

**THE UNIVERSITY OF HONG KONG
PUBLIC OPINION PROGRAMME (POP)**

*Opinion Survey on School Principals' Ranking of Universities
in Hong Kong 2016*

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



SURVEY REPORT

Compiled by
Chung Ting-yiu Robert, Pang Ka-lai Karie,
Lee Wai-kin Frank and Chan Wai-man Joyce

27 June 2016

Copyright of this report is held jointly by Media Education Info-Tech Co. Ltd and Public Opinion Programme, The University of Hong Kong. Everything in this publication is the work of individual researchers, and does not represent the stand of The University of Hong Kong. Dr Robert Chung is fully responsible for the work of the POP.

1. Research Background

- 1.1 In parallel with the "Public Ranking" telephone survey, POP was commissioned by Media Education Info-Tech Co. Ltd for the ninth time to conduct this local school principal survey which aimed to study their perception towards the institutions of higher education in Hong Kong.
- 1.2 POP was responsible for designing the questionnaire, inputting and processing the data while Media Education Info-Tech Co. Ltd was responsible for all other survey logistics such as obtaining the contact list of schools from the database of Education Bureau (i.e. 451 valid addresses), printing and mailing out the questionnaires, following up with chasers, as well as collecting the returned questionnaires. A total of 7 key questions were asked in this year's questionnaire, which is attached in Annex A.
- 1.3 POP was not involved nor consulted on how to make use of the findings from this principal survey to compile the overall rankings of local universities. This was the sole responsibility of Media Education Info-Tech Co. Ltd who would usually take a handful of other elements into consideration.

2. Research Design

- 2.1 The target population of this survey was defined as the principals of all local secondary schools excluding the international schools. No sampling was required.
- 2.2 This study was conducted by self-administered paper questionnaire, returned by the principals via mail or fax. The data collection period started from 17 May and ended on 10 June, 2016. A total of 79 questionnaires were received via fax and were considered valid. The response rate of this survey was 17.5%, with a standard error of sampling of no more than 5.1%, had it been a representative survey (Table 1).

Table 1. Contact information of the survey

Successful Cases	Distributed Questionnaires	Response rate*	Standard Error**
79	451	17.5%	5.1%

* Response rate is calculated as the number of successful cases divided by the number of distributed questionnaires.

** Calculated as if these are random sample surveys.

3. Research Findings

3.1 The questionnaire comprised 7 key questions. First of all, all respondents were asked to evaluate each of the 10 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 indicated that, in terms of principals' perception, HKU received the highest mean score of 8.09, rated by 78 principals, CUHK came second with an average score of 8.03, whereas HKUST ranked third with a mean score of 7.87. For other universities' performance scores, please refer to Table 2 below.

Table 2. Overall Performance of Each Institution

[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	8.09	0.19	78	98.7%
CUHK	8.03	0.17	78	98.7%
HKUST	7.87	0.17	77	97.5%
PolyU	6.82	0.13	77	97.5%
CityU	6.55	0.12	77	97.5%
HKBU	6.36	0.14	76	96.2%
EdUHK ^[1]	6.21	0.15	75	94.9%
LU	5.42	0.19	72	91.1%
HKSYU	5.28	0.18	71	89.9%
OUHK	5.14	0.19	73	92.4%

[1] On 27 May 2016, HKIEd was formally renamed The Education University of Hong Kong (EdUHK).

Table 3. Time-series Figures for Overall Performance of Each Institution 2008-2016

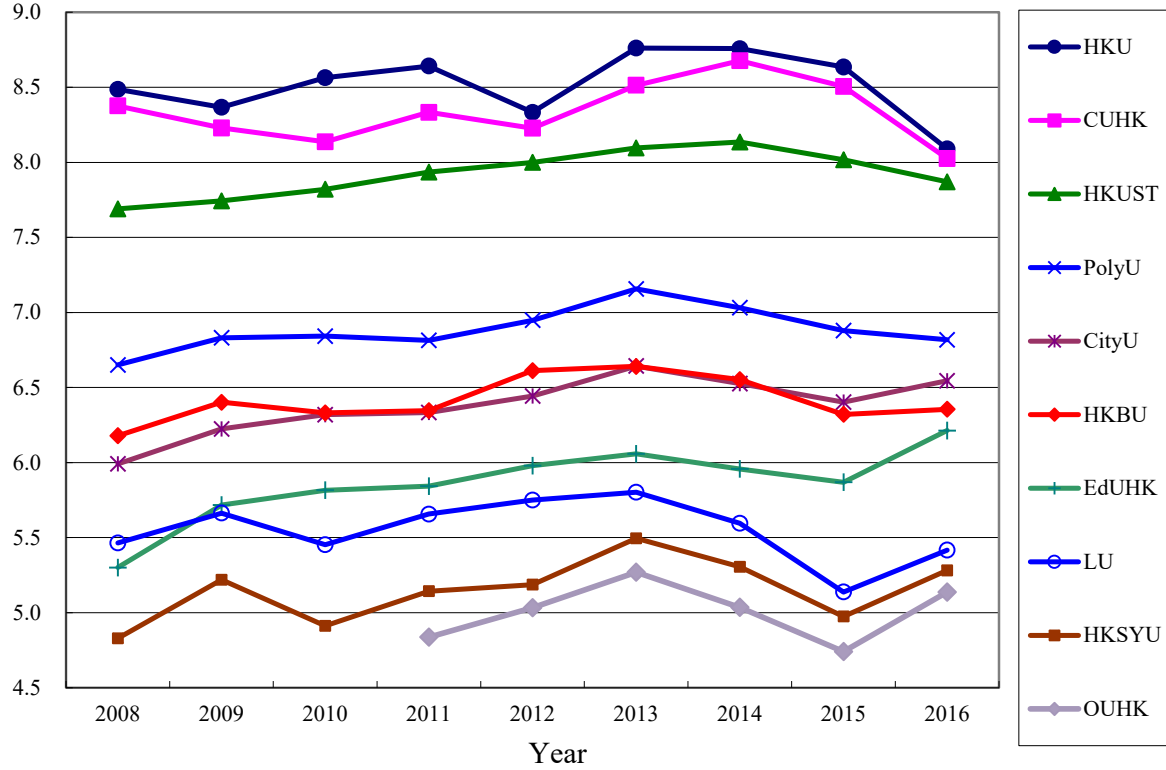
	2008 Survey		2009 Survey		2010 Survey		2011 Survey		2012 Survey	
	Average	Standard error	Average	Standard error	Average	Standard error	Average	Standard error	Average	Standard error
1. HKU	8.49	0.14	8.37	0.14	8.56	0.12	8.64	0.15	8.33	0.18
2. CUHK	8.38	0.13	8.23	0.13	8.14	0.11	8.33	0.15	8.23	0.15
3. HKUST	7.69	0.11	7.74	0.11	7.82	0.11	7.94	0.15	8.00	0.15
4. PolyU	6.65	0.09	6.83	0.09	6.84	0.10	6.81	0.10	6.95	0.11
5. CityU	5.99	0.09	6.22	0.09	6.32	0.09	6.33	0.11	6.44	0.11
6. HKBU	6.18	0.10	6.40	0.09	6.33	0.10	6.35	0.10	6.61	0.09
7. EdUHK ^[2]	5.30	0.13	5.72	0.13	5.82	0.13	5.84	0.13	5.98	0.13
8. LU	5.46	0.12	5.66	0.12	5.45	0.12	5.66	0.13	5.75	0.12
9. HKSJU	4.83	0.14	5.22	0.15	4.91	0.16	5.14	0.16	5.19	0.15
10. OUHK ^[3]	--	--	--	--	--	--	4.84	0.17	5.03	0.19
	2013 Survey		2014 Survey		2015 Survey		2016 Survey			
	Average	Standard error	Average	Standard error	Average	Standard error	Average	Standard error	No. of raters	Recognition
1. HKU	8.76	0.14	8.76	0.16	8.64	0.12	8.09	0.19	78	98.7%
2. CUHK	8.51	0.13	8.68	0.12	8.51	0.11	8.03	0.17	78	98.7%
3. HKUST	8.10	0.11	8.14	0.13	8.02	0.10	7.87	0.17	77	97.5%
4. PolyU	7.16	0.10	7.03	0.10	6.88	0.11	6.82	0.13	77	97.5%
5. CityU	6.64	0.10	6.53	0.11	6.40	0.11	6.55	0.12	77	97.5%
6. HKBU	6.64	0.09	6.55	0.11	6.32	0.11	6.36	0.14	76	96.2%
7. EdUHK ^[2]	6.06	0.11	5.96	0.13	5.87	0.13	6.21	0.15	75	94.9%
8. LU	5.80	0.12	5.60	0.13	5.14	0.14	5.42	0.19	72	91.1%
9. HKSJU	5.49	0.14	5.31	0.16	4.97	0.14	5.28	0.18	71	89.9%
10. OUHK ^[3]	5.27	0.14	5.04	0.16	4.74	0.14	5.14	0.19	73	92.4%

[2] On 27 May 2016, HKIEd was formally renamed The Education University of Hong Kong (EdUHK). Therefore, in this survey, "HKIEd" was used during the survey period of 12 to 26 May while "EdUHK" was used on 27 May.

[3] Newly added in 2011.

Chart 1 - Overall Performance Ratings of Institutions, 2008-2016

Rating (0-10)



3.2 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 J.Y. Sung of CUHK topped the list with an average score of 8.35 rated by 77 respondents. Professor Tony F. Chan of HKUST and Professor Peter MATHIESON of HKU came second and third, with mean scores of 7.51 each as rated by 69 and 75 respondents respectively (Table 4).

Table 4. Overall Performance of Each Vice-Chancellor / President / Principal

[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 following Vice-Chancellors / Presidents / Principal? ^[4]

	Average	Standard error	No of raters	Recognition
CUHK – Prof. Joseph J.Y. SUNG	8.35	0.18	77	97.5%
HKUST – Prof. Tony F. CHAN	7.51 ^[5]	0.17	69	87.3%
HKU – Prof. Peter MATHIESON	7.51 ^[5]	0.19	75	94.9%
EdUHK – Prof. Stephen Y.L. CHEUNG	7.10	0.15	72	91.1%
PolyU – Prof. Timothy W. TONG	6.94	0.12	65	82.3%
CityU – Prof. Way KUO	6.82	0.13	68	86.1%
HKBU – Prof. Roland T. CHIN	6.49	0.19	61	77.2%
OUHK – Prof. Yuk-shan WONG	6.43	0.14	63	79.7%
LU – Prof. Leonard K. CHENG	5.91	0.20	64	81.0%

[4] The position of Principal for HKSYU was vacant during the survey period, so the respective question was dropped in 2014, 2015 and 2016.

[5] In four decimal places, the rating of Professor Tony F. Chan of HKUST and Professor Peter MATHIESON of HKU are 7.5072 and 7.5067.

3.3 The next question asked the respondents' opinion on the qualities which most Hong Kong university students lack of. Results showed that “global prospect / foresight” was most commonly cited, as chosen by 62% of respondents. The next tier included “work attitude”, “social / interpersonal skills”, “emotion stability”, “commitment to society” and “critical thinking and problem-solving ability”, accounting for 59%, 54%, 49%, 43% and 41% of respondents correspondingly (Tables 5 & 6).

Table 5. Perceived Deficiencies among the University Students in Hong Kong

[Q3] What do you think are the qualities which most Hong Kong university students lack of? You may check as many choices as you like.			
	Frequency	% of total responses (Base = 399 responses from 79 respondents)	% of total sample (Base = 79)
Global prospect / foresight	49	12.3%	62.0%
Work attitude	47	11.8%	59.5%
Social / interpersonal skills	43	10.8%	54.4%
Emotion stability	39	9.8%	49.4%
Commitment to society	34	8.5%	43.0%
Critical thinking and problem-solving ability	32	8.0%	40.5%
Conduct, honesty	30	7.5%	38.0%
Proficiency in Chinese, English and Putonghua	24	6.0%	30.4%
Communication skills	24	6.0%	30.4%
Creativity	17	4.3%	21.5%
Social / work experience	15	3.8%	19.0%
Job opportunity	13	3.3%	16.5%
Financial management	11	2.8%	13.9%
Academic and professional knowledge	9	2.3%	11.4%
Self-confidence	5	1.3%	6.3%
Others (see Table 5)	6	1.5%	7.6%
Not lack of anything	--	--	--
Don't know	1	0.3%	1.3%
Total	399	100.0%	
Base	79		
Missing case(s)	0		

Table 6. Q3 (Other answers in exact wordings)

1.	宏觀思想、整體概念
2.	對其他意見的包容
3.	對國家民族的認識和承擔
4.	對國家的熱誠
5.	對祖國的認識和認同
6.	應變能力、抗逆能力、捱得苦的態度及堅持

3.4 Question 4 asked the principals the impact of the current secondary school curriculum on enhancing students' civic awareness. Results revealed that 30% of the principals thought the impact was useful, 39% thought it "half-half" and 29% thought the impact was useless (Table 7).

Table 7. The impact of the current secondary school curriculum on enhancing students' civic awareness

[Q4] How useful do you think is the impact of the current secondary school curriculum on enhancing students' civic awareness? [one answer allowed]		Frequency		% of valid respondents (Base = 79)	
Very useful	}Useful	2	}24	2.5%	}30.4%
Quite useful		22		27.8%	
Half-half		31		39.2%	
Quite useless	}Useless	14	}23	17.7%	}29.1%
Very useless		9		11.4%	
Don't know		1		1.3%	
Total		79		100.0%	
Base		79			
Missing case(s)		0			

3.5 Question 8 is newly added this year and asked school principals whether they thought the existence of the "Territory-wide System Assessment" (TSA) is valuable or not. Results revealed that 49% of the principals thought the existence value of TSA was high, 31% thought it "half-half", and 19% thought it low (Table 8).

Table 8. Opinion on the existence value of the "Territory-wide System Assessment" (TSA)

[Q5] How high or low do you think is the existence value of the "Territory-wide System Assessment" (TSA)? [one answer allowed]		Frequency		% of valid respondents (Base = 78)	
Very high	} High	4	}38	5.1%	}48.7%
Quite high		34		43.6%	
Half-half		24		30.8%	
Quite low	} Low	8	}15	10.3%	}19.2%
Very low		7		9.0%	
Don't know		1		1.3%	
Total		78		100.0%	
Base		79			
Missing case(s)		1			

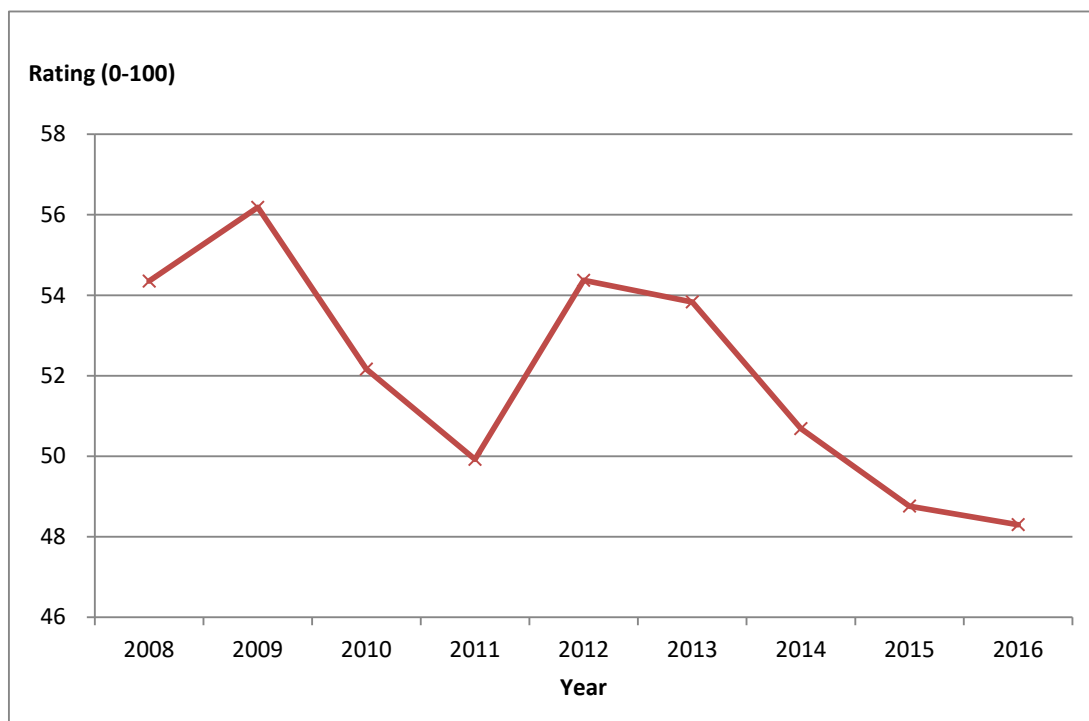
3.6 Next, respondents were asked to rate how confident they were in the Hong Kong education system led by the Education Bureau using a scale of 0 to 100 marks, in which higher marks indicated a higher level of confidence. Results showed that 77 valid respondents gave a mean score of 48.3 marks, which was subject to a standard error of 2.28 marks (Table 9 & 10).

Table 9. Confidence in the Hong Kong education system

[Q6] Overall speaking, how confident are you in the education system led by the Education Bureau? Please rate your confidence in 0 to 100 marks, 0 represents not confident at all, 50 represents half-half and 100 represents very confident.		
	Frequency	% of valid respondents (Base = 79)
0 – 9	3	3.8%
10 – 19	1	1.3%
20 – 29	5	6.3%
30 – 39	12	15.2%
40 – 49	13	16.5%
50	11	13.9%
51 – 59	--	--
60 – 69	19	24.1%
70 – 79	6	7.6%
80 – 89	7	8.9%
90 – 100	--	--
Don't know	2	2.5%
Total	79	100.0%
Missing case(s)	0	
Mean	48.3	
Median	50.0	
Standard error of mean	2.28	
Valid base	77	

Table 10. Time-series Figures for Confidence in the Hong Kong education system 2008-2016

	2008	2009	2010	2011	2012	2013	2014	2015	2016
Mean	54.4	56.2	52.2	49.9	54.4	53.8	50.7	48.8	48.3
Median	55.0	60.0	50.0	50.0	55.0	50.0	50.0	50.0	50.0
Standard error of mean	1.69	1.58	1.75	1.81	1.60	1.80	1.95	1.96	2.28
Valid base	111	109	114	104	95	102	89	84	77

Chart 2- Confidence in the Hong Kong education system, 2008-2016

3.7 The last question was in open-end format that served to probe for respondents' in-depth opinions regarding the subject matter and/or the survey. Please refer to Table 11 below for the submissions received.

Table 11. Opinions / Suggestions from School Principals (in exact wordings)

<p>[Q7] Is there any other opinion you would like to bring to the attention of the researchers? [open-end question]</p> <ol style="list-style-type: none"> 1. The HR system in primary and secondary schools needs a major overhaul. At present, the under-performed teachers in schools, especially those in the aided schools, are very hard to be disciplined or dismissed. This significantly brings down the quality of education at school. The EDB has never faced it and dealt with it! 2. Very disappointed to the Education policy in HKSAR EDB. Always stubborn to opinions! 3. Q4、Q5 及 Q6 與大專院校排名無關 4. 中學十年課改，帶來中學生價值失落十年，特別在於家國觀念的崩潰，影響深遠！ 5. 問卷內容過於簡短及量少，令人質疑數條問題能否達到與研究主題相符的效果。 6. 大學生應多學習，從前人或長輩中獲取經驗，不要自以為是，少搞政治！香港大學的學生更需注意，勿讓香港沉淪。 7. 大部分官員不熟識教育，未能定立合適的教育政策，外行領導內行。 8. 投放更多資源在教育方面，尤其是在弱勢社群及學校，讓老師有穩定的工作環境而學生亦有穩定的學習環境。 9. 整體教育系統缺乏道德、教育及藝術情操訓練 10. 減少大學學位，但增加對學位的資助。另外增加青年的職業培訓學校。 11. 補充 Q4：初中課程的「公共事務」和政府架構和權利與義務等內容嚴重缺乏！

中學校長眼中的大專院校排名意見調查2016
Opinion Survey for Secondary School Principals on the
Ranking of Universities in Hong Kong 2016

Annex A
Questionnaire

註：請在適當位置加入“✓”號或填寫答案。

Remark: please put a “✓” inside the or fill in your answers directly as appropriate.

Q1. 請你以 0-10 分評價你對以下各間大專院校的整體表現，當中 **0 分代表極差**，**5 分代表一般**，**10 分代表極佳**。請你綜合有關院校的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，然後作出整體評分。

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?

大專院校 (按英文字母順序排列) Institutions (in alphabetical order)		評分 (0-10 分) Rating (0-10 marks)	不知道/難講 Don't know
香港城市大學	City University of Hong Kong (CityU)	_____	<input type="checkbox"/>
香港浸會大學	Hong Kong Baptist University (HKBU)	_____	<input type="checkbox"/>
香港樹仁大學	Hong Kong Shue Yan University (HKSYU)	_____	<input type="checkbox"/>
嶺南大學	Lingnan University (LU)	_____	<input type="checkbox"/>
香港中文大學	The Chinese University of Hong Kong (CUHK)	_____	<input type="checkbox"/>
香港教育學院	The Hong Kong Institute of Education (HKIEd)	_____	<input type="checkbox"/>
香港理工大學	The Hong Kong Polytechnic University (PolyU)	_____	<input type="checkbox"/>
香港科技大學	The Hong Kong University of Science and Technology (HKUST)	_____	<input type="checkbox"/>
香港公開大學	The Open University of Hong Kong (OUHK)	_____	<input type="checkbox"/>
香港大學	The University of Hong Kong (HKU)	_____	<input type="checkbox"/>

Q2. 請你再以 0-10 分評價各院校校長的整體表現，當中 **0 分代表極差**，**5 分代表一般**，**10 分代表極佳**。請你綜合有關校長的本地及國際知名度、親民度、領導能力、洞察力、社會公信力及對外公共關係等等，然後作出整體評分。

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?

校長 (依照上題次序) Vice-Chancellor / President (in same order as in Q1)		評分 (0-10 分) Rating (0-10 marks)	不知道/難講 Don't know
香港城市大學	郭位教授 CityU – Prof. Way KUO	_____	<input type="checkbox"/>
香港浸會大學	錢大康教授 HKBU – Prof. Roland T. Chin	_____	<input type="checkbox"/>
香港樹仁大學	[懸空] HKSYU – [vacant]		
嶺南大學	鄭國漢教授 LU – Prof. Leonard K. CHENG	_____	<input type="checkbox"/>
香港中文大學	沈祖堯教授 CUHK – Prof. Joseph J.Y. SUNG	_____	<input type="checkbox"/>
香港教育學院	張仁良教授 HKIEd – Prof. Stephen Y.L. CHEUNG	_____	<input type="checkbox"/>
香港理工大學	唐偉章教授 PolyU – Prof. Timothy W. TONG	_____	<input type="checkbox"/>
香港科技大學	陳繁昌教授 HKUST – Prof. Tony F. CHAN	_____	<input type="checkbox"/>
香港公開大學	黃玉山教授 OUHK – Prof. Yuk-shan WONG	_____	<input type="checkbox"/>
香港大學	馬斐森教授 HKU – Prof. Peter MATHIESON	_____	<input type="checkbox"/>

Q3. 你認為現時香港的大學生最欠缺些什麼？【可選多項】

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

<input type="checkbox"/> 品德、誠實 Conduct, honesty	<input type="checkbox"/> 社會／工作經驗 Social / work experience	<input type="checkbox"/> 自信 Self-confidence
<input type="checkbox"/> 中、英文及普通話能力 Proficiency in Chinese, English and Putonghua	<input type="checkbox"/> 思考及解決問題能力 Critical thinking and problem-solving ability	<input type="checkbox"/> 學術能力、專業知識 Academic and professional knowledge
<input type="checkbox"/> 情緒控制 Emotion stability	<input type="checkbox"/> 溝通技巧 Communication skills	<input type="checkbox"/> 國際視野／遠見 Global prospect / foresight
<input type="checkbox"/> 工作態度 Work attitude	<input type="checkbox"/> 對社會的承擔 Commitment to society	<input type="checkbox"/> 創意 Creativity
<input type="checkbox"/> 待人接物態度 Social / interpersonal skills	<input type="checkbox"/> 電腦應用能力 Computer proficiency	<input type="checkbox"/> 就業機會 Job opportunity
<input type="checkbox"/> 理財能力 Financial management	<input type="checkbox"/> 沒有欠缺什麼 Not lack of anything	<input type="checkbox"/> 不知道／難講 Don't know
<input type="checkbox"/> 其他 (請註明) Others (please specify):		

Q4. 你認為現時中學的課程內容對提升學生公民意識的幫助有幾大或者幾小？【只選一項】

How useful do you think is the impact of the current secondary school curriculum on enhancing students' civic awareness? [one answer allowed]

<input type="checkbox"/> 幫助很大 Very useful	<input type="checkbox"/> 幫助頗大 Quite useful	<input type="checkbox"/> 不大不小 Half-half	<input type="checkbox"/> 幫助頗小 Quite useless	<input type="checkbox"/> 幫助很小 Very useless	<input type="checkbox"/> 不知道／難講 Don't know
--	---	--	--	---	---

Q5. 你認為「全港性系統評估」的存在價值有幾高或者幾低？【只選一項】

How high or low do you think is the existence value of the "Territory-wide System Assessment" (TSA)? [one answer allowed]

<input type="checkbox"/> 價值很高 Very high	<input type="checkbox"/> 價值頗高 Quite high	<input type="checkbox"/> 不高不低 Half-half	<input type="checkbox"/> 價值頗低 Quite low	<input type="checkbox"/> 價值很低 Very low	<input type="checkbox"/> 不知道／難講 Don't know
--	---	--	--	---	---

Q6. 整體來說，你對現時由教育局領導下的香港教育制度有沒有信心？請以 0 至 100 分表示，0 分代表完全無信心，50 分代表一半半，100 分代表非常有信心。

Overall speaking, how confident are you in the education system led by the Education Bureau? Please rate your confidence in 0 to 100 marks, 0 represents not confident at all, 50 represents half-half and 100 represents very confident.

評分 Rating (0-100): _____	<input type="checkbox"/> 不知道／難講 Don't know
--------------------------	--

Q7. 其他意見 Other opinions

問卷完，多謝合作！ Thank you for completing the questionnaire.