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Play makes us happy!
Listening to the perspectives of Chinese immigrant children and parents
about well-being in New Zealand.

A thesis
submitted in partial fulfilment
of the requirements for the degree
of
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at
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QiTong Gai



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Abstract

As the global population of immigrant children increases, the well-being of this group has gained more attention. However, one underrepresented group in academic literature is Chinese immigrant children in New Zealand. This study sought to address this gap, examining their well-being through their own experiences and perspectives, with a specific focus on subjective happiness and its influencing factors. The project is qualitative research, using data from go-along interviews with eight Chinese immigrant children and semi-structured interviews with their parents. The findings indicated that all eight children expressed contentment and satisfaction with their lives in New Zealand, suggesting successful integration into New Zealand society. Additionally, the findings showed that play, friendship, family support, and learning about Chinese culture were significant contributors to the children's well-being. The play emerged as a central theme influencing the well-being of these immigrant children. The children associated their happiness with various aspects of play, including personal play, play with friends, school activities, sports participation, attending interest classes, and learning about Chinese culture. Parents corroborated this sentiment, identifying play as fundamental to their children's physical and mental health. They underscored the importance of personal growth, health, happiness, and the pursuit of personal interests and hobbies. While acknowledging the relaxed lifestyle New Zealand offers their children, parents expressed concerns about the quality of math education and their children's capacity to handle future pressures. Reflecting on the future, both children and parents expressed optimistic expectations. However, this study has its limitations. It was conducted with a small sample size, relied on self-reported data, and focused narrowly on Chinese immigrants in Hamilton, during children's go-along interviews no children took photos, and the potential influence of parental religious beliefs was not addressed. These limitations pave the way for future research opportunities. Future research can address these limitations and further explore the role of play in shaping the well-being of Chinese immigrant children. Particularly, it can examine the transition from 'Tiger parenting' to recognizing the importance of play, an initial observation pointed out in this study.

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Chapter One: Introduction

1.1 Background of this Research

Prior to leaving China to study in New Zealand, I had the opportunity to interact with children from different age-groups, including some disadvantaged children from impoverished rural areas. The time spent with these children gradually drew my attention to their well-being.

One unforgettable experience involved volunteering at a remote rural school that was inaccessible by car. At this school, there were about ten children aged 4 to 8 years old, all taught by a single teacher. One was a young Tibetan girl (one of China's ethnic minorities) who was exceptionally talented at dancing. Her greatest dream was to become a professional dancer, as dancing brought her immense happiness. In pursuit of a better life for their daughter, her parents had migrated to the city for work, leaving her in the care of her grandparents in the countryside. However, her grandparents focused only on her basic needs and did not support her dancing aspirations. The girl, who seldom spent time with her parents, did not want them to work harder just because of her passion for dancing. When she shared her story, her face did not have the happiness and joy that children should have. Her eyes were filled with sadness.

Another striking case involved a young boy who had recently transferred to a new school due to his father's work. The family had relocated to an unfamiliar city, and the boy, who was a year younger than his classmates, was not familiar with the school environment. He didn't have any new friends and missed his old friends very much. He didn't even want to go to school, as the teacher wouldn't let him answer questions and his classmates didn't want to play with him. But his parents, preoccupied with work, overlooked his integration during this period of transition. The boy confided that he felt isolated by his teacher and classmates, and that his parents only cared about his academic performance, not his happiness. He strongly disliked both the new environment and his current way of life.

As a result of these negative experiences, I gradually realized that children's well-being is often overlooked. The reasons for this, among others, can be living conditions, economic circumstances and Chinese parenting styles. Nevertheless, I came to believe that children of all ages and backgrounds long to be respected and have their opinions considered. They hope that adults will pay attention to their voices regarding their own happiness. With curiosity and passion for children's development and well-being, I embarked on a journey to study education in New Zealand.

After arriving in New Zealand, I noticed that the children always seemed to have smiles on their faces, enjoying their childhoods, generally appearing to be happy, in stark contrast to what I was familiar with in China. Consequently, I became interested in understanding the subjective experiences of well-being among Chinese immigrant children in New Zealand, including how they perceive their lives, the question of whether they are happy, and factors influencing their happiness and if their opinions were being listened to. To better understand them, it is essential to delve into the history of Chinese immigration in New Zealand, current demographic trends, and the significance of investigating the well-being of Chinese immigration children.

1.2 The History of Chinese Immigration in New Zealand

Chinese immigration has played an important role over the last 150 years in shaping New Zealand's history and culture. The first Chinese immigrants arrived during the gold rush in the late 1850s, and by the 1870s, there was already a significant Chinese community in the country (Spoonley et al., 2005). However, these early immigrants faced significant challenges, including discrimination and exclusion; a policy which limited the number of Chinese immigrants allowed into New Zealand (Liu & Ran, 2022).

Despite these challenges, Chinese immigrants continued to settle in New Zealand, and by the early 20th century the community had grown large enough to establish their own social institutions and businesses (Spoonley et al., 2005). However, by the

mid-20th century, Chinese immigration to New Zealand had begun to decline, again due to restrictive immigration policies. Against past trends, immigration policies in the 1980s were relaxed, leading to a significant rise in Chinese immigration (Liu & Ran, 2022).

1.2.1 The Importance of Studying the Well-being of Chinese Immigrant Children

Today, Chinese immigrants are one of the largest and fastest-growing groups in New Zealand, significantly contributing to the country's immigrant population (Stats NZ, 2020). As their numbers increased by 63% between 2006 and 2018, reaching 247,470 and accounting for 5.3% of the total population (Stats NZ, 2019), their experiences and contributions have shaped New Zealand's history and culture.

The growing Chinese population in New Zealand has produced various benefits, like cultural diversity and economic advantages. Guo (2012) emphasises the importance of understanding the experiences of Chinese immigrant children to support their well-being and successful integration into New Zealand society. Moreover, Chung et al. (2021) highlight the unique challenges faced by Chinese immigrant children, such as cultural and linguistic barriers and intergenerational conflict, which can negatively impact their overall well-being. These challenges are often linked to the children's immigration status, language barriers, and cultural differences, which can affect their social integration and academic performance (Suárez-Orozco et al., 2015).

According to Chung et al. (2021), support from family, community and schools has been identified as a critical factor in improving the well-being of immigrant children. For instance, family support can provide a sense of belonging and facilitate the children's cultural identity formation (Suárez-Orozco et al., 2015). Zhou and Zhang (2018) furthermore add that parental involvement can help build social networks and provide a platform for cultural exchange, which can lead to increased well-being and academic success.

Chung et al. (2021) emphasise that schools play a crucial role in supporting the well-being of Chinese immigrant children. They highlight that schools can provide language and academic support, as well as foster a positive academic climate which promotes social integration and reduces discrimination. Ma et al. (2022) point out that school-based interventions can enhance the academic performance and psychological well-being of immigrant children.

1.3 Investigating the Well-being of Chinese Immigrant Children in New Zealand

While some research has been conducted on the well-being of Chinese immigrant children (Chung et al., 2021; Suárez-Orozco et al., 2015; Ma et al., 2022), few studies have focused specifically on their experiences in New Zealand. However, research on their well-being remains limited, and predominantly focuses on children in early childhood and adolescents, leaving middle childhood experiences largely overlooked.

Guo (2012) highlights that there are challenges faced by Chinese immigrant children in early childhood settings in New Zealand, that have to do with language barriers, cultural differences, and the problem of adapting to new educational environments. Guo's study suggests that educators should be more aware of these challenges and proactively support Chinese immigrant children and their families. Later, Guo (2017) focuses on the role of multicultural early childhood education in supporting immigrant children's well-being, emphasizing the importance of providing culturally responsive education and training for educators to effectively address the diverse needs of immigrant children.

As for research done on the experiences of adolescents, Cunningham and King (2018) found that immigrant youth frequently experience exclusion from community activities due to discrimination or racial stereotyping, and that this negatively impacts their health and well-being; potentially leading to long-term conditions, such as depression and anxiety.

Despite the attention given to early childhood and adolescence, middle childhood remains an underrepresented area in the existing literature. Guo (2021) summarizes early childhood research on diversity and difference, including studies on Chinese immigrant children in New Zealand. While Guo's review highlights growing recognition of the importance of addressing diversity in early childhood settings, it is noted that there are significant gaps in the literature concerning middle childhood experiences. Guo (2021) calls for more research on immigrant children's experiences across different developmental stages so that policy and practice can be better informed by the experiences of all children. A more comprehensive understanding of Chinese immigrant children's experiences and well-being in New Zealand requires addressing gaps in the research across all developmental stages.

Many studies on children and young people have been conducted from the viewpoints of parents or educators, while neglecting the voices and experiences of the subjects of this research – the children and young people themselves (McTavish et al., 2012). Such approach may not accurately capture children's views on well-being, as children may be better positioned to identify the challenges they face in their daily lives. Including the perspectives of Chinese immigrant children in research can provide valuable insights into the children's experiences, enabling policymakers and service providers to develop more effective and tailored interventions (McNamara, 2013; McTavish et al., 2012). It is therefore essential to incorporate the perspectives of Chinese immigrant children in research on their well-being.

1.4 Research Question and Objectives

1.4.1 Research Question

The main research question for this study is:

What are the perspectives of Chinese immigrant children regarding their well-being in New Zealand?

The sub-questions are:

1. What do Chinese immigrant children like/dislike about living in New Zealand?

2. What dreams do Chinese immigrant children have for their lives in New Zealand?
3. What aspirations do Chinese immigrant parents have for their children?
4. What is the relationship between children's perspectives and adults' perspectives on children's well-being?

1.4.2 Research Objectives

The objectives of this study are to:

- a. Understand the well-being of Chinese immigrant children in New Zealand from children's points of view.
- b. Explore the factors that contribute to or impact the well-being of Chinese immigrant children.
- c. Compare the similarities and differences between parents' and children's perspectives.
- d. Identify potential solutions and interventions to improve the well-being of Chinese immigrant children.

1.5 The Significance of this Research

The act of hearing out children holds importance, as it resonates with the tenets laid out in the Convention on the Rights of the Child (UNCRC) (UN, 1989). The UNCRC underscores the "best interests of the child" as the guiding principle during decision-making processes related to children. Nonetheless, Višnjić-Jevtić et al. (2021) identify that decisions about children are frequently formulated from an adult's perspective, which stands in opposition to the principle of active involvement of children. It is crucial to recognise that children are equal social subjects and that they, therefore, have the right to express their personal perspectives, be heard, and be respected regarding decisions made concerning their lives. As suggested by Bogatić (2021), it is necessary to listen to and respect the children's perspectives. By

doing so, we not only promote children's rights but also gain valuable insights that can enhance policies and decision-making processes concerning children.

1.6 Overview of the Chapters

This research project is structured into five core chapters: literature review, methodology, findings, discussion, and conclusion. The literature review begins by offering a comprehensive understanding of well-being, with a particular focus on children's well-being. It then proceeds to analyze various factors that influence children's well-being, with an emphasis on the experiences of immigrant children. The chapter culminates in an exploration of Chinese immigrant children's well-being in New Zealand and the importance of considering children's perspectives.

The subsequent methodology chapter outlines the design and techniques used for data collection and analysis in this research. It details how go-along interviews with Chinese immigrant children living in New Zealand and semi-structured interviews with their parents were conducted to capture data. In the findings chapter, insights are presented regarding children's experiences, challenges, and well-being, as articulated by Chinese immigrant children and their parents.

The discussion chapter undertakes a thorough examination of the data, with an emphasis on factors that either facilitate or hinder the well-being of Chinese immigrant children. Through this analysis, the diverse experiences of Chinese immigrant children are unravelled, providing a robust foundation for understanding their unique circumstances. Lastly, the concluding chapter offers suggestions aimed at enhancing the well-being and successful integration of Chinese immigrant children in New Zealand society, drawing on the findings and insights gleaned from the earlier chapters.

1.7 Conclusion

Investigating the perspectives of Chinese immigrant children in relation to their well-being in New Zealand is crucial to understanding the experiences and challenges

faced by this group of immigrant children. This study aims to delve into the subjective experiences and perceptions of what comprises happiness among Chinese immigrant children in this country. Specifically, it will examine how these children define and comprehend their happiness, the factors that enhance or impede their happiness and the strategies they use to improve their well-being. By analysing the data collected from the interviews with Chinese immigrant children, the study seeks to deepen our understanding of the complexities and diversity of experiences of these children, and the viewpoints held by these children. It is hoped that the analysis of the data will provide insights on how host countries can better support the well-being of Chinese immigrant children.

This research project will shed light on factors contributing to and/or hindering the well-being of Chinese immigrant children and will identify potential solutions and interventions for improving their well-being in New Zealand. By giving a voice to Chinese immigrant children, this study should contribute to the development of policies and interventions that will better align with the needs and experiences of this group. It is important for future research to continue exploring the perspectives of immigrant children, both in New Zealand and worldwide, ensuring both that their voices are heard and that their needs are addressed.

Chapter Two: Literature Review

2.1 Introduction

With COVID-19 travel restrictions in place during 2021, New Zealand still saw approximately 45,000 international migrant arrivals. Nearly 19% of these were children aged between 0-18 years (Figure NZ, 2022). Among the arrivals, over 95,000 individuals hailed from China, marking them as the second-largest migrant group in the country. This data underscores the significant presence of Chinese immigrant children in New Zealand.

While immigration often brings a plethora of advantages such as amplified economic opportunities and cultural exposure, it can also instigate stressors. These are particularly felt by immigrant children who may encounter unique migration and acculturation challenges, as noted by Suárez-Orozco et al. (2002). Consequently, the well-being of these children has emerged as a key concern among scholars and policymakers.

The journey towards understanding their experiences and perspectives on well-being is essential, as this knowledge aids in the design of effective support systems and policies. Ultimately, these measures will help ensure the successful adaptation and development of immigrant children within their new home environment. Thus, it's imperative to continue studying and supporting the well-being of this important and growing demographic.

This literature review aims to explore the existing research on the well-being of this population. Specifically, it will consider definitions of well-being and children's well-being, explore the factors that affect children's well-being, highlight the gap in research on well-being in middle childhood. This chapter also examines the challenges faced by Chinese immigrant children in New Zealand, the factors affecting their well-being and the strategies that can enhance their well-being, while pointing out the limitations of research on the well-being of Chinese immigrant

children in New Zealand. Finally, this literature review will emphasise the importance of listening to children's perspectives and the research methods commonly used when involving children in research.

2.2 Understanding Well-Being

As articulated by Diener et al. (2018), the concept of well-being has gained traction across various disciplines including psychology, sociology, and economics. This multidimensional concept is critical for both improving individual lives and enhancing societal prosperity, a realization increasingly shared by researchers and policymakers alike (Diener et al., 2018). Over time, the understanding of well-being has evolved, now often recognized for its multifaceted nature (Newland, 2018). As Huppert (2017) illuminates, well-being generally encapsulates the overall quality of an individual's life, extending across both subjective and objective dimensions. Subjective well-being represents one dimension, encompassing the self-reported aspects of happiness, life satisfaction, and emotional experiences. Concurrently, the objective facet of well-being reaches into more tangible areas, incorporating elements such as health status, educational attainment, income levels, and the quality of social relationships (Diener et al., 2018). It is the intertwining of these subjective and objective components that provides a more comprehensive understanding of an individual's well-being.

Diener (2013) and Ryff (2014) perceive well-being as a multidimensional concept encompassing an individual's overall physical, psychological, and social health. It refers to the state of feeling content, healthy, and satisfied in various aspects of life, including emotional stability, positive relationships, sense of purpose, and personal growth. Well-being is not merely the absence of illness or distress but is rather a holistic evaluation of an individual's quality of life (Helliwell et al., 2023). Well-being, as a multidimensional concept, emphasises the importance of a balanced and fulfilled existence (Diener, 2013; Ryff, 2014). This comprehensive perspective on well-being acknowledges that an individual's overall physical, psychological and social health are interconnected and contribute to their sense of satisfaction and happiness (Diener, 2013; Ryff, 2014).

Well-being refers to an ongoing, dynamic process that requires individuals to actively engage in self-reflection, growth, and development in the various areas of their lives (Cooke et al., 2016; Masten, 2014). This broader perspective on well-being encourages individuals to strive for balance and fulfilment, ultimately promoting greater happiness, health and life satisfaction (Diener et al., 2018). Newland (2018) stresses that well-being is developed from the very early years, meaning that it is important to support children's well-being in order to provide them with the foundation for positive, life-enriching experiences. By investing in the development of well-being during childhood, we can cultivate resilient individuals who are better equipped to navigate the challenges and opportunities they encounter as they grow and mature.

2.3 Children's Well-being

Lerner (2013) explains that childhood is a distinct phase in human development that involves substantial physical, cognitive and socio-emotional transformations. The impact of childhood experiences on physical and mental health, social relationships, and general well-being throughout life is well-documented. In order to determine how to nurture children's well-being, it is essential to begin by agreeing on how children and children's well-being are defined and to consider how that well-being has been perceived historically.

2.3.1 Understanding the Definition of Children

Children are commonly defined as young individuals who have not yet reached the age of majority, with the specific age threshold varying depending on cultural, legal, and social factors. The United Nations Convention on the Rights of the Child (UNCRC) defines a child as "every human being below the age of eighteen years unless, under the law applicable to the child, majority is attained earlier" (UNCRC, 1989, Article 1). This definition is widely accepted internationally and has been ratified by 196 countries (UNICEF, 2021).

An expanded definition of children would take into account not only their age but also their developmental, psychological, and social characteristics. Children are typically categorised into different developmental stages that can vary slightly depending on cultural and contextual factors (Lerner, 2013). According to Sroufe (2005), these age groupings, which correspond to major developmental stages during childhood, are: infancy (birth to 2 years old), early childhood or preschool age (2 to 5 years old), middle childhood or primary school age (6 to 12 years old) and adolescence or secondary school age (13 to 19 years old). It is essential to recognise that these age groupings are generalised and can vary depending on cultural, social, and individual factors (Lerner, 2018).

In many countries, age groupings for children are often influenced by cultural and educational contexts. For example, in New Zealand, the Ministry of Education (2023) uses age groupings that closely align with the developmental stages mentioned above, with some variations in specific terminology. These groupings are: early learning children (0 to 6 years old), primary school children (5 to 12 years old), secondary school children (13 to 19 years old), and tertiary education (16+ years old). It is important to note that these age groupings, while commonly used in New Zealand, may vary depending on the context and specific terminology used in different parts of the country or in other international settings (Ministry of Education, 2023).

By recognising the variability in the definition of children and the age groupings used in different countries and contexts, we can better understand the diverse experiences and needs of children, which is crucial in developing targeted interventions and support systems to foster children's well-being.

2.3.2 Exploring the Definition and History of Children's Well-Being

Children's well-being is a multifaceted concept that involves various aspects of their lives, including physical, emotional, social, and cognitive development. Over the past decade, the understanding of children's well-being has significantly evolved, leading

to a wealth of literature on the subject. This section aims to synthesise the current understanding of the definition and history of children's well-being.

Our historical understanding of children's well-being has shifted over time, reflecting changes in society's values, beliefs, and knowledge about child development. The emergence of children's well-being as a distinct field of study can be traced back to the late 20th century when researchers began to examine the impact of social policies and programmes on children's lives (Fattore et al., 2019). In 1989, *The United Nations Convention on the Rights of the Child* (CRC) played a critical role in shaping the contemporary understanding of children's well-being. The CRC established a comprehensive set of rights for children, emphasizing their right to survival, development, protection, and participation (UN, 1989). This marked a shift from a focus on children's welfare to a more comprehensive understanding of well-being that considers the whole child (Lippman et al., 2011).

The definition of children's well-being has been the subject of debate, as researchers and practitioners seek to understand the various factors that contribute to a child's overall development (Lippman et al., 2011). One widely recognized definition is that of Ben-Arieh (2010), who defines child well-being as the quality of life of children, as they perceive and experience it, and as it is shaped by their individual characteristics and social, economic, and environmental contexts. This holistic approach recognizes the importance of both subjective and objective dimensions of well-being. In order to encompass the various aspects of children's lives, some scholars have sought to understand well-being by focusing on specific domains. For instance, Bradshaw et al. (2011) expanded the definition of children's well-being to include a broader range of dimensions, such as cognitive development, education, and social participation. Axford (2008) proposes a framework that identifies six dimensions of well-being: material, health, education, relationships, behaviour and risks, and subjective well-being. This multidimensional approach underscores the need to consider a wide array of factors when evaluating and promoting children's well-being.

As established by the UNCRC (1989), the complete realization of all rights and freedoms for every child is central to their well-being. Consequently, over the past

decade, researchers have increasingly emphasized the significance of incorporating cultural, social, and political contexts in the process of defining and assessing children's well-being (Fattore et al., 2019). For example, the *UNICEF Innocenti Report Card 11* (2013) underscores the need to consider the impact of family, community, and societal factors on children's well-being. Nonetheless, Rees and Main (2015) argue that it is significant to involve children's perspectives in well-being evaluations, advocating for the integration of subjective well-being measures with objective indicators. In the past decade, scholars have emphasized the need for a more nuanced understanding of children's well-being that consider the diversity of experiences, contexts, and perspectives (Fattore et al., 2019). A growing body of research has examined the role of culture, family structure, and social support in shaping children's well-being (Lansford et al., 2016). The development of indices to measure children's well-being, such as the *OECD's Better Life Index* (2011) and the *UNICEF's Multiple Indicator Cluster Survey* (MICS), has further contributed to the understanding of this complex concept by identifying key indicators measures of well-being and comparing outcomes across countries (Bradshaw, 2016).

2.3.3 The Multidimensional Nature of Children's Well-being

The understanding of children's well-being has undergone a significant transformation over the years, moving from a narrow, deficit-based approach to a more comprehensive and holistic perspective (Ben-Arieh, 2010). Initially, research predominantly focused on preventing negative outcomes, such as behavioural issues and mental health problems (Cicchetti & Hinshaw, 2002), which led to a somewhat one-sided view of children's well-being. In contrast, contemporary literature emphasizes the importance of positive aspects of well-being, including social relationships, emotional health and self-esteem (Seligman, 2011). This shift highlights the need for a more inclusive approach that consider various factors influencing children's overall satisfaction and quality of life, incorporating both subjective and objective dimensions (Ben-Arieh, 2010; Bradshaw, 2016). To effectively support children's well-being, it is significant to recognize and address this multidimensionality, ensuring that research and interventions consider the complete spectrum of well-being components.

2.3.3.1 Emotional and Physical Well-being

Building upon the importance of a comprehensive approach to children's well-being, it is vital to consider the interconnectedness of emotional and physical well-being, as both aspects significantly impact children's development and long-term outcomes. Emotional well-being encompasses feelings of happiness, self-esteem and resilience (Seligman, 2011). According to Brackett et al. (2012), a positive emotional state enables children to forge strong relationships, cope with stress and effectively navigate challenges. Diener et al. (2018) agree and add that by fostering emotional well-being, children can achieve improved academic performance, mental health and overall life satisfaction. Activities such as individual play, as suggested by Singer and Singer (2005), help children learn emotion regulation and stress management, contributing to their emotional well-being. Engaging with pets can also significantly enhance children's well-being by promoting empathy, responsibility and nurturing behaviour while providing emotional support and companionship (Melson, 2003; Fine et al., 2011). Valkenburg and Peter (2011) suggest that media platforms can improve children's and adolescents' emotional well-being, which makes them not feel lonely. However, Twenge et al. (2017) argue that children's excessive screen time may adversely impact children's mental health, leading to depression, anxiety, and sleep disturbances. Additionally, Livingstone and Helsper (2008) insist that exposure to inappropriate content and online safety issues can cause emotional distress and jeopardize children's well-being. To address these concerns, Gentile et al. (2011) suggest that parents and caregivers should actively monitor and limit children's screen time, ensuring that they have a balanced lifestyle that includes physical activities, social interactions and age-appropriate exposure to media.

The interplay of physical well-being with cognitive and social development in children has been well-documented in the literature. Physical well-being, described as a synthesis of overall health, nutrition, and physical activity levels (Janssen & LeBlanc, 2010), is as important as cognitive growth and social interaction for holistic child development. The role of physical activities, particularly those stemming from individual play, has been underscored by Ginsburg (2007). Ginsburg posits that such

activities, by fostering creativity, imagination, and problem-solving skills, promote cognitive development and autonomy. This perspective resonates with the findings of Mueller et al. (2018) and Owen et al. (2009), who have extrapolated the cognitive benefits of physical activity to playing with pets. Their research suggests that children engaging with pets are more likely to participate in physical activities such as walking or playing outdoors, thereby catalyzing their social development. Further cementing the significance of the physical activity, Biddle and Asare (2011) have identified a positive correlation with cardiovascular fitness, muscle strength, and emotional well-being. Extending the discourse to cognitive function and academic performance, Fedewa and Ahn (2011) provide compelling evidence of how physical activity enhances concentration and cognitive prowess, thereby bolstering academic success. The interconnection between nutrition and child development has also been emphasized, with Brown et al. (2019) accentuating the importance of proper nutrition for children's growth, brain function, and immune system.

Recognizing the interdependence between emotional and physical well-being in children is important. According to Compas et al. (2014), emotional distress may manifest as a physical symptom, such as sleep disturbances, appetite changes and fatigue. Gunnell et al. (2014) add that poor physical health can result in emotional challenges, like low self-esteem and feelings of isolation. Moreover, Bronfenbrenner and Morris (2006) emphasise that emotional and physical well-being are intertwined with social well-being, as they all contribute to the overall well-being of a child. The following section will explore the role of social well-being in children's well-being.

2.3.3.2 Social Well-being

Children's well-being is significantly impacted by their social relationships with peers and adults, as well as their experiences in the digital environment. Rubin et al. (2009) illuminate the criticality of social relationships for children, furnishing emotional support, identity development, and a platform for learning social skills. Zimmer-Gembeck and Skinner (2011) bolster this argument by underscoring the potential of positive social experiences to elevate self-esteem and foster healthy stress coping mechanisms.

According to Eisenberg et al. (2010), a secure attachment can substantially influence a child's emotional stability and social competency. This perspective is echoed by Sroufe et al. (2005), who propose secure attachment as a protective shield against adverse mental health outcomes such as depression and anxiety. Lin et al. (2021) add another dimension by proposing that parental involvement in decision-making and open communication can stimulate autonomy and self-efficacy in children. The importance of peer interaction is further stressed by Ginsburg (2007) and Singer and Singer (2005), who advocate social play as an effective method to hone essential social skills like cooperation, negotiation, and conflict resolution. These skills, as the authors posit, pave the way for harmonious relationships, a sense of belonging, and overall well-being.

In the digital realm, Uhls et al. (2017) highlight the critical role of social media in children's social development. Similarly, Subrahmanyam and Greenfield (2008) and Valkenburg and Peter (2011) observe that digital platforms provide an avenue for establishing social connections and learning from diverse cultures. However, they caution about potential risks, including cyberbullying and social isolation. Further extending the dialogue to community and cultural factors, Umaña-Taylor et al. (2014) argue that supportive, inclusive environments contribute to positive social outcomes, whereas experiences of discrimination and marginalization can thwart the growth of healthy social relationships.

Wentzel and Miele (2016) make a fascinating link between children's social and educational well-being. They convincingly establish the interconnectedness of social well-being with educational outcomes, underscoring the multifaceted and interdependent nature of children's well-being. The following section will explore the role of social well-being in children's well-being.

2.3.3.3 Educational Well-being

The body of literature has repeatedly underscored the role of the educational environment as a significant determinant in children's well-being and development.

Eccles and Roeser (2011) elucidate the significant impact of several factors within the educational environment. They highlight the pivotal role of supportive teachers, a positive school climate, and an emphasis on social-emotional learning in orchestrating better outcomes for students. Expanding on the theme of a positive school climate, Thapa et al. (2013) illustrate how a safe, inclusive, and supportive environment promotes a sense of belonging among students and fosters academic success. This viewpoint is strongly endorsed by Wang and Degol (2016), who empirically demonstrate a correlation between a positive school climate and multiple beneficial outcomes. They argue that such a climate results in higher student achievement, improved mental health, and lower incidence of bullying and violence.

Adding to the discourse on the role of educators, Hamre and Pianta (2007) emphasize the impact of nurturing and engaging teachers on students' well-being and academic achievement. Roorda et al. (2011) agree with them and reveal a strong association between robust student-teacher relationships, reduced behavioural problems, and heightened academic motivation. Extending the narrative to culturally responsive teaching practices, Gay (2018) posits that they are instrumental in enhancing the educational experiences for diverse student populations. In summary, the literature suggests a consensus on the significant role of the quality of the educational environment – encompassing supportive teachers, positive school climate, and culturally responsive practices – in influencing children's well-being and academic performance.

Anderson & Pempek (2005) suggest that television programs and digital media can enhance language skills, problem-solving abilities, and prosocial behaviour, thus supporting cognitive development. However, Wright et al. (2001) emphasize that the impact of television viewing on early academic skills primarily depends on the content of the programs viewed, highlighting the importance of quality and age-appropriate content. Wartella & Jennings (2000) further argue that the internet and digital technology can serve as valuable sources of information, promoting children's learning across various subjects and fostering positive attitudes towards education. Ito and Itō (2010) add that digital media also offer tools for creativity and self-expression, empowering children to create art, music, or videos, which can

contribute to their sense of identity and self-esteem, thereby supporting their educational and social well-being.

Moreover, Feldman and Matjasko (2005) discovered that besides schooling, extracurricular activities play an important role in children's well-being and development. Farb and Matjasko (2012) admit and add that engagement in extracurricular activities has been associated with academic achievement, social skills and emotional well-being. Different types of extracurricular activities, such as sports, arts and music, can promote various aspects of children's educational well-being (Eisner, 2002; Fredricks & Eccles, 2006; Hallam, 2010). Involvement in clubs and organisations can also foster a sense of belonging and leadership skills (Gardner et al., 2008). Fredricks and Eccles (2006) argue that offering opportunities for children to engage in extracurricular activities is essential for their overall well-being and development. Larson (2000) posits that schools and communities providing a diverse range of extracurricular activities promote positive outcomes for children, ultimately contributing to family well-being.

2.3.3.4 Family Well-being

The family environment is another significant factor in shaping children's well-being, with research emphasising the importance of supportive and nurturing relationships, parental involvement, positive sibling relationships, and religious (Bornstein et al., 2011; Conger & Donnellan, 2007; King & Boyatzis, 2015).

Seligman (2018) highlights that children who experience warm, responsive and consistent parenting are more likely to develop secure attachment relationships, leading to better social-emotional outcomes. Tamis-LeMonda et al. (2013) add that parents who engage in sensitive and responsive caregiving promote their children's cognitive and language development. Additionally, supportive parental interactions contribute to a child's self-esteem and sense of identity. For instance, Jeynes (2012) notes that active parental involvement in children's education has been associated with improved academic performance and motivation. Furthermore, You & Nguyen (2011) emphasise that parents who encourage their children's autonomy and provide

support for their interests contribute to their children's self-regulation and engagement in learning. Parental involvement also fosters a sense of responsibility and cooperation in children, promoting their educational success (Jeynes, 2012; You & Nguyen, 2011).

Moreover, Su-Russell & Russell (2022) argue that positive sibling relationships can play an essential role in promoting children's well-being and social-emotional development. McHale et al. (2012) demonstrate that supportive sibling relationships contribute to the development of social skills, empathy, and emotional regulation. However, Stocker et al. (2002) caution that sibling conflict and rivalry can have negative effects on children's mental health and well-being. In some cases, siblings can serve as role models, influencing children's academic aspirations and moral development (Whiteman et al., 2013).

Additionally, King & Boyatzis (2015) point out that religion can also play a role in promoting children's overall well-being within the family context. They suggest that families that engage in religious practices and values tend to foster a sense of belonging, meaning, and shared identity, which can contribute to a child's emotional and social well-being. Furthermore, participation in religious communities can also encourage social interactions and provide additional support networks for families (Mahoney, 2010).

2.3.3.5 Religious Well-being

The role of religion in children's well-being has been an area of sustained exploration in the literature, with numerous studies underlining its multifaceted influence. Smith (2003) lays the foundation for this discussion by associating participation in religious activities and strong religious beliefs with higher levels of well-being among children and adolescents. This is further enriched by Gareau (2018), who emphasizes the role of religious communities in fostering a sense of belonging and social support, contributing significantly to children's well-being. The theme of relational support within religious communities is continued by Cotton et al. (2006), who extol the importance of nurturing relationships in these settings. Such relationships, they

suggest, lead to children feeling understood, valued, and connected. Pearce et al. (2003) widen the discourse by associating religious involvement with a host of positive outcomes, including reduced risky behaviours, enhanced mental health, and superior academic achievement.

Lunn (2009) underscores religion's contribution to the development of moral values and ethical principles. He proposes that religious teachings assist children in navigating social situations and character-building. This is echoed by Saroglou (2011), who emphasizes that the moral framework provided by religious institutions can steer children towards prosocial behaviours, empathy, and compassion. Turning the spotlight on religion's role in stress management, Wagner (2009) proposes that it can offer effective coping mechanisms during adversities. Park (2016) adds to this narrative by suggesting that prayer, meditation, and other spiritual practices can provide emotional relief and promote a sense of calmness and resilience. Pargament et al. (2005) present a robust argument for religious well-being as a source of support and resilience during stressful times, promoting positive coping strategies and instilling hope and optimism. This is strongly reinforced by Holder et al. (2010), who link religious commitment with increased life satisfaction, optimism, and a more profound sense of purpose among youth.

2.3.3.6 Economic Well-being

Socioeconomic status (SES) has been consistently identified as a significant determinant of children's well-being, with research indicating that higher SES is linked to better health, educational attainment, and overall life satisfaction.

As emphasized by Chaudry and Wimer (2016), children from higher SES backgrounds generally have greater access to resources, such as quality education, healthcare, and supportive social networks, which contribute to their overall well-being and future outcomes. Yoshikawa et al. (2012) also point out that economic stability is a critical aspect of SES, as it enables families to provide a nurturing and supportive environment for their children. Financial security can influence children's well-being through various mechanisms, including access to stable housing,

nutritious food, and extracurricular activities. Conger et al. (2010) further argue that economic stability can alleviate stress for parents, allowing them to devote more time and energy to their children's development and fostering positive parent-child interactions.

In contrast, Bradshaw (2016) notes that children from low SES backgrounds often face numerous challenges that can have long-term consequences for their well-being. Poverty and financial stress can lead to poor health, lower educational achievement, and reduced life satisfaction (Chaudry & Wimer, 2016). Additionally, Wadsworth & Achenbach (2005) highlight that limited access to resources may restrict opportunities for personal growth and development, perpetuating intergenerational cycles of poverty and disadvantage.

2.3.4 The Gap in Research on Middle Children's Well-being

However, although research on children's well-being has expanded over the years, recognising the importance of examining various factors that impact their lives, there remains a significant gap in the literature regarding the well-being of children in middle childhood (Lerner et al., 2005). Most studies have primarily focused on early childhood and adolescence, often neglecting middle childhood, which is a crucial developmental stage marked by significant cognitive, emotional, and social changes (Collins et al., 2000).

The scarcity of research on middle childhood well-being is concerning, as it hampers our understanding of the factors contributing to children's overall development and happiness during this critical period (Lerner et al., 2005). Evidence suggests that the well-being of children in middle childhood can have long-lasting effects on their mental health, academic achievement, and social relationships (Eccles, 2018). Consequently, further research is needed to identify key factors promoting well-being during middle childhood and to develop interventions that can support children during this pivotal developmental stage (Masten et al., 2015; Lipina & Posner, 2012).

The underrepresentation of middle childhood in well-being research can be attributed to several factors. First, the increased focus on early childhood interventions has led researchers to prioritise the study of younger children, influenced by the belief that earlier interventions generate greater long-term benefits (Phillips & Shonkoff, 2000; Heckman, 2006). Second, adolescence is often perceived as a period of heightened risk and vulnerability, directing researchers towards understanding and addressing the challenges faced by teenagers (Steinberg, 2005; Sawyer et al., 2012).

Lerner et al. (2005) argue that research on children's well-being should encompass all ages, emphasising the importance of comprehensive attention to children's development throughout their lives. By addressing the gap in middle childhood well-being research, we can better understand the unique challenges and opportunities that children face during this period and design more effective interventions that foster resilience, competence, and overall well-being across the entire span of childhood (Gareau, 2018).

2.3.5 Importance of Promoting Well-Being in Middle Childhood

It becomes evident that more research attention must be given to middle childhood. The following section will explore the importance of well-being in middle childhood and how addressing this gap in research, as previously stated, can lead to the development of more effective interventions that support children's resilience, competence, and overall well-being throughout their lives.

2.3.5.1 Well-Being in Middle Childhood

Physical well-being in middle childhood (ages 6–12 years) tends to be relatively high, characterised by steady physical growth, improved immune system functioning, hearing improvement, and possible vision changes, including myopia or nearsightedness (Kliegman & St. Geme, 2019). Children's balance, strength, agility, reaction time, and coordination improve, allowing for participation in a greater variety of activities, games, and sports (Piek et al., 2006). Fine motor skills also progress, as evidenced in activities such as writing and drawing (Tetzchner, 2022). Balanced

nutrition can prevent or partially ameliorate the effects of childhood malnutrition and obesity (Birch & Ventura, 2009). Rates of illness, disease, and injury are lower in middle childhood than in previous periods (Kliegman & St. Geme, 2019).

Social-emotional well-being in middle childhood also tends to be high. Improved emotion regulation and social skills lead to fairly high levels of happiness, satisfaction, contentment, and emotional stability (Lunkenheimer et al., 2020). According to Erikson (1995), children in middle childhood develop a sense of industry, evidenced by a passion for learning and confidence in mastering the valued knowledge and skills of their culture. For many children, a sense of industry includes mastering academic skills. It also involves mastering the rules and expectations for behaviour and social interactions (Erikson, 1995). By meeting these cultural demands, children develop a strong sense of self, including general feelings of self-esteem, and descriptive and evaluative perceptions of themselves, or self-concept (Guha, 2016). They also show improvement in relationships with peers and move into more complex forms of play (Bukowski et al., 2018). Friendships move beyond shared activities and cooperation to relationships based on mutual trust, support, and shared personality traits (Bukowski et al., 2018). Social status becomes important during this period, and children who are well-liked among their peers tend to fare better (Cillessen et al., 2011). Subjective well-being is measured in middle childhood by asking children to report on their happiness, life satisfaction, mental health, self-concept, self-esteem, and satisfaction with the people, things, and circumstances in their environment (Proctor et al., 2009).

2.3.5.2 Addressing the Research Gap for Improved Interventions and Well-Being

Filling the research gap in middle childhood well-being is crucial to developing more effective interventions that support children's resilience, competence, and overall well-being throughout their lives. As researchers focus on this critical stage, they can identify the key factors that contribute to children's physical, social-emotional, and subjective well-being (Cicchetti, 2016). This comprehensive understanding can then

inform evidence-based interventions and programs that target specific needs and challenges faced by children in middle childhood (Motti-Stefanidi & Masten, 2013).

Erikson's theory of psychosocial development explains some of the challenges that individuals encounter throughout their lifetime, as well as possible threats to their social-emotional and subjective well-being (Erikson, 1995). Successfully overcoming these crises is essential for moving into the next developmental stage. From infancy to late adulthood, humans face challenges in maintaining well-being. Understanding these challenges and the factors that promote well-being is crucial for individuals to adapt and thrive.

Identifying effective strategies to enhance emotion regulation, social skills, and self-esteem during middle childhood can lead to the development of school-based interventions that promote positive peer relationships, reduce bullying, and improve overall mental health (Masten, 2014; Yeager et al., 2015).

2.4 Definition and Types of Immigrant Children

2.4.1 Types of Immigration

There are different types of immigration that can shape the experiences of immigrant children. Economic migrants typically move to another country seeking better employment opportunities and improved living conditions for themselves and their families (Castles et al., 2014). Refugees are individuals who have been forced to flee their home countries due to persecution, conflict, or violence, often resulting in significant trauma and loss (UNHCR, 2018). Asylum seekers are those who have applied for international protection in a host country but have not yet been granted refugee status (UNHCR, 2022). The specific challenges and resources available to immigrant children can vary depending on their migration status and the nature of their experiences before and during migration (Portes & Rivas, 2011).

2.4.2 Definition and Characteristics of Immigrant Children

Immigrant children refer to individuals under the age of 18 who have migrated from one country to another, either with their families or unaccompanied (UNHCR, 2018). These children often face unique challenges and experiences related to language, culture, and adaptation in their new country (Suárez-Orozco et al., 2015). Immigrant children may come from diverse cultural, socioeconomic, and educational backgrounds, and their experiences can be significantly influenced by factors such as family structure, duration of residence in the host country, and the reasons for migration (Portes & Rivas, 2011).

2.4.3 Generational Categories of Immigrant Children

Immigrant children can be categorized into different generational groups based on their relationship to the migration experience. First-generation immigrant children are those who were born in one country and have migrated to another (Rumbaut, 2004). These children often face the most significant challenges related to language acquisition, cultural adaptation, and social integration (Suárez-Orozco et al., 2015). Second-generation immigrant children are those born in the host country to first-generation immigrant parents (Rumbaut, 2004). Although they may face fewer language and cultural barriers, they may experience identity conflicts and pressures to navigate between their parents' cultural heritage and the culture of the host country (Portes & Rivas, 2011). Third-generation immigrant children are those with grandparents who migrated to the host country, and they are typically more assimilated into the host society compared to their first- and second-generation counterparts (Rumbaut, 2004). Understanding the generational differences among immigrant children can help inform targeted interventions and support strategies to address their unique needs and challenges.

2.5 The Well-being of Immigrant Children

The well-being of children, particularly those from immigrant backgrounds, has gained increasing attention in recent years as the number of international migrants continues to grow globally (United Nations, 2020). Ensuring the well-being of all children, including those navigating the complexities of the migrant experience, is

essential for fostering healthy and thriving individuals, families, and communities (Masten, 2014; Suárez-Orozco et al., 2015). This literature review aims to synthesize the existing research on the key factors that contribute to immigrant children's well-being, such as language barriers, cultural adaptation, discrimination, family support, community resources and school environments (Crosnoe & Fuligni, 2012; Portes & Rivas, 2011).

Language barriers and cultural adaptation are central challenges in the literature on immigrant children's well-being (Portes & Rivas, 2011; Berry, 2005). The development of language proficiency is critical for immigrant children's social integration and adaptation to their new environment (Berry, 2023). Limited language proficiency in the host country can negatively impact academic performance, peer relationships, and psychological well-being (Birman et al., 2005). However, bilingualism can offer cognitive and social advantages (Bialystok et al., 2005), and culturally and linguistically responsive interventions can promote early language development in diverse populations (Cycyk et al., 2021). Moreover, the process of acquiring a second language can influence children's self-esteem and identity (Portes & Rivas, 2011). Derwing and Munro (2009) argue that efforts to improve language proficiency should focus on communication rather than accent reduction.

Discrimination and social exclusion experienced by immigrant children have detrimental effects on their mental health and well-being (Marks et al., 2014). These experiences can lead to feelings of isolation, lower self-esteem, and increased rates of depression and anxiety (Pascoe & Richman, 2009). Ward and Kennedy (2001) suggest that coping strategies, such as seeking social support and engaging in positive reinterpretation, can help alleviate the stress associated with cross-cultural transitions. Stevenson and Willott (2007) emphasize the need for inclusive school environments and the promotion of intercultural understanding to mitigate the negative effects of discrimination on immigrant children's well-being. Ward and Masgoret (2018) note that attitudes toward immigrants and multiculturalism play a significant role in shaping societal and institutional responses to immigration.

Family support and community resources are essential for promoting immigrant children's well-being (Crosnoe & Fuligni, 2012). Cychyk et al. (2021) argue that strong family ties, parental involvement and access to culturally responsive services can help immigrant children navigate the challenges they face, ultimately enhancing their overall well-being. Ho et al. (2000) note that recent migrants may require settlement assistance to access resources, including language courses, employment services, and housing support. Moreover, understanding the role of family, community, and cultural factors in shaping children's well-being can help tailor interventions that are sensitive to the unique needs of diverse populations, including immigrant children, who face additional challenges related to migration and acculturation (Suárez-Orozco et al., 2018). Immigrant children in particular face unique challenges due to migration and acculturation (Motti-Stefanidi & Masten, 2013). Such interventions can contribute to better long-term health outcomes and a higher quality of life for children as they transition into adolescence and adulthood (Wang et al., 2016). By incorporating this knowledge, researchers and practitioners can develop more effective interventions that foster resilience, competence and overall well-being throughout children's lives, ultimately benefiting their development and future success (Masten, 2011).

Previous research scrutinizes key elements influencing the well-being of immigrant children, such as language barriers, cultural adaptation, discrimination, family support, community resources, and school environments. Following these factors, Curry and Nieto (2002) underline the role of a nurturing school environment and culturally sensitive teaching in boosting the well-being of immigrant children. Schools can foster positive relationships, promote cultural understanding, and provide targeted resources to address the unique needs of immigrant students (Banks & Banks, 2013). Berry (2023) and Bialystok (2011) suggest that encouraging bilingual education and supporting home language use can help immigrant children maintain a strong connection to their cultural heritage, fostering a sense of belonging and contributing to their overall well-being.

Access to culturally responsive services, such as healthcare, counselling and social support, can help immigrant children navigate challenges and enhance their well-

being (Cycyk et al., 2021). Suárez-Orozco et al. (2018) add that these services should be sensitive to the unique needs of diverse populations, including immigrant children who face additional challenges related to migration and acculturation. Involvement in community cultural activities and access to community resources can provide immigrant children with additional support networks and opportunities to develop their cultural identity (Cycyk et al., 2021).

Promoting the well-being of immigrant children requires a comprehensive approach that addresses language barriers, cultural adaptation, discrimination, family support, community resources, and school environments. Additionally, incorporating children's perspectives in research and interventions is crucial for developing effective strategies that foster resilience, competence, and overall well-being throughout their lives. However, Juang et al. (2012) stress that when examining how children navigate dual cultural identities, they often rely on adult-reported data (e.g. parental or teacher reports) rather than directly seeking children's input. Understanding and addressing the concerns and experiences of Chinese immigrant children is a critical aspect of promoting their well-being. Engaging in dialogue with children, respecting their opinions, and acknowledging their unique cultural backgrounds can help educators, parents, and community members develop effective strategies to support children's adaptation and resilience (Schotte et al., 2018).

By exploring their own thoughts on language barriers and social interactions, researchers can better identify the challenges and potential solutions for promoting successful integration (Padilla & Perez, 2003). In this context, it is vital to consider not only the role of educational institutions in supporting language acquisition (Mitchell, 2015) but also the role of the family, community, and broader societal structures (Portes & Rivas, 2011). Despite the wealth of research on the well-being of immigrant children in general, there is a noticeable gap in the literature regarding Chinese immigrant children specifically. While some studies have examined the experiences of Chinese immigrant children in various contexts, such as language acquisition (Chuang & Su, 2009) and the role of family support (Ho et al., 2000), a

more comprehensive and focused examination of the well-being of Chinese immigrant children is lacking.

2.6 Well-being of Chinese Immigrant Children in New Zealand

Chinese immigrant children not only face challenges related to such as language barriers, acculturation, discrimination, educational experiences and social integration, they also have to address Chinese parenting style (Wu et al., 2018; Ho et al., 2000; Kim et al., 2009). Considering the growing Chinese population in New Zealand, understanding and addressing the well-being of Chinese immigrant children is essential for promoting their successful integration into society and supporting social cohesion and intercultural harmony (Tan, 2013; Putnam, 2007).

2.6.1 Unique Challenges for Chinese immigrant children

2.6.1.1 Acculturation

The literature on the acculturation experiences of immigrant children, particularly Chinese immigrant children in New Zealand, underscores the importance of understanding and supporting the acculturation process for their well-being. Successful acculturation refers to the ability of immigrant children to adapt to the host culture while maintaining their own cultural identity, resulting in positive well-being outcomes such as increased life satisfaction and reduced psychological distress (Lin & Averill, 2022). Conversely, unsuccessful acculturation can lead to feelings of isolation, identity confusion, and a higher risk for mental health issues, such as anxiety and depression, due to the stressors associated with the immigration process and adapting to a new culture (Kim et al., 2009).

In the New Zealand context, Wu et al. (2018) examined the acculturation strategies and psychological well-being of Chinese adolescent immigrants, finding that integration, a strategy that balances the adoption of the host culture with the preservation of one's own culture, was the most common and adaptive strategy. On

the other hand, marginalization, which is characterized by a lack of connection to both the host culture and one's own culture, was associated with lower psychological well-being. Similarly, Ho et al. (2000) explored the role of parental acculturation and parenting practices in the well-being of Chinese immigrant children in New Zealand, concluding that more acculturated parents exhibited more effective parenting practices, which in turn positively influenced their children's psychological well-being.

These studies emphasize the need for policies and interventions that promote cultural integration and provide resources that facilitate the successful acculturation of Chinese immigrant children and their families in New Zealand (Lin & Averill, 2022). By addressing the unique challenges associated with acculturation and supporting the development of adaptive strategies, such efforts can contribute to better well-being outcomes and overall life satisfaction for this population.

2.6.1.2 Chinese Parenting Styles

Chinese immigrant families often encounter unique challenges related to parenting, communication, and family roles, which can significantly influence the well-being of their children. In this regard, Chinese immigrant children may experience a sense of being caught between the cultural expectations of their parents and the broader New Zealand society (Kim & Chao, 2009). Specifically, they may struggle to balance the traditional values and practices upheld by their parents with the more individualistic and child-centred values prevalent in established society. This cultural clash can create tension within families, impacting the children's well-being and adaptation.

Research has emphasized the importance of supportive family relationships in promoting the well-being of Chinese immigrant children (Wu & Chao, 2011). Supportive family relationships are typically characterized by warmth, understanding, effective communication, and emotional availability. By fostering such relationships, parents can help create a foundation for their children's successful adjustment to their environment and contribute to their overall well-being. However, Choi and Hahm (2017) argue that Chinese parenting is often characterized by high expectations for academic achievement, respect for authority, and adherence to

traditional cultural values. This approach, sometimes referred to as "tiger parenting," may result in children experiencing significant pressure to succeed academically and conform to traditional norms (Kim et al., 2013). While these high expectations can contribute to academic success, they may also lead to increased stress and psychological distress among Chinese immigrant children (Cheah et al., 2013).

In New Zealand, Chinese immigrant parents may find it challenging to balance their traditional parenting approaches with the more individualistic and child-centred values prevalent in the broader society (Lim & Lim, 2003). This clash of cultural values can create tension within Chinese immigrant families and impact children's well-being (Su & Hynie, 2011). Recent research, however, has also emphasized the importance of understanding the nuances and diversity within Chinese parenting practices. Some studies have highlighted the role of warmth, support, and open communication in fostering positive child outcomes within Chinese immigrant families (Peng et al., 2021). These findings suggest that recognizing the heterogeneity in Chinese parenting styles and the potential for adaptation and flexibility as families adjust to life in a new cultural context is essential (Kim et al., 2014).

2.6.1.3 Educational Challenges

Chinese immigrant children often face academic challenges as they adapt to the New Zealand educational system (Ho et al., 2014). These challenges can include language barriers and cultural differences in teaching and learning styles (Wei et al., 2022). Ensuring that Chinese immigrant children have positive educational experiences can significantly contribute to their well-being and future success (Peng et al., 2021).

Cultural differences in teaching and learning styles pose challenges for Chinese immigrant children. They may be accustomed to a more teacher-centred approach, where teachers are viewed as authority figures, and students are expected to passively absorb information (Ho et al., 2014). In contrast, New Zealand's educational system typically promotes student-centred learning, which emphasises

critical thinking, problem-solving, and collaboration (Ministry of Education, 2007). Chinese immigrant children may struggle to adapt to this new learning environment and may feel overwhelmed by the expectations placed on them (Wei et al., 2022).

Language barriers are a significant challenge for Chinese immigrant children. Many students struggle with English as a second language, which can impede their ability to effectively communicate with teachers and peers, as well as to understand classroom instructions and curriculum materials (Wei et al., 2022). Research has shown that proficiency in the host country's language is closely associated with better academic outcomes and social integration (Cycyk et al., 2021). Therefore, providing targeted language support programmes, such as English as a Second Language (ESL) classes, can help Chinese immigrant children overcome language barriers and achieve better educational outcomes (Derwing & Munro, 2009).

2.6.2 Promoting the Well-being of Chinese Immigrant Children in New Zealand

There are various studies on promoting the well-being of Chinese immigrant children in New Zealand. This section will consider several aspects of improving their well-being.

2.6.2.1 Bilingual Education and Language Maintenance

The literature on Chinese immigrant children in New Zealand demonstrates the importance of home language maintenance for their identity, educational outcomes. Although the preservation of the home language can be challenging, family and community support play a crucial role in fostering bilingualism and helping children navigate between their Chinese heritage and New Zealand culture.

Chinese immigrants in New Zealand have established a vibrant community, but many Chinese immigrant children face challenges in maintaining their home language while acquiring English as the primary language for education and social interaction (Ho et al., 2014). Research indicates that bilingual education plays a

crucial role in fostering cognitive development and academic success among Chinese immigrant children (Wei et al., 2022). Providing educational opportunities that support both English acquisition and home language maintenance can help children develop bicultural competence and a sense of belonging, contributing to their well-being (Sopio, 2018).

Several studies have highlighted the importance of family and community support in maintaining the home language among Chinese immigrant children in New Zealand (Wei et al., 2022S). Research suggests that Chinese immigrant children in New Zealand who maintain their home language while learning English can experience cognitive and educational advantages (Ho et al., 2014). In contrast, children who lose their home language proficiency may experience challenges related to identity and cultural adaptation (Kim & Chao, 2009).

2.6.2.2 Family and Community Support

Family and community support are essential elements in promoting the well-being of Chinese immigrant children in New Zealand. If parents are encouraged to maintain the home language and engage in culturally relevant activities, that in turn can strengthen children's connection to their heritage, fostering a sense of pride in their cultural background (Cycyk et al., 2021). As research by Kim and Chao (2009) has shown, maintaining a strong connection to one's heritage language can have a positive impact on a child's sense of identity and self-esteem.

Community organisations can provide social support, language resources, and cultural activities that foster a sense of belonging and help children navigate between their Chinese heritage and New Zealand culture (Ho et al., 2014). Chan (2018) found that participation in cultural festivals and events can create opportunities for Chinese immigrant children to develop friendships with peers from similar backgrounds, ultimately enhancing their social integration.

In addition to cultural events, mentoring and tutoring programmes can offer academic support and promote success in school (Li, 2006). In their study Kim and Chao (2009) highlighted the role of ethnic supplementary schools in helping Chinese

immigrant children maintain their language skills and cultural knowledge, while also aiding in their adaptation to the New Zealand education system.

Furthermore, a strong family and community support network can act as a protective factor against potential challenges faced by Chinese immigrant children, such as discrimination and language barriers (Li, 2006). By providing a nurturing environment that encourages cultural preservation and adaptation, families and communities can help Chinese immigrant children thrive both academically and socially (Phinney et al., 2001).

As mentioned in the previous section, researching the well-being of immigrant children is crucial in today's diverse societies. Although, in New Zealand, research on immigrant children's well-being has been growing, there is still only very limited focus on discovering children's own perspectives. Existing research on immigrant children's well-being in New Zealand has primarily focused on their adaptation and acculturation, education, and overall health (Morton, 2012). For instance, studies by Morton (2012) and Ward and Masgoret (2008) have examined how immigrant children adapt to their new environment and the factors that contribute to successful acculturation. However, these studies do not acknowledge the importance of listening to the children themselves about their experiences and understandings. A child-centred approach, as advocated by Lundy (2007), pays attention to the viewpoints of children themselves, enabling them to contribute to decisions affecting their lives, and acknowledging their expertise in their own experiences.

2.7 Listening to Children's Perspectives

Listening to children's perspectives is essential not only for creating a more inclusive and child-friendly society, but also for promoting their well-being. Children have a unique and valuable view of the world, and by understanding their experiences and opinions, we can make ~~more~~ more informed decisions that benefit them. To listen to children effectively, research methods such as interviews, focus groups, surveys, and observation can be utilised, but ethical considerations such as obtaining

informed consent and ensuring privacy must also be taken into account (Brackett et al., 2012).

2.7.1 The Importance of Listening to Children's Perspectives

Actively listening to children, parents, educators, and other adults can foster stronger relationships, promote learning, and empower children in decisions that affect their lives.

2.7.1.1 Emotional Development and Mental Health

A recent study by McLellan and Steward (2015) found that children's emotional well-being correlated significantly with the quality of listening they experienced from adults. The authors emphasised that active listening contributed to children's emotional regulation and mental health. Additionally, Brackett et al. (2012) established the importance of listening in teaching emotional intelligence, which in turn promotes better emotional development in children.

2.7.1.2 Impact on Learning and Academic Achievement

Research by Lundy et al. (2011) and Balsells et al. (2017) highlights the importance of listening to children in educational settings. Both studies found that children who felt heard in the classroom had higher levels of engagement and academic achievement. Furthermore, Lundy (2007) demonstrated that listening to children's points of view can improve the quality of education and promote inclusive learning environments.

2.7.1.3 Strengthening Relationships and Communication

Recent literature has continued to emphasise the role of listening in fostering strong relationships and communication between children and their caregivers. A study by Wu et al. (2013) highlighted the importance of listening to children for building mutual trust and understanding. Another study by Balsells et al. (2017) demonstrated that

active listening improved parent-child communication and contributed to a more supportive family environment.

2.7.1.4 Children's Rights and Participation

In the context of children's rights, listening to children is essential to upholding their right to be heard. The United Nations Convention on the Rights of the Child (UNCRC) emphasises the right of children to participate in decisions that affect their lives (UN, 1989). Recent research by Freeman and Mathison (2009) highlights the importance of giving children a voice and empowering them to influence decisions related to their well-being. The ongoing development of research in this area is crucial for further understanding and implementing effective listening practices.

2.7.2 Research methods on Listening to Children

Recent advances in childhood studies have emphasised the importance of engaging children in the research process, because they have unique insight into their own experience (Christensen & James, 2008). The research methods commonly used with children are focus groups, observations, art-based methods and interviews. However, it should be noted that research involving children presents unique challenges and limitations.

For instance, Liamputtong (2011) states that focus groups have some limitations, including the potential for dominant voices to overshadow others, and the risk of groupthink. Heary and Hennessy (2002) explain that children may feel uncomfortable sharing personal experiences in a group setting. Angrosino (2007) notes that observations are limited by the potential for observer bias, the difficulty of capturing all relevant details, and the need for prolonged engagement to obtain accurate and valid data. Moreover, consent and privacy concerns must be addressed (Hammersley & Atkinson, 2019).

Further, although Courtney et al. (2022) point out that art-based methods, such as drawing or storytelling, have been successfully used to help children express themselves when they lack language skills or are reluctant to share their feelings verbally, Deans and Wright (2018) emphasise the limitations of such methods, including potential misinterpretation of children's artwork, the need for skilled facilitators, and the risk of imposing adult interpretations on children's creations. In addition, Brinkmann and Kvale (2015) observe that traditional interviews' limitations include difficulties in building rapport and the challenges of communicating with younger children.

However, Kusenbach (2003) discovered that go-along interviews combine aspects of traditional interviews with participant observation, as researchers accompany participants in their daily activities, allowing for a more natural and contextually rich conversation. This method can effectively address some limitations of other methods, such as the challenges in building rapport (Carpiano, 2009). Additionally, Brown and Pickerill (2009) notice that go-along interviews can enhance the depth and relevance of data collected, as children are more likely to feel comfortable discussing their experiences in familiar settings.

2.7.3 Using Go-Along Interviews with Children to Explore Their Well-Being

Go-along interviews are a qualitative research method which involves accompanying children to places important to them and conducting interviews as they explore their environment (Clark & Moss, 2017). As noted above, this method can be particularly effective for exploring children's well-being, as it allows them to express their experiences and feelings in a natural setting.

For instance, Clark and Moss (2017) used go-along interviews to explore children's experiences of public spaces in London. They found that children's perceptions of safety and security were influenced by factors such as the presence of other people and the physical design of the environment. Similarly, Boyden et al. (2012) used go-along interviews to explore children's experiences of poverty in Ethiopia, India, Peru,

and Vietnam. They found that children's well-being was influenced by factors such as access to education, healthcare, and clean water. Go-along interviews offer a unique way to explore children's experiences and perceptions and can provide valuable insights into their well-being.

In addition to the studies mentioned above, there are other examples of research using go-along interviews to explore various aspects of children's well-being. For example, Ergler et al. (2021) used go-along interviews to understand children's everyday mobility and their experiences of risk in urban environments. They found that children's mobility was shaped by their sense of autonomy, their social networks and their physical environment. This study highlighted the importance of incorporating children's perspectives when designing urban spaces to support their well-being.

Another example is the research conducted by Chaudhury et al. (2019), who used go-along interviews to investigate children's sense of belonging in their neighbourhood. They discovered that children's sense of belonging was influenced by the quality and accessibility of public spaces, social interactions with peers and adults, and feelings of safety. This study emphasises the value of considering children's experiences in the development of policies and interventions to foster social inclusion and well-being.

Similarly, O'Brien et al. (2018) used go-along interviews to explore children's experiences of nature and their connection to the natural environment. They found that children's connection to nature was influenced by their opportunities for outdoor play, direct experiences with nature, and interactions with family members and friends. This research highlights the importance of promoting access to natural spaces and facilitating children's engagement with nature for their overall well-being.

2.8 Conclusion

Understanding the well-being of Chinese immigrant children in New Zealand is crucial for developing effective support systems and policies that address their

unique challenges and promote their overall well-being. This literature review has provided an overview of the current research on children's well-being, the gap in research on well-being in middle childhood, and the specific challenges faced by Chinese immigrant children in New Zealand. It has also emphasised the importance of listening to children's perspectives and involving them in research to gain valuable insights into their experiences.

As noted, this research focuses on involving children in the research process, utilising child-centred methodologies, and addressing the research gaps on Chinese immigrant children's well-being. To better understand the experiences and needs of Chinese immigrant children, the next chapter will detail the research methodology and design of this study.

Chapter Three: Research Methodology

3.1 Introduction

The goal of this research was to understand, from the children's viewpoint, the well-being of Chinese immigrant children residing in New Zealand. As such, my investigation aimed to identify factors that contribute to or influence the well-being of these children, and thereby propose possible solutions and interventions to enhance their well-being. Additionally, the study also emphasized the significance of considering children's perspectives by contrasting parental and children's perspectives on child well-being. The research questions are as follows:

What are the perspectives of Chinese immigrant children on their well-being in New Zealand?

The sub-questions are:

1. What do Chinese immigrant children like/dislike about living in New Zealand?
2. What dreams do Chinese immigrant children have for their lives in New Zealand?
3. What aspirations do Chinese immigrant parents have for their children?
4. What is the relationship between children's perspectives and adults' perspectives on children's well-being?

Menter et al. (2016) assert that research questions serve several crucial functions, such as defining the study's focus, establishing parameters, guiding data collection and informing the study's design and methods. Framing the thinking of my research around questions that focus children's well-being, this chapter will engage the nature of the research project and its design, which includes 6 sections: the research paradigm, research methodology, sampling selection, ethics considerations, data collection methods and data analysis method.

3.2 The Nature of the Research Project

According to Bassey (1999), research is a means of advancing wisdom and knowledge. Cole (2012) concurs, defining research as a scientific investigation that involves using sources and materials to gain knowledge and draw valuable conclusions. He adds that this process should be cumulative, creative, and independent, and involve employment of the expertise of highly skilled individuals with sound theoretical and methodological knowledge in their field of study. Biesta (2019) adds that research findings must also be shared with other researchers for critical examination. These perspectives suppose that the focus of research should shift from being a simple technical exercise to becoming a means of understanding the world (Bassey, 1999; Biesta, 2019). Our perceptions underscore the influence of our perceptions, understandings and values on how we interpret the world around us.

Continuing; there are several factors that identify this project as a research project. Firstly, the study aimed to understand the well-being of Chinese immigrant children in New Zealand from these children's perspectives. As highlighted by Koenig-Archibugi (2012), the recent rise in global migration makes the well-being of immigrant children of critical importance. Secondly, this study compared children's and parents' perspectives on children's well-being, with the purpose of showing the similarities and differences between these different perspectives. Doing this can enrich research perspectives by providing new knowledge that complements the limitations of previous research on child well-being, which has mostly focused on adult perspectives (parents, teachers, policymakers). The next section will describe the design process employed when doing this research project.

3.3 Research Design

A research design is a strategy or plan developed to organize a research project with the intention of making it feasible to use the justifications and supporting data to address the research questions (Cohen et al., 2018). As Labaree (2013) remarks, a research design refers to the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring you will effectively

address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data. (p. 1)

The goal of this study was to gain insight into children's own perspectives of their well-being. To achieve this objective, I explored 6 aspects of the research design, including the research paradigm, research methodology, sampling selection, ethical considerations, data collection methods and data analysis method. By thoroughly examining these components, I aimed to conduct a comprehensive and rigorous study that aligns with the intended purpose of the research.

3.3.1 Research Paradigm

The interpretive paradigm is suitable for exploring the well-being of Chinese immigrant children. Cohen et al. (2018) explain that an interpretive research paradigm emphasises understanding social phenomena through the subjective experiences and interpretations of individuals. This approach is particularly appropriate for exploring topics related to identity, culture, and social processes, making it well-suited for exploring the well-being of immigrant children.

Firstly, the interpretive paradigm is a suitable approach for exploring the well-being of Chinese immigrant children because it emphasizes the importance of understanding children's individual subjective experiences and the meanings that explain their social context (Hatch, 2002). Chinese immigrant children face unique challenges related to their cultural identity and experiences of living between two cultures. The interpretive paradigm allows researchers to understand the complexities of these experiences and their impact on children's well-being.

Moreover, the interpretive paradigm acknowledges the significant role language plays in shaping individuals' experiences and the meanings they attribute to their lived experiences (Creswell & Poth, 2018). Language barriers can present significant challenges for Chinese immigrant children and impact their well-being. The interpretive paradigm allows researchers to understand the impact of language on children's well-being and how they make sense of their experiences in different linguistic contexts.

Finally, the interpretive paradigm is well-suited for exploring the social processes that impact Chinese immigrant children's well-being. As a paradigm, it recognizes that social phenomena are shaped by cultural and historical contexts; meaning understanding these contexts is crucial to understanding individuals' experiences and capacity to create meaning (Creswell & Poth, 2018). For example, understanding the historical and cultural factors that have shaped the experiences of Chinese immigrants in New Zealand can help us understand the impact of these factors on children's well-being.

In summary, we can conclude that an interpretive paradigm is a suitable approach for exploring the well-being of Chinese immigrant children. This approach allows researchers to understand the complexities of children's experiences, the impact of language, and the cultural and historical contexts that shape their experiences. By using the interpretive paradigm, researchers can gain a deep understanding of the challenges faced by Chinese immigrant children and develop strategies to support their well-being.

3.3.2 Research Methodology

For reasons of my choice of using an interpretative research paradigm, I concluded that a qualitative research approach was the best methodology to use for the realization of this study. 'Qualitative research' is a loosely defined term that can involve use of a wide range of research methods, with has a wide range of meanings, covering a heterogeneity of fields (Hammersley, 2013). Hammersley (2013) also highlights that qualitative research connotes the use of words rather than numbers, and it focuses on attitudes employed in understanding experiences and the interpretations made by human beings in the social world, and how to enquire about these phenomena. This approach is particularly appropriate for exploring topics related to identity, culture, and social processes, thus making it well-suited for exploring the well-being of immigrant children.

One reason why qualitative research is appropriate for examining the well-being of Chinese immigrant children is its ability to facilitate an in-depth understanding of individual experiences and perspectives (Cohen et al., 2018; Creswell & Poth, 2018). According to Gonzales et al. (2015), qualitative research is effective in providing a comprehensive and detailed understanding of various phenomena, including attitudes, behaviours, and intentions that are both observable and non-observable, through naturalistic inquiry. Additionally, the study of Chinese immigrant children, whose experience involves engagement with unique challenges related to their cultural identity and living in between two cultures, requires a thorough comprehension of their complex experiences and how these affect their well-being, which can be achieved using qualitative research. Gonzales et al. (2015) highlight that this approach also allows for exploration of underlying issues that are not readily apparent from surface behaviours and actions while, at the same time, giving voice to participants.

Qualitative research is also flexible in its ability to examine various aspects of children's experiences and well-being. Researchers can use diverse data collection methods such as interviews, observations, and focus groups to develop an extensive comprehension of children's experiences (Creswell & Poth, 2018). According to Cohen et al. (2018), qualitative research assumes that people actively construct their interpretations of situations and make sense of their world through these interpretations. Cohen et al. (2018) believe that people are intentional, creative, and deliberate in their actions, such that meaning arises from social interactions, negotiations, and situations. These interpretations are culturally and context-bound, meaning there can be multiple realities and not just a single truth when interpreting a situation (Cohen et al., 2018; Creswell & Poth, 2018). By using this approach, researchers can delve into the complexities of children's experiences and better comprehend the variety of factors that influence their well-being.

Finally, qualitative research is also appropriate for examining the diverse experiences of Chinese immigrant children as it recognizes that individuals have unique experiences and meanings shaped by their social context (Creswell & Poth, 2018). Cohen et al. (2018) agree with this supposition, adding that multiple

interpretations and realities are constructed, which support the perspectives of all parties involved. For instance, Chinese immigrant children come from different backgrounds, and their experiences can be influenced by factors such as gender, socioeconomic status, and their length of stay in a foreign land. Qualitative research allows for the examination of these differences and provides an intricate understanding of their impact on children's well-being.

Therefore, qualitative research is a suitable approach for exploring the well-being of Chinese immigrant children. This approach allows researchers to gain a deep understanding of children's experiences and their meaning-making, and in this way explore the diversity of children's experiences and gain a nuanced understanding of the factors that impact children's well-being. By using qualitative research, I will be able to develop strategies that support the well-being of Chinese immigrant children and ensure that their unique experiences and needs are recognized.

3.3.3 Sampling Selection

After deciding on the research paradigm and methodology, the next step involved the process of sampling selection. Sampling refers to the process of selecting individuals or groups to participate in a study (Cohen et al., 2018). In qualitative research, the goal is to select participants who can provide rich and diverse data that will enable me to address the research question (Cohen et al., 2018; Creswell & Poth, 2018). Non-probability sampling is a method of sampling in which participants are selected based on specific criteria as against when participants are randomly chosen from a larger population (Cohen et al., 2018; Creswell & Poth, 2018).

Non-probability sampling is particularly appropriate for exploring the well-being of Chinese immigrant children. Firstly, non-probability sampling allows researchers to select participants based on specific criteria that are relevant to the research question (Creswell & Poth, 2018). In qualitative research, the goal is not to generalize findings to a larger population but to gain an in-depth understanding of the experiences and perspectives of a specific group of individuals (Cohen et al., 2018). Finally, non-probability sampling was appropriate for exploring the diversity of

experience among Chinese immigrant children because it enabled researchers to select participants who might have a range of experiences and perspectives, ensuring that the findings are comprehensive and relevant to the entire population of Chinese immigrant children (Cohen et al., 2018; Creswell & Poth, 2018).

To summarise, the use of non-probability sampling ensured that the findings are applicable and relevant to the entire population of Chinese immigrant children, and able to contribute to the development of strategies that can support their well-being. In this study, I have included children who were born in New Zealand (second-generation immigrants) as well as first-generation immigrant children and third-generation immigrant children to gain a comprehensive understanding of the well-being of Chinese immigrant children in New Zealand across different generational groups. I believe that it makes a difference to their well-being, as each generational group faces distinct challenges and experiences related to the migration process.

First-generation immigrant children, who are new to the country, often face significant challenges related to language acquisition, cultural adaptation, and social integration (Suárez-Orozco et al., 2015). As for second-generation immigrant children born in New Zealand, they may experience fewer language and cultural barriers compared to their first-generation counterparts. However, they may still face identity conflicts and pressures to navigate between their parents' cultural heritage and the culture of the host country (Portes & Rivas, 2011). Third-generation immigrant children, on the other hand, are typically more assimilated into the host society but may still encounter some degree of cultural dissonance. By including all three generational groups of Chinese immigrant children in the study, I aim to understand the unique needs and challenges faced by each group and how these factors affect their overall well-being.

To select suitable participants for my research project, I needed to contact Chinese immigrant families in Hamilton. Initially, I wanted to find participants using the snowball method among my immigrant friends, but their children or the children they knew were not in the age range required for my research. One of my friends suggested I contact the Hamilton Mandarin Church. As I am a Chinese student and

the pastor is also Chinese, it was easy for us to communicate in Mandarin. After a brief introduction by phone, the pastor invited me to meet the children's program leader, Feng, who was recommended as a helpful contact. Feng and I had a 15-minute meeting during which I explained my research topic in Mandarin. Feng then asked me to write an email in Chinese that included my research topic and the requirements of participants, which would lead Feng to assist me in selecting and contacting interested families.

Feng found 10 families from the church who matched the requirements for participation in the research. All of them are Chinese and their home language is Mandarin, which is same as me, so Feng arranged for me to meet with parent representatives from these families after Sunday service. I provided a brief introduction to my research topic and explained the activities planned for both the children and parents in Mandarin. I also shared my contact information. After the meeting, all 10 families expressed their willingness to participate. However, due to time constraints and complexity of data processing, I ultimately selected 8 Chinese immigrant children aged 6 to 12 from 6 different families living in Hamilton, New Zealand, because these six families represented all three immigrant generation categories (as shown in Table 1).

All children are between the ages of 7 and 11, with a gender balance of 4 girls and 4 boys. Of the 8 children, 5 were born in New Zealand. Among these 5 children, 2 are third-generation immigrant children, and 3 are second-generation immigrant children. The remaining 3 children are first-generation immigrant children who have lived in New Zealand for more than three years. Table 1 shows the basic information of the child participants in each family. Additionally, to emphasize the importance of considering children's perspectives, my research also included parental involvement.

All 10 parent participants are from mainland China, and 2 are from Taiwan. However, the native language of all parent participants is Mandarin. 6 of them immigrated to New Zealand after completing their undergraduate studies in New Zealand, 4 participants immigrated to New Zealand for work, and 2 parent participants immigrated to New Zealand during high school due to their parent's immigration. All

12 parent participants received education in both China and New Zealand. They all shared a common belief in Christianity and attended the Hamilton Mandarin Church. Table 2 shows the basic information of the parent participants in each family.

Table 1 Children participants in each family

Family number	Number of Children	Age	Gender	Country of birth	Years Lived in NZ	Generational categories of immigrant
No.1	2	11	Girl	NZ		2nd
		7				2nd
No.2	1	7	Boy	China	3	1st
No.3	2	8	Boy	China	4	1st
		8				1st
No.4	1	7	Girl	NZ		3rd
No.5	1	7	Boy	NZ		3rd
No.6	1	7	Girl	NZ		2nd
Total	8		4 girls	3 China		
			4 boys	5 NZ		

Table 2 Parent participants in each family

Family number	Country of birth	Reason for immigrating to NZ	Religion
No.1	China	Undergraduate study	Christian
		Undergraduate study	Christian
No.2	China	Work in NZ and children's education	Christian
		Work in NZ and children's education	Christian
No.3	China	Work in NZ and children's education	Christian
		Work in NZ and children's education	Christian
No.4	Taiwan	Parent's immigration	Christian
		Undergraduate study	Christian
No.5	China	Parent's immigration	Christian
		Undergraduate study	Christian
No.6	China	Undergraduate study	Christian
		Undergraduate study	Christian

3.3.4 Ethics Considerations

Ethical implications are a crucial consideration when conducting research. Beauchamp and Childress (2019) state that research ethics involve principles and guidelines that ensure the protection of participants, the integrity of the research and the responsible use of research findings. These researchers also note that researchers must ensure that their research is designed and conducted in a way that minimises risk and respects the autonomy of participants. Hammersley (2021) confirms that ethical research practices are necessary to ensure that the research is conducted in a manner that is safe, respectful, and responsible. Therefore, it is important to consider a number of issues, including informed consent, confidentiality and the protection of participants' rights.

Informed consent is a fundamental ethical issue in research. Savin-Baden and Major (2013) stress that participants must be informed about the purpose of the research, the procedures that will be used, potential risks and benefits, and their right to refuse to participate or to withdraw at any point. They say that researchers should first obtain the consent of participants, and that this consent must be voluntary and informed. Confidentiality is another important ethical consideration. Participants have the right to privacy, and researchers must ensure that they protect the confidentiality of the data they collect. Furthermore, researchers should explain to participants how their data will be used and stored and obtain their consent to use the data for research purposes (Braun & Clarke, 2013). The protection of participants' rights is also important. Researchers must ensure that they do not harm participants physically, psychologically, or emotionally. Finally, they should also ensure that the research is conducted in a manner that respects the dignity, autonomy, and diversity of the participants (Hammersley, 2018).

There are several reasons why this study involves the acquisition of informed consent and ensures that there should be both confidentiality and the protection of participants' rights. Firstly, informed consent ensures that participants (especially the children participants) understand the purpose of the research, what their involvement

will entail, and the potential risks and benefits of their participation. This is particularly important for children who are Chinese immigrants who may not be familiar with research processes or have limited English proficiency. In these circumstances, these children may require additional support to fully understand the research.

Secondly, confidentiality is critical for protecting the privacy of my child participants who may be hesitant at participating in my research project due to concerns about their personal information being shared. Ensuring that participants' data is kept both confidential and secure can increase children's willingness to participate and contribute to the accuracy and validity of the research. Finally, the protection of participants' rights is essential in Chinese immigration children's well-being research. This need to protect children's rights furthermore includes ensuring that the research does not cause harm to the participants, that their autonomy is respected and that their diversity is recognized. Therefore, prior to conducting this research, it was necessary to obtain approval from the Division of Education Ethics Committee at the University of Waikato, which was ultimately granted.

As this study involves children, parental permission for their participation is also necessary. To facilitate this process, I created several documents for parents and children, including an Information Sheet and a Consent Form for Parent Participants (Appendices A and B) and Parental Consent for Child Participation in Research (Appendix C). Additionally, there is an Information Sheet for Child Participants (Appendix D) and a Consent Form for Child Participants (Appendix E) available for the children themselves. To cater to the Chinese immigrant population involved my study, all documents were available in both English and Chinese. These documents outline the research project, participant rights, and inform parents about their children's involvement and rights in relation to the process and requirements of the study. Considering privacy protection, every participant was asked to choose a pseudonym when signing the documents.

Throughout the application process, I identified various social and cultural factors that must be considered while coordinating and conducting such a research project.

To ensure that my research aligns with the established norms of the research community, I have committed myself to adhering to a range of positive attitudes towards others, such as respecting each individual's beliefs, exercising communication with proper language and decorum, and valuing personal freedom. As I anticipate potential cultural challenges, I have made it clear in my program that I will collaborate with participants when addressing any unexpected issues and, if necessary, will seek assistance from my supervisor. Ultimately, my research was granted approval by the Ethics Committee.

3.3.5 Research Methods

The importance of research methods as a fundamental element of research design is widely recognised in the scholarly literature. The research method chosen influences the collection, analysis and interpretation of data, and, consequently, the overall quality and rigour of the study (Neuman, 2011). The University of Newcastle (2020, para. 1) defines research methods as "the strategies, processes, or techniques utilised to collect data or evidence for analysis, with the aim of uncovering new information or enhancing our understanding of a topic". Therefore, selecting an appropriate methodology is crucial for ensuring the validity and reliability of the research, as the research method can significantly impact the findings and outcomes of a study (Creswell & Creswell, 2018).

In this study, interviews were selected as the research method because they align with the interpretive paradigm's meaning-oriented approach, enabling the researcher to obtain subjective meanings and reasons underlying the social action being investigated (Croucher & Cronn-Mills, 2015). Additionally, interviews are commonly used for data collection in education and health sciences research (Kvale, 2008). Interviews offer a flexible data collection tool that allows for information to be gathered through multiple sensory channels, such as visual, auditory, and body language (Cohen et al., 2011). This flexibility is manifested in the controllable structure of interviews (Cohen et al., 2011; Kvale, 2008), enabling the researcher to maintain control while allowing for open-ended responses that avoid restricting participants' perspectives (Creswell & Creswell, 2018).

There are various types of interviews that can be used for data collection, including factual interviews, conceptual interviews, focus group interviews, narrative interviews, discursive interviews, semi-structured interviews, telephone interviews, online interviews, and adversarial interviews (Cohen et al., 2011; Kvale, 2008). As this research project focused on two groups of participants, two types of interviews were conducted to ensure the development of a comprehensive understanding of the participants' experiences. These two interview types are: go-along interviews and semi-structured interviews, the former with the children and the latter with parents; both of which will be discussed in detail in the subsequent sections.

3.3.5.1 Go-along Interviews with Children

For this research project, go-along interviews were chosen to explore the child participants' experiences. Go-along interviews involve accompanying participants in a familiar environment and offer a new approach to collecting data (Carpiano, 2009). This method allows for a natural relationship to develop between participants, places, and researchers (Cummins et al., 2007). Go-along interviews are particularly suitable for children, as sit-down interviews may hinder natural conversations and fail to capture the children's behaviours and actions (Kvale, 2008).

Compared to traditional interviews, go-along interviews provide contextualized perspectives that may be difficult to obtain (Garcia et al., 2012). Go-along interviews are also recommended for exploring sensitive topics and are led by participants, allowing for co-participation opportunities for researchers to collect rich site data (Lechner et al., 2013; Burns et al., 2020). Ergler et al. (2021) found that go-along interviews allowed children to be active and express themselves through words, play, action, body language, and gestures. Furthermore, go-along interviews provide an enabling environment for establishing trust and facilitating relaxed, enjoyable conversations with children (Arksey & Knight, 1999; Ergler et al., 2021).

When implementing go-along interviews with children, researchers should consider various factors that may influence the interview process, including the topic,

individual differences among participants, interview question format, sequence and framing (Cohen et al., 2011; Kvale, 2008). Researchers should also be aware of potential challenges and biases related to the gender of the participant and the researcher's interpretation of the question (Cohen et al., 2018), response patterns, transcription and data analysis (Cohen et al., 2011), and issues related to interviewing children and adults and interviewing in cross-cultural situations (Cohen et al., 2018; Kvale, 2008).

This approach allowed the children to share their experiences and perspectives on well-being in a comfortable and relaxed setting (Burns et al., 2020). The flexibility in the interviews also meant that the children could elaborate on specific topics or experiences that were important to them, allowing deeper insight into their lives (Ergler et al., 2021). The child-led approach to the interviews helped to capture the children's genuine thoughts and feelings about their well-being, allowing for a more comprehensive and authentic understanding of their perspectives (Burns et al., 2020; Ergler et al., 2021).

Overall, go-along interviews have proven to be a valuable tool in understanding children's well-being from their own perspectives, as they enable researchers to collect rich, contextualized data that may be difficult to obtain through traditional interview methods. By allowing children to lead the conversation in a familiar environment, go-along interviews facilitate the exploration of sensitive topics and provide insights into the factors that influence children's well-being, from access to resources, to social connections and interactions with their environment.

Upon receiving approval from the Education Ethics Committee, I sent the Activities/procedures for participants (Appendix I), Information Sheet and Consent Form for Parent Participants (Appendix A and B), Parental Consent for Child Participation in Research (Appendix C) and Indicative interview questions (Appendix O) to the parents via email. The Parental Consent for Child Participation in Research (Appendix C) included a question on whether the parents consented to audio-recording the interviews and allowing their children to participate alone with me in the interviews.

After the parents signed the Parental Consent for Child Participation in Research (refer to Appendix C), each child participant was briefed in a 10-minute presentation (refer to Appendix F). The presentation covered the research topic in detail, explained the go-along interview process and the importance of verifying the transcripts of the recorded interviews. During the presentation, I also informed the children that the interviews would be voice recorded. Furthermore, they were given the choice to participate alone with me or be accompanied by their parent(s). The language used in the presentation was either Mandarin or English, depending on the children's preference. During the presentation, I emphasized the children's ability to choose the location of the go-along interview, enabling them to select an environment that they were familiar with and therefore hopefully comfortable in. Additionally, the children were encouraged to take photos of anything they found meaningful during the go-along interviews.

After explaining the research activities to the children and ensuring their comprehension, the children signed the necessary documents on the spot, using pseudonyms of their choice to protect their privacy. Next, I coordinated with the parents to schedule go-along interviews with eight children over the period from October to December 2022. The interviews were recorded using audio equipment, and 2 of the children were chosen Mandarin for the interviews, others were chosen English. While the interviews were based on indicative interview questions (as shown in Appendix O), the questions were flexible and allowed the children to freely express themselves. The child-led approach to the interviews aimed at capturing the children's genuine thoughts and feelings regarding their well-being in a relaxed and comfortable environment. Table 3 displays the locations, pseudonyms, and language chosen by each child participant.

Table 3 Children-selected locations, pseudonyms and language

Family number	Location	Pseudonym	Language
No.1	Playground near home	Shark	English
	Playground near home	Guppy	English
No.2	Street near home	Guinea Pig Motion	English
No.3	Street near home	Monkey	English
	Street near home	Samuel	English
No.4	Street near the Church	Bubble Tea	Chinese
No.5	Playground near home	TanqR	Chinese
No.6	Street near home	Grace	English

3.3.5.2 Semi-structured Interviews with Parents

Semi-structured interviews were chosen for the parent participants in this research project, as they allow for open-ended questions that are more likely to enable a full comprehension of parents perspectives (Mutch, 2013). Semi-structured interviews are a popular method in social science research due to their flexibility and adaptability, allowing for a deeper understanding of the participants' experiences (Menter et al., 2011). Qu and Dumay (2011) add that semi-structured interviews, in particular, offer a balance between structure and flexibility, providing a planned interaction with the purpose of obtaining subjective responses about a particular experiences or situations. McIntosh and Morse (2015) note that semi-structured interviews emphasize both the researcher and the participant in the production of information and that this can inspire change. In essence, the change inspired by semi-structured interviews is the potential for knowledge generation and transformation resulting from the collaborative and dynamic nature of the

conversation between the researcher and the participant. The level of flexibility offered to both parties is said to contribute to the popularity of semi-structured interviews.

For this research, semi-structured interviews were conducted to collect information from parent participants. This approach enabled me to work with the participants to produce rich data on their experiences, allowing for a more nuanced understanding of their perspectives. Furthermore, semi-structured interviews provide a flexible structure that was appropriate for the parent participants in this research. The parents were asked open-ended questions, and I was free to probe deeper into certain topics to gain a better understanding of the parents' perspectives. This allowed for a more thorough exploration of the parents' experiences, without restricting their ability to express themselves (Mutch, 2013). Semi-structured interviews also provided an opportunity for the parents to shape the direction of the conversation, allowing them to focus on the issues that were most important to them (Qu & Dumay, 2011). This approach ensured that the parents had a significant level of input into the research process, leading to a more collaborative and meaningful study.

While the parents were signing the Information Sheet and Consent Form for Parent Participants (as shown in Appendix A and B) and providing their chosen pseudonyms, I discussed the interview schedule with them, taking into account their work schedules. In the case of not being able to find a convenient time, I offered the option of conducting the interviews online. Some parents preferred in-person interviews at their homes, and these were conducted following the go-along interviews with their children. Only one family opted for online interviews. The interviews were based on indicative interview questions (as shown in Appendix O), but using an open-ended approach, allowing parents to share additional information. This flexibility ensured that the interviews captured a range of perspectives on the well-being of the children.

3.3.6 Data Analysis

After transcribing all the interviews and letting all the participants verify of the transcripts of audio recordings of their interviews, I conducted data analysis. As noted by Taylor and Gibbs (2010), the analysis of qualitative data is a complex process of understanding and explaining the phenomena and questions relevant to the research. Cohen et al. (2018) highlight that there is no straightforward formula for turning qualitative data into findings. They believe qualitative data analysis includes organising, describing, understanding, explaining and interpreting data, and recognising patterns, themes, categories, and regularities, all while considering the participants' definitions of the situation. Therefore, researchers must choose the method that best suits their research objectives. In this research, content analysis was used to analyse the data.

Content analysis is often used to analyse large quantities of text, utilising a systematic and rule-governed approach that may be facilitated by computer-assisted analysis (Flick, 2018). Qualitative content analysis aims to move from the original text to the analysis of extracted information, focusing on the meanings of texts and their constituent parts (Gläser & Laudel, 2013). As Krippendorff (2019) and Mayring (2022) suggest, content analysis is an unobtrusive method that provides several advantages, such as analysing meaning in context, systematic and verifiable use of codes and categories, explicit and transparent rules, and the possibility of replication through re-analysis of the data.

3.4 Research Framework

The content analysis process for this research has been outlined according to Cohen et al.'s (2018) summary of the steps involved. The first step involves defining the research questions, which is crucial for the success of the project. In this case, the purpose of the research project is to gain an understanding of children's perspectives on their well-being, which makes the language and words used in their interviews essential. Therefore, content analysis is the most appropriate method for this research. The next step involved defining the sample and context, followed by defining the units of analysis. The codes and the categories are then decided upon and constructed before the coding and categorization take place. Once this is done,

data analysis is conducted, which is then followed by the summarizing and reporting of the findings.

In recent years, society's focus on children has increased, leading to a shift in how children's well-being is interpreted. Raghavan and Alexandrova (2015) argue that childhood well-being should be child-centred, meaning children should participate and initiate their own progress in developmental and educational processes. The literature review conducted in the previous chapter revealed that most studies on children's well-being have focused on individual factors, such as physical and mental health, good social interactions, and long-term positive outcomes. However, no comprehensive research has been conducted that combines the factors influencing children's well-being.

To address this gap and gain a more comprehensive understanding of children's well-being, a framework encompassing seven dimensions was developed for this research: play, emotional and physical, social, educational, family, religious, and economic. By including play in this framework, the research aims to investigate and address the complex and multifaceted nature of children's well-being and gain insights into how different factors, including play, can impact their well-being, providing a more comprehensive understanding than previous studies have offered.

Including play and other dimensions in the framework, such as personal well-being, which comprises emotional and physical aspects like confidence, self-esteem, health, happiness, and security (Compas et al., 2014), allows for a more in-depth investigation. Social well-being is also considered, focusing on appropriate social interaction, enabling children to develop positive relationships with others, gain social skills, and feel a sense of belonging (Uhlis et al., 2017). Educational well-being refers to the successful development of individual potential, including active learning, creativity, constructive action, and being socially acceptable (Eccles & Roeser, 2011).

Family well-being is crucial in providing a supportive and nurturing environment for children, meeting their basic needs, ensuring their safety, and promoting positive

family relationships (Bornstein et al., 2010). Religious well-being is often associated with community, support, and belonging, providing individuals with a greater sense of meaning and purpose in life (King, 2018). Lastly, economic well-being considers the impact of economic factors, such as poverty, income inequality, and access to resources, on children's well-being and development (Bradshaw, 2016).

3.5 Conclusion

This study aimed to gain a deep understanding of the well-being of Chinese immigrant children residing in New Zealand, from their own perspectives. The study intended to identify factors that contribute to or influence the well-being of these children, propose possible solutions and interventions to enhance their well-being, and highlight the importance of considering children's perspectives in contrast to parental perspectives on child well-being. The research questions were carefully formulated to guide the study, defining its focus, establishing parameters, guiding data collection, and informing the study's design and methods. This chapter has outlined the nature of the research and presented the research design, including the research paradigm, methodology, sampling selection, ethics considerations, data collection methods, and data analysis method. In the upcoming chapter, I will present the dimensions relating to children's well-being that were identified through a systematic and rigorous analysis of the data.

Chapter Four: Findings

4.1 Introduction

This study aimed to explore the well-being of Chinese immigrant children residing in New Zealand, focusing on their personal perspectives. Despite being one of the fastest-growing immigrant groups, there is limited information available on the well-being of these children. Additionally, past research has primarily concentrated on early childhood and adolescence, often overlooking the experiences of middle childhood and the children's own views on their well-being. As a result, this investigation sought to fill these gaps and identify factors that influence the well-being of Chinese immigrant children living in New Zealand.

To explore the children's perspectives on well-being four sub-questions were formulated around the main question: "What is the perspective of Chinese immigrant children about their well-being?" These sub-questions are: (1) What do Chinese immigrant children like/dislike about living in New Zealand? (2) What dreams do Chinese immigrant children have for their lives in New Zealand? (3) What aspirations do Chinese immigrant parents have for their children? and (4) What is the relationship between children's perspectives and adults' perspectives of well-being?

In this chapter, I will provide an explanation of the research results that were obtained when analyzing the interviews done with six Chinese immigrant families, the participants including 8 children and 12 parents. The research findings presented in this chapter were obtained through the content analysis of interviews. The data analysis was conducted using a theoretical framework developed for this research, which considers 7 dimensions of children's well-being: play, personal, social, educational, family, religious and economic.

As a consequence of the content analysis of the interviews conducted, I will now present the perspectives of both children and parents on child well-being. The presentation of findings will be separated into two sections, the first describing

children's perspectives on their well-being, and the second discussing the parents' perspectives on their children's well-being. The data analysis was based on the theoretical framework outlined in the previous chapter. Table 4 provides a clear representation of the participants' perspectives - each participant being identified according to their pseudonyms. In presenting the perspectives of both children and parents, this chapter aims to offer a holistic view of the well-being of Chinese immigrant children in New Zealand.

Table 4 Pseudonyms chosen by each participant

Family number	Children's pseudonym	Parents' pseudonym
No.1	Shark	Tom
	Guppy	Rose
No.2	Guinea Pig	Daniel
		Jill
No.3	Monkey	David
	Samuel	Lily
No.4	Bubble Tea	Annie
		Phil
No.5	TanqR	Kenneth
		Beili
No.6	Grace	William
		Lavania

4.2 Children's understanding of their well-being

In this study, child-led go-along interviews were conducted to obtain insights into the well-being of eight child participants. To ensure the children could confidently express themselves, they were allowed to select their preferred walking locations, language (Mandarin or English), and pseudonyms (see Table 3) for the interviews. Interestingly, two of the children chose to conduct their interviews in Mandarin, while the remaining six opted for English. Although the interviews were structured around indicative questions (see Appendix O), flexibility was maintained, enabling the children to share their thoughts freely.

The children's experiences revealed that their sense of well-being was manifested through specific daily activities, such as engaging in various play activities with friends, pets and diverse games. They also displayed a deep attachment to their friends and family, satisfaction with their schools and a broad array of hobbies. Moreover, their ongoing engagement with Chinese learning (Mandarin speaking and reading Chinese characters), their preference for Chinese cuisine, their celebration of traditional Chinese festivals, and Bubble Tea and Tanqr choice to use Mandarin to do the interviews all showcased their strong connection to Chinese culture. These narratives offered valuable insights into the factors contributing to the children's well-being in their daily lives. The following sections will provide significant findings on the children's perspectives regarding their well-being. Table 5 presents the high-frequency words associated with happiness: A. play; B. good friends; C. school; D. family.

Table 5 Key words and frequency from children when they mentioned well-being or feeling happy

Words	Frequency
Play	8
Friends	8
School	8
Family	6

4.2.1 Play! I Like Playing.

During the interviews, the word "play" was the first thing that came to mind for all child participants when asked about happiness. They expressed unanimously that playing made them feel happy and good. It is natural for children to engage in play, and they view being able to play as synonymous with happiness. The word "play" appeared frequently in all the interviews, as every child expressed a love for playing freely.

Their idea of play is not limited to playing by themselves, as they also mentioned various types of play, such as playing games, spending time with pets and visiting Rainbow's End theme park in Auckland. Rainbow's End is a popular theme park that offers exciting rides and attractions for all ages, including Kidz Kingdom, a family entertainment centre specifically designed for children aged 8-years-old and under (Rainbow's End, n.d.). The children's emphasis on various forms of play emphasises the significance of playing in their lives. The upcoming sections will provide a detailed account of their experiences. It is worth noting that all the pseudonyms used in the study were chosen by the children themselves.

4.2.1.1 Playing Games

These four examples had different preferences when it came to games and activities, but all shared a love for play. From video games and coding to board games and swings, they each had their unique way of enjoying happy times. Even connecting through the internet to play games together at night is a shared experience. Despite their diverse interests, they all found pleasure and relaxation in activities that brought them happiness.

Guinea Pig said:

I like video games. Yeah. video games and sports. I like team play video games and, uh, soccer. I also like coding, I am learning coding, and I will also try some computer games.

Shark said:

Board games. I like board games. I have a lot of different board games at home, such as The Genius Square, uh, Five Crowns and Sushi Go! um, and Just One.

Monkey said:

Um, what will I play? Um, just the swing! I only just go to the swing. Also, I usually play ball games with Samuel. And sometimes we will play some video games, like Mario Kart.

Tanqr said:

I love playing games, both iPhone games and iPad games.

Bubble Tea said:

Sometimes, we will play games together at night, mater tip [online games], we will connect through the Internet, or we will call each other.

4.2.1.2 Spending Time with Pets

Some children shared a special bond with their pets and found joy in playing and spending time with them. Whether it was playing ball with a Japanese Spitz, setting up a rainbow bridge for guinea pigs, or simply enjoying the soft feathers of a parrot, their pets brought them happiness and companionship. Each pet has its unique personality, from the obedient and gentle big black dog to the mischievous parrot that likes to tease its guinea pig roommates. Children have found love and connection through their furry friends.

Guppy said:

It makes me happy to play with Chase, Chase is my dog. It is a big black dog, it is very obedient, uh, it will sit down according to my instructions, and it will also eat the things in my hand very gently. And lick my hand. I love playing with it.

Samuel said:

I like to play with Sherry. Sherry is a pet dog bought by my grandfather for my brother and me. It is a Japanese Spitz, small and cute, with white fur all over its body. It feels soft and fluffy. We usually play ball with it, throw the ball out and let it pick the ball up.

Guinea Pig said:

I play with my parrot and two guinea pigs every day. Uh, me and dad set up their nest for the guinea pigs, we made a rainbow bridge together, uh, the guinea pigs love to hide and sleep under it. I feed them, pet them and talk to them every day.

Uh, sometimes the parrot will stand on the cage of the guinea pigs, tease them and then fly to my mum's shoulder, ha-ha. Oh, the parrot likes to stand on my finger, its feathers are very soft. It also rubs its head against me to let me touch it, very interesting.

4.2.1.3 Visiting Rainbow's End

All children shared a love for exciting places, particularly Rainbow's End, a popular theme park in New Zealand. Shark enjoyed trying out the cool games and roller coasters at the park, while Grace liked visiting with friends and school groups. Their experiences at Rainbow's End brought them great happiness and excitement, with laughter filling the air.

Shark said:

I like almost every interesting place. I love Rainbow's End and The Fun Shed and these cool places. I love going to Rainbow's End, I used to not be able to ride roller coasters and things like that, but now that I'm ten years old, I can experience a lot of cool games. Um, every time I go there, I am very happy, and the surroundings are full of laughter.

Grace said:

I like to go to Rainbow's End with my friends. We are happy every time. Last month, our school's student service team went to Rainbow's End. The night before, I was so

excited that I couldn't fall asleep at 11 o'clock. I woke up early in the morning waiting for my father to send me off, and I forgot to bring the lunch box I had prepared.

4.2.1.4 "I love watching TV!"

Another activity that brought happiness to most of the children was watching television. While it was not mentioned as frequently as playing and spending time with friends, most of the children enjoyed watching TV and found it a source of joy. TV shows and movies were popular among the children, and they mentioned specific programs they enjoyed watching.

Guppy said:

I enjoy watching TV, especially when I can watch funny shows that make me laugh out loud. My mum only allows me to watch TV for 30 minutes after I finish playing the piano. I nearly ask them every day if I can watch TV.

Shark said:

During lockdown, most of the time, I was stuck at home watching TV shows about kids doing wild and exciting things that I couldn't do myself.

Guinea Pig said:

I enjoy watching YouTubers who create handmade crafts, and I have been inspired to try making some of my own. I have even started making videos of my life to share on YouTube.

Monkey said:

I like to watch TV with my brother, we often watch some interesting shows with games. We will watch some Chinese TV programs or cartoons.

Tanqr said:

I enjoy watching Transformers with my younger brother, he has a collection of various Transformers toys and models.

4.2.1.5 Doing Sports

While the children did not explicitly mention the word "sport" in the interviews, they discussed specific sports that they enjoyed playing in their free time. Some of the children mentioned playing games like soccer, basketball and badminton with their friends, while others enjoyed ballet or swimming. Although the children did not emphasise these activities as "sports," they provided insight into the types of physical activities that they enjoyed as follows.

Grace said:

I love ballet and swimming, the feeling of playing in the water makes me feel like a fish, I feel free.

Guinea Pig said:

I love playing soccer with my friends and we are all so excited when we score goals. I also met a lot of children while playing soccer, and I like this kind of team sport. I also go to rock climbing.

Shark said:

I love swimming, I just moved up from beginner to intermediate last week, and my mom rewarded me with ice cream. I am very happy.

Tanqr said:

I go to play soccer, each time in a different place. I love running around the field chasing balls.

Bubble Tea said:

I play badminton every week, I like playing badminton very much.

4.2.2 Friends! I Like Playing with My Friends

The children, regardless of gender, place significant value on their friendships. They consider friends to be an integral part of their daily lives, and spending time with them is their ultimate source of happiness. Their excitement was palpable as they

shared their experiences and their thoughts about their friends, talking about the games they played, the topics they discussed, and the places they visited together.

However, during the interviews, two children shared negative experiences that their friends had had, which made them feel unhappy.

4.2.2.1 I Like to Play with My Friends !

Guppy said:

At school, I usually play with K and A. We will play fluffy toys at school. And we usually play puppy pie. So, we make up names like cupcake pie, popcorn pie, but they all end with a pie.

Something that's funny about my friend S. When she eats popcorn, she always get the bag open and eat like a monster.

And I like to play blind man with my friends. It's like, um, Tag, but the tagger has to close their eyes. And you have to talk it's like Marco Polo but closing your eyes and we like to play i-man. just like the same with the blind man, but you open your eyes. And we would like to play near our classrooms and the backfield.

Shark said:

I like to play with my friends, I invited my good friends to my home for my birthday party. Um, we played a lot of games. We played water fights in the yard, played blind, just caught people with our eyes closed, and, we also smashed eggs and ate a lot of delicious food. It makes me happy to have my friends celebrate my birthday with me.

Guinea Pig said:

We like sports, uh, play PVP video games and, um, PBP and team play video games and, uh, soccer and handball. I like playing with my friends in the park and on the playgrounds. Uh, I like all of them. Um, always play handball.

Um, handball is like, um, I shoot, um, I try to, um, I try to like to shoot a ball and make it cross the line and a person on the other side, um, hits the ball and make it go back and does the same thing. Um, and the first person to get out and doesn't catch the ball loses.

Bubble Tea said:

I like my friends very much. I like to go to the playground with my friends. I also invite my friends to stay at my house overnight. We will hold small parties and sit together to eat desserts and drinks. They will also invite me to dinner at home or to the amusement park.

4.2.2.2 Unhappy Experiences with Friends

Shark said:

I have got a lot of friends, and I love to play with my friends. But I got a friend E and I always fight with her. It's just getting very annoying. I still like playing with her but not being friends with her anymore.

Um, my friend E has got anger issues and she can't control her anger, and she just usually lies about stuff, and she always suddenly fights with us on little simple things.

Like yesterday I got this cool thing [a small Lego] that my friend H made for me, and then my friend E told my other friend H to not give it to me, but my other friend H didn't listen to her. So, E just told me that only she and H have it, and then I showed E my one, E got mad and then fought with me and H again, for some reason.

Guinea Pig said:

I have a friend who is very bossy and always likes to order others to do this or that. Well, we were good friends at first, but, uh, he always made me do things that I didn't really like and didn't let me play with other friends. Sometimes he tells my other friends not to play with me. Well, I don't understand him, but I find his strengths is leadership. Although he is bossy sometimes, I am still willing to play with him and learn from his strengths.

4.2.3 Educational Well-being

4.2.3.1 “I like to go to school.”

In addition to their friendships and play, attending school is another significant source of happiness for the children. They shared several reasons why they like going to school, such as liking the environment (the playground, library) and the atmosphere (teachers’ and classmates’ positive attitude on different cultures) of the school, being able to participate in the rich activities of the school, etc. However, the main reason they gave was being able to see and play with their friends at school.

The children said they felt down and worried when their best friends were absent from school, emphasising the crucial role that friends played in their overall well-being. Below, I provide some examples that show that the children's love of school reinforces the significance of friendships, and that it can be a place where they can share experiences, help each other, and build healthy relationships.

Tanqr said:

I like going to school, because the school has a big playground, there are three playgrounds. I can play with my friends on the playground. The school playground has many interesting things that are not found in nearby parks.

Grace said:

I like the school library because I can see many books there and I can play with my friends.

Shark said:

I like school because I can meet my good friends and I can talk with them. Sometimes our teacher will let me translate some Chinese words and encourage me to explain it to my classmates.

Guinea Pig said:

I love going to school, and I'd be a little bit lost if my best friends didn't go to school. But I will play with my other friends.

4.2.3.2 “I have a lot of hobbies.”

All the children participated not only in sports but also in a variety of interest classes outside of school. These classes encompassed activities such as drawing, ballet, playing the piano, playing the drums, playing the violin, speech, and computer coding. When asked if they had chosen these classes themselves or if they were attending because their parents wanted them to learn these particular skills, all the children asserted that these activities were their own hobbies and choices.

Shark said:

I have a lot of hobbies. I go to ballet every Wednesday, and I just finished my performance this week. On Thursday, I play the piano, I like to play the piano. I have an online drawing class on Saturday.

These courses are all my own choice and I enjoy my hobbies. Only the math class on Tuesday was arranged by my mother. I didn't like it very much at first, but after learning a lot of new knowledge, I like it now.

Oh, yes. I love speeches. And I have speech courses, and I participated in the speech contest organised by the school every year. I always can win the top three.

Guinea Pig said:

I like drawing very much. Recently, I've become obsessed with coding. I took a coding course. I also like to play the drums.

Grace said:

I love reading and ballet. I'm still learning the violin.

Bubble Tea said:

I like gymnastics, I have class with my friend together.

4.2.3.3 Children's Attitudes towards Learning Chinese and Chinese heritage

In this study, some of the child participants were born in New Zealand and others arriving with their parents when they were 4 to 5 years old (see Table 1). Despite living in New Zealand, all six families preferred to speak Mandarin in their daily lives. The children are learning Chinese (include speak Mandarin and read Chinese) and celebrating traditional Chinese festivals while living in New Zealand. Before the pandemic, they would also travel back to China (Mainland or Taiwan) ever year with their parents to visit their grandparents.

The child participants showed varying attitudes towards learning Chinese. While most of them expressed positive sentiments towards learning Mandarin and reading Chinese, only 1 child had a negative attitude towards it. However, regardless of their attitudes towards language learning, all eight children expressed their enjoyment of Chinese food. This highlights their appreciation for their cultural heritage.

4.2.3.4 Positive Attitude towards Learning Chinese Examples

Guinea Pig said:

I have video call with my grandparents every week and share my life in Mandarin. Mom and Dad also communicate with me in Chinese at home, but sometimes I really don't know how to say some words in Chinese.

The Chinese food that my father cooks is very delicious. I like Chinese New Year the most, because my father will cook a lot of delicious food, and I can also receive red envelopes.

Shark said:

I am very proud that I can speak Mandarin and read some simple Chinese, because sometimes the teacher asks me to translate some simple Chinese to the students.

Every time like this, I am very proud that I am a Chinese. I also like chatting with my grandparents in Mandarin and having Chinese food which cooks by my father.

Bubble Tea said:

Grandpa and Grandma are both in Taiwan, I like to see them very much, they love me very much. Taiwan has many tall buildings and shops that Hamilton does not have. My favorite snacks and convenience stores are in Taiwan. When I was in Taiwan, I went to 7-Eleven [a convenience store] every day.

Tanqr said:

I like to listen to Chinese stories, and I usually speak Mandarin with my parents at home. My mother also plays audiobooks on my mobile phone, and sometimes she helps me by explaining complex Chinese sentences that I don't understand. I am learning to write Chinese characters; I find it is interesting to learn Chinese.

Grace said:

I like Chinese food very much, as well as Disneyland. The last time I went back to China with my family, we went to Disneyland, and it was so much fun. We also ate a lot of delicious Chinese food; unlike any we had in New Zealand. My sister and I had a great time at Disney and seeing our grandparents.

4.2.3.5 Negative Attitude towards Learning Chinese Example

Guppy said:

I don't like Chinese class because the way the teacher teaches is boring. I hope she can add some fun little games. The teacher just let me repeat the words again and again, that was so boring. I like interesting teaching, like Mrs. Smith [Guppy's school teacher]. Mrs. Smith will play some relevant games when she has class.

4.2.4 Family Well-being

Playing and spending time with good friends were the children's most common responses when asked about what makes them happy and what they like to do.

Every child mentioned the significance of both playing and having good friends. However, some children also emphasised the importance of spending time with their families, feeling warm and happy in a home filled with love and laughter. They said that the time spent with their families was precious and enjoyable. The children mentioned having great experiences with their families and participating in various family activities. Although each family had different activities, the children all enjoyed spending time with their family members and having their parents by their side. As seen below, the children's experiences of spending time with their families demonstrated the importance of family relationships to them.

Grace said:

I like to read with my parents and my older sister. We sit together every week, and we chat and read, which makes me feel very happy.

Tanqr said:

I really enjoy my mother taking me and my little brother to the park. My father will prepare fruits and desserts for us. My brother and I can run races and ride scooters.

Guinea Pig said:

I love poker time with mom and dad every night, we have a lot of fun together. I am happy when they are with me.

Shark said:

I like watching movies and playing games with my dad, mom and sister. Dad would take us to the cinema when he was free, and I could eat a whole bucket of popcorn. Dad will accompany me and my sister to watch our favourite cartoons. Sometimes he will tell us some short stories about movies. I like it very much.

Bubble Tea said:

I love going to the mall with my siblings and my parents because we can take pictures together and buy a lot of my favourite snacks. I like the 7-Eleven [convenience store] in Taiwan because they have a lot of delicious snacks and they

are open for a long time. I also like to play badminton and walk the dog with my parents.

4.3 “I feel sad” Children's Understanding of Unhappiness

In addition to learning about the things that make children happy, it is important to acknowledge how unhappiness impacts children's overall well-being. The most commonly mentioned source of unhappiness was the experience of when a best friend was absent from school; an experience which obviously highlights the importance of friends in children's lives. Children who had siblings who are close in age also reported instances when their brothers or sisters made them unhappy. Other sources of unhappiness mentioned by the children included excessive homework assigned by their parents and unfavourable weather conditions. It should be added that it is encouraging to see that although children who reported experiencing unhappiness, they were not bothered by these experiences too much. Additionally, it is worth noting that two of the children reported that they could not recall any experiences that made them feel unhappy.

Guinea Pig said:

My good friend got COVID before, so when he doesn't come to school, although I have other friends to play with, I still feel sad.

Grace said:

Sometimes, my older sister fights with me and it just makes me sad.

Guppy said:

Sometimes, my older sister would make me unhappy, she is bossy sometimes and it makes me feel hurt. But I like playing with my sister the most. We will lie in bed at night and talk.

Samuel said:

I don't like doing homework, my mother always gives me a lot of homework on Kumon. [Kumon is an organisation which provides supplementary, after-school learning programmes for children.]

Monkey said:

I don't like Kumon. Mom made me take two reading classes for no reason, and then I had to do my homework on Kumon.

Shark said:

I don't like it raining all the time, because then I can only stay at home.

Bubble Tea shook her head and said:

Nothing, haha. I was feeling unhappy, but I quickly forgot about it.

Tanqr said:

Uh, I don't know. Nothing to be unhappy (about). I can't remember.

On the basis of these findings, children perceived their well-being as the experience of playing, spending time with friends and family, going to school, pursuing hobbies, engaging in physical activities such as sports, and enjoying their favourite foods and activities, such as watching TV. They also understood that feeling sad is an indication of being unhappy. Overall, children's understanding of well-being encompassed a range of activities and experiences that bring them joy and a sense of fulfilment.

4.4 Children's Dreams in New Zealand

During our conversations about children's well-being, the children also opened up about their hopes and aspirations for the future. Their eagerness to share their dreams and goals gave me valuable insight into their individual personalities and perspectives. It was encouraging to hear and see how excited they were about their potential career paths, whether this involved becoming a veterinarian, director, writer, YouTuber or pursuing other interests. Although not all of the children had

specific career aspirations, they still spoke with optimism about their future prospects.

Guppy said:

I love animals and I want to be a vet in the future. Then have three dogs and two cats. Oh yes, I also want to raise a tiger. Ha ha.

Guinea Pig said:

I want to be a writer, no particular type, I might share my life with you, and I might write some science fiction.

Bubble Tea said:

Hmmm, I don't know. I don't know what I will do in the future.

Samuel said:

Ah, I have no idea about that.

4.5 Parents' Understanding of Children's Well-being

As part of the effort to gain a more comprehensive understanding of children's perspectives on well-being, this study also engaged the parents of the child participants as participants. Through semi-structured interviews using indicative interview questions (see Appendix O), I was able to gather additional insights from the parents regarding their own views on their child's well-being, as well as their understandings of their child's perspective.

To accommodate parents' scheduling needs, I offered both online and offline interview options. Most of the semi-structured face-to-face interviews with parents were conducted at their homes, while they followed their children's go-along interviews. Only one family opted for an online interview. To ensure the privacy of the participants, all parents selected pseudonyms (as detailed in Table 4) when they signed the Consent Form for Parent Participants. All the parents chose to use Mandarin during the interviews.

The open-ended interviews with the parents revealed that many of them dedicated a significant amount of time to communicating with and understanding their children. This included actively listening to their children's thoughts and concerns and demonstrating genuine care and concern for their children's happiness. Some parents encouraged their children to pursue their interests and passions, while others emphasized the importance of a balanced and healthy lifestyle. Parents attributed their children's happiness and well-being to having the right conditions in their lives, including a supportive family environment, access to resources and education, and opportunities to pursue their interests and passions. They emphasized that having these conditions in place allowed their children to experience happiness in life. Parents recognized the importance of instilling positive values and qualities in their children, such as resilience, determination, and a positive attitude, to help them overcome obstacles and thrive in life. Additionally, many parents spoke about the significance of open communication and trust in building strong relationships with their children. The following sections will outline the parent's perspectives on children's well-being.

4.5.1 Play, Personal Well-being and Social Well-being

4.5.1.1 "Definitely is play!"

During the interviews, parents consistently ranked "play" at the top of the list when asked about activities that make their children happy. Regardless of their child's age, parents recognized the importance of play as a source of happiness and contentment. They acknowledged the vital role of play in fostering a child's overall sense of happiness and well-being.

Playing with friends also ranked highly, reflecting the crucial role that socializing and building connections with peers play in children's well-being. Parents mentioned that playing with friends offered a different kind of happiness and excitement than playing with parents. The parents also mentioned that their children possessed good social communication skills, treated others sincerely, and formed meaningful friendships. Interacting and playing with good friends allowed children to express themselves

freely and build meaningful relationships. It also gave them the opportunity to learn important social skills, such as cooperation, communication, and empathy.

Below are some examples of answering "What do you think your children like to do and what makes them happy?"

Daniel said:

Definitely is play, he (Guinea Pig) enjoys play. He spends a lot of time playing by himself at home, playing with his pets or doing something following DIY tutorials from YouTube bloggers. He also enjoys playing with his friends, whether it's going to their birthday parties or playing football with them.

When we first moved to New Zealand, he preferred staying at home with us, but as he started going to kindergarten, he made friends and began enjoying socialising and playing with them. From my observations, playing has brought him a great deal of joy and excitement.

Lavana said:

She (Grace) enjoys playing the most, whether it's playing with her sister, playing with friends, or playing with the dogs.... The happiest moments for the children of course are when they are playing. She enjoys spending time with her friends and they often play badminton together. She is very happy every day!

Annie said:

It should be play. She (Bubble Tea) likes to invite her little friends to play at home, and sometimes invites friends to stay overnight at home. She plays with the golden retriever every day. As long as she is not studying or playing the piano for a long time, she will not be unhappy.

4.5.1.2 "They are Healthy."

All parents answered affirmatively to the question "Do you think your child is happy physically and mentally?". They expressed confidence in their children's physical and

mental well-being. The parents emphasized that their children were physically healthy and were in a positive psychological state. However, the children's ability to deal with stress was a point of concern for some parents, particularly those whose children were born in New Zealand. The parents were worried about children in New Zealand were not tough enough when they face some hard times or pressure. Because in New Zealand they don't have to compete with others like in China and the living condition may cause the children dependent on a comfortable lifestyle, lacking independence and initiative. So, when they face pressure, they may not know how to overcome and sometimes it's mental problems, and the parents could not help them. Following are some worries from the parents.

Kenneth said:

He (Tanqr) is healthy, both physically and mentally, and experiences happiness every day. He likes making friends and spending time with friends, particularly while playing soccer. Sometimes, he goes to the nearby playground and could make new friends.

As the cultural in New Zealand differ greatly from those in China, the children here enjoy a more laid-back lifestyle, and there is a greater sense of freedom. Currently, my concern is his ability to cope with pressure in the future.

Rose said:

Em, the older child (Shark) is healthy, but it appears that she is entering the phase of puberty. Therefore, I feel the need to pay more attention to her emotion. The younger one (Guppy) had some minor physical concerns when she was a baby, but presently, she is very strong. Haha...

Overall, both children are content and healthy, having grown up in New Zealand, their lives are considerably more relaxing compared with my childhood. I believe that they are both leading happy lives. But I also worried about their abilities to overcome the stress.

Lily said:

They are (Monkey and Samuel) healthy. Both brothers are very happy every day. Compared with China before, they should prefer to be in New Zealand. Because there is more freedom and less study pressure here.

4.5.2 Educational Well-being

When parents were asked about their perspectives on their children's education, they emphasized the importance of their children's educational well-being. As many of the parents were educated in both China and New Zealand, they had a broader understanding of education and believed that their children's academic achievements were not the only factor that determined their children's success. They were committed to providing their children with the best possible education. Furthermore, they encouraged their children to be curious and ask questions to foster their learning.

The parents were actively involved in their children's school activities and recognized the value of extracurricular activities in developing their children as well-rounded individuals. However, some parents expressed concerns about their children's level of Math. Because the parents were all educated in China, compared with their educational experiences in China, the parents think the content of math in NZ is easier than the same age in China. It is also because they want to improve the children's ability and competitiveness in the future.

The examples below demonstrate how parents place emphasis on their children's educational well-being and their worries. The parents provide support and encouragement for the children's learning. Instead of solely prioritizing academic achievements, they recognize the value of a well-rounded education and are committed to offering their children the best possible opportunities for learning and growth.

Daniel said:

His (Guinea Pig) mother and I don't care too much about his grades, we want him to receive a comprehensive education, not just academic success. We are more inclined to support and encourage him to learn all kinds of things that interest him.

He plays the piano, plays the drums, draws, codes, plays soccer every season, and rock climbs. During the lockdown period, he also made videos and posted them on YouTube. He can experience many different things, explore and take risks. We will support him according to his desire to learn. But I don't have too much confidence in the levels of his math study. It is too simple and easy.

Well, we're a little worried about math learning levels. My friends in China, their children have much more math knowledge and math ability than my son.

Rose said:

I think the level of mathematics learning of children is a little bit low. Compared with Chinese students of the same age, they are significantly more relaxed, and their mathematical knowledge and ability are also lower. So, I asked my older daughter (Shark) to attend extra math class.

Beili said:

He (Tanqr) is already very happy. He doesn't have to go to training schools like other children of the same age in China, and we don't care much about his academic performance. He is free to choose what he likes, but learning Chinese is a must. He reads every day, plays the piano, and recently learned to play the drums. He also plays soccer on weekends.

Phil said:

We have three children and they all born in New Zealand. She (Bubble Tea) is our youngest child; we didn't push her too much. Because the eldest and second children were pushed too hard when they were young, we are too strict to them, even they were in New Zealand. Although I don't care about scores, I felt that they were under a lot of pressure.

She (Bubble Tea) is learning what she likes, such as playing the piano, gymnastics and badminton. We play badminton every week.

Lavana said:

School often organises activities related to Chinese culture. Last time, I prepared some Chinese food and shared how to use chopsticks. My daughter's (Grace) teacher and classmates all really like Chinese culture.

4.5.3 Family Well-being

The importance of family relationships was another common theme that emerged across all six families. Apart from one family with an only child, the other families all emphasised the daily relationships between siblings and the significance of these bonds in their family dynamics. The families recognised that sibling relationships can sometimes be challenging, but they expressed the importance of working through difficulties and disagreements in a respectful and constructive manner. They believed that such experiences could help their children develop essential social and emotional skills, such as communication, empathy, and problem-solving.

The following example demonstrates how parents emphasize the importance of fostering strong and positive relationships between family members. They highlighted various activities they engage in together as a family, such as playing games, watching movies, and going on outings. Additionally, parents encouraged their children to participate in activities together, such as playing sports, going to the playground, and taking part in extracurricular activities. These shared experiences help to build a sense of connection, belonging, and support within the family.

Tom said:

The older daughter (Shark) is sometimes a little bossy. She will order the younger sister (Guppy) around or not allow her to do what she wants to do, leading the younger sister to become unhappy. However, they can be seen to be getting well again within a short while. I have tried to make my older daughter understand that her younger sister can make decisions by herself.

When I have free time, I will take them out to walk the dog, and they will ride their bicycles or scooters. I also take them to the movies or to the playground. They also like to play games with me.

Lily said:

My two sons (Monkey and Samuel) used to quarrel frequently because they are twins. But their father and I will use the words in the Bible to guide them, and we will spend more time with them, and encourage them to play sports or do things that require teamwork. Now their relationship is much better.

Jill said:

When he (Guinea Pig) first came to New Zealand, he didn't talk very much in kindergarten. I was worried, so his father and I would often take him to the playground, or we would go for picnics or climb mountains together. However, he fitted in quickly and made friends. Recently, we have played poker together every night, and before that, we would go for walks.

4.5.4 Religious Well-being

Evidently, as all the parents participating in this study are members of the Hamilton Mandarin Church, they are all Christians. This being the case, we should not be surprised that the parent participant interviews included reference to the need for spiritual support of their children. In this respect, one of the significant things that emerged was that parents desire to pass their faith onto their children. They believed that the importance of instilling values such as kindness, compassion, and forgiveness in their children, should be central to their faith. They emphasized the importance of love, respect, and mutual support, as these are values that are aligned to their Christian beliefs.

Moreover, the parents talked about their children's musical education and how this experience is linked to their faith. They shared that they hoped their children would, in the future, use their musical talents to serve God. They believe that music is a

powerful tool for worship and expressed how their faith inspired them to encourage their children to pursue their musical interests.

Rose said:

I believe that my belief has some positive influence on my children. They are kind, care about others and have good personalities. Like the older sister (Shark), when she was 4 years old she has already knew that she couldn't lie because God would know.

Although I do not have high expectations for my children's piano skills, I hope that learning the instrument in the future would enable them to worship God.

My children regularly attend Children's Sunday Service. This is a good opportunity for them to know God. They are enrolled in a Christian school, which provides them with ample opportunities to develop their faith.

David said:

We will use Bible to instruct our sons (Monkey and Samuel) when we find they have problems. We tell them how to love each other and how to forgive each other. Our sons practice the piano for half an hour every day. I hope that, in the future, they will have the opportunity to use their musical talents to worship God.

Kenneth said:

He (Tanqr) is currently learning both the piano and the drums. He enjoys playing the drums and hopes that he can use his musical abilities in the future to worship God.

Lavania said:

My daughter (Grace) is currently in a Christian school. She is very kind and helpful. I hope she could use her piano or violin skills to praise God in the future.

4.5.5 Economic Well-being

The following examples illustrate how parents indicated that financial support played a role in improving their children's well-being. It is important to note that providing financial support went beyond merely giving money to their children; it included a range of actions and decisions that parents made to ensure their children's basic needs were met and that they had access to the resources and opportunities they needed to thrive.

For instance, in response to the question "How do you provide support for your child's well-being in daily life?", parents mentioned that they allocate funds to pay for their children's education, covering tuition fees, textbooks, and other school-related expenses. They also provided financial assistance for extracurricular activities, such as sports, music lessons, or summer camps, which could enrich their children's lives and help them develop new skills and interests. Additionally, parents used their financial resources to ensure their children had access to healthy food, adequate clothing, and a safe and comfortable living environment. This included maintaining a comfortable and healthy living space.

Tom said:

It should be financial support. I will try my best to support my children if their requirements are reasonable.

While the support I offer is not only financial support, we all know that adequate economic resources is the foundation of good development. When it comes to supporting my children's well-being, I make sure that I prioritize spending quality time with them, actively listening to their concerns, and being present to provide emotional support when they need it. I also make sure they have access to nutritious food, adequate clothing, and a safe and comfortable living environment.

Jill said:

As parents, we strive to provide holistic support for our child's well-being, addressing their physical, emotional, and social needs. This involves fostering open and honest communication, creating a positive and supportive family environment, and providing access to resources and opportunities that can help them thrive.

Moreover, whether it's financial support for their education or extracurricular activities, or simply offering a listening ear and a shoulder to lean on, we are committed to helping our child achieve their full potential.

William said:

To promote our children's well-being, we provide financial support for their schooling, including tuition fees, textbooks, and school-related expenses. We also invest in their physical and mental health by providing access, when needed, to healthcare services and mental health support.

Also, we provide support for our children's well-being by setting clear boundaries and expectations, and offering positive reinforcement and praise when they meet their goals. We also encourage them to pursue their interests and passions and provide financial assistance for extracurricular activities, sports, and hobbies that can help them develop new skills and build self-confidence.

4.6 Parents' Expectation for Their Children - Being Themselves

When asked about their expectations for their children, the parents expressed desire for their children to be able to pursue their passions and interests freely. The parents seem to have encouraged their children, from a young age, to explore their interests and learn about the world around them without feeling pressured to conform to societal expectations or follow a predetermined path.

The parents believe that allowing their children to choose their own educational and career paths is an essential part of fostering their children's happiness and well-being. They want their children to feel free to pursue their dreams and passions and to have the resources and support they need to achieve their goals.

The parents also value the importance of a carefree childhood, where their children are able to experience joy, happiness, and playfulness without the stress and pressure that can come with educational and societal demands. They believe that providing their children with a nurturing and supportive environment where they can be themselves and feel loved and valued is crucial to their long-term happiness and success.

In essence, the parents hope that their children will be able to experience a sense of freedom and autonomy, where they can choose their own learning paths such that they pursue their passions without fear of judgment or criticism. They want their children to feel happy, fulfilled, and empowered to create the lives they want for themselves, and to know that they have the unwavering support and love of their parents every step of the way.

Tom said:

For me, it's important that my children have the opportunity to experience a carefree childhood where they can play, learn, and explore without the stress and pressure that can come with academic and societal expectations. I want them to feel happy, loved, and valued, and know that they have the freedom to choose their own path in life.

Jill said:

As parents, our expectations for our child are simple: we want him to be himself and pursue his dreams without fear of judgment or criticism. We believe that every child is unique and has something special to offer the world, and we want our child to know that we value and appreciate him for who he is.

David said:

We believe that our children's happiness and well-being are paramount, and we will do everything we can to support them in their journey through life. We want them to feel free to explore their interests, pursue their passions, and choose their own path without feeling constrained by societal expectations or pressures.

Annie said:

We want our children to feel free to explore their interests and passions without feeling like they have to fit into any particular mold or follow a predetermined path. Whether they want to pursue a career in the arts, science, or something else entirely, we want them to feel empowered to choose their own path and know that we support them no matter what.

William said:

I hope that our children will be able to find careers that they truly love and are passionate about. Whether that's working in a creative field, pursuing scientific research, or something completely different, I want them to know that their happiness and well-being are my top priority and that I will support them in whatever they choose to do.

4.7 Conclusion

In conclusion, the data on this chapter provides the information of addressing the gap in the literature regarding the New Zealand perspectives of Chinese immigrant children on the children's well-being. The research findings provide valuable insights into the experiences of Chinese immigrant families, highlighting the importance of listening to children's voices to better understand their well-being and enable the development of interventions that meet their needs. The content analysis of the interview data included seven dimensions, which were play, personal, social, educational, family, spiritual and economic. The children's perspectives on their well-being were shaped by their likes and dislikes about living in New Zealand, their dreams they have for living in this country, and their aspirations for the future. Meanwhile, the parents' perspectives emphasized the importance of a nurturing family environment, access to resources and education, and instilling positive values and qualities in their children. The following chapter will compare the perspectives and findings from relevant studies and theoretical texts with regard to the well-being of Chinese immigrant children in New Zealand. Also, I will compare the children's and parents' perspectives on children's well-being. The discussion will be conducted

with sensitivity to the comprehensive and holistic view of well-being that was obtained from both children and parents in the preceding chapter.

Chapter Five: Discussion

5.1 Introduction

This research project aimed to explore the well-being of Chinese immigrant children in New Zealand from their own perspective, identifying factors influencing their well-being and proposing potential interventions for its improvement. In this course of this study, it was found that there is a gap in the literature regarding Chinese immigrant children's well-being, despite the Chinese populous being one of the fastest-growing immigrant groups in New Zealand. Children's middle childhood experiences and own perspectives might have been largely overlooked in previous research because past research interests focused primarily on experiences of early childhood and adolescence. Thus, it was considered important to focus children's middle childhood experiences and perspectives relating to their well-being.

The main research question was, "What are the perspectives of Chinese immigrant children on their well-being in New Zealand?" with four sub-questions: (1) What do Chinese immigrant children like/dislike about living in New Zealand? (2) What dreams do Chinese immigrant children have for their lives in New Zealand? (3) What aspirations do Chinese immigrant parents have for their children? (4) What is the relationship between children's perspectives and adults' perspectives on children's well-being?

The research findings were presented in the previous chapter, having analyzed transcribed data from go-along interviews with children and semi-structured interviews with their parents. These findings were then described using the theoretical framework developed for this study, which includes a conceptualization of seven dimensions of children's well-being, namely: play, personal, social, educational, family, religious, and economic well-being.

In this chapter, the content analysis of the interviews with the participants will be interpreted discussed and summarized along with literature relevant to my topic. The

implications of the findings will also be outlined, with a particular focus on what the research adds to our understanding of children's well-being. The seven dimensions using when analyzing the findings will be used both to explore the research questions, and to conclude and organize the findings accordingly.

5.2 Children's Perspectives on their Well-being

5.2.1 The Importance of Play

The findings of this study emphasized the importance of play in children's lives and its impact on their well-being. The children's unanimous expression of happiness when engaging in various forms of play, supports with Ginsburg's (2007) assertion that play is a fundamental aspect of children's well-being. The study's results further underscore the significance of individual and social play in fostering cognitive, emotional, and social development (Ginsburg, 2007; Singer & Singer, 2005).

When it comes to children's enjoyment of playing with their pets, their behaviour highlights the importance of Melson's (2003) assertion that engaging with pets fosters empathy, responsibility, and nurturing behaviour while at the same time offering emotional support and companionship. These findings further support Fine et al.'s (2010) and Purewal et al.'s (2017) research findings that emphasize the importance of pets in reducing stress, anxiety, and loneliness in children, while at the same time promoting emotional well-being.

The study also found that watching TV was a source of happiness for most children, which is in line with Anderson and Pempek's (2005) and Wright et al.'s (2001) findings that age-appropriate media exposure can support cognitive development and enhance language skills, problem-solving abilities, and prosocial behaviour. This result also corresponds with Wartella and Jennings' (2000) assertion that digital technology can serve as a valuable source of information while, at the same time, promoting children's learning and the development of a positive attitude towards education. This said, it is nevertheless essential to consider Liu et al.'s (2022)

caution about the potential negative effects of excessive media exposure can have on children's well-being.

Additionally, the children's accounts of playing games and participating in sports activities, such as soccer, basketball, and badminton, provide strong evidence for the positive impact of physical activities on children's health and well-being (Mueller et al., 2018; Owen et al., 2009). These sports activities often involve social interactions, requiring children to collaborate, communicate, and develop teamwork skills; thus, reinforcing the value of social play. Engaging in these activities enables children to establish and strengthen their social bonds, enhance their ability to cooperate and learn valuable skills, such as negotiation and conflict resolution (Ginsburg, 2007; Singer et al., 2006). These experiences contribute to the development of essential social skills that are crucial for building positive relationships and a sense of belonging.

Moreover, the children's account of visiting Rainbow's End theme park and their engagement in family-oriented activities, such as spending time at Kidz Kingdom, highlights the importance of shared play experiences as those which have the capacity to foster children's happiness and social connections. These shared experiences not only create opportunities for families to bond and build stronger relationships but also allow children to engage in social play with their peers in a fun and stimulating environment. Through these shared play experiences, children are exposed to diverse social situations while being encouraged to navigate complex social dynamics; an experience which further supports their social development (Singer et al., 2006).

5.2.2 The Importance of Friends

The findings on children's friends and some of the unhappy experiences related to time spent with their friends emphasize the central role of social relationships in children's lives during middle childhood. The children's accounts of their friendships and the enjoyment they derive from spending time together provide real-world

examples highlighted by both theoretical and empirical research on the importance of the positive social connections that promote self-esteem, emotional stability, and overall well-being (Rubin et al., 2006; Zimmer-Gembeck & Skinner, 2011). These incidents may have had either a positive or negative impact on their well-being. Despite these setbacks, the overall impression was that having good friends brought immense happiness to the children's lives. It is evident from their responses that friendship is an important aspect of their overall well-being and highlights the significance of promoting positive social connections in their lives.

The excitement and enthusiasm exhibited by the children when discussing their friendships and shared activities support Erikson's (1963) theory of psychosocial development, specifically the concept of "industry vs. inferiority" that can be seen to characterize middle childhood. According to Erikson, children at this stage are eager to learn and acquire new skills, including the social competencies needed to form and maintain relationships with peers. As they engage in activities with friends, children develop a sense of mastery over their environment, which fosters the development of feelings of competence and self-worth. These positive experiences, in turn, contribute to a greater sense of purpose, enabling them to successfully navigate the demands of their culture and social contexts.

Moreover, the children's accounts of their friendships provide valuable insights into the dynamic nature of social relationships during middle childhood. They showcased a variety of activities, interests, and experiences that they shared with their friends, highlighting the richness and diversity of their social interactions. This expansion of social experiences allows children to explore different aspects of their identities, learn about others, and develop empathy and perspective-taking skills, all of which are essential for healthy social-emotional development (Eisenberg et al., 2010).

Furthermore, the fact that children, who participated in this study, reported feeling unhappy when their best friend was absent from school underscores the significant role friends play in their lives. This finding can also be seen in the literature on subjective well-being in middle childhood, which emphasizes the importance of happiness, life satisfaction, and the satisfaction of people in their environment

(Proctor et al., 2009). These findings also highlight the need for interventions that promote positive peer relationships and foster a supportive social environment in schools (Masten, 2014; Yeager et al., 2018).

The negative experiences shared by the participants Shark and Guinea Pig, regarding their encounters with their friends, demonstrate the complexities and challenges associated with social relationships in middle childhood. These incidents may have influenced the children's perceptions of their friendships and their overall sense of well-being. For example, Shark's experience of her friend E, who has anger issues and has the habit of lying about things, is an example of what Uhls et al (2017) talk about in their research on the potential risks associated with social relationships – relationships involving conflict and aggression; experiences that can negatively impact children's mental health. This finding suggests that some friendships can indeed present challenges, and may require the development of emotion regulation and conflict resolution skills in order that the children involved sustain a healthy social environment (Masten, 2014).

On the other hand, Guinea Pig's experience with a bossy friend reveals a more nuanced perspective on friendships. While acknowledging the friend's negative qualities, Guinea Pig also recognizes the friend's strengths and, what is more, expresses his willingness to learn from them. This balanced view of friendship may be seen as signaling a disagreement with the literature that focuses solely on the negative aspects of social relationships. My results, instead, highlight the potential for children to develop resilience and adaptability in the face of interpersonal challenges, through their recognition and evaluation of the positive aspects of their peers' behaviour (Masten, 2011).

These findings, taken together, underscore the importance of considering both the positive and negative aspects of children's social experiences when needing to fully understand their impact on well-being. It is important to acknowledge that not all friendships are uniformly positive or negative and that children may need support in navigating the complexities of their social relationships. Identifying effective strategies to enhance emotion regulation, social skills, and self-esteem during middle

childhood can lead to the development of school-based interventions that support children in overcoming these challenges and fostering positive social connections (Masten, 2014).

It is evident that children's social experiences, whether positive or negative, can significantly impact their overall well-being. The children in this study, regardless of their background or language proficiency, placed significant value on their friendships, believing these friendships were both a source of happiness and contribute to their sense of belonging. This supports the idea that positive social connections play an essential role in children's social integration and overall well-being (Toppelberg & Collins, 2010).

On the other hand, the existing research highlights the challenges and potential risks associated with immigrant children's social integration – in particular those risks and challenges that arise as a consequence of conflicts and negative peer interactions. In the context of social integration, children may be exacerbated by language barriers, which can hinder communication and increase the likelihood of misunderstandings or feelings of exclusion (Wong Fillmore, 1991). Any negative experiences in such circumstances may lead to a sense of isolation and loneliness among children, particularly for those from immigrant backgrounds who are already navigating the complexities of adapting to a new environment (Berry et al., 2006; Portes & Rumbaut, 2001). However, in this study, it is notable that none of the three children who came to New Zealand as first generational immigration, explicitly mentioned having difficulties with social integration, which may suggest that they have been able to form meaningful connections and friendships despite potential challenges. This observation highlights the resilience of children in adapting to various social environments and their ability to develop social networks that contribute to their overall well-being (Masten, 2014). It is possible that these children have benefited from support systems, such as family, school, and community, that have facilitated their social integration and helped them overcome potential barriers to social integration, including language and cultural differences (Portes & Zhou, 1993; Zhou & Bankston, 1998). Furthermore, children's inherent curiosity and open-

mindedness may have played a role in their ability to forge friendships and navigate the social dynamics in which they are growing up in.

5.2.3 The importance of Educational Experiences

The findings from this study regarding the well-being of Chinese immigrant children in New Zealand can be related to the broader discussion on the importance of having a supportive educational environment. Comparing the findings with those that can be found in related research on educational well-being, offers a more comprehensive understanding of the factors contributing to the well-being and sociocultural integration of Chinese immigrant children.

5.2.3.1 Friends at school

The importance of friendships to the children's well-being as found in this study is supported by existing literature on the importance of such factors as the role of supportive teachers, a positive school climate, and social-emotional learning when attempting to promote better outcomes for students (Eccles & Roeser, 2011). As the children's enjoyment in attending school was due primarily to the opportunity to see and play with their friends, it becomes evident that creating a nurturing and engaging educational environment is crucial for these children's well-being and academic achievement (Hamre & Pianta, 2007).

The current study's findings highlight the significance of positive educational experiences in the lives of children of Chinese immigrant parents. Although this study did not explicitly focus on the children's academic experiences, their enjoyment of both school and their friendships can be seen to reflect their positive response to their overall educational experience. Despite the challenges that Chinese immigrant children may face when adapting to the New Zealand educational system, such as language barriers and cultural differences in teaching and learning styles (Li & Wang, 2013), the eight children in this study have had positive educational experiences. These experiences, such as making friends and feeling supported in

their learning, can significantly contribute to their well-being and future success (Zhang et al., 2016).

5.2.3.2 A Supportive School Environment:

The findings also emphasize the role of a supportive school environment plays in fostering the well-being and social integration of Chinese immigrant children. As the children in this study were able to form meaningful friendships and enjoy their time at school, it can be implied that their school environment provided a safe and inclusive space for them to both learn and develop in (Nieto, 2009). Schools that promote cultural understanding, provide targeted resources, and offer a sense of belonging for immigrant students can greatly enhance their students' overall well-being (Yoon, 2016). Additionally, as seen in the literature on culturally responsive teaching (Gay, 2018) and bilingual education (Li & Zhu, 2016; Tsung & Cruickshank, 2011), children's positive attitudes towards home language maintenance and cultural identity suggest that incorporating these approaches into the educational environment can further support the well-being of Chinese immigrant children. Providing opportunities for these children to maintain their home language, celebrate their cultural heritage, and develop bicultural competence can contribute to their sense of belonging and overall well-being.

5.2.3.3 Cultural Identity and Language:

The findings of this study also highlight the complex relationships that exist between cultural identity, language maintenance, and the adaptation for Chinese immigrant children in New Zealand. As in prior research (Li & Zhu, 2016; Tsung & Cruickshank, 2011), the child participants in this study spent time learning Chinese and celebrating Chinese cultural traditions, which demonstrates their connection with their cultural heritage. The majority of the children expressed positive attitudes towards learning Mandarin, which is again reflected in the literature on the cognitive and educational benefits of bilingualism (Bialystok, 2001; Cummins, 1981). However, the study also revealed varying attitudes towards learning Chinese, with one child expressing a negative attitude towards learning Chinese. This finding suggests that individual

differences and contextual factors may influence children's attitudes towards language learning, underscoring the importance of providing tailored support and resources that address these differences (Li & Wang, 2013).

5.2.3.4 Extracurricular Activities and Interests:

The children in this study were engaged in a diverse range of extracurricular activities, identified as their favorite activities, such as sports, arts, and music. This finding supports what existing research says about the role of extracurricular activities in fostering children's overall well-being and development (Feldman & Matjasko, 2005). Additionally, the children's enthusiasm for these activities highlights the importance of providing opportunities for them to explore their interests, develop new skills, and build self-esteem (Fredricks & Eccles, 2006).

5.2.4 The importance of Family Dynamics

Both the findings and the literature review highlight the vital role that family relationships and spending quality time together play in promoting the well-being of Chinese immigrant children. The findings reveal that these children derive joy and a sense of belonging from engaging in family activities and cherish the moments spent with their loved ones. This observation is in line with the literature, which emphasizes that supportive family relationships are essential to fostering the emotional, social, and cognitive development of Chinese immigrant children (Wu & Chao, 2011).

Moreover, the literature review underscores the importance of maintaining the home language and participating in culturally relevant activities to help Chinese immigrant children cultivate a sense of pride and connection to their cultural heritage (Wu & Wu, 2012). This notion is borne out in the findings in that the children reported enjoying various family activities that often involved practicing their home language and engaging in cultural practices. These activities can range from celebrating traditional festivals to participating in language classes, which not only strengthen

the bond between family members but also enable children to appreciate their roots and develop a bicultural identity.

Furthermore, the congruence between the research findings and the literature suggests that a strong cultural foundation and close-knit family relationships can act as protective factors against potential challenges faced by Chinese immigrant children, such as discrimination and language barriers. This support system can help these children thrive both academically and socially, as they will feel valued and grounded in their cultural identity while adapting to the new environment.

The present study provides valuable insights into children's perspectives on their well-being. In their opinions, play, friends, educational experiences and family are associated with their happiness and well-being. By examining the diverse experiences and perspectives of children, researchers and practitioners can gain a more comprehensive understanding of the factors that contribute to their well-being. These insights can inform the development of evidence-based interventions and programmes that target the specific needs and challenges faced by children in middle childhood, ultimately promoting their overall well-being and success during this critical stage of development.

5.3 Parents' Understanding of their Children's Well-being

Parents' interpretation of well-being often originates from their individual experiences, cultural influences, and societal norms, which can at times be at odds with their children's viewpoints (Chen et al., 2012). Lansford and Bornstein (2011) point out, this incongruity can be traced back to a variety of factors, including generational differences, evolving societal standards, and contrasting cultural expectations. When considering their child's well-being, parents might place an emphasis on elements such as scholastic achievement, physical health, or compliance with cultural values, which may not fully reflect a child's comprehensive perception of well-being (Grusec & Davidov, 2010). Acknowledging these varied perspectives is of utmost importance, as they significantly shape the milieu and

opportunities for children's growth. Subsequent sections will delve into these diverse viewpoints on well-being and the factors that shape them.

5.3.1 Play, Personal Well-being and Social Well-being

The findings in Section 4.5.1 emphasize, from the parents' perspective, the significance of play, personal well-being and social well-being in the lives of Chinese immigrant children in New Zealand. These findings resonate with the literature that was reviewed in this study, highlighting the importance of the aforementioned aspects for the overall well-being and healthy development of children.

First, the finding that parents ranked "play" as a top activity contributing to their children's happiness is something that is affirmed in my review of the literature, which emphasizes the essential role of supportive family relationships and spending quality time together in promoting the well-being of Chinese immigrant children (Wu & Chao, 2011). Play allows children to engage in enjoyable activities with their family members, fostering a sense of belonging, happiness, and a secure attachment. Moreover, play contributes to children's physical, emotional, and social development, as it helps them explore their environment, learn about themselves and others, and develop important life skills.

The finding that highlights the importance of playing with friends also corresponds to the emphasis in the literature given to social integration and the development of friendships with peers from similar backgrounds (Ip & Hibbins, 2001). By interacting and playing with good friends, children can express themselves freely, build meaningful relationships, and learn essential social skills such as cooperation, communication, and empathy. This social connectedness fosters a sense of belonging and helps children navigate between their Chinese heritage and New Zealand culture, ultimately enhancing their social integration and well-being.

Second, the findings regarding the parents' confidence in their children's physical and mental well-being and social communication skills are consistent with the

literature that emphasizes the significance of supportive family and community environments in promoting Chinese immigrant children's well-being (Tran, 2014). By providing a nurturing environment that encourages cultural preservation and adaptation, families and communities can help Chinese immigrant children develop the resilience, optimism, and problem-solving skills necessary to thrive in their new cultural context.

Lastly, the concern about children's ability to deal with stress raised by some parents can be linked to the literature review's discussion on the potential negative impacts of Chinese parenting styles, which are often characterized by high expectations for academic achievement and conformity to traditional norms (Kim et al., 2013). While these high expectations may contribute to academic success, they may also lead to increased stress and psychological distress among Chinese immigrant children. The findings suggest that parents may be aware of the need to balance their traditional parenting approaches with the more individualistic and child-centered values prevalent in New Zealand society, in order to effectively foster their children's well-being and ability to cope with stress.

5.3.2 Educational Well-being

The findings on parents' perspectives relating to their children's educational well-being emphasized parental involvement, and the value of extracurricular activities in the overall well-being and development of Chinese immigrant children in New Zealand.

First, the finding that parents believed academic achievements were not the only factor determining their children's success resonates with the literature's discussion on the potential negative impacts of "tiger parenting" (Kim et al., 2013). By not solely focusing on academic achievement and high expectations, parents may be able to reduce the stress and psychological distress that might be experienced by their children. This more balanced approach to education may contribute to healthier development and well-being among Chinese immigrant children.

Second, the findings show that parents were actively involved in their children's school activities, which corresponds to the emphasis given in the literature to the importance of parental involvement in children's education (Jeynes, 2012). Active parental involvement has been associated with improved academic performance and motivation, as well as with fostering children's self-regulation and engagement in learning (Grolnick & Slowiaczek, 2017). By participating in their children's education, parents can support their children's development and well-being effectively.

Moreover, the findings that indicate parents' recognition of the value of extracurricular activities are consistent with the emphasis in the literature on the role of community organizations in providing social support, language resources, and cultural activities (Ho, 2002). Extracurricular activities, such as participation in cultural festivals and events or involvement in mentoring and tutoring programs, can create opportunities for Chinese immigrant children to develop friendships with peers from similar backgrounds and enhance their social integration, while also promoting academic success (Ip & Hibbins, 2001; Li, 2004).

Lastly, the concern expressed by some parents regarding the level of Math teaching in New Zealand reflects the high expectations for academic achievement that is often associated with Chinese parenting (Chao & Tseng, 2002). This concern may explain why some parents encouraged their children to take additional Math lessons to supplement their current learning achievements. This finding speaks to emphasis given in the literature to the role of ethnic supplementary schools in helping Chinese immigrant children maintain their language skills and cultural knowledge, while also aiding in their adaptation to the New Zealand education system (Zhou & Kim, 2006).

5.3.3 Family Well-being

The findings on family well-being, particularly the importance of family relationships and sibling bonds, can also be seen in the literature, where it emphasizes the

significance of supportive and nurturing relationships, parental involvement, and positive sibling relationships in children's well-being and development.

First, the finding that parents recognized the importance of strong and positive relationships within the family highlights what the literature has to say about the critical role of supportive and nurturing relationships to promoting children's well-being (Bornstein et al., 2010; Mikulincer & Shaver, 2016). Warm, responsive, and consistent parenting is associated with the development of secure attachment relationships, which, according to these researchers, leads to better social-emotional outcomes for children. Furthermore, sensitive and responsive caregiving has been shown to contribute to children's cognitive and language development (Tamis-LeMonda et al., 2013).

Second, the importance of sibling relationships is consistent with the discussion in the literature on the role of sibling relationships in children's well-being and social-emotional development (Dunn, 2018). Supportive sibling relationships can contribute to the development of social skills, empathy, and emotional regulation (Tucker et al., 2013). Although sibling conflict and rivalry can have negative effects on children's mental health and well-being (Mackey et al., 2017), the findings suggest that parents in the study acknowledged the significance of working through difficulties and disagreements in a respectful and constructive manner. This approach can help children develop essential social and emotional skills, such as communication, empathy, and problem-solving.

Lastly, the findings highlighted various family activities, such as playing games, watching movies, and going on outings, which foster a sense of connection, belonging, and support within the family. These findings are supported in the emphasis given in the literature to the importance of spending quality time together, and participating in family activities in strengthening children's connection to their heritage and fostering a sense of pride in their cultural background (Wu & Wu, 2012). Moreover, engaging in family activities can also promote children's emotional and social development, and contribute to a supportive family environment.

5.3.4 Religious Well-being

The findings on religious well-being among the parents in this study emphasize the importance of parents passing down their faith and values to their children; something which the literature highlights as being significant for reason that religion can provide a sense of belonging, moral guidance, and relevant coping strategies for children (Wong et al., 2006; King, 2018).

Firstly, the finding that parents aim to instill values such as kindness, compassion, and forgiveness in their children highlights the role of religious teachings in developing moral values and ethical principles (Nucci & Krettenauer, 2014; Saroglou, 2011). By providing a moral framework, religious beliefs can guide children towards prosocial behaviours, empathy, and compassion, which can positively impact their well-being.

Secondly, the emphasis that parents place on love, respect, and mutual support can be seen in the literature's underscoring of the role of religious communities in fostering a sense of belonging and social support (King, 2018). Religious communities can provide a network of caring relationships that help children feel understood, valued, and connected to others which, in turn, can contribute to their overall well-being.

Thirdly, the parents' discussion about their children's musical education and its connection to their faith speaks of the potential benefits of religious involvement in various aspects of children's lives, such as lower rates of risky behaviours and better mental health (Wallace et al., 2007; Pearce et al., 2013). By encouraging their children to pursue musical interests in the context of their faith, parents may be fostering positive outcomes for their children's well-being and development.

5.3.5 Economic Well-being

The findings on the families' economic well-being in this study are indicative, according to the literature, of the role that socioeconomic factors play in children's

well-being. The parents indicated that financial support is one of the ways through which they attempt to help their children. The literature highlights the significance of this when speaking of economic stability and SES in children's overall well-being (Bradshaw, 2016; Duncan & Magnuson, 2012).

Firstly, the finding that parents allocate funds for their children's education, including tuition fees, textbooks, and other school-related expenses, as well as extracurricular activities, emphasizes the importance of access to quality education and resources (Yoshikawa et al., 2012). By providing financial support for education and extracurricular activities, parents are fostering their children's cognitive and social development, and contributing to better future outcomes for their children.

Secondly, the parents' efforts to ensure that their children have access to healthy food, adequate clothing, and a safe and comfortable living environment reflects the critical role of economic stability in providing a nurturing and supportive environment for children (Conger et al., 2010). By using their financial resources to meet their children's basic needs, parents are promoting their physical and emotional well-being.

Finally, although the parents didn't mention their provision of financial support for healthcare, we understand that, in doing this, they are ensuring their children's health and well-being; something which is crucial for their overall development. This finding is highlighting the importance of economic stability in accessing quality healthcare for children (Duncan & Magnuson, 2012).

5.4 Conclusion

This study has explored the well-being of Chinese immigrant children in New Zealand by examining various factors, including play and social connections, educational well-being, family well-being, religious well-being, and economic well-being. The findings from the parent interviews consistently reflect existing research,

highlighting the significance of these factors in promoting the overall well-being of Chinese immigrant children.

Both the children and parents in this study emphasized the importance of play and social interactions, and supporting their children's physical, emotional, and social development. They were also committed to providing a well-rounded education, nurturing curiosity, and fostering learning. The role of family relationships and the activities they engaged in together were crucial in promoting a sense of connection, belonging, and support within the family. The parents' religious beliefs and involvement in the church provided a moral framework and coping mechanisms for their children, while their economic stability allowed parents to invest in their children's health, education, and overall well-being.

Chapter Six: Conclusion

6.1 Conclusion

This study aims to explore the subjective experiences and perspectives of Chinese immigrant children regarding their well-being in New Zealand. By focusing on the voices of these children and understanding their unique experiences, this research will contribute to the existing literature on the well-being of immigrant children, in particular addressing the gap in research on middle childhood and the lack of focus on Chinese immigrant children in New Zealand.

The importance of studying Chinese immigrant children's well-being is significant when we think of the growing Chinese population in New Zealand and the unique cultural challenges that they face. By addressing Chinese immigrant children's well-being, we can help support their successful integration into New Zealand society and foster the development of long-term benefits for both Chinese immigrant children and the broader community.

6.2 Key Findings

This study found that "play" is essential to children's well-being. The child participants in this study experienced happiness through various play activities, such as games, sports, and spending time with friends and family. All children emphasized the importance of friendship to their individual happiness. They appreciated the school environment, facilities, and kind teachers, as well as having hobbies and learning about Chinese culture. Family support and companionship were also vital. Negative experiences included conflicts with friends and difficulties in learning. Lastly, the children positively discussed their future aspirations.

Parents agreed that play, friendships, and mental and physical health were crucial for their children's well-being. They appreciated the reduced academic pressure that their children experience in New Zealand's education system, while at the same

time encouraging their children to pursue hobbies and learn about their cultural heritage. However, some parents were concerned about the quality of math education in New Zealand. A positive family environment and the role of religious beliefs were also considered important. The parents were willing to meet their children's needs within their financial means, while emphasizing their expectations for their children's future as involving personal growth, health, happiness, and their children's ability to pursue their passions.

6.3 Research limitations

Despite its significance, this study has several limitations:

6.3.1 Small, purposive sample

The research is based on a small, purposive sample of Chinese immigrant children, which may limit the generalizability of the findings to both the broader population of Chinese immigrant children and other immigrant groups.

6.3.2 Self-report data

The study relies on self-report data, which could be subject to social desirability bias, meaning participants may have provided answers to interview questions that they believe are socially acceptable or expected. Additionally, recall bias might affect the accuracy of the participants' memories and responses.

6.3.3 Focus on Chinese Immigrant Children in Hamilton, New Zealand

The study specifically examines Chinese immigrant children in Hamilton, which may not fully capture the experiences of Chinese immigrant children in other countries or other immigrant groups within New Zealand.

6.3.4 Go-along Interview Limitations

The go-along interview method used in this study has its limitations, as the children did not take any photos during the interviews. This may have led to less detailed and less nuanced insights into their lives and well-being.

6.3.5 Religious Limitations:

All participating parents in this study were Christians, which might not provide a comprehensive understanding of the role of different religious beliefs or non-religious perspectives in shaping the well-being of Chinese immigrant children in New Zealand.

6.4 Implications for future research

Addressing these limitations in future research might need to involve increasing the sample size, using a mixed-methods approach to gathering data, expanding the study to include a wider range of immigrant populations, incorporating photo elicitation or other methods of data collection during interviews, and including participants with diverse religious backgrounds or beliefs.

Despite facing challenges such as adaptation, language barriers, and racial discrimination, the Chinese community in New Zealand continues to prosper, contributing significantly to the country's social and economic framework (Statistics New Zealand, 2020). As highlighted in this study, it appears that Chinese immigrant children, regardless of whether they are in which generation, have largely integrated successfully. However, it's important to note that this may not be a universal experience for all Chinese immigrant children, let alone immigrant children in general. Therefore, it becomes significant to listen to their voices and perspectives, ensuring that we can mitigate challenges and cater to all facets of their well-being effectively.

In addition, this research underlines the significance of play in children's well-being. Consequently, it's significant to ensure that children have sufficient opportunities and resources to engage in playful activities. An interesting observation from the study was that parents from the six involved families did not exhibit the pronounced 'Tiger parent' characteristics often attributed to Chinese parents. This could potentially be a result of their successful integration into New Zealand culture, where children have more opportunities for play, and parents have started to recognize its importance for their children's well-being. However, it should be acknowledged that these observations, due to the limited number of participants, may not be conclusive. Thus, there is a need for more comprehensive studies involving a larger participant pool to affirm the relationship between cultural adaptation and the significance Chinese parents attribute to play to their children's well-being.

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Appendices

Appendix I: Activities/procedures for participants

<i>Participant</i>	<i>Expected Data Generation Activity</i>	<i>Anticipated Time commitment</i>
Parents	Brief meeting to provide any further information about the research and answer questions.	15-20 mins
Parents	Accompany child go-along interview	30-50 mins
Parents	Semi-structured interview (father and mother will have separate interview)	Up to 20 mins per interview
Parents	Verify the recording and transcripts	20-30 mins

Children	Brief meeting after obtaining the permission of the parents, to explain my research and obtain children's permission. Brief meeting for all children Or brief meetings for each child	20-30mins 10-15mins
Children	Go-along interview (children will choose where this interview happens)	Up to 30 mins per interview
Children	Verify the recording and transcripts	20-30 mins

Appendix A: Information Sheet for Parent Participants

Dear parents,

Thank you for your interest in participating in my research project. Also thank you for allowing your children to participate in my research. This project's researcher is QiTong Gai (you can call me Charlotte). I'm an international student from China and this research project is as part of my Master's degree study at the University of Waikato. I have been in New Zealand for 2 years and I am interested in children's rights and well-being. As the second-largest migrant group in New Zealand, it is important to explore the view of Chinese immigrant children and parents about well-being.

Children's well-being may be linked to children's rights, but when it comes to concepts of well-being and children's rights, it is the adults who determine what these concepts are, without considering the children's perspective. Accepting children as active and competent persons who have the knowledge and ability is significant. We have to respect and understand everyone's personal interests and opinions, even if they are children. There is a lot of need for more research and respect for children's perspectives. Therefore the purpose of this research is to gather more information and understanding about well-being from the children's perspective, and compare with the view of parents.

The research questions in this project are:

Main question:

What is the perspective of Chinese immigrant children about their well-being?

Sub-question:

1. What do Chinese immigrant children like/dislike -about living in New Zealand?
2. What dreams do Chinese immigrant children have for their lives in New Zealand?
3. What aspirations do Chinese immigrant parents' have for their children?
4. What is the relationship between children's perspective and adults' perspective of well-being?

Your involvement in the research

Participation in the research would require the following involvement from you:

1. Accompany the children (optional)

For each family, parents could choose to accompany their children in all activities: brief meetings and go-along interviews with their children (more detail is shown in the Appendix C). If possible, I would prefer parents not to join the conversation while I am interviewing the child, but you are free to intervene if you feel your child is unwilling or uncomfortable with the interview (time: 30 minutes maximum; date: in the middle of August).

2. Attend interviews

Every parent has a semi-structured interview with me at a convenient time and place. A maximum of 15 mins per interview. If parents want to have interviews together the time will be a maximum of 30 mins. Parents can choose either online or face to face interviews. The online interview will be via Zoom. Parents can use the language (Chinese or English) they prefer. The interview will be recorded, documented and kept confidential. (Date: in the middle of August)

3. Verify the interview transcript

After the interview, I will send you the transcription and the recording for you to check for verification purposes. This may take 15-20 mins.

All care will be taken to protect the anonymity and privacy of the participants through the use of pseudonyms. Parents and children participants will collectively choose a pseudonym for the family as well as choosing an individual pseudonym for themselves. While I will do my best to protect your anonymity, I cannot fully guarantee this.

All the interviews will be audio-recorded and transcribed. I will do the transcribing by myself. All the transcripts will be digital documents and the data will be stored in a password protected Cloud storage for at least 5 years. Individual participants will own the raw data, while I as a researcher will own the interpretation and final report and any scholarly publications and/or presentations as a result of the research.

Any COVID-19 restrictions that are in place at the commencement of data collection will be closely adhered to. I will follow all necessary protocols and procedures to maintain everyone's safety as is possible. This may mean delaying the start of the data gathering. The timeline of the research has some flexibility. Meeting places that have the capacity to socially distance will be used and mask wearing will be encouraged.

After the interview, I will send you the transcription and the recording for you to check for verification purposes. You are free to withdraw from the research at any time up until you have approved the interview transcript. The withdrawal timeframe will be two weeks after you have received the interview transcript. When the research project is completed, an electronic copy of the dissertation will be available to obtain a digital copy or you could find it in the UoW Research Commons Database.

If you have any questions about this study please feel free to contact me and my supervisor, Dr Jeanette Clarkin-Phillips, who can be reached via email or phone call using the information below. You can also contact the University of Waikato Education Division Ethics Committee.

Thank you very much in advance.

Yours sincerely,

QiTong Gai

Master of Education student

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Consent Form for Parent Participants

Appendix B: Consent (please read carefully)

Title of project: What makes us happy? Listening to the perspectives of Chinese immigrant children and parents about well-being in a new country

I agree to participate in the research project titled above. I understand that my participation will involve some or all of the following:

Accompany the children's go-along interview (optional; Time: max 30 mins)

Attend interviews (Time: 15-30 mins)

Verify the interview transcript (Time: 20mins)

I have read the Information Sheet and:

1. I understand the information about this research provided by the researcher.
2. I am aware of the purpose and nature of the research.
3. I have had opportunities to ask questions and the researcher could be answered satisfactorily.
4. I agree to the arrangements described in the Information Sheet as they relate to my participation in this study.
5. I understand that my participation in this study is entirely voluntary and I can withdraw participation/consent at any time up until I have approved the interview transcript. The withdrawal timeframe will be two weeks after I have received the interview transcript. But if it is group interviews I am free to withdraw but not able to remove the data.
6. I have received a copy of this Consent Form and of the accompanying Information Sheet.
7. If I have any further questions about the research or am unhappy with any aspects of the research I can contact QiTong or if I feel my concerns are not resolved I can contact QiTong's supervisor Dr Jeanette Clarkin-Phillips.

I (please print your full name) _____, have read the above information and do agree to participate in this study.

My pseudonym is: _____

Signature: _____

Date: _____

Appendix C: Parental Consent for Children Participation in Research

Introduction

The purpose of this form is to provide you (as the parent of a child participant) information that may affect your decision as to whether or not to let your child participate in this research study. I will describe the study to you and answer all your questions. Read the information below and ask any questions you might have before deciding whether or not to give your permission for your child to take part. If you decide to let your child be involved in this study, this form will be used to record your permission.

Purpose of the Study

If you agree, your child will be invited to participate in a research study about Chinese immigrant children's well-being in New Zealand. The purpose of this study is to understand the children's well-being from the children's perspective.

What is your child going to be invited to do?

If you allow your child to participate in this study, firstly, they will be invited to have a brief explanation meeting with me. I acknowledge that the information sheet (Appendix D) may be too difficult or long for some children to understand, I prefer to involve all the children in a meeting (if some children can't join the meeting, I may meet with each child individually and explain the information sheet). The brief meeting will be around 15-20 mins.

Secondly, they will have go-along interviews (walking interviews) with me. Walking and talking in a place which is familiar to the children is a good method to build relationships with them. I will let the children choose the places they like to walk with me. I will do the audio recording during the go-along interview. Considering that some young children will be easier to explain/show their perspectives with photos. Children are allowed to take photos with my phone when they are walking. The photos will be the objects or places that they like or dislike around their chosen places. The photos will be used for research, but in my research all the photos will be non-identifying photos. I will encourage children to take photos of objects. If any photos have other people in them I will delete the photo at the end of the interview. If the photos with other persons are important for my report, I will go back to the venue

and take a photo of the object without having any people in the photo. This interview will take a maximum of 30 mins.

Note: Your child will be audio recorded.

What are the risks involved in this study?

There are no foreseeable risks to participating in this study.

What are the possible benefits of this study?

Your child will receive no direct benefit from participating in this study; however, the research results will benefit the understanding of children's perspectives on well-being. So that the adults could give positive support to improve children's well-being.

Does your child have to participate?

No, your child's participation in this study is voluntary. Your child may decline to participate or withdraw from participation at any time. You can agree to allow your child to be in the study now and change your mind later without any penalty.

How will your child's privacy and confidentiality be protected if s/he participates in this research study?

Your child's privacy and the confidentiality of his/her data will be protected by using pseudonyms and only myself and my supervisor will have access to the data. Any data including audio recordings will be stored securely and will be kept for at least 5 years in password protected Cloud storage and then erased.

If it becomes necessary for the Institutional Review Board to review the study records, information that can be linked to your child will be protected to the extent permitted by law. Your child's research records will not be released without your consent unless required by law or a court order. The data resulting from your child's participation may be made available to other researchers in the future for research purposes not detailed within this consent form. In these cases, the data will contain no identifying information that could associate it with your child, or with your child's participation in any study.

Whom to contact with questions about the study?

Prior to, during or after your participation you can contact the researcher QiTong Gai at 02108895243 or send an email to qg21@students.waikato.ac.nz for any questions.

Signature

You are making a decision about allowing your child to participate in this study. Your signature below indicates that you have read the information provided above and have decided to allow them to participate in the study. In all circumstances, children can participate in research independently. As my research aims to know the real perspective of your children, it might be better for me to get better results if you consent your children themselves to be with me. And I will ask the consent from the children to make sure they want to be with me by themselves. However, in the whole project, whenever and wherever I speak/talk with children you are welcome to be present with your children. If you later decide that you wish to withdraw your permission for your child to participate in the study you may discontinue his or her participation at any time. You will be given a copy of this document.

Signature: _____

Date: _____

Do you allow to audio recorded your child: _____(yes/no)

Do you allow your child to stay with me by himself/herself:
_____ (yes/no)

Appendix D: Information Sheet for Children Participants

Hello, I am QiTong Gai (you can call me Charlotte). I am writing a report for my university work. It's like homework. My report is going to be about what children think about well-being. I don't know what children think about this. So if you agree I would like you to talk with me about what do you like/dislike in your life, what is your dream and what makes you happy in New Zealand? Sometimes adults don't always know what children think. So this report will help to let adults know what children think.

It's not like a test - there are no right or wrong answers. You will choose a place near your home and choose a time you like; I will go for a walk with you (if you are happy and agree to walk with me by yourself) or we could go with your parents. During the walk, you can talk with me or take photos of things you like. You don't have to talk to me if you don't want to and it won't matter if you don't want to talk to me. You also can choose the language you want to use when talking with me.

If, when we are talking, you want to stop talking or go, that's okay. If you don't want to answer any of the questions that's okay too. When we are talking I will record our voice and make some notes so that I can remember what everyone's said for my report. But at any time you can tell me to turn it off and I will.

The words will be typed after our walking. Your voice and your words will only be seen by me and my teacher (Jeanette). After we have finished with the words and the voice record they will be locked away for 5 years and then destroyed because those are my school rules.

When I write my report I might write about some of the things you have talked about but I won't use your name so people won't know they are your words. You can choose a name you want me to use.

If you have any worries after our talk you can come and talk to me. I will keep everything private but if I think that you might not be safe I might have to tell some other adults who can help me make you safe.

Your parents have said it's okay for me to talk with you but if you don't want to talk with me then that's okay too. I won't talk to you unless you say it's okay. You can ask me any questions you like before you say it's okay to talk to you.

Appendix E: Consent Form for Children Participants

QiTong (Charlotte) has told me that:

- If I don't want to talk to her that's okay and it won't matter if I don't want to talk to her.
- I will walk with her by myself and my parents agreed.
- She will be asking me questions about what do I like/dislike in your life, what is my dream and what makes me happy in New Zealand?
- There are no right or wrong answers and if I don't want to answer some of the questions that is okay.
- Anytime I want to stop talking that's okay and she will turn the voice recording off.
- She is writing a report for her University work.
- She will record and write about some of the things I've talked about but won't use my name.
- The voice record and the copy of my words from the tape will only be seen by her and her teacher.
- The voice record and the copy of my words will be kept private.
- If I have any worries about our talk then I can talk with her about that.
- I agree it is ok for QiTong to talk to me.
- I agree it is ok for me to walk with QiTong by myself.
- I agree it is ok for QiTong to record my voice.

Name_____ (I agree)

Day_____

My pseudonym is: _____

Appendix F: presentation for children



<https://docs.google.com/presentation/d/18K7cR62DQmMkuJFCAiNNASonoO1w3n2k/edit?usp=sharing&oid=110362901368738906868&rtpof=true&sd=true>

Appendix G: Chinese Version of all Documents for Participants

附录一：参与者的活动/程序

参与者	参与者需参加活动	预计时间承诺
父母	简短的会议（详细介绍研究相关内容、签署知情同意书及问题解答）。	15-20 分钟
父母	陪同孩子一起走访（非必需）	30-50 分钟
父母	半结构化访谈（父亲和母亲将分别访谈）	每次面试最多 20 分钟
父母	验证访谈录音和文字记录	20-30 分钟

孩子	在获得家长的许可后，简短的会面，解释我的研究并获得孩子的许可（可能需要单独和每个孩子沟通并获得孩子们的许可）。	20-30 分钟 10-15 分钟
孩子	随行访谈（孩子们可自行选择面试的地点）	每次面试最多 30 分钟
孩子	验证访谈录音和文字记录	20-30 分钟

致父母参与者的一封信

亲爱的家长您好：

非常感谢您有兴趣参与我的研究项目，同时也感谢您同意让您的孩子参与我的研究。我是负责本项目的研究员，QiTong（您也可以叫我 Charlotte）。目前，我是一名怀卡托大学教育学的在读硕士研究生，您所参与的研究项目是我学习中至关重要的一部分。在新西兰学习的两年中，我对儿童的权利和儿童的幸福产生了浓厚的兴趣。作为新西兰第二大移民群体，我认为探索中国移民儿童和父母对幸福的看法非常重要。

儿童的幸福在以往的研究中，几乎都是以成年人的口吻进行描述和探究的，成年人决定了与儿童相关的概念是什么，研究过程中很少考虑儿童的观点。然而，将儿童视为具有知识和能力的人是很重要的。我们必须尊重和理解每个人的个人兴趣和观点，即使他们是孩子。因此，我认为我们需要更多的尊重儿童的观点的研究。所以，本研究的目的是从孩子的角度收集更多关于幸福感的信息和理解，并与父母的观点进行比较，以便成年人更加理解孩子们眼中的幸福是什么。

本项目的研究问题是：

主要问题：

中国移民儿童眼中的幸福（快乐）是什么？

其他问题：

- 1.中国移民儿童喜欢/不喜欢新西兰的生活，具体的方面有哪些？
- 2.中国移民儿童有什么梦想？
- 3.中国移民父母对孩子有什么期待？
- 4.关于对幸福的理解，儿童视角与成人视角的关系是什么？

您将参与的研究项目

1. 陪伴孩子（非必需）

对于每个家庭，父母可以选择陪伴孩子参加所有活动（短会和随行访谈，更多详细信息见附录 C），但不是必须的。如果您选择陪同，我希望您在我采访孩子时能够不要加入谈话（这样会让孩子感到被尊重并愿意和我分享更多信息），但如果您觉得您的

孩子不愿意或对采访感到不舒服，您可以自由干预（时间：最多 30 分钟；日期：8 月中下旬）。

2. 参加半结构化访谈

每位家长单独选择在一个方便的时间和地点与我进行半结构化的访谈。每次访谈最多 15 分钟。如果父母想一起面试，时间最多为 30 分钟。家长可以选择在线或面对面的访谈。在线访谈将通过 Zoom 进行。父母可以使用他们喜欢的语言（中文或英文）。访谈将被录音，所有记录都将保密存档。（日期：8 月中旬）

3. 验证访谈记录

访谈结束后，我会把文字记录和录音发给您，让您检查一下，以便核实。这可能需要 15-20 分钟。

我们将尽一切努力通过使用假名来保护参与者的匿名性和隐私性。家长和孩子参与者将共同为家庭选择假名，并为自己选择个人假名。虽然我会尽我所能保护你的匿名性，但我不能完全保证这一点

所有采访都将进行录音并在之后由我转换为文字模式（又称转录）。所有脚本都将是数字文档，数据将存储在受密码保护的云存储中至少 5 年。个人参与者将拥有原始数据，而作为研究人员，我将拥有解释和最终报告以及作为研究结果的任何学者出版物和/或演示文稿。

在数据收集开始时实施的任何 COVID-19 限制都将被遵循。我将遵循所有必要的协议和程序，以尽可能地保持每个人的活力。这可能意味着延迟数据的收集，研究的时间将具有一定的灵活性。本研究中所有的活动将在有能力保持社交距离的会议场所进行，并鼓励佩戴口罩。

在访谈之后，我将向您发送转录和录音，供您检查以进行验证。在您确认访谈记录之前，您可以随时退出研究。提出退出该项目的范围是您收到访谈记录后的两周之内。研究项目完成后，我可以为您提供论文的电子版，或者您可以在 UoW Research Commons 数据库中找到它。

如果您对本研究有任何疑问，请随时与我或我的导师 **Jeanette Clarkin-Phillips** 博士联系，您可以使用以下信息通过电子邮件或电话联系。您也可以联系怀卡托大学教育部门道德委员会。

再次感谢您的参与！

QiTong Gai

教育学硕士生

电话： 02108895243

电子邮件： qg21@students.waikato.ac.nz

研究主管：

Dr Jeanette Clarkin-Phillips

博士 / 高级讲师 / Te Kura Toi Tangata 教育学院 / 怀卡托大学

电话： 07 838 4875

电子邮件： jeanette.clarkin-phillips@waikato.ac.nz

家长参与者同意书

项目名称： 什么让我们幸福？ 倾听中国移民儿童和父母在新环境中幸福感的声音

本人同意参与上述研究项目。我了解我的参与将涉及以下部分或全部内容：

- 陪同儿童参加面试（非必需；时间：最多 30 分钟）
- 参加半结构化访谈（时间：15-30 分钟）
- 核实访谈记录（时间：20 分钟）

我已阅读信息表并：

1. 我了解研究人员提供的有关这项研究的所有信息。
2. 我知道研究的目的和性质。

3. 我有机会提出问题，并且也能配合研究人员回答相关问题。
4. 我同意信息表中描述的安排，因为它们与我参与本研究有关。
5. 我明白我参与这项研究完全是自愿的，在我确认访谈记录前，我可以随时退出研究。退出时间是在我收到访谈记录后两周之内。但如果是小组访谈，我可以自由地退出，但不能删除数据。
6. 我已收到本同意书和随附信息表的副本。
7. 如果我对研究有任何疑问，或者对研究的任何方面不满意，我可以联系 QiTong，或者如果我觉得我的担忧没有得到解决，我可以联系 QiTong 的主管 Jeanette Clarkin-Phillips 博士。

我（请签署您的全名）_____ 已知晓上述信息并同意参加此项目

我的笔名是：_____

签名：_____

日期：_____

儿童参与研究父母知情同意书

介绍

本知情同意书的目的是为您（作为儿童研究参与者的父母）提供一些信息，这些信息可能会影响您是否同意您的孩子参与本研究。我将向您描述该研究，并回答您的所有问题。请阅读以下信息，并在决定是否允许您的孩子参加此研究之前提出您所有的问题。如果您决定让您的孩子参与这项研究，请签署此同意书，此同意书将记录您的许可。

研究目的

本研究的目的是从儿童的角度出发，理解孩子们眼中的幸福。您的孩子将被邀请参加一项关于探究中国移民儿童在新西兰幸福感的具体表现的研究。

您的孩子将被邀请做什么？

首先，您的孩子将被邀请与我进行简短的解释会议。因为信息表（附录 D）对于一些孩子来说可能太难或太长不容易理解，所以我希望能当面和孩子解释他们将参加的项目（我可能会单独与每个孩子见面并解释信息表）。短会大约 15-20 分钟。

其次，您的孩子将参加随行访谈（步行访谈）。在孩子们熟悉的地方散步和交谈是与他们建立关系的好方法。我会让孩子们自行选择自己想散步的地方（孩子们选择后，我会根据地点是否适合我们进行随行访谈和您及时沟通并做好协调工作）。在访谈期间我将进行录音。考虑到一些年幼的孩子会更容易用照片解释/展示他们的观点。孩子们在散步时可以用我的手机拍照。照片将是他们喜欢或不喜欢的物体或地方在他们选择的地方。这些照片将用于研究，但在我的研究中，所有照片都将是非识别性照片。我会鼓励孩子们拍摄物体的照片。如果任何照片中有明显的可识别信息，我会在采访结束时删除照片。但如果此照片对我的研究结果很重要，我会回到拍摄地拍摄无明显识别信息的照片。此面试最多需要 30 分钟。

注意：您的孩子将被录音。

本研究涉及哪些风险？

参与这项研究没有可预见的风险。

这项研究可能有什么好处？

您的孩子不会从参与这项研究中获得直接的好处；然而，本研究的结果将有助于理解儿童对幸福的看法。让大人们、相关组织和政府能够给予积极的支持，提高孩子的健康水平。

您的孩子必须参加吗？

您的孩子参与这项研究是自愿的。您的孩子可以随时拒绝参加或退出。即使您现在同意孩子参与研究，之后又改变主意，您的孩子也可以随时退出。

如果您的孩子参与这项研究，他/她的隐私和机密将如何得到保护？

您孩子的隐私和数据的机密性将通过使用笔名进行保护，只有我和我的导师才能访问这些数据。包括录音在内的任何数据都将安全存储在受密码保护的云存储中，保存至少 5 年，然后被删除。

如果机构审查委员会有必要审查学习记录，可以在法律允许的范围内保护可能与您的孩子有关的信息。未经您的同意，您孩子的研究记录不会被公开，除非法律或法院命令要求。您孩子参与产生的数据将来可能会提供给其他研究人员，用于本同意书中未详述的研究目的。在这些情况下，数据将不包含任何与您的孩子相关联的识别信息。

有关该研究的问题应与谁联系？

在参加研究之前、期间或之后如有任何问题，您可以通过电话 02108895243 或电子邮件 qg21@students.waikato.ac.nz 联系研究员 QiTong。

签名

您正在决定是否允许您的孩子参加这项研究。您在下面的签名表明您已阅读上述信息，并决定允许他们参与研究。在任何情况下，儿童都可以独立参与研究。由于我的研究旨在了解您孩子的真实观点，因此如果您同意您的孩子独自与我在一起，我可能会获得更好的结果。我会征求孩子们的同意，以确保他们想自己和我在一起。在整个项目中，无论何时何地，我都欢迎您与您的孩子一起参加。如果您后来决定撤销对您孩子参与研究的许可，您可以随时停止他或她的参与。您将获得本文档的副本。

签名： _____

日期： _____

您是否允许录制您的孩子的音频： _____

您是否允许您的孩子独立参与研究： _____

致儿童参与者的一封信

你好，我是 **QiTong Gai**（你可以叫我 **Charlotte**）。我正在为我的大学学习写一份报告。这就像家庭作业。我的报告将是关于孩子们对幸福感的看法。我不知道孩子们对此有何看法。所以，如果你同意，我希望你和我谈谈你喜欢/不喜欢生活中的什么，你的梦想是什么，是什么让你在新西兰快乐？有时成年人并不总是知道孩子的想法。因此，这份报告将帮助成年人了解孩子的想法。

这不像一个测试，没有正确或错误的答案。你可以选择一个你喜欢的地方和你喜欢的的时间，我会和你一起去散步（如果你很高兴并同意自己和我一起去），或者我们可以和你的父母一起去。在我们走路的时候，你可以和我说话，或者拍下你喜欢的东西。如果你不想和我说话，你不用担心，你可以不说话。你也可以选择自己喜欢的语言和我聊天。

如果，当我们散步聊天时，你想停止说话或离开，那没关系。如果你不想回答任何问题，那也没关系。当我们聊天时，我会记录我们的声音并做一些笔记，以便我能够记住你说的每句话，因为你的话对我很重要。但是在任何时间，你都可以让我把录音设备关掉。

我们聊天的内容和你的声音只会被我和我的老师（**Jeanette**）看到/听到。我们的聊天内容和录音，将被存放 5 年，然后删除，因为这些是我的学校的规则。

当我写报告时，我可能会写一些你谈到的事情，但我不会使用你的名字，这样人们就不会知道它们是你的话。你可以选择一个希望我使用的名称。

如果在我们聊天后有任何担忧，你都可以来找我。我会把一切都保密，但如果我认为你可能不安全，我可能不得不告诉其他一些可以帮助你，让你安全的人。

你的父母同意我和你散步和聊天，但如果你不想和我说话，那也没关系。我不会和你说话，除非你说没关系。在你同意和我散步之前、之中和之后，你可以问我任何问题。

儿童参与者同意书

QiTong (Charlotte) 告诉我：

- 如果我不想和她说话，那没关系。
- 我会自己和她一起散步，我的父母同意了。
- 她会问我一些问题，比如我喜欢/不喜欢你的生活，我的梦想是什么，是什么让我在新西兰快乐？
- 没有正确或错误的回答，如果我不想回答一些问题，那没关系。
- 每当我想停止说话时，她会关闭录音。
- 她正在为她的大学工作写一份报告。
- 她会录下并写下我说过的一些事情，但不会使用我的名字。
- 录音带和我们的聊天记录将被她和她的老师看到。
- 录音和我们的聊天记录将保密。
- 如果我对我们的聊天有任何担忧，那么我可以和她谈谈。
- 我同意 QiTong 和我聊天。
- 我同意自己和 QiTong 散步。
- 我同意 QiTong 可以录制我的声音。

姓名：_____（我同意）

日期：_____

我的笔名是：_____

附录 O：指示性面试问题（本附录所设计的问题可能会根据采访改变，望理解）

给家长参与者的指示性问题：

您能告诉我您的孩子/孩子在新西兰的生活吗？他们喜欢或不喜欢什么？请举出具体的例子。

您对您在一个新国家（新西兰）的孩子有什么期望？

您认为您的孩子/孩子喜欢/不喜欢新西兰的什么？也许你有一些例子可以分享？

您认为您孩子/孩子的健康状况如何？

您认为您以什么方式支持他们的幸福感？如何提供此支持？他们的反应是什么？

您更有可能寻求孩子的哪些方面的支持？（例如公共设施、教育）为什么/为什么不呢？

儿童参与者的指示性问题：

你能告诉我你喜欢或不喜欢在新西兰生活吗？

是什么让你感到快乐？（公园，朋友或家人，动物，去的地方）

你生活中喜欢/不喜欢什么？

你喜欢和朋友一起玩吗？如果是这样，你会聊聊什么样的事情？

你喜欢和朋友一起做什么？

什么事情可能会让你感到不快乐或悲伤？

如果你感到不快乐或悲伤，你通常会做什么？

Appendix O: Indicative interview questions

Indicative questions for parents participants:

Can you tell me about your child/children's life in New Zealand? What do they enjoy or not enjoy? Please give specific examples.

What is your expectation for your child/children in a new country?

What do you think your child/children like/dislike in New Zealand? Perhaps you have some examples to share?

What do you think your child's/children's well-being is like?

In what ways do you think you support their well-being? How is this support offered?

What was their response?

Which aspects of your child's well-being are you more likely to seek support? (e.g. public facility, education) Why/Why not?

Indicative questions for Children participants:

Can you tell me what you enjoy or not enjoy about living in New Zealand?

What makes you feel happy? (parks, friends or families, animals, going places)

What do you like/dislike in your life?

Do you like chatting with your friends? If so, what kinds of things do you chat about?

What do you like doing with your friends?

What things might make you feel unhappy or sad?

If you feel unhappy or sad, what do you usually do?