

HK Children Happiness and Life Education Index Survey 2023-2024 2023-2024香港學童快樂與生命教育指數

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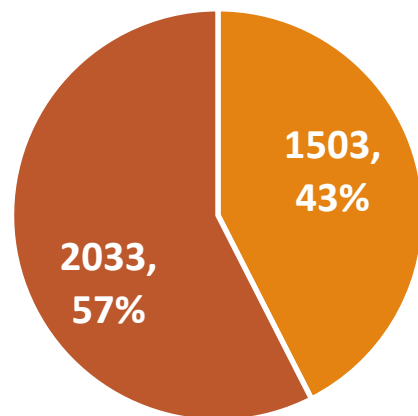
Acknowledgement

- We thank all the schools that supported our research.
- This series of surveys was initiated by the HK Early Childhood Development Research Foundation and has been conducted annually since 2012 except for 2019-20.
- We collected the 2024 data from March to May, input the data in July and August, and processed and analysed the data in September.
- 感謝隱廬佛舍借出會議室

Sample and Distribution | 樣本及分佈

Student Sample Distribution

學生樣本分佈

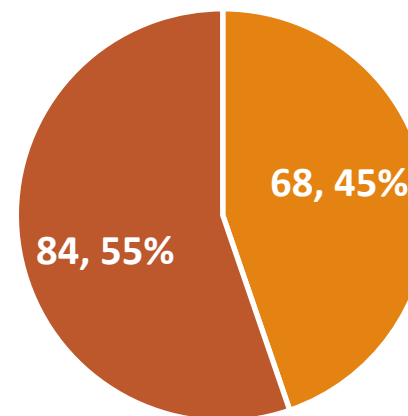


■ Primary ■ Secondary

Total 總學童人數	3536
9 Primary 9間小學	1503
10 Secondary 10間中學	2033

Teacher Sample Distribution

教師樣本分佈



■ Primary ■ Secondary

Total 總教師人數	152
9 Primary 9間小學	68
10 Secondary 10間中學	84

Index Summary 指數概述

	2022	2023	2024
Happiness Index 快樂指數 [0-10]	6.67	6.62	6.75 (+1.85%)
Life Worth Living 活在世上有價值 [0-10]	6.87	6.86	6.74 (-1.73%)
Not Been Bullied 沒有受欺凌 [1-5]	3.78	3.79	3.69 (-2.75%)
Mental Capital: Love 心理資本：愛 [1-5]	3.96	3.99	3.96 (-0.83%)
Mental Capital: Insight 心理資本：智 [1-5]	3.56	3.54	3.56 (+0.37%)
Mental Capital: Fortitude 心理資本：毅 [1-5]	3.67	3.72	3.73 (+0.28%)
Mental Capital: Engagement 心理資本：行 [1-5]	3.80	3.95	3.95 (-0.01%)
Academic Pressure 學業壓力 [1-5]	3.20	3.23	3.19 (-1.26%)
Activity Pressure 活動壓力 [1-5]	2.51	2.47	2.50 (+1.33%)
School LIFE Education Index 學校生命教育指數 [1-5]	3.85	3.92	3.65 (-7.03%)
School Happiness 校園幸福感 [1-5]	3.83	3.82	3.73 (-2.43%)
Family LIFE Education Index 家庭生命教育指數 [1-5]	3.87	4.01	3.99 (-0.45%)
Family Happiness 家庭幸福感 [1-5]	3.85	3.99	3.95 (-1.19%)

Note: The Indices only include samples from **Primary-4 to Secondary-3**

Teachers' Results Summary

教師報告概述

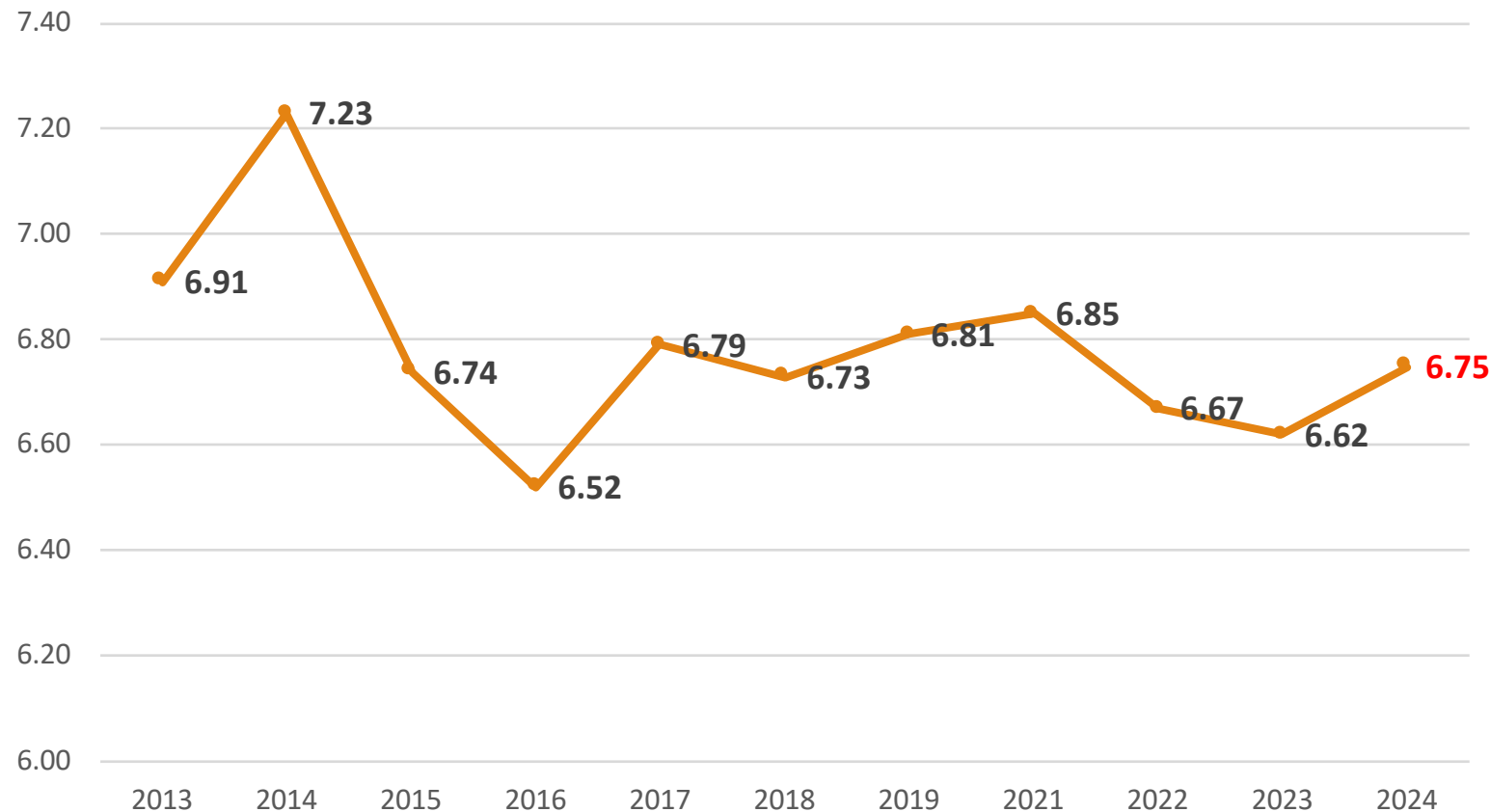
	2024
Teacher Happiness Index 教師快樂指數 [0-10]	6.54
Average years of teaching 平均教書年限	13 年
School LIFE Education Index assessed by teachers 教師評估的學童生命教育指數 [1-4]	2.69
Teacher Much Interested in Life Education 教師對生命教育有較大興趣	67.8%
Teacher Trained in Life Education 教師有接受過生命教育培訓	39.1%
Satisfaction with the Teaching Work 教師教學工作滿意度 [1-5]	3.91

	% 同意或非常同意
Feel Busy and Tired 感到繁忙及勞累	87.5%
Feel Stressful 感到壓力很大	70.4%
Stress from Students' Behaviour Problem 壓力來源於學生的行為問題	59.9%
Stress from Students' Academic Performance 壓力來源於學生學業	55.6%
Stress from Too Much Work 壓力來源於工作量過大	78.3%
Family <u>Not</u> Affected <u>沒有</u> 影響家庭生活	19.1%

Part 1

- ❖ Happiness Index | 快樂指數
- ❖ Mental Capital | 心理資本
- ❖ Life Worth Living | 活在世上很有價值

Average Happiness Index since 2012/13 (P4 to S3)
自2012/13學年的學童快樂指數（小四至中三）

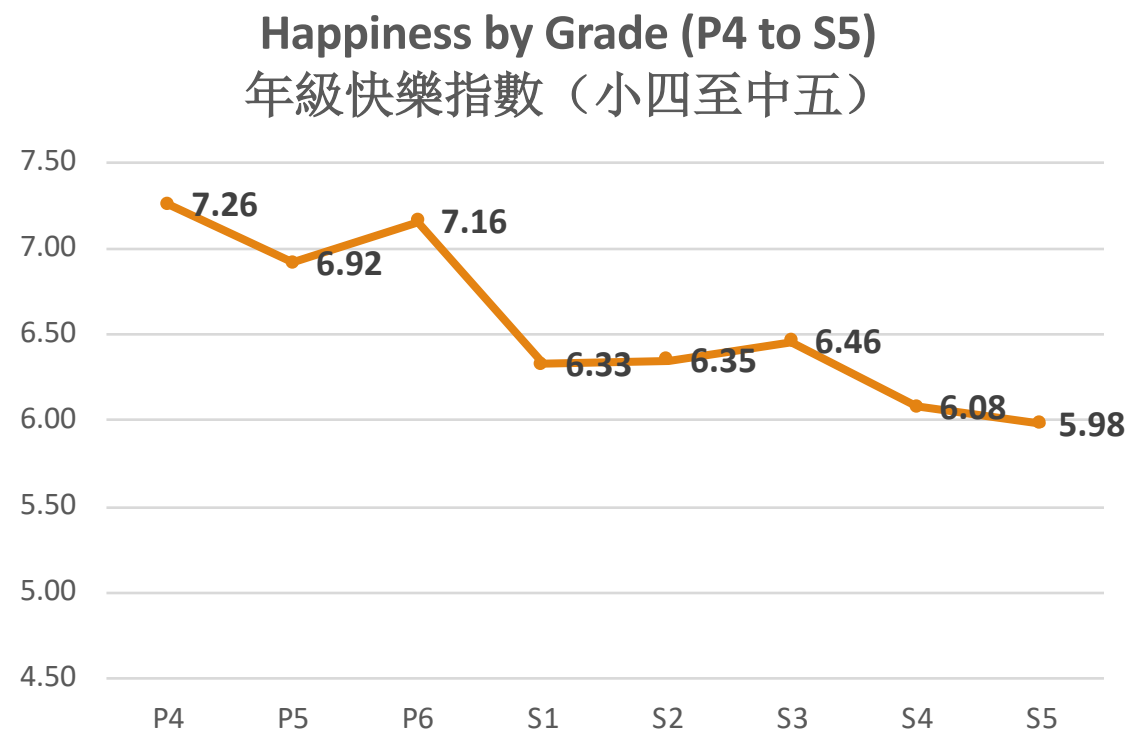


學童快樂指數
6.75/10，較去年
升高1.85%

Children happiness
index (6.75/10) has
risen by 1.85%
compared to last year.

Happiness drops when grades get higher. Better than last year.
年級上升，快樂指數總體降低。各年級快樂指數普遍比去年更高。

Scale 0 to 10	2022	2023	2024	Change%
P4	7.48	7.08	7.26	2.51%
P5	6.91	6.94	6.92	-0.37%
P6	6.88	7.14	7.16	0.23%
S1	6.41	6.23	6.33	1.62%
S2	6.25	6.04	6.35	5.22%
S3	6.11	6.31	6.46	2.34%
Average P4-S3	6.67	6.62	6.75	+1.85%
S4	6.20	5.60	6.08	8.61%
S5	5.75	5.77	5.98	3.58%
Average S4-S5	5.97	5.69	6.03	6.06%



何為『心理資本』 (習慣)? What is Mental Capital?

L.I.F.E. Framework 愛毅智行理論框架

LOVE 關愛

- 你會關心父母的健康和是否快樂
- 你會選擇健康的生活方式
- 你樂於為爸媽/監護人做些事情
- 你樂於幫助有需要的人

INSIGHT 智慧

- 接受別人批評並不難受
- 做事不一定要優勝於別人，但要做最好的自己
- 你在工作玩耍休息之間取得平衡
- 你經常會反思，從錯誤中學習

FORTITUDE 堅毅

- 你有勇氣面對困難
- 當你決定要做一件事時，你不會輕易放棄

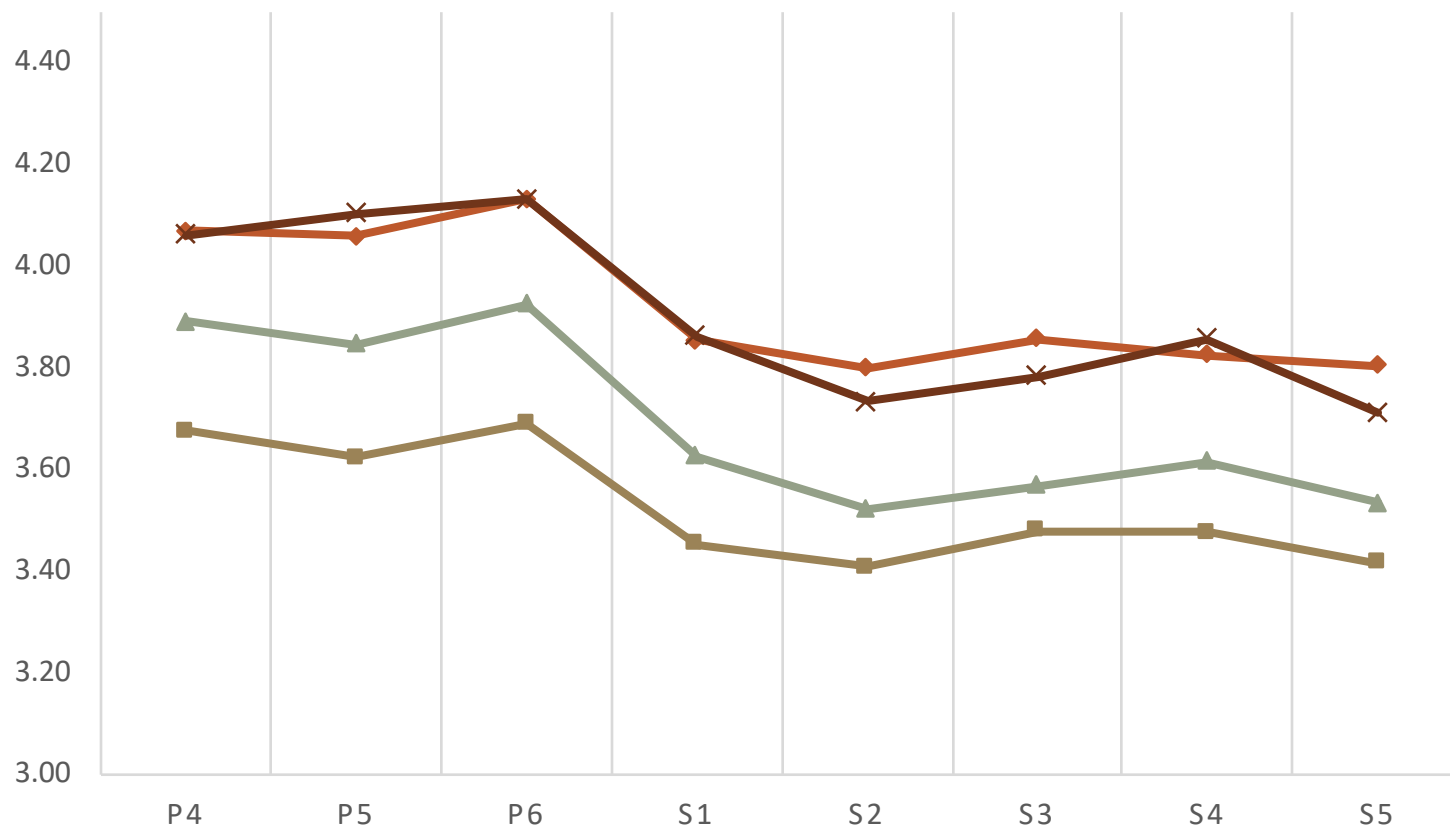
ENGAGEMENT 行動

- 你會全心全意努力做好自己想做的事情
- 你主動尋找興趣發揮所長

MENTAL CAPITAL BY GRADE (P4-S5)

心理資本按年級（小四至中五）

Love Insight Fortitude Engagement



Mental Capital 心理資本

Lower in higher grades,
with “Insight” being the
lowest among the four.
年級愈高, 心理資本愈低;
四者以 “智慧” 為最低。

Love 愛	3.96/5
Insight 智	3.56/5
Fortitude 毅	3.73/5
Engagement 行	3.95/5

Note: P4-S3 Average

Mental Capital compared to previous years 心理資本年度變化

中三或以下關愛
微跌，中四中五
呈增長。

智慧各年級互有
升跌整體分數較
低而變化不大

Love 愛				
Scale 1 to 5	2022	2023	2024	Change%
P4	4.20	4.10	4.07	-0.87%
P5	4.10	4.16	4.06	-2.56%
P6	4.02	4.17	4.13	-0.79%
S1	3.85	3.82	3.85	0.97%
S2	3.81	3.87	3.80	-1.95%
S3	3.78	3.84	3.86	0.38%
Average P4-S3	3.96	3.99	3.96	-0.83%
S4	3.86	3.76	3.83	1.72%
S5	3.80	3.70	3.81	2.88%
Average S4-S5	3.83	3.73	3.82	+2.30%

Insight 智				
Scale 1 to 5	2022	2023	2024	Change%
P4	3.77	3.65	3.68	0.75%
P5	3.61	3.63	3.62	-0.26%
P6	3.55	3.67	3.69	0.42%
S1	3.45	3.45	3.45	0.17%
S2	3.53	3.34	3.41	2.17%
S3	3.43	3.51	3.48	-0.93%
Average P4-S3	3.56	3.54	3.56	0.37%
S4	3.45	3.34	3.48	4.03%
S5	3.47	3.42	3.42	-0.08%
Average S4-S5	3.46	3.38	3.45	+1.95%

Love dropped, while Insight, Fortitude and Engagement improved.

Mental Capital compared to previous years 心理資本年度變化

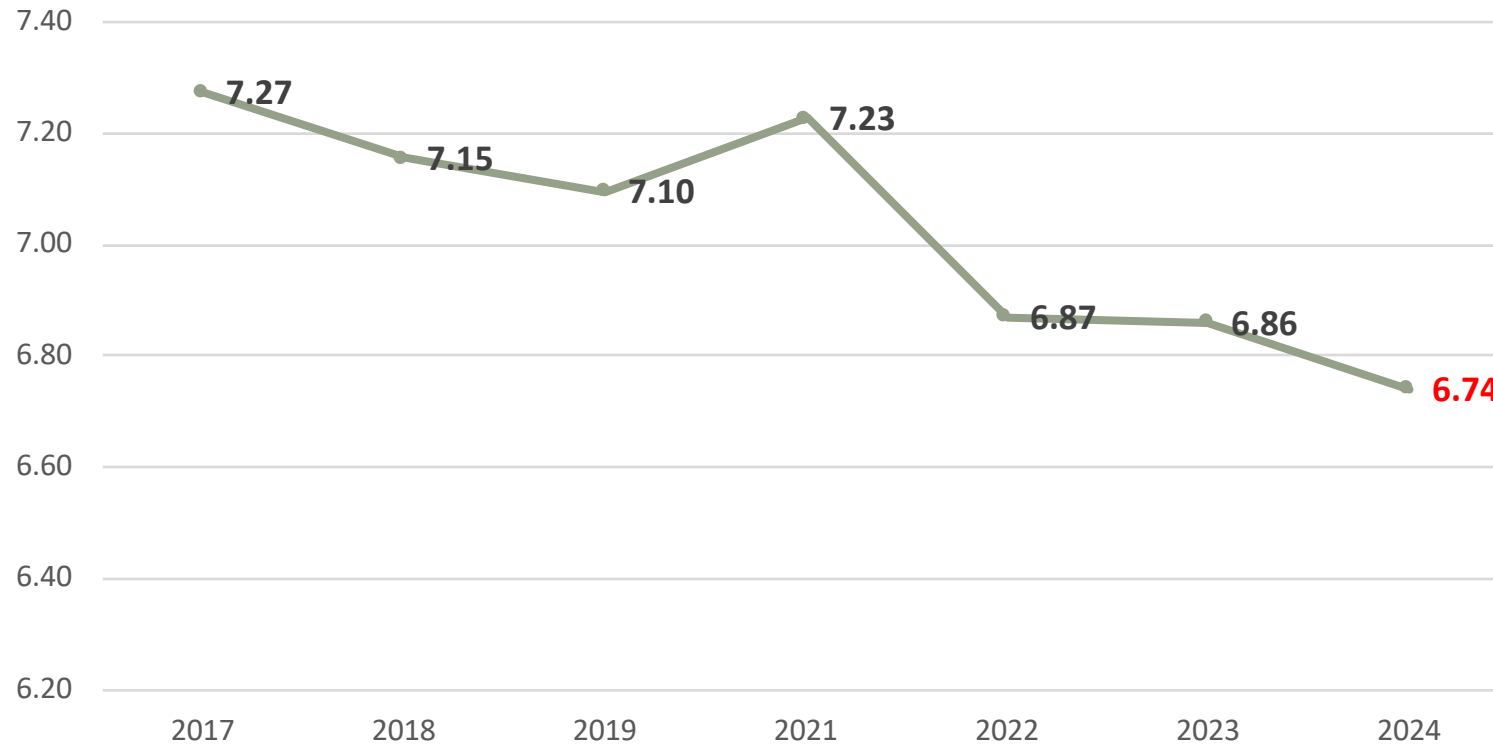
低年級毅、行心理資本下跌明顯；高中則見可喜升幅。

Fortitude 毅				
Scale 1 to 5	2022	2023	2024	Change%
P4	3.97	3.95	3.89	-1.45%
P5	3.78	3.89	3.85	-1.07%
P6	3.78	3.92	3.92	0.02%
S1	3.51	3.59	3.63	1.11%
S2	3.52	3.40	3.52	3.64%
S3	3.44	3.57	3.57	-0.09%
Average P4-S3	3.67	3.72	3.73	+0.28%
S4	3.47	3.39	3.62	6.80%
S5	3.46	3.47	3.53	1.87%
Average S4-S5	3.46	3.43	3.58	+4.31%

Engagement 行				
Scale 1 to 5	2022	2023	2024	Change%
P4	4.05	4.13	4.06	-1.71%
P5	3.94	4.11	4.10	-0.22%
P6	3.88	4.14	4.13	-0.11%
S1	3.66	3.81	3.86	1.37%
S2	3.67	3.66	3.73	2.07%
S3	3.61	3.83	3.78	-1.22%
Average P4-S3	3.80	3.95	3.95	-0.01%
S4	3.67	3.60	3.86	7.13%
S5	3.68	3.61	3.71	2.69%
Average S4-S5	3.68	3.61	3.78	+4.90%

Fortitude & Engagement mental capital in P4 and P5 dropped noticeably; mental capital in upper high school show encouraging improvement.

Average Life Worth Living Score since 2016/17 (P4 to S3)
自2016/17學年以來學童生命價值感（小四至中三樣本）



學童生命價值感
（“活在世上很有價值”）為6.74/10，
四年以來逐年降低，
遠較2017年的7.27為低。

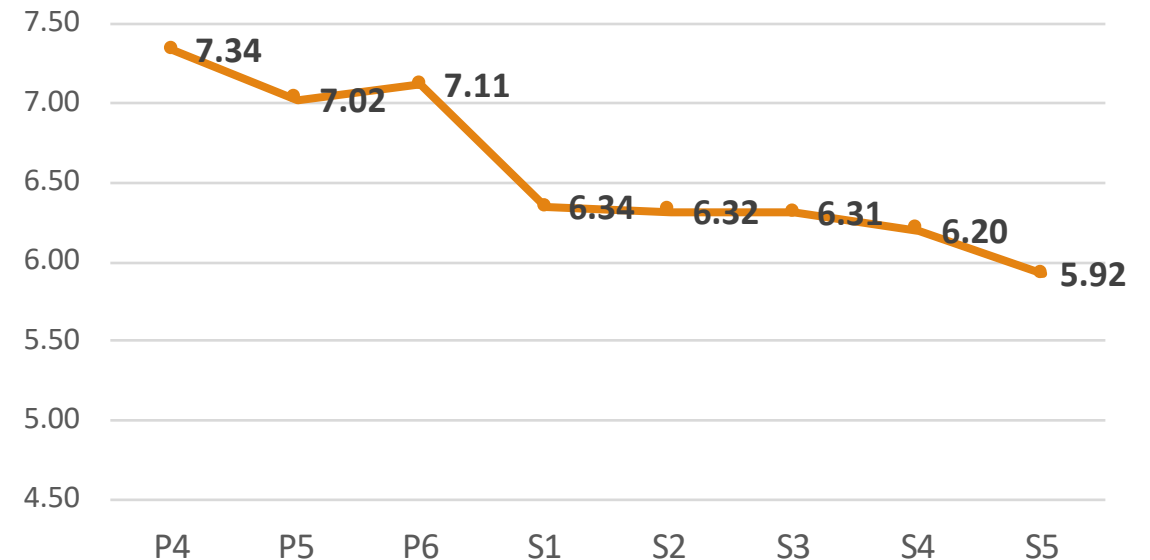
Children's "Life Worth Living" index (6.74/10) has been falling since 2021, and much lower than the 7.27 reading in 2017.

“Life Worth Living” declines with grades, especially in secondary school. Larger decrease among lower grades.

學生年級愈高，對“活在世上很有價值”認同感愈低；低年級減幅明顯

Scale 0 to 10	2022	2023	2024	Change%
P4	7.79	7.63	7.34	-3.81%
P5	7.28	7.35	7.02	-4.52%
P6	7.19	7.38	7.11	-3.59%
S1	6.51	6.53	6.34	-2.82%
S2	6.33	5.90	6.32	6.95%
S3	6.12	6.36	6.31	-0.76%
Average P4-S3	6.87	6.86	6.74	-1.73%
S4	6.37	5.76	6.20	7.58%
S5	6.15	6.12	5.92	-3.24%
Average S4-S5	6.26	5.94	6.06	+2.01%

Life Worth Living by Grades (P4-S5)
活在世上很有價值（按年級小四至中五）



Part 2

校園：

- ❖ School LIFE Education Index | 學校生命教育指數
- ❖ School Happiness | 校園幸福度
- ❖ Academic Pressure | 學業壓力
- ❖ Activity Pressure | 活動壓力
- ❖ Bullying (physical and verbal) | 欺凌（肢體及言語）

Key Life Education Questions and Compilation of the LIFE Education Index

學校生命教育指數計算方式

學校生命教育指數 = 愛、智、毅、行教育活動評分最高兩項之平均數，每校每級均有指數。全港中小學均有指數。
學校生命教育深廣度 = 愛、智、毅、行教育活動打分 4 或 5 所佔比例，每校每級均有指數。全港中小學亦均有指數。

- 學校有透過以下活動，啟發同學易地而處、關愛他人、愛護生命
- 學校有透過以下活動，啟發同學了解和把握輕重緩急的道理
- 學校有透過以下活動，鼓勵奮發自強不怕困難
- 學校有透過以下活動，鼓勵同學尋找興趣發揮所長尋找生命的目標

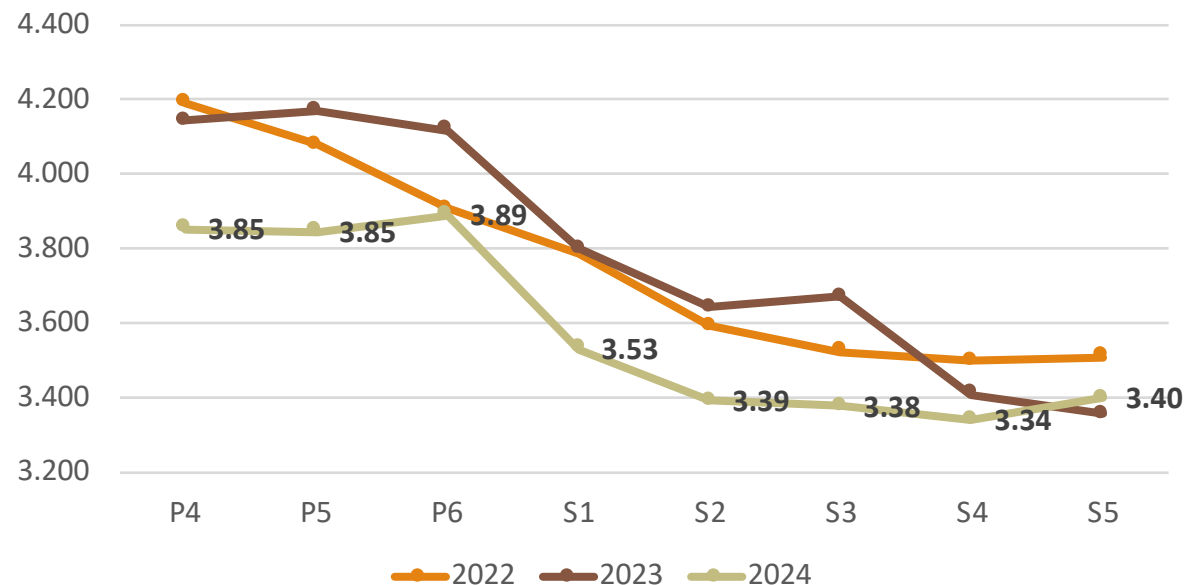
1=很不同意 5=很同意

課堂授課或討論	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐
探訪或其他活動	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐
歌唱	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐
其他藝術或創作	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐
角色扮演或話劇	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐

LIFE Education Index (3.65/5) drops by about 7% in 2024. Less in secondary schools.
2024學校生命教育指數較上年下跌約7%，中學階段生命教育較少。

Scale 1 to 5	2022	2023	2024	Change%
P4	4.19	4.14	3.85	-6.96%
P5	4.08	4.17	3.85	-7.79%
P6	3.91	4.12	3.89	-5.54%
S1	3.79	3.80	3.53	-7.12%
S2	3.59	3.64	3.39	-6.87%
S3	3.52	3.67	3.38	-7.99%
Average P4-S3	3.85	3.92	3.65	-7.03%
S4	3.50	3.41	3.34	-2.04%
S5	3.51	3.36	3.40	1.19%
Average S4-S5	3.51	3.38	3.37	-0.44%

School LIFE Education Index P4-S5 (2022-2024)
小四至中五學校生命教育指數（2022至2024年）

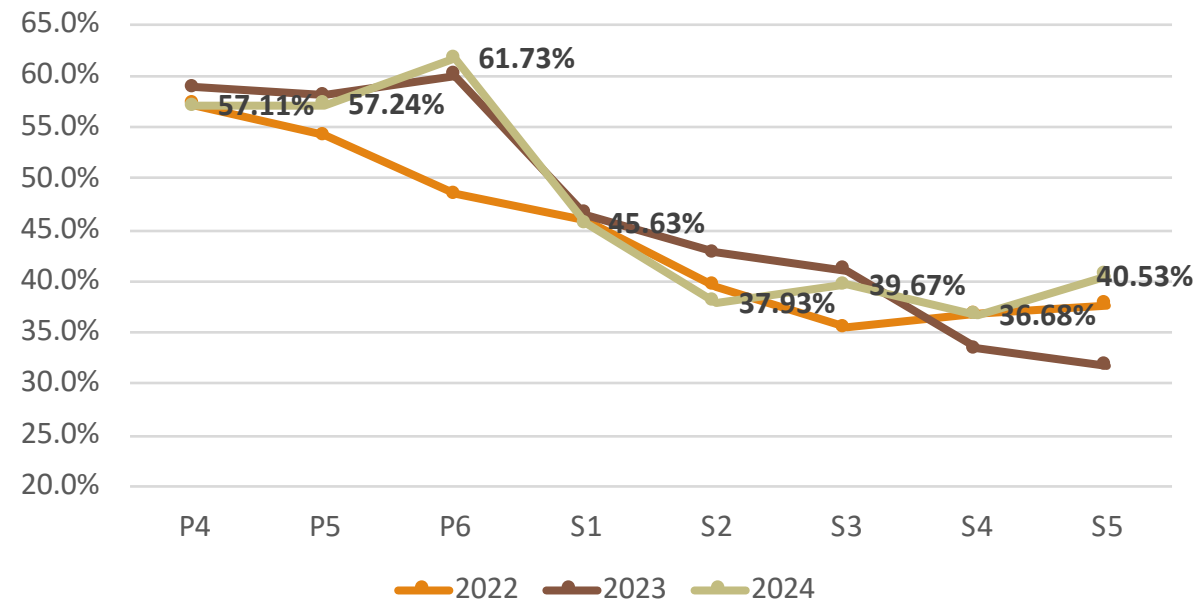


LIFE Education Scope weakened by 1.3%; overall primary schools perform better but secondary schools improve by 6% for S4 and S5.

學校生命教育深廣度降低1.3%，小六和高中階段學校生命教育深廣度例外地上升

Scale 0% to 100%	2022	2023	2024	Change%
P4	57.1%	58.8%	57.1%	-1.7%
P5	54.2%	58.1%	57.2%	-0.9%
P6	48.5%	60.0%	61.7%	1.7%
S1	45.9%	46.5%	45.6%	-0.9%
S2	39.6%	42.8%	37.9%	-4.8%
S3	35.5%	41.0%	39.7%	-1.3%
Average P4-S3	46.8%	51.2%	49.9%	-1.3%
S4	36.8%	33.4%	36.7%	3.3%
S5	37.6%	31.7%	40.5%	8.8%
Average S4-S5	37.2%	32.6%	38.6%	+6.0%

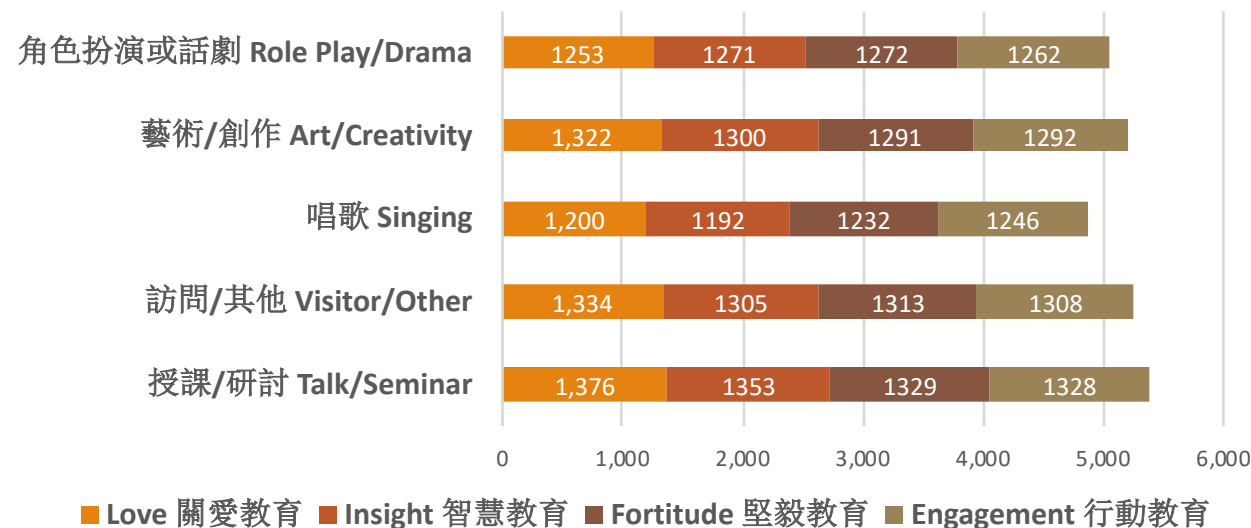
School LIFE Education Scope by Grade (2022-2024)
學校生命教育深廣度按年級（2022至2024年）



Both primary and secondary schools prefer Talk/Seminar first and Visitor second in Life Education.
Life Education spreads relatively equal in L.I.F.E. but **slightly lower in Insight Education in both groups.**
中小學生命教育都最多使用**授課/研討**，其次為**訪問**。
愛、智、毅、行教育分佈較為平均，其中兩組**智慧教育均稍低**。

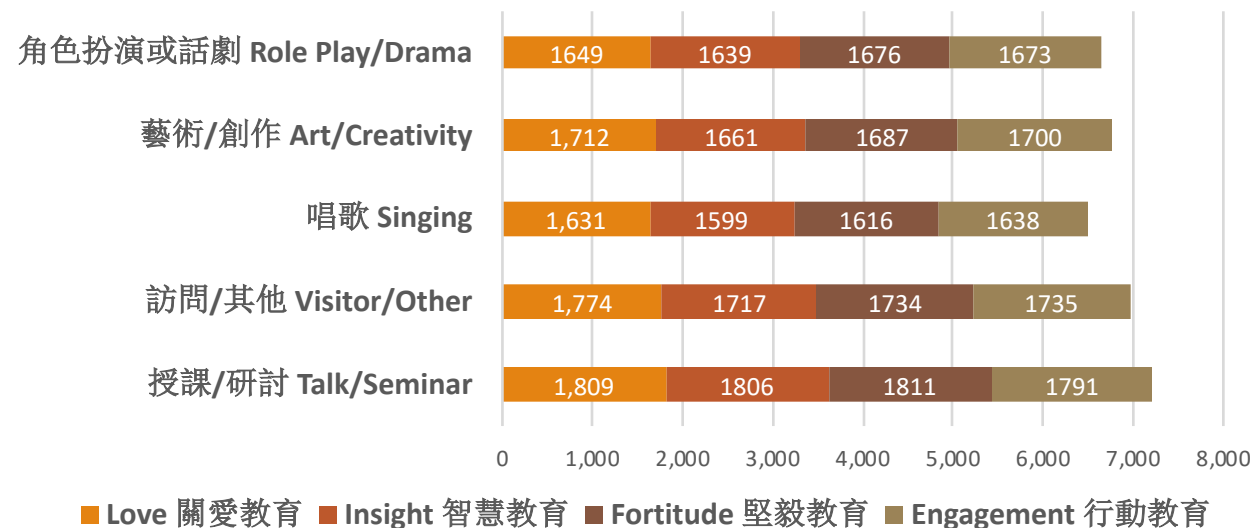
小學生命教育方式

Life Education Methods in Primary Schools



中學生命教育方式

Life Education Methods in Secondary Schools



	Love 關愛教育	Insight 智慧教育	Fortitude 堅毅教育	Engagement 行動教育
小學 Primary	25.1%	24.9%	25.0%	25.0%

	Love 關愛教育	Insight 智慧教育	Fortitude 堅毅教育	Engagement 行動教育
中學 Secondary	25.2%	24.7%	25.0%	25.1%

School Happiness 校園幸福感

以下四題分數的平均值：

你很喜歡校園生活 You enjoy your campus life
你有很好的老師 You have good teachers
你有很好的同學 You have good classmates
上課學習內容很有趣味 School curriculum is interesting

Not Been Bullied 未受到欺凌/欺凌%

欺凌分為肢體欺凌(Physical bullying)及言語欺凌(Verbal bullying)兩部分，取平均值：[scale 1 to 5]

1. 你過去一年內沒有被同學肢體欺凌。You are not physically bullied in the past one year.
2. 你過去一年內沒有被同學言語欺凌。You are not verbally bullied in the past one year.
3. 曾被欺凌比例 Been Bullied %: percentage of agreeing replies 回答同意的比例

Study Pressure & Activity Pressure 學業壓力及活動壓力

學業壓力=以下一題的分數：

Study Pressure [scale 1 to 5]

1. 對應付學業方面感到吃力？ Feel stressful with study?

活動壓力= 以下兩題分數的平均值：

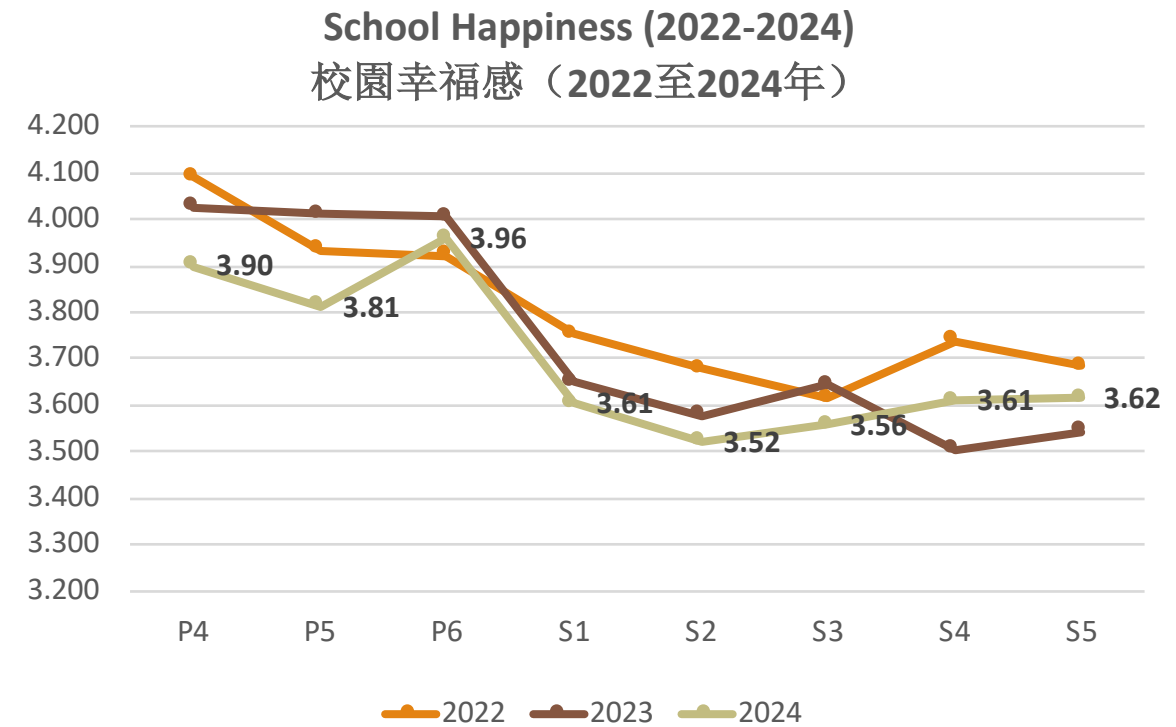
Activity Pressure = average score of the following questions [scale 1 to 5]

1. 對應付校內的課外活動方面感到吃力？ Feel stressful with Extra-curricular activities at school?
2. 對應付其他課外活動方面感到吃力？ Feel stressful with Extra-curricular activities outside the school?

School happiness falls by 2.43% in 2024. Dropping fast in P4 and P5. But improved in S4 and S5 by 2.52%

校園幸福感下跌2.43%，小四、小五下跌最明顯；中四、中五校園幸福感反而上升2.52%

Scale 1 to 5	2022	2023	2024	Change%
P4	4.09	4.02	3.90	-3.10%
P5	3.93	4.01	3.81	-4.95%
P6	3.92	4.01	3.96	-1.15%
S1	3.75	3.65	3.61	-1.20%
S2	3.68	3.58	3.52	-1.58%
S3	3.62	3.64	3.56	-2.38%
Average P4-S3	3.83	3.82	3.73	-2.43%
S4	3.74	3.50	3.61	3.03%
S5	3.68	3.54	3.62	2.00%
Average S4-S5	3.71	3.52	3.61	+2.52%



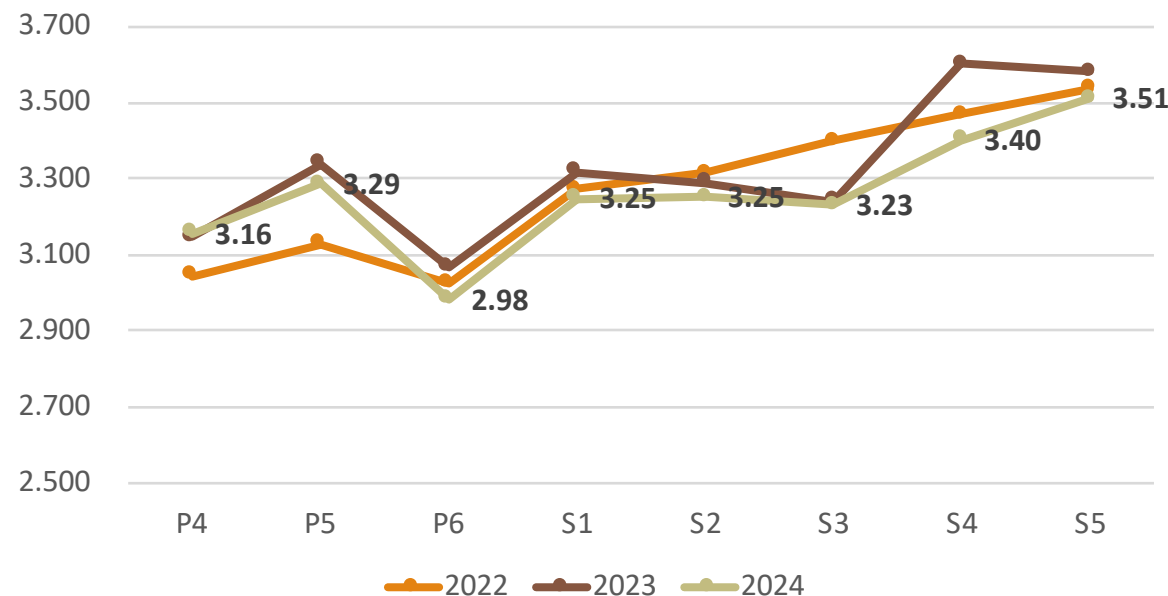
The average academic pressure index for P4 to S3 falls by 1.26%; sharper declines for S4 and S5

學童學業壓力小四至中三平均較上年減輕1.26%，中四、中五平均減輕3.78%。

Scale 1 to 5	2022	2023	2024	Change%
P4	3.05	3.15	3.16	0.36%
P5	3.13	3.34	3.29	-1.58%
P6	3.03	3.07	2.98	-2.76%
S1	3.27	3.32	3.25	-2.09%
S2	3.32	3.29	3.25	-1.19%
S3	3.40	3.24	3.23	-0.29%
Average P4-S3	3.20	3.23	3.19	-1.26%
S4	3.47	3.60	3.40	-5.60%
S5	3.54	3.58	3.51	-1.96%
Average P4-S5	3.50	3.59	3.46	-3.78%

Academic Pressure (2022-2024)

學業壓力（2022至2024年）

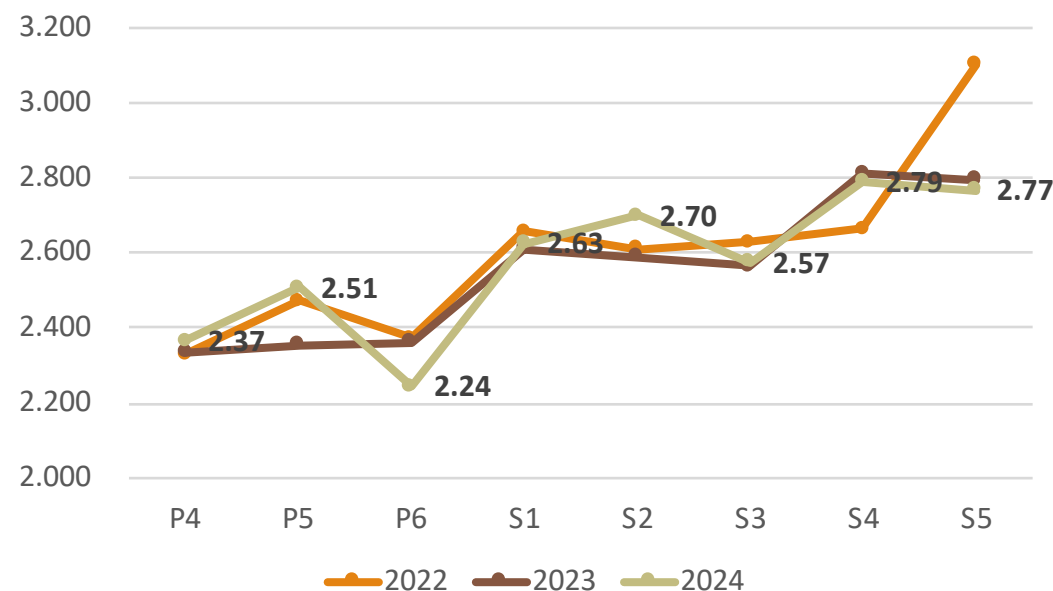


The average activity pressure increases by 1.33%; drops for S4 and S5
學童活動壓力平均較上年上升1.33%，中四、中五則有所減輕。

Scale 1 to 5	2022	2023	2024	Change%
P4	2.33	2.33	2.37	1.34%
P5	2.47	2.36	2.51	6.42%
P6	2.37	2.36	2.24	-4.98%
S1	2.66	2.61	2.63	0.50%
S2	2.61	2.59	2.70	4.26%
S3	2.63	2.57	2.57	0.32%
Average P4-S3	2.51	2.47	2.50	+1.33%
S4	2.66	2.81	2.79	-0.80%
S5	3.10	2.80	2.77	-1.05%
Average S4-S5	2.88	2.80	2.78	-0.93%

Activity Pressure (2022-2024)

活動壓力（2022至2024年）



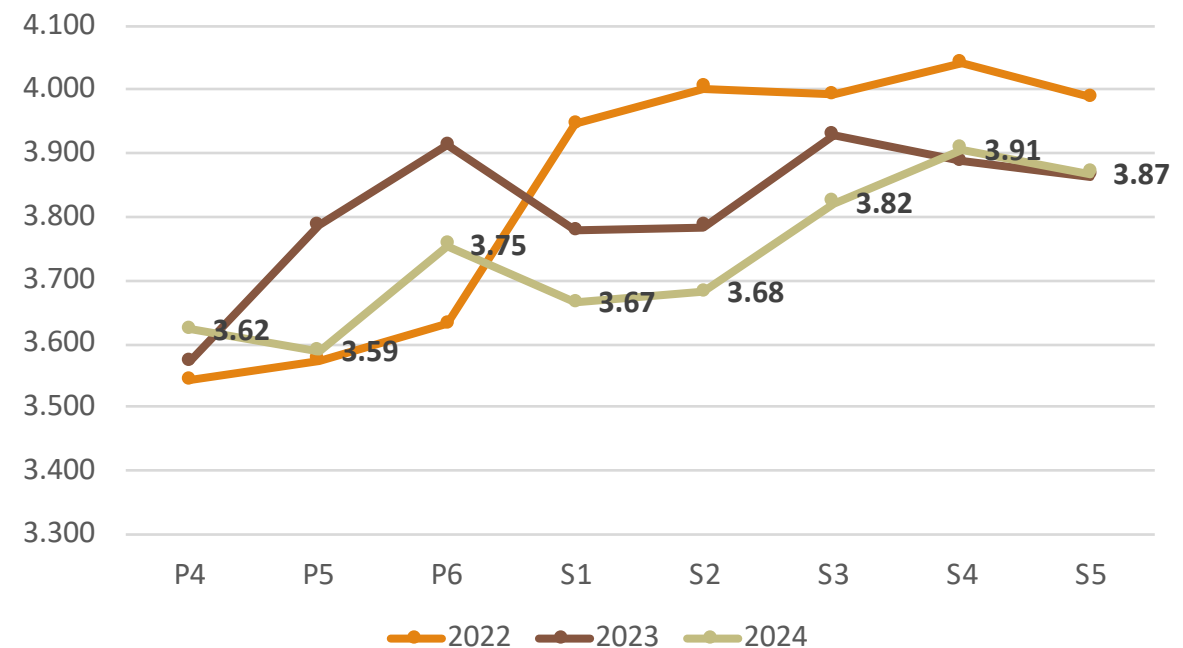
Bullying increases as the **No Bullying Index** (3.69/5) falls by 2.75% in 2024. Mostly increase allocated from P5 to S3. Almost all grades show worsening.

2024年校園欺凌明顯加劇，沒有受到欺凌指數跌2.75%。差不多全面惡化。

Scale 1 to 5	2022	2023	2024	Change%
P4	3.54	3.57	3.62	1.37%
P5	3.58	3.79	3.59	-5.21%
P6	3.63	3.91	3.75	-4.02%
S1	3.95	3.78	3.67	-2.96%
S2	4.00	3.78	3.68	-2.73%
S3	3.99	3.93	3.82	-2.70%
Average P4-S3	3.78	3.79	3.69	-2.75%
S4	4.04	3.89	3.91	0.50%
S5	3.99	3.86	3.87	0.08%
Average S4-S5	4.01	3.88	3.89	0.29%

Not Been Bullied (2022-2024)

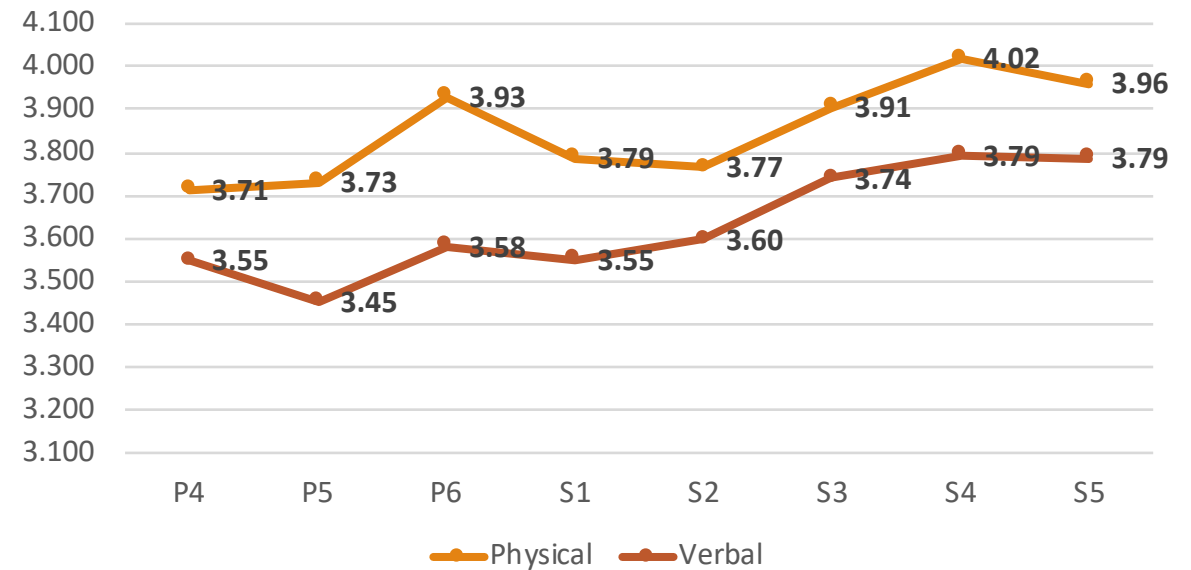
沒有受欺凌（2022至2024年）



Compared to physical bullying, students are affected more by verbal bullying. Discrepancy between physical and verbal bullying is larger in primary schools. 相較於肢體欺凌，學生更多受言語欺凌的影響。但言語欺凌傷害不一定比肢體欺凌低。

Scale 1 to 5	Not Physically Bullied	Not Verbally Bullied	Overall
P4	3.71	3.55	3.62
P5	3.73	3.45	3.59
P6	3.93	3.58	3.75
S1	3.79	3.55	3.67
S2	3.77	3.60	3.68
S3	3.91	3.74	3.82
Average P4-S3	3.80	3.58	3.69
S4	4.02	3.79	3.91
S5	3.96	3.79	3.87
Average S4-S5	3.99	3.79	3.89

Not Physically and Not Verbally Bullied by Grade
未受到肢體及言語欺凌，按年級



There is more bullying in primary schools, and verbal bullying is more prominent in every grade.

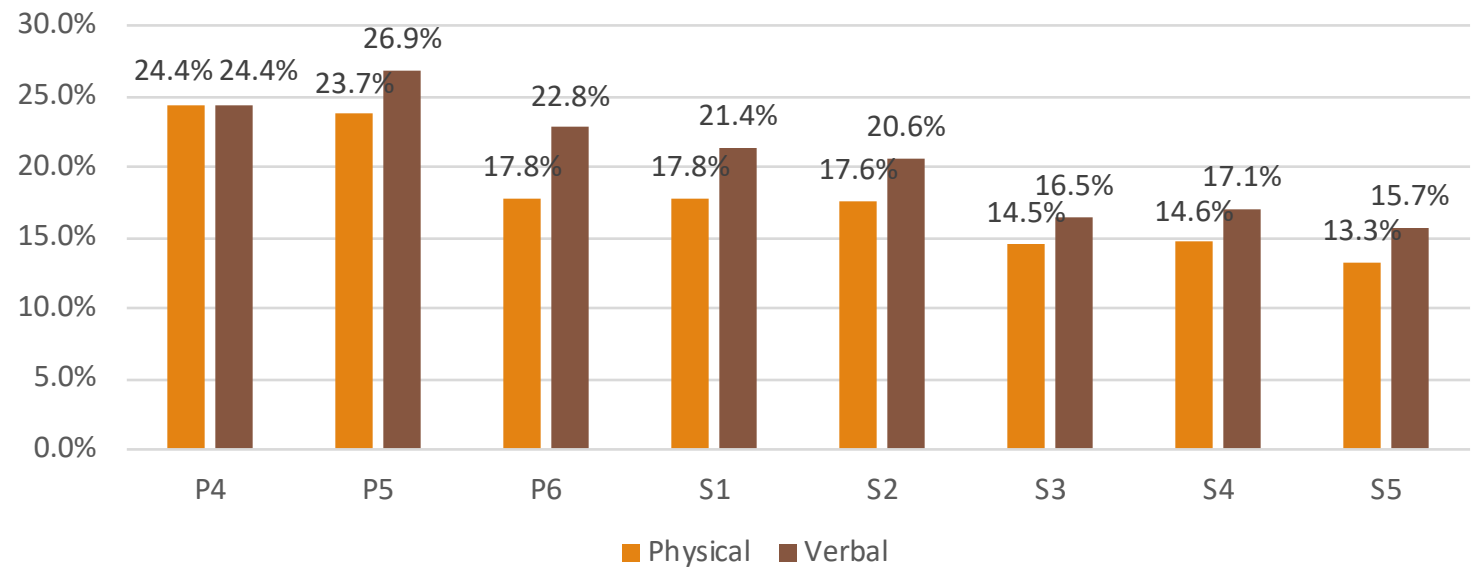
小學欺凌現象更嚴重(小四小五近1/4!)，言語欺凌在每個年級都比肢體欺凌更普遍。

	Physically-bullied	Verbally-bullied
P4	24.4%	24.4%
P5	23.7%	26.9%
P6	17.8%	22.8%
S1	17.8%	21.4%
S2	17.6%	20.6%
S3	14.5%	16.5%
S4	14.6%	17.1%
S5	13.3%	15.7%
Sample	18.6%	21.5%

Note: This table calculates the samples under “Not Been Bullied” with choices of 1 – Very much disagree, and 2 – Disagree.

Percentages of Being Physically and Verbally Bullied by Grades

受到肢體及言語欺凌的學生比例，按年級



(同意或非常同意過去一年曾受欺凌比率)

Part 3

家庭：

- ❖ Family LIFE Education Index | 家庭生命教育指數
- ❖ Family Happiness | 家庭幸福度

Family LIFE Education Index 家庭生命教育之計算方法

家庭生命教育是以下問題的平均數

1. 家人鼓勵你尊重和珍惜生命 Family members encourage you to respect life and treasure life
 2. 家人鼓勵你發揮潛能，減少攀比 Family members encourage you to realize your potential and not to compare with others
 3. 家人鼓勵你奮發自強，不怕困難
Family members encourage you to fear no difficulty and work hard for your own good
 4. 家人鼓勵你尋找興趣，發揮所長
Family members encourage you to find your interests and develop them.
-

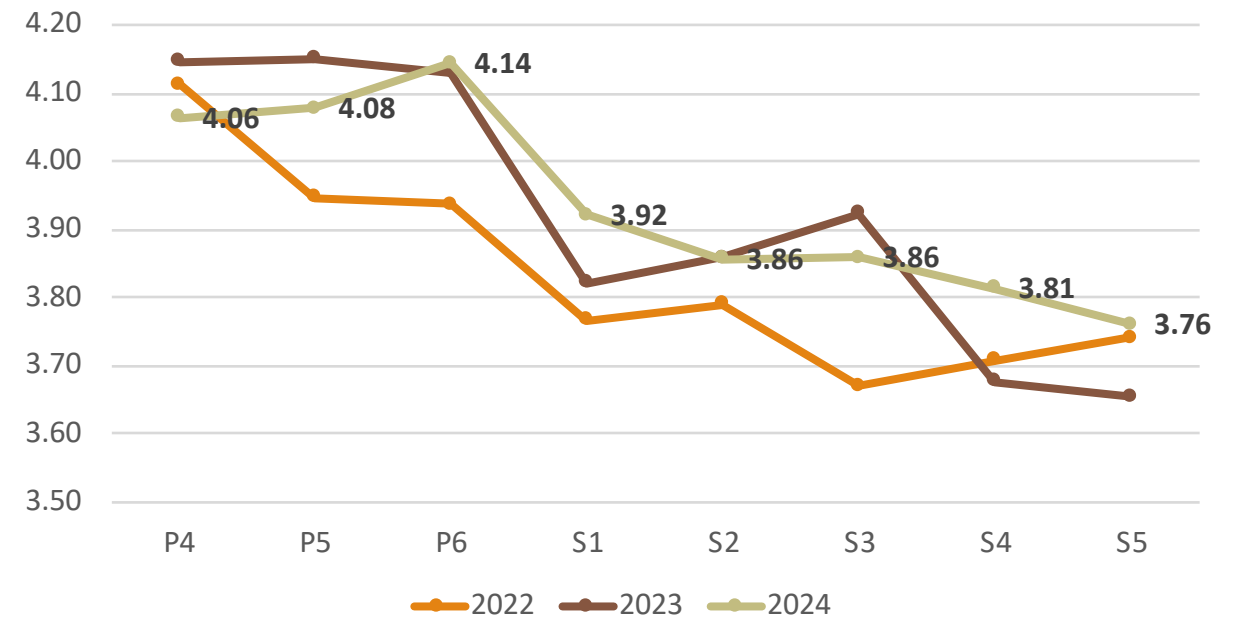
Family LIFE Education (3.99/5) increases by 0.5% in 2024. Families tend to pay less attention to Life Education as grade gets higher.

2024家庭生命教育指數3.99/5下降0.45%，中學數值較低。孩子愈大家庭生命教育愈少。

Scale 1 to 5	2022	2023	2024	Change%
P4	4.11	4.15	4.06	-2.01%
P5	3.95	4.15	4.08	-1.73%
P6	3.94	4.13	4.14	0.31%
S1	3.77	3.82	3.92	2.60%
S2	3.79	3.86	3.86	-0.05%
S3	3.67	3.92	3.86	-1.65%
Average P4-S3	3.87	4.01	3.99	-0.45%
S4	3.71	3.68	3.81	3.72%
S5	3.74	3.65	3.76	2.90%
Average S4-S5	3.72	3.67	3.79	3.31%

Family LIFE Education Index by Grades (2022-2024)

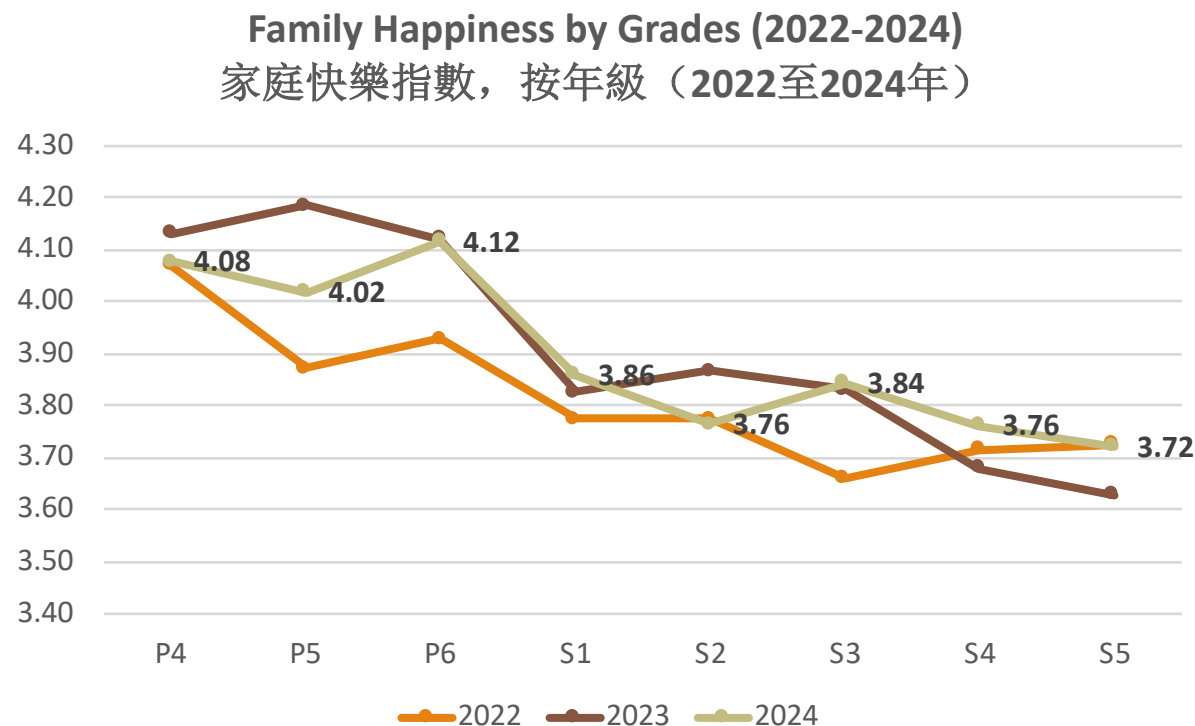
家庭生命教育指數，按年級（2022至2024）



Family Happiness decreases by 0.4%, contributed mainly by primary schools. Overall, secondary school students have lower family happiness.

家庭幸福度下降1.19%，主要分佈在小學。總體上，中學生家庭幸福度較低。

Scale 1 to 5	2022	2023	2024	Change%
P4	4.07	4.13	4.08	-1.28%
P5	3.87	4.19	4.02	-3.99%
P6	3.93	4.12	4.12	-0.10%
S1	3.78	3.83	3.86	0.84%
S2	3.78	3.87	3.76	-2.67%
S3	3.66	3.83	3.84	0.29%
Average P4-S3	3.85	3.99	3.95	-1.19%
S4	3.72	3.68	3.76	2.21%
S5	3.73	3.63	3.72	2.58%
Average S4-S5	3.86	3.94	3.93	-0.42%



Part 4

教師情況：

- ❖ Teacher Happiness Index | 教師快樂指數
- ❖ Teacher LIFE Education | 教師生命教育
- ❖ Teacher Work and Stresses | 教師工作及壓力

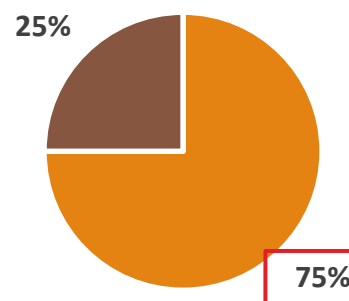
2024 Teacher Happiness Index 2024年教師快樂指數為6.54

Teachers are busy, tired, stressed, and their family life are affected. But most of them feel satisfied in work.

教師大多忙碌，疲憊，感到壓力很大，且家庭生活受到影響。但他們中大多數仍然對工作滿意。

Teachers are Satisfied in Work

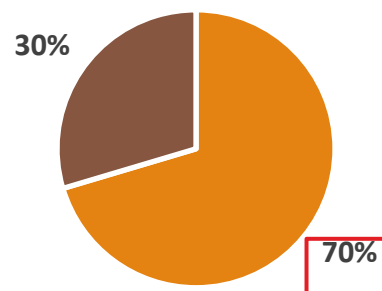
教師對工作滿意



■ Agree/Very much agree ■ Very much disagree/Disagree/Half-half

Teachers are Stressed

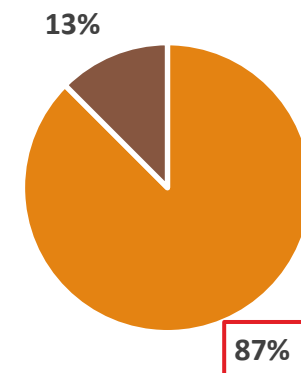
教師感到壓力很大



■ Agree/Very much agree ■ Very much disagree/Disagree/Half-half

Teachers are Busy and Tired

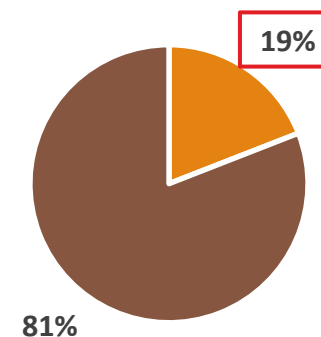
教師感到忙碌及疲憊



■ Agree/Very much agree ■ Very much disagree/Disagree/Half-half

Teachers' Family **NOT** Affected

教師的家庭生活**沒有**被影響

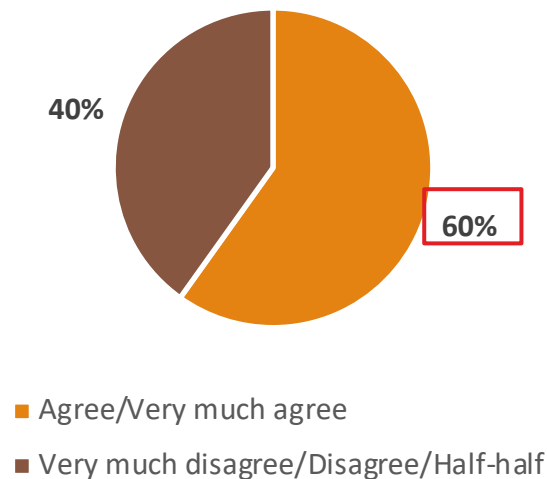


■ Agree/Very much agree ■ Very much disagree/Disagree/Half-half

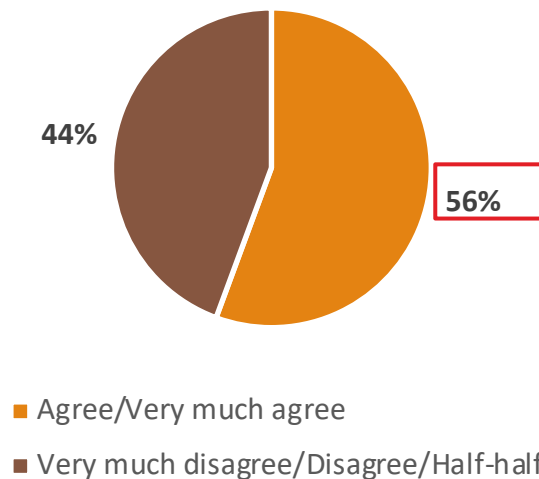
Teachers' stresses come more from too much workload. They also feel more stressed with students' behavioral problems than academic performance.

教師壓力更多來自於過大的工作量。相較於學業表現，教師面臨學生行為問題的壓力更大。

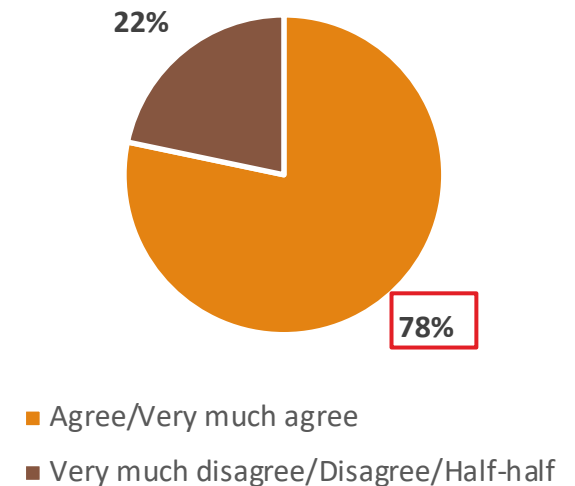
Teachers' Stress from Students' Behaviour Problem
教師壓力來自學生的行為問題



Teachers' Stress from Student's Academic Performance
教師壓力來自學生的學業表現



Teachers' Stress from Too Much Workload
教師壓力來自工作量過大

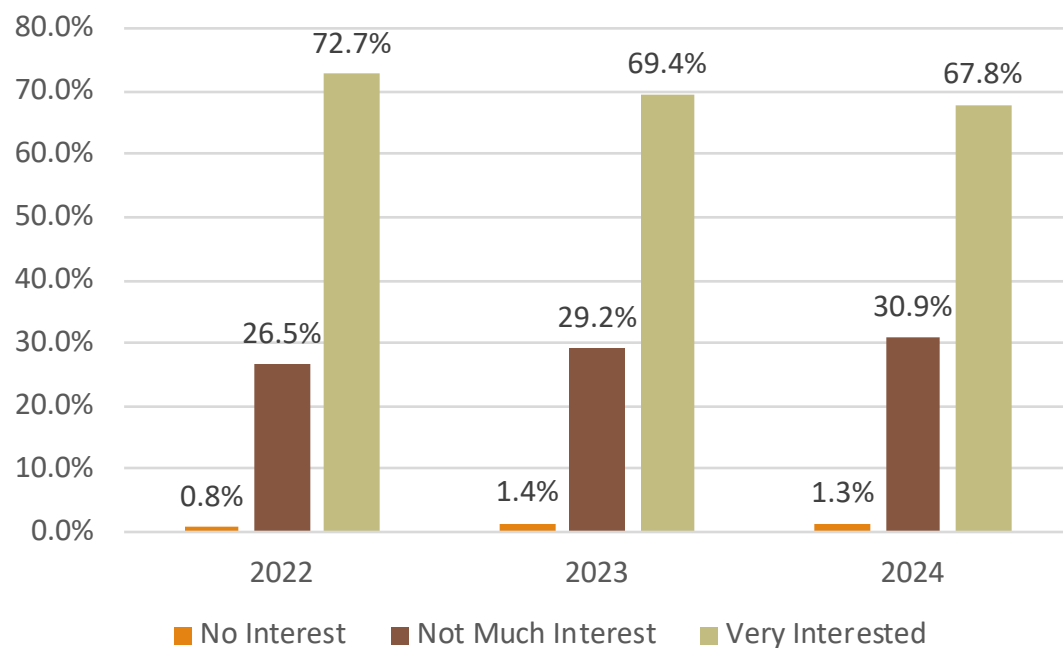


67.8% teachers are very interested in Life Education, while only 39.1% have ever received trainings.

67.8%的教師對生命教育有很大興趣；只有39.1%的教師曾經受到過相關培訓。

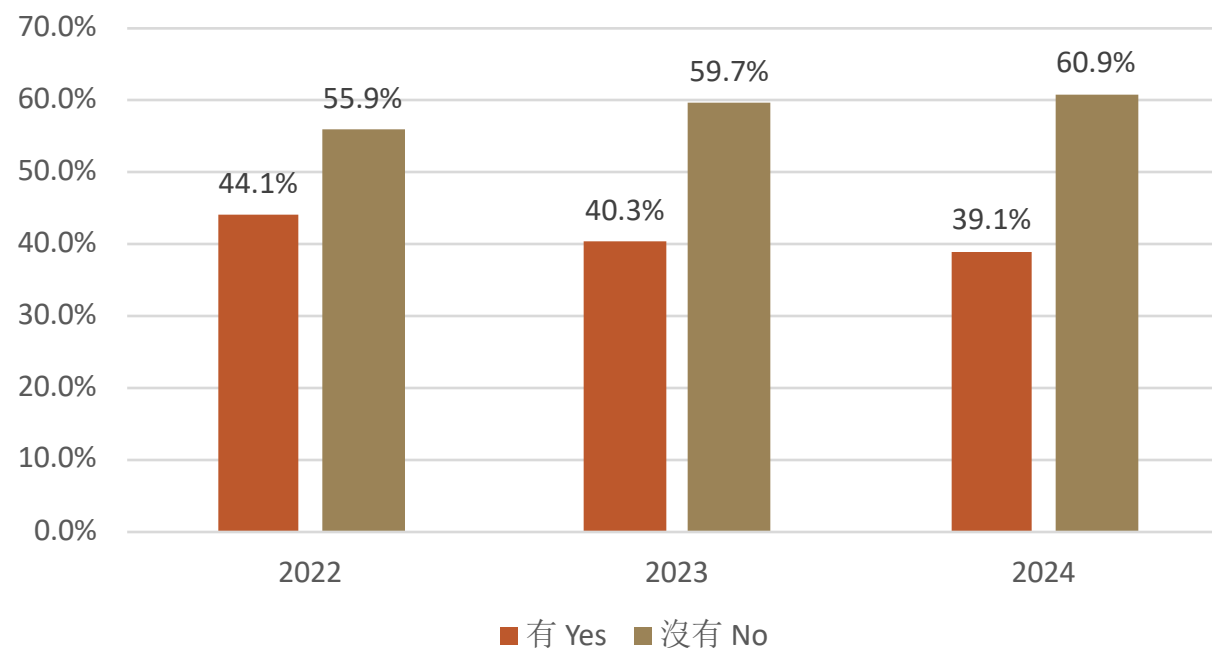
Teachers' Interest in Life Education (2022-2024)

教師對生命教育的興趣（2022至2024年）



Teachers' Training in Life Education (2022-2024)

教師接受生命教育相關培訓（2022至2024年）



Part 5

❖ Analysis: How Mental Capital and LIFE Education affects happiness, life worth living, and bullying?

分析：心理資本與生命教育如何影響快樂、價值感及欺凌？

	Happiness		Life Worth Living		Not Been Bullied Physically		Not Been Bullied Verbally	
	A-1	B-1	A-2	B-2	A-3	B-3	A-4	B-4
Constant	3.770*** (7.14)	-0.057 (-0.29)	3.597*** (5.86)	-1.265*** (-5.56)	3.204*** (42.47)	2.275*** (20.14)	3.329*** (50.82)	2.383*** (25.30)
School LIFE Education Index	1.455*** (10.70)		1.538*** (9.73)		0.180*** (9.29)		0.079*** (4.65)	
Study Pressure	-0.509*** (-12.01)		-0.497*** (-10.08)		-0.003 (-0.53)		-0.009 (-1.63)	
Activity Pressure	-0.285*** (-6.61)		-0.354*** (-7.06)		-0.008 (-1.37)		0.005 (0.96)	
Mental Capital								
Love		0.579*** (9.18)		0.732*** (10.16)		0.595*** (11.20)		0.339*** (7.64)
Insight		0.730*** (11.22)		0.728*** (9.78)		0.437*** (7.19)		0.933*** (18.43)
Fortitude		0.291*** (4.69)		0.373*** (5.25)		-0.373*** (-5.59)		-0.343*** (-6.16)
Engagement		0.197*** (3.27)		0.274*** (3.97)		-0.245*** (-3.88)		-0.549*** (-10.42)
R-squared	0.123	0.27	0.104	0.278	0.027	0.063	0.007	0.119
Adjusted R-squared	0.122	0.269	0.104	0.277	0.026	0.062	0.006	0.118
No of Observations	3483	3489	3480	3486	3502	3536	3502	3536

t statistics in the parentheses. *, ** and *** indicate coefficients are significant at 10%, 5% and 1% level respectively.

School LIFE Education Index, Not Been Bullied (physically and verbally) are constructed specific to Grade and School

Mental capital for analysing bullying in models A-3, B-3, A-4, B-4 are constructed specific to Grade and School

學校生命教育與學生的心理資本對快樂、生命價值感都有正向作用；同時對減少欺凌，尤其是肢體欺凌有重要作用。有趣的是，心理資本中，關愛與智慧對降低欺凌有正面影響，而堅毅、行動則為負相關；這說明，行動需要配合充滿愛的心態與智慧的決策，才可以有積極的作用。

	Happiness	Life Worth Living
Family LIFE Education	0.456*** (7.15)	0.710*** (9.54)
Family relation	0.611*** (11.72)	0.573*** (9.42)
Have siblings	0.090 (1.13)	0.117 (1.26)
Living space	0.074 (1.42)	0.112* (1.86)
Quiet environment	0.099** (2.13)	0.123** (2.27)
Open area	0.088* (1.80)	0.052 (0.92)
Convenient transportation	0.157*** (3.53)	0.091* (1.76)
Health status	0.755*** (12.07)	0.831*** (11.39)
Female	-0.211*** (-3.02)	-0.316*** (-3.87)
Constant	-0.952*** (-4.04)	-1.814*** (-6.60)
R-squared	0.347	0.33
Adjusted R-squared	0.345	0.328
No of Observations	3053	3051

Family LIFE education and family relation are very important for students' happiness and life worth living. Also, health status contributes a lot in happiness and life worth living. Having siblings affects neither. Females tend to report less happiness and life worth living.

家庭生命教育及家庭關係和諧對學童快樂與生命價值感意義重大。其中，健康狀況亦對快樂與生命價值感有非常大的影響。

是否有兄弟姐妹對其快樂與生命價值感影響不大，但女生較男生呈現更低的快樂指數與生命價值感。

Happiness (individual), For students from P4 to S3

	Without interactive variable			With interactive variable		
	All	Female	Male	All	Female	Male
School LIFE Education Index in School i and Grade j (i=1,2,...,19; j=P4, P5,..., S3) 以班級和學校計算生命教育指數	1.440*** (3.43)	1.077* (1.65)	1.799*** (3.03)	0.649 (1.04)	-1.223 (-1.20)	2.044** (2.49)
Study Pressure 學習壓力	-0.506*** (-11.02)	-0.464*** (-6.24)	-0.484*** (-8.06)	-1.436*** (-2.66)	-3.035*** (-3.46)	-0.178 (-0.25)
Study Pressure * School LIFE Education Index (上兩項相乘的相互交叉變量)				0.255* (1.73)	0.704*** (2.94)	-0.084 (-0.43)
Activity Pressure 活動壓力	-0.290*** (-6.23)	-0.443*** (-5.90)	-0.241*** (-3.93)	-0.292*** (-6.27)	-0.445*** (-5.94)	-0.241*** (-3.92)
Constant (上面變量未能解釋剩餘)	4.068** (2.44)	5.394** (2.08)	2.745 (1.17)	6.971*** (2.95)	13.878*** (3.58)	1.851 (0.59)
No. of Observations	3141	1320	1714	3141	1320	1714
R-Squared	0.127	0.159	0.12	0.128	0.165	0.12
Adjusted R-Squared	0.12	0.143	0.106	0.12	0.149	0.106
School Fixed Effect Controlled?	YES					
Grade Fixed Effect Controlled?	YES					

t-statistics are in the parentheses. *, ** and *** indicate coefficients are significant at 10%, 5% and 1% level respectively.

留意生命教育指數對學童的自我肯定感比對快樂感作用更大更具統計學上的顯著性

Life Worth Living (individual), For students from P4 to S3

	Without interactive variable			With interactive variable		
	All	Female	Male	All	Female	Male
School LIFE Education Index in School i and Grade j (i=1,2,...,19; j=P4, P5,..., S3) 以班級和學校計算生命教育指數	1.829*** (3.78)	1.515** (2.08)	2.034*** (2.91)	1.167 (1.63)	-0.182 (-0.16)	2.251** (2.33)
Study Pressure 學習壓力	-0.501*** (-9.47)	-0.537*** (-6.46)	-0.424*** (-5.99)	-1.279** (-2.05)	-2.433** (-2.48)	-0.153 (-0.18)
Study Pressure * School LIFE Education Index (上兩項相乘的相互交叉變量)				0.213 (1.25)	0.519* (1.94)	-0.075 (-0.33)
Activity Pressure 活動壓力	-0.349*** (-6.50)	-0.478*** (-5.70)	-0.296*** (-4.08)	-0.351*** (-6.53)	-0.480*** (-5.73)	-0.295*** (-4.07)
Constant (上面變量未能解釋剩餘)	2.724 (1.42)	4.069 (1.41)	1.787 (0.64)	5.151* (1.89)	10.328** (2.38)	0.994 (0.27)
No. of Observations	3138	1319	1712	3138	1319	1712
R-Squared	0.111	0.168	0.087	0.112	0.171	0.087
Adjusted R-Squared	0.104	0.153	0.073	0.104	0.155	0.072
School Fixed Effect Controlled?				YES		
Grade Fixed Effect Controlled?				YES		

t-statistics are in the parentheses. *, ** and *** indicate coefficients are significant at 10%, 5% and 1% level respectively.

Not Been Bullied - Physically (Grade-School), For students from P4 to S3

	Without interactive variable			With interactive variable		
	All	Female	Male	All	Female	Male
School LIFE Education Index in School i and Grade j (i=1,2,...,19; j=P4, P5,..., S3) 以班級和學校計算生命教育指數	0.209*** (6.97)	0.395*** (8.28)	0.084** (2.05)	-2.349*** (17.19)	-2.088*** (-3.52)	-2.461*** (-17.52)
Study Pressure 學習壓力	-0.369*** (-12.60)	-0.367*** (-6.83)	-0.313*** (-8.44)	-3.110*** (-21.32)	-3.157*** (-4.74)	-3.040*** (-20.41)
Study Pressure * School LIFE Education Index (上兩項相乘的相互交叉變量)				0.820*** (19.15)	0.776*** (4.20)	0.834*** (18.80)
Activity Pressure 活動壓力	0.329*** (9.76)	0.614*** (11.34)	0.150*** (3.35)	0.432*** (13.34)	0.602*** (11.18)	0.287*** (6.92)
Constant (上面變量未能解釋剩餘)	3.792*** (27.33)	2.487*** (9.85)	4.476*** (25.47)	12.235*** (26.59)	11.512*** (5.32)	12.593*** (27.35)
No. of Observations	3191	1328	1723	3191	1328	1723
R-Squared	0.728	0.66	0.785	0.757	0.665	0.822
Adjusted R-Squared	0.726	0.654	0.781	0.754	0.659	0.819
School Fixed Effect Controlled?	YES					
Grade Fixed Effect Controlled?	YES					

t-statistics are in the parentheses. *, ** and *** indicate coefficients are significant at 10%, 5% and 1% level respectively.

Not Been Bullied, School LIFE Education Index, Study Pressure and Activity Pressure all specific to Grade and School

感到愈大學業壓力的同學更多受到欺凌

Not Been Bullied - Verbally (Grade-School), For students from P4 to S3

	Without interactive variable			With interactive variable		
	All	Female	Male	All	Female	Male
School LIFE Education Index in School i and Grade j (i=1,2,...,19; j=P4, P5,..., S3) 以班級和學校計算生命教育指數	0.141*** (5.28)	0.218*** (5.79)	0.104*** (2.67)	-2.423*** (-20.28)	1.369*** (2.92)	-2.596*** (-20.12)
Study Pressure 學習壓力	-0.540*** (-20.77)	-0.432*** (-10.21)	-0.520*** (-14.85)	-3.288*** (-25.78)	0.862 (1.63)	-3.413*** (-24.95)
Study Pressure * School LIFE Education Index (上兩項相乘的相互交叉變量)				0.821*** (21.94)	-0.360** (-2.46)	0.884*** (21.71)
Activity Pressure 活動壓力	0.567*** (18.94)	0.817*** (19.15)	0.392*** (9.26)	0.670*** (23.68)	0.823*** (19.29)	0.537*** (14.11)
Constant (上面變量未能解釋剩餘)	3.660*** (29.69)	2.525*** (12.70)	4.106*** (24.74)	12.121*** (30.12)	-1.661 (-0.97)	12.716*** (30.07)
No. of Observations	3191	1328	1723	3191	1328	1723
R-Squared	0.696	0.661	0.746	0.736	0.663	0.801
Adjusted R-Squared	0.694	0.655	0.742	0.734	0.656	0.798
School Fixed Effect Controlled?	YES					
Grade Fixed Effect Controlled?	YES					

t-statistics are in the parentheses. *, ** and *** indicate coefficients are significant at 10%, 5% and 1% level respectively.

Not Been Bullied, School LIFE Education Index, Study Pressure and Activity Pressure all specific to Grade and School

Part 6

❖ Comparative analysis between HK and Shenzhen students.

香港及深圳學童的比較分析

Comparison between HK and Shenzhen Students (P4-S3)

港深學生對比（比較小四至中三）

		HK 香港 (2024)	Shenzhen 深圳 (2024)
Happiness Index 快樂指數 (0~10)		6.75 ↑	6.46
Life Worth Living 生命價值感 (0~10)		6.74 ↑	4.42
School LIFE Education Index 學校生命教育指數 (1~5)		3.65	3.93 ↑
Family LIFE Education Index 家庭生命教育指數 (1~5)		3.99	4.24 ↑
Study Pressure 學業壓力 (1~5)		3.19 ↑	2.74
Activity Pressure 活動壓力 (1~5)		2.50 ↑	2.26
No bullying Index 沒有受到欺凌指數 (1~5)		3.69	4.02 ↑
Mental Capital 心理資本	Love 關愛 (1~5)	3.96	4.15 ↑
	Insight 智慧 (1~5)	3.56	3.79 ↑
	Fortitude 堅毅 (1~5)	3.73	3.99 ↑
	Engagement 行動 (1~5)	3.95	4.16 ↑

奇怪深圳學童幸福感和自我肯定度明顯低於香港

箭頭表示比另一城市更高

Happiness (individual), For students from P4 to S3

	HK			Shenzhen		
	All	Female	Male	All	Female	Male
School LIFE Education Index in School i and Grade j (i=1,2,...,19; j=P4, P5,..., S3) 以班級和學校計算生命教育指數	1.440*** (3.43)	1.077* (1.65)	1.799*** (3.03)	0.322 (1.35)	0.584* (1.72)	0.075 (0.22)
Study Pressure 學習壓力	-0.506*** (-11.02)	-0.464*** (-6.24)	-0.484*** (-8.06)	-0.460*** (-11.55)	-0.450*** (-7.55)	-0.468*** (-8.72)
Activity Pressure 活動壓力	-0.290*** (-6.23)	-0.443*** (-5.90)	-0.241*** (-3.93)	-0.388*** (-8.82)	-0.452*** (-6.82)	-0.325*** (-5.50)
Constant (上面變量未能解釋剩餘)	4.068** (2.44)	5.394** (2.08)	2.745 (1.17)	7.387*** (7.36)	6.491*** (4.54)	8.232*** (5.85)
No. of Observations	3141	1320	1714	3874	1809	2061
R-Squared	0.127	0.159	0.12	0.152	0.170	0.143
Adjusted R-Squared	0.12	0.143	0.106	0.149	0.164	0.137
School Fixed Effect Controlled?				YES		
Grade Fixed Effect Controlled?				YES		

t-statistics are in the parentheses. *, ** and *** indicate coefficients are significant at 10%, 5% and 1% level respectively.

奇怪深圳的生命教育指數和心理資本較高但正面影響遠比香港低

Life Worth Living (individual), For students from P4 to S3

	HK			Shenzhen		
	All	Female	Male	All	Female	Male
School LIFE Education Index in School i and Grade j (i=1,2,...,19; j=P4, P5,..., S3) 以班級和學校計算生命教育指數	1.829*** (3.78)	1.515** (2.08)	2.034*** (2.91)	0.916*** (5.64)	0.983*** (4.19)	0.840*** (3.74)
Study Pressure 學習壓力	-0.501*** (-9.47)	-0.537*** (-6.46)	-0.424*** (-5.99)	-0.241*** (-8.90)	-0.264*** (-6.40)	-0.222*** (-6.16)
Activity Pressure 活動壓力	-0.349*** (-6.50)	-0.478*** (-5.70)	-0.296*** (-4.08)	-0.278*** (-9.29)	-0.347*** (-7.55)	-0.226*** (-5.71)
Constant (上面變量未能解釋剩餘)	2.724 (1.42)	4.069 (1.41)	1.787 (0.64)	1.887*** (2.76)	1.790* (1.81)	2.067** (2.19)
No. of Observations	3138	1319	1712	3874	1809	2061
R-Squared	0.111	0.168	0.087	0.196	0.203	0.196
Adjusted R-Squared	0.104	0.153	0.073	0.194	0.197	0.191
School Fixed Effect Controlled?	YES					
Grade Fixed Effect Controlled?	YES					

t-statistics are in the parentheses. *, ** and *** indicate coefficients are significant at 10%, 5% and 1% level respectively.

深圳的生命教育指數對學童自我肯定的正面影響雖比香港低，但具更強的顯著性。

Not Been Bullied - Overall (Grade-School), For students from P4 to S3

	HK			Shenzhen		
	All	Female	Male	All	Female	Male
School LIFE Education Index in School i and Grade j (i=1,2,...,19; j=P4, P5,..., S3) 以班級和學校計算生命教育指數	0.181*** (6.75)	0.315*** (7.69)	0.098*** (2.61)	0.474*** (43.68)	0.471*** (29.45)	0.476*** (32.09)
Study Pressure 學習壓力	-0.464*** (-17.75)	-0.405*** (-8.79)	-0.428*** (-12.64)	-0.396*** (-26.55)	-0.381*** (-17.28)	-0.408*** (-20.04)
Activity Pressure 活動壓力	0.459*** (15.27)	0.722*** (15.52)	0.285*** (6.98)	0.021 (1.40)	0.009 (0.42)	0.030 (1.42)
Constant (上面變量未能解釋剩餘)	3.702*** (29.89)	2.470*** (11.40)	4.275*** (26.68)	2.878*** (42.23)	2.875*** (28.45)	2.884*** (31.08)
No. of Observations	3191	1328	1723	3876	1809	2063
R-Squared	0.724	0.662	0.779	0.911	0.908	0.914
Adjusted R-Squared	0.722	0.656	0.775	0.911	0.908	0.913
School Fixed Effect Controlled?	YES					
Grade Fixed Effect Controlled?	YES					

t-statistics are in the parentheses. *, ** and *** indicate coefficients are significant at 10%, 5% and 1% level respectively.

Not Been Bullied, School LIFE Education Index, Study Pressure and Activity Pressure all specific to Grade and School

生命教育減少校園欺凌效果港深同樣顯著。受學業壓力困擾同學更多受到欺凌。

Q & A Session