Department of Public and International Affairs

City University of Hong Kong

Capstone Project

“Assessing the Factors affecting the well-being of Ethnic Minorities in Hong Kong. - a vicious circle of well-being?”

By

Mohammad Tahir (Oscar)

Lam Ho Man (Alex)

Kwok Yam Kuen (Desmond)

Kwong Yuki Lois Hou Yee (Yuki)

Chan Ka Ho (Basil)

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Acknowledgement

No, words can explain our gratitude to Professor Linda and Course Leader Dr Arthur Cheung for their patient guidance and feedback over this past year. This journey would have been impossible without their support and courage to push us through all the barriers we faced over these months.

Furthermore, we would like to thank all our classmates in our class for raising essential questions and advice regarding our project. Without the moral support we provided each other in class we would have never gotten this far. Thank you to all the City University of Hong Kong staff for assisting us in accessing materials from the library and more. Moreover, thank you to all the participants who took their time participating in this study and inspiring us to make changes for future generations.

Even more important, thank you to our family members for supporting us through this stressful year. Your words of encouragement and advice made us believe this research would have been possible. Thank you for bearing with us as we stayed up all night at home to work on this report. This report could not have been done if it was not for all of you.

Lastly, to all Ethnic Minorities in Hong Kong. Keep striving for the best of your community. We hope this report would be able to provide some positive changes to the community!

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Abstract

This study examines the impact of different factors on the well-beings of ethnic minorities (EM). Specifically, it broadly investigates the impact of public education policies, Chinese proficiency, and the government Labor Support Program (LSP) on educational, social, and economic well-being, respectively. At the same time, the causal relationship between these three well-beings and political well-being is verified. Through comparative research and regression analysis on the data of 120 research participants, it was found that there is no significant difference in the educational well-being of students in public schools and students in non-public schools, and the identity of ethnic minorities is a significant factor in obstacle their academic development. The results of this study also revealed that Chinese proficiency has a positive causal relationship with social well-being, which is a key factor for ethnic minorities to integrate into local communities. In addition, LSP has defects that prevent ethnic minorities from improving their economic level, which is a formalistic policy. It is worth noting that this study revealed a positive causal relationship between the social and economic well-being of ethnic minorities and their political well-being. Given that the research shows that EM have lower political participation, there is reason to believe that ethnic minorities' potential well-being is likely to decline continuously. In the case of low political well-being, ethnic minorities rely on outsiders to fight for their rights and passively pursue an environment of higher well-being. This makes the government less motivated to improve their well-being and keeps them living at a low level, which again affects their political well-being, presenting it as a "vicious circle."

(Total Word Count: 14996)

1. Introduction

1.1 Background Information / Rationale of study

As our study focuses on studying the factors that affect Hong Kong's Ethnic Minority(EM) group's well-being, allows us to introduce the recent situation of ethnic minorities in Hong Kong. According to the latest population census report in 2021, there are a total of 619,568 Ethnic Minorities in Hong Kong. This mainly includes Filipino, Indonesians, Southeast Asians (Indian, Nepali, and Pakistani), and even white people. Compared to ten years ago, the number of ethnic minorities has increased by 168,385 (amount ~37%) and take up to 8.4% of the population in Hong Kong (Statistics and Census Department, 2021).

With such a large population within our society, there must be some issues raised. From time to time, there are always news reports on discrimination against EMs. Moreover, EMs face employment difficulties due to language barriers, and the quality and effectiveness of the Chinese education curriculum towards ethnic minorities in Hong Kong were being questioned. According to what Tam (2018) mentioned in an SCMP news report, as an NGO member who is helping EMs, he found out why ethnic minorities hardly find a job in Hong Kong due to the language barrier. Although some employers do not mind them doing physical work like washing dishes, most of the time, employers are not willing to hire them since they can not communicate well with Cantonese, and those who have a job and received only lower secondary level education take up 38% in total; 36% received up to upper secondary level education (Ng, 2018). This situation reflects that the current Chinese education can not help the ethnic minority in Hong Kong

On the other hand, although there does have research on poverty reports on the ethnic minorities in Hong Kong conducted by the Hong Kong government's Census and Statistics Department (2015), such reports are sparse and often take a longer lead time from research to publication, so that a chronological gaps between the reports. For example, there are so far only a total of 2 poverty reports. The first report was conducted in 2014 and published in December 2015; the second report was conducted in 2016 and published in February 2018. The problem we have observed is that there is a research gap in it, and the data are mostly quantitative data with little analysis and a dearth of qualitative data. Hence, we designed to study what factors are affecting Hong Kong's EM group's well-being in different aspects like social, educational, and political areas and whether are they stuck in a vicious cycle due to suffering in multiple aspects. Since

receiving a good education can affect whether a person can find a good job or not; a job can affect the economic condition and social condition; and the economic condition can determine the education quality that a person can receive. Therefore, if EM education's well-being was impacted, they will fall into a vicious cycle based on the linkage of these four aspects. This is also one of our goals in studying whether they have stuck in it or not

As we mentioned, we would like to focus on four different aspects to observe what factors are affecting EM well-being which are the aspects of social, educational, economic, and political. There are different worrying cases in each area as mentioned above EM faces economic difficulties. To start with the observation in the social aspect, discrimination against ethnic minorities stops them from obtaining goods and services. According to the complaint reports conducted by the Equal Opportunities Commission (EOC) and Legislative Council of discrimination towards ethnic minorities in 2019 and 2020, a total of 120 complaints were collected by the EOC, The three main reasons for complaints are housing, financial and medical. And in the 2020 report, there are a total of 108 complaints the EOC collected the complaint about the provision of goods, services, and facilities-related issues takes up 43% of the total (EOC, 2020). The reason why the complaint cases were reduced in 2020, maybe due to there is a reduction of contact between ethnic minorities and local people due to the serious situation of the pandemic. An EOC report, "Study on Discrimination against Ethnic Minorities in the Provision of Goods, Services, and Facilities, and Disposal and Management of Premises Report" has documented several problems faced by the ethnic communities in Hong Kong: property owners have refused to lease EMs their apartments; difficulties in opening bank accounts or applying for credit cards; and communication difficulties with hospital carers (doctors and nurses) leading to suboptimal medical treatment and caring. In this situation, we can observe that one of the huge problems for ethnic minorities is accessing services and social goods, which heavily impact their social well-being.

Besides social suffering in the social aspect, EMs also face grave difficulties in their education. Since Cantonese is not their first language and people in Hong Kong heavily rely on Cantonese in their ordinary life, therefore, Hong Kong's EMs have to pay double the effort in learning Cantonese and this situation reflected the significance of education quality, resources, and related facilities for EMs to have social interaction with the local people to merge in the society. In a joint study, Hong Kong Unison and The University of Hong Kong, interviewed several EMs families to discuss the issues they faced in the Hong Kong education system (Loper,

2004). It finds several main reasons. For example, the shortage of choice of school and limited opportunities in using the Cantonese that was taught in school (Loper, 2004). Furthermore, there was the opinion of unavailable to attempt or lack Cantonese courses expressed by students being interviewed that showed in the report. Take Marjolyn, one of the interviewees in the report, as an example, she attended a Chinese medium kindergarten and primary school. Although she has a Chinese language base, she was advised to take the aptitude test in English and she found it is struggling for her to solve maths questions in English when attending secondary school. Hence, EM students are unable or lack of ability to read and write Cantonese and Chinese due to a shortage in education resources which shows that there is a need to raise the concern about Hong Kong's EM well-being in the education sector.

Indeed, ethnic minorities were suffering in social and educational aspects. However, attention should also be focused on their political well-being since politics can be the key element in changing their living conditions. Media reports about the political well-being of EMs often focused on one theme: how they were used as a tool for the local political parties to boost their fame as a champion of EMs' rights, rather than how the ethnic minorities are striving for their rights. The EMs in Hong Kong can hardly make a change within the political sector, according to the above report by the University of Hong Kong, which also puts forward an explanation: the ethnic minority candidate lacks support from the local political parties, whether capital or human resources (Kam, 2016). Moreover, according to Hong Kong Unison, although the government has established committees like HKSAR Committee on the Promotion of Racial Harmony to deal with ethnic minorities' business, they do not represent most of the ethnic minorities' voices since the candidate of those committees need to get nominated by the government and most of them have high social status in the society (Wong, 2013). And the ethnic minority in Hong Kong is passive in the political area, which needs the NGOs to represent them to express their opinion as the NGOs are the closest helper to the ethnic minorities' business. Therefore, it is rare to see an ethnic minority candidate elected as a district council member or legislative council member, making the political environment lack ethnic minorities' opinions.

Based on the cases and situations we have observed, it is useful to hold this research to study what factors are affecting Hong Kong ethnic minorities' well-being to find a better way of improving their living conditions.

2. Literature Review

2.1 Existing Literature and Research Gap:

The following part will illustrate the existing literature and research gap that shows the necessity of conducting our research. Since Hong Kong is a diverse society, the social structure consists of multiple minor ethnicities apart from the local people. For every 100 population in Hong Kong, 8 of them are ethnic minorities, in which South Asians, including Indians, Nepalese, Pakistanis, etc., are one of the largest group of ethnic minorities in Hong Kong, which account for 1.2% of total population (Census and Statistics Department, 2018).

We find from studying the existing literature that, one of the major research gaps is that whilst there are studies using quantitative methods, there is a lack of qualitative research to analyse the data. There are various studies regarding the poverty of ethnic minorities in Hong Kong. Despite the latest census being conducted in 2021, this is the most recent poverty report on ethnic minorities conducted by the government through a census to review the poverty situation of ethnic minorities. According to Census and Statistics Department (2018), the poverty situation of ethnic minorities is worsening from 2011 to 2016. In 2011, nearly 16 in 100 ethnic minorities population lived below the poverty line before policy intervention, the number has raised to nearly 20 in 100 in 2016. With the help of different policy interventions such as welfare scheme, the number reduced to nearly 14 in 100 in 2011, but in 2016 the figure is nearly 18 in 100. Among the poverty population, 40% of ethnic minorities poor population are South Asian. The poverty situation is more serious in Hong Kong's South Asian community than other ethnic minorities community.

A research paper (Cheung & Chou, 2018) further analyzes the statistics in Census 2011 and finds that the human capital theory could not precisely explain the child poverty situation of ethnic minorities. It is true that parents of ethnic minorities children who have a low educational level tend to have a higher child poverty rate but the theory could not explain why the parents of certain ethnic minorities groups with a high educational level could still result in a high child poverty rate. It also figured out that the segmented assimilation theory could not apply in South Asian EMs. The theory of segmented assimilation suggests that various factors, relating to both individuals and the society they're settling in, can affect how different ethnic minority groups adapt to their new environment. These factors may include their language skills, family's financial status, where they live, their racial position in the community, and how welcoming

the local government is towards minority groups (Zhou 1997; Portes et al. 2009, as cited in (Cheung & Chou, 2018). Typically, immigrant families who have a high income are more likely to access better education and assimilate into the middle class of society easily. In contrast, low-income immigrant families often live in poorer neighborhoods with limited access to quality education. But Cheung and Chou (2018) discovered the socioeconomic status of Hong Kong EMs with better education still could not progress from the first to the second generation.

Another study by Kapai (2015) also made use of Census Statistics data from 2001 to 2011 to analyze ethnic minorities' education and finance situation. In terms of education, it revealed that ethnic minorities population has a lower school attendance rate than the whole population aged 17 years old or above. In term of finance, normal working people has a median monthly income of $12000, while the lowest is Indonesian, followed by Thai, Nepalese, Filipino and Pakistani, ranging from HKD 8,000 to HKD 10,000 only.

We realized that all these studies have made good use of the data available from the government to illustrate the situation of ethnic minorities in Hong Kong. All researchers converged on one focus that many of the ethnic minorities in Hong Kong are economically disadvantaged relative to the local people. But there are lacking of explanation which could really get into the real situation that EMs in Hong Kong are actually facing, what are the major reasons for getting poorer than local people, and how poverty affects their lives, and this research would like to take a mixed mode on both qualitative and quantitative approaches to overcome the shortcomings and blind spots of either approach.

Another major miss in available research is that many researchers are predominantly focused on the elderly and children in the EM population but do not cover sufficiently other age groups. Loper (2004) reports the kinds of difficulties that ethnic minorities are facing in the education system and finds that some policies that the government implemented are just not helpful in integrating the ethnic minorities into the mainstream society. For example, the mother-tongue policy, study placement system, lack of availability and quality of Chinese language classes are among those policies that could not help the ethnic minority schoolgoers to integrate. Loper (2004) also emphazised on the situation of ethnic minorities elderly at a much higher rate of the old-aged working population than the whole population. Excluding foreign domestic helpers, the labor force participation rate for person aged 65 and above is 26% in ethnic minorities, compared to 7% in whole population.

An article from Gu and Han (2019) discovered that the Chinese language learning policy in Hong Kong limits the ethnic minority children's choices for schooling and results in lacking channels for upward social mobility. The ethnic minority parents could not help with their children's educational needs because they do not have the ability to use Chinese language. As a result, the education policy does not favor to either heritage language learning or Chinese language learning because there is no proper channel for ethnic minority children to learn their heritage language either. It might cause a serious problem and become a difficult situation to ethnic minority children because they could not speak fluently in any language.

Chui et al. (2019) conducted a study to explore the difficulties encountered by the Nepalese elderly to access Long-term Care (LTC) services in Hong Kong. The structural problem of elderly service in Hong Kong for ethnic minorities is that they are difficult to assess LTC services because the ethnic minority elderly could not communicate properly and raise their issues and concerns with social workers due to language barriers. Currently, the Standardized Care Need Assessment Mechanism for Elderly Services (SCNAMO) is only available in Chinese or English, and this is a necessary procedure for evaluating the level of LTC services to the elderly. Without proper assessment, ethnic minorities' elderly could not receive the proper services that they are entitled to. There is also the knowledge problem that there is lacking information provided in ethnic minorities' languages which would prevent ethnic minorities elderly to understand what kind of LTC services the government is providing or subsidizing to them. Lastly, there is an attitudinal problem in which all those unpleasant experiences would cause a negative attitude toward the LCT system for the ethnic minorities elderly.

All the reports or articles developed a concrete base on learning the real situation of EMs in HK, but most of them only focused on particular age groups that are most fragile, which are the elderly and the children. While these two age groups are important to the research on EMs in Hong Kong, they could not provide a full picture of how the whole EMs community in Hong Kong is experiencing by researching all age groups. The age group that is missing in many of the research papers, and this research paper would mainly focus on, is the age group that is mostly involved in society on a daily basis and helps to shape how Hong Kong looks like, which is ageing from 18 to 35.

Among all available research, many of the research papers are historical which might not be the best to reflect the situations and scenarios nowadays. The most recent research by the Equal

Opportunities Commission in 2012 has few findings on racial encounters and discrimination experienced by South Asians. A majority of South Asians who were either born in Hong Kong or have stayed in Hong Kong for a long period of time regarded Hong Kong as their home. In the opposite, Hong Kong locals are generally accepted South Asians as part of the community and history of Hong Kong. Although some South Asians reckon some discriminative actions against them in daily life, they choose to ignore them because all of their basic needs are being well taken care of by the government and they could not live so easily when they go back to their native country. Learning Chinese is the biggest challenge for South Asians but Chinese is essential for their study, employment, and their daily life. Most South Asians think the level of discrimination in Hong Kong is mild and improving over the past 10 years. South Asians think that the communication between themselves and locals is minimal and does not have much cross-racial interaction because of lacking a common language.

A survey conducted by Tang (2005) has shown that about half of the South Asian respondents regarded themselves as second-class citizens and more than half of the respondents thought that racism is a critical issue in Hong Kong. Even though South Asians substantially earned much less than locals, they were still satisfied with their earnings because this level of earning was far better than in their native countries.

Although all of these papers are very valuable, they are time-limted so that updated research is required to assess how the situation changes from the past to the present. This is the case especially after a couple of social movements and the COVID-19 pandemic, the status of ethnic minorities in Hong Kong might have changed dramatically. This research aims to follow up on those important findings of previous research to provide the latest situation to better reflect the thoughts of ethnic minorities nowadays.

The last weakness of available research is that many of them focused on the well-being at the time, but not the limitations of improvement. One rare exception is the study by Hong Kong Unison (2016), which provides a comprehensive analysis of the actual difficulties ethnic minorities are facing when seeking jobs. The biggest challenge, it finds, is competency in the usage of the Chinese language. Chinese reading and speaking skills are essential to most job openings and the proportion of Chinese language requirements is higher in lower-skilled jobs than in higher-skilled jobs. Ethnic minorities who have limited capabilities in using Chinese are difficult to find a job because many of the advertisements are either purely written in Chinese or most of the vital information is in Chinese only.

Law and Lee (2012) has criticized the policies implemented by the Hong Kong government on ethnic minorities as not comprehensive enough. Despite claiming herself as “Asia’s world city”, the multicultural policy in Hong Kong is disastrous. The disguise of cross-racial harmony is covered by the near structural separation of locals and ethnic minorities in society, in which locals and ethnic minorities barely communicate and interchange experiences and ideas. The separation approach was the legacy of colonialism which the colonial government had separate policies for different races for the ease of governing. Institutional indirect racism is still ongoing in the present days that not just in the private sector, but also in the public sector such as applying for civil service and failing to deal with complaints of indirect discrimination by public institutions.

Many studies have pointed the multiple problems that EMs face in their daily life, but that could only address the “what” and “how” question, but the more about important question is “why” the EMs could not do anything to improve the situations that they are facing if they know the root of the problems. This research paper would like to discover the reasons that could possibly prevent EMs from improving their situation and attempt to understand the fundamental causes and provide practicable suggestions.

3.1 Theoretical Framework and Research Design

3.2 Conceptualization:

Well-being is a positive outcome that has significance for individuals and many areas of society, since it indicates that individuals believe their lives are proceeding well. Typically, well-being encompasses global assessments of life satisfaction and emotions ranging from melancholy to joyful. Good living situations (eg, housing, employment) are the cornerstone of happiness. Tracking these circumstances is vital for public policy. So we try to break this into four components to measure the well-being of EM.

A conceptual framework shows how the variables should be related to one another. It outlines how a research pertinent aims work together to create logical findings. The figure displays the independent variables in the study questions, which contain three primary variables, which are (1) Inclusive education policy, (2) Chinese proficiency, (3) Minority Employment Support Programs. It is vital to highlight the cause-and-effect relationship to individual well-being and lower civic involvement to construct a vicious cycle.

First of all, in terms of education well being, great education is the cornerstone of health and happiness. To enable individuals to have healthy and productive lives, education provides the skills, values and attitudes that enable citizens to live healthy and satisfying lives, make informed decisions, and respond to local and global concerns. Therefore, while the mainstream language in Hong Kong is Chinese, EM itself has a certain backwardness, and the government's policy does not seem to take care of them. We therefore employ respondents' education level, school engagement level, and personal feelings as the major metrics.

Second, social well-being is an end state in which basic human needs are addressed and individuals are able to cohabit peacefully in communities with chances for progress. Whether EM can utilize Chinese fluently in Hong Kong is the key to whether EM can better integrate into mainstream groups. Using the first generation of Chinese immigrants to Australia as an example (Lin, 2016), their research indicates that as immigrants' English ability increases, their social integration likewise increases. Therefore, we will try to examine whether they can effectively regulate Chinese in terms of reading, listening and writing.

Moreover, economic well-being denotes that people's most fundamental survival needs are addressed and that they have a steady income and sufficient assets to live. Instead of making decisions that are detrimental to the future (such as pulling your children out of school to work) due to a lack of funds. Here we will try to assess if EMs can attain typical competitive employment in Hong Kong employment, and whether with the support of the government this form of employment will help them to be able to work even if they lack a certain degree of competitiveness. We will try to determine whether we have increased income, whether we have saving habits, whether we can sustain home bills and additional recreational activities. It is worth noting that economic well-being is not equal to personal economic income, and a high economic income does not mean high economic well-being. Economic well-being depends on how satisfied they are with their own economic conditions. High-income people may have other reasons such as tax increases and asset fluctuations affecting their economic well-being.

In the end, political well-being is not only beneficial for our communities, but it also has great effects on us as individuals, lessening our sense of isolation and fostering relationships with people and institutions from beyond our communities. In addition to helping human learning, enhancing communal well-being has additional benefits. As for the EMs in Hong Kong, are they seeking to change the aforesaid well-being issues through civic engagement? We will evaluate EM's political well-being based on voter registration, vote count, and engagement in community movements.

3.3 Operationalization

For the operationalization part, the questionnaire consists of fiveparts: *basic information*, *education*, *social well being*, *economy*, and *politcal*. All questions are measured on a 5-Point Likert Scale, except for Yes/No Question, which categorizes the samples. We will measure the response as numbers and use them for regression analysis (strongly agree=5, agree=4, no comment=3, disagree=2, strongly disagree=1). Some sections on questionnaire will be designed with reference to other academically recognized scales to strengthen the validity of this study.

First, the first part will collect basic information about the respondents (*refer to Appendix I Q1-10*) and use it as a control variable and describe the characteristics of a well-being, which includes *Gender, District, Age, and Migration Status.*

The second part will collect data about *Education*, we will collect the data of education well-being of the sample, which include: Their opinion of their school's teaching quality, do they plan to further their studies (*refer to Appendix I Q17-22*)

The third part will collect data about *social well being*, the Experiences of social well being Scale (ESIS) will be referenced and used. ESIS was designed by Leemann et.al (2022), which provide a statistically significant scale. A total of 10 questions in ESIS allow us to analyze the sense of social well being of ethnic minorities, we will refer 6 of the more reliable items (*Appendix I Q28-32*). At the same time, to understand its relationship with Chinese proficiency, we will collect their views on their own Chinese proficiency (reading, writing, listening, speaking, communication confidence) (*refer to Appendix I Q23-27*).

The fourth part will collect data about *Economy,* We will collect the economic well-being data of the samples, and classify the samples according to whether they have participated in any labour support programs of the government (LSP) (*refer to Appendix I Q36-41*)

The fifth part will collect data about *political well-being*, As mentioned in Conceptuallization above, the definition of "citizen participation" is very broad, and there is no unified definition in academia. Therefore, it is reiterated here that this study is the definition of the OECD (2022), that is, "*whether citizens can and do take part in important civic activities that enable them to shape the society they live in*", which includes both civic and political participation. Therefore, Participatory Behaviors Scale (PBS-16) will be referenced and used. PBS-16 as designed by Talò and Mannarini (2015), which provide four dimensions of participation and 28 item-scale: formal political participation, activism, civil participation and disengagement. we will refer 6 of the more reliable items (*refer to Appendix I Q42-47*)

Ideal Sample Size:

Considering that there are 619,552 non-Chinese people in Hong Kong, and 61,579 European and American people are deducted, the total number of EMs in Hong Kong is 557,973 , accounting for about 8.4% of the total population.

Therefore, This means the ideal Sample Size is 384 or more questionnaires to have a confidence level of 95% that the real value is within ±5% of the surveyed value.

4. Methodology

4.1 Research Objective

As our research focuses on two different sets of areas. The primary objective of our research was to investigate and assess the various factors affecting the well-being of EMs. At the same time, our second objective was to focus on whether EMs are trapped in a vicious cycle that causes a continuous decline in their well-being. To better illustrate our research objective, we have developed a conjecture model (*refer to the Hypothesis part below*) that showcases the possible situation EMs are facing with their well-being and the vicious cycle. The conjecture model is a reference to our research objective, research questions and hypothesis.

4.2 Research Questions

As our research focused on the factors that are affecting the well-being of EMs. Therefore, our group mainly set up research questions that analyse each factor's relationship using the existing literature review and background research. The research questions are the following:

1. What is the impact of the education policy made by the Hong Kong Government on Ethnic Minority students who are studying in either public or non-public schools?

2. How much does lower proficiency in the Chinese language impact the Ethnic Minorities' inclusion within the local community?

3. What effect does the labour support programs provided by the government or NGOs have on Ethnic Minorities from lower-income families?

4. Does Ethnic Minorities having lower well-being negatively affect their engagement within the local political sphere?

4.3 Hypothesis

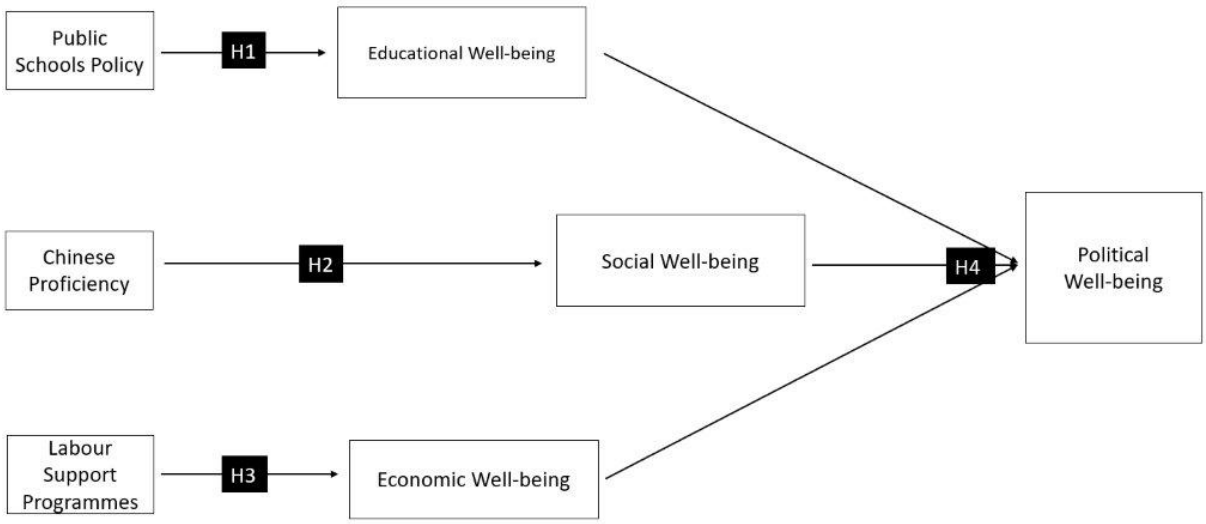

Figure 0. Conjecture model on the vicious cycle of Well-Being

In this part, we have designed 4 hypotheses based on the literature review, as shown below:

H1: Ethnic Minorities who attended public schools have lower Educational Well-Being than non-public school Ethnic Minorities,

This hypothesis includes the study element of education, which is use to undersrand the effect from current public educational policy and what problem EM have encountered in the education aspect; If null hypothesis is rejected, the current education system is making ethnic minorities' education well-being decrease.

H2: The lower the Chinese proficiency of Ethnic Minorities, the lower their Social Well-Being,

This hypothesis includes the study element of language and social inclusion, which is use to understand what problems they have encountered while in the social life and to see if they will be excluded due to the language barrier; If the null hypothesis is rejected, Low Chinese Proficiency can cause social exclusion and impact the social well-being of ethnic minorities in Hong Kong.

H3: EMs who acquires assistance from the Ethnic Minorities labour support programme by the government have lower Economic Well-Being than the EMs who don't acquire

This hypothesis includes the study element of the economy since we can know the effectiveness of Government's labour support programme on improving their economic situation, and what financial and employment difficulties they are facing; If the null hypothesis is rejected, the labour programme is not useful for ethnic minorities to increase their economic well-being.

H4:There is a positive effect between Ethnic Minorities well-being (Educational, Social, Economic) and political well-being

This hypothesis includes the study element of civic engagement and the impact of political well-being on their other well-beings since we can know the since we can know their political situation like do they benefit from current politics or are they actively participate in political activities to whether they have positive or negative political well-being. If this hypothesis is not rejected, ethnic minorities' well-being is getting worse due to the factors mentioned above and stuck in a vicious cycle and When the political well-being decreases, they are harder to actively pursue an environment for higher well-being from government.

4.4 Chosen Methodology

In the following research report, the main research problem we were working with was to understand the factors affecting EMs well-being and whether are they trapped in a vicious cycle where their well-being does not improve. Therefore, our study adopted a mix methods data collection format where we enhance our understanding and develop cause and effect relationships between various factors via the use of primary data.

Moreover, the mix methods mode was chosen to allow us to add extra details to our findings in qualitative data to showcase the power of quantitative data in our data analysis. As part of our research, we adopted the explanatory sequential design, where we collected quantitative data first via an online survey. Then we adopted a qualitative design afterwards via semi-structured interviews.

4.5 Data Collection

Sampling Method

Our study adopted the use of mix methods mode to carry out our data collection via semi-structured interviews and surveys. Before we began to collect data, our team had set a sample target of 100 people for the survey and 20 for the interview, which would be collected using snowball sampling. Moreover, our targetted sampling population were Pakistani, Indian, Nepali, Bangladeshi, Filipino, Indonesian and Thai because South Asians population within the EM population account for the highest poverty rate because of language barriers and education qualifications.

Moreover, we managed to locate a few EMs participants from the community via social media and in public who agreed to participate in our study and referred us to more participants. The referred participants then referred us to more participants. Ultimately, we managed to overhit our survey target with 122 respondents though we could not reach our sample target for the interviews as we only managed to interview 11 people. We will explain why this situation occurred in the later part of our report and whether it had any impact on our final results.

Nevertheless, the rationale behind why we had adopted the usage of snowball sampling was that EMs in Hong Kong are untrustful of researchers carrying out various research topics due to misunderstandings. Therefore snowball sampling was a more appropriate approach than other sampling methods as it allowed us to gain the trust and understanding of EMs via their peers who forwarded our research to them using snowball sampling.

Quantitative Data Collection (Survey)

Our study adopted an online survey via google forms which consisted of 50 multiple-choice questions divided into seven sections that allowed the participants to choose from strongly agree, agree, no comment, disagree and strongly disagree. The sampling aim for our survey was 114 people from the EM community from the age of 18 – 35. As our study did not intend to collect any identifiable information, participants could answer the survey anonymously. Furthermore, to prevent duplicated responses, we had set the survey to ask participants to select their email address account before doing the survey. The email address chosen by the participant was not visible to any parties. It was only visible to the participant, and it would prevent anyone from submitting duplicated responses using the same email address. Overall, the survey took 10 – 15 minutes to be completed, and 122 people responded. However, two

responses had to be removed for final data analysis as they did not meet our sampling group's criteria or filled the survey appropriately. Therefore, the total of valid samples in our research is 120.

Qualitative Data Collection (Interview)

Moreover, as our study adopted mix method mode of data collection, we conducted interviews to help us further explain some of the findings in our survey. For this, we conducted semi-structured interviews with a sample target of 20 people. Participants who participated in the survey were given an option at the end of the survey if they were interested in participating in the interview session. If so, they could leave their contact information, such as their what's app number or email address, for us to contact them. However, only 12 people had left their contact information, with 11 agreeing to participate in our interview. The reason behind the low number of participants was because our study did not provide any incentives to the participants, and our sample target was focused mainly on working populations and university students who are usually not available to participate in such interviews due to time constraints, this would be further explained in the limitation section.

Importantly, we contacted all the potential interview participants, where we provided them with the choice of either doing the interview face-to-face at or online via Zoom, Discord and What's app call. A total of 18 questions were asked in the form of semi-structured where we asked a few follow-up questions to clarify some responses. All participants' responses were not recorded and were written down as notes on paper or in Microsoft Word. As mentioned, our study did not intend to collect identifiable information; therefore, no identifiable questions or answers were collected in the interview. All interviews were conducted online except for two, which were conducted face-to-face, each lasting from about 20-30 minutes. All participants responded to all the questions except for a few who could not answer questions related to political well-being, such as voting, as they were unfamiliar with the political scene in Hong Kong or were not interested in politics.

4.6 Ethical Procedures

As our data collection involved collecting data through online surveys and semi-structured interviews. Therefore, we kept survey and interview completely anonymous by not collecting any identifiable information and confidential by only allowing the members of this research report to be able to access the data collected from the study. Furthermore, we carried out our interviews without recording devices, took down all the responses in the interview as notes, and uploaded them to an encrypted cloud. As the study has concluded, we will keep the data stored in the encrypted cloud server for six months before destroying it by following the Hong Kong government's guidelines on handling data and protecting privacy.

To ensure participants were aware of this, we provided complete information regarding the study and their rights as a participant at the beginning of the survey. Only participants who gave their consent by clicking to agree to participate in this survey were allowed to participate in this study. Furthermore, we ensured the participant was aware that their participation was voluntary and that they could stop participating whenever they wished. Moreover, the same procedure was carried out for the interview, where all participants were asked to sign an informed consent form and a debriefing form to ensure they were aware of their rights as a participant.

4.7 Data Analysis Procedure

In this research, Quantitative data (Likert questionnaire) and qualitative data (interview content) will be analysed. In terms of quantitative data, this study will use JASP data analysis software. Compared with SPSS, JASP has relatively room for improvement in making graphics, but when dealing with data analysis, JASP can make more clear and more easy-to-understand tables, so JASP is used in the research.

Before processing quantitative data (Likert-made questionnaires), all scale-type questions are coded as shown in the figure below. For details of the questionnaire, please refer to Appendix

1:

Likert Questionnaire Questions	Coded Scale Item	References
Q17-Q22	EDU_WB • EDU1 (Q17) • EDU2 (Q18) • EDU3 (Q19) • EDU4 (Q20) • EDU5 (Q21) • EDU6 (Q22)	
Q23-Q27	CHI_SA • CHI1 (Q23) • CHI2 (Q24) • CHI3 (Q25) • CHI4 (Q26) • CHI5 (Q27)	
Q28-Q33	SOC_WB • SOC1 (Q28) • SOC2 (Q29) • SOC3 (Q30) • SOC4 (Q31) • SOC5 (Q32) • SOC6 (Q33)	ESIS (Leemann et.al, 2022)
Q36-Q41	ECON_WB • ECON1 (Q36) • ECON2 (Q37) • ECON3 (Q38) • ECON4 (Q39) • ECON5 (Q40) • ECON6 (Q41)	
Q42-Q47	POL_WB • POL1 (Q42) • POL2 (Q43) • POL3 (Q44) • POL4 (Q45) • POL5 (Q46) • POL6 (Q47)	PBS-16 (Talò & Mannarini, 2015)

The encoded data is divided into 5 groups: Educational Well-Being (EDU_WB), Chinese Self-assessment (CHI_SA), Social Well-Being (SOC_WB) , Economic Well-Being (ECON_WB), and Political Well-Being (POL_WB). These encoded data are presented between 1 to 5, according to the survey question opinions:

Survey question opinions	**Transferred Scale**
Strongly Agree	5
Agree	4
No comment	3
Disagree	2
Strongly Disagree	1

These encoded data will be used on following analysis in order to verify the hypotheses and discover the situation of EM's Well-Being. We will use the average value of each research participant in the relevant Well-Being Scale for data analysis, the equation is as follows:

$$ScaleMean = \frac{(SCALE1 + SCALE2 + SCALE3 + ...)}{TotalNumberofScale}$$

With the average obtained above, we can conduct the following test to verify our hypothesis (*See "5. Data Analysis" for study details*):

H1: Ethnic Minorities who attended public schools have lower educational well-being than non-public school Ethnic Minorities,

- **Independent T-test** will be used to compare the means of public schools studnet and non public schools studet

H2: The lower the Chinese proficiency of Ethnic Minorities, the lower their the social well-being,

- **Liner Regression** will be used to test the causal relationship between Chinese proficiency and social well-being

H3: EMs who acquires assistance from the Ethnic Minorities labor support program by the government have lower economic well-being than the EMs who don't acquire

- **Paired T-test** will be used to compare the means of LSP participant and non participant

H4: There is a positive effect between Ethnic Minorities well-being (Educational, Social, Economic) and Politcal well-being

- **Multi Regression** will be used to test these three well-being (Educational, Social, Economic) how to affect the political well-being

5. Data Analysis

5.1 Reliability Analyses

To test the reliability of all scales, the Cronbach's Alpha will be used. Tables 1 displaying the reliability measure for the subscales with all items included.

Table 1. Reliability Analyses on all scale items

Frequentist Individual Item Reliability Statistics					
	If item dropped				Estimate
Item	Cronbach's α	Item-rest correlation	mean	sd	Cronbach's α
EDU_WB_SCALE					
EDU1 (Q17)	0.782	0.488	3.183	1.303	
EDU2 (Q18)	0.744	0.646	3.675	0.997	
EDU3 (Q19)	0.743	0.644	3.658	1.041	0.795
EDU4 (Q20)	0.751	0.612	3.892	1.002	
EDU5 (Q21)	0.773	0.511	3.7	1.192	
EDU6 (Q22)	0.789	0.445	3.658	1.177	
CHI_SA_SCALE					
CHI1 (Q23)	0.832	0.73	2.533	1.384	
CHI2 (Q24)	0.827	0.749	2.433	1.364	0.869
CHI3 (Q25)	0.845	0.683	3.533	1.173	
CHI4 (Q26)	0.851	0.654	3.342	1.213	
CHI5 (Q27)	0.85	0.657	3.317	1.29	
SOC_WB_SCALE					
SOC1 (Q28)	0.846	0.718	3.708	1.032	
SOC2 (Q29)	0.842	0.744	3.725	1.004	
SOC3 (Q30)	0.869	0.582	3.975	0.912	0.875
SOC4 (Q31)	0.84	0.755	3.608	0.998	
SOC5 (Q32)	0.874	0.571	3.625	1.077	
SOC6 (Q33)	0.848	0.715	3.883	0.918	
ECON_WB_SCALE					
ECON1 (Q36)	0.755	0.38	2.958	1.126	
ECON2 (Q37)	0.688	0.636	2.575	1.186	
ECON3 (Q38)	0.666	0.712	2.092	1.188	0.76
ECON4 (Q39)	0.729	0.488	2.358	1.275	
ECON5 (Q40)	0.684	0.649	3.175	1.186	
ECON6 (Q41)	0.801	0.187	3.45	1.166	
POL_WB_SCALE					
POL1 (Q42)	0.825	0.615	2.45	1.383	
POL2 (Q43)	0.8	0.742	2.117	1.224	
POL3 (Q44)	0.844	0.514	2.967	1.315	0.847
POL4 (Q45)	0.802	0.749	1.942	1.117	
POL5 (Q46)	0.829	0.59	2.9	1.312	
POL6 (Q47)	0.828	0.595	2.208	1.215	

According to the estimates provided in Table 1, overall, Cronbach's Alpha values for all scales are higher than 0.7, a Cronbach alpha value of 0.7 or higher indicates acceptable internal consistency (Taber, 2018) (*EDU_WB_SCALE: 0.795; CHI_SA_SCALE: 0.869; SOC_WB_SCALE: 0.875; ECON_WB_SCALE: 0.76; POL_WB_SCALE: 0.847*).

However, the least correlated with the rest of the scale was item ECON6 (*Q41: I have good saving habits now*) at 0.187, its exclusion resulted in a huge increase in reliability from 0.76 to 0.801. In the following analysis, ECON6 will be excluded to ensure the reliability of ECON_WB_SCALE. After the Economic Well-Being scale is rescaled in the analysis below. At the same time, it is re-coded as **ECON_WB_NEW**.

Therefore, the internal consistency of all scales is satisfactory, and it shows that it consists of relatively homogeneous items, and the scale adequately measures elements of Chinese self-assessment, educational, social, economic, and political well-being.

5.2 Correlations Analyses

The Pearson's correlations were conducted to examine the relationships between EDU_WB, CHI_SA, SOC_WB, ECON_WB, and POL_WB.

Table 2. Pearson's correlations with four well-being scale and Chinese self-assessment scale.

			Pearson's r	p	
EDU_WB	-	CHI_SA	0.372 ***	< .001	
EDU_WB	-	SOC_WB	0.460 ***	< .001	
EDU_WB	-	ECON_WB_NEW	0.391 ***	< .001	
EDU_WB	-	POL_WB	0.344 ***	< .001	
CHI_SA	-	SOC_WB	0.322 ***	< .001	
CHI_SA	-	ECON_WB_NEW	0.510 ***	< .001	
CHI_SA	-	POL_WB	0.385 ***	< .001	
SOC_WB	-	ECON_WB_NEW	0.395 ***	< .001	
SOC_WB	-	POL_WB	0.418 ***	< .001	
ECON_WB_NEW	-	POL_WB	0.376 ***	< .001	

* p < .05, ** p < .01, *** p < .001

As Table 2 mentioned, we analyzed the Pearson's correlations with four well-being scale and Chinese self-assessment scale. As expected, all scale were correlated with each other. Interpreting is below:

- **EDU_WB** was moderately positively related to **CHI_SA** (r= .372, p<.001), **SOC_WB** (r= .46, p<.001), **ECON_WB** (r= .391, p<.001), and **POL_WB** (r= .344, p<.001).
- **CHI_SA** was moderately positively related to **SOC_WB** (r= .322, p<.001), **ECON_WB** (r= .51, p<.001), and **POL_WB** (r= .385, p<.001).
- **SOC_WB** was moderately positively related to **ECON_WB** (r= .395, p<.001), and **POL_WB** (r= .418, p<.001).
- **ECON_WB** was moderately positively related to (r= .376, p<.001), and **POL_WB** (r= .376, p<.001).

Therefore, Table 4.2 shows that all correlations are positively correlated. It is worth noting that all r values are not lower than 0.3 and higher than 0.7, and all r values are between the two (the maximum value is .51; the minimum value is .322. This description is in line with the moderate correlation generally considered by researchers experiences (r=.3 - .7).

For p-values, all p-values are less than 0.001, any reasonable level of significance. Therefore, we can reject the null hypothesis and conclude that all relationships are statistically significant. The sample data support the idea that there is a relationship between the four well-being scale and the Chinese self-assessment scale.

5.3 Education Well-Being Analyses

In order to determine whether Hong Kong public school student have lower educational well-being (**H1**), any research participants who stated in the questionnaire that he/she had studied in Hong Kong was conducted to the education Well-Being Analyses, which is used to exclude all influence from foreign education. After filtering, data from 34 study participants with foreign education were excluded, data from a total of 86 study participants were used, representing 71% of all study participants. The following are the statistics of the study participants in this regard:

5.3.1 Descriptive Statistics

Table 3. Education Well-Being Descriptive Statistics by Migration Status

		Valid	Missing	Mean	Std. Deviation	Minimum	Maximum
EDU_WB	First generation	29	0	3.874	0.665	2.167	5.000
EDU_WB	Second generation	44	0	3.568	0.779	1.833	4.667
EDU_WB	Third generation	13	0	4.064	1.180	1.667	5.000

In Table 3, Education Well-Being is classified by Migration Status. Comparing the three generations, it can be seen that the Mean of the third generation (M = 4.064, SD = 1.18) is higher than that of the first generation (M = 3.874, SD = 0.779) and the second generation (M = 3.568, SD = 0.665), indicating greater variability in the scores of the third generation.

Table 4. Education Well-Being Descriptive Statistics by Gender

		Valid	Missing	Mean	Std. Deviation	Minimum	Maximum
EDU_WB	Male	56	0	3.783	0.800	1.667	5.000
EDU_WB	Female	28	0	3.679	0.921	1.833	5.000

Note. Excluded 2 rows from the analysis that correspond to the missing values of the split-by variable *Do not want to disclose* from *Q2. What is your gender?*

In Table 4, Education Well-Being is classified by Gender. Comparing the two gender types, it can be seen that the Mean of the Male (M = 3.783, SD = 0.8) is higher than that of the Female (M = 3.679, SD = 0.921).

Table 5. Education Well-Being Descriptive Statistics by Age Groups

		Valid	Missing	Mean	Std. Deviation	Minimum	Maximum
EDU_WB	18-22	49	0	3.901	0.751	1.833	5.000
EDU_WB	23-26	24	0	3.632	0.932	1.667	5.000
EDU_WB	27-30	11	0	3.258	0.804	2.000	4.000
EDU_WB	31-35	2	0	4.000	0.707	3.500	4.500

In Table 5, Education Well-Being is classified by Age Groups. Comparing the four groups, it can be seen that the Mean of the age 31-35 (M = 4, SD = .707) is higher than that of the age 18-22 (M = 3.901, SD = .751), the age 23-26 (M = 3.632, SD = 0.932), and the age 27-30 (M = 3.258, SD = .804), indicating greater variability in the scores of the age 31-35.

Table 6. Education Well-Being Descriptive Statistics by District

		Valid	Missing	Mean	Std. Deviation	Minimum	Maximum
EDU_WB	Hong Kong Island	3	0	4.167	0.726	3.667	5.000
EDU_WB	Kowloon	51	0	3.536	0.880	1.667	5.000
EDU_WB	New Territories	32	0	4.042	0.646	2.000	5.000

In Table 6, Education Well-Being is classified by District. Comparing the three districts, it can be seen that the Mean of the Hong Kong Island (M = 4.167, SD = .726) is higher than that of the New Territories (M = 4.042, SD = .646) and the Kowloon (M = 3.536, SD = .88), indicating greater variability in the scores of the Hong Kong Island. It may be because schools located on Hong Kong Island have higher quality and a higher proportion of international schools than other districts. However, it is worth noting that the sample size of the Hong Kong Island (N =

3) was much smaller than that of the New Territories (N = 32) and the Kowloon (N = 51), which may affect the reliability of the data.

5.3.2 Independent Samples T-Test on Education Well-Being

For the T-test, the filtered study participants (N = 86) were divided into two groups in the analysis. The first group is the student who studied on Public School (N=77) and the second group is the student who studied on Non-public School (N=9). To verify **H1**, the results of the independent sample T test are as follows Table 7 and Figure 1:

Table 7. Independent Samples T-Test on Education Well-Being for Public school student and Non-Public school student

						95% CI for Mean Difference			
	t	df	p	Mean Difference	SE Difference	Lower	Upper	Cohen's d	SE Cohen's d
EDU_WB	-0.900	84	0.371	-0.263	0.292	-0.844	0.318	-0.317	0.353

Note. Student's t-test.

Group Descriptives

	Group	N	Mean	SD	SE	Coefficient of variation
EDU_WB	Public School	77	3.719	0.856	0.098	0.230
	Non-public School	9	3.981	0.510	0.170	0.128

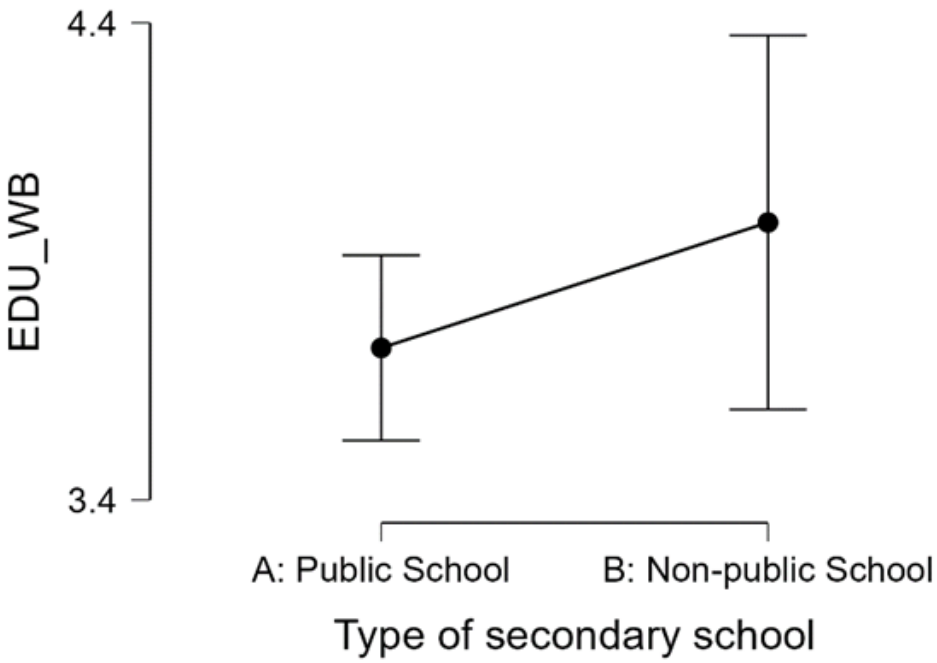

Figure 1. Descriptives Plots of Secondary Public School and Non-public School

As Table 7 mentioned, the groups of Public School and Non-Public School did not differ significantly since the p-value is larger than .05 (p = .371). The mean for the Public School student group (M = 3.719, SD = .856) was not significantly different than the Non-Public School student group (M = 3.981, SD = .51). Moreover, the Cohen's d effect size (d = |.317|), this indicates that the effect size of this analysis is small (d < .5).

While Table 7 and Figure 1 show to some extent that there is a difference in the mean values of educational well-being between students in public schools and non-public schools (t(84) = -.09), there findings do not support the Hypothesis below:

H1: EMs who attended public schools have lower educational well-being than non-public school EMs

In this situation, the null hypothesis is not rejected, which is EMs who attended public schools do not have lower educational well-being than non-public school EMs. The t-test result is not reliable to verify H1. It is worth noting that, it can be seen that the sample of Non-public School is nearly nine times different than that of Public School (N = 9) in Table 7. One of the reasons is that before conducting the T test, all research participants who are not studying in Hong Kong in primary and/or secondary schools have been filtered out in advance. Another reason is that this research uses snowball sampling. This sampling method cannot ensure that there are enough non-public school students to participate in the research.

5.4 Social Well-Being Analyses

In order to determine whether the lower the Chinese proficiency of EMs, the lower the social well-being (**H2**), linear regression will be used to analyze the causal relationship between Chinese proficiency and social well-being. Unlike the analysis of educational well-being in section 5.3, this section will use data from all study participants (N = 120), the following are the statistics of the study participants in this regard:

5.4.1 Descriptive Statistics

Table 8. Descriptive Statistics on the scales of Chinese Self-Assessment

	Valid	Missing	Mean	Std. Deviation	Minimum	Maximum
Reading	120	0	2.533	1.384	1.000	5.000
Writing	120	0	2.433	1.364	1.000	5.000
Speaking	120	0	3.533	1.173	1.000	5.000
Listening	120	0	3.342	1.213	1.000	5.000
Communication confidence	120	0	3.317	1.290	1.000	5.000

In Table 8, the Chinese Self-Assessment for ethnic minorities can be seen in the results. Speaking (M = 3.533, SD = 1.173), Listening (M = 3.342, SD = 1.213), and Communication confidence (M = 3.317, SD = 1.29) achieve higher scores relative to Writing (M = 2.433, SD = 1.364) and Reading (M = 2.533, SD = 1.384).

Ethnic minorities self-evaluate that they are relatively proficient in speaking and listening. Preliminary results show that Ethnic minorities have higher abilities in Chinese vocal skills than non-vocal skills.

Table 9. Descriptive Statistics on Chinese Self-Assessment and Social Well-Being by Migration Status

	CHI_SA			SOC_WB		
	First generation	Second generation	Third generation	First generation	Second generation	Third generation
Valid	50	53	17	50	53	17
Missing	0	0	0	0	0	0
Mean	2.800	2.966	3.918	3.687	3.664	4.235
Std. Deviation	0.917	1.038	0.998	0.720	0.684	1.051
Minimum	1.000	1.000	2.600	2.000	1.000	2.000
Maximum	5.000	5.000	5.000	5.000	5.000	5.000

In Table 9, Chinese self-assessment and Social Well-Being are classified by Migration Status. Comparing the three groups, it can be seen that the Mean of the Third generation achieved higher performance than other groups in both areas.

In Chinese self-assessment, third generation (M = 3.918, SD = 0.998) is higher than that Second generation (M = 2.966, SD = 2.8) and First generation (M = 2.8, SD = 0.917). Preliminary findings show that ethnic minorities born in Hong Kong grow up in a Chinese-speaking environment, making their Chinese proficiency higher than other groups.

In Social Well-Being, third generation (M = 4.235, SD = 1.051) is higher than that First generation (M = 3.687, SD = 0.72) Second and generation (M = 3.664, SD = 0.684). It is worth noting that there is not much difference between the first generation and the second generation in this aspect, which may be affected by self-identity.

Table 10. Descriptive Statistics on Chinese Self-Assessment and Social Well-Being by Gender

	CHI_SA		SOC_WB	
	Male	**Female**	**Male**	**Female**
Valid	78	37	78	37
Missing	0	0	0	0
Mean	3.092	2.973	3.756	3.743
Std. Deviation	1.007	1.136	0.779	0.790
Minimum	1.000	1.000	2.000	1.000
Maximum	5.000	5.000	5.000	5.000

Note. Excluded 5 rows from the analysis that correspond to the missing values of the split-by variable *Do not want to disclose* from *Q2. What is your gender?*

In Table 10, Chinese self-assessment and Social Well-Being are classified by Gender. Comparing the two groups, it can be seen that there is not much difference between Male and Female in both areas.

In Chinese self-assessment, this suggests that male (M = 3.092, SD = 1.007) scored slightly higher on self-assessment than female (M = 2.973, SD = 1.136), but the difference was not large.

In Social Well-Being, this suggests that male (M = 3.756, SD = 0.779) scored slightly higher on self-assessment than female (M = 3.743, SD = 0.79), which are very similarly on social well-being, with little difference between the two.

Taking the above results together, we can see that men and female scored very similarly in terms of Chinese self-assessment and Social well-being, and there was not much difference between the two. This suggests that gender has no clear effect on ethnic minorities in these two areas.

Table 11. Descriptive Statistics on Chinese Self-Assessment and Social Well-Being by Age groups

	CHI_SA				SOC_WB			
	18-22	**23-26**	**27-30**	**31-35**	**18-22**	**23-26**	**27-30**	**31-35**
Valid	57	33	18	12	57	33	18	12
Missing	0	0	0	0	0	0	0	0
Mean	3.253	3.073	2.711	2.350	3.839	3.727	3.750	3.431
Std. Deviation	0.917	1.237	0.985	0.778	0.649	0.839	0.833	1.065
Minimum	1.200	1.000	1.000	1.000	2.333	2.000	2.000	1.000
Maximum	5.000	5.000	4.200	3.600	5.000	5.000	5.000	4.667

In Table 11, Chinese self-assessment and Social Well-Being are classified by Age groups. In Chinese Self-Assessment, it can be seen that the Mean of the age 18-22 (M = 3.253, SD = .917) is higher than that of the age 23-26 (M = 3.073, SD = 1.237), the age 27-30 (M = 2.711, SD = .985), and the age 31-35 (M = 2.35, SD = .778). This suggests that Chinese self-assessment scores gradually decrease with age.

In Social Well-Being, it can be seen that the Mean of the age 18-22 (M = 3.839, SD = .649) is higher than that of the age 27-30 (M = 3.75, SD = 0.833), the age 23-26 (M = 3.727, SD = .839), and the age 31-35 (M = 3.431, SD = 1.065). This suggests that age group has little effect on social well-being scores, with little difference in scores among the four age groups.

Based on the above results, we can conclude that Chinese self-assessment scores gradually decrease with age, but age group has little effect on social well-being scores. This suggests that people's assessments of themselves may become more cautious and realistic as they age, but Social Well-Being were not affected by age.

Table 12. Descriptive Statistics on Chinese Self-Assessment and Social Well-Being by Districts

	CHI_SA			SOC_WB		
	Hong Kong Island	Kowloon	New Territories	Hong Kong Island	Kowloon	New Territories
Valid	10	65	45	10	65	45
Missing	0	0	0	0	0	0
Mean	3.160	2.849	3.267	3.850	3.649	3.885
Std. Deviation	1.278	0.941	1.100	0.844	0.831	0.672
Minimum	1.000	1.000	1.200	2.667	1.000	2.333
Maximum	5.000	5.000	5.000	5.000	5.000	5.000

In Table 12, Chinese self-assessment and Social Well-Being are classified by District. In Chinese Self-Assessment, it can be seen that the Mean of the New Territories (M = 3.267, SD = 1.1) is higher than that of the Hong Kong Island (M = 3.16, SD = 1.278) and the Kowloon (M = 2.849, SD = .941), this shows that the Chinese self-assessment scores of ethnic minorities in the New Territories are slightly higher than those in Hong Kong Island and Kowloon.

In Social Well-Being, it can be seen that the Mean of the New Territories (M = 3.885, SD = .672) is higher than that of the Hong Kong Island (M = 3.85, SD = .844) and the Kowloon (M = 3.649, SD = .831), this shows that ethnic minorities in the New Territories scored slightly higher in social well-being than those on Hong Kong Island and Kowloon.

5.4.2 Liner Regression on Chinese proficiency with Social Well-Being

A Liner Regression was conducted to examine how Chinese proficiency could predict Social Well-Being. The sample of all study participants (N = 120) will be used. The results of the independent sample T test are as follows Table 13, and Figure 2, 3 and 4:

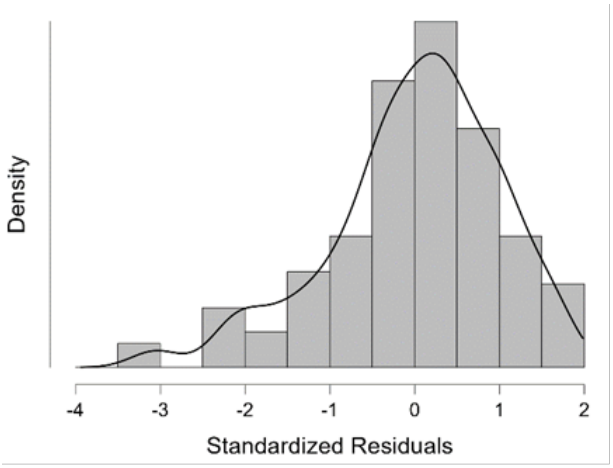

Figure 2. Standardized Residuals Histogram

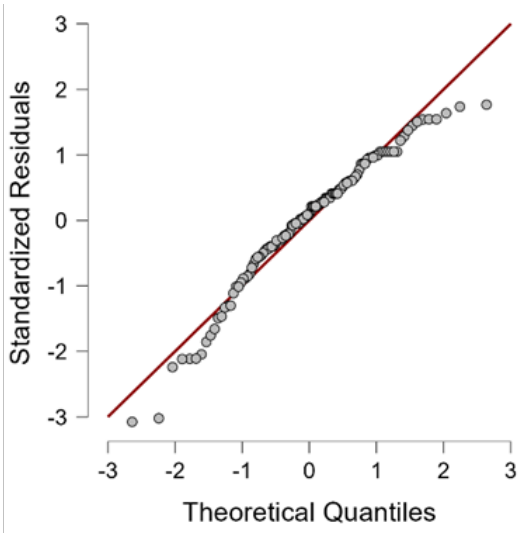

Figure 3. Q-Q Plot Standardized Residuals

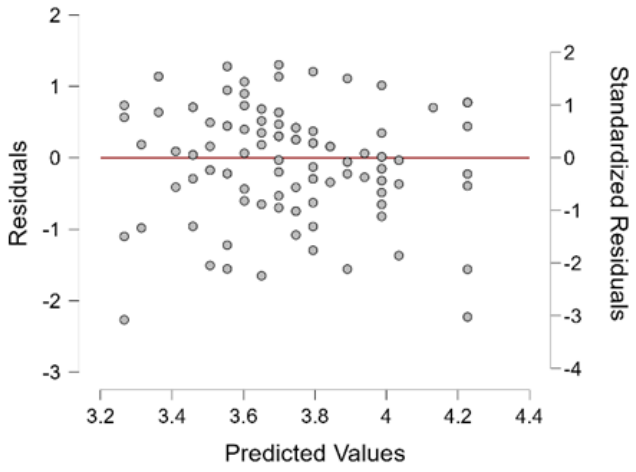

Figure 4. Resulting Scatter plot of the standardized residuals versus the predicted values

Before reporting the regression findings about social wellbeing, the check of assumption of regression is needed. From Figure 2, an analysis of standard residuals showed that the data contained have at least 3 outliers exceed 3 in the residuals. However, these outliers were not included any measurement errors, data entry or processing errors, or poor sampling. After data checking, these outliers simply provided relatively low scores in CHI_SA, and we cannot rule out the possibility that the study participants who provided these data were not proficient in Chinese at all. Therefore, we believe that these are only natural variations in the population and should not be ruled out. Also, from Figure 3, the Q-Q plot dots generally line up along that 45-degree, it shows that the regression model have normality of residuals. Finally, from Figure 4, the scatter plot showing the pot is elliptical rather than is pattern, it fulfils the assumption of homoscedasticity on regression.

Table 13. Regression Model on Social Well-Being with Chinese proficiency

					Durbin-Watson		
Model	R	R^2	Adjusted R^2	RMSE	Autocorrelation	Statistic	p
H_0	0.000	0.000	0.000	0.778	0.036	1.919	0.653
H_1	0.322	0.103	0.096	0.740	0.054	1.872	0.472

ANOVA

Model		Sum of Squares	df	Mean Square	F	p
H_1	Regression	7.457	1	7.457	13.621	< .001
	Residual	64.597	118	0.547		
	Total	72.053	119			

Note. The intercept model is omitted, as no meaningful information can be shown.

Coefficients

Model		Unstandardized	Standard Error	Standardized	t	p
H_0	(Intercept)	3.754	0.071		52.851	< .001
H_1	(Intercept)	3.027	0.208		14.522	< .001
	CHI_SA	0.240	0.065	0.322	3.691	< .001

According to the Table 13, Chinese proficiency statistically significantly predicted the Social Well-Being, $F(1, 118) = 13.621$, $p<.001$, accounting for 10.3% of the variability in Social Well-Being with adjusted $R^2 = 9.6\%$. It is showing that there is low R-squared value but independent variable is statistically significant. The correlation between Chinese proficiency and Social

Well-Being was statistically significant, $r(118) = .322$, $p < .001$ (it also can refer to Table 2 on section 4.2 Correlation Test). Therefore, we can find the regression equation for predicting the Social Well-Being from Chinese proficiency was:

Y = 3.027+0.24x (Chinese proficiency)

It means that when each one unit of increase Chinese proficiency (Chinese self-assessment scale), Social Well-Being increase 0.24 score. There findings support the hypothesis below:

H2: the lower the Chinese proficiency of EMs, the lower the social well-being

5.5 Economic Well-Being

In order to determine whether EMs who acquires assistance from the EM labour support programme (LSP) by the government have lower economic well-being than the EMs who don't acquires (**H3**), T-test will be used to this section will use data from all study participants (N = 120),among them, 21 study participants had participated in LSP, accounting for 17.5% of the total. The following are the statistics of the study participants in this regard:

5.5.1 Descriptive Statistics

Table 14: Descriptive Statistics on Economic Well-Being by Migration Status

		Valid	Missing	Mean	Std. Deviation	Minimum	Maximum
ECON_WB_NEW	First generation	50	0	2.664	0.907	1.200	5.000
ECON_WB_NEW	Second generation	53	0	2.445	0.823	1.000	4.400
ECON_WB_NEW	Third generation	17	0	3.118	0.897	1.400	4.800

In Table 14, Compared with other generations, the third generation achieved higher Economic Well-Being (M = 3.118, SD = 0.897), and the second generation achieved the lowest Economic Well-Being (M = 2.445, SD = 0.823).

Table 15: Descriptive Statistics on Economic Well-Being by Gender

		Valid	Missing	Mean	Std. Deviation	Minimum	Maximum
ECON_WB_NEW	Male	78	0	2.674	0.835	1.000	5.000
ECON_WB_NEW	Female	37	0	2.524	1.000	1.200	5.000

Note. Excluded 5 rows from the analysis that correspond to the missing values of the split-by variable *Do not want to disclose* from *Q2. What is your gender?*

In Table 15, Male got a higher Economic Well-Being (M = 2.674, SD = 0.835) than Female (M = 2.524, SD = 1). However, there is not huge difference between gender.

Table 16: Descriptive Statistics on Economic Well-Being by Age

		Valid	Missing	Mean	Std. Deviation	Minimum	Maximum
ECON_WB_NEW	18-22	57	0	2.811	0.849	1.000	5.000
ECON_WB_NEW	23-26	33	0	2.576	0.968	1.200	5.000
ECON_WB_NEW	27-30	18	0	2.433	0.860	1.200	4.000
ECON_WB_NEW	31-35	12	0	2.233	0.790	1.400	4.000

In Table 16, Age 18-22 achieved higher Economic Well-Being (M = 2.811, SD = 0.849), and the 31-35 achieved the lowest Economic Well-Being (M = 2.233, SD = 0.79). It can seem that the Economic Well-Being declines with age.

Table 17: Descriptive Statistics on Economic Well-Being by District

		Valid	Missing	Mean	Std. Deviation	Minimum	Maximum
ECON_WB_NEW	Hong Kong Island	10	0	3.360	0.659	2.600	5.000
ECON_WB_NEW	Kowloon	65	0	2.428	0.850	1.000	4.200
ECON_WB_NEW	New Territories	45	0	2.764	0.897	1.200	5.000

In Table 17, EM who living in Hong Kong Island have a highest Economic Well-Being (M = 3.36, SD = 0.659) than New Territories (M = 2.764, SD = 0.897) and Kowloon (M = 2.428, SD = 0.85).

Table 18: Paired T-test on monthly income before and after join LSP

Measure 1		Measure 2	t	df	p	Mean Difference	SE Difference	Cohen's d	SE Cohen's d
Income	-	Income_LSP(t-6)	1.420	20	0.171	714.286	503.052	0.310	0.080

Note. Student's t-test.

	N	Mean	SD	SE	Coefficient of variation
Income	21	15500.000	6526.868	1424.279	0.421
Income_LSP(t-6)	21	14785.714	6286.039	1371.726	0.425

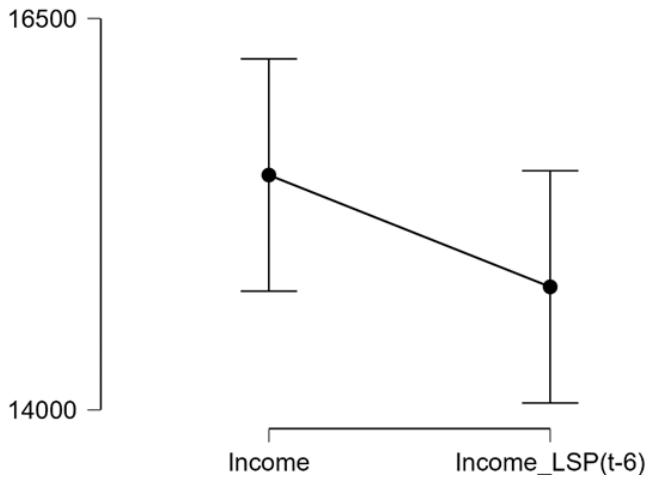

Figure 5. Descriptives Plots of Current Income and Income before 6 months join LSP

In Table 18, the study participants who joined the LSP set up by government will be conduct a Paired T-test in order to understand is LSP whether can increase their income.

As Table 18 and figure 5 mentioned current income and Income before 6 months join LSP did not differ significantly since the p-value is larger than .05 (p = .171). The mean for the current Income (M = 15500, SD = 6526) was not significantly different than the Income before 6 months join LSP (M = 14785, SD = 6286).

5.5.2 Independent Samples T-Test on Economic Well-Being

For the T-test, all study participants will be divided into LSP "Participant" (N = 99) and "Non-Participant" (N = 21). To verify **H3**, the results of the independent sample T test are as follows Table 19 and Figure 6:

Table 19. Independent Samples T-Test on Economic Well-Being for LSP Participant and Non- Participant

	t	df	p	Mean Difference	SE Difference	Cohen's d	SE Cohen's d
ECON_WB_NEW	-0.521	118	0.604	-0.112	0.215	-0.125	0.240

Note. Student's t-test.

Group Descriptives

	Group	N	Mean	SD	SE	Coefficient of variation
ECON_WB_NEW	Non-Participant	99	2.612	0.890	0.089	0.341
	Participant	21	2.724	0.909	0.198	0.334

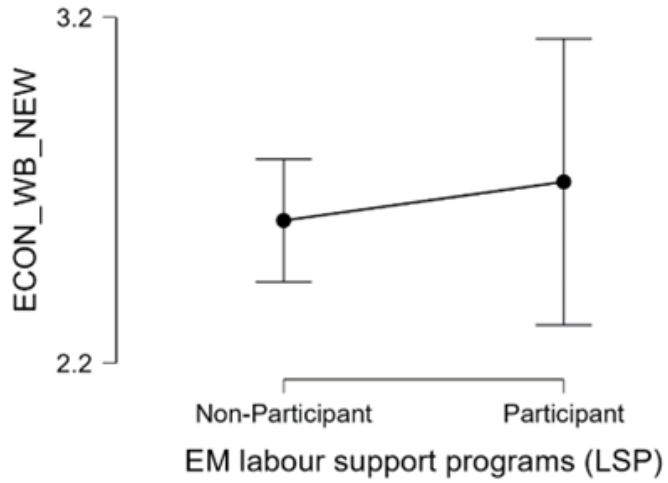

Figure 6. Descriptives Plots of LSP "Participant" and "Non-Participant"

As Table 19 mentioned, the groups of LSP Participant and Non- Participant did not differ significantly since the p-value is larger than .05 (p = .604). The mean for the Participant group (M = 2.724, SD = .909) was not significantly different than the non-Participant group (M = 2.612, SD = .89). Moreover, the Cohen's d effect size (d = .24), this indicates that the effect size of this analysis is small (d < .5).

While Table 19 and Figure 6 show to some extent that there is a difference in the mean values of economic well-being between students in Participant and non- Participant (t(118) = -0.521), there findings do not support the Hypothesis below:

H3: EMs who acquires assistance from the Ethnic Minorities labor support program by the government have lower economic well-being than the EMs who don't acquire

In this situation, the null hypothesis is not rejected. This can be explained from the aspect of sample size. In Table 19, it can be seen that the sample of Participant is only 21, which unable to provide more in-depth data. The reason is that this research uses snowball sampling. This sampling method cannot ensure that there are enough non-Participant to participate in the research.

5.6 Political Well-Being

5.6.1 Descriptive Statistics

Table 20: Descriptive Statistics on Political Well-Being by Migration Status

		Valid	Missing	Mean	Std. Deviation	Minimum	Maximum
POL_WB	First generation	50	0	2.433	0.954	1.000	5.000
POL_WB	Second generation	53	0	2.437	0.796	1.000	5.000
POL_WB	Third generation	17	0	2.402	1.373	1.000	4.500

In Table 20, There were no huge differences in Political Well-Being among the three generations, they were well below the mean (< 2.5).

Table 21: Descriptive Statistics on Political Well-Being by Gender

		Valid	Missing	Mean	Std. Deviation	Minimum	Maximum
POL_WB	Male	78	0	2.374	1.037	1.000	5.000
POL_WB	Female	37	0	2.523	0.789	1.000	4.000

Note. Excluded 5 rows from the analysis that correspond to the missing values of the split-by variable *Do not want to disclose* from *Q2. What is your gender?*

In Table 21, Female Political Well-Being (M = 2.523, SD = 0.789) is higher than Male Political Well-Being (M = 2.374, SD = 1.037), but both are at a lower level.

Table 22: Descriptive Statistics on Political Well-Being by Age

		Valid	Missing	Mean	Std. Deviation	Minimum	Maximum
POL_WB	18-22	57	0	2.512	0.902	1.000	5.000
POL_WB	23-26	33	0	2.359	1.105	1.000	5.000
POL_WB	27-30	18	0	2.269	1.015	1.000	4.000
POL_WB	31-35	12	0	2.486	0.637	1.000	3.333

In Table 22, Age 18-22 got a highest Political Well-Being than other age group (M = 2.512, SD = 0.902). Age 27-30 got a lowest Political Well-Being M = 2.269, SD = 1.015). However, these groups also at a lower level (M < 3).

Table 23: Descriptive Statistics on Political Well-Being by District

		Valid	Missing	Mean	Std. Deviation	Minimum	Maximum
POL_WB	Hong Kong Island	10	0	2.233	1.399	1.000	5.000
POL_WB	Kowloon	65	0	2.362	0.842	1.000	4.500
POL_WB	New Territories	45	0	2.574	0.989	1.000	5.000

In Table 23, EM who living in New Territories (M = 2.574, SD = 0.989) have a higher Political Well-Being than Kowloon (M = 2.362, SD = 0.842) and Hong Kong Island (M = 2.223, SD = 1.399). However, these groups also at a lower level (M < 3).

5.6.2 Liner Regression on other three Well-Being with Political Well-Being

A Liner Regression was conducted to examine how other three well-beings (Educational, Social, and Economic) could predict Political Well-Being. The sample of all study participants (N = 120) will be used. The results of the independent sample T test are as follows Table 25, and Figure 7 and 8:

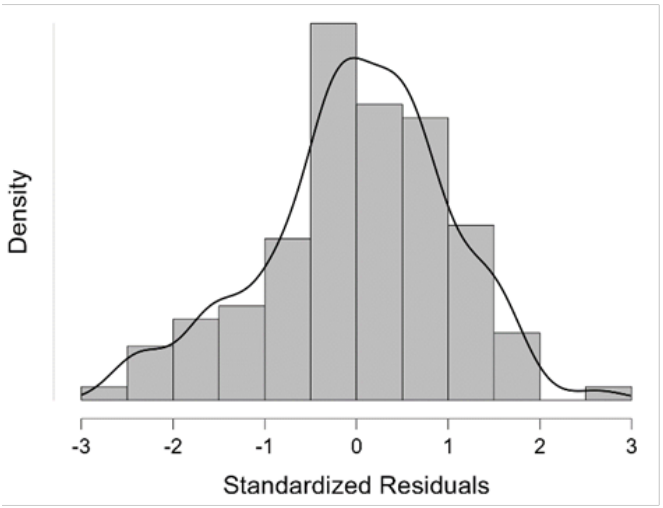

Figure 7. Standardized Residuals Histogram

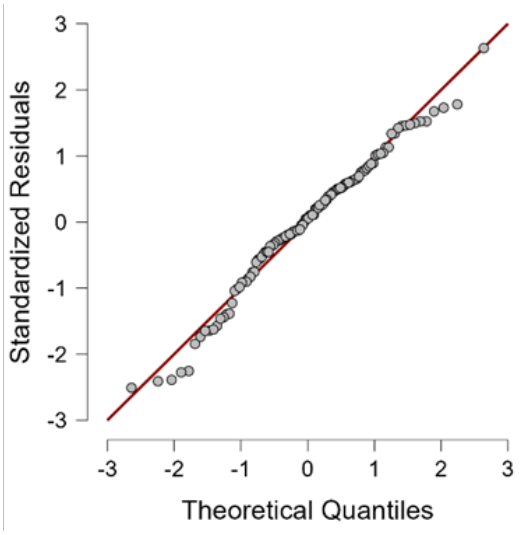

Figure 8. Q-Q Plot Standardized Residuals

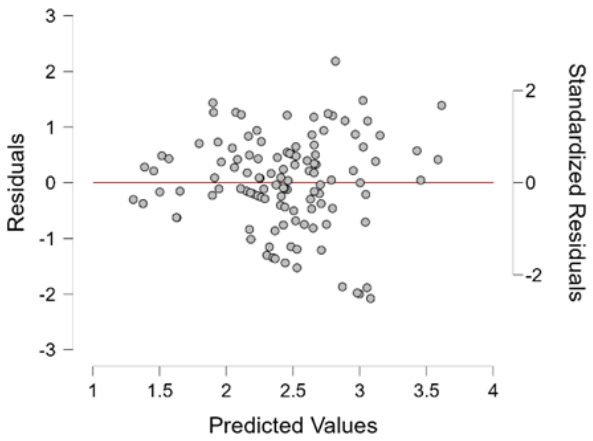

Figure 9. Resulting Scatter plot of the standardized residuals versus the predicted values

Before reporting the regression findings about political wellbeing, the check of assumption of regression is needed. From Figure 7, an analysis of standard residuals showed that the data contained have no outliers, all residuals in the range between -3 and 3. Also, from Figure 8, the Q-Q plot dots generally line up along that 45-degree, it shows that the regression model have normality of residuals. Finally, from Figure 9, the scatter plot showing the pot is elliptical rather than is pattern, it fulfils the assumption of homoscedasticity on regression.

Table 24. Regression Model on Political Well-Being with other three Well-Beings

Model	R	R^2	Adjusted R^2	RMSE
H_0	0.000	0.000	0.000	0.951
H_1	0.490	0.241	0.221	0.840

ANOVA

Model		Sum of Squares	df	Mean Square	F	p
H_1	Regression	25.902	3	8.634	12.244	< .001
	Residual	81.797	116	0.705		
	Total	107.699	119			

Note. The intercept model is omitted, as no meaningful information can be shown.

Coefficients

Model		Unstandardized	Standard Error	Standardized	t	p
H_0	(Intercept)	2.431	0.087		27.987	< .001
H_1	(Intercept)	-0.007	0.433		-0.016	0.987
	EDU_WB	0.162	0.114	0.135	1.430	0.155
	SOC_WB	0.331	0.116	0.270	2.862	0.005
	ECON_WB_NEW	0.231	0.097	0.216	2.370	0.019

According to the Table 24, Social Well-Being and Econ Well-Being statistically significantly predicted the Political Well-Being, $F(3, 116) = 12.244$, $p<.001$, accounting for 24.1% of the variability in Political Well-Being with adjusted $R^2 = 22.1\%$.

All three variables significantly increased the statistical significance of the predictions. Regression coefficients and standard errors can be found in Table 24. Educational Well-Being has nothing to do with Political Well-Being ($p = .155 > .05$), while Social Well-Being and Economic Well-Being both have a positive predictive effect on Political Well-Being, their coefficients are 0.331 and 0.231 respectively. When Social Well-Being and Economic Well-Being increase Will increase Political Well-Being.

Therefore, in a larger degree, the hypothesis in below is partly supported:

H4: There is a positive effect between Ethnic Minorities well-being (Educational, Social, Economic) and Political well-being

6. Discussion

6.1 Educational Well-Being:

The discussion of the policies made towards the educational well-being of ethnic minorities in Hong Kong there is always the argument that whether it is effective for them or not. According to the data analysis, just as we predicted before the study, the Education Well-Being of the Third generation is higher than that of other generations. Although the Mean of male is higher than that of Female, there is no too large difference between male and Female. However, EM students living in Hong Kong Island Compared with the minorities in other regions, they achieved higher Education Well-Being, which preliminarily indicates that Education Well-Being has the characteristics of regional differences, and this part needs further research since this is not our focus on this study.

Based on the observation from the interview, it seems the ethnic minorities have good educational well-being is because of the teachers themselves instead of the policies. According to the responses in our interview, most of the interviewees had a good experience while studying in the public school or non-public school, this is the main finding in most of our interview responses. When we ask why they feel having a good experience, the interviewees answered it is because the teachers are friendly, patient, and willing to approach when the interviewees are in need. The interviewees is more focus on the quality of teacher rather than the policy of education.

However, it is worth noting that the quality of public school teachers is worse than that of non-public schools. Most Interviewees indicated that teachers in public schools were more focused on achieving good grades than on children's development compared to non-public

schools. And the interviewee also expressed that the students in Class A and Class B (with good academic performance) in his school get better resources than the students in Class C and Class D. We believe that this is related to the uneven distribution of resources in public schools. Uunfortunately we did not obtain any further reliable evidence to support it during the interview.

On the other hand, when we asked the interviewees what is the point they think that they can not enjoy good educational well-being, the answer is that they can not get sufficient assistance from the teachers due to the school's lack of resources. Although the teachers have spent most of their effort to help with their academic problems, the school gave insufficient resources to teachers like un-updated electronic equipment or teaching material. For example, quoting ne responses from one of the interviewees who studied on both public and non-public school in hong kong:

[...[public school] had a lack of resources in IT, I felt that the school was lagging behind in terms of the latest technology updates and they were often using outdated tech.]

Based on these responses, it can reflect that if the ethnic minorities were having good educational well-being due to good teachers quality and raise the concern of improving the education resources redistribution policy towards educating ethnic minorities in the public schools.

Besides solving academic problems, it is also important for teachers to solve other problems in the teaching environment like being treated unequally According to the interview

responses, the teachers in the public school is being friendly as mentioned before. Moreover, the teachers did not treat the interviewees as heterogeneous outsiders, instead, the teachers treated them as same as the local students. Although there was a case reported that a teacher seems to be hostile to one of the interviewees, after the interviewee asked why the teacher act with this attitude, the teacher is only did not know how to teach ethnic minorities in a more suitable instead of being hostile.

On the other hand, bullying as the case reported by the interviewees mostly happened in the school towards other ethnic minorities. It is important for schools to have a reliable system to deal with it or whether teachers have sufficient abilities to handle it. However, this is not the case on public school only, a similar situation occurs in non-public schools , quoting from what the interviewee said:

[In Secondary school, I had issues with bullying. I was bullied by another student who was trying to destroy my confidence in order to gain academic advantage over me. I complained to the teacher about it who then changed their seats but it didn't really solve the issue as the teacher didn't really want to personally get involved in other students lives. So the bullying continues]

On H1, preliminary analysis suggests that students who have attended public schools have lower educational well-being than students who have attended non-public schools. Unfortunately, this analysis was not statistically significant, and we were unable to reject the null hypothesis. It can be reflected in the above content. Public schools and non-public schools face different problems that have affected their minority Education Well-Being, both

have their pros and cons. It seems that no firm conclusions can be drawn from the available data.

6.2 Language and Social well-being:

From statistical analysis of Chinese proficiency, the comparison between the Chinese self-assessment scale shows that the ethnic minority's Chinese vocal ability is higher than the non-vocal ability, which did not show significant differences between males and females. EMs have higher confidence in using Cantonese in daily life. This situation can also be proved in the interview. Most interviewees expressed concern about using Chinese in words rather than vocal Cantonese. Most of the Interviewees have pointed out that there is no real problem with speaking Chinese because he speaks Chinese at home with his family member, but it is very hard for him to write Chinese, although he keeps learning from the internet. To a large degree, these result findings are very closely related to the conclusion from Shum et al. (2011), that EM language learning motivation is tool-driven, and adequate family support is a must. One of the interviewees explicitly verified this argument, and he mentioned their parents don't understand Chinese, so they send them to English-medium schools where they never learn Chinese. It is believed that this is a generational problem that can only be solved if minority students attend Chinese secondary schools.

On the other hand, the other reason of ethnic minority's Chinese vocal ability is higher than the non-vocal ability is the language difference. Quoting one of the interview's responses:

[For me, it's easier to learn how to speak Chinese, but when it came to written Chinese, it was more like [....] a bit difficult because, For me, what I can understand one word can have many different meanings.]

Based on the observation of the interviewee, the languages they use belong to the Indo-European language family, that is, Urdu and English: the former is the native language of the first and second generations, and the latter is the commonly used language of the third generation. Unlike the Chinese used by the natives of Hong Kong, the Indo-European language family is a completely different language system. Regarding spelling, Chinese is ideographic, while Urdu and English are pinyin. Therefore, it is difficult for ethnic minorities to learn to write Chinese.

It is worth viewing that some of the interviewees expressed the language attitude towards Chinese tends to be negative, which becomes an obstacle to using Chinese Quoting one of the interview's responses:

[We didn't really see the value in learning Chinese because the main thing we knew [was] that because we knew we knew how to speak English and we knew English is one of the most important languages in the world. Therefore, we didn't really [pay] that much attention on becoming a proficient in Chinese]

This finding from our research further verifies the research conclusion from Gu et al. (2013), EM contends for their heritage identities by elevating the dominance of English and degrading local languages. Also, in our research, we discovered that Chinese self-assessment

scores gradually decline with age, and the Chinese level of the third generation is higher than that of other generations. The third generation who grew up in a Chinese-speaking environment will naturally acquire a higher level of Chinese than other generations. However, we believe that this is related to their own sense of national identity and defense of minority languages, but unfortunately, the interview did not produce reliable data to support it.

After the discussion on the Language of EM, the below will be discussed the social well-being section. It is reiterated here that the results of this study support the hypothesis of **H2** "the lower the Chinese proficiency of ethnic minorities, the lower the social well-being", and there is a strong causal relationship between the two.

According to the data analysis from the survey, we found that EMs of different age groups, places of residence, and genders do not have much difference in Social well-being, while the third generation is higher than the first and second generations, but the first and second generations have little difference in this aspect, which may be affected by identity.

In short, Chinese proficiency affects their social well-being, as seen from their interview responses. One of the interviewees clearly mentioned the importance of Chinese in Hong Kong Society:

[yes, as you need Chinese a lot, and without it, you can't communicate with local people which would isolate you from the society.]

All the interviewees think that it is difficult for them to communicate with other local people proficiently in Chinese. This situation makes it difficult for them to communicate with other local people in a deeper way beyond ordinary daily communication. They only use Chinese to communicate with other local people in greetings and shopping, etc. situation, which limits their social circle.

It is worth noting that this sense of social alienation is not caused unilaterally by ethnic minorities' poor Chinese, but by the active separation of Hong Kong locals from ethnic minorities. In other words, the negative impact on the Social Well-Being of ethnic minorities is bidirectionally produced by Hong Kong locals and ethnic minorities.

When most interviewees shared their Social Well-being, they said local Hong Kong people discriminated against them. One interviewee even stated that the security guards did not believe he had a motorcycle parking space and refused to let him enter the parking lot due to the influence of their skin color and language. Similar feuds continued over language issues. One interviewee even stated that the security guards did not believe he had a motorcycle parking space and refused to let him enter the parking lot due to the influence of their skin color and language. Due to language problems, similar disputes continue to exist, and it also reflects that local Hong Kong people have "stereotypes" about ethnic minorities. Respondents indicated that most older Hong Kong people would mistakenly think that they are all couriers or food delivery people, or criminals and because older Hong Kong people are not very familiar with English and ethnic minorities are not very familiar with Chinese, which makes their two-way communication is difficult to resolve misunderstandings, but this is rare happen among young Hong Kong people.

Therefore, most of the interviewees said that they would rather stay in their EM social circle than communicate deeply with other locals, because their EM social circle has sufficient resources and there is no language barrier. To some extent, this reflects the reason why their average Social Well-Being in the questionnaire is higher than others - their social interaction is limited to their minority communities rather than Hong Kong local communities, taking minority families as units.

Although a few interviewees are confident in having further exchanges with local people, they admit certain difficulties. The following is the response of one of the interviewees as the conclusion on this discussion:

> *[I do not think it is a matter of trust, but a lack of understanding. If they understood what we believe and stand for, then they would feel safe, but as they do not understand, or some even have misunderstandings through misinformation causes [a] lack of trust and gives birth to conflict.]*

6.3 Economic well-being:

Unsurprisingly, ethnic minorities in Hong Kong face significant challenges in finding employment and advancing in their careers, which has been researched before (Cheung et al., 2014). In addition to our literature review, in the beginning, that language could be a significant issue in their career (Loh & Tam, 2016), we have also discovered more factors that affect their well-being. Based on the data analysis and the findings from the interviews,

EMs in Hong Kong face challenges in finding employment and advancing in their careers. Even the second generation has lower economic well-being. The third generation has a higher economic well-being but is still at a low-middle level (M = 3.118) compared to the majority. The survey found that the Labor Support Program had no significant effect on the economic well-being of ethnic minorities. The sample size was too small to draw any conclusions on its impact on income - H3 "EMs who acquires assistance from the Ethnic Minorities labor support program by the government have lower economic well-being than the EMs who do not acquire."

Our interviews also highlighted that language and communication barriers, limited job opportunities, discrimination, the importance of networking and referrals, and religious and cultural values were all significant factors affecting the economic well-being of ethnic minorities in Hong Kong, which has the same idea with Hue and Kennedy's report (2014). Moreover, The interviewees expressed negative perceptions of the labor support programs provided by the government or NGOs, which claimed that they were limited to the service sector and provided low-paying jobs that did not require any skills. It should be why the survey found no significant impact of the Labor Support Program on economic well-being.

The interviews also explored the labor support programs provided by the government or NGOs. While some interviewees were aware of such programs, most had negative perceptions and claimed they were limited to the service sector and provided low-paying jobs requiring no skills. Additionally, some interviewees pointed out that the programs could have been more effective in improving their living standards.

"ethnic minorities considered a salary of 14-15K for a full-time job decent, while locals may earn 40-50K and still find it insufficient."

This suggests that there may be significant wage disparities between ethnic minorities and locals, which could contribute to their lower economic well-being. On the other hand, this is what they think of labor support programs that have limited usage since the job types provided by these programs are limited, and they can apply for a better job themselves without the program's help.

"Yes, but they are limited to the service sector mainly or to companies that like to hire EMs like security guards. It is a waste of time thin. VTC has better and more useful for us, but there is a lack of availability.."

Moreover, instead of criticism, most of our interviewees had never heard of the program, which explains why most people did not apply for these program in our survey data. The lack of promotion could be an essential factor leading to this result.

Furthermore, as we talk about ability, there is very important to help the ethnic minority break through the language barrier. Therefore, For example, policymakers may need to provide language training and support for ethnic minorities to help them access job opportunities. In our survey, around 67% of people agree that language is the main issue for finding a job in Hong Kong.

"inability to speak Chinese fluently was a major barrier in the job search."

While Employers may also need to address biases and stereotypes in their hiring practices and provide opportunities for career advancement for all employees, from the survey, around

71.1% of ethnic minorities think that ethnicity affects their careers badly. There is a comment from one of our interviewees:

"My Indian friend and I were fired just one day after they started to work without any reason; my local friend told me that the company is not friendly to EMs as they have trust issues and have developed a Stigma on us."

Overall, the survey collects the principal opinion, but there may be some misunderstanding for our interviewees. From interviews, we could highlight the challenges faced by ethnic minorities in Hong Kong regarding finding employment and job promotions, which affect their economic well-being. There is other research that similar labor policy Family Friendly Policies (FFP) could also be done as a practical policy (Vyas, 2021). Therefore, Hong Kong policymakers must think more carefully about how to help local ethnic minorities in Hong Kong more effectively when implementing labor policies targeting ethnic minorities.

6.4 Political well-being:

By analyzing the statistics of political well-being, in terms of three aspects of the well-being of EMs' lives, social well-being, and economic well-being constitute a positive effect on political well-being. In contrast, educational well-being is irrelevant as there has no significant effect on political well-being. In other words, if EMs have better social and economic well-being, they would likely have better political well-being as well. The statistics have also shown that in "Migration Status, Gender, Age groups, Districts," there are not many differences between these groups. All these means were not higher than 2.6 (The highest score is 5). In the interview, most interviewees expressed their unwillingness to participate in politics in any form. The major reason is that many interviewees voiced their lack of

confidence in politics and simply do not believe involvement in politics would improve their living conditions. Quoting one of the interview's responses:

"Voted before. They are helpful in helping me to apply for some government subsidies before. [...] But overall, they don't really improve the living condition. [...] The elected person disappears after a few months of elections."

Most of the interviewees also expressed that they are not aware of any or only very few public consultations or community programs and question the effectiveness of improving their living standards. Quoting one of the interview's responses:

"Don't really know of any consultation but believes the government shouldn't do consultation for the sake of just listening and not taking action. [...] Community programmes do exist but most of the time they focus on religious stuff. Nothing about living standard stuff but more about spiritual stuff. So [they] don't really improve living standards."

Despite the generally negative attitude towards politics, some interviewees have shown their positive experience of participating in consultation programs in the public body. Quoting one of the interview's responses:

"I have participated in a focus group for the Equal Opportunities Commission of Hong Kong (EOC). EOC was holding a similar event as the topic of the focus group. [I] hope that our voice will be better reflected through the EOC as we trust them more than the government."

Some interviewees also shared some positive experiences in participating in community programmes that could improve living standards. Quoting one of the interview's responses:

> *"Yes, they are useful. [For] example, a community programme helped built a mosque for Muslims in Tung Chung. [And also] provides job opportunity."*

The findings from our interviews align with our research that economic and social well-being would affect political well-being, while educational well-being is not concerned with constructing political well-being. On H4, "there is a positive effect between EMs well-being (Educational, Social, and Economic) and political well-being" is supported partially. The effect of educational well-being was NOT statistically significant, which means educational well-being will not affect political well-being.

7. Limitation and Future Studies:

7.1 Limitations:

This study has several limitations that must be taken into account. The first is that our sampling technique might not represent the minority population in Hong Kong. Our research results cannot be directly applied to other EMs in Hong Kong, such as East Asians or Europeans, because most of our participants are from the South Asian community.

In addition, we used snowball sampling for survey research. The introduction of bias is the most significant problem with this method. It is because our participants will recommend this survey to their friends or family, which the individuals with similar socioeconomic status, experiences, etc, which might lead to our result being biased.

A further limitation of our study is that our sample size was not large. Although we had planned to interview 20 individuals, we could only conduct with 11 people. This also resulted in our tiny sample size, which may result in one-sided overall research results and impact the theory's reliability and applicability. For example, we do not have reliable data to prove how our age and family income affect whether they join LSP.

Moreover, our study relies on self-reported data, which may be susceptible to self-correction, such as the decision to exaggerate or avoid answering sensitive questions on questionnaires. Deeds are treated as special cases, so self-correction is chosen. In some situations, respondents could misunderstand the questions, which could cause them to choose the wrong response, which could also pose problems for the overall reliability of our research.

In our research, we tried to conduct surveys using online questionnaires, and indeed this is the fastest and most cost-effective method. However, this mode of the investigation will still cause us to ignore, for example, EMs who do not have electronic equipment or are not familiar with

electronic equipment. They may be unable to answer our questionnaire and even resist answering because they feel troublesome. Opinions may not be fully reflected in surveys.

Finally, the scope of our study is limited to evaluating the economic, social, educational, and political domains. It means that we might overlook some essential factors, such as psychological factors, which might highly affect their job seeking and their social well-being. Furthermore, when we analyzed these four fields, we did not look at them in a more detail and separate way, which may cause us to have errors in some data, and we cannot find the most accurate information that affects the status quo of minorities. question. so we may also have miscalculations, time, and financial constraints.

It also rendered our plan incapable of achieving meticulous observation and affected the level of detail in our entire research, which in turn involved the results of our full study.

7.2 Future Studies

In this section, we discuss further research and how to fix the limitations of our study. This article will discuss the difficulties and obstacles we encountered during the research, and how to continue to conduct more in-depth or advanced research on this research.

Longitudinal studies: Due to the time factor in our study, we can only provide an overview of the overall health status of EMs in Hong Kong at this point in time. If we had more time to do this research, over time and follow up, we could get a more complete picture of their challenges and their well-being through longitudinal studies.

Horizontal studies: Although our research indicates the well-being of EMs in Hong Kong, in fact most of the data may be mainly South Asian people, so we think that if we can make a

wider comparison, it may not be Just the experience of South Asian ethnic groups, or on the other hand, by comparing the experiences of EMs in other countries or regions, then research can provide insight into the factors that affect their well-being and provide better settings for improvement.

Intersectionality: In our research subjects, we took EMs as a whole as the main focus of our investigation, however we included how all factors interact to affect the health of EMs, and the parts that affect each other. We included factors such as gender, age, and family economic status in this study, but did not include whether multiple factors such as sexual orientation, religion, disability, weight, and appearance may also affect their well-being. Therefore, we can consider how to increase intersectionality in future research.

More in-depth qualitative research: Although our research does include qualitative components, in fact, we largely use one-off interviews and questionnaires to learn about the case, so if we can use it in follow-up research Conducting in-depth interviews or focus groups to investigate the experiences of EMs more deeply can understand the challenges they face in more detail, and collect more meaningful consultations to help the government formulate effective policies for them under such challenges.

In conclusion, even though our research discovered the factors influencing the well-being of South Asian minorities in Hong Kong and was able to draw some conclusions, it was limited in scope. Issues such as time factor, money factor, sampling bias, small sample size, and reliance on self-reported data demonstrate, to a certain extent, that our study has significant limitations, leading to conclusions that may require additional evidence. Only through longer, broader, deeper, and more targeted research will we have a more thorough comprehension of the current situation of EMs in Hong Kong and be able to demonstrate our theory. And it may

be possible to acquire additional significant factors and consultations via longitudinal research, horizontal research, crossover, etc., so that we can continue to make progress in this field.

8. Recommendations and Conclusion

8.1 Recommendations

This study on understanding EMs well-being has shown us via our data analysis that a significant issue must be urgently fixed. Although the results of this study contained a smaller sample size and constrained data, therefore this study shall be taken with caution though it shall not be ignored. Therefore, the recommendation section of this study is to offer ideas and a better action plan for various institutions, such as the government, that work directly with the EMs community to improve EMs well-being and eliminate the vicious cycle EMs are trapped in.

Firstly, the government should consider increasing awareness and providing more skilled labour support programmes. As mentioned in our data analysis part, most participants had argued that the government labour support is either ineffective or unknown. Most participants found the labour support programme ineffective because they were tailored towards low-skilled jobs instead of more-skilled jobs, which the participants had the relevant qualification for. Furthermore, the results section shows that most participants are unaware of any labour support programmes provided by the government. This has overall led to lower economic well-being amongst EMs, especially the first and second generations. Therefore, the government could consider creating more labour support programmes catering to EMs skilled labourers. Such programmes should give the participants a wide range of options from the IT sector to the education sector with the appropriate advice from various industry experts. Furthermore, the government could consider engaging and advertising more job fairs and support programmes for EMs in multiple languages across various social media platforms, either via posters or videos, to help increase the awareness of these labour support programmes. Providing a more

effective labour support programme would help increase the economic well-being of the Ethnic Minority community.

Secondly, the government should consider directly reaching out to EMs to invite them to their public consultations with small incentives to increase their political well-being and the government's awareness of the issues facing the EMs. As shown in our discussion and data analysis part, majority of the EMs community is unaware of the local politics, such as public consultations. The first reason is a lot of EMs aren't socially interactive with the locals due to language barriers, which prevents them from being aware of upcoming events in society, such as public consultations. Second, most EMs struggle economically, leaving them no time to join public consultation programmes held by the government. Therefore, the government could consider opening more public consultation programmes online or face-to-face in English at flexible hours and regularly invite members of the EMs community to attend such consultations through small incentives such as groceries coupons (E.g. Wellcome Coupons). This would allow the government to be more aware of the issues faced by the EM community and work on solving them. On the other hand, this would give a much-needed platform for EMs in Hong Kong to express their opinions on the issue they face in society. This would help increase the political well-being of EMs in Hong Kong.

Thirdly, the government should consider either providing more funding to NGOs or directly involving itself in helping EMs to learn or improve their Chinese language proficiency. As shown in our data analysis part, we can note that most EMs struggle to read and write Chinese across all of sample age sizes of 18 - 35. Furthermore, it's also noted that most of the older EMs generations struggle to speak Chinese compared to the younger generations who grew up in a Chinese-speaking environment. This heavily impacts their future employment opportunities as most workplaces require written and spoken Chinese language proficiency.

Therefore, the government should consider providing more funding to NGOs that can provide more free Chinese Language courses to underprivileged EMs or the government can directly provide subsidised government Chinese language courses. Providing such courses gives the EMs community a better chance to grasp the Chinese Language for social inclusion and better economic opportunities for their future.

Fourth, the government should consider investing more resources into creating programmes where local and EMs can interact to increase their social well-being. As shown in our data analysis, most EMs, especially the first and second generations, don't interact with the local community outside of work or education institutions due to the language barrier. This prevents them from being able to ask for help from the locals or being able to make friends with them, which affects their social well-being. Therefore, the government should consider starting general activity programmes that invite locals and EMs to work together and make friends. This allows them to be more included in society and helps remove the common stigmatisation that both sides may have of on each other. Furthermore, it is also recommended that the government consider encouraging more schools and EM parents to let their children study in Chinese median primary schools at a young age for them to be socially included with the locals from an early age.

8.2 Conclusion

This research had aimed to identify the main factors that were the cause of affecting the well-being of EMs in Hong Kong and to understand whether EMs were trapped in a vicious cycle. Based on the quantitative and qualitative analysis of the 4 factors, namely Economic, Social,

Political, and Education, it can be concluded from this study that Economic, Social and Political are the most important factors affecting EMs' well-being and are trapped in a vicious cycle.

Reflecting to the beginning of this research, our aim of this study was to focus on what factors were causing EMs' well-being to be low. During our background research, we could note EMs in Hong Kong were suffering in all aspects of life. But the question was, what was causing such suffering and why the EMs in Hong Kong cannot escape this vicious cycle? As we set out in this report with four research questions focusing on each specific factor that affects the well-being of EMs while presenting two research gaps as most research on EMs were lacking qualitative research which could potentially be leaving some important reasons why EM are suffering while the other gap that most research on EMs had only focused on a certain age group such as children or the elderly instead of the age groups that are involved in the society regularly such as 18-35. Our expectations were we would predict the educational well-being of the older generation would be lower than the current generation, and we also predicted that the social well-being of EMs would be low due to their lower Chinese proficiency; we also predicted that EMs' political well-being would be rather low due to social, economic and educational factors, while we also expected the economic well-being to be low due to ineffective labour support programmes provided by the government. Our study ended up taking a mixed method mode of collecting data as we wanted to enhance our understanding and develop cause-and-effect relationships between various factors via the use of primary data while adding rich details to our qualitative data findings.

However, most of the results ended up meeting our expectations and assumptions that we had on the possible results and causes, though some of the results ended up in a slightly different direction than expected, such as the educational well-being had no impact on political well-

being and the social well-being of EMs being not that low despite the potential language barriers we had expected. Importantly, our results went as expected in other parts of our research. Therefore, we were able to answer some of our research questions such as our second, third and fourth questions, that lower Chinese language proficiency slightly affects your social well-being, that the labour support programmes have no effect on low-income EM families and that EMs having lower well-being (except in education) does affect their political well-being. Though, we were unable to answer our first research question as our results ended up not being significant from the education perspective. Furthermore, our study was able to somewhat close the research gaps that we had originally identified. However, due to our limited sampling size and limited focus on the possible factors that may have affected the well-being of the EMs, therefore our study was unable to provide a comprehensive understanding of the entire situation from the mixed method perspective. Though our research does expose some issues that are potentially causing lower well-being amongst the age group of 18 - 35. Therefore, our study would recommend future studies on a similar topic to consider using mixed method mode more deeply using a larger sample size to explore these issues much more deeply, our study would also recommend future studies to cover more factors such as housing and do a longitudinal study to get a more comprehensive understanding of the topic over a period of time. After all, our study would still recommend the government consider taking more actions by providing effective labour programmes, more free Chinese classes, providing incentives to EMs to attend flexible public consultations and more social activities between the locals and EM in order to increase their social well-being.

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Appendix I - Survey Design

Section 1: Demographics

Q1. Which age band do you belong to?
A: 18-22 B: 23-26 C: 27-30 D: 31-35

Q2. What is your gender?
A: Male B: Female C: Do not want to disclose

Q3. What is your marital status?
A: Single B: Married C: Widowed D: Separated E: Divorced

Q4: What is your household type?
A: Living alone B: Living with parents C: Living with friends D: Living with spouse/ partner

Q.5 Are you employed (If no skip question 7)
Yes/No

Q6: Which household monthly income band do you belong to?
A: below 15000 B: 15001-25000 C: 25001-30000 D: More than 30000

Q7: Which personal monthly income band do you belong to?
A: below 10000 B: 10001-13000 C: 13001-16000 D: 16001-19000 E: 19001-22000 F: 22001-25000 G: more than 25000

Q8: Which district do you live in?
A: Central and Western B.Eastern C: Southern D: Wan Chai E: Kowloon City F: Kwun Tong G: Sham Shui Po H: Wong Tai Sin I: Yau Tsim Mong J: Islands K: Kwai Tsing L: North M: Sai Kung N: Sha Tin O: Tai Po P: Tsuen Wan Q: Tuen Mun R: Yuen Long

Q9: What is your primary ethnic identity?
A: Pakistani B: Indian C: Nepali D: Filipino E: Indonesian F: Bangladeshi G: Other (Please specify)

Q10: What is your migration status?
A: First generation (i.e. foreign-born) B: Second generation (i.e. HK-born with at least one foreign-born parent) C: Third generation (i.e. both parents are HK-born)

Section 2: Education

Q11: What is your highest educational qualification?
A: Primary or lower B: Secondary C: Associate Degree or Higher Diploma D: University or above

Q12: Where did you attend your primary school?
A: Hong Kong B: Overseas

Q13: Where did you attend your secondary school?
A: Hong Kong B: Overseas

Q14: Which type of school did you study in for primary school?
A: Public School B: Non-public School

Q15: Which type of school did you study in for secondary school?
A: Public School B: Non-public School

Q16: Which public examination did you take part in?
A: Hong Kong Diploma of Secondary Education (HKDSE) B: General Certificate of Secondary Education (GCSE) C: International Baccalaureate (IB) D: Others (Please specify)

Q17: I have learnt Chinese in school.
A: Strongly Agree B: Agree C: No comment D: Disagree E: Strongly Disagree

Q.18: I think the school provides me with a good learning environment
A: Strongly Agree B: Agree C: No comment D: Disagree E: Strongly Disagree

Q.19: I think the teaching quality of the teachers in the school is good
A: Strongly Agree B: Agree C: No comment D: Disagree E: Strongly Disagree

Q.20: I am or was able to study together with other students
A: Strongly Agree B: Agree C: No comment D: Disagree E: Strongly Disagree

Q.21: Apart from academics, I have developed well in the non-academic aspects of school such as sports, music, art etc.
A: Strongly Agree B: Agree C: No comment D: Disagree E: Strongly Disagree

Q22: I will continue my study or career in Hong Kong.
A: Strongly Agree B: Agree C: No comment D: Disagree E: Strongly Disagree

Section 3: Language & Social

Q23: I can read Chinese.
A: Strongly Agree B: Agree C: No comment D: Disagree E: Strongly Disagree

Q24: I can write Chinese.
A: Strongly Agree B: Agree C: No comment D: Disagree E: Strongly Disagree

Q25: I can speak Cantonese.
A: Strongly Agree B: Agree C: No comment D: Disagree E: Strongly Disagree

Q26: I believe I understand Cantonese well.
A: Strongly Agree B: Agree C: No comment D: Disagree E: Strongly Disagree

Q27: I feel I can communicate well with Hong Kong locals.
A: Strongly Agree B: Agree C: No comment D: Disagree E: Strongly Disagree

Q.28: I feel that what I do every day is meaningful
A: Strongly Agree B: Agree C: No comment D: Disagree E: Strongly Disagree

Q.29: I get positive feedback from others on what I done
A: Strongly Agree B: Agree C: No comment D: Disagree E: Strongly Disagree

Q.30: I belong to a group or community that is important to me
A: Strongly Agree B: Agree C: No comment D: Disagree E: Strongly Disagree

Q.31: I think other people need me
A: Strongly Agree B: Agree C: No comment D: Disagree E: Strongly Disagree

Q.32: I get help from others when I really need it
A: Strongly Agree B: Agree C: No comment D: Disagree E: Strongly Disagree

Q.33: I feel i am trusted by others
A: Strongly Agree B: Agree C: No comment D: Disagree E: Strongly Disagree

Section 4: Economics

Q34a: Have you ever joined any EM labour support programs offered by the government
A: Yes (please fill in Q35b) B: No (please jump to Q36)

Q35b: Which personal monthly income band did you belong to before 6 months you joined the EM labour support program offered by the government, such as the Racial Diversity Employment Programme (RDEP)?
A: below 10000 B: 10001-13000 C: 13001-16000 D: 16001-19000 F: 19001-22000 G: 22001-25000 H: more than 25000

Q.36: Have you ever joined any non-government support programme for employment purposes?
Yes/No

Q37: My current earnings is adequate to support my living.
A: Strongly Agree B: Agree C: No comment D: Disagree E: Strongly Disagree

Q38: I can find a desirable job easily in Hong Kong.
A: Strongly Agree B: Agree C: No comment D: Disagree E: Strongly Disagree

Q39: I feel there is no language barrier when I search for a job.
A: Strongly Agree B: Agree C: No comment D: Disagree E: Strongly Disagree

Q40: I do not think my ethnicity affects my career badly.
A: Strongly Agree B: Agree C: No comment D: Disagree E: Strongly Disagree

Q.41: I have good expectations for my current/future job prospects
A: Strongly Agree B: Agree C: No comment D: Disagree E: Strongly Disagree

Q.42: I have good saving habits now
A: Strongly Agree B: Agree C: No comment D: Disagree E: Strongly Disagree

Section 5: Political and Civic engagement

Q.43: I actively participate in voting
A: Strongly Agree B: Agree C: No comment D: Disagree E: Strongly Disagree

Q.44: I have actively participated in public consultations programme organised by the government.
A: Strongly Agree B: Agree C: No comment D: Disagree E: Strongly Disagree

Q.45: I actively participated in activities organised by my community
A: Strongly Agree B: Agree C: No comment D: Disagree E: Strongly Disagree

Q.46: I actively participated in activities organised by political parties
A: Strongly Agree B: Agree C: No comment D: Disagree E: Strongly Disagree

Q.47: I will contact any government department for help with certain issues
A: Strongly Agree B: Agree C: No comment D: Disagree E: Strongly Disagree

Q.48: I am active in informal political participation such as discussing about politics with other people, strikes, protests, demonstrations
A: Strongly Agree B: Agree C: No comment D: Disagree E: Strongly Disagree

Section 6: Interview

Q.49: After completing the survey, would you like to join the interview section ?
Yes/No

Q.50: Contact information (What's App Number or Email Address)

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9.1 Appendix II- Interview Questions

Education

1) Did you enjoy the experience of attending a public school? (Can be both Primary or Secondary)

2) Do you think your schoolteachers were able to help you with your academic problems?

3) Do you feel that the teachers at your school treated you unequally by tending to focus on other students rather than you? (Only ask if participant studied in local school)

4). Have you ever encountered any difficulties when studying in your school? Did your school have an appropriate or reliable system in place for you to report these issues?

Language/Social

5). Have you had any challenges with learning Chinese as a language as an ethnic minority in Hong Kong?

6). Do the people in your social circle mainly speak Chinese?

7). Do you avoid contact with local people because you are not used to the local language or culture? (No need to ask if participant says yes in question 6).

8). Do you face any difficulty using Chinese as a language to express your opinions? (No need to ask if participant says yes in question 6)

9). Do you think Chinese as a language was or has become the key to preventing your integration into Hong Kong society?

10). Do you feel you are able to get help from local people or do you feel like they need you?

11). Do you feel that the local people trust you?

12). Do you feel that you are able to positive feedback on local people on what you have achieved in the society?

Economic

13). Can you tell us what sort of job position you are working in? And why are you working on it (E.g., Dream Job)? (Only ask if the participant is currently working either full time or part time)

14). Do/Are you having difficulty finding a job and/or a job promotion? (If participant has a job ask second part of the question)

15). Are you aware of any labour support programme provided by the Government or NGOs?

Political

16). Do you think the candidate you voted for in elections could help improve your living conditions?

17). Do you think government's public consultation or programmes held by political parties are effective/ineffective in helping improving EMs living standard in Hong Kong?

18). Do you think community programmes organised within your community are helpful in improving your living standards?