

Title

Primary school student's self-concept, meaning in life, and life satisfaction in the context of Hong Kong in a time of Covid-19 pandemic

Abstract

This study aims to understand Hong Kong children's perception of their meaning in life, self-concept, and satisfaction with life during the Covid-19 period. The study has examined children's meaning in life, self-concept, and life satisfaction explored the relationship among the above variables and tested whether self-concept is a mediator between the relation of meaning in life and satisfaction with life. The questionnaire survey used valid instruments, including the Chinese version of the Meaning in Life Questionnaire (MLQ; Zhang et al., 2016), Self-Description Questionnaire I (SDQ-I; Marsh, 1990), and Satisfaction with Life Scale for Children (SWLS-C; Gadermann, Schonert-Reich's, Zumba, 2010). The study investigated 312 primary school students from several Hong Kong schools at the time of the pandemic. The study found that: (1) there are positive correlations among children's perception of meaning in life, self-concept and life satisfaction; (2) Hong Kong children's self-concept is a mediator in the relationship between meaning in life and life satisfaction. The findings suggest that we need to promote children's meaning in life to enhance self-concept and life satisfaction, and it could be conducted through life education and reducing academic pressure. It is also feasible for schools and parents to enhance children's well-being by improving their self-concept in their primary school life so that children could have a more meaningful life to achieve the goal of whole-person development.

Keywords

Self-concept, Meaning in life, life satisfaction, Hong Kong Children

Topic

Whole-person education and research

Reference:

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