

新聞稿

(2021年8月31日前不能公開)

致：港聞/教育版編輯/電台/電視台新聞部主管

2020/21 學年香港學童快樂指數升至七年新高

「學童快樂指數調查」是由和富社會企業「香港開心D」以及嶺南大學潘蘇通滬港經濟政策研究所主辦，並獲施永青基金會贊助。執行項目的嶺南大學潘蘇通滬港經濟政策研究所於今日（2021年8月31日）公布「2020/21 學年香港學童快樂指數調查」結果。調查顯示香港學童的、綜合小四至中三的快樂指數為 6.85，比前年的 6.81 稍高，亦創下自 2012/13 年開始是項調查以來第三高。香港學童的整體快樂指數針對非直資本地中小學小四至中三不同年齡同學的快樂指數的平均數求得。相對非直資小學，直資小學同學的快樂指數明顯較高，是 7.68 相對於 7.16。

2020/21 學年香港兒童快樂指數及生命教育調查獲 **施永青基金會**慷慨資助。是次調查獲共 23 間中小學大力支持。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。今年是第四年加入探討學校推行生命教育情況的內容。我們於 2021 年二月開始接觸全港非國際學校的中小學。最後共 15 所小學和 8 所中學參與調查，並成功收回 1591 名就讀小學的學童和 1111 名中學學生，以及 197 名由老師回答的問卷。由於疫情關係，學校大幅減少了面授，不少早前打算參加的學校無法完成調查。

社會政治事件影響大

嶺南大學潘蘇通滬港經濟政策研究所所長何灝生教授表示：學校的生命教育指數比前下跌了，而且 2019-20 年社會風波不斷，再加上新冠疫情又肆虐，今學年快樂指數竟然沒有下跌，主要是因為社會回復穩定，暴力和破壞的畫面減少。2014-15 的佔中和餘波、2019 年的逃犯條例修定事件，都打擊學童的心理質素。

數字顯示：十五歲以上的青少年因社會政治事件出現，快樂指數急跌；隨着社會政治事件平淡下來，快樂指數急速反彈。2020-2021 學年十歲以下學童快樂指數創新高，明顯與他們面對的學業壓力下跌有關。十一至十二歲學童快樂指數下跌，則可

能與他們面對的學業壓力上升有關。

疫情下生命教育指數下跌，但重要性依然

本學年的學童生命教育指數下跌，代表校內愛智毅行教育相關活動相對 2018/19 年下跌。估計生命教育指數下跌與新冠疫情有關，因為探訪、訪客活動、乃至很多藝術活動，都被逼取消。

統計模型顯示：生命教育指數跟學童快樂指數呈顯著的正相關。愛智毅行教育中，對小學生而言，以行動教育相關係數為最大，即行動教育對學童快樂的幫助最大；正向影響的其次是關愛教育，再其次是智慧教育。對中學生的相關係數中，則以關愛教育和堅毅教育幫助最大，智慧教育和行動教育的係數小而且無顯著性。

同學的愛智毅行等心理資本普遍隨年級而下跌，這屬於意料之內，原因可能為十幾歲的年青人煩惱特別多，所以關愛教育和堅毅教育尤為重要。

至於生命教育哪種形式最奏效方面，對小學生而言，較直接的授課/研討、探訪，和藝術創作都見具統計顯著性的效果。對中學生而言，授課/研討、探訪，和歌唱同樣見具統計顯著性的效果。

兩個重要訊息

近年駭人聽聞的校園欺凌事件時有發生。我們發現欺凌事件多集中於低年級，老師和家長都要留意。另一個重要訊息，就是學業和課外活動的壓都對家庭幸福感傷害很大。兒童需要足夠的、由自己支配的餘暇。統計顯示：餘暇對學童快樂指數提升幫助很大。迴歸分析顯示學童若有更多餘暇就會覺得活在世更有價值。

今年約 7%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，比上次調查低了一個百分點。約 11%的學童不同意或非常不同意活在上很有價值，比上次調查高了一個百分點。

家庭生命教育重要；富裕家庭

除了學校的生命教育指數，我們亦設計了一個家庭的生命教育指數。此兩者均對學童快樂指數有顯著的正面影響，但我們發現家庭的生命教育指數比學校的教育指數影響更大。

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自信心和快樂。

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，仍有 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。背後的實際原因值得進一步探討。

小部分老師曾接受生命教育培訓

約 66%的教師對生命教育感興趣，低於上次調查的 72%。但有 45%的教師報稱曾受過相關培訓，比上次調查的 32%為高。回答這些問題的老師共 197 位。

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**Press Release on
A School Children Happiness for 2020/21
Happiness Index Reached a 7 Year High,
According to a Lingnan University Study
(Embargoed Till August 31 2021)**

A study on the 2020/21 academic year school children happiness index and life education survey under the auspices of Lingnan University's Pan Sutong Shanghai-HK Economic Policy Research Institute and HK.WeCARE (a sub-unit under Wofoo Social Enterprises) was just completed. The headline index reflecting the happiness of school children from Primary 4 to Form 3 rose to 6.85, somewhat higher than the 6.81 recorded in 2018/19. This is the third highest on record since the survey on school children happiness index started in 2012/13. For consistency and comparison purposes, all historical data presented refer to local non-SSD schools. However, the study this year does report results for some DSS schools. We found school children in direct subsidy primary schools show a noticeably higher happiness index compared to non-DSS primary schools: at 7.68 as compared with 7.16.

We thank the Shih Wing Ching Foundation for funding this study. Some schools that had indicated intention to participate could not follow through with the survey, possibly due to the effects of COVID-19. This study ended up with 23 primary and secondary schools participating in total. Our research team would like to thank them for their support.

This is part of a series of studies that started in 2012/13, and is the fourth year for including LIFE education in schools. Our team began to approach all local schools (i.e., excluding international school) in February. The study ended up with 15 primary schools and eight secondary schools participating, with a total of 1,591 primary school children, 1,111 secondary school students, and 197 teachers. It is unfortunate that while the initial response was much better, many schools who responded positively could not follow through because of COVID-19. Our focus has been for those from Primary 4 to Form 3 non-Direct Subsidy Schools, but this year we included DSS and some upper form students.

Impact of Social/Political Unrest Was Large

Prof. Ho Lok Sang, Director of the Pan Sutong Shanghai-HK Economic Policy Research Institute which conducted the survey remarked that there was a noticeable decline in the LIFE education index, which may reflect the impact of COVID-19 that had made it difficult to carry out various LIFE education activities. Nevertheless, the happiness index among school children surprisingly rose this academic year. This is likely because violent images and protests that were prevalent in 2019 have abated.

Our survey results indicated that children's happiness levels experienced significant drops during political-socio unrests and events, such as in 2014-15 during the occupy movement and in 2019 during the fugitive law amendment bill. This suggests that political-socio unrests and events have a negative effect on school children's mental quality. Those above 15 years of age, in particular, seem most sensitive to the social political events. Their happiness plunged and jumped most noticeably with the onset and the ending of those events. In 2020-2021 school children aged at or below 10 broke new high. Those aged 11 to 12 experienced a decline, which may have to do with higher pressures from studies.

LIFE Education Index Falls amid COVID-19, But Remains a Crucial Factor for Mental Health

Our LIFE education index has declined compared to 2018/19, most probably because with the COVID-19 pandemic still affecting meetings and visits, many activities related to life education have to be suspended.

Our statistical results continue to indicate, however, that LIFE education activities enhance students' mental wellbeing. Of activities related to Love, Insight, Fortitude, and Engagement, Engagement-related activities, Love-related activities, and then Insight-related activities enhance primary school student happiness the most, and in that order. For secondary school students, the two categories of activities that stand out are Love-related activities and Fortitude-related activities.

The mental capital elements related to Love, Insight, Fortitude, and Engagement all show decline as the school grade progresses. This is expected as adolescents are likely to face many challenges growing up. For them, Love education and Fortitude education are especially important.

As to which kind of activities are more effective in promoting the respective mental capital, for primary school children, talks, visits, and artistic activities show statistically significant positive impacts. For secondary school students, singing also shows significant effects, along with talks and visits.

Two Important Observations

We discover that bullying in schools is most prevalent for lower classes. Younger children are particularly vulnerable. Teachers and parents need to take note. Another observation is that pressures from school work or extracurricular activities undermine children happiness, largely because they do value the time that are at their own disposal. Those with more time at their own disposal tend to agree more with the statement that life is worth living.

About 7% of students do not agree or very much do not agree with the statement that they have adequate time at their own disposal. This is one percentage point lower than in 2018/19. About 11% of school children disagree or very much disagree with the statement that life is worth living. This is one percentage point higher than last time.

Life Education at Home Very Important

Apart from school based LIFE Education Index, we designed a family-based LIFE Education Index. Both have significant impact on children happiness. But of the two, the family-based one is more important.

Family-based LIFE education is more based on practice than on talks. Happy family life, supportive parents who value realizing children's potential more than their relative performance compared to peers, parents who help children develop resilience with encouragement, who help children develop their interests, who communicate and share with their children their experiences, who nevertheless respect children's different viewpoints and their privacy, will help them develop their self-confidence and grow up as happy people.

Family Happiness

Our family happiness index measures the quality of relationship between the two parents and family harmony. We found the family happiness index declines with children's age. This shows that having children growing up as adolescents is typically a big challenge to parent. It is a surprise to the researchers to find 8.3% of very young (age 9 or below) respondents with low Family Happiness Index, even though this group shows the highest Family Happiness Index among all age groups.

We suspect that for this age group, some parents may have arranged too much extracurricular activities for their children. Bullying at schools could also be a reason. This needs to be further explored.

Only a Minority of Teachers Had LIFE Education Training

66% of teacher respondents reported interest in LIFE education. This is lower than the 72% of last time. However, 45% of the teachers reported having had formal training in LIFE education, higher than the 32% last time. A total of 197 teachers responded to our teacher questionnaire.

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