

## 新聞稿

(2019年8月27日前不能公開)

致：港聞/教育版編輯/電台/電視台新聞部主管

### 珠海學院調查發現 2018/19 學年香港學童快樂指數升至五年新高

珠海學院民意及民調研究中心於今日(2018年8月27日)公布由和富社會企業 香港開心D 委託進行的「2018/19 學年香港學童快樂指數調查」結果。調查顯示香港學童的整體快樂指數為6.81，比上年的6.73高出不少，亦創下五年來新高。香港學童的整體快樂指數是非直資本地中小學小四至中三由不同年齡同學的快樂指數的平均數求得。

2018/19 學年香港兒童快樂指數及生命教育調查獲 施永青基金會。是次調查獲共25間中小學校長和老師大力支持。我們對各方給與的支持非常感謝。

是年的調查延續2012/13年起由何灤生教授設計的調查。今年是第三年加入探討學校推行生命教育情況的內容。我們於2018年三月開始接觸全港非直資和非國際學校的中小學。最後共有15所小學和10所中學參與調查，並成功收回2293名就讀小學的學童和2526名中學學生，以及197名由老師回答的問卷。

#### 生命教育對主觀壓力感影響大

珠海學院民意及民調研究中心總監何灤生教授表示：調查發現這學年同學面對的主觀壓力感比去年有所下降，當中自稱快樂的同學壓力感明顯下降，自稱不快樂的同學壓力感卻明顯上升，反映同學應付壓力的能力有很大差異，間接印證了生命教育的重要性。

本學年的學童生命教育指數上升，代表校內愛智毅行教育相關活動於2018/19 比上年全面提升。生命教育指數經上學年停滯不前後，今學年由3.427升至3.462。同學的愛智毅行等心理資本普遍隨年級而下跌。此外，儘管十五歲以下學童快樂指數都比去年上升，15至18歲的同學快樂指數卻大幅下跌4.9%。

我們又發現：愈低年級來自校外的課外活動壓力愈大，這大概反映來自父母的壓力。另一使人感到意外的發現是：儘管低年級快樂指數較高，很不快樂的比例卻與中三的不遑多讓。

小四和中三的同學，十分不快樂(指數在2或以下)的同學所佔的比例都最高。小四十分不快樂的比例高逾5.2%，這點很可能是因為愈低班欺凌事件愈普遍。中三的同學十分不快樂的比例更高逾6.2%，則估計跟學業壓力驟升，一時適應不了有關。

## 六間學校中有五間本年度學校快樂指數跟生命教育指數變化方向一致

本年度有三間小學和三間中學連續兩年都有參與本調查。當中全部三間小學生命教育指數都上升，而其學校快樂指數亦上升。三間中學兩間生命教育指數下跌，而其學校快樂指數亦下跌。餘下一間中學生命教育指數輕微上升，學校快樂指數則輕微下跌。

本研究同時肯定了家庭生命教育的重要性，並發現家庭生命教育比學校生命教育更重要。我們又發現學童和父母/監護人出現爭執最常見的原因依次是學業成績、打機時間，和鎖事。

## 生命教育未見重視歌唱

跟去年一樣，我們發覺學校推行生命教育普遍忽略了歌唱的作用。或因如此歌唱對快樂指數應有的影響亦未能完全反映出來。五個教育模式中，只有講座/研討和探訪/體驗對提升快樂的作用最為明顯。這結果可以理解，因為這些活動對於理解生命教育的內容最為直接，而由有自身經歷的人現身說法亦自然有相當的感染力。但若能強調勵志和歌頌親情的歌唱多一點並使成為習慣，其潛移默化的功能絕對不可忽視。

## 心理資本

與往年一樣，愛智毅行指數均隨學童年級呈下跌。關愛、智慧、堅毅，和行動反映學童的情緒或心理資本(Mental Capital)，迴歸分析已證明與個人成長和能否快樂地生活有莫大關係，亦是生命教育的核心內容。我們的調查發現，學校今年在推行生命教育比去年更為積極。在愛智毅行四個範疇上同學認同學校有進行該等活動的比率均見上升。我們發現：學校愈多推行愛智毅行生命教育，學校同學的平均快樂指數愈高，這結果在小學群中統計學上非常顯著，但在中學群中未能證實。

雖然校內生命教育直接影響學童快樂成長，家庭生命教育對學童的影響比校內生命教育更為重要。我們以家庭是否美滿代表關愛教育，家人鼓勵發揮潛能，減少攀比代表智慧教育，家人鼓勵奮發自強不怕困難代表堅毅教育，家人鼓勵尋找興趣、發揮所長代表行動教育。並以四題答案的平均數代表家庭生命教育。父母多與孩子溝通和分享，尊重孩子的觀點、尊重孩子的私隱，都足以大大提升他們的快樂。

## 家庭幸福感

我們建構了由雙親彼此關係和家庭相處融洽組成的家庭幸福感指數。我們發覺家庭幸福感指數普遍隨年齡下跌。但很意外的發現是九歲或以下的兒童儘管家庭幸福感指數遠高於其他年齡組別，8.3%兒童的家庭幸福感指數偏低，這比例同樣遠高於其他年齡組別。這現象或因家長安排的活動過多破壞家庭幸福感，亦有可能因低年班欺凌問題更嚴重所致。

## 餘暇的重要性

迴歸分析顯示學童無足夠的餘暇很難覺得活在世很有價值。今年約 8%的學童不同意或非常不同意有足夠的時間做自己喜歡的事情。約 10%的學童不同意或非常不同意活在世很有價值。

## 小部分老師曾接受生命教育培訓

192 位有回答相關問題的老師中只有 62 位報稱有接受生命教育培訓，比率僅為 32%，跟上年一樣。對生命教育有興趣的老師 72%，比上年跌了四個百分點。

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## Press Release

(embargoed until August 27 2019)

To: Editor of HK News/Education News/Directors of Radio/TV News

### **A Study from Chu Hai College of Higher Education Finds HK Children's Happiness Rises to a 5 Year High in 2018/19**

Professor Ho Lok Sang, Director of the Polling and Public Opinion Centre of Chu Hai College of Higher Education announced the results of a 2018/2019 Academic Year HK Children's Happiness and Life Education Survey commissioned by HK.WeCARE of Wofoo Social Enterprises today. The happiness index of children this academic year stands at 6.81, is not only higher than the 6.73 in 2017/18, but also reached a five year high. These indices are compiled as the average of happiness indices for children in each age group covering Primary 3 to Form 3 among non direct subsidy local schools.

The current study is sponsored by the Shih Wing Ching Foundation. A total of 15 primary and 10 secondary schools participated. We include only non-direct subsidy local schools in our sample as in previous years.

The current study is the 7th year in the series that started in 2012. We started approaching schools in March this year, and collected the questionnaires through June. A total of 15 primary schools and 10 secondary schools participated. We collected 2293 questionnaires from the primary schools and 2526 questionnaires from secondary schools. 197 teachers also filled the Teachers' Questionnaires.

#### *Life Education is Found to Have Big Impact on Subjective Pressures among Respondents*

Professor Ho noted that overall students' perceived pressures had fallen. This is most notable among those who rated themselves as happy. Surprisingly those who rated themselves as unhappy actually found pressures higher this year. It appears that the perception of pressures is subjective. The variation of coping ability among students hints at the importance of life education.

The Life Education Index for school children rose this past academic year, implying that the school activities promoting the values of Love, Insight, Fortitude, and Engagement have gone up. This index had stayed the same for two years, but rose from 3.427 to 3.462 on the 1 to 5 scale. The school children happiness index generally rose with the Life Education Index, but the 15-18 age group suffered a decline of 4.9% in the happiness index.

We found that the pressures on children from extracurricular activities outside the school are higher for students of lower grades. This suggests that parents may put pressures on children to participate in activities that may not be the children's choice. Although younger children tend to be happier, the percentage of unhappy children is surprisingly high for those at Primary 4, the most junior grade in our survey. At Primary 4, more than 5.2% rated happiness at 2 or lower in the 0 to 10 point scale. This may have to do with a higher incidence of bullying for lower grades. The percentage of very unhappy children is also very high for those in Form 3, at over 6.2%. This may have to do with much higher perceived academic pressures in Form 3.

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### ***Data from 6 Schools that Participated in the Survey for Two Consecutive Years Testify to Effect of LIFE education***

Three primary schools and three secondary schools participated in this survey both this year and last year. Among the three primary schools, LIFE education index rose, and school happiness also rose. Among the three secondary schools, LIFE education index declined for two, and both of these showed declining children happiness. The third secondary school had a tiny rise in the LIFE education index. Its children happiness index dropped marginally.

While confirming the importance of LIFE education in schools, this study shows that LIFE education at home is even more important to children's happiness. Among subjects over which the child clashes with parents, academic results, time spent on video games, and trivial matters showed up as the most important, and in order of importance.

### ***Singing Still Underused in Promoting LIFE Education***

Same as last year, we found that singing does not show up prominently as an educational tool in LIFE education. The most used methods are still talks/seminars and visits. While these methods are clearly important and effective, the effectiveness of singing needs to be appreciated more, as the tunes and lyrics will have a lasting effect on children.

### ***Mental Capital***

We measure four aspects of mental capital in our survey: Love, Insight(or wisdom), Fortitude, and Engagement. All measures are found to decline with higher grades, same as last year. Past studies have demonstrated that these mental qualities are important contributing factors to an individual's happiness, and nurturing them is the essence of LIFE education. Our survey finds schools to be more active in promoting LIFE education this year, contributing to greater children happiness.

In a regression study, we found LIFE education at home is even more important than that at school. A high "happy family index" is an indicator for Love education. Parents/guardians encouraging children to do the best they can instead of outcompeting others is an indicator for Insight education. Parents/guardians encouraging children to be fearless against difficulties is an indicator for Fortitude education. Parents/guardians encouraging children to discover their interests and realizing their potential is an indicator for Engagement education. The average of these four indicators is our family Life education index. Better communication with children and respecting children's opinions and privacy will also help boost children's happiness.

### ***Happy Family Index***

Our happy family index is compiled from answers regarding the relationship between parents and if the child thinks the family lives in harmony. This happy family index falls with age, but surprisingly, for children aged 9 or below the percentage of children reporting low happy family index exceeded 8.3%. This may have to do with parents arranging too many activities for young children and bullying at school.

### ***The Importance of Leisure***

We find that children need to have sufficient leisure in order to find life worth living. This year, about 8% of our school children disagree or very much disagree with having sufficient time to do things they like. About 10% of children disagree or very much disagree with the statement that life is worth living.

### ***Neglect of Singing in Life Education***

Our survey of the delivery of life education in schools shows that there has not been much emphasis on singing. Although the positive effects of singing is not indicated in our statistics, singing songs that send a positive message is known to be an effective way of building up a positive perspective on life and igniting a caring mind for others particularly one's family. Of the five modes of delivery surveyed, only the positive effects of talks and visits stand out. This is not surprising as talks by people who are a living example of positive living, while visits may open up young people's minds. It seems clear that the role of singing has not been recognized sufficiently.

### ***Mental Capital***

Like last year, we discover that the indicators of mental capital, namely Love, Insight, Fortitude, and Engagement, all decline with the school grade. Regression analysis has shown that these aspects of mental capital are all positively associated with happiness. Nurturing these aspects of mental capital also constitutes the essence of life education. There is evidence that schools are pushing life education more than the last year. Moreover, we once again confirm that children in schools that promote LIFE education enjoy higher happiness. The result is statistically very significant among primary schools but failed to show up among secondary schools.

While school life education plays an important role in children's happiness, we find that family life education plays at least as important a role as school life education. We used "harmonious family life" as an indicator for Love-education at home; whether family encourages the development of one's potential rather than comparing performance with peers as an indicator of Insight Education; whether family encourages fearlessly facing challenges as an indicator of Fortitude Education; and whether family encourages finding one's interest and working for one's dreams as Engagement Education. While pressures negatively impact happiness, parents sharing with children, respecting their viewpoints and privacy, can raise their happiness.

### ***Happy Family Index***

We constructed a happy family index from the relations between the parents and whether the family is in harmony. We discover that family happiness is significantly undermined by pressures, particularly pressures from extracurricular activities. Family happiness, however, is not nearly as important as school happiness in determining children's happiness. This is probably because children spend a lot of time in school.

### ***Leisure is Important; Space in Neighbourhood is Important***

We discover that leisure is directly related to happiness and whether children find life worth living. This relationship is very significant, and appears to be stronger than last year. We also confirm last year's finding that space in the neighbourhood may be even more important than space within the home in determining children's happiness. Interestingly though perhaps not surprisingly, while we find children living in owned homes to be happier than those living in rented homes, we also find that children living in public rental housing are happier than children living in private rented housing.

### ***Only a Small Percentage of Teachers Had Received Life Education***

Only 32% of the 192 replying teachers reported as having received LIFE education, same as last year. 72% of teachers reported having an interest in LIFE education, representing a 4 percentage point decline from last year.

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