



Hong Kong Children's Views about Their Lives and Well-being during the Pandemic: Evidence from the Covid-19 Supplement of Children's Worlds

Prepared by
Stefan Kühner¹
Maggie Ka Wai Lau²

Abstract:

Since the first coronavirus cluster was reported in December 2019, few families with children have managed to avoid the impacts of public health and social measures, including travel restrictions, universal masking, school closures, economic lockdowns and other measures to control Coronavirus transmission on their everyday lives. Several studies have captured children's experiences during the Coronavirus, but few focus specifically on children's views on their lives and well-being. This report summarises the quantitative evidence from a unique questionnaire among Hong Kong children in middle childhood (aged 8-12) conducted as part of the 'Covid-19 Supplement of Children's Worlds: The International Survey of Children's Well-Being'. Covering children's exposure to the Coronavirus in their families, changes in their families' material circumstances, experiences with online learning, and impacts on the relationships with their families and peers, this report discusses Hong Kong children's (n = 414) views about their lives and well-being during the Coronavirus. Using this empirical evidence, it develops descriptive and multivariate analyses relevant to policymakers, NGO practitioners, schools, and parents. Lastly, it aims to help garner a better understanding of the collateral impacts of the measures used to control the Coronavirus on children's well-being.

Keywords: Children's subjective well-being; Covid-19; Coronavirus; Hong Kong

¹ Corresponding author: **Stefan Kühner**, Associate Professor, Department of Sociology & Social Policy, Lingnan University, Hong Kong; stefankuehner@LN.edu.hk | www.stefan-kuehner.com

² **Maggie Ka Wai Lau**, Research Associate Professor, School of Graduate Studies / Institute of Policy Studies, Lingnan University, Hong Kong; maggielau2@LN.edu.hk | <https://scholars.ln.edu.hk/en/persons/ka-wai-maggie-lau>

Table of Contents

A.	ACKNOWLEDGEMENTS.....	3
B.	SUMMARY OF FINDINGS.....	4
C.	POLICY IMPLICATIONS	6
D.	DATA REPORT	8
1.	Background	8
2.	The Covid-19 Supplement of Children’s Worlds	10
3.	Children’s Views about Their Lives and Well-being During the Coronavirus	13
3.1	Children’s Lives During the Coronavirus	13
3.2	Children’s Views on the Coronavirus	14
3.3	Children’s Material Possessions during the Coronavirus	15
3.4	Children’s Experiences with Schooling during the Coronavirus	16
3.6	Children’s Relationships during the Coronavirus	19
3.7	Children’s Satisfaction with their Lives during the Coronavirus	20
3.8	Children’s Subjective Well-being during the Coronavirus	22
3.9	Children’s Happiness before and during the Coronavirus	23
4.	Multivariate Analyses	23
E.	REFERENCES.....	27
F.	QUESTIONNAIRE	29
1:	About you / 第一部分: 關於你自己	30
2:	Your life during the Coronavirus / 第二部分: 你在冠狀病毒期間的生活	32
3:	School and Relationships / 第三部分: 學校與關係	34
4:	How do you feel about life / 第四部分: 你對生活的感受	37

A. ACKNOWLEDGEMENTS

The research in this report was funded by a Lingnan University Faculty Research Grant, COVID-19 Supplement of Children's Worlds: The International Survey of Children's Well-being (Project Number: 102192). We are indebted to the Children's Worlds Core Group for their leadership and support in finalising the Hong Kong questionnaire and for providing expert advice on quality control of the survey and data cleaning. Chan Sze Nam Alan provided specialist research assistance throughout all the stages of this project. Lau Ho Wing supported us with translating and back-translating the Hong Kong questionnaire from English into Chinese. Lingnan University's Office for Communication and Public Affairs (OCPA) circulated our survey on Lingnan University's official website and social media channels. Finally, many thanks are due to the participating schools and non-governmental organisations, children and parents/guardians across Hong Kong without whose collaboration, the data collection would not have been possible.

B. SUMMARY OF FINDINGS

- 1. Children's direct experiences with the Coronavirus varied, but most children were directly affected:** Three-quarters of the surveyed children reported direct experiences with the Coronavirus, such as being infected by the Coronavirus, witnessing a family member's infection with the Coronavirus, having to practice caution due to sharing their home with someone considered at high risk of getting very ill if they got infected with the Coronavirus, or being confined to their homes for significant amounts of time. Despite the successful public and community actions to control the Coronavirus, around four out of ten surveyed children agreed that they were 'very afraid' of the Coronavirus, and three out of ten disagreed that they 'felt protected' from the Coronavirus. Younger children and girls felt least protected from the Coronavirus. Rather than infecting other people with the Coronavirus or being infected by the Coronavirus, surveyed children were, on average, most worried about how the Coronavirus may impact their lives as students, including worries about getting bad school marks because of the Coronavirus.
- 2. Most children could maintain their material possessions during the Coronavirus, but some children fared less well:** Three out of ten surveyed children reported not having access to at least three basic material necessities during the Coronavirus. Around fifteen per cent of surveyed children did not have access to electronic devices required for online classes. Younger children were less likely to possess a mobile phone. Around three out of ten children did not always have enough food to eat daily during the Coronavirus.
- 3. Most children had regular access to the Internet, but problems with Internet connectivity were prevalent during the Coronavirus:** Although 85 per cent of surveyed children had access to the Internet 'often' or 'always' during the Coronavirus, around half of them experienced Internet connection issues while attending online classes. Around a third of surveyed children had no Internet access for an entire day during the Coronavirus.
- 4. Most children managed to continue learning from home, but some faced more difficulties in keeping up with schoolwork during online classes:** Most surveyed children considered it their responsibility to learn what they needed from online classes and felt that they managed their learning time effectively from home during the Coronavirus. Yet, around half of the surveyed students reported that they did not know how to get help when facing technical difficulties during online classes and when they did not understand the content of online classes.
- 5. Children's use of time after school changed significantly during the Coronavirus:** The surveyed children reported spending more time at home, having more screen time, and hanging out/spending time alone. Comparatively fewer children reported spending time on hobbies, reading, helping out in the house, or playing outside during the Coronavirus. Over a

quarter of surveyed children ‘totally agreed’ that they felt bored during the last two weeks before answering the survey.

- 6. Most children felt supported by their family members and teachers, but relationships with their friends have been more negatively affected during the Coronavirus:** Around half of the surveyed children reported that they became closer with some family members and felt well-supported by their teachers. Children’s satisfaction with their relationships with friends dropped, and almost half of the surveyed children disagreed that they managed to make new friends online during the Coronavirus. Some children faced regular instances of online bullying during the Coronavirus.
- 7. Children’s overall life satisfaction, subjective well-being, and happiness have been affected negatively during the Coronavirus:** Besides the satisfaction with their relationships with their friends, the surveyed children reported a drop in satisfaction with what they learned in school. In comparison, reductions in satisfaction with the relationships within their families and their time use were slightly less extensive. The proportion of children reporting that their life is going well, that they like being the way they are, and that things that happen in their life are excellent was comparatively low during the Coronavirus. The proportion of surveyed children who expressed being completely happy dropped drastically during the Coronavirus. Compared with findings from before the Coronavirus, the share of children with very low life satisfaction, subjective well-being, and happiness increased by around ten percentage points or more during the Coronavirus.
- 8. Children’s relationships within their families remain a critical ‘protective asset’ for children’s subjective well-being, but other factors also played an important role:** Children’s satisfaction with the people they live with and their increased closeness to some family members were strongly associated with children’s life satisfaction and subjective well-being during the Coronavirus, but so was children’s satisfaction with the things they learned at school. In addition, children’s happiness was contingent on their satisfaction with their relationships with friends. Children’s access to basic necessities and web accessibility were essential for their life satisfaction. Direct experiences with the Coronavirus harmed children’s subjective well-being, but not their satisfaction or happiness with their lives as a whole.
- 9. Overall, the findings provide evidence of the collateral impact of public health and social measures that, although successfully controlling the transmission of the Coronavirus in Hong Kong, simultaneously impacted Hong Kong children’s well-being.**

C. POLICY IMPLICATIONS

As the public health and social measures to control the Coronavirus have come to an end in Hong Kong, the findings in this report suggest several strategies to help **CEASE** their collateral impact on children's well-being and prepare for the next pandemic:

1. **Cultivate children's ability to engage in personal social activities**: "Middle childhood" is widely understood as a stage when children start to spend more time away from their family and in school, with friends, and engaging in other activities in the community. Being forced to spend more time in lockdown and away from school risks interfering with the normal development of children's academic ability and their identity and ability to form their own experiences of the world around them. The Coronavirus situation impacted children's time use by taking many daily activities inside their homes and 'on-screen'. There is an urgent opportunity for the Hong Kong government and other relevant stakeholders to support children in 're-learning' and 're-imagining' the role of personal, face-to-face relationships in their lives and to enhance their ability to experience social activities with their friends and families 'offline'.
2. **Empower all families to protect their children from adverse life events**: The findings suggest that *all* families in Hong Kong need to be empowered to fulfil their role as a non-monetary safety-net for children's subjective well-being. This includes families' ability to maintain a nurturing and supportive environment in the children's home during the Coronavirus. Indeed, children's relationships with their parents were found to be the single most important asset for children's subjective well-being during the Coronavirus. This suggests that social services that act in communities to alleviate deteriorating relationships inside children's homes may be strengthened as part of preparation efforts for the next pandemic.
3. **Address the digital divide among Hong Kong children**: The inability of some children to effectively access the Internet hampers the Hong Kong government's efforts to enhance Hong Kong's 'smart city' credentials and improve urban living through innovative technology, including the Internet of Things (IoT), Big Data, and Artificial Intelligence (AI). The experience of Hong Kong children during Covid-19 suggests that addressing the "digital divide" should receive more attention and become a part of a more holistic equation bolstering Hong Kong's 'smart city' successes. Maybe the most surprising finding in this report was the extent to which surveyed children reported difficulties in reliably accessing the Internet without disruption during online learning. Further digitalisation of school learning will necessitate investments in Hong Kong's digital infrastructure. Such initiatives might include additional expenditures in high-speed internet network building, including through public-private partnerships and subsidies to internet service providers to encourage increased coverage in areas of the city where the "digital divide" is most prominent. In addition, to improve digital accessibility, the Hong Kong government could provide more subsidies or support programmes that allow those families with children who cannot currently afford internet or mobile data costs to access these services at a low price. For instance, the Hong Kong government could, through collaboration

with non-governmental organisations and social enterprises already active within vulnerable communities, fund digital literacy and other bespoke education programmes to help children and young people with limited access to digital resources to become more informed and effective users of digital technologies.

4. **Secure the material possessions of all children in Hong Kong:** At the same time, it is imperative to leave no children behind regarding their essential material possessions, including their access to sufficient food, but also enabling them to manage online learning and remain socially connected to their peers during possible future lockdowns more effectively.

5. **Enhance the digital literacy of children as well as their parents and teachers:** Many children reported that they did not know how to seek help when facing technical difficulties during online classes. They also stated that they did not always know how to gain support from teachers and parents when facing issues in effectively following the content of online classes. These findings suggest that training children, parents and teachers to enhance their digital literacy, broadly defined as possessing the abilities to live, learn, and work in a society where communication and information access is increasingly mediated by digital technologies, is essential. The Hong Kong government may subsidise skills training for people who lack basic technological knowledge, ensuring that everyone has the essential abilities to engage in the digital world fully. Besides the practical skills in utilising technology ethically and sustainably to access, organize, modify, and produce information, such training should also focus on children's, parents' and teachers' communication skills and their ability to convey their thoughts, ask appropriate questions, retain respect, and create trust in virtual settings.

D. DATA REPORT

1. Background

The first imported case in Hong Kong was reported on 23 January 2020, and the Covid-19 response was characterised by a mix of public health measures and a robust civil society response (Lan, 2020). Besides enhanced border control, universal masking, and social distancing measures, Hong Kong was one of the first cities worldwide to mandate closures of primary and secondary schools when classes did not resume after the Lunar New Year holiday at the end of January 2020. However, after some temporary reopening of schools, schools were closed again after a resurgence in Covid-19 cases in early July and mid-November 2020, leading to some children being home-schooled for a substantial amount of time (Tso et al., 2020).

Without a fully-fledged lockdown that would have restricted families to their homes, the Hong Kong government implemented a work-at-home order in all government departments and encouraged employers to follow this example to prevent the spread of the Coronavirus (Lau & Lee, 2020). At the same time, the community response in Hong Kong included an immediate voluntary reduction of mobility outside the home (including any travelling to Mainland China) and enhanced personal hygiene practices (mainly wearing masks and cleaning hands) (Hou et al., 2021). Some District Councillors held mask distribution events for disadvantaged groups, and a co-strike by the Hospital Authority Employees Alliance (HKEA) union in early February 2020 gained sizeable public support and contributed to the Hong Kong government announcing a partial shutdown of the high-speed railway to China. These public health measures and population behaviour changes were found to be related to the initially low transmission of Covid-19 in Hong Kong (Cowling et al., 2020). It was not until the arrival of the Omicron variant of the Coronavirus in Hong Kong in early 2022 that cases and Coronavirus-related mortality increased substantially (see **Figure 1** below).

The Hong Kong government's economic response to the Coronavirus centred on a HK\$ 25 billion stimulus package which earmarked subsidies to a range of industrial sectors hit by the global pandemic, including travel agencies, restaurants and the food sector, transport trades, public and private property management, and manufacturers of personal protective equipment (Hartley & Jarvis, 2020). Relief and stimulus payments for low-income families and students (one-off) and security guards and cleaners (monthly) were also included in the economic stimulus package and further broadened to payouts of HK\$10,000 (approx. US\$1,288) to all permanent residents with the announcement of the 2020-2021 fiscal budget in February 2020. This budget also included increased allowances for vulnerable individuals (low-income households, disabled, and older adults), subsidies for different industrial sectors, a reduction of payroll, profit, and property taxes, and the provision of low-interest business loans. In March 2020, retailers and factory tenants were granted rent concessions, followed by additional subsidies for the aviation industry and ancillary services worth HK\$ 1 billion (approx. US\$ 129 million). In the final phase of the stimulus-response, announced on 8 April 2020, the Hong Kong government provided employers with wage subsidies in the hope that 1.5 million workers could be retained in the workforce, worth an additional HK\$

138 billion (US\$ 18 billion), this was the most extensive Covid-19 relief package and also included an enhanced SME financing scheme, transportation fare discounts, and student loan repayment deferrals. By 2021, the Hong Kong government adopted a more cautious approach to further fiscal stimulus measures. However, beginning in June 2021, the Hong Kong government announced the first phase of an e-consumption voucher scheme which disbursed consumption vouchers worth up to HK\$5,000 to eligible Hong Kong people. Following the scheme's success, the Hong Kong government included two subsequent phases of the scheme in its 2022-23 and 2023-24 budgets, respectively.

Despite these various initiatives, families in Hong Kong experienced complex socio-economic changes that produced a new set of social risks (Choi et al., 2022). First and foremost, the risk of sudden job loss has risen amidst Covid-19 due to strict lockdown and social distancing measures. Many workers and salaried employees had no choice but to take unpaid leave due to closing businesses or heightened care responsibilities in the home. Even if they managed to retain a job, many individuals experienced a substantial loss of income, for instance, due to reduced working hours. In Hong Kong, the economy contracted by 6% in 2020, and subsequent Quarterly Reports on General Household Survey showed an increase in low-income households since the second quarter of 2020. Indeed, the incomes of the poorest decile fell by more than 20 per cent compared to before the COVID outbreak (Oxfam, 2022). Furthermore, the evidence suggests that the results of the employment support scheme were mixed: nearly a quarter of employers who benefited from this new scheme still laid off workers; Oxfam in HK (2020) noted that the number of unemployed people from poor households soared to nearly 110,000 in 2020, 75% of which could be outside the safety net of Comprehensive Social Security Assistance (CSSA) Scheme. This implies that more Hong Kong families with children have faced additional financial pressures on household incomes since the beginning of the Coronavirus.

Second, the Coronavirus also exacerbated a knowledge crisis since it hindered children's educational progress due to school closures and the adoption of online learning. Despite the early implementation of an assistance programme to help support low-income families with the purchase of electronic devices and internet subscriptions (Hong Kong Education Bureau, 2020), only between 9 and 14 per cent of students managed to complete online learning entirely independently from their parents, while all others required some degree of parental assistance (Lau & Lee, 2020). Among the surveyed university students of the eight public universities in Hong Kong, more than 60 per cent questioned the effectiveness of online courses as compared to face-to-face classes; around half reported that online learning negatively impacted their study time and efficiency and listed unstable Internet connection among the main challenges they faced in their online learning during the pandemic (Xiong et al., 2020).

Third, social distancing and lockdown measures created uncertain care burdens as parents and guardians faced the need to care for their children or family members at home as schools and social service facilities closed due to infection concerns. Unlike some other societies, until the arrival of the Omicron variant, Hong Kong did not register any significant outbreak in residential care homes or other long-term care facilities, mainly due to the issuance of strict operation

guidelines by Hong Kong's Social Welfare Department to NGOs in January 2020 (Lum et al., 2020). Therefore, the care crisis triggered by the Coronavirus manifested itself more clearly when considering parents' mental health responsible for supervising children's learning in the home. Using a large sample of 12,163 parents with pre-schoolers aged 2–5 years and 17,029 parents with school-aged children aged 6–12 years, Tso et al. (2020) found that psychological problems during the school closures were exceptionally high among Hong Kong children with special educational needs but also among single-parent and low-income families. The negative impact of prolonged social distancing due to Covid-19 on the care burden of families may also be highlighted by the fact that parental stress and children's mental health problems were found to vary with delayed bedtime and inadequate sleep patterns due to extensive use of electronic devices (Tso et al., 2020). In addition, parental stress in dual-earner-carer households was lower than in single-parent households but did not vary by socio-economic status (Lau & Lee, 2020).

Lastly, the general public faced psychological stressors during the Coronavirus, such as the disruption of regular routines and separation from family and friends, which triggered different negative psychosocial responses, including anxiety, stress, and even depression. Researchers discovered similar patterns in previous crises, but the decline in mental health during the Coronavirus was particularly alarming. Beyond the work-related health risks of transmission, an online survey conducted only 36 hours after the first confirmed Covid-19 case in Hong Kong suggested a high level of concern about Covid-19 among the general public (97%). At the same time, more than half of the respondents indicated that their daily routines had significantly been affected (56%) (Kwok et al., 2020). A further study conducted three months after the first confirmed case of Covid-19 case in Hong Kong suggested a negative impact of the Covid-19 crisis on Hong Kongers' mental health: respondents who were worried about being infected by Covid-19, not having access to enough surgical masks, and not being able to work from home were more likely to experience depression and anxiety (Choi et al., 2020). By May 2020, another online survey suggested that just under two-thirds (65.6%) reported poor mental health at a clinical level, including depression, anxiety, or stress (Tso & Park, 2020)

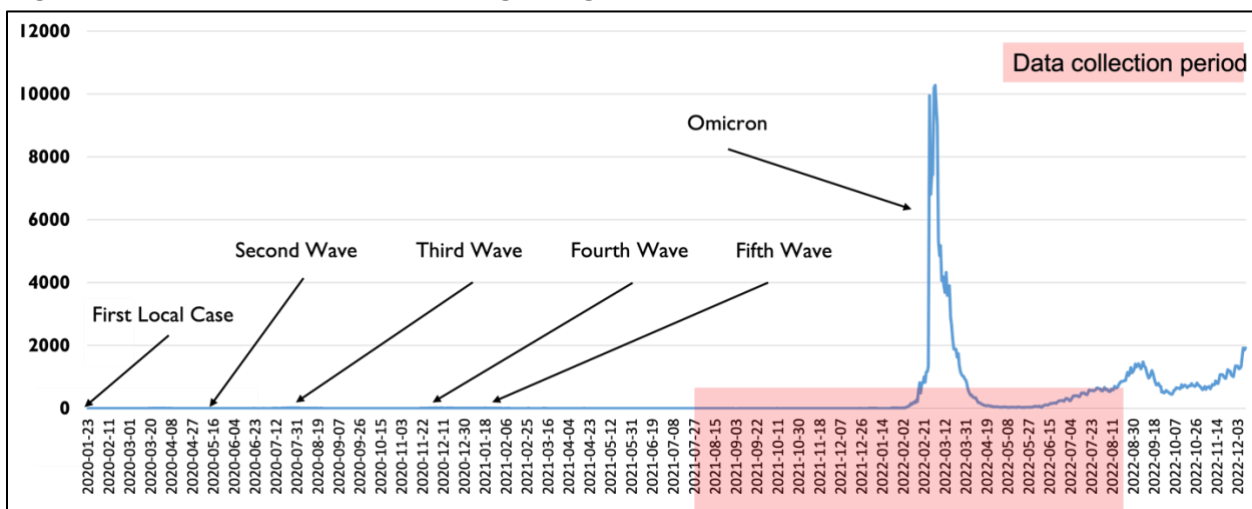
Boosting employment opportunities for parents, providing effective after-school services for children and providing cash and in-kind support for e-learning at home (including IT equipment, IT literacy, etc.) have been presented as a top priority for the Hong Kong government's immediately responding to the Coronavirus. However, without more robust evidence, it is difficult to understand better how children in Hong Kong managed to cope with the various changes in their lives and well-being during the Coronavirus. Similarly, the question how policymakers and other stakeholders in Hong Kong may respond to the next pandemic can only be answered if evidence of the social and economic impacts of control measures on various population groups, including children, is considered. The Children's Worlds' Covid-19 Supplement' presents a unique opportunity to fill these gaps.

2. The Covid-19 Supplement of Children's Worlds

The present report directly followed the Children's Worlds: The International Survey of Children's

Well-Being (henceforth: Children’s Worlds), which has engaged in the validation of cross-culturally comparable measures of children’s subjective well-being (Casas & Rees, 2015; Rees & Main 2015; Rees et al. 2016). The third wave of Children’s Worlds was released in August 2020, covering over 128,000 children aged 10 to 12 from 35 countries and territories (Rees et al., 2020). Hong Kong was included for the first time in the third wave of Children’s Worlds, enabling the local research team to engage in original empirical analysis of the determinants of different domains of the well-being of Hong Kong children (Lau & Kühner, 2020; Kühner et al., 2021; Addae et al. 2023) and how the experiences of Hong Kong children compare to those of their peers around the globe (Rees et al., 2020).

Figure 1. Coronavirus cases in Hong Kong (per million population)



Similar to Children’s Worlds, The Children’s Worlds’ Covid-19 Supplement’ used a mixed methods approach to explore dimensions of well-being relevant to the middle childhood population in Hong Kong and their experiences during the Coronavirus pandemic in various social contexts, including their home, school, and local neighbourhoods. Specifically, the Covid-19 Supplement of Children’s Worlds included questions on children’s lives, their schooling experiences, family and peer relationships, and (changes in) overall well-being during the Coronavirus. The Children’s Worlds core group piloted the new questionnaire for the Covid-19 Supplement of Children’s Worlds in 3-4 selected countries in March 2020, after which the questionnaire was finalised for adaption by each of the contributing local research partners. In Hong Kong, a process of translation into Chinese and back-translation into English of the Hong Kong questionnaire was completed in June 2020, after which the questionnaire of the Hong Kong version of the ‘Covid-19 Supplement of Children’s Worlds’ was piloted after final approval from the Children’s Worlds core group to ensure the validity of the collected data in August 2021. The complete questionnaire can be viewed in Part F (page 30) of this report.

The data collection period in Hong Kong comprised August 2021 – August 2022 and included the arrival of the Omicron variant in early 2022. Owing to the Coronavirus situation and ongoing and repeated school closures during the data collection period, the Hong Kong research team used an online rather than pen-and-pencil survey to elicit responses from Hong Kong children.

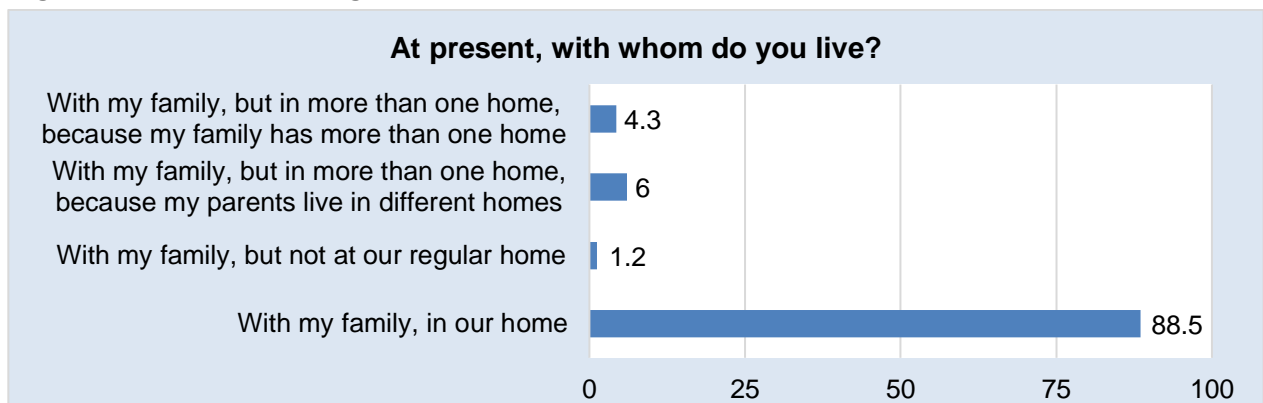
Following other local research teams participating in the Covid-19 Supplement to Children's Worlds, the data collection in Hong Kong followed convenience rather than probabilistic sampling, making use of pre-existing contacts with primary and secondary schools and several non-governmental organisations working with children and young people in various local Hong Kong communities.

Table 1. Sample characteristics

	Primary (Age 7-11)	Secondary (Age 12-15)	Total
Female	148	32	180
	46.25%	47.1%	46.4%
Male	172	36	208
	53.75%	52.9%	53.6%
	320	68	388
	100%	100%	100%

Note: An additional 29 valid cases are included despite missing responses for the age variable.

Figure 2. Children's living situation



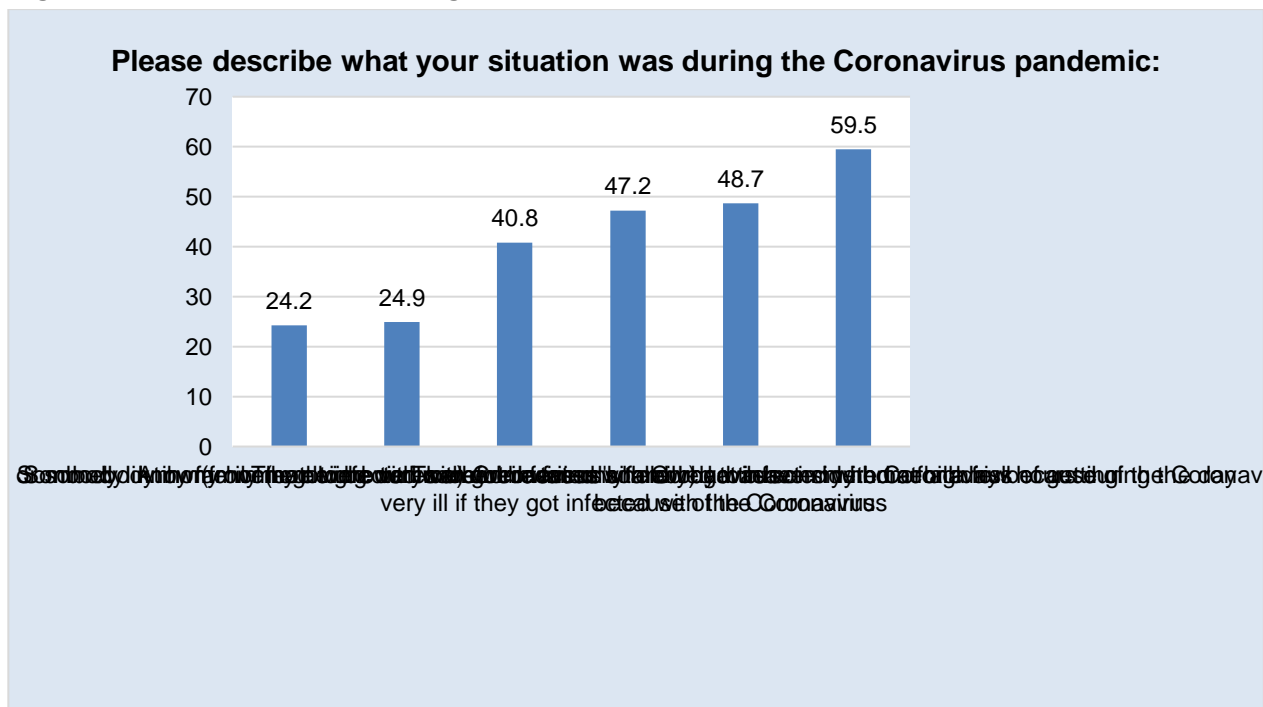
A total of 548 impressions of the online survey were counted, 475 of which completed a sufficient number of questions to be included as respondents in subsequent data cleaning procedures. Data cleaning was done with support from the Children's Worlds core group, which developed a set of guidelines for all participating local research teams and ensured that the data across all contributing countries and territories would be as comparable as possible. More precisely, the analysis of incomplete and systematic responses resulted in the exclusion of problematic cases, and the final dataset for analysis finally included 417 unique cases. Due to some missing information, the valid number of observations for Hong Kong children's age was 388. More specifically, at the age of primary school (7-11 years old), there were 148 females and 172 males; for the secondary school students, there were 32 females and 36 males (Table 1). Most of the respondents (88.5%) were living with their families at their homes. Around 1 in 10 students lived with their families in more than one home (11.5%) (Figure 1).

3. Children’s Views about Their Lives and Well-being During the Coronavirus

3.1 Children’s Lives During the Coronavirus

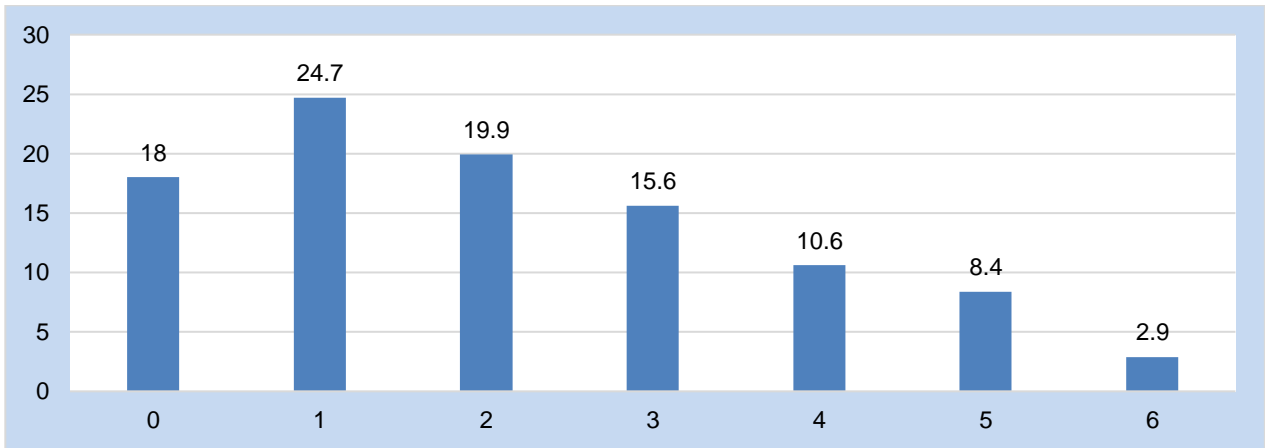
The Coronavirus affected Hong Kong children’s lives in different ways. Nearly 60% of the surveyed children in Hong Kong reported that there were times when they had to stay at home because of the Coronavirus—just under one-in-two of them stated that there were times when they were only allowed to leave their homes for a few hours because of the Coronavirus (48.7%) and that they had to be very careful because somebody was considered at high risk of getting very ill if they got infected with the Coronavirus (47.2%). In addition, about 40% of children reported that someone from their neighbourhood or a friend’s family got infected with Coronavirus (40.8%) and around a quarter of children reported that somebody in their family who was not living with them got infected with Coronavirus (24.9%) and that they or somebody in their home got infected with the Coronavirus (24.2%) (Figure 3).

Figure 3. Children’s Lives during the Coronavirus



The children’s experience with the Coronavirus can be summarized in a “Covid-19 Situation Index”, which counts the affirmative answers (‘yes’) of every child across the six survey items listed in Figure 3. According to this index, only 18% of all surveyed children were not directly affected by the Coronavirus, whereas close to 6 out of 10 children answered at least two questions with ‘yes’ (57.4%) (Figure 4). Younger children showed lower exposure to Covid-19-related experiences.

Figure 4. Covid-19 Situation Index

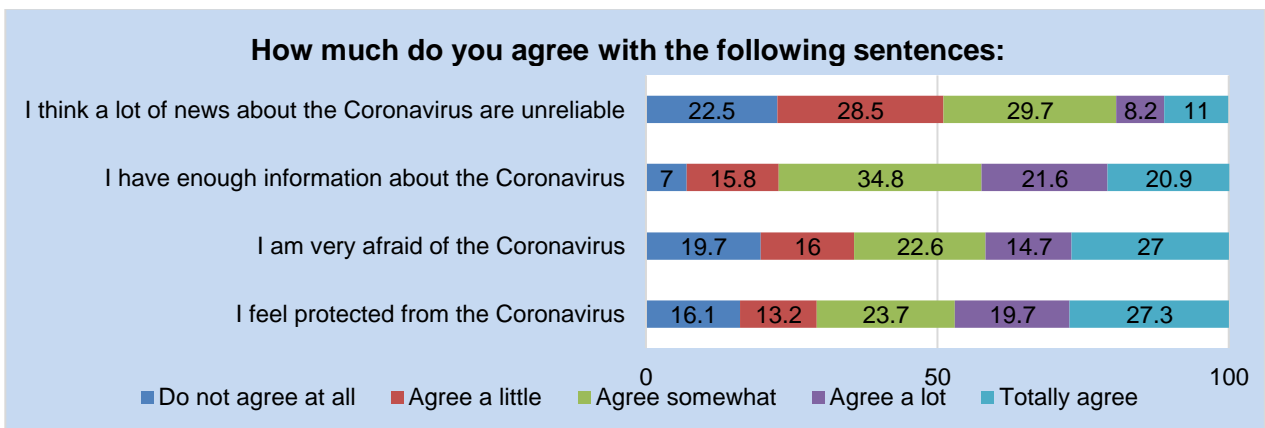


Note: Higher scores indicate higher direct experiences with the Coronavirus.

3.2 Children's Views on the Coronavirus

Moving onto the surveyed children's views on the Coronavirus, nearly half of the surveyed Hong Kong children at least "agreed somewhat" that news about the Coronavirus is unreliable (48.9%). More than 3 out of 4 of them also at least "agreed somewhat" they have enough information about the Coronavirus (77.3%). About two-thirds of the surveyed Hong Kong children at least "somewhat agreed" that they were very afraid of the Coronavirus (64.3%). However, an even higher percentage at least "agreed somewhat" that they felt protected from the Coronavirus (70.7%) (Figure 5). Younger children and girls were more likely to be 'afraid' and less likely to 'feel protected' from the Coronavirus than boys.

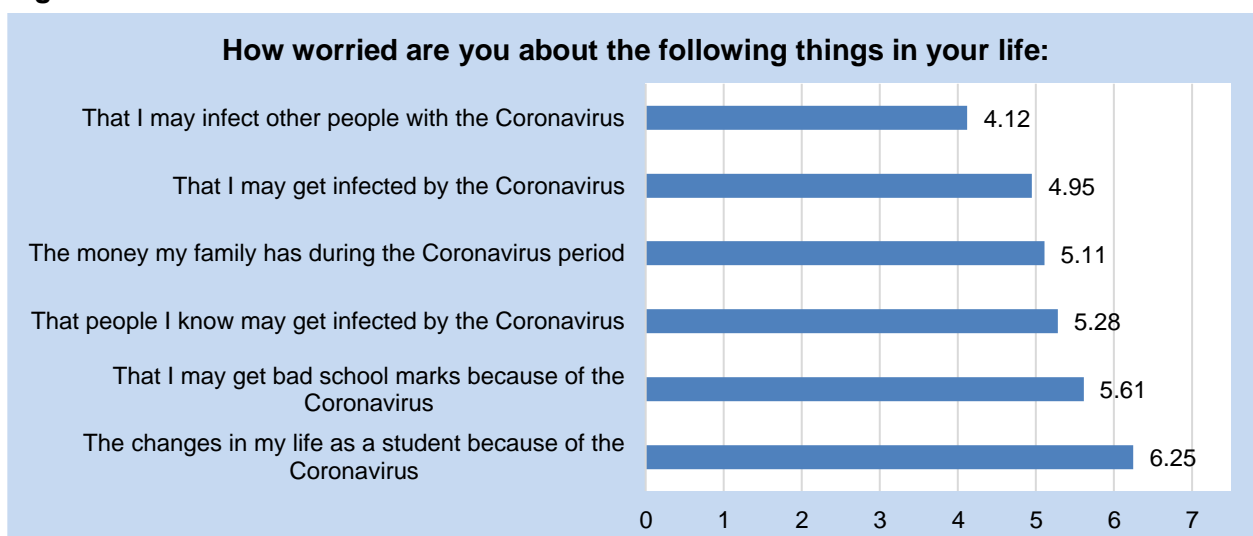
Figure 5. Children's Views on the Coronavirus



When asked how worried they are about several aspects of their lives during the Coronavirus on a scale from 0 (not at all worried) to 10 (very much concerned), the surveyed Hong Kong children worried most about the changes in their lives as a student (6.25) and that they may get bad school marks because of the Coronavirus situation (5.61). Concerns about their school lives showed higher averages than worries that people they know may get infected by the Coronavirus (5.28), the money their family has during the Coronavirus (5.11), that they may get infected by the Coronavirus (4.95), and that they may infect other people with the Coronavirus (4.12) (Figure 6). Around one out of four surveyed Hong Kong children were worried they might get bad school

marks because of the Coronavirus (26.6%). Almost one out of three was very worried about the changes in their life as a student because of the Coronavirus situation (32.4%).

Figure 6. Children’s Worries about the Coronavirus



3.3 Children’s Material Possessions during the Coronavirus

Nearly all surveyed Hong Kong children (around 95%) reported having the things they need for school, clothes in good condition, and access to a computer or tablet when required and around nine out of ten of the surveyed children reported having a place in their home where they can study (90.6%) and devices as are necessary for video classes (86.6%), respectively (Figure 7). However, younger children were less likely to possess a mobile phone.

A ‘Material Possessions Index’ was constructed from responses to twelve items that focus on various necessities in children’s households. The surveyed children were asked which of the following they had at home: their room, clothes in good condition, enough money for school trips and activities, access to the Internet at home, the equipment/things they need for sports and hobbies, pocket money, two pairs of shoes in good condition, a mobile phone, the equipment/things they need for school, access to computer or tablet when required, devices (e.g., microphone and camera) for video-classes, and a place in the home where they can study. The responses to each of these items were coded 1 = yes and 0 = no, and the index score for each surveyed child was computed by simply counting the total number of necessities. 70% of surveyed children reported having access to 10 or more essentials. However, this means that 30% of the surveyed children did not have access to at least three of the twelve necessities, a threshold sometimes used to indicate ‘social exclusion’. Incidentally, around 30% of the surveyed children also stated that they did not ‘always’ have enough food to eat daily during the lockdown (27.6%) (Figures 8-9).

Figure 7. Children’s material possessions during the Coronavirus

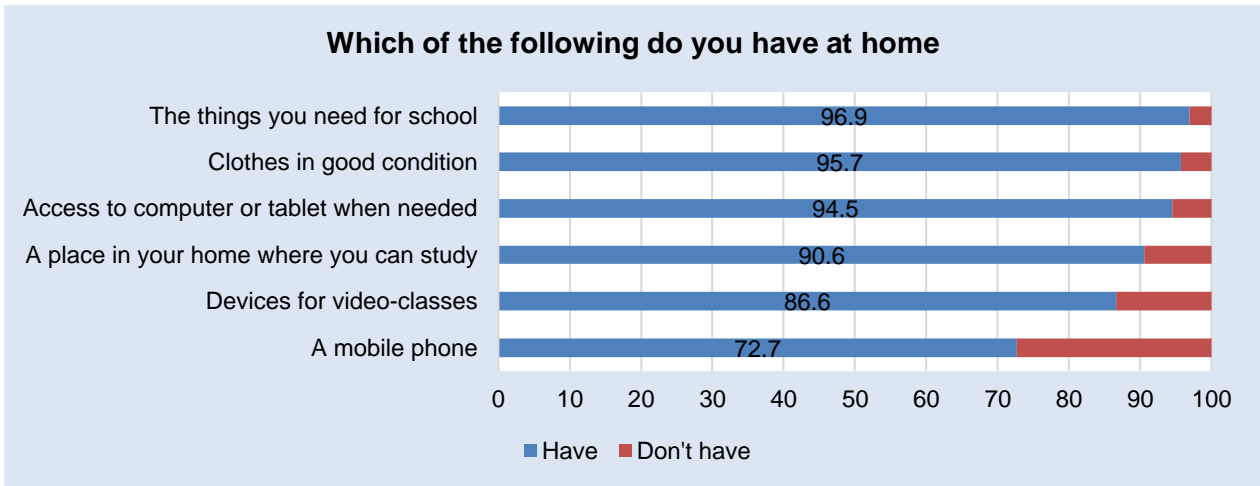
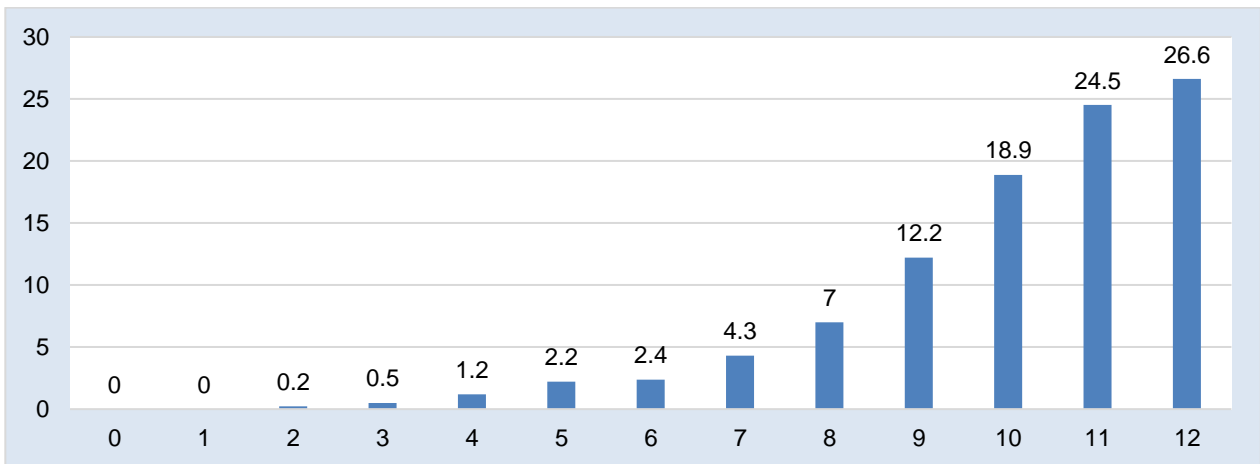
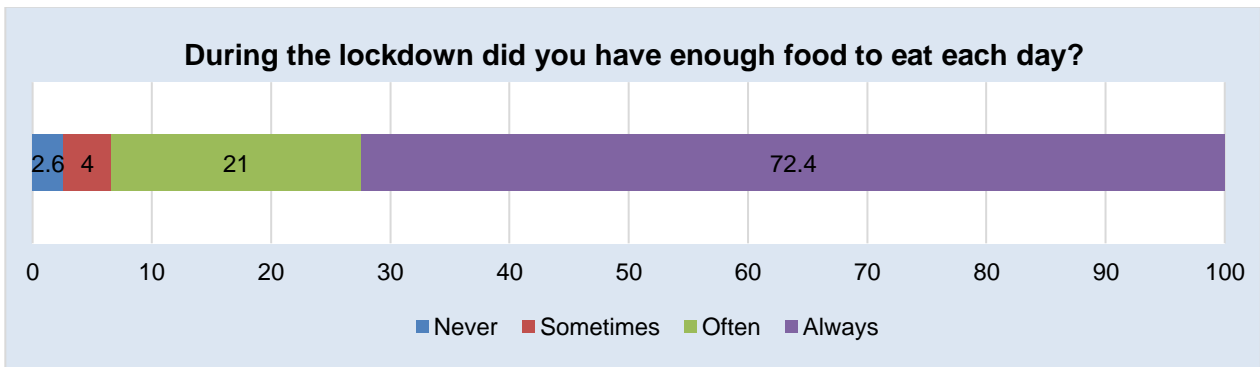


Figure 8. Material possessions index



Note: Higher scores indicate more material possessions in children's homes

Figure 9. Children's access to food during the lockdown

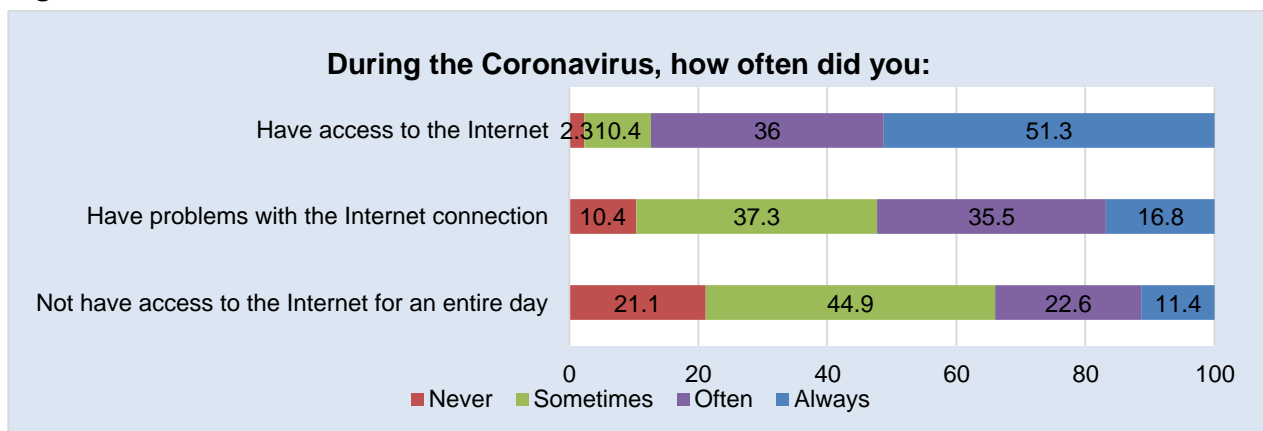


3.4 Children's Experiences with Schooling during the Coronavirus

More than 85% of the surveyed children reported having access to the Internet "often" or "always". However, more than half of them also said that they "often" or "always" encountered problems with the Internet connection while having an online class (52.3%). In addition, more than one in three surveyed children reported that they could not access the Internet for an entire day (34%), while more than 6 out of 10 of them "never" or only "sometimes" received help with their schoolwork

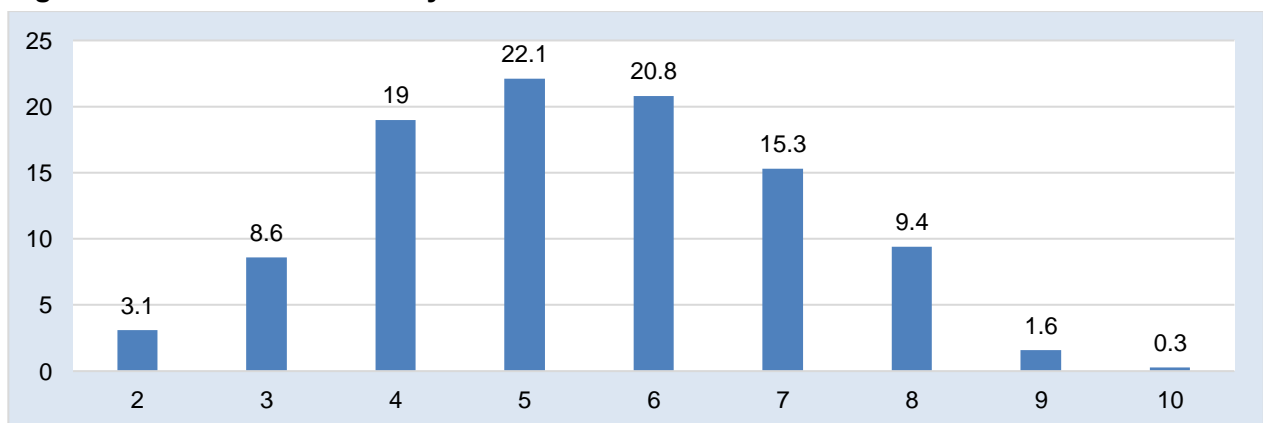
from their siblings or parents (Figure 10). Younger children were more likely to get help with schoolwork during the Coronavirus than older children.

Figure 10. Children’s access to the Internet



An “Internet Accessibility Index is created based on the summation of the three questions: “How often did you have access to the Internet” “How often did you have problems with the Internet connection while having online classes” and “How often did it happen that you could not access the internet for a whole day”. As shown in Figure 11, many surveyed children faced internet accessibility issues as two-thirds of the distribution were between 4 and 8, which hindered learning during online classes.

Figure 11. Internet accessibility index

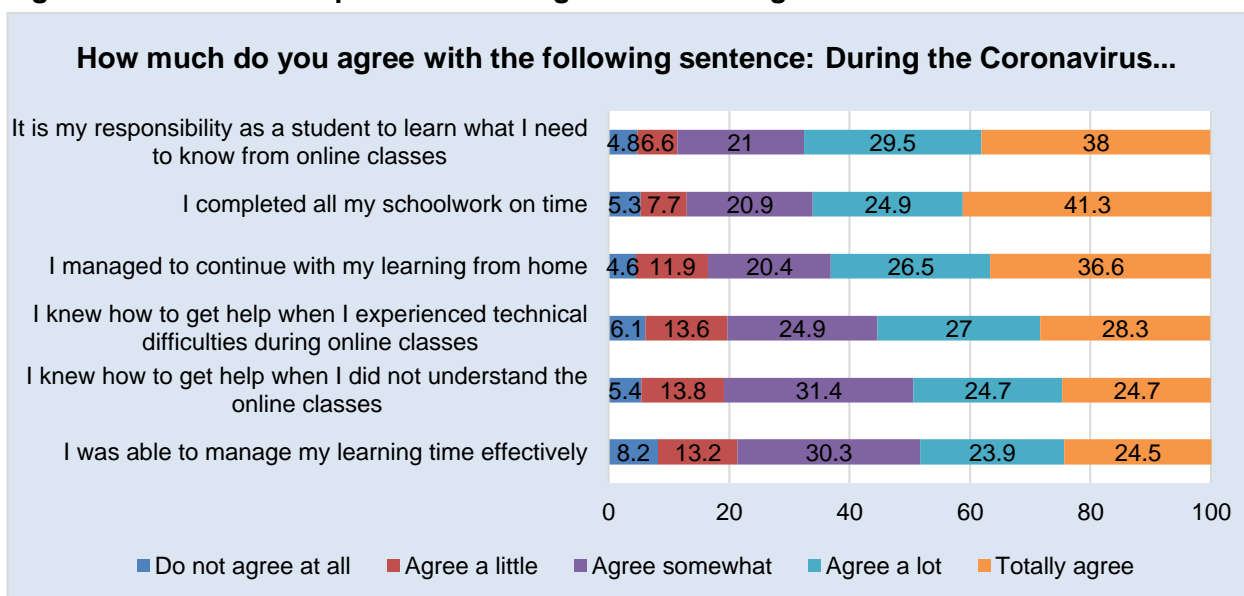


Note: Higher scores indicate more Internet accessibility issues

The Hong Kong survey included specific items on students’ ability to handle the skills needed to complete online learning during school lockdowns. More than two out of three children ‘totally agreed’ or ‘agreed a lot’ that it was their responsibility to learn what they needed from online classes (67.5%). Similar numbers of surveyed children ‘totally agreed’ or ‘agreed a lot’ that they completed all their schoolwork on time (66.2%) and managed to continue learning from home (63.1%), respectively. Yet, a comparatively smaller share—around one in two—of surveyed children ‘totally agreed’ or ‘agreed a lot’ that they knew how to get help when they experienced technical difficulties during online classes (55.6%), how to get help when they did not understand

online classes (49.4%). Finally, around two out of ten surveyed children ‘did not agree at all’ or ‘agreed a little’ that they managed their learning time effectively (21.4%) (Figure 12).

Figure 12. Children’s experiences during online learning classes



3.5 Children’s time use during the Coronavirus

During the Coronavirus, primary and secondary students in Hong Kong would attend half-day face-to-face schooling or online classes and consequently had more free time after school. A series of questions asked surveyed children how they spent their time outside of school. Most surveyed children spent time learning and doing homework daily (60%). More than half of them spent time on their own for at least did at least five days per week (57.1%). About half of them spent five days a week or more speaking with people on the phone, hanging out inside the house, using social media, and watching movies or TV series. About two out of five children spent time on computer games (43%) for five days a week or more, respectively. Compared to these activities, comparably fewer children engaged in more ‘productive’ activities, including meeting friends online, taking care of siblings, doing hobbies they did not do for a long time, and reading. In addition, Hong Kong children less frequently helped out in the home. Close to half of the surveyed children stated that they ‘never’ or ‘less than once a week’ had a chance to hang out or play outside their homes (46.7%) (Figure 13).

Whereas a majority of Hong Kong children reported experiencing significant ‘stress’ before the Coronavirus (Lau & Kühner, 2020), more than one in four children (26.8%) fully agreed that they felt ‘bored’ during the last two weeks during the Coronavirus. This number exceeded the number of surveyed children that ‘fully agreed’ that they felt ‘stressed’ (19.4%) (Figure 14).

Figure 13. Children’s time use during the Coronavirus

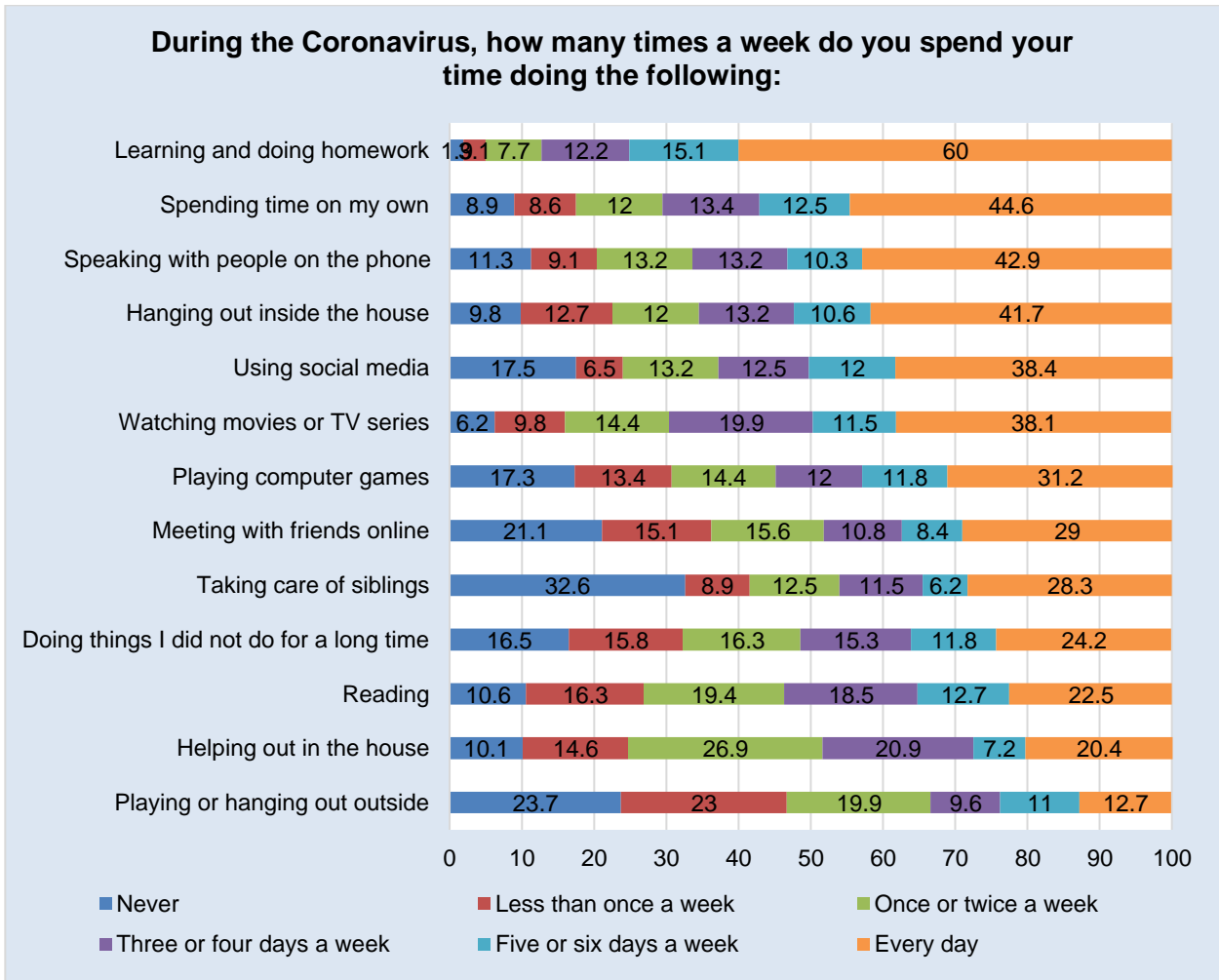
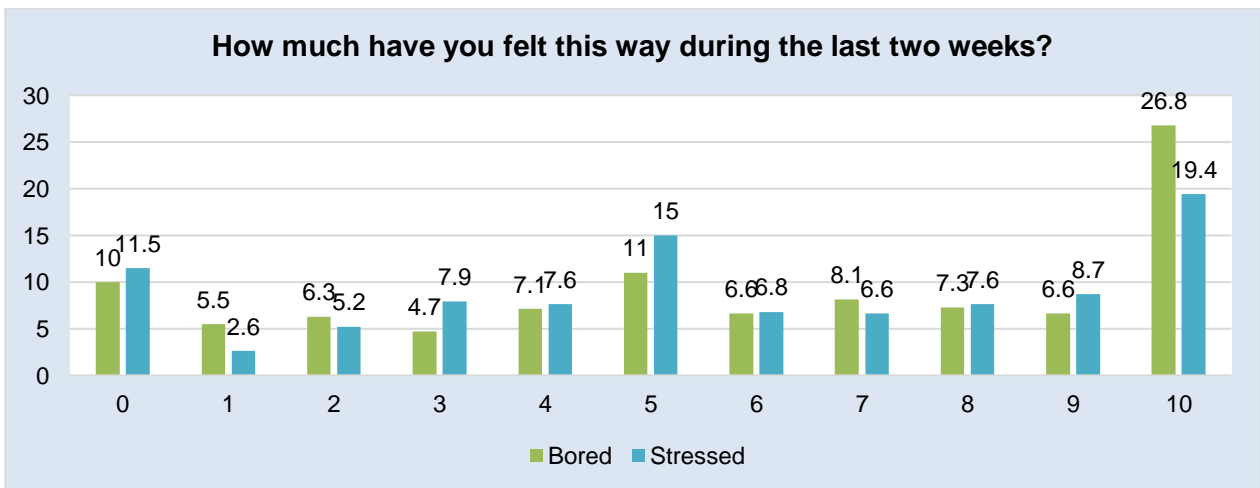


Figure 14. Children’s feelings of boredom and stress during the Coronavirus

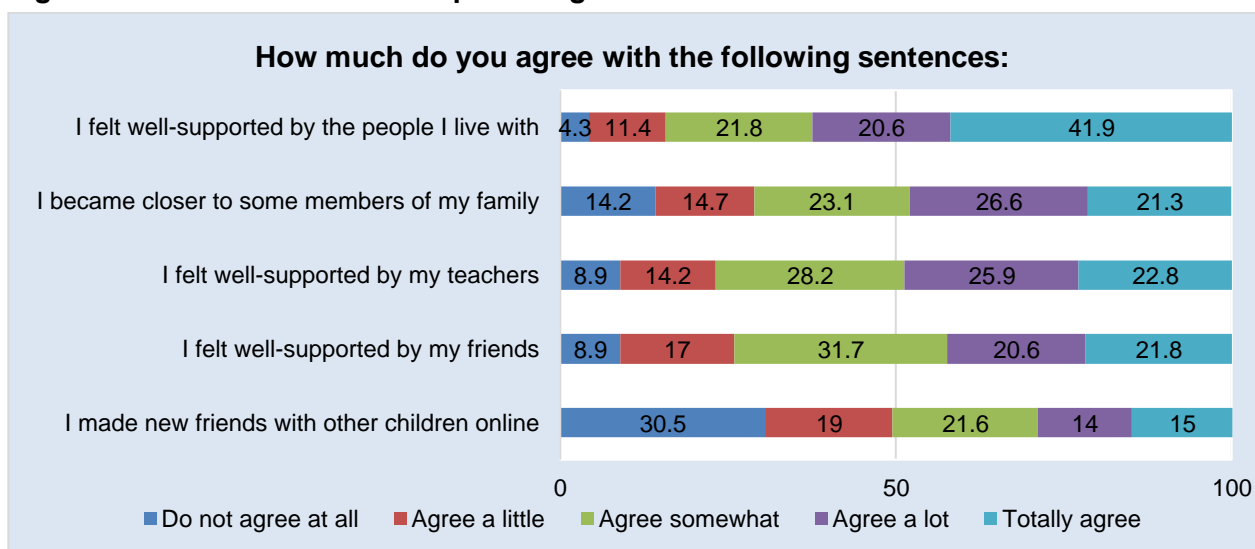


3.6 Children’s Relationships during the Coronavirus

More than 60% of students felt well-supported by their family (62.5%), and nearly half ‘agreed a lot’ or ‘totally agreed’ that they became closer to some family members (47.9%). Close to half of the surveyed children also ‘agreed a lot’ or ‘totally agreed’ that they are well-supported by their teachers (48.7%). However, a slightly lower percentage of the surveyed children felt well-

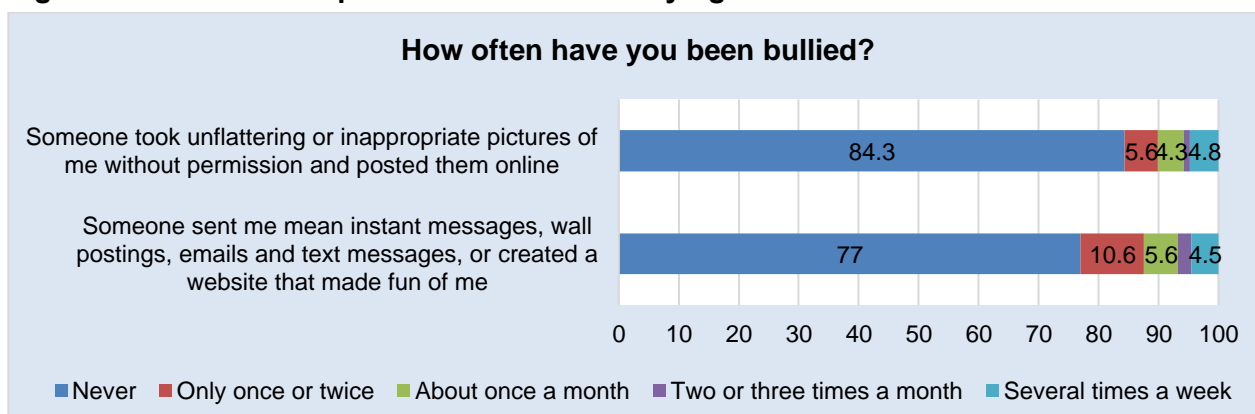
supported by their friends during the Coronavirus (42.4%), and around half of all surveyed children ‘did not agree at all’ or ‘agreed a little’ that they made new friends online (49.5%) (Figure 15).

Figure 15. Children’s relationships during the Coronavirus



As shown in Figure 16, most surveyed children never experienced online bullying during the Coronavirus. Yet, 15.7% of them stated that someone took unflattering or inappropriate pictures of them without permission and posted them online at least once or twice. In addition, around two in ten of the surveyed children reported that someone sent them mean instant messages, wall postings, emails and text messages or created a website that made fun of them at least once or twice (23%). Just under 5% of the surveyed children stated that they experienced these types of online bullying ‘several times a week’, respectively.

Figure 16. Children’s experiences of online bullying



3.7 Children’s Satisfaction with their Lives during the Coronavirus

The survey asked children about their satisfaction with various domains of their lives before and during the Coronavirus. There was a relatively mild drop in the average satisfaction level (0 = not satisfied at all; 10 = fully satisfied) regarding the surveyed children’s relationship with the people they live with and how they usually spent the time when comparing children’s answers before and

during the Coronavirus. The average level of satisfaction with what they learned at school during the Coronavirus dropped by 0.6 points compared to before the Coronavirus. The average level of satisfaction with the relationships children have with their friends showed the most significant drop by 0.7 points when comparing before and during the Coronavirus (Figure 17).

Figure 17. Children’s satisfaction with various domains of their lives

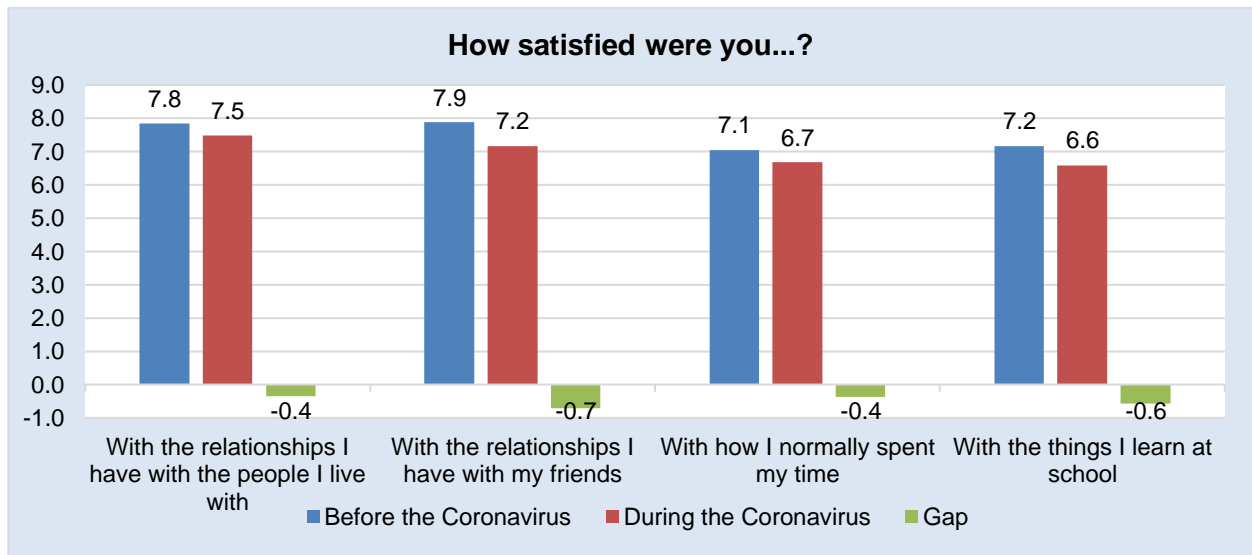
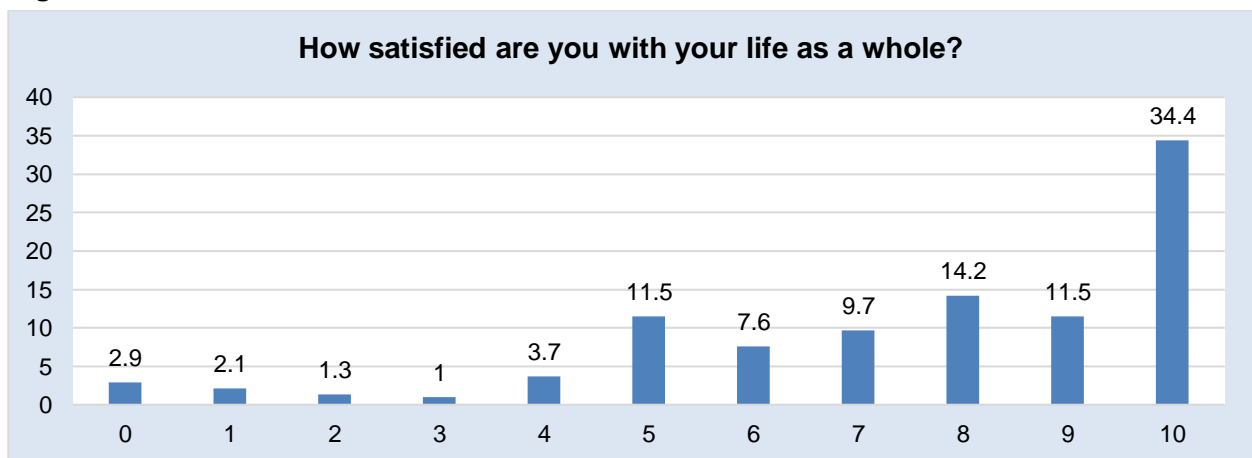


Figure 18. Children’s satisfaction with their life as a whole



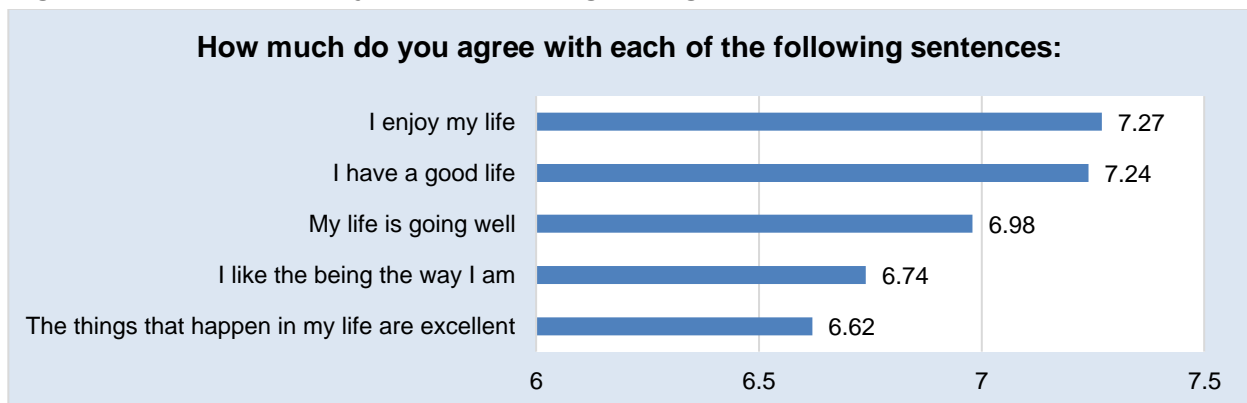
The surveyed children also indicated how satisfied they are with their lives as a whole—around one-third of the children reported that they were ‘fully satisfied’ with their lives during the Coronavirus (Figure 18). However, the mean satisfaction score with children’s life as a whole of all surveyed children was 7.55, which suggests a significant drop compared to previously reported findings before the Coronavirus: the mean satisfaction score with children’s life as a whole was reported as ‘8.26’ by Lau & Kühner (2020) suggesting an overall drop of 0.71 points. More than two out of ten surveyed children (22.5%) reported very low (≤ 5 out of 10) satisfaction with their life as a whole. Again, when comparing to the findings on children with very low life satisfaction from before the Coronavirus (12.6%), the survey findings suggest a substantial increase in children with very low satisfaction of close to 10 percentage points. It should be stressed that the results are not strictly comparable due to different survey methodologies, but they remain highly

suggestive.

3.8 Children's Subjective Well-being during the Coronavirus

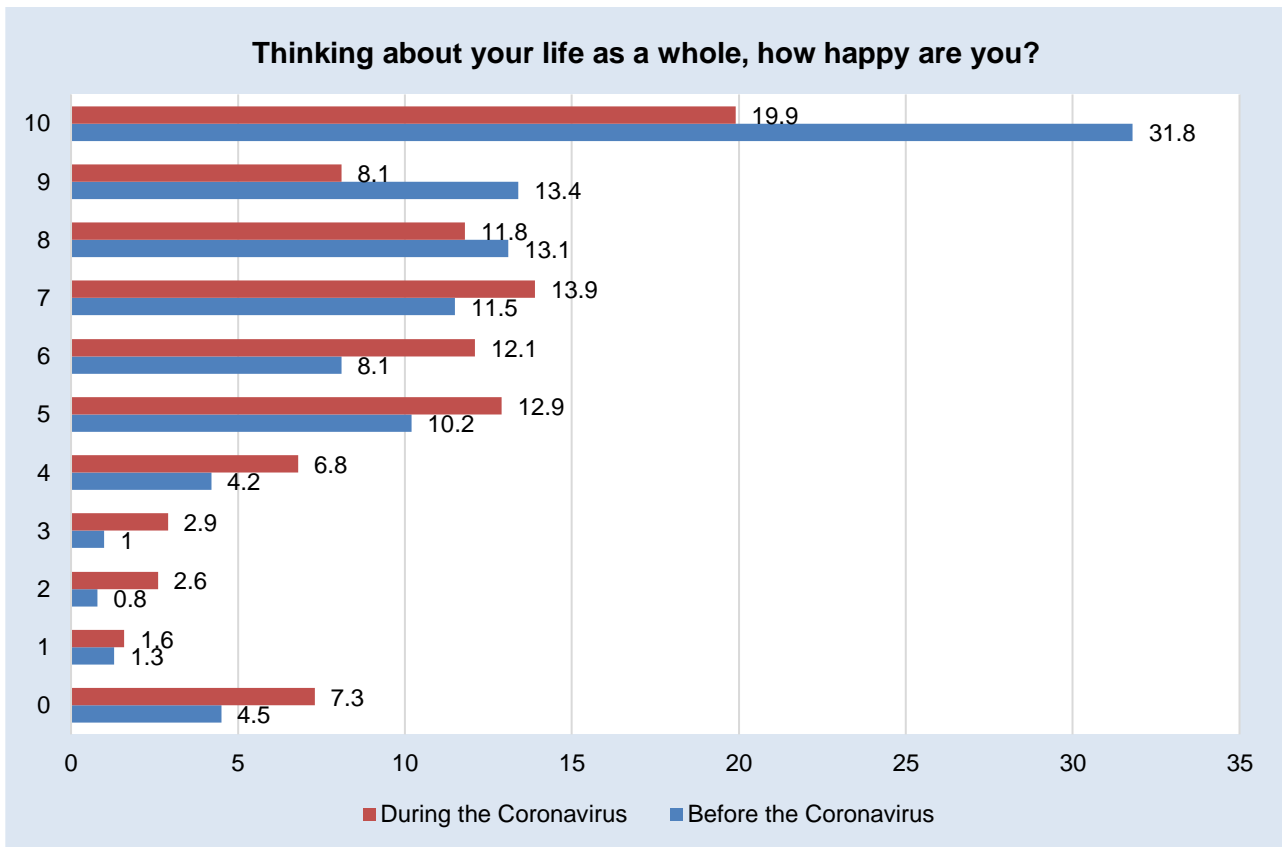
A similar picture emerges when studying the findings on children's subjective well-being before and during the Coronavirus. Children's subjective well-being is measured by several agreement questions (0 = 'not at all agree'; 10 = 'totally agree'), including whether surveyed children enjoy their life, think they have a good life, their life is going well, they like the way they are, and the things that happen in their life are excellent. The surveyed children, on average, agreed more with the statements that they 'enjoy their life' (7.27) and that they 'have a good life' (7.24) during the Coronavirus. The average scores for 'my life is going well' (6.98), 'I like being the way I am' (6.74), and 'the things that happen in my life are excellent' (6.62) are comparably lower (Figure 19). However, a significant general drop is again noticeable when comparing these averages during the Coronavirus to those reported before the Coronavirus (Lau & Kühner, 2020). Interestingly, the reductions in the surveyed children's agreement are most extensive for the two sentences 'My life is going well' (0.85) and 'I like being the way I am' (1.03).

Figure 19. Children's subjective well-being during the Coronavirus



In the Hong Kong case, a combined Children's Worlds Subjective Well-Being Scale (CW-SWBS) was conceptualised as a multi-item scale between 0-100 based on the above items (Kühner et al., 2021). During the Coronavirus, the surveyed children reported an average subjective well-being score of 69.72, which is 7.17 points below the average result reported before the Coronavirus (Lau & Kühner, 2020). One in four of the surveyed children (25%) during the Coronavirus showed very low subjective well-being (≤ 50) according to this measure, which is a ten percentage point increase compared to before the Coronavirus (15.2%). Readers should note again that the ability to compare findings across the two studies is somewhat limited due to different survey methodologies.

Figure 20. Children's happiness before and during the Coronavirus



3.9 Children’s Happiness before and during the Coronavirus

The children were also surveyed about their happiness before and during the Coronavirus on a scale from 0 (‘not happy at all’) to 10 (‘completely happy’). The proportion of surveyed children that expressed that they were completely happy dropped drastically from 31.8% before to 19.9% during the Coronavirus. At the same time, the percentage of children that stated that they are ‘not happy at all’ increased from 4.5% before to 7.3% during the Coronavirus (Figure 20). There was a 1.03-point drop in the mean happiness score when comparing before and during the Coronavirus. Similar to the findings on children’s life satisfaction and subjective well-being, there is a substantial increase in the share of surveyed children with very low levels of happiness (≤ 5). Around one in five children reported their happiness as very low (22%) before the Coronavirus compared to more than one in three children during the Coronavirus (34.1%). According to these findings, the overall increase in surveyed children with very low happiness from before to during Coronavirus is 12.1 percentage points.

4. Multivariate Analyses

Several regression models were constructed to test the influence of the before-mentioned areas of Hong Kong children’s lives on their overall well-being and happiness during the Coronavirus.

First, children’s satisfaction with the relationships with the people they lived with was the strongest predictor of their satisfaction with their life (Beta = .309, SE = .052, $p < .001$). Everything else being equal, higher satisfaction with the relationships with the people they lived with resulted in higher

satisfaction with children’s lives. The vital role of families as a ‘protective asset’ for children’s satisfaction with their life as a whole is further indicated by the fact that those children who ‘agreed a lot’ or ‘totally agreed’ with the sentence that they became closer to some members of their families during the Coronavirus also showed a statistically significant positive effect on their satisfaction with their life as a whole (Beta = .098, SE = .261, $p \leq .05$). Children’s satisfaction with the things they learned at school was also positively and statistically significantly associated with higher satisfaction with their life as a whole (Beta = .142, SE = .061, $p < .035$). Children’s time use and their relationships with their friends did not statistically significantly affect their satisfaction with their life as a whole (see Figure 12). The socio-economic background of children also shows statistically significant results on their satisfaction with their lives as a whole: access to more material possessions positively related (Beta = .149, SE = .069, $p < .004$) and more extensive web accessibility issues (Beta = -.143, SE = .066, $p < .003$) were negatively related with children’s satisfaction with their life as a whole. Controlling for all variables in the regression model, children’s age, gender, and personal exposure to the Coronavirus (measured by the Covid-19 Situation Index) did not predict their satisfaction with their life (Table 2).

Table 2. Linear regression: Children’s satisfaction with their life as a whole

	B	Std. Error	Beta	t	Sig.
How satisfied were you with how you normally spent your time?	0.054	0.058	0.058	0.93	0.353
How satisfied were you with the things you learned at school?	0.129	0.061	0.142	2.115	0.035
How satisfied were you with the relationships you had with the people you live with	0.294	0.055	0.309	5.38	<.001
How satisfied were you with the relationships you had with your friends	0.073	0.052	0.082	1.409	0.16
Do you agree that you became closer to some of your family members? (Agree a lot and totally agree)	0.506	0.261	0.098	1.936	0.054
Female	-0.21	0.208	-0.046	-1.013	0.312
Age in years	-0.063	0.116	-0.027	-0.544	0.587
Index of material possessions	0.201	0.069	0.149	2.904	0.004
Covid-19 situation index	-0.049	0.07	-0.035	-0.693	0.489
Web accessibility index	-0.2	0.066	-0.143	-3.044	0.003
Constant	3.564	1.455		2.45	0.015
N			305		
R-Squared			0.388		

There are slight variations in the findings when estimating regression models not on children’s satisfaction with their life but on their overall subjective well-being measured by the Children’s Worlds Children’s subjective well-being (CSWB) scale. Again, children’s satisfaction with the relationships with the people they live with (Beta = .179, SE = .057, $p < .002$), satisfaction with the things they learned at school (Beta = .178, SE = .064; $p < .01$), and agreement that they became closer to some members of their family during the Coronavirus (Beta = .147, SE = .273, $p < .004$) were positively and statistically significantly related to children’s subjective well-being. Unlike children’s satisfaction with their life as a whole, their satisfaction with how they used their time

during the Coronavirus was also positively related to their subjective well-being (Beta = .159, SE = .06; $p < .012$). While access to material possessions was again positively associated with children's subjective well-being, everything else being equal (Beta = .123; SE = .072, $p < .018$), direct exposure to the Coronavirus was a statistically significant and negative factor on children's subjective well-being (Beta = -.109, SE = .073, $p < .033$) (Table 3).

Table 3. Linear regression: Children's subjective well-being (CSWB)

	B	Std. Error	Beta	t	Sig.
How satisfied were you with how you normally spent your time?	0.153	0.06	0.159	2.539	0.012
How satisfied were you with the things you learned at school?	0.166	0.064	0.178	2.607	0.01
How satisfied were you with your relationships with the people you live with?	0.175	0.057	0.179	3.062	0.002
How satisfied were you with the relationships you had with your friends?	0.042	0.054	0.046	0.771	0.441
Do you agree that you became closer to some of your family members? (Agree a lot and totally agree)	0.785	0.273	0.147	2.875	0.004
Female	-0.389	0.217	-0.083	-1.791	0.074
Age in years	0.012	0.122	0.005	0.095	0.924
Index of material possessions	0.172	0.072	0.123	2.374	0.018
Covid-19 situation index	-0.158	0.073	-0.109	-2.145	0.033
Web accessibility index	-0.059	0.069	-0.041	-0.856	0.393
Constant	2.155	1.521		1.417	0.158
N			0.369		
R-Squared			305		

Finally, one might ask which children in Hong Kong had an opportunity to remain happy during the Coronavirus. Among all the predictors discussed above, only two showed statistically significant findings regarding children's happiness with their life as a whole. However, children who 'agreed a lot' or 'totally agreed' with the sentence that they became closer to some members of their families during the Coronavirus showed a positive effect on their happiness with their life as a whole (Beta = .135, SE = .360, $p < .024$). Furthermore, although children's satisfaction with the relationships they had with their friends during the Coronavirus was neither a statistically significant predictor for children's life satisfaction and subjective well-being, it is positively and statistically significantly related to their happiness with their life as a whole (Beta = .134, SE = .072, $p < .05$) (Table 4).

Table 4. Linear regression: Children's happiness with their life as a whole

	B	Std. Error	Beta	t	Sig.
How satisfied were you with how you normally spent your time?	.029	.080	.027	.367	.714

How satisfied were you with the things you learned at school?	.065	.084	.061	.768	.443
How satisfied were you with the relationships you had with the people you live with	.116	.075	.104	1.542	.124
How satisfied were you with the relationships you had with your friends	.141	.072	.134	1.959	.051
Do you agree that you became closer to some of your family members? (Agree a lot and totally agree)	.817	.360	.135	2.269	.024
Female	-.165	.286	-.031	-.577	.564
Age in years	-.056	.160	-.020	-.348	.728
Index of material possessions	.126	.095	.079	1.318	.188
Covid-19 situation index	-.121	.097	-.073	-1.253	.211
Web accessibility index	-.085	.091	-.051	-.933	.352
Constant	4.008	2.005		1.998	.047
N			0.156		
R-Squared			305		

E. REFERENCES

- Addae, E., Kühner, S. & Lau, K.W.M. (2023). Social context of school satisfaction among primary and secondary school children in Hong Kong. *Children and Youth Services Review*, <https://doi.org/10.1016/j.chidyouth.2023.106881>.
- Casas, F., & Rees, G. (2015). Measures of children's subjective well-being. *Child Indicators Research*, 8(1), 49–69.
- Choi, E. P. H., Hui, B. P. H., & Wan, E. Y. F. (2020). Depression and anxiety in Hong Kong during COVID-19. *International Journal of Environmental Research and Public Health*, 17(10), 3740.
- Choi, Y. J., Kühner, S., & Shi, S. J. (2022). From “new social risks” to “COVID social risks:” The challenges for inclusive society in South Korea, Hong Kong, and Taiwan amid the pandemic. *Policy and Society*, 41(2), 260-274.
- Cowling, B. J., Ali, S. T., Ng, T., Tsang, T. K., Li, J., Fong, M. W., Liao, Q., Kwan, M. Y., Lee, S. L., Chiu, S. S., Wu, J. T., Wu, P., & Leung, G. M. (2020). Impact assessment of non-pharmaceutical interventions against coronavirus disease 2019 and influenza in Hong Kong: an observational study. *The Lancet. Public health*, 5(5), e279–e288.
- Hartley, K., & Jarvis, D. S. (2020). Policymaking in a low-trust state: Legitimacy, state capacity, and responses to COVID-19 in Hong Kong. *Policy and Society*, 39(3), 403–423.
- Hou, W. K., Lee, T. M. C., Liang, L., Li, T. W., Liu, H., Ettman, C. K., & Galea, S. (2021). Civil unrest, COVID-19 stressors, anxiety, and depression in the acute phase of the pandemic: A population-based study in Hong Kong. *Social Psychiatry and Psychiatric Epidemiology*, 56(8), 1499–1508.
- Kühner, S., Lau, M., & Addae A. E. (2021). The mediating role of social capital in the relationship between Hong Kong children's socio-economic status and subjective well-being. *Child Indicators Research*, 14, 1881-1909 (2021).
- Kwok, K. O., Lai, F., Wei, W. I., Shan Wong, S. Y., & Tang, J. W. T. (2020). Herd immunity – estimating the level required to halt the Covid-19 epidemics in affected countries. *Journal of Infection*, 80(6), E32–E33.
- Lan, F. Y., Wei, C. F., Hsu, Y. T., Christiani, D. C., & Kales, S. N. (2020). Work-related COVID-19 transmission in six Asian countries/areas: a follow-up study. *PloS one*, 15(5), e0233588.
- Lau, E. Y. H., & Lee, K. (2021). Parents' views on young children's distance learning and screen time during COVID-19 class suspension in Hong Kong. *Early Education and Development*, 32(6), 863–880.

Lau, K. W. M. and Kühner, S. (2020) *Children's Worlds 3rd Wave National Report: China – Hong Kong (SAR)*, Lingnan University, Hong Kong.

Lum, T., Shi, C., Wong, G., & Wong, K. (2020). COVID-19 and long-term care policy for older people in Hong Kong. *Journal of Aging & Social Policy*, 32(4–5), 373–379.

Oxfam Hong Kong. (2021. 1 August). Number of poor and unemployed skyrockets to 110,000 – 1.6 times more than Q2 last year, but CSSA not reaching most. <https://www.oxfam.org.hk/en/news-and-publication/covid-effects-on-unemployment-and-poor>.

Oxfam Hong Kong. (2022. 5 October). Poorest make over 47 times less than richest in Hong Kong as COVID widens gap between rich and poor. <https://www.oxfam.org.hk/en/news-and-publication/poorest-make-over-47-times-less-than-richest-in-hong-kong-as-covid-widens-gap-between-rich-and-poor>

Rees, G., & Main, G. (2015). *Children's views on their lives and well-being in 15 countries*. York: Children's Worlds Project.

Rees, G., Andersen, S., & Bradshaw, J. (2016). *Children's views on their lives and well-being in 16 countries*. York: Children's Worlds Project.

Rees, G., Savahl, S., Lee, B. J., & Casas, F. (Eds.) (2020). *Children's views on their lives and well-being in 35 countries: A report on the Children's Worlds project, 2016-19*. Jerusalem, Israel: Children's Worlds Project (ISCWeB). <https://iscweb.org/wp-content/uploads/2020/07/Childrens-Worlds-Comparative-Report-2020.pdf>

Tso, I. F., & Park, S. (2020). Alarming levels of psychiatric symptoms and the role of loneliness during the COVID-19 epidemic: A case study of Hong Kong. *Psychiatry Research*, 293, 113423.

Tso, W. W., Wong, R. S., Tung, K. T., Rao, N., Fu, K. W., Yam, J. C., ... Wong, I. C. (2020). Vulnerability and resilience in children during the COVID-19 pandemic. *European Child & Adolescent Psychiatry*, 1–16. <https://doi.org/10.1007/s00787-020-01680-8>.

Xiong, W., Jiang, J., & Mok, K. H. (2020, June 10). *Hong Kong university students' online learning experiences under the Covid-19 pandemic*. <https://www.hepi.ac.uk/2020/08/03/hong-kong-university-students-online-learning-experiences-under-the-covid-19-pandemic>.

F. QUESTIONNAIRE

We are a group of researchers from Lingnan University, Hong Kong. *[Original]*

我們是一羣來自嶺南大學(香港)的研究員。 *[Chinese translation]*

We are interested in finding out the opinions and points of view of young people of your age. We would be very grateful if you would answer this questionnaire for us. 我們希望了解與你以及同齡的兒童的意見和觀點。我們會非常感激你能為我們回答此問卷。

The questionnaire is being answered by children in many countries all over the world. It will help adults to know more about what children think about their lives, particular during the Coronavirus pandemic. 這問卷在調查全世界許多國家的兒童的想法。它將會幫助成年人在冠狀病毒大流行期間更了解孩子對生活的看法。

We are not asking you to give your name and no one will know your answers. 我們不會要求你提供姓名，你的答案也會保密。

There are no right or wrong answers, we are only interested in knowing your choices, opinions and feelings. 在這問卷中的答案沒有分對或錯，我們只想透過這機會得知你的感受和意法。

You don't have to answer any questions you don't want to. 你無須回答任何不想回答的問題。

For each question, please click (tick) the option that best corresponds to your personal situation or position. 請於每個問題中選取最符合你的個人情況的選項。

In order to answer the questionnaire, please click "I agree to complete the questionnaire". 這選取「我同意完成問卷調查」開始作答

I agree to complete the questionnaire.

「我同意完成問卷調查」

1: About you / 第一部分: 關於你自己

1. How old are you? 你的年齡是?

10 years old / 10 歲	<input type="radio"/>
11 years old / 11 歲	<input type="radio"/>
12 years old / 12 歲	<input type="radio"/>
Other age? / 其他年齡	_____ 歲

2. Are you? 性別?

A girl 女	<input type="radio"/>
A boy 男	<input type="radio"/>

3. At present, with whom do you live? 你現在跟誰同住?

With my family, in our home / 與家人在同一居所同住	<input type="radio"/>
With my family, but at a different place (not at our regular home) / 與家人同住，但不在通常居處	<input type="radio"/>
With my family, but in more than one home, because my parents live in different homes / 與家人同住，但多於一個住所，因父母有不同居所	<input type="radio"/>
With my family, but in more than one home, because my family has more than one home / 與家人同住，但多於一個住所，因為我的家人有一個以上的家	<input type="radio"/>
In children's home / 在兒童之家	<input type="radio"/>
In a family different than mine / 在寄養家庭	<input type="radio"/>

4. Please describe what your situation was (or still is) during the Coronavirus pandemic. 請描述在冠狀病毒大流行期間你 (或現在) 的處境。

	Yes 是	No 否	Not sure 不確定
Me or somebody in my home got infected with Coronavirus / 家中有人或我感染冠狀病毒	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Somebody in my family (not living with me) got infected with Coronavirus / 非同住的親人感染冠狀病毒	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Somebody I know got infected with Coronavirus (e.g., from my neighborhood or in a friend's family) / 我有認識的人感染冠狀病毒 (例如: 我的鄰居或朋友的家人感染)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At home we had to be very careful because somebody was considered at high risk of getting very ill if they got infected with the Coronavirus / 我們在家必須十分小心，如果某人感染了冠狀病毒，他們會被認為有患重病的高風險	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had to stay at home for many days / 我須留在家裡很多天	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could not attend school for many days / 我已多天不能上學	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Do the following statements describe your situation during the Coronavirus? 以下句子是否描述了你在冠狀病毒期間的情況?

	Yes 是	No 否	Not sure 不確定
There were times where I had to be in my home all day because of the Coronavirus / 有時由於冠狀病毒流行，我須整天留在家裡	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There were times where I was only allowed to leave my home for a few hours during the day because of the Coronavirus / 由於冠狀病毒，我有時只能在一天內離家外出幾小時	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How much do you agree with each of the following sentence? 你對以下各句子的同意度?

	I do not agree at all 完全不同意	I agree a little 少許同意	I agree somewhat 部分同意	I agree a lot 很同意	I totally agree 完全同意
I feel safe at home / 我留在家中感到很安全	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe at school / 在學校，我感到很安全	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe when I walk around in the area I live in / 在我居住的社區行走時，我感到很安全	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe with my friends / 和朋友在一起，我感到很安全	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel alone / 我感到孤單	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel protected from the Coronavirus / 我感到自己受到保護，免受冠狀病毒感染	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have problems with my siblings / 我和我的兄弟姐妹有相處問題	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Which of the following do you have at home? 以下哪項是你在家中擁有的?

	Have 有	Don't have 沒有
Own room / 自己的房間	<input type="radio"/>	<input type="radio"/>
Clothes in good condition / 狀況良好的衣服	<input type="radio"/>	<input type="radio"/>
Enough money for school trips and activities / 有足夠的錢參與學校旅行和活動	<input type="radio"/>	<input type="radio"/>
Access to the internet at home / 能在家中連接互聯網	<input type="radio"/>	<input type="radio"/>
Access to computer or a tablet when needed / 在需要時能使用電腦或平板電腦	<input type="radio"/>	<input type="radio"/>
Devices (e.g. microphone and camera) for video-classes / 用於視像課程的設備 (例如麥克風和攝錄鏡頭)	<input type="radio"/>	<input type="radio"/>
The equipment/things you need for sports and hobbies / 運動和興趣所需的用具/物品	<input type="radio"/>	<input type="radio"/>
Pocket money / money to spend on yourself / 零用錢/花在自己身上的錢	<input type="radio"/>	<input type="radio"/>
Two pairs of shoes in good condition / 兩對狀況良好的鞋	<input type="radio"/>	<input type="radio"/>
A mobile phone / 一部手提電話	<input type="radio"/>	<input type="radio"/>
The equipment/things you need for school / 你上學所需的用具/物品	<input type="radio"/>	<input type="radio"/>
A place in your home where you can study / 家中有可以溫習的地方	<input type="radio"/>	<input type="radio"/>

8. During the lockdown did you have enough food to eat each day? 封城期間，你每天有足夠食嗎?

Never 從不	Sometimes 甚少	Often 有時	Always 經常	Don't know 不知道
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

2: Your life during the Coronavirus / 第二部分: 你在冠狀病毒期間的生活

9. How much do you agree with each of the following sentences? 你對以下各句子的同意度?

	I do not agree at all 完全不同意	I agree a little 少許同意	I agree somewhat 部分同意	I agree a lot 很同意	I totally agree 完全同意
I have enough information about the Coronavirus / 我有足夠關於冠狀病毒的資訊	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We speak together about the Coronavirus in my home / 我們一起在家中談論冠狀病毒疫情	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My opinions about the Coronavirus are taken seriously in my home / 我對冠狀病毒的看法得到我家裡的認真看待	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received a lot of information about the Coronavirus from my family members or caregivers / 我從家人或監護人那裡收到了很多關於冠狀病毒的資訊	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received a lot of information about the Coronavirus from other children / 我從其他小孩那裡獲取了很多有關冠狀病毒的資訊	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received a lot of information about Coronavirus from teachers / 我從老師那裡獲取了很多有關冠狀病毒的資訊	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received a lot of information about Coronavirus through social media (Instagram, WhatsApp, Facebook, etc.) / 我通過社交媒體 (Instagram 、 WhatsApp 、 Facebook 等) 收到了很多關於冠狀病毒的資訊	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received a lot of information about the Coronavirus through the news / 我透過新聞收到了很多有關冠狀病毒的資訊	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that a lot of the news about the Coronavirus are unreliable / 我認為很多有關冠狀病毒的消息都是不可靠的	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. How satisfied were you with each of the following things in your life **BEFORE** the Coronavirus? 在冠狀病毒爆發之前，你對以下生活中每件事的滿意度如何?

	0 = Not at all satisfied 0 = 完全不滿意										Totally satisfied = 10 10=完全滿意											
	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10
With how I normally spent my time / 對於我通常如何安排我的時間	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With the things I used to learn at school / 對於運用我在學校學過的東西	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With the relationships I had with my friends / 對於我和朋友的關係	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With the relationships I had with people I live with / 對於與我同住的人之間的關係	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. How satisfied are you with each of the following things in your life now DURING the Coronavirus? 在冠狀病毒期間，你現在對以下生活中的每件事的滿意度如何？

	0 = Not at all satisfied 0 = 完全不滿意										Totally satisfied = 10 10=完全滿意											
	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10
With how I normally spend my time / 對於我通常如何安排我的時間	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With the things I learn at school / 對於運用我在學校學過的東西	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With the relationships I have with my friends / 對於我和朋友的關係	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With the relationships I have with people I live with / 對於與我同住的人之間的關係	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. During the last month, how worried have you been about the following things in your life? 在過去的一個月裡，你對以下生活中的事情有多擔心？

	0 = Not at all 0 = 沒有										Very much = 10 非常=10											
	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10
By the Coronavirus situation / 冠狀病毒情況	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
That I may get infected by the Coronavirus / 我可能會感染冠狀病毒	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
That people I know may get infected by the Coronavirus / 我認識的人可能會感染冠狀病毒	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
That I may infect other people with the Coronavirus / 我可能會將冠狀病毒傳染給其他人	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
That I may get bad school marks because of the Coronavirus situation / 由於冠狀病毒的狀況，我可能會得到不好的成績	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The money my family has during the Coronavirus period / 我家人在冠狀病毒期間的財政	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The changes in my life as a student because of the Coronavirus situation / 由於冠狀病毒的狀況，我的學生生活發生了變化	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. During the Coronavirus - how many times a week do you spend your time doing the following things? 在冠狀病毒期間 – 你每週花多少時間做以下事情？

	Never 從不	Less than once a week 少於一星期一次	Once or twice a week 一星期一至二次	Three or four days a week 一星期三至四天	Five or six days a week 一星期五至六天	Every day 每天
Helping out in the house (household chores) / 在家幫忙 (家務)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking care of siblings (brothers/sisters) or other family members / 照顧兄弟姐妹 (弟/妹) 或其他家庭成員	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning and doing homework / 學習和做功課	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching movies or series on the TV, computer or another device / 在電視、電腦或其他設備上觀看電影或連續劇	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Using social media (Facebook, Instagram, TikTok, etc.) on the computer, mobile phone or other devices / 在電腦、手機或其他設備上使用社交媒體 (Facebook、Instagram、TikTok 等)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking with people on the phone or any other way (such as using WhatsApp) / 通過電話或任何其他方式 (例如使用 WhatsApp) 與人交談	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting with your friends online (e.g. on the computer, zoom or any other way) / 在網上與你的朋友會面 (例如在電腦上、Zoom 或任何其他方式)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing things I did not do for a long time (such as hobbies, games etc.) / 做很久沒做的事情 (例如興趣、遊戲等)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing games on the computer, mobile phone or devices (such as PlayStation, Xbox, Nintendo, etc.) / 在電腦、手機或其他設備 (例如 PlayStation、Xbox、Nintendo 等) 上玩遊戲	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spending time on my own / 自己消磨時間	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing or hanging out <u>inside</u> the house / 在家中玩耍或閒逛	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing or hanging out <u>outside</u> / 在外面玩耍或閒逛	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading / 閱讀	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing sports or doing exercise / 運動或鍛煉	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3: School and Relationships / 第三部分: 學校與關係

14. During the Coronavirus, when schools were closed, how did you learn at home? (you can choose more than one answer) 在冠狀病毒期間，當學校關閉時，你如何在家學習？(你可以選擇多於一個答案)

Online classes with teachers / 與老師在網上上課	<input type="radio"/>
Learning by searching the Internet / 通過搜索互聯網學習	<input type="radio"/>
Learning with parents or people that are looking after you / 與父母或照顧你的人一起學習	<input type="radio"/>
Learning with my friends / 和朋友一起學習	<input type="radio"/>
Other ways (please explain) / 其他方式 (請說明)	<input type="radio"/>
I did not study at home / 我不會在家學習	<input type="radio"/>

15. How much do you agree with the following sentence? During the Coronavirus, during my online classes, ... 你對以下句子的同意度？在冠狀病毒期間，在我的網上課堂期間...

	I do not agree at all 完全不同意	I agree a little 少許同意	I agree somewhat 部分同意	I agree a lot 很同意	I totally agree 完全同意	Not applicable 不適用
My teachers effectively told me what I needed to learn from online classes / 我的老師很有效地告訴我需從網上課堂中學到甚麼	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I knew how to get help when I did not understand the online classes / 當我在網上課堂有不理解時，我知道如何獲得幫助	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I knew how to get help when I	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

experienced technical difficulties during online classes / 當我在網上課堂中遇到技術困難時·我知道如何尋求幫助						<input type="radio"/>
I was able to manage my learning time effectively / 我能夠有效地管理我的學習時間	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I completed all my schoolwork on time / 我準時完成了所有的功課	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to learn without being in the same room as my teacher / 即使老師不在同一個房間裡·我都可以學習	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is my responsibility as student to learn what I need to know from online classes / 作為學生·我有責任從網上課堂中學習我需要的知識	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. How much do you agree with the following sentence? During the Coronavirus, when schools were closed, ... 你對以下句子的同意度?在冠狀病毒期間·當學校關閉時...

	I do not agree at all 完全不同意	I agree a little 少許同意	I agree somewhat 部分同意	I agree a lot 很同意	I totally agree 完全同意	Not applicable 不適用
I managed to continue with my learning from home / 我能繼續在家學習	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Please, answer the following questions. 請回答下列問題

During Coronavirus... / 在冠狀病毒期間...	Never 從不	Sometimes 甚少	Often 有時	Always 經常
How often did you have access to the Internet? / 你有多經常上網		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did it happen that you could not access the Internet for an entire day / 你有多經常遇上整天不能連上互聯網?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did you have problems with the Internet connection while having an online class? / 在網上課堂中·你有多經常遇上網絡連接問題?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did your parent or a sister/brother help you with schoolwork? / 你的父母或姐妹/兄弟有多經常幫助你完成功課?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. How do you keep in touch with your friends during the Coronavirus lockdown? (you can choose more than one answer) 在冠狀病毒封鎖期間，你如何與朋友保持聯繫? (你可選取多於一個答案)

Telephone calls / 電話	<input type="radio"/>
Video calls (Hangout, Skype...) / 視像通話(Hangout, Skype...)	<input type="radio"/>
WhatsApp audios / WhatsApp 語音	<input type="radio"/>
WhatsApp messages / WhatsApp 訊息	<input type="radio"/>
Social media (Instagram, Facebook, TikTok, etc.) / 社交媒體 (如: Instagram, Facebook, TikTok)	<input type="radio"/>
Meeting each other in person / 與對方見面	<input type="radio"/>
Others (please explain) / 其他 (請說明)	<input type="radio"/>
Not at all / 沒有	<input type="radio"/>

19. How much do you agree with the following sentences? During the Coronavirus, I felt well-supported by... 你對以下句子的同意度？在冠狀病毒期間，我感覺得到了..... 的大力支持？

	I do not agree at all 完全不同意	I agree a little 少許同意	I agree somewhat 部分同意	I agree a lot 很同意	I totally agree 完全同意
Some of my friends / 我的一些朋友	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some of my teachers / 我的一些老師	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some people I live with / 與我同住的一些人	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. How much do you agree with each of the following sentences? 你對以下各句子的同意度？

	I do not agree at all 完全不同意	I agree a little 少許同意	I agree somewhat 部分同意	I agree a lot 很同意	I totally agree 完全同意
During the coronavirus, I became closer to some members of my family / 在冠狀病毒期間，我與家庭的一些成員變得更加親近	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My relationships with my friends were affected during the Coronavirus / 在冠狀病毒期間，我與朋友的關係受到了影響	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I made new friends with other children online during the Coronavirus / 在冠狀病毒期間，我在網上與其他孩子成為了新朋友	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. How often have you been bullied in the following ways? 你有多經常被以下方式欺負？

	I have not been bullied in this way in the past couple of months 我在過去數個月沒被欺負	Only once or twice 一至二次	2 or 3 times a month 一個月兩至三次	About once a month 一個月一次	Several times a week 一星期數次
Someone sent mean instant messages, wall postings, emails and text messages, or created a website that made fun of me / 有人發送刻薄的即時訊息、帖文、電子郵件和短信，或建立了一個取笑我的網站	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone took unflattering or inappropriate pictures of me without permission and posted them online / 有人在未經許可的情況下拍攝了我的不雅或不恰當的照片並將這照片發佈到網上	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4: How do you feel about life / 第四部分: 你對生活的感受

22. How much do you agree with each of the following sentences about your life as a whole? 你對以下關於你整個生活狀況的每句話的同意度?

	0 = Not at all agree 0 = 完全不同意										Totally agree = 10 非常同意 = 10	
	0	1	2	3	4	5	6	7	8	9	10	
I enjoy my life / 我享受我的生活	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My life is going well / 我的生活很順利	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a good life / 我有一個美好的生活	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The things that happen in my life are excellent / 我生命中發生的事情都很好	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like my life / 我喜歡我的生活	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am happy with my life / 我對我的生活很滿意	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like being the way I am / 我喜歡我現在的模樣	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Below is a list of words that describe different feelings. Please read each word and then tick a box to say how much you have felt this way during the last two weeks. 以下是描述不同感受的詞列表。請閱讀每個字詞，然後在空格中打勾，指出你在過去兩週內有多少這種感覺。

	0 = Not at all 0 = 沒有										Extremely = 10 極度 = 10	
	0	1	2	3	4	5	6	7	8	9	10	
Happy / 開心	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sad / 傷心	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Calm / 冷靜	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stressed / 壓力大	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Full of energy / 充滿活力	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bored / 無聊	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. How much do you agree with the following sentence? 你對以下句子的同意度?

	I do not agree at all 完全不同意	I agree a little 少許同意	I agree somewhat 部分同意	I agree a lot 很同意	I totally agree 完全同意
I am very afraid of the Coronavirus / 我非常害怕冠狀病毒	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It makes me uncomfortable to think about the Coronavirus / 一想到冠狀病毒就讓我不舒服	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My hands become sweaty when I think about the Coronavirus / 一想到冠狀病毒，我的手就會出汗	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I watch news and stories about the Coronavirus on the TV and social media, I become nervous or anxious / 當我在電視和社交媒體上觀看有關冠狀病毒的新聞和報導時，我會感到緊張或焦慮	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I cannot sleep because I'm worrying about getting the Coronavirus / 由於我擔心感染冠狀病毒，我無法入睡	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My heart races (beats very fast) when I think about getting the Coronavirus / 當我想到感染冠狀病毒時，我的心跳加速（跳動得非常快）	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. How satisfied are you with each of the following things in your life? 你對以下生活中每件事的滿意度?

	0 = Not at all satisfied 0 = 完全不滿意										Totally satisfied = 10 非常滿意 = 10	
	0	1	2	3	4	5	6	7	8	9	10	
The people you live with / 同住的人	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The house you live in / 居住的房屋	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The area where you live / 居住的社區	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
About how safe you feel / 關於你的安全感	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Your friends / 你的朋友	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
How you use your time / 你如何運用你的時間	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The way you look / 你的樣子	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The things you have / 你擁有的東西	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The freedom you have / 你擁有的自由	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
What may happen later in your life / 往後你的生活 可能會發生的事情	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
How you are listened to by adults in general / 一般 成年人如何傾聽你的意見	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Your health / 你的健康	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Your life as a whole / 你的整體生活	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

26. Please, answer the following questions 請回答下列問題

	0 = Not happy at all 0 = 完全不開心										Completely happy = 10 非常開心 = 10	
	0	1	2	3	4	5	6	7	8	9	10	
Thinking about how your life was <u>before</u> the Coronavirus, how happy were you with your life as whole? / 想想你在冠狀病毒之前的生活，你對 整體生活的開心程度	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Thinking about how your life <u>now during</u> the Coronavirus, how happy are you with your life as whole? / 想想你現在在冠狀病毒期間的生活，你 對整體生活的開心程度	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

You are done! ☺

已完成問卷☺

Thank you very much for your time!

非常感謝你的寶貴時間