THE UNIVERSITY OF HONG KONG
PUBLIC OPINION PROGRAMME (POP)

Opinion Survey on the Public Ranking of Universities in Hong Kong 2012

COMMISSIONED BY
MEDIA EDUCATION INFO-TECH CO. LTD
(Education 18.com)

SURVEY REPORT

Compiled by
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Lee Wai-kin Frank and Cheung Sai-hei

JULY 2012

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SUMMARY OF FINDINGS

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3 July 2012

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Date of survey	: 25/5-31/5/2012	Sample size	: 1,203 successful cases
Response rate	: 62.6%	Standard error	: Less than 1.4%

Target population : Cantonese-speaking population of Hong Kong of age 18 or above

Survey method : Telephone survey with interviewers

Sampling method : Standard POP telephone sampling method was used. Telephone numbers were selected randomly from residential telephone directories and mixed with additional numbers generated by the computer. If more than one subject had been available, the one who had his/her birthday next was selected.

Weighting method : The data reported have been adjusted according to the provisional figures obtained from the Census and Statistics Department regarding the gender-age distributions of the Hong Kong population at the end of 2011.

Preamble

The Public Opinion Programme (POP) at the University of Hong Kong was established in June 1991 to collect and study public opinion on topics which could be of interest to academics, journalists, policy-makers, and the general public. POP was at first under the Social Sciences Research Centre, a unit under the Faculty of Social Sciences of the University of Hong Kong, and was transferred to the Journalism and Media Studies Centre in the University of Hong Kong in May 2000. In January 2002, POP was transferred back to the Faculty of Social Sciences in the University of Hong Kong. POP provides quality survey services to a wide range of public and private organizations, provided that they allow the POP Team to design and conduct the research independently, and to bear the final responsibilities.

In May 2012, POP was commissioned, for the twelfth time, by Media Education Info-tech Co. Ltd. (which owns "Education 18.com") to repeat the annual survey on the public's perceptions of the local institutions of higher education. The objective of this survey was basically the same as that of the previous years, i.e. to study the general public's perception of the institutions of higher education funded through University Grants Committee (UGC), with the inclusion of Hong Kong Shue Yan University since 2008, and Open University of Hong Kong since 2011 upon the client's advice. According to our records, the very first study of this subject was designed and conducted in 2000 by the client using a different methodology. For this reason, any direct comparison between the results obtained from the first and subsequent surveys is not recommended.

The questionnaires used in this and previous years' surveys except that of 2000 were designed independently by the POP Team after consulting the client. Fieldwork, data analysis and interpretation were also carried out independently by the POP Team. Knowing that the results of this survey might be controversial, POP proceeded to design and conduct the survey anyway, because we take it to be our responsibility to engage in any opinion survey which requires our professional support. POP is fully responsible for all the opinion survey results released, we welcome any discussion on the fairness of the results.

This year's telephone survey was conducted during the period of **25 to 31 May 2012**. A total of **1,203** Hong Kong Cantonese-speaking residents of age 18 or above were successfully interviewed. The overall response rate was **62.6%** and the standard error due to sampling was no more than 1.4 percentage points. That means at 95% confidence level, the sampling error of percentage figures was less than plus/minus 2.9 percentage points. However, some questions were only applicable to employers in the sample. Their valid sub-samples were much smaller, and the sampling errors for these questions became much bigger.

Research Design

The target population of this survey was Cantonese-speaking population of Hong Kong of age 18 or above. To minimize sampling bias, the following sampling technique was adopted:

Telephone numbers were first drawn randomly from the residential telephone directories as "seed numbers", from which another set of numbers was generated using the "plus/minus one/two" method, in order to capture the unlisted numbers. Duplicated numbers were then filtered, and the remaining numbers were mixed in random order to produce the final telephone sample.

When telephone contact was successfully established with a target household, one person of age 18 or above was selected. If more than one qualified subject had been available, selection was made using the "next birthday rule" which selected the person who had his/her birthday next from all those present. Please refer to Appendix 1 for the demographic profile of the respondents.

Telephone interviews were carried out between 25 May and 31 May 2012. Data were collected by interviewers using a Computer Assisted Telephone Interviews (CATI) system under close supervision.

As shown from the detailed breakdown of the contact information, among the 23,057 telephone numbers sampled for the survey, 10,984 were confirmed ineligible, among them 1,112 were fax or data lines, 8,865 were invalid telephone numbers, 225 were call-forwarding numbers, while another 712 were non-residential numbers. Besides, 36 of them were invalidated due to special technological circumstances, while 34 cases were voided because no eligible respondents were available at the numbers provided.

Meanwhile, a total of 6,194 telephone numbers were invalidated since the research team could not confirm their eligibility. Among them 561 were busy lines, 4,307 were no-answer calls, 261 cases were diverted to answering devices while 91 were blocked. In addition, 317 cases were treated as ineligible because of language problems, 644 interviews were terminated before the screening question, while 13 cases were voided for other problems.

Of the remaining 5,879 eligible cases, 4,676 failed to complete the interview. Among them 24 rejected the interview immediately after their eligibility was confirmed, 4,588 were unfinished cases with appointment dates beyond the end of fieldwork period. Besides, 50 cases were incomplete due to unexpected termination of interviews, 14 were classified as miscellaneous due to other non-contact problems, and the remaining 1,203 were successful cases (Table 1).

Table 1   Breakdown of contact information of the survey

	Frequency	Percentage
Telephone numbers' ineligibility confirmed	**10,984**	**47.6**
Fax/data line	1,112	4.8
Invalid number	8,865	38.4
Call-forwarding/mobile/pager number	225	1.0
Non-residential number	712	3.1
Special technological circumstances	36	0.2
No eligible respondents	34	0.1
Telephone numbers' or respondents' eligibility not confirmed	**6,194**	**26.9**
Line busy	561	2.4
No answer	4,307	18.7
Answering device	261	1.1
Call-blocking	91	0.4
Language problem	317	1.4
Interview terminated before the screening question	644	2.8
Others	13	0.1
Telephone numbers' eligibility confirmed, but failed to complete the interview	**4,676**	**20.3**
Household-level refusal	3	0.0
Known respondent refusal	21	0.1
Appointment date beyond the end of the fieldwork period	4,588	19.9
Partial interview	50	0.2
Miscellaneous	14	0.1
Successful cases	**1,203**	**5.2**
Total	**23,057**	**100.0**

To sum up, a total of 1,203 Hong Kong residents of age 18 or above were successfully interviewed in this survey. The overall response rate was 62.6% as shown in the following calculation. The standard error due to sampling was no more than 1.4 percentage points.

Table 2　Calculation of overall response rate

Overall response rate

= [Successful cases / (Successful cases + Refusal cases + Incomplete cases)] 100%

= [1,203 / (1,203 + 24 + 644 + 50)] 100%

= 62.6%

The data collected have been adjusted according to provisional figures obtained from the Census and Statistics Department regarding the gender-age distribution of the Hong Kong population at the end of 2011. All analyses in this report are based on the weighted data.

Statistical tests of "difference-of-proportions" and "difference-of-means" have been employed whenever applicable, in order to check for significant changes. Figures marked with single asterisk (*) denoted statistical significance at $p=0.05$ level whereas those with double asterisks (**) indicated that the variation has been tested to be statistically significant at $p=0.01$ level.

The researcher is aware that the POP Team is part of the University of Hong Kong, which is one of the institutions rated by the respondents. As a precaution to eliminate any possible bias due to desirability effect, all respondents were explicitly told at the beginning of the interview that the POP Team was an independent research team, and the respondents should simply report honestly what they felt.

Summary of Findings

The aim of the first part of the survey was to study the general public's perception of the higher institutions funded through UGC, namely, City University of Hong Kong (CityU), Hong Kong Baptist University (HKBU), Hong Kong Shue Yan University (HKSYU), Lingnan University (LU), the Chinese University of Hong Kong (CUHK), the Hong Kong Institute of Education (HKIEd), the Hong Kong Polytechnic University (PolyU), the Hong Kong University of Science and Technology (HKUST) and the University of Hong Kong (HKU), plus Open University of Hong Kong (OUHK) which was included for the first time. The order of these institutions was rotated randomly in different questionnaires in order to eliminate possible bias due to ordering. By means of a rating scale from 0-10, with 0 representing the worst, 10 representing the best and 5 being half-half, these institutions were assessed one by one with regard to their overall performance.

A.   Overall Performance of Institutions

To begin with, all respondents were asked to evaluate each of these institutions based on their perception of its overall performance using a scale of 0-10, with 0 representing the worst, 10 representing the best and 5 being half-half. Respondents were suggested to take into account the institution's local and international reputation, facilities, campus environment, qualification of its teaching staff, academic research performance, conduct and quality of its students, its learning atmosphere, as well as the diversification and degree of recognition for its courses. Survey results of this year indicated that, in terms of public perception, HKU received the highest mean score of 8.03 as rated by 1,134 respondents, CUHK came second with an average score of 7.72 as rated by 1,128 respondents, whereas HKUST ranked third with a mean score of 7.54 as rated by 1,079 respondents. When compared to the findings obtained from last year's survey, the order of rankings among all institutions remained exactly the same while OUHK ranked last. Among all the institutions, the increment of rating of HKU was tested to be statistically significant at $p=0.01$ level (Table 3).

Table 3 - Overall Performance of Institutions

	2009 Survey		2010 Survey		2011 Survey		2012 Survey			
	Average	Standard error	Average	Standard error	Average	Standard error	**Average**	Standard error	No. of raters	Recognition (No. of raters/ total sample)
1. HKU	8.07	0.04	8.19*	0.04	8.22	0.04	**8.03****	0.04	1,134	94.3%
2. CUHK	7.64	0.04	7.55	0.04	7.77**	0.04	**7.72**	0.04	1,128	93.7%
3. HKUST	7.33	0.04	7.37	0.04	7.63**	0.04	**7.54**	0.04	1,079	89.7%
4. PolyU	6.90	0.04	6.89	0.04	6.92	0.04	**6.98**	0.04	1,106	91.9%
5. HKBU	6.34	0.04	6.30	0.04	6.30	0.04	**6.35**	0.04	1,068	88.8%
6. CityU	6.12*	0.04	6.22	0.04	6.21	0.04	**6.22**	0.04	1,043	86.7%
7. HKIEd	5.66	0.05	5.72	0.05	5.88*	0.05	**5.75**	0.05	970	80.7%
8. LU	5.51*	0.05	5.54	0.05	5.50	0.05	**5.58**	0.05	1,002	83.3%
9. HKSYU	5.42	0.05	5.45	0.05	5.44	0.05	**5.50**	0.05	968	80.5%
10.OUHK#	-N.A.-				5.43	0.05	**5.34**	0.05	961	79.9%

 # Newly added in 2011.

Same as last year, our cross-tabulation analyses showed that, within each sub-group of the sample, the order of rankings of the universities were basically the same regardless of respondents' education attainment and occupation. Only some insignificant differences were observed which are enclosed in squares below. For the actual ratings obtained by each institution as rated by each sub-group, please refer to the tables below (Tables 4-5).

Table 4 – Cross-tabulation Analyses: Institution Performance by Education Attainment of Respondents

	Primary or below			Secondary			Tertiary or above		
	Average	Standard error	No. of raters	Average	Standard error	No. of raters	Average	Standard error	No. of raters
1. HKU	7.86	0.159	133	8.09	0.064	493	8.03	0.055	507
2. CUHK	7.62	0.138	136	7.68	0.062	484	7.77	0.052	507
3. HKUST^	7.22	0.169	111	7.50	0.068	471	7.65	0.056	495
4. PolyU	6.95	0.161	121	7.02	0.064	484	6.94	0.054	500
5. HKBU	6.48	0.170	110	6.42	0.064	465	6.26	0.056	493
6. CityU^	6.55	0.181	107	6.20	0.070	450	6.17	0.056	486
7. HKIEd^	6.12	0.205	84	5.85	0.078	420	5.59	0.066	466
8. LU^	5.91	0.212	95	5.63	0.077	437	5.46	0.064	468
9. HKSYU^	6.08	0.219	82	5.63	0.078	422	5.28	0.069	463
10. OUHK^	6.17	0.212	78	5.55	0.078	413	5.03	0.075	469

^ *Differences among sub-groups tested to be statistically significant at 95% confidence level.*

Table 5a – Cross-tabulation Analyses: Institution Performance by Occupation of Respondents (I)

	Professionals and semi-professionals			Clerk and service workers			Production workers		
	Average	Standard error	No. of raters	Average	Standard error	No. of raters	Average	Standard error	No. of raters
1. HKU	8.02	0.059	395	8.06	0.089	235	7.77	0.204	67
2. CUHK	7.73	0.059	392	7.73	0.080	234	7.43	0.176	69
3. HKUST	7.65	0.063	390	7.42	0.091	225	7.22	0.182	69
4. PolyU	6.87	0.061	393	7.01	0.083	231	6.98	0.214	68
5. HKBU	6.22	0.061	392	6.40	0.084	227	6.16	0.182	66
6. CityU^	6.09	0.067	380	6.15	0.093	216	6.03	0.188	62
7. HKIEd	5.58	0.070	366	5.77	0.101	211	5.76	0.228	54
8. LU^	5.42	0.076	371	5.58	0.104	210	5.59	0.192	62
9. HKSYU^	5.27	0.078	364	5.54	0.100	200	5.62	0.215	58
10. OUHK^	5.06	0.075	375	5.37	0.115	207	5.49	0.206	48

^ *Differences among sub-groups tested to be statistically significant at 95% confidence level.*

Table 5b – Cross-tabulation Analyses: Institution Performance by Occupation of Respondents (II)

	Students			Housewives		
	Average	Standard error	No. of raters	Average	Standard error	No. of raters
1. HKU	7.82	0.147	82	8.07	0.146	131
2. CUHK	7.83	0.147	82	7.64	0.144	126
3. HKUST	7.41	0.154	80	7.53	0.165	116
4. PolyU	6.84	0.159	82	6.98	0.133	118
5. HKBU	6.34	0.147	79	6.57	0.146	113
6. CityU^	6.28	0.150	82	6.42	0.146	110
7. HKIEd	5.95	0.172	76	5.99	0.181	89
8. LU^	5.32	0.162	76	5.84	0.178	97
9. HKSYU^	5.14	0.187	76	5.87	0.181	93
10. OUHK^	4.81	0.199	79	5.84	0.183	87

^ Differences among sub-groups tested to be statistically significant at 95% confidence level.

B. Overall Performance of Vice-Chancellors/Presidents/Principals

With respect to the perceived overall performance of the Vice-Chancellor/President/Principal of each institution, taking into consideration one's local and international reputation, approachability, leadership, vision, social credibility and public relations, Professor Joseph S.Y. Sung of CUHK topped the list this year with an average score of 7.65 as rated by 1,015 respondents. Professor Lap-chee Tsui of HKU and Professor Tony F. Chan of HKUST came second and third, with a respective mean score of 7.17 rated by 1,005 respondents and 6.96 rated by 622 respondents. The next tier included Dr Chi-yung Chung of HKSYU, Professor Timothy W. Tong of PolyU and Professor Anthony B.L. CHEUNG who ranked forth to sixth attaining a mean score of 6.64, 6.46 and 6.32 respectively. The seventh to tenth ranks fell to the Presidents/Principals of HKBU, CityU, LU and OUHK correspondingly, with an average score ranging from 5.97 to 6.19. Most of the performance rating of the Vice-Chancellors / Presidents / Principals registered decrease when compared to last year's, if any. Only six out of ten Vice-Chancellors / Presidents / Principals had obtained recognition rates of 50% or above. Of which, Professor Joseph S.Y. Sung of CUHK received the highest recognition rate of 84% (Table 6).

Table 6 - Overall Performance of Vice-Chancellors / Presidents / Principals

	2009 Survey		2010 Survey		2011 Survey		2012 Survey			
	Avg.	Std. error	Avg.	Std. error	Avg.	Std. error	Avg.	Std. error	No of raters	Recognition (No. of raters/ total sample)
1. CUHK – Joseph S.Y. SUNG#	-N.A.-				7.84	0.05	**7.65****	0.04	1,015	84.4%
2. HKU – Lap-chee TSUI	7.58	0.05	7.67	0.05	7.73	0.05	**7.17****	0.05	1,005	83.6%
3. HKUST – Tony F. CHAN#	-N.A.-		6.87	0.05	7.14	0.06	**6.96***	0.06	622	51.7%
4. HKSYU – Chi-yung CHUNG	6.57	0.06	6.46	0.06	6.52	0.07	**6.64**	0.07	604	50.2%
5. PolyU – Timothy W. TONG	6.59	0.06	6.50	0.06	6.61	0.06	**6.46**	0.06	575	47.8%
6. HKIEd – Anthony B.L. CHEUNG	6.28	0.05	6.16	0.05	6.34	0.05	**6.32**	0.06	776	64.5%
7. HKBU – Albert CHAN#	-N.A.-				6.29	0.06	**6.19**	0.07	615	51.1%
8. CityU – Way KUO	6.21	0.06	6.17	0.05	6.23	0.06	**6.12**	0.07	536	44.6%
9. LU – Yuk-shee CHAN	6.07	0.06	6.07	0.06	6.04	0.07	**6.04**	0.07	516	42.9%
10. OUHK – John C.Y. LEONG##	-N.A.-				5.96	0.07	**5.97**	0.07	496	41.2%

 # No comparison made as the relevant post was taken up by another person then.
Newly added in 2011.

When cross-tabulated by respondents' education attainment and occupation, slight variations were obtained in terms of the respective rankings of the Vice-Chancellors / Presidents / Principals as rated by different sub-groups, though many scores fluctuated within error margins. They were enclosed in squares for easy reference. Actual ratings obtained by each Vice-Chancellors / Presidents / Principals are shown in the following tables (Tables 7-8).

Table 7 – Cross-tabulation Analyses: Vice-Chancellors / Presidents / Principals Performance by Education Attainment of Respondents

	Primary or below			Secondary			Tertiary or above		
	Average	Standard error	No. of raters	Average	Standard error	No. of raters	Average	Standard error	No. of raters
1. CUHK – Joseph S.Y. SUNG	7.68	0.162	103	7.69	0.064	433	7.62	0.062	479
2. HKU – Lap-chee TSUI	7.44	0.173	105	7.22	0.080	423	7.07	0.074	476
3. HKUST – Tony F. CHAN	7.20	0.255	42	7.09	0.090	254	6.83	0.084	325
4. HKSYU – Chi-yung CHUNG^	7.41	0.282	51	6.54	0.103	254	6.58	0.094	298
5. PolyU – Timothy W. TONG^	6.87	0.249	47	6.58	0.098	235	6.31	0.082	292
6. HKIEd – Anthony B.L. CHEUNG^	6.72	0.218	66	6.38	0.081	331	6.21	0.079	378
7. HKBU – Albert CHAN	6.59	0.245	51	6.27	0.098	243	6.10	0.093	320
8. CityU – Way KUO^	6.65	0.340	37	6.26	0.101	209	5.97	0.088	289
9. LU – Yuk-shee CHAN^	6.87	0.342	38	6.05	0.099	215	5.91	0.100	263
10.OUHK – John C.Y. LEONG^	6.53	0.364	37	6.04	0.102	206	5.84	0.102	251

^ Differences among sub-groups tested to be statistically significant at 95% confidence level.

Table 8a – Cross-tabulation Analyses: Vice-Chancellors / Presidents / Principals Performance by Occupation of Respondents (I)

	Professionals and semi-professionals			Clerk and service workers			Production workers		
	Average	Standard error	No. of raters	Average	Standard error	No. of raters	Average	Standard error	No. of raters
1. CUHK – Joseph S.Y. SUNG^	7.59	0.068	370	7.67	0.089	207	7.27	0.230	56
2. HKU – Lap-chee TSUI^	7.02	0.081	373	7.10	0.116	204	7.07	0.213	60
3. HKUST – Tony F. CHAN^	6.90	0.085	258	6.82	0.130	134	6.65	0.266	36
4. HKSYU – Chi-yung CHUNG^	6.49	0.104	233	6.43	0.132	130	6.23	0.324	30
5. PolyU – Timothy W. TONG^	6.22	0.093	233	6.48	0.117	120	6.23	0.329	34
6. HKIEd – Anthony B.L. CHEUNG^	6.25	0.083	304	6.26	0.106	163	5.86	0.231	42
7. HKBU – Albert CHAN	6.09	0.104	248	6.24	0.132	134	5.96	0.254	34
8. CityU – Way KUO^	5.94	0.096	229	6.13	0.142	118	5.71	0.241	31
9. LU – Yuk-shee CHAN^	5.89	0.104	212	6.01	0.140	106	5.90	0.309	29
10.OUHK – John C.Y. LEONG^	5.77	0.112	206	6.12	0.119	106	5.74	0.297	28

^ *Differences among sub-groups tested to be statistically significant at 95% confidence level.*

Table 8b – Cross-tabulation Analyses: Vice-Chancellors / Presidents / Principals Performance by Occupation of Respondents (II)

	Students			Housewives		
	Average	Standard error	No. of raters	Average	Standard error	No. of raters
1. CUHK – Joseph S.Y. SUNG^	7.46	0.170	73	7.72	0.145	111
2. HKU – Lap-chee TSUI^	6.49	0.209	74	7.41	0.166	101
3. HKUST – Tony F. CHAN^	6.18	0.248	47	7.79	0.211	44
4. HKSYU – Chi-yung CHUNG^	6.07	0.272	40	7.12	0.237	53
5. PolyU – Timothy W. TONG^	6.04	0.247	46	6.93	0.199	43
6. HKIEd – Anthony B.L. CHEUNG^	6.15	0.253	48	6.60	0.192	70
7. HKBU – Albert CHAN	5.90	0.238	46	6.33	0.252	51
8. CityU – Way KUO^	5.97	0.256	43	6.56	0.287	37
9. LU – Yuk-shee CHAN^	5.53	0.253	40	6.31	0.249	42
10.OUHK – John C.Y. LEONG^	5.36	0.283	36	6.51	0.243	40

^ *Differences among sub-groups tested to be statistically significant at 95% confidence level.*

C. Perceived Deficiencies among the University Students in Hong Kong

The next question was to gauge respondents' opinion on the qualities which most Hong Kong university students lack of. This year's results have consistently showed that "work attitude" topped the list with 18% of respondents citing it. "Social/interpersonal skills" and "conduct, honesty" obtained the second and third ranks and were mentioned by 13% and 10% of the total sample respectively. Other commonly-cited qualities included "critical thinking and problem-solving ability", "global prospect / foresight", "commitment to society", and "independence", accounting for 8% to 10% of the total sample. Meanwhile, 20% of the respondents could not give a definite answer (Table 9).

Table 9 – Perceived Deficiencies among the University Students in Hong Kong

	2010 Survey	2011 Survey	2012 Survey		
	% of total sample (Base = 1,208)	% of total sample (Base = 1,201)	Freq.	% of total responses (Base = 2,040 responses from 1,199 respondents)	% of total sample (Base = 1,199)
Work attitude	23.9%	19.3%**	216	10.6%	**18.0%**
Social/interpersonal skills	12.5%	11.9%	159	7.8%	**13.3%**
Conduct, honesty	10.7%	11.4%	122	6.0%	**10.2%**
Critical thinking and problem-solving ability	8.8%	9.4%	114	5.6%	**9.5%**
Global prospect / foresight	8.7%	7.3%	106	5.2%	**8.8%**
Commitment to society	9.3%*	7.4%*	95	4.6%	**7.9%**
Independence	7.9%	8.9%	93	4.6%	**7.8%**
Communication skills	4.7%	5.1%	88	4.3%	**7.3%***
Social/work experience	5.8%	6.4%	81	4.0%	**6.8%**
Proficiency in Chinese, English & Putonghua	9.1%**	8.0%	80	3.9%	**6.7%**
Academic and professional knowledge	4.7%**	4.9%	60	2.9%	**5.0%**
Self-confidence	5.1%	4.6%	58	2.8%	**4.8%**
Creativity	2.8%	3.4%	49	2.4%	**4.1%**
Emotion stability	3.0%	3.8%	47	2.3%	**3.9%**
Civil awareness	4.5%	3.7%	38	1.9%	**3.2%**
Self-expectations / dreams	2.7%	2.5%	36	1.7%	**3.0%**
Alertness to risk / handling adverse conditions	2.5%	3.7%*	33	1.6%	**2.8%**
Discipline, patience	--	4.7%	25	1.2%	**2.1%***
All-roundness	3.5%	2.8%	24	1.2%	**2.0%**
Learning attitude	--	--	21	1.0%	**1.7%**
Self-motivation, aggressiveness	--	3.7%	18	0.9%	**1.5%***
Utilitarian / materialistic	--	1.3%	17	0.8%	**1.4%**
Financial management	0.4%**	1.1%*	16	0.8%	**1.3%**
Egocentricity / selfishness	--	--	15	0.7%	**1.3%**
Patriotism	1.1%	0.6%	15	0.7%	**1.2%**
Social awareness	--	--	14	0.7%	**1.2%**
Resources / opportunity	--	1.7%	11	0.6%	**1.0%**
Maturity / stability	--	--	11	0.5%	**0.9%**
Political awareness / participation	--	--	10	0.5%	**0.8%**
Leadership skills	0.5%	0.5%	8	0.4%	**0.7%**
Humble / sympathy	--	2.0%	8	0.4%	**0.7%***
Job opportunity	2.8%	2.3%	8	0.4%	**0.7%***
Politeness	--	1.8%	5	0.3%	**0.4%***
Cultural level / self-cultivation	2.2%	--	--	--	--
Nothing	3.9%	4.8%	51	2.5%	**4.3%**
Others	0.7%	2.6%**	43	2.1%	**3.6%**
Don't know / hard to say	17.9%	16.9%	244	11.9%	**20.3%***
Total			2,040	100.0%	
Base	1,204	1,201	1,199		
Missing case(s)	4	0	4		

D. Preference for University Graduates

The survey went on to study employers' preference when selecting university graduates. To identify the prospective employers from the sample, all respondents were asked if they were involved in any recruitment process of new staff in performing their office duties. Results showed that 20% of the total sample, i.e. 240 respondents had such authority in one way or another. This percentage has remained rather stable in the past few years (Table 10).

Table 10 - Involvement in Recruitment of New Staff (Teachers included)

	2009 Survey	2010 Survey	2011 Survey	2012 Survey	
	Percentage	Percentage	Percentage	Frequency	Percentage
Yes	18.1%	17.3%	18.4%	240	20.0%
No	81.9%	82.7%	81.6%	962	80.0%
Total	100.0%	100.0%	100.0%	1,203	100.0%
Base	1,201	1,208	1,201	1,203	
Missing case(s)	3	0	0	0	

These respondents were further asked which institution's graduates would be preferred when they looked for a new employee. For eleven consecutive years, graduates of HKU ranked first in the row again, as chosen by 19% of these employers whereas CUHK and PolyU came second and third with 17% and 13% respectively. Meanwhile, graduates from HKUST were preferred by 11% of this sub-sample. Another 23% of these prospective employers said they had no particular preference and 7% could not give a definite answer. It has to be noted that because of the small sub-sample, the maximum sampling error has increased to plus/minus 6.5 percentage points at 95% confidence level (Table 11).

Table 11 - Most Preferred University Graduates

	2009 Survey	2010 Survey	2011 Survey	2012 Survey		
	% of total sample (Base = 1,213)	% of total sample (Base = 1,201)	% of total sample (Base = 1,201)	Freq.	% of potential employers (Base = 240)	% of total sample (Base = 1,203)
HKU	4.3%	3.6%	4.5%	46	**19.2%**	3.8%
CUHK	1.8%	3.0%	2.6%	42	**17.4%**	3.5%
PolyU	2.8%	1.9%	2.5%	32	**13.2%**	2.6%
HKUST	2.4%	1.4%	2.3%	27	**11.4%**	2.3%
HKIEd	0.3%	0.3%	0.2%	4	**1.5%**	0.3%
CityU	0.2%	0.4%	0.3%	3	**1.4%**	0.3%
HKSYU	0.4%	0.3%	0.1%	3	**1.2%**	0.2%
HKBU	0.2%	0.4%	0.2%	1	**0.6%**	0.1%
LU	0.2%	0.1%	0.3%	1	**0.5%**	0.1%
Other overseas universities	0.3%	0.3%	0.3%	5	**2.0%**	0.4%
Others	0.1%	0.1%	0.1%	--	--	--
No preference	2.5%	3.6%	3.3%	55	**22.7%**	4.5%
Don't know / hard to say	1.9%	1.4%	1.2%	17	**6.9%**	1.4%
Won't employ graduates	0.8%	0.5%	0.5%	5	**2.0%**	0.4%
Total				240	**100.0%**	
Valid Base	217	209	221	240		
Missing case(s)	1	0	1	0		

These potential employers were then asked to provide some reasons for their specific choices. Same as previous years, "good performance of previous graduates" was most frequently cited, by 40% of the sub-sample (i.e. 5% of the total sample). "Good knowledge in job-related areas" came second with 23% (i.e. 3% of the total sample). "Reputation" of university, graduates' "good work attitude", their "diligence, motivation", and being "alumni" of the potential employers formed the next tier, with a respective proportion of 17%, 15%, 10% and 8% (i.e. each accounted for 1% to 2% of the total sample). Other than these, reasons like "good language ability", "good academic ability", "good moral character" and "good social relationship" were also mentioned by quite some, though not many, respondents (Table 12).

Table 12 - Reasons for Preferring Graduates of a Particular Institution

	2010 Survey	2011 Survey	2012 Survey			
	% of total sample (Base = 1,208)	% of total sample (Base = 1,201)	Freq.	% of total responses (Base = 241 responses from 164 respondents)	% of valid respondents (Base = 164)	% of total sample (Base = 1,203)
Good performance of previous graduates	3.5%	6.5%	65	26.8%	**39.5%**	5.4%
Good knowledge in job-related areas	3.8%	2.9%	38	15.8%	**23.3%**	3.2%
Reputation	2.5%	1.9%	28	11.7%	**17.2%**	2.3%
Good work attitude	2.0%	2.1%	24	10.2%	**15.0%**	2.0%
Diligent, motivated	1.2%	1.5%	16	6.8%	**10.0%**	1.4%
Alumni	1.1%	0.8%	13	5.3%	**7.8%**	1.1%
Good language ability	1.1%	1.2%	11	4.7%	**6.9%**	0.9%
Good academic ability	--	--	8	3.5%	**5.1%**	0.7%
Good moral character	--	--	8	3.5%	**5.1%**	0.7%
Good social relationship	1.0%	0.6%	7	3.1%	**4.6%**	0.6%
Good connection with outside (e.g., a university's extensive connection with enterprises, companies, or industrial firms; large number of graduates)	0.6%	0.5%	3	1.3%	**2.0%**	0.3%
Good leadership	0.5%	0.2%	3	1.2%	**1.7%**	0.2%
Salary matched with abilities	0.4%	0.5%	1	0.3%	**0.5%**	0.1%*
Others	0.3%	0.8%	9	3.6%	**5.2%**	0.7%
Don't know / hard to say	0.1%	0.1%	5	2.3%	**3.4%**	0.5%
Total			241	100.0%		
Valid Base	142	157	164			
Missing case(s)	0	2	1			

Chart 1 - Overall Performance Ratings of Institutions, 2001-2012
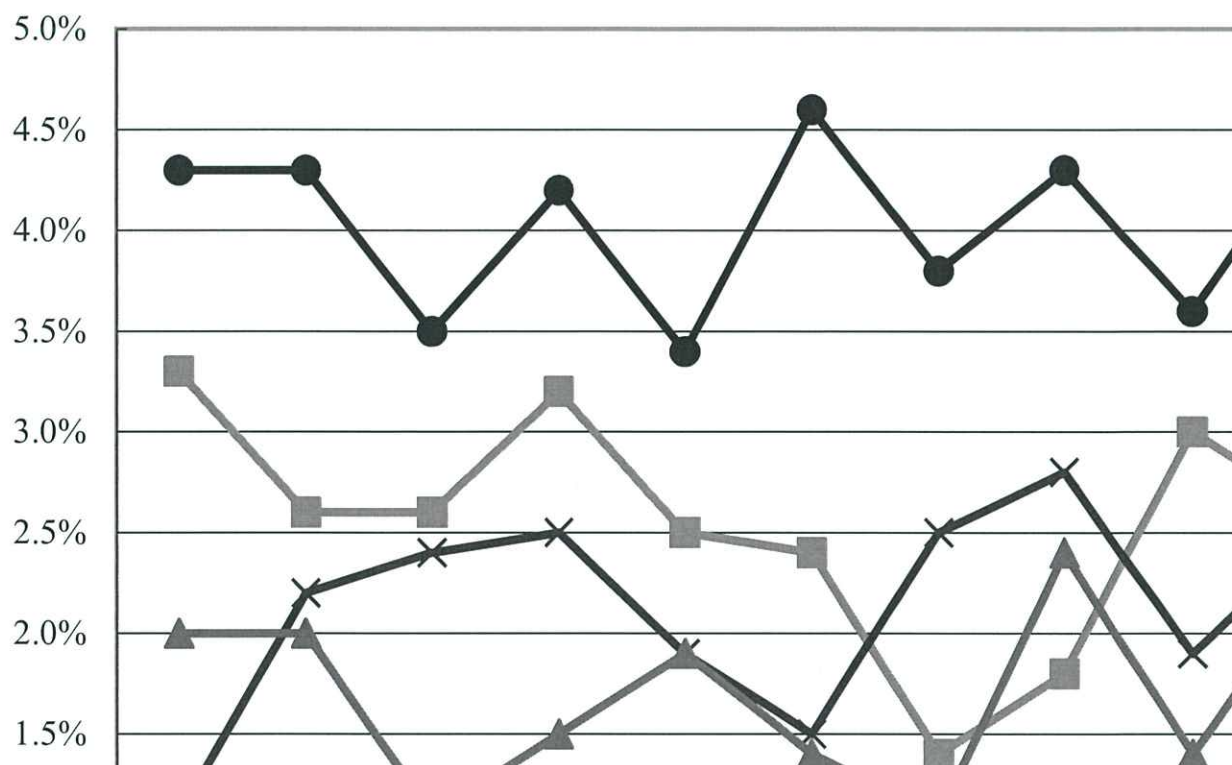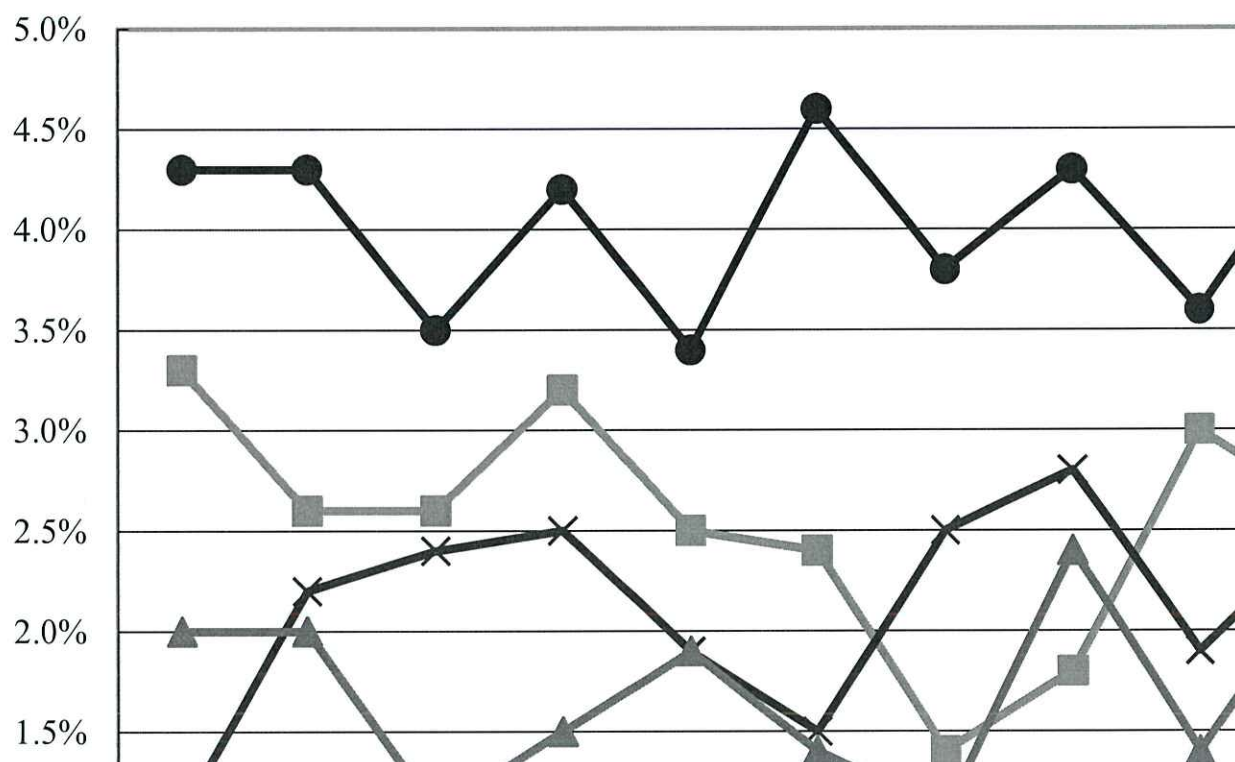
Rating (0-10)

Chart 2 - Most Preferred University Graduates, 2002-2012 (based on respective total sample)

Rating (0-10)

Demographic Profile of Respondents

All figures obtained have been adjusted according to provisional figures obtained from the Census and Statistics Department regarding the gender-age distribution of the Hong Kong population in 2011 year-end.

1. Gender

	Raw sample		*Weighted sample*	
	Frequency	Percentage	Frequency	Percentage
Male	500	41.6%	550	45.7%
Female	703	58.4%	653	54.3%
Total	1,203	100.0%	1,203	100.0%
Base	1,203		1,203	
Missing	*0*		*0*	

2. Age

	Raw sample		*Weighted sample*	
	Frequency	Percentage	Frequency	Percentage
18 - 20	92	7.7%	51	4.2%
21 - 29	168	14.0%	177	14.8%
30 - 39	139	11.6%	222	18.6%
40 - 49	243	20.3%	242	20.2%
50 - 59	278	23.2%	231	19.3%
60 or above	277	23.1%	274	22.9%
Total	1,197	100.0%	1,197	100.0%
Base	1,203		1,203	
Missing	*6*		*6*	

3. Education attainment

	Raw sample		Weighted sample	
	Frequency	Percentage	Frequency	Percentage
Primary or below	184	15.3%	168	14.0%
Secondary	537	44.7%	514	42.9%
Tertiary or above	480	40.0%	517	43.1%
Total	1,201	100.0%	1,199	100.0%
Base	1,203		1,203	
Missing	*2*		*4*	

4. Occupation group

	Raw sample		Weighted sample	
	Frequency	Percentage	Frequency	Percentage
Professionals and semi-professionals	360	30.4%	401	33.9%
Clerk and service workers	227	19.2%	245	20.7%
Production workers	72	6.1%	74	6.2%
Students	120	10.1%	84	7.1%
Housewives	163	13.8%	141	12.0%
Others	241	20.4%	237	20.0%
Total	1,183	100.0%	1,181	100.0%
Base	1,203		1,203	
Missing	*20*		*22*	

5. Type of ownership of your house

	Raw sample		Weighted sample	
	Frequency	Percentage	Frequency	Percentage
Self-purchased	712	60.3%	714	60.5%
Rent	469	39.7%	466	39.5%
Total	1,181	100.0%	1,180	100.0%
Base	1,203		1,203	
Missing	*22*		*23*	

6. House type

	Raw sample		Weighted sample	
	Frequency	Percentage	Frequency	Percentage
Public housing estate	367	31.1%	357	30.3%
Housing Authority subsidized sale flats	201	17.0%	201	17.0%
Housing Society subsidized sale flats	23	1.9%	22	1.9%
Private housing	521	44.1%	526	44.6%
Village: villas / bungalows / modern village houses	25	2.1%	26	2.2%
Village: simple stone structures / traditional village houses	34	2.9%	36	3.1%
Private temporary housing	1	0.1%	1	0.1%
Staff quarters	5	0.4%	7	0.6%
Others	4	0.3%	4	0.3%
Total	1,181	100.0%	1,180	100.0%
Base	1,203		1,203	
Missing	*22*		*23*	

7.   Working in the academy [only for those who are professionals or associate professionals]

	Raw sample		*Weighted sample*	
	Frequency	Percentage	Frequency	Percentage
Yes-Teaching staff of primary school (including teachers and principal)	14	7.0%	16	7.1%
Yes-Teaching staff of secondary school (including teachers and principal)	27	13.4%	32	14.1%
Yes-Teaching staff of university	12	6.0%	14	6.0%
No	137	68.2%	155	67.6%
Others	11	5.5%	12	5.3%
Total	201	100.0%	229	100.0%
Base	213		242	
Missing	*12*		*13*	

8.   Having children who are studying in schools

	Raw sample		*Weighted sample*	
	Frequency	Percentage	Frequency	Percentage
Yes	398	33.2%	412	34.5%
No	799	66.8%	783	65.5%
Total	1,197	100.0%	1,195	100.0%
Base	1,203		1,203	
Missing	*6*		*8*	

Frequency Tables

[Q1] Please use a scale of 0-10 to evaluate the overall performance of each institution of higher education after taking into consideration its local and international reputation, facilities and campus environment, qualification of its teaching staff, academic research performance, conduct and quality of students as well as its learning atmosphere, diversification and level of recognition of its courses, with 0 representing the worst, 10 representing the best and 5 being half-half. How would you rate the following institutions?

	Average	Standard error	No of raters	Recognition
HKU	**8.03**	0.04	1,134	94.3%
CUHK	7.72	0.04	1,128	93.7%
HKUST	7.54	0.04	1,079	89.7%
PolyU	6.98	0.04	1,106	91.9%
HKBU	6.35	0.04	1,068	88.8%
CityU	6.22	0.04	1,043	86.7%
HKIEd	5.75	0.05	970	80.7%
LU	5.58	0.05	1,002	83.3%
HKSYU	5.50	0.05	968	80.5%
OUHK	5.34	0.05	961	79.9%

[Q2] Please use a scale of 0-10 to evaluate the overall performance of Vice-Chancellor / President of each institution while taking his local and international reputation, approachability to the public, leadership, vision, social credibility and public relations into consideration, with 0 representing the worst, 10 representing the best and 5 being half-half. How would you rate the following Vice-Chancellors / Presidents?

	Average	Standard error	No of raters	Recognition
CUHK – Joseph S.Y. SUNG	**7.65**	0.04	1,015	84.4%
HKU – Lap-chee TSUI	7.17	0.05	1,005	83.6%
HKUST – Tony F. CHAN	6.96	0.06	622	51.7%
HKSYU – Chi-yung CHUNG	6.64	0.07	604	50.2%
PolyU – Timothy W. TONG	6.46	0.06	575	47.8%
HKIEd – Anthony B.L. CHEUNG	6.32	0.06	776	64.5%
HKBU – Albert CHAN	6.19	0.07	615	51.1%
CityU – Way KUO	6.12	0.07	536	44.6%
LU – Yuk-shee CHAN	6.04	0.07	516	42.9%
OUHK – John C.Y. LEONG	5.97	0.07	496	41.2%

[Q3] What do you think are the qualities which most Hong Kong university students lack of?
(multiple responses allowed)

	Freq.	% of total responses (Base = 2.040)	% of total sample (Base = 1.203)
Work attitude (e.g. serious, enthusiastic, diligent, responsible, motivated)	216	10.6%	**18.0%**
Social/interpersonal skills	159	7.8%	13.3%
Conduct, honesty	122	6.0%	10.2%
Critical thinking and problem-solving ability	114	5.6%	9.5%
Global prospect / foresight	106	5.2%	8.8%
Commitment to society	95	4.6%	7.9%
Independence	93	4.6%	7.8%
Communication skills	88	4.3%	7.3%
Social/work experience	81	4.0%	6.8%
Proficiency in Chinese, English and Putonghua	80	3.9%	6.7%
Academic and professional knowledge	60	2.9%	5.0%
Self-confidence	58	2.8%	4.8%
Creativity	49	2.4%	4.1%
Emotion stability	47	2.3%	3.9%
Civil awareness	38	1.9%	3.2%
Self-expectations / dreams	36	1.7%	3.0%
Alertness to risk / handling adverse conditions	33	1.6%	2.8%
Discipline, patience	25	1.2%	2.1%
All-roundness	24	1.2%	2.0%
Learning attitude	21	1.0%	1.7%
Self-motivation, aggressiveness	18	0.9%	1.5%
Utilitarian / materialistic	17	0.8%	1.4%
Financial management	16	0.8%	1.3%
Egocentricity / selfishness	15	0.7%	1.3%
Patriotism	15	0.7%	1.2%
Social awareness	14	0.7%	1.2%
Resources / opportunity	11	0.6%	1.0%
Maturity / stability	11	0.5%	0.9%
Political awareness / participation	10	0.5%	0.8%
Leadership skills	8	0.4%	0.7%
Humble / sympathy	8	0.4%	0.7%
Job opportunity	8	0.4%	0.7%
Politeness	5	0.3%	0.4%
Nothing	51	2.5%	4.3%
Others	43	2.1%	3.6%
Don't know/ hard to say	244	11.9%	**20.3%**
Total	2,040	100.0%	
Base	1,199		
Missing case(s)	*4*		

[Q4] Under your job specifications, are you involved, in any way, in the recruitment process of new staff, including teachers?

	Frequency	Percentage
Yes	240	20.0%
No	962	**80.0%**
Total	1,203	100.0%
Base	1,203	
Missing case(s)	*0*	

[Q5] [Only for those who are involved in the recruitment process of new staff] If you looked for a new employee, which institution's graduates would you prefer most? (single response only)

	Frequency	% of potential employers (Base = 240)	% of total sample (Base = 1,203)
HKU	46	**19.2%**	3.8%
CUHK	42	17.4%	3.5%
PolyU	32	13.2%	2.6%
HKUST	27	11.4%	2.3%
HKIEd	4	1.5%	0.3%
CityU	3	1.4%	0.3%
HKSYU	3	1.2%	0.2%
HKBU	1	0.6%	0.1%
LU	1	0.5%	0.1%
Other overseas universities	5	2.0%	0.4%
No preference	55	22.7%	4.5%
Don't know / hard to say	17	6.9%	1.4%
Won't employ graduates	5	2.0%	0.4%
Total	240	100.0%	
Valid base	240		
Missing case(s)	*0*		

[Q6] [Only for those who are involved in the recruitment process of new staff and have preference over a specific institution's graduates] Why would you prefer the graduates of the chosen institution? (multiple responses allowed)

	Frequency	% of total responses (Base = 241 responses from 164 respondents)	% of valid respondents (Base = 164)	% of total sample (Base = 1,203)
Good performance of previous graduates	65	26.8%	**39.5%**	5.4%
Good knowledge in job-related areas	38	15.8%	23.3%	3.2%
Reputation	28	11.7%	17.2%	2.3%
Good work attitude	24	10.2%	15.0%	2.0%
Diligent, motivated	16	6.8%	10.0%	1.4%
Alumni	13	5.3%	7.8%	1.1%
Good language ability	11	4.7%	6.9%	0.9%
Good academic ability	8	3.5%	5.1%	0.7%
Good moral character	8	3.5%	5.1%	0.7%
Good social relationship	7	3.1%	4.6%	0.6%
Good connection with outside (e.g., a university's extensive connection with enterprises, companies, or industrial firms; large number of graduates)	3	1.3%	2.0%	0.3%
Good leadership	3	1.2%	1.7%	0.2%
Salary matched with abilities	1	0.3%	0.5%	0.1%
Others	9	3.6%	5.2%	0.7%
Don't know / hard to say	5	2.3%	3.4%	0.5%
Total	241	100.0%		
Valid base	164			
Missing case(s)	*1*			

Other answers submitted by respondents (in Chinese)

Table 1   What do you think are the qualities which most Hong Kong university students lack?

	Frequency
日常／生活知識	6
理性	5
自覺能力	3
沉迷電子產品	2
電腦應用能力	2
時間管理	2
個人特質	1
做事沒有優先次序	1
只著重理論性	1
性知識	1
知名度不足	1
大同觀	1
自我比較	1
表演能力；自我形象	1
面對現實	1
教育	1
不實際	1
在某事情上只說不做	1
健康問題	1
對回歸後環境轉變的適應力	1
歸屬感	1
公開辯論	1
共融	1
親情	1
處事能力	1
手寫能力低	1
理解能力	1
理性；知足	1
質素	1
生活態度	1

Table 2   Why would you prefer the graduates of the chosen institution?

	Frequency
思考／解決問題能力	5
國際視野	1
國際視野;科技資訊	1
緊貼社會	1

港人眼中的大專院校排名調查 2012
常見答問

Opinion Survey on the Public Ranking of Universities in Hong Kong 2012
Frequently-asked Questions

註：以下是關於大專院校排名調查的常見問題和答案，我們歡迎各界人士提出其他問題，以便我們不斷增加及更新問答項目。請把提問以電郵方式傳至 <u>urank@hkupop.hku.hk</u>，我們會盡快答覆，及把問題與答案上載到本網頁。

Note: Below are some frequently-asked questions, as well as their answers concerning the Opinion Survey on the Public Ranking of Universities. We welcome the public to submit other questions, so that we can keep on increasing and revising our questions and answers. Please email your questions to <u>urank@hkupop.hku.hk</u>. We will reply to them as soon as possible, and have them uploaded to our website.

問 1：香港大學民意研究計劃隸屬香港大學，進行大專院校排名調查有否角色衝突？
Q1: HKU Public Opinion Programme is affiliated to the University of Hong Kong, is there a conflict of roles when conducting an opinion survey on the public ranking of universities?

答 1：為了確保被訪者不受此因素影響評分，我們的訪員歷年來都在訪問的引言中強調民意研究計劃是中立的研究組織，並提醒被訪者切勿因為我們屬於香港大學而影響其本意。如果不是有獨立機構委託我們進行獨立調查，我們也不會主動進行有關研究。反過來說，如果因為我們屬於香港大學而不應進行有關調查，推而廣之，則所有院校和學者也不應進行類似調查，或者參與任何院校排名，而所有政府部門也不應進行關於自己的民意調查了。當情況無可避免，申報利益是最好的保證。

A1: In order to ensure the interviewers are not affected by the above-mentioned factor, our interviewers have throughout the years emphasized that HKU Public Opinion Programme is a neutral research body, and reminded the respondents not to make any decisions based on the fact that we are affiliated to the University of Hong Kong. Should we have not been commissioned by any independent organization to carry out this research independently, we would not take the initiative to conduct any survey of related kind. On the other hand, if we did not carry out the surveys because of our affiliation with the University of Hong Kong, which means in a broader sense, all tertiary institutions and academic staff should not conduct similar kind of survey, or to participate in any universities ranking, and all government departments should not carry out their own public opinion survey too. Therefore, when this is inevitable, the best way is to declare our interests in conducting this survey.

問 2：理想的大專院校排名調查應該由誰執行？

Q2: Most ideally, who should be in charge of the survey on the public ranking of universities?

答 2：最理想的調查當然是由最有公信力的機構進行。如果各間院校能夠共同合作，以科學方法進行聯合調查，當然是最好不過。可是，環顧各地，有關調查似乎都是由獨立媒體進行者居多。如果香港能夠發展出一套完善的院校排名機制，我們樂意把我們的數據和經驗，全數轉交有關研究組織。

A2: The most ideal research, of course, should be carried out by the most credible organization. It would be the best if all tertiary institutions can collaborate and apply scientific method to carry out a joint survey. However, it seems that the majority of similar type of surveys was usually conducted by independent bodies in many countries. If Hong Kong can develop a better system to rank the tertiary institutions, we are very pleased to pass on all of our data and experience to related research organizations.

問 3：理想的大專院校排名調查應否包括民意調查成份？

Q3: Should the most ideal survey on the public ranking of universities include public opinion components?

答 3：這是見仁見智的問題。我們從 2001 年開始調查市民對大專院校的觀感，因為我們認為有關數據具參考價值。學術機構向來以專業知識監察社會，亦應同樣接受社會監察。至於其他機構，包括我們的夥伴香港專業教育網如何把民意數據引用到他們的專業排名，不是我們的責任，也不是我們的專長。2001 年以前，香港專業教育網已經多次進行院校排名，我們相信他們的經驗和智慧，我們沒有參與、亦不會評論他們的排名方法。

A3: That really depends. We started conducting surveys on public perception of tertiary institutions in 2001, because we think related statistics is valuable as a reference. Academic organizations always used professional knowledge to monitor the society, but they should also be monitored by the society. Whereas for other organizations, including our partner, Education 18.com, it is neither our responsibility nor strength to understand how they apply the survey data in their professional ranking. Before 2001, Education 18.com have conducted ranking of universities for many times, and we trust their experience and talent, we never participate in or comment on their ranking methodology.

問 4：不同院校可以互相比較嗎？
Q4: Can different universities be compared?

答 4：不同院校有不同的特色，既可比較亦不能完全比較。不論是民意調查或者是專業評審，比較的單位可以是學校、學院、學系、學科、學生、學位課程、甚至是各自的目標成效等。不過，如果硬說存在差異而不能比較，亦不合理。有人說，橙和蘋果不能比較。可是，兩者不都是生果嗎？如果有某君說喜歡蘋果多於橙，不也就是比較後的結果嗎？如果橙和蘋果永遠不能比較，那末，紅蘋果也不能和青蘋果比較、牛奶蕉也不能和過山蕉比較了。其實，任何事物都可以比較，只是意義的輕重罷了。如果市民認為院校的比較有意義，那就是意義所在了。

A4: Different universities have different characteristics; it can be compared but not fully compared. No matter it is public opinion poll or professional rating; comparable units include schools, faculties, departments, subjects, students, courses, or even individual objective-oriented efficiency, etc. However, if we only say differences exist but they are not comparable, it is not reasonable at all. Someone says, orange and apples cannot be compared. But they are both fruits, aren't they? If someone says he/she prefers apple to orange, this is a result of comparison, isn't it? If orange and apple can never be compared, that means red apple cannot be compared with green apple, and milky bananas and wild bananas cannot be compared too. In fact, everything can be compared, it depends on the weight of its meanings. If people think comparing universities is meaningful, that's it.

問 5：以民意調查結果進行院校排名，世界各地有否例子？
Q5: Are there any examples to conduct universities ranking by public opinion polls around the world?

答 5：美國蓋洛普調查公司在 1999 年 8 月及 2003 年 7 月，與不同媒體合作進行有關美國大學排名的電話民意調查，每次訪問略多於 1000 人。兩次調查結果都是哈佛大學遙遙領先，美國有線電視新聞網絡亦有廣泛報導。以下是蓋洛普網站關於兩次調查的報導：
http://www.gallup.com/poll/3634/Harvard-Tops-Gallup-Poll-List-Best-University.aspx (1999 年調查)
http://www.gallup.com/poll/9109/Harvard-Number-One-University-Eyes-Public.aspx (2003 年調查)
蓋洛普強調，國民意見調查結果跟一些專業評審結果不同，但就代表了美國國民的直接感受，是蓋洛普的主要工作。

A5: US Gallup Poll collaborated with different medias to conduct a telephone survey related to US universities ranking in August 1999 and July 2003. They interviewed more than 1000 respondents in each survey. Both survey polls suggested that Harvard University is always the top university in the US, and this is also widely reported by the CNN. The follow websites cover the news about the two polls.
http://www.gallup.com/poll/3634/Harvard-Tops-Gallup-Poll-List-Best-University.aspx(1999 survey)
http://www.gallup.com/poll/9109/Harvard-Number-One-University-Eyes-Public.aspx (2003 survey)
Gallup Poll emphasized, results obtained from public opinion survey would be different from professional ratings. But this represents how the US citizens perceive, and this is also part of Gallup Poll's job.

問 6：調查樣本中有很多人沒有讀過大學，要求他們對各大專院校和校長作出評分，是否合適？

Q6: In the survey sample, many respondents have never studied in the university before, do you think it is appropriate for these people to rate the universities or the Vice-Chancellor/President/Principal?

答 6：沒有機會入讀大學的人未必對大學一無所知。例如，年長父母可以透過其子女或親屬了解不同大學的優劣；亦有不少家長為了子女升學而花了不少時間悉心比較院校的優劣。他們的意見當然未必與專家一樣，但他們也有表達意見的自由，一如所有市民都可以對政府官員或政策表達意見，那怕他們的認識膚淺，甚至一無所知。

A6: People who have never entered the university do not mean that they know nothing about the universities. For example, elders or parents can understand the good and bad things about the universities through their children or relatives. Many parents have spent a lot of time to compare the universities for the sake of their children. Their opinions would not be the same as the experts, but they still have the freedom to express their opinions. This is exactly the same when the general public can express their opinions about government officials or social policies, although these people may have superficial knowledge, or they know nothing at all.

問 7：普羅市民不是專家，他們的意見有什麼意義？

Q7: The general people are not experts, what is the meaning of their opinions?

答 7：顧名思義，「港人眼中的大專院校排名調查」是為了反映普羅市民對各大專院校的主觀評價，並非專業評審結果。不過，政府如是、公營和私營機構如是，都應該不斷了解普羅市民對自己的評價。不足之處，有則改之，無則嘉勉。事實上，眾多院校都不時為了內部參考而進行公眾形象調查。如果院校可以根據這些調查的結果修正形象，為什麼獨立機構不能進行同類調查，把有關數據變成公共資訊？

A7: As reflected from the name, "Opinion Survey on the Public Ranking of Universities in Hong Kong" aims to reflect the general public's subjective appraisal of all the universities in Hong Kong. It is not professional assessments. However, the government and those privately or publicly owned organizations should always understand their own standing through evaluation of the general public. Shortcomings should be fixed whereas strengths should be rewarded. In fact, many universities have conducted public perceptions surveys for internal references. If universities can seek improvements on their public image according to these survey results, why shouldn't an independent organization carry out similar surveys and release the data as public information?

問 8：如果民意調查顯示不同階層的市民，對院校排名有顯著分別，我們應該怎樣解讀結果？

Q8: If the survey results revealed that the ranking of universities had remarkable variations among people from different levels, how should we interpret the results?

答 8：我們的調查顯示，不同階層市民對院校的評分的確存在顯著差異，顯示他們用了不同的評分準則。例如，學歷較高的市民採用的分譜往往比較寬闊，顯示他們的分辨能力較高。不過，以排名次序計，各間院校的名次差不多完全沒有改變，顯示相對名次其實非常穩定可靠。

A8: Our survey revealed that, people from different levels did rate the universities differently, showing that they have not used the same criterion in the rating questions. For example, people with higher education level usually adopt a wider spectrum due to their stronger analytical abilities. However, in terms of the order of ranks, those of the universities have remained almost the same, reflecting the extremely stable and reliable relative rankings.

問 9：為什麼不進行一個以教育界人士為對象的排名調查？

Q9: Why don't we conduct a ranking survey targeting at people working in the education sector?

答 9：我們完全歡迎這些調查，從多角度探討問題。事實上，自 2007 年開始，在進行公眾意見調查的同時，香港專業教育網(Education18.com)亦要求我們設計和進行一項以本地中學校長為對象的大專院校排名調查，調查和分析由民研計劃負責，至於如何使用有關結果，則由香港專業教育網(Education18.com)負責，與我們無關。此外，我們亦歡迎在整個教育界進行有關意見調查，唯須小心處理利益衝突的問題，尤其是本身任職大專院校的教育界人士。

A9: We definitely welcome this kind of survey so as to examine this topic in various angles. As a matter of fact, along with the public opinion survey, Education18.com has also requested us to design and conduct an opinion survey of local secondary school principals on the university rankings since 2007. POP was responsible for designing the questionnaire and processing the data, while Education18.com would decide on how to use the findings, entirely on its own without any input from POP. On the other hand, we also welcome similar surveys targeting at the entire education sector. However, we need to be very careful in handling any conflict of interest, especially among those who are working in the tertiary institutions.

問 10：由院校職員或同學自己評價自己院校的調查有沒有問題？
Q10: Are there any problems with the survey when staff or students have to assess their own universities?

答 10：評價任何意見調查，都要先審視有關調查的抽樣方法、回應比率和問卷設計等，不能一概而論。如果資料不全，則只能姑妄言之、姑妄聽之。整體而論，職員或同學自評調查的缺陷，在於不同院校的成員對自己院校的要求不同，而該等不同，又可能建基於成員背景的不同，互為因果。舉例說，某校學生由於成績驕人而對自己學校要求甚高，其對自己學校的評價亦可能會相應偏低，反之亦如是。此外，如果院校成員因顧慮到調查結果會影響校譽而不從實回答，結果便會出現另類偏差。

A10: One have to first examine the survey's details, like the sampling method, response rate and questionnaire design, in order to comment on the survey, and therefore no simple conclusion could be drawn here. Overall speaking, it is possible that members from different institutions will have different demands on their own institutions, while those variations may be due to the different backgrounds of members. For example, students with excellent results from a certain university may have higher demands on their university, and therefore will tend to give less positive appraisal to it, and vice versa. Besides, if members from a university do not answer honestly as they worry the survey results will affect the university's reputation, there will be another kind of deviation. This is the shortcoming.

問 11：有評論認為我們的調查問卷中提及一些市民難以了解的項目，例如大學教職員的資歷、學術研究表現、校長的領導能力等，問卷設計是否出現問題？
Q11: Some comments suggesting that in our questionnaire, there are some items which are hard to be understood by the public, such as qualification of the universities' teaching staff, academic research performance and leadership abilities of Vice-Chancellors/Presidents/Principals. Are there problems with the design of the questionnaire?

答 11：這又是見仁見智的問題，適宜由獨立專業人士作出判斷。我們多年來採用的問卷，關鍵提問部份是要求被訪者「用 0-10 分形容你對 XXXX 的整體評價，0 分代表極差，10 分代表極佳，5 分代表一半半」，這是香港和西方慣用的尺度之一。在問題中提及的一些項目，例如大學教職員的資歷和學術研究表現、校長的領導能力和洞察力等，都是屬於協助被訪者全面思考的附加提示，既無誤導成份，亦沒有在實踐過程中碰到問題，反而可以沖淡院校的名牌效應。由於所有院校的提問完全相同，所以就算有所影響，亦屬公平。

A11: This is another subjective question which should be judged by independent professionals. For key questions in our previous questionnaires, respondents were asked to "use a scale of 0-10, with 0 representing the worst, 10 representing the best and 5 being half-half, to describe your overall assessment towards XXX". This is a frequently-used scale in Hong Kong and the Western countries. Items mentioned in the questions, such as qualification of the universities' teaching staff, academic research performance, leadership abilities and vision of Vice-Chancellors/Presidents/Principals, in fact were just hints to assist the respondents to give comprehensive thoughts to the questions, as well as diluting the "labeling effect" of the universities. Since the phrasing of questions was exactly the same for all institutions, it should be fair even though the respondents' answers were influenced.

問 12：為什麼不簡單要求市民說出他們心目中的最佳大學，而要用 0-10 分逐間評價？

Q12: Why don't we simply ask the respondents to name their perceived best university, but have to use a scale of 0-10 marks to rate each university?

答 12：採用分類分項評分法，而非相對排名法，其實有利分析個別院校自己的長處和缺點。雖然所用資源是單項提問的九培，但就沒有極化優劣之間的差距，是比較嚴謹的調查方法。舉例說，如果甲校的確比乙校略為優勝，但所有被訪者都只可二擇其一，則結果便會出現一面倒甲勝。如果被訪者可以分項評分，則結果可能是甲得 9 分，乙得 8 分，同屬優質，反之亦然。

A12: Absolute rating according to individual attributes, rather than relative ranking was used here, as the former is more conducive to profile analysis of relative strength and weaknesses for individual institutions. Although the amount of resources used is 9 times more than that of a single question, polarization of differences between the best and the worst can be avoided and thus, is a more carefully-designed research method. Take for an example, if University A is a bit better than University B and all respondents can only choose one from two, the former will win with a landslide majority. On the other hand, if respondents can rate according to individual attributes, A may obtain 9 marks and B may obtain 8 marks, and both can be considered as good.

問 13：調查中僱主部分的樣本只有 200 多個，結果是否具代表性？

Q13: In the employers' section of this survey, the sample size was only about 200. Are the results representative?

答 13：數據是否有足夠代表性其實取決於可接受的誤差水平，只要把數據的誤差率與結果同時列出便問題不大，讀者可以自行判斷數據的準確程度。在今年的調查中，有關部份的抽樣誤差，在 95%的置信水平下不多於+/-7 個百分比，已經足以判別很多答案的差異。至於贊助機構香港專業教育網(Education18.com)如何運用有關僱主部分的結果，則全由他們負責，與民研計劃無關。

A13: Whether the figures are representative enough in fact depend on the acceptable standard error margins. As long as we list all our findings together with their error margins, the general readers would be able to judge the accuracy of the figures on their own. In this year's survey, the standard error for this part was less than +/-7 percentage points at 95% confidence level, which was enough to differentiate many answers. As for the use of these findings collected from employers, it would be entirely up to "Education18.com" to deicide on its own, independent of POP.

問 14：關於大專院校排名的爭論屢有發生，我們可以如何集思廣益？

Q14: There are always controversies arising from the ranking of universities, how could we benefit by mutual discussion?

答 14：我們歡迎理性討論，但以金錢打賭作為招徠的意氣之爭，我們不願參與。我們從來沒有明示或暗示任何學者朋友聲援我們的觀點，但亦無懼任何學術範圍以外的壓力，包括訴諸輿論和行政干預的企圖。我們關心的，只是把我們負責的民意調查部份做到最好。任何人士如果能夠提出一套比較完善的排名機制，我們樂意提供意見和協助。

A14: We welcome rational discussion, but we are unwilling to participate in any emotional arguments flavoured with money-betting. We have never asked either explicitly and implicitly for support from academics and friends, but we are also not afraid of pressure unrelated to academic excellence, including any intention to resort to public pressure or administrative intervention. Our only concern is to do our best in the public opinion survey part that we are responsible for. Should anyone come up with a set of more well-designed ranking mechanism, we would be more than willing to provide comments and assistance.

問 15：《信報財經月刊》於 2007 年 5 月公布了一份名為「2007 年香港八大高校優勢評比」的調查報告。民研計劃有何評論？

Q15: *The Hong Kong Economic Journal Monthly* published a survey report called "Comparison of Advantages on the Eight Institutions of Higher Education in Hong Kong 2007" in its May 2007 issue. How is this survey compared with the ranking surveys conducted by POP?

答 15：《信報財經月刊》是繼 2003 年 10 月首次公布了八大高等院校的優勢評比調查報告後，於 2007 年 5 月再次公布「2007 年香港八大高校優勢評比」的調查報告。不同的是，2007 年的調查沒有作出綜合排序，而只有單項的優勢評比，與一般國內和國際傳媒進行的大學排名有所不同。民研計劃歡迎其他媒體或機構多作相關調查，集思廣益。

A15: After the publication of its first report in October 2003 on "Comparison of Advantages on the Eight Institutions of Higher Education in Hong Kong", the *Hong Kong Economic Journal Monthly* again published its second report on "Comparison of Advantages on the Eight Institutions of Higher Education in Hong Kong 2007" in its May 2007 issue. The difference is that the 2007 report does not give an overall ranking of the eight institutions, which is contrary to the general practice adopted by most international and Chinese Mainland media. We at POP welcome similar studies by other media or organizations, in order to develop our collective wisdom.

港人眼中的大專院校排名調查 2012
調查問卷

第 一 部 分　　　自 我 介 紹

喂，先生/小姐/太太你好，我姓＿＿＿＿＿，我係香港大學民意研究計劃既訪問員黎既，我地想訪問你對一 D 大專院校既意見，我地只會阻你幾分鐘時間。請你放心，你既電話號碼係經由我地既電腦隨機抽樣抽中既，而你提供既資料只會用作綜合分析，並且會絕對保密既。如果你對今次既訪問有任何疑問，你可以打 xxxx xxxx 同我地既督導員 xxx 聯絡，或者喺辦公時間致電 xxxx xxxx 向香港大學非臨床研究操守委員會查詢呢次既調查。為左保障數據既真確性，我地既訪問可能會被錄音，但只會用作品質管制用途，並會係短期內銷毀。

[S1]　　　請問可唔可以開始訪問呢?

可以
唔可以　(skip to end)

[S2]　　　請問你既電話號碼係唔係 xxxx xxxx?

係
唔係　(skip to end)

第 二 部 分　　　選 出 被 訪 者

[S3]　　　請問你屋企而家有幾多位 18 歲或以上既香港居民係度？因為我地要隨機抽樣，如果多過一位，請你叫即將生日果位黎聽電話。（訪問員可舉例說明：『即係有冇 6 月或未來三個月內生日既人係度？』)【如果戶中冇成年人，訪問告終；多謝合作，收線。】

有
冇　(訪問告終)
拒答　(訪問告終)

第 三 部 分   問 卷 部 分

調查開始前,訪問員必須讀出:『我地係一個立場絕對中立既研究小組,你回答問題時唔好因為我地屬於香港大學而影響你原本既意見,請你務須如實作答,否則就冇參考價值。』

[Q1]   首先,請你用 0-10 分形容你對香港每間大專院校的整體評價,0 分代表極差,5分代表一半半,10 分代表極佳。請你綜合有關學校既本地與國際聲譽及名氣、設備及校園環境、教職員資歷、學術研究表現、學生成績及品行質素、學習氣氛與課程多元化及認可度等等,然後作出評分。請問你會俾(十間大專院校輪流轉換次序)幾多分呢?
〔97 = 不認識該院校;98 = 唔知道／難講;99 = 拒答〕

中文大學   香港大學   理工大學
城市大學   浸會大學   嶺南大學
科技大學   教育學院   樹仁大學
公開大學

[Q2]   請你再用 0-10 分評價各院校校長既整體表現,0 分代表極差,5 分代表一半半,10 分代表極佳。請你綜合有關校長既本地及國際知名度、親民度、領導能力、洞察力、社會公信力及對外公共關係等等,然後作出評分。請問你會俾(十位大專院校校長輪流轉換次序)幾多分呢?
〔96 = 不認識該校長;97 = 不認識該院校;98 = 唔知道／難講;99 = 拒答〕

中文大學   沈祖堯教授   浸會大學   陳新滋教授
理工大學   唐偉章教授   教育學院   張炳良教授
香港大學   徐立之教授   城市大學   郭位教授
嶺南大學   陳玉樹教授   科技大學   陳繁昌教授
樹仁大學   鍾期榮博士   公開大學   梁智仁教授

[Q3]   請問你認為宜家香港既大學生最欠缺 d 乜野?【不讀答案,可選多項】

品德、誠實
中、英文及普通話能力
思考及解決問題能力
工作態度(例如:認真、熱誠、勤奮、有責任感、上進)
待人接物態度
社會／工作經驗
情緒控制
溝通技巧
學術能力、專業知識
電腦應用能力

自信
對社會的承擔
國際視野／遠見
創意
就業機會
理財能力
多方面知識
危機感／逆境處理能力
獨立／自主
理想／夢想
公民意識／教育
領導才能
其他 (請註明)
沒有欠缺任何野
唔知道／難講
拒答

[Q4]　　請問係你既工作範圍內，你有冇權聘請或者參與聘請僱員呢？包括聘請教師在內。

有
冇 (跳至 D1)
拒答 (跳至 D1)

[Q5]　　[只問有權聘請或者參與聘請僱員之被訪者] 如果要你選擇，你會比較喜歡邊間院校既畢業生呢？【不讀答案，只選一項】

中文大學
城市大學
科技大學
香港大學
浸會大學
教育學院
理工大學
嶺南大學
樹仁大學
公開大學
其他 (請註明)
其他海外大學
冇所謂　(跳至 D1)
唔會聘請大學畢業生 (跳至 D1)
唔知道／難講　(跳至 D1)
拒答 (跳至 D1)

[Q6]   [只問有權聘請或者參與聘請僱員及較喜歡某大學畢業生之被訪者] 點解你比較喜歡呢間院校既畢業生呢？【不讀答案，可選多項】

以往該院校的畢業生表現良好
人際關係良好
工作態度認真
有領導才能
勤奮、上進
語文能力佳
具有與工作相關的知識
對外聯繫廣 (例如: 大學與企業、公司或廠商連系多、畢業生多)
薪酬與能力相稱
舊生／校友
有名氣
其他(請註明)
沒有任何原因
唔知道／難講
拒答

第四部分　　個人資料

我想問你些少個人資料，方便分析。

[D1] 性別

男
女

[D2a] 年齡

（準確數字）
唔肯講

[D2b] 【只問不肯透露準確年齡被訪者】年齡 (範圍) [訪問員可讀出範圍]

18-20
21-29
30-39
40-49
50-59
60 或以上
唔肯講

[D3] 教育程度

小學或以下
中學
預科
專上非學位
專上學位
研究院或以上
拒答

[D4] 請問你住緊既單位係：

自置，定係
租住既呢？
拒答

[D5] 咁係咩類型既房屋呢？

公營租住房屋
房屋委員會補助出售單位
房屋協會補助出售單位
私人住宅單位
村屋：別墅／平房／新型村屋
村屋：簡單磚石蓋搭建築物／傳統村屋
員工宿舍
其他
拒答

[D6] 職業

經理及行政人員
專業人員
輔助專業人員
文員
服務工作及商店銷售人員
漁農業熟練工人
手工藝及有關人員
機台及機器操作員及裝配員
非技術工人
學生
家庭主婦
不能辨別

其他（包括失業、已退休、及其他非在職者）
拒答

[D7] [只問職業為專業人員及輔助專業人員者] 請問你係唔係教育界人士？

係－小學教職員（包括老師及校長）
係－中學教職員（包括老師及校長）
係－大專院校教職員
其他
唔係
拒答

[D8] 最後，請問你有冇子女仲讀緊書？

有
冇
拒答

> 多謝你接受訪問。如果你對呢個訪問有任何疑問，可以打熱線電話 *xxxx-xxxx* 同我地既督導員聯絡，或於辦公時間內致電 *xxxx-xxxx* 查詢今次訪問既真確性同埋核對我既身分。拜拜！

Opinion Survey on the Public Ranking of
Universities in Hong Kong 2012
Survey Questionnaire

Section I   Self Introduction

Self-introduction-- Good evening!   My name is X. I am an interviewer at the Public Opinion Programme of the University of Hong Kong.   We are conducting an opinion survey related to institutions of higher education. I would like to invite you to participate in an interview which will take only a few minutes.   I would like to stress that your telephone number was randomly selected by our computer and all information you provide will be kept strictly confidential and used for aggregate analysis only.   If you have any concerns, you can call xxxx xxxx to talk to our supervisor XXX, or the Human Research Ethics Committee for Non-Clinical Faculties of the University of Hong Kong at xxxx xxxx during office hours. For quality control purpose, our conversation may be recorded but will be destroyed shortly after the QC is done.

[S1]   Is it okay for us to start this survey?

Yes
No (skip to end)

[S2]   Is your phone number xxxx-xxxx?

Yes
No (skip to end)

Section II   Selection of Respondent

[S3]   How many members are there in your household aged 18 or above at this moment? Since we need to conduct random sampling, if there is more than one available, I would like to speak to the one who will have his / her birthday next. (Interviewer can illustrate with examples: "that means is there anyone who will have his / her birthday in June or the coming three months?") [If there is no household member aged 18 or above, terminate the interview.]

Yes
No (terminate)
Refuse to answer (terminate)

Section III	The Questionnaire

Before the survey starts, interviewers must read out, "We are an independent research team. You should simply report honestly what you feel regardless of the fact that we belong to the University of Hong Kong, otherwise, the information will be of no reference value."

[Q1]   Please use a scale of 0-10 to evaluate the overall performance of each institution of higher education taking its local and international reputation, facilities and campus environment, qualification of its teaching staff, academic research performance, conduct and quality of students as well as its learning atmosphere, diversification and level of recognition of the courses into consideration, with 0 representing the worst, 10 representing the best and 5 being half-half.   How would you rate (ten institutions in rotation)? [97 = Don't know the university; 98 = Don't know / hard to say; 99 = Refused to answer]

City University of Hong Kong (CityU)   Hong Kong Baptist University (HKBU)
Hong Kong Shue Yan University (HKSYU)   Lingnan University (LU)
The Chinese University of Hong Kong (CUHK)   The Hong Kong Institute of Education (HKIEd)
The Hong Kong Polytechnic University (PolyU)   The Hong Kong University of Science and
                                                                                   Technology (HKUST)
The University of Hong Kong (HKU)   The Open University of Hong Kong (OU)

[Q2] Please use a scale of 0-10 to evaluate the overall performance of Vice-Chancellor/President/Principal of each institution while taking his local and international reputation, approachability to the public, leadership, vision, social credibility and public relations into consideration, with 0 representing the worst, 10 representing the best and 5 being half-half.   How would you rate the Vice-Chancellors/Presidents/Principal of (ten Vice-Chancellors/Presidents/Principal in rotation)? [96 = Don't know the Vice-Chancellor/President; 97 = Don't know the university; 98 = Don't know / hard to say; 99 = Refused to answer]

CUHK – Prof Joseph J. Y. SUNG   HKIEd – Prof Anthony B.L. CHEUNG
HKBU – Prof Albert Sun-chi CHAN   HKUST – Prof Tony F. CHAN
HKSYU – Dr Chi-yung CHUNG   LU – Prof Yuk-shee CHAN
HKU – Prof Lap-chee TSUI   PolyU – Prof Timothy W. TONG
CityU – Prof Way KUO   OU – Prof John Chi-yan LEONG

[Q3]   What do you think are the qualities which most Hong Kong university students lack? (Do not read out the answers, multiple responses allowed)

Conduct, honesty
Proficiency in Chinese, English and Putonghua
Critical thinking and problem-solving ability
Work attitude (e.g. serious, enthusiastic, diligent, responsible, motivated)
Social/interpersonal skills
Social/work experience

Emotion stability
Communication skills
Academic and professional knowledge
Computer proficiency
Self-confidence
Commitment to society
Global prospect / foresight
Creativity
Job opportunity
Financial management
All-roundness
Alertness to risk / handling adverse conditions
Independence
Self-expectations / dreams
Civil awareness
Leadership skills
Others (please specify)
Not lack of anything
Don't know / hard to say
Refused to answer

[Q4]   Under your job specifications, are you involved, in any way, in the recruitment process of new staff, including teachers?

Yes
No (Skip to D1)
Refused to answer (Skip to D1)

[Q5]   [Only for those who are involved in the recruitment process of new staff] If you looked for a new employee, which institution's graduates would you prefer most? (Do not read out the answers, single response only)

City University of Hong Kong
Hong Kong Baptist University
Hong Kong Shue Yan University
Lingnan University
The Chinese University of Hong Kong
The Hong Kong Institute of Education
The Hong Kong Polytechnic University
The Hong Kong University of Science and Technology
The University of Hong Kong
The Open University of Hong Kong
Others (please specify)
Other overseas universities
No preference (Skip to D1)
Won't employ university graduates (Skip to D1)
Don't know / hard to say (Skip to D1)
Refused to answer (Skip to D1)

[Q6]   [Only for those who are involved in the recruitment process <u>and have preference over</u> <u>a specific university's graduates</u>] Why would you prefer the graduates of the chosen institution? (Do not read out the answers, multiple responses allowed)

Good performance of previous graduates
Good social relationship
Good work attitude
Good leadership
Diligent, motivated
Good language ability
Good knowledge in job-related areas
Good connection with outside (e.g., a university's extensive connection with enterprises, companies, or industrial firms; large number of graduates)
Salary matches ability
Alumni
Reputation
Others (please specify)
No specific reasons
Don't know / hard to say
Refused to answer

Section IV   Personal Particulars

Interviewer: I'd like to know some of your personal particulars in order to facilitate our analysis.

[D1] Gender

Male
Female

[D2a] Age

(exact number)
Refused to answer

[D2b] 【Only for respondents who refuse to tell the exact age】Age (Range) [Interviewers can read out the age range]

18-20
21-29
30-39
40-49
50-59
60 or above
Refused to answer

[D3] Education Attainment

Primary or below
Secondary
Matriculated
Tertiary, non-degree course
Tertiary, degree course
Postgraduate or above
Refused to answer

[D4] The type of ownership of your house is:

Self-purchased, or
Rent?
Refused to answer

[D5] House type

Public housing estate
Housing Authority subsidized sale flats
Housing Society subsidized sale flats
Private housing
Village: villas / bungalows / modern village houses
Village: simple stone structures / traditional village houses
Staff quarters
Others
Refused to answer

[D6] Occupation

Managers and administrators
Professionals
Associate professionals
Clerks
Service workers and shop sales workers
Skilled agricultural and fishery workers
Craft and related workers
Plant and machine operators and assemblers
Non-skilled workers
Students
Housewives
Unclassified
Others (unemployed, retired, etc.)
Refused to answer

[D7]   [Only for those who are professionals or associate professionals] Are you working in the academy?

Yes-Teaching staff of primary school (including teachers and principal)
Yes-Teaching staff of secondary school (including teachers and principal)
Yes-Teaching staff of university
Others
No
Refused to answer

[D8] Lastly, do you have any children who are still studying in schools?

Yes
No
Refused to answer

Thank you for your time. If you have any questions regarding this interview, you can contact our supervisor at xxxx-xxxx or call xxxx-xxxx during office hours to verify this interview's authenticity and confirm my identity. Bye bye.

新聞通告

有關「港人眼中的大專院校排名調查 2012」的注意事項

1. 是次調查的詳細報告可在香港大學民意網站查閱，網址為：
   http://hkupop.hku.hk

2. 作為一項意見調查，是次調查的結果只能反映一般香港市民對本地各大專院校的主觀評價，並非對該等院校的客觀評審，或專業推介。

3. 是次調查主要採用分類分項評分法，而非相對排名法，有利分析個別院校的長處和缺點。讀者不宜過份集中比較院校之間的排名。

4. 研究機構——即民意研究計劃——明白到本身乃香港大學的一部份，屬於被評價的院校之一。為了確保被訪者不受此因素影響評分，訪員在訪問的引言中便強調民意研究計劃是中立的研究組織，被訪者切勿因為民意研究計劃屬於香港大學而影響其本意，並務須如實作答，否則調查結果便沒有參考價值。

5. 此外，為了避免因提問次序而引起的偏差，每條評分問題中十間院校的提問次序皆以隨機方法輪流轉換。

6. 研究機構認為是次調查已做到客觀、科學、和非常公正。研究機構已將調查的方法和數據全面公開，歡迎賜教，亦歡迎任何機構以同樣方法重覆驗正。

FOR DISTRIBUTION TO THE PRESS

Points to Note Regarding the Opinion Survey on the Public Ranking of Universities in Hong Kong 2012

1. The full report of this survey can be browsed at the HKU POP SITE, address being http://hkupop.hku.hk

2. As an opinion survey, the findings of this survey are meant to reflect the perception of the general public of various tertiary institutions in Hong Kong. They are neither results of objective appraisals nor professional assessments.

3. This survey has mainly adopted the method of absolute rating according to individual attributes, rather than relative ranking. It is more conducive to profile analysis of relative strength and weaknesses for individual institutions. Readers should not over-emphasize the relative ranking of different institutions.

4. The researcher is aware POP itself is part of The University of Hong Kong, which is one of the institutions rated by respondents. In order to eliminate any possible bias due to social desirability effect, all respondents were specifically told at the beginning of the interview that POP was an independent research body, and that they should simply report what they honestly felt, otherwise the result would not be meaningful.

5. In order to eliminate any possible bias due to the ordering of answers, the sequence of prompting the respondents with the name of the ten institutions was randomly rotated across all rating questions.

6. The researcher believes that this survey has been conducted fairly, objectively, and scientifically. The research instrument and survey findings are fully open for public scrutiny. We welcome open comments and validation study by other research bodies.