

# ANALYSIS

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This chapter examines the aggregated data set obtained from a questionnaire survey conducted during the field research. Responses to individual questions will be examined separately. The primary objective is to describe basic characteristics of the respondents as a whole rather than to test specific theoretical hypotheses.

Responses to each question are presented in the form of cross-tabulations of the following basic data:

- (1) respondent category
- (2) region of residence of respondent
- (3) respondent's home region

Because of finite limits to the report it is impossible for us to comment on all the results. Thus, only the part of the cross-tabulations that was thought to be of particular interest is examined in detail here, although all results are shown in the appendix in the form of cross-tables.

### A. RESPONDENT CATEGORY, REGION OF RESIDENCE, AND HOME REGION

The item "Respondent Category" is divided into seven types:

- (1) students of USP Suva campus
- (2) students of USP Extension Programme
- (3) students of the higher educational system of an industrialized country
- (4) graduates of USP Suva campus
- (5) graduates of USP Extension Programme
- (6) graduates of the higher educational system of an industrialized country
- (7) those who can be cross-classified among the above six types.

As shown in the bottom line of Table 1, the number of respondents included in each type ranges from fifteen to thirty-nine.

The item "Region of Residence" literally means the region where a respondent was living at the time when he or she was asked to fill out a questionnaire sheet, whereas the item "Home Region" is the one to which a respondent belongs as a citizen. Thus, for each respondent, responses in these two categories are not necessarily identical. Responses to the two items were recorded in terms of nation, but for aggregating responses they were recorded in terms of five "regions" of the Pacific Basin.

A cross-tabulation of respondents by two items of investigation: "Region of Residence" and "Respondent Category," revealed the following (tabulated in Table 1):

Among those who lived in Fiji at the time of the survey, a predominant portion of respondents (73.5%) were students of the USP Suva campus, whereas only 14.7 % of them were students of

the Extension Programme.

In the case of Polynesian residents, students of the USP Extension Programme and those who belonged to two or more respondent categories were the two largest groups (together they totalled 31.5% of Polynesian residents). They were followed (at the time of the survey) by graduates of the USP Extension Programme (20.4%).

In the case of Micronesian residents, the largest group was composed of USP Extension students, followed by a small number of graduates of the USP Suva campus as well as those who belonged to two or more respondent categories. Melanesian residents included six to eight students of the USP Extension Programme, graduates of the USP Suva campus, and those belonging to more than one respondent category. In the case of those who were living in industrialized countries, sixty-five percent were found to be students of colleges and universities in these countries. Also included in this group were thirteen graduates of higher educational institutions in those countries.

A cross-tabulation of responses by "Home Region" and "Respondent Category" is shown in Table 2.

In the case of respondents originally from Fiji, two student groups--students studying in industrialized countries and students of USP Suva campus--accounted for nearly two-thirds (37.1% and 28.6%, respectively). In the case of respondents originally from Polynesia, respondents tended to be distributed over various respondent categories more evenly than was the case in other regional groups.

In the case of respondents originally from Micronesia, students of USP Extension Programme formed the largest respondent category of all (29.4%). Although those respondents who were originally from Melanesia were composed of various respondent categories, there were only a few graduates of the USP Extension Programme and colleges and universities in industrialized countries (only one and two persons, respectively). Only ten respondents were originally from industrialized countries. This rather exceptional group included four respondents who belonged to two or more respondent categories.

Except for those students who are studying abroad, a respondent's "Home Region" agrees with his or her "Region of Residence" in most cases (see Table 3). In Table 3, rows stand for "Home Region" and columns for "Region of Residence." Thus, for instance, the first column shows numbers of Fiji residents who are originally from various regions, including Fiji. As shown in Table 3, of the thirty-four Fiji residents fifteen are originally from other regions. Among these fifteen respondents, nine of them are originally from Polynesia (Fiji is regarded as an independent region in this chapter).

As shown in the fifth column of Table 3, those respondents who are living in industrialized countries--which include the United States, New Zealand and Australia--consist of people from various regions. The largest segment of respondents among them are those from Polynesia (twenty-eight out of sixty persons), followed by Fijians (fifteen persons). Table 3, which could be regarded as a sort of matrix presenting people's movements among several regions, indicates that

major movements are those from various regions to Fiji and also those from various regions to the industrialized countries. Other types of movements are negligible in number.

## B. SEX

The proportions of male and female among all the respondents were 56.6% and 43.5% respectively. When examined in terms of "Respondent Category," the proportion of females is somewhat smaller in such categories as students as well as graduates of USP Suva campus (see Table 4). When examined in terms of "Region of Residence," the proportion of females was smaller in Micronesia and Melanesia, whereas it was somewhat larger in industrialized countries (see Table 5). Similarly, an examination in terms of "Home Region" shows that the proportion of females is lower in two regions, Micronesia and Melanesia, than in other regions (see Table 6).

## C. AGE

Quite understandably, those who are enrolled in educational institutions as full time students or those who are taking a few courses at such institutions tend to be younger than those who had graduated from such institutions or had taken courses some years ago (see Table 7). For instance, students of USP Suva campus are predominantly in their twenties. So are the students studying in industrialized countries. In contrast, those students who are enrolled in the USP Extension Programme range from their early twenties to early thirties.

A cross-tabulation of respondents' ages by the second variable "Region of Residence" shows that around two-thirds of "Fiji residents" are in their early twenties and about one-third of "Polynesian residents" are in their early thirties, respectively presenting a peak age in these ranges (see Table 8). Appearances of such peak ages are due to the nature of the samples. For instance, our Fiji sample included many young USP students, and our Polynesian sample included many USP Extension students who were in their late twenties and early thirties. The Micronesian and Melanesian sample ranges from early twenties through late thirties without showing a particular peak age.

A cross-tabulation of respondents' ages by the second variable "Home Region" brought a result basically similar to the above-described cross-tabulation by "Region of Residence" (see Table 9).

## D. DEGREE, DIPLOMA, AND CERTIFICATE

Respondents' degree objectives were assessed in terms of three types of academic titles they expected to obtain or had obtained. Respondents were requested to select one of three academic titles: degree, certificate, and diploma. Since some respondents selected more than one option, the number of total responses was larger than the number of respondents (percentage figures to be reported hereafter are based on the total number of respondents, however).

Of all respondents, nearly two-thirds of them selected "Degree"(64.2%) compared with the other two options, "Certificate"(19.2%) and "Diploma"(16.2%). A cross-tabulation of responses in terms of "Respondent Category" and "Degree Objective" shows that the proportion of

degree-oriented students is higher among those studying in industrialized countries(94.9%) and also among USP Suva campus students(88%) than in other respondent categories (see Table 10). Conversely, those who were taking courses offered by the USP Extension Programme at the time of the survey and those who had completed courses through the programme were less degree-oriented. Understandably, more people were working for diplomas or certificates rather than for degrees among these two groups.

A cross-tabulation of responses in terms of "Region of Residence" and "Degree Objective" shows that those who were living in industrialized countries and in Fiji were more degree-oriented than those who were living in other regions (see Figure 11). This is apparently because those living in these two regions were either students of universities in industrialized countries or USP Suva campus students. Conversely, those living in Micronesia were least degree-oriented. Degree-seeking respondents among residents of Polynesia and Melanesia constitute around 45%. Their figures were somewhere between the above-mentioned two extremes, industrialized countries and Fiji on the one extreme, and Micronesia on the other extreme.

According to subgrouping by "Home Region," to exclude those students who are originally from industrial countries, the proportion of degree-seeking respondents is highest among students from Fiji (85.7%) and lowest among students from Micronesia (44.1%) (see Table 12). Thus, the result is not much different from the one described above in relation to "Region of Residence."

## E. OCCUPATION

For assessing respondents' occupations, the respondents' oral answers, recorded by an interviewer at an interview session, were "after-coded." That is, various types of occupations which respondents mentioned were classified into several categories some time after the survey and prior to the analysis. For classifying occupations, the following four categories were used:

- (1) government workers,
- (2) employees of educational institutions,
- (3) workers in the private sector and housewives, and
- (4) students.

Although those working at educational institutions in most countries in the South Pacific are at the same time government workers, they were treated as a separate category mainly because of their numbers. The fourth category, "workers in the private sector and housewives" includes all types of workers in the private sector as well as housewives who do not have another occupation. The inclusion of these different types of workers in a single category is, of course, not desirable, but they were combined mainly because none of the groups was large enough to constitute a single category.

When examined in terms of "Respondent Category," with only one exception USP Suva campus students selected "student" as their occupation (see Table 13). In contrast, in the case of USP Extension Programme students, their occupations include not only "student," which still occupies the largest share, but also the other three types of occupations, which account for more than 60%.

In the case of students who are studying in industrialized countries, the proportion of "student" was largest among the four occupation types. Graduates of USP Suva campus tend to have different types of occupations, while those who had completed the USP Extension Programme and those who had graduated from schools in industrialized countries are more likely to be "government workers" than the other types.

When examined in terms of "Region of Residence," the proportion of "student" is predominantly large in such regions as Fiji and industrialized countries (see Table 14). Unlike these regions, in Polynesia and Micronesia "student" is the smallest category (9.3% and 8.7%, respectively). In these regions, "government worker" and "employee of educational institutions" account for more than two-thirds of respondents. Melanesia is somehow similar to Fiji and industrialized countries, having a large "student" category. However, it also includes a large proportion of "government workers" as in the cases of Polynesia and Micronesia.

An aggregation of responses in terms of "Home Region" also shows regional differences of respondents' occupation (see Table 15). In Fiji, the proportion of "student" is largest (65.7%) , while those of "government worker" and "private sector" are quite small. In Polynesia and Micronesia, responses are divided into four occupational categories more evenly than the case of Fiji. In Melanesia, on the one hand, "student" occupies nearly fifty percent, while "educational institution" is quite small (6.5%). Although, as shown above, there are some quite interesting patterns, it should be noted that these patterns may be true only for our particular sample and may not be generalized beyond that.

## F. MOTIVATION

For assessing respondents' reasons for getting into university or the USP Extension Programme, respondents were asked to select as many reasons as they considered appropriate from eight given reasons. The two most popular reasons were "Job Mobility/Employment" (44.0%) and "Upgrading of New Knowledge and Technology" (42.5%), followed by "Self-Fulfillment" (26.9%) and "Nation-Building" (23.8%). The remaining four reasons were less popular compared with the above-mentioned ones: "Promotion" (19.7%), "Credential" (17.1%), "Enhancement of Social Status" (17.1%), and "Others" (14.0%).

Some clear differences emerge when the entire group of respondents is subdivided by "Respondent Category" (see Table 16). For instance, only a limited number of USP Suva campus students select such reasons as "Credential," "Promotion," "Social Status," and "Self-Fulfillment." In the case of USP Extension Programme students, however, "Self-Fulfillment" is the second most favoured reason (46.2%). Quite unlike the above-mentioned two groups, in the case of those studying in industrialized countries "Credential" (41%) and "Social Status" (28.2%) are the second and third most selected reasons. Apart from its implications, it should be recognized as a social fact that studying in industrialized countries is closely related to such social aspects as credentials and social status in the South Pacific region.

One clear characteristic of USP graduates is that the proportion of "Nation-building" was

relatively large (38.9%)--the percentage figure was the largest among all the groups. A major characteristic of graduates of the USP Extension Programme was that the proportion of "Promotion" was highest among all the groups (40.0%).

The pattern of responses by graduates of universities in industrialized countries is similar to that of those studying in industrialized countries. In both groups, a relatively large number of respondents (28.6%) selected "Social Status" as their reason for getting into university. In the case of those respondents who correspond to more than two categories of "Respondent Category," proportions of "Credential" and "Job Mobility/Employment" are clearly low in comparison with other groups, whereas that of "New Knowledge and Technology" is the highest among all groups. Since these respondents have had experience in studying at more than one institution of higher education, it seems that their main interests lie not so much in obtaining prestige or immediate benefits but rather in getting more or new knowledge.

Let us examine responses in terms of "Region of Residence" (see Table 17). In the case of Fiji residents, most of them are USP Suva campus students and, therefore, the main characteristics of this group are basically the same as those of USP students. In the case of those living in industrialized countries, the characteristics of this group are nearly identical to the above-described characteristics of respondents who are studying in industrialized countries.

In the case of Polynesian residents, the proportion of "Nation-Building" is rather small, but that of "Promotion" is relatively large. In the case of Micronesia, proportions of "New Knowledge and Technology" and "Self-Fulfillment" are large, whereas that of "Job Mobility/Employment" is small. As in the case of Micronesia, in Melanesia the proportion of "New Knowledge and Technology" is large whereas that of "Job Mobility/Employment" is small. Other two characteristics of Melanesia are the proportion of "Nation-Building", which was the highest among all regions, as compared with the proportion of "Credential", which was the lowest.

When responses are subgrouped in terms of "Home Region," somewhat new aspects are found (see Table 18). In the group of respondents originally from Fiji, proportions of "Credential" and "Social Status" are respectively 28.6% and 17.1%, both of which are much larger than the comparable figures obtained for Fiji when responses were subgrouped in terms of "Region of Residence". The group of respondents whose "Home Region" was Fiji included Fijian students who were studying in industrialized countries but did not include those students who were studying in Fiji but originally from other regions/countries. The above finding seem to be accounted for by this composition of respondents.

In the cases of Polynesia and Micronesia, an interesting aspect is found with regard to the proportion of "Self-Fulfillment." That is, in the cases of Polynesia and Micronesia, proportions of "Self-Fulfillment" become smaller when responses are subgrouped in terms of "Home Region" compared with the result obtained by subgrouping responses by "Region of Residence." In other words, "Self-Fulfillment" is more important for residents of Polynesia and Micronesia than for those who are originally from these regions but are studying in other regions. In the case of Melanesia, regardless of the way by which all responses were subgrouped, the proportion of

"Nation-Building" was the largest among the five regions.

#### G. MARITAL STATUS

Marital status was recorded: whether respondents were married (by their own definition) at the time of interview. Thus, those who were "not married" consisted of those who had never married as well as those divorced and those who had lost their partner by death. Of all respondents, 51.3% were married and 48.7% were not married.

Examined in terms of "Respondent Category," proportions of "not married" are quite large among such groups as USP Suva campus students and those studying in industrialized countries (see Table 19). In contrast, the proportion of married students is quite high among those taking courses of the USP Extension Programme and those who had already completed their higher education.

A close examination in terms of "Region of Residence" shows that the proportion of single persons is higher among those living in Fiji and industrialized countries (see Table 20). Since a large proportion of respondents living in these regions are young full-time students, it is quite natural that such a result was obtained.

To a lesser extent, a similar pattern is also found when responses are subgrouped by "Home Region" (see Table 21). Where a respondent lives is closely related to which school he or she belongs to. Since this latter aspect is generally related to the respondent's age, it is also related to respondent's marital status in many cases. In this way, it is inferred, a rather strong relationship between "Region of Residence" and "Marital Status" emerges. However, the same logic is not applicable to the case of "Home Region."

#### H. FATHER'S EDUCATIONAL BACKGROUND

Father's educational background was assessed in terms of years in which he received formal education, using a scale with five steps. Let us examine a cross-tabulation by "Father's Educational Background" and "Respondent Category" (see Table 22). The result shows a clear tendency that the fathers of those respondents who were enrolled in certain educational institutions at the time of the survey generally had a higher educational background than the fathers of those respondents who had completed their education (e.g., USP graduates). One reason for this is the difference of ages among two groups. That is, because respondents belonging to the former group are generally younger than those in the latter group, fathers of the former type of respondents are also younger than fathers of the latter type of respondents. Therefore they have a tendency to be more educated than fathers of the latter type.

When examined in terms of "Region of Residence," the father's educational background shows regional differences. Among those groups who were living in Fiji, Polynesia, and industrialized countries, the percentages of fathers who had more than 13 years of formal education were, respectively, 37.5%, 25.0%, and 25.9%, showing an apparent difference from other two regional groups (see Table 23).

A cross-tabulation of responses by respondents' "Home Region" shows that fathers of those respondents who were originally from industrialized countries tend to have a higher educational background (see Table 24). However, this group is not only an exceptional one among all respondent categories but also too small to allow a definite conclusion to be drawn. In the case of respondents who were originally from Fiji and Polynesia, the fathers' educational background is somewhat higher than that of other regions, particularly that of Melanesia. In the case of Fiji, there are two peaks in fathers' educational background, one in the range of "1 to 6 years," and another in the range of "over 13 years." In general, on the one hand, respondents from Fiji and Polynesia tend to have relatively well-educated fathers, whereas those from Micronesia and Melanesia tend to have fathers with a lower educational background.

#### I. MOTHER'S EDUCATIONAL BACKGROUND

A rather clear tendency was found in the relationship between "Mother's Educational Background" and "Respondent Category" (see Table 25). Similarly to the case of "Father's Educational Background," the educational level of mothers was found to be relatively higher in the group of students currently enrolled in some educational institutions than in the group of former students. This tendency seems to be explained by the reasoning applied to the similar trend found in relation to the fathers' educational background.

Of all respondents, the most frequent answer was "1 to 6 years"(31.1%). Unlike the case of fathers, which had two peaks (one in the range of "1 to 6 years" and another in the range of "Over 13 years"), there is a tendency for the frequency of responses to decrease rather constantly as the length of formal education increases.

According to subgrouping by "Region of Residence," mothers' educational background is generally lower among residents of Micronesia and Melanesia than among residents of Fiji and Polynesia. In the case of Polynesian residents, the proportion of the answer "none" is only 4.2% (less than one-tenth of the comparable figure of the Melanesian sample), showing the existence of a rather wide regional difference.

According to respondents' "Home Region," there are considerable regional differences (see Table 27). Patterns of difference are similar to those reported in the section on "Father's Educational Background." In the cases of Micronesia and Melanesia, for instance, a large proportion of responses are concentrated in lower ranges. More concretely, a combined proportion of "1 to 6 years" and "7 to 9 years" is 58.1% in Micronesia and 86.2% in Melanesia, much higher figures than for other regions.

#### J. MEDIA POSSESSION

In order to assess respondents' media contacts and media possession, each respondent was asked whether he or she possessed or subscribed to the following seven items: newspaper, radio, radio with built-in cassette tape-recorder (hereafter, radio-cassette), video cassette recorder (VCR), television, personal computer, and telephone. In order to make comparisons across subgroups



easier in the ensuing discussions, for each medium each subgroup was given a rank order according to its proportion of respondents who possessed that medium (ranks are shown by parenthesized numbers in Table 28 through Table 30).

There are some distinct differences in media possession when respondents are subgrouped according to "Respondent Category" (see Table 28). USP Suva campus students rank low on most items except for radio-cassette and newspaper. Since a large proportion of them live in on-campus dormitories, it would be difficult for them to possess their own TV set, VCR, and, particularly, telephone. In contrast to this group, those who had graduated from universities in industrialized countries and those who correspond to more than two respondent categories rank high on most items, illustrating their relatively high standard of living.

When responses are subgrouped depending upon their "Region of Residence," regional differences emerge (see Table 29). Those respondents who were living in industrialized countries rank top on four items out of seven, followed by Polynesian residents, whose rankings are second on most items. In contrast, residents of Melanesia rank low on most items. Rankings of Fiji residents range middle to low with the exception of "radio-cassette," reflecting Fiji's TV broadcasting situation as well as the large proportion of USP students among Fiji residents. With the exception of Fiji, a cross-tabulation of responses by "Home Region" brings about a basically similar result to that described above (see Table 30). That is to say, respondents who were originally from Micronesia and Melanesia rank low on most items.

#### K. POSSESSION OF CONSUMER DURABLES

In order to assess the respondents' standard of living, their possession of five consumer durables was examined: motor cycle, car, refrigerator, washing machine, and camera. An examination of responses shows that "Respondent Category" makes apparent differences. For instance, in the case of USP Suva campus students and those studying in industrialized countries, percentage rankings of those people who possessed each item are consistently low compared with other groups of "Respondent Category" (see Table 31). Since they are students, the result is quite understandable. In contrast, however, in the case of USP Extension Programme students, rankings are high on most items. Showing a pattern consistent with the case of "Media Possession," graduates of universities in industrialized countries rank high on most items.

When the responses are subgrouped by "Region of Residence," ranks of the proportion of "have's" are high on most items in Polynesia, and consistently low in Melanesia with an exception of refrigerator (see Table 32). A subgrouping of responses by "Home Region" shows that on all items those who are from Fiji, Polynesia, and industrialized countries tend to rank high, and that those from Micronesia and Melanesia rank low on every item (see Table 33).

#### L. FINANCIAL SOURCES

It is quite possible that a single person has more than one financial source for covering his or her educational expenses. Considering this possibility, for the purpose of assessing financial sources,

respondents were asked to select appropriate items from five options by a multiple choice system. The most popular financial source was "Government Scholarship"(44%), followed by "Self-Support"(29%), "Other Scholarship"(17.1%), and "Family/Relatives"(16.1%).

"Financial Sources" is closely related to "Respondent Category" (see Table 34). For instance, in the case of USP Suva campus students, 60% of them receive government scholarships.

In comparison with them, in the case of Extension students, proportions of "Self-Support" and "Family/Relatives" are large (48.7% and 25.6%, respectively), while those of scholarships are low.

In the case of those students who are studying in industrialized countries, the percentage of "Other Scholarships" is around 30%, which is comparable to that of USP students, but the percentage of students who receive government scholarships is rather low (38.5%) when compared with other respondent categories. In other words, respondents who are studying in industrialized countries do not receive government scholarships as much as USP students do, but their level of self-support is not so high as in the case of Extension students.

There is a general tendency that both graduates of a certain educational institution as well as students currently enrolled in such an institution depend upon similar types of financial sources. More concretely, for instance, the main financial sources of graduates of USP Suva campus are fairly similar to those of USP Suva campus students who were enrolled at the time of the survey.

They are quite similar to each other in that both are/were heavily dependent upon government scholarships, although there is a considerable difference in the magnitudes of their dependence. In the case of the USP Extension Programme, nearly half of graduates as well as current students are/were paying their tuition and fee and/or other study expenses by themselves at least in part. Thus, this finding suggests that for each type of respondent category, there is a certain financing pattern and that such a pattern has tended to be consistent over time.

Obvious regional differences emerge when responses about financial sources w of "Government Scholarships" and "Other Scholarships" was fairly large, while that of some forms of individual support was low. This is probably because a large proportion of respondents residing in Fiji were USP students. In the cases of Polynesia and Micronesia, the largest category of responses was "Self-Support," followed by "Government Scholarships." Further, in the case of Micronesia, the proportion of "Family/Relatives" was the smallest among all regions. In the case of Melanesia, while the proportion of "Government Scholarships" is large, that of "Other Scholarships" is particularly low among all regions. Those who were studying in industrialized countries were found to be supported by various financial sources.

A cross-tabulation of responses by "Home Region" brings about a result which is somewhat different from the above-reported financing patterns (see Table 36). To take Fiji as an example, the proportion of "Self-Support" was relatively low (8.8%) among those respondents whose "Region of Residence" was Fiji, whereas it was more than twice as much (20.0%) among those respondents whose "Home Region" was Fiji.

## M. BENEFITS OF USP GRADUATES

Respondents' evaluation of the USP Extension Programme was assessed by the question: "In general, do you think graduates from the USP Extension Programme benefit from the aspect of obtaining a job or promotion to a better position?" Respondents were asked to select one of the four answers on an ordinal scale with four different magnitudes from "Yes, definitely" to "Definitely not." Of all respondents, 61.4% of them selected "Yes, definitely" and 32.4% selected "Yes, to some extent." Thus, about 94% of respondents evaluated the Extension Programme in a positive way.

A cross-tabulation of responses by "Respondent Category" reveals several interesting aspects. Quite understandably, among those who were studying at higher educational institutions at the time of the survey, the proportion of "Yes, definitely" in the group of USP Extension Programme students was larger than those of the other two groups; that is, USP Suva campus students and those who were studying in industrialized countries (see Table 37).

In the cases of these latter two groups, more than fifty percent of respondents selected the answer "Yes, definitely," but percentage figures of this answer in these two groups were smaller than that of USP Extension students by more than ten percent. When it comes to those respondents who had already graduated from a college, a university, or an institution for higher education, a quite different picture emerges. That is, on the one hand, a large proportion of graduates who had studied in industrialized countries strongly support the merits of being graduates of USP Extension Programme (seventy-five percent of them selected "Yes, definitely"). On the other hand, of those who had completed courses at the USP Extension Programme, sixty percent of them answered "Yes, definitely," raising a question as to why there is a fifteen percent gap between these two groups.

In addition to this, there is another question. Why do USP Extension students support the merits of being graduates of the Extension Programme more strongly than do graduates of that institution themselves? One possible answer is that graduates of the Extension Programme have had many more negative experiences such as failures in getting promoted or difficulties in finding suitable jobs than students currently studying via the Extension Programme. Although quite suggestive, however, it is rather difficult to draw a definite conclusion from this observation because of the sample size.

When responses were cross-tabulated by "Region of Residence," evaluation of the Extension Programme was highest in Melanesia and lowest in Micronesia (see Table 38). The percentage of "Yes, definitely" was 81.8% in Melanesia, while it was 45.5% in Micronesia, showing a large regional difference. A similar result was also obtained when responses were cross-tabulated by "Home Region" (see Table 39). The regional difference in evaluations of the USP Extension Programme seems to reflect differences in social situations of each nation in the South Pacific region, including educational opportunities.

## N. EFFECTIVENESS OF COMMUNICATION SATELLITE-BASED TUTORIALS

Since a relatively large proportion of respondents had no experience in participating in a satellite-based tutorial session, many of them did not answer this question. Thus, the following discussions are based on the responses obtained from part of the respondents only. Of the entire 150 responses, 89 of them (59.3%) were "Yes, definitely," 43 of them (28.7%) were "Yes, to some extent," and 17 of them (11.3%) were "Not very." Only one respondent selected "Definitely not." Thus, overall, respondents generally supported the effectiveness of communication satellites in distance education.

A cross-tabulation of responses by "Respondent Category" reveals that there is no basic difference between graduates of a certain type of institution and those currently studying at such institutions (see Table 40). For instance, to compare proportions of "Yes, definitely" in three student groups, that is, USP students, Extension students, and students studying in industrialized countries, the overall evaluation by those students who are studying in industrialized countries is the highest, followed by those of Extension students and then USP Suva students.

The same orders of magnitude are found in evaluations by three groups of graduates. That is, evaluations by those who were educated in industrialized countries are the highest of all, followed by those of graduates of the Extension Programme and then USP Suva graduates. Why do students studying in industrialized countries and graduates of higher educational institutions in these countries highly evaluate satellite tutorial sessions? One possible answer is that they give high scores without knowing about such problems as noise and difficulties in aural communications, which have been pointed out as major shortcomings with the system by many participants.

The proportion of those giving the answer "Yes, definitely" was largest among those living in Melanesia and smallest among those living in Fiji (see Table 41). Since many "Fiji residents" are USP Suva campus students and, therefore, attend conventional classes at the university, it is understandable that evaluations of satellite tutorial classes by this group of respondents were rather low. It is also understandable that "Melanesian residents," who seem to be in a more difficult situation in terms of studying abroad than those in other regions, highly evaluate satellite tutorial sessions.

A cross-tabulation of responses by the variable "Home Region" brings about a result basically similar to the above-described result (see Table 42).

## O. JOB SATISFACTION

Respondents' satisfaction with their jobs was assessed by the questions: "Are you satisfied with your present job? Were you satisfied with the job that you had before you entered your university/USP programme?" They were asked to select one of four answers on an ordinal scale. Of all respondents, the percentage of "Yes, definitely" was 54.5%, followed by "Yes, to some extent" 28.8%, "Not very" 12.1%, and "Definitely not" 4.5%. Thus, more than eighty percent of all respondents were satisfied with their jobs at least to a certain extent.

Since most full-time students do not have a job other than a temporary part-time job, only a limited number of USP Suva campus students answered this question. This was the case also

among students studying in industrialized countries.

When these groups were excluded, of the remaining five groups, the proportion of "Yes, definitely" is smallest in the group of USP Extension graduates (35.7%) (see Table 43). The second lowest figure is found in the group of USP Extension students (46.7%). In contrast, in the cases of USP graduates and those who graduated from college or university in industrialized countries, the proportions of "Yes, definitely" are somewhat higher than the above-mentioned groups. Thus, the finding suggests that USP Extension students are more likely to have some dissatisfaction with their jobs than other respondent categories, and that the same is true of those who had already completed the Extension Programme.

According to respondents' "Region of Residence," degree of job satisfaction is particularly low among those respondents who were living in Micronesia and industrialized countries (see Table 44). Since the former consisted of only eighteen respondents and the latter largely consisted of students studying in those countries, this result should be accepted cautiously. However, in the case of Micronesia, a similar pattern is also found when responses are subgrouped in terms of "Home Region," suggesting that the situation in Micronesia is somehow different from other regions (see Table 45).

#### P. AVAILABILITY OF SUITABLE JOBS IN HOME COUNTRIES

In order to assess the question of how respondents regarded their prospects of finding suitable jobs in their home countries, respondents were requested to answer the following question: "Do you think you can find a job that will be suitable for you in your home country?" Percentages of four answers were as follows: "Yes, definitely" 69.6%, "Yes, to some extent" 20.5%, "Not easily" 8.8%, and "Definitely not" 1.2%. Since around ninety percent of respondents gave affirmative answers, the overall job situation does not seem to be in a serious state.

Let us examine responses in the light of "Respondent Category" (see Table 46). On the one hand, the most optimistic group of respondents are USP Suva campus students. Eighty-eight percent of them believe that a suitable job will certainly be found. On the other hand, students as well as graduates of the USP Extension Programme showed a somewhat pessimistic tendency. In both groups, the proportion of "Not easily" is conspicuously large in comparison with other groups. Because of a rather small sample size, however, it is difficult to draw a definite conclusion from this finding.

Fiji residents--most of them are USP Suva campus students--are generally optimistic about finding suitable jobs in their home countries (see Table 47). All Melanesian residents answered "Yes, definitely," though this group included only fourteen respondents. Compared with the residents of the above two regions, residents of Polynesia and Micronesia were somewhat less optimistic. For instance, in these two regions proportions of the answer "Not easily" were somewhere around 14 percent, much larger than that of other regions. In the case of those respondents who were living in industrialized countries, not only was the proportion of "Yes, definitely" the smallest among the five residence groups but also a few of them answered

"Definitely not," showing a clear difference from other residence groups. These findings seem to reflect their unstable prospects in finding appropriate jobs.

When the responses were subgrouped in terms of "Home Region," the most optimistic responses were obtained from the Melanesian group and the most pessimistic ones from the Micronesian group (see Table 48). Though this result is basically the same as the one explained above in relation with "Region of Residence," there is some difference with regard to Fiji. In the case of Fiji, the optimistic tendency reduces when examined in terms of "Home Region" since students from other countries are excluded from the Fijian group.

#### Q. STUDYING OR WORKING ABROAD

Respondents' desire for working or studying abroad was assessed by asking the question: "Is there any country/city in which you want to work or study in the future?" Of all respondents, 61.3% of them said "Yes," and the rest "No."

The proportion of positive answers was higher in such respondent categories as USP Suva campus students (76.0%), students studying in industrialized countries (74.3%) and graduates of USP Suva campus (70.6%) (see Table 49).

In a relative sense, proportions of the answer "No" were rather high in two respondent categories -- those who belong to more than two respondent categories, and those who finished courses with the USP Extension Programme (55.6% and 53.3%, respectively).

When responses are cross-tabulated using "Region of Residence" as the second variable, proportions of those interested in going abroad are relatively high in such regions as Micronesia (76.2%) and industrialized countries (67.9%), and low in Polynesia (46.3%) (see Table 50).

A similar result was obtained when responses were cross-tabulated using "Home Region" as the second variable (see Table 51). Although some hypotheses may be presented for explaining this difference across regions, we do not attempt to explore it in this chapter, leaving it for a more appropriate occasion.

#### CONCLUDING REMARKS

This chapter describes the results of a questionnaire survey which was conducted in the summer of 1991 and in February 1992 in the South Pacific region, New Zealand, Australia, and the United States. Responses to each of sixteen questions were respectively analyzed by two-way cross-tabulation with three variables, comprising (1) Respondent Category, (2) Region of Residence, and (3) Home Region.

Although various interesting findings were obtained, it should be noted that the findings are basically not generalizable beyond the particular sample that we used in this chapter. This is mainly because of the small sample size and the way the sample was obtained -- it was not randomly sampled. It is nonetheless true that the obtained results are quite suggestive and in many cases indicate directions of further research.

TAB.1 RESIDING COUNTRY x RESPONDENTS' CATEGORY

	1*	2*	3*	4*	5*	6*	7*	TOTAL	%
FIJI	25	5	0	1	0	0	3	34	73.5
POLYNESIA	0	17	0	6	11	3	17	54	0
MICRONESIA	0	9	0	4	2	5	3	23	0
MELANESIA	0	8	0	6	1	0	7	22	0
PACIFIC RIM	0	0	39	1	1	13	6	60	0
TOTAL	25	39	39	18	15	21	36	193	13

(1\*: Suva Campus Students, 2\*: Extension Students, 3\*: Students of Pacific Rim Univ., 4\*: Graduates of Pacific Rim Univ., 5\*: Graduates of Extension Prog., 6\*: Graduates Of Pacific Rim Univ., 7\*: Combined Categories)

TAB.2 BIRTH COUNTRY x RESPONDENT CATEGORY

	1*	2*	3*	4*	5*	6*	7*	TOTAL	%
FIJI	10	5	13	2	0	2	3	35	28.6
POLYNESIA	9	15	15	6	8	12	18	83	10.8
MICRONESIA	2	10	3	4	6	4	5	34	5.9
MELANESIA	3	7	6	6	1	2	6	31	9.7
PACIFIC RIM	1	2	2	0	0	1	4	10	10
TOTAL	25	39	39	18	15	21	36	193	13

(cf. \*: TAB 1)

TAB.3 BIRTH COUNTRY x RESIDING COUNTRY

	FIJ	POL	MIC	MEL	RIM	TOTAL	FIJ	POL	%
FIJI	19	0	1	0	15	35	54.3	0	
POLYNESIA	9	46	0	0	28	83	10.8	55.4	
MICRONESIA	2	5	21	0	6	34	5.9	14.7	
MELANESIA	3	0	0	20	8	31	9.7	0	
PACIFIC RIM	1	3	1	2	3	10	10	30	
TOTAL	34	54	23	22	60	193	17.6	28	

TAB.4 RESPONDENTS' CATEGORY x SEX

	M	F	TOTAL	%
SUVA CAMPUS STUDENTS	16	9	25	64
EXTENSION STUDENTS	20	19	39	51.3
STUDENTS OF PACIFIC RIM UNIV.	20	19	39	51.3
GRADUATES OF SUVA CAMPUS	14	4	18	77.8
GRADUATES OF EXTENSION PROG.	9	6	15	60
GRADUATES OF PACIFIC RIM UNIV.	13	8	21	61.9
COMBINED CATEGORIES	17	19	36	47.2
TOTAL	109	84	193	56.5

TAB.5 RESIDING COUNTRY x SEX

	M	F	TOTAL	%
FIJI	21	13	34	61.8
POLYNESIA	28	26	54	51.9
MICRONESIA	17	6	23	73.9
MELANESIA	15	7	22	68.2
PACIFIC RIM	28	32	60	46.7
TOTAL	109	84	193	56.5

TAB.6 BIRTH COUNTRY x SEX

	M	F	TOTAL	%
FIJI	19	16	35	54.3
POLYNESIA	42	41	83	50.6
MICRONESIA	21	13	34	61.8
MELANESIA	23	8	31	74.2
PACIFIC RIM	4	6	10	40
TOTAL	109	84	193	56.5

TAB.7 RESPONDENT'S CATEGORY x AGE

	19YRS	20-24YRS	25-29YRS	30-34YRS	35-39YRS	40-44YRS	45-49YRS	50-54YRS	55YRS+	TOTAL
SUVA CAMPUS STUDENTS	4	17	3	1	0	0	0	0	0	25
EXTENSION STUDENTS	5	9	8	10	2	2	2	0	0	39
STUDENTS OF PACIFIC RIM UNIV.	7	13	10	5	3	3	1	0	0	39
GRADUATES OF SUVA CAMPUS	0	3	7	2	2	2	1	1	0	18
GRADUATES OF EXTENSION PROG.	0	2	1	4	4	2	0	1	1	15
GRADUATES OF PACIFIC RIM UNIV.	0	1	0	4	4	5	6	0	3	21
COMBINED CATEGORIES	1	2	7	8	11	3	3	0	1	
TOTAL	17	47	36	34	28	16	6	5	4	193

%	19YRS	20-24YRS	25-29YRS	30-34YRS	35-39YRS	40-44YRS	45-49YRS	50-54YRS	55YRS+
SUVA CAMPUS STUDENTS	16.0	68.0	12.0	4.0	0.0	0.0	0.0	0.0	0.0
EXTENSION STUDENTS	12.8	23.1	20.5	25.6	7.7	7.7	5.1	0.0	0.0
STUDENTS OF PACIFIC RIM UNIV.	17.9	33.3	25.6	12.8	7.7	2.6	0.0	0.0	0.0
GRADUATES OF SUVA CAMPUS	0.0	16.7	38.9	11.1	11.1	11.1	5.6	5.6	0.0
GRADUATES OF EXTENSION PROG.	0.0	13.3	6.7	26.7	26.7	13.3	0.0	6.7	6.7
GRADUATES OF PACIFIC RIM UNIV.	0.0	4.8	0.0	19.0	23.8	28.6	0.0	14.3	9.5
COMBINED CATEGORIES	2.8	5.6	19.4	22.2	30.6	8.3	8.3	0.0	2.8
TOTAL	8.8	24.4	18.7	17.6	14.5	8.3	3.1	2.6	2.1

TAB.8 RESIDING COUNTRY x AGE

	19YRS	20-24YRS	25-29YRS	30-34YRS	35-39YRS	40-44YRS	45-49YRS	50-54YRS	55YRS+	TOTAL
FIJI	5	20	5	1	1	1	0	0	0	34
POLYNESIA	2	5	8	18	7	2	2	2	2	54
MICRONESIA	1	4	3	2	4	3	1	2	2	23
MELANESIA	1	4	8	3	5	1	0	0	0	22
PACIFIC RIM	8	14	12	10	10	4	0	2	0	60
TOTAL	17	47	36	34	28	16	6	5	4	193

%	19YRS	20-24YRS	25-29YRS	30-34YRS	35-39YRS	40-44YRS	45-49YRS	50-54YRS	55YRS+
FIJI	14.7	58.8	14.7	2.9	2.9	2.9	0.0	0.0	0.0
POLYNESIA	3.7	9.3	14.8	33.3	14.8	13.0	3.7	3.7	3.7
MICRONESIA	4.3	17.4	13.0	8.7	17.4	13.0	4.3	8.7	8.7
MELANESIA	4.5	18.2	36.4	13.6	22.7	4.5	0.0	0.0	0.0
PACIFIC RIM	13.3	23.3	20.0	16.7	16.7	6.7	0.0	3.3	0.0
TOTAL	8.8	24.4	18.7	17.6	14.5	8.3	3.1	2.6	2.1





**TAB.12 BIRTH COUNTRY x TYPE OF DEGREE/DIPLOMA/CERTIFICATE**

	%								
	CERTIFICATE	DIPLOMA	DEGREE	NONE	TOTAL	CERTIFICATE	DIPLOMA	DEGREE	NONE
FIJI	1	3	30	1	35	2.9	8.6	85.7	2.9
POLYNESIA	18	10	56	0	83	21.7	12.0	67.5	0.0
MICRONESIA	10	10	15	1	34	29.4	29.4	44.1	2.9
MELANESIA	5	7	19	0	31	16.1	22.6	61.3	0.0
PACIFIC RIM	3	1	4	2	10	30.0	10.0	40.0	20.0
TOTAL	37	31	124	4	193	19.2	16.1	64.2	2.1

**TAB.13 RESPONDENTS' CATEGORY x TYPE OF JOB/EMPLOYMENT**

	%								
	P. OFFICERS	S. TEACHERS	P. BUSINESS	STUDENTS	TOTAL	P. OFFICERS	S. TEACHERS	P. BUSINESS	STUDENTS
SUVA CAMPUS STUDENTS	0	1	0	24	25	0.0	4.0	0.0	96.0
EXTENSION STUDENTS	10	5	9	15	39	25.6	12.8	23.1	38.5
STUDENTS OF PACIFIC RIM UNIV.	2	0	3	34	39	5.1	0.0	7.7	87.2
GRADUATES OF SUVA CAMPUS	7	6	5	0	18	38.9	33.3	27.8	0.0
GRADUATES OF EXTENSION PROG.	9	2	4	0	15	60.0	13.3	26.7	0.0
GRADUATES OF PACIFIC RIM UNIV.	10	5	4	2	21	47.6	23.8	19.0	9.5
COMBINED CATEGORIES	13	11	5	7	36	36.1	30.6	13.9	19.4
TOTAL	51	30	30	82	193	26.4	15.5	15.5	42.5

**TAB.14 RESIDING COUNTRY x TYPE OF JOB/EMPLOYMENT**

	%								
	P. OFFICERS	S. TEACHERS	P. BUSINESS	STUDENTS	TOTAL	P. OFFICERS	S. TEACHERS	P. BUSINESS	STUDENTS
FIJI	1	6	0	27	34	2.9	17.6	0.0	79.4
POLYNESIA	27	9	13	5	54	50.0	16.7	24.1	9.3
MICRONESIA	8	8	5	2	23	34.8	34.8	21.7	8.7
MELANESIA	8	2	4	8	22	36.4	9.1	18.2	36.4
PACIFIC RIM	7	5	8	40	60	11.7	8.3	13.3	66.7
TOTAL	51	30	30	82	193	26.4	15.5	15.5	42.5

**TAB.15 BIRTH COUNTRY x TYPE OF JOB/EMPLOYMENT**

	%								
	P. OFFICERS	S. TEACHERS	P. BUSINESS	STUDENTS	TOTAL	P. OFFICERS	S. TEACHERS	P. BUSINESS	STUDENTS
FIJI	3	7	2	23	35	8.6	20.0	5.7	65.7
POLYNESIA	25	11	17	30	83	30.1	13.3	20.5	36.1
MICRONESIA	12	9	6	7	34	35.3	26.5	17.6	20.6
MELANESIA	10	2	4	15	31	32.3	6.5	12.9	48.4
PACIFIC RIM	1	1	1	7	10	10.0	10.0	10.0	70.0
TOTAL	51	30	30	82	193	26.4	15.5	15.5	42.5

(P. Officer: Public Officer, S. Teacher: School Teacher, P. Business: Private Business)

TAB.16 RESPONDENT'S CATEGORY x REASON OF ENROLMENT

	CREDENTIAL	PROMOTION	EMPLOYMENT	SOCIAL STATUS	KNOWLEDGE	SELF FULFILLMENT	NATION BUILDING	OTHERS	TOTAL
SUVA CAMPUS STUDENTS	2	3	11	1	10	4	6	5	25
EXTENSION STUDENTS	7	8	20	3	14	18	9	4	39
STUDENTS OF PACIFIC RIM UNIV.	16	8	22	11	11	7	9	4	39
GRADUATES OF SUVA CAMPUS	2	3	9	2	9	3	7	1	18
GRADUATES OF EXTENSION PROG.	2	6	5	2	8	5	4	2	15
GRADUATES OF PACIFIC RIM UNIV	3	1	10	6	10	4	4	5	21
COMBINED CATEGORIES	1	9	8	68	20	11	7	6	36
TOTAL	33	38	85	833	82	52	46	27	193

%	CREDENTIAL	PROMOTION	EMPLOYMENT	SOCIAL STATUS	KNOWLEDGE	SELF FULFILLMENT	NATION BUILDING	OTHERS
SUVA CAMPUS STUDENTS	8.0	12.0	44.0	4.0	40.0	16.0	24.0	20.0
EXTENSION STUDENTS	17.9	20.5	51.3	7.7	35.9	46.2	23.1	10.3
STUDENTS OF PACIFIC RIM UNIV.	41.0	20.5	56.4	28.2	28.2	17.9	23.1	10.3
GRADUATES OF SUVA CAMPUS	11.1	16.7	50.0	11.1	50.0	16.7	38.9	5.6
GRADUATES OF EXTENSION PROG.	13.3	40.0	33.3	13.3	53.3	33.3	26.7	13.3
GRADUATES OF PACIFIC RIM UNIV	14.3	4.8	47.6	28.6	47.6	19.0	19.0	23.8
COMBINED CATEGORIES	2.8	25.0	22.2	22.2	55.6	30.6	19.4	16.7
TOTAL	17.1	19.7	44.0	17.1	42.5	26.9	23.8	14.0

TAB.17 RESIDING COUNTRY x REASON OF ENROLMENT

	CREDENTIAL	PROMOTION	EMPLOYMENT	SOCIAL STATUS	KNOWLEDGE	SELF FULFILLMENT	NATION BUILDING	OTHERS	TOTAL
FIJI	2	6	15	1	13	9	9	5	34
POLYNESIA	7	15	24	9	26	17	8	6	54
MICRONESIA	4	6	8	4	12	12	7	1	23
MELANESIA	1	3	6	3	12	5	10	2	22
PACIFIC RIM	19	8	32	16	19	9	12	13	60
TOTAL	33	38	85	33	82	52	46	27	193

%	CREDENTIAL	PROMOTION	EMPLOYMENT	SOCIAL STATUS	KNOWLEDGE	SELF FULFILLMENT	NATION BUILDING	OTHERS
FIJI	5.9	17.6	44.1	2.9	38.2	26.5	26.5	14.7
POLYNESIA	13.0	27.8	44.4	16.7	48.1	31.5	14.8	11.1
MICRONESIA	17.4	26.1	34.8	17.4	52.2	52.2	30.4	4.3
MELANESIA	4.5	13.6	27.3	13.6	54.5	22.7	45.5	9.1
PACIFIC RIM	31.7	13.3	53.3	26.7	31.7	15.0	20.0	21.7
TOTAL	17.1	19.7	44.0	17.1	42.5	26.9	23.8	14.0

TAB.18 BIRTH COUNTRY x REASON OF ENROLMENT

	CREDENTIAL	PROMOTION	EMPLOYMENT	SOCIAL STATUS	KNOWLEDGE	SELF FULFILLMENT	NATION BUILDING	OTHERS	TOTAL
FIJI	10	8	17	6	12	12	10	2	35
POLYNESIA	12	14	39	14	33	15	11	16	83
MICRONESIA	6	8	11	6	16	14	9	4	34
MELANESIA	3	5	12	6	16	7	14	3	31
PACIFIC RIM	2	3	6	1	5	4	2	2	10
TOTAL	33	38	85	33	82	52	46	27	193

%	CREDENTIAL	PROMOTION	EMPLOYMENT	SOCIAL STATUS	KNOWLEDGE	SELF FULFILLMENT	NATION BUILDING	OTHERS
FIJI	28.6	22.9	48.6	17.1	34.3	34.3	28.6	5.7
POLYNESIA	14.5	16.9	47.0	16.9	39.8	18.1	13.3	19.3
MICRONESIA	17.6	23.5	32.4	17.6	47.1	41.2	26.5	11.8
MELANESIA	9.7	16.1	38.7	19.4	51.6	22.6	45.2	9.7
PACIFIC RIM	20.0	30.0	60.0	10.0	50.0	40.0	20.0	20.0
TOTAL	17.1	19.7	44.0	17.1	42.5	26.9	23.8	14.0

TAB.19 RESPONDENT'S CATEGORY x MARITAL STATUS

	MARRIED	UNMARRIED	TOTAL	%
SUVA CAMPUS STUDENTS	4	21	25	16.0
EXTENSION STUDENTS	21	18	39	53.8
STUDENTS OF PACIFIC RIM UNIV.	9	30	39	23.1
GRADUATES OF SUVA CAMPUS	10	8	18	55.6
GRADUATES OF EXTENSION PROG.	11	4	15	73.3
GRADUATES OF PACIFIC RIM UNIV.	16	5	21	76.2
COMBINED CATEGORIES	28	8	36	77.8
TOTAL	99	94	193	51.3

TAB.20 RESIDING COUNTRY x MARITAL STATUS

	MARRIED	UNMARRIED	TOTAL	%
FIJI	9	25	34	26.5
POLYNESIA	36	18	54	66.7
MICRONESIA	16	7	23	69.6
MELANESIA	14	8	22	63.6
PACIFIC RIM	24	36	60	40.0
TOTAL	99	94	193	51.3

TAB.21 RESIDING COUNTRY x MARITAL STATUS

	MARRIED		UNMARRIED		TOTAL	%	
	MARRIED	UNMARRIED	MARRIED	UNMARRIED		MARRIED	UNMARRIED
FIJI	15	20	35			42.9	57.1
POLYNESIA	43	40	83			51.8	48.2
MICRONESIA	21	13	34			61.8	38.2
MELANESIA	16	15	31			51.6	48.4
PACIFIC RIM	4	6	10			40.0	60.0
TOTAL	99	94	193			51.3	48.7

TAB.22 RESPONDENT'S CATEGORY x FATHER'S EDUCATIONAL BACKGROUND

	None							TOTAL	%						
	1-6 YRS	7-9 YRS	10-12 YRS	13 YRS +	None	1-6 YRS	7-9 YRS		10-12 YRS	13 YRS +	None	1-6 YRS	7-9 YRS	10-12 YRS	13 YRS +
SUVA CAMPUS STUDENTS	0	4	7	4	9	24		0.0	16.7	29.2	16.7	16.7	37.5		
EXTENSION STUDENTS	5	7	6	5	12	35		14.3	20.0	17.1	14.3	14.3	34.3		
STUDENTS OF PACIFIC RIM UNIV.	2	7	10	7	12	38		5.3	18.4	26.3	18.4	18.4	31.6		
GRADUATES OF SUVA CAMPUS	3	5	2	5	3	18		16.7	27.8	11.1	27.8	27.8	16.7		
GRADUATES OF EXTENSION PROG.	2	6	3	2	1	14		14.3	42.9	21.4	14.3	14.3	7.1		
GRADUATES OF PACIFIC RIM UNIV.	1	5	6	5	3	20		5.0	25.0	30.0	25.0	25.0	15.0		
COMBINED CATEGORIES	4	13	5	4	7	33		12.1	39.4	15.2	12.1	12.1	21.2		
TOTAL	17	47	39	32	47	182		9.3	25.8	21.4	17.6	17.6	25.8		

TAB.23 RESIDING COUNTRY x FATHER'S EDUCATIONAL BACKGROUND

	None							TOTAL	%						
	1-6 YRS	7-9 YRS	10-12 YRS	13 YRS +	None	1-6 YRS	7-9 YRS		10-12 YRS	13 YRS +	None	1-6 YRS	7-9 YRS	10-12 YRS	13 YRS +
FIJI	2	5	8	5	12	32		6.3	15.6	25.0	15.6	15.6	37.5		
POLYNESIA	2	15	10	9	12	48		4.2	31.3	20.8	18.8	18.8	25.0		
MICRONESIA	3	8	3	4	4	22		13.6	36.4	13.6	18.2	18.2	18.2		
MELANESIA	8	6	3	1	4	22		36.4	27.3	13.6	4.5	4.5	18.2		
PACIFIC RIM	2	13	15	13	15	58		3.4	22.4	25.9	22.4	22.4	25.9		
TOTAL	17	47	39	32	47	182		9.3	25.8	21.4	17.6	17.6	25.8		

TAB.24 RESIDING COUNTRY x FATHER'S EDUCATIONAL BACKGROUND

	None							TOTAL	%						
	1-6 YRS	7-9 YRS	10-12 YRS	13 YRS +	None	1-6 YRS	7-9 YRS		10-12 YRS	13 YRS +	None	1-6 YRS	7-9 YRS	10-12 YRS	13 YRS +
FIJI	2	8	7	5	12	34		5.9	23.5	20.6	14.7	14.7	35.3		
POLYNESIA	2	14	21	21	17	75		2.7	18.7	28.0	28.0	28.0	22.7		
MICRONESIA	3	13	5	4	7	33		9.1	39.4	18.2	12.1	12.1	21.2		
MELANESIA	10	11	4	1	5	31		32.3	35.5	12.9	3.2	3.2	16.1		
PACIFIC RIM	0	1	1	1	6	9		0.0	11.1	11.1	11.1	11.1	66.7		
TOTAL	17	47	39	32	47	182		9.3	25.8	21.4	17.6	17.6	25.8		

TAB.25 RESPONDENT'S CATEGORY x MOTHER'S EDUCATIONAL BACKGROUND

	%										
	None	1-6 YRS	7-9 YRS	10-12 YRS	13 YRS +	TOTAL	None	1-6 YRS	7-9 YRS	10-12 YRS	13 YRS +
SUVA CAMPUS STUDENTS	2	5	5	6	5	23	8.7	21.7	21.7	26.1	21.7
EXTENSION STUDENTS	8	4	10	8	2	32	25.0	12.5	31.3	25.0	6.3
STUDENTS OF PACIFIC RIM UNIV.	4	13	7	5	9	38	10.5	34.2	18.4	13.2	23.7
GRADUATES OF SUVA CAMPUS	4	7	1	4	2	18	22.2	38.9	5.6	22.2	11.1
GRADUATES OF EXTENSION PROG.	2	8	3	1	0	14	14.3	57.1	21.4	7.1	0.0
GRADUATES OF PACIFIC RIM UNIV.	2	10	4	2	1	19	10.5	52.6	21.1	10.5	5.3
COMBINED CATEGORIES	6	8	8	8	3	33	18.2	24.2	24.2	24.2	9.1
TOTAL	28	55	38	34	22	177	15.8	31.1	21.5	19.2	12.4

TAB.26 RESIDING COUNTRY x MOTHER'S EDUCATIONAL BACKGROUND

	%										
	None	1-6 YRS	7-9 YRS	10-12 YRS	13 YRS +	TOTAL	None	1-6 YRS	7-9 YRS	10-12 YRS	13 YRS +
FIJI	4	7	6	6	7	30	13.3	23.3	20.0	20.0	23.3
POLYNESIA	2	15	13	14	4	48	4.2	31.3	27.1	29.2	8.3
MICRONESIA	5	6	6	3	1	21	23.8	28.6	28.6	14.3	4.8
MELANESIA	12	4	3	1	1	21	57.1	19.0	14.3	4.8	4.8
PACIFIC RIM	5	23	10	10	9	57	8.8	40.4	17.5	17.5	15.8
TOTAL	28	55	38	34	22	177	15.8	31.1	21.5	19.2	12.4

TAB.27 RESIDING COUNTRY x MOTHER'S EDUCATIONAL BACKGROUND

	%										
	None	1-6 YRS	7-9 YRS	10-12 YRS	13 YRS +	TOTAL	None	1-6 YRS	7-9 YRS	10-12 YRS	13 YRS +
FIJI	2	13	7	3	7	32	6.3	40.6	21.9	9.4	21.9
POLYNESIA	2	21	21	25	6	75	2.7	28.0	28.0	33.3	8.0
MICRONESIA	7	11	6	4	3	31	22.6	35.5	19.4	12.9	9.7
MELANESIA	16	9	2	1	1	29	55.2	31.0	6.9	3.4	3.4
PACIFIC RIM	1	1	2	1	5	10	10.0	10.0	20.0	10.0	50.0
TOTAL	28	55	38	34	22	177	15.8	31.1	21.5	19.2	12.4

TAB.28 RESPONDENT'S CATEGORY x MEDIA ACCESS/POSSESSION

	NEWSPAPER						RADIO						RADIO-CASSETTE						VIDEO						TV						COMPUTER						TELEPHONE						TOTAL					
	None	1-6 YRS	7-9 YRS	10-12 YRS	13 YRS +	TOTAL	None	1-6 YRS	7-9 YRS	10-12 YRS	13 YRS +	TOTAL	None	1-6 YRS	7-9 YRS	10-12 YRS	13 YRS +	TOTAL	None	1-6 YRS	7-9 YRS	10-12 YRS	13 YRS +	TOTAL	None	1-6 YRS	7-9 YRS	10-12 YRS	13 YRS +	TOTAL	None	1-6 YRS	7-9 YRS	10-12 YRS	13 YRS +	TOTAL												
SUVA CAMPUS STUDENTS	15	12	12	23	4	66	15	12	12	23	4	66	15	12	12	23	4	66	15	12	12	23	4	66	15	12	12	23	4	66	15	12	12	23	4	66	15	12	12	23	4	66						
EXTENSION STUDENTS	18	35	30	31	13	127	18	35	30	31	13	127	18	35	30	31	13	127	18	35	30	31	13	127	18	35	30	31	13	127	18	35	30	31	13	127	18	35	30	31	13	127						
STUDENTS OF PACIFIC RIM UNIV.	25	30	30	26	21	132	25	30	30	26	21	132	25	30	30	26	21	132	25	30	30	26	21	132	25	30	30	26	21	132	25	30	30	26	21	132	25	30	30	26	21	132						
GRADUATES OF SUVA CAMPUS	11	15	15	10	6	57	11	15	15	10	6	57	11	15	15	10	6	57	11	15	15	10	6	57	11	15	15	10	6	57	11	15	15	10	6	57	11	15	15	10	6	57						
GRADUATES OF EXTENSION PROG.	8	11	11	12	9	51	8	11	11	12	9	51	8	11	11	12	9	51	8	11	11	12	9	51	8	11	11	12	9	51	8	11	11	12	9	51	8	11	11	12	9	51						
GRADUATES OF PACIFIC RIM UNIV.	15	17	17	12	14	75	15	17	17	12	14	75	15	17	17	12	14	75	15	17	17	12	14	75	15	17	17	12	14	75	15	17	17	12	14	75	15	17	17	12	14	75						
COMBINED CATEGORIES	20	33	33	33	26	145	20	33	33	33	26	145	20	33	33	33	26	145	20	33	33	33	26	145	20	33	33	33	26	145	20	33	33	33	26	145	20	33	33	33	26	145						
TOTAL	112	153	153	147	86	651	112	153	153	147	86	651	112	153	153	147	86	651	112	153	153	147	86	651	112	153	153	147	86	651	112	153	153	147	86	651	112	153	153	147	86	651						

TAB.28 (Continued)

%	NEWSPAPER	RADIO	RADIO-CASSETTE	VIDEO	TV	COMPUTER	TELEPHONE	TOTAL
	60.0(4)	48.0(7)	48.0(7)	48.0(7)	48.0(7)	48.0(7)	48.0(7)	48.0(7)
SUVA CAMPUS STUDENTS								
EXTENSION STUDENTS	46.2(7)	89.7(2)	89.7(2)	89.7(2)	89.7(2)	89.7(2)	89.7(2)	89.7(2)
STUDENTS OF PACIFIC RIM UNIV.	64.1(2)	76.9(5)	76.9(5)	76.9(5)	76.9(5)	76.9(5)	76.9(5)	76.9(5)
GRADUATES OF SUVA CAMPUS	61.1(3)	83.3(3)	83.3(3)	83.3(3)	83.3(3)	83.3(3)	83.3(3)	83.3(3)
GRADUATES OF EXTENSION PROG.	53.3(6)	73.3(6)	73.3(6)	73.3(6)	73.3(6)	73.3(6)	73.3(6)	73.3(6)
GRADUATES OF PACIFIC RIM UNIV.	71.4(1)	81.0(4)	81.0(4)	81.0(4)	81.0(4)	81.0(4)	81.0(4)	81.0(4)
COMBINED CATEGORIES	55.6(5)	91.7(1)	91.7(1)	91.7(1)	91.7(1)	91.7(1)	91.7(1)	91.7(1)
TOTAL	58.0	79.3	79.3	79.3	79.3	79.3	79.3	79.3

TAB.29 RESIDING COUNTRY x MEDIA ACCESS/POSSESSION

	NEWSPAPER	RADIO	RADIO-CASSETTE	VIDEO	TV	COMPUTER	TELEPHONE	TOTAL
FIJI	21	20	20	20	20	20	20	20
POLYNESIA	36	49	49	49	49	49	49	49
MICRONESIA	8	16	16	16	16	16	16	16
MELANESIA	6	18	18	18	18	18	18	18
PACIFIC RIM	41	50	50	50	50	50	50	50
TOTAL	112	153	153	153	153	153	153	153

%	NEWSPAPER	RADIO	RADIO-CASSETTE	VIDEO	TV	COMPUTER	TELEPHONE	TOTAL
FIJI	61.8(3)	58.8(5)	94.1(1)	55.9(4)	20.6(4)	11.8(3)	55.9(3)	
POLYNESIA	66.7(2)	90.7(1)	79.6(2)	66.7(2)	55.6(2)	5.6(4)	61.1(2)	
MICRONESIA	34.8(4)	69.6(4)	69.6(3)	69.6(1)	43.5(3)	26.1(2)	52.2(4)	
MELANESIA	27.3(5)	81.8(3)	68.2(5)	31.8(5)	4.5(5)	4.5(5)	50.0(5)	
PACIFIC RIM	68.3(1)	83.3(2)	68.3(4)	61.7(3)	63.3(1)	28.3(1)	68.3(1)	
TOTAL	58.0	79.3	76.2	59.6	44.6	16.1	60.1	

TAB.30 RESIDING COUNTRY x MEDIA ACCESS/POSSESSION

	NEWSPAPER	RADIO	RADIO-CASSETTE	VIDEO	TV	COMPUTER	TELEPHONE	TOTAL
FIJI	24	26	26	26	26	26	26	26
POLYNESIA	57	69	69	69	69	69	69	69
MICRONESIA	13	25	25	25	25	25	25	25
MELANESIA	12	26	26	26	26	26	26	26
PACIFIC RIM	6	7	7	7	7	7	7	7
TOTAL	112	153	153	153	153	153	153	153

%	NEWSPAPER	RADIO	RADIO-CASSETTE	VIDEO	TV	COMPUTER	TELEPHONE	TOTAL
FIJI	68.6(2)	74.3(3)	82.9(2)	71.4(1)	45.7(3)	11.4(4)	77.1(2)	
POLYNESIA	68.7(1)	74.7(3)	62.7(3)	57.8(2)	15.7(3)	59.0(3)		
MICRONESIA	38.2(5)	73.5(4)	70.6(5)	58.8(4)	38.2(4)	26.5(2)	52.9(4)	
MELANESIA	38.7(4)	83.9(1)	74.2(4)	35.5(5)	9.7(5)	6.5(5)	38.7(5)	
PACIFIC RIM	60.0(3)	70.0(5)	90.0(1)	70.0(2)	60.0(1)	30.0(1)	100.0(1)	
TOTAL	58.0	79.3	76.2	59.6	44.6	16.1	60.1	

TAB.31 RESPONDENTS' CATEGORY x POSSESSION OF DURABLE CONSUMER GOODS

	MOTORCYCLE	CAR	REFRIGERATOR	WASHING MACHINE	CAMERA	TOTAL
SUVA CAMPUS STUDENTS	4	9	16	14	18	25
EXTENSION STUDENTS	10	22	33	25	27	39
STUDENTS OF PACIFIC RIM UNIV.	4	17	25	18	23	39
GRADUATES OF SUVA CAMPUS	4	8	12	7	13	18
GRADUATES OF EXTENSION PROG.	5	6	11	9	7	15
GRADUATES OF PACIFIC RIM UNIV.	5	14	16	13	15	21
COMBINED CATEGORIES	8	23	33	22	25	36
TOTAL	40	99	146	108	128	193
%						
SUVA CAMPUS STUDENTS	16.0 (6)	36.0(7)	64.0(7)	56.0(5)	72.0(2)	
EXTENSION STUDENTS	25.6 (2)	56.4(3)	84.6(2)	64.1(1)	69.2(5)	
STUDENTS OF PACIFIC RIM UNIV.	10.3 (7)	43.6(5)	64.1(6)	46.2(6)	59.0(6)	
GRADUATES OF SUVA CAMPUS	22.2(4.5)	44.4(4)	66.7(5)	38.9(7)	72.2(1)	
GRADUATES OF EXTENSION PROG.	33.3 (1)	40.0(6)	73.3(4)	60.0(4)	46.7(7)	
GRADUATES OF PACIFIC RIM UNIV.	23.8 (3)	66.7(1)	76.2(3)	61.9(2)	71.4(3)	
COMBINED CATEGORIES	22.2(4.5)	63.9(2)	91.7(1)	61.1(3)	69.4(4)	
TOTAL	20.7	51.3	75.6	56.0	66.3	

TAB.32 RESIDING COUNTRY x POSSESSION OF DURABLE CONSUMER GOODS

	MOTORCYCLE	CAR	REFRIGERATOR	WASHING MACHINE	CAMERA	TOTAL
FIJI	4	15	25	19	26	34
POLYNESIA	23	31	46	39	37	54
MICRONESIA	4	12	15	13	14	23
MELANESIA	0	8	18	4	13	22
PACIFIC RIM	9	33	42	33	38	60
TOTAL	40	99	146	108	128	193
%						
FIJI	11.8(4)	44.1(4)	73.5(3)	55.9(3)	76.5(1)	
POLYNESIA	42.6(1)	57.4(1)	85.2(1)	72.2(1)	68.5(2)	
MICRONESIA	17.4(2)	52.2(2)	65.2(5)	56.5(2)	60.9(4)	
MELANESIA	0.0(5)	36.4(5)	81.8(2)	18.2(5)	59.1(5)	
PACIFIC RIM	15.0(3)	55.0(3)	70.0(4)	55.0(4)	63.3(3)	
TOTAL	20.7	51.3	75.6	56.0	66.3	



TAB.33 RESIDING COUNTRY x POSSESSION OF DURABLE CONSUMER GOODS

	MOTORCYCLE	CAR	REFRIGERATOR	WASHING MACHINE	CAMERA	TOTAL
FIJI	4	18	29	20	29	35
POLYNESIA	24	50	64	56	53	83
MICRONESIA	8	15	22	19	19	34
MELANESIA	1	10	21	5	19	31
PACIFIC RIM	3	6	10	8	8	10
TOTAL	40	99	146	108	128	193

%	MOTORCYCLE	CAR	REFRIGERATOR	WASHING MACHINE	CAMERA
FIJI	11.4(4)	51.4(3)	82.9(2)	57.1(3)	82.9(1)
POLYNESIA	28.9(2)	60.2(1)	77.1(3)	67.5(2)	63.9(3)
MICRONESIA	23.5(3)	44.1(4)	64.7(5)	55.9(4)	55.9(5)
MELANESIA	3.2(5)	32.3(5)	67.7(4)	16.1(5)	61.3(4)
PACIFIC RIM	30.0(1)	60.0(2)	100.0(1)	80.0(1)	80.0(2)
TOTAL	20.7	51.3	75.6	56.0	66.3

TAB.34 RESPONDENTS' CATEGORY x SOURCE OF TUITION

	YOURSELF	FAMILY/RELATIVES	GOVERNMENTAL	OTHER SCHOLARSHIP	OTHERS	TOTAL
SUVA CAMPUS STUDENTS	0	2	15	8	0	25
EXTENSION STUDENTS	19	10	8	1	1	39
STUDENTS OF PACIFIC RIM UNIV.	9	12	15	12	3	39
GRADUATES OF SUVA CAMPUS	0	0	16	2	0	18
GRADUATES OF EXTENSION PROG.	8	1	6	2	1	15
GRADUATES OF PACIFIC RIM UNIV.	4	3	12	5	1	21
COMBINED CATEGORIES	16	3	13	3	2	36
TOTAL	56	31	85	33	8	193

%	YOURSELF	FAMILY/RELATIVES	GOVERNMENTAL	OTHER SCHOLARSHIP	OTHERS
SUVA CAMPUS STUDENTS	0.0	8.0	60.0	32.0	0.0
EXTENSION STUDENTS	48.7	25.6	20.5	2.6	2.6
STUDENTS OF PACIFIC RIM UNIV.	23.1	30.8	38.5	30.8	7.7
GRADUATES OF SUVA CAMPUS	0.0	0.0	88.9	11.1	0.0
GRADUATES OF EXTENSION PROG.	53.3	6.7	40.0	13.3	6.7
GRADUATES OF PACIFIC RIM UNIV.	19.0	14.3	57.1	23.8	4.8
COMBINED CATEGORIES	44.4	8.3	36.1	8.3	5.6
TOTAL	29.0	16.1	44.0	17.1	4.1

TAB.35 BIRTH COUNTRY x SOURCE OF TUITION

	1*	2*	3*	4*	5*	TOTAL	1*	2*	3*	4*	5*
FIJI	3	4	19	8	0	34	8.8	11.8	55.9	23.5	0.0
POLYNESIA	26	5	21	5	1	54	48.1	9.3	38.9	9.3	1.9
MICRONESIA	11	1	8	2	1	23	47.8	4.3	34.8	8.7	4.3
MELANESIA	4	3	13	1	1	22	18.2	13.6	59.1	4.5	4.5
PACIFIC RIM	12	18	24	17	5	60	20.0	30.0	40.0	28.3	8.3
TOTAL	56	31	85	33	8	193	29.0	16.1	44.0	17.1	4.1

(1\*: Yourself 2\*: Family/Relatives 3\*: Governmental scholarship 4\*: Other scholarship 5\*: Others)

TAB.36 BIRTH COUNTRY x SOURCE OF TUITION

	1*	2*	3*	4*	5*	TOTAL	1*	2*	3*	4*	5*
FIJI	7	6	20	5	1	35	20	17.1	57.1	14.3	2.9
POLYNESIA	27	17	30	16	2	83	32.5	20.5	36.1	19.3	2.4
MICRONESIA	14	3	13	5	3	34	41.2	8.8	38.2	14.7	8.8
MELANESIA	4	1	19	6	1	31	12.9	3.2	61.3	19.4	3.2
PACIFIC RIM	4	4	3	1	1	10	40	40	30	10	10
TOTAL	56	31	85	33	8	193	29	16.1	44	17.1	4.1

(cf. \*: TAB 35)

TAB.37 RESPONDENTS' CATEGORY x EVALUATION OF USP-EXT. GRADUATES

	1**	2**	3**	4**	TOTAL	1**	2**	3**	4**
SUVA CAMPUS STUDENTS	12	10	1	0	23	52.2	43.5	4.3	0
EXTENSION STUDENTS	25	12	2	0	39	64.1	30.8	5.1	0
STUDENTS OF PACIFIC RIM UNIV	15	13	2	0	30	50	43.3	6.7	0
GRADUATES OF SUVA CAMPUS	11	5	2	0	18	61.1	27.8	11.1	0
GRADUATES OF EXTENSION PROG.	9	5	1	0	15	60	33.3	6.7	0
GRADUATES OF PACIFIC RIM UNIV	12	3	0	1	16	75	18.8	0	6.3
COMBINED CATEGORIES	24	9	1	1	35	68.6	25.7	2.9	2.9
TOTAL	108	57	9	2	176	61.4	32.4	5.1	1.1

(1\*\*: Yes, Definitely 2\*\*: Yes, to some extent 3\*\*: Not quite 4\*\*: Definitely not)

TAB.38 RESIDING COUNTRY x EVALUATION OF USP-EXT. GRADUATES

	1**	2**	3**	4**	TOTAL	1**	2**	3**	4**
FIJI	19	12	1	0	32	59.4	37.5	3.1	0
POLYNESIA	36	14	3	1	54	66.7	25.9	5.6	1.9
MICRONESIA	10	9	3	0	22	45.5	40.9	13.6	0
MELANESIA	18	4	0	0	22	81.8	18.2	0	0
PACIFIC RIM	25	18	2	1	46	54.3	39.1	4.3	2.2
TOTAL	108	57	9	2	176	61.4	32.4	5.1	1.1

(cf. \*\*: TAB 37)

TAB.39 BIRTH COUNTRY x EVALUATION OF USP-EXT. GRADUATES

	%				
	1*	2*	3*	4*	TOTAL
FIJI	18	12	2	0	32
POLYNESIA	47	23	3	2	75
MICRONESIA	16	14	3	0	33
MELANESIA	20	7	1	0	28
PACIFIC RIM	7	1	0	0	8
TOTAL	108	57	9	2	176
	56.3	37.5	6.3		
	62.7	30.7	4.0		
	48.5	42.4	9.1		
	71.4	25.0	3.6		
	87.5	12.5	0.0		
	61.4	32.4	5.1		

(1\*: Yes, definitely 2\*: Yes, to some extent 3\*: Not quite 4\*: Definitely not)

TAB.40 RESPONDENTS' CATEGORY x EVALUATION OF SATELLITE COMMUNICATION

	%				
	1*	2*	3*	4*	TOTAL
SUVA CAMPUS STUDENTS	8	13	2	0	23
EXTENSION STUDENTS	17	9	8	0	34
STUDENTS OF PACIFIC RIM UNIV.	14	5	0	0	19
GRADUATES OF SUVA CAMPUS	8	5	1	0	14
GRADUATES OF EXTENSION PROG.	9	4	2	0	15
GRADUATES OF PACIFIC RIM UNIV.	11	1	1	1	14
COMBINED CATEGORIES	22	6	3	0	31
TOTAL	89	43	17	1	150
	34.8	56.5	8.7		
	50.0	26.5	23.5		
	73.7	26.3	0.0		
	57.1	35.7	7.1		
	60.0	26.7	13.3		
	78.6	7.1	7.1		
	71.0	19.4	9.7		
	59.3	28.7	11.3		

(1\*: Yes, definitely 2\*: Yes, to some extent 3\*: Not quite 4\*: Definitely not)

TAB.41 RESIDING COUNTRY x EVALUATION OF SATELLITE COMMUNICATION

	%				
	1*	2*	3*	4*	TOTAL
FIJI	12	15	2	0	29
POLYNESIA	31	13	7	1	52
MICRONESIA	9	3	4	0	16
MELANESIA	13	6	2	0	21
PACIFIC RIM	24	6	2	0	32
TOTAL	89	43	17	1	150
	41.4	51.7	6.9		
	59.6	25.0	13.5		
	56.3	18.8	25.0		
	61.9	28.6	9.5		
	75.0	18.8	6.3		
	59.3	28.7	11.3		

(1\*: Yes, definitely 2\*: Yes, to some extent 3\*: Not quite 4\*: Definitely not)

TAB.42 BIRTH COUNTRY x EVALUATION OF SATELLITE COMMUNICATION

	%				
	1*	2*	3*	4*	TOTAL
FIJI	14	12	0	0	26
POLYNESIA	37	19	7	1	64
MICRONESIA	16	3	8	0	27
MELANESIA	18	7	2	0	27
PACIFIC RIM	4	2	0	0	6
TOTAL	89	43	17	1	150
	53.8	46.2	0.0		
	57.8	29.7	10.9		
	59.3	11.1	29.6		
	66.7	25.9	7.4		
	66.7	33.3	0.0		
	59.3	28.7	11.3		

(1\*: Yes, definitely 2\*: Yes, to some extent 3\*: Not quite 4\*: Definitely not)

TAB.43 RESPONDENTS' CATEGORY x JOB SATISFACTION

	1*	2*	3*	4*	TOTAL	%
SUVA CAMPUS STUDENTS	3	3	1	0	7	42.9
EXTENSION STUDENTS	14	10	4	2	30	46.7
STUDENTS OF PACIFIC RIM UNIV.	8	3	2	0	13	61.5
GRADUATES OF SUVA CAMPUS	11	3	2	1	17	64.7
GRADUATES OF EXTENSION PROG.	5	4	4	1	14	35.7
GRADUATES OF PACIFIC RIM UNIV.	10	4	2	2	18	55.6
COMBINED CATEGORIES	21	11	1	0	33	63.6
TOTAL	72	38	16	6	132	54.5

(1\*: Yes, definitely 2\*: Yes, to some extent 3\*: Not quite 4\*: Definitely not)

	1*	2*	3*	4*	TOTAL	%	(cf. *:TAB 43)
FIJI	9	4	2	0	15	60.0	13.3
POLYNESIA	23	22	4	2	51	45.1	7.8
MICRONESIA	8	5	4	1	18	44.4	22.2
MELANESIA	14	1	1	1	17	82.4	5.9
PACIFIC RIM	18	6	5	2	31	58.1	16.1
TOTAL	72	38	16	6	132	54.5	12.1

	1*	2*	3*	4*	TOTAL	%	(cf. *:TAB 43)
FIJI	12	5	2	1	20	60.0	10.0
POLYNESIA	31	23	5	3	62	50.0	8.1
MICRONESIA	11	7	6	1	25	44.0	24.0
MELANESIA	15	1	3	1	20	75.0	15.0
PACIFIC RIM	3	2	0	0	5	60.0	0.0
TOTAL	72	38	16	6	132	54.5	12.1

	1*	2*	3*	4*	TOTAL	%	(cf. *:TAB 43)
SUVA CAMPUS STUDENTS	22	2	1	0	25	88.0	4.0
EXTENSION STUDENTS	25	7	6	0	38	65.8	15.8
STUDENTS OF PACIFIC RIM UNIV.	22	9	3	1	35	62.9	8.6
GRADUATES OF SUVA CAMPUS	9	2	1	1	13	69.2	7.7
GRADUATES OF EXTENSION PROG.	8	2	2	0	12	66.7	16.7
GRADUATES OF PACIFIC RIM UNIV.	10	8	0	0	18	55.6	44.4
COMBINED CATEGORIES	23	5	2	0	30	76.7	16.7
TOTAL	119	35	15	2	171	69.6	20.5

TAB.47. RESIDING COUNTRY x SUITABLE JOB IN BIRTH COUNTRY

	1*	2*	3*	4*	TOTAL	1*	2*	3*	4*
FIJI	28	3	1	0	32	87.5	9.4	3.1	0.0
POLYNESIA	33	11	7	0	51	64.7	21.6	13.7	0.0
MICRONESIA	14	4	3	0	21	66.7	19.0	14.3	0.0
MELANESIA	14	0	0	0	14	100.0	0.0	0.0	0.0
PACIFIC RIM	30	17	4	2	53	56.6	32.1	7.5	3.8
TOTAL	119	35	15	2	171	69.6	20.5	8.8	1.2

(1\*: Yes, definitely 2\*: Yes, to some extent 3\*: Not quite 4\*: Definitely not)

TAB.48. BIRTH COUNTRY x SUITABLE JOB IN BIRTH COUNTRY

	1*	2*	3*	4*	TOTAL	1*	2*	3*	4*
FIJI	22	8	1	1	32	68.8	25.0	3.1	3.1
POLYNESIA	52	17	8	1	78	66.7	21.8	10.3	1.3
MICRONESIA	19	7	4	0	30	63.3	23.3	13.3	0.0
MELANESIA	20	2	1	0	23	87.0	8.7	4.3	0.0
PACIFIC RIM	6	1	1	0	8	75.0	12.5	12.5	0.0
TOTAL	119	35	15	2	171	69.6	20.5	8.8	1.2

(1\*: Yes, definitely 2\*: Yes, to some extent 3\*: Not quite 4\*: Definitely not)

TAB.49. RESPONDENTS' CATEGORY x INTENTION TO GO ABROAD FOR STUDY/WORK

	NO	YES	TOTAL	NO	YES
SUVA CAMPUS STUDENTS	6	19	25	24.0	76.0
EXTENSION STUDENTS	16	23	39	41.0	59.0
STUDENTS OF PACIFIC RIM UNIV.	9	26	35	25.7	74.3
GRADUATES OF SUVA CAMPUS	5	12	17	29.4	70.6
GRADUATES OF EXTENSION PROG.	8	7	15	53.3	46.7
GRADUATES OF PACIFIC RIM UNIV.	8	11	19	42.1	57.9
COMBINED CATEGORIES	20	16	36	55.6	44.4
TOTAL	72	114	186	38.7	61.3

TAB.50. RESIDING COUNTRY x INTENTION TO GO ABROAD FOR STUDY/WORK

	NO	YES	TOTAL	NO	YES
FIJI	12	22	34	35.3	64.7
POLYNESIA	29	25	54	53.7	46.3
MICRONESIA	5	16	21	23.8	76.2
MELANESIA	8	13	21	38.1	61.9
PACIFIC RIM	18	38	56	32.1	67.9
TOTAL	72	114	186	38.7	61.3

TAB.51. BIRTH COUNTRY x INTENTION TO GO ABROAD FOR STUDY/WORK

	NO	YES	TOTAL	NO	YES
FIJI	14	21	35	40.0	60.0
POLYNESIA	39	42	81	48.1	51.9
MICRONESIA	8	24	32	25.0	75.0
MELANESIA	8	20	28	28.6	71.4
PACIFIC RIM	3	7	10	30.0	70.0
TOTAL	72	114	186	38.7	61.3