



Issue 025  
2018 May

## Advocacy

### Hong Kong Teenager's Happiness Survey

In order to let the public know more about Hong Kong Teenagers' self-rated Happiness, our Happy Teens Clubs conducted a "Hong Kong Teenagers' Happiness Survey" from Nov 2017 to January 2018 with a total of 3,669 questionnaires returned. The interviewees were teenagers aged from 9 to 17; among them 30% are Primary 5 & 6 pupils, 53% are Form 1-3 students and 16% are Form 4 students.

#### 1. Nearly 40% Self-rated Unhappy

With 10 marks as the top score for overall self-rated happiness, 36.8% of the respondents rated themselves below 6, representing a feeling of unhappiness; 40% feeling average and rated themselves 6 to 8 and below; 22.2% feeling very happy graded themselves 8-10 marks (Diagram 1).

(Diagram 1 title)

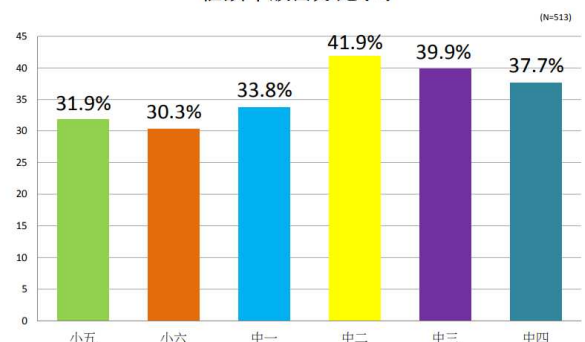
Percentage of students in different forms who graded themselves between 3.01 and below 6 in their overall feeling of happiness (%)

(x-axis) P.5, P.6, F.1, F.2, F.3, F.4

#### 2. The Higher the Form, the More Unhappy

Meanwhile, findings of the survey show that there is a higher percentage of unhappiness when the forms get higher with Form 2 respondents feeling most unhappy among them all (41.9%). It is estimated that this is due to the fact that secondary schools, in general, spend more resources on helping Form 1 students adapt to the new

整體幸福感自評於 3.01分 至少於6分  
佔該年級百分比 (%)





environment, and thus, Form 1 students can feel that they get the attention from others. Yet, when they are promoted to Form 2, there is less support and more academic pressure. This is why the proportion of self-rated unhappiness of Form 2 students goes up.

### 3. Survey Findings Show Low Score in Various Aspects when Teenagers Encounter Negative Incidents

	P.5	P.6	F.1	F.2	F.3	F.4
Overall Self-rated Happiness	7.14	7.17	6.46	6.39	6.19	6.64
Overall Self-evaluation of Positive Emotion	7.26	7.22	6.53	6.54	6.12	6.62
Interpersonal Relationship	7.39	7.61	6.62	6.48	6.25	7.03
Self-evaluation of Joy	7.1	7.52	6.73	6.8	6.23	6.64

As indicated in self-rated items, Form 3 students score the lowest. It is believed that it is due to various changes they have to face during this stage of growth and development, including choosing electives for upper secondary studies, a more difficult curriculum and the pressure of public examination, etc.

### 4. Recommendations

In view of the profound impacts of the education system on teenagers, we advocate for the integration of “Positive Education” into current curriculum to maximize the opportunities for teenagers to experience and develop the five elements of the well-being theory. We hope that teachers and parents can encourage and accompany teenagers to apprehend and face their positive as well as negative emotions and develop the ability to accommodate and respond to their emotions. In addition, we hope to encourage teenagers commit wholeheartedly to meaningful learning activities; it is important for them to have room for autonomy and self-determination. Teachers can guide them to explore what the activities are meant for them, replacing the one-way passive learning mode in the past. We also anticipate this will increase teacher-student interaction through themed learning activities in small groups. This can help building positive interpersonal relations effectively, enhancing students’ participation and the level of engagement, as well as strengthening the



development of feeling happy. Our Happy Teens Clubs have been trying to apply the 「樂建情 Teen」 teaching materials to upper primary schools classroom activities since 2014 in order to let children understand the links between emotions and cognitive thinking. And then their depression index was assessed through pre- and post-activity questionnaires, with a view to providing long-term small group support. We observed that students' depression index has noticeably decreased after the activities.

Lastly, "Building a Sense of Accomplishment" is the most challenging part, as advocated by Happy Teens Club to the general public, the way we look at teenagers should be "ability-based" instead of "problem-based". We actively help them create successful experiences to let them demonstrate their abilities in both academic and their daily lives (such as good interpersonal relationship, comprehensive life goals and the sense of mission) to further develop their potentials in various aspects. To increase their motivation in pursuit of a meaningful life and a caring society, we let them experience multi-facet satisfactions in their daily lives. In addition, Happy Teens Clubs have also started the "i-strength character development programme" to help students, parents and teachers discover and develop the strength of their own characters and further apply to their daily lives or school lives, with a view to building self-efficacy and a sense of accomplishment.

In conclusion, in order to equip the teenagers with the five well-being elements mentioned above, we should first strengthen their uniqueness, self-discovery abilities and resilience in face of adversity, to nurture an independent adventurous spirit, sense of hope and a network of support for their lives. We hope that people from all walks of life will join hands in creating a happy and hopeful society for our next generation and let the youths actively develop a fruitful, prosperous and meaningful life with no regrets.