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Project title : When Voluntary Services Become “Involuntary”...
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Introduction

Voluntary service is any activity that time is given freely to benefit another person, group or cause.\(^1\) It is considered as anyone who is willing to offer one’s time and effort not for material returns, but for benefiting and improving the community.\(^2\)

To the volunteers, they can gain satisfaction from the services, experience personal growth in helping and cooperating with others, and build up proper moral values and heart of empathy. They can also widen their exposure from the experiences and arouse their social awareness. All of these expected improvements and benefits contribute as the intrinsic factors in motivating volunteers to enhance their level of participation in community services.

As our society today emphasizes much more on community service experiences, more service opportunities are now provided by schools and various voluntary organizations. Nowadays, many schools even set requirements for their students on the completion of services. They may be in the format of an award scheme, which would create a strong incentive to students. Some may impose punishments if the service requirements are not fulfilled, such as withholding the school report cards from the students concerned. Thus, most students would be motivated to try it out and

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eager to participate in services on their own. The school service requirements and various awards become some of the major extrinsic motivations for students to participate in more services.

While the extrinsic factors aims at encouraging teenagers to participate in more community services, would these factors also influence their attitudes and devotion in community services in the long run? In this project, we will discuss how various intrinsic and extrinsic factors influence teenagers’ participation in community services, as well as their importance in encouraging teenagers’ involvement in services. We will also explore how these two types of factors lead to different patterns of participation and level of devotion in community services.

Extrinsic motivations were intended to enhance the effects of intrinsic motivations, so as to increase the participation level in community services. However, we may not be aware of the long-term implications led by these extrinsic motivations. This project hopes to arouse attention on the long-term effects of such extrinsic motivations as the service record, so that we can make good use of them in promoting community services to teenagers.
Methodology

To collect data for this research, a questionnaire survey and 2 interviews have been carried out.

Questionnaire

The target group of respondents is secondary school students, as quite a number of them would be under the influence of both intrinsic and extrinsic motivations of doing social service. A total of 100 questionnaires have been distributed in August to September 2008, including students from schools with and without community service scheme. All questionnaires have been collected. The questionnaire focused on their general pattern of participation in community services and their attitudes towards volunteering. It also investigates into various intrinsic factors, such as personal attitudes and expectations, and extrinsic factors, such as school requirements on participation in community services. The relationship between these factors and respondents’ pattern of participation and level of devotion in community services will then be explored.

Interview

2 interviews have been carried out in July and August 2008 respectively. The first interview was with Elina Tsang, a Form 6 student from Sacred Heart Canossian College. She is the recipient of Zonta International 2008 Young Women in Public
Affairs Award, and is the first Hong Kong citizen being presented with this award. She is also a member of the UNICEF Young Envoy since 2005. In this interview, she was asked about the impressive areas that enable her to receive the award, and the influences of the award created to herself, her school community and other aspects. She was also asked to express her viewpoints towards the school service requirement. Moreover, she was asked to suggest ways to sustain long-term participation in community services, which have addressed the relative importance of intrinsic and extrinsic factors.

The second interview was with Mr Fritz Wong, who is responsible for education and voluntary work at the Mental Health Association of Hong Kong. This interview aims at looking at the changes in the level of involvement in community services among teenagers in HK. Also, he was asked to comment on the school service requirement, and on how to make better use of it in order to promote voluntary services successfully. In addition, he was asked to give suggestions on the roles that voluntary organizations, schools and families should take in promoting community services to teenagers.
Results & Discussion

Part 1: Personal information

Among the 100 respondents, 34% of them are male while 66% are female.

For their level of study, 45% of them were in Form 7. 56% of them were studying in band 1 schools.

Concerning their number of siblings, 33% of them have no sibling, while 40% of them have one sibling.
Fig. 4- Religious background

About their religious background, 61% of them have no religious belief, 23% and 16% of them are Catholics and Protestants respectively.

Fig. 5- Parents’ education level

For their parents’ education level, 53% of respondents’ parents had Form 5 to 7 education level, while 31% were bachelor degree holders or above.
As for their family monthly income, 46% of them were earning more than HK$30,000 per month.
**Part 2: Pattern of participation**

Most of the respondents (92%) have participated in community services before. Among them, 64% of them were under the requirement of the school to participate in community services (expressed as “under requirement” in the following), while 36% of them were not required by the school to participate in community services (expressed as “not under requirement” in the following).

![Chart showing participation pattern](chart.png)

**Fig. 7: Question 3- Number of services participated from Sept 07 to Aug 08**

Question 3 is about the number of services respondents have participated from September 2007 to August 2008. Fig. 7 shows that respondents under requirement generally had more frequent participation, with more of them (20%) have participated in more than 12 services. While for those not under requirement, a larger number of them (30%) have not participated in any service in that 12 months.
Fig. 8: Question 4- Total service hours from Sept 07 to Aug 08

Question 4 is about respondents’ number of service hours from September 2007 to August 2008. Fig. 8 shows that fewer respondents under requirement have completed 5 hours or below (21%), and more of them have completed 41 hours or above (30%). This shows the service requirement can encourage higher level of participation in services.
Question 5 is about the types of service respondents have participated from September 2007 to August 2008. Fig. 9 shows that respondents under requirement have participated in more types of service, with a significantly larger number of them participated in organising or coordinating activities (31%), visits or accompanying for outings (56%), tutoring or counselling work (32%), and religious, cultural or environmental events (29%).

Moreover, respondents not under requirement mainly focused on fundraising, flag selling or promotional work (55%). In fact, it is the only type of service that a lower proportion of respondents under requirement (49%) have participated in than that of those not under requirement. Participation in this area is usually one-off and long term commitment is not required.
In contrast, respondents under requirement had greater involvement in organizing or coordinating activities (31%), and visits or accompanying for outings (56%), which usually involve a longer period of time, requiring more long term commitment and dedicated participation to it. This is consistent with the results of Question 6, which is about respondents’ involvement in clubs, groups or organizations involved in services. A greater proportion of respondents under requirement (44%) have been committee members of these communities, when comparing to those not under requirement (36%). Generally speaking, respondents under requirement were more involved in services. A more committed experience in services can also arouse empathy, and create positive reinforcement on the spiritual aspect of the volunteers, which can enhance altruism and help in sustaining their participation in the future.

![Fig. 10: Question 7- Priority of services among different activities](image)

*Fig. 10: Question 7- Priority of services among different activities*
Question 7 is about respondents’ priority of time spent on different kinds of activities. Fig. 10 shows the respondents’ priority of doing services among 6 listed activities. Respondents not under requirement have shown more extreme preferences. More of them put services as the first (10%) and the least (29%) priority than those under requirement (5% & 17% respectively). This shows that some of them had even greater intrinsic motivations than those under requirement. But this also points out that without an external force, more respondents not under requirement were less motivated to do services than those under requirement. When comparing with spending their time on other aspects, they considered the cost of volunteering to be too high, and would outweigh the benefits of volunteering. Thus, they would be less likely to take service as an option to spend their leisure time, leading to an overall lower priority in doing services.
Fig. 11: Question 8- Expected amount of time to be spent on services from Sept 08 to Aug 09

Question 8 is about the respondents’ expectation on the amount of time to be spent on services from September 2008 to August 2009. Fig. 11 shows that fewer respondents under requirement (19%) expected to spend more time in services, and a greater proportion of them (34%) expected to spend less time.

As shown from the above results, service requirement is found to serve as an extrinsic motivation to students to participate in services more frequently and dedicatedly. However, with the presence of such extrinsic reward, there is also a possibility of making the service experience less enjoyable, which may lead to a reduction in motivation to participate in the future.
Part 3: Attitudes towards volunteering

For the 8% of respondents who have not participated in any services, most of them (38%) might be more willing to get involved if they have more spare time. More diversified service opportunities and friends’ participation (25% each) might also motivate them to participate. The chosen reasons echo with that of a previous study, which found that lack of time and service opportunities were the major reasons for teenagers to have no participation in services.

In the following, respondents who have participated in services before were asked to indicate their level of agreement towards a number of statements, with ‘4’ represents strongly agree and ‘1’ represents strongly disagree.

![Bar chart showing level of agreement towards 'I enjoy doing community services.']

Fig. 12: Question 9- Level of agreement towards ‘I enjoy doing community services.’

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Question 9 is about respondents’ overall attitude towards services. Fig. 12 shows that more respondents under requirement (22%) strongly agreed with the statement. This shows that respondents under requirement were more likely to treat services as an enjoyable activity to do from time to time.

Fig. 13: Question 10- Level of agreement towards ‘Doing community services is a good way to show my love and concern towards the society.’
Fig. 14: Question 11- Level of agreement towards ‘Doing community services is an effective way to help others in improving their situation.’

Questions 10 and 11 are related to the community benefits gained from services. Fig. 13 and 14 show that compared with those not under requirement, a larger proportion of respondents under requirement indicated strongly agree (24% & 19%) in both statements.

Moreover, more respondents not under requirement (12%) disagreed that doing services is a good way to show love and concern towards society. Since they are more confined to the types of service that do not require long term commitment, they do not have in-depth experiences to realize the purpose of doing services and the benefits brought by it.
Fig. 15: General level of agreement towards statements related to personal benefits gained from services (Question 12- ‘Doing communities services can increase my social awareness’, question 13- ‘I can gain satisfaction from doing social services’, question 16- ‘Doing community services enables me to utilise my talents in serving others’, question 17- ‘Doing community services can facilitate my personal growth’, question 18- ‘I want to gain wider exposure from doing community services.’)

Questions 12, 13 and 16 to 18 are related to the personal benefits gained from services. Fig. 15 shows that a larger proportion of respondents under requirement strongly agreed with the above statements (39%), and fewer of them disagreed (7%). This shows that in general, respondents under requirement have undergone more personal growth and have achieved more from doing services.

Among these questions, there is a significant observation. In question 13, a much greater number of respondents not under requirement (30%) disagreed that they can
gain satisfaction from doing services, comparing with respondents under requirement (7%).

Fig. 16: Question 14- Level of agreement towards ‘Past experiences make me more eager to join more services.’

Fig. 17: Question 15- Level of agreement towards ‘Past experiences make me more aware of the benefits brought by doing community services.’
Question 14 and 15 are related to the influence of past service experiences on the attitudes of the respondents. Fig. 16 and 17 show that more respondents under requirement agreed with both statements (20% & 19%) than respondents not under requirement (9% & 12%). This shows that respondents not under requirement might have fewer opportunities to gain enjoyable past experiences and sense of competence in service.

**Fig. 18: Question 19- Level of agreement towards ‘Doing community services widens my social network.’**
Fig. 19: Question 20- Level of agreement towards ‘I am eager to meet my peers or group members in voluntary services and work together with them.’

Question 19 and 20 are related to the effects on social relationships brought by services. Fig. 18 and 19 show that respondents under requirement had more extreme level of agreement towards both statements. Quite a lot of them (41% & 36%) strongly agreed that doing services can widen their social network and were eager to meet their group mates in services.
Question 21 is about the need of being accompanied by friends in doing services.

Fig. 20 shows that more respondents not under requirement (57%) indicated that they need their friends to accompany them. If they lack self-motivation and extrinsic incentives, friends would become a more determining factor for them to participate in services. On the other hand, respondents under requirement (58%) would be more motivated to participate on their own, and need to be accompanied by their friends less.
Question 38 is about respondents' order of considerations for a number of factors in participating in services. Fig. 21a shows that for respondents under requirement, availability of time (34%), personal ability (22%) and nature of service or target group...
were their major concerns. A previous study\textsuperscript{4} also shows that lack of time and physically unfit were the major hindrances for people from participating in services.

As for respondents not under requirement, other than the above considerations, there were also a number of respondents (12\%) choosing friends’ participation as their first consideration. This echoes with the finding from the study that friends acted as the most important source of encouragement to participate in services.

Both groups have similar amount of respondents considered the satisfaction gained from service was least important (28\% & 27\%), but a greater number of respondents under requirement (25\%) have chosen the effects of participant’s contribution towards the community as the least important consideration.

Question 39 is about respondents’ opinion on the importance of different outcomes of doing services. Fig. 22 shows that serving the needy (76% & 73%), gaining experience (78% & 70%), and personal growth (71% & 61%) were most important for both groups of respondents, which coincides with a previous research indicating that helping the needy, gaining experience and widening horizons were the most important outcomes considered by teenagers.

To respondents not under requirement, widening social network (48%) was more important to them. But to respondents under requirement, building a caring community (46%) was more important. Since respondents under requirement generally had more past experiences, as suggested in a previous study, they would not only consider the positive personal outcomes, but also be more aware of the

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5 香港基督教女青年會青少年中心工作(1999).《青年人參與義務工作概況調查報告書》
6 香港基督教女青年會青少年中心工作(1999).《青年人參與義務工作概況調查報告書》
importance of services to the community. Thus, with more outcomes being achieved, doing services becomes more rewarding to them.

Overall speaking, respondents under requirement generally agreed more on the community and personal benefits brought by services, influence of past experiences on their level of participation, and the effects on social relationships created by doing services. Since they have more chances of volunteering, they can experience more from the services. As a result, they are more aware of the benefits that can be brought by doing services, and discover more joy and satisfaction from these service experiences. From the two interviews conducted, both interviewees agreed with this point. Elina Tsang also pointed out that the requirement was an important channel for her to gain experience in services at first. The result is also consistent with a previous study, which shows a positive relationship between experience in services and awareness on both personal and community benefits. Thus, they can maintain positive attitudes towards volunteering and are more motivated to participate in services.

As for respondents not under requirement, they were less aware of the benefits of doing services, both to the community and to themselves. Without extrinsic

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8 Appendix 2 & 3: Transcripts of interviews (1 & 2)
9 Appendix 4: 得獎義工曾景怡 從施予中學習 (17-7-2008).《香港經濟日報》
10香港基督教女青年會青少年中心工作(1999).《青年人參與義務工作概況調查報告書》
motivations, they are generally less aware of the opportunities in doing services, which leads to fewer service experiences and gain less joy and satisfaction from volunteering. This can also be shown in our findings in the previous part that a number of them placed volunteering at lower priorities of their use of time. As their expectations on the benefits to be gained from service are fewer than those under requirement, they may find that the cost of spending time in services is too high. Therefore, more of them showed disagreement towards the effects of volunteering, and relied more on others to participate in services.
Part 4: Influence of extrinsic factors on the participation of services

Among the respondents under requirement, 56% of them were clear about the requirement set by their schools. 66% of them have participated in services more than required, and another 20% of them have just met the requirement. 53% of them indicated that students should be asked to do more services than their present requirement.

Respondents under requirement were asked to indicate their level of agreement towards a number of statements related to the service requirement, with ‘4’ represents strongly agree and ‘1’ represents strongly disagree.

Fig. 23: Question 26- Level of agreement towards ‘The school requirement on participation in community services is worthy to be kept.’

Question 26 is about respondents’ overall opinion towards the service requirement. Most of them (84%) agreed that there is a need to keep the service requirement.
Fig. 24: **Question 29**- Level of agreement towards ‘The certificates that students can get upon fulfilling the requirement make them have greater bargaining power when entering universities.’

Fig. 25: **Question 30**- Level of agreement towards ‘Gaining service hours also means gaining happiness.’

Question 29 and 30 are about the additional benefits created by the service requirement. A large proportion of respondents (80% and 86%) agreed with the two statements respectively. As respondents recognised these additional benefits created by the requirement, the benefits of volunteering would further outweigh its costs, which would make doing services even more attractive to them.
Fig. 26: Question 31- Level of agreement towards ‘The school requirement on participation in community services weakens the effects of community services towards the volunteers, such as the satisfaction gained from helping others.’

Question 31 is about respondents’ opinions on the existence of side effects created by the requirement. Fig. 26 shows that they had quite varied opinions, as almost half of them (41%) disagreed with the statement.

Fig. 27: Question 32- Level of agreement towards ‘More promotion on the benefits brought by doing community services is necessary.’

Question 32 is about making use of the service requirement to promote services to students. Fig. 27 shows that a majority of respondents (90%) agreed that more
promotion on the benefits of volunteering is needed. In fact, this is a way of making good use of the service requirement. As shared by both interviewees\textsuperscript{11}, education on the values of services and sharing sessions by experienced volunteers would be good ways to promote services and arouse students’ altruism.

**Fig. 28**: Question 27- Level of agreement towards ‘The school requirement on participation in community services motivates students in doing community services.’

**Fig. 29**: Question 28- Level of agreement towards ‘Gaining service hours serves as a determining factor for students in choosing which co-curricular activities to join.’

\textsuperscript{11} Appendix 2 & 3: Transcripts of interviews (1 & 2)
Question 27 and 28 are about the effects of the requirement on the level of participation in services. Fig. 28 shows that most of the respondents (79%) agreed that the requirement can motivate students to participate in more services. Fig. 29 also shows that most of them (71%) agreed that gaining service hours serves as a determining factor for students in choosing which activities to join. This points out that the service requirement is effective in encouraging participation in services. But in addition, it also shows a considerable amount of respondents indicated strongly agree (24%) and disagree (29%) respectively, which suggests that respondents might not have similar perceptions towards the service requirement.

Fig. 30: Question 33- Expected changes in pattern of participation in community services if there is no service requirement

Question 33 is about respondents’ expected changes in their pattern of participation in services under a situation of no service requirement. Fig. 30 shows that the requirement has not created an influence on the pattern of participation among 44% of respondents. 46% of them expected a less frequent participation in services.
This shows that the service requirement may be beneficial to them in encouraging participation in short term, but they are still not self-motivated and a decline in participation level is expected. As suggested by Mr. Fritz Wong\textsuperscript{12}, if students aim at fulfilling their records and treat service as a matter that they need to deal with, they cannot maintain proper attitudes and would discover less joy in services. As a result, doing services is less attractive to them and has a lower importance to them. They are more likely to be motivated by the requirement to participate in services, which may lead to a fall in level of participation when the extrinsic motivation is withdrawn.

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{fig31.png}
\caption{Question 34- Effects of service requirement on self-motivation in doing services}
\end{figure}

Question 34 is about the effects of service requirement on self-motivation in doing services. Fig. 31 shows that in short term, those who considered self-motivation

\textsuperscript{12} Appendix 3: Transcript of interview (2)
would be strengthened accounted for the largest proportion (45%) among the respondents. This is because the requirement creates an invisible force to students in taking initiatives to search for service opportunities on their own.

In long term, the results become less extreme. There was equal proportion of respondents (39% each) who considered the service requirement has strengthened or has no significant influence on their self-motivation. As they can have their own decision on their pattern of participation, their level of involvement would be influenced by their past experiences. Some of them believed that their self-motivation would be strengthened in long term, as they found that their past experiences were rewarding, which encouraged them to have further participation in services. This echoes with the case shared by Elina Tsang\textsuperscript{13}, who found service experiences very valuable to her. Encouraged by the service requirement at the initial stage, she was motivated to further enhance her dedication in services. Furthermore, in the long run, the self-motivation of the respondents would not drop drastically. Comparing the results of short term and long term, fewer respondents (22%) considered that their self-motivation would be weakened in long term. This shows that in the long run, the service requirement does not create much negative impact on the self-motivation in doing services.

\textsuperscript{13} Appendix 5: 新界崇德社薦學生獲國際獎 (17-7-2008).《大公報》
Overall speaking, most of the respondents supported the requirement of the school to participate in services, and recognised the additional benefits to be gained from such requirement. They did not think that benefits to be gained from doing services would be reduced with the presence of the service requirement. Their self-motivation in doing services would generally increase in short term. Although in the long run, some of them might not be able to sustain their level of participation in services, the impacts of the service requirement on their self-motivation was generally positive.
Conclusion

With the presence of extrinsic factors in participating in community services among teenagers, there are some differences in their pattern of participation and attitudes in doing services.

Extrinsic factors, such as the requirement of the school to participate in services, serve as reinforcement to youngsters in doing services. They act as incentives to them, which would then create motivations to take part in services more actively. As a result, they are willing to spend more time in doing services, and to seek for various service opportunities. They are more likely to take part in services that require long term efforts, or to involve in organizing and coordinating services. Without extrinsic motivations, youngsters would tend to choose easy tasks which require lower level of dedication, and would be confined to a few types of services only.

A previous study\textsuperscript{14} has pointed out that service requirement, together with family support and belonging to school organizations involved in services, are the major factors for being more inclined towards services. As teenagers under the presence of extrinsic motivations are likely to have more frequent and diversified participation in services, they can have more thorough experiences in volunteering. Thus, they are more aware of how services can benefit them, such as gaining joy.

\textsuperscript{14} Metz, E. & Youniss, J. (2003) A Demonstration That School-Based Required Service Does Not Deter—But Heightens—Volunteerism, Catholic University, Washington, DC.
satisfaction, and experiences. More in-depth experiences caused by extrinsic motivations also make teenagers to become more supportive towards the benefits of volunteering to the community.

Without extrinsic motivations, teenagers may lack dedicated experiences to realize the benefits they can gain from doing services. As a result, they are less likely to notice as many personal and community benefits as those who are motivated by extrinsic factors. Widening social network through doing services tends to become more important, and at the same time, peer influence becomes a greater source of motivation in volunteering.

According to the social exchange theory\textsuperscript{15} in explaining altruistic acts, volunteers would aim to maximise rewards and minimise costs. Without extrinsic motivations as the benefits of volunteering, youngsters may consider the cost of volunteering to be too high when comparing with spending their time with their friends or family or on other activities. Thus, they are less likely to choose to participate in services in their leisure time.

Extrinsic motivations can also provide additional benefits to the volunteers, such as getting recognitions. The rewards to the volunteers are then enhanced and would further outweigh the costs, encouraging teenagers to increase their level of

\textsuperscript{15} Emerson, R.M. (1990) Social Exchange Theory, Social Psychology: Sociological Perspectives
participation.

On the other hand, extrinsic factors may also bring about some negative impacts. Under such extrinsic motivation, teenagers may lose their intrinsic motivation because of the over-justification effect\textsuperscript{16}, in which volunteers may attribute their altruism to the rewards. This would weaken the intrinsic motivations, and would reduce the joy and satisfaction that can be gained from the service. Too much emphasis on extrinsic rewards may also have a possibility of arousing resentment as they are being forced to do services, without knowing the reasons for volunteering thoroughly.\textsuperscript{17} This was also suggested by Mr. Fritz Wong in the interview.\textsuperscript{18} He pointed out that there is no happiness when we are forced to do anything. Thus, these would make the service experience less enjoyable, leading to a reduction in desirability to participate in services.

Despite the over-justification effect, teenagers’ extrinsic motivation in doing services does not necessarily decrease their level of participation in the long run. It depends on how they perceive their past service experiences, and on whether they found their experiences rewarding or not. In the interview,\textsuperscript{19} Elina Tsang has given a good example on how extrinsic factors can lead to development of intrinsic

\textsuperscript{17} Nabti, P. (2005) \textit{Learning to CARE: Education, Volunteering, and Community Service}
\textsuperscript{18} Appendix 3: Transcript of interview (2)
\textsuperscript{19} Appendix 2: Transcript of interview (1)
motivations and sustained volunteering.

Therefore, extrinsic motivations should be used carefully in order to promote volunteerism without making services become an undesirable activity to teenagers. There are a number of measures that can be used together with extrinsic rewards. As suggested by the two interviewees in the interviews conducted, more service opportunities are necessary. This can let youngsters experience more and discover the need of showing love and concern to the needy, as well as improve their personal values. It would be more favourable that schools can arrange diversified service programmes for students as a way to show their care to the needy in a wider extent of our society. Moreover, education on the importance and skills of volunteering can arouse teenagers’ empathy and develop altruism. Furthermore, sharing with experienced volunteers can create an influence to youngsters in letting them appreciate the values of volunteering. All of these can enhance the intrinsic motivations in participating in services among teenagers, and as a result, attain balance between intrinsic and extrinsic motivations.

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20 Appendix 2 & 3: Transcripts of interviews (1 & 2)
Limitations

The sample size can be larger as only 100 questionnaires were distributed. Also, the proportion of respondents from different levels of study can be more balanced, so as to obtain opinions from junior and senior forms students.

Furthermore, extrinsic motivations become less influential gradually. This trend can be further studied, so as to see the importance of service requirement to the respondents.

Moreover, there may be social desirability when respondents filled up the questionnaires. They may want to present themselves as more devoted and intrinsically motivated volunteers. This may also affect the ability of the questionnaire results in showing the real case in our society today.

Lastly, there are other factors affecting volunteerism, such as family background and peer influence. Further studies can be conducted to explore their influence on teenagers’ participation in community services.

(4472 words)
Questionnaire on Community Services

I am a Form 7 AS level Liberal Studies student. I am now conducting a research on the present trend of participation in community services among teenagers and their attitudes towards volunteering. Please kindly spare a few minutes in answering the following questions. All the information collected will be kept confidential and will be discarded after the research. Thank you very much for your cooperation!

義務工作問卷調查
你好，本人是一名修讀高級補充程度通識教育科的中七學生。現正進行一項關於青少年參與義務工作的趨勢與態度的研究。現懇請閣下花數分鐘時間，完成本份問卷。所有收集到的資料將會保密，並會於本研究完成後销毁。多謝閣下合作！

Unless specified, please put a tick in the most appropriate box.
除非特別註明，請於每題最適當的答案前加✓。

Part A
A 部份

1. Have you ever participated in any community services?
   你曾否參與義務工作？
   □ Yes (Please go to question 3) 有（請跳答第三題）
   □ No (Please go to question 2) 沒有（請答第二題後跳至D部份）

2. What may motivate you to participate in community services in the future?
   (You may tick more than one option)
   以下哪些情況可能會推動你參與義務工作？
   (可選擇多於一項)
   □ More spare time 更多閒暇時間
   □ Greater social needs, e.g. in cases of natural disasters 更大的社會需要，如發生自然災害
   □ Greater benefits to the society 對社會有更大利益
   □ Greater personal benefits 對個人有更大利益
   □ More diversified service opportunities 更多元化的服務機會
   □ More friends are participating together 更多朋友一同參與
   □ Greater extrinsic incentives, e.g. awards 更多外在誘因作鼓勵，如獎項
   □ Others 其他 (Please specify 請註明: ________________________________)

   (For those who have chosen ‘No’ in question 1, please go to part D)
   (第一題選擇‘沒有’者，請跳至D部份)
3. In the past 12 months, how many services have you participated?
在過去十二個月，你曾參與過多少次義務工作？
□ 0 time (Please go to question 6) 沒有參與（請跳答第六題）
□ 1-3 times 1-3 次
□ 4-6 times 4-6 次
□ 7-9 times 7-9 次
□ 10-12 times 10-12 次
□ More than 12 times 多於 12 次

4. In the past 12 months, your total number of service hours is:
在過去十二個月，你的義工總時數為：
□ 1-5 hours 1-5 小時
□ 6-10 hours 6-10 小時
□ 11-20 hours 11-20 小時
□ 21-30 hours 21-30 小時
□ 31-40 hours 31-40 小時
□ 41-50 hours 41-50 小時
□ More than 50 hours 多於 50 小時

5. In the past 12 months, the types of voluntary work you did include:
在過去十二個月，你曾參與甚麼性質的義工活動？
(You may tick more than one option)
□ Visiting the needy 探訪活動
□ Collecting materials for the needy 為服務對象收集物資
□ Accompanying the needy for outings 陪伴服務對象外出
□ Tutoring or educating work 指導或教育工作
□ Counselling work 輔導工作
□ Clerical work, e.g. Inputting data 文書工作，如輸入資料
□ Promotional work 宣傳工作
□ Data collection 資料收集
□ Services in churches or other religious events 堂區服務或其他宗教活動
□ Cultural arts performances 義務文藝表演
□ Environmental conservation work 環境保育工作
□ Organising or coordinating activities 組織或協調活動
□ Fundraising events 籌款活動
□ Flag selling 賣旗活動
□ Providing spiritual support, e.g. writing letters & cards 提供精神上的支持，如寫信或製作心意卡
□ Others 其他 (Please specify 請註明: ________________________________)
6. Have you ever been a committee member of any clubs, groups or organizations involved in community services?
你曾否成為有關義工活動的學會、團體或組織的幹事？
□ Yes 是
□ No 否

7. Please prioritise the followings according to your own allocation of time:
(1= 1st priority, 2= 2nd priority, and so on.)
請按以下各項的優先次序排序：
（1 為第一優先，2 為第二優先，如此類推。）
_____ Community services 義務工作
_____ School assignments & revisions 功課及溫習
_____ Tutorial classes 補習班
_____ Other co-curricular activities 其他課外活動
_____ Social gatherings 社交聚會
_____ Entertainments 娛樂活動

8. Comparing with the last 12 months, your expected amount of time to be spent on community services in the next 12 months would be:
相比起過去十二個月，你預計在未來十二個月花在義工活動的時間會：
□ More than last 12 months 比過去十二個月為多
□ Similar to last 12 months 跟過去十二個月相若
□ Less than last 12 months 比過去十二個月為少

Part B
B 部份

Please indicate your level of agreement towards the following, and circle the most appropriate choices:
請根據你對以下各項的同意程度，圈出最適當的答案：

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>I enjoy doing community services. 我喜歡參與義務工作。</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>10.</td>
<td>Doing community services is a good way to show my love and concern towards the society. 做義工是一個讓我向社會表達關愛的理想途徑。</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Statement</td>
<td>Score</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Doing community services is an effective way to help others in improving their situation.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Doing community services can increase my social awareness.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I can gain satisfaction from doing social services.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Past experiences make me more eager to join more services in the future.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Past experiences make me more aware of the benefits brought by doing community services.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Doing community services enables me to utilize my talents in serving others.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Doing community services can facilitate my personal growth.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>I want to gain wider exposure from doing community services.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Doing community services widens my social network.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>I am eager to meet my peers or group members in voluntary services and work together with them.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>I must be accompanied by friends when participating in community services.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
22. Does your school have any requirements on participation in community services (e.g. participate in 2 services per year)?
你就讀的學校有沒有設定對參與義務工作的要求（例如每學年參與兩次義務工作）？
□ Yes (Please go to question 23) 有（請答第 23 題）
□ No (Please go to question 34) 沒有（請跳答第 34 題）
□ Not sure (Please go to question 34) 不清楚（請跳答第 34 題）

23. Do you know about the requirement for your level of study?
你知道學校對你所就讀年級所設定的要求嗎？
□ Yes 知道 (Please specify the requirement 請註明要求：__________________________________________)
□ No/ Not sure 不知道/不清楚

24. In the last scholastic year, can you fulfill the school’s requirements on participation in community services?
在上一個學年，你能否達到學校對參與義務工作的要求？
□ Yes, more than required (Please go to question 25) 能夠，比要求為多（請答第 25 題）
□ Yes, just meet the requirement (Please go to question 25) 能夠，剛達到要求（請答第 25 題）
□ No (Please go to question 26) 不能夠（請跳答第 26 題）

25. Do you think students should be asked to do more services than the present requirements?
你認為現在需要提高對同學參與義務工作的要求，促使同學做更多義工嗎？
□ Yes 需要
□ No 不需要

Please indicate your level of agreement towards the following, and circle the most appropriate choices:
請根據你對以下各項的同意程度，圈出最適當的答案：

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.</td>
<td>The school requirement on participation in community services is worthy to be kept.</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
27. The school requirement on participation in community services motivates students in doing community services.
學校對參與義務工作的要求能推動同學多做義工。

28. Gaining service hours serves as a determining factor for students in choosing which co-curricular activities to join.
能夠獲得義工時數是一項會影響同學決定參與哪項課外活動的因素。

29. The certificates that students can get upon fulfilling the requirements make them have greater bargaining power when entering universities.
同學在達到學校對參與義務工作的要求時，所獲得的相關證明能讓他們在報考大學時更有優勢。

30. Gaining service hours also means gaining happiness.
獲得義工時數的同時，亦能令同學獲得快樂。

31. The school requirement on participation in community services weakens the effects of community services towards the volunteers, such as the satisfaction gained from helping others.
學校對參與義務工作的要求削弱了義務工作對義工所帶來的好處，例如助人的成功感。

32. More promotion on the benefits brought by doing community services is necessary.
有需要向同學推介義務工作的價值。

33. If the school requirement on participation in community services is cancelled, do you expect there would be changes in your pattern of participation in community services?
假如學校取消對參與義務工作的要求，你預計你參與義務工作的情況會有轉變嗎？
□ Yes, less frequent participation 會，參與率會下降
□ Yes, more frequent participation 會，參與率會上升
□ No, similar participation pattern 不會，參與率會跟現時相若
34. What do you think on the setting of school requirements on participation in community services?
你對學校設定參與義務工作的要求有何看法？

a.) **In short term,**
從短期來看，
- [ ] it weakens the self motivations in doing community services
  它削弱了做義工的自發性
- [ ] it strengthens the self motivations in doing community services
  它增強了做義工的自發性
- [ ] it has no significant influences on the self motivations in doing community services
  它對做義工的自發性沒有明顯影響

b.) **In long term,**
從長期來看，
- [ ] it weakens the self motivations in doing community services
  它削弱了做義工的自發性
- [ ] it strengthens the self motivations in doing community services
  它增強了做義工的自發性
- [ ] it has no significant influences on the self motivations in doing community services
  它對做義工的自發性沒有明顯影響

35. Have you ever joined any non-compulsory award schemes on volunteering (e.g. Volunteer Movement organised by the Social Welfare Department)?
你曾否自行參與過一些義務工作獎勵計劃（例如由社會福利署主辦的義工運動）？
- [ ] Yes 有
- [ ] No (Please go to question 38) 沒有（請跳答第38題）
36. Why would you choose to join such schemes?

(You may tick more than one option)

□ To get recognition for what I have did in voluntary services
   為了證明我在義務工作方面的貢獻

□ To motivate myself in participating in more voluntary services
   為了推動自己參與更多義務工作

□ To have more opportunities in doing voluntary services
   為了獲得更多參與義務工作的機會

□ To have more advantages in further studies
   為了讓自己在升學時更有優勢

□ To have more advantages when interviewing for jobs
   為了增加找尋工作的優勢

□ Joined together with friends
   跟朋友一起參加

37. Does your eagerness in doing voluntary services changed after joining the award schemes?

參與這些獎勵計劃後，你對參與義務工作的熱衷程度有所改變嗎？

□ Increase in eagerness
   變得更為熱衷

□ No significant changes
   沒大改變

□ Decrease in eagerness
   變得更不熱衷

38. Please rank your order of considerations for participating in community services:

(1 = first consideration, 2 = second consideration, and so on.)

請按你考慮參與義務工作時的優次排序：

(1 為第一考慮，2 為第二考慮，如此類推。)

_____ Service record
   填寫義工時數紀錄表

_____ Time available
   能騰出之時間

_____ Friends’ participation
   朋友參與

_____ Nature of service/ target group
   服務性質及服務對象

_____ Personal ability
   個人能力

_____ Amount of effort needed
   所需的精力

_____ Effects of participant’s contribution towards the community
   義工活動所能為社會帶來的影響

_____ Satisfaction gained from the service
   從義務工作所能獲得的滿足感

_____ Others
   其他 (Please specify 請註明: ___________________________)

viii
39. In your own opinion, which of the following about doing community services are important?

(You may tick more than one option)

(可選擇多於一項)

- □ Serving the needy  幫助有需要的人
- □ Fulfilling school requirements  達到學校對參與義務工作的要求
- □ Building a caring community  建立一個關愛社會
- □ Widening social network  擴闊社交圈子
- □ Personal growth  個人成長
- □ Meeting requirements for award schemes  達到各獎勵計劃的要求
- □ Gaining experience  獲得經驗

Part D

D 部份

40. Gender 性別：

- □ Male 男
- □ Female 女

41. Your level of study 就讀年級：

- □ Form 1 中一
- □ Form 2 中二
- □ Form 3 中三
- □ Form 4 中四
- □ Form 5 中五
- □ Form 6 中六
- □ Form 7 中七

42. Banding of your school 就讀學校所屬組別：

- □ Band 1 第一組別
- □ Band 2 第二組別
- □ Band 3 第三組別

43. No. of siblings 兄弟姊妹數目：

- □ 0
- □ 1
- □ 2
- □ 3
- □ more than/多於 3

44. Your religious background 宗教背景：

- □ No religious background 無信仰
- □ Catholic 天主教
- □ Protestant 基督教
- □ Buddhism 佛教
- □ Taoism 道教
- □ Confucianism 孔教
- □ Islam 伊斯蘭教
- □ Others 其他 (Please specify 請註明: ___________________)
45. **Parents’ education level** 父母教育程度：

<table>
<thead>
<tr>
<th>Father 父親</th>
<th>Mother 母親</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary/ below primary 小學或以下</td>
<td>□</td>
</tr>
<tr>
<td>Form 3 中三</td>
<td>□</td>
</tr>
<tr>
<td>Form 5 中五</td>
<td>□</td>
</tr>
<tr>
<td>Form 7 中七</td>
<td>□</td>
</tr>
<tr>
<td>Bachelor degree 學士</td>
<td>□</td>
</tr>
<tr>
<td>Master degree or above 碩士或以上</td>
<td>□</td>
</tr>
</tbody>
</table>

46. **Family’s monthly household income (HKD)** 家庭每月總收入（港幣）：

- □ 10,000 or below/或以下
- □ 10,000 – 19,999
- □ 20,000 – 29,999
- □ 30,000 – 39,999
- □ 40,000 – 49,999
- □ 50,000 or above/或以上

*This is the end of the questionnaire. Thank you!*

問卷已完成，謝謝！
Transcript of interview (1)

Date: 25 July 2008

Interviewee: Elina Tsang

Personal background:
- Recipient of Zonta International 2008 Young Women in Public Affairs Award
- UNICEF Young Envoy
- Sacred Heart Canossian College F.6 student

1. Can you name a few of the memorable voluntary services you have done in the past years?

Since F.3, I have joined a service project organized by the YWCA and the Social Welfare Department. We had regular visits to a home for the aged in Southern District. Unlike those visits others usually did, we have some fun activities such as making fish nets, which can motivate the interests of the elderly and help them to build up confidence through sharing with us their past experiences. We also had much interaction with the elderly, such as organize a ‘mini Olympic games’ for them and take them to outings including Disneyland.

In F.5, I have also joined the service trip to Ru Yuan in China organized by the China Care Fund. We facilitated the eye checking services for the students and held talks on eye care for them. We have also visited the families of the students. In one case, a little boy was suffered from excretory illness, but due to poor financial condition, he had no money to get cured and had very low self-esteem. Our care and concern has brought hope to the family, and we have reported the situation to our organization for follow-up actions. They were so thankful to us for our help and both the family and our team cried.

2. When did you start doing voluntary services?

I started doing services when I was in F.1. The school asked us to do 5 hours of voluntary services a year. The school has provided us with some service opportunities. In F.2, my teacher recommended me to join the UNICEF Young Envoy scheme, which was the time I started to volunteer at a more regular basis.

3. What makes you devoted in community services?

Helping others is a source of happiness to me. I felt so much satisfaction from bringing joy and hope to others. It was nice to see that the mainland students treasured the time with us so much, and they considered our service so important to them. The experience of having close contact with them was also
very valuable to me. Moreover, in the service project with the elderly, at first we were completely strangers to them, but after some time they treated us as their own daughters. I felt so happy that we did bring happiness to the elderly and make a change in their lives.

4. **Do you think doing voluntary services have created some effects to your life?**
   Yes. Indeed, voluntary services have created much influence on my attitudes and personality. I learnt that there are many unprivileged groups in the world, even in our society, such as in Tin Shui Wai. I learnt that there are quite a lot we can do to help others, and at the same time, we should cherish what I have. The visit to the family in Ru Yuan made me become more grateful to my life. The elderly we served also taught us to live a less wasteful life and show more concern to our community. As shared by them, they went through harsh times during World War II. They treasured the community relationships and the materials they had a lot, in which both attitudes are declining in our society nowadays. Moreover, through those activities with the elderly, I got to know about the active side of them. I learnt to respect the elderly more and communicate with them in a better way.

5. **How do you prioritize voluntary services, academics, music activities or other CCAs?**
   Academics are still the major concern to me, and it is true that I had to focus on preparing for HKCEE in the last academic year. However, doing voluntary services is a time of relaxation for me, and the experience I can gain from the services would reduce much of the cost of having less time on studies or other activities. Although I also enjoy practicing in choir and orchestra a lot, I find that doing services is a better way to use my time, as the time spent on rehearsals is really too much. I would maintain a balance between revising, doing voluntary services, as well as other activities.

6. **Was the school requirements one of your initial motivations in doing services at the beginning?**
   Yes, in F.1, I first started doing services when the school required us to do so. In fact, all my classmates are much motivated, as the school would not distribute the original copies of the report cards to those who cannot fulfil the requirement. But starting from F.2, I participated in services in a more voluntary basis.
7. If the school didn’t set such requirements at first, do you think that there would be a change in your pattern of participation?
   I think so. If the school didn’t require us to participate in services, I would have no chance to do so when I was in F.1. When I was promoted to F.2, since I have gained much experience in services, I was more willing to take up an active role in volunteering. Even if the school didn’t force us to do so, I do think that more opportunities in services are necessary.

8. How can we further promote voluntary services among teenagers in HK?
   It is important that teenagers should experience more in services before they can become devoted in it. Therefore, more service opportunities are needed. Sharing sessions by experienced volunteers can also help them to know more about the values of voluntary services. It would simply waste their time if they do not appreciate the process of volunteering.

9. What are your feelings for being presented with the award by Zonta International? In what ways do you think the award may affect your future?
   I want to thank my teachers and parents for their support to me in doing services, and am glad that my work towards the community is being recognized. I have written 5 essays for this award, on the topics of school activities, community services, international awareness, and women status in China and worldwide respectively. In fact, I treasure the process of doing services and helping our society more than getting the award. Although this award is not the greatest motivation for me to volunteer, it creates reinforcement to my work in serving the needy and showing my concern to our community in the future.

10. How are you planning to make good use of this occasion to spread the spirit of doing voluntary services to others?
    This award provides a good opportunity for me to promote services to others. Say for example, I have been interviewed by 3 newspapers on my experiences and opinions towards voluntary services. I am also going to have a sharing with my schoolmates when school reopens. Moreover, as I was presented with this award, my school is planning to set up the Zonta Z Club in the coming academic year. I hope that through this club, students can extend their service experiences to a wider variety, as the services organized by our school mainly focused on our local district at the present moment. I hope that more of us can take up the initiatives to serve others by heart, and to show our care and concern to different groups in our society.
Transcript of interview (2)

Date: 21 August 2008

Interviewee: Mr. Fritz Wong

Personal background:
-  Mental Health Association of Hong Kong (Education and voluntary work)

1. What are the types of voluntary services that your association offers to teenagers?
   Our major service targets are the mentally ill and mentally handicapped. Volunteers can help in promoting mental health education, visiting patients in hospital and those recovered from mental illness.

2. How many teenagers are volunteering in your association? Are there any changes in their level of involvement in recent years?
   We have around 300 volunteers at the present moment, with 100 new volunteers since April. In recent years, most of the volunteers are of higher quality and are more willing to involve in organizing services than before.

3. What are the reasons for their involvement in voluntary services? Is there any change in their general level of involvement?
   Most of them would like to help the needy wholeheartedly, and found that serving others is a meaningful activity. They treasure the experience a lot and want to continue their services. A number of them also want to have some preparation for their further jobs, especially for university students majoring in psychology and social work. In the past, the majority of our volunteers are university students, but now we have more teenagers on job who are joining our services. They have longer period of involvement in general, as some university students would stop volunteering after they were graduated.

4. What do you think are the proper attitudes for doing services?
   Continuous involvement is necessary, and volunteers need to make it a habit to serve. It is because interaction with service target is very important, so that they would welcome the volunteers as their friends. They need to be devoted in the services and sustain good relationships with other volunteers.

5. How can your association help in encouraging teenagers to have continuous participation in voluntary services? Do you have any suggestions for schools and families to do so?
For our association, we would provide some background knowledge to our volunteers as to teach them the importance of their services and the proper ways to deal with the mentally ill. We would also organize gatherings for our volunteers, which can improve their human relationships and let them get involved into our community. A strong coherence is important in training and uniting our volunteers, as well as serving the needy. As for schools, more service opportunities for students are necessary. This can enrich their experience in services and develop a heart to serve. For families, parents’ support is important. They can accompany their children in activities such as flag selling.

6. Do you think schools should take an important role in motivating their students to participate in services?
Yes. Altruism should be developed at a young age, so it is important to let students experience as much as possible in order to sustain their participation in services in the future. It is also a valuable experience for students to get involved in services, since there is no monetary benefit, strong bonding among volunteers can be maintained. Although some younger students may be unsuitable to participate in certain kinds of services, school is still a good place to educate students about the situation of the underprivileged and to equip them with skills in serving others. Thus, an atmosphere of altruism can be easily aroused in the school community.

7. Do you think service requirement is a good way to motivate students to participate in more services?
It depends on the nature of the service requirement. It would be better if it is an encouragement rather than a force. If the students treat service as a matter that they need to deal with, they cannot maintain the proper attitudes or may even have bad temper when doing services, which may be serious if resentment is expressed towards the service targets. When students aim at fulfilling their service record, they would not discover joy in their services. Thus, they would not be devoted into the services and would not enjoy the process. It is true that there is no happiness when things are being forced.

8. How should schools make use of the service requirement to encourage students to participate in services?
As mentioned above, it would be a good measure if the requirement acts as an encouragement to students who have good performance in services. Schools
may praise their contributions by presenting awards and having sharing with their fellow schoolmates. Education is also very important as students need to know about the importance of services, which can arouse their empathy and develop altruism. Furthermore, schools may provide more service opportunities for their students and focus on a special target group, so that students can have deeper understanding and more experience in a particular group of needy, and eventually get more devoted into it. Moreover, schools may also provide more special service experiences which can act as life education. For example, students may visit the sheltered workshops. On one hand, students can give support to the workers; while on the other hand, students can learn about their harsh life and become less materialistic. This would be beneficial to both the students and the service targets. All in all, students need to know more and experience more, so that they can consider doing services as an enjoyable activity, and become dedicated volunteers.
得獎義工曾景怡 從施予中學習

青少年多參與公益服務，好處人所共知，但香港學生生活節奏緊湊，要在繁忙課業外抽空當義工，並能持之以恆，更是份外難得。

就讀於嘉諾撒聖心書院中五的曾景怡，獲國際崇德社頒發女青年公共服務獎，成為首位香港得獎人。

曾景怡於2008年7月7日於香港經濟日報

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作者: 羅惠儀

得獎義工曾景怡 從施予中學習

施比受更有福

去年聖誕前夕，她考完期中試後便隨「培苗行動」組織的「中國服務之行——廣東乳源縣」，協助香港理工大學學生進行視力檢查，以及灌輸保護視力的資訊。她說，香港學生生活節奏緊湊，要在繁忙課業外抽空當義工，並能持之以恆，更是份外難得。

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她須在五年默默參與不同的公共服務，就算會考期間仍抽空往內地服務，令她的學生生活平添不少色彩。

提名曾景怡參賽的國際崇德社分會新界崇德社，過去20年來致力確立專業婦女地位，讓社會人士更了解婦女對社會的貢獻。景怡為參加是次比賽，需要撰寫5篇文章，其中兩篇是關於婦女在中國內地、以及全世界所面對的問題。

小妮子就讀的嘉諾撒聖心書院，規定學生每年需參與5小時的公共服務，景怡由中一開始，已開始涉獵賣旗、探訪的活動，中二那年參加過聯合國兒童基金會（UNICEF）「青年視覺計劃」，中三開始參加基督教青年會「漁鄉夢計劃」，當時服務的「鐘數」已由之前校方規定的5小時，躍升至200小時，就算會考年仍往內地服務1星期。

該校副校長郭意明肯定公共服務的經驗，帶給她自信、開朗和樂觀，及懂得多關心周圍的人。景怡很感激老師的提攜，今她有機會去接觸公共服務，盡公民責任去參與公益服務。

景怡最難忘是造訪農村時，遇到一名泌尿系統有問題、自小被同學取笑的男孩。眼看男孩只默默奉茶、送上家中的貴重番薯，沒有半句說話，「之前他籌了一筆錢做手術，卻不成功，亦令他很自卑，他父母說着說著不住流淚……當時我們紀錄了他的狀況。」而令她最感動是當自己將一些食物、衫送給他們時，男孩的哥哥哭著說多謝他們善待他和弟弟。「兄弟倆先後哭起來，當時我是覺得自己真的很幸福，以往收到人家的禮物，也不會感到特別開心。原來我們的禮物，卻對他們有很大意義！」

此外，景怡由接觸當地中學生，更珍惜自己擁有的讀書環境，「當地高中生是日夜都溫書，他們為怕浪費宿舍電源，只可以開床頭燈苦讀……知道我們從香港來，便跟我們講英文，原以為他們的英語水平不會太好，事實上，他們雖然只是數年英文，卻說得不錯。我們的會考好像很辛苦，不過，只要有付出總會有收穫，對比他們就算付出多少，由於競爭大，亦未必有機會負擔得起上大學。」

由長者身上得益

中三那年，景怡因參加基督教青年會持續半年的「漁鄉夢計劃」，學到如何組織活動，該計劃旨在令長者從熟悉項目中建立自信，而景怡在過程中，不單眾籌個人力量，在與長者相處中培養出耐心。「他們是我的老師，教我曬鹹魚、蝦膏，弄漁民服裝！年輕人做事較急進，婆婆公公回應都較慢，你需要有耐心等候，體諒。有些婆婆不識字，我跟她講自己名字，他們未必記得，有一次，再見面時，又當我是一個新人；不過，相處日子久了，他們一定記得你！」景怡跟公公婆婆慢慢成為朋友，到計劃結束時到迪士尼樂園遊玩，婆婆們主動請她吃飯，「婆婆平時沒有零用，又用不着生果金，當時我們都猶豫是否讓婆婆請客，社工說，就讓婆婆表示一點心意吧！當時，我們真的很開心！」

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新界崇德社薦學生獲國際獎

【本報訊】記者黃閩報道：本港首次有學生獲國際崇德社頒授女青年公共服務獎。嘉諾撒聖心書院中五女學生曾景怡獲新界崇德社推薦，成為本港首位國際崇德社女青年公共服務獎得主，表彰其於義務工作中的領導成就。該獎項旨在鼓勵女青年參與公共及政治事務，投入志願工作及提升婦女地位。

國際崇德社把全球六十七個國家的1,200個分會分為32個區。香港、馬來西亞、新加坡、菲律賓及泰國同屬第十七區。曾同學在新界崇德社推薦下首先在區選階段獲獎，代表第十七區與其他所有區的獲獎者角逐國際階段的最後五個得獎名額，並成為五名得獎者之一。

現在是中五學的曾同學年紀輕輕，但談吐非常清晰。她說參加公共服務的志願是從小受義工的感動和啟發慢慢形成的。中一就開始在校內的介紹下參與服務社會。她對音樂興趣濃厚，成為學校中樂團及校外中樂團樂團的主要演奏者，不是音樂外，曾同學亦參與多項課外活動，其中包括二零零六年及零七年two年組的培養行動組織的中國服務之行──廣東乳源縣，在乳源縣幫助教導兒童如何保護眼睛，並協助香港理工大學學生進行視力檢查活動。在活動中，她對農村小朋友艱苦的生活環境和頑強的毅力感受很深。她說，這些活動的確使自己學到很多的知識，更加知道怎樣做事做人。但她強調，一定要在不影響功課的前提下，參加課外活動。

曾同學特別提起於二零零七年參加的培苗行動組織的中國服務之行──廣東乳源縣，並協助香港理工大學學生進行視力檢查活動。在活動中，她對農村小朋友艱苦的生活環境和頑強的毅力感受很深。她說，通過這些活動學到很多人生的寶貴經驗，同時亦從他們身上學到了很多人生的寶貴經驗。

曾同學關注中國農村地區女孩的教育機會、已婚婦女重返工作崗位的支援工作，以及中國已婚婦女的勞動保險及福利制度問題。她說，參加社會服務學到很多的知識，更加知道怎樣做事做人。但她強調，一定要在不影響功課的前提下，參加課外活動。坐在一旁的老師也非常欣慰地說，曾同學的想法比一般的孩子更成熟，在班上成績名列前茅。曾同學說想在大學畢業後成為記者，亦希望為聯合國兒童基金會或其他國際組織服務，從而繼續為社會作出貢獻。

新界崇德社是於一九八二年由一群熱心公益、樂於助人的商界及專業界行政人員成立，該社隸屬國際崇德社，宗旨是確立專業婦女地位，並讓社會人士更了解婦女對社會的貢獻。除婦女外，新界崇德社的服務對象亦包括青少年、長者、兒童、弱勢社群、傷健人士。