

## 新聞稿

(2018 年 8 月 15 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 2017/18 學年香港學童快樂指數平穩

珠海學院民意及民調研究中心於今日（2018 年 8 月 15 日）公布「2017/18 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 6.72，與上年的 6.75 相若，並高於 2015/16 年的 6.5。

2017/18 學年香港兒童快樂指數調查獲 **施永青基金會** 和 和富社企的 **香港開心 D** 慷慨資助。是次調查獲共十九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 年起由何灝生教授設計的調查。今年是第二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 11 所小學和 8 所中學參與調查，並成功收回 1744 名就讀小學的學童和 1767 名中學學生，以及 124 名由老師回答的問卷。

#### **指數平穩或因生命教育深化**

珠海學院民意及民調研究中心總監何灝生教授表示：調查發現這學年同學面對的壓力比去年明顯增加，學童快樂指數卻保持穩定，比去年的 6.75 只微跌 0.03 至 6.72。快樂指數仍保持穩定的原因或與學校多推生命教育有關。但值得關注的是學業壓力和應付課外活動的壓力都接近歷年高位。是年我們首次邀請中學讓中四中五同學參與調查，亦證實高年級壓力急升，而快樂指數則在中四急跌，有趣的是中五同學中，十分快樂（指數在 8 或以上）和十分不快樂（指數在 2 或以下）的同學的比例都上升，平均快樂指數則輕微由 6.09 下跌至 6.03。

#### **九歲或以下同學快樂指數大跌值得關注**

學童快樂指數隨年級和年歲下跌是舉世普遍現象，相信與青春期的煩惱和學業壓力上升有關。但是我們發現 2017/18 年度的小四學生快樂指數不尋常地低，並較去年大幅下滑。這現象或反映小學低年級功課壓力沉重。「贏在起跑線」和趁早催谷的風氣大盛，看來對小朋友的影響正愈來愈明顯。

## 生命教育未見重視歌唱

生命教育未見重視歌唱，而亦因如此歌唱對快樂指數應有的影響亦未能映出來。五個教育模式中，只有講座/研討和探訪/體驗的作用最為明顯。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，其潛移默化的功能亦十分巨大。

## 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。我們今年一再證實：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，這結果在統計學上非常顯著。

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並不下於校內生命教育。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。結果發現校內生命教育與家庭生命教育的作用相約。學業壓力和參加課外活動帶來的壓力會打擊學童的快樂。相反，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。家庭幸福感指數明顯會受學業壓力和活動壓力破壞，而活動壓力對家庭幸福感的破壞力比學業壓力所造成的更大。由於今天兩種壓力都比去年大，家庭幸福感指數亦比去年低。家庭幸福感指數對孩子的快樂指數影響很大，但影響力稍遜於校園幸福感。

## 餘暇重要，室外空間比室內空間更重要

迴歸分析顯示學童有無足夠的餘暇對快樂指數影響重大，而相關系數比去年更大和更具統計顯著性。噪音和缺乏空間亦會造成困擾減低幸福感。跟上年一樣，居所附近有無足夠的空間，比室內的空間可能更重要。在不同居所類型中，住自置居所的學童較住租用居所的快樂，而私樓自置居所的學童卻不如住居屋或私有化後的公屋快樂。最不快樂的是租私樓家庭的學童。

## 小部分老師曾接受生命教育培訓

在回答問卷的 124 位老師只有 40 位報稱有接受生命教育培訓，比率僅為 32%，比上年的 40% 低。但我們今年邀請答問卷的老師比去年多近一倍，兩個數字未必可比。但對生命教育有興趣的老師由 55% 增至 76%，十分可喜。

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## Press Release

(embargoed until 15 August 2018)

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 Stable amid Rising Pressures in 2017/18**

Professor Ho Lok Sang, Director of the Polling and Public Opinion Centre of Chu Hai College of Higher Education announced the results of a 2017/2018 Academic Year HK Children's Happiness survey today. The happiness index of children this academic year, at 6.72, is not much different from the 6.75 in 2016/17, staying noticeably higher than the 6.5 of 2015/16.

The current study is sponsored by the Shih Wing Ching Foundation and HK.WeCARE of Wofoo Social Enterprises. A total of 19 primary and secondary schools excluding international schools and direct subsidy schools participated. We are grateful for all the support we received from our sponsors and the participating schools.

The current study is the sixth year in the series that started in 2012. It is also the second year in which we explore the implementation of life education in our schools. We started approaching schools in March this year, and collected the questionnaires through June. A total of 11 primary schools and 8 secondary schools participated. We collected 1744 questionnaires from the primary schools and 1767 questionnaires from secondary schools. 124 teachers also filled the Teachers' Questionnaires.

#### ***Stable Happiness Indices Despite Rising Pressures May Be Attributed to Life Education***

The survey revealed that pressures from studies and from extracurricular activity participation have both risen, and are both near historical highs. Still children's happiness indices stayed near the recent high of 6.72, only a shade lower than last year's 6.75. This is a surprise, but recent progress made in life education may be behind this relatively strong performance. This is the first year we invited secondary schools to include Form 4 and Form 5 students to participate. We found pressures rise rapidly as expected, and happiness also fell rapidly at Form 4. But the happiness index at Form 5 fell only slightly from 6.09 to 6.03. Interestingly, the percentages of both very happy (8 or above) and very unhappy (2 or below) students rise.

#### ***Sharp Decline in Happiness of Those at 9 Year Old or Younger***

Typically children's indices decline as they grow older, which is partly due to higher pressures in more senior classes and partly due to the influence of adolescence. However, we discover that in 2017/18 Primary 4 students experienced a sharp decline in happiness. In recent years there is a lot of talk about winning at the starting line, and pressures from studies for lower grades have accordingly intensified.

### ***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.

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 Life Education Training***

Only 32%, or 40 out of 124 teachers reported having had life education training. This ratio is lower than that last year, but may be due to the bigger sample of teachers this year. It is gratifying to see that those interested in life education jumped from 55% to 76%.

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