

101 學年度大四工工專題摘要

第 10 組	幸福台灣探源 - 影響台灣國民幸福的因子及提高其幸福指數的方法 以大專院校學生為例
指導教授	王小璠教授
參與學生	9834011 文欽正 9834066 彭穎儀 9834068 黃貫城
摘 要	
目前衡量國家經濟及發展的熱門指標為「國內生產總值 GDP」，GDP 可視為一個國家經濟活動的成長指標。但在經濟成長的同時，國民生活的素質卻沒有同步改善。故部份國家重新考慮不單以經濟發展，卻要以提昇國民生活素質為目標的政策。不丹王國為此領域的先驅者，且制定出指標「國民幸福總值」(Gross National Happiness, GNH)。把「幸福」量化的概念提出後，吸引了多個國家接連建立其專屬幸福指標。本研究的目標亦以建構符合台灣國民幸福來源的專屬指標，並求得各幸福面向之間的權重關係，因幸福指數由幸福面向與下層之幸福指標層層堆疊，結構呈樹狀，在此稱之為「台灣幸福樹」。 本研究對幸福指數的相關文獻進行蒐集與分析。把不丹王國、英國、加拿大、澳洲維多利亞州及經濟合作暨發展組織 (OECD) 所有幸福指數的所有指標彙集。透過相關性分析、重要性分析以及利用前測問卷進行獨立性分析，最終篩選出符合台灣國民幸福型態的指標。經過研究小組內成員評分，使用 AHP 層階分析法得出「幸福樹」的各幸福面向及各指標權重，因而建構出「幸福樹」的基本模型。其後更進一步針對台灣大專院生調整「幸福樹」的主、客觀細項內容，透過網路發放問卷實際量測目前大專生的幸福程度。歷經 4 個月之收集共得 649 份，其中有效問卷 578 份。問卷結果經「幸福樹」運算後得到「客觀幸福值」，以與受訪者自我評量幸福程度之「主觀幸福感」比較之。接續使用 SPSS 統計軟體進行獨立樣本 T 檢定、曼-惠特尼 U 檢定、克拉斯卡-瓦立斯檢定及變異數分析等統計方法評估各族群在幸福程度上有否統計差異。 本研究結果目前台灣大專生的平均「客觀幸福值」為 57.6138 分、平均「主觀幸福值」為 75.4142 分，顯示大部份人都抱有樂觀的心態。在信心水準 95% 下，不同年齡層、教育體系、學校分級、級別、地區、縣市的族群，皆有統計上顯著差異。另外因雷達圖有的多重比較特性，故使用雷達圖分析法看出目前大專生幸福感來源的不平均，其中指標「政府績效」的幸福得分率為最低，最高者為「社會安全」指標。基於所分析的結果，可有效提昇大專生幸福感的改善方法。本研究所提出之幸福指數分析樹之架構也因此得以印證	
[關鍵詞]：幸福指標、台灣、統計分析、問卷設計、大專生案例	

Abstract

GDP is a common indicator providing reference of the growth of a country's economic activities. While the governments are setting their policies to strengthen the economy of the country, people's qualities of life do not show equivalently improvement. In these recent years, some countries started reconsidering their aims of public policies to improve life qualities besides only economic developments. Bhutan is the pioneer of developing Gross National Happiness Index, GNH. Once the concept of quantifying Happiness emerged, some countries start establishing their exclusive Happiness Indexes. The purposes of this research are to establish the Happiness Index for Taiwan, and evaluate the weights of difference Happiness categories and Happiness indicators. As the structure of Happiness Index is similar to a tree, hence the Taiwan Happiness Index in this research is named as Happiness Tree.

In this study, all indicators of Happiness Index from Bhutan, British, Canada, Australia and OECD are collected. In order to select appropriate indicators for Taiwan Happiness Tree, a pre-test questionnaire was issued. Correlation Analysis, Importance Analysis and Independence Analysis were used for setting up the model of the Happiness Tree. Analytic Hierarchy Process was also applied to decide the weight of each happiness categories and indicators. To go a step further, we adjusted the Happiness Tree to direct the attention to Taiwanese university students and issued the second questionnaire through the Internet to assess the happiness level of these students. Out of 649 responses, there are 578 valid data. As the results of applying the Happiness Tree, we obtained the Objective Happiness Value (OHV) which is used to compare the Subjective Well-being Value (SWV) obtained from the self-assessment score from the respondent. Statistical analyses such as Independent T-test, Mann-Whitney U-test, Kruskal-Wallis H test and ANOVA are used to verify the difference among various interesting groups by using SPSS Statistics software.

The average OHV of the university Taiwanese students is 57.6138 and the average SWV is 75.4142. The results show that most of the students are feeling optimistically. With confidence level of 95%, the happiness levels between the groups of different ages, education systems, school levels, education levels, regions and counties have statistically significant differences. In addition, the Radar Chart Analysis shows the causes of Happiness level are unbalance that the indicator of Policy got the lowest scoring rate while the indicator of the highest score is Safety Having the feature of multi-comparison, Radar Chart Analysis can easily show the most effective way to improve Happiness. The case study on the college students shows the validity of the established Happiness Tree.

Key words: GNH, Taiwan, GNH, Survey, Statistic Analysis, university student case.