variables as some variables could

not be scored because of items with missing values. Table 25 provides a summary of the mean scores of parents and adolescents for each of the variables. The descriptive statistics for each variable is provided in Appendix F.

The data for each variable were skewed and so non-parametric tests were used. To analyse whether there were differences between the scores of parents and adolescents for the variables in the MEQ, the Mann-Whitney U test was used. The Mann-Whitney U test revealed significant differences between the ranked scores of adolescents and parents for the following variables: (a) type of home (ΣR_a = 6529.00; ΣR_p = 9047.00); (b) satisfaction with English ability (ΣR_a = 8634.00; ΣR_p = 7297.00); (c) non-maintenance of culture (ΣR_a = 8481.50; ΣR_p = 7449.50); (d) authoritative parenting style (ΣR_a = 6993.00; ΣR_p = 8938.00); (e) rejecting parenting style (ΣR_a = 8447.00; ΣR_p = 7484.00); and (f) social support (ΣR_a = 8540.00; ΣR_p = 7213.00). The tests revealed that adolescents: (a) gave higher ratings of their proficiency in English; (b) perceived they did not attempt to maintain their culture; (c) perceived their parents' parenting style as less rejecting; (d) perceived having a higher level of social support; (e) regarded New Zealand as less of a permanent home than parents; and (f) regarded parents' parenting style as less authoritative than parents.

In summary, differences were found between adolescents' and parents' perceptions of their level of English ability, the parenting style, attempts at maintaining their culture, and the type of home New Zealand is for them.

Table 25

Mean Scores of the MEQ Variables of Adolescents and Parents

Variable	Adolescent		Parent	
	M	*SD*	*M*	*SD*
Individual Variables				
Health of self	4.00	2.59	3.33	2.80
Type of home	0.69	3.96	2.33	3.73
Belongingness	1.54	3.02	1.60	3.09
Satisfaction with English ability	-0.35	3.85	-1.96	3.69
Satisfaction with life:				
i. Before	3.01	0.60	3.07	0.56
ii. First Arrival	2.74	0.69	2.73	0.67
iii.Current	3.21	0.51	3.09	0.49
Acculturation strategies:				
i. Assimilation	-0.91	2.05	-0.92	1.89
ii. Integration	1.26	2.30	1.76	1.61
iii.Separation	0.33	2.55	0.19	2.25
iv.Marginalisation	1.29	2.34	1.01	2.14
Familial Variables				
Health of family members	2.91	3.11	3.32	3.14
Marital relationship	3.30	2.99	4.02	2.80
Parent-child conflict	1.16	3.67	1.51	3.20
Differential acculturation rates	2.56	2.97	2.67	2.64
Parenting style:				
i. Authoritarian	-0.79	2.26	-0.43	2.00
ii. Authoritative	1.28	2.01	2.04	1.29
iii.Permissive	-1.79	1.62	-1.48	1.62
iv.Rejecting	1.44	2.05	0.70	2.15
Environmental Variables				
Social support	3.04	3.43	1.54	3.41
Religiosity	-0.61	5.26	-0.17	4.75
Employment opportunities	0.00	3.79	-0.95	3.12
Financial status	1.88	3.37	1.26	3.70
Non-maintenance of culture	2.61	3.46	1.46	3.29
Non-access to culture	-1.00	4.79	-1.80	4.00
Non-proximity to culture	1.84	3.63	2.02	3.04
Racism/ discrimination	-0.98	3.27	-0.31	3.26

Note. $N = 175 - 179$. For most variables a positive score indicated that the variable had a 'positive' influence on the adaptation of migrants. The exceptions to these were for the variables: acculturation strategies, parenting styles, and maintenance/ access/ proximity to culture. For these variables, the scores gave an indication of whether particular strategies and styles were adopted (refer to the *Method* section for an explanation of the scoring procedures).

Psychometric properties. The reliability of the MEQ data was assessed. Cronbach's alpha value for the 43 items in the MEQ was .72. Cronbach's alpha value for the 19 variables (or 27 composite items) was .64. To assess the concurrent validity of the MEQ, the scores of some MEQ variables were correlated with the CGHQ and the SFI total scores. These analyses were carried out because some of the variables in the MEQ had items which were measuring similar constructs to some of the items in the GHQ-30 and the SFI. Table 26 presents the results of these analyses. Spearman's rank-order correlation coefficients were carried out because the MEQ data were skewed.

The analyses in Table 26 revealed that significant relationships existed between items in the GHQ-30 and the health-related items in the MEQ i.e., self health and family health (r_s = -.23 and -.19, respectively). As participants reported poorer well-being in the GHQ-30, they also reported a worsening of their health status in the MEQ.

For items in the SFI, significant relationships were found between the SFI total scores and the following familial variables in the MEQ: marital relationship (r_s = -.43), parent-adolescent conflict (r_s = -.18), and the authoritative parenting style (r_s = -.26). These findings showed that as participants reported worsened family functioning in the SFI, they also reported a worsened marital relationship, parent-adolescent conflict, and of adopting a parenting style that was not authoritative in the MEQ.

The relationships between some items in the MEQ and the items in the GHQ-30 and SFI had implications for how the data was further analysed. This is discussed below.

Table 26

Correlation Matrix of MEQ Health and Familial Variables and the CGHQ and SFI Total Scores

	1	2	3	4	5	6	7	8	9	10
1. GHQ	—	.31**	-.23*	-.19**	-.17*	-.07	.05	-.17*	-.04	.06
2. SFI	.31**	—	-.10	-.29**	-.43**	-.18**	.06	-.26**	.07	-.02
3. SH	-.23**	-.10	—	.61**	.12	.15*	-.08	.20**	.06	.12*
4. FH	-.19**	-.29**	.61**	—	.23**	.16*	-.01	.24**	-.04	.10
5. MR	-.17*	-.43**	.12	.23**	—	.17*	-.01	.18**	-.05	.07
6. PAC	-.07	-.18*	.15*	.16*	.17*	—	-.05	.19**	-.18*	-.11
7. ATR	.05	.06	-.08	-.01	-.01	-.05	—	.13*	.15*	-.10
8. ATT	-.17*	-.26**	.20**	.24**	.18**	.19**	.13*	—	-.04	.09
9. PER	-.04	.07	.06	.04	-.05	-.18*	.15*	-.04	—	-.01
10. REJ	.06	-.02	.12*	.10	.07	-.11	-.10	.09	-.01	—

Note. GHQ = CGHQ scores; SFI = SFI total scores; SH = self health; FH = family health; MR = marital relationship; PAC = parent-adolescent conflict; DRA = differential rates of acculturation; ATR = authoritarian parenting style; ATT = authoritative parenting style; PER = permissive parenting style; REJ = rejecting parenting style.

*p < .05. **p < .01.

Multiple Regression.

The purpose of Study 3 was to determine which of the variables outlined in the MEQ would be predictive of the migrant well-being and family functioning in Chinese migrant families in New Zealand. To achieve this purpose, multiple regression analyses were carried between the variables in the MEQ and the CGHQ and SFI total scores. The predictor variables were the migration-related variables from the MEQ. However, as stated above, some of the items in the MEQ shared similar constructs to some of the items in the GHQ-30 and the SFI. This was a possible confound as the findings could be attributed to the similarities between the constructs in the instruments than to actual differences between the data. As a result of this, the following variables from the MEQ were omitted from the regression: self health, family health, marital relationship, parent-child conflict, and parenting styles. In addition to the migration-related variables, demographic variables were included as predictor variables in the regression. These variables were also incorporated in the analyses to assess their role in the regression. Table 27 provides a summary of the predictor variables. The criterion variables were the CGHQ scores and SFI total scores.

For the purposes of this study, distinctions were made between migration-related variables and demographic variables. This was because it was felt that migration-related variables were dynamic variables which participants could change in their life, such as their feelings of satisfaction of life in New Zealand, whereas demographic variables were static variables which could not be changed, such as the participant's age. I was interested in finding out how variables from these two categories of predictor variables would affect the regression.

Table 27

Predictor Variables

Migration-Related Variables	Demographic Variables
Type of home	Adolescent / parent
Feelings of Belongingness	Daughter/ son / mother / father
Social support	Gender
Extended family in NZ	Age
No. of people in household	Age on migration
Satisfaction with English ability	Place of birth
Self-rating of English ability	Education level
Differential rates of acculturation	Employment status before migration
Religiosity	
Employment opportunities	
Employment status after migration	
Financial status	
Language spoken at home	
Maintenance of culture	
Access to culture	
Proximity to others of the same culture	
Racism/ discrimination	
Length of residence in NZ	
No. of visits to country of origin	
Identity	
Satisfaction with life:	
i. Before	
ii. First arrival	
iii. Current	
Acculturation strategies:	
i. Assimilation	
ii. Integration	
iii. Separation	
iv. Marginalisation	

Before multiple regression was carried out, correlations were conducted between the predictor and criterion variables. Multiple regression was not carried out initially because there was a limit to the number of predictor variables that could be analysed at any one time. For example, for standard and hierarchical regression, twenty times more cases than predictors were needed, while for stepwise regression, forty times more cases than predictors were recommended (Coakes & Steed, 2001; Cohen & Cohen, 1983). As a result of the ratio of cases to predictor variables required, correlations were first carried out between the predictor variables and the criterion variables. Those predictor variables that correlated significantly with the criterion variables were then placed in a 'standard' or 'simultaneous' multiple regression. This step was needed because although the predictor variables might have correlated significantly with the criterion variables, the variables might no longer be significant once placed in a regression model. Where the ratio of predictor variables exceeded the number of cases, combinations of variables which did not exceed the recommended ratio of predictor variables were entered into the regression.

After the standard regression was conducted the importance of each predictor variable was assessed to see if they made significant contributions to the regression model (Fielding & Gilbert, 2000). Variables which made significant contributions to the model were placed in a 'hierarchical' multiple regression. Variables considered conceptually important were also placed in the regression. Hierarchical regression was used because the contribution of each successive addition of predictor variables to the overall R and R^2 could be elucidated. Following the regression, the test assumptions of multiple regression were checked. The assumptions that were checked were for: (a) presence of outliers; (b)

normality of the residuals; and (c) presence of multicollinearity (Bryman & Cramer, 1990; Coakes & Steed, 2001; Fielding & Gilbert, 2000; SPSS, 1999).

CGHQ scores. Regression was first carried out with the adolescent data. As 87 adolescents completed the GHQ-30, the ratio of cases to predictor variables was 4.35 predictor variables (for the standard and hierarchical regression). Whether any of the test assumptions of multiple regression were met was checked. No violations of the test assumptions were found and so conclusions could be drawn (see Appendix G for the distribution of the residuals). Table 28 summarises the findings of the hierarchical regression.

According to Model 4, the following 4 variables accounted for 28% of the variance in adolescents' CGHQ scores: (a) lack of social support; (b) being female; (c) adopting the marginalisation acculturation strategy; and (d) only speaking Chinese at home (see Table 28). The multiple regression equation for Model 4 (using *B* values) is illustrated below in Equation 1:

$$CGHQ = 14.65 - 0.56SS - 3.54GM - 0.47MAS + 2.11CO + \varepsilon \qquad (1)$$

Note. CGHQ = CGHQ scores; SS = social support; GM = gender: male; MAS: marginalisation acculturation strategy; CO = Chinese only.

Equation 1 showed that the predictors of poor well-being in adolescents were a combination of the gender of the adolescent, their level of social support, the acculturation strategy adopted, and the language spoken at home. These results partially supported the hypotheses outlined earlier in this Chapter, which predicted that one of variables which would be predictive of well-being was whether the migrant had adequate social support.

Table 28

Hierarchical Model of Associations Between Adolescents' CGHQ Scores and Migration-Related and Demographic Variables

	β			
	Model 1	Model 2	Model 3	Model 4
(i) Predictors				
Social support	-.34**	-.42**	-.35**	-.35**
Gender: male		-.30**	-.29**	-.32**
Marginalisation			-.23*	-.20
Chinese only				.19
(ii) Multiple R^2	.12	.20	.24	.28
(iii) F values	10.62**	9.90**	8.53**	7.48**
(iv) df values	82	81	80	79

Note. $*p < .05.$ $**p < .01.$

Across the different models of regression, it was interesting to note the sole contributing role of social support to the variance in the CGHQ scores (see Table 28). In addition, although the combination of the four variables outlined in Model 4 accounted for 28% of the variance in CGHQ scores, it was social support and the gender of the adolescent which made significant contributions to the regression model. These findings highlighted the importance of social support and the gender of the individual in determining the individual well-being of Chinese migrant adolescents.

Following the regression on the adolescent data, regression was carried out on the parent data. As 89 parents completed the GHQ-30, the ratio of cases to predictor variables was 4.45 predictor variables (for the standard and hierarchical regression). Whether any of the test assumptions of multiple regression were met was checked. No violations of the test assumptions were found and so conclusions could be drawn (see Appendix G for the distribution of the residuals). Table 29 summarises the findings of the hierarchical regression.

According to Model 4, the following 4 variables accounted for 25% of the variance in parents' CGHQ scores: (a) feelings of not belonging to New Zealand society; (b) adopting the assimilation acculturation strategy; (c) perceptions of being racially discriminated against; and (d) being dissatisfied with their English ability (see Table 29). The multiple regression equation for Model 4 (using B values) is illustrated below in Equation 2:

$$CGHQ = 10.98 - 0.53B + 0.86AAS - 0.39R - 0.31ES + \varepsilon \qquad (2)$$

Note. CGHQ = CGHQ scores; B = belongingness; AAS = assimilation acculturation strategy; R = racism; ES = English satisfaction.

Table 29

Hierarchical Model of Associations Between Parents' CGHQ Scores and Migration-Related and Demographic Variables

	β			
	Model 1	Model 2	Model 3	Model 4
(i) Predictors				
Belongingness	-.34**	-.36**	-.29**	-.28**
Assimilation		.26*	.27**	.28**
Racism			-.19	-.22*
English satisfaction				-.20*
(ii) Multiple R^2	.12	.18	.21	.25
(iii) *F* values	10.89**	9.08**	7.25**	6.66**
(iv) *df* values	82	81	80	79

Note. *$p < .05$. **$p < .01$.

Model 4 showed that each of the variables outlined in Equation 2 significantly contributed to the regression model (see Table 29). Thus, poor well-being in parents was determined by feelings of rejection by the host society and not belonging in New Zealand, being dissatisfied with one's English ability, and adopting the assimilation acculturation strategy. These findings partially supported the hypotheses outlined earlier in this Chapter, which predicted that one of the variables which would be predictive of poor well-being would be experiences of being discriminated against. Also interesting was the finding that in Model 4, it was just as important that parents felt that they belonged here, as well as adopting an acculturation strategy that was not assimilationist, in predicting their well-being.

In summary, having a sense of belonging, adequate social support, satisfaction with one's English ability, and feeling welcomed by the host society, were important predictors of individual well-being in Chinese families.

SFI total scores. Regression was first carried out with the adolescent data. As 85 adolescents completed the SFI, the ratio of cases to predictor variables was 4.25 predictor variables (for the standard and hierarchical regression). Whether other test assumptions of multiple regression were met was also checked. No violations of the test assumptions were found and so conclusions could be drawn (see Appendix G for the distribution of the residuals). Table 30 summarises the findings of the hierarchical regression.

According to Model 4, the following 4 variables accounted for 37% of the variance in adolescents' SFI total scores: (a) differential rates of acculturation between parent and child; (b) preference for living close to others of the same culture; (c) lack of social support; and (d) dissatisfaction with life before the migration (see Table 30).

Table 30

Hierarchical Model of Associations Between Adolescents' SFI Total Scores and Migration-Related and Demographic Variables

	β			
	Model 1	Model 2	Model 3	Model 4
(i) Predictors				
Diff. acculturation	-.48**	-.51**	-.47**	-.44**
Cultural proximity		-.24*	-.26**	-.26**
Social support			-.22*	-.26**
Satisfaction before				-.17
(ii) Multiple R^2	.23	.29	.34	.37
(iii) F values	25.07**	16.70**	13.70**	11.45**
(iv) df values	82	81	80	79

Note. $*p < .05.$ $**p < .01.$

The multiple regression equation for Model 4 (using B values) is illustrated below in Equation 3:

$$\text{SFITS} = 114.92 - 2.69\text{DRA} - 1.31\text{POC} - 1.36\text{SS} - 5.14\text{SB} + \varepsilon \qquad (3)$$

Note. SFITS = SFI total scores; DRA = differential rates of acculturation; POC = proximity to others of the same culture; SS = social support; SB = satisfaction before the migration.

Model 4 showed that the following variables made significant contributions to the variance in the SFI total scores: differential rates of acculturation, cultural proximity, and social support (see Table 30). Thus, having differential rates of acculturation between parent and child, lack of social support, and preference for living close to others of the same culture were predictive of perceptions of poor family functioning in Chinese migrant adolescents. These findings partially supported the hypotheses outlined earlier in this Chapter which predicted that one of the factors which would be predictive of poor family functioning was differential rates of acculturation between the parent and child.

Interestingly, the biggest single predictor of poor family functioning was differential rates of acculturation– this accounted for 23% of the variance in the SFI total scores. Another finding of interest was the contribution of the variable 'satisfaction with life before the migration' to Model 4. This is further discussed in the *Discussion* section.

Following the regression on the adolescent data, regression was carried out on the parent data. As 90 parents completed the SFI, the ratio of cases to predictor variables was 4.50 predictor variables (for the standard and hierarchical

regression). Whether other test assumptions of multiple regression were met was checked. No violations of the test assumptions were found and so conclusions could be drawn (see Appendix G for the distribution of the residuals). Table 31 summarises the findings of the hierarchical regression.

According to Model 4, the following 4 variables accounted for 29% of the variance in parents' SFI total scores: (a) differential rates of acculturation between parent and child; (b) not adopting the integration acculturation strategy; (c) being dissatisfied with the current situation; and (d) having migrated at a younger age (see Table 31). The multiple regression equation for Model 4 (using B values) is illustrated below in Equation 4:

$$SFITS = 129.90 - 2.27DRA - 2.65IAS - 7.77SN - 0.54AM + \varepsilon \qquad (4)$$

Note. SFITS = SFITS = SFI total scores; DRA = differential rates of acculturation; IAS = integrating acculturation strategy; SN = satisfaction now; AA = age on migration.

Model 4 showed that the following variables made significant contributions to the variance in the SFI total scores: differential rates of acculturation, not adopting the integration acculturation strategy, and dissatisfaction with the current situation (see Table 31). Thus, parents who were differentially acculturated from their adolescents, who were not integrating with society, and were dissatisfied with their life were likely to rate their family functioning as poor. These findings partially supported the hypotheses outlined earlier in this Chapter which predicted that one of the factors which would be

Table 31

Hierarchical Model of Associations Between Parents' SFI Total Scores and Migration-Related and Demographic Variables

	β			
	Model 1	Model 2	Model 3	Model 4
(i) Predictors				
Diff. acculturation	-.35**	-.36**	-.34**	-.34**
Integration		-.31**	-.28**	-.24*
Satisfaction now			-.22*	-.21*
Age on migration				-.18
(ii) Multiple R^2	.12	.21	.26	.29
(iii) F values	11.57**	11.36**	9.64**	8.36**
(iv) df values	85	84	83	82

Note. $*p < .05$. $**p < .01$.

predictive of poor family functioning was differential rates of acculturation between the parent and child.

As with the adolescent data, differential rates of acculturation between parents and adolescents were an important predictor of poor family functioning. However, unlike the adolescent data, those who were dissatisfied with their current life, rather than their life before the migration, reported poor family functioning. Younger parents, and parents who did not adopt the integration acculturation strategy, also reported poorer family functioning.

In summary, perceptions of poor family functioning were predicted by differential rates of acculturation between parents and adolescents, the acculturation strategy adopted, and their satisfaction with past and present life.

Discussion

Demographic Summary

Tighter definitions of who constituted a 'Chinese migrant' were used in Study 3 so that the characteristics of participants would reflect the characteristics of the Chinese migrant population in New Zealand. Although representativeness of the sample population could not be assured, the following crude comparisons between the characteristics of Study 3's participants and the Chinese migrant population were made.

The sex ratio in Study 3's sample was similar to the sex ratio in the Chinese migrant population. The 2001 Census reported that there were more Chinese males to females for those aged from 1–24 years, and that there were more Chinese females to males for those aged 25 years and above (E. Ho et al., 2002; Statistics New Zealand, 2002). This was reflected in Study 3's sample which included more adolescent boys than girls and more mothers than fathers in

the study. As E. Ho et al. (2002) postulated, the high sex ratio of females to males in the above 25 age group was suggestive of the 'astronaut' phenomenon.

The length of residence in New Zealand of Study 3's participants was similar to the length of residence of the Chinese migrant population. According to the 2001 Census, 70% of Chinese migrants had lived in New Zealand for less than 10 years (E. Ho et al., 2002). The majority (92.8%) of Study 3's participants had lived in New Zealand for 10 years or less.

The education level of parents in Study 3 was comparable to the Chinese migrant population– both reported education levels that were higher than the New Zealand population (Statistics New Zealand, 2002). The difference, however, was that the percentage of Study 3's parents with a university qualifications was slightly higher at 32.3% than the 23% of Chinese migrants aged 15 years and over who had a qualification (E. Ho et al., 2002).

The employment status of Study 3's parents after the migration was similar to that of the Chinese migrant population. The rate of labour force participation of the overseas-born Chinese in the Census 2001 was reported to be at 45.0% (Statistics New Zealand, 2002). This was reflected in the employment rate of Study 3's parents which was reported to be 53.8%. The unemployment rate of fathers in Study 3's sample was also comparable to the unemployment rate of recent Chinese male migrants. The rate of unemployment of fathers in Study 3's sample was 20.6% while the rate of unemployment of recent Chinese male migrants was 22% (E. Ho et al., 2002). However, the unemployment rate of mothers in Study 3's sample (61.4%) was greater than the rate of unemployment of recent Chinese female migrants (21%) (E. Ho et al., 2002). The reason for this difference could be that the females in Study 3's sample could be older in age and might have considered retiring when migrating to New Zealand, whereas the

females from the Census might be younger unmarried women with no children.

In summary, the above findings show how the characteristics of the sample population compare with the characteristics of the Chinese migrant population in New Zealand. However, despite similarities in some the demographic characteristics highlighted, it cannot be assumed that Study 3's sample is representative of the Chinese migrant population. The reasons for this are discussed later.

Individual Well-Being

The analyses of the GHQ-30 data showed the following main findings: (a) 40.3% of participants reported having a poor well-being; (b) adolescents in Study 3 had better well-being than adolescents in a Hong Kong sample; (c) the well-being of parents in Study 3 was similar to the well-being of parents in a Hong Kong sample; (d) predictors of poor well-being in adolescents were: lack of social support, being female, adopting the marginalisation acculturation strategy, and only speaking Chinese at home; and (e) predictors of poor well-being in parents were: feelings of not belonging to New Zealand society, adopting the assimilation acculturation strategy, perceptions of being racially discriminated against, and being dissatisfied with their English ability.

Prevalence rates. The finding that approximately 40.3% of participants had a poor well-being was higher than the prevalence rates reported in previous New Zealand studies on the well-being of Chinese migrants, such as Abbott et al. (1999, 2000) and P. Cheung and Spears (1992), who reported rates at 18.6% and 21.3%, respectively. These differences could be due to the differences in the characteristics of the sample population, and the outcomes measures used in their studies.

The main difference between Study 3's sample population and that of Abbott et al. (1999, 2000) and P. Cheung and Spears (1992) was that Study 3 focused on recent Chinese migrant families, while the latter two studies focused on Chinese migrants in general. As stated earlier, Study 3 also applied tighter definitions of who constituted a 'Chinese migrant', so that those in the sample population would have characteristics that were similar to the greater Chinese migrant population in New Zealand.

With Abbott et al. (1999, 2000) and P. Cheung and Spears (1992), it was not made clear which cohorts of the Chinese migrant population they were targeting in their studies. For example, 40.2% of participants in P. Cheung and Spears' (1992) sample were born in New Zealand. Although no differences in the prevalence rates between local and foreign-born participants were reported, it could be argued that the experiences of foreign-born migrants are likely to differ from first generation migrants. In addition, the finding that there were no differences in the prevalence rates between local and foreign-born migrants could be questioned because the sample sizes were small for the purposes of inter-group comparisons, and also because the study did not report the actual prevalence rates for each of the subgroups. Another shortcoming was that the generational status of the local-born migrants was not reported so it is unknown whether they were second, third, or fourth-generation migrants. Furthermore, although the study reported that 30.7% of their sample was born in 'Other', it failed to report the countries that these migrants were from. It could only be speculated that participants who fell in the 'Other' category were Chinese in origin as this was the focus of their study. Abbott et al. (1999, 2000) provided greater control of their sample population over P. Cheung and Spears (1992). However, despite this, the former reported that 18.5% of their sample had resided in New Zealand for more

than 5 years, without indicating how many more years this was, or whether any New Zealand-born migrants were included in their sample. Thus, which segment of the migrant population the results could be applied could be queried.

In addition to the differences in the sample characteristics, between Study 3 and Abbott et al. (1999, 2000) and P. Cheung and Spears' (1992) studies, the differences in prevalence rates could be accounted for by the different instruments used to measure them. While the instrument that was used in Study 3 was the 30-item GHQ, the 28-item GHQ was used by P. Cheung and Spears (1992), and the Chinese Health Questionnaire (CHQ) was used by Abbott et al. (1999, 2000). It could be argued that if I was really interested in establishing the psychiatric morbidity of migrant families, then I should have used measures which would have allowed comparisons to be made with previously established findings from other New Zealand studies. However, although this was considered, I chose to use the GHQ-30 over the GHQ-28 and the CHQ because as stated earlier in this Chapter, the GHQ-30 had adequate psychometric properties, and more importantly had a Chinese version of the instrument that had been validated in non-migrant Chinese populations (which allowed for comparisons to be made with existing norms). Since previous studies in New Zealand used different test instruments from Study 3, it is possible that this may have affected the results. However, despite this, it is important to note that both the GHQ-28 and the CHQ are conceptually based on the constructs of the GHQ.

In summary, a higher percentage of Study 3's participants reported poor well-being than previously established New Zealand studies on the well-being of Chinese migrants. It is possible that these differences in the prevalence rates could be due to the differences in the characteristics of the migrant population and the instruments used to measure them.

Comparison with samples in Hong Kong. Study 3's adolescents reported

having a better well-being than their non-migrant cohorts living in Hong Kong,

while Study 3's parents reported having a similar well-being to their non-migrant

cohorts in Hong Kong. For adolescents in Study 3, this finding was interesting as

it suggested that migration may have had a positive consequence in the well-being

of these adolescents. This supports Aronowitz (1984) and Chiu et al. (1992), who

argued that migration does not necessarily produce adverse consequences for

migrant families. However, despite these findings, definite conclusions about the

merits of migration cannot be drawn from these results, as the global differences

between the characteristics of Study 3 and Shek's (1988) Hong Kong sample are

likely to confound the results. Nevertheless, it was worth noting that similarities

were found in reports of well-being between parents in Study 3 and Shek's (1995)

Hong Kong sample. The question this raises is that if the New Zealand and Hong

Kong samples were so different in their characteristics, why was it then that

similar reports of well-being were found for the parents? The answer to this

question could only be speculated.

Predictors of well-being. As stated earlier, predictors of poor well-being in

adolescents were a combination of the following factors: lack of social support,

being female, adopting the marginalisation acculturation strategy, and only

speaking Chinese at home. Predictors of poor well-being in parents were a

combination of the following factors: feelings of not belonging to New Zealand

society, adopting the assimilation acculturation strategy, perceptions of being

racially discriminated against, and being dissatisfied with their English ability.

These findings partially supported the hypotheses outlined earlier in this Chapter

which predicted that variables which would be predictive of well-being were the

age of the migrant, the number of years they had lived in New Zealand, experiences of discrimination, and having adequate social support.

What these findings generally show is that having a sense of belonging, adequate social support, satisfaction with one's level of English, feeling welcomed by the host society, and not adopting the assimilation or marginalisation acculturation strategies are important predictors of individual well-being. These findings are consistent with the literature (e.g., Abbott et al., 1999, 2000; Aponte & Barnes, 1995; Berry, 1997; Canino & Spurlock, 1994; S. Chan & Leong, 1994; A. T.-A. Cheng & Chan, 1999; Eyou et al. 2000; Dion & Dion, 1996; Fuligni, 1998b; Hatfield, Mohamad, Rahim, & Tanweer, 1996; E. S. Ho, 1995; Leung, 2001; Pernice and Brook, 1996; Rumbaut, 1994; Shon & Ja, 1982), and support Study 3's conceptualisation that migrant well-being is influenced by a diverse range of variables rather than any one variable. These findings are also consistent with Study 1 and 2's findings which showed that some of the challenges migrants face are having adequate language skills, integrating into New Zealand society, and having the support structures to replace the ones they would have lost on migration.

Family Functioning

The analyses of the SFI data showed the following main findings: (a) adolescent girls in Study 3 perceived their families as functioning better than adolescent girls in a Hong Kong sample; (b) adolescent boys, mothers, and fathers in Study 3 perceived their families as functioning just as well as adolescent boys, mothers, and fathers in a Hong Kong sample; (c) predictors of reports of poor family functioning by adolescents were: differential rates of acculturation, preference for living close to others of the same culture, lack of social support, and dissatisfaction with life before the migration; and (d) predictors of reports of

poor family functioning in parents were: differential rates of acculturation, not adopting the integration acculturation strategy, being dissatisfied with the current situation, and having migrated at a younger age.

Comparison with samples in Hong Kong. Adolescent girls in Study 3 perceived their families as functioning better than their non-migrant cohorts living in Hong Kong, while no differences were found in the perception of family functioning between Study 3's adolescent boys, mothers, and fathers and their cohorts in Hong Kong. For adolescent girls in Study 3, this finding suggested that migration may have had a positive consequence in their perceptions of family functioning. This again supported Aronowitz (1984) and Chiu et al. (1992), who argued that migration does not necessarily produce adverse consequences for migrant families. However, despite these findings, definite conclusions about the merits of migration cannot be drawn from these results, as the global differences between the characteristics of Study 3 and Shek's (2002) Hong Kong sample are likely to confound the results. As with the findings of well-being, however, it was worth noting that despite the global differences in the sample characteristics, similarities were found in adolescent boys' and parents' perceptions of family functioning between Study 3's sample and Shek's (2001a, 2002) Hong Kong samples.

Predictors of family functioning. As stated earlier, predictors of reports of poor family functioning by adolescents were a combination of the following factors: differential rates of acculturation, preference for living close to others of the same culture, lack of social support, and dissatisfaction with life before the migration. Predictors of reports of poor family functioning in parents were a combination of the following factors: differential rates of acculturation, not adopting the integration acculturation strategy, being dissatisfied with the current

situation, and having migrated at a younger age. These findings supported the hypotheses outlined earlier in this Chapter which predicted that variables which would be predictive of family functioning were differential rates of acculturation between the parent and child, and the level of social support that participants had access to.

What these findings highlight is that in general, having differential rates of acculturation, not having adequate social support, and being dissatisfied with life is predictive of perceiving that family functioning is poor. The finding that differential rates of acculturation between parents and adolescents is predictive of poor family functioning is consistent with the literature (e.g., K.-F. M. Cheung, 1996; Dinh et al., 1994; L. C. Lee & Zhan, 1998; R. M. Lee et al., 2000; Yee et al., 1998), which states that it can be a source of distress for families.

Another finding that is consistent with the literature (e.g., Harker, 2001; Leung, 2001) and the findings of Studies 1 and 2 is the importance of social support for migrant families. For migrant families, having access to adequate support is crucial as the migration may have resulted in severing close kin and friendship networks. As the findings of Studies 1 and 2 have illustrated, some families were reliant on support from their extended family to ensure the functioning of their families in their country of origin. Without those support structures in New Zealand, it is then not surprising that those without adequate support report that family functioning is poor.

A finding that was interesting was that while dissatisfaction with life before the migration was predictive of negative perceptions of family functioning in adolescents, dissatisfaction with the current situation was predictive of negative family functioning in parents. These suggest that while adolescents might attribute

current difficulties to past differences, parents attribute current difficulties to current differences.

Limitations of Study

Although tighter definitions of who constituted a 'Chinese migrant' were applied in this study, to reflect the characteristics of the Chinese migrant population in New Zealand, the generalisability of Study 3's findings to the population of interest cannot be guaranteed. One reason for this is because although the sample size was adequate for the study, increasing the sample size would have increased the likelihood of being able to generalise the findings to the wider Chinese migrant population.

Another reason, to why the results are not necessarily generalisable, is that the response rate of the questionnaire was only 39%. Therefore, it is possible that this might have introduced sampling bias and affected Study 3's results. It is plausible that those who completed the questionnaires did so because they had 'nothing better to do' or were lonely and wanted an outlet for this. While this could be postulated, it is worth noting that in Abbott et al.'s (1999, 2000) study, of the well-being of Chinese migrants in New Zealand, they conservatively estimated their response rate to be at 45%. This raises the issue of whether potential participants might be reluctant to take part in research such as this because of the nature of the research topic.

Study 3's results pertaining to the predictor variables also need to be treated with caution. This is because the items in the MEQ do not have adequate psychometric properties. There are several reason for this. First, the items are not necessarily reliable— the Cronbach's alpha was low at .72 for the 43 items and .64 for the 27 composite items. Second, although the MEQ items were based on the findings of Study 1 and 2 and the migrant literature, I developed the items based

on my own interpretation of both the research findings and the literature. Therefore, it may be more valid to regard the findings of the multiple regression as pertaining to the item constructed rather than to the actual 'variable'. For example, for the finding that 'social support' accounted for 12% of the variance in the CGHQ scores of migrants, it might be more accurate to interpret that it was the statement (alluding to social support) rather than the variable 'social support' which accounted for this variance.

Summary

In summary, Study 3 was a quantitative study which investigated what the predictors of individual well-being and family functioning in Chinese migrant families in New Zealand were. Social support and the acculturation strategy used were factors that were suggested to be important in ensuring good well-being and family functioning in migrant families.

Chapter 5: General Discussion

Migration is an ongoing process of change which affects families. Of particular interest to me was how migration would affect family functioning and well-being in Chinese migrant families with adolescents in New Zealand. Thus, the purpose of the thesis was to answer the following questions:

- How well do Chinese migrant families function as families in New Zealand;

- What is the well-being of migrants and their family members;

- What is the influence of the migration process on how well families function together and on the well-being of individual family members?

To answer the questions listed above, three studies were conducted.

Summary of Studies

Study 1. The first study set out to investigate how Chinese migrant families functioned, and the influence of migration on family functioning. Parent-adolescent conflict was used as an outcome measure of family functioning, as this was a measure commonly reported in the parent-adolescent literature (e.g., Montemayor, 1986; Smetana, 2000). Since there were no known New Zealand studies on parent-adolescent conflict in Chinese migrant families, the purpose of Study 1 was to establish what the issues of conflict were, the reasonings participants would give to account for the occurrence of conflict, and what effects (if any) would migration have on parent-adolescent conflict. Qualitative interviews took place as the flexibility of this methodology met the requirements of the study.

The findings showed that the conflict issues of Study 1's participants were similar to those reported in the literature (e.g., Connelly, 2001; Smetana, 1988,

1989, 2000; Yau & Smetana, 1996). However, unlike the literature, the reasonings participants gave for the occurrence of conflict was specific to the characteristics of the sample. One finding of interest was the use of migration-related explanations to account for the occurrence of conflict. Other findings of interest were participants reporting that the issues of conflict and parenting were different between the countries of origin and settlement, and that conflict intensity was greater here than in the country of origin. These findings suggested that migration was influencing how these families were functioning, and in particular, affecting the level of parent-adolescent conflict.

However, one limitation of Study 1 was that it only focused on one facet of family functioning. In addition, the findings revealed that some families were functioning better than others, and that there were some family members who were clearly distressed. To follow-up and expand on Study 1's findings, more interviews were conducted in Study 2.

Study 2. The purpose of the second study was to investigate how families were functioning, the well-being of individual family members, and the influence of migration on both family functioning and individual well-being. To address one short-coming of Study 1, outcome measures of family functioning not only included questions on the parent-adolescent conflict, but also questions on the parent-adolescent relationship and parenting. Participants were also asked more questions about their personal experiences of migration.

The findings showed that migration was an ongoing process of change. Rather than conceptualising migration as a static process, which starts and ends upon arriving in New Zealand, there were three distinct phases to the process: before the migration, on first arrival in the country of settlement, and in their current situation. Thus, the migration process starts in the country of origin, when

families first discuss the merits of migration, and does not necessarily end after migrating to New Zealand, as they may still be feeling the effects of it many years afterwards.

Reports of family functioning varied across the three phases of migration. Generally, however, participants reported that the parent-adolescent relationship remained positive across each phase of migration. Common conflict issues arose around the regulation of the adolescent's activities and the migration. A gradual shift in the parenting, from quite strict and authoritarian in the country of origin, to less strict and authoritative in New Zealand, was also reported.

Regarding the well-being of family members, participants reported that some of the challenges they faced were in the proficiency in their English abilities, and racial discrimination by members of the host society. Fathers appeared to have the most difficulty adjusting to New Zealand. Consistent with the literature (e.g., Handal et al., 1999; Ward et al., 1998), participants reported that the first two years after the migration was the most difficult period for them and their families.

The findings showed that in general, Chinese migrant families were functioning well in New Zealand although the well-being of family members varied across families. For most families, migration influenced how their families functioned and the well-being of individual family members.

On integrating the findings of Studies 1 and 2, and the work of researchers such as Berry (1997), I developed a conceptual model of migrant adaptation. The model suggested that migrant adaptation was influenced by variables at the individual, familial, and environmental level. The importance of conceptualising migrant adaptation, as being influenced by these three categories of variables, was that it recognised the influential role of familial variables in migrant adaptation,

which to this point had not been made explicit in current models of migrant adaptation and acculturation (e.g., Berry, 1997; Berry & Sam, 1997; Ward, 1996).

One shortcoming of both Studies 1 and 2, however, was that the sample sizes were small. This meant that the results could not be generalised to the larger migrant population. In addition, the methodology used was not robust as it was found that participants gave different types of answers to similar questions across the two studies. For example, whereas Study 1's participants reported that conflict intensity was greater in New Zealand, Study 2's participants reported that conflict intensity was less here than in the country of origin. As a result of these shortcomings Study 3 was conducted.

Study 3. The purpose of the third study was to provide a quantitative measure of family functioning and individual well-being, and to investigate which of the factors outlined in my conceptual model would be predictive of the outcome measures of interest.

Family functioning and well-being were assessed using previously established test instruments, the GHQ-30 and the SFI, respectively. To assess the influence of the migration-related variables on these outcome measures, the MEQ was developed. The MEQ was a 43-item instrument that was based on the conceptual model of migrant adaptation. Questionnaires, which consisted of a demographic survey and the aforementioned test instruments, were distributed to Chinese migrant families with adolescents through schools.

The findings showed that 40.3% of participants had poor well-being and were psychologically 'at risk'. The variance in the CGHQ scores were accounted for by combinations of statements pertaining to the following variables: social support, feelings of belongingness, gender, satisfaction with the level of English ability, perceptions of discrimination, and the acculturation strategies used. Thus,

participants who felt that they had inadequate social support, that they did not belong here, were female, were dissatisfied with their level of English ability, perceived that they were being discriminated against, and either adopted the assimilation or marginalisation acculturation strategies, were more likely to have a poorer well-being.

In terms of family functioning, the variance in the SFI total scores was accounted for by combinations of statements pertaining to the following variables: differential rates of acculturation, social support, cultural proximity, the acculturation strategy used, satisfaction with life (current or past), and age on migration. Thus, participants who felt that there were differential rates of acculturation between the parent and adolescent, had inadequate social support, wanted to live closely to others of the same culture, did not use the integration acculturation strategy, were dissatisfied with life before (for the adolescent) and after the migration (for the parent), and were young at the age of migration (for the parent), were more likely to perceive that family functioning was poor.

The findings showed that the well-being of the sample was poor. Migration-related factors which influenced both family functioning and the well-being of individual members were whether they had adequate social support and the acculturation strategies used.

However, whether the research findings could be generalised to the Chinese migrant population was questioned. One reason for this was because the response rate was only 39%. This raised the potential of sampling bias and the possible effects on this on the results. The second issue was the use of the MEQ to measure migration-related variables. It is debatable whether the items in the questionnaire provide a reliable and valid measure of the variables of interest. Thus caution needs to be applied to the interpretation of those results.

Overview of Findings

Family functioning. The findings of the three studies showed that how families functioned, and the level of family functioning, varied across different families. Regarding conflict between parents and adolescents, Study 2 showed that although parent-adolescent conflict occurred over normal everyday issues, migration was also reported to be a conflict issue. This was particularly interesting as it was contrary to what was reported in the parent-adolescent conflict literature and was unique to Study 2's sample.

Regarding the parent-adolescent relationship, participants from Study 2 generally reported that the relationship was positive. However, despite this, there were some families interviewed in Studies 1 and 2 who conveyed that the relationship was strained between the parent and the adolescent. For those families, the relationship was characterised by high levels of conflict between the parent and adolescent, lack of open communication, and a mutual distrust between the two parties.

Regarding parenting in migrant families, descriptions of parenting by Study 2's participants were mainly categorised in the authoritative category. It has to be noted that the majority of those responses were made by parents. This was supported by analyses of the MEQ data in Study 3. Comparisons between parents' and adolescents' responses, to items pertaining to parenting style in the MEQ, showed that parents were more likely than adolescents to categorise their parenting style as authoritative. It was also worth noting that Study 1 and 2's parents reported more involvement in parenting in New Zealand.

In terms of the overall functioning of Chinese migrant families in the studies, most families did not report severe difficulties in the functioning of their families. Families that appeared to be functioning well were characterised by

family members who were respectful of each other, were flexible and open-minded, listened to each other, and had open channels of communication between the parent and adolescent. It was also evident from the interviews, however, that they were also some families who were having great difficulty functioning together as a unit. For these families, there were no shared goals, the relationship tended to be based on mistrust between the parent and the adolescent, there was a lack of respect between individuals, there were no open channels of communication, conflicts were rarely resolved, and there was a lack of tolerance and acceptance between family members.

What I have listed above are insights of family functioning that I had gained after interviewing and observing the general interactions between parents and adolescents in Studies 1 and 2. Although these insights are untested and cannot be generalised to the greater Chinese migrant population, they contribute to my conceptualisation of family functioning.

In summary, the findings showed that the level of family functioning varied across families and individuals in that family. However, no firm conclusions could be drawn to the precise level of family functioning in Chinese migrant families.

Individual well-being. The well-being of participants across the three studies is a contentious issue. One reason for this is because 40.3% of Study 3's participants were identified as being 'at-risk' and susceptible to a psychological disorder. As stated earlier in Chapter 4, this figure is twice that of prevalence rates reported by previous New Zealand studies of Chinese migrants (Abbott et al., 1999, 2000; P. Cheung & Spears, 1992). Since this figure is higher than expected, it raises the question as to why this may be, and whether similar findings would be found in future New Zealand studies on the well-being of Chinese migrants. As

discussed in Chapter 4, it is possible that the difference in the rates could be accounted for by differences in the characteristics of the sample, and the instruments used to measure well-being between Study 3 and previous New Zealand studies.

Regardless of these differences, however, the fact remains that a high proportion of the sample reported that their well-being was poor. Although this proportion was unexpected, it was not surprising. Interviews with participants in Studies 1 and 2 showed that while the majority of participants reported positive well-being, there were some who were clearly distressed. Those who appeared to have good well-being had adequate language skills, were members of organisations (such as a church), had friends or kin networks in New Zealand who they interacted with, and kept themselves busy with activities. Those with poor well-being complained of financial difficulties, not having adequate language skills, being isolated, and having nothing to do with their time.

In summary, the findings showed that a high proportion of Study 3's sample had poor well-being. However, as with family functioning, there were individual differences in the well-being of Chinese migrants across the three studies.

Migration and family functioning. The findings of the three studies suggested that migration does influence how families functioned. For example, participants in Study 2 reported that migration accounted for differences in the conflict issues, conflict intensity, parent-adolescent relationship, and parenting between the countries of origin and settlement. They reported that they now argued about different issues, conflict intensity was better, parenting was more authoritative and less authoritarian, and parents were more involved in the parenting.

Study 3 highlighted that migration-related predictors of family functioning were differential rates of acculturation between parents and adolescents, and whether families had adequate social support. Family functioning would be poorer in families where adolescents have acculturated at a faster rate than parents. Adolescents are likely to acculturate at a faster rate than parents because school acts as a socialisation agent of Western values and behaviour. It becomes problematic when the values learned at school (and the host society in general) clash with the values taught at home by the parents. This then becomes a source of conflict in families.

For migrant families, the migration would also have resulted in the lost of traditional support structures. For some families, kin networks played an important role in the functioning of their families in the country of origin. According to Study 1 and 2's participants, it was not uncommon for extended family to be involved in the parenting of children. Migration would have resulted in the loss of these support networks as friends and families are separated through distance. As a result of this, it then becomes crucial for migrant families to acquire new support structures in the country of settlement. However, this may be difficult for those without the adequate language skills and those who lack awareness of the resources available in their new environment. Family functioning becomes problematic if family members rely too heavily on each other for support, and are unable to meet each other's needs.

What is outlined above is the influence of migration on family functioning and how functioning in families has changed because of it. It has to be acknowledged, however, that migration was not the only cause of change reported by participants. Participants also attributed the changes in family functioning to the age of the adolescent. For example, Study 2's participants reported that

conflict issues were different between the country of origin and settlement because what was topical when the adolescent was younger, was not as relevant now that they were older. These differences were also reflected in reports of the parent-adolescent relationship and parenting. Participants reported that parents were now less authoritarian and more authoritative as the adolescent's maturity meant that they were able to reason and discuss issues with one another. These findings suggested that age-related factors, in addition to migration-related factors, needed to be considered when examining the influence of migration on family functioning.

In summary, the findings showed that migration does influence how families functioned. What is less obvious, however, is the relationship between migration and the age of the adolescent in affecting family functioning.

Migration and individual well-being. The findings of the three studies suggested that migration does influence individual well-being. For some migrants this resulted in improved well-being, whereas for others, this resulted in poorer well-being. According to Study 2's participants, the migration resulted in changes that they had to adjust to. Some of these changes were in the lifestyle, language, culture, living arrangements, status, and in the child's education system. Whether migrants cope and adapt to these changes would determine the well-being of those individuals. For those who were unable to cope with these changes, they then became stressors for them. Common stressors reported by Study 2's participants were the adequacy of their language skills, their ability to form new social networks, living in an astronaut arrangement, the financial status of the family, and experiences of discrimination. The fathers in Study 2 tended to report that they had difficulty adjusting to New Zealand.

Regarding which of the migration-related variables would be predictive of well-being, Study 3 revealed that important factors were having adequate social support, feeling that one belonged here, being accepted by the host society, and the acculturation strategy adopted by the individual. What these findings reveal is that both the individual and the society of settlement play a role in determining the well-being of migrants. Not only do individuals need to make an effort to try and integrate more into the host society so they feel that they belong here, but the host society also needs to create an environment that is more welcoming and accepting of them.

Across Studies 1 and 2, most participants reported that migration influenced their well-being, whether this was through the changes brought by migration or the stressors associated with it. For a small proportion of participants, however, they attributed their poor well-being to the age of the adolescent. For those families, they reported that the developmental stage of the adolescent meant that they were more rebellious and disobedient and as a result caused grief and distress to the parents. This suggested that age-related factors, in addition to migration-related factors, when examining the influence of migration on individual well-being.

In summary, the findings showed that migration does influence the well-being of individuals. What is less clear, however, is the relationship between migration and the age of the adolescent in affecting migrant well-being.

Implications of Findings

Questions answered. The thesis set out to investigate how Chinese migrant families in New Zealand were functioning, the well-being of family members, and influence of migration on these outcome measures. In terms of family functioning, participants in general reported that their families were

functioning well. Regarding their well-being, however, a high proportion of participants were identified as being at-risk. The findings also showed that migration does influence family functioning and the well-being of these migrants. However, no definite conclusions could be drawn on the effect of migration (i.e., whether it is positive or negative) on family functioning and migrant well-being. It was also less obvious what the specific relationship was between migration and the age of the adolescent in affecting the aforementioned outcome measures.

In addition to the findings listed above, other findings of interest were also found. One finding of interest was that the results highlighted the importance of social support in ensuring that families and individuals were healthy and functioning well. For migrant families, it was crucial that they have the support they need after migrating, as the migration may have severed kin and friendship networks.

The findings also illustrated that migration was an evolving process rather than a static event. In terms of the time frame of the process, it is counter-productive to conceptualise migration as starting and ending on arriving in New Zealand. What was more useful was to conceptualise the process as starting in the country of origin when families first discuss the merits of migration, and to regard it as a process without an endpoint. As interviews with some families showed, it was not uncommon for participants to report that they were still trying to adjust to New Zealand several years after the migration.

What could be concluded from the findings outlined above is that more is now known about family functioning and individual well-being of Chinese migrants families in New Zealand. It is clear from the findings that these families are affected by migration and that is has changed the way they might otherwise have operated in the country of origin.

Questions unanswered. What could not be determined from the findings, however, was the relationship between migration and age of the migrant in affecting migrant well-being. As stated earlier in Chapter 1, I was particularly interested in families with adolescents because of the dual challenge of environmental and developmental changes that they would have to undergo. However, it could not be concluded from the data available which of the two variables were more important, nor could distinctions be made between the effects of one variable over the other on the outcome measures of interest.

Another question which the findings of the thesis could not answer was whether migration was predictive of improved or poorer family functioning and individual well-being. Although measures of family functioning and well-being were obtained from Chinese migrants, I felt that it was nonsensical to then attribute migration as a reason for the results. To measure the effect of migration on the outcome measures of interest, what is really needed is family functioning and well-being to be measured pre and post-migration, and for comparisons to then be made. Only then can valid conclusions be drawn about the effect of migration on family functioning and migrant well-being.

Future Directions

Conceptual model. The thesis highlighted the migration experiences of Chinese migrant families. The findings showed that there were individual and familial variations in the ability of families to function well and maintain a positive well-being. The findings also illustrated the complexity of the variables involved in determining good family functioning and migrant well-being and the need to acknowledge this.

In addition to the role of migration in influencing the outcome measures of interest, the findings also showed the need to consider non-migration related

variables in influencing the outcome measures. Age was one such variable reported by participants across Studies 1 and 2. Other non-migration related variables are outlined in Figure 20 and are discussed further below.

Figure 20 is a culmination of the findings across the three studies of the thesis and presents a conceptual model of the hypothesised influences on family functioning and individual well-being. There are three important differences between this revised model of migrant adaptation and a previous conceptual model outlined in Figure 11 (see Chapter 3). The first difference is that although Figure 20 is conceptually based on the idea that migration is influenced by variables at the individual, familial, and environmental level, the categorical demarcations between the variables are no longer emphasised. The categorical demarcations between variables are omitted in the revised model as I felt that the categories the variables belonged to i.e., whether they were individual, familial, or environmental variables, were less important than the variables themselves.

The second difference between Figure 20 and Figure 11 is that the former acknowledges the role of non-migration related variables in influencing the outcome measures. As stated earlier, the age of the migrant was one such variable that was reported by participants. Other non-migration-related variables also included in Figure 20 are gender, place of birth, education and work skills in the country of origin, familial and marital relations in the country of origin, and health in the country of origin. Some of the variables outlined are variables which cannot be changed and are independent of migration, such as the age, gender, and place of birth of the migrant. Other variables, such as familial and marital relations in the country of origin, and health in the country of origin are variables which can be modified in the country of settlement. Having measures of the latter variables would be particularly useful as they would allow pre and post-migratory
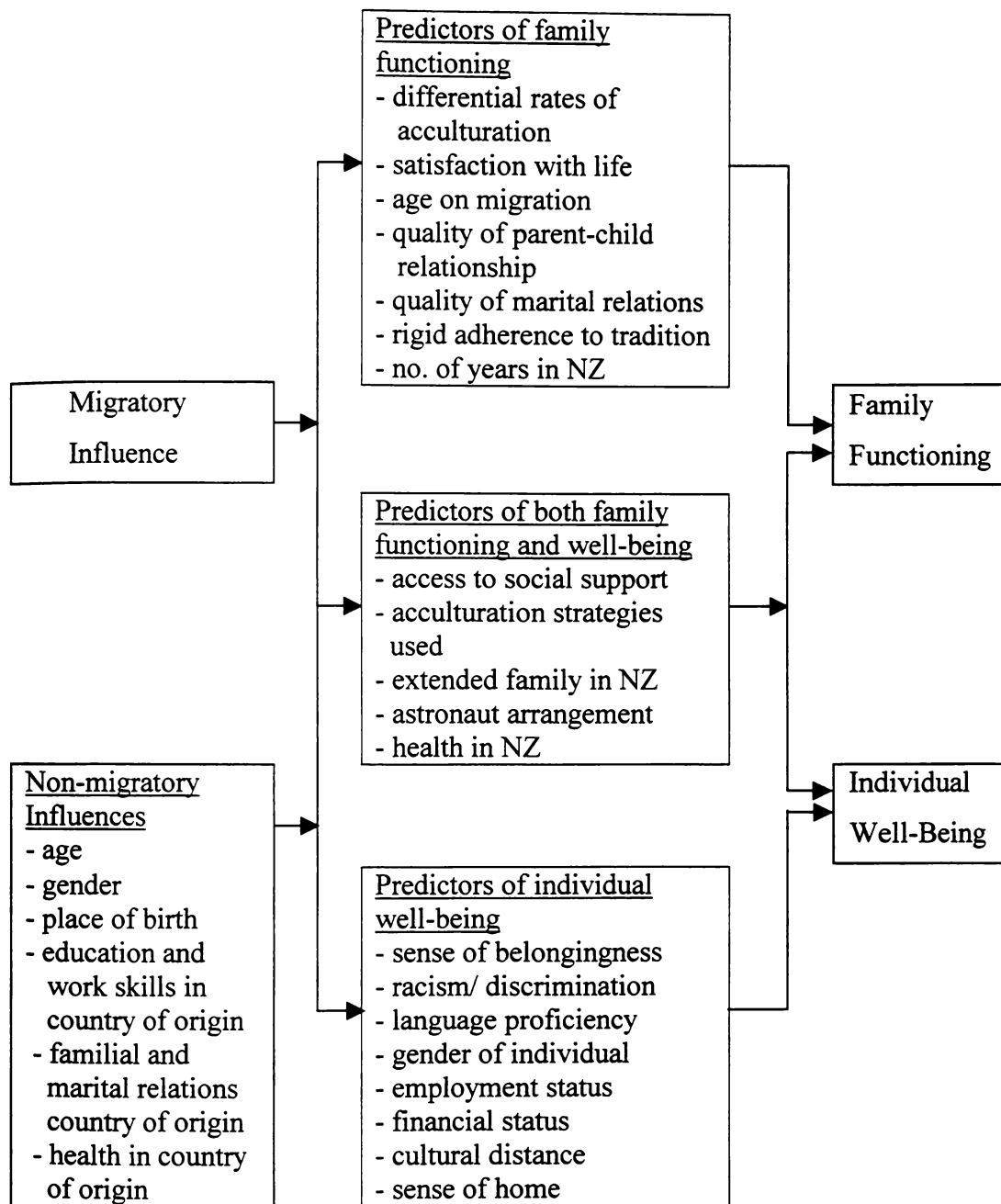
Figure 20. A conceptual model of the predicted influences on family functioning and individual well-being of Chinese migrant families in New Zealand.

comparisons to be made to determine whether migratory or non-migratory influences were more important in affecting the outcome measures of interest.

The third difference between Figure 20 and Figure 11 is that the former provides hypothesised predictors of family functioning and individual well-being. Although the predictors outlined are not definitive nor conclusive, due to the limitations of the MEQ, further research could be pursued to investigate whether the same interrelationships between the predictor and outcome measures would be found.

What the revised conceptual model of migrant adaptation shows is that migrant adaptation is influenced by a myriad of variables. The model contributes to the current knowledge base as it provides a framework from which future research on Chinese migrants and their families can be based. In addition, the hypothesised predictors of family functioning and individual well-being would not only be useful for researchers but also practitioners working with this migrant group– this is discussed further below.

The revised conceptual model also expands on the current knowledge base as it recognises the influence of familial variables on migrant adaptation, which until now have not been acknowledged in current frameworks and models of acculturation research (e.g., Berry, 1997; Ward, 1996). As the findings of the thesis have shown, familial variables are important predictors of migrant adaptation which need to be considered. The conceptual model also differs from current models of acculturation research because it makes clear distinctions between migratory and non-migratory influences on migrant adaptation. The frameworks and models of acculturation research by Berry (1997) and Ward (1996) do not make such clear distinctions. A distinction is needed because as the

findings of this thesis show, participants considered variables such as age to be factors that are independent of migration.

Future research. As this Chapter has already highlighted, there are several avenues from which further research can be pursued. One area where research is needed is for the conceptual model of migrant adaptation to be tested. Although the conceptual model is based on the findings of this thesis, the model needs to be tested to see whether similar interrelationships between the variables outlined would be found in another sample. To test the myriad of variables outlined in the conceptual model, it is suggested that one of the measures used is the MEQ, as it incorporates all the variables of interest. However, the MEQ needs to be redeveloped and its current limitations addressed before it can be utilised.

Another area of research that can be investigated further is the effect of migration (i.e., whether it is positive or negative) on migrant adaptation. Although the findings of the thesis show that migration does influence family functioning and individual well-being, it could not conclusively show how they were being influenced. What is needed are for longitudinal studies to be conducted so that measures of family functioning and individual well-being are obtained before the migration, immediately after the migration, and at regular intervals several years after the migration. This comparative longitudinal approach would then allow valid comparisons to be made to determine whether migratory or non-migratory influences are more critical in affecting the outcome measures of interest (Fuligni, 2001).

The effect of living in an astronaut arrangement on migrant families is also another area needing more research. Although interviews were conducted with some astronaut families in Studies 1 and 2, how the astronaut arrangement influenced the outcome measures could not be determined from the data as the

sample sizes were too small. However, research on Chinese migrants in New Zealand by Abbott et al. (1999) found that mothers with absent husbands had 'elevated rates' of mental disorder. This was supported by Aye et al. (2000) who suggested that living in an astronaut arrangement was an additional stressor for some migrant families. As can be seen more research is needed in this area to understand better the impact of this living arrangement on migrant adaptation. It is predicted, however, that this living arrangement is likely to affect how families function and the well-being of those family members (see Figure 20).

Clinical practice. How the findings of this thesis can be applied to clinical practice, so that current assessment methods are more culturally sensitive towards Chinese migrants and their families, is an area that can also be explored further. The findings of the thesis show that migration can be a challenging experience for some migrants and their families. For migrants who are unable to cope with the changes brought by migration, these changes are likely to become a source of stress and distress for them.

When migrant clients present in clinical practice, it is imperative that practitioners are able to gather as much information about the context in which clients present themselves. To facilitate the understanding of the contextual influences acting on migrants and their families, an assessment guideline has been developed for practitioners and is provided in Appendix H.

The Migrant Assessment Guideline (MAG) is based on the conceptual model of migrant adaptation illustrated in Figure 20. It is based on the premise that the client's current affect, behaviour, and cognitions are influenced by a multitude of variables than any one causal variable. In terms of the variables that are likely to be influencing the client, these range from individual factors, such as the client's age on migration and their language proficiency, to environmental

factors, such as their ability to access adequate social support in New Zealand. The MAG provides suggestions on topic areas that can be covered in the initial assessment of the client.

It is hoped that using the MAG would give practitioners a better understanding of the client and the influences acting on them. It is also a resource which practitioners can refer to when working with Chinese migrant groups. What the MAG offers over current practice guidelines that are available in New Zealand (see Chu et al., 2001; Curreen, 2000; Everts, 2002) is that the MAG was developed through research with the Chinese migrant population, it is based on a conceptual model of migrant adaptation, and it is in a format that is easy to use for practitioners. It is recommended, however, that practitioners understand the conceptual basis of the instrument before applying it to the client population.

Policy development. How the findings of this thesis could contribute to the development of government policies on Chinese migrants in New Zealand is another area that could be explored further. As outlined earlier in Chapter 1, New Zealand has witnessed substantial increases in the number of migrants from the Asian continent. However, whether New Zealand is able to meet the needs of this growing population remains to be seen.

As the findings of my thesis show, migration can be a challenging experience for some migrants and their families, and that there are some who are not coping with their life here and require assistance. Those requiring assistance tend to be socially isolated, have limited language abilities, and have difficulties finding employment in New Zealand. What these migrants need are access to social support in their communities, the ability to develop their language skills, their qualifications to be recognised by employers, and the host society to be more welcoming and to develop a genuine interest in their welfare. What is not needed

are government policies which encourage migrants to migrate to New Zealand, without offering them any form of assistance when arriving here. It is also unhelpful that in each election year, highly visible minority groups such as the Chinese are targeted by some New Zealand politicians to gain electoral votes.

To develop government policies that are responsive to the needs of migrants, there needs to be a shift in the way migration is currently conceptualised. Migration needs to be viewed as an evolving process rather than as a static event which stops once the migrant has arrived in New Zealand. Viewing migration this way would ensure that the government not only addresses the short-term difficulties migrants may face, but also acknowledge that they may face long-term difficulties in their adjustment and settlement experiences.

The government also needs to develop and introduce policies on immigration that are evidence-based with a clear rationale for them, rather than the current 'tap on, tap off' approach (New Zealand Herald, 2002b). For example, the past few years have seen multiple shifts in policies on immigration, many of which occurred overnight, resulting in adverse consequences for many potential migrants and their families.

Only recently has the government begun to address some of the short-comings of its immigration policies. This has seen the development of programmes to enable migrants to find employment in New Zealand, and the introduction of new language requirements so that only those with the appropriate language skills are able to migrate here (although whether this 'helps' migrants from non-English speaking countries such as the Chinese is debatable). The government has also begun to address the fact that not enough is being done to help migrants integrate into New Zealand society. For example, on the current New Zealand Immigration Service (NZIS) website, it states that skilled migrants

who arrive in this country would receive a 'welcome pack', and that they would be provided with a contact person with whom they could consult for settlement-related information (NZIS, 2004). While it is encouraging to see measures such as these implemented, there is still much more that can be done to help New Zealand's Chinese migrants and their families to become truly integrated into greater New Zealand society.

Conclusion

The aim of my thesis was to investigate how well Chinese migrant families were functioning, the well-being of these migrants, and the influence of migration on these outcome measures.

The findings showed that families were generally functioning well, the well-being of 40.3% of participants (from Study 3) was poor, and that migration influenced how families functioned and the well-being of individual family members. Social support was found to be an important factor that affected the aforementioned outcome measures.

It is hoped that findings of this thesis can contribute to practitioners' understanding of this migrant group, and that it informs the development of policies that address both the short and long-term needs of migrants. I would like to conclude this thesis with a quote from one of my participants. He summarised best for me the need and importance of conducting research in this area:

> P: Well I think immigration is very important. If [a] scholar like you have [an] interest [in this topic] I think it's very good to study more in order to help... the people. Because a lot of immigrants do need lots of help.
>
> R: What sort of help would that be?

P: Like the initiation, the first help. About how to settle down and [give] them adequate information. I think it's more human. If you just welcome them here and leave them alone I think yeah sometimes it's pretty cruel. (S2.3).

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Appendix A: Materials used in Study 1

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The University of Waikato
Te Whare Wānanga o Waikato

Parent-Adolescent Relationship Research: Information Sheet for Parents

I am a Doctoral Candidate and a Trainee Clinical Psychologist at the University of Waikato, Hamilton. My supervisors are Professor Ian Evans and Dr Bernard Guerin, of the Psychology Department, and Dr Elsie Ho, of the Geography Department.

I am interested in investigating issues concerning Asian migrant families. Although Asian migrants constitute an increasing group of people choosing to live and work in New Zealand, very little research has been conducted to understand better the needs of Asian migrants and their families. Migrant issues also interest me since I am a migrant myself and am living and studying here.

The area of research I wish to explore is parent-adolescent relations in Asian migrant families. Of particular interest to me are the interactions between parents and their children and how differences of opinion in everyday issues can lead to conflict in families.

To develop an understanding of parent-adolescent relations, I will first be asking you in the interview to give me some general details about yourself, such as the ethnic and age group that you belong to. You will then be encouraged to talk about your relationship with your children and to discuss what some of the everyday issues that you and your children have differences of opinion with. For example, you and your children may disagree on how much time they should spend watching television instead of doing their homework.

The duration of the interview is approximately 30-45 minutes. Everything that is exchanged during the study will be subject to confidentiality. You have the right to withdraw from the study at any stage of the research. You also have the right not to answer questions if you do not feel comfortable answering them.

Your answers to the questions will be tape-recorded to ensure that your responses are recorded accurately. My supervisors and I will be listening to the tape-recordings, however, your names will never be used and everything that is discussed will be kept confidential.

I will be presenting the findings of this research at both national and international conferences. I also hope to publish aspects of this research in refereed journals.

If you have any questions regarding my research, please do not hesitate to contact me. I look forward to talking and meeting with you. Thank-you for your time.

Yours sincerely,

Alice Aye.

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The
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of Waikato
Te Whare Wānanga
o Waikato

Parent-Adolescent Relationship Research: Information Sheet for Adolescents

I am a Doctoral Candidate and a Trainee Clinical Psychologist at the University of Waikato, Hamilton. My supervisors are Professor Ian Evans and Dr Bernard Guerin, of the Psychology Department, and Dr Elsie Ho, of the Geography Department.

I am interested in investigating issues concerning Asian migrant families. Although Asian migrants constitute an increasing group of people choosing to live and work in New Zealand, very little research has been conducted to understand better the needs of Asian migrants and their families. Migrant issues also interest me since I am a migrant myself and am living and studying here.

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The duration of the interview is approximately 30-45 minutes. Everything that is exchanged during the study will be subject to confidentiality. You have the right to withdraw from the study at any stage of the research. You also have the right not to answer questions if you do not feel comfortable answering them.

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If you have any questions regarding my research, please do not hesitate to contact me. I look forward to talking and meeting with you. Thank-you for your time.

Yours sincerely,

Alice Aye.

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Email: mmmtaa@waikato.ac.nz

University of Waikato
Psychology Department
PARENTS' CONSENT FORM

PARTICIPANT'S COPY

Research Project: Study 1: Parent-adolescent relationship in Asian migrant families
Name of researcher: Alice M. M. M. T. AYE
Name of supervisor: Professor Ian Evans, Dr Bernard Guerin, & Dr Elsie Ho

We have been given an information sheet about this research project and the researcher has explained the study to us. We have had the chance to ask any questions and discuss our participation with other people. Any questions have been answered to our satisfaction.

We agree to take part in this project with our son/ daughter: _____.
We understand that we may withdraw from this research at any time. If we have any concerns about this project, we may contact the Chair of the Research and Ethics Committee.

Parent's Name: _____ Signature:_____ Date: _____

Parent's Name: _____ Signature:_____ Date: _____

✂ =

University of Waikato
Psychology Department
PARENTS' CONSENT FORM

RESEARCHER'S COPY

Research Project: Study 1: Parent-adolescent relationship in Asian migrant families
Name of researcher: Alice M. M. M. T. AYE
Name of supervisor: Professor Ian Evans, Dr Bernard Guerin, & Dr Elsie Ho

We have been given an information sheet about this research project and the researcher has explained the study to us. We have had the chance to ask any questions and discuss our participation with other people. Any questions have been answered to our satisfaction.

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Parent's Name: _____ Signature:_____ Date: _____

Parent's Name: _____ Signature:_____ Date: _____

University of Waikato
Psychology Department
ADOLESCENT'S CONSENT FORM

PARTICIPANT'S COPY

Research Project: Study 1: Parent-adolescent relationship in Asian migrant families
Name of researcher: Alice M. M. M. T. AYE
Name of supervisor: Professor Ian Evans, Dr Bernard Guerin, & Dr Elsie Ho

I have been given an information sheet about this research project and the researcher has explained the study to me. I have had the chance to ask any questions and discuss my participation with other people. Any questions have been answered to my satisfaction.

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My Name: _____ Signature:_____ Date: _____

✂ =

University of Waikato
Psychology Department
ADOLESCENT'S CONSENT FORM

RESEARCHER'S COPY

Research Project: Study 1: Parent-adolescent relationship in Asian migrant families
Name of researcher: Alice M. M. M. T. AYE
Name of supervisor: Professor Ian Evans, Dr Bernard Guerin, & Dr Elsie Ho

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I agree to take part in this project and understand that I may withdraw from this research at any time. If I have any concerns about this project, I may contact the Chair of the Research and Ethics Committee.

My Name: _____ Signature:_____ Date: _____

Interviewer's Question Sheet

(A) Demographic Survey

Standardised instructions:

This is a survey to collect some information about you. You are not obligated to answer questions that you may feel uncomfortable answering.

1. What age group do you fall into?

   0-19 years ☐

   20-29 years ☐

   30-39 years ☐

   40-49 years ☐

   50-59 years ☐

   60 & above ☐

2. Please state the ethnic group you identify yourself with eg. Hong Kong Chinese, Taiwanese, Korean etc. _____

3. What is the level of your education?

   Primary ☐   University Graduate ☐

   Secondary ☐   Post-Graduate ☐

4. What was your occupation before and after the migration?

   Before _____

   After _____

5. What language(s) do you speak at home?

   Languages spoken _____

6. Please rate what you consider to be your ability in communicating in English.

   Above average ☐

   Average ☐

   Below average ☐

   No opinion ☐

7. Who are the people living in the household, what are their genders, and how old are they?

Person No.	Relationship	Gender	Age
1			
2			
3			
4			
5			
6			
7			

8. How long have you lived in New Zealand and how many times have you visited your country of origin since you migrated to New Zealand?

Length of time in NZ _____ years

Number of times _____

9. Do you have any extended family living in New Zealand?

No ☐

Yes ☐

If you do, please list what is your relationship with them, and how often you visit them in a year.

Person No.	Relationship	No. of visits per year
1		
2		
3		
4		
5		

10. Do you consider New Zealand to be your 'home'?

Yes ☐   Do not know ☐

No ☐

If 'No' or undecided please state the country you consider 'home' and give a reason why. _____

_____.

(B1) Exploratory Discussion Sheet for Parents- Version 1

Standardised instructions:

We will now be starting the discussion. I would like to reiterate that you are not obligated to answer my questions if you feel uncomfortable about answering them. You are also free to withdraw from my study at any stage.

As you know, I am interested in parent-adolescent relations in recent Asian migrant families. What I am especially interested in are the interactions between parents and their children and how differences of opinion in everyday issues can lead to conflict in families.

Most adolescents have told us that even when they generally get along well with their parents, there may be times when they don't get along or have disagreements. These may be about major issues or decisions, or they may be about everyday responsibilities, like feeding the pets or doing the chores.

I would like you to talk about the kinds of things that come up in your family. I am interested in all the issues that seem to come up in your relationship with your children. In the past month, could you tell me about the kinds of things you and your children have had disagreements about? An example could be that you and your children may disagree about the amount of time they spend watching television instead of doing their homework.

N.B.

List the issues that come up.
For each issue get them to describe the conflict.
Ask them to specify what the incident was, and with which child.

Probes to be used at random:
Can you expand on that?
Can you explain that?
What do you mean?
What else?
Is there anything else?

(B2) Exploratory Discussion Sheet for Adolescents- Version 1

Standardised instructions:

We will now be starting the discussion. I would like to reiterate that you are not obligated to answer my questions if you feel uncomfortable about answering them. You are also free to withdraw from my study at any stage.

As you know, I am interested in parent-adolescent relations in recent Asian migrant families. What I am especially interested in are the interactions between parents and their children and how differences of opinion in everyday issues can lead to conflict in families.

Most parents have told us that even when they generally get along well with their children, there may be times when they don't get along or have disagreements. These may be about major issues or decisions, or they may be about everyday responsibilities, like feeding the pets or doing the chores.

I would like you to talk about the kinds of things that come up in your family. I am interested in all the issues that seem to come up in your relationship with your parents. In the past month, could you tell me about the kinds of things you and your parents have had disagreements about? An example could be that you and your parents may disagree about the amount of time you spend watching television instead of doing your homework.

N.B.

List the issues that come up.
For each issue get them to describe the conflict.
Ask them to specify what the incident was, and with which child.

Probes to be used at random:
Can you expand on that?
Can you explain that?
What do you mean?
What else?
Is there anything else?

(B1) Exploratory Discussion Sheet for Parents- Version 2
    Standardised instructions:
We will now be starting the discussion. I would like to reiterate that you are not obligated to answer my questions if you feel uncomfortable about answering them. You are also free to withdraw from my study at any stage.

As you know, I am interested in parent-adolescent relations in recent Asian migrant families. What I am especially interested in are the interactions between parents and their children and how differences of opinion in everyday issues can lead to conflict in families.

Most adolescents have told us that even when they generally get along well with their parents, there may be times when they don't get along or have disagreements. These may be about major issues or decisions, or they may be about everyday responsibilities, like feeding the pets or doing the chores.

I would like you to talk about the kinds of things that come up in your family. I am interested in all the issues that seem to come up in your relationship with your children. In the past month, could you tell me about the kinds of things you and your children have had disagreements about? An example could be that you and your children may disagree about the amount of time they spend watching television instead of doing their homework.

For each conflict stated, ask:
- With whom did the conflict occur?
- How often did you disagree about X with your children during the past month?
- Why do you think it is ok [wrong] for you to do [not to do] X?
- Why do you think your children think it's wrong [ok] for you to do [not do] X?
- How much do you agree or disagree with that? (1=disagree; 3=agree)
- Is there an explicit rule about this in your family? (1=no rules; 3= explicit rules)
- How was the conflict resolved? (adolescent wins, parent wins, and
  compromises)

- Did you have disagreements about X before you came to New Zealand? Give
  reasons.
- Would you say that what you disagree about is the same or is different from
  when you were in the home country than here? Give reasons.
- Would you say that the intensity of the disagreements is the same, worse or
  better since coming to New Zealand? Give reasons.
- Have you noticed any differences in the way you parent your children here than
  in your home country?
  If 'Yes': - How is it different?
                - What do you see as the challenges to parenting here than in your
                  home country?

(B2) Exploratory Discussion Sheet for Adolescents- Version 2

Standardised instructions:

We will now be starting the discussion. I would like to reiterate that you are not obligated to answer my questions if you feel uncomfortable about answering them. You are also free to withdraw from my study at any stage.

As you know, I am interested in parent-adolescent relations in recent Asian migrant families. What I am especially interested in are the interactions between parents and their children and how differences of opinion in everyday issues can lead to conflict in families.

Most parents have told us that even when they generally get along well with their children, there may be times when they don't get along or have disagreements. These may be about major issues or decisions, or they may be about everyday responsibilities, like feeding the pets or doing the chores.

I would like you to talk about the kinds of things that come up in your family. I am interested in all the issues that seem to come up in your relationship with your parents. In the past month, could you tell me about the kinds of things you and your parents have had disagreements about? An example could be that you and your parents may disagree about the amount of time you spend watching television instead of doing your homework.

For each conflict stated, ask:
- With whom did the conflict occur?
- How often did you disagree about X with your parents during the past month?
- Why do you think it is ok [wrong] for you to do [not to do] X?
- Why do you think your parents think it's wrong [ok] for you to do [not do] X?
- How much do you agree or disagree with that? (1=disagree; 3=agree)
- Is there an explicit rule about this in your family? (1=no rules; 3= explicit rules)
- How was the conflict resolved? (adolescent wins, parents win, and compromises)

- Did you have disagreements about X before you came to New Zealand? Give reasons.
- Would you say that what you disagree about is the same or is different from when you were in the home country than here? Give reasons.
- Would you say that the intensity of the disagreements is the same, worse or better since coming to New Zealand? Give reasons.
- Have you noticed any differences in the way your parents parent you here than in your home country?
If 'Yes': - How is it different?

(C) Future Involvement
    Standardised instructions:

This concludes my research. Thank-you very much for your help and interest. ☺

* Would you be interested to receive a copy of my research findings?   **Yes / No**

* Would you be happy to further participate in my study?   **Yes / No**

If you are interested in either receiving a copy of my research findings, to further participate in my research, or to do both, please leave your contact details below. All information that you give me will be kept confidential.

Name   _____

Address   _____

            _____

            _____

            _____

Tel no.   _____

Fax no.   _____

Email   _____

Appendix B: Materials used in Study 2

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The University of Waikato
Te Whare Wānanga o Waikato

Parent-Adolescent Relationship Research: Information Sheet for Parents

I am a Doctoral Candidate and a Trainee Clinical Psychologist at the University of Waikato, Hamilton. My supervisors are Professor Ian Evans and Associate Professor Bernard Guerin, of the Psychology Department, and Dr Elsie Ho, of the Geography Department.

I am interested in investigating issues concerning Asian migrant families. Although Asian migrants constitute an increasing group of people choosing to live and work in New Zealand, very little research has been conducted to understand better the needs of Asian migrants and their families. Migrant issues also interest me since I am a migrant myself and am living and studying here.

The area of research I wish to explore is parent-adolescent relations in recent Asian migrant families. This topic area is investigated in two ways. First, I will be asking you some general details about yourself, such as the ethnic and age group that you belong to. Second, you will be encouraged to talk about your relationship with your children. Of particular interest are the similarities and differences in: the parent-adolescent relationship; areas in which there are differences of opinion; parenting; and personal experiences between your country of origin and New Zealand.

The duration of each interview is approximately 30-45 minutes. Everything that is exchanged during the study will be subject to confidentiality. You have the right to withdraw from the study at any stage of the research. You also have the right not to answer questions if you do not feel comfortable answering them.

Your answers to the questions will be tape-recorded to ensure that your responses are recorded accurately. Your names will never be used and everything that is discussed will be kept confidential.

I will be presenting the findings of this research at both national and international conferences. I also hope to publish aspects of this research in professional journals.

If you have any questions regarding my research, please do not hesitate to contact me. I look forward to talking and meeting with you.

Thank-you for your time.

Yours sincerely,

Alice Aye.
Office: (06) 3535650
Mobile: (021) 2664330
Email: mmmtaa@waikato.ac.nz

父母 - 研究青年之間的關係 - 給父母的資料一頁.

我是讀博士和受訓於心理學在 Hamilton 大學.
我的上司是 Ian Evans 教授和 Bernard Guerin 博士在心理學
部門. 還有 Elsie Ho 博士在地理學部門.

我有興趣調查關於亞洲移民的問題. 雖然亞洲移民
增加選擇來紐西蘭居住和工作, 但有好少去研究了解
亞洲移民及家庭的須求. 移民的問題引起我的興趣,
因為我也是一位移民住在這裡和讀書.

我想研究的範圍是有關移父母和青年的關係, 有兩方面
的調查. 第一, 我會向你本人是屬那一種族以及年齡. 第二,
你會談關於你和你子女的關係有任何相同和差別在於
意見, 管教方面當在你原來國家時.

訪問時間是大約 30-45 分鐘. 所有交換的研究是係守
秘密的. 你有權退出研究和不必要回答問題如不願
意的話.

你所有的答案都會被錄音使之準確. 你的名和所有
一切會被保密.

我會將所尋求的研究呈上本國和國際會議里, 而且
希望將之發表出書.

如果有什麼問題, 請給我聯絡. 希望和你再見.

謝謝你的時間.

Department of Psychology
Telephone 64-7-856 2889
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http://psychology.waikato.ac.nz

The University of Waikato
Te Whare Wānanga o Waikato

Parent-Adolescent Relationship Research: Information Sheet for Adolescents

I am a Doctoral Candidate and a Trainee Clinical Psychologist at the University of Waikato, Hamilton. My supervisors are Professor Ian Evans and Associate Professor Bernard Guerin, of the Psychology Department, and Dr Elsie Ho, of the Geography Department.

I am interested in investigating issues concerning Asian migrant families. Although Asian migrants constitute an increasing group of people choosing to live and work in New Zealand, very little research has been conducted to understand better the needs of Asian migrants and their families. Migrant issues also interest me since I am a migrant myself and am living and studying here.

The area of research I wish to explore is parent-adolescent relations in recent Asian migrant families. This topic area is investigated in two ways. First, I will be asking you some general details about yourself, such as the ethnic and age group that you belong to. Second, you will be encouraged to talk about your relationship with your parents. Of particular interest are the similarities and differences in: the parent-adolescent relationship; areas in which there are differences of opinion; parenting; and personal experiences between your country of origin and New Zealand.

The duration of the interview is approximately 30-45 minutes. Everything that is exchanged during the study will be subject to confidentiality. You have the right to withdraw from the study at any stage of the research. You also have the right not to answer questions if you do not feel comfortable answering them.

Your answers to the questions will be tape-recorded to ensure that your responses are recorded accurately. Your names will never be used and everything that is discussed will be kept confidential.

I will be presenting the findings of this research at both national and international conferences. I also hope to publish aspects of this research in professional journals.

If you have any questions regarding my research, please do not hesitate to contact me. I look forward to talking and meeting with you.

Thank-you for your time.

Yours sincerely,

Alice Aye.

Office: (06) 3535650
Mobile: (021) 2664330
Email: mmmtaa@waikato.ac.nz

父母－研究布青年之間的关係－給青年資料的一頁.

我是讀博士和受訓於心理學在 Hamilton 大學.
我的上司是 Ian Evans 教授和 Bernard Guerin 博士在心理學部門. 還有 Elsie Ho 博士在地理學部門.

我有夫趣調查关於亞洲移民的问題. 雖然亞洲移民增加選擇來紐西蘭居住和工作, 但有好少去研究了解亞洲移民及家庭的須求. 移民的问題引起我的夫趣. 因為我也是一位移民住在這裏和讀書.

我想尋找父母布青年关係的範圍研究是在最近亞洲移民的家庭. 調查論題有兩方面. 第一: 我会問你本人大約詳細情形, 好像你是屬於那一种族和那一年齡. 第二: 你將被鼓勵談有关係布父母之間的关係. 特別是父母青年关係的相同或不相同之處, 在於意見方面, 管教和自身的経驗, 在你原来国家和紐西蘭之間的分別.

訪問時間是大約 30-45 分鐘. 所有交換的研究是保守秘密的. 你有权退去研究和子必需回答问題如子願意的話.

你所有的答案都会被錄音使之準確. 你的名和所有一切会被保密.

我会將所尋求的研究呈上本国和国際会議裏, 而且希望將之發表出書.

如果有什么问題, 請布我聯絡. 布望和你再見.

謝々你的時間.

University of Waikato
Psychology Department
PARENTS' CONSENT FORM

PARTICIPANT'S COPY

Research Project: Study 2: Parent-adolescent relationship in Asian migrant families
Name of researcher: Alice M. M. M. T. AYE
Name of supervisor: Professor Ian Evans, Dr Bernard Guerin, & Dr Elsie Ho

We have been given an information sheet about this research project and the researcher has explained the study to us. We have had the chance to ask any questions and discuss our participation with other people. Any questions have been answered to our satisfaction.

We agree to take part in this project with our son/ daughter: _____.
We understand that we may withdraw from this research at any time. If we have any concerns about this project, we may contact the Chair of the Research and Ethics Committee.

Parent's Name: _____ Signature:_____ Date: _____

Parent's Name: _____ Signature:_____ Date: _____

✂ =

University of Waikato
Psychology Department
PARENTS' CONSENT FORM

RESEARCHER'S COPY

Research Project: Study 2: Parent-adolescent relationship in Asian migrant families
Name of researcher: Alice M. M. M. T. AYE
Name of supervisor: Professor Ian Evans, Dr Bernard Guerin, & Dr Elsie Ho

We have been given an information sheet about this research project and the researcher has explained the study to us. We have had the chance to ask any questions and discuss our participation with other people. Any questions have been answered to our satisfaction.

We agree to take part in this project with our son/ daughter: _____.
We understand that we may withdraw from this research at any time. If we have any concerns about this project, we may contact the Chair of the Research and Ethics Committee.

Parent's Name: _____ Signature:_____ Date: _____

Parent's Name: _____ Signature:_____ Date: _____

University of Waikato
Psychology Department
ADOLESCENT'S CONSENT FORM

PARTICIPANT'S COPY

Research Project: Study 2: Parent-adolescent relationship in Asian migrant families
Name of researcher: Alice M. M. M. T. AYE
Name of supervisor: Professor Ian Evans, Dr Bernard Guerin, & Dr Elsie Ho

I have been given an information sheet about this research project and the researcher has explained the study to me. I have had the chance to ask any questions and discuss my participation with other people. Any questions have been answered to my satisfaction.

I agree to take part in this project and understand that I may withdraw from this research at any time. If I have any concerns about this project, I may contact the Chair of the Research and Ethics Committee.

My Name: _____ Signature:_____ Date: _____

✂ =

University of Waikato
Psychology Department
ADOLESCENT'S CONSENT FORM

RESEARCHER'S COPY

Research Project: Study 2: Parent-adolescent relationship in Asian migrant families
Name of researcher: Alice M. M. M. T. AYE
Name of supervisor: Professor Ian Evans, Dr Bernard Guerin, & Dr Elsie Ho

I have been given an information sheet about this research project and the researcher has explained the study to me. I have had the chance to ask any questions and discuss my participation with other people. Any questions have been answered to my satisfaction.

I agree to take part in this project and understand that I may withdraw from this research at any time. If I have any concerns about this project, I may contact the Chair of the Research and Ethics Committee.

My Name: _____ Signature:_____ Date: _____

Interviewer's Question Sheet

<u>(A) Demographic Survey</u>

    <u>Standardised instructions:</u>

This is a survey to collect some information about you. You are not obligated to answer questions that you feel uncomfortable answering.

1. What is your age?

    Age: _____ years

2. What is your gender?

    Male   ☐

    Female   ☐

3. Please state the ethnic group you identify yourself with eg. Hong Kong Chinese, Taiwanese, Korean etc. _____

4. What is the level of your education?

    Primary   ☐   University Graduate   ☐

    Secondary   ☐   Post-Graduate   ☐

    Polytechnic   ☐   Other   ☐

5. What was your occupation before and after you came to New Zealand?

    Before _____

    After   _____

6. What language(s) do you speak at home?

    Language(s) spoken _____

7. Please rate what you consider to be your ability in communicating in English.

    Above average   ☐

    Average   ☐

    Below average   ☐

    No opinion   ☐

8. Who are the people living in your household, their genders, and their ages?

Person No.	Relationship	Gender	Age
1			
2			
3			
4			
5			
6			
7			

9. How long have you lived in New Zealand and how many times have you visited your country of origin since migrating to New Zealand?

Length of time in NZ _____ years

Number of times _____

10. Do you have any extended family living in New Zealand?

No ☐

Yes ☐

If you do, please list what is your relationship with them, and how often you visit them in a year.

Person No.	Relationship	No. of visits per year
1		
2		
3		
4		
5		

11. What type of 'home' would you consider New Zealand to be?

Temporary ☐   Temporary & Permanent ☐

Permanent ☐   Don't know ☐

Please give a reason why: _____

_____

(B1) Exploratory Discussion Sheet for Parents- Version 1

We will now be starting the discussion. I would like to remind you that you are not obligated to answer my questions if you feel uncomfortable about answering them. You are also free to stop taking part when you want to.

As you know, my research interests are on parenting in Asian migrant families. Of particular interest to me are the similarities and differences in the parent-adolescent relationship between New Zealand and your country origin. The following are questions about this.

i) Relationship

- How would you describe your relationship with your child before you came to NZ?
- How would you describe your relationship with your child now?
- How does your current relationship with your child compare with now than in your country of origin?
- What are the similarities in the relationship between NZ and in the country of origin?
- What are the differences in the relationship between NZ and in the country of origin?
- What is the one thing you would change to further improve the relationship?
- If you came across an Asian migrant family who wanted to improve the parent-child relationship, what advice would you give to the parent? What advice would you give to the child?

ii) Types and Intensity of Disagreements

- What were the sorts of things you and your child had differences of opinion about before you came to NZ?
- How would you rate the level of these disagreements? (1= high; 2=medium; 3=low)
- What are the sorts of things you have differences of opinion with now?
- How would you rate the level of these disagreements? (1= high; 2=medium; 3=low)
- How has what you disagreed about changed since coming to NZ? And why?
- Would you say that the intensity of the disagreements is generally the same, worse or better since coming to NZ? Give reasons.
- If you came across an Asian migrant family who had high levels of disagreement between family members, what advice would you give to the parents and to the adolescent to help improve the situation?

iii) Parenting

- How did you parent (i.e. discipline, train, manage) your children before coming to NZ?
- How do you parent your children now?
- What are the similarities in the parenting between NZ and the country of origin?
- What are the differences in the parenting between NZ and the country of origin?
- What do you see as the challenges to parenting here than in the country of origin?
- What type of parenting advice would you give to another Asian migrant parent?

<u>iv) Personal Experiences</u>
- What do you think are the typical experiences of other immigrant parents in NZ?
- Would you say that your experiences are typical of other migrant parents?
- What type of 'home' do you consider NZ to be?
- How would you rate your satisfaction with family life in NZ? (1=high; 2=medium; 3=low)
- What are the aspects of your family life that you would like to see improved? And why?
- What are the aspects of your family life that you would like to see changed? And why?

- Is there anything else that you would like to add?

我们现在同然讨论. 我提醒你们如子参考的话,子必回答.

我的研究是亚洲移民家庭的管教、父母青年三间的关係.

(i) <u>相互关係</u>

- 你怎样形容在你来纽西兰之前你和子女之间的关係.
- 你怎样形容现在的关係.
- 你和子女的关係怎样将如今来比較在原来国家時.
- 在纽西兰和在原来国家的关係有什么相同.
- 在纽西兰和在原来国家的关係里有什么差别.
- 什么一样事情你会更加改善这关係.
- 如果你遇上亚洲移民家庭想要改善父母子女关係的, 你将会对父母,和对子女有什么劝告?

(ii) <u>意见子一的种類和强烈程度</u>

- 在来纽西兰之前,有什么样的事情是你和子女有子同意见.
- 你会怎样列此意见子一的等级. (1=高级,2=中级,3=低級)
- 在当今之時,有某样的事情是你和子女有子同意见.
- 你会怎样列此意见子一的等级. (1=高,2=中,3=低)
- 自从来纽西兰之後, 意见子一是怎样改变,而且为什么改变?
- 自从来纽西兰之後, 你会说意见子一的程度大致上一样 或者是更坏,或者是更好.
  请提出原因.
- 如果你遇上亚洲移民家庭的家庭成員之间有高程度的意见 子一,你会給家長,和給青年什么劝告来帮助他们改善情况.

(iii) <u>管教</u>

- 来纽西兰之前,你怎样管教你子女(例如有紀律,訓練,管理)?
- 如今你怎样管教你的子女?
- 在纽西兰和原来国家之间的管教有什么相同之處?
- 在纽西兰和原来国家之前的管教有什么差别之處?
- 你看到什么在这里比較在原来国家对管教的要求.
- 你会給其他移民家庭什么样的管教劝告?

(四) 個人的經驗.

- 你認為什么是在紐西蘭其他移民家長的標準經驗?
- 你会說你的經驗比其他移民家長的是標準.
- 你將考慮紐西蘭成為那一种'家'?
- 你会怎么样列等級在紐西蘭的家庭生活的满意程度.
  (1=高, 2=中, 3=低)

- 你想看到你的家庭生活那一方面的進步? 為什么?
- 你想看到你的家庭生活那一方面的改變? 為什么?
- 你想增添其他任何問題嗎?

(B2) Exploratory Discussion Sheet for Adolescents- Version 1

We will now be starting the discussion. I would like to remind you that you are not obligated to answer my questions if you feel uncomfortable about answering them. You are also free to stop taking part when you want to.

As you know, my research interests are on parenting in Asian migrant families. Of particular interest to me are the similarities and differences in the parent-adolescent relationship between New Zealand and your country origin. The following are questions about this.

i) Relationship
- How would you describe your relationship with your parents before you came to NZ?
- How would you describe your relationship with your parents now?
- How does your current relationship with your parents compare with now than in your country of origin?
- What are the similarities in the relationship between NZ and in the country of origin?
- What are the differences in the relationship between NZ and in the country of origin?
- What is the one thing you would change to further improve the relationship?
- If you came across an Asian migrant family who wanted to further improve the parent-child relationship, what advice would you give to the parent? What advice would you give to the adolescent?

ii) Types and Intensity of Disagreements
- What were the sorts of things you and your parents had differences of opinion about before you came to NZ?
- How would you rate the level of these disagreements? (1= high; 2=medium; 3=low)
- What are the sorts of things you have differences of opinion with now?
- How would you rate the level of these disagreements? (1= high; 2=medium; 3=low)
- How has what you disagreed about changed since coming to NZ? And why?
- Would you say that the intensity of the disagreements is generally the same, worse or better since coming to NZ? Give reasons.
- If you came across an Asian migrant family who had high levels of disagreement between family members, what advice would you give to the parents and to the adolescents to help improve the situation?

iii) Parenting
- How did your parents parent (i.e. discipline, train, manage) you before you came to NZ?
- How do your parents parent you now?
- What are the similarities in the parenting between NZ and the country of origin?
- What are the differences in the parenting between NZ and the country of origin?
- If there was one thing that you could change about how your parents parent you, what would it be? And why?

<u>iv) Personal Experiences</u>

- What do you think are the typical experiences of other immigrant adolescents in NZ?
- Would you say that your experiences are typical of other migrant adolescents?
- What type of 'home' do you consider NZ to be?
- How would you rate your satisfaction with family life in NZ? (1=high; 2=medium; 3=low)
- What are the aspects of your family life that you would like to see improved? And why?
- What are some aspects of your family life that you would like to see changed? And why?
- Is there anything else that you would like to add?

我们现在开始讨论. 我提醒你们如不参与的话可以回答.

我的兴趣在於研究亚洲移民家庭的管教. 我的尖题特别在於青年从别个国家来的对父母青年关係的衝突. 以下是有关这個問題.

(1) 相互关係

- 你会怎么样形容在你来纽西兰之前与父母的关係?
- 你会怎么样形容現在你与父母的关係?
- 你会怎么样比較現在和在原来国家時与父母的关係?
- 在纽西兰和在原来国家的关係有什么相同.
- 在纽西兰和在原来国家的关係里有什么差别.
- 什么一样事情將会更加改善这关係.
- 如果你遇上亚洲移民家庭想要改善父母子女关係的, 你將会对父母, 和对子女有什么劝告?

(11) 意见子一的种類和強烈程度.

- 在你来纽西兰以前有什么東西是你和父母的意见有差别?
- 你会怎样别此意见子一的等级. (1=高级, 2=中级, 3=低级).
- 在當今之時, 有某样的事情是你和子女有不同意见.
- 你会怎样别此意见子一的等级. (1=高, 2=中, 3=低)
- 自從来纽西兰之後, 意见子一是怎样改變, 而且为什么改變?
- 自從来纽西兰之後, 你会說意见子一的程度大致上一样, 或者是更坏, 或者是更好. 請提出原因.
- 如果你遇上亚洲移民家庭的家庭成員之间有高程度的意见子一. 你会给家長, 和给青年什么劝告来幫助他们改善情况.

(III) 管教

- 在你来纽西兰以前, 你父母怎么样管教(例如在纪律, 训練, 管理)?
- 現在你父母怎么样管教?

- 在纽西兰和原来国家之间的管教有什么相同之處?
- 在纽西兰和原来国家之前的管教有什么差别之處?
- 如果有一样事情你可以改變父母怎么样管教你, 將会是什么事情, 而且为什么?

(IV) <u>個人的經驗</u>

- 你認為什么是如今在紐西蘭其他移民青年的標準經驗?
- 你会說你的比其他移民青年的經驗標準?
- 你將考慮紐西蘭成為那一种'家'?
- 你会怎么样列等級在紐西蘭的家庭生活的满意程度.
              (1=高, 2=中, 3=低)
- 你想看到你的家庭生活那一方面的进步? 為什么?
- 你想看到你的家庭生活那一方面的改变? 為什么?
- 你想增添其他任何問題嗎?

(B1) Exploratory Discussion Sheet for Parents- Version 2

We will now be starting the discussion. I would like to remind you that you are not obligated to answer my questions if you feel uncomfortable about answering them. You are also free to stop taking part when you want to.

As you know, my research interests are on parenting in Asian migrant families. Of particular interest to me are the similarities and differences in the parent-adolescent relationship between New Zealand and your country origin. The following are questions about this.

i) Relationship
- How would you describe your relationship with your child before you came to NZ?
- How would you describe your relationship with your child when you first arrived here?
- How would you describe your relationship with your child now?
- How does your current relationship with your child compare with now, than when you first arrived, and when you were in your country of origin?
- What are the similarities in the relationship between NZ and in the country of origin?
- What are the differences in the relationship between NZ and in the country of origin?
- What is the one thing you would change to further improve the relationship?
- If you came across an Asian migrant family who wanted to improve the parent-child relationship, what advice would you give to the parent? What advice would you give to the child?

ii) Types and Intensity of Disagreements
- What were the sorts of things you and your child had differences of opinion about before you came to NZ?
- How would you rate the level of these disagreements? (1= high; 2=medium; 3=low)
- What were the sorts of things you and your child had differences of opinion about when you first arrived in NZ?
- How would you rate the level of these disagreements? (1= high; 2=medium; 3=low)
- What are the sorts of things you have differences of opinion with now?
- How would you rate the level of these disagreements? (1= high; 2=medium; 3=low)
- How has what you disagreed about changed since coming to NZ? And why?
- Would you say that the intensity of the disagreements is generally the same, worse or better since coming to NZ? Give reasons.
- If you came across an Asian migrant family who had high levels of disagreement between family members, what advice would you give to the parents and to the adolescent to help improve the situation?

iii) Parenting
- How did you parent (i.e. discipline, train, manage) your children before coming to NZ?
- How did you parent your children when you first arrived here?
- How do you parent your children now?

- What are the similarities in the parenting between NZ and the country of origin?
- What are the differences in the parenting between NZ and the country of origin?
- What do you see as the challenges to parenting here than in the country of origin?
- What type of parenting advice would you give to another Asian migrant parent?

iv) Personal Experiences
- What do you think are the typical experiences of other immigrant parents in NZ?
- Would you say that your experiences are typical of other migrant parents?
- Would you say you have adjusted to NZ? Give reasons.
- How have you tried to adjust to NZ?
- What type of 'home' do you consider NZ to be?
- How would you rate your satisfaction with family life in NZ? (1=high; 2=medium; 3=low)
- What are the aspects of your family life that you would like to see improved? And why?
- What are the aspects of your family life that you would like to see changed? And why?

- Is there anything else that you would like to add?

(B2) Exploratory Discussion Sheet for Adolescents- Version 2

We will now be starting the discussion. I would like to remind you that you are not obligated to answer my questions if you feel uncomfortable about answering them. You are also free to stop taking part when you want to.

As you know, my research interests are on parenting in Asian migrant families. Of particular interest to me are the similarities and differences in the parent-adolescent relationship between New Zealand and your country origin. The following are questions about this.

i) Relationship

- How would you describe your relationship with your parents (mom & dad) before you came to NZ?
- How would you describe your relationship with your parents when you first arrived here?
- How would you describe your relationship with your parents now?
- How does your current relationship with your parents compare with now, than when you first arrived, and when you were in your country of origin?
- What are the similarities in the relationship between NZ and in the country of origin?
- What are the differences in the relationship between NZ and in the country of origin?
- What is the one thing you would change to further improve the relationship?
- If you came across an Asian migrant family who wanted to further improve the parent-child relationship, what advice would you give to the parent? What advice would you give to the adolescent?

ii) Types and Intensity of Disagreements

- What were the sorts of things you and your parents (mom & dad) had differences of opinion about before you came to NZ?
- How would you rate the level of these disagreements? (1= high; 2=medium; 3=low)
- What were the sorts of things you and your parents had differences of opinion about when you first arrived in NZ?
- How would you rate the level of these disagreements? (1= high; 2=medium; 3=low)
- What are the sorts of things you have differences of opinion with now?
- How would you rate the level of these disagreements? (1= high; 2=medium; 3=low)
- How has what you disagreed about changed since coming to NZ? And why?
- Would you say that the intensity of the disagreements is generally the same, worse or better since coming to NZ? Give reasons.
- If you came across an Asian migrant family who had high levels of disagreement between family members, what advice would you give to the parents and to the adolescents to help improve the situation?

iii) Parenting

- How did your parents (mom & dad) parent (i.e. discipline, train, manage) you before you came to NZ?
- How did your parents parent you when you first arrived here?
- How do your parents parent you now?

- What are the similarities in the parenting between NZ and the country of origin?
- What are the differences in the parenting between NZ and the country of origin?
- If there was one thing that you could change about how your parents parent you, what would it be? And why?

iv) Personal Experiences
- What do you think are the typical experiences of other immigrant adolescents in NZ?
- Would you say that your experiences are typical of other migrant adolescents?
- Would you say you have adjusted to NZ? Give reasons.
- How have you tried to adjust to NZ?
- What type of 'home' do you consider NZ to be?
- How would you rate your satisfaction with family life in NZ? (1=high; 2=medium; 3=low)
- What are the aspects of your family life that you would like to see improved? And why?
- What are some aspects of your family life that you would like to see changed? And why?

- Is there anything else that you would like to add?

(C) Future Involvement

This concludes my research. Thank-you very much for your help and interest. ☺

* Would you like to receive a copy of my research findings? **Yes / No**

* Would you be happy to further participate in my research? **Yes / No**

If you are interested in either receiving a copy of my research findings, to further participate in my research, or to do both, please leave your contact details below. All information that you give me will be kept confidential.

Name   _____

Address   _____

                 _____

                 _____

                 _____

Tel no.   _____

Fax no.   _____

Email   _____

Appendix C: Sample Materials Schools Received in Study 3

209 Normandale Road
Normandale
Lower Hutt
Tel/Fax: (04) 5760550

Alice M. M. M. T. Aye

Fax

To:	Principal	**From:**	Alice Aye
	X School		Department of Psychology
	Auckland		University of Waikato

Fax:	(09) XXX XXXX	**Pages:** 4

Phone:	(09) XXX XXXX	**Date:** 01.02.03

Re:	Research Involvement	**CC:**

☐ **Urgent**   ☐ **For Review**   ☐ **Please Comment**   ☐ **Please Reply**   ☐ **Please Recyle**

● **Comments:**

Dear Principal

I am a Doctoral Candidate at the University of Waikato. I am writing in the hope that you will be able to give consideration for your school to take part in my doctoral research.

I have faxed across a detailed letter outlining the research methodology and an information sheet for your reference. Please do not hesitate to contact me if you would like more information about the research and the methodology employed.

Thank-you for your kind attention.

Sincerely,

Alice Aye.

209 Normandale Road
Normandale
Lower Hutt

Alice M. M. M. T. AYE

1 February, 2003
Board of Trustees
X School
X Street
Auckland/Hamilton/Palmerston North/Wellington.

Dear Sir / Madam

I am Doctoral Candidate and a Trainee Clinical Psychologist at the University of Waikato, Hamilton. My supervisors are: Professor Ian Evans of Massey University; Associate Professor Bernard Guerin of Waikato University; and Dr Elsie Ho of Waikato University. As part of my doctoral research I am conducting a nationwide study to investigate the migration experiences of Chinese migrant families in New Zealand. Of particular interest is in investigating the association between migration and individual well-being and family functioning of Chinese migrant families. I hope to use the findings of this research to identify the challenges that migrant families face and to help those families who are not adjusting well to New Zealand.

To investigate migrants' experiences, questionnaires will be administered to Chinese migrant families (i.e. those from Hong Kong, China, Taiwan, Malaysia, and Singapore). The study will take place from mid-February to early March. Students who are eligible to take part in the research are those who: (a) self-identify as being Chinese; (b) are between the ages of 12-18 years; (c) who have lived in New Zealand between 1-10 years; (d) are either Permanent Residents or New Zealand citizens; and (e) who have family living here. For students aged between 12-16 years parental consent is also required. Students who take part in the study will be those who meet the criteria and volunteer to take part in it. I will not be placing any pressure on students to take part in the study nor selecting those eligible to take part.

All students who take part in the study receive 'research packs'. The research packs contain: information sheets; instruction sheets; consent forms; resource sheets; and questionnaires for students and their parents. Each questionnaire takes approximately 30-40 minutes to complete. I will be involved in all facets of the research and will be responsible for administering and collecting completed questionnaires from students. What is asked of your school is to provide a venue for the distribution of the questionnaires.

For students aged between 12-16 years, I will first be distributing information sheets and parental consent forms to them. Following this, I will be visiting your school a second time to collect completed forms and to distribute the 'research

packs' to your students. Students will then be asked to complete the questionnaires and to take the remainder of the research packs home to their parents. Where and when forms are distributed and questionnaires are completed can be decided by your school.

For students are aged between 17-18 years, I will first explain the purpose of the study to them and research packs will be distributed to those wanting to take part in the study. Students will then be asked to complete the questionnaires and to take the remainder of the research packs home to their parents. I will be administering and collecting completed questionnaires from
students. Where and when the questionnaires are completed can be decided by your school.

I hope you will be able to give consideration for your school to take part in my research. It is a project that is relevant and important in today's socio-political climate and will provide learning opportunities for your students. Each student receives a resource sheet that they can consult for cultural support and friendship and entry to a draw to win two music vouchers. Your school will also receive executive summaries of the research, and will be informed of venues where the research findings are presented and of journal publications that arise from the study. To date, school from the following cities have already taken part in the research: Auckland (3 schools); Hamilton (3 schools); Palmerston North (3 schools); and Wellington (1 school).

Please do not hesitate to contact me if you would like more information about the research or have questions that you would like answered. I would also welcome any suggestions from you on how the research methodology could be modified to suit the needs of your school, and what other benefits I could offer to your school.

Thank-you for your kind attention. I look forward to hearing from you.

Yours faithfully,

Alice Aye.

Tel/ Fax: (04) 5760550
Mobile: (021) 2664330
Email: mmmtaa24@yahoo.co.nz

. . . .

<div align="right">
38A Ranfurly Street

Palmerston North.
</div>

Alice M. M. M. T. AYE

9 October, 2002

Principal

X School

Private Bag XX

Auckland/Hamilton/Palmerston North/Wellington.

Dear Mr/ Mrs/ Ms X

Thank-you for your interest in my research and for agreeing to your school's participation in it. As requested, I have provided a brief description of myself and the research project below. An information sheet about the research has also been appended for your reference.

I am Doctoral Candidate and a Trainee Clinical Psychologist at the University of Waikato, Hamilton. My supervisors are: Professor Ian Evans of Massey University, Associate Professor Bernard Guerin of Waikato University, and Dr Elsie Ho of Waikato University. As part of my doctoral research I am conducting a nationwide study to investigate the migration experiences of Chinese migrant families in New Zealand. Of particular interest to me is in investigating the association between migration and individual well-being and family functioning of Chinese migrant families. I hope to use the findings of this research to identify the challenges that migrant families face and to help those families who are not adjusting well to New Zealand.

To investigate migrants' experiences, questionnaires will be administered to Chinese migrant families (i.e. those from Hong Kong, China, Taiwan, Malaysia, and Singapore). I anticipate that the study will take place between late October and early November. Students who are eligible to take part in the research are those who: (a) self-identify as being Chinese; (b) are between the ages of 12-18 years; (c) who have lived in New Zealand between 1-10 years; (d) are either Permanent Residents or New Zealand citizens; and (e) who have family living here. For students aged between 12-16 years parental consent is also required. Students who take part in the study will be those who meet the criteria and volunteer to take part in it. I will not be placing any pressure on students to take part in the study nor selecting those eligible to take part.

All students who take part in the study receive 'research packs'. The research packs contain: information sheets; instruction sheets; consent forms; resource sheets; and questionnaires for students and their parents. Each questionnaire takes approximately 30-40 minutes to complete.

How the research is carried out depends on the research procedure that you select as being the most suitable for your school. There are two main research procedures to my study. The first procedure is for schools that are able to provide a venue for the research, the second is for schools that are unable do so. For the first procedure, if students are aged between 12-16 years, I will first be distributing information sheets

and parental consent forms to students. Following this, I will be visiting your school a second time to collect completed forms and to distribute 'research packs' to your students. Students will then be asked to complete the questionnaires and to take the remainder of the research packs home to their parents. I will be responsible for administering and collecting completed questionnaires from students. Where and when forms are distributed and questionnaires are completed can be decided by your school.

If students are aged between 17-18 years, I will first explain the purpose of the study to them and research packs will be distributed to those wanting to take part in the study. Students will then be asked to complete the questionnaires and to take the remainder of the research packs home to their parents. I will be administering and collecting completed questionnaires from
students. Where and when the questionnaires are completed can be decided by your school.

If the school is unable to provide a venue for the research, what is required from the school is to allow me to explain the purpose of the study to students and to distribute research packs to those wanting to take part in it. Students will then be asked to take the research packs home and to complete them in their own time. Where and when the research packs are distributed can be decided by your school. The research packs are self-explanatory and have been specifically designed for this research procedure. The research packs include self-addressed and stamped envelopes for students and their parents to return completed questionnaires. I may also seek permission from your school to allow me to collect completed questionnaires from a defined location at your school the following week.

On the completion of my thesis, your school will receive executive summaries of the research, and will be notified of venues where the research findings are presented and of journal publications that arise from the study. Workshops on understanding the cultural and migratory influences on Chinese migrant families will also be offered to your school. In addition, all students taking part in the study receive resource sheets that they can consult to for cultural support and friendship.

I hope this letter has been able to provide a more detailed outline of the research and the methodology employed. Please do not hesitate to contact me if you would like to have more information or have questions that you would like answered. I would also welcome any suggestions from you on how the research methodology could be further altered to suit the needs of your school, and what other benefits I could offer to your school.

Thank-you for your kind attention and thank-you once again for your interest in my research.

Sincerely,

Alice Aye.

Tel/ Fax: (06) 3535650
Mobile: (021) 2664330
Email: mmmtaa24@yahoo.co.nz

Department of Psychology
Telephone 64-7-856 2889
Facsimile 64-7-858 5132
http://psychology.waikato.ac.nz

The University of Waikato
Te Whare Wānanga o Waikato

Information Sheet for Schools

Who am I?
I am Doctoral Candidate and a Trainee Clinical Psychologist at the University of Waikato, Hamilton. My supervisors are: Professor Ian Evans of Massey University; Associate Professor Bernard Guerin of Waikato University; and Dr Elsie Ho of Waikato University.

What is it about?
As part of my doctoral research I am conducting a nationwide study to investigate the migration experiences of Chinese migrant families in New Zealand. I hope to use the findings of this research to develop an understanding of migrant families and their migration experiences, and to identify areas in which assistance can be given to those who need help. There are very few studies researching this topic. It is a topic that requires more research in order to effectively help those families who are finding migration challenging.

To investigate migrants' experiences, questionnaires are administered to Chinese migrant families who have lived in New Zealand between 1-10 years, and who have teenage children between the ages of 12-18 years. The questionnaires come in 'research packs' that are self-explanatory.

How can you help?
I am currently seeking schools that would be interested in taking part in the above study. I will be involved in all stages of the research and will be administering and collecting completed forms and questionnaires. I seek permission from your school to allow me to distribute the research packs to your students. Whether students complete the questionnaires on school premises will be negotiated with each school.

How will your school benefit?
I hope you will be able to give consideration for your school's involvement with the research. It is a project that is relevant and important in today's socio-political climate and will provide learning opportunities for your students. Your school will be able to receive executive summaries of the research, and will be informed of venues where the research findings are presented and of journal publications that arise from the study.

Please do not hesitate to contact me if you would like more information about the research or have questions that you would like answered. Please also contact me if you would like to make suggestions on how I could make alterations to my methodology to suit the needs of your school.

Thank-you for your kind attention. I look forward to hearing from you.

Sincerely

Alice Aye.
Tel/ Fax: (04) 5760550
Mobile: (021) 2664330
Email: mmmtaa24@yahoo.co.nz
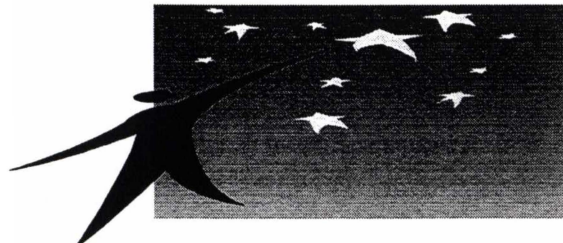
Alice M. M. M. T. AYE

Research Summary

Alice Aye is a Doctoral Candidate at the University of Waikato in Hamilton. As part of her Doctoral Research she is researching Chinese migrant families in New Zealand. She hopes to use the findings of her research to help Chinese migrant families who are not adjusting well to New Zealand.

Alice is looking for students who would like to take part in her research. Students who are eligible to take part in the research are those who:
a) Are Chinese i.e. those from Hong Kong, China, Taiwan, Singapore or Malaysia
b) Are between the ages of 12-18 years
c) Were born overseas
d) Are permanent residents or New Zealand citizens and
e) Are living with their family in New Zealand

The research involves you and your parents each filling in a questionnaire. Your responses will remain confidential. All completed questionnaires go into a draw to win music vouchers. The first prize is a music voucher valued at $100. The second prize is a music voucher valued at $50.

If you are interested in taking part in the research please stay behind at the end of assembly. Alice is here to answer any questions you have and will be giving out the research packs then.

Tel/ Fax: (04) 5760550
Mobile: (021) 2664330
Email: mmmtaa24@yahoo.co.nz

Instructions for Form Teachers

Dear Teachers

Thank-you for assistance with my doctoral research. Below is a summary of the research procedure. Please let me know if you have any questions. Thank-you again for your help.

1) Introduce the Research
Please introduce the research to your students. One suggestion is the following:

"Alice Aye is a Doctoral Candidate at the University of Waikato in Hamilton. As part of her Doctoral Research she is researching Chinese migrant families in New Zealand. She is looking for students to take part in her research."

"The research involves you and your parents each filling in a questionnaire. Your responses will remain confidential. All completed questionnaires go into a draw to win music vouchers. The first prize is a music voucher valued at $100. The second prize is a music voucher valued at $50."

2) Selection Criteria
Please inform students the selection criteria. The selection criteria is as follows:
a) Chinese students i.e. those from Hong Kong, China, Taiwan, Singapore or Malaysia
b) Between the ages of 12-18 years
c) Who were born overseas
d) Are permanent residents or New Zealand citizens and
e) Are living with their family in New Zealand

3) The Research Pack
Once eligible students have been identified, please distribute the research packs to those interested in taking part in the research. Students will find that there is an *Adolescent Pack*, and a *Parents Pack*. Please ask them to take out the *Adolescent Pack*.

Students will first come across a *ticket*. This is for the purposes of the draw for the music voucher. Please ask them to keep the ticket in a safe location.

Following this, please ask students to sign the *Adolescent Consent Form* and to set this aside for collection at the end of the session.

Once the consents have been signed, please ask them to complete the *Adolescent Questionnaire*. Please inform them that their responses remain confidential and anonymous. Please remind students to answer all questions and to only select one answer for each question.

4) Completion of the Research
The questionnaire will take approximately 30 minutes to complete. Please collect all completed questionnaires and the consent forms at the end of the session.

Please ask students to take the remainder of the research pack home to their parents. Please let students know that you will be collecting the parent questionnaires and for students to bring these back to school at the end of the week.

5) Collecting the Questionnaires
I will be collecting all completed forms and unused research packs from you at the end of the session. I will be visiting your school at the end of the week to collect the completed Parent Questionnaires.

Thank-you again for your help.

Alice Aye.

CHINESE MIGRANT FAMILIES RESEARCH

Return ALL Questionnaires Here (to win 2 music vouchers)!! ☺

Alice Aye, Department of Psychology, University of Waikato, Hamilton.

209 Normandale Road
Normandale
Lower Hutt.

Alice M. M. M. T. AYE

15 August, 2003
Principal
X College
Private Bag XX
Auckland/Hamilton/Palmerston North/Wellington.

Dear Mr/ Mrs/ Ms X

I hope this letter finds you well. Earlier on in the year, 6th and 7th form Chinese students at your school participated in a questionnaire study that was part of my Doctoral Research. That study examined the influence on migration on the family functioning and well-being of Chinese migrant families with adolescents in New Zealand.

As an incentive for participation in my research, students who completed the questionnaires were entered into a draw to win two music vouchers. I would like to let you know that a student from X College won one of these vouchers. The voucher was won by X (Ticket Number: X). I would be grateful if X could be presented with the enclosed voucher.

I would also like to take this opportunity to inform you that my thesis has been written and that it is currently under review. As we have discussed, I will be providing you with an Executive Summary of the research findings by the end of the year.

Thank-you again for your interest in my research and for your school's participation.

Sincerely,

Alice Aye.
Doctoral Candidate
University of Waikato.

Tel/ Fax: (04) 5760550
Mobile: (021) 2664330
Email: mmmtaa24@yahoo.co.nz

Parents

Pack

Instructions for Parents

Dear Parents

I am an Asian researcher who is interested in researching about migrant issues. This research is part of my doctoral thesis. The purpose of my research is to investigate: *what are the experiences of Chinese migrant families in New Zealand?* I hope to use this research to help those families who are finding migration challenging. As part of my research, I am looking for Chinese migrant families with teenage children (between the ages of 12-18) to complete a few questionnaires. The questionnaires take between 30-40 minutes to complete. **The questionnaires are confidential and anonymous. No names will be used and any identifying information will be disguised. You are also able to withdraw from the study at any stage of the research.**

If you are not interested in taking part, then I thank-you for your time and would like for you to **return the uncompleted questionnaires and forms to me** in the Freepost envelope provided. If you would like to help me with my research, then you are encouraged to follow these five easy steps:

1) **Read the Information Sheet for Research on Chinese Migrant Families.**
   If after reading the sheet you would still like to take part in the research, please:
2) **Sign the Parent Consent Form.**
   You will find enclosed two consent forms. Each parent in the household is asked to sign one form. The purpose of the form is so that I know you have agreed to take part in the part in the research. If there is only one parent living in the household then only one completed form is required. On each form you find that the top half of the form is titled: Participant's Copy, and the bottom half is titled: Researcher's Copy. After completing both the top and bottom half of the form, you are asked to cut the form in half. The top half of the form is for you to keep. Please return the bottom half of the form to the researcher. If you do not wish to write your name on the form then your signature will be sufficient.

   If you have a child between the ages of 12-16 years, who is also taking part in the research, then please also sign the **Parents Consent for Adolescent Form** as your permission is required for their participation. Signatures of both parents are required, however, if there is only one parent in the household then only one signature is required. Following this, please:
3) **Complete the Parent Questionnaire.**
   Please complete this by yourself. Please remember that the questionnaires remain confidential and that any identifying information will be disguised. You also have the right of withdrawal at any stage of the research. Once the questionnaire is completed, please:
4) **Mail the completed Parent Consent Form(s), (Parents Consent for Adolescent Form), and Parent Questionnaire(s) in the Freepost envelope provided (i.e. no stamp is required).** Please return all completed forms to me by **31st March 2003.**
   You will find that I have also enclosed a sheet titled the:
5) **Parent Resource Sheet**
   This sheet has been provided for your reference. The organisations listed provide a variety of services for Chinese migrant families ranging from friendship to health services. You are encouraged to contact them if you would like further support for yourself or your family.

I hope you will enjoy taking part in this research. Please contact me if you would like to have more information about the research or have questions that you would like answered. I am very much indebted to you and your family for your help.

Sincerely

Alice Aye.
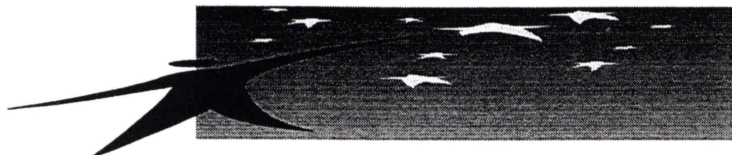
給家長的指示：程序二及三

親愛的家長們

我是一名亞洲研究員，對移民問題甚感興趣。本調查便是我博士論文的一部份，目的是想查探 [280] 一下，紐西蘭華人移民家庭的經歷是怎麼樣呢？我希望利用本調查來幫助那發覺移民是太具挑戰性的家庭。我的研究其中有一部份需要我尋找一些華人移民家庭來填答一些問卷，家中有十二至十八歲的子女便是對象。問卷需三十至四十分鐘的時間來填答。問卷是保密而不記姓名的。其中並沒有用任何名稱，任何可以用來辨別身份的資料將被偽裝藏暱。在本調查的任何階段，你都可以退出本調查。

如果你喜歡助我進行研究，請繼續閱讀下去。如果你沒有興趣參加，那麼先待我對你已付出的時間致謝。我想你最好便是將你收到的拋棄。如果你喜歡參加本調查，我建議你跟著如下五個簡易步驟去做：

(一) 閱讀那通知華人移民家庭有關對他們所作的調查單張。

　　如果讀後你仍喜歡參加本調查，請：

(二) 簽下家長同意書。

你可以在這裏面找到已附設在內的兩份同意書。家中每一位家長，須簽一份，目的是令我知道你已同意參加本調查了。如果家中祇有一位家長，填妥一份便已足夠。在每份表格上，你可以察覺表格的上半部名為參與者的副本，而下半部則名為研究員的副本。在填寫完上下兩半部後，請你將表格分切成上部和下部兩半份，你可以保存上半份，請將那下半份交回給研究員。如果你不願意填寫你的名字在表格上，你的簽名便已足夠了。

如果你有一名子或女，年齡十二至十六歲，而亦有參加本調查，請亦簽下家長們同意青少年的表格，因為他們的參與是須先得你們的批準。雙親都已簽名才能生效，不過，如果家中祇得一位家長，一個簽名便可生效了。　在這完成後，請：

(三) 填妥家長問卷

請你們親自填寫，請記著，問卷是保密的，任何可以用來辨認身份的資料，將被偽裝藏暱。在本調查的任何階段，你們都有權退出。問卷完成後，請：

(四) 用附設的回郵信封，寄出家長同意書，家長同意青少年表格，和家長問卷，信封上已有回郵地址及郵票。請於 2003 年 03 月 31 日前，將所有填妥的表格交回給我。

你會發覺我還附上一單張，名為：

(五) 家長資料版

這單張是為給你們參考而設的。版中所列上的機構，有為華人移民家庭提供各種服務，自友誼至康體不等。如果你喜歡你或你的家人得到進一步的外來支持，我鼓勵你聯絡他們。

我希望你們能享受到參與本調查的樂趣。如果你喜歡有更多有關本調查的資料，或有疑問須覆解答，請與我聯絡。你和你的家人幫了我一個大忙，我實在欠你們很多了。

真誠的朋友

歐雅麗

Department of Psychology
Telephone 64-7-856 2889
Facsimile 64-7-858 5132
http://psychology.waikato.ac.nz

The
University
of Waikato
Te Whare Wānanga
o Waikato

Information Sheet for Research on Chinese Migrant Families

<u>Who am I?</u>
I am a researcher who is interested in migrant issues. Migrant issues interest me as I am an Asian immigrant who is working and studying here. Like many migrants the migration experience has brought exciting new challenges to my family and me. It is because of these experiences that have led me to my current research. The current research is part of my Doctoral thesis. My supervisors are: Professor Ian Evans of Massey University, Associate Professor Bernard Guerin of Waikato University, and Dr Elsie Ho of Waikato University.

<u>What is it about?</u>
As part of my doctoral research I am conducting a nationwide study to investigate the migration experiences of Chinese migrant families in New Zealand. I hope to use the findings of this research to develop an understanding of migrant families and their migration experiences, and to identify areas in which assistance can be given to those who need help. Currently, there are very few studies researching this topic. I believe it is a topic that requires more research in order to effectively help those families who are finding migration challenging.

<u>How can you help?</u>
To assist those migrant families, I need your help. I am looking for Chinese migrant families who have lived in New Zealand between 1-10 years, and who have teenage children between the ages of 12-18 years to complete a few questionnaires. The questionnaires will first ask you general questions, such as your age, followed by questions about your health, opinions about family life, and opinions about your migration experiences. The questionnaires take between 30-40 minutes to complete. Each parent and one child in the household, between the ages of 12-18 years, are asked to complete a questionnaire. **The questionnaires are confidential and anonymous. No names will be used and any identifying information will be disguised. You are also able to withdraw from the study at any stage of the research.**

You will be able to receive executive summaries of the research on the completion of my Doctoral thesis. You will also be informed of venues where the research findings are presented and any journal publications that arise from this study.

Please do not hesitate to contact me if you would like to take part in the research or know of any families who might be interested in the study. Please also contact me if you would like more information about the research or have questions that you would like answered.

I very much appreciate your kind attention and look forward to hearing from you.

Sincerely

Alice Aye.
Tel/ Fax: (04) 5760550
Mobile: (021) 2664330
Email: mmmtaa24@yahoo.co.nz

心理學系

電話 64-7-856 2889
傳真 64-7-858 5132
網址 http://psychology.waikato.ac.nz

通知華人移民家庭有關對他們所作的調查

一) 自我介紹

本人是一位研究員，對移民問題甚有興趣，正因為我本身便是一名在這裏工作和求學的亞洲移民，也和其他許多移民一樣，要面對移民體驗帶來的令人興奮的新挑戰。這些經驗使我進行我現在這個調查，這亦是我博士論文的一部份。我的導師是：麥思大學的魏雲彥教授，偉格圖大學的郭貝楠助教，和偉格圖大學的何愛思博士。

二) 本調查是關於什麼呢？

我現在正進行一項全國研究，想了解紐西蘭華人移民家庭的移民經驗，作為我博士研究的一部份。我希望能藉著本調查的發現，用於發展對移民家庭及他們的經歷了解，並認定可以對需要他人幫忙的人施以援手的地方。目前祇有甚少研究是針對這論題的。我相信這方面須要更多研究，以期有效地幫感覺難於挑戰移民困境的家庭一個忙。

(三) 你們如何可以提供援手？

我希望能幫助他們，這一點我要靠你們的幫助了。我想找尋那些已住滿一至十年而子女是十二至十八歲中童的華人家庭，來答一些問卷。問卷會先問你們普通問題，例如你的年齡，然後問及你的健康，對家庭生活及移民經驗的意見。填答問卷需時三十至四十分鐘。每家成員中，每位家長和一位兒或女要是十二至十八歲的，便須填妥問卷。問卷是保密及不公開姓名的，其中並沒有用任何名稱來進行，身份記認都已偽裝藏暱。你亦可隨時於本調查的任何階段退出調查。

在我完成我的博士論文後，你將可收到本調查的經理簡集，你亦可得知本調查結果或發現發表的場所及任何刊登了因本調查而出版的文章的刊物。

如果你喜歡參加本調查，或你認識有些對本調查有興趣的家庭，請不要猶疑了，聯絡我罷。如果你喜歡得到更多有關本調查的資料，或有疑問需解答，亦可與我聯絡。

我非常讚賞你們仁愛的關心，期望聽到你們的回音。

真誠的朋友
歐雅麗

電話/傳真：(04) 576 0550
流動電話：(021) 266 4330
電郵址：mmmtaa24@yahoo.co.nz

University of Waikato
Psychology Department
PARENT CONSENT FORM

PARTICIPANT'S COPY

Research Project: Study 3: Chinese migrant families in New Zealand
Name of Researcher: Alice Aye
Name of Supervisors: Professor Ian Evans (Massey University), Associate Professor
                              Bernard Guerin (Waikato University), & Dr Elsie Ho (Waikato
                              University)

I have been given an information sheet about this research project. I have had the chance to ask any questions and discuss my participation. Any questions have been answered to my satisfaction.

I agree to take part in this project and I understand that I may withdraw from this research at any time. If I have any concerns about this project, I may contact the Chair of the Research and Ethics Committee of the University of Waikato.

My Name: _____ Signature:_____Date: _____

✂ ==

University of Waikato
Psychology Department
PARENT CONSENT FORM

RESEARCHER'S COPY

Research Project: Study 3: Chinese migrant families in New Zealand
Name of Researcher: Alice Aye
Name of Supervisors: Professor Ian Evans (Massey University), Associate Professor
                              Bernard Guerin (Waikato University), & Dr Elsie Ho (Waikato
                              University)

I have been given an information sheet about this research project. I have had the chance to ask any questions and discuss my participation. Any questions have been answered to my satisfaction.

I agree to take part in this project and I understand that I may withdraw from this research at any time. If I have any concerns about this project, I may contact the Chair of the Research and Ethics Committee of the University of Waikato.

My Name: _____ Signature:_____Date: _____

* Please fill in the Consent Form then cut this form in the middle as indicated by ✂. The top form titled: Participant's Copy is for you to keep. The bottom form titled: Researcher's Copy is for the researcher. Please return the Researcher's Copy to the researcher.

家長同意書　　　University of Waikato
　　　　　　　　Psychology Department　　偉格圖大學
　　　　　　　　　　　　　　　　　　　　心理學系

参與者副本

研究項目：　研究三：紐西蘭華人移民家庭
研究員姓名：歐雅麗
導師姓名：　魏雲彥教授（客恩大學），郭貝楠助教（偉格圖大學），
　　　　　　和何愛恩博士（偉格圖大學）

我有收到一份有關本研究項目的通知單張，我有機會問及各類
問題，並討論我的參與，所有我提出的問題都已得到我認為滿意
的解答。

我同意參加這研究項目，我明白我是可以隨時退出本調查的。
如果我對本調查仍有憂慮，我可與偉格圖大學的研究與道德委員會主席聯絡。

我的姓名：　　　　　　　簽名：　　　　　　　日期：

✂ ==

家長同意書　　　University of Waikato
　　　　　　　　Psychology Department　　偉格圖大學
　　　　　　　　　　　　　　　　　　　　心理學系

研究員副本

研究項目：　研究三：紐西蘭華人移民家庭
研究員姓名：歐雅麗
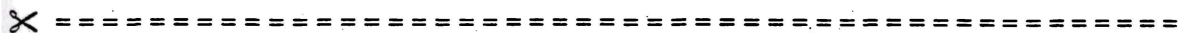導師姓名：　魏雲彥教授（客恩大學），郭貝楠助教（偉格圖大學），
　　　　　　和何愛恩博士（偉格圖大學）

我有收到一份有關本研究項目的通知單張，我有機會問及各類
問題，並討論我的參與，所有我提出的問題都已得到我認為滿意
的解答。

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如果我對本調查仍有憂慮，我可與偉格圖大學的研究與道德委員會主席聯絡。

我的姓名：　　　　　　　簽名：　　　　　　　日期：

＊ 請填上同意書，然後沿指示 ✂=== 將本表格於中間割開，分為上、下兩份。
上半份名為參與者的副本，你可保存這一份。
下半份名為研究員的副本，請你交出研究員的副本給研究員。

Parent Resource Sheet

Dear Parents

Thank-you for completing the questionnaires. For some of you, you might have found the questionnaires interesting and enjoyable to complete and it may have increased your interest in meeting other Chinese people like yourself. For others, you may have become aware of events in your past or present that might have been difficult for you to recall and which have left you feeling that you need someone to talk to. If either of these reasons apply to you, you are encouraged contact an organisation from the list below that best suits your needs[1]:

1) New Zealand Chinese Association
The New Zealand Chinese Association provides opportunities for you to meet other Chinese people living in your region. The Association also organises social activities for its members and has branches throughout New Zealand. For more information please contact the branch in your region:
a) Waikato Branch
   Tel: (07) 871 4587
b) Manuwatu Branch
   Tel: (06) 356 6122

2) Asian Health Support Service
The aim of the Asia Health Support Service is to identify the healthcare needs of Asian people and provides support services to those living in North and West Auckland. The service is available in Mandarin and Cantonese. It is free, confidential and professional. For more information, please contact: Tel: (09) 4868347.

3) Chinese Lifeline
The Chinese Lifeline provides telephone counselling services to New Zealand Chinese people. The service is available in Cantonese and Mandarin. It is free, confidential, and professional. Face-to-face counselling services are also available- fees may apply. The telephone service is available from:
a) 10am-2pm Monday to Friday
b) 7pm-10pm Monday to Thursday.
   Tel: 0800 888 880

4) Chinese Mental Health Consultation Services.
The aim of the Chinese Mental Health Consultation Service is to provide mental health services to Chinese people in the most culturally appropriate way. The team has experiences in psychiatry, clinical psychology, counselling and nursing. The service is based in Auckland. For more information, please contact: Tel: (09) 377 8277.

You are also welcome to contact me if you would like someone to talk to about the issues the questionnaire raised for you. Anything that you say to me will remain confidential.
My contact details:
Tel/ Fax: (04) 576 0550
Mobile: (021) 266 4330
Email: mmmtaa24@yahoo.co.nz

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[1] Some of the information listed on this sheet was obtained from: Lam, M. (2001). Community resources for Asian students and families. New Zealand Journal of Counselling, 23 (1), 80-85.

親愛的家長們

多謝你們填好了問卷。你們之中定有一些人覺得問卷有趣，填答起來可說是種享受。這樣你對能否認識其他和你一般的華人，興致可能已提高了。其他人或會感覺舊事重提，一些難以回憶的過去或現時發生的事，又重現了，這些令你需要找人傾訴。如果你是屬於其中一種人，我鼓勵你與下列機構聯絡，它們最適合你的需要：

(一) 紐西蘭華人會

紐西蘭華人會提供你認識同區居住的其他華人。該會亦為會員組織社交活動。在整個紐西蘭皆有分會。請就近於你的地區的分會聯絡以得更多資料。

(甲) 偉格圖分會
電話：(07) 871 4587
(乙) 萬魯華治分會
電話：(06) 356 6122

(二) 亞洲健康支緩服務

亞洲健康支緩服務目的是認定亞洲裔的健康護理需要，並對居於北和西奧克蘭的人提供支緩服務。服務可用國語和粵語。這是免費的，保密而富專業性。請電 (09) 486 8347 聯絡，以得更多資料。

(三) 華人生命線

華人生命線提供電話輔導服務給紐西蘭華人。服務可用國語或粵語。費用全免，保密而專業。還有面對面的輔導服務，但需些費用。電話服務時間是：

(甲) 星期一至五：上午十時至下午二時
(乙) 星期一至四：下午七時至十時
電話　0800 888 880

(四) 華人精神健康顧問服務

華人精神健康顧問服務目的在於以文化上最適宜的方法，向華人提供精神健康服務，隊員有精神科、臨床心理學、輔導及護理的經驗。服務的基地在奧克蘭。如要更多資料，請電 (09) 377 8277 查詢。

如果你想我對象傾訴有關問卷提起的問題，我歡迎你聯絡我，你和我說過的都會保密。我的聯絡細節是：　電話/傳真　(04) 576 0550
流動電話：(021) 266 4330
電郵址：mmmtaa24@yahoo.co.nz

* 本版列出的一些資料，是得自林氏的為亞裔學生及家庭而設的社區資料 (2001)：紐西蘭輔導刊物23(1),50

Parent
Questionnaire

* You will find that I have provided an English version and a translated Chinese version of the questionnaire. Please only fill in **ONE** version of the questionnaire i.e. either answer all questions from the English version or answer all questions from the Chinese version. Please **DO NOT** fill in both versions. Thank-you. ☺

家長問卷

里面有兩份表格一一份中文的和
一分英文的，请填答一份、中文的、
英文的都可以

Section 1: Demographic Survey (Parent's Version)

This is a survey to collect some general information about you. Your answers will remain **confidential** and **anonymous**. Please answer **ALL** questions to the best of your ability. For some questions you are asked to fill in the blanks __?__ . For other questions you are asked to tick the boxes ☑ . Please only choose **ONE** answer for each question.

1. What is your gender?
   Male ☐
   Female ☐

2. What is your age?
   Age: _____ years

3. In which country were you born?

   China ☐   Malaysia ☐
   Hong Kong ☐   New Zealand ☐
   Taiwan ☐   Other ☐
   Singapore ☐

4. How long have you lived in New Zealand?
   Length of time in NZ: _____ years

5. After migration to New Zealand, how many times have you visited the country you were living in before the migration?
   Total number of times: _____

6. How do you identify yourself?
   New Zealander ☐
   Chinese New Zealander ☐
   Chinese ☐
   Other ☐
   No specific identity ☐

7. What is the highest level of your educational attainment?
   Primary ☐   University Graduate ☐
   Secondary ☐   Post-Graduate ☐
   Polytechnic ☐   Other ☐

8. What type of occupation were you in before the migration?
   Business ☐   Management ☐
   Design ☐   Medical ☐
   Education ☐   Office work ☐
   Finance ☐   Social work ☐
   Hospitality ☐   Retired ☐
   Housework ☐   Not working ☐
   Labourer ☐   Other ☐

第一部份：人口統計式的調查 （家長版本）

這是一項收集關於你普通資料的調查，你的回答是保密及不記姓名的。請盡你所能回答所有問題。

你須以填充空位的方式答一些問題，如 ? 。其餘便須在方格中加上符號，如 ☑ 。作答時，請為每條問題選擇一個答案。

1. 你的性別是什麼？
   男 ☐
   女 ☐

2. 你的年齡有多少？
   年齡：_____ 歲

3. 你在那個國家出生？
   中國 ☐   馬來西亞 ☐
   香港 ☐   紐西蘭 ☐
   台灣 ☐   其他 ☐
   星加坡 ☐

4. 你在紐西蘭已住了多久？
   在紐西蘭年期：_____ 年

5. 移到紐西蘭後，你曾回到未移民前原居地已多少次呢？
   總共次數：_____

6. 你認同自己是什麼國籍的人呢？
   紐西蘭人 ☐
   紐西蘭華人 ☐
   華人 ☐
   其他 ☐
   無特定身份 ☐

7. 你的教育最高達到什麼程度？
   小學 ☐   大學後深造 ☐
   中學 ☐   其他 ☐
   工專 ☐
   大學 ☐

8. 未移民前，你的職業屬那類？
   商業 ☐   勞工 ☐   醫療 ☐
   設計 ☐   管理 ☐   寫字樓 ☐
   教育 ☐   社工 ☐
   金融 ☐   退休 ☐
   旅遊 ☐   無業 ☐

9. What type of occupation are you currently in?

Business ☐ Management ☐
Design ☐ Medical ☐
Education ☐ Office work ☐
Finance ☐ Social work ☐
Hospitality ☐ Retired ☐
Housework ☐ Not working ☐
Labourer ☐ Other ☐
☐

10. What language(s) do you speak at home?

English only ☐
Cantonese/ Mandarin only ☐
Combination of English and Cantonese/ Mandarin ☐
Other ☐

11. Please rate what you consider to be your ability in communicating in English.

Above average ☐
Average ☐
Below average ☐
No opinion ☐

12. Who and how many people do you live with?

Person(s) you live with	Tick (✓) those you live with	Write the number of people you live with
Spouse		
Son		
Daughter		
Own parents		
Own siblings		
Spouse's parents		
Spouse's siblings		
Other relations		
Friends		
Boarders		
Other		
I live alone		

13. Do you have any relations living in New Zealand?

No ☐
Yes ☐

Thank-you for completing Section 1. Please go to the next page for Section 2.

9. 你現時的職業屬那類？

商業 ☐ 　教育 ☐ 　旅遊 ☐ 　勞工 ☐ 　醫療 ☐ 　退休 ☐

設計 ☐ 　金融 ☐ 　家務 ☐ 　管理 ☐ 　寫字樓 ☐ 　無業 ☐

　　　　　　　　　　　　　　　　　　　　社工 ☐ 　其他 ☐

10. 你在家中說那種語言？

祇用英語 ☐
祇國或粵語 ☐
英語并國或粵 ☐
其他 ☐

11. 請自己評審自己的英語溝通能力.

中上 ☐
普通 ☐
中下 ☐
冇意見 ☐

12. 你和誰一同居住？共有多少人？

同住的人	給同住的人加上記号(✓)	同住的人數
丈夫或妻子		
兒子		
女兒		
自己的父母		
自己的兄弟姊妹		
丈夫或妻子的父母		
丈夫或妻子的兄弟姊妹		
其他親戚		
朋友		
寄宿者		
其他		
我獨個兒住		

13. 你有沒有親戚是住在紐西蘭呢？

沒有 ☐
有的 ☐

多謝, 你已填好第一部份。
請到下一頁答第二部份。

Section 2: General Health Questionnaire

Please read this carefully: I would like to know if you have had any medical complaints, and how your health had been in general, *over the past few weeks.* Please answer **ALL** the questions on the following pages simply by *circling* the answer which you think most nearly applies to you. Remember that I would like to know about present and recent complaints, not those that you had in the past.

Please only choose **ONE** answer for each question. It is important that you try to answer **ALL** questions. Thank-you very much for your co-operation.

HAVE YOU RECENTLY:

1 - been able to concentrate on whatever you're doing?	Better than usual	Same as usual	Less than usual	Much less than usual
2 - lost much sleep over worry	Not at all	No more than usual	Rather more than usual	Much more than usual
3 - been having restless, disturbed nights?	Not at all	No more than usual	Rather more than usual	Much more than usual
4 - been managing to keep yourself busy and occupied?	More so than usual	Same as usual	Rather less than usual	Much less than usual
5 - been getting out of the house as much as usual?	More so than usual	Same as usual	Rather less than usual	Much less than usual
6 - been managing as well as most people would in your shoes?	More so than usual	Same as usual	Rather less than usual	Much less than usual
7 - been feeling on the whole you were doing things well?	Better than usual	About the same	Less well than usual	Much less well
8 - been satisfied with the way you've carried out your task?	Better than usual	About as usual	Less well than usual	Much less well
9 - been able to feel warmth and affection for those near to you?	Better than usual	About same as usual	Less well than usual	Much less well
10 - been finding it easy to get on with other people?	Better than usual	About same as usual	Less well than usual	Much less well
11 - spent much time chatting with people?	Not at all	No more than usual	Rather more than usual	Much more than usual
12 - felt that you are playing a useful part in things?	More so than usual	Same as usual	Less useful than usual	Much less useful
13 - felt capable of making decisions about things?	More so than usual	Same as usual	Less useful than usual	Much less useful

第二部份：有關一般健康的問卷

第一部份

唔該你細心讀吓以下嘅指示：

我哋想知道哩幾個禮拜以來你有冇唔舒服，同埋你嘅健康情況，唔該你答晒下面嘅問題，如果你覺得邊個答案啱你，就喺□內劃一☑號，記住我哋係想知道你最近同埋而家嘅情況，而唔係舊時嘅問題。

唔該你盡量答晒所有嘅問題，呢點係好重要嘅。

請問你最近幾個禮拜是不是：

1.	做事能集中注意力（集中精神）？	□比平時 好一些	□和平時 一樣	□比平時 差一些	□比平時 差很多
2.	為擔憂而失眠？	□一點也不	□和平時 差不多	□比平時 多一些	□比平時 多很多
3.	很困難才能入睡？	□一點也不	□和平時 差不多	□比平時 多一些	□比平時 多很多
4.	忙着工作而不會感到悶着無聊？	□比平時 多一些	□和平時 一樣	□比平時 少一些	□比平時 少很多
5.	到街上（屋外）的次數和平常一樣？	□比平時 多一些	□和平時 一樣	□比平時 少一些	□比平時 少很多
6.	覺得自己處事不錯，其他人也不過如此？	□比別人 好一些	□和別人 一樣	□比別人 差一些	□比別人 差很多
7.	覺得一般事情自己應付得很好？	□比平時 好一些	□和平時 差不多	□比平時 差一些	□比平時 好很多
8.	對自己做事的方式感到滿意？	□比平時 較滿意	□和平時 差不多	□比平時 較不滿意	□比平時 更不滿意
9.	覺得能溫暖親切地對待接近你的人？	□比平時 好一些	□和平時 差不多	□比平時 差一些	□比平時 差很多
10.	覺得自己很容易和人相處？	□比平時 好一些	□和平時 差不多	□比平時 差一些	□比平時 差很多
11.	跟人交談的時間和以前一樣多？	□比平時 多一些	□和平時 差不多	□比平時 少一些	□比平時 更少
12.	覺得自己在各方面擔當有用的角色？	□比平時 有用	□和平時 差不多	□比平時 沒用	□比平時 更沒用
13.	覺得處事可以拿定主意？	□比平時 多一些	□和平時 差不多	□比平時 少一些	□比平時 更少
14.	覺得總是有精神上的壓力？	□一點也不	□和平時 差不多	□比平時 多一些	□比平時 多很多
15.	覺得無法克服困難？	□一點也不	□和平時 差不多	□比平時 多一些	□比平時 多很多

HAVE YOU RECENTLY:

14 - felt constantly under strain?	Not at all	No more than usual	Rather more than usual	Much more than usual
15 - felt that you couldn't overcome your difficulties?	Not at all	No more than usual	Rather more than usual	Much more than usual
16 - been finding life a struggle all the time?	Not at all	No more than usual	Rather more than usual	Much more than usual
17 - been able to enjoy your normal day-to-day activities?	More so than usual	Same as usual	Less so than usual	Much less than usual
18 - been taking things hard?	Not at all	No more than usual	Rather more than usual	Much more than usual
19 - been getting scared or panicky for no good reason?	Not at all	No more than usual	Rather more than usual	Much more than usual
20 - been able to face up to your problems?	More so than usual	Same as usual	Less able than usual	Much less able
21 - found everything getting on top of you?	Not at all	No more than usual	Rather more than usual	Much more than usual
22 - been feeling unhappy and depressed?	Not at all	No more than usual	Rather more than usual	Much more than usual
23 - been losing confidence in yourself?	Not at all	No more than usual	Rather more than usual	Much more than usual
24 - been thinking of yourself as a worthless person?	Not at all	No more than usual	Rather more than usual	Much more than usual
25 - felt that life is entirely hopeless?	Not at all	No more than usual	Rather more than usual	Much more than usual
26 - been feeling hopeful about your own future?	More so than usual	About same as usual	Less so than usual	Much less hopeful
27 - been feeling reasonably happy, all things considered?	More so than usual	About same as usual	Less so than usual	Much less than usual
28 - been feeling nervous and strung-up all the time?	Not at all	No more than usual	Rather more than usual	Much more than usual
29 - felt that life isn't worth living?	Not at all	No more than usual	Rather more than usual	Much more than usual
30 - found at times you couldn't do anything because your nerves were too bad?	Not at all	No more than usual	Rather more than usual	Much more than usual

Thank-you for completing Section 2. Please go to the next page for Section 3.

請問你<u>最近幾個禮拜</u>是不是：

16. 覺得生活是不停的鬥爭？
   - ☐ 一點也不差不多
   - ☐ 和平時差不多
   - ☐ 比平時多一些
   - ☐ 比平時多很多

17. 覺得日常生活有趣味？
   - ☐ 比平時多一些
   - ☐ 和平時差不多
   - ☐ 比平時少一些
   - ☐ 比平時少很多

18. 做事過份認真？
   - ☐ 一點也不差不多
   - ☐ 和平時差不多
   - ☐ 比平時多一些
   - ☐ 比平時多很多

19. 會無緣無故地害怕或驚慌？
   - ☐ 一點也不差不多
   - ☐ 和平時差不多
   - ☐ 比平時多一些
   - ☐ 比平時多很多

20. 能夠勇敢面對問題？
   - ☐ 比平時多一些
   - ☐ 和平時差不多
   - ☐ 比平時多一些
   - ☐ 比平時少很多

21. 覺得每樣事情都難以應付？
   - ☐ 一點也不差不多
   - ☐ 和平時差不多
   - ☐ 比平時多一些
   - ☐ 比平時多很多

22. 覺得心情不快樂及憂鬱？
   - ☐ 一點也不差不多
   - ☐ 和平時差不多
   - ☐ 比平時多一些
   - ☐ 比平時多很多

23. 對自己失去信心？
   - ☐ 一點也不差不多
   - ☐ 和平時差不多
   - ☐ 比平時多一些
   - ☐ 比平時多很多

24. 覺得自己沒用？
   - ☐ 一點也不差不多
   - ☐ 和平時差不多
   - ☐ 比平時多一些
   - ☐ 比平時多很多

25. 覺得生活毫無希望？
   - ☐ 一點也不差不多
   - ☐ 和平時差不多
   - ☐ 比平時多一些
   - ☐ 比平時多很多

26. 覺得將來充滿希望？
   - ☐ 比平時多一些
   - ☐ 和平時差不多
   - ☐ 比平時少一些
   - ☐ 比平時少很多

27. 大致上感到快樂？
   - ☐ 比平時多一些
   - ☐ 和平時差不多
   - ☐ 比平時少一些
   - ☐ 比平時差很多

28. 覺得常常精神緊張？
   - ☐ 一點也不差不多
   - ☐ 和平時差不多
   - ☐ 比平時多一些
   - ☐ 比平時多很多

29. 覺得不值得繼續生活下去？
   - ☐ 一點也不差不多
   - ☐ 和平時差不多
   - ☐ 比平時多一些
   - ☐ 比平時多很多

30. 覺得有時精神太差而不能做任何事？
   - ☐ 一點也不差不多
   - ☐ 和平時差不多
   - ☐ 比平時多一些
   - ☐ 比平時多很多

Section 3: Self-Report Family Inventory

For each question, circle the answer that best fits how you see your family now. If you feel that your answer is between two of the labelled numbers (the odd numbers), then choose the even number that is between them. Please only choose **ONE** answer for each question. Please answer **ALL** questions.

	Yes: Fits our family very well		Some: Fits our family some		No: Does not fit our family
1. Family members pay attention to each other's feelings.	1	2	3	4	5
2. Our family would rather do things together than with other people.	1	2	3	4	5
3. We all have a say in family plans.	1	2	3	4	5
4. The grownups in this family understand and agree on family decisions.	1	2	3	4	5
5. Grownups in the family compete and fight with each other.	1	2	3	4	5
6. There is closeness in my family but each person is allowed to be special and different.	1	2	3	4	5
7. We accept each other's friends.	1	2	3	4	5
8. There is confusion in our family because there is no leader.	1	2	3	4	5
9. Our family members touch and hug each other.	1	2	3	4	5
10. Family members put each other down.	1	2	3	4	5
11. We speak our minds, no matter what.	1	2	3	4	5
12. In our home, we feel loved.	1	2	3	4	5
13. Even when we feel close, our family is embarrassed to admit it.	1	2	3	4	5

在以下的題目中，請按着你對你現時家庭的看法，圈出一個你認為最能夠代表你的感覺的答案。請回答每一條題目。

例子：我的家人是自私自利的。

如果你覺得這句子是與你的家庭情況 十分相似 ，請圈①
如果你覺得這句子是與你的家庭情況 有點相似 ，請圈②
如果你覺得這句子是與你的家庭情況 介乎有點相似與有點不相似之間 ，請圈③
如果你覺得這句子是與你的家庭情況 有點不相似 ，請圈④
如果你覺得這句子是與你的家庭情況 十分不相似 ，請圈⑤

	是：十分相似	是：有點相似	介乎有點相似與有點不相似之間	否：有點不相似	否：十分不相似
1. 家庭的成員彼此關注對方的感受。	1	2	3	4	5
2. 我的家人寧願一起做事，也不願意找外人一起做同樣的事情。	1	2	3	4	5
3. 在計劃有關家庭的事項上，每個家人都有發言權。	1	2	3	4	5
4. 在這個家庭裡，成年的家人是同意有關的家庭決策。	1	2	3	4	5
5. 成年的家人都互相爭取各自在家中的利益。	1	2	3	4	5
6. 雖然我的家人的關係很親密，但我們亦容許每個人有其獨特和不同的地方。	1	2	3	4	5
7. 我們都彼此接納對方的朋友。	1	2	3	4	5
8. 我們家中沒有一家之主，所以一片混亂。	1	2	3	4	5
9. 家庭的成員互相分享彼此的感受。	1	2	3	4	5
10. 家庭的成員彼此取笑對方。	1	2	3	4	5

	Yes: Fits our family very well		Some: Fits our family some		No: Does not fit our family
14. We argue a lot and never solve problems.	1	2	3	4	5
15. Our happiest times are at home.	1	2	3	4	5
16. The grownups in this family are strong leaders.	1	2	3	4	5
17. The future looks good to our family.	1	2	3	4	5
18. We usually blame one person in our family when things aren't going right.	1	2	3	4	5
19. Family members go their own way most of the time.	1	2	3	4	5
20. Our family is proud of being close.	1	2	3	4	5
21. Our family is good at solving problems together.	1	2	3	4	5
22. Family members easily express warmth and caring towards each other.	1	2	3	4	5
23. It's okay to fight and yell in our family.	1	2	3	4	5
24. One of the adults in this family has a favourite child.	1	2	3	4	5
25. When things go wrong we blame each other.	1	2	3	4	5
26. We say what we think and feel.	1	2	3	4	5
27. Our family members would rather do things with other people than together.	1	2	3	4	5
28. Family members pay attention to each other and listen to what is said.	1	2	3	4	5
29. We worry about hurting each other's feelings.	1	2	3	4	5

	是：十分相似	是：有點相似	介乎有點相似與有點不相似之間	否：有點不相似	否：十分不相似
11. 無論在什麼事情上，我們都可以暢所欲言。	1	2	3	4	5
12. 在家中，我們都感到被家人愛護。	1	2	3	4	5
13. 雖然我的家人的關係很親密，但要我們承認這一點是很難為情的。	1	2	3	4	5
14. 我們有很多的爭論，又從來不去解決問題。	1	2	3	4	5
15. 我們最開心的時間是在家中。	1	2	3	4	5
16. 在這個家庭裡，成年的家人都是堅強的領導者。	1	2	3	4	5
17. 我們家庭的前景是美好的。	1	2	3	4	5
18. 當事情發展得不順利時，我們通常都會怪責家裡其中的一人。	1	2	3	4	5
19. 在大部分的時間裡，家中成員都是獨斷獨行的。	1	2	3	4	5
20. 家庭的成員對於彼此間親密的關係感到自豪。	1	2	3	4	5
21. 我的家人擅於一起共同解決問題。	1	2	3	4	5
22. 家庭成員很容易地彼此表達溫情和關懷。	1	2	3	4	5
23. 我的家庭容許成員在家中打架和彼此呼喝。	1	2	3	4	5
24. 在這個家庭裡，其中一個成年的家人有他(她)特別疼愛的小孩。	1	2	3	4	5
25. 當家中出現問題時，家人便會互相指責。	1	2	3	4	5
26. 我們將所想的及所感受的說出來。	1	2	3	4	5

	Yes: Fits our family very well		Some: Fits our family some		No: Does not fit our family
30. The mood in my family is usually sad and blue.	1	2	3	4	5
31. We argue a lot.	1	2	3	4	5
32. One person controls and leads our family.	1	2	3	4	5
33. My family is happy most of the time.	1	2	3	4	5
34. Each person takes responsibility for his/ her behaviour.	1	2	3	4	5

35. On a scale of 1 to 5, I would rate my family as:

```
      1           2           3           4           5
      |           |           |           |           |
```

My family
functions very
well together.

My family does
not function well
together at all.
We really need
help.

36. On a scale of 1 to 5, I would rate the independence in my family as:

```
      1           2           3           4           5
      |           |           |           |           |
```

(No one is
independent.
There are no
open arguments.
Family
members rely
on each other
for satisfaction
rather than on
outsiders.)

(Sometimes
independent.
There are some
disagreements.
Family members
find satisfaction
both within and
outside of the
family.)

(Family members
usually go their
own way.
Disagreements
are open. Family
members look
outside of the
family for
satisfaction.)

Thank-you for completing Section 3. Please go to the next page for Section 4.

	是：十分相似	是：有點相似	有點不相似似之與間介乎有點相似	否：有點不相似	否：十分不相似
27．我的家人寧願與外人一起做事，也不願意大家一起做同樣的事情。	1	2	3	4	5
28．家庭成員彼此留意及聆聽對方的傾訴。	1	2	3	4	5
29．我們會擔心傷害其他家人的感受。	1	2	3	4	5
30．我家的氣氛通常都是悲慘和不快樂的。	1	2	3	4	5
31．我們有很多爭吵。	1	2	3	4	5
32．我的家是由一個人控制和領導的。	1	2	3	4	5
33．在大部分的時間裡，我的家庭是快樂的。	1	2	3	4	5
34．每一個家庭成員都對自己的行為負責。	1	2	3	4	5

在跟着的題目中，請你依照以下五個不同程度的等級(從一個極端 "1" 到另一個極端 "5")，圈出你認為最適合的數字答案。

35．我的家庭：

```
    1        2        3        4        5
    |_____|_____|_____|_____|
```
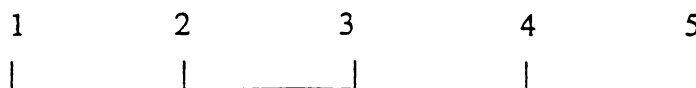
運作得非常良好　　　　　　　　　　　運作得很差，
　　　　　　　　　　　　　　　　我們真的需要幫助

36．我家的成員是：

```
    1        2        3        4        5
    |_____|_____|_____|_____|
```
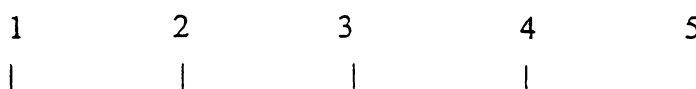
經常會互相依靠　　　　　　　　　　　不會互相依靠

Section 4: Migration Experience Questionnaire (Parent's Version)

This is a questionnaire to find out your opinions about family life in New Zealand. Your answers will remain **confidential** and **anonymous**. There are no right or wrong answers. Please answer **ALL** questions to the best of your ability. For each question, you are presented with a statement. You are asked to indicate how much you agree with each statement. For example, for the statement: I like to eat fish, if you agree with this statement, you should **circle** your answer like this:

Example 1: I like to eat fish.   Strongly   (Agree)   Disagree   Strongly
                                        Agree   Disagree

Please only choose **ONE** answer for each question. Please answer **ALL** questions.

1. My health has generally been good here.	Strongly Agree	Agree	Disagree	Strongly Disagree
2. I am satisfied with my English ability.	Strongly Agree	Agree	Disagree	Strongly Disagree
3. My children and I decide what they are allowed to do.	Strongly Agree	Agree	Disagree	Strongly Disagree
4. Religion plays an important part in my life.	Strongly Agree	Agree	Disagree	Strongly Disagree
5. My children and I share most Chinese values.	Strongly Agree	Agree	Disagree	Strongly Disagree
6. I allow my children to speak English at home.	Strongly Agree	Agree	Disagree	Strongly Disagree
7. I prefer to socialize with other Chinese people than with New Zealanders.	Strongly Agree	Agree	Disagree	Strongly Disagree
8. It is important to me that I can buy Chinese food here.	Strongly Agree	Agree	Disagree	Strongly Disagree
9. New Zealand is my permanent home.	Strongly Agree	Agree	Disagree	Strongly Disagree
10. My children and I seldom disagree about the amount of time they spend on their studies.	Strongly Agree	Agree	Disagree	Strongly Disagree
11. I have thought about returning to my home country and working there.	Strongly Agree	Agree	Disagree	Strongly Disagree
12. When I have a problem, I can find people to talk to about it.	Strongly Agree	Agree	Disagree	Strongly Disagree

第四部份：移民經歷問卷（家長版本）

本問卷是想找出你對居住在紐西蘭中家庭生活的意見。

你們的回答將可維持保密及不公開姓名。

這兒並沒有錯或對的答案。請你盡自己所能來回答所有問題。

每條問題提出一句聲明讓你觀閱。你須對這句聲明作一表示，顯示你對它的同意程度。例如聲明是：我喜歡吃魚。如果你同意這句聲明，你就應該圈上你的回答如下：

例一、我喜歡吃魚。　　　　　　　　非常同意　（同意）　不同意　非常不同意

請於每條題目後，祇選擇一個答案。　請為所有問題作答。

	非常同意	同意	不同意	非常不同意
一、在這裏住時，我的健康狀況一般都很好。	非常同意	同意	不同意	非常不同意
二、我對我的英語能力很滿意。	非常同意	同意	不同意	非常不同意
三、我與子女決定批準他們可以做什麼。	非常同意	同意	不同意	非常不同意
四、在我的生活中，宗教辦演著重要的角色。	非常同意	同意	不同意	非常不同意
五、我和子女分享大部份華人價值觀。	非常同意	同意	不同意	非常不同意
六、我容許子女在家中說英語。	非常同意	同意	不同意	非常不同意
七、我比較喜歡和其他華人交往，甚於和紐西蘭人。	非常同意	同意	不同意	非常不同意
八、能否買得到華人食品對我來說是很重要的。	非常同意	同意	不同意	非常不同意

13. I am not a religious person.	Strongly Agree	Agree	Disagree	Strongly Disagree
14. My family have had some health problems here.	Strongly Agree	Agree	Disagree	Strongly Disagree
15. I allow my children to do most things.	Strongly Agree	Agree	Disagree	Strongly Disagree
16. I have enough money to support my family.	Strongly Agree	Agree	Disagree	Strongly Disagree
17. I socialize with both New Zealanders and other Chinese people equally.	Strongly Agree	Agree	Disagree	Strongly Disagree
18. I think New Zealanders treat me like I'm another New Zealander.	Strongly Agree	Agree	Disagree	Strongly Disagree
19. I have had some health problems here.	Strongly Agree	Agree	Disagree	Strongly Disagree
20. I expect my children to speak Chinese at home.	Strongly Agree	Agree	Disagree	Strongly Disagree
21. I get on well with my spouse.	Strongly Agree	Agree	Disagree	Strongly Disagree
22. I feel like a part of New Zealand society.	Strongly Agree	Agree	Disagree	Strongly Disagree
23. My children are too 'Westernized'.	Strongly Agree	Agree	Disagree	Strongly Disagree
24. It doesn't matter to me whether I'm able to buy Chinese food here.	Strongly Agree	Agree	Disagree	Strongly Disagree
25. I need to improve my English.	Strongly Agree	Agree	Disagree	Strongly Disagree
26. I prefer to live close to other Chinese people.	Strongly Agree	Agree	Disagree	Strongly Disagree
27. New Zealand is my temporary home.	Strongly Agree	Agree	Disagree	Strongly Disagree
28. My children and I often disagree about the amount of time they spend on their studies.	Strongly Agree	Agree	Disagree	Strongly Disagree
29. I prefer to keep to myself than to socialize with others.	Strongly Agree	Agree	Disagree	Strongly Disagree
30. I decide what my children are allowed to do.	Strongly Agree	Agree	Disagree	Strongly Disagree

九、紐西蘭是我永久的家園。	非常同意	同意	不同意	非常不同意
十、我和子女甚少在他們用上多少時間在讀書上有分歧	非常同意	同意	不同意	非常不同意
十一、我曾想過回到從前居住的國家工作。	非常同意	同意	不同意	非常不同意
十二、當我有難題時，我能找到別人傾訴。	非常同意	同意	不同意	非常不同意
十三、我並不是一個注重宗教的人。	非常同意	同意	不同意	非常不同意
十四、我家中有人在這裏曾經有健康上的毛病。	非常同意	同意	不同意	非常不同意
十五、我容許大部份子女所做的。	非常同意	同意	不同意	非常不同意
十六、我有足夠金錢持家。	非常同意	同意	不同意	非常不同意
十七、我同樣跟紐西蘭人及其他華人交往，不分彼此。	非常同意	同意	不同意	非常不同意
十八、我覺得紐西蘭人將我當作另一名紐西蘭人看待	非常同意	同意	不同意	非常不同意
十九、我在這裏曾有健康上的毛病。	非常同意	同意	不同意	非常不同意
二十、我期望子女在家說華語。	非常同意	同意	不同意	非常不同意
二十一、我與丈夫/妻子相處和好。	非常同意	同意	不同意	非常不同意
二十二、我自覺是紐西蘭社會的一份兒。	非常同意	同意	不同意	非常不同意
二十三、我的子女太過西化了。	非常同意	同意	不同意	非常不同意
二十四、我不在乎能否在這裏買到華人食品。	非常同意	同意	不同意	非常不同意
二十五、我需要改進我的英語。	非常同意	同意	不同意	非常不同意
二十六、我情願住得近著其他華人。	非常同意	同意	不同意	非常不同意

31. It has been easy for me to find a job here.	Strongly Agree	Agree	Disagree	Strongly Disagree
32. I am worried about my family's financial situation.	Strongly Agree	Agree	Disagree	Strongly Disagree
33. There are very few people I can talk to when I have a problem.	Strongly Agree	Agree	Disagree	Strongly Disagree
34. Sometimes I feel like an outsider here.	Strongly Agree	Agree	Disagree	Strongly Disagree
35. It doesn't matter to me whether I live close to other Chinese people.	Strongly Agree	Agree	Disagree	Strongly Disagree
36. I prefer to socialize with New Zealanders than with other Chinese people.	Strongly Agree	Agree	Disagree	Strongly Disagree
37. My children can do what they want.	Strongly Agree	Agree	Disagree	Strongly Disagree
38. My spouse and I often argue about things.	Strongly Agree	Agree	Disagree	Strongly Disagree
39. Sometimes I think people treat me differently because I'm Chinese	Strongly Agree	Agree	Disagree	Strongly Disagree
40. My family have had good health here.	Strongly Agree	Agree	Disagree	Strongly Disagree

41. *You have now reached the last question in this questionnaire! I would now like you to take some time to think back about your migration experiences. In particular I would like you to try to remember what life was like for you before you moved to New Zealand, what it was like when you first arrived here, and what it is like right now. After you have done that, I would like you to rate:* How satisfied you were with your life:

i. Before you migrated to New Zealand?	Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied
ii. After you first arrived here?	Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied
iii. Right now?	Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied

Thank-you for completing Section 4. Please go to the next page for Section 5.

	非常同意	同意	不同意	非常不同意
二十七、紐西蘭是我的暫住家園。				
二十八、我和子女時常為他們用於讀書的時間意見分歧。				
二十九、我情願獨個兒自處，多過與人交往。				
三十、我決定我的子女可作何事。				
三十一、我在這裏找工作都很容易。				
三十二、我擔心我家的財政處境。				
三十三、當我有難題時，可作傾訴對象的沒有幾人。				
三十四、有時我自覺是這地方的局外人。				
三十五、我不在乎能否住得近於其他華人。				
三十六、我情願與紐西蘭人交往，多過和其他華人。				
三十七、我的子女喜歡做甚麼都可以。				
三十八、我和丈夫/妻子時常爭吵。				
三十九、有時我覺得人們並不對我如常人看待，正因我是華人。				
四十、我家各人在這裏健康都很好。				

四十一、你現在已到達本問卷的最後一條題目了。我希望你能夠多花些少
時間來回眛一下你過去的移民經歷。尤其是回想當初未移居
紐西蘭前的生活、來到後初期的情形。以及現在的方式。
當你做到這點後，我希望你對生活的滿意程度，自己作
評估一下。

	非常滿意	滿意	不滿意	非常不滿意
甲、未移民紐西蘭之前				

Section 5: Thank-You!

This concludes the questionnaire! ☺

Thank-you very much for taking the time to fill it out. Your help is very much appreciated. ☺

Please answer the questions below and **return the completed questionnaire** to me in the self-addressed and stamped envelope provided. Please return the completed questionnaire to me as soon as you can. It is important that completed questionnaires are returned to me by **31st March 2003**!

Thank-you again for all your help.

Sincerely

Alice Aye.

---

* Would you like to receive a copy of my research findings?   **Yes / No**

* Would you be happy to take part in future research?   **Yes / No**

If you are interested in either receiving a copy of my research findings, to take part in future research, or to do both, please leave your contact details below. All information that you give me will be kept confidential.

Name   _____

Address   _____

          _____

          _____

Tel no.   _____

Email   _____

乙、當初剛到達紐西蘭	非常 滿意	滿意	不滿意	非常 不滿意

丙、現時	非常 滿意	滿意	不滿意	非常 不滿意

第五部份：多謝你了！

問卷完滿結束！   ☺

謝謝你們花了時間來填答，你們幫了我一個大忙，十分感激。   ☺

請你再答下列問題，然後用內附的
已填好回郵地址及已貼好郵票的
回郵信封，把填好了的問卷，盡快
交回來給我。在二零零二年十一月三十日
便須交到我手中，這是重要的。

再次感謝你的幫忙。

真誠的朋友，
歐雅麗

* 你願收本調查結果的副本嗎？   是 / 否
* 未來的調查進行時，你喜歡參加嗎？   是 / 否

如果你有興趣收本調查結果的副本，或參加未來的調查，或兩者都要的話，
請留下你們的聯絡細節在下方。所有你給我的資料都是保密的。

姓名 _____

地址 _____

_____

電話號碼

電郵址

Adolescent

Pack

INSTRUCTIONS FOR STUDENTS

Hi!

I am an Asian researcher who is interested in researching about migrant issues. The purpose of my research is to investigate: *what are the experiences of Chinese migrant families in New Zealand?* I hope to use this research to help those families who are finding migration challenging. As part of my research, I am looking for Chinese migrant families with teenage children (between the ages of 12-18) to complete a few questionnaires. The questionnaires take between 30-40 minutes to complete. **The questionnaires are confidential and anonymous. No names will be used and any identifying information will be disguised. You are also able to withdraw from the study at any stage of the research.**

If you are not interested in taking part, then thanks anyway for your time and **please return the uncompleted questionnaires and forms to me** in the Freepost envelope provided. If you would like to take part in the research, then please follow these six easy steps:

1) **READ THE INFORMATION SHEET.**
   If after reading the sheet you would still like to take part in the research, please:
2) **SIGN THE ADOLESCENT CONSENT FORM.**
   The purpose of the form is so that I know you have agreed to take part in the research. On each form you will find that the top half of the form is titled: Participant's Copy, and the bottom half is titled: Researcher's Copy. After completing both the top and bottom half of the form, you are asked to cut the form in half. The top half of the form is for you to keep. Please return the bottom half of the form to the researcher. If you do not wish to write your name on the form then your signature will be sufficient. **If you are between the ages of 12-16, please also ask your parents to sign the PARENTS CONSENT FOR ADOLESCENT FORM.** This is because if you are between 12-16 years of age, I also need your parents' permission for you to take part in the research. I need both your parents to sign the form, but if you only live with one parent, then only one signature is required. After this, please:
3) **COMPLETE THE ADOLESCENT QUESTIONNAIRE.**
   You are asked to complete the questionnaires by yourself. Please remember that the questionnaires remain confidential and that any identifying information will be disguised. You also have the right of withdrawal at any stage of the research. Once the questionnaire is completed, please:
4) **EITHER MAIL COMPLETED: ADOLESCENT CONSENT FORM; PARENTS CONSENT FORM; AND ADOLESCENT QUESTIONNAIRE IN THE FREEPOST ENVELOPE PROVIDED OR HAND COMPLETED FORMS TO YOUR TEACHER IF THEY ARE COLLECTING THEM.** After this, you are asked to take the remainder of the research pack home. Please:
5) **GIVE THE RESEARCH PACK TO YOUR PARENTS TO LOOK AT.**
   This is so that if your parents are interested in taking part in the research, they can do so. Please remember that to be eligible in the draw for the music vouchers, at least one of your parents must complete and return the Parent Questionnaire to me. If your parents do not wish to take part in the research, please ask them to return the uncompleted questionnaires and forms. **PLEASE RETURN ALL COMPLETED AND UNCOMPLETED FORMS TO ME BY 31ST MARCH 2003.**
   You will find that I have also enclosed a sheet titled the:
6) **ADOLESCENT RESOURCE SHEET.**
   This sheet has been provided for your reference. The organisations listed provide a variety of services for Chinese migrant families ranging from friendship to health services. You are encouraged to contact them if you would like further support for yourself or your family.

Thank-you for taking the time to read this. I hope you will enjoy taking part in this research. I would encourage you to contact me if you would like to have more information about the research or have any questions that you would like answered. I am very much indebted to you and your family for your help.

Alice Aye.

Department of Psychology
Telephone 64-7-856 2889
Facsimile 64-7-858 5132
http://psychology.waikato.ac.nz

**The
University
of Waikato**
*Te Whare Wānanga
o Waikato*

Information Sheet for Research on Chinese Migrant Families

<u>Who am I?</u>
I am a researcher who is interested in migrant issues. Migrant issues interest me as I am an Asian immigrant who is working and studying here. Like many migrants the migration experience has brought exciting new challenges to my family and me. It is because of these experiences that have led me to my current research. The current research is part of my Doctoral thesis. My supervisors are: Professor Ian Evans of Massey University, Associate Professor Bernard Guerin of Waikato University, and Dr Elsie Ho of Waikato University.

<u>What is it about?</u>
As part of my doctoral research I am conducting a nationwide study to investigate the migration experiences of Chinese migrant families in New Zealand. I hope to use the findings of this research to develop an understanding of migrant families and their migration experiences, and to identify areas in which assistance can be given to those who need help. Currently, there are very few studies researching this topic. I believe it is a topic that requires more research in order to effectively help those families who are finding migration challenging.

<u>How can you help?</u>
To assist those migrant families, I need your help. I am looking for Chinese migrant families who have lived in New Zealand between 1-10 years, and who have teenage children between the ages of 12-18 years to complete a few questionnaires. The questionnaires will first ask you general questions, such as your age, followed by questions about your health, opinions about family life, and opinions about your migration experiences. The questionnaires take between 30-40 minutes to complete. Each parent and one child in the household, between the ages of 12-18 years, are asked to complete a questionnaire. **The questionnaires are confidential and anonymous. No names will be used and any identifying information will be disguised. You are also able to withdraw from the study at any stage of the research.**

You will be able to receive executive summaries of the research on the completion of my Doctoral thesis. You will also be informed of venues where the research findings are presented and any journal publications that arise from this study.

Please do not hesitate to contact me if you would like to take part in the research or know of any families who might be interested in the study. Please also contact me if you would like more information about the research or have questions that you would like answered.

I very much appreciate your kind attention and look forward to hearing from you.

Sincerely

Alice Aye.
Tel/ Fax: (04) 5760550
Mobile: (021) 2664330
Email: mmmtaa24@yahoo.co.nz

University of Waikato
Psychology Department
ADOLESCENT CONSENT FORM

Research Project: Study 3: Chinese migrant families in New Zealand_____
Name of Researcher: Alice Aye_____
Name of Supervisors: Professor Ian Evans (Massey University), Associate_____
                     Professor Bernard Guerin (Waikato University), &_____
                     Dr Elsie Ho (Waikato University)_____

I have been given an information sheet about this research project. I have had the chance to ask any questions and discuss my participation. Any questions have been answered to my satisfaction.

I agree to take part in this project and I understand that I may withdraw from this research at any time. If I have any concerns about this project, I may contact the Chair of the Research and Ethics Committee of the University of Waikato.

My Name: _____ Signature:_____Date: _____

✂ =

University of Waikato
Psychology Department
ADOLESCENT CONSENT FORM

Research Project: Study 3: Chinese migrant families in New Zealand_____
Name of Researcher: Alice Aye_____
Name of Supervisors: Professor Ian Evans (Massey University), Associate_____
                     Professor Bernard Guerin (Waikato University), &_____
                     Dr Elsie Ho (Waikato University)_____

I have been given an information sheet about this research project. I have had the chance to ask any questions and discuss my participation. Any questions have been answered to my satisfaction.

I agree to take part in this project and I understand that I may withdraw from this research at any time. If I have any concerns about this project, I may contact the Chair of the Research and Ethics Committee of the University of Waikato.

My Name: _____ Signature:_____Date: _____

---

* Please fill in the Consent Form then cut this form in the middle as indicated by ✂. The top form titled: Participant's Copy is for you to keep. The bottom form titled: Researcher's Copy is for the researcher. Please return the Researcher's Copy to the researcher.

University of Waikato
Psychology Department
PARENTS CONSENT FOR ADOLESCENT FORM

Research Project: Study 3: Chinese migrant families in New Zealand_____
Name of Researcher: Alice Aye_____
Name of Supervisors: Professor Ian Evans (Massey University), Associate_____
               _Professor Bernard Guerin (Waikato University),_____
               & Dr Elsie Ho (Waikato University)_____

We have been given an information sheet about this research project. We have had the chance to ask any questions. Any questions have been answered to our satisfaction. We give permission for our son/ daughter: _____
to take part in the research project.   [Name of Child]

If I have any concerns about this project, I may contact the Chair of the Research and Ethics Committee of the University of Waikato.

Parent's Name: _____ Signature:_____Date: _____
Parent's Name: _____ Signature:_____Date: _____

✂ ==

University of Waikato
Psychology Department
PARENTS CONSENT FOR ADOLESCENT FORM

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* Please fill in the Consent Form then cut this form in the middle as indicated by ✂. The top form titled: Participant's Copy is for you to keep. The bottom form titled: Researcher's Copy is for the researcher. Please return the Researcher's Copy to the researcher.

家長們同意青少年表格　University of Waikato　偉格圖大學
　　　　　　　　　　　　Psychology Department　心理學系

參 與 者 副 本

研究項目：　研究三：紐西蘭華人移民家庭
研究員姓名：　歐雅麗
導師姓名：　魏雲彥教授（客恩大學），郭貝楠助教（偉格圖大學）
　　　　　　　和何愛思博士（偉格圖大學）

我有收到一份有關本研究項目的通知單張。我們都有機會問及各類問題。所有提出的問題都已經得到我們認為滿意的解答。

我們批準我們的兒子/女兒：　＿＿＿＿＿＿＿＿　參加這項調查。
　　　　　　　　　　　　　　（子女的姓名）

如果我對本調查仍有疑慮，我是可以與偉格圖大學研究與道德委員會主席聯絡。

家長的姓名：　　　　　　　簽名：　　　　　日期：

家長的姓名：　　　　　　　簽名：　　　　　日期：

✂ ==

家長們同意青少年表格　University of Waikato　偉格圖大學
　　　　　　　　　　　　Psychology Department　心理學系

研究員副本

研究項目：　研究三：紐西蘭華人移民家庭
研究員姓名：　歐雅麗
導師姓名：　魏雲彥教授（客恩大學），郭貝楠助教（偉格圖大學），
　　　　　　　和何愛思博士（偉格圖大學）

我有收到一份有關本研究項目的通知單張。我們都有機會問及各類問題。所有提出的問題都已經得到我們認為滿意的解答。

我們批準我們的兒子/女兒：　＿＿＿＿＿＿＿＿　參加這項調查。
　　　　　　　　　　　　　　（子女的姓名）

如果我對本調查仍有疑慮，我是可以與偉格圖大學研究與道德委員會主席聯絡。

家長的姓名：　　　　　　　簽名：　　　　　日期：

家長的姓名：　　　　　　　簽名　　　　　　日期：

＊請填上同意書，然後沿指示以＂＂將本表格於中間割開，分為上、下兩份。上半份名為參與者的副本，你可保存這一份。

Adolescent Resource Sheet

Hi! Thanks for completing the questionnaires. For some of you, you might have found the questionnaires interesting and enjoyable to complete and it may have increased your interest in meeting other young Chinese people like yourself. For others, you may have become aware of events in your past or present that might have been difficult for you to recall, and which have left you feeling that you need someone to talk to. If this is the case, then is suggested that you either talk to your school counsellor, who is familiar with the questionnaire and has agreed to provide help, or you can contact the agencies below[2]. These agencies provide a variety of services for Chinese young people in New Zealand.

1) New Zealand Chinese Association

The New Zealand Chinese Association provides opportunities for you to meet other Chinese people living in your region. The Association also organises social activities for its members and has branches throughout New Zealand. For more information please contact the branch in your region:
a) Waikato Branch
   Tel: (07) 871 4587
b) Manuwatu Branch
   Tel: (06) 356 6122

2) New Zealand Chinese Youth Trust

The aim of the New Zealand Chinese Youth Trust is to assist Chinese youth to improve and maximise their potential in New Zealand. It is based in Auckland. Workshops are also run for parents. For more information please contact: Tel: (09) 520 4557.

3) Asian Health Support Service

The aim of the Asia Health Support Service is to identify the healthcare needs of Asian people and provides support services to those living in North and West Auckland. The service is available in Mandarin and Cantonese. It is free, confidential and professional. For more information, please contact: Tel: (09) 4868347.

4) Chinese Lifeline

The Chinese Lifeline provides telephone counselling services to New Zealand Chinese people. The service is available in Cantonese and Mandarin. It is free, confidential, and professional. Face-to-face counselling services are also available- fees may apply. The telephone service is available from:
a) 10am-2pm Monday to Friday
b) 7pm-10pm Monday to Thursday.
   Tel: 0800 888 880

5) Chinese Mental Health Consultation Services.

The aim of the Chinese Mental Health Consultation Service is to provide mental health services to Chinese people in the most culturally appropriate way. The team has experiences in psychiatry, clinical psychology, counselling and nursing. The service is based in Auckland. For more information, please contact: Tel: (09) 377 8277.

You are also welcome to contact me if you would like someone to talk to about the issues the questionnaire raised for you. Anything you say will remain confidential. My contact details:
Tel/ Fax: (04) 576 0550
Mobile: (021) 266 4330
Email: mmmtaa24@yahoo.co.nz

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[2] Some of the information listed on this sheet was obtained from: Lam, M. (2001). Community resources for Asian students and families. New Zealand Journal of Counselling, 23 (1), 80-85.

Thank-you!!

To show my appreciation for you taking the time to complete and return my questionnaires, all returned questionnaires will go into a draw to **WIN** the following prizes:

1st Prize: $100 Music Voucher
2nd Prize: $50 Music Voucher

To be eligible for the draw, please complete and return:

a) Parent Questionnaire (at least one parent
   questionnaire is required)
b) Adolescent Questionnaire

You will notice that there is a **Ticket No.** at the bottom of this form. If you happen to have the winning ticket, you will need to present this ticket to your school to claim the prize.

GOOD LUCK! And thanks again for your help.

Alice. ☺

Ticket No:

Adolescent

Questionnaire

Section 1: Demographic Survey (Adolescent's Version)

This is a survey to collect some general information about you. Your answers will remain **confidential** and **anonymous**. Please answer **ALL** questions to the best of your ability. For some questions you are asked to fill in the blanks __?__ . For other questions you are asked to tick the boxes ☑ . Please only choose **ONE** answer for each question.

1. What is your gender?
   Male ☐
   Female ☐

2. What is your age?
   Age: _____ years

3. In which country were you born?
   China ☐
   Hong Kong ☐
   Taiwan ☐
   Singapore ☐

   Malaysia ☐
   New Zealand ☐
   Other ☐

4. How long have you lived in New Zealand?
   Length of time in NZ: _____ years

5. After migration to New Zealand, how many times have you visited the country you were living in before the migration?
   Total number of times: _____

6. How do you identify yourself?
   New Zealander ☐
   Chinese New Zealander ☐
   Chinese ☐
   Other ☐
   No specific identity ☐

7. What is the highest level of your educational attainment?
   Primary ☐
   Intermediate ☐
   Secondary ☐
   University undergraduate ☐

8. What was your occupation before the migration?
   Student ☐
   Other ☐

9. What is your current occupation?
   Student ☐
   Other ☐

10. What language(s) do you speak at home?
English only
Cantonese/ Mandarin only
Combination of English and Cantonese/ Mandarin
Other

11. Please rate what you consider to be your ability in communicating in English.
Above average
Average
Below average
No opinion

12. Who and how many people do you live with?

Person(s) you live with	Tick (✓) those you live with	Write the number of people you live with
Father		
Mother		
Brother		
Sister		
Father's parents		
Father's siblings		
Mother's parents		
Mother's siblings		
Other relations		
Friends		
Boarders		
Other		
I live alone		

13. Do you have any relations living in New Zealand?
No
Yes

Thank-you for completing Section 1. Please go to the next page for Section 2.

Section 2: General Health Questionnaire

Please read this carefully: I would like to know if you have had any medical complaints, and how your health had been in general, *over the past few weeks.* Please answer **ALL** the questions on the following pages simply by circling the answer which you think most nearly applies to you. Remember that I would like to know about present and recent complaints, not those that you had in the past.

Please only choose **ONE** answer for each question. It is important that you try to answer **ALL** questions. Thank-you very much for your co-operation.

HAVE YOU RECENTLY:

1 - been able to concentrate on whatever you're doing?	Better than usual	Same as usual	Less than usual	Much less than usual
2 - lost much sleep over worry	Not at all	No more than usual	Rather more than usual	Much more than usual
3 - been having restless, disturbed nights?	Not at all	No more than usual	Rather more than usual	Much more than usual
4 - been managing to keep yourself busy and occupied?	More so than usual	Same as usual	Rather less than usual	Much less than usual
5 - been getting out of the house as much as usual?	More so than usual	Same as usual	Rather less than usual	Much less than usual
6 - been managing as well as most people would in your shoes?	More so than usual	Same as usual	Rather less than usual	Much less than usual
7 - been feeling on the whole you were doing things well?	Better than usual	About the same	Less well than usual	Much less well
8 - been satisfied with the way you've carried out your task?	Better than usual	About as usual	Less well than usual	Much less well
9 - been able to feel warmth and affection for those near to you?	Better than usual	About same as usual	Less well than usual	Much less well
10 - been finding it easy to get on with other people?	Better than usual	About same as usual	Less well than usual	Much less well
11 - spent much time chatting with people?	Not at all	No more than usual	Rather more than usual	Much more than usual
12 - felt that you are playing a useful part in things?	More so than usual	Same as usual	Less useful than usual	Much less useful
13 - felt capable of making decisions about things?	More so than usual	Same as usual	Less useful than usual	Much less useful

HAVE YOU RECENTLY:

14 - felt constantly under strain?	Not at all	No more than usual	Rather more than usual	Much more than usual
15 - felt that you couldn't overcome your difficulties?	Not at all	No more than usual	Rather more than usual	Much more than usual
16 - been finding life a struggle all the time?	Not at all	No more than usual	Rather more than usual	Much more than usual
17 - been able to enjoy your normal day-to-day activities?	More so than usual	Same as usual	Less so than usual	Much less than usual
18 - been taking things hard?	Not at all	No more than usual	Rather more than usual	Much more than usual
19 - been getting scared or panicky for no good reason?	Not at all	No more than usual	Rather more than usual	Much more than usual
20 - been able to face up to your problems?	More so than usual	Same as usual	Less able than usual	Much less able
21 - found everything getting on top of you?	Not at all	No more than usual	Rather more than usual	Much more than usual
22 - been feeling unhappy and depressed?	Not at all	No more than usual	Rather more than usual	Much more than usual
23 - been losing confidence in yourself?	Not at all	No more than usual	Rather more than usual	Much more than usual
24 - been thinking of yourself as a worthless person?	Not at all	No more than usual	Rather more than usual	Much more than usual
25 - felt that life is entirely hopeless?	Not at all	No more than usual	Rather more than usual	Much more than usual
26 - been feeling hopeful about your own future?	More so than usual	About same as usual	Less so than usual	Much less hopeful
27 - been feeling reasonably happy, all things considered?	More so than usual	About same as usual	Less so than usual	Much less than usual
28 - been feeling nervous and strung-up all the time?	Not at all	No more than usual	Rather more than usual	Much more than usual
29 - felt that life isn't worth living?	Not at all	No more than usual	Rather more than usual	Much more than usual
30 - found at times you couldn't do anything because your nerves were too bad?	Not at all	No more than usual	Rather more than usual	Much more than usual

Thank-you for completing Section 2. Please go to the next page for Section 3.

Section 3: Self-Report Family Inventory

For each question, circle the answer that best fits how you see your family now. If you feel that your answer is between two of the labelled numbers (the odd numbers), then choose the even number that is between them. Please only choose **ONE** answer for each question. Please answer **ALL** questions.

	Yes: Fits our family very well		Some: Fits our family some		No: Does not fit our family
1. Family members pay attention to each other's feelings.	1	2	3	4	5
2. Our family would rather do things together than with other people.	1	2	3	4	5
3. We all have a say in family plans.	1	2	3	4	5
4. The grownups in this family understand and agree on family decisions.	1	2	3	4	5
5. Grownups in the family compete and fight with each other.	1	2	3	4	5
6. There is closeness in my family but each person is allowed to be special and different.	1	2	3	4	5
7. We accept each other's friends.	1	2	3	4	5
8. There is confusion in our family because there is no leader.	1	2	3	4	5
9. Our family members touch and hug each other.	1	2	3	4	5
10. Family members put each other down.	1	2	3	4	5
11. We speak our minds, no matter what.	1	2	3	4	5
12. In our home, we feel loved.	1	2	3	4	5
13. Even when we feel close, our family is embarrassed to admit it.	1	2	3	4	5

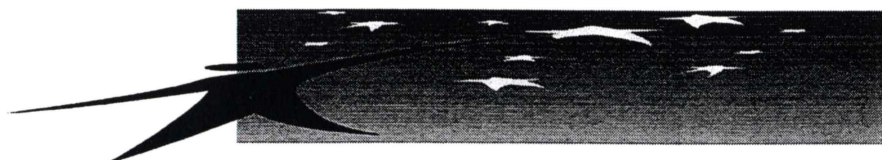|	Yes: Fits our family very well		Some: Fits our family some		No: Does not fit our family
14. We argue a lot and never solve problems.	1	2	3	4	5
15. Our happiest times are at home.	1	2	3	4	5
16. The grownups in this family are strong leaders.	1	2	3	4	5
17. The future looks good to our family.	1	2	3	4	5
18. We usually blame one person in our family when things aren't going right.	1	2	3	4	5
19. Family members go their own way most of the time.	1	2	3	4	5
20. Our family is proud of being close.	1	2	3	4	5
21. Our family is good at solving problems together.	1	2	3	4	5
22. Family members easily express warmth and caring towards each other.	1	2	3	4	5
23. It's okay to fight and yell in our family.	1	2	3	4	5
24. One of the adults in this family has a favourite child.	1	2	3	4	5
25. When things go wrong we blame each other.	1	2	3	4	5
26. We say what we think and feel.	1	2	3	4	5
27. Our family members would rather do things with other people than together.	1	2	3	4	5
28. Family members pay attention to each other and listen to what is said.	1	2	3	4	5
29. We worry about hurting each other's feelings.	1	2	3	4	5

	Yes: Fits our family very well		Some: Fits our family some		No: Does not fit our family
30. The mood in my family is usually sad and blue.	1	2	3	4	5
31. We argue a lot.	1	2	3	4	5
32. One person controls and leads our family.	1	2	3	4	5
33. My family is happy most of the time.	1	2	3	4	5
34. Each person takes responsibility for his/ her behaviour.	1	2	3	4	5

35. On a scale of 1 to 5, I would rate my family as:

1	2	3	4	5

My family functions very well together.

My family does not function well together at all. We really need help.

36. On a scale of 1 to 5, I would rate the independence in my family as:

1	2	3	4	5

(No one is independent. There are no open arguments. Family members rely on each other for satisfaction rather than on outsiders.)

(Sometimes independent. There are some disagreements. Family members find satisfaction both within and outside of the family.)

(Family members usually go their own way. Disagreements are open. Family members look outside of the family for satisfaction.)

Thank-you for completing Section 3. Please go to the next page for Section 4.

Section 4: Migration Experience Questionnaire (Adolescent's Version)

This is a questionnaire to find out your opinions about family life in New Zealand. Your answers will remain **confidential** and **anonymous**. There are no right or wrong answers. Please answer **ALL** questions to the best of your ability. For each question, you are presented with a statement. You are asked to indicate how much you agree with each statement. For example, for the statement: I like to eat fish, if you agree with this statement, you should **circle** your answer like this:
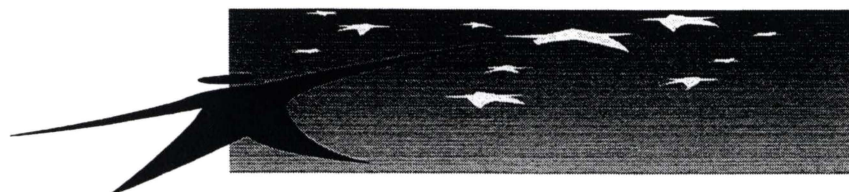
Example 1: I like to eat fish   Strongly   (Agree)   Disagree   Strongly
                                        Agree   Disagree

Please only choose ONE answer for each question. Please answer ALL questions.

1. My health has generally been good here.	Strongly Agree	Agree	Disagree	Strongly Disagree
2. I am satisfied with my English ability.	Strongly Agree	Agree	Disagree	Strongly Disagree
3. My parents and I decide what I'm allowed to do.	Strongly Agree	Agree	Disagree	Strongly Disagree
4. Religion plays an important part in my life.	Strongly Agree	Agree	Disagree	Strongly Disagree
5. My parents and I share most Chinese values.	Strongly Agree	Agree	Disagree	Strongly Disagree
6. My parents allow me to speak English at home.	Strongly Agree	Agree	Disagree	Strongly Disagree
7. I prefer to socialize with other Chinese people than with New Zealanders.	Strongly Agree	Agree	Disagree	Strongly Disagree
8. It is important to me that I can buy Chinese food here.	Strongly Agree	Agree	Disagree	Strongly Disagree
9. New Zealand is my permanent home.	Strongly Agree	Agree	Disagree	Strongly Disagree
10. My parents and I seldom disagree about the amount of time I spend on my studies.	Strongly Agree	Agree	Disagree	Strongly Disagree
11. After I finish my studies, I plan to go overseas to find a job.	Strongly Agree	Agree	Disagree	Strongly Disagree
12. When I have a problem, I can find people to talk to about it.	Strongly Agree	Agree	Disagree	Strongly Disagree

13. I am not a religious person.	Strongly Agree	Agree	Disagree	Strongly Disagree
14. My family have had some health problems here.	Strongly Agree	Agree	Disagree	Strongly Disagree
15. I am allowed to do most things.	Strongly Agree	Agree	Disagree	Strongly Disagree
16. I think my family has enough money.	Strongly Agree	Agree	Disagree	Strongly Disagree
17. I socialize with both New Zealanders and other Chinese people equally.	Strongly Agree	Agree	Disagree	Strongly Disagree
18. I think New Zealanders see me as another New Zealander.	Strongly Agree	Agree	Disagree	Strongly Disagree
19. I have had some health problems here.	Strongly Agree	Agree	Disagree	Strongly Disagree
20. My parents expect me to speak Chinese at home.	Strongly Agree	Agree	Disagree	Strongly Disagree
21. My parents get on well.	Strongly Agree	Agree	Disagree	Strongly Disagree
22. I feel like a part of New Zealand society.	Strongly Agree	Agree	Disagree	Strongly Disagree
23. My parents are too 'traditional'.	Strongly Agree	Agree	Disagree	Strongly Disagree
24. It doesn't matter to me whether I'm able to buy Chinese food here.	Strongly Agree	Agree	Disagree	Strongly Disagree
25. I need to improve my English.	Strongly Agree	Agree	Disagree	Strongly Disagree
26. I prefer to live close to other Chinese people.	Strongly Agree	Agree	Disagree	Strongly Disagree
27. New Zealand is my temporary home.	Strongly Agree	Agree	Disagree	Strongly Disagree
28. My parents and I often disagree about the amount of time I spend on my studies.	Strongly Agree	Agree	Disagree	Strongly Disagree
29. I prefer to keep to myself than to socialize with others.	Strongly Agree	Agree	Disagree	Strongly Disagree
30. My parents decide what I am allowed to do.	Strongly Agree	Agree	Disagree	Strongly Disagree

31. I will be trying to find a job in New Zealand after I finish my studies.	Strongly Agree	Agree	Disagree	Strongly Disagree
32. I am worried about my family's financial situation.	Strongly Agree	Agree	Disagree	Strongly Disagree
33. There are very few people I can talk to when I have a problem.	Strongly Agree	Agree	Disagree	Strongly Disagree
34. Sometimes I feel like an outsider here.	Strongly Agree	Agree	Disagree	Strongly Disagree
35. It doesn't matter to me whether I live close to other Chinese people.	Strongly Agree	Agree	Disagree	Strongly Disagree
36. I prefer to socialize with New Zealanders than with other Chinese people.	Strongly Agree	Agree	Disagree	Strongly Disagree
37. My parents don't care about what I do.	Strongly Agree	Agree	Disagree	Strongly Disagree
38. My parents often argue about things.	Strongly Agree	Agree	Disagree	Strongly Disagree
39. Sometimes I think people treat me differently because I'm Chinese	Strongly Agree	Agree	Disagree	Strongly Disagree
40. My family have had good health here.	Strongly Agree	Agree	Disagree	Strongly Disagree

41. *You have now reached the last question in this questionnaire! I would now like you to take some time to think back about your migration experiences. In particular I would like you to try to remember what life was like for you before you moved to New Zealand, what it was like when you first arrived here, and what it is like right now. After you have done that, I would like you to rate:* How satisfied you were with your life:

i. Before you migrated to New Zealand?	Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied
ii. After you first arrived here?	Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied
iii. Right now?	Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied

Thank-you for completing Section 4. Please go to the next page for Section 5.

Section 5: Thank-You!

This concludes the questionnaire! ☺

Thank-you very much for taking the time to fill it out. Your help is very much appreciated. ☺

Please answer the questions below and **return the completed questionnaire** to me in the self-addressed and stamped envelope provided. Please return the completed questionnaire to me as soon as you can. It is important that completed questionnaires are returned to me by **31st March 2003**!

Thank-you again for all your help.

Sincerely

Alice Aye.

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* Would you like to receive a copy of my research findings?　　　　**Yes / No**

* Would you be happy to take part in future research?　　　　**Yes / No**

If you are interested in either receiving a copy of my research findings, to take part in future research, or to do both, please leave your contact details below. All information that you give me will be kept confidential.

Name　　_____

Address　_____

　　　　　_____

　　　　　_____

Tel no.　_____

Email　　_____

CONGRATULATIONS!!

You have won a
$50 Music Voucher!!

The voucher can be used in
most music retail stores nationwide!!

Thanks again to you
and your parents for filling in my
questionnaires and for taking part in
my Doctoral Research!!

Alice Aye. ☺

Appendix F:

Descriptive Statistics of the GHQ, SFI Subscales, and MEQ Scores

Table F1

Descriptive Statistics of GHQ Scores

	M	*SD*	Min-Max	% Above Threshold
Overall	4.24	4.60	0 – 21	32.4
Male	3.80	4.25	0 – 21	27.5
Female	4.60	4.86	0 – 20	36.5
Adolescent	5.09	4.38	0 – 18	41.4
Parent	3.40	4.67	0 – 21	23.6
Daughter	5.58	4.82	0 – 18	45.0
Son	4.68	3.98	0 – 14	38.3
Mother	3.91	4.81	0 – 20	30.4
Father	2.55	4.36	0 – 21	12.1

Note. Possible scores ranged from 0 to 30. The GHQ threshold was 4/5. The higher the mean score the greater the severity of psychiatric illness.

Table F2

Descriptive Statistics of the SFI Subscales

Variable	Health/ Competence		Cohesion		Conflict		Leadership		Expressiveness	
	M	SD	M	SD	M	SD	M	SD	M	SD
Overall	40.92	11.31	11.88	3.25	23.73	7.60	7.31	2.02	11.37	3.97
Male	42.82	11.14	12.41	3.56	24.49	7.54	7.57	2.06	12.08	3.79
Female	39.40	11.26	11.45	2.93	23.11	7.64	7.10	1.97	10.79	4.04
Adolescent	44.36	11.00	13.08	3.06	24.82	7.60	7.38	2.16	12.71	4.04
Parent	37.68	10.66	10.74	3.03	22.69	7.51	7.24	1.87	10.12	3.49
Daughter	42.81	11.60	12.69	2.63	23.68	7.01	6.88	2.08	12.43	4.35
Son	45.73	10.38	13.41	3.39	25.84	8.02	7.83	2.16	12.96	3.77
Mother	37.00	10.47	10.59	2.84	22.72	8.09	7.26	1.89	9.65	3.41
Father	38.85	11.05	11.01	3.35	22.64	6.48	7.21	1.88	10.91	3.54

Note. Possible scores ranged from the following: (a) health/ competence = 19 – 95; (b) cohesion = 5 – 45; (c) conflict = 12 – 60; (d) leadership = 3 – 15; and (e) expressiveness = 5 – 25. The higher the mean score for each subscale, the worse the level of family functioning.

Table F3

Percentage of Participants Below and Above the Thresholds of the SFI Subscales

Variable	% Above Threshold				
	Health/ Competence	Cohesion	Conflict	Leadership	Expressiveness
Overall	38.9	42.6	28.0	43.2	34.1
Male	50.0	49.4	32.1	46.8	41.8
Female	29.9	37.1	24.7	40.2	27.8
Adolescent	54.1	55.8	36.5	48.8	45.9
Parent	24.4	30.0	20.0	37.8	23.1
Daughter	45.0	52.5	30.0	42.5	42.5
Son	62.2	58.7	42.2	54.3	48.9
Mother	19.3	26.3	21.1	38.6	17.5
Father	33.3	36.4	18.2	36.4	32.4

Note. The threshold scores that were used were the following: (a) health/ competence = 43/44 (possible range of scores = 19 – 95); (b) cohesion = 12/13 (possible range of scores = 5 – 45); (c) conflict = 27/28 (possible range of scores = 12 – 60); (d) leadership = 7.5/7.6 (possible range of scores = 3 – 15); and (e) expressiveness = 12/13 (possible range of scores = 5 – 15). The higher the mean score for each subscale, the worse the level of family functioning.

Table F4

Descriptive Statistics of the MEQ Variables

Variable	M	SD	Min – Max
Individual Variables			
Health of self	3.65	2.71	-4 – 8
Type of home	1.55	3.92	-8 – 8
Belongingness	1.57	3.05	-6 – 8
Satisfaction with English ability	-1.18	3.84	-8 – 8
Satisfaction with life:			
i. Before	3.04	0.58	1 – 4
ii. First Arrival	2.74	0.68	1 – 4
iii. Current	3.15	0.50	2 – 4
Acculturation strategies:			
i. Assimilation	-0.92	1.97	-4 – 4
ii. Integration	1.52	1.98	-4 – 4
iii. Separation	0.26	2.39	-4 – 4
iv. Marginalisation	1.15	2.24	-4 – 4
Familial Variables			
Health of family members	3.12	3.13	-6 – 8
Marital relationship	3.67	2.91	-6 – 8
Parent-child conflict	1.34	3.42	-8 – 8
Differential acculturation rates	2.62	2.80	-8 – 8
Parenting style:			
i. Authoritarian	-0.60	2.13	-4 – 4
ii. Authoritative	1.67	1.72	-4 – 4
iii. Permissive	-1.63	1.63	-4 – 4
iv. Rejecting	1.06	2.13	-4 – 4
Structural Variables			
Social support	2.26	3.49	-6 – 8
Religiosity	-0.38	4.99	-8 – 8
Employment opportunities	-0.49	3.48	-8 – 6
Financial status	1.56	3.55	-6 – 8
Non-maintenance of culture	2.01	3.41	-8 – 8
Non-access to culture	-1.42	4.41	-8 – 8
Non-proximity to culture	1.93	3.34	-8 – 8
Racism/ discrimination	-0.64	3.27	-8 – 8

Note. $N = 175 - 179$. For most variables a positive score indicated that the variable had a 'positive' influence on the adaptation of migrants. The exceptions to these were for the variables: acculturation strategies, parenting styles, and maintenance/ access/ proximity to culture. For these variables, the scores gave an indication of whether particular strategies and styles were adopted (refer to the *Method* section for an explanation of the scoring procedures).

Appendix G: Normal Probability Plots and Scatterplots of Residuals of

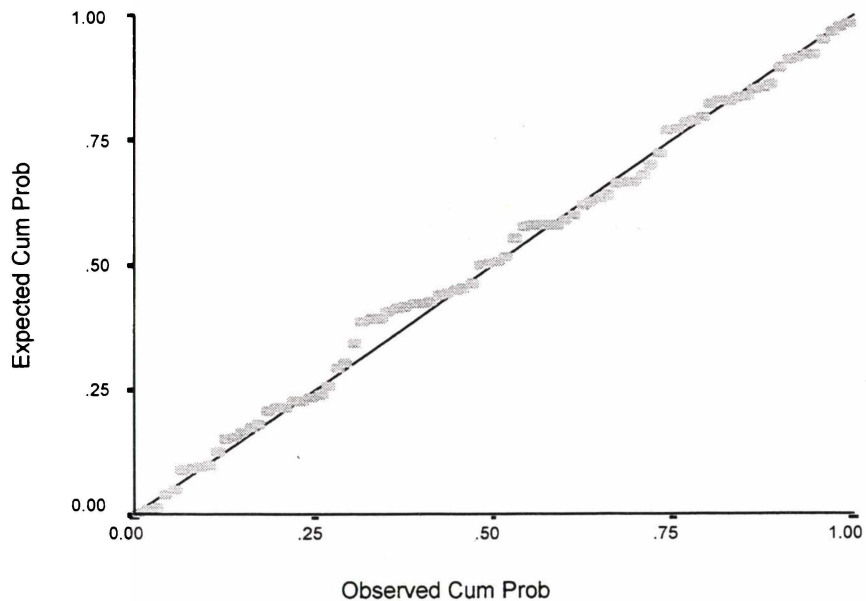**CGHQ and SFI Total Scores**

Figure G1. Normal probability plot of regression standardised residuals of adolescents' CGHQ scores.
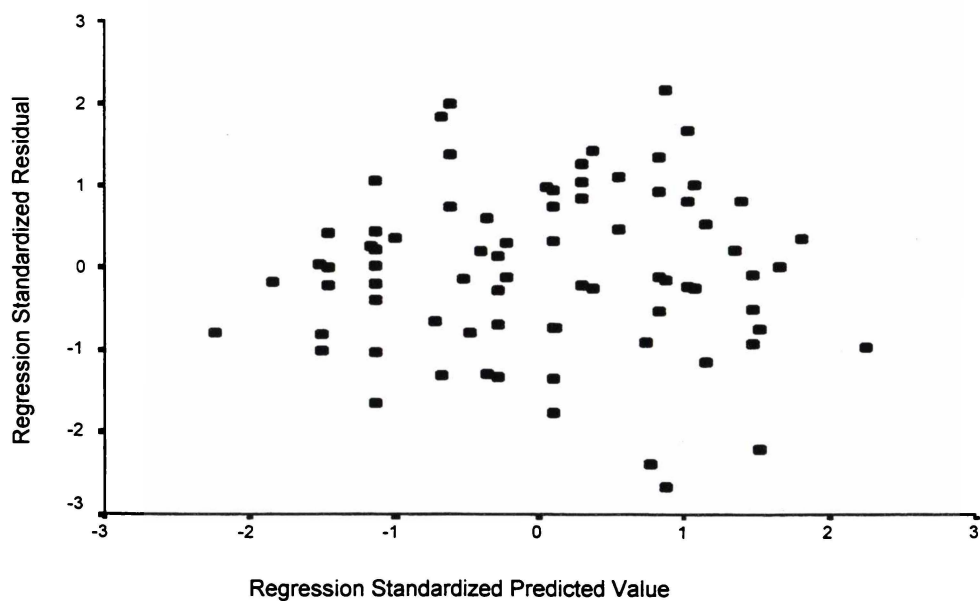

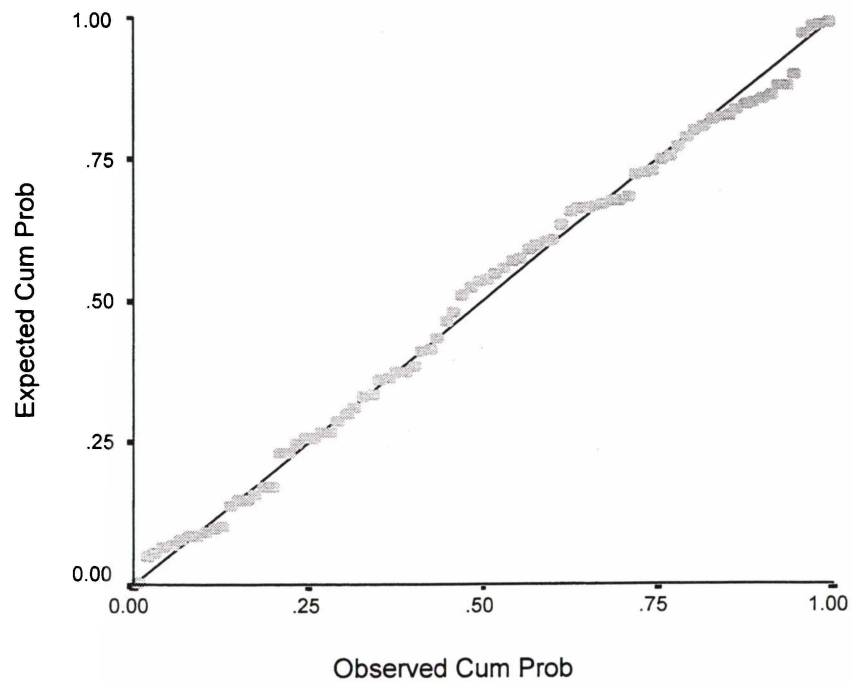*Figure G2.* Scatterplot of residuals against predicted values of adolescents' CGHQ scores.

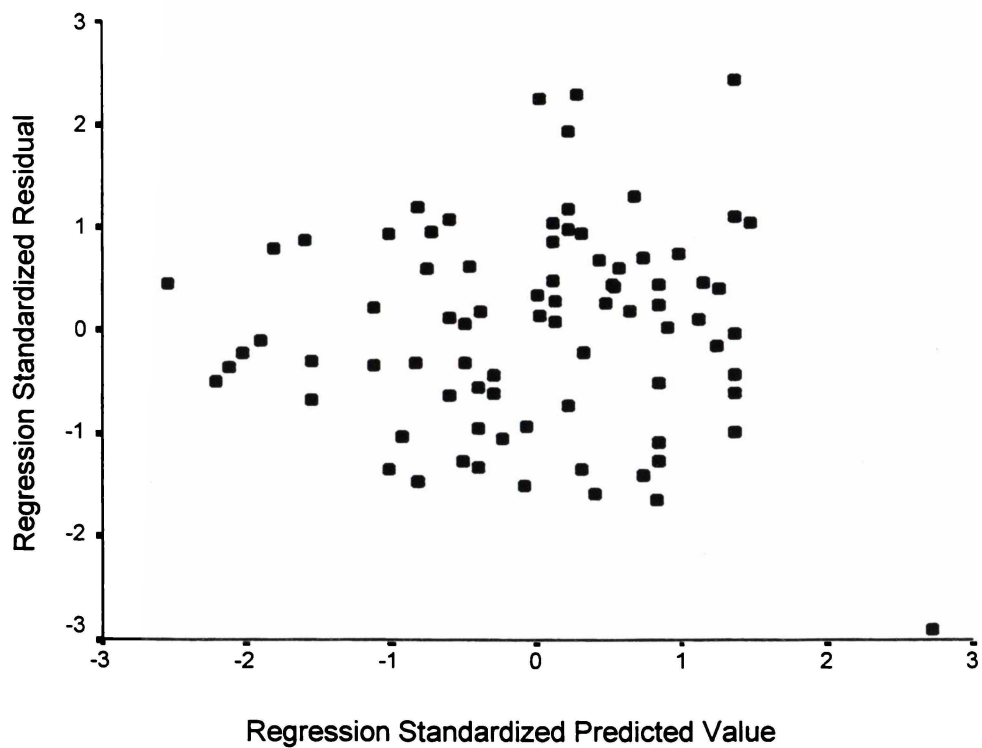*Figure G3.* Normal probability plot of regression standardised residuals of parents' CGHQ scores.

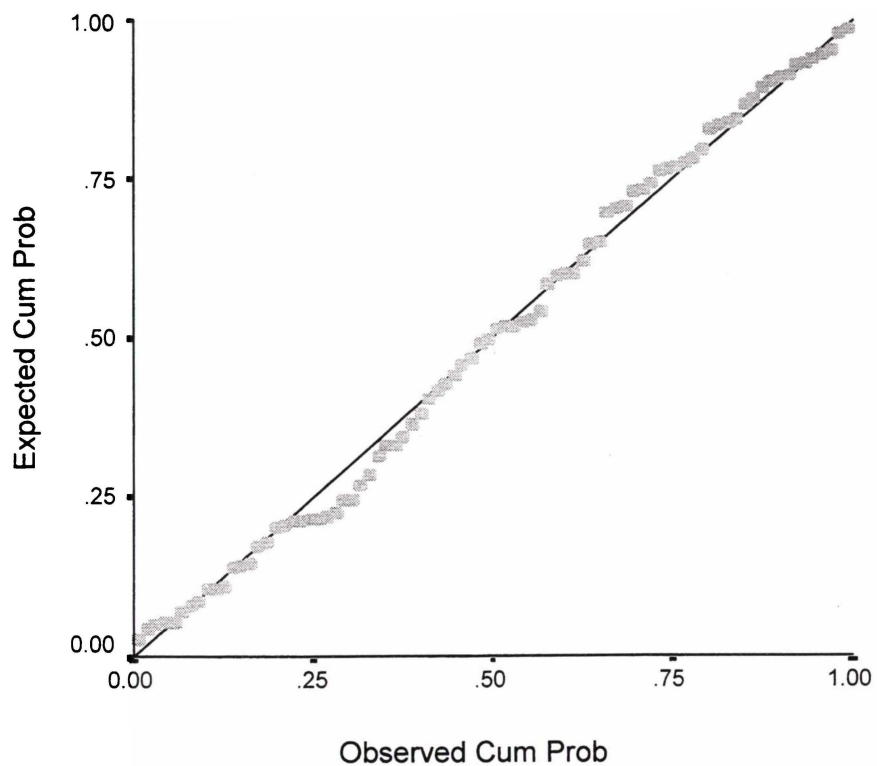*Figure G4.* Scatterplot of residuals against predicted values of parents' CGHQ scores.

Figure G5. Normal probability plot of regression standardised residuals of adolescents' SFI total scores.
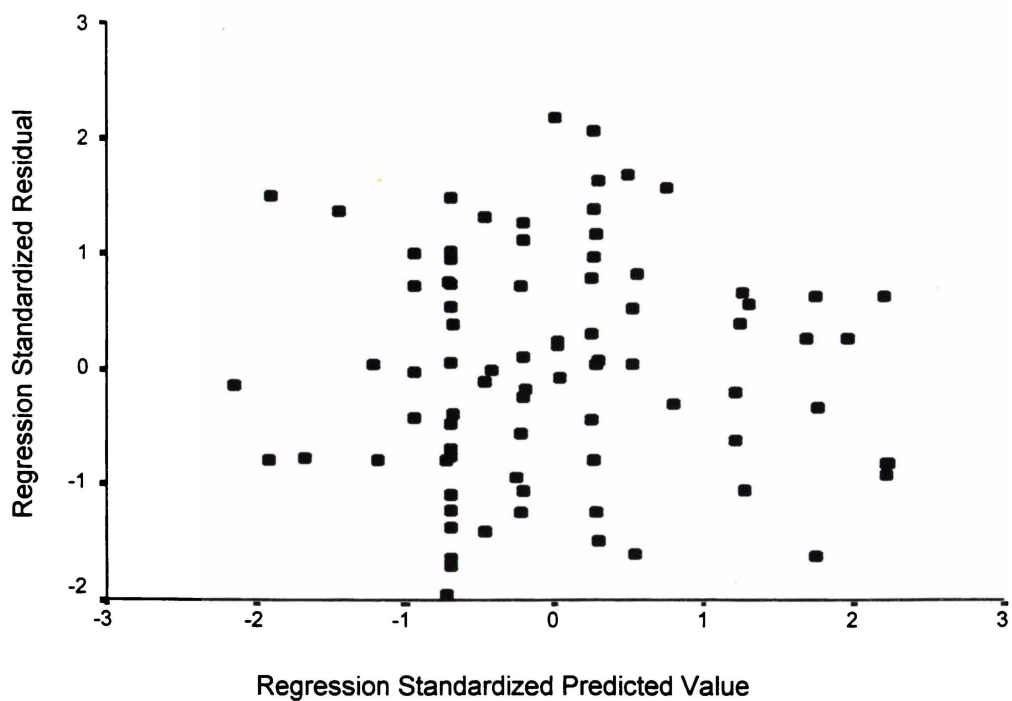

Figure G6. Scatterplot of residuals against predicted values of adolescents' SFI total scores.
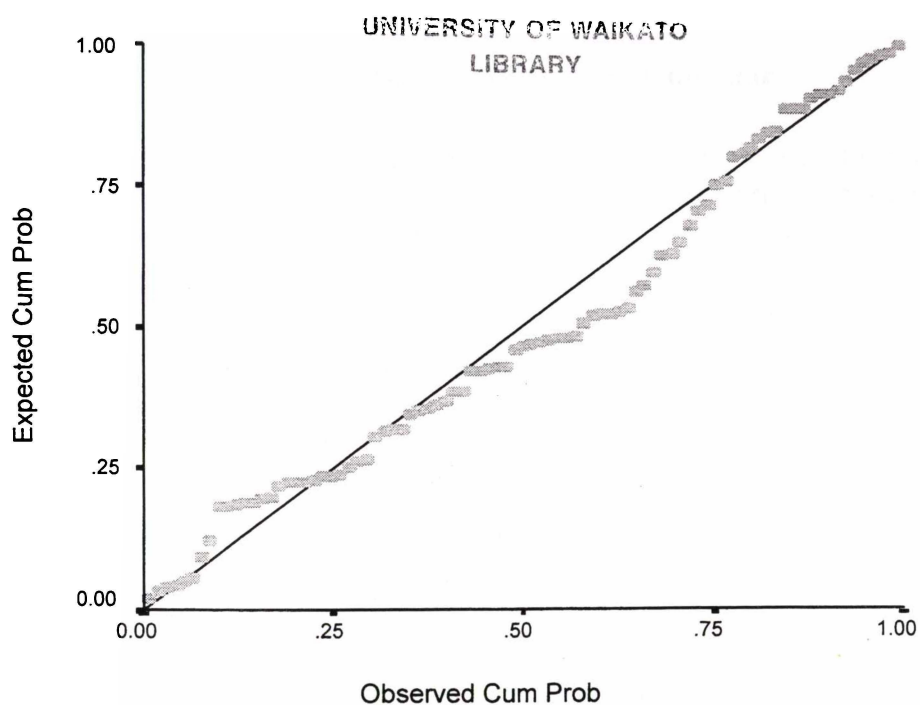
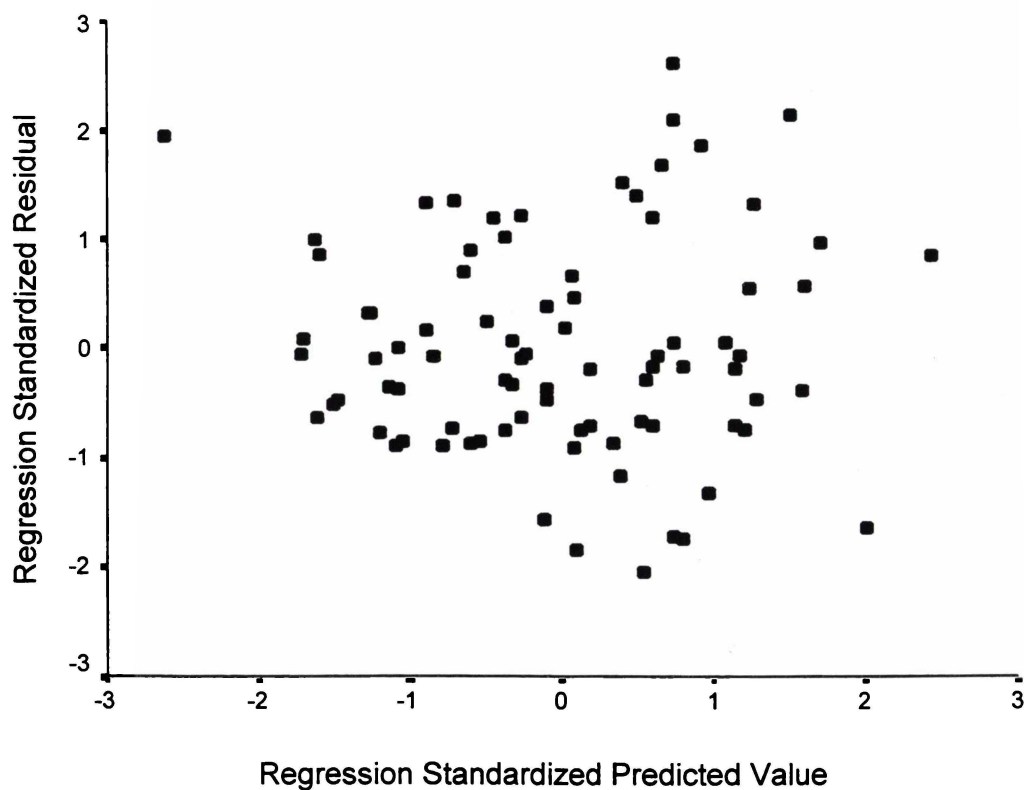*Figure G7.* Normal probability plot of regression standardised residuals of parents' SFI total scores.

Figure G8. Scatterplot of residuals against predicted values of parents' SFI total scores.

Appendix H: Migrant Assessment Guideline

When working with migrant groups, practitioners are encouraged to cover the following areas as part of the assessment. Each of the characteristics outlined may be a predictor variable in migrant adaptation.

Pre-Migration History	
Age	Older adult/ adult/ young adult/ adolescent/ child
Gender	Male/ female
Place of birth	Cultural distance between home and host country; lifestyle
Education qualifications	Primary/ secondary/ tertiary/ graduate/ post-graduate
Occupation	Employed/ unemployed; type of occupation
Familial relations	Positive/ negative; close/ conflict etc.
Marital relations	Positive/ negative; close/ conflict etc.
Self and familial health	Good/ bad; somatic complaints

Post-Migration History	
Age on migration	Older adult/ adult/ young adult/ adolescent/ child
Migrant status	Refugee/ economic migrant/ sojourner; reasons for migrating
Residence in NZ	A few months/ years; first/ second/ third generation
Living arrangement	Astronaut family/ live with extended family/ with boarders
Social support	Have friends/ relatives/ activities outside the home/ religion
Familial relations	Differential rates of acculturation/ conflict/ role reversal
Marital relations	Differential rates of acculturation/ conflict/ role reversal
Current occupation	Unemployed/ underemployed; skills level/ motivation level
Financial status	Have income/ living on savings; concerns about money
Language proficiency	Able to be understood/ require interpreter; language at home
Sense of belongingness	Perceives being an outsider/ a member of NZ society
Discrimination/ racism	Experiences/ perceptions of being discriminated against
Satisfaction with life	Satisfaction better/ worse since migration
Sense of home	Regards NZ as permanent/ temporary home
Self and familial health	Good/ bad; somatic complaints
Acculturation strategy	Assimilation/ integration/ marginalisation/ separation
Adherence to tradition	Expresses strong desire to adhere to cultural values
New Zealand society	Cultural distance; access to traditional culture