



Youth'07

The Health
and Wellbeing of
Secondary School
Students in New Zealand

Results for
Chinese, Indian and other
Asian Students



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The AHRG investigators on the Youth'07 project are:

Simon Denny, Terry Fleming, Peter Watson
Department of Community Paediatrics

Shanthi Ameratunga, Elizabeth Robinson, Jennifer Utter
Section of Epidemiology & Biostatistics, School of Population Health

Terryann Clark, Robyn Dixon
School of Nursing

Sue Crengle
Te Kupenga Hauora Māori, School of Population Health

Sally Merry
Werry Centre for Child and Adolescent Mental Health, Department of Psychological Medicine

Teuila Percival
Pacific Health, School of Population Health

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Contact details:

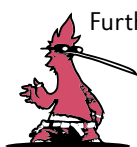
Dr Simon Denny

Principal Investigator
Adolescent Health Research Group
School of Population Health
Tamaki Campus, The University of Auckland

Private Bag 92019, Auckland 1142

Phone: +64 9 373 7599 ext 89400

Further publications by the AHRG are available at www.youth2000.ac.nz



Results for Chinese, Indian and other 'Asian' Students

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Executive summary

This report presents findings from Youth'07, the second national survey of the health and wellbeing of secondary school students in New Zealand, for the 1310 students who identified with an Asian ethnic group.

It must be noted that 'Asian' is not a single ethnic category but a broad range of ethnic groups encompassing a wide range of cultural, language, and migration experiences. In this report we highlight the term 'Asian' to remind readers of the particular meaning placed on it and its shortcomings as a single ethnic category.

For the same reason, the results for the two largest Asian ethnic groups in the survey – Chinese and Indian – are presented as two separate, specific reports, comparing the findings for each group with those for New Zealand European students, and with the corresponding findings from the previous survey conducted in 2001. This is followed by an overview report on the 'Asian' group as a whole, with the caution that these results, averaged across the combined 'Asian' group, may mask different experiences relating to specific ethnic groups.

Overall, the majority of 'Asian' students reported positive family, home and school environments, and positive relationships with adults at home and school. However, Chinese and Indian students were more likely than NZ European students to experience family adversity or hardships (eg, changing homes more often, overcrowding and unemployment among parents).

Compared to NZ European students, Chinese and Indian students were more likely to report positive feelings about school. Several school safety indicators have improved since the previous survey in 2001, but a small proportion of Chinese and Indian students continue to report being bullied weekly or more often, many reporting the bullying to be related to their ethnicity.

In the 2007 survey, about three-quarters of 'Asian' students did not meet the current national guidelines for daily intake of fruit and vegetables, and 91% did not meet the current national guidelines of one or more hours of physical activity per day. Indian students reported similar levels of physical activity to NZ European students while Chinese students reported lower levels of physical activity.

The vast majority of 'Asian' students reported good health in 2007. However, when health care was needed, many 'Asian' students faced barriers to accessing it, including a lack of knowledge of the healthcare system, cost of care and lack of transport. Mental health problems were of particular concern in this population, especially among female students. Among Chinese and Indian students 18% of females and 7-8% of males showed significant depressive symptoms – proportions unchanged since the 2001 survey.

The prevalence of smoking, measured both in terms of ever smoking a cigarette and of smoking weekly or more often, had substantially decreased among Chinese students since the 2001 survey. In contrast, among Indian students these indicators showed little change over the same period.

Drinking alcohol was less prevalent among Chinese and Indian students than among NZ European students: 35% of Chinese students and 34% of Indian students were current drinkers compared to 66% of NZ European students. While Indian and Chinese students were less likely than NZ European students to be binge drinkers, about 16% reported binge drinking on at least one occasion in the previous 4 weeks. Compared with the 2001 survey, marijuana use had declined among Chinese students but not among Indian students.

Chinese and Indian students were more likely than NZ European students to report not using contraception. While the proportion of Chinese students using contraception has remained unchanged since the 2001 survey, the equivalent proportion among Indian students had declined.

The majority of 'Asian' students reported positive and rewarding friendships, 41% reported spiritual beliefs as important, and a similar proportion attended a place of worship regularly. These proportions had not changed since 2001.



Recommendations

For schools and communities

- Provide safe school environments for all students particularly those from ethnic minorities.
- Provide safe and accessible means to report bullying and provide culturally appropriate counselling services.
- Work with families to improve communication with students about risky behaviours and problems at school.
- Identify young people who are experiencing, or are at risk of experiencing, poor mental health, and enable access to appropriate support and services.
- Encourage and enable young people of Asian ethnic groups to be more physically active.
- Promote school-based and community-based education programmes to bring about awareness and adoption of New Zealand Food and Nutrition guidelines, including those on alcohol consumption.
- Provide readily available and understandable information concerning health services and ensure these services are accessible, affordable, and responsive to the needs of young people from Asian ethnic backgrounds.
- Support, value and celebrate the diverse cultural practices and traditions of young people of Asian ethnic groups.

For service providers

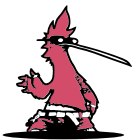
- Recognise the diversity and specific needs of the many Asian communities in Aotearoa New Zealand.
- Promote collaboration across sectors for providers of services to young 'Asian' New Zealanders.
- Promote information about and availability of services, and address the barriers to accessing health care identified in this report.
- Develop a culturally safe and competent workforce to provide services for young people from Asian ethnic groups in New Zealand.
- Develop culturally appropriate programmes to de-stigmatise mental health issues among families from Chinese, Indian and other Asian ethnic groups as well as the wider New Zealand society.
- Enhance youth-friendly approaches to the delivery of health services and community-based health promotion activities.



For the Ministry of Health, funding agencies, researchers and policy-makers

- Recognise the diversity of Asian communities with regard to ethnicity and migration experiences.
- Develop approaches to represent this diversity in databases, information sources, and statistics.
- Identify the sources of resilience and protective factors that contribute to the comparatively low levels of risky behaviours among most young New Zealanders of Asian ethnicities.
- Identify the issues related to high risk behaviours among a small but significant proportion of young people of Asian ethnicities.
- Fund and conduct research to help address the adverse outcomes and unmet needs in this population.
- Provide resources, programmes and strategies that enable the healthy development of 'Asian' young people and their full and meaningful participation in New Zealand society.







Introduction



Background

People identifying with an Asian ethnic origin constitute one of the fastest growing sectors of the New Zealand population. In the 1991 census they made up 3% of the total population, but by 2021 this is projected to increase to 14.5%. Young people of Asian ethnicities comprised 8% of youth aged 10 – 19 years in 2001 and 10% in 2006.

Research interest in the health of people of Asian ethnicities living in New Zealand has gathered momentum in recent years. This research, which has largely focused on the adult population, suggests that in general, Asians fare better than the total New Zealand population on a range of health status indicators (Ministry of Health, 2006). However, closer inspections of the available data have shown significant areas of concern. For example, Indians have a higher prevalence of obesity, diabetes, cardiovascular disease and stroke than New Zealand Europeans (Ministry of Health, 2006; Metcalf, Scragg, & Jackson, 2006). These and other emerging concerns draw attention to the need to investigate and address the health needs of this growing sector of the population in New Zealand.

This report examines the health and wellbeing of Asian young people living in New Zealand in 2007. It is based on the findings from Youth'07, the national survey of the health and wellbeing of secondary school students in New Zealand, conducted by the Adolescent Health Research Group of The University of Auckland.

Who is 'Asian'?

It is important to note from the outset the issues with the term 'Asian'. Its use as an ethnic category is particularly problematic. The category 'Asian' is a heterogeneous composite, lumping together a diverse range of ethnic groups, each of which has a different place of origin, language, culture, traditions, settlement history and health needs. Combining them in a single 'Asian' category submerges their separate ethnic identities, averages out their differences and masks important distinctions between them (Rasanathan, Craig, & Perkins, 2006b). Including half the peoples of the world under a single 'Asian' ethnic term has little more meaning or precision than classifying all the rest as 'non-Asian'.

Furthermore, the term 'Asian' does not have a fixed, uncontested meaning; it has different meanings in different contexts, and as used in different countries. The 'Asian' category as used in New Zealand official statistics and in research derives from that used since 1996 by Statistics New Zealand in its analysis of census results. The Statistics New Zealand definition includes people with origins in the Asian continent from Japan in the east to Afghanistan in the west, and from Indonesia in the south to China in the north. It thus includes those who identify as Chinese, Indian and other peoples from East, South and Southeast Asia, but no further west or north than Afghanistan; people from Middle Eastern and Central Asian countries are not counted as 'Asian'.

It may be noted that this is a parochially New Zealand perspective – Asia as seen from New Zealand. As one commentator justifies the definition, it 'makes sense in New Zealand terms...New Zealand "faces" the southern and eastern side of the Asian continent and...these are the areas of most substantial population and of greatest contact with New Zealand' (McKinnon, 1996).



Introduction

Importantly, the Statistics New Zealand definition of 'Asian' is not only different from that used in other western countries, it also differs from the term as understood in common parlance in New Zealand (Rasanathan et al., 2006b). In this report we highlight 'Asian' to remind readers both of the particular meaning placed on the term and of its limitations as an ethnic category.

Purpose and objectives of this report

Whatever the limitations of the terminology and classification, there is a vital need for comprehensive and current information on the health of young people of the various Asian ethnicities living in New Zealand. This report aims to help fill that need.

Since the composite 'Asian' category has been widely used in research, planning and policy development in New Zealand, and does at least give 'Asian' people a place in the planning process and the allocation of resources, it is pragmatically important to provide results for 'Asians' which are directly comparable with previous data. Accordingly, we provide information on the health and wellbeing of the combined group of all 'Asian' secondary school students. To ensure that this information is comparable with other 'Asian' data in New Zealand, the Statistics New Zealand definition has been followed as closely as possible.

But more importantly, this report also challenges the uncritical use of 'Asian' as a category for analysis and planning, by presenting information on the health and wellbeing of Chinese and of Indian students (the two largest distinct groups among the survey respondents) in separate sections of this report. Most previous reports and national statistics combine these groups within the composite 'Asian' category.

The overall goal of the report is to raise the profile of and encourage an interest in the health of young people from Asian ethnic groups by providing a reference document

for families, schools, communities, agencies working with youth, and the young people themselves. It is hoped that this will provide a useful foundation for health and community action, advocacy and policy, and services that are responsive to the needs of young people from these diverse communities.

The survey results presented in this report in many ways raise more questions than they answer. Given the lack of research evidence in New Zealand for these young people, this report has not attempted to speculate on the findings presented. Instead, an attempt has been made to present a wide overview of information to enable families, communities, schools, churches and the agencies who serve them to be aware of the patterns and distributions of these findings, and consider the implications in light of their own experiences. It is hoped that the issues and questions raised by the responses of the students surveyed will lead to further research into these issues.

Survey design

Youth'07 is a cross-sectional survey of a representative sample of New Zealand secondary school students conducted in 2007. Full details about the methodology used have been described elsewhere (Adolescent Health Research Group, 2008) with a comprehensive overview available at the study website (www.youth2000.ac.nz).

In brief, a sample of schools was randomly selected from the pool of all eligible secondary schools in New Zealand (ie those with more 50 or more students), and from those schools that agreed to participate, students were randomly selected and invited to take part in the survey. The anonymous self-report questionnaire employing multi-media computer-assisted technology was administered using internet tablets (handheld computers) (Denny et al., 2008). The Youth'07 survey included a set of core questions used in the previous national survey in 2001, along with additional questions in some domains responding to emerging health concerns.



Introduction

The questionnaire format and content was pre-tested with groups of young people prior to the main survey to ensure the information sought was clearly understood and could be collected in a timely and valid manner. While the questionnaire contained a total of 622 questions, students answered considerably fewer items. This is because the branching design of the questionnaire program directed students to only those in-depth questions relevant to their experience, based on their responses to initial screening questions.

In addition to completing the questionnaire, students were weighed and measured for height, weight and waist circumference using standardised measuring equipment.

Survey participants

Of the 115 randomly-selected schools, 96 took part in the survey. In these schools a total of 12,549 students were randomly selected and invited to participate. Of these, 9,107 students, or 72%, participated in the survey. Among these participants, 14.4% ($n = 1,310$) identified with an Asian ethnic group, 76% identified as NZ European, 19% identified as Māori, 13% identified with a Pacific ethnic group and 9% identified with other ethnic groups. Students could identify with more than one ethnic group and therefore these proportions add to more than 100%.

The sample of Asian students reported on

The demographic characteristics of the 1,310 students in the survey who identified with any Asian ethnic group are shown in Table 1. The findings regarding the health and wellbeing of these students are presented as three specific reports relating to the following groups:

- Chinese students ($n = 537$)
- Indian students ($n = 365$), and
- 'Asian' students, identifying with any of the ethnic groups included in the Statistics NZ definition of 'Asian' ($n = 1,310$).

Twenty-eight students identified as both Chinese and Indian and were included in each of these ethnic-specific reports.

The findings relating to key indicators of interest among Chinese and Indian students were compared with (a) the corresponding findings from students identifying solely as New Zealand Europeans, and (b) the corresponding findings for Chinese or Indian students from the Youth2000 survey conducted in 2001. These comparisons were not undertaken for the total 'Asian' group, given the considerable diversity within this category and the changes in its composition from 2001 to 2007.

Table 1 Demographic characteristics of the total 'Asian' sample

| | % |
|---------------------|------|
| Gender | |
| Male | 55.3 |
| Female | 44.7 |
| Age | |
| 13 years or younger | 15.5 |
| 14 years | 19.3 |
| 15 years | 19.5 |
| 16 years | 21.9 |
| 17 years or older | 23.8 |
| Ethnicity* | |
| Chinese | 41.1 |
| Indian | 27.9 |
| Filipino | 8.3 |
| Japanese | 6.8 |
| Korean | 14.9 |
| Cambodian | 4.1 |
| Other Asian | 13.6 |

* If students indicated more than one ethnicity they are included here under each of them



Comparisons between Chinese or Indian and New Zealand European students

Comparisons between Chinese students and NZ European students and between Indian students and NZ European students were made using logistic regression to control for differences in age and gender between the two samples. In order to examine if the findings were influenced by the socio-economic status of the students, a sensitivity analysis was conducted to test the impact of the following variables on the effect estimates: NZ Deprivation Index 2006 scores, worrying about food, and moving home more than twice in the previous 12 months. If the effect estimates changed significantly after controlling for these socio-economic variables, this is explained in the report.

Comparisons between results for 2001 and 2007

Comparisons between results for 2001 and 2007 were made using logistic regression adjusted for gender. The interaction term between gender and survey year (2007 vs. 2001) was included to allow for differences in the proportion of male and female students between the two surveys. If this was the case (ie where there was a significant interaction) the comparisons are reported for male and female students separately.

All analyses were undertaken using SAS 9.1.2 software.

Limitations

The survey findings must be interpreted with some limitations in mind. Secondary school students absent from school on the day of the survey and students in Alternative Education settings were not included in the Youth'07 survey. Young people attending school generally have better health than young people who have left school at younger ages or those who are frequently absent. Consequently, the survey results based on those at school are likely to be skewed towards a 'healthier' picture. It is also likely that students with limited English language skills or some types of disability may have been unable to participate in the survey, although no specific exclusion criteria were applied. International students (non-residents in New Zealand schools as fee-paying students) were not excluded.

Information from this survey is based on student self-report, making the over-reporting or under-reporting of some health behaviours possible. Results were excluded from analysis if a question was answered with a clearly impossible response. Occasionally students chose not to answer a question. Given the question format used in the Youth'07 survey, it was not possible to reliably estimate the duration of residence in New Zealand for all participants. In the previous survey, the proportion of youth engaging in some risk behaviours was shown to vary with their duration of residence in New Zealand (Rasanathan et al., 2006a).







Chinese students

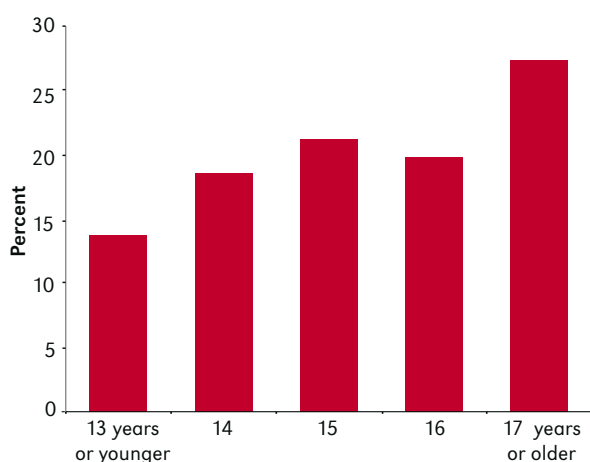


In this section, results are presented for those students in the Youth'07 survey who identified as Chinese. The ethnic classification here was on the basis of total response – that is, all students who identified with Chinese ethnicity are included regardless of whether or not they also identified with other Asian or non-Asian ethnicities. The 537 Chinese students identified in this manner constitute the sample analysed in this section.

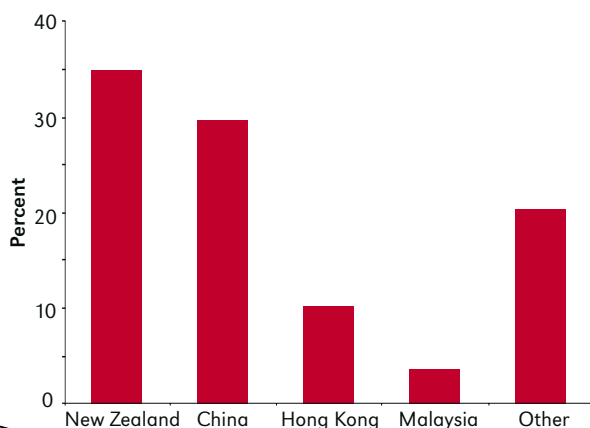
Demography

The Chinese students in this survey were unevenly distributed across the secondary school age range with more aged 17 or over and fewer aged 13 or under, and more males (57%) than females (43%). Thirty-five percent of the Chinese students were born in New Zealand, 30% in China, 10% in Hong Kong and 4% in Malaysia. Only a small proportion was from families settled in New Zealand for several generations: 10% of the Chinese students reported that their mother had been born in New Zealand and 11% that their father had been. The proportions of the Chinese students living in neighbourhoods with low, medium and high levels of deprivation were 42%, 38% and 21% respectively.

Age of Chinese respondents



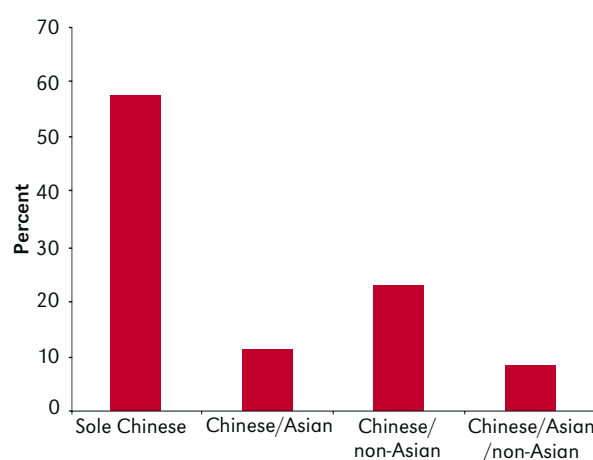
Chinese students: Country of birth



Culture and ethnicity

A single ethnicity was reported by 57% of the Chinese students. The remaining 43% reported being both Chinese and another ethnicity: 23% with a non-'Asian' ethnicity; 11% with another 'Asian' ethnicity; and 8% with both another 'Asian' and a non-'Asian' ethnicity.

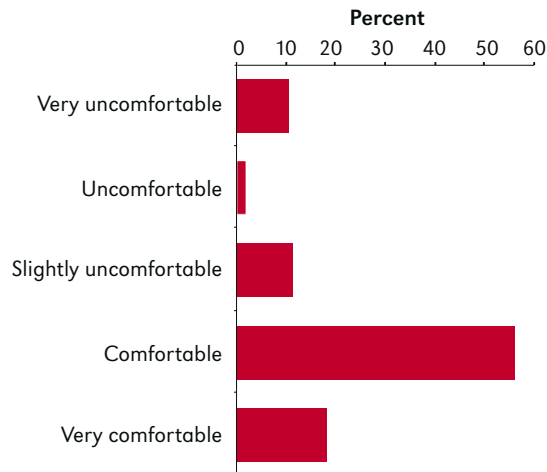
Multiple ethnicities of Chinese students



The majority (80%) of Chinese students spoke more than one language, with 54% being bilingual and 26% being able to converse in three or more languages. Almost all Chinese students (96%) spoke English, 50% spoke Mandarin and 32% spoke Cantonese. Their parents also spoke a range of languages: 64% of the Chinese students reported that their parents spoke English, 47% that their parents spoke Mandarin and 37% that their parents spoke Cantonese. Almost all Chinese students were either very proud (55%) or somewhat proud (41%) of being Chinese.



**Chinese students:
Comfort level in NZ European social surroundings**



Most Chinese students (76%) reported that at least some of the special activities or traditions celebrated by their family were based on New Zealand European culture. Most (72%) reported that they felt 'comfortable' or 'very comfortable' in New Zealand European social surroundings.

Home and families

Family background and circumstances

Most Chinese students (69%) lived in one home, with the other 31% living in two or more homes. The people acting as their parents were most commonly their mother (for 90% of the Chinese students) and/or their father (76%), but for some their grandparents (18%) or other relatives (26%) also acted as parents. The majority of Chinese students were living in reasonably affluent families. Only relatively small proportions of Chinese students reported overcrowding in their home (5%) or had moved home two or more times in the year prior to the survey (14%), but these proportions were higher than among NZ European students (1% and 8% respectively). Twelve percent of Chinese students reported that in their home a living room was used as a bedroom, and 6% reported that a garage was used as a bedroom.

Most Chinese students (71%) reported that both their parents or those acting as parents were in paid employment, and 25% reported that one parent or caregiver was working. Only 5% of Chinese students had both parents or caregivers not working. However, the proportion of Chinese students with both of their parents or caregivers not working (5%) was higher than among NZ European students (1%). Thirty-two percent of Chinese students reported that their parents sometimes worried about having enough money to buy food, which was no different from the proportion among NZ European students (30%).

Family relationships

Of the Chinese students, 63% were happy with their family relationships; 65% reported feeling close to their parents most of the time; 50% reported having fun with their families 'a lot' or 'often'; and 69% reported that their parents were warm and loving. Forty-eight percent of Chinese students reported having enough time with one or both of their parents most of the time. When asked about each parent separately, 39% of Chinese students reported having enough time with their mum most of the time,

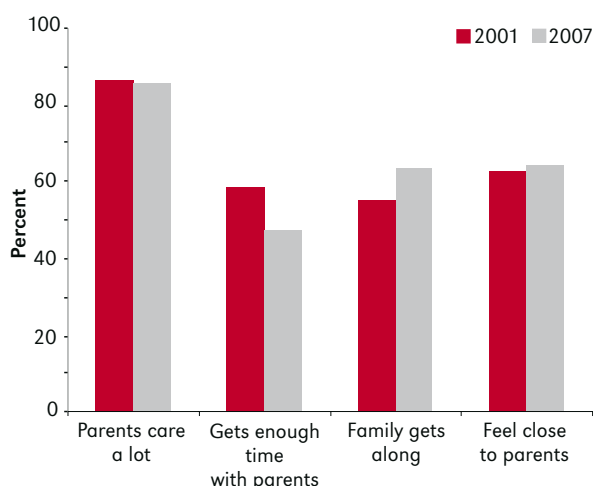


and 30% reported having enough time with their dad most of the time. The most commonly reported reason for not having enough time with either parent was because the parent was at work. The proportions of Chinese students who reported being happy with their family relationships, feeling their parents cared for them, feeling close to their parents and having adequate time with their parents, were all lower than the proportions among NZ European students (72%, 79%, 74% and 61% respectively).

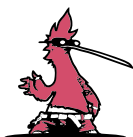
Comparisons 2001 and 2007

The proportion of Chinese students who reported that they were happy with their family relationships increased from 55% in 2001 to 63% in 2007. At the same time the proportion of Chinese students who reported that they had enough time with one or both of their parents declined from 59% in 2001 to 48% in 2007.

Chinese students: Family relationships 2001 and 2007



Indicators of family adversity did not change markedly between 2001 and 2007, with similar proportions of Chinese students reporting moving home two or more times in the previous year (19% in 2001 and 14% in 2007), parents sometimes worrying about not having enough money to pay for food (32% in 2001 and 2007) and two or more people per bedroom in their homes (6% in 2001 and 5% in 2007).

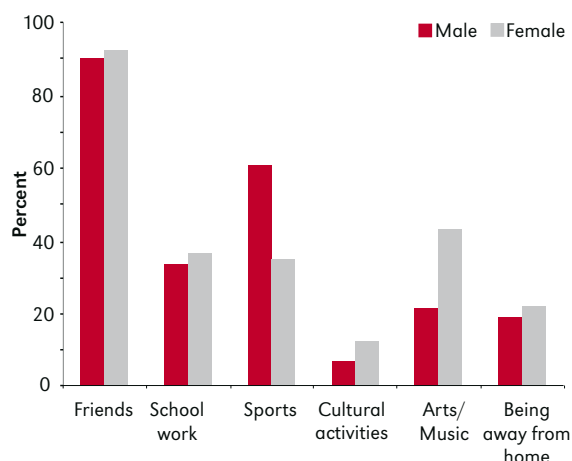


School

School engagement

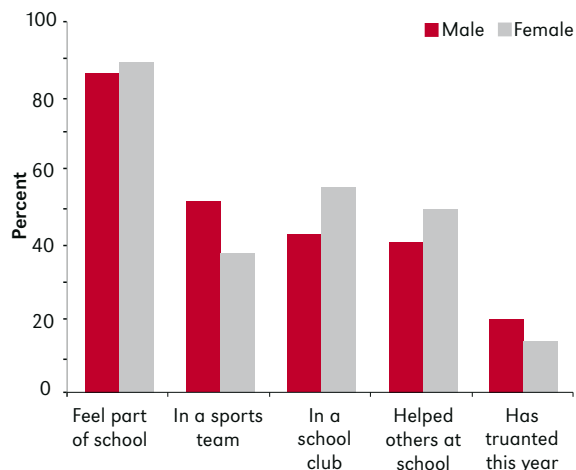
Feelings about school were positive for almost all Chinese students (93%) – a higher proportion than among NZ European students (86%). When asked what they enjoyed at school the most common answer, given by 91% of Chinese students, was hanging out with friends. More male Chinese students (61%) than females (36%) reported enjoying sports at school, while more female Chinese students (43%) than males (21%) reported enjoying arts and/or music.

Chinese students: What they enjoy about school



Eighty-eight percent of Chinese students reported feeling part of their school – the same proportion as among NZ European students – and this did not vary by age or gender. Forty-six percent of Chinese students were involved in school sports teams and 48% in other non-sport school clubs. Eighteen percent of Chinese students had been truant from school in the current school year.

Chinese students: Engagement in school

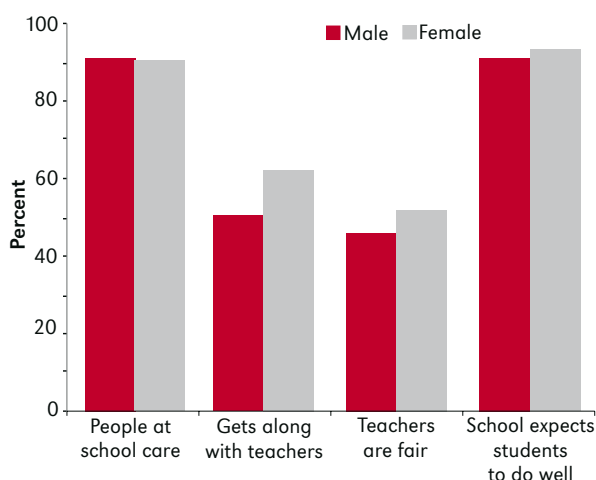


Relationships at school

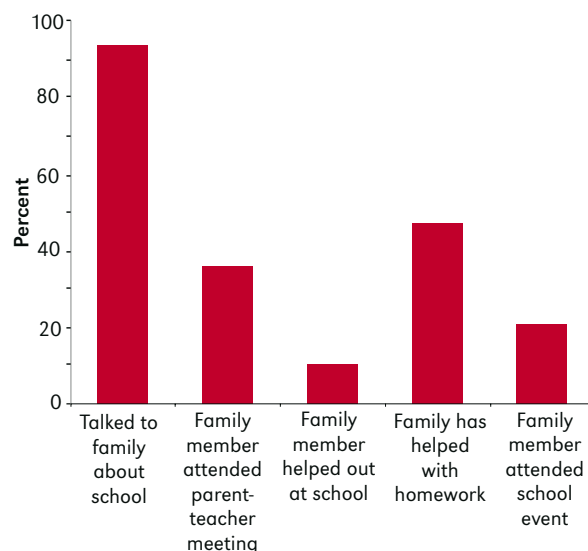
Almost all Chinese students (91%) reported that people at school care about them – no different to the proportion among NZ European students (92%).

Forty-nine percent of Chinese students reported that teachers at school treat students fairly most of the time; 55% reported that they got along well with teachers and 92% reported that people at school expect them to do well there. More female (62%) than male Chinese students (51%) reported that they usually get along with teachers. The proportion of Chinese students who reported that teachers were fair to students most of the time was lower than that among NZ European students (55%); however, the difference was not significant after controlling for socio-economic variables. This suggests that the apparent ethnic difference is explained, at least in part, by the socio-economic differences between the Chinese and NZ European students.

Chinese students: Connectedness to school



Chinese students:
Family engagement in school this year

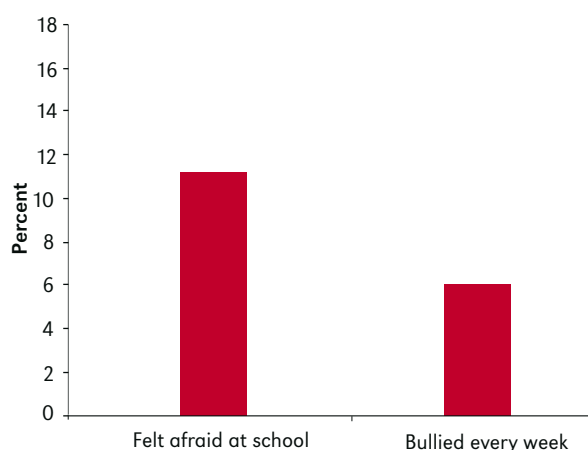


Families and school

Nearly all Chinese students (93%) reported that they had talked with their family about how things are at school. However, fewer Chinese students reported that a family member had attended a parent-teacher meeting that year (reported by 36%), or a school event (reported by 21%), or had helped out at school (reported by 10%).

School safety

Chinese students: Safety at school



Most Chinese students (81%) reported that they felt safe at school most or all of the time, a proportion similar to that among NZ European students (85%). However, 11% of Chinese students reported that they had been afraid at least three times that year that someone



would hurt or bother them, and 6% reported that they were bullied weekly or more often – again no different from the proportion among NZ European students (7%). Such bullying was more commonly experienced by male Chinese students (8%) than female Chinese students (3%). Very few Chinese students (2%) had stayed away from school in the previous month due to being afraid of being hurt or bullied. Among those Chinese students who had been bullied, 40% reported that it was because they were Chinese.

Plans following school

Eighty-five percent of Chinese students intended to obtain further training or education after leaving secondary school. This was higher among female students (90%) than male students (81%). Seven percent of Chinese students reported that they either had no plans for what they would do after leaving school, would do nothing or intended to start a family.

Comparisons 2001 and 2007

The proportion of Chinese students who reported feeling part of their school increased from 77% in 2001 to 88% in 2007. There were no significant changes from 2001 to 2007 in the other indicators of school engagement.

The proportion of Chinese students who reported feeling safe at school increased from 69% in 2001 to 81% in 2007. However, there were no changes in the proportions of Chinese students who reported being bullied weekly (5% in 2001 and 6% in 2007) or who avoided going to school because of bullying (2% in 2001 and 2007).

Chinese students: Safety at school 2001 and 2007

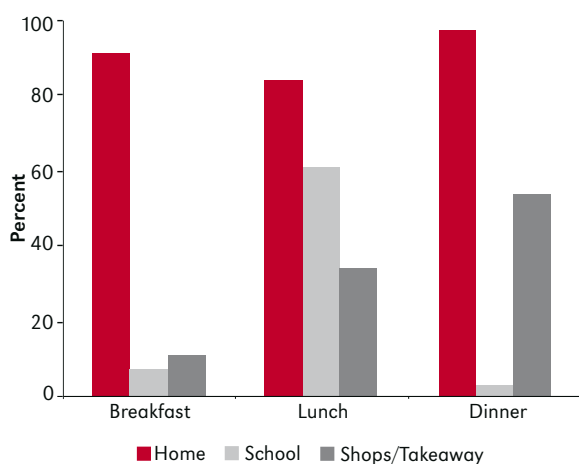


Nutrition, exercise and body size

Nutrition

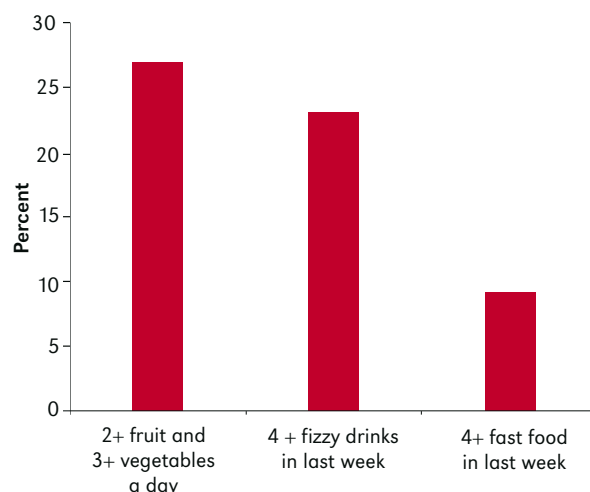
Two thirds (67%) of Chinese students reported that they always eat breakfast, 84% that they always eat lunch, and 93% that they always eat dinner. The proportion of Chinese students who reported always eating breakfast (67%) was no different from that among NZ European students (66%). Most Chinese students (92%) generally ate their breakfast at home. Lunch was sometimes bought at school by 61% of Chinese students and sometimes from shops or takeaways by 34%. More than half the Chinese students (54%) reported sometimes buying dinner from shops or takeaways. Sixty-eight percent of Chinese students reported that their family had eaten a meal together at least five times in the previous week.

Chinese students: Where they get their meals



Just over a quarter of the Chinese students (27%) reported eating fruit and vegetables to the recommended level (fruit two or more times and vegetables three or more times a day). Twenty-three percent of Chinese students reported that they had consumed four or more fizzy drinks in the previous week and 9% that they had eaten food from fast food outlets, takeaways, dairies or petrol stations four or more times in the previous week.

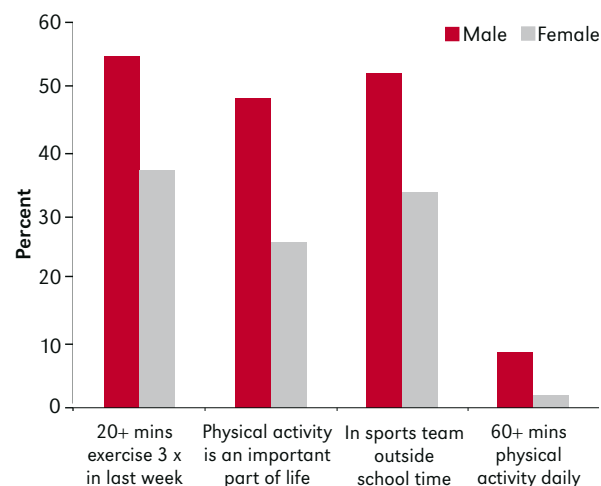
Chinese students: Eating habits



Exercise

Thirty-nine percent of Chinese students reported that physical activity, sport or exercise was definitely an important part of their life. Forty-eight percent reported engaging in 20 minutes or more of vigorous activity at least three times in the previous week – significantly less than the proportion among NZ European students (67%). Only 6% of Chinese students met the current recommendation of 60 minutes of physical activity every day. More male Chinese students than females engaged in 20 minutes or more of vigorous activity at least three times a week (56% of males compared to 38% of females) or met the current recommendation of 60 minutes of activity every day (9% of males compared to 3% of females).

Chinese students: Physical activity



Leisure activities are common among Chinese students. Activities occupying **three** or more hours per day were: using the internet (reported by 37% of Chinese students); spending time with friends (reported by 25%); watching TV (reported by 24%); playing computer games (reported by 22%); texting (reported by 14%). Of these activities, more male Chinese students (28%) than females (15%) spent **three** or more hours a day playing computer games.

Other activities Chinese students engaged in for **one** hour or more per day included homework (reported by 68% of Chinese students); music, arts, dance or drama (reported by 38%); doing chores to help their families (reported by 32%); and looking after younger family members (reported by 20%). More female Chinese students (44%) than males (32%) spent **one** hour or more a day participating in music, arts, dance or drama.

Chinese students were less likely than NZ European students to watch TV for **three** hours or more each day (reported by 24% of Chinese students compared to 31% of NZ European students) but Chinese students were more likely than NZ European students to use the internet for **three** hours or more each day (reported by 37% of Chinese students compared to 14% of NZ European students).

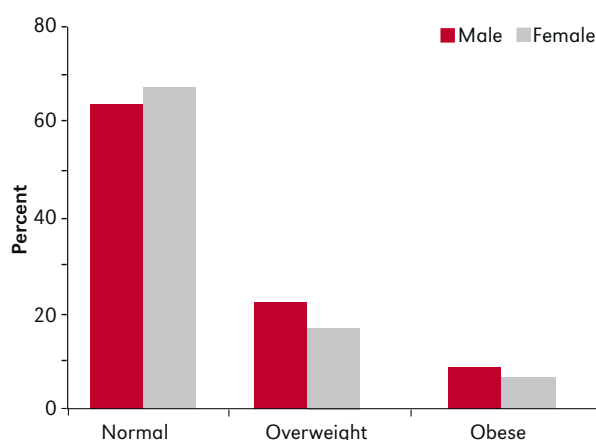
Body size

Using the measurements of each student's height and weight to calculate their Body Mass Index (BMI) showed that 4% of Chinese students were underweight, 21% were overweight and 8% were obese. These proportions were similar across all age groups, but more female Chinese students (7%) than males (2%) were underweight.

Male Chinese students were more likely than females to be happy with their current weight (reported by 86% of males compared to 70% of females), and were correspondingly less likely than females to be worried about gaining weight (reported by 45% of males compared to 73% of females), or to have attempted to lose weight in the past year (reported by 38% of males compared to 69% of females).

Compared to NZ European students, fewer Chinese students were happy with their weight (79% of Chinese students compared to 84% of NZ Europeans), and correspondingly more Chinese students had attempted to lose weight in the past year (51% of Chinese students compared to 47% of NZ Europeans); however, the latter was not significant after controlling for socio-economic variables. This suggests that the apparent ethnic difference here is explained, at least in part, by the socio-economic differences between the Chinese and NZ European students.

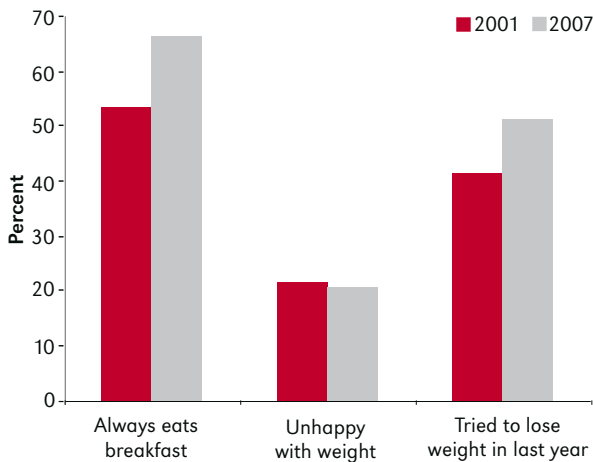
Chinese students: Body size



Comparisons 2001 and 2007

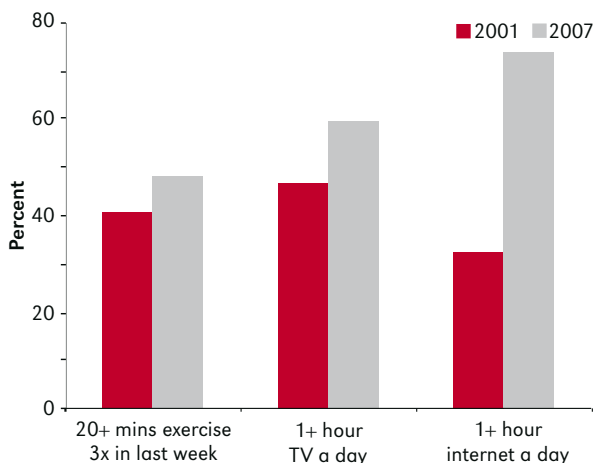
The proportion of Chinese students who always eat breakfast increased from 54% in 2001 to 67% in 2007. Although the proportion of Chinese students who were unhappy with their weight remained unchanged, the proportion who had attempted to lose weight increased from 42% in 2001 to 51% in 2007.

Chinese students:
Eating and weight behaviours 2001 and 2007



The proportion of Chinese students who reported spending **one** hour or more each day watching TV increased from 47% in 2001 to 60% in 2007, and the proportion who reported using the internet for **one** hour or more each day increased even more, from 33% in 2001 to 74% in 2007.

Chinese students: Activities 2001 and 2007



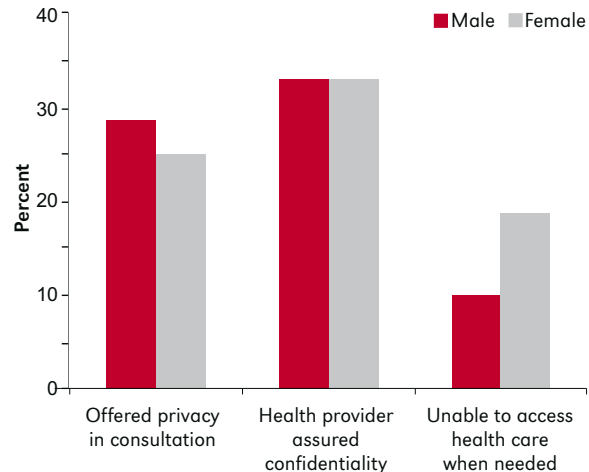
Health

General health and health care

Most Chinese students (89%) reported good, very good or excellent health. The proportion was higher among male (92%) than female students (85%). However, although the proportion of Chinese students reporting good, very good or excellent health was high (89%), it was not as high as among NZ European students (94%). Fourteen percent of Chinese students reported a chronic health condition and 4% reported a chronic disability.

Seventy-three percent of the Chinese students reported that they had accessed health care in the previous 12 months; this proportion was no different between males and females. Of those Chinese students who had accessed health care, 88% had been to a family doctor, 21% to a school health clinic, 14% to a hospital Accident and Emergency department and 9% to an after-hours A&E clinic.

Chinese students: Health care quality and access



Of the Chinese students who had accessed health care in the previous 12 months, only 27% reported having had the chance to talk with a doctor or other health professional in private and only 31% reported that they had been assured of confidentiality.

Fourteen percent of Chinese students (10% of males and 19% of females) reported not being able to access health care when they needed it in the previous 12 months. The reasons given



by these students for not accessing health care when needed included: 'did not want to make a fuss' (reported by 68% of the Chinese students unable to access health care); 'cost too much' (reported by 38%); 'had no transportation to get there' (reported by 30%); and 'don't know how' (reported by 27%).

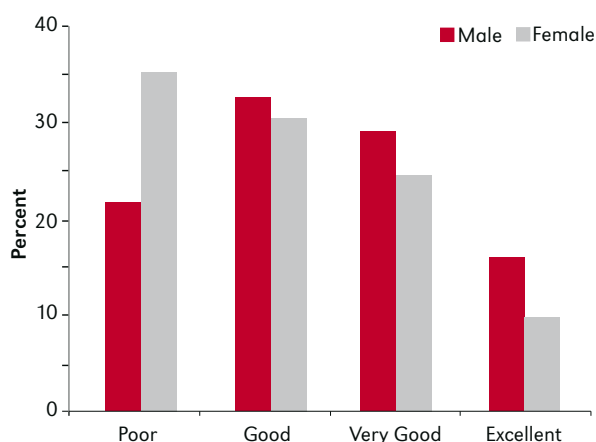
The majority of Chinese students (83%) had seen a dentist or other dental health worker within the previous 2 years. Seventy percent reported having had a tooth filled, 13% reported having experienced pain in their teeth or mouth that kept them awake at night and 13% reported having teeth removed due to decay or gum infection.

Emotional wellbeing

Ninety percent of Chinese students reported being ok, very happy or satisfied with their life, which is no different from the proportion among NZ European students (93%).

Using the WHO-5 Wellbeing Index, the majority of Chinese students scored at a level indicating good mental and emotional health (positive psychological wellbeing): 32% scored 'good', 27% scored 'very good' and 14% scored 'excellent'. Scores indicating 'poor' mental and emotional health were reported by 28% of Chinese students, with a higher prevalence among female students (35%) than males (22%).

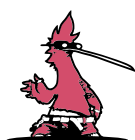
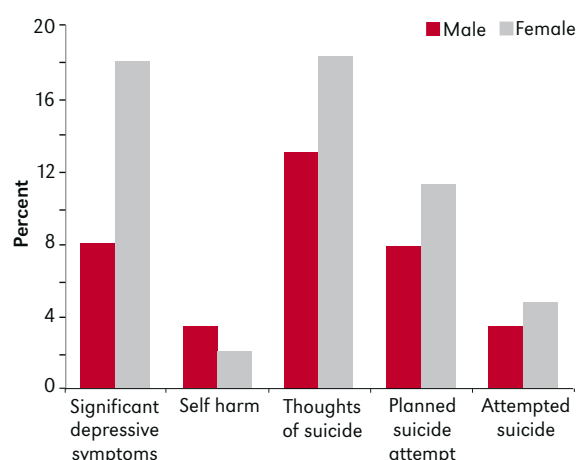
Chinese students:
Emotional wellbeing (WHO- 5 Index)



Depressive symptoms were measured using the Reynolds Adolescent Depression Scale (RADS) (Reynolds, 1987). High levels of symptoms detected using the RADS are likely to correlate with clinically significant depression and require mental health assessment and intervention. Scores indicating significant depressive symptoms were reported by 12% of Chinese students, with a markedly higher prevalence among females (18%) than males (8%). The proportion of Chinese students who scored at a level indicating significant depressive symptoms (12%) was higher than that among NZ European students (9%); however, the difference was not significant after controlling for socio-economic variables. This suggests that the apparent ethnic difference is explained, at least in part, by the socio-economic differences between Chinese and NZ European students.

Twelve percent of Chinese students had consulted a health professional for emotional worries in the previous 12 months. Over the same period, 3% of Chinese students reported inflicting self-harm that required treatment, 15% had thoughts of suicide, 9% had made a plan to kill themselves and 4% had attempted suicide. More Chinese students (15%) than NZ European students (12%) had thoughts of suicide; however, the difference was not significant after controlling for socio-economic variables – again, the apparent ethnic difference is explained, at least in part, by the socio-economic differences between Chinese and NZ European students.

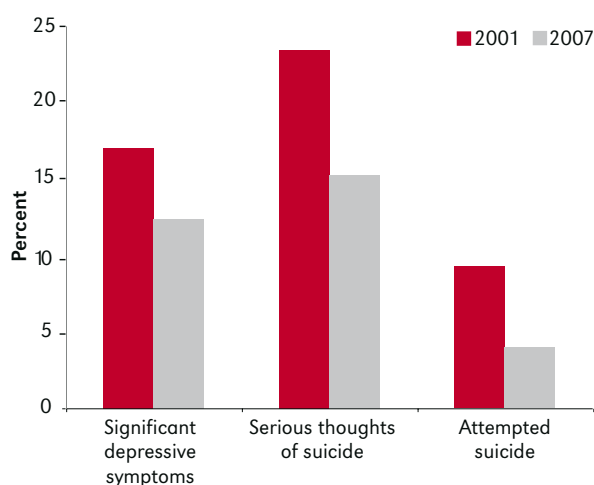
Chinese students: Depression and suicide
behaviours in last 12 months



Comparisons 2001 and 2007

The proportion of Chinese students who were ok, very happy or satisfied with their life increased from 80% in 2001 to 90% in 2007. While there was no significant change from 2001 to 2007 in the proportion of Chinese students with significant depressive symptoms, the proportion of Chinese students who had thoughts of suicide decreased from 23% in 2001 to 15% in 2007, and the proportion who attempted suicide decreased similarly, from 10% in 2001 to 4% in 2007.

Chinese students: Depression and suicide behaviours in last 12 months 2001 and 2007

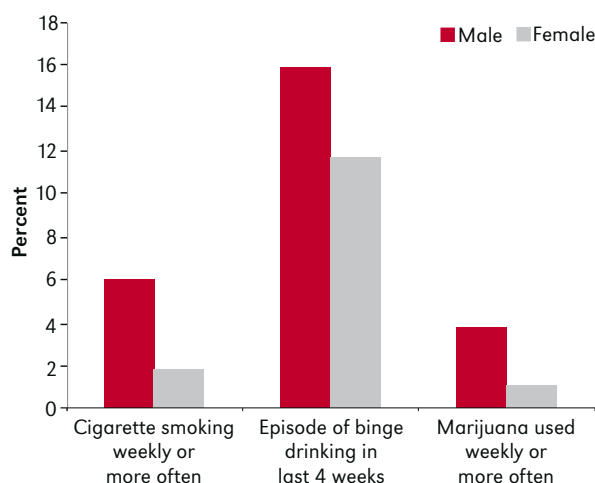


Substance use and gambling

Substance use

Fourteen percent of Chinese students had ever smoked (ie had smoked a whole cigarette at least once in their life), with more male students (18%) having done so than female students (8%). The proportion of Chinese students who had ever smoked (14%) was much lower than the proportion among NZ European students (29%). However, the proportion of Chinese students who reported smoking cigarettes on at least a weekly basis (4%) was no different from that among NZ European students (6%). Among Chinese students more males (6%) than females (2%) reported smoking on at least a weekly basis. Of the Chinese students who smoked, 68% bought their own cigarettes and of these, more than half (54%) were not routinely asked to show ID. Of the Chinese students who currently smoked, 58% reported that they had tried to cut down or give up smoking.

Chinese students: Substance use



Half (50%) of the Chinese students reported having tried drinking alcohol sometime in their life, and 35% reported that they currently drank – which is much lower than the proportion of NZ European students who reported they were current drinkers (66%). Of those Chinese students who were current drinkers, 27% had consumed alcohol only once in the last 4 weeks, 20% 2 or 3 times in the last 4 weeks, 11% had consumed alcohol about once a week, and 9%



several times a week or daily. Fourteen percent of all Chinese students reported binge drinking (five or more drinks within four hours) at least once in the previous four weeks – a much lower proportion than that among NZ European students (36%).

Among the Chinese students who were current drinkers, substantial proportions reported problems from drinking alcohol: 7% reported unsafe sex, 6% reported unwanted sex, and 12% reported being injured after drinking. Of those Chinese students who were current drinkers, 12% had been told by friends or family that they need to cut down their drinking.

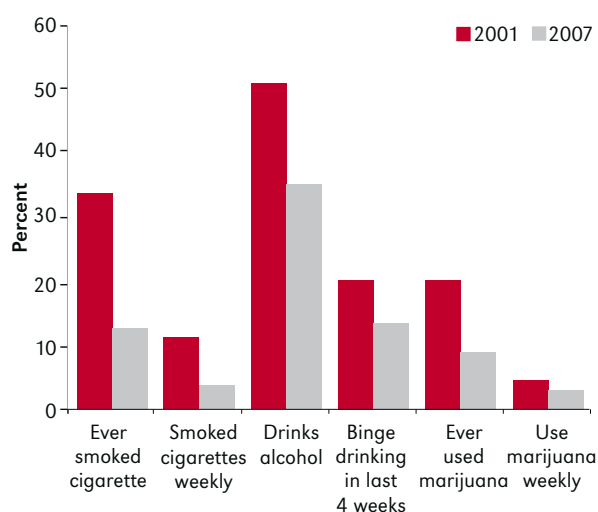
Chinese students who drank got their alcohol from many sources: from their friends (reported by 52% of current drinkers), from their parents (reported by 43%), or they took it from home (reported by 25%), got someone else to buy it for them (reported by 23%), or bought it themselves (reported by 22%).

Ten percent of Chinese students had used marijuana sometime in their life – a much lower proportion than among NZ European students (24%). Five percent of Chinese students (7% of males and only 2% of females) reported that they were current users. Weekly or more frequent marijuana use was reported by 3% of all Chinese students – no different from the proportion among NZ European students (4%). Of the Chinese students who were current users, 44% used marijuana before or during school.

Five percent of Chinese students had tried other drugs such as party pills, acid, heroin, 'p', speed or ecstasy. Of these, party pills were the most common – used by 4% of Chinese students.

Comparisons 2001 and 2007

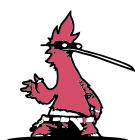
Chinese students: Substance use 2001 and 2007



There were significant declines in the proportions of Chinese students who had ever smoked a whole cigarette (from 34% in 2001 to 14% in 2007); of those who smoked cigarettes weekly or more often (from 12% in 2001 to 4% in 2007); and of those who had ever used marijuana (from 21% in 2001 to 10% in 2007).

Gambling

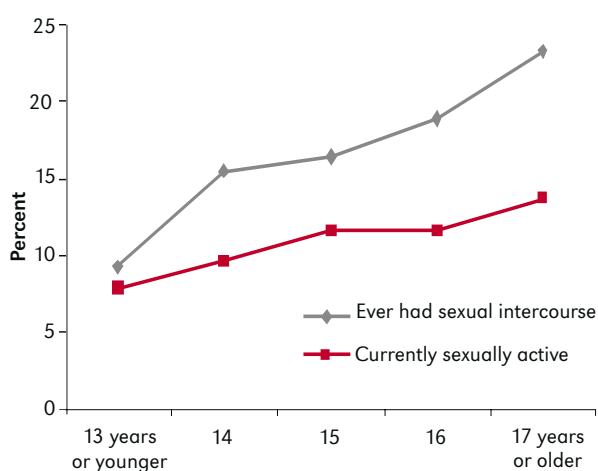
Twenty-seven percent of Chinese students reported that they had gambled in the previous year – no different from the proportion among NZ European students (28%). Chinese students reported various forms of gambling: of those who had gambled in the previous year, 65% had made bets with friends, 32% had gambled on Lotto, 26% on Instant Kiwi and 22% on card or coin games. Very few Chinese students spent more than \$20 a week on gambling (reported by 2%) or more than 30 minutes a day gambling (reported by 2%).



Sexual health

Adolescence is a period of life when young people begin to experience sexual attractions and behaviours, which are a part of healthy and normal development. However, unsafe sexual behaviours place young people at risk of negative health outcomes such as sexually transmitted infections, unintended pregnancy, and distress. The age at which young people begin engaging in sexual behaviours varies widely. Among Chinese students only 18% reported that they had ever had sexual intercourse, and 11% that they were currently sexually active, with no differences between the proportions among males and females. The proportions of Chinese students who had ever had sexual intercourse or were currently sexually active were lower than among NZ European students (33% and 23% respectively). The proportions of Chinese students who had had sexual intercourse or were currently sexually active increased progressively from age 13 to age 17-18.

Chinese students: Sexual activity by age



Of those Chinese students who reported being sexually active, 72% had talked with their partner about preventing pregnancy, and 57% had discussed preventing sexually transmitted infections. Seventy-three percent used contraception most or all of the time and 64% used condoms most or all of the time to prevent sexually transmitted infections. However, a concerning proportion of Chinese students (17%) engaged in risky sexual health behaviour by never or only sometimes using condoms or

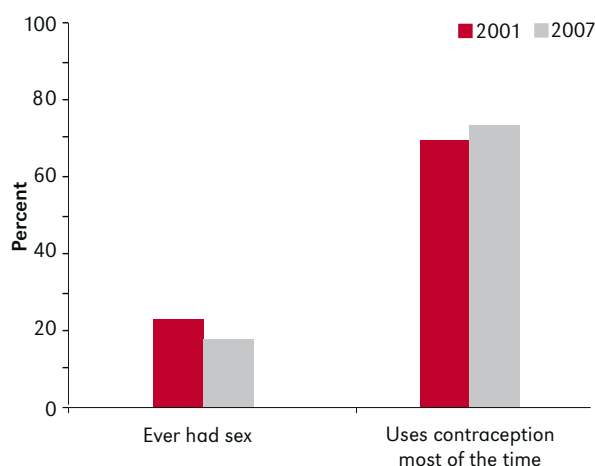
other contraception. The proportion of Chinese students who used contraception most or all of the time (73%) was lower than that among NZ European students (87%); however, the difference was not significant after controlling for socio-economic variables. This suggests that the apparent ethnic difference is explained, at least in part, by the socio-economic differences between Chinese and NZ European students.

Most Chinese students (87% of males, 83% of females) reported being attracted exclusively to the opposite sex. Six percent of Chinese students reported being attracted to the same sex or both sexes and 8% were unsure of their sexual orientation.

Comparisons 2001 and 2007

There were no significant changes from 2001 to 2007 in the proportions of Chinese students who reported ever having experienced sexual intercourse (23% in 2001 and 18% in 2007); who reported using contraception most or all of the time (70% in 2001 and 73% in 2007); or who reported being exclusively attracted to the opposite sex (86% in 2001 and in 2007).

Chinese students: Comparison of sexual behaviours 2001 to 2007



Injuries and violence

Motor vehicle risk behaviours

Twenty-one percent of Chinese students reported that they did not always wear a seatbelt when driving or as a passenger in a car – the same proportion as among NZ European students. Sixteen percent of Chinese students reported that at least once during the previous month they had been driven by someone who had been drinking. The proportions relating to not always wearing seatbelts and being driven by someone who had been drinking did not vary by age or gender.

Thirteen percent of Chinese students reported that during the previous month they had been driven in a car dangerously (eg, speeding, car chases, burnouts). More male Chinese students (17%) than females (9%) reported this. However, the proportions of Chinese students who reported that they had in the previous month been in a car driven by someone who had been drinking (16%), or had been in a car driven dangerously (13%), were lower than the corresponding proportions among NZ European students (22% and 24% respectively).

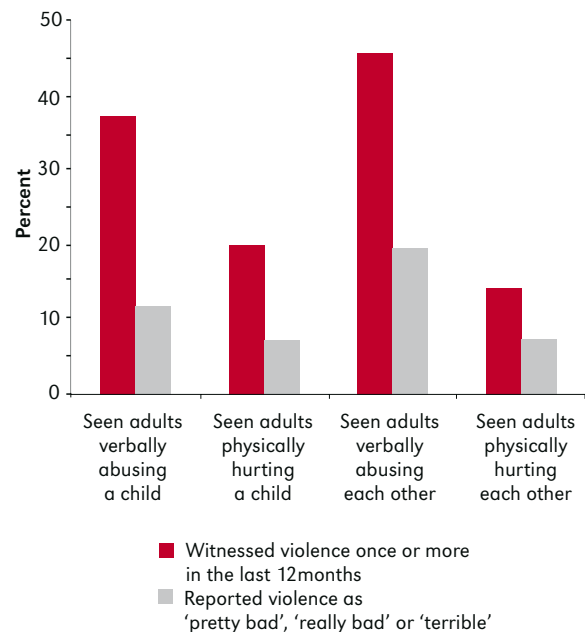
Among those Chinese students who themselves drive, 12% reported that they had in the previous month driven after they had consumed more than two glasses of alcohol in the two hours before driving. The proportion of Chinese students who reported drinking and driving was no different from that among NZ European students (8%).

Witnessing violence

For young people, experiencing or witnessing violence, especially in their home, is associated with a range of other problems, particularly in their mental health. When Chinese students were asked about violence they had witnessed in their home within the previous 12 months, 20% reported witnessing an adult hitting or physically hurting a child, and 14% reported witnessing an adult physically hitting or hurting

another adult. The proportions of Chinese students who had witnessed an adult hitting or physically hurting a child in their home (20%) or another adult in their home (14%) were higher than the proportions among NZ European students (11% and 7% respectively).

Chinese students:
Violence witnessed at home in the last 12 months

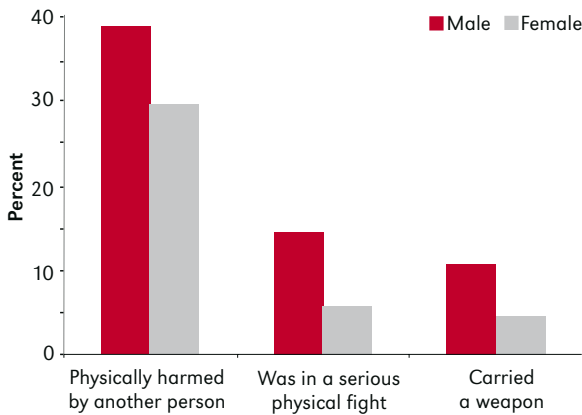


Violence

Thirty-five percent of Chinese students reported that they had been hit or physically harmed within the previous 12 months. Of those who had been hit or harmed 25% reported the violence as 'pretty bad', 'really bad' or 'terrible'. The proportion who had been hit or physically harmed within the previous 12 months was lower among Chinese students (35%) than among NZ European students (43%). Fifteen percent of Chinese students reported they had been in a physical fight within the previous 12 months, and 8% reported that they had carried a weapon within the previous 12 months – proportions that were no different from those among NZ European students (16% and 5% respectively). More male Chinese students (20%) than females (9%) reported being in a fight.



Chinese students: Violence in the last 12 months



Bullying was commonly experienced by Chinese students, as by many young people in New Zealand. The types of bullying they experienced included people spreading lies or false rumours about them (reported by 47% of Chinese students), having things taken from them (reported by 41%), people making sexual jokes, comments or gestures to them (reported by 39%), threatening them physically (reported by 30%), or calling them hurtful names (reported by 21%).

A small proportion of Chinese students reported that they had been sent nasty or threatening messages by cell phone (reported by 1%) or internet (reported by 8%). Rather more, 12%, of Chinese students reported that they had been sent unwanted sexual material (including pornographic pictures, videos or words) by the internet.

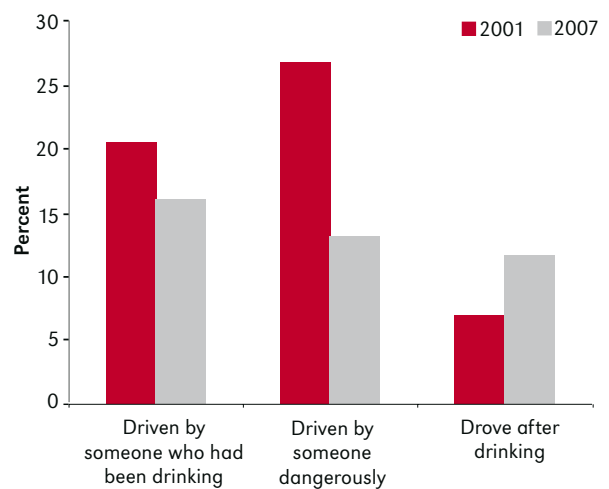
Unwanted sexual behaviour

Sexual abuse, in the form of unwanted touching or forced sexual behaviour, was reported to have occurred sometime in their life by 10% of Chinese students – the same proportion as among NZ European students. Half of these, or 5% of Chinese students, had experienced more than one episode of unwanted sexual behaviour from another person within the previous 12 months, and of these Chinese students, 43% reported that the abuse had been severe ('pretty bad', 'really bad' or 'terrible'). Most (67%) of the Chinese students who had been sexually abused had not told anyone about it.

Comparisons 2001 and 2007

Some motor vehicle risk behaviours among Chinese students decreased substantially from 2001 to 2007. The proportion of Chinese students who reported not always using a seatbelt fell from 36% in 2001 to 21% in 2007, and the proportion who reported having been driven dangerously decreased from 27% in 2001 to 13% in 2007. Other motor vehicle risk behaviours (being driven by someone who had been drinking alcohol; driving after drinking alcohol) did not change significantly.

Chinese students: Motor vehicle risk behaviours in the last month (2001 & 2007)



The proportions of Chinese students involved in violent behaviours (being hit or physically harmed; being in a serious fight; carrying a weapon) were no different from 2001 to 2007.

The proportion of Chinese students witnessing adults hurting each other in their homes increased from 9% in 2001 to 14% in 2007. The proportion of Chinese students reporting that they had ever experienced unwanted sexual behaviour from another person decreased from 20% in 2001 to 10% in 2007.

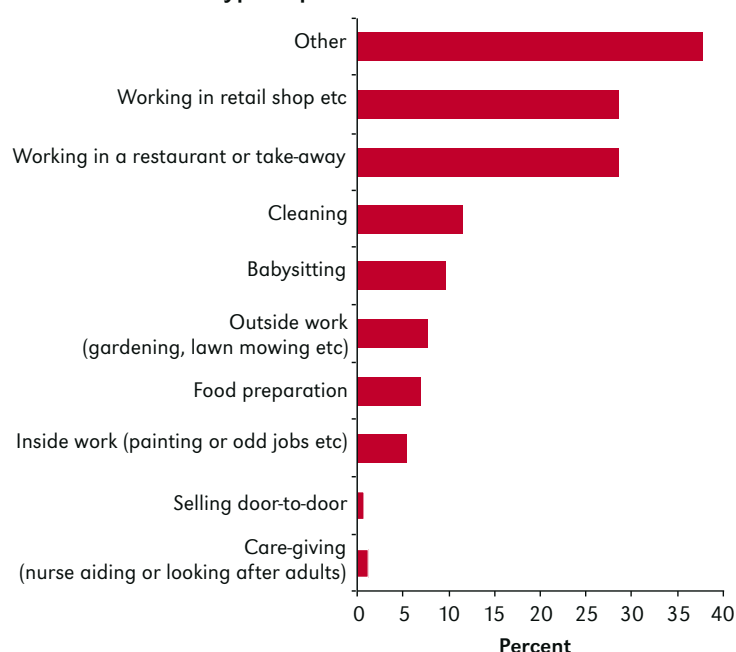


Community

Employment

Many students have part-time jobs while still at school. Among Chinese students, 29% reported having a regular part-time job; 11% had occasional work during the school term; and 19% had worked during school holidays. Of those Chinese students who had regular part-time work, most (67%) worked for less than 10 hours per week, but 32% reported that they worked in the evenings or later at night during the school week. Fewer Chinese students (29%) than NZ European students (43%) had a regular part-time job.

Chinese students: Type of part-time work in last 12 months



Friends and peers

Most Chinese students have positive and rewarding friendships. Almost all have a group of friends that they hang out with (reported by 93%), or have fun with (reported by 96%). Most have a friend or friends who they can talk to about anything (reported by 84%), and friends who help and look out for them (reported by 94%). However, only 61% reported having friends who cared a lot about them. The proportions who reported having friends they could talk to about anything, or who cared a lot about them are lower among Chinese students (84% and 61% respectively) than among NZ European students (89% and 73% respectively).

Participation in the community

Nearly a quarter (24%) of Chinese students reported being involved in a sports team in their community, a similar proportion (26%) reported that they belonged to a church group, 17% that they had helped others in the community in the last 12 months, and 9% that they belonged to a cultural group in their community. More female Chinese students (11%) than males (7%) were involved in cultural groups, but more male Chinese students (31%) than females (14%) were in sports teams in their community.



More than three-quarters of Chinese students (76%) reported that they trusted people in their neighbourhood, and 82% reported that they liked the neighbourhood they lived in. Forty-three percent of Chinese students had an adult in their neighbourhood who they would feel okay talking to about a serious problem – which was lower than the proportion among NZ European students (57%).

Small numbers of Chinese students reported being involved in antisocial or illegal activities within the previous year: 8% reported painting graffiti in their neighbourhood and 6% reported being in trouble with the police. The most common reasons Chinese students had been in trouble with the police were for tagging, driving offences, fighting, damaging property and stealing.

Spiritual beliefs

Thirty percent of Chinese students reported that spiritual beliefs were very important for them, and 31% reported attending a place of worship at least weekly. These proportions are higher than those among NZ European students (20% and 22% respectively). Of the Chinese students who attended a place of worship, 38% reported that they felt they belonged in their church, mosque or temple.

Comparisons 2001 and 2007

There were no significant changes from 2001 to 2007 in the proportions of Chinese students who reported that their friends cared a lot about them (52% in 2001; 61% in 2007), that they had an adult outside their family they could talk to (45% in 2001; 43% in 2007), that they attended a place of worship weekly or more often (31% in 2001 and 2007), or that their spiritual beliefs are very important to them (34% in 2001 and 30% in 2007).







Indian students



This section presents the results for those students in the Youth'07 survey who identified as Indian. The ethnic classification here was on the basis of total response – that is, all students who identified with Indian ethnicity are included regardless of whether or not they also identified with other Asian or non-Asian ethnicities. The 365 Indian students identified in this manner constitute the sample analysed in this section.

Demography

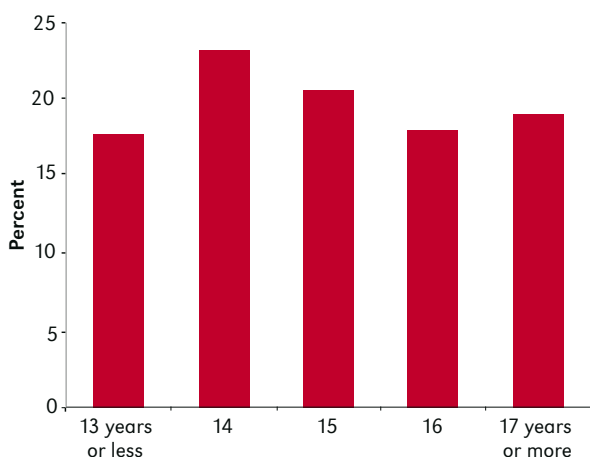
The Indian sample was relatively evenly distributed across the secondary school age range, with slightly more males (54%) than females (46%). Thirty-four percent of the Indian students were born in New Zealand, 36% in India, 13% in Fiji, 4% in South Africa and 3% in the Middle East. Only a small proportion was from families settled in New Zealand for several generations: 11% of the Indian students reported that their mothers had been born in New Zealand and 10% that their fathers had been. More Indian students (49%) lived in neighbourhoods with medium levels of deprivation than in neighbourhoods with high levels of deprivation (29%) or neighbourhoods with low levels of deprivation (22%).

Culture and ethnicity

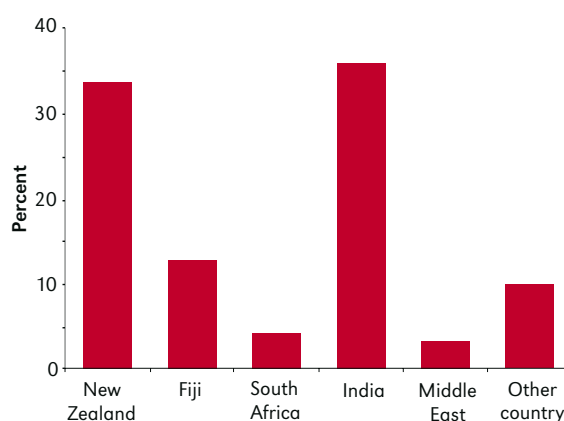
Fifty-seven percent of the Indian students identified with 'Indian' as their sole ethnicity. A third (34%) identified with Indian and a non-Asian ethnic group, 1% identified with Indian and another Asian ethnic group, and 8% identified with Indian, another Asian ethnic group and a non-Asian ethnic group.

Almost half (46%) of the Indian students were bilingual and 25% could speak three or more languages. The remaining 29% of the Indian students spoke only one language. Almost all Indian students (98%) spoke English and 51% spoke Hindi. Eighty percent of Indian students reported that their parents could speak English and 54% that their parents spoke Hindi. Almost all Indian students were either very proud (71%) or somewhat proud (25%) of being Indian.

Age of Indian respondents



Indian students: Country of birth

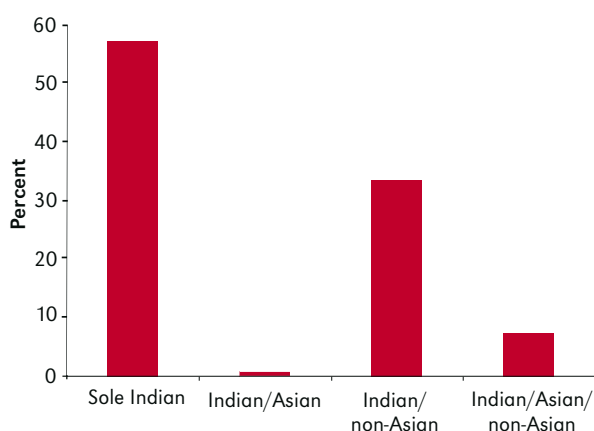


Home and families

Family background and circumstances

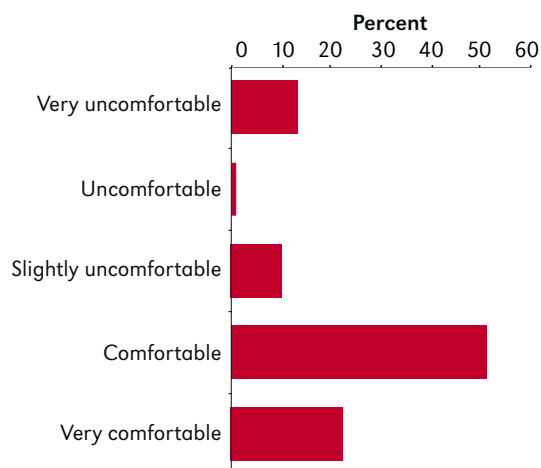
Most Indian students (77%) lived in one home, with the other 23% living in two or more homes. The people acting as their parents were most commonly their mother (for 92% of Indian students) and/or their father (85%), but for some their grandparents (18%) or other relatives (26%) also acted as parents. A relatively small proportion of Indian students reported overcrowding in their homes (5%) but this was higher than among NZ European students (1%). Eleven percent reported that a living room was used as a bedroom and 4% reported that a garage was used as a bedroom. Twelve percent of Indian students had moved home two or more times in the year prior to the survey, which was no different from the proportion among NZ European students (8%).

Multiple ethnicities of Indian students

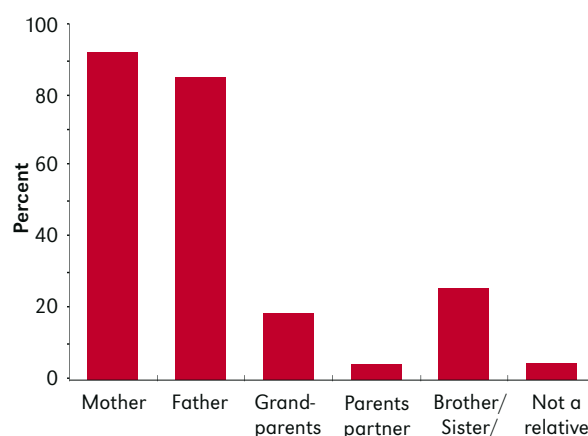


Most Indian students (60%) reported that at least some of the special activities or traditions celebrated by their family were based on New Zealand European culture. Most (75%) reported feeling 'comfortable' or 'very comfortable' in New Zealand European social surroundings.

Indian students:
Comfort level in NZ European social surroundings



Indian students: People acting as a parent



Most Indian students (78%) reported that both their parents and those acting as parents had a job and 20% reported that one of their parents or caregivers had a job. Only 2% of Indian students had both parents and caregivers without a job. However, this proportion was higher than that among NZ European students (0.8%). Twenty-five percent of Indian students reported that their parents sometimes worried about not having enough money to buy food.



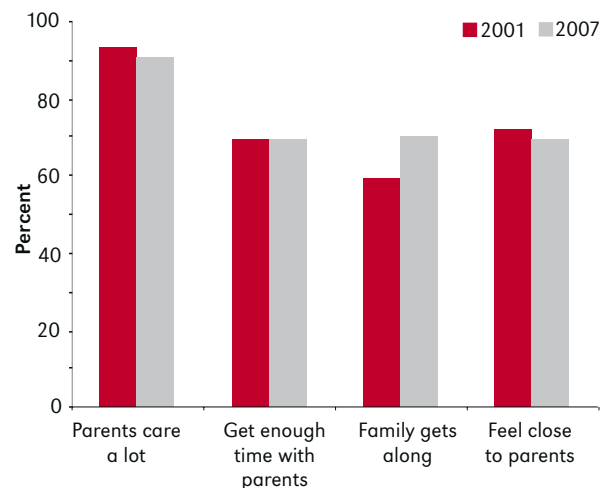
Family relationships

Of the Indian students, 70% were happy with their family relationships; 69% reported feeling close to their parents most of the time; 68% reported having fun with their families 'a lot' or 'often'; and 77% reported that their parents were warm and loving. Sixty-two percent of Indian students reported having enough time with one or both of their parents most of the time. When asked about each parent separately 52% of Indian students reported having enough time with their mum most of the time, and 47% reported having enough time with their dad most of the time. The most common reason for not having enough time with either parent was because they were at work. The proportions of Indian students who reported being happy with their family relationships (70%), who perceived their parents to be warm and loving (77%) and who reported having enough time with their parents (62%) were no different from the proportions among NZ European students (72%, 79%, 61% respectively).

Comparisons 2001 and 2007

The proportion of Indian students who reported that they had enough time with their parents declined among females (from 72% in 2001 to 57% in 2007), but remained unchanged among males (65% in 2001 and 66% in 2007).

Indian students: Family relationships
2001 and 2007



Indicators of family adversity did not change markedly from 2001 to 2007, with similar proportions of Indian students reporting moving home two or more times in the previous 12 months (11% in 2001 and 12% in 2007), parents sometimes worrying about not having enough money to pay for food (33% in 2001 and 25% in 2007) and having overcrowded homes (ie with more than two people per bedroom) (6% in 2001 and 5% in 2007).

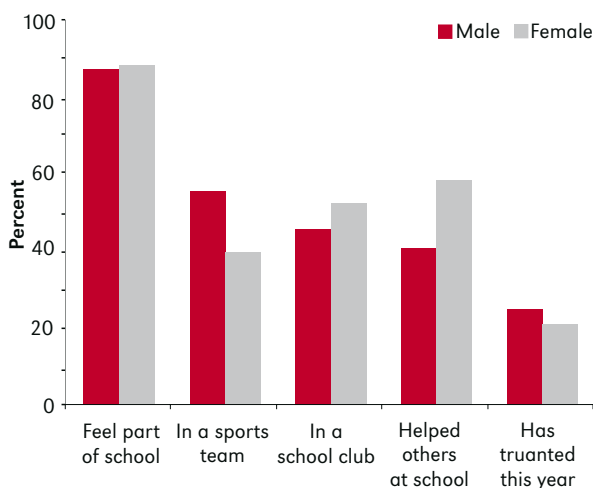


School

School engagement

Ninety-four percent of Indian students reported positive feelings about school, which is a higher proportion than among NZ European students (86%). When asked what they enjoyed at school the most common answer, given by 95% of Indian students, was hanging out with friends (95%). More male Indian students (73%) than females (46%) reported enjoying sports at school, while more female Indian students (47%) than males (36%) reported enjoying school work. More female Indian students (28%) than males (13%) reported that they enjoyed school because they liked being away from home.

Indian students: Engagement in school



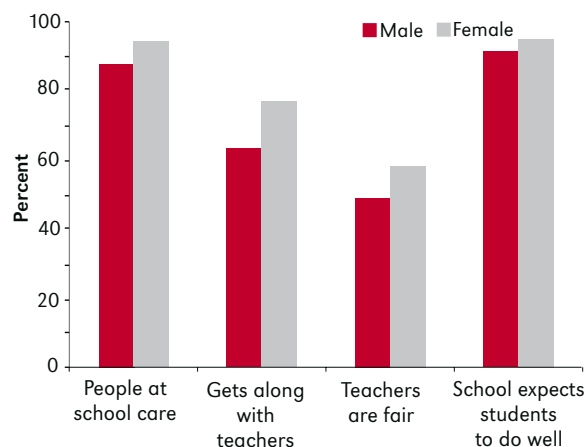
Eighty-eight percent of Indian students reported feeling part of their school – the same proportion as among NZ European students – and this did not vary by age or gender. Nearly half (49%) of Indian students were involved in school sports teams and 48% in other non-sport school clubs. Twenty-three percent of Indian students had been truant from school in the current school year.

Relationships at school

Almost all Indian students (90%) reported that people at school care about them – no different from the proportion among NZ European students (92%). About half of Indian students (49% of males compared with 58% of females) considered that teachers at school

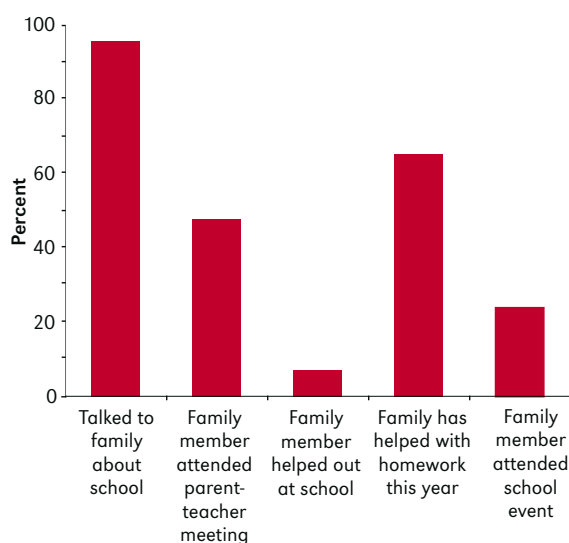
treat students fairly most of the time – again, no different from the proportion among NZ European students (55%). Most Indian students (78% of males compared with 64% of females) reported that they get along well with teachers, and nearly all (93%) reported that people at school expect them to do well there.

Indian students: Connectedness to school



Families and school

Indian students: Family engagement in school this year

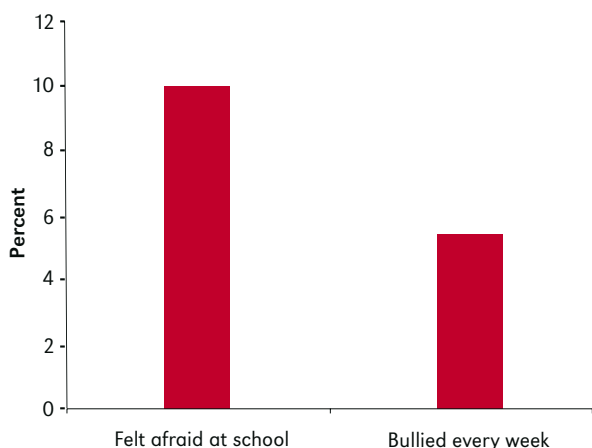


Nearly all Indian students (95%) reported that they had talked with their family about how things are at school. However, fewer Indian students stated that a family member had gone to a parent-teacher meeting (reported by 48%), to a school event (reported by 24%), or had helped at school that year (reported by 7%).



School safety

Indian students: Safety at School



Most Indian students (85%) reported that they felt safe at school most or all of the time – the same proportion as that among NZ European students (85%). However, 10% of Indian students reported that they had been afraid at least three times that year that someone would hurt or bother them. Six percent of Indian students reported being bullied weekly or more often, and 4% reported that they had stayed away from school at least on one day in the previous month because they were afraid of being bullied or hurt. These proportions were no different from those among NZ European students (7% and 3% respectively). Among those Indian students who had been bullied, 38% reported that it was because they were Indian.

Plans following school

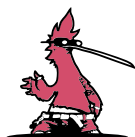
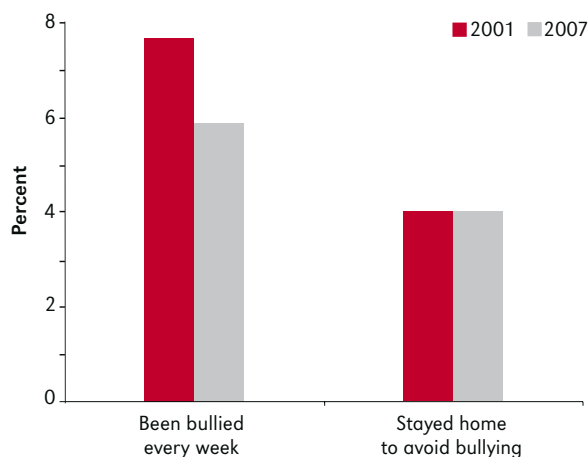
Eighty-four percent of Indian students reported that they intended to get further training or education after leaving secondary school. This was higher among female students (90%) than males (79%). Seven percent of Indian students reported that they either had no plans for what they would do after leaving school, would do nothing, or intended to start a family.

Comparisons 2001 and 2007

The proportion of Indian students who reported feeling part of their school increased from 81% in 2001 to 88% in 2007. There were no significant changes from 2001 to 2007 in the other indicators of school engagement.

The proportion of Indian students who reported feeling safe at school increased from 75% in 2001 to 85% in 2007. However, the proportion of Indian students bullied weekly at school did not change significantly (8% in 2001 and 6% in 2007) and nor did the proportion who reported that they had avoided going to school because of bullying (4% in 2001 and in 2007).

Indian students: Safety at school 2001 and 2007



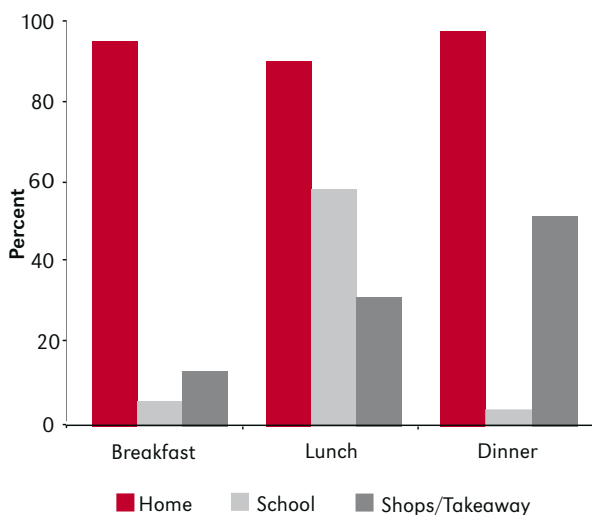
Nutrition, exercise and body size

Nutrition

More than half (59%) of Indian students reported that they always eat breakfast, 80% that they always eat lunch, and 93% that they always eat dinner. More male Indian students reported that they always eat breakfast (66%), lunch (87%) and dinner (95%), than female Indian students did (51%, 72% and 90% respectively). The proportion of Indian students who reported always eating breakfast (59%) was lower than that among NZ European students (66%). However, this difference was not significant after controlling for socio-economic variables. This suggests that the apparent ethnic difference is explained, at least in part, by the socio-economic differences between Indian and NZ European students

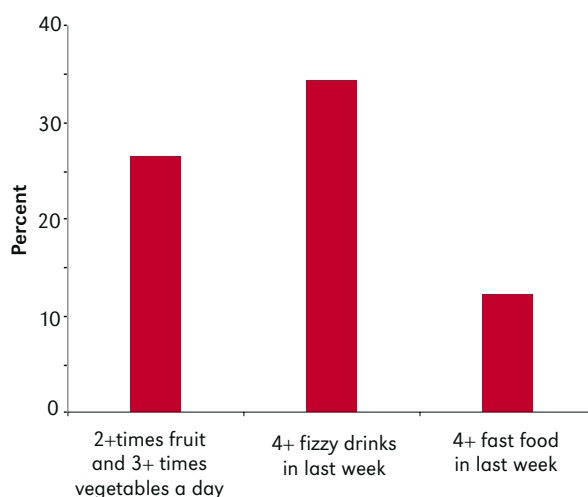
Most Indian students generally had their meals at home: 94% reported generally getting their breakfast, 90% their lunch and 97% their dinner at home. However, they did not always eat at home: 58% reported sometimes buying lunch from school, 32% sometimes buying lunch from shops or takeaways, and 52% reported sometimes buying dinner from shops or takeaways. Just over half the Indian students (58%) reported that their family had eaten meals together at least five times in the previous week.

Indian students: Where they get their meals



Twenty-six percent of Indian students reported eating fruit and vegetables to the recommended level (fruit two or more times and vegetables three or more times a day). A third (34%) of Indian students reported having consumed four or more fizzy drinks in the previous week, and 12% had eaten food from fast food outlets, takeaways, dairies or petrol stations four or more times in the previous week.

Indian students: Eating habits

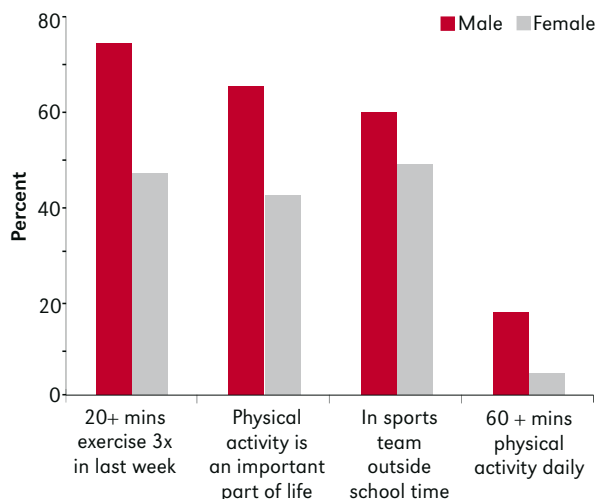


Exercise

Over half (55%) of Indian students reported that physical activity, sport or exercise was definitely an important part of their life. Sixty-two percent of Indian students reported engaging in 20 minutes or more of vigorous activity on at least three occasions in the previous week – no different from the proportion among NZ European students (67%). However, only 12% of Indian students met the current recommendation of 60 minutes of physical activity every day. More male Indian students than females engaged in 20 minutes or more of vigorous activity at least three times a week (75% of males compared to 47% of females) or met the current recommendation of 60 minutes of activity every day (18% of males compared to 5% of females).



Indian students: Physical activity



Leisure activities are common among Indian students. Activities occupying **three** or more hours per day were: watching TV (reported by 38% of Indian students); using the internet (reported by 29%); spending time with friends (reported by 27%); texting (reported by 21%); or playing computer games (reported by 13%). Of these activities, more male Indian students (43%) than females (31%) spent **three** or more hours a day watching TV, or playing computer games (19% of males, 7% of females). On the other hand more female Indian students than males spent **three** or more hours a day spending time with friends (33% of females, 23% of males), or texting (28% of females, 16% of males).

Other activities Indian students engaged in for **one** hour or more per day included doing homework (reported by 67% of Indian students), doing chores to help their families (reported by 47%), doing music, arts, dance or drama (reported by 37%) and looking after younger family members (reported by 21%). More female Indian students (51%) than male students (25%) spent **one** hour or more a day participating in music, arts, dance or drama.

Comparing activities occupying **three** or more hours per day, the proportion of Indian students who watched TV for **three** or more hours a day (38%) was no different from the proportion of NZ European students (31%), but more Indian students (29%) than NZ European students (14%) used the internet for **three** or more hours a day.

Body Size

Using the measurements of each student's height and weight to calculate their Body Mass Index (BMI) indicated that 8% of Indian students were underweight, 21% were overweight and 8% were obese. These proportions were similar across all age groups.

Eighty-two percent of Indian students reported that they were happy with their current weight, but 48% had tried to lose weight in the previous year. These proportions were no different from those among NZ European students (84% and 47% respectively).

Indian students: Body size

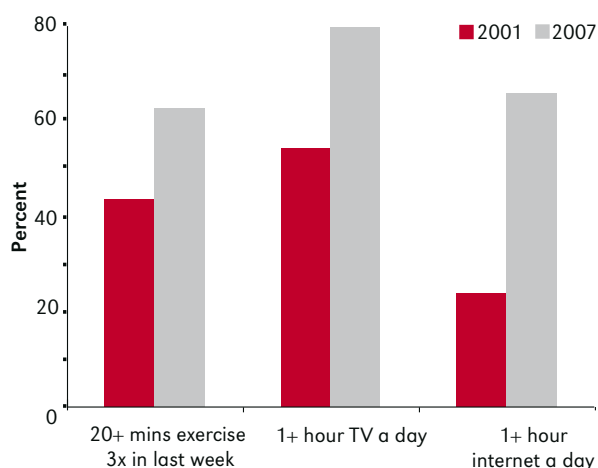


Comparisons 2001 and 2007

There were no significant changes between 2001 and 2007 in the proportions of Indian students who always eat breakfast (53% in 2001 and 59% in 2007), who were unhappy with their weight (23% in 2001 and 18% in 2007) or who had attempted to lose weight (49% in 2001 and 48% in 2007).

The proportion of Indian students who engaged in 20 minutes or more of vigorous activity on at least three occasions in the past week increased from 44% in 2001 to 62% in 2007. At the same time, however, there were considerable increases in the proportions of Indian students who reported spending **one** hour or more per day watching TV (from 54% in 2001 to 80% in 2007) or using the internet (from 24% in 2001 to 66% in 2007).

Indian students: Activities 2001 and 2007



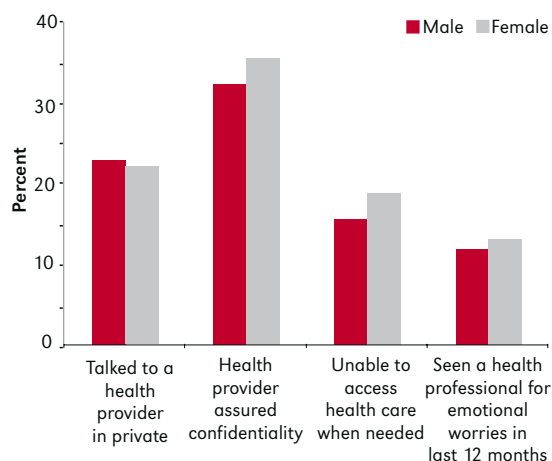
Health

General health and health care

Ninety-two percent of Indian students reported that they have good, very good or excellent health – no different from the proportion among NZ European students (94%). Fifteen percent of Indian students reported having a chronic health condition and 5% reported having a chronic disability.

Eighty percent of Indian students reported that they had accessed health care within the previous 12 months; the proportions being no different between males and females. Of those Indian students who had accessed health care, 94% had been to a family doctor, 28% to a school health clinic, 18% to a hospital Accident and Emergency department and 10% to an after-hours A&E clinic.

Indian students: Quality of and access to health care



Of the Indian students who had accessed health care in the previous 12 months, only 23% reported having the chance to talk with a doctor or other health professional in private, and only 34% reported that they had been assured of confidentiality.

There were also some Indian students who had needed health care in the previous 12 months but had been unable to access it; this was reported by 17% of the Indian students. The reasons these students gave for not accessing health care when needed included 'did not want to make a fuss' (reported by 58% of the Indian students unable to access health care), 'cost too



much' (reported by 37%), 'had no transportation to get there' (reported by 24%) and 'don't know how' (reported by 15%).

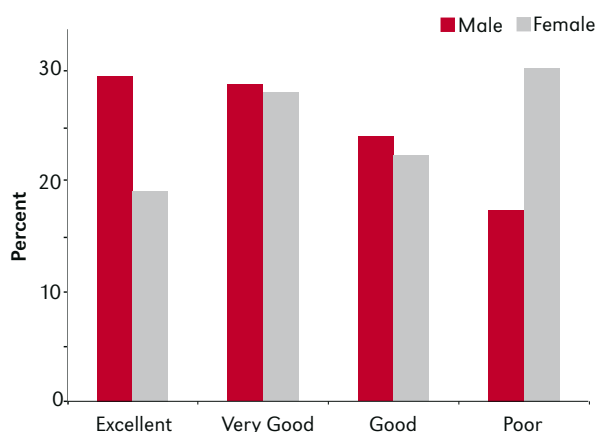
The majority of Indian students (81%) had seen a dentist or other dental health worker within the previous two years. Sixty-four percent reported having had a tooth filled, 22% reported having experienced pain in their teeth or mouth that kept them awake at night and 17% reported having teeth removed due to decay or gum infection.

Emotional wellbeing

Eighty-seven percent of Indian students reported being ok, very happy or satisfied with their life. While this proportion was significantly lower than that among NZ European students (93%), the difference was not significant after controlling for socio-economic variables. This suggests that the apparent ethnic difference is explained, at least in part, by the socio-economic differences between Indian and NZ European students.

Using the WHO-5 Wellbeing Index, the majority of Indian students scored at a level indicating good mental and emotional health (positive psychological wellbeing): 24% scored 'good', 29% scored 'very good' and 25% scored 'excellent'. Scores indicating 'poor' mental and emotional health were reported by 23% of Indian students, with a higher prevalence among female students (30%) than males (17%).

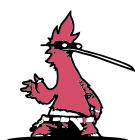
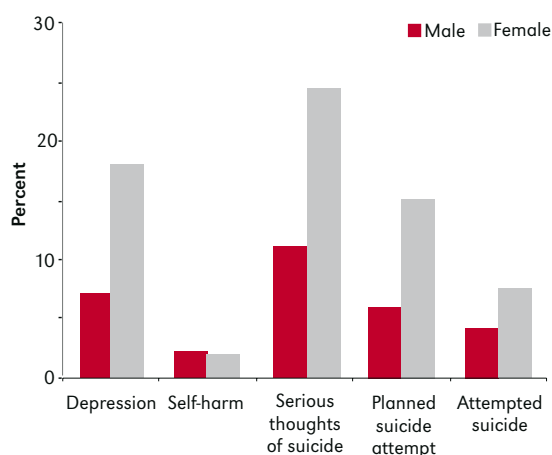
Indian students: Emotional wellbeing (WHO-5 Index)



Depressive symptoms were measured using the Reynolds Adolescent Depression Scale (RADS) (Reynolds, 1987). High levels of symptoms detected using the RADS are likely to correlate with clinically significant depression and require mental health assessment and intervention. Scores indicating significant depressive symptoms were reported by 12% of Indian students, with a markedly higher prevalence among females (18%) than males (7%). The proportion of Indian students who scored at a level indicating significant depressive symptoms (12%) was higher than that among NZ European students (9%); however, the difference was not significant after controlling for socio-economic variables. Again, the apparent ethnic difference is explained, at least in part, by the socio-economic differences between Indian and NZ European students.

Twelve percent of Indian students had seen a health professional for emotional worries in the previous 12 months. Over the same period 2% of Indian students had inflicted self-harm that required treatment, 17% had thoughts of suicide, 10% had made a plan to kill themselves, and 6% had attempted suicide. More female Indian students than males had thoughts of suicide (25% of females, 11% of males), or made a plan to kill themselves (15% of females, 6% of males).

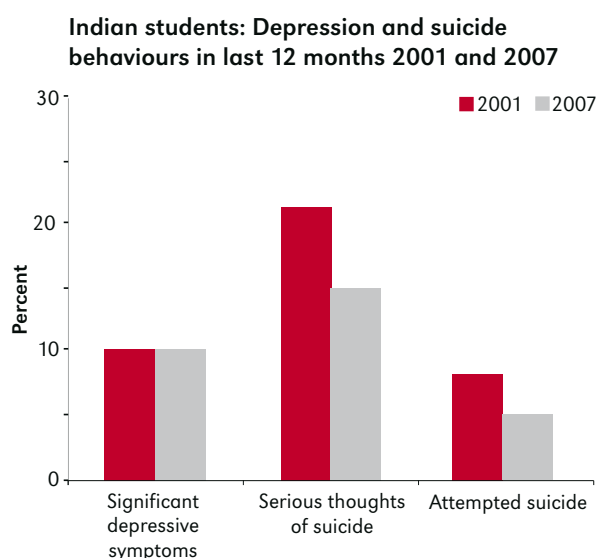
Indian students: Depression and suicide behaviours in last 12 months



More Indian students than NZ European students had thoughts of suicide (Indian 17%, NZ European 12%) or attempted suicide (Indian 6%, NZ European 4%). However, these differences were not significant after controlling for socio-economic variables – the apparent ethnic differences are explained, at least in part, by the socio-economic differences between Indian students and NZ European students.

Comparisons 2001 and 2007

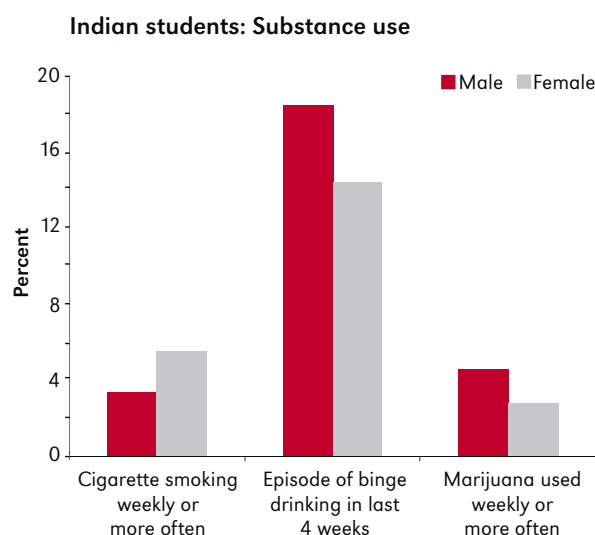
There were no significant changes from 2001 to 2007 in the proportions of Indian students who were ok, very happy or satisfied with their life (82% in 2001 and 87% in 2007), who reported significant depressive symptoms (12% in 2001 and in 2007), who had thoughts of suicide (22% in 2001 and 17% in 2007) or who attempted suicide (9% in 2001 and 6% in 2007).



Substance use and gambling

Substance use

Eighteen percent of Indian students had ever smoked (ie smoked a whole cigarette at least once in their life) – which is much lower than the proportion among NZ European students (29%). However, the proportion of Indian students who reported smoking cigarettes weekly or more often (5%) was no different from that among NZ European students (6%). Among Indian students who smoked, 48% bought their own cigarettes and of these, 64% were not routinely asked to show ID. Of the Indian students who currently smoked, 40% reported that they had tried to cut down or give up smoking.



Forty-two percent of Indian students reported having tried drinking alcohol sometime in their life, and 34% reported being current drinkers – which is much lower than the proportion of NZ European students who were current drinkers (66%). Of those Indian students who were current drinkers, 30% had drunk alcohol only once in the previous four weeks, 25% two or three times in the previous four weeks, 10% had drunk once a week, and 11% several times a week or daily. Seventeen percent of all Indian students reported at least one episode of binge drinking (five or more drinks within



four hours) in the previous four weeks – a much lower proportion than that among NZ European students (36%)

Among Indian students who were current drinkers, substantial proportions reported problems from drinking alcohol: 12% reported unsafe sex, 9% reported unwanted sex, and 15% reported being injured after drinking. Of those Indian students who were current drinkers, 13% had been told by friends or family that they needed to cut down their drinking.

Indian students who drank got their alcohol from many sources: from their friends (reported by 58%), or they got someone else to buy alcohol for them (reported by 33%), or got it from their parents (reported by 30%), or got another adult to buy alcohol for them (reported by 27%).

Thirteen percent of Indian students had ever used marijuana, 9% were current users, and 4% used marijuana weekly or more often. More male Indian students (16%) than females (10%) had ever used marijuana. Of those Indian students who were current users, 25% used marijuana before or during school. The proportion who had ever used marijuana was much lower among Indian students (13%) than NZ European students (24%), but the proportion who used marijuana weekly or more often was the same among Indian and NZ European students (4%).

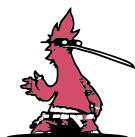
Four percent of Indian students had tried other drugs such as party pills, acid, heroin, 'p', speed, or ecstasy. Of these, party pills were the most common, used by 4% of Indian students.

Comparisons 2001 and 2007

There were no significant changes between 2001 and 2007 in the proportions of Indian students smoking cigarettes, consuming alcohol or using marijuana.

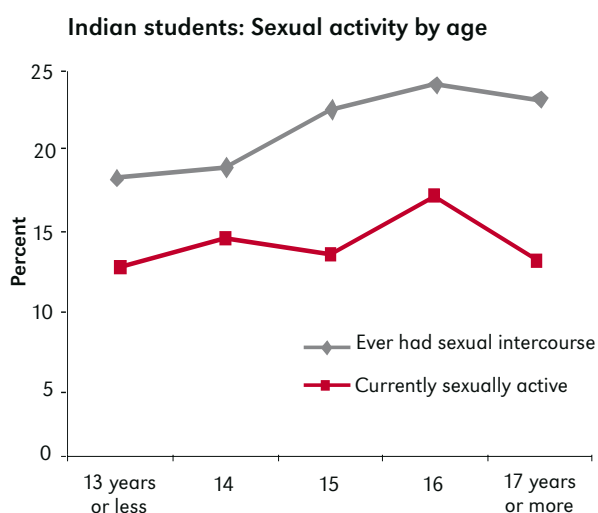
Gambling

Twenty-two percent of Indian students reported that they had gambled in the previous year and 5% that they had gambled in the past four weeks. Indian students reported various forms of gambling: of those who had gambled in the previous year, 49% had made bets with friends, 35% had gambled on Lotto, 23% on Instant Kiwi and 16% on card or coin games. Of those Indian students who had gambled in the previous year, very few spent more than \$20 a week or gambled for more than 30 minutes a day (2% in each case).



Sexual Health

Adolescence is a period of life when young people begin to experience sexual attractions and behaviours, which are a part of healthy and normal development. However, unsafe sexual behaviours place young people at risk of negative health outcomes such as sexually transmitted infections, unintended pregnancy, and distress. The age at which young people begin engaging in sexual behaviours varies widely. Among Indian students, 21% reported ever having experienced sexual intercourse and 14% reported that they were currently sexually active. More male Indian students (25%) than females (17%) had ever had sex. The proportion of Indian students who had ever had sex (21%) was lower than that among NZ European students (33%).

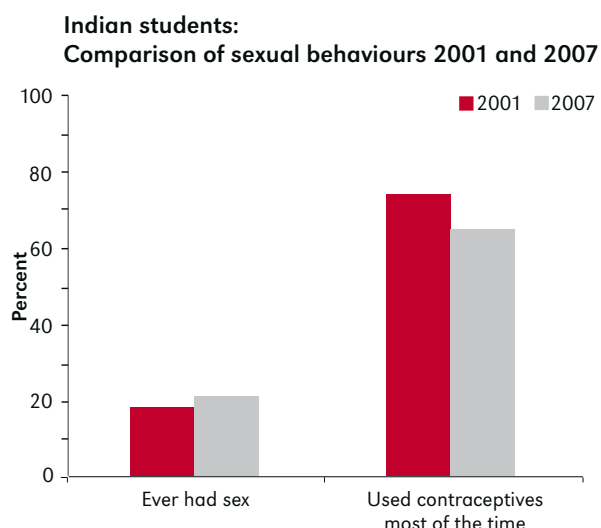


Of those Indian students who were sexually active, 61% had talked with their partner about preventing pregnancy and 59% had discussed preventing sexually transmitted infections. Sixty-five percent used contraception most or all of the time – lower than the proportion among NZ European students (87%). Sixty-seven percent of sexually-active Indian students used condoms most or all the time to prevent sexually transmitted infections. However, a concerning proportion of Indian students (23%) engaged in risky sexual health behaviour by never or only sometimes using condoms or other contraception.

Most Indian students (93% of males, 92% of females) reported being attracted exclusively to the opposite sex. Three percent of Indian students reported being attracted to the same sex or both sexes, and 5% were unsure of their sexual orientation.

Comparisons 2001 and 2007

There was no significant change from 2001 to 2007 in the proportion of Indian students who reported ever having experienced sexual intercourse (18% in 2001 and 21% in 2007). However, the proportion of Indian students using contraception most or all of the time dropped from 74% in 2001 to 65% in 2007. The proportion of Indian students reporting that they were attracted exclusively to the opposite sex increased from 87% in 2001 to 92% in 2007.



Injuries and Violence

Motor vehicle injury risk behaviours

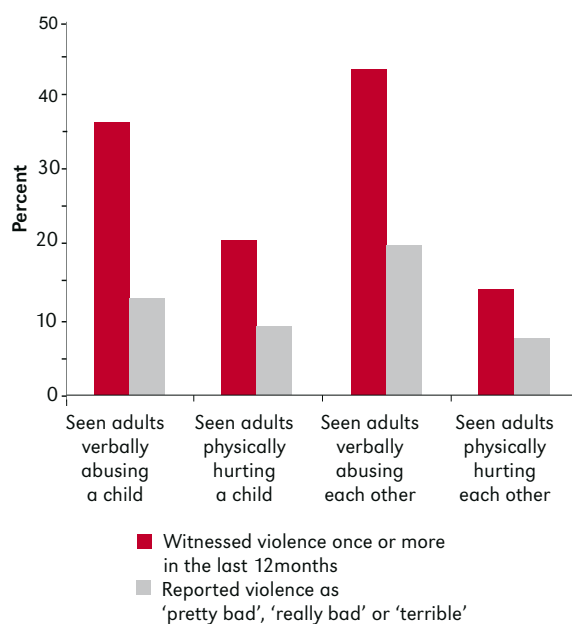
Twenty-four percent of Indian students reported that they did not always wear a seatbelt when driving or being driven in a car. This did not vary by age or gender and was no different from the proportion among NZ European students (21%). Eighteen percent of Indian students reported that at least once during the previous month they had been driven by someone who had been drinking – again, this did not vary by age or gender, and was no different from the proportion among NZ European students (22%). Seventeen percent of Indian students reported that during the previous month they had been in a car driven dangerously (eg, speeding, car chases, burnouts). More male Indian students (19%) than female students (13%) reported this. However, the proportion of Indian students who reported being in a car driven dangerously (17%) was lower than that among NZ European students (24%).

Among those Indian students who themselves drive, 13% reported that they had within the previous month driven after they had drunk more than 2 glasses of alcohol in the two hours before driving. The proportion of Indian students who reported drinking and driving (13%) was not significantly different from that among NZ European students (8%).

Witnessing Violence

For young people, experiencing or witnessing violence, especially in their home, is associated with a range of other problems, particularly in their mental health. When Indian students were asked about violence they had witnessed in their home within the previous 12 months, 20% reported witnessing an adult hitting or physically hurting a child, and 14% reported witnessing an adult physically hitting or hurting another adult. The proportions of Indian students who had witnessed an adult physically hurting a child (20%) or hurting another adult (14%) were higher than the proportions among NZ European students (11% and 7% respectively).

Indian students:
Violence witnessed at home in the last 12 months



Violence

Thirty-five percent of Indian students reported that they had been hit or physically harmed in the previous 12 months. Of those who had been hit or physically harmed, 40% reported the severity of the violence as pretty bad, really bad or terrible. The proportion of students who had been physically harmed in the previous 12 months was lower among Indian students (35%) than among NZ European students (43%). Fourteen percent of Indian students reported that they had been in a physical fight within the previous 12 months, and 7% reported that they had carried a weapon within the previous 12 months. More male Indian students than females reported that in the previous 12 months they had been in a fight (21% of males, 7% of females), or carried a weapon (10% of males, 3% of females).

Bullying was commonly experienced by Indian students, as by many young people in New Zealand. The most common types of bullying experienced by Indian students included people spreading lies or false rumours about them (reported by 44% of Indian students), calling them hurtful names (reported by 39%), having things taken from them (reported by 34%), people making sexual jokes, comments or gestures to them (reported by 32%), or threatening them physically (reported by 28%).

Indian students: Violence in the last 12 months



A small proportion of Indian students reported that they had been sent nasty or threatening messages by cell phones (reported by 3%) or internet (reported by 4%). Seven percent of Indian students reported that they had been sent unwanted sexual material (including pornographic pictures, videos or words) over the internet.

Unwanted sexual behaviour

Sexual abuse, in the form of unwanted touching or forced sexual behaviour, was reported to have occurred sometime in their life by 12% of Indian students – no different from the proportion among NZ European students (10%). Seven percent of Indian students had experienced more than one episode of unwanted sexual behaviour from another person within the previous 12 months, and of these students, 51% reported that the abuse had been severe ('pretty bad', 'really bad' or 'terrible'). Of those Indian students who had ever been sexually abused, 71% had not told anyone about it.

Comparisons 2001 and 2007

There were no significant changes between 2001 and 2007 in the prevalences of Indian students' motor vehicle risk behaviours (not always using a seatbelt; being in a vehicle driven dangerously; being driven by someone who had been drinking alcohol; driving after drinking alcohol).

The proportions of Indian students involved in violent behaviours (being hit or physically harmed; being in a serious fight; carrying a weapon) were no different from 2001 to 2007.

Similarly, the proportions of Indian students who witnessed violent behaviour in their homes or experienced unwanted or forced sexual behaviour from another person, were no different from 2001 to 2007.



Community

Employment

Many students have part-time jobs while still at school. Among Indian students, 34% reported having a regular part-time job; 10% had occasional work during the school term; and 19% had worked during school holidays. Of those Indian students who had regular part-time work, most (66%) worked for less than 10 hours per week, but 31% reported that they worked in the evenings or later at night during the school week. Fewer Indian students (34%) than NZ European students (43%) had a regular part-time job.

Indian students: Type of work done in last 12 months



Friends and Peers

Most Indian students have positive and rewarding friendships. Almost all have a group of friends that they hang out with (reported by 92%) or have fun with (reported by 98%). Most Indian students have a friend or friends who they can talk to about anything (reported by 88%) and have friends who help them and look out for them (reported by 96%). However, only 71% reported that their friends cared a lot about them. These proportions were similar to those among NZ European students (89%, 96% and 73% respectively).



Participation in the community

Thirty-one percent of Indian students reported being involved in a sports team in their community, 12% that they belonged to a church group, and 19% that they belonged to a cultural group in their community. More female Indian students (25%) than males (14%) were involved in cultural groups, while more male Indian students (41%) than females (19%) were in sports teams in their community.

Eighty-three percent of Indian students reported that they trusted people in their neighbourhood and 90% reported that they liked the neighbourhood they lived in. Forty-two percent of Indian students reported having an adult in their neighbourhood who they would feel okay talking to about a serious problem. This proportion was significantly lower than among NZ European students (57%).

Small numbers of Indian students reported being involved in antisocial or illegal activities within the previous year: 6% reported painting graffiti in their neighbourhood and 6% reported being in trouble with the police. The most common reasons Indian students had been in trouble with police were for tagging, driving offences, fighting, damaging property and stealing.

Spiritual beliefs

Fifty-four percent of Indian students reported that spiritual beliefs were very important for them, and 42% reported attending a place of worship weekly or more often. These proportions are significantly higher than those among NZ European students (20% and 22% respectively). Of the Indian students who attended a place of worship, 66% reported that they felt they belonged in their church, mosque or temple.

Comparisons 2001 and 2007

The proportion of Indian students who reported that their friends cared a lot about them increased from 58% in 2001 to 71% in 2007, but the proportion reporting that they had an adult outside their family they could talk to decreased from 53% in 2001 to 42% in 2007.

There were no significant changes in the proportions of the Indian students who reported that spiritual beliefs were important to them (54% in 2001 and in 2007), or that they attended a place of worship weekly or more often (43% in 2001 and 42% in 2007).







'Asian' students



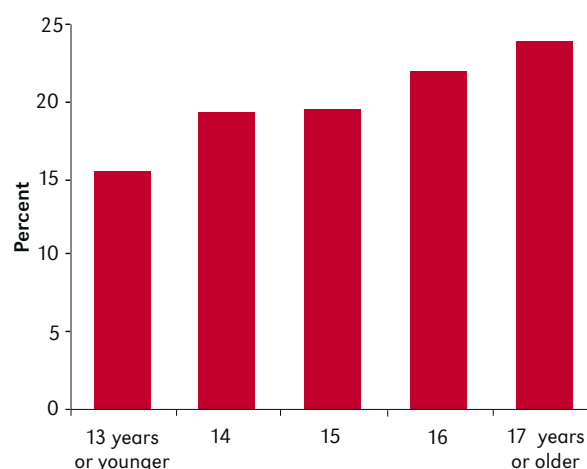
In this section, results are reported for the total 'Asian' group, including the Chinese and Indian groups as well as those ethnic groups with insufficient numbers to permit separate analysis within the constraints of this report. The problems with the use of 'Asian' as an ethnic category have already been noted: it is a composite which lumps together a diverse range of groups, and thus submerges their separate ethnic identities and averages out their differences. But the composite 'Asian' category has been widely used in New Zealand and in order to provide results which are directly comparable with previous data this section gives results for students of all Asian ethnic groups combined. However, readers should be aware that the averaging effect of using such a composite category may mask important differences between particular communities.

The results in this section are based on all the 1,310 students in the Youth'07 survey who identified with any of the Asian ethnicities, regardless of whether or not they also identified with any other ethnicity.

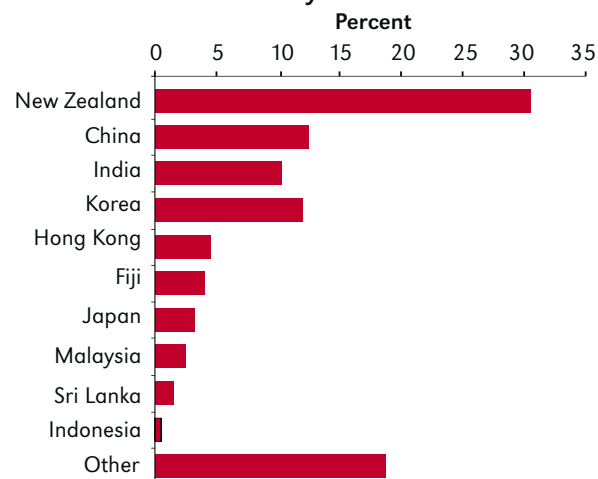
Demography

The 'Asian' sample in the Youth'07 survey demonstrated an age distribution skewed towards older youth, with slightly more boys (55%) than girls (44%). Chinese (41%) and Indian (28%) students comprised the largest groups, with other groups accounting for 5% or more of the sample being Korean (15%), Filipino (8%) and Japanese (7%) students. Thirty-one percent of 'Asian' students were born in New Zealand; 19% were born in another non-Asian country; 13% were born in China, 12% in Korea and 10% in India. All other Asian countries specifically identified in the survey (eg, Sri Lanka, Malaysia, Indonesia, Japan) accounted for the country of birth for less than 5% of the sample. Only a small proportion of 'Asian' students came from families settled in New Zealand for several generations: only 9% of the 'Asian' students reported that their mother had been born in New Zealand and 9% that their father had been. More 'Asian' students (43%) lived in neighbourhoods with medium levels of deprivation than in neighbourhoods with low levels of deprivation (35%), or neighbourhoods with high levels of deprivation (22%).

Age of 'Asian' respondents



'Asian' students: Country of birth

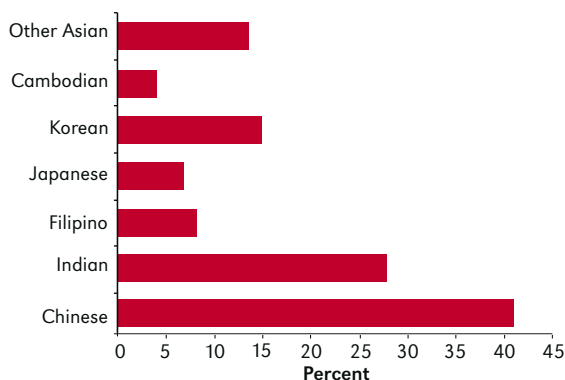


Culture and ethnicity

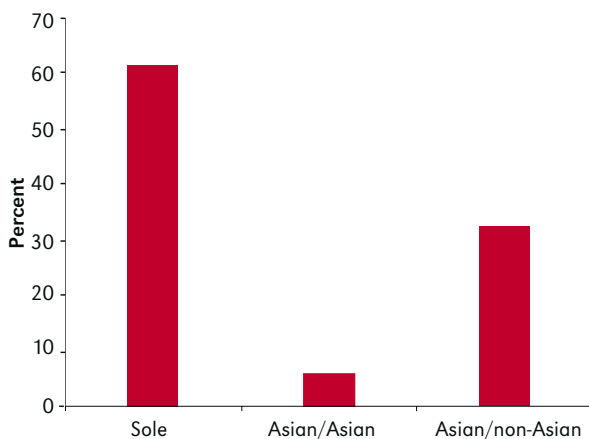
The largest ethnic groups within the 'Asian' sample were Chinese, Indian and Korean. Many 'Asian' students identified with more than one ethnic group: 62% identified with a single 'Asian' ethnicity, 5% identified with more than one Asian ethnic group and 33% identified also with one or more non-Asian ethnic groups.

The majority (55%) of 'Asian' students were bilingual and a further 19% could speak three or more languages. Most (95%) 'Asian' students spoke English, 23% spoke Mandarin, 14% spoke Cantonese and 14% spoke Hindi. Their parents also spoke a range of languages: 68% of 'Asian' students reported that their parents spoke English, 16% that they spoke Cantonese, 22% that they spoke Mandarin and 15% that they spoke Hindi.

Ethnicity of 'Asian' respondents



Multiple ethnicities of 'Asian' students



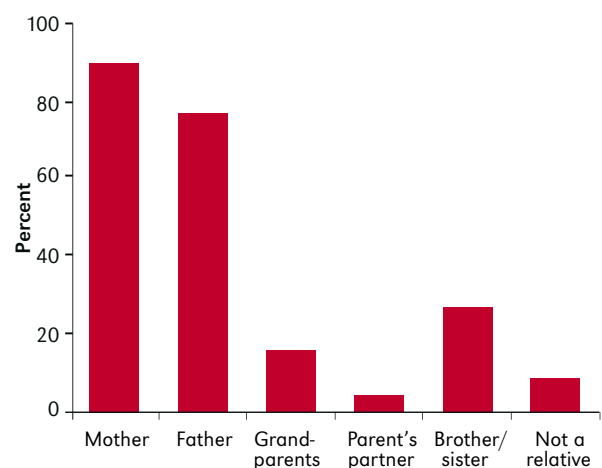
The majority (66%) of 'Asian' students reported that at least some of the special activities or traditions that their family celebrated were based on New Zealand European culture. The majority of 'Asian' students (73%) reported feeling 'comfortable' or 'very comfortable' in New Zealand European social surroundings.

Home and families

Family background and circumstances

Most 'Asian' students (73%) lived in one home, with the other 27% living in two or more homes. The people acting as their parents were most commonly their mother (for 89% of 'Asian' students) and/or their father (76%), but for some their grandparents (16%) or other relatives (27%) also acted as parents. Sixteen percent of 'Asian' students had moved home two or more times in the year prior to the survey. Five percent reported overcrowding in their homes, while 14% reported that a living room was used as a bedroom and 5% that a garage was used as a bedroom.

'Asian' students: People acting as a parent



'Asian'

Most 'Asian' students (71%) reported that both their parents or those who acted as parents had a job, and 26% reported that one of their parents or caregivers had a job. Only 4% of 'Asian' students had both parents or caregivers without a job. However, 30% of 'Asian' students reported that their parents sometimes worried about not having enough money to buy food.

Family relationships

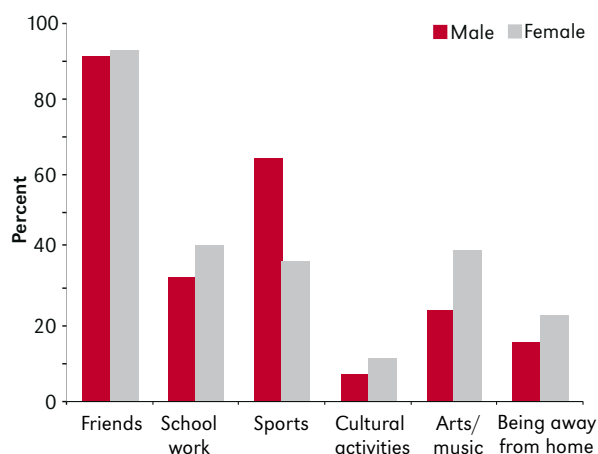
Of the 'Asian' students, 68% were happy with their family relationships, 68% reported feeling close to one or both of their parents most of the time, 59% reported having fun with their families 'a lot' or 'often', and 73% reported that one or both of their parents were warm and loving most of the time. However, only 44% of 'Asian' students reported that they had enough time with their mum most of the time and 35% that they had enough time with their dad most of the time. The most common reason 'Asian' students reported for not having enough time with either parent was because the parent was at work.

School

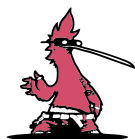
School engagement

Almost all 'Asian' students (93%) felt positively about their school, and this feeling did not differ by age or gender of the student. When asked what they enjoyed at school, the most common answer, given by 91% of 'Asian' students, was hanging out with friends. More male 'Asian' students (65%) than females (37%) reported enjoying sports at school, while more female 'Asian' students (40%) than males (32%) reported enjoying doing school work, and more female 'Asian' students (39%) than males (24%) reported enjoying arts and/or music. More female 'Asian' students (23%) than males (16%) reported that they liked school because they enjoyed being away from home.

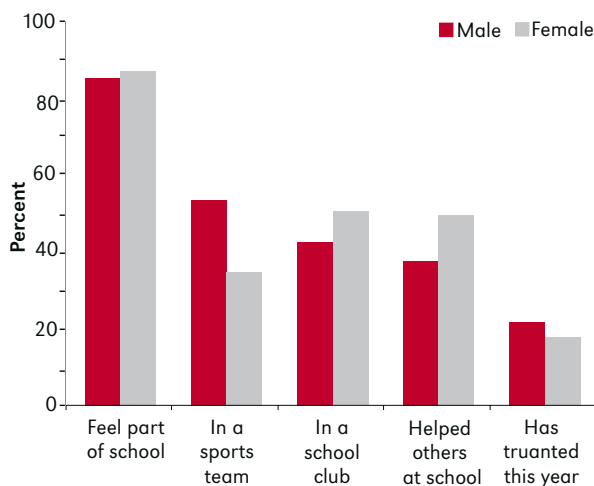
'Asian' students: What they enjoy about school



Eighty-six percent of 'Asian' students reported feeling part of their school and this did not vary by age or gender. Forty-five percent of 'Asian' students were involved in school sports teams and 46% in other non-sport school clubs. However, 21% of 'Asian' students had been truant from school in the current school year.



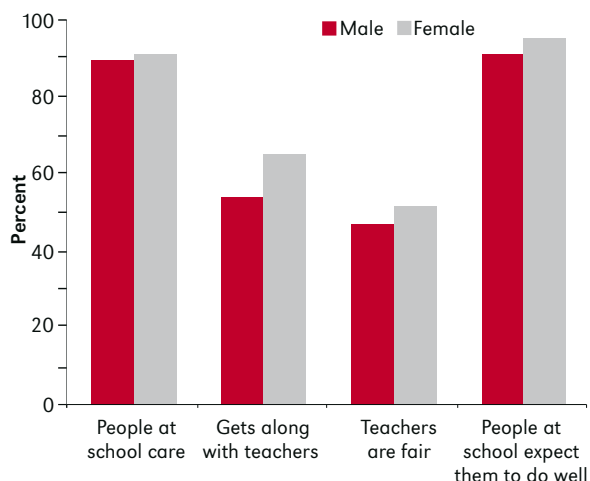
'Asian' students: Engagement in school



Relationships at school

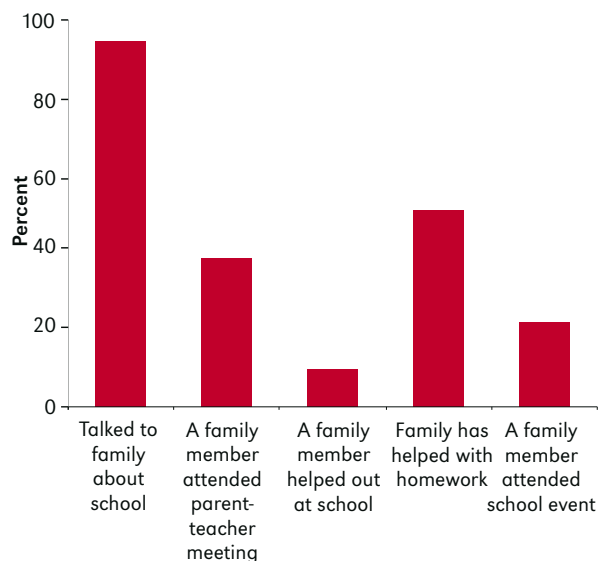
Most 'Asian' students (90%) reported that people at school care about them, and 93% reported that people at school expect them to do well at school. However, only 49% of 'Asian' students considered that teachers at school treat students fairly most of the time. Fifty-nine percent of 'Asian' students reported that they get along well with teachers.

'Asian' students: Connectedness at school



Families and school

'Asian' students:
Family engagement in school this year



Nearly all 'Asian' students (95%) reported that they had talked with their family about how things are at school. However, fewer 'Asian' students reported that a family member had attended a parent-teacher meeting (reported by 38%), a school event (reported by 22%), or had helped out at school that year (reported by 10%).

School safety

Eighty-two percent of 'Asian' students reported that they felt safe at school most or all of the time. However, 10% of 'Asian' students reported that they had been afraid at least three times that year that someone would hurt or bother them, and 6% reported being bullied weekly or more often. Three percent of 'Asian' students had stayed away from school at least one day in the previous month because they were afraid they would be hurt or bullied. Among those 'Asian' students who were bullied, 36% reported that it was because of their ethnic group or culture.

Plans following school

Eighty-four percent of 'Asian' students reported that they intended to get further training or education after leaving secondary school. Seven percent of 'Asian' students reported that they either had no plans for what they would do after leaving school, would do nothing, or intended to start a family.

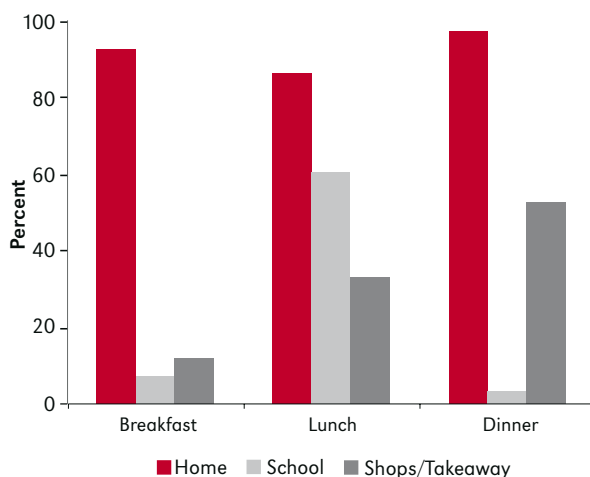


Nutrition, exercise and body size

Nutrition

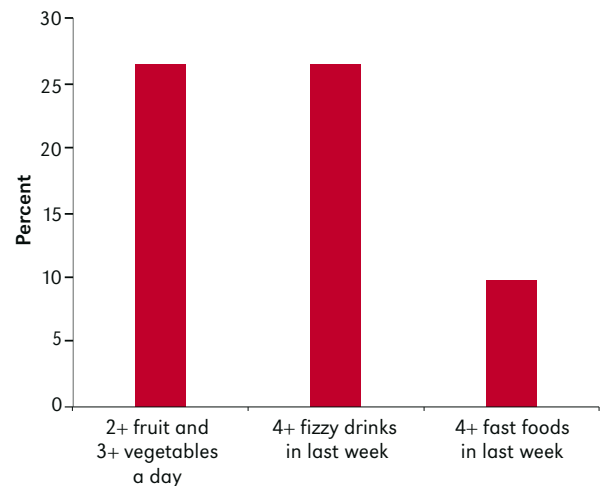
The majority of 'Asian' students (64%) reported that they always eat breakfast, 83% that they always eat lunch, and 93% that they always eat dinner. Fewer female 'Asian' students (78%) than males (87%) always eat lunch. Sixty-one percent of 'Asian' students sometimes bought their lunch at school, and 33% sometimes bought their lunch from shops or takeaways. Three percent of 'Asian' students sometimes bought dinner at school and 53% sometimes bought dinner from shops or takeaways. Sixty-four percent of 'Asian' students reported that their family had eaten a meal together at least five times in the previous week.

'Asian' students: Where they get their meals



Just over a quarter of 'Asian' students (26%) reported eating fruit and vegetables to the recommended level (fruit two or more times and vegetables three or more times a day). A similar proportion of 'Asian' students (26%) reported that they had consumed four or more fizzy drinks in the previous week, and 9% that they had eaten food from fast food outlets, takeaways, dairies or petrol stations at least four times in the previous week.

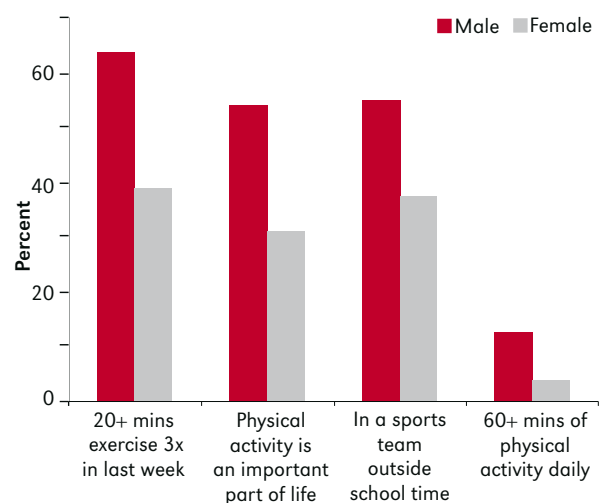
'Asian' students: Eating habits



Exercise

Nearly half (44%) of 'Asian' students reported that physical activity, sport or exercise was definitely an important part of their life. Just over half (52%) reported engaging in 20 minutes or more of vigorous activity on three or more occasions in the previous week. However, only 9% of 'Asian' students met the current recommendation of 60 minutes of physical activity every day. More male 'Asian' students than females engaged in 20 minutes or more of vigorous activity at least three times a week (63% of males compared with 39% of females) or met the current recommendation of 60 minutes of physical activity every day (13% of males compared with 4% of females).

'Asian' students: Physical activity

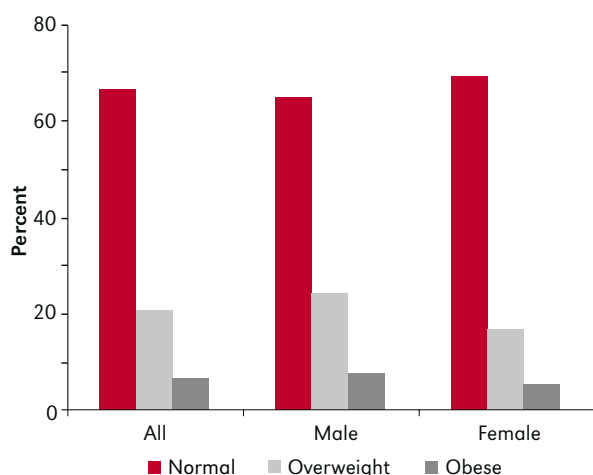


Leisure activities are common among 'Asian' students. Activities occupying **three** or more hours each day were: using the internet (reported by 32% of 'Asian' students), watching TV (reported by 29%), spending time with friends (reported by 27%), playing computer games (reported by 19%), or texting (reported by 18%). Other activities 'Asian' students engaged in for **one** hour or more per day included: homework (reported by 65% of 'Asian' students), doing music, arts, dance or drama (reported by 38%), doing chores to help their families (reported by 36%), and looking after younger family members (reported by 19%).

Body size

Using the measurements of each student's height and weight to calculate their Body Mass Index (BMI) indicated that 5% of 'Asian' students were underweight, 21% were overweight and 7% were obese. These proportions were similar across all age groups, but more female 'Asian' students (8%) than males (3%) were underweight, and more male 'Asian' students (25%) than females (17%) were overweight. But although more males than females were overweight, males were more likely than females to be happy with their current weight (reported by 85% of males and 70% of females), and males were correspondingly less likely to be worried about gaining weight (reported by 42% of males and 72% of females), or to have attempted to lose weight in the previous year (reported by 38% of males and 66% of females).

'Asian' students: Body size



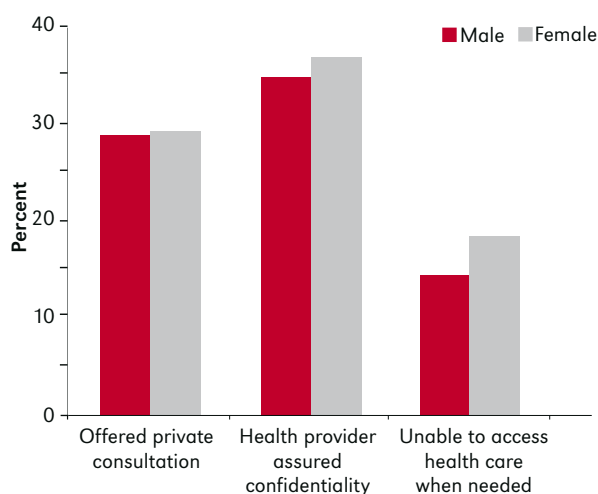
Health

General health and health care

Most 'Asian' students (91%) reported having excellent, very good or good health. The proportion of 'Asian' students who reported having good health did not vary by age but was higher among males (93%) than females (87%). Fourteen percent of 'Asian' students reported having a chronic health condition and 4% reported a chronic disability.

Eighty-percent of female 'Asian' students and 73% of males reported that they had accessed health care in the previous 12 months. Of those 'Asian' students who had accessed health care, 88% had been to a family doctor, 24% to a school health clinic, 15% to a hospital Accident and Emergency department and 10% to an after-hours A&E clinic.

'Asian' students: Health care quality and access



Of the 'Asian' students who had accessed health care in the previous 12 months, only 29% reported having had the chance to talk with a doctor or other health professional in private, and only 36% reported that they had been assured of confidentiality. There were also some 'Asian' students who had needed health care in the previous 12 months but had been unable to access it: this was reported by 16% of the 'Asian' students. The reasons these students gave for not accessing health care when needed included: 'did not want to make a fuss' (reported by 57% of these students), 'cost too much' (reported by 39%), 'had no transportation to get



'Asian'

there' (reported by 25%), and 'didn't know how' (reported by 24%).

The majority of 'Asian' students (84%) had seen a dentist or other dental health worker in the previous two years. Sixty-nine percent reported having had a tooth filled, 16% reported having experienced pain in their teeth or mouth that kept them awake at night and 15% reported having teeth removed due to decay or gum infection.

Emotional wellbeing

Eighty-nine percent of 'Asian' students reported being ok, very happy or satisfied with their life. Using the WHO-5 Wellbeing Index, the majority of 'Asian' students scored at a level indicating good mental and emotional health (positive psychological wellbeing): 30% scored 'good', 28% scored 'very good' and 17% scored 'excellent'. Scores indicating 'poor' mental and emotional health were reported by 25% of 'Asian' students, with a higher prevalence among females (31%) than males (20%).

'Asian' students:
Emotional wellbeing (WHO 5-Index)

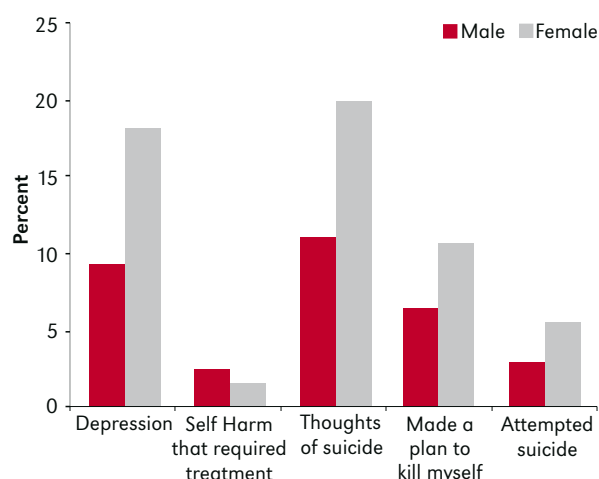


Depressive symptoms were measured using the Reynolds Adolescent Depression Scale (RADS) (Reynolds, 1987; Walker et al., 2005). High levels of symptoms detected using the RADS are likely to correlate with clinically significant depression and require mental health assessment and intervention. Scores indicating significant depressive symptoms were reported by 13% of 'Asian' students, with the prevalence markedly higher among females (18%) than males (9%).



Sixteen percent of female 'Asian' students and 12% of males had seen a health professional for emotional worries in the previous 12 months. Over the same period, 2% of 'Asian' students reported inflicting self-harm that required treatment, 15% had thoughts of suicide, 8% had made a plan to kill themselves and 4% had attempted suicide. More female 'Asian' students than males had thoughts of suicide (reported by 20% of females and 11% of males).

'Asian' students: Depression and suicide behaviours in the last 12 months

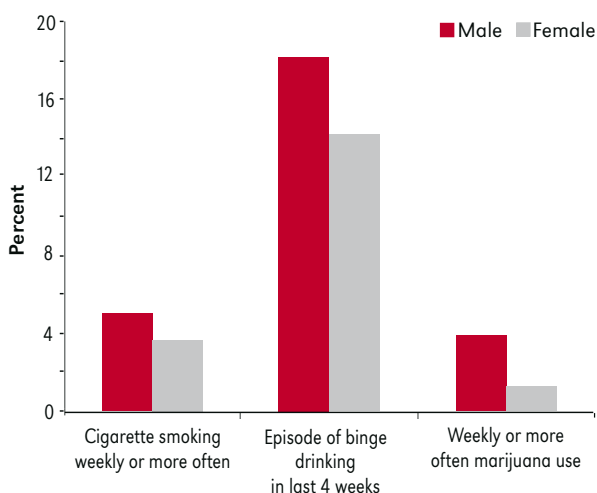


Substance use and gambling

Seventeen percent of 'Asian' students reported that they had ever smoked (ie had smoked a whole cigarette at least once in their life), and 4% reported smoking cigarettes weekly or more often, with no difference between males and females in this regard. Among 'Asian' students who smoked, 55% bought their own cigarettes and of these, over half (51%) were not routinely asked to show an ID. Sixty percent of the 'Asian' students who currently smoked reported that they had tried to cut down or give up smoking.

Fifty percent of 'Asian' students reported that they had ever drunk alcohol, and 36% reported that they currently drank. Of those who currently drank, 25% had consumed alcohol only once in the previous 4 weeks, 25% had consumed alcohol 2 or 3 times in the previous 4 weeks, 12% once a week, and 8% several times a week or daily. Sixteen percent of all 'Asian' students reported they had at least one episode of binge drinking (ie five or more drinks within four hours) in the previous 4 weeks.

'Asian' students: Substance use



Among the 'Asian' students who were current drinkers, substantial numbers reported problems from drinking alcohol: 8% reported unsafe sex, 6% reported unwanted sex, and 12% reported being injured after drinking. Of the 'Asian' students who were current drinkers, 13% had been told by friends or family that they needed to cut down their drinking.

'Asian' students who were current drinkers got their alcohol from many sources: from their friends (reported by 56%), from their parents (reported by 39%), or they bought it themselves (reported by 21%), or got someone else to buy it for them (reported by 28%).

Eleven percent of 'Asian' students reported that they had ever used marijuana, 6% were current users, and 3% used marijuana weekly or more often. Of the 'Asian' students who were current users, 29% used marijuana before or during school. Twenty-eight percent of 'Asian' students using marijuana had tried to cut down or give up using it. Four percent of 'Asian' students had tried other drugs, most commonly party pills.

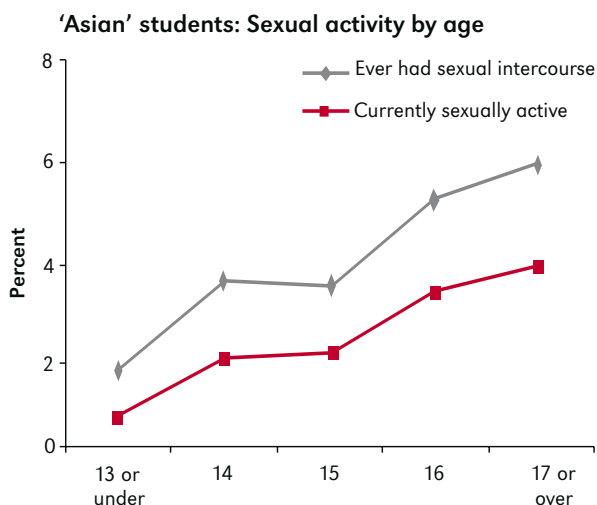
Gambling

A quarter (25%) of 'Asian' students had gambled in the previous year and 5% had done so in the previous four weeks. More male 'Asian' students (29%) than female students (21%) had gambled in the previous year. 'Asian' students reported various forms of gambling: of those who had engaged in gambling within the previous year, 61% had made bets with friends, 29% had gambled on Lotto, 27% on Instant Kiwi and 22% on card or coin games.



Sexual health

Twenty percent of 'Asian' students reported that they had ever had sexual intercourse, and 13% that they were currently sexually active.



Among those 'Asian' students who were sexually active, 67% had talked with their partner about preventing pregnancy and 42% had discussed preventing sexually transmitted infections. Seventy percent of 'Asian' students who were sexually active used contraception most or all of the time and 67% used a condom most or all of the time to prevent sexually transmitted infections. However, a concerning proportion, 18%, of 'Asian' students engaged in risky sexual health behaviour by never or only sometimes using condoms or other contraception.

Most 'Asian' students (90% of males, 85% of females) reported being exclusively attracted to the opposite sex, 4% reported being attracted to the same sex or both sexes, and 8% were unsure of their sexual orientation.

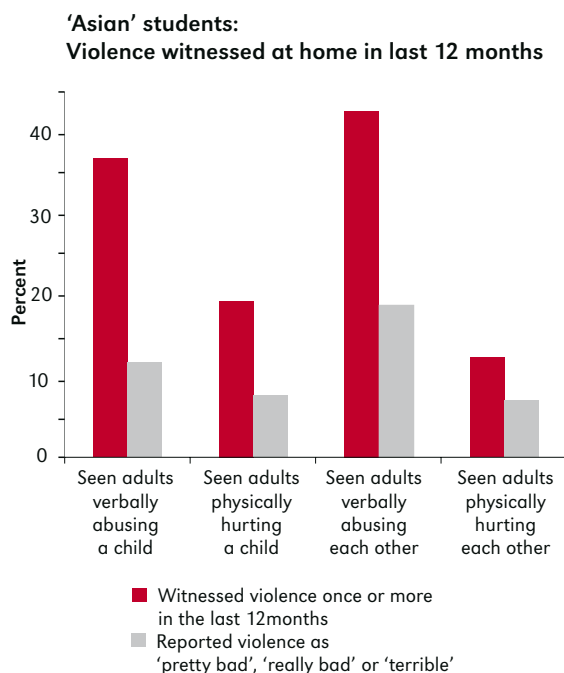
Injuries and Violence

Motor vehicle risk behaviours

Twenty-three percent of 'Asian' students reported that they do not always wear a seatbelt when driving or being driven in a car and 15% reported that at least once during the previous month they had been driven by someone who had been drinking. Fifteen percent of 'Asian' students reported having been driven in a car dangerously (eg, speeding, car chases, burnouts) during the previous month. Among the 'Asian' students who themselves drive, 9% reported that they had in the previous month driven after they had consumed more than two glasses of alcohol in the two hours before driving.

Witnessing Violence

For young people, experiencing or witnessing violence, especially in their home, is associated with a range of other problems, particularly in their mental health. When 'Asian' students were asked about violence they had witnessed in their home within the previous 12 months, 19% reported witnessing an adult hitting or physically hurting a child, and 13% reported witnessing an adult physically hitting or hurting another adult.



Violence

Thirty-three percent of 'Asian' students reported that they had been hit or physically harmed in the previous 12 months. Fourteen percent of 'Asian' students reported that they had been in a physical fight within the previous 12 months, and 5% reported that they had carried a weapon within the previous 12 months.

'Asian' students: Violence in the last 12 months



Bullying was a relatively common experience among 'Asian' students. The types of bullying they experienced included people spreading lies or false rumours about them (reported by 43% of 'Asian' students), people making sexual jokes, comments or gestures to them (reported by 34%), calling them hurtful names (reported by 34%) or threatening them physically (reported by 25%).

A small proportion of 'Asian' students reported that they had been sent nasty or threatening messages by cell phone (reported by 1%) or internet (reported by 6%). Ten percent of 'Asian' students reported that they had been sent unwanted sexual material (including pornographic pictures, videos or words) over the internet.

Unwanted sexual behaviour

Nine percent of 'Asian' students reported sexual abuse (unwanted touching or forced sexual behaviour) sometime in their life. Four percent of 'Asian' students reported more than one episode of such unwanted sexual behaviour from another person within the previous 12 months, and of these 43% reported the abuse as severe ('pretty bad', 'really bad' or 'terrible'). Of those 'Asian' students who had ever been sexually abused, 66% had not told anyone about it.

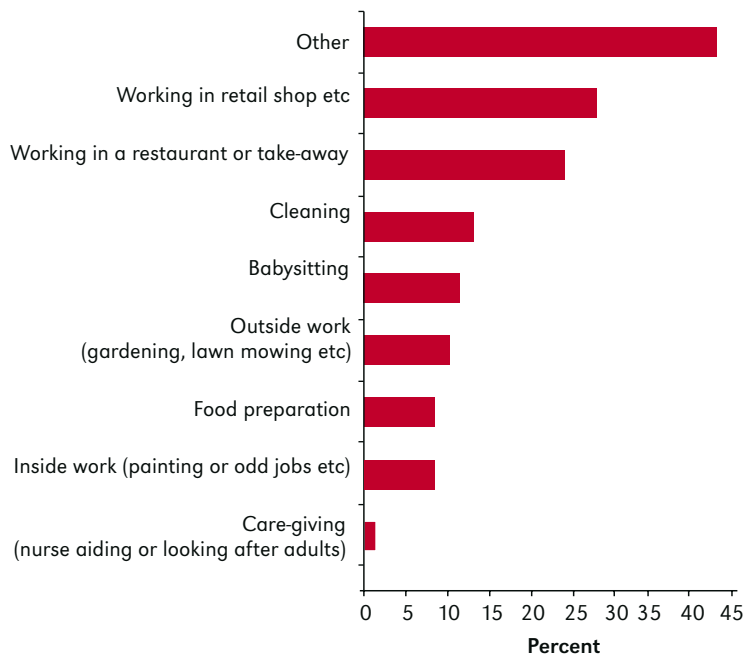


Community

Employment

Twenty-nine percent of 'Asian' students reported having a regular part-time job; 11% had occasional work during school term; and 19% had worked during school holidays. Of those 'Asian' students who had regular part-time work, most (66%) worked for less than 10 hours per week, but 30% reported that they worked in the evenings or later at night during the school week.

'Asian' students: Type of part-time work in last 12 months



Friends and peers

Almost all 'Asian' students have a group of friends that they hang out with (reported by 93%) and have fun with (reported by 98%). Most 'Asian' students (86%) reported having a friend or friends with whom they could talk about anything and almost all (95%) reported that they had friends who helped them and looked out for them. However, only 65% reported that their friends cared a lot about them.



Participation in the community

A quarter (26%) of 'Asian' students reported being involved in a sports team in their community and a similar proportion (25%) reported that they belonged to a church group. Fifteen percent of 'Asian' students had helped others in the community in the last 12 months and 13% belonged to a cultural group in their community. More male 'Asian' students (34%) than females (15%) were in sports teams in their community.

Most 'Asian' students trusted people in their neighbourhood (reported by 77%) and liked the neighbourhood they lived in (reported by 82%). Forty-four percent of 'Asian' students had an adult in their neighbourhood who they would feel okay talking to about a serious problem.

Small numbers of 'Asian' students reported being involved in antisocial or illegal activities within the previous year: 8% reported painting graffiti in their neighbourhood and 7% had been in trouble with the police. The most common reasons 'Asian' students had been in trouble with police were for driving offences, damaging property, stealing or tagging.

Spiritual Beliefs

Forty-one percent of 'Asian' students reported that their spiritual beliefs were very important to them, and 40% reported that they attended a place of worship weekly or more often. Of those who did attend, 51% felt that they belonged in their church, mosque or temple. These findings were similar among male and female 'Asian' students.





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Useful Links

| Asian Specific Links | |
|---|--|
| Centre for Asian Health Research and Evaluations | www.fmhs.auckland.ac.nz/soph/centres/cahre |
| The Asian Network Inc (TANI) | www.asiannetwork.org.nz |
| Shakti Community Council Inc (for NZ migrant ethnic groups) | www.shakti.org.nz |
| Refugee and Migrant Services Aotearoa | www.refugeeservices.org.nz |
| Chinese Lifeline | www.lifeline.org.nz/Chinese_Lifeline_136.aspx |

| General Health and Wellbeing | |
|--|--|
| Health information for young people | www.youthline.co.nz |
| Kidsline | www.kidsline.org.nz |
| Sport & Recreation NZ (SPARC) | www.sparc.org.nz/education/sportfit/overview |
| Heart Foundation – School Food Programme | www.nhf.org.nz/index.asp?pageID=2145820280 |
| Youth2000 – for results from Youth2000 surveys & general information | www.youth2000.ac.nz |

| Mental Wellbeing | |
|---|--|
| Mental Health Foundation | www.mentalhealth.org.nz |
| Low down – for young people with depression | www.thelowdown.co.nz/#/home |
| Suicide Prevention | www.spinz.org.nz |
| Netsafe | www.netsafe.org.nz/index_for_ie6.htm |
| Drug Education | www.educating.co.nz/services/drugeducation |
| NZ Drug Foundation | www.nzdf.org.nz/drug-education |
| Alcohol – ALAC | www.alcohol.org.nz |
| Alcohol & young people | www.alcohol.org.nz/InfoForYouth.aspx |
| Coping with grief | www.skylight.org.nz/young-people.aspx |
| Advocacy for Gay, Lesbian, Bisexual, Transgender, Takataapui and Fa’afafine young people and their families/whānau. | www.rainbowyouth.org.nz |
| National queer youth development project | www.outthere.org.nz |

| Parent Involvement in School | |
|------------------------------|--|
| Team Up (Secondary) | www.teamup.co.nz/secondary/default.htm |
| Bullying (Secondary) | www.teamup.co.nz/search.htm?query=bullying&filter=s |









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