

HBSC

香港學童身心靈健康評估計劃 研究報告

Health Behaviour in School-aged Children
Study in Hong Kong: Assessing the Physical,
Emotional and Social Well-being
Final Report



本研究由政策創新與統籌辦事處公共政策研究資助計劃資助
(項目編號：2019.A4.057.19B)

2021年2月



Hong Kong Centre for
International Student Assessment
香港學生能力國際評估中心



香港亞太研究所
Hong Kong Institute of Asia-Pacific Studies

研究團隊

首席研究員： 何瑞珠教授
香港中文大學教育行政與政策學系教授
香港學生能力國際評估中心總監

共同研究員： 馮應謙教授
香港中文大學新聞與傳播學院教授
香港亞太研究所所長

李賴俊卿教授
香港中文大學新聞與傳播學院副教授

學校發展主任：楊國強博士
香港學生能力國際評估中心

副研究員： 岑國榮先生
香港學生能力國際評估中心

研究助理： 李仕傑先生
香港學生能力國際評估中心

鳴謝

本研究項目（編號：2019.A4.057.19B）獲香港特別行政區政府政策創新與統籌辦事處公共政策研究資助計劃撥款資助。

行政摘要

研究摘要

「香港學童身心靈健康評估計劃」旨在瞭解學童的身心靈福祉與健康行為，以及相關的背景因素與社會及環境脈絡，從而為推廣學童健康與介入服務的政策及措施提供參考，回應香港特區政府於 2018 年成立的兒童事務委員會的政策目標。「學童身心靈健康評估計劃」由世界衛生組織歐洲區域辦事處統籌，每四年一度，現有四十多個國家和地區參加。透過參加這項跨國研究計劃，香港能收集有關學童健康的可靠數據，並與其他國家作比較。這對於達致兒童事務委員會的目標——以實證為本制訂政策、策略和工作優次，及制訂監察本港學童健康和福祉的框架和指標，皆十分重要。此計劃亦有助解決「精神健康檢討報告」（2017）反映香港學童日趨普遍的身心健康問題，並回應報告內的建議，收集適時、定期及有系統的健康數據。

研究樣本來自 21 所小學和 19 所中學的 5,307 名學生，平均年齡約為 11 歲、13 歲和 15 歲，分別就讀於小六、中一和中三。本計劃根據學校類型進行抽樣，並涵蓋不同社經和學術背景，以確保樣本能代表香港學校的比例。本計劃以全面的概念框架為基礎，採用標準的國際問卷，並輔以針對香港的題目，來測量學生的健康和福祉、健康和風險行為，以及社會和經濟因素。此外，本計劃亦從 9 所樣本學校中抽選 18 名學生事務副校長、訓輔教師、校長和社工進行個別深入訪談，以了解他們對香港兒童的身心健康和健康行為的意見，以及在學校和政府政策層面對促進兒童健康的建議。本計劃透過將量化和質化研究中收集到的數據相互印證，以全面了解香港兒童的健康狀況，以及可能的促進因素和抑制因素。

研究結果發現香港學生的身心健康狀況普遍遜於國際水平，情況令人關注：香港學生的自評健康狀態及生活滿意度均低於國際水平；香港學生的情緒症狀較身體症狀為嚴重，出現身體症狀的情況較國際水平為少，但情緒症狀則與國際水平相若。香港學生的生活滿意度和自評健康狀態隨年齡上升而顯著下降，身體症狀指數則隨年齡上升而顯著上升。此外，研究發現家庭社經地位與生活滿意度和自評健康狀態有正面關係：家庭社經地位越高，學生的生活滿意度及自評健康狀態亦越高，顯示香港學童健康狀況存在顯著不均等的問題。研究分析了四種支援對學生身心健康的影響，包括家庭支援、教師支援、同學支援及朋友支援，結果顯示這四種支援均與學生的生活滿意度和自評健康狀態有正面關係。研究亦收集了其他健康與福祉的數據及背景因素資料，包括社交媒體成癮、體能活動、飲食習慣、欺凌行為等，詳細分析結果載於報告的主要內容部分。

研究項目對政策影響和政策建議的摘要

綜合本計劃的量化及質化研究結果，得出以下十項對政府政策和措施方面的建議：

（1）制定培養學生身心靈健康的政策

香港社會普遍以關心學生成績為主，學生的身心靈健康相對被忽略，學生的身心健康狀況普遍遜於國際水平。現時政府雖然為學校提供金錢上的支援，但對學生的身心靈教育缺乏長遠的計劃，政府宜制定更長期和具持續性的學生身心健康政策。至於課程內容方面，政府可設計供學校參考用而非硬性規定的課程框架，給予學校自主權和彈性，因應校情發展身心靈教育；而聯合國教科文組織提出的「快樂學校」框架（UNESCO, 2016），可作為設計有關框架的參考。

（2）增加教師關顧學生空間、提供教師相關培訓

教師支援與學生的身心健康有正面關係，為了提升教師對學生的支援，增加教師關顧學生的時間及空間是其中一項必要條件。然而，現時教師要肩負各種教學、行政及籌辦活動等工作，實缺少時間和空間接觸學生和與學生傾談，難以關顧學生的成長。政府宜考慮增聘人手分擔教師工作，為教師釋出時間和空間來個別照顧學生。此外，政府在新增教育計劃時，應考慮相應減去舊有的計劃，避免因政策過多而擠掉教師照顧學生的空間。政府亦可繼續提供有關訓育、輔導及生命教育的教師培訓課程，並繼續推行「教師及校長帶薪進修計劃」，支援教師在身心靈教育方面的專業發展。

（3）家庭支援和家長教育：促進健康均等

家庭背景因素對學生的健康與幸福感影響甚大，其中學生的家庭社經地位越高，其生活滿意度及自評健康狀態亦越高。因此，來自低社經地位家庭的學生健康與福祉尤其值得關注，政府宜為這些學生和家庭提供額外支援。此外，香港學生在家庭溝通方面有待改善，表示容易或非常容易與父母交談的學生百分比均較國際水平為低；而家庭溝通與家庭支援均與學生的身心健康有正面關係。政府宜進一步推動家長教育，協助家長與子女建立良好關係，並掌握正確教育子女的方法。

（4）社工的專業支援

受訪教師均表示支持政府新設的中學「一校兩社工」計劃及小學「一校一社工」計劃。中學方面，受訪教師認為增加的社工人手分擔了原有社工的過量工作；而小學方面，受訪教師認為新計劃提供常額的社工職位，令學校社工獲得較穩定的職位和公平的薪酬調整。但對於個別學校，例如有很多特殊教育需要（SEN）個案的學校而言，現有的社工人手仍未足夠應付，政府宜考慮對這些集中弱勢學童的學校，在原有計劃之上再

增聘社工應付學生需要。此外，政府亦應改善駐校社工的晉升機會，使其與社工服務機構的社工看齊，避免人才流失。

（5）校本教育心理服務

到校教育心理學家服務是受中小學教師歡迎的政策之一，但現行政策提供的教育心理學家來校次數有限，未足以應付實際需要，他們亦須兼顧處理文件的工作，令學生輪候評估的時間過長。政府宜進一步增加心理學家留校時數，甚至長期駐校，支援學校處理學生個案以至增進教師的精神健康。除教育心理學家外，政府亦可提供資源供學校增聘其他專業人士如言語治療師、臨床心理學家等，來協助學校處理各種學生問題個案，並因應不同學校的需要，給予學校更大彈性決定具體聘用合適的專業人手。可以預期疫情後，學校對精神健康服務的需求會更大，政府宜為學校提供更全面的支援服務，例如更廣泛推行跨部門的「醫教社同心協作計劃」。

（6）優化優質教育基金、促進企業及社區參與

受訪教師均認同政府的「優質教育基金」有助學校推動身心靈健康教育，該計劃除了資助學校參加相關教育計劃外，亦使學校獲得額外資源來增加社工服務。然而，優質教育基金要求申請學校呈交報告數量多，政府宜削減相關的行政工作，減輕學校和教師的負擔。此外，基金的年度優先主題和重點往往只屬短期方案，建議政府應有長遠計劃，使基金投放的重點更具持續性。除了優質教育基金外，政府亦可鼓勵及促進更多企業及慈善機構與學校之間的合作，為推廣學童身心靈健康開拓資源和機遇。

（7）有關提升身體健康的措施

研究發現香港學生參與體能活動和進行劇烈運動的比率均低於國際水平，而每天參與體能活動的學生的生活滿意度和自評健康狀態顯著高於沒有參與者。為提高學生的體能活動參與度，政府宜檢視及改善現時校內體育課堂的課時及課程內容，提升學生在校內做運動的時間和興趣，培養學生做運動的習慣，並可資助學校購置科技體育器材如跑步機、測試心跳率儀器等，優化學校的體育設備。政府亦可考慮推廣有關「主動出行」（active travel）的措施，配合城市規劃，鼓勵學生以步行或踏單車代替乘搭交通工具。此外，研究亦發現香港學生進食甜食和添加糖飲品的比率偏高，政府宜推動家校協作以及家長教育，協助學生培養健康的飲食習慣。政府亦可參考其他國家有關免費早餐的政策，改善現時學生進食早餐比率偏低的情況。

（8）取消不必要評核、減輕學業壓力

研究發現香港學生的學業壓力高於國際水平，而中學生壓力的主要來源是課業和評核。現時香港的教育制度以學業成績為主導，學生承受沉重的升學壓力，以至生活滿意度

及自評健康狀態隨年齡／年級下降，身體症狀指數則隨年齡／年級上升。教育局宜檢討現行各項評核如「全港性系統評估」等對學生身心健康帶來的影響，取消不必要的評核，從而減輕學生的學業壓力。

（9）網絡及媒體素養的培育

研究發現香港學生在社交媒體成癮方面的情況與國際水平相若，而社交媒體成癮對學生的身心健康有負面影響。學生因使用手機和上網時間過多，以至作息顛倒、精神疲憊。政府宜從家長教育著手，舉辦及鼓勵學校舉辦相關講座及培訓，教授家長如何協助子女適量使用網絡，並掌握相關的溝通方法及管教技巧；亦可鼓勵學校建立家長支援小組，在培育子女的網絡及媒體素養上互相學習。

（10）檢討及改善反欺凌政策

香港學生在校內和網上的欺凌情況普遍較國際水平為少，但其對身心健康的影響不容忽視。現時教育局在預防校園欺凌方面推行校本管理，只要求學校各自制訂反欺凌政策，並沒有強制規定學校須向當局通報欺凌事件，政府宜就檢討現行的反欺凌政策進行公眾諮詢，改善現有的通報機制及處理程序，阻嚇及打擊校內及網上欺凌；政府亦應加強學校教師有關處理欺凌事件的培訓，並透過舉辦反欺凌推廣運動等活動，加強公眾教育。

未來研究及發展方向

HBSC 研究收集適時、定期及有系統的健康數據，並為制訂監察本港學童健康與福祉的框架和指標提供可能的基礎。除了提供數據用作監察本地學童健康情況，並與其他國家作比較外，HBSC 更可發展為一項追蹤研究，為制訂本地整體人口的健康政策提供參考。政府宜考慮資助研究機構繼續進行 HBSC 及／或相關研究，支持研究機構就有關數據進行二次分析，並資助研究機構就正向教育或心靈教育計劃進行行動研究。此外，政府宜整合分散於各部門有關兒童健康與福祉的數據，提高數據的公開及透明度，並建立供公眾使用的中央數據庫作研究用途，促進以證據為本的政策制定；有關數據庫可考慮由兒童事務委員會統籌，並由專業研究及發展團隊建立、發展及管理。政府亦可更充分利用《情意及社交表現評估套件》（APASO）的數據作深入及全面分析，給予學校回饋，為學校設計身心靈課程及學校發展計劃提供參考。

Executive Summary

Abstract of the research

The “Health Behaviour in School-aged Children” (HBSC) Study in Hong Kong aims to assess the physical, emotional and social well-being and health behaviours of school-aged children and their associations with demographic factors and social and environmental contexts, and to inform policies and practices on health promotion and intervention among children. It attempts to address the policy objectives of the Commission of Children formed by the HKSAR Government in 2018. Being co-ordinated by World Health Organization (WHO) Regional Office for Europe, the HBSC is a quadrennial study participated in by over 40 countries and regions at present. By participating in this cross-national study, Hong Kong is able to collect reliable children’s health-related data and compare it with other countries’. This is essential for evidence-based policymaking, strategy and priority setting, and developing local framework and indicators for monitoring Hong Kong children’s health and well-being, all of which being the objectives of the Commission of Children. This study also addresses the increasingly prevalent mental and physical health problems of Hong Kong children as reflected by the Mental Health Review (2017), and the recommendation of the Review that a timely, regular and systematic collection of health-related data should be conducted.

The sample of this study is 5,307 students from 21 primary and 19 secondary schools, with a mean age of about 11, 13 and 15 years, studying in Primary 6, Secondary 1 and 3 respectively. The sampling is in accordance with school types and covers different socio-economic and academic backgrounds to ensure that the sample is representative of the Hong Kong school population. Based on a comprehensive conceptual framework, students’ health and well-being, health and risk behaviours, and social and economic factors were measured with an international standard questionnaire supplemented with questions specific to Hong Kong. Eighteen vice principals of student affairs, counseling and discipline teachers, principal and social worker were also selected from 9 sampled schools for individual in-depth interviews to solicit their views on Hong Kong children’s well-being and health behaviours, and suggestions to promote children’s health on school and government policy levels. The data collected from both quantitative and qualitative studies were triangulated with each other to gain a comprehensive understanding of Hong Kong children’s well-being and the possible facilitators and inhibitors.

The findings of the study reveal that the well-being status of Hong Kong students is generally lower than international standards, which is a cause for concern: Hong Kong students' self-rated health and life satisfaction are lower than international standards; Hong Kong students' psychological symptoms are more severe than physical symptoms, and the occurrence of physical symptoms is less than international standards, but psychological symptoms are similar to international standards. Hong Kong students' life satisfaction and self-rated health decrease significantly with age, while the physical symptoms index increases significantly with age. In addition, the study finds a positive relationship between family socio-economic status and life satisfaction and self-rated health: the higher the family socio-economic status, the higher the life satisfaction and self-rated health of students. This finding indicates that there

is significant inequality in the health and well-being of Hong Kong students. The study analyzes the effects of four types of support on students' well-being, including family support, teacher support, student support, and peer support. The result shows that all four types of support are positively related to students' life satisfaction and self-rated health. The study also collected other data on health and well-being and contextual factors, including social media addiction, physical activity, food consumption, bullying, etc. Detailed analysis is presented in the main body of the Report.

Layman summary on policy implications and recommendations

By summarizing the quantitative and qualitative findings of this project, the following ten recommendations for government policies and measures are derived.

(1) Formulate policies to foster students' physical and mental health

In Hong Kong, students' well-being is generally neglected in favor of student achievement, and their well-being is generally lower than international standards. Although the Government provides financial support to schools, it lacks a long-term plan for the wellness education of students. It is recommended that the Government should formulate longer-term and sustainable policies to promote students' physical and mental health. As for the content of the curriculum, the Government can design a curriculum framework for schools' reference rather than a rigid one, giving them the autonomy and flexibility to develop wellness education according to their own circumstances. The "Happy Schools" Framework proposed by the UNESCO can be a reference for developing such a framework (UNESCO, 2016).

(2) Increase teachers' space for student care and provide teachers with relevant training

Teacher support is positively related to students' well-being. In order to enhance teachers' support for students, increasing teachers' time and space to care for students is one of the necessary conditions. However, teachers are currently responsible for teaching, administration and organizing activities, and lack the time and space to contact and talk with students, making it difficult to care for students' growth. The Government should consider hiring additional staff to share the work of teachers and free up time and space for teachers to take care of students individually. In addition, the Government should consider reducing the number of existing education programs when adding new ones to avoid crowding out teachers' space to take care of students due to excessive policies. The Government can also continue to provide teacher training courses on discipline, counseling, and life education, and continue to implement the "Sabbatical Leave Scheme for Professional Development of Teachers and Principals" to support the professional development of teachers in physical, emotional and spiritual education.

(3) Support to families and parent education: Promote health equity

Family background factors have a significant impact on students' health and well-being, with the higher the socio-economic status of the student's family, the higher the student's life satisfaction and self-rated health. Therefore, the health and well-being of students from low socio-economic status families is of particular concern, and the Government should provide additional support to these students and families. In addition, Hong Kong students' communication in family needs to be improved. The percentage of students who express that they talk to their parents easily or very easily is lower than international standards; and family communication and family support are both positively related to students' well-being. The

Government should further promote parent education to help parents establish a good relationship with their children and master the correct way to educate their children.

(4) Professional support from social workers

The teachers interviewed supported the Government's new "Two School Social Workers for Each School" policy for secondary schools and "One School Social Worker for Each School" policy for primary schools. For secondary schools, interviewed teachers considered that the additional social workers had shared the excessive workload of the existing social workers; while for primary schools, interviewed teachers expressed that the new scheme had provided permanent social work posts, so that school social workers could have more stable posts and fair salary adjustment. However, for individual schools, such as those with a large number of Special Educational Needs (SEN) cases, the existing social workers are still not enough to cope with the situation. The Government should consider hiring additional social workers to meet the needs of students for schools with a substantial number of disadvantaged students. In addition, the Government should improve the promotion opportunities of stationing school social workers so that they are on par with those of social workers in social service agencies to avoid brain drain. It can be expected that after the epidemic, the demand for mental health services in schools will increase. The Government should provide schools with more comprehensive support services such as a wider implementation of the inter-departmental "Student Mental Health Support Scheme".

(5) School-based Educational Psychology Service

School-based educational psychologist service is one of the policies welcomed by primary and secondary school teachers, but the current policy provides educational psychologists with a limited number of visits to schools, which is not enough to meet the actual needs. The educational psychologists also need to handle paperwork, which prolongs the waiting time for assessment of students. The Government should further increase the number of hours that psychologists stay in schools, or even make them permanent, to support schools in handling students' cases and to improve teachers' mental health. In addition to educational psychologists, the Government can also provide resources for schools to hire additional professionals such as speech therapists and clinical psychologists to assist schools in handling various student cases, and give schools more flexibility in deciding the appropriate professionals to hire according to the needs of different schools.

(6) Optimize the Quality Education Fund and promote corporate and community participation

Teachers interviewed agreed that the Government's Quality Education Fund (QEF) could help schools to promote physical, mental and spiritual health education. In addition to subsidizing schools to participate in related education programs, the QEF also provides schools with additional resources to increase social work services. However, since the QEF requires a large

number of reports from applicant schools, the Government should reduce the administrative work involved to ease the burden of schools and teachers. In addition, the annual priority themes and focus of the QEF are often short-term plans only. It is recommended that the Government should have a long-term plan to make the focus of the QEF more sustainable. Apart from Quality Education Fund, the Government can also encourage and facilitate more partnerships between enterprises and charitable organizations and schools to explore resources and opportunities for promoting students' well-being.

(7) Measures to enhance physical health

The study finds that the participation rates of Hong Kong students in physical activities and vigorous exercise are lower than international standards, and that students who participate in physical activities daily have significantly higher life satisfaction and self-rated health than those who did not participate. In order to increase students' participation in physical activity, the Government should review and improve the current lesson time and curriculum of physical education classes in schools, raise students' time and interest in doing sports in schools, cultivate students' habit of doing sports, and subsidize schools to purchase technological sports equipment such as treadmills and heart rate monitors to optimize the sports equipment in schools. The Government may also consider putting forward measures related to 'active travel', in line with urban planning, to encourage students to walk or ride a bike instead of taking transportation. Besides, the study also finds that Hong Kong students have a high rate of eating sweets and drinking sugar-sweetened beverages. The Government should promote home-school collaboration and parent education to help students develop healthy eating habits. The Government can also refer to other countries' policies on free breakfast to improve the currently low rate breakfast consumption of students.

(8) Cancel unnecessary assessments and reduce academic pressure

The study finds that the academic pressure of Hong Kong students is higher than the international standards, and the main source of pressure for secondary school students is schoolwork and assessment. The present education system in Hong Kong has largely focused on academic performance, and students are stressed out by the pursuit of further studies. As a result, their life satisfaction and self-rated health decrease with age/grade, whereas their physical symptoms index increases with age/grade. The Education Bureau should review the impact of various existing assessments such as the Territory-wide System Assessment (TSA) on students' health and well-being, and cancel unnecessary assessments so as to reduce students' academic pressure.

(9) Cultivate Internet and media literacy

The study finds that Hong Kong students' social media addiction is similar to international standards, and social media addiction has a negative impact on students' health and well-

being. Owing to the excessive use of mobile phones and the Internet, students turn night into day and are exhausted. The Government should start with parent education by organizing and encouraging schools to organize related seminars and trainings to teach parents how to help their children use the Internet in a proper way, and equip parents with the related communication and discipline skills. The Government can also encourage schools to form parent support groups so that parents may learn from each other how to cultivate children's Internet and media literacy.

(10) Review and improve anti-bullying policies

Bullying in school and cyberbullying are generally less among Hong Kong students than international standards, but their impact on health and well-being should not be neglected. At present, the Education Bureau adopts a school-based policy in the prevention of bullying in school. It only requires schools to formulate their own anti-bullying policies, and it is not mandatory for schools to report bullying cases to the authorities. The Government should conduct public consultation on reviewing the current anti-bullying policy to improve the existing reporting mechanism and handling procedures in order to curb and combat bullying in school and cyberbullying. The Government should also enhance teacher training on handling bullying incidents, and strengthen public education through activities like anti-bullying campaigns.

Directions for future research and development

The HBSC study collects timely, regular and systematic health-related data, and provides a possible basis for developing local framework and indicators for monitoring Hong Kong schoolchildren's health and well-being. In addition to providing data for monitoring the health and well-being of local schoolchildren and comparing them with other countries', HBSC may also be developed as a longitudinal study to provide reference for formulating health policies for the local population as a whole. The Government should consider funding research institutions to continue HBSC and/or related research, supporting them to conduct secondary analysis on the data, and subsidize them to conduct action research on positive education or spiritual education programs. Furthermore, the Government should compile data on children's health and well-being, which is scattered in various departments, enhance data openness and transparency, and establish a central database for the use of the public for research purposes to promote evidence-based policymaking. It can be considered that the database be co-ordinated by the Commission of Children, and be constructed, developed and managed by a professional research and development team. The Government can also make full use of the data from the Assessment Program for Affective and Social Outcomes (APASO) to conduct in-depth and comprehensive analysis to provide schools with feedback and inform their design of the well-being curriculum and school development plans.