



中大香港亞太研究所民調： 六成人不贊成需贏在起跑線 九成人承認該心態在港普遍

兒童學業壓力與家長「贏在起跑線」的催谷心態近年成為社會大眾熱烈討論的話題。香港中文大學香港亞太研究所最近的一項電話調查發現，約六成市民頗不贊成或非常不贊成培養小朋友需「贏在起跑線」，更有超過九成的受訪市民認為，現時小朋友的學習壓力頗大或非常大。然而，當落實到教養小朋友的實際行動時，近九成的受訪市民同意，香港普遍存在「贏在起跑線」的心態；過半數市民認為，沒有考試測驗，小朋友便不會溫習；六成的幼稚園或小學生家長會在小朋友返學期間，為其安排至少兩項或以上的課外學習活動。反映市民希望給予小朋友更多空間，更少壓力的理想與現實下學業壓力和社會競爭之間的矛盾。

是次調查成功訪問了 751 名 18 歲或以上市民。近六成的受訪者頗不贊成或非常不贊成培養小朋友要愈早愈好，即所謂要「贏在起跑線」，頗贊成或非常贊成的只有 34.8%（見附表一）。在那些反對的受訪者中，較多人解釋，不贊成的主要原因是「不應該讓小孩太早參與競爭」（47.2%）和「小孩壓力太大容易失去興趣」（35.0%）。在那些贊成的受訪者中，超過一半人（54%）表示，贊成是因為可「儘早發掘小朋友的興趣加以培養」，其次是「年紀小吸收快學習效果更好」（24.1%）和「不想小朋友落後同輩」（15.3%）（見附表二和三）。同時，調查亦發現，對於小朋友的成長培養，77.1%的受訪者傾向提倡要給予空間讓他們自由發展，只有 13.8%的人認為，要盡量為小朋友計劃（見附表四）。

此外，超過九成的受訪者（91.6%）表示，現時小朋友的學習壓力頗大或非常大，認為壓力很少或完全沒壓力的只佔 3.6%（見附表五）。77.0%受訪者頗贊成或非常贊成，現今的小朋友一般無足夠自由活動和遊戲的時間，頗不贊成或非常不贊成的只有 17.4%

(見附表六)。超過兩成的受訪者(22.2%)主張,小學生回家後應沒有家課,多於一半人(56.3%)認為,做家課的時間應該在一小時或以下(見附表七)。對於小朋友在小學階段的培養重點,46.3%的受訪者認為最重要是培養其品格,其次是身心健康(26.9%)和自我照顧能力(16.9%),而學業成績則僅有4.5%的受訪市民認為最重要(見附表八)。

雖然大多數受訪者不贊成小朋友要「贏在起跑線」,認為現時他們學習壓力大,沒有足夠的自由活動和遊戲時間,培養小朋友時最重要是培育其品格等,但當受訪者被問到,「贏在起跑線」這種心態在香港是否普遍時,卻有89.1%表示非常普遍或頗為普遍,回答非常不普遍或頗不普遍的僅有5.8%(見附表九)。同時,多於一半人(54.0%)頗贊成或非常贊成,如果沒有考試測驗,小朋友就不會溫習(見附表十)。除此之外,在那些有子女正在唸小學或幼稚園的家長中(佔全部受訪者的16.2%),只有17.2%表示,在他們的子女上學期間,沒有為他們安排任何的課外學習活動(例如補習班、小提琴、畫畫、游泳班等),安排了一至四項的,分別佔21.3%、28.7%、16.4%和7.4%,參加了五項或以上的,亦有8.2%,換句話說,安排了至少兩項或以上課外學習活動的,達到六成(60.7%)(見表十一)。這些都反映了受訪者一方面希望小孩能開心快樂自由成長,但另一方面又不能否認現實並非如此的矛盾心態。

是次電話調查在二零一六年七月二十日至二十五日晚間進行,成功回應率為37.9%,以751個成功樣本推算,百分比變項的抽樣誤差約在正或負3.58個百分點以內(可信度置於95%)。

中大香港亞太研究所電話調查研究室

二零一六年八月八日

傳媒查詢：中大香港亞太研究所助理所長鄭宏泰博士（電話：3943 1341）。

附表一：是否贊成培養小孩要「贏在起跑線」（百分比）

	百分比
非常贊成	7.1
頗贊成	27.7
頗不贊成	37.3
非常不贊成	21.7
不知道／很難說	6.3
(樣本數)	(751)

題目：「有意見認為，培養小朋友要越早越好，即所謂『贏在起跑線』。你贊唔贊成呢個講法呢？係非常贊成、幾贊成、幾唔贊成，定係非常唔贊成呢？」

附表二：不贊成要「贏在起跑線」的主要原因（百分比）*

	百分比
不應該讓小孩太早參與競爭	47.2
壓力太大易失去興趣	35.0
小孩年紀太小學習效果不好	8.4
其他	8.6
不知道／很難說	0.9
(樣本數)	(443)

題目：「你唔贊成嘅最主要原因係咩呢？」

*【此題只問不贊成要「贏在起跑線」的受訪者】

附表三：贊成要「贏在起跑線」的主要原因（百分比）*

	百分比
儘早發掘小朋友的興趣可以加以培養	54.0
年紀小吸收快學習效果更好	24.1
不要讓小朋友落後同輩	15.3
其他	4.2
不知道／很難說	2.3
（樣本數）	（261）

題目：「你贊成嘅最主要原因係咩呢？」

*【此題只問贊成要「贏在起跑線」的受訪者】

附表四：小朋友的培養方式（百分比）

	百分比
給予空間讓其自由發展	77.1
盡量幫其計劃	13.8
一半半	6.4
不知道／很難說	2.7
（樣本數）	（751）

題目：「對於小朋友嘅成長培養，你傾向要俾空間佢自由發展，定係傾向盡量幫佢計劃呢？」

附表五：小朋友學習壓力有多大（百分比）

	百分比
非常大	47.3
頗大	44.3
很少	2.7
完全沒有	0.9
不知道／很難說	4.8
（樣本數）	（751）

題目：「你覺得依家香港小朋友嘅學習壓力有幾大？係非常大、幾大，好少，定完全無壓力呢？」

附表六：現時的小朋友沒有足夠的自由活動與遊戲時間（百分比）

	百分比
非常贊成	28.4
頗贊成	48.6
頗不贊成	14.6
非常不贊成	2.8
不知道／很難說	5.6
(樣本數)	(751)

題目：「有意見認為，依家小朋友一般無足夠自由活動同遊戲嘅時間。你贊唔贊成呢個講法呢？係非常贊成、幾贊成、幾唔贊成，定係非常唔贊成呢？」

附表七：小學生在家應該用多少時間做功課（百分比）

	百分比
沒有家課	22.2
一小時或以下	56.3
一小時以上至兩小時	13.6
兩個小時以上	2.5
不知道／很難說	5.3
(樣本數)	(751)

題目：「你認為小學生返屋企之後平均每日應該用幾多時間嚟做功課？係少於一小時、一至少於兩小時、兩小時或以上，定係唔應該有家課呢？」

附表八：小學教育階段的培養重點（百分比）

	百分比
品格	46.3
身心健康	26.9
自我照顧能力	16.9
學業成績	4.5
其他	3.3
不知道／很難說	2.0
（樣本數）	（751）

題目：「你認為喺小學教育階段，最重要係培養小朋友以下邊個方面嘅發展呢？」

附表九：「贏在起跑線」的心態是否普遍（百分比）

	百分比
非常普遍	45.0
頗普遍	44.1
頗不普遍	4.9
非常不普遍	0.9
不知道／很難說	5.1
（樣本數）	（751）

題目：「你覺得『贏在起跑線』呢種心態喺香港普唔普遍呢？係非常普遍、幾普遍、幾唔普遍，定係非常唔普遍呢？」

附表十：沒有考試測驗小朋友就不會溫習（百分比）

	百分比
非常贊成	11.9
頗贊成	42.1
頗不贊成	33.7
非常不贊成	7.3
不知道／很難說	5.1
（樣本數）	（751）

題目：「有意見認為，依家小朋友一般無足夠自由活動同遊戲嘅時間。你贊唔贊成呢個講法呢？係非常贊成、幾贊成、幾唔贊成，定係非常唔贊成呢？」

附表十一：子女上學期間參加課外活動數目（百分比）*

	百分比
沒有	17.2
一項	21.3
兩項	28.7
三項	16.4
四項	7.4
五項或以上	8.2
不知道／很難說	0.8
（樣本數）	（122）

題目：「你嘅小朋友喺返學期間，一般會參加幾多項課堂以外嘅學習活動（例如補習班、小提琴、畫畫、游泳班等）呢？」【包括校內及校外的所有學習活動】【如多於一名子女，指年紀最小的子女】

* 【此題只問那些有子女正在唸小學或幼稚園的受訪者】

Press Release

**Survey Findings on Views on “Winning at the Starting Line” in Hong Kong
Released by Hong Kong Institute of Asia-Pacific Studies at CUHK**

A telephone survey was conducted from 20 to 25 June 2016 by the Hong Kong Institute of Asia-Pacific Studies, The Chinese University of Hong Kong to gauge public views on “winning at the starting line” in Hong Kong. 751 respondents aged 18 or above were successfully interviewed, with a response rate of 37.9%. The sampling error is + or – 3.58 percentage points at the 95% confidence level.

Major findings are summarized as follows:

The respondents were first asked about their views on “winning at the starting line” in Hong Kong. Nearly six-tenth (59.0%) of the respondents disapproved this argument while around one-third (34.8%) approved it. Among the respondents who disapproved this argument, the main reasons given for the disapproval were “we should not let children participate in competition too early” (47.2%) and “too much pressure would more likely make children lose their interest” (35.0%). Among those who approved this argument, more than half (54%) said it would help “discover and develop the children’s interests as early as possible”. Other main reasons given for the approval included “younger children absorb knowledge quickly and learn better” (24.1%) and “do not want to let children fall behind their peers” (15.3%). In the meantime, on different ways to nurture the children, the survey also found that more than three-fourth (77.1%) of the respondents were inclined to support “to provide space for children to develop freely”. Only 13.8% of the respondent was inclined to “try to make plan for the children as much as possible”.

In addition, more than nine-tenth (91.6%) of the respondents felt that the current stress from studying faced by Hong Kong children was very high or quite high, while only 3.6% of the respondents said the stress was quite low or no stress at all for the children. Around three-fourth (77.0%) of the respondents agreed that there was not enough free time for children to play, while 17.4% of them disagreed with this statement. More than one-fifth (22.2%) of the respondents believed that there should not be any homework for primary school students. More than half (56.3%) deemed the time spending on homework for primary students should be less than one hour. When asked about their views on the most important aspect of development for children at the primary school stage, almost half of the respondents (46.3%) said it was “character”, with “health and wellness” (26.9%) and “self-care skills” (16.9%) being the second and third choice. Merely 4.5% of the respondents said it was “academic achievement”.

Although majority of the respondents disagreed that children should be “winning at the starting

line”, felt that children had high study stress and did not have enough time to play, and believed that the most important thing for primary school children’s development was nurturing their character, when they were asked about whether the mentality of “winning at the starting line” was common in Hong Kong, almost nine-tenth (89.1%) believed it was very common or quite common, only 5.8% said it was uncommon or quite uncommon. At the same time, more than half (54.0%) of the respondents agreed that children would not review their coursework if there were no tests. Among the respondents who currently had children in primary schools or kindergartens (16.2% of the total respondents), only 17.2% said that they did not enroll their children into any extracurricular learning activities (such as tutoring class, violin class, drawing class, swimming class etc.) during school time. The proportions of those parents who enrolled their children into one to four extracurricular learning activities during school time were 21.3%, 28.7%, 16.4% and 7.4% respectively. And 8.2% said they enrolled their children into more than five classes. In other words, more than three-fifth (60.7%) of those respondents enrolled their children into at least two classes during school time. This reflected the ambivalence of the respondents: on the one hand, they wished children could be happy, joyful and develop freely. On the other hand, it was hard for them to deny that in reality such an ideal situation did not exist.

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