

## 新聞稿

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 2016/17 學年香港兒童快樂指數明顯回升

珠海學院民意及民調中心於今日（2017年9月27日）公布「2016/17學年香港兒童快樂指數調查」結果。調查顯示香港兒童的整體快樂指數回升至 6.75，高於 2014/15 年的 6.74 和 2015/16 年的 6.5。

2016/17 年香港兒童快樂指數調查由 **香港嬰幼兒發展研究基金會** 委託珠海學院研究團隊進行，並獲 **施永青基金會** 和 **懷音慈善基金會** 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，採用與往年嶺南大學調查相同的研究方法，但不再含家長回答的問卷，並加入老師回答問卷。我們於 2017 年三月開始接觸全港非自資非國際學校的中小學。最後共有 10 所小學和 9 所中學參與調查，並成功收回 1636 名就讀小四至中三的學童（包括 780 名小學及 856 名中學學生），以及 62 名由老師回答的問卷。

#### **指數上升反映壓力下降及心理資本上升**

珠海學院民意及民調中心主任何灝生教授表亦：這學年大部分指標比過去兩年明顯改善。來自學業和課外活動的壓力均比上兩年下跌，雙親關係和快樂家庭指數更是歷來最好，在 8 至 9 歲和 15 歲或以上兩個年齡組別快樂指數升幅尤為明顯。今年中學生的快樂指數出現可喜的變化，不再隨年齡上升而下跌，十五歲或以上的快樂指數更由去年的 5.79 急升愈

12.4%至今學年的 6.51，愛智毅行指數中，愛智毅均全面上升；反映投入有目標生活的行動指數則輕微下跌。關愛指數反映學童是否關心別人愛護生命；智毅指數反映學童是否著眼於做好自己懂平衡之道和面對逆境的能力；行動指數反映學童是否全心全意努力做好一些事情和能否在學習中求樂趣。愛智毅行指數反映學童的心理資本，並與雙親是否融洽成為對提升學童快樂至關重要的要素。學習壓力和參加課外活動帶來的壓力，與及父母著意學童表現的程度，均打擊學童的快樂感。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幸福感。

### **生命教育培養快樂兒童**

我們發現愛智毅行指數均隨年級下降。這趨勢或反映學業壓力隨年級上升，以致影響了學童的心理質素。但是生命教育可以有助提升愛智毅行指數。上一個學年的調查曾發現：愈同意學校有進行生命教育的學童愈快樂。基於這個發現，我們今次的調查引入了多條有關生命教育的問題，以便探討學校進行生命教育的力度和內容。據同學報上的資料，校內生命教育以講座/話劇/電影為主，以探訪/藝術/唱歌為副。生命教育以愛心教育的效果為最大；其次是有關建立目標的教育。一項非常重要的結果是：「學校快樂指數」（這是每所學校三個班級快樂指數的平均數），跟「生命教育深廣度比率」呈正相關，而且統計上非常顯著。

### **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。噪音和缺乏空間亦會造成困擾減低幸福感。統計數據顯示，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，私樓自置居所的學童最快樂；出租公屋的學童則比居屋的學童更快樂。這些結果或有誤導，有待進一步研究。

### **小部分老師曾接受生命教育培訓**

在回答問卷的 62 位老師只有 25 位報稱有接受生命教育培訓，比率僅為 40%。但我們發現同學回答學校有無提供生命教育與該等學校老師的口徑一致。62 位老師中有 42 位表示對生命教育興趣頗大或很大，57 位老師認同加強生命教育很有必要。

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## Press Release

### **A Study from Chu Hai College of Higher Education Shows a Sharp Rise in HK Children's Happiness in 2016/17**

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

The Public Opinion and Polling Centre of Chu Hai College of Higher Education announced the results of a 2016/2017 Academic Year HK Children's Happiness today. The happiness index of children this academic year, at 6.75, is noticeably higher than the 6.5 in 2015/16, and a shade higher than the 6.74 in 2014/15

The 2016/17 Hong Kong Children Happiness was commissioned by the **Hong Kong Early Childhood Development Research Foundation**. It was funded by donations from the **Shih Wing Ching Foundation** and the **Wai Im Charitable Foundation**. 19 primary and secondary schools supported the survey. We thank them all.

This series of surveys started in 2012/2013 is designed by Prof. Ho Lok Sang when he was at Lingnan University. The current survey at Chu Hai College of Higher Education is a continuation of that series. We started contacting the schools in March, 2017. Two sets of questionnaires were sent to participating schools in November 2015, and received in April 2017 to June 2017. 10 primary schools and 9 secondary schools, covering 780 primary school students and 856 secondary school students, participated. Only non-direct subsidy schools and non-international schools are included. A total of 62 teachers responded to the teacher survey.

#### ***A Rise in Happiness Index Reflecting a Rise in Mental Capital***

Prof. Ho Lok Sang, Director of the Public Opinion and Polling Centre, said that this year most indicators show noticeable improvement over the past two years. Pressures from studies and from extracurricular activities declined; parental relationships and family happiness reached new highs. Happiness in the 8-9 age group and the over-14 age group rose markedly. It is remarkable that for secondary school students, happiness no longer falls monotonically with age, although it still declines with school grade. The happiness index of those aged 15 and above jumped 12.4% from 5.79 of the previous year to 6.51. Indices for Love, Insight, and Fortitude all rose. The Engagement Index, which reflects purposive living fell, but the fall is not statistically significant. The LIFE scores reflect mental capital, or the quality of mental health.

Together with the relationships between the parents, they are key determinants for children's happiness. Pressures from studies and from activities, as well as children's perception of parents' concern for their performance, undermine children's happiness. On the other hand, more effective communication and sharing with children, and respecting their opinions and their privacy, will promote happiness.

### ***LIFE Education Promotes Children's Happiness***

We notice that the LIFE scores decline with school grade, as does happiness. This probably reflects a rise in pressures from studies, which tends to undermine the mental quality of the children. But we also found that life education really does boost mental capital. In our study last year we found that children agreeing that their schools promote life education are happier. Based on this discovery, we included various questions related to life education this year, in order to gauge the contents and the intensity of life education in Hong Kong's schools. Based on students' reports, life education typically is delivered more often through talks, movies, or drama, and less often through visits, art, or singing. Life education on promoting Love appears most effective in lifting happiness. Life education on promoting purposive living is the second most effective. A most notable result we found is that the School Happiness Index is significantly and positively related to the Intensity and Breadth of LIFE education.

### ***Free Time Important, Space Outdoor Trumps Space Indoor***

Regression results show that having free time is very important to children's happiness. Noise and lack of space undermine happiness. Outdoor space close to home appears to be even more important than indoor space at home. Children living in owner-occupied private flats appear to be the happiest; but children living in HOS housing appear to be less happy than those living in public rental housing. These results however are not conclusive and need to be further studied.

### ***Only a Small Percentage of Teachers Have Life Education Training***

Of the 62 teachers who responded to our teacher questionnaire, only 25, or 40%, indicated that they had training in life education. However, we also found that students' reports about life education at their schools correspond with those of their teachers. 42 teachers indicated much interest or a lot of interest in life education. 57 teachers agreed that life education needs to be strengthened in our schools.