# *The Fertility Intentions of Adult Third Culture Kids*

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*Abstract*

Third culture kids (TCK's) are individuals who spent their developmental years outside that of their parents' culture. This thesis aims to answer the research question, "*how does the identity of male and female adult third culture kids affect their intended fertility?".* A phenomenological method of qualitative research to analyze the intended fertility of adult third culture kids. The identity of adult third culture kids is firstly outlined with regards to prolonged adolescence, relationships, education/ career and rootlessness to restlessness. Their identities have been thoroughly explored in previous research but there is a lack in information on their future behavior intentions. In-depth interviews were conducted of four adult third culture kids from around the world, the analysis specifically indicates their high education and restlessness. However, no direct link can be concluded of how their mobile upbringing affected their intended fertility.

## Table of Contents

# Introduction

Globalization is an exponential wonder, the compression of time and space into a liquid world has cultivated identities that are fluid, ever changing and multicultural (Bauman, 2011). Subsequently, a new type of character has emerged, young individuals who grew up in more than one country, termed the "Third Culture Kid".

> *"A Third Culture Kid (TCK) is a person who has spent a significant part of his or her developmental years outside the parents' culture" (David Pollock, 1989 P. 15)*

TCK's have been described as the "protype citizens of the future" by the sociologist Dr Ted Ward in 1984 (McCaig,1992). They have distinctive characteristics such as strong family relationships, able to travel at ease, acceptance of cultural differences and future oriented (Lam and Selmer, 2003). However, TCK's and adult third culture kids (ATCK's) also commonly struggle with finding a strong sense of belonging and identity which can be attributed to their highly mobile developmental years, usually their lives entail a lot of moving for themselves and the people around them (Pollock et al, 2017).

The marginal man was introduced by Park in 1928 who studied people that immigrated and therefore did not fully belong (Park, 1928). The multicultural man was then explained by Adler in 1975, he outlined three features that fit the multicultural profile these include, psychoculturally adaptive, undergoes personal transitions and his identity is open to change (Adler, 1975). The idea of the mobile man is not a new topic of discussion, but the future intentions, specifically, fertility intentions of these individuals that permeate through their mobile childhoods has yet to be explored.

Research on fertility intentions helps to specify family policies to achieve sustainable fertility (McDonald, 2002) as fertility intentions are the strongest predictors of fertility trends (Ajzen and Klobas, 2013). Fertility intentions are different amongst male and female and the actual fertility is also different, gauging the fertility intentions of ATCK's can provide further understanding into their complex identities and possible future foothold in society.

TCK's and ATCK's have increasingly been discussed in academic literature, most research focuses on their specific characteristics and backstories. Nonetheless there is not enough exploration into the future fertility intentions regarding the lives of ATCK's and their reasoning behind this especially between the different genders. Hence this thesis is a qualitative study into the identities of adult third culture kids with a specific focus on fertility intentions. The main research question is:

*How does the identity of male and female adult third culture kids affect their intended fertility?*

Along with three subquestions:

*How does the level of education and career opportunities affect the intended fertility of adult third culture kids?*

- *"Is there a relationship between restlessness and intended fertility in adult third culture kids?"*
- *"How do the relationships of adult third culture kids affect their intended fertility?"*

This thesis starts with a theoretical framework that seeks to characterize the identity and introduce adult third culture kids using previous research. The method used to conduct the interviews is explained and finally, the interviews are analyzed and explored using the literature previously cited in this paper as well as quotes from the interviews in the results section.

## 2. Theoretical framework

### 2.1 Adult third culture kids

Adult third culture kids were first analyzed by Ruth Useem and Ann Baker Cottrell in 1996. Their research motivated the work of other researchers, in particular, David Pollock, Michael Pollock and Ruth Van Reken who went on to popularize the third culture kid in the early 2000's. Prolonged adolescence, education/career, relationships and rootlessness to restlessness are common themes of ATCK's that are used in this paper to explain the identity of adult third culture kids. These characteristics will be explained with reference to intended fertility and gender in the following section.

### 2.2 Adult Third Culture Kids & Associated Characteristics

### 2.21 Prolonged Adolescence

A common characteristic of adult third culture kids is the tendency they have to experience prolonged adolescence. Introduced by Useem and Cottrell, they found that 90% of ATCK's generally feel "out of sync" with their age group throughout their lifetime. This is especially felt around 20-24 when all their peers are getting married, finding jobs or buying houses, many ATCK's feel unsettled (Useem and Cottrel, 1996). The constant transitioning that TCK's experienced during their childhood means they needed to adapt to new cultures, schools and social norms more frequently than others and thus didn't have the time to focus on personal identity. This transitioning can therefore slow the process of development for many, resulting in the common phenomena of prolonged adolescence (Walters et al., 2009).

Pollock defines a number of reasons for this prolongment, but in general it is caused by what is termed "adolescent development tasks". These are the natural tasks one must overcome thereby testing the boundaries of cultural practices, values and beliefs in order to get closer to developing a sense of self. Whilst non-TCK's can do this in the safety of their home culture, TCK's are still trying to accustom their behavior in the new country. This is accompanied by "home" cultural expectations. Social norms are learnt and with each new move, TCK's must adapt to new social norms, which can result in delayed adolescence (Pollock et al, 2017). Unresolved grief is

considered to be a large part of ATCK's lives and if not dealt with correctly it may also contribute to prolonged adolescence. (Hervey, 2009)

## 2.22 Rootlessness to Restlessness

The question "where do I belong?" is generally answered by a sense of being grounded and stable, however for adult third culture kids this question can be answered in a number of ways, their parents' culture, where they have lived, where their relatives live, where they live now and possibly in a number more ways (Harvey, 2009). As a result, many ATCK's have grown up without a sense of where they belong, therefore, they often feel rootless due to the mobility in their upbringing. The loss of place is a commonly cited aspect of TCK's lives and the transitioning from one place to another means many ATCK's feel unattached to places (Fail, 2004).

Restlessness is something ATCK's experience as a result of their rootlessness, described as the migratory instinct by Pollock who explains that adult third culture kids may have an unrealistic attachment to the past or an insistent expectation the next place will be home and they will finally settle down, which fuels their inner restlessness. These frequent transfers can inhibit their development and deny them strong social relationships (Pollock et al, 2017). Downie claims that the mobility TCK's grow up with, denies them a sense of home, roots or a stable relationship network, important components of developing a sense of self. Thus, they become future oriented and plan for their lives to always be international. They view themselves as cosmopolitan and feel comfortable in new environments but lack a sense of belonging hence becoming restless (Downie, 1976).

Generally, academics suggest that higher mobility for example for work, is generally associated with lower fertility (Ruger and Viry, 2017). However, fertility is largely dependent on culture and structures, something that is unclear for ATCK's, hence the fertility intentions of people who intend to live a mobile life will be answered using this *subquestion:*
*"Is there a relationship between restlessness and intended fertility in adult third culture kids?"*

## 2.23 Relationships

Adult third culture kids have complex relationships throughout their lives, they often find it hard to trust people and are cautious about getting into relationships due to their previous experiences associated with loss (Gilbert, 2008). Putnam suggests the two different ways to build social capital is through bonding and bridging, bonding occurs with people in close proximity, it helps to form a strong sense of community, shared identity, shared values and support networks. Bridging occurs between more dissimilar people, enables close knit communities to communicate and connect with people other than themselves (Putnam, 2000). TCK's are generally good at bridging but due to their flexible childhood they struggle with bonding. Rootlessness in TCK's is sometimes attributed to the troubles they have with bonding and thus forming deeper relationships (Self,

2015). This is evident in Walter's research where it was found that ATCK's find it hard to connect with non-TCK's but that ATCK's deem relationships with other ATCK's very rewarding and gave them a sense of self-discovery (Walters et al, 2009).

Young adults are expected to develop a complex and unified identity and then be able to establish more intimate relationships with others (Crosnoe, 2000). Without this unified identity, TCK's may find difficulty in establishing more intimate relationships, on the one hand, TCK's can enter new situations with lots of different people at ease, but on the other hand they have a tendency to keep emotional distance, being able to separate themselves easily, this can echo trouble with intimacy and stirring insecurities with relationships (Carlson, 1997).

Relationships have an important role to play in the fertility intentions of individuals, some women stay single because of the difficulty to combine work and relationships (Berrington and Pattaro, 2014). Although there is a lot to be said of the nature of ATCK's relationships, little is known about how these relationships permeate throughout their family lives. Therefore, this paper seeks to answer the following sub question.
*"How do the relationships of adult third culture kids affect their intended fertility?"*

## 2.24 Education & Careers

An overwhelming majority of adult third culture kids attend some form of higher education after high school, Useem and Cottrell found up to 90% attend higher education (Useem and Cottrell, 1996). Cottrell attributed this high education statistic to a number of factors such as, the parents usually have higher education, TCK's typically have access to international schools with high academic expectations and they also have a large scope of cultural experience and knowledge through travelling (Cottrell, 2002). It should be noted that, despite these high statistics in education, ATCK's have unconventional educational paths, 38% of participants in Useems and Cottrells study did not receive the degree from the first education institution and nearly half attended three or more colleges linking to restlessness, (Useem and Cottrell, 1996).

Adult third culture kids generally have high occupational achievement, which reflects their high education. According to Useem, their occupational choices reflect the parts of themselves that mirror their mobility in their upbringing such as continued love for learning, desire to help others and their need for independence and flexibility. ATCK's are comfortable in a variety of situations according to Useem 8 out of 10 feel they can relate to anyone regardless of differences (Useem and Cottrell,1996). Selmer and Lam analysed the ways in which ATCK's are "ideal business expatriates", the article studies different ways in which these people fit the model of someone that is ideal for international work, it was concluded that TCK's express all of these characteristics, as well as eliminating the need for cross-cultural training (Selmer and Lam, 2003).

The literature on fertility intentions of highly educated people seems to be mostly split. On the one hand earnings are assumed to be higher for highly educated women, this encourages women to have fewer children but on the other hand higher educational earnings makes a large family

affordable. In addition, women with higher education are likely to postpone childbearing until they are able to economically provide for their children (Berrington and Pattaro, 2014).

There is little literature at current that analyses how education may affect ATCK's in their future family life, thus leading me to the subquestion:

*How does the level of education and career opportunities affect the intended fertility of ATCK's?*

## 2.3 Conceptual Model

Figure 1 is the conceptual model used in this study to answer the question:

*How does the identity of male and female adult third culture kids affect their intended fertility?* As well as the following sub-questions:

- *How does the level of education and career opportunities affect the intended fertility of adult third culture kids?*
- *Is there a relationship between restlessness and intended fertility in adult third culture kids?*
- *How do the relationships of adult third culture kids affect their intended fertility?*

*Figure 1: conceptual model*
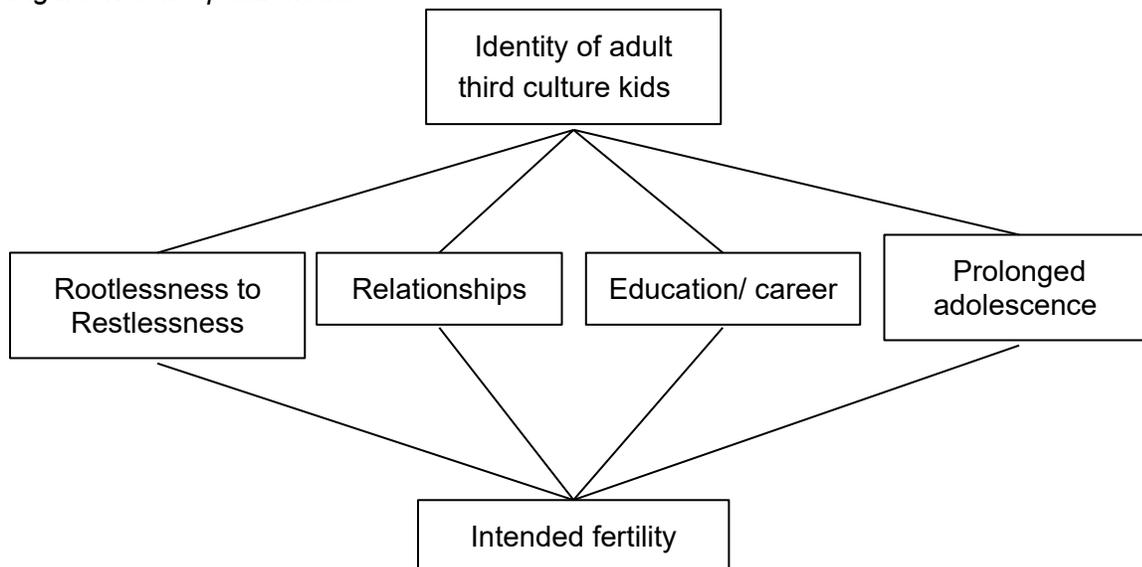
# 3. Method

## 3.1 Participants

Four adult third culture kids were chosen for this study, two males and two females. All participants except one had lived in the United Arab Emirates at some point during their upbringing and all attended international schools for the majority of their educational careers. The four participants are currently living in Europe generally in order to complete their higher education. The ages range from 20 to 22 and their home countries include India, Italy, Netherlands and Peru.
Pseudonyms are used in the analysis of the given research in order to maintain confidentiality.

*Table 1: summary of participants*

| Pseudonym | Age | Gender | Countries previously lived | Parent's occupation |
|---|---|---|---|---|
| Katy | 20 | Female | India, Qatar, Abu Dhabi, Netherlands | Government, housewife |
| Bryce | 21 | Male | Italy, Tunisia, Dubai, UK | Business, housewife |
| Lucy | 22 | Female | Netherlands, Indonesia, Switzerland, Vietnam, Dubai | Engineer, housewife |
| Pablo | 21 | Male | Peru, Columbia, Venezuela, Spain, UK | Telecommunications, housewife |

## 3.2 Sampling

Participants were recruited using a non-probability sampling method of snowball sampling through various social media platforms including Instagram and Whatsapp. The stated criteria were, 1- people who had lived in countries other than their "home country" during their upbringing 2- between the ages of 18-25 and finally 3- had no children. Participants who replied to the post were then asked again if they met these criteria and sent a consent form (Appendix C) and information outlining how the interview would be conducted and the main research points of the

study. Once the participants expressed their willingness to participate, the consent forms were returned, and a time and date were agreed on for a one-hour interview.

## 3.3 Researcher

Understanding that for qualitative research, the researcher plays an important role in the data collection process (Bogdan and Biklen, 2006), a brief statement describing the researcher and how their upbringing and positionality may affect the research was provided. The researcher is herself an adult third culture kid who spent a number of years away from her parents' passport country and is currently researching for her bachelor's thesis.

## 3.4 Procedure & Data Collection

Phenomenology approach was undertaken for this qualitative study, this allowed participants to speak freely about their experiences and views about their upbringing and future (Chaitin, 2004). Research was conducted through in-depth interviews, four interviews were conducted using either Google Meets or Zoom due to COVID-19 restrictions and most participants were in countries other than that of the researcher. The interviews averaged 50 minutes in duration and were audio-recorded with permission from participants. Participants were first introduced to the topic by defining what TCK is and reminded how their information will be kept confidential as well as asking for their consent again (Jacob and Furgerson, 2012). Then, participants were asked a series of questions that were semi-structured (Appendix A) but almost all interviews started with the question "Can you tell me a little about yourself, so your upbringing, where you have lived?". Although the interviews covered most of the same topics, not all interviews went in the same order or were asked the same questions. Participants were not pushed to answer questions they didn't want to answer, this was made clear at the start of the interviews. The questions can be largely categorized into five groups that follow information gathered in the literature review, 1- rootlessness to restlessness 2- prolonged Adolescence 3- education/ Career 4- relationships and 5- identity. Once the interviews were completed, they were transcribed verbatim by replaying the recorded audio (Appendix B).

## 3.5 Analysis

The analysis of this research falls under a constructivist research approach, which acknowledges that reality is subjective and influenced by an individual's experience. Constructivism recognizes that the researchers own experiences and point of view cannot be and should not be separated from the research (Ponterotto, 2005).
In order to analyze data consistently, the data was analyzed using Giorgios five steps of human phenomenological scientific method which includes, collection of verbal data, reading of the data, breaking data in certain parts, organization of data and synthesis or summary of the data for

purposes of translation into the scientific community (Giorgi, 1997). These steps helped the researcher to properly understand the given information. The interviews were read through two times in order for the researcher to obtain a holistic view of the interviews, then codes were developed which reflected the participants' words. Codes were refined, collapsed or regenerated a number of times in order to obtain codes that best describe the information (Appendix D). Finally, a number of themes emerged which will be explored in the results section. This analysis loosely follows from Creswells approach to elaborate phenomenological analysis (Creswell, 2013).

## 3.6 Trustworthiness

Two strategies were undertaken to ensure legitimacy of this study, "bracketing" (Creswell, 2003) recognizes that phenomenology is not completely objective, so the researcher clarified her belief and biases regarding ATCK's.  As well, an independent auditor was asked to code a portion of an interview in order to compare codes across interviews.

# 4. Results

One of the main themes that surfaced during the analysis of the interviews was intended fertility. This is explored in greater detail below in order to answer the main research question "How does the identity of male and female adult third culture kids affect their intended fertility?" Education/ career, relationships and restlessness will all be explored with regards to intended fertility using comments from the participants and previous research cited in the theoretical framework.

## 4.1 Intended Fertility
*Intended fertility will be explored through the three sub-questions and the main question.*

***"How do the relationships of adult third culture kids affect their intended fertility?"***
All participants expressed their ability to easily talk and connect with new people in new environments, being in constant international climate made them well adaptable to the people around them. The adverse of this is their tendency to keep emotional distance from people, being in international schools' people are likely to come and go every few years, as well as themselves. This means third culture kids generally experience lots of loss of friendships throughout their childhood. Bryce expresses this:

> *"So I could feel like I can speak to pretty much anyone if I needed to, you know, whenever, but then, I guess because I don't have the constant you know, continuously being with the same person because I'm here and sort of everywhere. It's a lot more tricky to really, you know, have a friend like a best, bestest, bestest ever friend that you're completely inseparable from"*. Bryce continues on emotional distance, *"...I feel that in the back of my*

*mind, I'm always like, you know, have a really great time. He's really cool or whatever. But, you know, I know that, in two weeks, I have to go back to Italy or whatever, for a month, whatever it might be. And it's like, Okay, well, I'm gonna get past that, then. It's not that I don't miss them. But it would be like, you know, this is, just kind of normal. So, you move on".*

Lucy also reflects the notion of emotional distance in her own words.

*"It can be difficult at times, the first week is always the hardest, the first month I mean, it's hard at first but after a while you get used to it, and, you know some people are gonna be your school friends, but they aren't gonna be your friends after and if you can accept that then yea its fine".*

Lucy also speaks of the losses she has experienced from her moving,

*"Of course, I have had some family losses and friends I've had to say goodbye to, of course, but is there something that I feel like I'm missing or wish I had for longer? No, everything has its course and if something was meant to be longer in your life it would have happened".*

This is generally in line with the literature on adult third culture kids and their relationships. Carlson found that TCK's can enter new relationships at ease but are able to keep emotional distance and separate themselves easily (Carlson, 1997). In addition, this links to Putnam's research in Bowling Alone where he outlined bonding and bridging, ATCK's in this study were clearly able to form bridging relationships but also indicated that although they see differences between themselves and non-TCK's, no participants stated or indicated that they found it hard to form relationships with people who didn't grow up mobile, Katy explains talking about connecting with non-TCK's in university:

*"I think there is no difference, although they aren't TCK they are still living in a different culture right now, except the Dutch so I don't think there is any difference".*

Pablo even notes on returning to his home country of Peru,

*"I feel like after a couple of days it's like I never left".*

This links to Useem and Cottrells research in which they analyzed 8 out of 10 ATCK's can speak and relate to anyone (Useem and Cottrell, 1996).

Furthermore, in terms of their romantic relationships, all participants indicated their ability to enter these at ease as well, because they are able to connect and communicate easily, two participants had been in romantic relationships for over a year. However, knowing whether their romantic relationships affect their intended fertility, is too early to say as all participants expressed their desire to have children after the age of 30 (10 years from now). Lucy even stated that she and her current partner definitely do not want to have children. The participants inability to identify their desire to have children could be linked to the likeness ATCK's have to experience prolonged adolescence. Katy was the only participant who had a clear idea of where she wanted to be after university, but all other participants did not know. Lucy dropped out of university after her first year

and hasn't stopped moving residence or changing jobs since. Bryce and Pablo both had no idea of whether they wanted to continue their education, and both had taken a year out of their bachelors' program to take an internship. Walters attributes prolonged adolescence to the limited time they have to develop a personal identity as this time is spent adapting to new social norms (Walters et al, 2009). The emotional distance previously described may later impact their ability to form deep relationships Katy states,

> "*Every time moving around, I would lose friends, so I prevent myself from getting close to anyone because I thought I'm only gonna be here for two years there is no point getting close to anyone*".

This is in line with Carlson's research where he theorized that emotional distance in ATCK's may echo insecurities in relationships later in their lives (Carlson, 1997). Despite this the relationships that the adult third culture kids have developed seemingly have little impact on their intended fertility, their prolonged adolescence may have indirect effects on their intended fertility but the relationship between the two remain unclear.

### How does the level of education and career opportunities affect the intended fertility of adult third culture kids?

Participants had attended or were attending their higher education at the time when the interviews had taken place, all had attended international schools where the academic expectations are relatively high. Bryce, Katy and Pablo expressed their desires to have a successful career although Bryce and Pablo didn't yet know what they wanted to do. All participants had chosen a study or career path that allowed them to be continuously mobile throughout their lives linking to the restlessness that they all exhibited, particularly Lucy. Katy explains,

> "*I am definitely quite into my career... I don't have this perception of me to be a housewife, you know some people have this goal, they want to be a housewife, I want a good career and I do have a lot of goals I want to fulfil also I want to be independent*".

This is also in line with the literature regarding adult third culture kids, Useem and Cottrell found that they are likely to attend higher education but lots of ATCK's experience restlessness during their years at university (Useem and Cottrell, 1996).

Linking their educational paths to restlessness, all participants explicitly stated they were unlikely to settle in one place for too long especially in the foreseeable future and interestingly all participants would also raise their own children in an internationally mobile context. Lucy comments on restlessness,

> "*I just like travelling so much I enjoy the adventure; I think I might get bored if I settle in one place*".

Restlessness is explored in greater detail further in this research. All participants stated how they would want to finish their education and spend their twenties alone before they decided to have children Katy even notes that her last romantic relationship ended in order for her to focus on

finishing her education. This also in line with demographic literature which states that it has long been accepted that women with higher education and employment are unlikely to meet their fertility desires due to postponement of childbearing (Drago et al, 2010). As well, women are sometimes likely to stay single in order to focus on their careers (Berrington and Pattaro, 2014). The findings from the interviews and the previous literature indicate that education and career have an effect of intended fertility mostly delaying the desire to start a family.

**Is there a relationship between restlessness and intended fertility in adult third culture kids?**
As a result of rootlessness, the participants experienced in this study during their childhood, none of them expressed the idea or even indicated their desire to settle in one country anytime in the foreseeable future. Pablo states,

> *"I feel like moving around as a kid as well as you always more like moving around... But yea I don't think I could finish Uni and go back to somewhere for the rest of my life, I don't think I could do that".*

Lucy who appears to be the most restless of the participants indicates that she has formed her identity and culture from being a part of many different cultures yet none at the same time. Lucy says,

> "*I do have an identity in that I identify with people that have moved a lot and I like to think that I'm open minded most of the time, but to say I have a specific culture of specific people that I identify with or even certain age group, no I don't have that type of culture".*

The development of the migratory instinct (Pollock et al, 2017) may lead to adult third culture kids wanting to have less children in order to always stay mobile, however none of the participants seemed to indicate this as a reason for them to not want children as mentioned earlier, all participants said they would also raise their children internationally, further feeding their restlessness. It is possible that the restlessness the participants exhibited may have unconsciously affected their intended fertility.

*How does the identity of male and female adult third culture kids affect their intended fertility?*
The two women participants showed little interest in having children at all, Lucy openly stated that she never wants to have children whilst Katy said she definitely wanted to focus on her career first. The men in this study both intended to have children and Bryce actually described himself as being "family orientated", the male participants seemed more likely to admit that they wanted children than the women. In the last twenty years, population studies on fertility and fertility intentions have shifted its view, for example, from women in the labor market to gender equality. A particular study found that the "new men" are likely to express their desire to have children rather than the ones in traditional families (Tazi-Preve et al, 2017). Findings in this study suggest the same, the two male participants although raised in traditional households where the father works and the mother is a housewife, their unconventional upbringing can be used to explain why they

are willing to express their desire to have children. On the contrary, Katy is more reluctant to want children due to her career specifically so that she doesn't become a housewife. Lucy refers to herself as a hippy on a number of occasions also implying her modern view on gender roles. The participants in this study all indicate they hold a modern egalitarian view on gender which may explain the men in this study being more forthcoming to say they want children then the women.

As mentioned, the participants in this study had little thought about if they wanted children, when they wanted children or how many. Katy was the only participant that had any idea of where she wanted to be in a few years and opened up about her "five-year plan", however, all other participants had no idea of what they wanted to do in the future. This could be attributed to a number of things, firstly they are focused mainly on their careers and education at the moment thus thinking of having a family it not yet conceivable to them. They all showed signs of being very restless for the time being and into the foreseeable future which makes it hard to base oneself off a time in place in which they want to start a family. Interestingly the participants in this study seemed relaxed and able to live in the present. This somewhat contrasts from literature on TCK's which mainly describes them as future oriented. Downie even concluded that due to their rootlessness they become future oriented and base their identities off their goals and aspirations (Downie,1976).

Although this study provides a number of results regarding the lives of these ATCK's and how their experiences may influence their intended fertility and future actual fertility, none of the participants explicitly stated that their highly mobile upbringing had anything to do with their desire to have children. This could imply that the ATCK identity has indirect or an unconscious effect on their future intentions. Bryce even stated that (talking about intended fertility) *"Yea no, I think it's more to do with my European catholic background than anything else"*.  The Intended fertility of the participants did seem to match that of their cultural origin and that of their parents rather than their mobile upbringing. This can be linked to the literature regarding fertility and migration, the selection hypothesis argues that people are likely to follow fertility patterns of a specific group of people rather than the location (Kulu, 2005).

## 4.2 Limitations & Reflection

For this qualitative research, there are a number of limiting factors that may have influenced the results of this research. There were only four interviews conducted which is generally considered to be less than the recommended six for qualitative phenomenological research (Morse, 1994). This may have resulted in a limited scope of the data and thus not understanding the full experience of adult third culture kids. Intended fertility proved to be challenging to measure especially with individuals who were young, and most hadn't given the idea much thought, this may have resulted in answers from the participants which were incorrect but given in order to answer the interview questions.

Without a comparison to non-TCK's the intended fertility is hard to compare to other groups of the population and thus understand the actual differences in adult third culture kids. As well, because the interviews had to be done online, mannerisms and actions of the participants were hard to

notice which may have limited the information collected. However, in general, the information that was collected during the interviews provided a lot of clear and interesting information.

## 4.3 Future Research

There are a number of ways research can be developed from here, research on TCK's can help to inform advisors, policy makers, educators and parents who are involved in the realm of global nomads.

As mentioned by Katy, her Dads' job would be heavily impacted if she was to behave badly whilst living in Abu Dhabi. Pollock explains delayed adolescence rebellion in which ATCK's rebel later in their lives or even find their identity later in their lives as a result of growing up in a controlled organization (Pollock et al, 2017). Although this research aimed to find possible differences between male and female participants, it may be interesting to research their gender and identity development as a whole, as nowadays gender is seen from a fluid perspective, TCK's may experience gender development differently.

Interestingly, despite ATCK's perceived as being modern, a large majority were raised in traditional households where the father earns the money, and the mother stays home (usually this is unintentional, and the mother doesn't need to work). If these people are the future, then it could be an interesting point of research to investigate the changing family structure of adult third culture kids and their views on the model.

Fertility intentions are heavy indicators for actual fertility amongst populations but the unpredictable lives of TCK's may result in them being different, therefore, conducting a lifetime study of these individuals could prove to be interesting and provide information on the long-term effects of high education, prolonged adolescence and relationships amongst adult third culture kids.

There is no data base for third culture kids which thus makes it challenging to conduct quantitative research, as these individuals increasingly populate the world, conducting more accurate and representative statistical tests could prove valuable to policy making.

# 5. Conclusion

This thesis outlines the identity and intended fertility of adult third culture kids. Qualitative research was conducted in the form of in-depth interviews analysis of these interviews provided information on intended fertility regarding relationships, education/ career and restlessness between male and female adult third culture kids. The previous literature cited in the theoretical framework also helped answer the main research questions, *How does the identity of male and female adult third culture kids affect their intended fertility?*
The intended fertility of the participants was mainly influenced by education and careers, common characteristic of adult third culture kids. Other factors influencing their intended fertility had more

to do with their experiences themselves such as being from a certain group or simply not believing in having children and less to do with their mobile upbringing. Thus, the relationship between ATCK's and fertility postponement might be mediated by their rootlessness.

Katy ending relationships to focus on her career and Lucy being in a relationship where they are open about not ever wanting to have children can further be used to explain the modern societies ATCK's are raised in. Katy and Lucy have veered from traditional gender roles and ideas of relationships, education and family expectations. Although this can be argued to be a result of a shift in global social norms, ATCK's have experiences different to that of non-TCK's which must have a resounding impact on their opinions and views. This further contributes to the literature that describes third culture kids as being future oriented and forward thinking.

The results of this thesis are mainly in line with the previous literature regarding adult third culture kids, the findings of this thesis further add to the knowledge of ATCK's identity and their impact in the future.

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# 7. Appendices

Appendix A: Interview Guide

*The interview guide below was loosely followed by the researcher, for the majority of the interviews the questions were used as prompts for the researcher.*

*"Hello, I am a third-year student at the University of Groningen, I am currently writing my thesis as the last project of my bachelors' course. I chose to research the topic of adult third culture kids. A third culture kid is a person who has spent a significant part of his or her developmental years outside the parents' culture. I would like to study how these types of people experience intended fertility. I think this is a very interesting topic of discussion and I am very interested in your take on the matter.*

*In addition, I want to briefly stress that this recording will be completely confidential, I will re-listen to this interview in order to analyze the given information to be put into my research report, this will be done completely anonymously."*

## Warm-up/ opening questions,

*How are you?*
*Can you tell me a little bit about yourself?*
*Age?*
*Profession?*
*Gender?*

## Key, open ended questions,

*Where do you consider yourself to be from?*
*Can you tell me a little of your upbringing, where you lived, your parents' jobs, your religion (if applicable)?*
*Can you explain to me your educational background and experiences? The school in general some of the standout characteristics you found in relation to the international school?*
*Identity formation?*
*Was this hard?*
*Do you feel you have a strong sense of identity?*
- *Where were your friends from? Teachers from? Course you did.*
- *Did you go to international schools? How many?*
- *Did you ever go to a school in your parents' passport country (home country), for example maybe a public school? (question specific to ATCK's)*
- *Did you go to university?*
- *How do you feel this compares to people in your parent's passport country? (question specific to ATCK's)*

*Career*
- *Do you see yourself working for the government?*
- *How do you think you will be in your career? Mobile?*
- *Do you have any idea of what kind of work you would like to do?*

*How do you experience feelings of belonging?* <span style="color:red">*Rootlessness to restlessness*</span>
- *Are these feelings in relation to people or place?*
- *Future mobility? How do you see yourself moving?*
- *How did you experience trying to move back to your passport country? Has this affected the way you intend to travel and move in the future?*
- *How would you describe the ways in which you deal with issues or problems in your life?*

<span style="color:red">*Feelings of prolonged adolescence*</span>
*How do you feel that your experience growing up has influenced your relationships with friends and romantic relationships?*
- *Are you able to commit, communicate?*
- *Are you able to stay socially distant?*

- *Do you feel like you will be able to stay in a long term relationship?*
- *Do you feel you can relate to your peers that aren't TCK's?*
- *Do you feel you are able to have deep connections with people?*
- *Do you find you have strong relationships to other TCK's?*
- *Do you find it easy to make friends- on a superficial level and able to maintain relationships?*
- *Who would you say are your best friends? People like you or different people?*
- *Do you feel as though at the age you are at you could be ready for a relationship and maybe family?*
- *Do you feel as though you have experienced a lot of losses in your life in terms of friendships?*
- *Do you view relationships as fluid? Ever Changing etc?*

*Do you intend to have children?*
- *When?*
- *How many?*
- *Why yes/ why no*
- *Can this answer be linked to past experiences*
- *How can you tell you are ready or not to have children?*
- *If you are ready to have children: what steps have you taken to determine this? Money, buying a house, married?*

*Do you think you would raise children the same way you were raised (internationally)?*
*Do you think there is a correlation between your personal experiences with growing up will influence how you wish to raise your own children?*
- *How has your upbringing and life shaped who you are with regard to fertility?*
- *Do you feel more or less inclined to have children based on how you were raised (internationally)?*

*Would you say you are more family oriented or career oriented?*
- *Does this have something to do with your experiences?*

## Appendix B: Transcript Interview 1

(The three other transcripts are available upon request)

Female
Interviewer: K
Participant: P

K: Ok ready? Haha

P: Yea hah

K: Umm Im just going to read you a quick introduction just so you know what's happening

P: Oh sure

K: Umm ok so, *I am a third year student at the University of Groningen, I am currently writing my thesis as the last project of my bachelors course. I chose to research the topic of adult third culture kids in Dubai.  A third culture kid is a person who has spent a significant part of his or her developmental years outside the*

*parents' culture. I would like to study how these types of people experience intended fertility in Dubai. I think this is a very interesting topic of discussion and I am very interested in your take on the matter.*

      *In addition I want to briefly stress that this recording will be completely confidential, I will re-listen to this interview in order to analyse the given information to be put into my research report, this will be done completely anonymously."*


(problems with internet at this time)

K: So I wanna do this interview really quite relaxed, and not structured, I would rather have like a conversation so yea. So can you  tell me a little about yourself, age, profession stuff like that?

P:ok so im *(name)*, Im 20 i'll be 21 soon, i'm in my third year of computing science, Im from India but I lived in Abu Dhabi UAE

K: Ok, where else did you live actually?

P: Sorry?

K: Where else did you live?

P: So I was born in India and I think when I was about three months I moved to Qatar, lived there for four or five years and then moved to India, lived there for a few years and then moved to Abu Dhabi, so yea three different countries and now in Groningen, same as you.

K: OK cool, so where would you consider yourself to be from? Would you say, if you had to?

P: I think, well I mean by nationality I am Indian but I would say I'm from Abu Dhabi because the way I think, the, not the culture, the culture doesn't affect me at all, but just, the way of thinking and the living style and everything is more from abu dhabi than an indian. Over here when I see people that came directly from India and instead of being international I see the difference between the two of us, so i would like to say I'm more from Abu Dhabi, than like india, my habits and my way of thinking and everything

K: interesting ok. And what about your parents, what are their jobs?

P: Um so my dad is a senior contracts engineer in one of the government companies of Abu Dhabi, and my mum is a housewife. She's been a housewife for fourteen years right now.

K: So what is it your dad does exactly?

P: My dad, basically his main work getting contracts from different clients (problem with wifi) from different companies and countries or private companies, he manages contracts

K: OK interesting very nice, so can you tell me a little bit about your educational background so what type of schools you went to, international schools, private schools that type of thing?

P: So I went to the Cambridge syllabus school so a english speaking school in Abu Dhabi. I had the option to go to an Indian school but my parents just wanted me to go to an international school. So I graduated high school with A levels from the central board in the UK, but yea i did my gcse and a levels from the cambridge school in Abu Dhabi and yea I graduated with english, psychics and chemistry

K: uhm interesting, and so before that you went to school in qatar? Or did not you go to school in Qatar, were you too little?

P: Yea so in Qatar I did kindergarten and first two years of schooling year one and year two and those were Indian schools as far as i remember, and then I moved to india and I was in a proper indian school for a few years, I think until year 7 or something yea year 7 and then I moved to Abu Dhabi and joined an international school.

K: Ok so you actually went to a public school in India?

P: In india yes, It was a complete indian school

K: wow so, you did it in english?

P: yea yea it was all english, most of the schools are in english

K: OK interesting, how would you compare the two, if you had to compare the main characteristics of the public school and then an international school?

P: the main difference I would say, is that in the indian school we were always taught to by heart things so it was more about writing and by hearting whilst in an international school its about applying things so what you study you can't by heart it, you need to know how to apply and learn it so when I moved schools that was my biggest challenge actually having to know the stuff and learn it. So that's the major thing I noticed, indian schools is more about theory based whilst international schools are more about practical based. And even the people i would say , the people are different.

K: Oh yea in what ways?

P: So uhh, in the indian school the people are all indians, no different nationality, while moving to Abu Dhabi, the school I joined was mostly pakistani and Banglideshi and you know the difference between Pakistanti and Indian right?

K: yea

P: So coming all the way from indian I had the mentality that Pakistanis are going to hate me and vice versa. I never had an issue with pakistanis but I just thought that was how it was and i thought joining that school i might suffer with friends and with like making contacts because they are all pakistanti and i'm an indian so they may hate me. But it was actually bullshit -im sorry, my first few friends were pakistanis and they were not indian at all, there were indian students, but I became friends with them way later, but the first ones to invite me into their group was all Pakistanis, so that was different and again another difference was that I am christan while they are pakistani Muslims so there was a difference in the way of thinking, for example I don't know how it was for you but in Abu Dhabi you aren't allowed to have boys and girls together in one class after year 4.

K: Oh really, no that's very different to Dubai

P:Yea its separated for girls and boys

K: oh wow you went to basically an all girls school?

P:No I wouldn't say so we had a girls and boys block so you would see each other but just had different classes and when I was in india I was in a coed school so I was used to talking to boys and having guys around me. But when I moved there I realised that if you talk to guys at that age its a sin at that age 14 to like 16 or something it's a sin that your talking to a boy but I was still comfortable with guys we used to take the same school bus and stuff but the girls were not it was like they have never seen guys or that they had never talked to guys or something.
So yea that was one of the biggest differences I saw and then you get termed as the cool girl cuzz you talk to guys and stuff like that haha.

K: hahah yea, interesting so, so your a chritian and then you went to a school that was predominantly muslim and then obviously Abu Dhabi is predomindantly muslim, how did you find that? Did you ever feel secluded in anyway?

P:Umm not really, no one really differentiated based on religion, I would say that 90% of my classmates wore the Hijab while I was always with my hair open and it never really mattered but the only thing that mattered was during ramadan when they all fast so they said it was fine if i ate or drank water in front of them but for me it was out of guilt and I just shouldn't be so that was the only difference and maybe the way you dress up that was a major difference. The way my family would let me dress up their family would not let them so I had to be very particular with what I was wearing if I would meet my friends family or something.

K: uhm interesting ok, and where are you from exactly in India?

P: uhm Im natively from the south of indian its called Mangalore but I mostly lived in the mid, in Mumbai

K: ok oh nice ok and so you said your friends they were predominantly Pakistanti and Bangladesh. And what about your teachers, where were they from?

P: yes so the school was owned by an Indian so all the teachers were Indian teaching a international syllabus, they were all south Indian, i've never realised why everyone was south Indian, they all were someone with thick indian accents. Even if they were arabs studying in that school, there was a high chance they would pick up an Indian accent, I personally have an Indian accent but compared to the teachers its way better, but a lot of those arabs they have a strong indian accent because they got brought up with those teachers.

K: interesting and so what was the school called?

P: Merryland International

K: Um ok so you're in university now here, how do you find the difference, I guess did you find it easy to fit in? How did you find the international scene here?

P: Well to be honest I was really intimidated when I joined here but we lived in Winscho right so we had to mix around with people which was good and everyone was from a  different country, initially I was scared I would hide from people you know and not go to the kitchen try to avoid everyone, I don't know I was just scared but eventually I got used to it and not everyone had the background I came from so you know strict parents, giving us what to do and the background they came from was we do what we want that was really the only difference I noticed really. It was something new as well where I learnt, I learnt about other cultures and I learnt about how the english cook or live or how someone in luxemburg lives or germans so yea that was nice and they learnt about my culture so they started cooking indian food so yea it was nice

K: oh that's nice and so do you feel like because you moved around quite a lot as a kid it made it quite easy for you to get on and move here?

P: yea so the thing is i've lived in three different countries but seven different schools so that made it easy because everytime I moved schools I had to mix around with new people. But I do have social anxiety so I prevent myself from talking to people so that was one thing I was worried about that I would end up alone here.

K: Yea so that's interesting so because of who you are in general not even really to do with how used to moving around you are, you still felt that like it was difficult because of who you are?

P: yea I think also moving around did affect that and everytime moving around I would lose friends so I prevent myself from getting close to anyone because I thought i'm only gonna be here for two years there is no point getting close to anyone so I think that started building up and probably led to social anxiety

K: yea so you're good at distancing yourself?

P: Yea yea I think i'm pretty good

K: ok so what is your future plans

P: so I just had a job interview and if I get that I will be able to work with a company for 6 months and that's my internship and hoping that everything goes well I will graduate in december so I have a block study delay and if I graduate I will try to get a permanent job with the company I do my internship through and I will work for two years and then I plan to get my masters so I'm also going to try and get the dutch citizenship that will also help me with my masters

K: Yea so you do see yourself settling down here?

P:yeah i'm definitely not going back

K: no, so you wouldn't go back to Abu Dhabi or India?

P: no well, Abu Dhabi is a possibility but i'm not counting on it so mostly europe

K: yea so you like europe?

P: yea i think it's much better than india, india is awful for me at this moment

K: So would you consider yourself to be quite like a career oriented person?

P: definitely, yea like I think I am definitely quite into my career im not someone who is going to sit at home and do nothing. I don't have this perception of me to be a housewife, you know some people have this goal, they want to be a housewife, I want a good career and I do have a lot of goals I want to fulfil also I want to be independent from my parents basically based on my career

K: oh nice that's great, so do you think well maybe in the future you will ever have a career path that is stable in one country or do you see yourself always moving onto the next place?

P:I would like to have a stable job, same company, but the thing is one of the main reasons I took computer science is, it's one of the fields you can do anywhere right so from home and everything. So my main aim is to travel and work so a company that allows me to travel and work

K: yeah ok, do you feel like you're quite restless, in terms of like you always wanna be in a new environment, or do you feel like you're happy in one place?

P: No I hate changes, I would prefer a stable environment, I'm very bad at making decisions, but don't wanna be in a situation where I have to make decisions, I would rather have someone make the decision for me, hoping that it's good.

K: So you would rather have someone make the decision for you, so is that part of your dad's work, did his company was it an organization where they paid for housing and everything?

P: yea yea, my housing my education everything is paid for by my dad's company

K: so do you feel like that could have influenced how you would rather have other people make the decisions for you?

P: no no not really I don't anything with my dads job has influenced that

K: how do you experience your feelings of belonging to place?

P: I mean I think it can differ, over here I do feel I belong because I have the friends so I feel like I belong but there have been places where I feel like I don't belong, like as a city yea I feel like I belong but the course for example I find it quite hard and I don't really belong in that course

K: and what about your sense of place, where did you feel most at home?

P: definitely Abu Dhabi, definitely

K: yea so you go back and you feel like that's your home?

P: yea I think that's because the people I have known for a long time and i've lived there for a long time, even my friends there I have close friends here and close friends there but me being me and open is more in Abu Dhabi, then over here

K: so your sense of belonging would you say it's more connected to people or place?

P: uhh people

K: so how do you feel that you relate to your peers that aren't third culture kids?

P: I think there is no difference, although they aren't TCK they are still living in a different culture right now, except the dutch so I don't think there us any difference

K: what about when you moved back to india, did you feel like you were kind of an outsider?

P:I was pretty young so i don't remember much but when I grew up so when I was maybe 13/14, that's when it started striking me because my dad never lived in india while we were in india he was in libya, so I was termed as the international kid because everything I owned was something my dad bought me, I was always termed the rich kid but I was basically financially the same as everyone else, but yea.

K: Do you feel that you build stronger relationships to people who have moved around alot in their childhood as well?

P: I don't think that makes a difference to me, I have met people who have moved a lot more than I have but to me no yea it doesn't really make a difference

K:ok that's good, do you feel like you are able to trust people easily?

P: you will have to define trust, in what ways?

K: Are you good at opening up to people?

P: no not really, it takes a while to let people into my circle, like I would seem like someone who is open so I make sure I only give out the information I want to so not everything but once I actually trust someone I yea trust people

K: So would you say that links to how you're good at distancing yourself from people?

P: yea yea exactly

K: Do you find it easy to make friends on a superficial level, for example you can walk into a situation and make friends easily?

P: I can say that I am really socially awkward so I wouldn't say that i make friends but i always talk to people

K: so you can conversate with people on a superficial level but actually building friendships can be a lot harder

P: uhh yes exactly

K: Are you in a romantic relationship or anything like that?

P: no not now i'm not

K: do you feel like you could be ready for one?

P: umm well I think the point that I am with my career and studies it might be, I was in a romantic relationship like a month ago and we ended it because of this whole situation with my studies and everything so it was tough for me to handle everything so yea I dont think im ready but its not something im going to avoid

K:ok so your priority is career

P: yea mostly at this point

K: do you feel that you have experienced a lot of losses in terms of your friendships and people in your life?

P: ye yea definatelt a lot alot, there are friends im still in contact with, well not in contact with but when I go back to India I see them so i've mostly lost people from india there are still people im very close with in Abu Dhabi, i'm still in close contact with so it's mostly people from India i've lost contact with

K: yea so how often do you go back to Abu Dhabi?

P: until last year i did go back twice a year so summer and christmas but I think now only once a year

K: yea umm so, do you intend to have children

P: yes i do

K: So when? Just what you know now


P: obviously not anytime soon so maybe in the next 10 years so maybe when I cross 30 but definitely not before 30

K: ok and how many would you want?

P: maybe two

K: yea

P: two of my own and then i'm planning to adopt to three

K: So do you feel like you would want to stay in one place when you have the children?

P: that's why I say I want to have kids late so it would give me the freedom to roam around but I think once I do have children I would like to settle down until they have reached the age when they can travel again

K: do you feel like you have that opinion because of how you were raised?

P: yes so I feel like moving a lot and not staying in one place has definitely affected my relationship with friends so yea I wouldn't want that for my kids

K: yea so do you feel like just wanted to be in one place?

P: I would definitely prefer being in one place because you form that strong bond with someone and friends but I did form some strong bonds in Abu Dhabi but at the same time I feel like if I was in India I would form strong bonds with those people since I know them for a longer time

K: do you think you will raise children in international schools?

P: yea I would definitely put them in international schools because you get a more diverse understanding and your not stuck to one culture and one mentality

K: Do you feel that you could raise a family in UAE

P: I think yea that wouldnt be tough, but I wouldn't want to, I wouldn't want to settle in Abu Dhabi either

K: so why's that

P: I think its just majorly im not fine with their culture difference I obviously understand its a muslim country and you have to follow the rules but I feel like for example you dont get plan b pills because it does effect the kid culturally

K: so where would you want to have children

P: no I don't have a specific place in mind but I do want to be in europe

K: i'm just going to check my notes to see i've got everything… I wanted to ask also, a big characteristic of adult third culture kids is that they have prolonged adolescence which is from the ages of 20-24, they feel really unsettled and kind of everyone else is wanting to get jobs and buy houses stuff like that and then a lot of TCK feel they don't know what to do and feel like quite unsettled and this can be because they feel they they moved a lot so they didnt have a strong sense of who they are do you feel like you have that

P: yea I definitely feel I have that in both ways, even in Abu Dhabi most of them are third culture kids and they are getting married and i'm not there right now its not something i'm even thinking about thats why im like am I too late? Is it going to affect me? At the same time over here I have friends that already have a job and have it different from me who is dependent on my parents for everything but at the same time thats cuzz fees are different that's like two ways where I feel i'm not prepared for the future and still not sure where i'm going to be

K: do you feel you have a strong sense of identity?

P: no i don't think so

K: do you think this has to you always transitioning? Do you feel if maybe you stayed in one place you would have a higher chance of knowing yourself better?

P:definitely, because I say that I get confused with everything like I like something and then I go to another place and I like something else, so I feel like two different people someone else here and someone else in abu dhabi

K: ok umm there was something else I wanted to ask, oh yea so you wanted to work for a company that allows you to work online?

P: yea yea

K: would you ever work for a government or something like that?

P: umm the thing is i'm not sure because I see my dad working for the government and I see how anything I or my brother does affects him I wouldn't want anything i'm related to does and im affected by because im working for the government so like in Abu Dhabi if I smoke weed any other person would get deported and nothing happens to the family but for me my dad also loses his job because he's working for the government

K: so you just mentioned you have a brother how old is he?

P: hes 14

K: So he must have grown up most of his life in Abu Dhabi?

P: yea yea

K: would your parents have any plans to move again?

P: my dad plans to retire but they don't have any plans to go back to india so they are looking at migrating to canada or new zealand but without my brother so when he graduates

K: ok I wanted to ask umm so you said how you had strict parents and everything like that growing up do you think this could have any impact on you like you want to rebel?

P: yes well compared to my friends over there my parents are not strict but here they would definitely be structicter than anyone else but I feel that even not anything I do any move I make. I'm going to piss my parents off, I'm still afraid of my parents. There are times I want to rebel like i want to speak back but i don't have the guts to do it

K: do you feel like you will be able to grow out of it?

P: no I feel like even when i'm 40 i'll still be scared of them, but I don't want to have that in my children I don't want them to have that fear

K: yea and that must be really different because here people gave a way closer relationship to their parents

P: yea even a boyfriend or something while other friends I have like Indian friends while my parents don't care who my boyfriend is he can be anyone, like any personality that they have to Indian, from this this caste and my other friends always ask why it matters to their own parents and we have this thing about what the society thinks and this is where strict parents come from, the society should never say anything

K: yea because you never lived in a western society, so how did you feel coming here? Was it a big culture shock for you?

P:uhhmm no well since my parents weren't here I could do what I want so no it was easy for me to transition, I wouldn't say my culture is in any way different because I never really followed the proper indian culture so yea I think the major difference would be clothing. Drinking, partying yeah definitely, I mean my parents are fine with me drinking but partying every week is definitely a no go

K:Were you shocked at the difference between your friends because you were saying in Abu Dhabi everyone is getting married and things like that and obviously here everyone has quite a fluid view on relationships?

P:actually no because again i'm a christian and so in India actually christians are taken as outsiders because our way of thinking is different because even marriage me and my parents were never thinking about it, my parents would be fine if i was single until i was 25. So yea I think I was more about the culture over here compared to my friends but again its the muslim culture so i knew they were always gping to get married at this age

K: so did you kind of feel more accepted here, or you felt more like you fit in here

P: uhh most of it yea but there are some things that im very different from that, but most things yea

K: do you really ever feel like you really ever accepted anywhere? Do you kind of always feel like an outsider?

P:yea yea i think that's always going to stay, even if i live in india i'll still be an outsider because I didn't live in india

K: So you consider yourself an outsider?

P: yea yea

K: So you just learnt to deal with that?

P: yea I think moving so much im always prepared, I know whats happening but I know i'm an outsider

K: when did it really start to feel it?

P: I definitely felt the big jump with the India pakistani thing, maybe it took me like a few months to get settled at the new school or something and get used to the people, because they were fine with me but I was scared of them, because again in India while I was there I moved four schools in India so it was still a change for me

K: yea so within India?

P: yea so i'm used to meeting new people but it's tough for me to like bond with them

K: so what about like your houses? Do you have any houses in India?

P:yea we have a villa and a apartment which my grandparents they stay there and in mumbai we did have an apartment that I lived in, when we got the apartment I finally stopped moving schools

K: So your house in India do you feel you have a sense of belonging to that?

P: No, I definitely do not associate with it. I don't even speak the language and I really feel like an outsider there, they don't really speak english in that place there so yea

K: what language do you speak

P: so either english or Hindi, english is like my proper language and Hindi is my second language and my family and my parents language the place where i'm from there is this language called Konkani, so I can speak and understand Konkani but its not that good and there is this other language called Manila I can understand that but I can't speak it

K: what language do you speak at home with your parents?

P: mostly english unless we don't want an outsider to understand we speak Konkani

K: So you don't speak hindi at home?

P: no no so in India if your Christian you usually speak english or the state language you belong, but for me we mostly speak english and also my ancestors were Portugese and they just spoke english in India

K: ok nice, I think im done, I don't know if you wanna add anything else

P: no no that's it

K: thank you so much for your time, that was a really great interview

P: no problem goodluck for your thesis

K: thank you you to

Ended recording

Appendix C: Consent Form
*(Three other consent forms are available upon request)*

## Interview Consent Form

Interview: Intended fertility of male and female adult third culture kids. Investigator: Kelsie Beaver

You are invited to participate in a research study conducted by a third year student for their bachelor's thesis, from the University of Groningen. The purpose of this study is to investigate your intended fertility as an adult third culture kid. The interview is approximately an hour and your participation in this study is entirely voluntary and you may withdraw at any time.

I will ask you questions regarding your upbringing, the countries in which you lived and your experiences and challenges. Questions will include your opinions on how you were raised as well as your future goals.

Your name and surname will remain anonymous throughout the research, any information given will remain confidential and will be disclosed only with your permission.

*Do you agree to participate in this research?*

Interviewers signature:
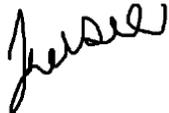
Participants signature:

Date: 26/04/21

Appendix D: Codes

| | | |
|---|---|---|
| ◇ | "Home" | 10 |
| ◇ | "Outsider" | 10 |
| ◇ | Age | 2 |
| ◇ | Career | 15 |
| ◇ | Career oriented | 4 |
| ◇ | Cultural differences | 9 |
| ◇ | Education | 19 |
| ◇ | Feelings of belonging | 11 |
| ◇ | Fertility Intention | 9 |
| ◇ | Friendships | 9 |
| ◇ | Identity | 16 |
| ◇ | Intended fertility "how many" | 3 |
| ◇ | Intended fertility "when" | 3 |
| ◇ | Languages spoken | 7 |
| ◇ | Losses | 4 |
| ◇ | Mobile Career | 13 |
| ◇ | Nomad lifestyle | 13 |
| ◇ | Places lived | 7 |
| ◇ | Positive Transitioning | 9 |
| ◇ | Prlonged adolescence | 6 |
| ◇ | prolonged adolscence | 3 |
| ◇ | Relationships | 21 |
| ◇ | Restlessness | 12 |
| ◇ | Social | 8 |
| ◇ | Transitioning problems | 37 |
| ◇ | UAE | 1 |
| ◇ | Where are you from? | 6 |