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THE UNIVERISTY OF HONG KONG

THE IMPACT OF PHYSICAL FACILITIES ON STUDENT CHOICE OF UNIVERSITY IN HONG KONG

A DISSERTATION SUBMITTED TO

THE FACULTY OF ARCHITECTURE

IN CANDIDACY FOR THE DEGREE OF

BACHELOR OF SCIENCE IN SURVEYING

DEPARTMENT OF REAL ESTATE AND CONSTRUCTION

BY

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HONG KONG

APRIL 2005

Declaration

I declare that this dissertation represents my own work, except where due acknowledgment is made, and that it has not been previously included in a thesis, dissertation or report submitted to this University or to any other institution for a degree, diploma or other qualification.

Signed: _____

Name: _____Lau Chung-ming_____

Date: _____3rd April, 2005_____

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Abstract

Price et al. (2003) investigated the extent to which facilities and locational factors influenced the decisions university students in the UK made when choosing where to study. According to their findings, facilities factors demonstrated an important influence on students' institution choice especially when those factors were provided to a high standard.

The aim of this dissertation is to investigate whether physical facilities have an influence on student university choice in Hong Kong. In order to examine whether university students in Hong Kong perceive the importance of facilities factors similar to the UK sample, the author applied similar methodology of Price et al. (2003)'s study to Hong Kong. The quantitative questionnaire approach was used to explore the influence of physical facilities on student university choice in Hong Kong. To have a better understanding of such influence on student university choice in Hong Kong, this dissertation takes a step further of Price et al. (2003)'s study by examining the differences between students of different demographic characteristics.

The result revealed that university students in Hong Kong did not perceived facilities-related factors as important as the UK sample in their university choices. Among the top six factors of university choices, there was no facilities-related factor

in the Hong Kong sample but four in the UK.

No actual significant differences between the perceived importance of both facilities-related and general factors of student university choice between students of different gender, modes of admission, and attendance of university-open days. However, it is found that university students in Hong Kong perceive the factors of student university choice differently among the eight universities. Student from two significant subsets of local universities are identified in this dissertation. They perceive the facilities-related factors significantly differently from one another. Students from two highest ranking universities among the public perceive facilities-related factors to be significantly less important but more important on teaching reputation.

Actual significant differences are observed among students of different frequent modes of accommodation in Hong Kong. Various facilities factors related to self-learning on campus after school is found to be more important among students who live at home.

In general, physical facilities do have a significant, though not very important, influence on student university choices in Hong Kong. However, physical facilities when provided to a high standard do not necessarily perceived by students to be more important in their university choices in Hong Kong.

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The respondents to the survey from the eight local universities are of paramount importance to this dissertation. I would also like to thank them for giving their valuable time to provide information for this dissertation. No dissertation would have been written without their kind participation.

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<center>**Chapter 1**</center>

<center>**<u>Introduction</u>**</center>

1.1 Background

Facilities were recently found to be an influential factor in the student university choice in the UK by Price et al. (2003) after a pool of literature emerged on the topic in the States and Europe over the past few decades. Various studies in studying how students determine their university choice or the equivalent college choice has always been focusing on only two main areas, which are the college choice process and factors affecting students in making the enrollment decisions. Though facilities related factors, like library facilities, have been considered by some studies, there were few studies considered "physical facilities" as a possible influencing factor. Many of the studies even neglected "facilities" and did not consider facilities related factors in their researches.

Physical facilities on campus in fact do affect students' university experiences. For instance, teaching and learning facilities enable teaching activities to be conducted, and make self-learning possible, hostel facilities accommodate students within the university campus in saving money and time for transportation, and also

food and beverage facilities make sure that students can have meals within the campus easily. Whether such needs are fulfilled or not depends very much on the adequacy and quality of these facilities. In the context of Hong Kong on the homepage of Joint University Programmes Admission Scheme (JUPAS), specifically elaborated information of individual institution includes the background of institution, facilities offered, prospects of graduates and communication method (JUPAS, 2004). The deliberate inclusion of information on individual institutions' physical facilities under the "facilities offered" revealed the perceived importance of the information in assisting potential students in making their university choice. Physical facilities would, therefore, appear to exert certain degree of impact on student university choice in Hong Kong.

1.2 Research Question

The research question of this dissertation is whether physical facilities have any influence on university students when they make their university choice in Hong Kong.

1.3 Objectives of the Dissertation

In order to answer the research question, the dissertation has the following

objectives:

    i.   To identify the factors that affect students' decisions when they made their university choices in Hong Kong;

    ii.   To determine the relative importance of physical facilities on student choice of university in Hong Kong.

1.4 Structure of the Dissertation

The dissertation is organized into eight chapters.

Chapter 1   **Introduction**

Chapter 1 serves as an introduction to the study. It presents the background, aim and objectives of the dissertation. It also describes the overall organization of the dissertation.

Chapter 2   **Literature Review**

Chapter 2 reviews the literature on factors identified to have an influence on student university choice. It starts with introducing the student university choice process, then discussing the relevant factors that have an influence on each stage of the process.

Chapter 3   **Review of the Price et al. (2003) Study**

Chapter 3 reviews the study of Price et al. (2003) on the impact of facilities on

student university choice in the UK. The chapter starts with an introduction of the study, and then gives a detailed description of methodology and findings of the study.

Chapter 4   Higher Education System and Universities in Hong Kong

Chapter 4 reviews the higher education system in Hong Kong which includes the providers of higher education, tuition fees and university funding, financial aids and scholarships, and the university entrance system. It is followed by a detail discussion of the characteristics of individual universities in Hong Kong focusing on the physical facilities provided together with the general information regarding the universities. These characteristics cover the key factors considered in the literature in Chapter 2 and also the study of Price et al. (2003) in Chapter 3.

Chapter 5   Methodology

Chapter 5 reviews the methodology utilized in this dissertation. It starts with an explanation of the selection and rationale of methodology. The rationale and construction of questionnaire are then discussed. It is followed by explaining the sampling and data collection. The approach and procedures of statistical analysis are presented last.

Chapter 6   Results and Analyses

Chapter 6 presents the results and analyses of the survey instrument used in the dissertation. It gives a detail description of the sample, and also the thorough

quantitative analyses of the statistical tests illustrated in Chapter 5. Useful findings are concluded at the end of the sections.

Chapter 7   Discussion

Chapter 7 gives the discussion of the key findings presented in Chapter 6 with reference to the UK study of Price et al. (2003) in Chapter 3, and also characteristics of the universities in Hong Kong in Chapter 4. A conclusion of the discussion is given at the end of the chapter.

Chapter 8   Conclusion

Chapter 8 gives a brief summary of the background and results of this dissertation. The limitations of this dissertation and recommendations for further investigations are given at later parts of the chapter.

Chapter 2

<u>Literature Review</u>

2.1 Introduction

The following chapter reviews the literature on the process that students go through in making their university choice and the factors that influence their decisions in various stages of the choice process. The majority of the literatures explored on student university choice are relevant to the context of the United States only, and it is rare to find any trace of physical facilities among the factors that covered in these literatures.

2.2 University-choice Process

There is no specific literature on the process in which students make their university choice, but on college choice, which simply includes both colleges and universities in the context of the States. The acquisitions of college qualifications, graduation from high schools, and applying to college are embedded into what is know as the college-choice process (Hossler et al., 1989). The decision of choosing to enroll in a particular university was suggested to be the result of a three-stage

process which includes the predisposition, search and choice stages (Hossler &
Gallagher, 1987). Through each phase of the university-choice process, most
potential students would first develop predispositions to attend university, search
for general information about the institutions, and make choices leading them to
enroll at a given institution of higher education. There are a number of factors
found to be influencing in different stages of the university-choice process, while
physical facilities were, however, found to be an ignored group of factors on the
student university choice in the pool of literature.

2.3 The Three-stage University-choice Process

Stage One: Predisposition

In the first stage of Hossler and Gallagher model (1987), predisposition is
whether a student decides to further their studies in post-secondary education or
not after graduating from high school. In this stage, colleges and universities have
little impact on student college-choice (Hossler & Gallagher, 1987). Physical
facilities of tertiary institutions thus have no direct impact on the student
university-choice at this stage. However, students are found most heavily
influenced by factors unique to themselves at the predisposition stage, and they
enter the stage with a preference or an attitude towards college enrollment

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(Urbanski, 2000). What has found to exert a significant influence at this stage were the individual factors of a student that shape their educational aspirations (Paulsen, 1990). Involvement in high school activities also has a certain impact on student university choice. Successful participation in high school activities are found related to the predisposition and achievement in college (Hossler & Gallagher, 1987) High school seniors who aspired to obtain at least a bachelor's degree were 28% more likely to submit a college application than those with no post-secondary education aspirations (Cabrera & La Nasa, 2001).

Besides education aspirations, financial and economic considerations also influence students at the predisposition stage. These include the potential benefit between attending a college or other alternatives and the concerns on the cost of pursuing higher education, for instance, the tuition fees, and accommodation and transportation costs. Hossler and Gallagher (1987) suggested that early information on financial aid and institutions costs are important stimulators in the predisposition to college enrollment. Students of different demographic backgrounds are found to be influenced by these financial factors to a different extent. Mbadugha (2000) revealed that full-time students are less sensitive to tuition than their part-time counterparts in making their enrollment decisions at the predisposition stage. The cost of attending a university also has a different impact

on students from different socioeconomic backgrounds (Bishop, 1977; Hearn, 1991;

Leslie & Brinkman, 1988). Cabrera and La Nasa (2001) analyzed the 1998

National Education Longitudinal Study of the States and found that students from

the lowest socioeconomic background group were 55% less likely too apply for a

post-secondary institution than those from the highest socioeconomic background.

Physical facilities would seem to be of some relevance only when the cost of

accommodation and the cost of various facilities, like health facilities on campus,

are concerned.

Students are also found to be influenced by different people on their

university choice throughout all the stages of the university choice process. These

individuals include parents and family, teachers and high school counselors, and

friends and peers (Hossler et al., 1999). Hossler and Gallagher (1987) suggested

that students' decisions to attend colleges are significantly influenced by their

friends who have plans in continuing their education after high schools. Although

Pratt and Evans (2002) suggested that parents' information may not be useful in

understanding students' decisions to not attend particular schools, parents or family

that has particular religious beliefs may with bias also encourage their children to

attend religious schools instead of other alternatives (Saggio, 2001). As far as

physical facilities of an institution are concerned, students do not seem to be

influenced by the opinions on campus facilities from other people in the predisposition stage only.

An interesting finding linked with physical facilities from the literature is that students who live close to college campus are more likely to attend post-secondary institutions even though they may not attend the campus next to their homes. Hossler and Gallagher (1987) found that proximity to a college campus affected students' decision to further their studies after high school.

Stage Two: Search

Moving on to the next stage of the three-stage university-choice model, search, students limit the number of post secondary institutions to be considered from their list by seeking and acquiring information about different post-secondary intuitions. It may also include learning about the characteristics a student should consider (Hossler & Gallagher, 1987). Students begin to consider their number of options in terms of colleges and universities, and also vocational and non-traditional college options at this stage. They also learn about the important characteristics of institutions, such as academic programs, quality of faculty, financial aids, graduate employment rate, and others. They gathered information via reading university publications, talking with admissions representatives, participating in open days, and searching on the Internet (Paulsen, 1990). Students begin to prioritize their

preferences for the types of institutions they may consider. It is noted that the characteristics of the post-secondary institution begin to influence a student's preferences. The actual school to be chosen may have a small impact on the decision-making processes of students (Hossler & Gallagher, 1987). Although no literature has mentioned physical facilities to have any influence on the student university choice concerning the characteristics of a university, its significance should not be ignored as physical facilities are always described in undergraduate prospectuses, and also websites of local universities. The most related factor that is found to be influencing on student university-choice at the search stage is the location of an institution. Students were found to limit their options geographically first before considering the academic programs among their options of colleges and universities (Hossler & Gallagher, 1987).

Another influential factor at the search stage is college reputation. This refers to the academic reputation or research reputation. Students use reputation not only as a search factor but also as a choice factor in the third stage. They believe the higher the reputation a university is known for, the better the quality of education the institute provides (Choy, Ottinger & Carroll, 1998).

As in the predisposition stage, students are influenced in their decision-making process by parents and family, teachers and counselors, college

admission staff, and also church ministers (Blackburn, 2000). They are also influenced by the guidebooks of universities, campus visits at the search stage when considering their university choice (Hossler et al., 1999). Besides, campus safety was also gaining significant importance in college choice in the States (Hesel, 1997). In a study of college-choice in the search stage, Espinoza, Bradshaw, and Hausman (2002) surveyed 332 high school counselors and found that what high school counselors thought to be the top influential factors on student college choice were the quality of undergraduate education, the quality of faculty, tuition, accessibility and the helpfulness of staff, class size, variety of majors, and job opportunities. The adequacy or quality of physical facilities on campus is once again not mentioned among the top influential factors mentioned above.

Stage Three: Choice

Choice is the final stage of the process. Prospective students identify and evaluate institutions that meet the characteristics in their consideration sets. Students then make their final decisions by further eliminating the number of university choices in mind and then submit applications to a small set of colleges and universities. Students will ultimately enroll in one of their chosen universities (Hossler & Gallagher, 1987). However, colleges and universities have only very little influence on student decision-making process at this final stage although there

involves similar factors in both the search and choice stages (Hossler & Gallagher, 1987). In this sense, facilities factors may thus have influenced students more in the search stage than in the choice stage. Students may, however, prioritize their choices according to the adequacy and quality of various physical facilities factors after considering other influential factors in their mind.

Literatures revealed a lot of factors influential in the choice stage of student-university choice except for physical facilities. The factors are university reputation; influence of parents, peers, high school counselors, and teachers; institutional quality; academic program; travel costs; room and board costs; tuition costs; academic scholarships and financial aids; students academic achievement; campus location; hospitality and friendliness; recruitment activities and direct marketing from the colleges and universities (Baksh & Hoyt, 2001; Bishop, 1977; Hossler & Gallagher, 1987; Hossler et al., 1999; Urbanksi, 2000).

Chapter 3

<u>**Review of the Price et al. (2003) Study**</u>

3.1 Introduction

Price et al (2003) found that facilities factors are perceived to have an important influence on the university choice of students in those institutions that provide the factors to a high quality in the United Kingdom. Physical facilities have always been neglected or even ignored in affecting students' decisions in attending a particular post-secondary institution. However, the study of Price et al. (2003) proves the importance of taking physical facilities into consideration among the factors that have long been found significant related to the student university choice. In this chapter, the study of Price et al. (2003) is reviewed. The background, methodology, findings and conclusions of the study is discussed.

3.2 Background

Price and his colleagues found that there was a gap in having convincing evidence to prove the contribution of facility management to business. They attempted to fill up the research gap for the higher education sector in the UK. This

initiated the particular study. In their study, they aimed at investigating the degree to which facilities and locational factors influence the enrollment decisions of students. The researchers surveyed first-year students at 12 higher education institutions in the UK about the factors they have considered in their university choice in 2000 and 2001.

3.3 Methodology

Price's model was mainly based on the quantitative questionnaire approach which included a number of close-ended items and two open-ended questions. In the following parts, survey participants, questionnaire design, and methods of questionnaire distribution are discussed.

3.3.1   Survey Participants

The questionnaires were sent to students of the 2000 and 2001 intake of 12 higher education institutions in the UK in the respective years. The 12 institutions were all participating institutions of the Facilities Management Graduate Centre's Research and Application Forum Higher Education, Sheffield Hallam University. A total of 29,700 questionnaires were sent to the 2000 intake, and another 11,750 to the 2001 intake.

3.3.2   Questionnaire Design

The questionnaire was mainly divided into the open-ended questions, and close-ended questions as mentioned previously. Demographic data of the respondents were collected in the remaining part of the questionnaire as well. The first part was consisted of two open-ended questions which asked the first-year students' reason for choosing a particular university, and for not choosing another alternative. Surveyed students were required to list up to three reasons in both questions.

In the second part of the survey, there consisted a total of 87 closed questions which is divided into 12 questioning modules. They included facilities-related areas: "accommodation", "learning facilities", "university security", "transport", "social facilities", "childcare facilities", and "university environment" (Price et al., 2003). The closed questions also included general areas of student university choice, for instance, university reputation, and influence of peers and family, peers and friends, teachers and high school counselors, as well as compared factors thought to be important in previous literature with facilities-related factors. The respondents were asked to rank the level of importance in each of the closed questions on a standard five-point Likert scale which is defined as "essential", "important", "neither important nor unimportant", "unimportant", and "not

important at all", and were scored from 5 to 1 respectively. In Price's study, an item

scored of 4 or above on average was classified as "highly important", between 3.75

to 4 as "important", and below 3.25 to be "unimportant".

3.3.3   Methods of Questionnaires Distribution

The methods of questionnaire distribution varied across the institutions which

may contributed to biases of results. In most cases, the questionnaires were

distributed through the academic registries of the 12 universities. These academic

registries would then distribute the questionnaires in the degree offer package,

freshers' week, or with offers of accommodation. In the case of student living in

halls of residence, the questionnaires would have been distributed and collected all

through the respective halls under central administration. There might be bias in

the data due to different distribution methods of questionnaires.

3.4 Findings

In this section, findings from the study of Price et al. (2003) is examined in

detail, which includes the general profile of respondents, general findings from

open-ended questions and close-ended questions, detailed discussion on the results

of facilities-related factors and general factors, and with a conclusion.

3.4.1   General Profile of Respondents

The overall response rate for both years' intake of Price's study was weak. The response rate for the intake of 2000 was 16.4 per cent, and the one for 2001 was 35.3 per cent. The overall response rate was just around one fifth as a result. Among the 12 institutions, only one of them returned a statistically significant sample in both years. For this particular institute, nearly half of the questionnaires returned in 2000 and there was a ten percent increase in response rate in 2001.

The low overall response rate of their study may be due to several reasons. According to the researchers of the study, some of the universities have carried out lots of surveys on the freshers which made them unwilling to participate in further surveys. Also, Price's survey instrument did not require the respondents to complete the questionnaire immediately after it was given to them. It only relied on the respondents to send the questionnaires back after completion. This did not encourage students who had no interests in the topic to help take part in the survey and thus a lower response rate was resulted.

Interestingly, a higher response rate was reported from female students than their male counterparts in both years. Fifty-two percent female responded in 2000 and 70 percent in 2001. No overall differences in age range of students, geographic origin, ethnic origin and course were found in both surveys but with significant

differences between individual institutions.

3.4.2   Findings from Closed Questions

In the study of Price et al. (2003), there were 12 and 11 factors found to be highly important in influencing student university choice in year 2000 and 2001 respectively among the institutions (see Table 3.1). The eight factors that scored the highest on average in both surveys were identical. Four facilities-related factors were among the top six factors of the list, which included the availability of computers, the quality of library facilities, the availability of quiet areas, and the availability of areas for self-study; while the remainders of the top six factors were pedagogical in nature, which refers to course and teaching reputation. In the 16 most important factors identified by the researchers in Price's study, other than the top six factors, seven of the remaining factors were facilities-related factors. These factors included the perception of availability or quality of accommodation, university grounds, lecture theatre facilities, bars, union social facilities, and diversity of shops at the University.

Table 3.1 Average ratings of 4 or higher in the two surveys of Price et al. (2003) Study

Item	2000 average	2000 ranking	2001 average	2001 ranking
Had the course you wanted	4.84	1	4.80	1
Availability of computers	4.48	2	4.41	2
Quality of library facilities	4.47	3	4.41	3
University had a good teaching reputation	4.35	4	4.29	4
Availability of "quiet" areas	4.23	5	4.22	5
Availability of areas for self-study	4.16	6	4.21	6
Quality of public transport in city/town	4.07	7	4.13	7
A friendly attitude towards students	4.05	8	4.04	8
Prices at the catering outlets	4.01	9	4.00	13
Cleanliness of the accommodation	4.00	10	3.92	15
Quality of the university grounds	4.00	11	3.94	18
Availability of university-owned accommodation	4.00	12	4.00	14
Quality of lecture theatre facilities	3.90	18	4.03	9
Quality of bars on campus	3.90	19	4.01	1
Union social facilities	3.92	17	4.01	12
Diversity/range of shops at the university	3.95	15	4.01	10

Source: Price et al. (2003)

3.4.3   Findings from Open-ended Questions

Respondents of the survey in both years were asked to give at most three "reasons for" and also "reasons against" choosing a particular institution in the open-ended questions. Facilities resources were found to be one of the top five reasons for students in choosing a university among the coded responses of students in both years. The findings further proved that facilities to be one of the key considerations of students in choosing to enter a particular institution.

Facilities was however not found to be a key reason in not choosing a particular institution, which means that facilities could be seen as a differentiating factor of one institution from another.

3.4.4   Detailed Discussion

The identified factors used in the study of Price et al. (2003) to study the influence of facilities on student university choice could be categorized into two main groups, the facilities-related group and the general group for further discussion.

Facilities-related Group

In general, factors included in the facilities-related group of Price's model were learning and teaching facilities, and student accommodation factors, etc.

Learning and teaching facilities, especially library facilities and the availability of computers received high importance ratings among the institutions surveyed. The availability of computers was one of the top three items thought to be influencing in student university choice among most institutions. It was sometimes made to be on the third place by availability of library facilities. Moreover, quality of library facilities also reached the top three in all but two institutions, which showed that learning and teaching facilities to be important to

students in making their enrollment decisions.

Regarding student accommodation factors, it is to no surprise that the importance of availability of university-owned accommodation was found to be significantly lowest for three of the institutions where proximity to home was significantly more important. Institutions which provided catered halls were scored significantly more important for the factor. It was regarded as a highly important factor in two of the three institutions that provided en-suite facilities. For those universities with catered halls which also provided en-suite facilities, significantly higher importance ratings were received for other student accommodation factors, such as I.T in bedrooms, telephones in the accommodation, and cost.

Availability of self-catering facilities was also rated significantly less important in an institution which all first year entrants stayed at cater halls under a collegiate system. The factor was however rated to be significantly more important in three other institutions that arranged such accommodation.

General Group

Factors identified in the general group, which are the non facilities-related factors. These factors can be divided into academic factors, people's opinions, location factors and others. These factors were deliberately added by the researchers to examine the relative importance of facilities factors in students

choosing a university.

For academic factors, there included teaching reputation, research reputation, and course. Teaching reputation was found to be much more important than research reputation on average in this study. The former was in the forth place while the latter was in the fifteenth place down the list of important factors perceived by students in their university choice. Teaching reputation was also seen to be ranked much more important in an "elite" research-led institution and a modern university. Although no tests had been done on whether there was a link between scores of importance and students' perceived judgments of the actual quality of any factors, the researchers deduced the existence of such link. Also, top-tier research-led institutions also scored significantly higher in "research reputation" than other institutions, which to some extent supported the conclusion that judgments about actual quality were being made.

The availability of a desired course was rated the most important factor across all institutions. This is similar to most of the literature on student university choice. For one institution which scored the lowest for this factor, their ratings on facilities-related factors were, however, higher than other institutions.

Regarding people's opinions, it was found that parental opinions were significantly more important in the enrollment decisions of students who attended

open days. The same opinions were also significant for those who attended universities with a collegiate structure. Friends' opinions reported no significant influence on student university choice.

Location factors included the proximity to home and institution location. Proximity to home was found to be significantly less important in entering a research-led institution, and another university located in city-centre. Institutions located in major cities scored significantly higher than those in small town for the factor "institution located in a major city".

Other factors identified in the survey were found to be significantly less important among all institutions on average. For instance, collegiate structure was only to be significantly important in an institution which had the system in place but not others. "Crime rate" was only found to be of higher importance in a city university which had publicized for its low crime rate but not others.

3.5 Conclusion

Price found that the resulted importance ratings seemed to coincide with the impressions of aspects of physical quality gained during the researchers' benchmarking visits, although no rigorous verification had even been attempted by them. Higher quality environments were thought to have an impact in making their

university choice, and that problems of expectation may arise if entrants later

found that the reality did not match with the impressions they gained during

recruitment.

Chapter 4

<u>Higher Education System and Universities in Hong Kong</u>

4.1 Introduction

The following chapter first reviews the higher education system in Hong Kong which includes the providers of higher education, tuition fees and university funding, financial aids and scholarships, and the university entrance system. Then, there would be a detail discussion of the universities in Hong Kong focusing on the physical facilities provided together with the general information regarding the universities which covers the key factors considered in Price's model.

4.2 The Higher Education System

There is no general definition as to the higher education or higher education system. In a report of the University Grant Committee (UGC) of Hong Kong Government, the higher education sector is seen as a sector within a large filed of post-secondary education which includes also vocation education and training sector, and the community college sector (UGC, 2002). Higher education sector is then distinguished from other sectors within the post-secondary education field by

the level of qualifications awarded which are undergraduate and postgraduate

degrees.

4.2.1   Providers of Higher Education

Most of the higher education institutions in Hong Kong are funded by the

Government. In this dissertation, the higher education sector refers to the eight

degree-awarding institutions funded by the UGC:-

City University of Hong Kong (CityU)

Hong Kong Baptist University (HKBU)

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)

Apart from the eight UGC-funded institutions, there is one private

self-accrediting university in Hong Kong which is the Open University of Hong

Kong (OUHK), and a registered post-secondary college in Hong Kong which is

Shue Yan College, which are not considered in this dissertation.

4.2.2 Tuition Fees and University Funding

Tuition fee is found to be an important factor of student university choice according to literature but it may not be the case in Hong Kong. Full-time undergraduate students studying in the eight local universities are required to pay a tuition fee of HK$42,100 for each year of their studies across nearly all bachelor degree courses since 1997/1998 (University of Buffalo, 2004). It means that there is no difference in tuition fee between a student studying in the Lingnan University and one studying in The University of Hong Kong on any of their undergraduate courses. Thought the actual differences between courses and institutions are in deed significant, for instance, the unit cost of medical studies was 2.3 times greater than all other courses in 1997/1998, the tuition fee is not expected to be an important factor in student university choice in Hong Kong (University of Buffalo, 2004).

In fact, only 12 percent of the operating budgets for the eight local universities are covered by the students in paying the tuition fees. The remaining is mainly funded by government funding via the UGC, and also some donations from the public to individual institutions. The UGC provides financing to the universities by means of recurrent block grants on a triennial basis, and also capital grants. Recurrent block grants are used for academic and relevant administrative activities,

while capital grants are for major capital projects, and minor campus improvements and maintenance works.

4.2.3   Financial Aids and Scholarships

Availability of financial aids is also identified from the literature to be one of the key factors in student choice of university in the States, mainly due to the offers of financial aids or scholarships by the universities. However, in the case of Hong Kong, the government plays a major role in offering financial aids in grants or loans to help local students in pursuing their studies in the eight UGC-funded institutions.

The Hong Kong government actually administers two major financial assistance schemes via the Student Financial Assistance Agency (SFAA) to help easing financial difficulties of students in paying for their higher education in Hong Kong (SFAA, n.d.). They are the Local Student Financial Scheme (LSTS), and the Non-Means-Tested Loan Scheme (NLS).

For the Local Student Financial Scheme, means-tested loans and grants are given to eligible students in covering their academic, tuition and living expenses. Grants are as named no need to be repaid, while loans are borne with a relatively low annual interest rate, which is 2.5%, and to be repaid at a specified period after graduation (SFAA, n.d.).

For the Non-Means-Tested Loan Scheme, it provided interest bearing loans up to the full amount of the tuition. In fact, all full-time or part-time students enrolled in publicly-funded tertiary programs who do not apply for assistance or not eligible for the LSFS, are eligible to apply for loans under this scheme (SFAA, n.d.). The annual interest rate is currently set as 2 per cent below the average lending rate of the note-issuing banks with a risk-adjusted factor to cover government's risk in giving out the loans. Loans given out from this scheme with the accrued interests are to be paid back by the student in 40 consecutive quarterly installments over 10 years upon graduation.

Apart from the two schemes mentioned above, many institutions offer grants or scholarships to attract students in choosing them as their preferred university. Some scholarships or interest-free loans are offered from the public or business sector to students via the university as well.

4.2.4   University Entrance System

The main route for local secondary school graduates to apply for undergraduate programmes in the UGC funded institutions is through the Joint University Programmes Admissions System (JUPAS) as the main university entrance system. All the UGC funded institutions are members of the scheme.

Through JUPAS, applicants who possess either past or current Hong Kong Advanced Level Examination (HKALE) results can through only one application to apply for admission to (1) full-time or sandwich bachelor's degree programmes offered by the 8 institutions, (2) full-time associate degree programmes offered by CityU, and (3) full-time or sandwich higher diploma programmes offered by PolyU (JUPAS, 2004).

An applicant can apply for admission to a maximum of 25 study programmes which include all the degree programmes of the 8 UGC-funded institutions, associate degree programmes of CityU and higher diploma programmes of PolyU. The applicant is not restricted on the number of each type of the mentioned programmes they choose as long as they are within the limit of 25. By prioritizing the choices at applicants' wishes at various stages of the application process, the JUPAS scheme can help assist the applicants in obtaining the best offers possible according to their interests as represented by the order of their preferences and qualifications.

The JUPAS itself contains a number of subsystems or schemes, like (1) subsystem for applicants with a disability, (2) subsystem for school principal nominations, and (3) self recommendation scheme.

(1) Sub-system for Applicants with a Disability

The JUPAS Sub-system is intended to help disabled applicants to know the availability of the special assistance and facilities institutions on their admission as early as possible. It also enables institutions to identify such applicants so that early help and advice can be provided. Offers may be granted to the applicants under this Sub-system before the announcement of Main Round offers. Applicants can choose to take either this offer or another offer given in the Main Round exercise to take the "best" offer that they prefer most.

(2)   Sub-system for School Principal's Nominations

The Sub-system provides another channel for students who have made outstanding achievements in social service or other non-academic areas to be recognized for such achievements when being assessing for an offer without considering academic results. Applicants who possess these qualities may request their current school principals or previous school principals in case they are non-school applicants, to nominate them through the scheme.

In 2003/2004, there was 12,273 first-year-first-degree places offered through the main round offer of the JUPAS scheme (JUPAS, 2004). As there were 14,639 such places in total offered by the 8 UGC funded institutions in the year (UGC, 2004), it showed the majority (which is 83.4%) first-year-first-degree places through the JUPAS scheme (see Fig. 4.1).

Figure 4.1 Admission of first-year-first-degree places
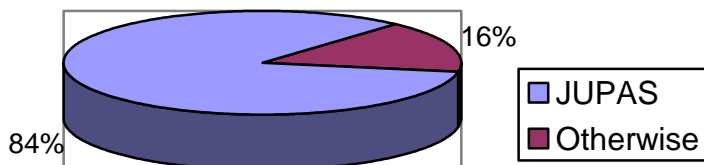
Source: UGC (2004) and JUPAS (2004).

4.3 Hong Kong Universities

In this section, there is a general introduction of each of the eight UGC-funded institutions, followed by a detailed discussion of the facilities of the particular university focusing on the student accommodation facilities, teaching and learning facilities, library facilities, and catering facilities which are key facilities factors of student university choice identified in Price's model.

4.3.1   City University of Hong Kong (CityU)

City University of Hong Kong was founded in 1984 as City Polytechnic of Hong Kong and upgraded to a fully self-accrediting University in 1994 (CityU, n.d.). The University is located in the heart of Kowloon at Kowloon Tong (see Appendix A), which is easily accessible from the Mass Transit Railway and Kowloon-Canton Railway stations in Kowloon Tong. The University offers 49

full-time undergraduate programmes in its three faculties and four schools (CityU, n.d.). In 2004/2005, there are in total 22,263 students studying in the University, in which 7,311 of them are full-time undergraduate students (CityU, n.d.). It ranked sixth among the UGC-funded institutions on overall performance in 2004 (see Figure 4.2). The graduate employment rate for undergraduate programmes of CityU was 85 per cent in 2003 (CityU, n.d.), with 13 per cent of the graduates chose to further their studies.

CityU has an overall campus site area of 15.6 hectare which includes its main campus, student residence, staff quarter blocks, and a multi-media building. The University currently provides around 2,300 bed-places for undergraduates in two residences of the three-phased project (CityU, n.d.) which can provide university-owned accommodation to around 30 per cent of full-time undergraduates at one time. In addition, 600 more bed-places will be provided for undergraduates upon completion of the three-phased project.

For teaching and learning facilities, there are 18 lecture theatres in CityU, each with 120 to 300 seats. There are also classrooms, computing teaching studios, conference/seminars rooms which are equipped well with information technology facilities, and in total gives a seating capacity of around 8,500 (CityU, n.d.).

The Run Run Shaw Library of CityU is built with a total area of 13,500

square metres and a seating capacity of more than 2,600 (CityU, n.d.) The University accommodated special reading and seminar rooms. For the collection size of the library, it holds around 940,000 volumes of books and bound serials (CityU, n.d.). It also subscribed to about 20,000 titles of electronic journals and over 3,000 titles of electronic books and around 500 electronic databases for the use of students. It ranks the fourth among the eight universities in the size of library collections (see Figure 4.3.2).

For catering facilities, the University has four catering outlets which can serve around 1,800 people at one time (CityU, n.d.). The catering outlets include a 1,400-seat fast-food canteen, a 400-seat Chinese restaurant, a 150-seat up-market western restaurant, and an 80-seat self-serviced café.

4.3.2 Hong Kong Baptist University (BU)

Hong Kong Baptist University was founded in 1984 and became to a fully self-accrediting University since 1994 (BU, n.d.). The University is located in the heart of Kowloon (see Appendix B), which is easily accessible from two Mass Transit Railway stations and Kowloon-Canton Railway station. The University offers 45 full-time undergraduate programmes in its three faculties and three schools (BU, n.d.). In 2003/2004, there are in around 51,000 students studying in the University, in which about 4,500 of them are full-time undergraduate students

(BU, n.d.). It ranked fifth among the UGC-funded institutions on overall performance in 2004 (see Figure 4.2). The graduate employment rate of BU was 79.3 per cent in 2003, with 12 per cent of the graduates chose to further their studies (BU, n.d.).

BU has three campuses closely linked with one another; they are the Ho Sin Hang Campus on Waterloo Road, the Shaw Campus on adjacent Renfrew Road, and the Baptist University Campus Road Campus which cover a site area of around 5 hectares. The University currently provides around 1,600 hall places for students in four residences in the Baptist University Road Campus which can provide university-owned accommodation to around 35 per cent of full-time undergraduates at one time (BU, n.d.).

The University housed two libraries; the Fong Shu Chun Library in Ho Sin Hang Campus and the Au Shue Hung Memorial Library in Shaw Campus which has a seating capacity of 900. The Library has a collection of over 847,000 bound volumes of printed materials with approximately 4,100 active subscriptions to serials in print form, 16,000 titles of electronic journals and over 108,000 audio-visual and microform items by June, 2004 (BU, n.d.). It ranks fifth among the eight universities in the size of library collections (see Figure 4.3.2). There is also a Multimedia Learning Centre equipped with computers and a variety of

audio-visual facilities for accessing multimedia materials and self-learning purposes.

For catering facilities, the University has six catering outlets distributed in three campuses. There includes two student canteens, two restaurants and two cafeterias to serve both students and staff.

4.3.3   Lingnan University (LU)

Lingnan University was founded in 1967 as the former Lingnan College (LU, n.d.). It was then incorporated on 30 July 1999 following the enactment of the Lingnan University Ordinance and became a fully self-accrediting University. It is the youngest university in Hong Kong. The University is located north of Tuen Mun, the western part of New Territories (see Appendix C), which is accessible by the West Rail and the Light Rail of Kowloon-Canton Railway, and also buses and public light buses. The University offers only around 10 full-time undergraduate programmes in its three main streams: arts, business, and social sciences (LU, n.d.). In 2004/2005, there are around 2,270 students studying in the University, in which 2,225 of them are full-time undergraduate students (LU, n.d.). It was ranked the last among the UGC-funded institutions on overall performance in 2004 (see Figure 4.2). The graduate employment rate of LU was 88.5 per cent in 2004 (LU,

n.d.).

The university campus has a total site area of around 11 hectares which consists of the main campus housing mainly the University's teaching and support facilities. The University currently provides 1,500 residential places for students in six blocks of the student hostels inside the campus which can provide university-owned accommodation to more than two-thirds of full-time undergraduates at one time. It is the University's policy to have students staying at student hostels for at least one academic year within their duration of study at the University. This usually takes placeat their first year of admission to the University.

For teaching and learning facilities, there are 39 lecture rooms and 9 theatres with seating capacity from 20 to 396 inside the University campus (LU, n.d.). There are also language laboratories, and computer laboratories which house more than 200 personal computers for the use of students. All of the teaching and learning facilities are well-equipped with audio-visual and computer equipment.

The Library of the University is built with a total floor area of 3,000 square metre and a seating capacity of around 500. The Library has a collection of over 380,000 books, subscriptions of approximately 19,000 electronic journals and 3,800 printed journals. It houses more than 22,000 media resources by 2004. It ranks also the last among the eight universities in the size of library collections (see

Figure 4.3.2). There are also group viewing rooms inside the Library for classes and instructional purposes.

For catering facilities, the University has three catering outlets which include a student canteen, a staff restaurant and a cafeteria to serve both students and staff.

4.3.4   The Chinese University of Hong Kong (CUHK)

The Chinese University of Hong Kong was established in 1963 with currently four constituent colleges: Chung Chi College, New Asia College, United College, and Shaw College (CUHK, n.d.). CUHK is the only university in Hong Kong which has a collegiate system in place. The University is located north of Sha Tin (see Appendix D) which is accessible from the Kanton-Railway University Station. The University offers 54 full-time undergraduate programmes in its seven faculties (CUHK, n.d.). In 2004/2005, there are in around 15,500 students studying in the University, in which about 9,200 of them are full-time undergraduate students (CUHK, n.d.). It ranked second among the UGC-funded institutions on overall performance in 2004 (see Figure 4.2). The graduate employment rate of CUHK was 72.5 per cent in 2003, with around one-fourth of the graduates pursued further studies (CUHK, n.d.).

CUHK lies on a spacious campus covering a spacious site area of 134 hectares with over 130 buildings (CUHK, n.d.). The University currently provides

around 4,800 hall places for full-time undergraduate students in its four colleges, and also around 250 hostel spaces for medical students. This can provide university-owned accommodation to over half of the full-time undergraduates at the same time.

The University has altogether six libraries including the University Library, the Elisabeth Luce Moore Library, the Ch'ien Mu Library, the Wu Chung Multimedia Library, the Li Ping Medical Library and the Architecture Library. The entire collection of the Library comprises approximately 1,778,000 volumes of books and bound journals, with also extensive collections of multimedia materials, microfilms, serial titles, full-text electronic journals, and electronic databases in 2004. It ranks second among the eight universities in the size of library collections (see Figure 4.3.2).

For catering facilities, the University has ten catering outlets distributed among the colleges and the main campus for students (CUHK, n.d.). There includes seven student canteens, and three cafeterias.

4.3.5   The Hong Kong Institute of Education (HKIEd)

The Hong Kong Institute of Education was established in 1994 as a fully self-accrediting University (HKIEd, n.d.). The University is located in Tai Po (see

Appendix E), which is accessible by buses, and public light buses. The University offers 12 full-time undergraduate programmes in its four schools (HKIEd, n.d.). In 2003/2004, there are in total 7,890 students studying in the University, in which around 2,900 of them are full-time undergraduate students (HKIEd, n.d.). It ranked seventh among the UGC-funded institutions on overall performance in 2004 (see Figure 4.2). The graduate employment rate for graduates of HKIEd was over 90 per cent in 2004, with approximately six per cent of the graduates chose to further their studies.

The Institute has an overall campus site area of 12.5 hectare which includes its academic, central facilities and amenities buildings, student hostels, and staff quarter blocks (HKIEd, n.d.). The University currently provides around 1,950 residential places for undergraduates in three student hostels, and one student quarters which can provide university-owned accommodation to approximately 70 per cent of full-time undergraduates at one time.

For teaching and learning facilities, there are classrooms, laboratories, studios, workshops, resource centres, computer rooms, computer centre, and a 600-seat lecture theatre. The computer rooms are equipped with in total around 1,000 personal computers for the use of students.

HKIEd owns two libraries. They are the Mong Man Wai Library on campus

and the Town Centre Library which in total provides a seating capacity of 1,500. For the collection size of the Library, it holds around 690,000 volumes of books and bound serials in 2003. It also subscribed to about 9,300 titles of electronic journals and over 1,780 titles of current journals and 145 electronic databases for the use of students. It ranks sixth among the eight institutions in the size of library collections (see Figure 4.3.2).

For catering facilities, the University has only a 600-seat canteen and a cafeteria for the use of students.

4.3.6   The Hong Kong Polytechnic University (PolyU)

The Hong Kong Polytechnic was founded in 1937 as the Hong Kong Polytechnic and was incorporated to a fully self-accrediting University in 1994 (PolyU, n.d.). The University is located in Hung Hom, Kowloon (see Appendix F), which is easily accessible from the Kowloon-Canton Railway stations in Hung Hom. The University offers 46 UGC-funded full-time undergraduate programmes in its six faculties and one school. In 2003/2004, there are in total 16,619 students studying in the University, in which 7,442 of them are full-time undergraduate students (PolyU, n.d.). It ranked fourth among the UGC-funded institutions on overall performance in 2004 (see Figure 4.2). The graduate employment rate for

full-time undergraduate programmes of PolyU was 86 per cent in 2003, with 6 per cent of the graduates pursed to further their studies (PolyU, n.d.).

PolyU's main campus covers a site area of 9.34 hectares. Student Halls of Residence are located in Hung Hom Reclamation Area which currently provides over 3,000 bed-places for undergraduates which can provide university-owned accommodation to approximately 40 per cent of full-time undergraduates in one time (PolyU, n.d.).

For teaching and learning facilities, the University has high-quality teaching facilities and an infrastructure which includes a multi-purpose auditorium with 1,025 seats and a studio theatre with 247 seats. There are also over 10,000 desktop personal computers or workstations provided around the campus in 2003/2004.

The Pao Yue-Kong Library of PolyU is housed with extensive collections of scientific, engineering and business materials. For the collection size of the library in 2002/2003, it holds over 1,023,000 volumes of books and bound serials. It also subscribed to about 23,600 titles of electronic journals and around 470 electronic databases for the use of students. It ranks third among the eight universities in the size of library collections (see Figure 4.3.2)

For catering facilities, the University has seven catering outlets which can serve over 2,000 people at one time. The catering outlets include two large student

canteens with over 1,200 seats, a student restaurant, and coffee/theatre lounges.

4.3.7 The Hong Kong University of Science and Technology (HKUST)

The Hong Kong University of Science and Technology was founded in 1991 (HKUST, n.d.). It is located in Clear Water Bay (see Appendix G), which is accessible by buses and public light buses. The University offers around 28 full-time undergraduate programmes in its four schools (HKUST, n.d.). In 2003/2004, there are over 8,500 students studying in the University, in which 5,519 of them are full-time undergraduate students (HKUST, n.d.). It ranked third among the UGC-funded institutions on overall performance in 2004 (see Figure 4.2). The graduate employment rate for undergraduate programmes of HKUST was approximately 82 per cent in 2003, with nearly 16 per cent of the graduates chose to further their studies.

HKUST has an overall campus site area of 60 hectares which includes its main campus, student residence, staff quarter blocks (HKUST, n.d.). The University currently provides accommodation for students in six residential halls. All new undergraduates who apply for hall residence will be admitted for at least one semester, and around 40 per cent of full-time second and third year undergraduates are provided with residence on campus at any time.

Concerning teaching and learning facilities, besides lecture theatres, classrooms, and conference rooms, there are also a language centre, and an industrial training center.

The HKUST Library occupies five floors with 1,850 seats. There are also seminar rooms for meetings and instruction, space for group study, reading tables and study carrels for individual use. The Library also accommodates a fully-equipped classroom and a computer laboratory. For the collection size of the library in 2002/2003, it holds over 592,000 volumes of books and bound serials, around 1,800 current journals. It also subscribes to about 9,300 titles of electronic journals and around 260 electronic databases for the use of students. It ranks seventh among the eight universities in the size of library collections (see Figure 4.3.2)

Regarding catering facilities, the University has seven catering outlets which can provides seating to 1,600 people at the same time. The catering outlets include two large student canteens, a fast-food chain, two restaurants, and two café.

4.3.8   The University of Hong Kong (HKU)

The University of Hong Kong has a history of more than 90 years (HKU, n.d.). It is a fully self-accrediting University located in the western part of Hong Kong

Island (see Appendix H), which is accessible by public transport. The University offers more than 40 full-time undergraduate programmes in its ten faculties. In 2002/2003, there were around 19,000 students studying in the University, including 11,700 full-time undergraduate students. It was ranked the first among the UGC-funded institutions on overall performance in 2004 (see Figure 4.2). The graduate employment rate for undergraduate programmes of HKU was 72 per cent in 2003, with 26 per cent of the graduates pursued to further their studies.

HKU has two campuses, the Main Campus, and the Sassoon Road Campus. The University currently provides around 3,100 residential places for undergraduates in its ten residential halls which can provide university-owned accommodation to over 26 per cent of full-time undergraduates at one time. In addition, 900 more residential places will be provided for undergraduates upon completion of the three new residential halls from September 2005.

For teaching and learning facilities, apart from lecture theatres, classrooms, and computer laboratories, the University provides also language laboratories, and AV viewing rooms inside its Main Library. HKU also has the fastest computer in Hong Kong with 256 CPUs, running at a theoretical peak performance of 1.4 Tera-FLOPS (HKU, n.d.).

The University has seven libraries, including Main Library, Fung Ping Shan

Library, Yu Chun Keung Medical Library, Lui Che Woo Law Library, Education Library, Dental Library and Music Library (HKU, n.d.). The University Libraries have a collection of more than 2.28 million books and bound volumes, 43,000 printed serial titles, 76,000 audio-visual items, over 143,500 electronic books, and 27,000 electronic journals, more than 56,100 reels of microfilm and 1,488,000 pieces of microfiche. It ranked first among the eight universities in the size of library collections (see Figure 4.3.2).

For catering facilities, the University has around ten catering outlets serving students, staff and visitors. The catering outlets include eight student canteens, and two cafés which are distributed around the Main Campus and residential halls.

Figure 4.2 Public Ranking of Universities in Hong Kong

2004 Rank	University	Average	Recognition
1	The University of Hong Kong	7.92	80.2%
2	The Chinese University of Hong Kong	7.57	79.4%
3	The Hong Kong University of Science and Technology	7.16	75.9%
4	The Hong Kong Polytechnic University	6.82	78.4%
5	Hong Kong Baptist University	6.16	74.3%
6	The City University of Hong Kong	6.13	73.6%
7	The Hong Kong Institute of Education	5.69	67.4%
8	Lingnan University	5.51	69.9%

Source: HKU POP SITE (2004)

Figure 4.3.2 Library Collections among the Universities in Hong Kong

2003 Rank	University	Total
1	The University of Hong Kong	2,210,935
2	The Chinese University of Hong Kong	1,744,223
3	The Hong Kong Polytechnic University	1,056,285
4	The City University of Hong Kong	951,348
5	Hong Kong Baptist University	829,465
6	The Hong Kong Institute of Education	700,911
7	The Hong Kong University of Science and Technology	604,016
8	Lingnan University	358,458
N.B. E-books, audio-visual materials and microform materials are not included in the above statistics.		

Source: Ranking of Collections among the Universities in Hong Kong, 2003 (Education18.com. 2004b)

Chapter 5

<ins>Methodology</ins>

5.1 Introduction

The following chapter presents the methodology utilized in this Dissertation. First, the selection and rationale of methodology are explained. The rationale and construction of questionnaire are then discussed. Then, the sampling and data collection are explained. Finally, the approach and procedures of statistical analyses are presented.

5.2 Selection and Rationale of Methodology

There are different advantages, as well as shortcomings in using either the quantitative approach or the qualitative approach in the dissertation. As the dissertation aims at examining the influence of physical facilities on students making their university choice, in order for the dissertation to achieve higher significance, it should cover as large a sample size as it can to collect data from a significant portion of the population, and this can be made possible by adopting a quantitative approach.

By using the quantitative approach, not only can a large sample be reached, it

also allows the value of precision, systemization, repeatability and comparability to be maximized. However, the quantitative approach restricts the dissertation to cover only general issues, and thus only shallow contextual information could be obtained. On the contrary, the qualitative approach can give rich contextual information. But the approach which involves usually face to face interviews and open ended questions are always time consuming. It limits the size of population to be reached. It may be difficult to compare the results from one another. As the Study involves seeking perceptions of students on the importance of various student university choice factors, it would be good if the data obtained are comparable among the students and the institutions they belong to, thus a quantitative method would be more suitable. In fact, previous studies studying on the factors of student college choice usually adopted the quantitative approach in the methodology as well.

Also, the study of Price et al. (2003) contained mostly close-ended questions. This allows easier comparison of the results between the Hong Kong sample that this dissertation focuses on and the UK sample drawn from the study of Price et al. (2003) if the dissertation adopts a similar quantitative approach.

The ideal methodology would be to incorporate both the quantitative approach and the qualitative approach in the study to reduce the limitations of the study;

however, it is not practical with limited resources that an undergraduate can afford. Thus, the best research approach for this dissertation is the quantitative method with the use of questionnaires.

5.3 Rationale and Construction of Questionnaire

Quantitative methodology is used in this dissertation to achieve the study aim. A bilingual questionnaire in both Chinese and English was prepared for data collection from the undergraduate students studying in the eight UGC funded institutions in Hong Kong. A statement that described the purpose of the dissertation, its importance and the confidentiality of responses was enclosed with each questionnaire (see Appendix I). The questionnaire survey consisted of two parts including close-ended questions seeking rankings of importance on identified factors of student university choice in the first part, and questions in gather demographic data of respondents in the remaining part. The provided information of respondents was based on a standard five-point Likert Scale ranging from 1 to 5, which represents "not important at all", "unimportant", "neither important nor unimportant", "important", and "essential" respectively. A sample of the questionnaire is enclosed in Appendix J.

In this study, the core part of the survey is the first part of the questionnaire that covers 31 questions seeking rankings of importance on identified factors in

affecting the respondents' university choice. The questions covers mainly identified

factors from the previous literature on student college choice, and also factors

identified in Price's model. There is only one factor, "Availability of university

health services/facilities" deliberately included in the survey which has no

reference to the literature. These 31 university choice factors of students are

categorized into two main categories which are facilities-related factors and

general factors as illustrated in Table 5.1. A matrix matching these factors with

references is attached in Appendix K.

The second part of the survey was prepared to collect demographic data of the

respondents, in which the gender, way of entering the particular university, and the

most frequent accommodation of the respondent are covered. Also, it asked the

students whether they have attended any campus visits or university open-days

before making their university choice.

5.4 Pilot study

A pilot instrument was conducted on 20 university students before the main

survey was carried out. The students were asked to use a critique sheet (see

Appendix L) and the survey questionnaires to test the questionnaire draft. No

major errors were identified but some minor problems related to the grouping of

questions were found in the pilot study. The final questionnaire was refined based

on the feedback provided by students involved in the pilot study.

Table 5.1 Identified Factors of Student University Choice in Research Categories

Item	Details	Research Category
1	Availability of computers	Facilities-related
2	Quality of library facilities	
3	Quality of lecture theatre facilities	
4	Availability of "quiet" areas	
5	Availability of areas for self-study	
6	Availability of self-catering facilities near campus	
7	Availability of university-owned accommodation	
8	Cleanliness of the university-owned accommodation	
9	I.T. in bedrooms under university-owned accommodation	
10	Quality of the university grounds	
11	Union social facilities	
12	Availability of university health services/facilities	
13	Diversity/range of shops at the university	
14	Parental opinion	General
15	Friend's opinion	
16	High school teachers'/counselors opinion	
17	Had the course you wanted	
18	Class size of the course you wanted	
19	University had a good teaching reputation	
20	University had a good research reputation	
21	Quality of public transport to and from the university	
22	Proximity to home	
23	Location of the university	
24	Graduate employment rate	
25	Availability of financial aids/scholarships	
26	Cost of living in the university	
27	Opportunities for part-time employment	
28	Prices at the catering outlets	
29	Presence of collegiate structure	
30	Crime rate at the university	
31	A friendly attitude towards students	

5.5 Population and sample

The eight institutions selected for study were all UGC-funded institutions defined as the Higher Education sector in the previous chapter. The universities altogether made up of a student population of approximately 48,000 for undergraduate students in February, 2005. These 48,000 students admitted in the eight universities made up the population for this study (see Table 5.2).

Table 5.2 Population of enrolled undergraduate students in the eight institutions

Name of Institution	Population
City University of Hong Kong	7504
Hong Kong Baptist University	4265
Lingnan University	2201
The Chinese University of Hong Kong	9392
The Hong Kong Institute of Education	2894
The Hong Kong Polytechnic University	7442
The Hong Kong University of Science and Technology	5517
The University of Hong Kong	8879
Total	48094

Owing to limitation of resources, random sampling approach was chosen for the survey instrument. Random sampling is a sampling technique where a group of subjects (a sample) is selected for study from a larger group (a population). Each individual is chosen entirely by chance and each member of the population has a known, but possibly non-equal, chance of being included in the sample. The likelihood of bias is reduced by using random sampling.

By applying a sample size formula (S) to the population of various institutions,

it was found that approximately 95 random samples from each of these eight

institutions were needed so that the results obtained from the survey would be of at

a confidence level of 85 percent (see Table 5.3).

$$(S) \qquad ss= \frac{Z*Z \; * (p) * (1-p)}{c*c}$$

where:

ss= sample size required

Z = Z value (e.g. 1.96 for 95% confidence level)

p = percentage picking a choice, expressed as decimal

(.5 used for sample size needed)

c = confidence interval, expressed as decimal   (e.g., .04 = ±4)

Table 5.3 The sample size required in the eight institutions

Name of Institution	Required Sample Size
City University of Hong Kong	95
Hong Kong Baptist University	94
Lingnan University	92
The Chinese University of Hong Kong	95
The Hong Kong Institute of Education	93
The Hong Kong Polytechnic University	95
The Hong Kong University of Science and Technology	94
The University of Hong Kong	95
Total	753

The sample participants for the study included all 753 undergraduate students who were admitted between 2002 and 2004. The 753 respondents comprised of approximately 100 enrolled undergraduate students from each of the mentioned institutions.

5.6 Data collection

Data collection took place between March 3rd, 2005 and March 15th, 2005. The data were collected directly on campuses of the eight universities from the 753 students who enrolled in full time undergraduate programs at these universities. The students participated in the survey were randomly selected at canteens of the eight institutions to make up of a random sample for the study. The respondents then returned the survey directly to the researcher after completing the survey at the various canteens of these institutions.

5.7 Data Analyses

The study used the data gather by the survey instrument to analyze the 31 items with reference to the demographic data. The data collected were analyzed by using the statistical package: SPSS for Windows Rel. 11.5. The analytical process is conducted in five stages. The reliability of the survey instrument was tested in the

first stage before any analyses of data was carried out. In order to examine the influence of facilities on student university choice, the purpose of the second stage was to arrange the 31 identified factors of student university choice in the order of importance in the case of Hong Kong so as to contrast the differences with the UK sample from Price et al. (2003)'s study. The third, fourth and fifth stage was a step forward from the study of Price et al. (2003). The purpose of these three stages was to find out any differences in patterns among students of different demographic characteristics. For instance, the differences of perceived importance of facilities-related factors from students of different gender, mode of university admission, frequent mode of accommodation, attendance of open-day and also university that that they were attending at the time of the survey. The five stages are explained in detail with reference to the statistics techniques below.

Firstly, the reliability of the questions about the identified factors of student university choice was checked. Chronbach's alpha (also know as coefficient alpha) was used to check the internal consistency. It referred to as the reliability of the survey. The item-total correlations were calculated for each question to examine its correlation to other questions.

Secondly, the perceived importance of the identified factors in influencing student university-choice in Hong Kong was analyzed. Perceived importance of the

31 student university choice factors were determined by descriptive analysis

calculating the means and standard deviations for each of the identified factors on

all respondents across the universities as a whole.

Thirdly, the relationships between each of the 31 identified factors of student

university choice and three of the five demographic characteristics were analyzed.

The 31 student university choice factors were examined for difference with

variation in three demographic characteristics, which included gender, admission

mode and attendance of open-day, using independent sample *t* tests. Once

significant difference was identified within a particular demographic characteristic,

the effect size for independent sample *t* tests is calculated using eta squared. The

formula for eta squared is as follows:

$$\text{Eta squared} = \frac{t*t}{t*t + (N1 + N2 - 2)}$$

where

t= t value

N1 = population of a particular characteristic A, e.g. male in gender

N2= population of a characteristic other than A, e.g. female in gender

The guidelines for interpreting the value of eta squared are: .01=small

effect, .06=moderate effect, .14=large effect (Cohen, 1988, cited Pallant, 2001).

Fourthly, one-way analyses of variance (ANOVAs) were applied to determine the relationship between the same 31 identified factors and the local university that students were studying in. The purpose of these one-way analyses was to check for any differences existed between students from different university when they made their university choices. It is expected to find that students from some universities may find a facilities related factor to be more critical than others in their university choices. Although Levene's test for homogeneity of variances is usually carried out before applying one-way ANOVAs to test whether the variance in scores is the same for each of the groups, the test was not carried out in this stage for the size of groups (number of respondents from each of the eight universities) was reasonably similar (Pallant, 2001). Post-hoc comparisons using the Tukey HSD test were applied to locate the significant differences between universities.

Lastly, one-way analyses of variance (ANOVAs) were also applied to determine the relationship between the same 31 identified factors and the frequent mode of accommodation of students. The purpose of these one-way analyses was to check for any differences existed between students' frequent mode of accommodation when they made their university choices. For instance, students

who were living in residence halls most of the time may perceive university-owned accommodation to be significantly more important than students living with their families. As the size of groups (number of respondents for each frequent accommodation mode), Levene's test for homogeneity of variances was carried out before applying one-way ANOVAs in this stage to test whether the variance in scores is the same for each of the groups. Post-hoc comparisons using the Tukey HSD test were applied to locate the significant differences between students of different frequent mode of accommodation.

All *t* tests, ANOVAs, and post-hoc comparisons were conducted at the .05 level of significance in this dissertation.

Chapter 6

<u>Results and Analyses</u>

6.1 Introduction

The following presents the findings of the dissertation survey. The sampling

issues are discussed briefly in the first section. Secondly, reliability analysis is

carried out to examine the reliability of the survey. Afterwards, the descriptive

statistics of the perceived importance of the identified factors in influencing

student university choice is presented. Next, results of the independent sample *t*

tests, one-way ANOVAs are then presented regarding the relationship between

each of the identified factors of student university choice and the demographic

characteristics. As the aim of the dissertation is to examine the influence of

physical facilities on student university choice, general university choice factors

would only be discussed in brief to help compare with the facilities-related factors.

A conclusion of the overall findings is given at the end of the chapter.

For easier reference to the student university choice factors, abbreviations of

the factors are used in some of the tables in the chapter (see Table 6.1).

Table 6.1 Abbreviations of the Surveyed Items of Student University Choice

Item	Details	Abbreviations
1	Parental opinion	Parental
2	Friend's opinion	Friends
3	High school teachers'/counselors opinion	Teachers
4	Had the course you wanted	Course
5	Class size of the course you wanted	Class size
6	University had a good teaching reputation	Teaching Reputation
7	University had a good research reputation	Research Reputation
8	Quality of public transport to and from the university	Public transport
9	Proximity to home	Proximity
10	Location of the university	Location
11	Graduate employment rate	Employment
12	Availability of computers	Computers
13	Quality of library facilities	Library
14	Quality of lecture theatre facilities	Lecture theatre
15	Availability of "quiet" areas	Quiet
16	Availability of areas for self-study	Self-study
17	Availability of self-catering facilities near campus	Self-catering
18	Availability of university-owned accommodation	Accommodation
19	Cleanliness of the university-owned accommodation	Cleanliness
20	I.T. in bedrooms under university-owned accommodation	I.T. in bedrooms
21	Quality of the university grounds	Grounds
22	Union social facilities	Union
23	Availability of university health services/facilities	Health facilities
24	Diversity/range of shops at the university	Shops
25	Availability of financial aids/scholarships	Financial aids
26	Cost of living in the university	Living cost
27	Opportunities for part-time employment	Part-time
28	Prices at the catering outlets	Catering prices
29	Presence of collegiate structure	College
30	Crime rate at the university	Crime
31	A friendly attitude towards students	Friendly

6.2 Sample

Total 753 usable questionnaires were received from eight local universities in Hong Kong as required in the previous chapter. The respondents from each of the local universities were invited to participate in the survey at student canteens of the individual universities so as to create a random sample. The demographic information included respondents' gender, frequent mode of accommodation mode, admission mode, attendance of open-day, and the university they were then studying in (see Appendix J).

Data regarding the gender of all respondents, as well as the distribution among each of the eight universities, are presented in Table 6.2. The majority of respondents were female (57.6%).

Responses regarding the most frequent accommodation of students are presented in Table 6.3. The majority of the surveyed students lived at home (62.8%) most of the time, while more than one third of the respondents stayed in university owned accommodation. Only nine respondents (1.2%) of the sample lived in self-catering facilities near campus. Six of these nine students were from the University of Hong Kong. It is common for students of the university to share flats or mini-halls with other students around the campus. The Office of Student Affairs of HKU even provided students with information regarding those self-catering

facilities around the campus.

A summary of respondents regarding their mode of admission into their attending universities is presented in Table 6.4. Approximately two-third of the students was admitted through the JUPAS, and the remaining otherwise. It is consistent with the literature that most of the high school graduates got admitted to the local university under the JUPAS.

Table 6.2 Respondents' Gender

University	Gender	Frequency	Percent
CityU	Male	33	34.7
	Female	62	65.3
HKBU	Male	39	41.5
	Female	55	58.5
LU	Male	30	32.6
	Female	62	67.4
CUHK	Male	47	49.5
	Female	48	50.5
HKIEd	Male	31	33.3
	Female	62	66.7
PolyU	Male	42	44.2
	Female	53	55.8
HKUST	Male	60	63.8
	Female	34	36.2
HKU	Male	37	38.9
	Female	58	61.1
Total	Male	319	42.2
	Female	434	57.6

Table 6.3 Respondents' Frequent Mode of Accommodation

University	Mode of Accommodation	Frequency	Percent
CityU	University-owned	9	9.5
	Self-catering	0	0
	Home	86	90.5
HKBU	University-owned	2	2.1
	Self-catering	2	2.1
	Home	90	95.7
LU	University-owned	24	26.1
	Self-catering	1	1.1
	Home	67	72.8
CUHK	University-owned	74	77.9
	Self-catering	0	0
	Home	21	22.1
HKIEd	University-owned	51	54.8
	Self-catering	0	0
	Home	42	45.2
PolyU	University-owned	16	16.8
	Self-catering	0	0
	Home	79	83.2
HKUST	University-owned	53	56.4
	Self-catering	0	0
	Home	41	43.6
HKU	University-owned	42	44.2
	Self-catering	6	6.3
	Home	47	49.5
Total	University-owned	271	36.0
	Self-catering	9	1.2
	Home	473	62.8

However, it is surprising to note that more than 80 percent of the respondents from BU were not admitted under the scheme. Also, BU was the only university which reported a lower rate of admission via the JUPAS than otherwise in the survey.

Table 6.4 Respondents' Mode of Admission

University	Mode of Admission	Frequency	Percent
CityU	JUPAS	83	87.4
	Other	12	12.6
HKBU	JUPAS	15	16.0
	Other	79	84.0
LU	JUPAS	54	58.7
	Other	38	41.3
CUHK	JUPAS	65	68.4
	Other	30	31.6
HKIEd	JUPAS	76	81.7
	Other	17	18.3
PolyU	JUPAS	62	65.3
	Other	33	34.7
HKUST	JUPAS	79	84.0
	Other	15	16.0
HKU	JUPAS	72	75.8
	Other	23	24.2
Total	JUPAS	506	67.2
	Other	247	32.8

The data provided in Table 6.5 describe respondents' attendance of open-day of the university. A majority of respondents did attend open-day or campus visits of the university before making their university choice (68.7%). Four of the universities reported the highest attendance rate of open-day in the survey were also top the list in overall ranking of local universities in 2004. Approximately 90 percent of the respondents from CUHK had attended open-day of the university before making their enrollment decision.

Table 6.5 Respondents' Attendance of University Open-days

University	Attendance of Open-day	Frequency	Percent
CityU	Yes	64	67.4
	No	31	32.6
HKBU	Yes	42	44.7
	No	52	55.3
LU	Yes	44	47.8
	No	48	52.2
CUHK	Yes	84	88.4
	No	11	11.6
HKIEd	Yes	60	64.5
	No	33	35.5
PolyU	Yes	74	77.9
	No	21	22.1
HKUST	Yes	75	79.8
	No	19	20.2
HKU	Yes	74	77.9
	No	21	22.1
Total	Yes	517	68.7
	No	236	31.3

6.3 Reliability Analysis

The question of reliability addresses the issue of whether this survey instrument will produce the same results each time to the same person in the same setting. In other words, reliability analysis is used to examine whether the results are stable and consistent. Reliability is assessed by using individual respondents as a unit of analysis. The item-total correlation of each question item is also examined to identify potential correlations between the questions. The construct reliability coefficient, also known as coefficient alpha, is designed as a measure of internal

consistency. It means to check whether all items within the survey instrument measures the same thing. Alpha is measured on the same scale as a Pearson r (correlation coefficient) which is the mean of inter-item correlations. This is the descriptive information about the correlation of each item with the sum of all other items. A large value indicates that the particular item has strong relationship with the rest of items. In addition, alpha typically varies between 0 and 1. The closer the alpha to 1, the greater the internal consistency of the item is in the instrument being assessed. It means that the item is more reliable. Generally, the alpha is inflated by a large number of variables. Thus, there is no set interpretation as to what is an acceptable alpha value. However, George and Mallery (2002) provided a reference scale for Alpha value at most situations as follows:

Alpha Value	Level of Reliability
> 0.9	Excellent
0.8 – 0.9	Good
0.7 – 0.8	Acceptable
0.6 – 0.7	Questionable
0.5 – 0.6	Poor
< 0.5	Unacceptable

Table 6.6 Results of Reliability Analysis on the Surveyed Items of Student University Choice

Item	Details	Item-Total Correlation	Construct Reliability
1	Parental opinion	0.1906	
2	Friend's opinion	0.3183	
3	High school teachers'/counselors opinion	0.2933	Cronbach
4	Had the course you wanted	0.2166	Alpha
5	Class size of the course you wanted	0.3749	
6	University had a good teaching reputation	0.1646	0.9044
7	University had a good research reputation	0.1937	
8	Quality of public transport to and from the university	0.3931	
9	Proximity to home	0.3312	
10	Location of the university	0.3680	
11	Graduate employment rate	0.3351	
12	Availability of computers	0.6042	
13	Quality of library facilities	0.5939	
14	Quality of lecture theatre facilities	0.5752	
15	Availability of "quiet" areas	0.6335	
16	Availability of areas for self-study	0.6035	
17	Availability of self-catering facilities near campus	0.5154	
18	Availability of university-owned accommodation	0.3871	
19	Cleanliness of the university-owned accommodation	0.5411	
20	I.T. in bedrooms under university-owned accommodation	0.5587	
21	Quality of the university grounds	0.5458	
22	Union social facilities	0.5467	
23	Availability of university health services/facilities	0.6264	
24	Diversity/range of shops at the university	0.6085	
25	Availability of financial aids/scholarships	0.5450	
26	Cost of living in the university	0.5005	
27	Opportunities for part-time employment	0.4633	
28	Prices at the catering outlets	0.6401	
29	Presence of collegiate structure	0.5095	
30	Crime rate at the university	0.5032	
31	A friendly attitude towards students	0.5257	

Table 6.6 shows the reliability analysis of the surveyed items of student university choice. This result gives a very reliable level on the questions items in Part One. The Cronbach alpha is up to 0.9044 which is an excellent level of reliability. Only five items, 1, 3, 4, 6, 7, have correlation below 0.3.

6.4 Results of Descriptive Analysis

To examine the extent the identified factors that students used to make their university choices were determined by descriptive analysis calculating the means and standard deviation for each of these factors. The rating for each item was computed as a numerical score according to the five-point Likert scale mentioned in the previous chapter. Ratings of 3.25 or above indicated some level of importance with the characteristic; ratings between 3.25 and 2.75 indicated the characteristic was perceived to be neutral to the students; while ratings of 2.75 or below indicated some level of unimportance with the characteristic. The student university choice factors in the order of average ratings across all universities are illustrated in Table 6.7 with the mean score (M) and standard deviation (SD) quoted as well. For the average ratings of university choice factors of each individual university, please refer to Appendix M.

These means ranged from 4.31 to 2.62, indicating that students placed heavy

importance to slightly unimportance on the 31 factors to make their university choices. 17 factors were perceived as important and the remaining as neutral.

Facilities-related Category

Among the top 16 factors of student university choice on average across all institutions, only seven of them are facilities-related factors. In general, students perceived the quality of library facilities ($M=3.49$) as more important in making their university choice as far as facilities-related factors are concerned. It was followed by the quality of university ground ($M=3.46$), availability of "quiet" areas ($M=3.41$), and quality of lecture theatre facilities ($M=3.36$). The other important factors accordingly with the higher ratings were I.T. in bedrooms under university-owned accommodation ($M=3.33$), availability of university health services/facilities ($M=3.27$), and availability of areas for self-study ($M=3.26$).

Student accommodation factors such as availability of university-owned accommodation ($M=3.14$), cleanliness of university-owned accommodation ($M=3.18$), availability of self-catering facilities near campus ($M=2.78$), were generally perceived to be neutral in the university choice of students on average. Availability of self-catering facilities near campus ($M=2.78$) was also found to be not important to students to make their university choice.

Table 6.7 Average Rating of Student University Choice Factors (in order of ranking) (Across All Universities)

Ranking	Details	M	SD
1	Had the course you wanted	4.31	0.841
2	Graduate employment rate	4.14	0.877
3	University had a good teaching reputation	3.90	0.901
4	A friendly attitude towards students	3.62	0.968
5	High school teachers'/counselors opinion	3.59	0.957
6	University had a good research reputation	3.54	0.937
7	Quality of library facilities	3.49	1.063
8	Quality of the university grounds	3.46	0.972
9	Cost of living in the university	3.41	1.046
10	Availability of "quiet" areas	3.41	1.035
11	Quality of lecture theatre facilities	3.36	0.983
12	Availability of financial aids/scholarships	3.35	1.135
13	I.T. in bedrooms under university-owned accommodation	3.33	1.120
14	Availability of university health services/facilities	3.27	0.980
15	Availability of areas for self-study	3.26	1.057
16	Opportunities for part-time employment	3.25	1.125
17	Friend's opinion	3.25	0.970
18	Cleanliness of the university-owned accommodation	3.18	1.094
19	Availability of computers	3.18	1.036
20	Union social facilities	3.17	0.954
21	Availability of university-owned accommodation	3.14	1.102
22	Presence of collegiate structure	3.03	1.070
23	Crime rate at the university	3.02	1.164
24	Prices at the catering outlets	3.01	1.143
25	Diversity/range of shops at the university	2.84	1.124
26	Parental opinion	2.84	1.082
27	Class size of the course you wanted	2.82	1.012
28	Quality of public transport to and from the university	2.81	1.172
29	Availability of self-catering facilities near campus	2.78	1.090
30	Location of the university	2.76	1.168
31	Proximity to home	2.62	1.185

General Category

As illustrated in Table 6.7, there was only two factors rated "4+" (four or above) on average across all universities. These two "4+" factors were not facilities-related factors but general factors. The top three factors on average across all universities included had the course you wanted (*M*=4.31), graduate employment rate (*M*=4.14), and university had a good teaching reputation (*M*=3.90) (see Table 6.7) which showed that academic concerns and employment prospects were important in students generally to make their university choice. The three factors was followed by a friendly attitude towards students (*M*=3.62).

Regarding people's opinion, students perceived high school teachers/counselors' opinion (*M*=3.59) to be more important than friend's opinion (*M*=3.25) and parental opinion (*M*=2.84).

Other important factors which scored 3.25 or above were university had a good research reputation (*M*=3.54), cost of living in the university (*M*=3.41), availability of financial aids/scholarships (*M*=3.35), and also opportunities for part-time employment (*M*=3.25).

Factors concerning location and transport were all on the bottom of the list. They were quality of public transport to and from the university (*M*=2.81), location of the university (*M*=2.76), and proximity to home (*M*=2.62).

6.5 Results of Independent Sample *t* Tests

To determine the differences exist between each of the 31 identified factors of student university choice based on three of the demographic characteristics which are gender and admission mode, attendance of open-day, independent sample *t* tests were applied. All *t* tests were conducted at the 0.05 level of significance.

<u>Differences in factor means based upon gender</u>

A series of *t* tests were used to determine the relationships between gender and each of the 31 factors. Significant differences were found between males and females regarding perceived importance of six factors in which three of them are facilities related factors. All these six factors are friend's opinion, high school teachers/counselor's opinion; university had a good research reputation, availability of 'quiet' areas, availability of self-catering facilities near campus, and I.T. in bedrooms under university-owned accommodation (see Table 6.8).

Facilities-related category

For the facilities related factors, males (*M*=3.50) perceived availability of 'quiet' areas significantly more important than did females (*M*=3.35, *t*=2.067, *p*=0.039). Males (*M*=2.88) thought availability of self-catering facilities around campus to be a more important consideration than did females (*M*=2.71, *t*=2.096, *p*=0.036). Males (*M*=3.44) also considered I.T. in bedrooms under

university-owned accommodation to be more important than did females (*M*=3.17,

t=-1.964, *p*=0.50)

General category

Females (*M*=3.31) perceived friend's opinion significantly more important

than did males (*M*=3.17, *t*=-1.964, *p*=0.50). Females (*M*=3.67) also considered

high school teachers/counselors' opinion to be significantly more important than

did males (*M*=3.47 *t*=-2.868, *p*=0.004). Males (*M*=3.64) thought university had a

good research reputation to be more critical than did females (*M*=3.25, *t*=2.334,

p=0.020).

Effect size

In order to know the effect size for those factors showed significant

differences between gender in the above independent sample *t* tests, eta squared

values were calculated for these factors and are illustrated in Table 6.9. As seen

from Table 6.9, the magnitude of differences in the means was small for only one

factor, high school teachers/counselor's opinion (eta squared=0.011). The

remaining five factors showed very small differences in magnitude in the means,

eta squared ranged from 0.005 to 0.007.

Table 6.8 Differences in Factor Means Based upon Gender

Factors	Male (N=319)	Female (N=434)	*t value*	*p*
Parental	2.76	2.89	-1.675	.094
Friends	3.17	3.31	-1.964	.050*
Teachers	3.47	3.67	-2.868	.004*
Course	4.33	4.31	.315	.753
Class size	2.88	2.78	1.295	.196
Teaching Reputation	3.94	3.86	1.232	.218
Research Reputation	3.64	3.47	2.380	.018*
Public transport	2.79	2.83	-.493	.622
Proximity	2.61	2.63	-.193	.847
Location	2.77	2.76	.089	.930
Employment	4.10	4.17	-.966	.335
Computers	3.19	3.16	.361	.718
Library	3.50	3.48	.215	.830
Lecture theatre	3.39	3.34	.646	.518
Quiet	3.50	3.35	2.067	.039*
Self-study	3.32	3.21	1.353	.176
Self-catering	2.88	2.71	2.096	.036*
Accommodation	3.20	3.09	1.335	.182
Cleanliness	3.20	3.17	.363	.717
I.T. in bedrooms	3.44	3.25	2.334	.020*
Grounds	3.53	3.40	1.800	.072
Union	3.22	3.14	1.122	.262
Health facilities	3.28	3.27	.205	.837
Shops	2.91	2.80	1.350	.178
Financial aids	3.38	3.34	.475	.635
Living cost	3.39	3.41	-.254	.799
Part-time	3.29	3.22	.809	.419
Catering prices	3.03	3.00	.270	.787
College	2.99	3.07	-.979	.328
Crime	2.99	3.04	-.618	.537
Friendly	3.64	3.62	.295	.767
* p <.05*				

Table 6.9 Values of Eta Squared of Six Significantly Different Factors Based upon Gender

Factors	*p*	Eta squared
Friends	.050*	0.005
Teachers	.004*	0.011
Research Reputation	.018*	0.007
Quiet	.039*	0.006
Self-catering	.036*	0.006
I.T. in bedrooms	.020*	0.007

<u>Differences in factor means based upon admission mode</u>

A series of independent sample *t* tests were used to determine the relationships between student admission mode and each of the 31 factors identified for student university choice. Significant differences were found between students who were admitted via JUPAS and otherwise on 20 factors (see Table 6.10). Six of the 20 factors are facilities-related factors.

Facilities-related category

For the six facilities related factors, they were all perceived by students admitted under JUPAS to be significantly less important than by their non-JUPAS counterparts. Students admitted via JUPAS (*M*=3.06) perceived availability of computers significantly less important than those admitted otherwise (*M*=3.40 *t*=-4.760, *p*=0.000). Students admitted via JUPAS (*M*=3.36) also thought quality of library facilities was less important in student university choice than those who were not admitted under JUPAS (*M*=3.75 *t*=-4.760, *p*=0.000). Furthermore, JUPAS

students (*M*=3.34) perceived availability of quiet areas to be significantly less important than their counterparts (*M*=3.56 *t*=-2.602, *p*=0.010). JUPAS students (*M*=3.15) also found availability of areas for self-study to be significantly less important than non-JUPAS students (*M*=3.47 *t*=-3.784, *p*=0.000). Diversity/range of shops at the university was perceived to be significantly more important by the non-JUPAS students (*M*=3.01) than the JUPAS students (*M*=2.76 *t*=-2.800, *p*=0.005). Union social facilities was also perceived to be significantly more important by the non-JUPAS students (*M*=3.28) than their JUPAS counterparts (*M*=3.12 *t*=-2.041, *p*=0.042).

General category

The remaining 14 general factors that found to have significant differences between students admitted via JUPAS and otherwise included parental opinion, high school teachers/counselors' opinion, had the course you wanted, class size of the course you wanted, university had a good teaching reputation, university had a good research reputation, quality of public transport to and from the university, proximity to home, location of the university, graduate employment rate, availability of financial aids/scholarships, prices at the catering outlets, presence of a collegiate structure, and crime rate at the university. Non-JUPAS students perceived all these 14 factors to be significantly more important than the JUPAS

students (see Table 6.10).

Table 6.10 Differences in Factor Means Based upon Admission Mode

Factors	Jupas (N=506)	Otherwise (N=247)	*t value*	*p*
Parental	2.77	2.96	-2.254	.024*
Friends	3.22	3.30	-1.039	.299
Teachers	3.53	3.70	-2.305	.021*
Course	4.25	4.45	-3.381	.001*
Class size	2.74	2.98	-3.082	.002*
Teaching Reputation	3.82	4.05	-3.365	.001*
Research Reputation	3.45	3.74	-4.028	.000*
Public transport	2.69	3.06	-4.052	.000*
Proximity	2.50	2.88	-4.226	.000*
Location	2.65	2.99	-3.712	.000*
Employment	4.07	4.28	-2.986	.003*
Computers	3.06	3.40	-4.193	.000*
Library	3.36	3.75	-4.760	.000*
Lecture theatre	3.33	3.41	-1.060	.289
Quiet	3.34	3.56	-2.602	.010*
Self-study	3.15	3.47	-3.784	.000*
Self-catering	2.76	2.83	-.903	.367
Accommodation	3.16	3.09	.782	.434
Cleanliness	3.16	3.22	-.737	.461
I.T. in bedrooms	3.29	3.41	-1.385	.166
Grounds	3.46	3.45	.041	.967
Union	3.12	3.28	-2.041	.042*
Health facilities	3.24	3.34	-1.382	.167
Shops	2.76	3.01	-2.800	.005*
Financial aids	3.23	3.62	-4.485	.000*
Living cost	3.40	3.42	-.197	.844
Part-time	3.23	3.28	-.575	.566
Catering prices	2.92	3.19	-2.970	.003*
College	2.93	3.23	-3.573	.000*
Crime	2.95	3.15	-2.165	.031*
Friendly	3.52	3.85	-4.560	.000
* *p* <.05				

Effect size

In order to know the effect size for those factors showed significant differences between admission mode in the above independent sample *t* tests, eta squared values were calculated for these factors and are illustrated in Table 6.11.

Table 6.11

Values of Eta Squared of Significantly Different Factors Based upon Admission Mode

Factors	*P*	Eta squared
Parental	.024*	0.006
Teachers	.021*	0.007
Course	.001*	0.015
Class size	.002*	0.012
Teaching Reputation	.001*	0.015
Research Reputation	.000*	0.021
Public transport	.000*	0.021
Proximity	.000*	0.023
Location	.000*	0.018
Employment	.003*	0.012
Computers	.000*	0.023
Library	.000*	0.029
Quiet	.010*	0.009
Self-study	.000*	0.019
Union	.042*	0.006
Shops	.005*	0.010
Financial aids	.000*	0.026
Catering prices	.003*	0.017
College	.000*	0.017
Crime	.031*	0.006

As seen from Table 6.11, the magnitude of differences in the means was small for 15 factors. They were course, class size, teaching reputation, research reputation, the quality of public transport, proximity to home, location of the

university, graduate employment rate, the availability of computers, the quality of library facilities, the availability of areas for self-study, the diversity/range of shops, the availability of financial aids/scholarships, prices at the catering outlets, and the presence of a collegiate structure. Among the 15 factors, the magnitude of difference in the means was slightly higher for quality of library facilities than the other factors (eta squared=0.029). The remaining five factors out of 20 showed very small differences in magnitude in the means, eta squared ranged from 0.006 to 0.009.

<u>Differences in factor means based upon attendance of open-days</u>

A series of independent sample *t* tests were used to determine the relationships between students' attendance of open-days and each of the 31 factors identified for student university choice. Significant differences were found between students who had attended open-days before they made their university choice and otherwise on 14 factors (see Table 6.12). Six of the factors are facilities-related factors.

Table 6.12 Differences in Factor Means Based upon Attendance of Open-days

Factors	Had attended (N=517)	Otherwise (N=236)	*t value*	*p*
Parental	2.82	2.86	-.457	.648
Friends	3.20	3.35	-1.923	.055
Teachers	3.60	3.56	.410	.682
Course	4.31	4.33	-.347	.729
Class size	2.77	2.93	-1.944	.052
Teaching Reputation	3.95	3.79	2.117	.035*
Research Reputation	3.57	3.48	1.113	.266
Public transport	2.77	2.90	-1.375	.170
Proximity	2.57	2.75	-1.905	.057
Location	2.69	2.93	-2.619	.009*
Employment	4.13	4.17	-.635	.526
Computers	3.10	3.33	-2.714	.007*
Library	3.44	3.61	-2.048	.041*
Lecture theatre	3.31	3.46	-1.871	.062
Quiet	3.35	3.56	-2.521	.012*
Self-study	3.23	3.33	-1.135	.257
Self-catering	2.78	2.78	.093	.926
Accommodation	3.21	2.98	2.691	.007*
Cleanliness	3.17	3.20	-.386	.700
I.T. in bedrooms	3.29	3.41	-1.374	.170
Grounds	3.47	3.42	.606	.545
Union	3.14	3.24	-1.314	.189
Health facilities	3.21	3.41	-2.611	.009*
Shops	2.75	3.05	-3.468	.001*
Financial aids	3.32	3.43	-1.291	.197
Living cost	3.31	3.62	-3.837	.000*
Part-time	3.18	3.40	-2.459	.014*
Catering prices	2.90	3.26	-4.109	.000*
College	2.91	3.30	-4.537	.000*
Crime	2.91	3.26	-3.854	.000*
Friendly	3.54	3.82	-3.804	.000*

* *p* <.05

Facilities-related category

For facilities-related factors, students who had attended open-days perceived availability of computers (M=3.10) to be significantly less important than those who had not (M=3.33, t=-2.714, p=0.007). Student who had attended open-days (M=3.44) thought quality of library facilities to be significantly less important than their counterparts (M=3.61, t=-2.048, p=0.041). Also, students who had attended open-days before (M=3.35) perceived availability of 'quiet' areas to be significantly less important than their counterparts (M=3.56 t=-2.821, p=0.012). Students who had attended open days before generally thought factors concerning teaching and learning facilities of the university to be less important in their university choice considerations.

Regarding the availability of university-owned accommodation, students who had attended open-days (M=3.21), however, perceived the factor to be significantly more important than those who had not attended open-days (M=2.98, t=2.6911, p=0.007).

Students who had not attended open-days (M=3.41) also thought that availability of university health services/facilities to be significantly more important than their counterparts (M=3.21, t=-2.611, p=0.009). Diversity/range of shops at the university was also perceived by the students who had not attended

open-days (*M*=3.05) to be significantly more important than those who had

attended (*M*=2.75 *t*=-3.468, *p*=0.001).

General category

Among the general factors that reported significant differences among

students who had attended open-days and otherwise, students who had attended

open-days (*M*=3.95) perceived university had a good teaching reputation to be

significantly more important than those who had not attended (*M*=3.79, *t*=2.117,

p=0.035). The remaining general factors were all perceived to be significantly less

important in making their university choices than their counterparts. These factors

include cost of living in the university, opportunities for part-time employment,

prices at the catering outlets, presence of a collegiate structure, crime rate at the

university, and a friendly attitude to students (see Table 6.12).

Effect size

In order to know the effect size for those factors showed significant

differences between attendance of open-days in the above independent sample *t*

tests, eta squared values were calculated for these factors and are illustrated in

Table 6.13. As seen from Table 6.13, the magnitude of differences in the means

was small for eight factors. They are availability of computers, availability of

university-owned accommodation, diversity/range of shops at the university, cost

of living in the university, prices at the catering outlets, presence of a collegiate

structure, crime rate at the university, and also a friendly attitude towards students.

Other than these eight factors, the magnitudes of difference in the means were very

small for the remaining factors.

Two factors reported slightly larger magnitude of difference in the means

among the eight factors, which are presence of a collegiate structure (eta

squared=0.027), and a friendly attitude towards students (eta squared=0.022).

Table 6.13 Values of Eta Squared of Significantly Different Factors Based upon Attendance of Open-days

Factors	P	Eta squared
Teaching Reputation	2.117	0.005
Location	-2.619	0.009
Computers	-2.714	0.010
Library	-2.048	0.006
Quiet	-2.521	0.008
Accommodation	2.691	0.010
Health facilities	-2.611	0.009
Shops	-3.468	0.016
Living cost	-3.837	0.019
Part-time	-2.459	0.008
Catering prices	-4.109	0.022
College	-4.537	0.027
Crime	-3.854	0.019
Friendly	-3.804	0.019

6.6 Results of One-way Analyses of Variance (ANOVAs)

To determine the relationship between each of the 31 identified factors and the two demographic characteristics separately, one-way ANOVAs were applied. The two demographic characteristics were the university students were attending, and their frequent accommodation mode. All significant ANOVAs were followed by Scheffe's post-hoc comparisons to examine the significant difference among the groups. All ANOVAs and Scheffe's analyses were conducted at the 0.05 level of significance.

Differences in factor means based upon the university the students attending

The results of one-way ANOVAs showed that there was a significant difference somewhere among the mean scores on each of the student university choice factors for the eight universities, except graduate employment rate (see Appendix N). Values of eta squared were also calculated and listed in Appendix N to illustrate the effect size. Post-hoc comparisons using Tukey HSD test were carried out on the 30 factors to examine where the differences among the groups occurred (see Appendix O).

Facilities-related factors:

There were significant differences found between students from the eight universities in the perceived importance of all facilities-related factors in student

university choice.

Respondents from CUHK (*M*=2.98), HKUST (*M*=3.16) and HKU (*M*=3.33) all had a significantly lower perception of the importance of quality of library facilities than students from HKBU (*M*=3.86) and LU (*M*=3.87). The effect size calculated for this factor using eta squared was 0.091, which means that the actual difference in mean scores among the universities was moderate.

Regarding the availability of quiet places and self-study areas, the availability of quiet places was found to be significantly less important from students of CUHK (*M*=2.92) than five other universities which are HKBU (*M*=3.76), LU (*M*=3.70), HKIEd (*M*=3.47), PolyU (*M*=3.59) and HKUST (*M*=3.45). HKU students (*M*=3.12) also found the availability of quiet places to be significantly less important than students from HKBjU, LU and PolyU. Similar patterns were observed on the significant differences of the mean scores of availability of self-study areas for these universities. CUHK students (*M*=2.79) thought the availability of self-study areas to be significantly less important than students from HKBU (*M*=3.62), LU (*M*=3.60), HKIEd (*M*=3.25), PolyU (*M*=3.48) and HKUST (*M*=3.24); while the same factor was also perceived by HKU students (*M*=2.94) to be significant less important than students from HKBU, LU, and PolyU. The effect size calculated for quiet places and self-study areas using eta squared were 0.066

and 0.070 respectively, which means that the actual differences in mean scores for both factors among the universities were moderate.

For accommodation factors, CUHK students (*M*=2.46) perceived self-catering facilities near campus to be significantly less important than student from LU (*M*=2.97) and PolyU (*M*=3.09). HKUST students (*M*=2.62) also found the factor to be significantly less important than their counterparts in PolyU. The effect size calculated for this factor using eta squared was 0.029, which means that the actual difference in mean scores among the universities was quite small. CUHK students (*M*=3.56) perceived university-owned accommodation to be significantly more important than students from CityU (*M*=2.83), HKBU (*M*=2.98), and HKU (*M*=2.72). HKIEd student (*M*=3.40) also perceived the factor to be significantly more important than students from CityU and HKU. The effect size calculated for this factor using eta squared was 0.059, which means that the actual difference in mean scores among the universities was moderate. Cleanliness of accommodation was perceived by HKU students (*M*=2.80) to be significantly less important than nearly all other universities, which included HKBU (*M*=3.27), LU (*M*=3.33), CUHK (*M*=3.19), HKIEd (*M*=3.47), PolyU (*M*=3.35) and HKUST (*M*=3.34). The effect size calculated for this factor using eta squared was .056, which means that the actual difference in mean scores among the universities was moderate. HKU

students (M=2.77) also found I.T. in bedrooms under university-owned accommodation to be significantly less important than the same six institutions which are HKBU (M=3.37), LU (M=3.49), CUHK (M=3.38), HKIEd (M=3.58), PolyU (M=3.53) and HKUST (M=3.39). The effect size calculated for the factor using eta squared was 0.049, which means that the actual difference in mean scores among the universities was moderate.

The quality of lecture theatre facilities was perceived to be significantly less important by the students from CUHK (M=2.80) than six other universities which are CityU (M=3.41), HKBU (M=3.56), LU (M=3.51), HKIEd (M=3.35), PolyU (M=3.55) and HKUST (M=3.55). The effect size calculated for the factor using eta squared was 0.065, which means that the actual difference in mean scores among the universities was moderate.

The quality of university grounds was perceived to be significantly less important by CUHK students (M=3.05) than student from HKBU (M=3.53), HKIEd (M=3.58), PolyU (M=3.81) and HKUST (M=3.66). The same factor was also perceived to be less important by HKU students (M=3.12) than students from HKIEd, PolyU and HKUST. The effect size calculated for the factor using eta squared was 0.062, which means that the actual difference in mean scores among the universities was moderate.

CUHK students (M=2.43) found union social facilities to be significantly less important in their university choices than all other universities, which are CityU (M=3.11), HKBU (M=3.44), LU (M=3.43), HKIEd (M=3.29), PolyU (M=3.56), HKUST (M=3.12) and HKU (M=3.03). The effect size calculated for the factor using eta squared was 0.121, which means that the actual difference in mean scores among the universities was large.

University health services/facilities were perceived to be significantly less important by CUHK students (M=2.72) than students from CityU (M=3.26), HKBU (M=3.51), LU (M=3.25), HKIEd (M=3.29) and PolyU (M=3.56). HKU students (M=3.05) also found it to be significantly less important than students of HKBU and PolyU. The effect size calculated for the factor using eta squared was 0.103, which means that the actual difference in mean scores among the universities was medium.

Diversity/range of shops was found to be significantly less important by CUHK students (M=2.11) than students from CityU (M=2.97), HKBU (M=3.32), LU (M=2.93), HKIEd (M=2.97), PolyU (M=3.36) and HKUST (M=2.76). HKU students (M=2.36) also found the factor to be significantly less important than students from CityU, HKBU, LU, HKIEd and PolyU. The effect size calculated for the factor using eta squared was 0.131, which means that the actual difference in

mean scores among the universities was large.

General category

Significant differences were found among universities on the mean scores of all general factors except graduate employment rate. The actual difference in mean scores for several factors were moderate or large (eta squares > .06). These factors include good teaching reputation, quality of public transport, proximity to home, university location, prices at catering outlets, a friendly attitude towards students, opportunities for part-time employment.

For teaching reputation, students from CUHK (*M*=4.21), HKUST (*M*=4.11) and HKU (*M*=4.15) found it to be significantly more important in university choice than students from CityU (*M*=3.67), LU (*M*=3.71), and HKIed (*M*=3.44). The effect size calculated for the factor using eta squared was 0.077, which means that the actual difference in mean scores among the universities was moderate.

Concerning location and transport factors, both CUHK (*M*=2.26) and HKU students (*M*=2.24) perceived quality of public transport to be significantly less important than students from CityU (*M*=3.20), HKBU (*M*=3.18), LU (*M*=2.85), PolyU (*M*=3.26) and HKUST (*M*=2.87). CUHK (*M*=2.14) and HKU students (*M*=2.26) also perceived location of university to be significantly less important than students from CityU (*M*=3.19), HKBU (*M*=3.50), LU (*M*=2.91), PolyU

(*M*=2.99) and HKUST (*M*=2.94). The actual differences in mean scores for these two factors among the universities were moderate as the effect size calculated using eta squared for the two factors were 0.106 and 0.107 respectively.

<u>Differences in factor means based upon frequent accommodation mode</u>

Before one-way ANOVAs were carried out, Levene's test for homogeneity of variance was done to screen out factors that violated the assumption of homogeneity. Four factors of student university choice were then eliminated for further discussion (see Appendix P).

The results of one-way ANOVAs showed that there were significant differences somewhere among the mean scores on 19 of the student university choice factors for students from three different frequent modes of accommodation (see Appendix Q). Values of eta squared were also calculated and listed in Appendix D to illustrate the effect size. Post-hoc comparisons using Tukey HSD test were carried out on the 19 factors to examine where the differences among the groups occurred (see Appendix R).

Facilities-related category:

There were significant differences found between students from three different frequents modes of accommodation in the perceived importance of 11 facilities-related factors in student university choice.

Students who lived at home (M=3.29) had a significantly higher perception of the importance of availability of computers than students who stayed in university-owned accommodation (M=2.97) most of the time. The effect size calculated for this factor using eta squared was 0.021, which means that the actual difference in mean scores among accommodation modes was small.

Quality of library facilities was also perceived to be significantly more important by students who stayed at home (M=3.59) than those who lived in university-owned accommodation (M=3.31). The effect size calculated for this factor using eta squared was .016, which means that the actual difference in mean scores among accommodation modes was small. The availability of quiet areas was perceived to be significantly more important by students who lived at home (M=3.49) then students who stayed in university-owned accommodation (M=3.26). The effect size calculated for this factor using eta squared was 0.013, which means that the actual difference in mean scores among accommodation modes was small. Students lived at home (M=3.37) also found the availability of self-study areas to be significantly more important in their university choices than students stayed at university-owned accommodation (M=3.06). The effect size calculated for this factor using eta squared was 0.021, which means that the actual difference in mean scores among accommodation modes was small.

Regarding accommodation factors, students who stayed in university-owned accommodation (*M*=3.59) found the availability of university-owned accommodation to be significantly more important in their university choices than those who stayed at home (*M*=2.88). The effect size calculated for this factor using eta squared was 0.096, which means that the actual difference in mean scores among accommodation modes was moderate. They (*M*=3.43) also perceived the cleanliness of university-owned accommodation to be significantly more important than students who stayed at home (*M*=3.03). The effect size calculated for this factor using eta squared was 0.031, which means that the actual difference in mean scores among accommodation modes was small. I.T. in bedrooms was also perceived to be of a significant higher importance to the students who stayed in university-owned accommodation (*M*=3.52) than those lived at home (*M*=3.21). The effect size calculated for this factor using eta squared was 0.018, which means that the actual difference in mean scores among accommodation modes was small.

Students who lived at home also found the quality of lecture theatre facilities, union social facilities and diversity/range of shops to be significantly more important than their counterparts who stayed at university-owned accommodation.

General category:

Significant differences were found between students from three different

frequents modes of accommodation in the perceived importance of seven general factors in student university choice. The actual differences in mean scores for these seven factors were small (eta squares < 0.10).

Two of the seven factors were location factors which included quality of public transport and location of university. Students who lived at home (*M*=3.00) found the quality of public transport to be significantly more important than those who stayed at university-owned accommodation (*M*=2.50). These students (*M*=2.93) also perceived location of university to be of a significantly higher importance than their counterparts who stayed at university-owned accommodation (*M*=2.48). The effect size calculated for these two factors using eta squared were 0.043 and 0.034 respectively, which means that the actual differences in mean scores among accommodation modes for both factors were small.

6.7 Conclusion

From the quantitative findings of the descriptive statistics, it is observed that the perceived importance of student university choice factors obtained from the Hong Kong sample differed very much from the UK sample. Moreover, there were significant actual differences between students from different universities on the perceived importance of various factors of student university choice. There also

existed significant actual differences in the perception of identified factors on student university choice between students who lived at home and those who stayed at university-owned accommodation. However, no actual significant differences were found on the perceived importance of student university choice factors between students from the opposite sex, different modes of admission, and their attendance of university open-days. The major findings in this chapter are discussed in detail in the next chapter.

Chapter 7

<u>Discussion</u>

7.1 Introduction

After quantitatively analyzing the importance of factors influencing student

university choices with reference to different demographic characteristics of the

respondents in Hong Kong in the previous chapter, this chapter presents a

discussion of the findings. Firstly, similarities and differences between the Hong

Kong sample and the UK sample on the perceived importance of the identified

factors in student university choice is discussed. It is followed by a discussion on

the differences of the perceived importance of identified factors of student

university choice between students from different universities in Hong Kong, and

students from different frequent mode of accommodation in Hong Kong.

7.2 Student University Choice between Hong Kong and the UK

The findings from the Hong Kong sample differ much from the study of Price

et al. (2003) of the UK sample. The Hong Kong sample does not put much

emphasis on physical facilities in their student university choice than their UK

counterparts. There is no facilities-related factor among the top six student

university choice factors in the Hong Kong sample, while there were four in the

UK sample (see Table 3.1 and Table 6.4).

For facilities-related factors, the quality of library facilities and availability of

quiet areas are also among the top facilities-related factors for both samples.

However, the availability of computers, which is seen as the second most important

factor from the UK sample, is on the 19th position on the list for the Hong Kong

sample. The availability of computers is not perceived by the university students in

Hong Kong to be as important as their UK counterparts. As reviewed in Chapter 4,

the universities in Hong Kong generally provide adequate computer facilities to the

students. Students get access to computers easily from university libraries and

computer laboratories. This can further be explained by the widespread of

computers not only among the university students but also among the society in

Hong Kong. University students are always given special offers to purchase laptop

computers by various computer companies in Hong Kong with sponsorships of

their universities.

An interesting finding from the Hong Kong sample is that they perceive the

quality of university grounds to be the second most important facilities-related

factor of student university choice. The order of the accommodation factors out of

the facilities-related factors, such as university-owned accommodation and I.T. in bedrooms, is similar in both samples. The diversity/range of shops was also considered to be not very important among the facilities-related factors for both samples. The availability of self-catering facilities near campus is, however, perceived to be even less important by the Hong Kong respondents than those in UK. This could be due to the fact that few students actually stay in such facilities in the Hong Kong sample and also the satisfactory provision of university-owned accommodation facilities in Hong Kong to students as reviewed in Chapter 4.

Concerning the general factors, what is similar between the two samples is that the course is perceived to be the most important factor both in Hong Kong and the UK. The first priority of both students in Hong Kong and the UK in their university choices is to choose a university with the course they want. Teaching reputation is also considered to be very important in both samples. Unlike the UK sample, research reputation is perceived to be important in student university choice in the Hong Kong sample (came as the sixth position). Another interesting observation was that graduate employment rate which could hardly be included in the UK sample is, however, the second most important university choice factor perceived from the Hong Kong sample. This shows that Hong Kong students were more concerned about their employment prospects than their UK counterparts. In

fact, the eight universities in Hong Kong did publish their graduate employment information in the JUPAS website. Location factors, for instance, the quality of public transport, is considered to be important (7th important factor) by the UK sample but not in Hong Kong. Location and transportation factors are down the list in the Hong Kong sample. The efficient transportation network in Hong Kong can simply reason for the difference. Six of the eight Hong Kong universities are located very near to the train or railway network which can bring students to and from the university easily as reviewed in Chapter 4.

7.3 Differences between Individual Universities in Hong Kong

From the findings, it is observed that there existed two significant subsets of students who perceive the importance of facilities-related factors very differently. One subset is made up of students from CUHK and HKU while another from LU and HKBU students. Students from two universities which are CUHK and HKU perceived many facilities-related factors except student accommodation factors to be significantly less important than students from two other universities, LU and HKBU. Although CUHK and HKU provide the largest volume of library materials among other universities, the quality of library facilities are perceived to be significantly less important by their students than LU and HKBU. Other

facilities-related factors included the availability of quiet places and self-study areas, the quality of university ground, the diversity/range of shops and the availability of university health services. Students from CUHK and HKU also think the location and transportation factors to be less important when they made their university choices. However, students from these two universities together with HKUST perceived teaching reputation to be significantly more important than other universities. HKU, CUHK and HKUST are the top three among the eight universities according to a survey (see Figure 4.2). It is suggested that students from universities with high ranking (with good teaching reputation) perceive facilities-related factors, and location and transportation factors to be of a significantly lower importance when they made their university choices than other universities in Hong Kong generally.

Among the highest ranking universities (see Figure 4.2), CUHK is the only university with students who perceive university-owned accommodation to be significantly more important than students from other universities. Students from HKIEd scored the second highest among other universities on the perceived importance of university-owned accommodation. Both universities provide the highest proportion of full-time undergraduate students with university-owned accommodation at the same time.

7.4 Differences between Different Frequent Modes of Accommodation

Students who stayed at home perceived the availability of computers, quality of library facilities and the availability of quiet areas and self-study areas to be significantly more important than those who lived in university-owned accommodation. These four factors are all linked with facilities for students to study or work on assignments after normal school periods. It is suggested that students who live in university-owned accommodation may study or work on assignments after normal school periods at their own accommodation in the University, while students who live at home may have a higher need of such facilities after school.

It is also found that students who stay at university-owned accommodation perceive the factor to be significantly more important than those who live at home. This suggests that students, who perceive the factor to be important, are acting consistently and thus stay at university-owned accommodation. Students who live at home perceive location and transportation factors to be significantly more important than those who stay in university-owned accommodation. It is suggested that students who live at home, need to travel to and from the university during school days, and thus they found location and transportation factors to be more important although Hong Kong has a well-developed transportation network.

7.5 Conclusion

Based on the discussions above, Hong Kong students generally perceive facilities-related factors to be less important than their counterparts in the UK. There are some similarities between both samples. For example, students from the UK and Hong Kong all rank course to be the top most important factor of their university choices. The quality of library facilities is also ranked among the top few important facilities-related factors in both samples. However, there are also differences between the samples such as the perceived importance of the location and transportation factors due to different geographical characteristics of the two places.

Like the UK sample, there are universities in Hong Kong in which students perceive facilities-related factor to be more important in their university choices than some other. Price et al. (2003) suggested that facilities could act as differentiating factors that the perceived importance of a facilities-related factor could be higher where the particular facilities was provided with a higher quality. It may be right in the UK sample but could not account for the observations in the Hong Kong sample. For example, students from the university which provided the largest volume of library materials scored, however, significantly less important in their university choices.

To extend outside the study of Price et al. (2003), it is found that students who live at home perceive factors related to self-learning activities, such as the quality of library facilities, the availability of computers, areas for self-study and quiet places to be significantly more important than those students who stayed at university-owned accommodation.

Chapter 8

<u>Conclusion</u>

8.1 Introduction

This chapter presents the conclusion of the dissertation. The background of the dissertation is first given, which is then followed by the results of the dissertation. Limitations of the dissertation and recommendations for further investigation on the topic are given at the end.

8.2 Background of the Dissertation

The beginning of the research on student university choice could be dated back to a number of decades ago from the States and Europe. In the past, researches on the topic focused on the choice process and the factors influencing students when they made their university choices. Facilities had long been neglected or even ignored by the pool of literature in the student choice of university. The only attempt to consider the impact of facilities on student choice of university was presented in Price et al. (2003) based on the sample of the UK. The dissertation focuses on examining the influence of physical facilities on the university choice of students in Hong Kong. A number of student university choice

factors and relevant theories from previous literature are identified. However, only general factors could be identified from the literature while most facilities-related factors are identified from the study of Price et al. (2003). This dissertation thus investigates the importance of facilities-related factors on student university choices in Hong Kong by comparing the results with the UK sample. It also extends the research of Price et al. (2003) by further investigating the differences in the importance of physical facilities on the university choices between students of different demographic characteristics.

8.3 Dissertation Results

Three objectives have been set out in this dissertation and conclusions relating to them are discussed below.

Objective 1: To identify the factors that affect students' decisions when they made their university choices in Hong Kong

Objective 1 has been achieved in Chapter 2, 3, in which literature and Price et al (2003) study were reviewed. A quantitative survey has been conducted on 753 undergraduate students studying in eight local universities. Factors of student university choice included in the questionnaire are modified from the literature and the study of Price et al. (2003). Questionnaires are distributed and collected back at

canteens of the universities. The results obtained from the questionnaires forms the basis of the dissertation study on the factors influencing students' decisions when they made their university choices in Hong Kong.

It is found that there is a diverse pattern in the average level of importance in different factors between Hong Kong students and the UK students in Price et al's study in 2003. It is explained by the different goals of students, geographic characteristics, and level of widespread of computer technology between Hong Kong and the UK. It is concluded that Hong Kong students find facilities-related factors to be less crucial when they make their university choices than their UK counterparts.

Objective 2: To determine the relative importance of physical facilities on student choice of university in Hong Kong

Objective 2 is carried out in Chapter 6 in which the 31 factors identified are evaluated by independent *t* tests and one-way ANOVAs to observe the diverse patterns in the average level of importance in different factors between students of different demographic characteristics. There are no actual significant differences between the perceived importance of both facilities-related and general factors of student university choice between students of different gender, modes of admission,

and attendance of university-open days.

Students from the eight universities, however, perceived the factors of student university choice differently. Students from two significant subsets of local universities perceived the facilities-related factors very differently. Students from highest ranking universities (see Appendix M) such as CUHK and HKU found facilities-related factors to be significantly less important than students from two other universities which are LU and HKBU. Teaching reputation is also thought to be significantly more important by CUHK and HKU students. It is suggested that students from reputable universities found that teaching reputation to be far more important than facilities-related factors in their university choices.

There are also actual significant differences among students of different frequent modes of accommodation. Various facilities factors related to self-learning on campus after school are found to be more important among students who lived at home rather than students who stayed at university-owned accommodation. University-owned accommodation is also perceived to be significantly more important among the students who stayed at university-owned accommodation than those who lived at home.

8.4 Limitations of the Dissertation

In this dissertation, factors affecting students' decisions when they make their university choices and the relative importance of the facilities-related factors in Hong Kong are investigated. The most important limitation of the study is the size of random sample obtained from each of the eight universities. Due to the limitation of resources, only around 95 students were randomly selected from each university to participate in the survey which gives an 85 percent level of significance of the results. If the number of students who are invited to participate in the dissertation could be increased, more accurate and generalized results could be obtained. This can definitely reinforce the implication of the dissertation.

Moreover, another limitation of the study is that the survey was only carried out in at most two canteens for each of the eight universities around lunch hours. There may be chances that students studying certain courses were ruled out in the survey. For instance, the survey in HKU was conducted in two canteens located in its main campus. Medical students who are studying in the Sassoon Road campus were probably not included in the survey. If the survey could be carried out in more canteens around the eight universities, the results obtained could be more accurate and generalized as well.

Also the discussion of the findings in this dissertation in regard to the

differences in perceived importance of various factors in student university choice between students from different universities are based mainly on the descriptive information provided by the universities and the author's perception of their characteristics during site visits. If follow-up interviews could be carried out to discuss the rationale behind how they rank the factors in the questionnaire, this could reinforce the implications of the dissertation.

As this dissertation focuses on factors affecting students' decisions in their university choices, it assumes that only the 31 identified factors adapted mainly from literature and the study of Price et al. (2003) are the only factors. There are not any other key factors students may consider in their university choices. Alternatively, it is possible for students to be significantly influenced by some other factors which are not included in the survey. Therefore, the other possible factors of student university choice are excluded in this dissertation.

8.5 Recommendations for Further Investigations

In this dissertation, a list of preset factors affecting students' decisions in their university choices is used for the rating of relative importance by the respondents. However, factors in the list may not be comprehensive enough and suitable for the situation in Hong Kong. These factors can be further examined in detail so that the

considerations and implications of these factors can be identified. It is hoped that

the dissertation offers a sturdy beginning towards such future research in Hong

Kong.

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809)

APPENDIX A

Location Map of City University of Hong Kong
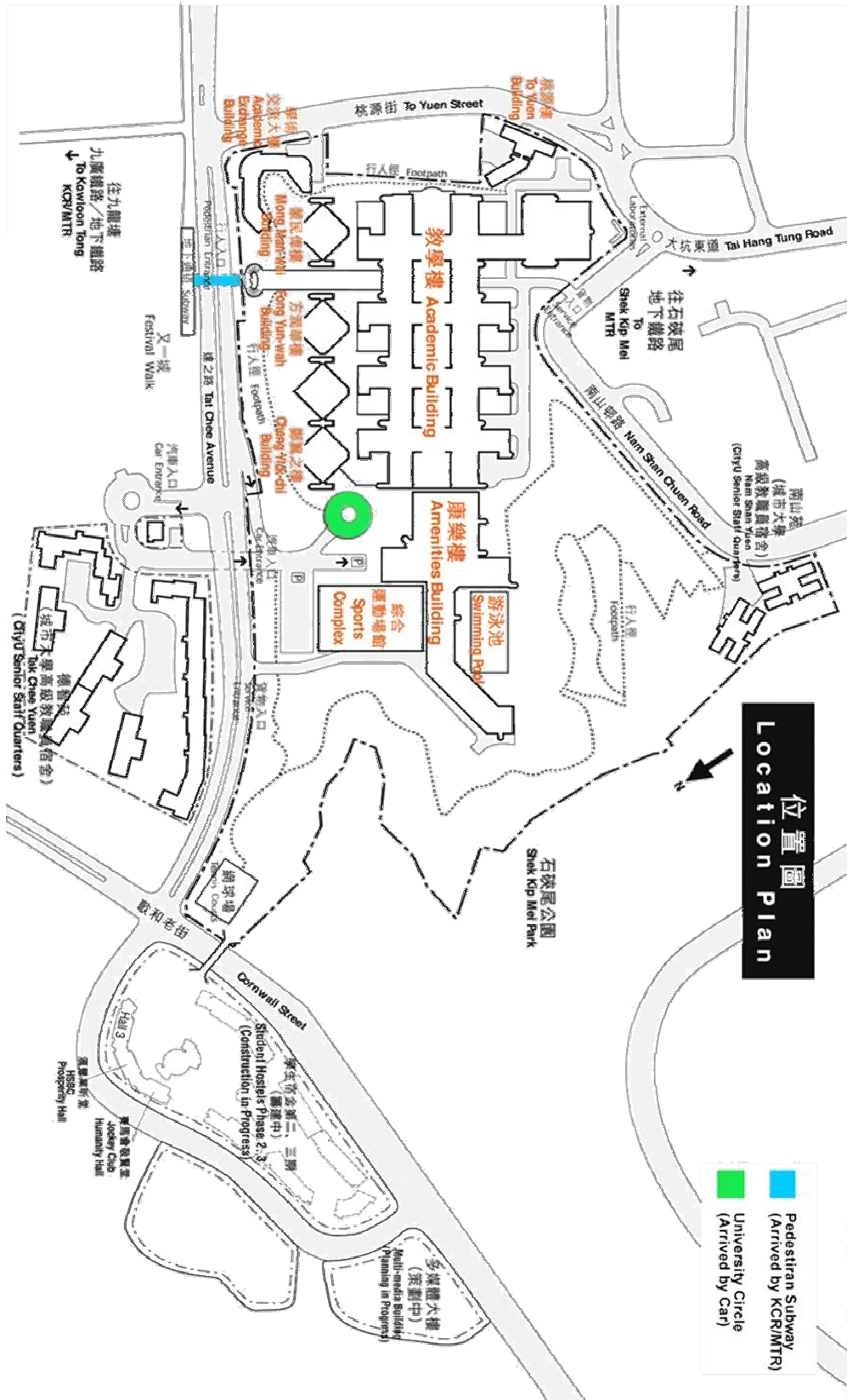
Source: City University of Hong Kong, 2004.

APPENDIX B

Campus Map of Hong Kong Baptist University
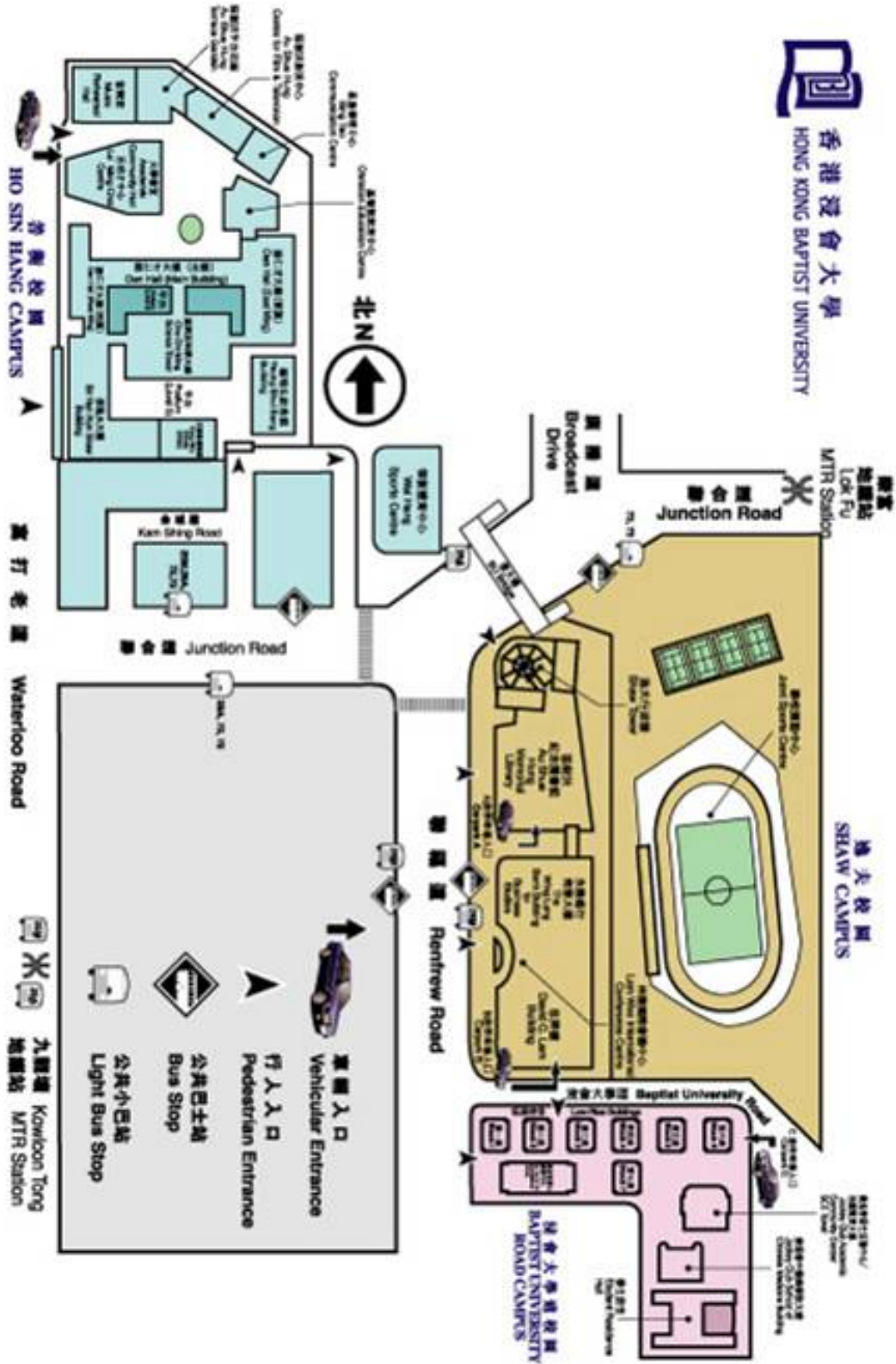
Source: Hong Kong Baptist University, 2004.

APPENDIX C

Campus Map of Lingnan University

Location Map

來九龍方向

From Kowloon

1. Drive along the "Tuen Mun" direction.
2. Do not drive into Tuen Mun Town Centre, but follow the "Yuen Long" direction.
3. After by-passing Tuen Mun Town Centre, take the middle lane and follow the "Tuen Mun (west)" direction.
4. After driving past the "Tai Hing" Exit (but do not exit here), keep left and follow the overhead road sign "Lam Tei and University". Do not go towards the "Yuen Long and Tin Shui Wai" direction.
5. Then follow the roadside sign "University", "University and Fu Tei" (Do not go to Lam Tei), turning into Castle Peak Road - Lingnan Section.

From Kowloon to University, please use route A.
From Yuen Long to University, please use route B.
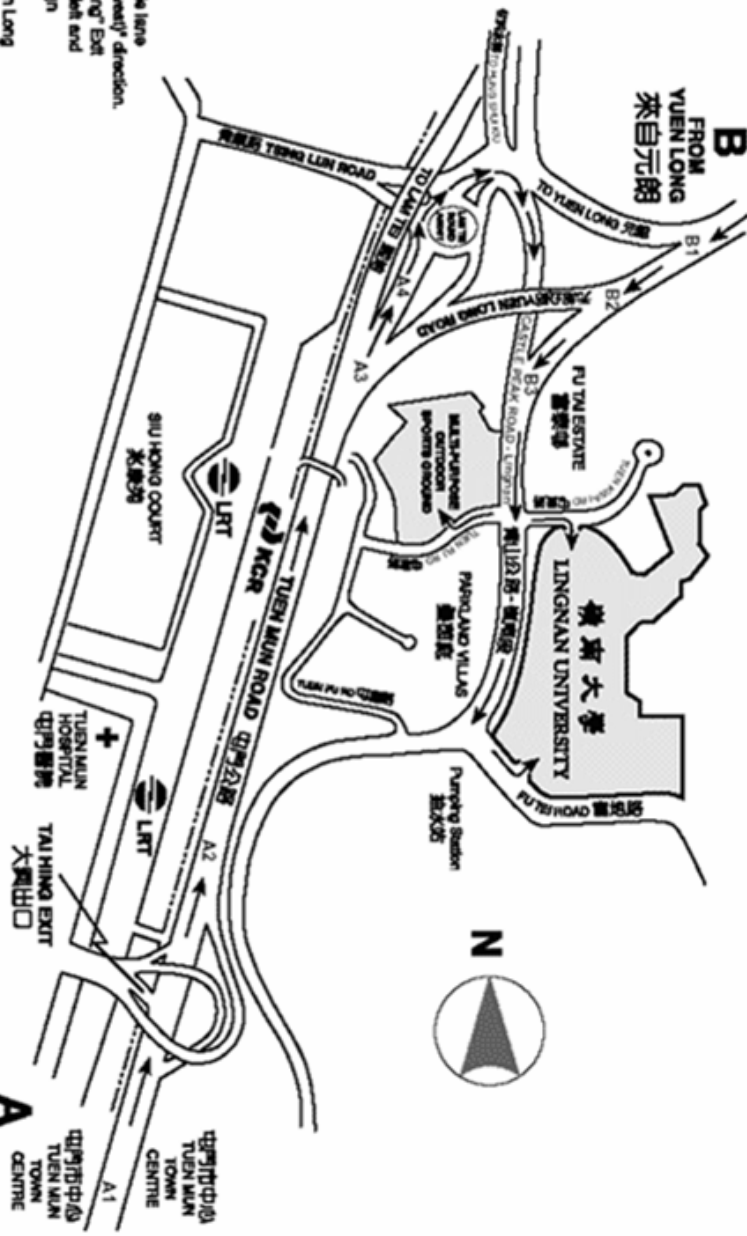
Please follow the road signs as below:

A	Tuen Mun Highway 屯門快速公路	B	Yuen Long Highway 元朗快速公路
A1	Yuen Long 元朗	B1	Yuen Long Road 元朗公路
A2	Tuen Mun (W) 屯門(西)	B2	Tuen Mun (W) 屯門(西)
A3	Lam Tei and University 藍地及大學	B3	Fu Tei 虎地/University 大學
A4	University 大學		

FROM YUEN LONG 來自元朗

FROM KOWLOON 來自九龍

TSENG LUN ROAD 青麟路
TO YUEN LONG 元朗
TO LAM TEI 藍地
CASTLE PEAK ROAD - LINGNAN 青山公路-嶺南
FU TAI ESTATE 富泰邨
SIU HONG COURT 兆康苑
LRT
KCR
TUEN MUN ROAD 屯門公路
TUEN MUN HOSPITAL 屯門醫院
TAI HING EXIT 大興出口
TUEN MUN TOWN CENTRE 屯門市中心
MULTI-PURPOSE OUTDOOR SPORTS GROUND
PARK AND VILLAS
LINGNAN UNIVERSITY 嶺南大學
Pumping Station 抽水站
FU TEI ROAD 虎地路
N

Updated on 18th March, 2004

Source: Lingnan University, 2004.

APPENDIX D

Campus Map of The Chinese University of Hong Kong
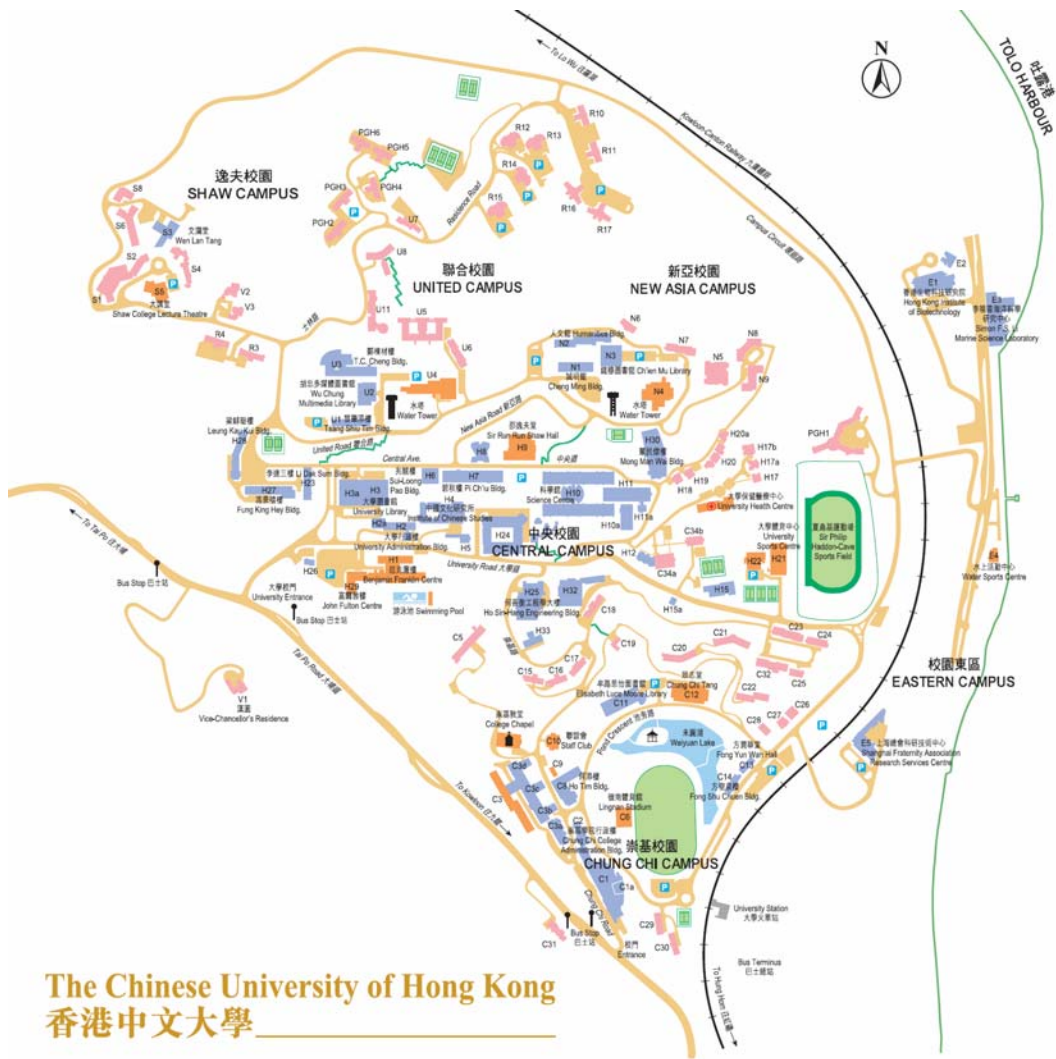
The Chinese University of Hong Kong
香港中文大學

CENTRAL CAMPUS 中央校園

Academic Bldg. No. 1	H33	教研樓一座
Art Museum	H4	文物館
Art Museum Conservation Annex	H5	文物館工作室
Basic Medical Sciences Bldg. Teaching Annex	H11a	基本醫學大樓新翼
Benjamin Franklin Centre	H1	范克廉樓
Chan Kwan Tung Inter-university Hall	H17a	陳震樓
Chiangs Bldg.	H17b	曙光樓
Cho Yiu Conference Hall	H2a	祖堯堂
Choh-Ming Li Basic Medical Sciences Bldg.	H11	李卓敏基本醫學大樓
Engineering Bldg. Phase II	H32	工程學大樓第二期
Estate and Maintenance Bldg.	H15	醫修樓
Estate and Maintenance Bldg. Annex	H15a	醫修樓擴樓
Fung King Hey Bldg.	H27	馮景禧樓
Ho Sin-Hang Engineering Bldg.	H25	何善衡工程學大樓
Institute of Chinese Studies	H4	中國文化研究所
John Fulton Centre	H29	富爾敦樓
Kwok Sports Bldg.	H22	汾陽體育館
Lady Ho Tung Hall	H12	何東夫人堂
Lady Shaw Bldg.	H24	邵逸夫夫人樓
Leung Kau Kui Bldg.	H28	梁銶琚樓
Li Dak Sum Bldg.	H23	李達三樓
Minor Staff Quarters 1–3	H18–H20	職工宿舍第一至第三座
Mong Man Wai Bldg.	H30	蒙民偉樓
Panacea Lodge	H20a	芝苑
Pi Ch'iu Bldg.	H7	碧秋樓
Science Centre	H10	科學館
Science Centre East Block	H10a	科學館東座
Security and Transport Bldg.	H26	保安交通中心
Sir Run Run Shaw Hall	H9	邵逸夫堂
Sui-Loong Pao Bldg.	H6	包兆龍樓
Tin Ka Ping Bldg.	H3a	田家炳樓
University Administration Bldg.	H2	大學行政樓
University Library	H3	大學圖書館
University Sports Centre	H21	大學體育中心
Y.C. Liang Hall	H8	梁昌堂
Yali Guest House	H17	雅禮賓館

CHUNG CHI CAMPUS 崇基校園

Bamboo Lodge	C28	竹苑
Chen Kou Bun Bldg.	C3c	陳國本樓
Chung Chi College Administration Bldg.	C2	崇基學院行政樓
Chung Chi Tang	C12	崇志堂
Cypress Lodge	C26	柏苑
Elisabeth Luce Moore Library	C11	牟路思怡圖書館
Esther Lee Bldg.	C1	利黃瑤璧樓
Fong Shu Chuen Bldg.	C14	方樹泉樓
Fong Yun Wah Hall	C13	方潤華堂
Ho Tim Bldg.	C8	何添樓
Hua Lien Tang	C20	華連堂
Hui Yeung Shing Bldg.	C3a	許讓成樓
Inter-university Hall	C30	博文苑
Lee Hysan Concert Hall	C1a	利希慎音樂廳
Lee Shu Pui Hall	C32	利樹培堂
Li Wai Chun Bldg.	C3	李慧珍樓
Lingnan Stadium	C6	嶺南體育館
Madam S,H, Ho Hall	C23	何善衡夫人宿舍
Ming Hua Tang	C21	明華堂
Orchid Lodge	C9	蘭苑
Pentecostal Mission Hall Complex High Block	C34a	五旬節會樓高座
Pentecostal Mission Hall Complex Low Block	C34b	五旬節會樓低座
Pine Lodge	C27	松苑
Sino Bldg.	C3d	信和樓
Staff Club	C10	聯誼會
Staff Quarters A–D	C15–C18	崇基教職員宿舍A至D座
Staff Quarters E	C29	崇基教職員宿舍E座
Staff Quarters G	C19	崇基教職員宿舍G座
Staff Quarters S	C25	崇基教職員宿舍S座
Theology Bldg.	C5	神學樓
Wen Chih Tang	C24	文質堂
Wen Lin Tang	C31	文林堂
Wong Foo Yuan Bldg.	C3b	王福元樓
Ying Lin Tang	C22	應林堂

NEW ASIA CAMPUS 新亞校園

Cheng Ming Bldg.	N1	誠明館
Ch'ien Mu Library	N3	錢穆圖書館
Chih Hsing Hall	N5	知行樓
Daisy Li Hall	N9	紫霞樓
Friendship Lodge	N6	會友樓
Grace Tien Hall	N8	志文樓
Humanities Bldg.	N2	人文館
Staff Student Centre	N4	樂群館
Xuesi Hall	N7	學思樓

SHAW CAMPUS 逸夫校園

Kuo Mou Hall High Block	S1	國楙樓高座
Kuo Mou Hall Low Block	S2	國楙樓低座
Shaw College Lecture Theatre	S5	大講堂
Student Hostel 2 High Block	S6	第二學生宿舍高座
Student Hostel 2 Low Block	S8	第一學生宿舍低座
Wen Lan Tang	S3	文瀾堂
Ya Qun Lodge	S4	雅群樓

UNITED CAMPUS 聯合校園

Adam Schall Residence	U5	湯若望宿舍
Bethlehem Hall	U6	伯利衡宿舍
Chan Chun Ha Hostel	U11	陳震夏宿舍
Cheung Chuk Shan Amenities Bldg.	U4	張祝珊師生康樂中心
Hang Seng Hall	U8	恒生樓
T.C. Cheng Bldg.	U3	鄭棟材樓
Tsang Shiu Tim Bldg.	U1	曾肇添樓
U.C. Staff Residence	U7	聯合苑
Wu Chung Multimedia Library	U2	胡忠多媒體圖書館

RESIDENTIAL AREA 宿舍

Jockey Club Postgraduate Hall	PGH1	賽馬會研究生宿舍
Postgraduate Hall No. 2	PGH2	研究生宿舍二座
Postgraduate Hall No. 3	PGH3	研究生宿舍三座
Postgraduate Hall No. 4	PGH4	研究生宿舍四座
Postgraduate Hall No. 5	PGH5	研究生宿舍五座
Postgraduate Hall No. 6	PGH6	研究生宿舍六座
University Guest House No. 1	V2	大學賓館第一座
University Guest House No. 2	V3	大學賓館第二座
University Residence Nos. 3–4	R3–R4	第三至第四苑
University Residence Nos. 10–17	R10–R17	第十至第十七苑
Vice-Chancellor's Residence	V1	漢園

EASTERN CAMPUS 校園東區

Academic Bldg. No. 2	E2	教研樓二座
Hong Kong Institute of Biotechnology	E1	香港生物科技研究院
Shanghai Fraternity Association Research Services Centre	E5	上海總會科研服務中心
Simon F.S. Li Marine Science Laboratory	E3	李福善海洋科學研究中心
Water Sports Centre	E4	水上活動中心

LEGEND 圖例

- Administration/Teaching/Research Bldg. 行政 / 教研樓宇
- Amenities/Service Bldg. 文娛 / 服務設施
- Residence/Student Hostel/Guest House 住宅 / 宿舍 / 賓館
- Sports Field/Tennis Court 運動場 / 網球場
- **P** Car Park 停車場

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Source: The Chinese University of Hong Kong, 2004.

APPENDIX E

Campus Map of The Hong Kong Institute of Education
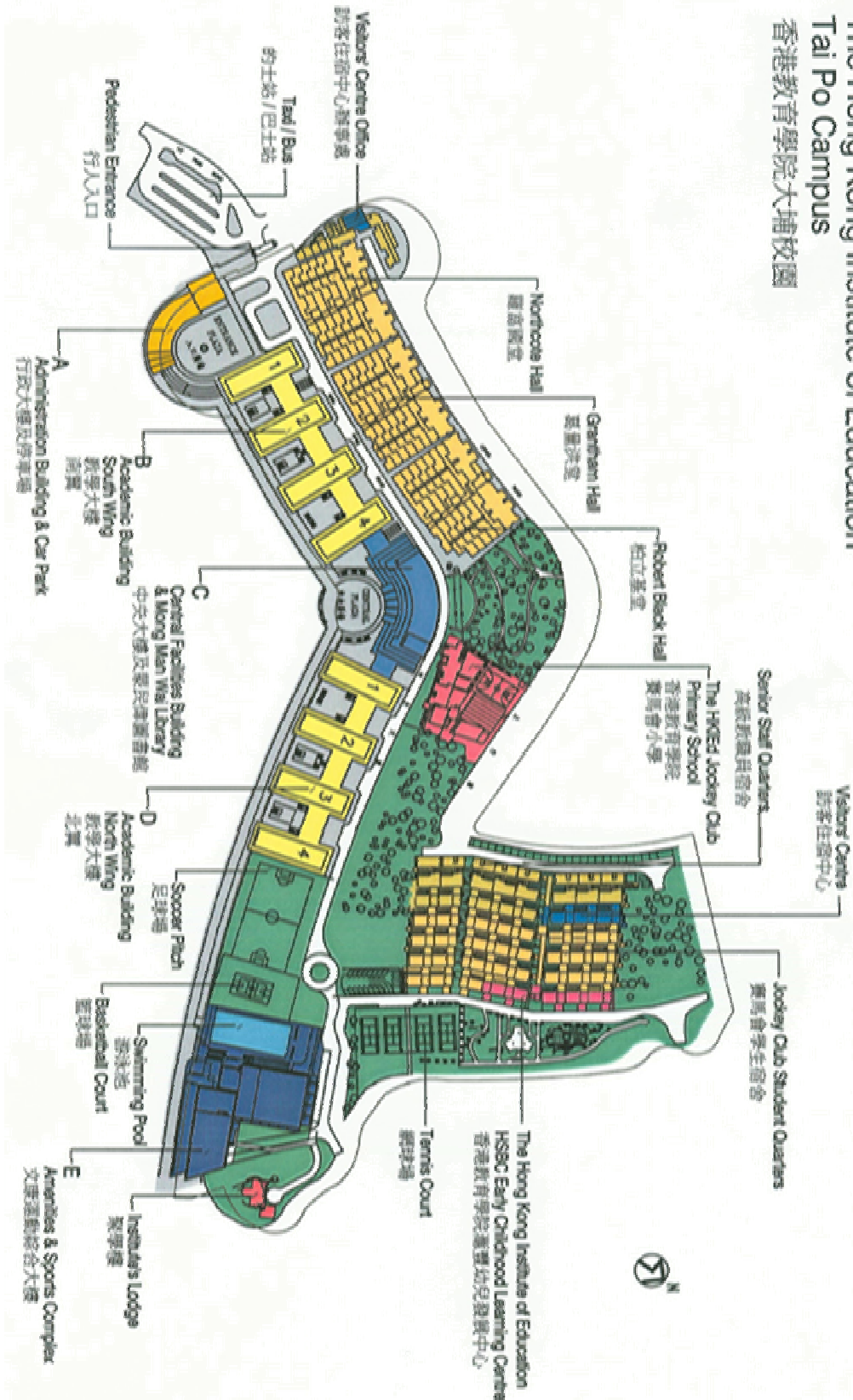
Source: The Hong Kong Institute of Education, 2004.

APPENDIX F

Campus Map of The Hong Kong Polytechnic University

Source: The Hong Kong Polytechnic University, 2004.

APPENDIX G

Campus Map of The Hong Kong University of Science and Technology
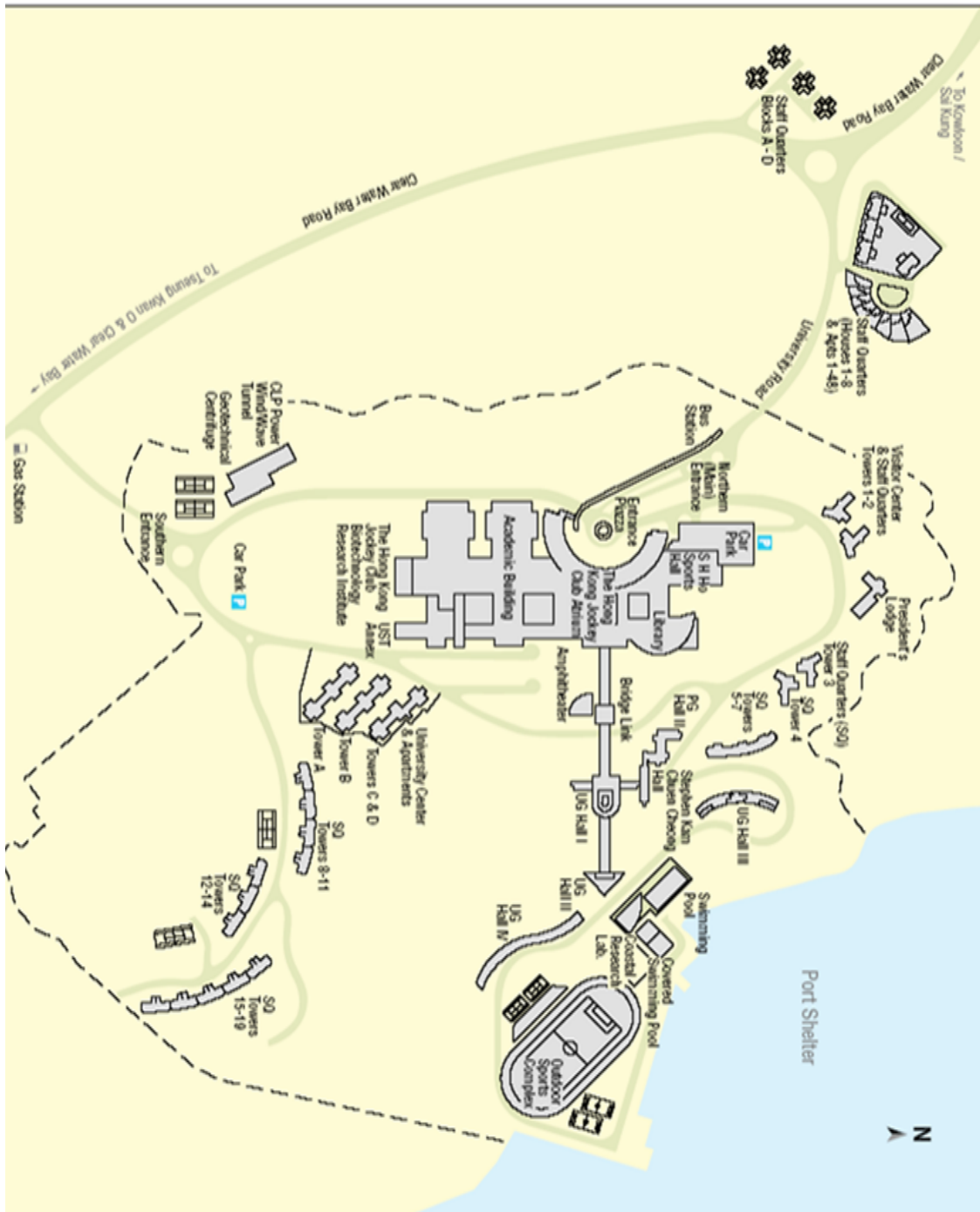
Source: The Hong Kong University of Science and Technology, 2004.

APPENDIX H

Campus Map of The University of Hong Kong

Main Campus

Index

Source: The University of Hong Kong, 2004.

Source: The University of Hong Kong, 2004.

APPENDIX I

Statement of Purpose of Dissertation

March 2nd , 2005

Dear Students,

<p align="center">Purpose of the Dissertation</p>

You are cordially invited to participate in a survey on Student University Choice in Hong Kong as part of a dissertation on the same topic. The purpose of the dissertation is to determine what factors students use in making their university choices in Hong Kong. This survey is part of the dissertation required for the Bachelor of Science (Surveying) degree at The University of Hong Kong.

This survey involves current students who were admitted to one of the eight UGC-funded institutions in Hong Kong. The survey responses are confidential and you will not be identified in the research in connection with any specific reports or publications. The whole questionnaire will take approximately five minutes to complete. Returning the questionnaire will indicate your consent to participate in the survey. Your input is critical to the success of the dissertation. The surveys will be coded for follow-up only. The code will be destroyed when the completed questionnaire is received. Please return the questionnaire to me immediately after completion.

If you have any questions regarding the survey, please feel free to email me at vincent.dissertation@gmail.com.

Yours sincerely,

Lau Chung-ming, Vincent

APPENDIX J

Sample of Student University Choice Questionnaire

STUDENT UNIVERSITY CHOICE SURVEY

<u>PART ONE</u>

There are some critical factors influenced the enrollment decisions for students attending the selected university. Please circle the response that best indicates how important each factor was to your decision.

1=Not Important At All; 2=Unimportant; 3=Neither Important Nor Unimportant; 4=Important; 5=Essential.

		Not Important At All			Essential	
1.	Parental opinion	1	2	3	4	5
2.	Friend's opinion	1	2	3	4	5
3.	High school teachers'/counselors opinion	1	2	3	4	5
4.	Had the course you wanted	1	2	3	4	5
5.	Class size of the course you wanted	1	2	3	4	5
6.	University had a good teaching reputation	1	2	3	4	5
7.	University had a good research reputation	1	2	3	4	5
8.	Quality of public transport to and from the university	1	2	3	4	5
9.	Proximity to home	1	2	3	4	5
10.	Location of the university	1	2	3	4	5
11.	Availability of computers	1	2	3	4	5
12.	Quality of library facilities	1	2	3	4	5
13.	Availability of "quiet" areas	1	2	3	4	5
14.	Availability of areas for self-study	1	2	3	4	5
15.	Availability of self-catering facilities near campus	1	2	3	4	5
16.	Availability of university-owned accommodation	1	2	3	4	5
17.	Cleanliness of the university-owned accommodation	1	2	3	4	5
18.	I.T. in bedrooms under university-owned accommodation	1	2	3	4	5
19.	Quality of lecture theatre facilities	1	2	3	4	5
20.	Quality of the university grounds	1	2	3	4	5
21.	Union social facilities	1	2	3	4	5
22.	Availability of university health services/facilities	1	2	3	4	5
23.	Diversity/range of shops at the university	1	2	3	4	5
24.	Prices at the catering outlets	1	2	3	4	5
25.	A friendly attitude towards students	1	2	3	4	5
26.	Graduate employment rate	1	2	3	4	5
27.	Opportunities for part-time employment	1	2	3	4	5
28.	Cost of living in the university	1	2	3	4	5

29.	Presence of collegiate structure	1	2	3	4	5
30.	Crime rate at the university	1	2	3	4	5
31.	Availability of financial aids/scholarships	1	2	3	4	5

PART TWO

Demographic Data:

Please put a "✓" on the box of only ONE option best indicates yourself for each item. The information will be kept confidentially and used only for the research purpose.

	Items	Options	✓
A.	Gender	1. Male	
		2. Female	
B.	I gained my admission through	1. JUPAS Scheme	
		2. Otherwise	
C.	Most of the time, I live at	1. University-owned accommodation	
		2. Self-catering facilities near campus	
		3. Home	
D.	I have been to campus visits/ university open-days before I made the university choice.	1. Yes	
		2. No	
E.	I am an undergraduate of	1. City University of Hong Kong	
		2. Hong Kong Baptist University	
		3. Lingnan University	
		4. The Chinese University of Hong Kong	
		5. The Hong Kong Institute of Education	
		6. The Hong Kong Polytechnic University	
		7. The Hong Kong University of Science and Technology	
		8. The University of Hong Kong	

(Optional)

Name: _____

Email: _____

大學生選校研究問卷

第一部份

下列因素, 對於您選擇就讀這所大學的決定, 是否重要? 如果您認爲'*完全不重要*'請圈選'1', '*不重要*'請圈選'2', '*既非重要, 也不是不重要*'請圈選'3', '*重要*'請圈選'4', '*很重要*'請圈選'5'. (即是用1到5 的刻度, 對下列因素, 圈選能顯示您認爲 不重要/重要 程度的數字)

		完全不重要			很重要	
1.	家長的意見	1	2	3	4	5
2.	同輩/好友的意見	1	2	3	4	5
3.	中學老師/輔導人員的意見	1	2	3	4	5
4.	提供您所需要的學科	1	2	3	4	5
5.	學科的師生比例	1	2	3	4	5
6.	具有良好的學術聲望	1	2	3	4	5
7.	具有良好的研究聲望	1	2	3	4	5
8.	往返大學的交通	1	2	3	4	5
9.	與您家的距離	1	2	3	4	5
10.	大學的位置	1	2	3	4	5
11.	提供電腦設施	1	2	3	4	5
12.	擁有素質好的圖書館設施	1	2	3	4	5
13.	提供'寧靜'的地方	1	2	3	4	5
14.	提供自修的地方	1	2	3	4	5
15.	大學附近提供其他住宿選擇	1	2	3	4	5
16.	大學提供住宿設施	1	2	3	4	5
17.	擁有清潔的住宿設施	1	2	3	4	5
18.	大學的住宿設施有電腦通訊設備	1	2	3	4	5
19.	擁有素質好的教學設施 (如: 演講臺)	1	2	3	4	5
20.	擁有素質好的大學庭園	1	2	3	4	5
21.	學生會/社交/文娛設施	1	2	3	4	5
22.	提供醫療設備及服務	1	2	3	4	5
23.	大學的商店種類	1	2	3	4	5
24.	大學食肆的價格	1	2	3	4	5
25.	大學具有友善的態度	1	2	3	4	5
26.	畢業生的就業率	1	2	3	4	5
27.	提供兼職的機會	1	2	3	4	5
28.	在這大學的生活開支	1	2	3	4	5

		1	2	3	4	5
29.	具有學院制	1	2	3	4	5
30.	大學的罪案率	1	2	3	4	5
31.	提供獎/助學金	1	2	3	4	5

第二部份

個人基本資料:

請於每個項目選出最合適的選擇及於其所屬的方格內劃上 "✔".

	項目	選擇	✔
A.	性別	1. 男	
		2. 女	
B.	入學方式	1. 大學聯合招生辦法(JUPAS)	
		2. 其他	
C.	大多數的時間, 我住在	1. 大學提供的住宿設施	
		2. 大學附近租置的住宿設施	
		3. 家中	
D.	選校前, 我曾經去過大學開放日	1. 是	
		2. 否	
E.	我現正就讀於	1. 香港城市大學	
		2. 香港浸會大學	
		3. 嶺南大學	
		4. 香港中文大學	
		5. 香港教育學院	
		6. 香港理工大學	
		7. 香港科技大學	
		8. 香港大學	

(可選填)

姓名: _____

電郵: _____

APPENDIX K

Student University Choice Factor and Reference Matrix

Student University Choice Factors	References
Parental opinion	Blackburn, 2000; Espinoza, Bradshaw, and Hausman, 2002; Hossler and Gallagher, 1987; Hossler et al., 1999; Pratt and Evans, 2002; Saggio, 2001.
Friend's opinion	
High school teachers'/counselors opinion	
Had the course you wanted	Espinoza, Bradshaw, and Hausman, 2002; Urbanksi, 2000.
Class size of the course you wanted	
University had a good teaching reputation	Choy, Ottinger & Carroll, 1998.
University had a good research reputation	
Quality of public transport to and from the university	Hossler and Gallagher, 1987; Urbanksi, 2000.
Proximity to home	
Location of the university	
Graduate employment rate	---
Availability of computers	Price et al., 2003.
Quality of library facilities	
Quality of lecture theatre facilities	
Availability of "quiet" areas	
Availability of areas for self-study	
Availability of self-catering facilities near campus	
Availability of university-owned accommodation	
Cleanliness of the university-owned accommodation	
I.T. in bedrooms under university-owned accommodation	
Quality of the university grounds	
Union social facilities	
Availability of university health services/facilities	
Diversity/range of shops at the university	
Availability of financial aids/scholarships	Baksh & Hoyt, 2001.
Cost of living in the university	Bishop, 1977.
Opportunities for part-time employment	Espinoza, Bradshaw, and Hausman, 2002.
Prices at the catering outlets	Price et al, 2003.
Presence of collegiate structure	
Crime rate at the university	Hesel, 1997.
A friendly attitude towards students	Espinoza, Bradshaw, and Hausman, 2002; Urbanksi, 2000.

APPENDIX L

Sample of Critique Sheet of the Pilot Survey

CRITIQUE SHEET: PILOT SURVEY

Please check the most correct response for each of the following items:

1.	I completed the survey in	[ ]	less than 5 minutes
		[ ]	5 to 10 minutes
		[ ]	10 to 15 minutes
		[ ]	15 to 20 minutes
		[ ]	more than 20 minutes
2.	When I read the directions, I felt they were	[ ]	Clear, easy to understand and follow;
		[ ]	Too wordy, but could be followed;
		[ ]	Confusing, hard to understand and follow;
		[ ]	Other (Please specified): _____

3. Please also circle the number on the survey of those questions that your felt were unclear.
4. Please enter changes you would make to those questions found to be unclear.
5. Please list the number of any items you feel should be omitted from this survey.

COMMENTS:

Thank you for participating in this project. The information you have shared will assist me in preparing the final instrument to be used on undergraduate students in this study.

Sincerely yours,

LAU Chung-ming, Vincent

APPENDIX M

Average Ratings of University Choice Factors of Individual Universities

Average Rating of Student University Choice Factors (in order of ranking)			
City University of Hong Kong (CityU)			
Ranking	Details	M	SD
1	Had the course you wanted	4.07	0.992
2	Graduate employment rate	4.06	0.932
3	University had a good teaching reputation	3.67	1.005
4	Opportunities for part-time employment	3.51	1.184
5	Cost of living in the university	3.46	1.147
6	Quality of the university grounds	3.43	1.058
7	Quality of lecture theatre facilities	3.41	1.067
8	High school teachers'/counselors opinion	3.40	1.025
9	A friendly attitude towards students	3.39	0.992
10	Availability of computers	3.34	1.006
11	Availability of "quiet" areas	3.33	0.972
12	Quality of library facilities	3.32	0.981
13	Availability of university health services/facilities	3.26	0.841
14	Quality of public transport to and from the university	3.20	1.208
15	Location of the university	3.19	1.197
16	Availability of areas for self-study	3.17	1.007
17	University had a good research reputation	3.15	0.967
18	Prices at the catering outlets	3.14	1.097
19	Availability of financial aids/scholarships	3.14	1.058
20	I.T. in bedrooms under university-owned accommodation	3.13	1.323
21	Friend's opinion	3.12	0.999
22	Union social facilities	3.11	0.939
23	Proximity to home	3.06	1.183
24	Diversity/range of shops at the university	2.97	1.224
25	Presence of collegiate structure	2.96	1.020
26	Parental opinion	2.91	1.092
27	Crime rate at the university	2.86	1.048
28	Availability of university-owned accommodation	2.83	1.217
29	Cleanliness of the university-owned accommodation	2.80	1.208
30	Availability of self-catering facilities near campus	2.72	1.173
31	Class size of the course you wanted	2.64	0.999

Average Rating of Student University Choice Factors (in order of ranking) Hong Kong Baptist University (BU)			
Ranking	Details	M	SD
1	Had the course you wanted	4.17	0.825
2	Graduate employment rate	4.13	0.858
3	A friendly attitude towards students	4.01	0.711
4	University had a good teaching reputation	3.95	0.739
5	High school teachers'/counselors opinion	3.89	0.740
6	Quality of library facilities	3.86	1.022
7	Availability of "quiet" areas	3.76	1.054
8	Availability of financial aids/scholarships	3.74	1.067
9	Friend's opinion	3.67	0.835
10	University had a good research reputation	3.66	0.811
11	Presence of collegiate structure	3.65	0.970
12	Cost of living in the university	3.63	0.892
13	Availability of areas for self-study	3.62	1.038
14	Prices at the catering outlets	3.61	0.941
15	Quality of lecture theatre facilities	3.56	0.911
16	Quality of the university grounds	3.53	0.947
17	Availability of university health services/facilities	3.51	1.003
18	Availability of computers	3.50	1.003
19	Crime rate at the university	3.49	1.065
20	Opportunities for part-time employment	3.47	0.947
21	Union social facilities	3.44	0.899
22	I.T. in bedrooms under university-owned accommodation	3.37	1.026
23	Diversity/range of shops at the university	3.32	0.930
24	Cleanliness of the university-owned accommodation	3.27	0.986
25	Proximity to home	3.20	1.325
26	Quality of public transport to and from the university	3.18	1.261
27	Location of the university	3.17	1.258
28	Class size of the course you wanted	3.17	0.969
29	Availability of university-owned accommodation	2.98	0.961
30	Parental opinion	2.95	1.101
31	Availability of self-catering facilities near campus	2.88	0.982

Average Rating of Student University Choice Factors (in order of ranking)			
Lingnan University (LU)			
Ranking	Details	M	SD
1	Had the course you wanted	4.48	0.687
2	Graduate employment rate	4.09	0.922
3	A friendly attitude towards students	3.89	0.977
4	Quality of library facilities	3.87	1.008
5	University had a good teaching reputation	3.71	0.896
6	Availability of "quiet" areas	3.70	0.958
7	Availability of areas for self-study	3.60	1.017
8	Availability of financial aids/scholarships	3.57	1.041
9	High school teachers'/counselors opinion	3.57	1.051
10	Cost of living in the university	3.54	1.073
11	Quality of lecture theatre facilities	3.51	1.124
12	University had a good research reputation	3.51	0.955
13	I.T. in bedrooms under university-owned accommodation	3.49	1.191
14	Quality of the university grounds	3.47	1.094
15	Union social facilities	3.43	0.905
16	Opportunities for part-time employment	3.40	1.223
17	Crime rate at the university	3.34	1.286
18	Cleanliness of the university-owned accommodation	3.33	1.049
19	Availability of computers	3.32	0.971
20	Friend's opinion	3.26	0.900
21	Availability of university health services/facilities	3.25	0.990
22	Presence of collegiate structure	3.20	1.040
23	Availability of university-owned accommodation	3.20	1.112
24	Prices at the catering outlets	3.15	1.222
25	Class size of the course you wanted	3.08	1.102
26	Availability of self-catering facilities near campus	2.97	1.021
27	Diversity/range of shops at the university	2.93	1.146
28	Location of the university	2.91	1.192
29	Proximity to home	2.85	1.283
30	Quality of public transport to and from the university	2.85	1.204
31	Parental opinion	2.59	1.121

	Table		
	Average Rating of Student University Choice Factors (in order of ranking)		
	The Chinese University of Hong Kong (CUHK)		
Ranking	Details	M	SD
1	Had the course you wanted	4.56	0.710
2	University had a good teaching reputation	4.21	0.898
3	Graduate employment rate	4.18	0.684
4	A friendly attitude towards students	3.96	0.811
5	Availability of university-owned accommodation	3.56	0.908
6	University had a good research reputation	3.53	0.977
7	High school teachers'/counselors opinion	3.46	0.909
8	I.T. in bedrooms under university-owned accommodation	3.38	1.033
9	Availability of financial aids/scholarships	3.31	1.247
10	Cleanliness of the university-owned accommodation	3.19	1.024
11	Quality of the university grounds	3.05	0.938
12	Quality of library facilities	2.98	1.021
13	Cost of living in the university	2.96	0.922
14	Availability of "quiet" areas	2.92	1.078
15	Crime rate at the university	2.80	1.136
16	Quality of lecture theatre facilities	2.80	0.846
17	Availability of areas for self-study	2.79	1.030
18	Friend's opinion	2.77	0.994
19	Presence of collegiate structure	2.75	0.945
20	Availability of computers	2.74	1.064
21	Opportunities for part-time employment	2.72	1.048
22	Availability of university health services/facilities	2.72	0.919
23	Parental opinion	2.67	0.950
24	Class size of the course you wanted	2.49	0.977
25	Availability of self-catering facilities near campus	2.46	0.943
26	Union social facilities	2.43	0.871
27	Prices at the catering outlets	2.36	0.849
28	Quality of public transport to and from the university	2.26	0.970
29	Location of the university	2.14	0.895
30	Diversity/range of shops at the university	2.11	1.016
31	Proximity to home	1.88	0.784

Average Rating of Student University Choice Factors (in order of ranking)			
The Hong Kong Institute of Education (HKIEd)			
Ranking	Details	M	SD
1	Had the course you wanted	4.26	0.931
2	Graduate employment rate	4.11	0.827
3	Quality of library facilities	3.61	0.873
4	Quality of the university grounds	3.58	0.614
5	I.T. in bedrooms under university-owned accommodation	3.58	0.812
6	High school teachers'/counselors opinion	3.57	0.826
7	A friendly attitude towards students	3.47	0.774
8	Availability of "quiet" areas	3.47	0.904
9	Cleanliness of the university-owned accommodation	3.47	0.892
10	University had a good teaching reputation	3.44	0.914
11	Cost of living in the university	3.44	1.005
12	Availability of university health services/facilities	3.43	0.728
13	Availability of university-owned accommodation	3.40	1.054
14	Quality of lecture theatre facilities	3.35	0.637
15	University had a good research reputation	3.30	0.805
16	Union social facilities	3.29	0.760
17	Availability of financial aids/scholarships	3.28	1.067
18	Availability of areas for self-study	3.25	0.803
19	Availability of computers	3.15	0.896
20	Opportunities for part-time employment	3.14	0.973
21	Presence of collegiate structure	3.11	0.961
22	Friend's opinion	3.10	0.873
23	Crime rate at the university	3.09	1.080
24	Diversity/range of shops at the university	2.97	0.972
25	Prices at the catering outlets	2.94	1.019
26	Parental opinion	2.86	0.973
27	Class size of the course you wanted	2.83	0.880
28	Availability of self-catering facilities near campus	2.74	1.206
29	Quality of public transport to and from the university	2.62	1.141
30	Location of the university	2.52	1.049
31	Proximity to home	2.40	1.023

Average Rating of Student University Choice Factors (in order of ranking)			
Hong Kong Polytechnic University (PolyU)			
Ranking	Details	M	SD
1	Had the course you wanted	4.40	0.659
2	Graduate employment rate	4.34	0.833
3	University had a good teaching reputation	3.93	0.789
4	High school teachers'/counselors opinion	3.89	0.831
5	Availability of university health services/facilities	3.84	0.879
6	A friendly attitude towards students	3.83	0.846
7	Quality of the university grounds	3.81	0.903
8	Quality of library facilities	3.80	0.918
9	Cost of living in the university	3.75	1.021
10	Availability of financial aids/scholarships	3.72	0.942
11	Opportunities for part-time employment	3.68	0.992
12	University had a good research reputation	3.67	0.831
13	Availability of "quiet" areas	3.59	0.881
14	Availability of computers	3.58	0.780
15	Union social facilities	3.56	0.908
16	Quality of lecture theatre facilities	3.55	0.920
17	Prices at the catering outlets	3.54	0.987
18	I.T. in bedrooms under university-owned accommodation	3.53	1.009
19	Friend's opinion	3.52	0.810
20	Availability of areas for self-study	3.48	0.988
21	Diversity/range of shops at the university	3.36	1.041
22	Presence of collegiate structure	3.35	0.931
23	Cleanliness of the university-owned accommodation	3.35	1.050
24	Quality of public transport to and from the university	3.26	1.132
25	Crime rate at the university	3.17	1.017
26	Availability of university-owned accommodation	3.13	0.970
27	Availability of self-catering facilities near campus	3.09	1.011
28	Location of the university	2.99	1.207
29	Class size of the course you wanted	2.98	1.000
30	Parental opinion	2.83	1.007
31	Proximity to home	2.75	1.211

Average Rating of Student University Choice Factors (in order of ranking)			
The Hong Kong University of Science and Technology (HKUST)			
Ranking	Details	M	SD
1	Had the course you wanted	4.31	0.817
2	University had a good teaching reputation	4.11	0.796
3	Graduate employment rate	3.95	1.030
4	University had a good research reputation	3.81	1.040
5	Quality of the university grounds	3.66	0.968
6	Quality of lecture theatre facilities	3.55	1.043
7	Availability of "quiet" areas	3.45	1.074
8	High school teachers'/counselors opinion	3.45	0.969
9	I.T. in bedrooms under university-owned accommodation	3.39	1.211
10	Cleanliness of the university-owned accommodation	3.34	1.223
11	Availability of university-owned accommodation	3.31	1.253
12	A friendly attitude towards students	3.30	0.971
13	Cost of living in the university	3.30	0.971
14	Availability of areas for self-study	3.24	1.094
15	Availability of financial aids/scholarships	3.24	1.189
16	Friend's opinion	3.22	0.894
17	Quality of library facilities	3.16	1.148
18	Availability of university health services/facilities	3.13	1.060
19	Union social facilities	3.12	0.993
20	Availability of computers	3.11	1.092
21	Opportunities for part-time employment	3.07	1.090
22	Prices at the catering outlets	3.03	1.121
23	Location of the university	2.94	0.993
24	Crime rate at the university	2.90	1.228
25	Quality of public transport to and from the university	2.87	1.008
26	Presence of collegiate structure	2.83	1.142
27	Diversity/range of shops at the university	2.76	1.034
28	Proximity to home	2.71	1.094
29	Parental opinion	2.71	1.103
30	Availability of self-catering facilities near campus	2.62	1.210
31	Class size of the course you wanted	2.57	0.945

Average Rating of Student University Choice Factors (in order of ranking)			
The University of Hong Kong (HKU)			
Ranking	Details	M	SD
1	Had the course you wanted	4.27	0.961
2	Graduate employment rate	4.26	0.866
3	University had a good teaching reputation	4.15	0.887
4	University had a good research reputation	3.71	0.933
5	High school teacher'/counselors opinion	3.45	1.128
6	Quality of library facilities	3.33	1.143
7	Friend's opinion	3.33	1.162
8	Cost of living in the university	3.18	1.041
9	Parental opinion	3.17	1.217
10	A friendly attitude towards students	3.15	1.185
11	Quality of lecture theatre facilities	3.14	1.006
12	Availability of "quiet" areas	3.12	1.166
13	Quality of university grounds	3.12	0.966
14	Availability of university health services/facilities	3.05	0.993
15	Union social facilities	3.03	0.893
16	Opportunities for part-time employment	3.01	1.216
17	Availability of areas for self-study	2.94	1.174
18	Availability of financial aids/scholarships	2.84	1.179
19	Class size of the course you wanted	2.81	1.045
20	Availability of self-catering facilities near campus	2.77	1.046
21	I.T. in bedrooms under university-owned accommodation	2.77	1.096
22	Cleanliness of the university-owned accommodation	2.72	1.069
23	Availability of university-owned accommodation	2.72	1.069
24	Availability of computers	2.68	1.094
25	Crime rate at the university	2.52	1.175
26	Presence of collegiate structure	2.44	1.089
27	Diversity/range of shops at the university	2.36	1.031
28	Prices at the catering outlets	2.35	1.192
29	Location of the university	2.26	1.034
30	Quality of public transport to and from the university	2.24	0.942
31	Proximity to home	2.15	0.887

APPENDIX N

Results of One-way ANOVAS –

Between Different Universities Student Attending

Factors		Sum of Squares	df	Mean Square	F	Sig.	Eta squared
Parental	Between Groups	21.800	7	3.114	2.701	0.009	0.025
	Within Groups	859.108	745	1.153			
	Total	880.908	752				
Friends	Between Groups	49.860	7	7.123	8.062	0.000	0.070
	Within Groups	658.195	745	0.883			
	Total	708.056	752				
Teachers	Between Groups	26.245	7	3.749	4.216	0.000	0.038
	Within Groups	662.480	745	0.889			
	Total	688.725	752				
Course	Between Groups	16.714	7	2.388	3.449	0.001	0.031
	Within Groups	515.693	745	0.692			
	Total	532.406	752				
Class size	Between Groups	38.689	7	5.527	5.629	0.000	0.050
	Within Groups	731.465	745	0.982			
	Total	770.154	752				
Teaching reputation	Between Groups	47.155	7	6.736	8.918	0.000	0.077
	Within Groups	562.766	745	0.755			
	Total	609.920	752				
Research reputation	Between Groups	32.461	7	4.637	5.497	0.000	0.049
	Within Groups	628.471	745	0.844			
	Total	660.932	752				
Public transport	Between Groups	109.657	7	15.665	12.637	0.000	0.106
	Within Groups	923.565	745	1.240			
	Total	1,033.222	752				
Proximity	Between Groups	134.866	7	19.267	15.572	0.000	0.128
	Within Groups	921.774	745	1.237			
	Total	1,056.640	752				
Location	Between Groups	109.278	7	15.611	12.688	0.000	0.107
	Within Groups	916.645	745	1.230			
	Total	1,025.923	752				
Computers	Between Groups	71.347	7	10.192	10.324	0.000	0.088
	Within Groups	735.514	745	0.987			
	Total	806.861	752				
Library	Between Groups	77.278	7	11.040	10.642	0.000	0.091
	Within Groups	772.876	745	1.037			
	Total	850.154	752				
Quiet	Between Groups	54.359	7	7.766	7.531	0.000	0.066
	Within Groups	768.194	745	1.031			
	Total	822.552	752				
Self-study	Between Groups	59.043	7	8.435	8.041	0.000	0.070
	Within Groups	781.459	745	1.049			
	Total	840.502	752				
Self-catering	Between Groups	26.210	7	3.744	3.219	0.002	0.029
	Within Groups	866.634	745	1.163			
	Total	892.845	752				
Accommodation	Between Groups	54.320	7	7.760	6.728	0.000	0.059
	Within Groups	859.316	745	1.153			
	Total	913.636	752				
Cleanliness	Between Groups	49.927	7	7.132	6.255	0.000	0.056

Factors		Sum of Squares	df	Mean Square	F	Sig.	Eta squared
	Within Groups	849.510	745	1.140			
	Total	899.437	752				
I.T. in bedrooms	Between Groups	46.509	7	6.644	5.515	0.000	0.049
	Within Groups	897.470	745	1.205			
	Total	943.979	752				
Lecture theatre	Between Groups	47.609	7	6.801	7.456	0.000	0.065
	Within Groups	679.578	745	0.912			
	Total	727.187	752				
Grounds	Between Groups	44.344	7	6.335	7.082	0.000	0.062
	Within Groups	666.416	745	0.895			
	Total	710.760	752				
Union	Between Groups	83.021	7	11.860	14.697	0.000	0.121
	Within Groups	601.189	745	0.807			
	Total	684.210	752				
Health facilities	Between Groups	74.525	7	10.646	12.257	0.000	0.103
	Within Groups	647.119	745	0.869			
	Total	721.644	752				
Shops	Between Groups	124.995	7	17.856	16.109	0.000	0.131
	Within Groups	825.826	745	1.108			
	Total	950.821	752				
Catering prices	Between Groups	145.859	7	20.837	18.546	0.000	0.148
	Within Groups	837.033	745	1.124			
	Total	982.892	752				
Friendly	Between Groups	74.232	7	10.605	12.532	0.000	0.105
	Within Groups	630.408	745	0.846			
	Total	704.640	752				
Employment	Between Groups	9.706	7	1.387	1.817	0.081	
	Within Groups	568.652	745	0.763			
	Total	578.359	752				
Part-time	Between Groups	67.288	7	9.613	8.103	0.000	0.071
	Within Groups	883.775	745	1.186			
	Total	951.062	752				
Living Cost	Between Groups	42.924	7	6.132	5.989	0.000	0.053
	Within Groups	762.726	745	1.024			
	Total	805.649	752				
College	Between Groups	93.339	7	13.334	12.954	0.000	0.109
	Within Groups	766.831	745	1.029			
	Total	860.170	752				
Crime	Between Groups	64.793	7	9.256	7.221	0.000	0.064
	Within Groups	954.946	745	1.282			
	Total	1,019.740	752				
Financial aids	Between Groups	62.124	7	8.875	7.298	0.000	0.064
	Within Groups	905.911	745	1.216			
	Total	968.035	752				

APPENDIX O

Results of Tukey HSD Test – Between Different Universities Student Attending

Dependent Variable	(I) University	(J) University	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Library	CityU	HKBU	-.55(*)	.148	.006	-1.00	-.10
		LU	-.55(*)	.149	.005	-1.01	-.10
		CUHK	.34	.148	.306	-.11	.79
		HKIEd	-.30	.149	.483	-.75	.15
		PolyU	-.48(*)	.148	.024	-.93	-.04
		HKUST	.16	.148	.966	-.29	.61
		HKU	-.01	.148	1.000	-.46	.44
	HKBU	CityU	.55(*)	.148	.006	.10	1.00
		LU	-.01	.149	1.000	-.46	.45
		CUHK	.88(*)	.148	.000	.43	1.33
		HKIEd	.25	.149	.707	-.20	.70
		PolyU	.06	.148	1.000	-.39	.51
		HKUST	.70(*)	.149	.000	.25	1.15
		HKU	.54(*)	.148	.008	.08	.99
	LU	CityU	.55(*)	.149	.005	.10	1.01
		HKBU	.01	.149	1.000	-.45	.46
		CUHK	.89(*)	.149	.000	.44	1.34
		HKIEd	.26	.150	.678	-.20	.71
		PolyU	.07	.149	1.000	-.38	.52
		HKUST	.71(*)	.149	.000	.26	1.16
		HKU	.54(*)	.149	.007	.09	1.00
	CUHK	CityU	-.34	.148	.306	-.79	.11
		HKBU	-.88(*)	.148	.000	-1.33	-.43
		LU	-.89(*)	.149	.000	-1.34	-.44
		HKIEd	-.63(*)	.149	.001	-1.09	-.18
		PolyU	-.82(*)	.148	.000	-1.27	-.37
		HKUST	-.18	.148	.926	-.63	.27
		HKU	-.35	.148	.268	-.80	.10
	HKIEd	CityU	.30	.149	.483	-.15	.75
		HKBU	-.25	.149	.707	-.70	.20
		LU	-.26	.150	.678	-.71	.20
		CUHK	.63(*)	.149	.001	.18	1.09
		PolyU	-.19	.149	.913	-.64	.26
		HKUST	.45(*)	.149	.049	.00	.91
		HKU	.29	.149	.531	-.17	.74
	PolyU	CityU	.48(*)	.148	.024	.04	.93
		HKBU	-.06	.148	1.000	-.51	.39
		LU	-.07	.149	1.000	-.52	.38
		CUHK	.82(*)	.148	.000	.37	1.27
		HKIEd	.19	.149	.913	-.26	.64
		HKUST	.64(*)	.148	.000	.19	1.09
		HKU	.47(*)	.148	.030	.02	.92
	HKUST	CityU	-.16	.148	.966	-.61	.29
		HKBU	-.70(*)	.149	.000	-1.15	-.25
		LU	-.71(*)	.149	.000	-1.16	-.26
		CUHK	.18	.148	.926	-.27	.63
		HKIEd	-.45(*)	.149	.049	-.91	.00
		PolyU	-.64(*)	.148	.000	-1.09	-.19
		HKU	-.17	.148	.951	-.62	.28
	HKU	CityU	.01	.148	1.000	-.44	.46
		HKBU	-.54(*)	.148	.008	-.99	-.08
		LU	-.54(*)	.149	.007	-1.00	-.09
		CUHK	.35	.148	.268	-.10	.80
		HKIEd	-.29	.149	.531	-.74	.17
		PolyU	-.47(*)	.148	.030	-.92	-.02
		HKUST	.17	.148	.951	-.28	.62
Quiet	CityU	HKBU	-.43	.148	.073	-.88	.02

Dependent Variable	(I) University	(J) University	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
		LU	-.37	.149	.203	-.82	.08
		CUHK	.41	.147	.100	-.04	.86
		HKIEd	-.15	.148	.976	-.60	.30
		PolyU	-.26	.147	.630	-.71	.18
		HKUST	-.12	.148	.992	-.57	.33
		HKU	.21	.147	.844	-.24	.66
	HKBU	CityU	.43	.148	.073	-.02	.88
		LU	.06	.149	1.000	-.39	.51
		CUHK	.84(*)	.148	.000	.39	1.29
		HKIEd	.28	.149	.551	-.17	.73
		PolyU	.17	.148	.952	-.28	.61
		HKUST	.31	.148	.427	-.14	.76
		HKU	.64(*)	.148	.000	.19	1.09
	LU	CityU	.37	.149	.203	-.08	.82
		HKBU	-.06	.149	1.000	-.51	.39
		CUHK	.78(*)	.149	.000	.33	1.23
		HKIEd	.22	.149	.813	-.23	.68
		PolyU	.11	.149	.997	-.35	.56
		HKUST	.25	.149	.706	-.20	.70
		HKU	.58(*)	.149	.003	.13	1.03
	CUHK	CityU	-.41	.147	.100	-.86	.04
		HKBU	-.84(*)	.148	.000	-1.29	-.39
		LU	-.78(*)	.149	.000	-1.23	-.33
		HKIEd	-.56(*)	.148	.004	-1.01	-.11
		PolyU	-.67(*)	.147	.000	-1.12	-.23
		HKUST	-.53(*)	.148	.008	-.98	-.08
		HKU	-.20	.147	.876	-.65	.25
	HKIEd	CityU	.15	.148	.976	-.30	.60
		HKBU	-.28	.149	.551	-.73	.17
		LU	-.22	.149	.813	-.68	.23
		CUHK	.56(*)	.148	.004	.11	1.01
		PolyU	-.12	.148	.994	-.57	.33
		HKUST	.03	.149	1.000	-.43	.48
		HKU	.36	.148	.237	-.09	.81
	PolyU	CityU	.26	.147	.630	-.18	.71
		HKBU	-.17	.148	.952	-.61	.28
		LU	-.11	.149	.997	-.56	.35
		CUHK	.67(*)	.147	.000	.23	1.12
		HKIEd	.12	.148	.994	-.33	.57
		HKUST	.14	.148	.979	-.31	.59
		HKU	.47(*)	.147	.029	.03	.92
	HKUST	CityU	.12	.148	.992	-.33	.57
		HKBU	-.31	.148	.427	-.76	.14
		LU	-.25	.149	.706	-.70	.20
		CUHK	.53(*)	.148	.008	.08	.98
		HKIEd	-.03	.149	1.000	-.48	.43
		PolyU	-.14	.148	.979	-.59	.31
		HKU	.33	.148	.329	-.12	.78
	HKU	CityU	-.21	.147	.844	-.66	.24
		HKBU	-.64(*)	.148	.000	-1.09	-.19
		LU	-.58(*)	.149	.003	-1.03	-.13
		CUHK	.20	.147	.876	-.25	.65
		HKIEd	-.36	.148	.237	-.81	.09
		PolyU	-.47(*)	.147	.029	-.92	-.03
		HKUST	-.33	.148	.329	-.78	.12
Self-study	CityU	HKBU	-.45	.149	.054	-.90	.00
		LU	-.43	.150	.081	-.88	.03

Dependent Variable	(I) University	(J) University	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
		CUHK	.38	.149	.176	-.07	.83
		HKIEd	-.08	.149	1.000	-.53	.38
		PolyU	-.32	.149	.400	-.77	.14
		HKUST	-.08	.149	1.000	-.53	.38
		HKU	.23	.149	.775	-.22	.68
	HKBU	CityU	.45	.149	.054	.00	.90
		LU	.02	.150	1.000	-.44	.48
		CUHK	.83(*)	.149	.000	.37	1.28
		HKIEd	.37	.150	.211	-.09	.83
		PolyU	.13	.149	.987	-.32	.59
		HKUST	.37	.149	.200	-.08	.83
		HKU	.68(*)	.149	.000	.23	1.13
	LU	CityU	.43	.150	.081	-.03	.88
		HKBU	-.02	.150	1.000	-.48	.44
		CUHK	.81(*)	.150	.000	.35	1.26
		HKIEd	.35	.151	.280	-.11	.81
		PolyU	.11	.150	.995	-.34	.57
		HKUST	.35	.150	.267	-.10	.81
		HKU	.66(*)	.150	.000	.21	1.12
	CUHK	CityU	-.38	.149	.176	-.83	.07
		HKBU	-.83(*)	.149	.000	-1.28	-.37
		LU	-.81(*)	.150	.000	-1.26	-.35
		HKIEd	-.46(*)	.149	.046	-.91	.00
		PolyU	-.69(*)	.149	.000	-1.15	-.24
		HKUST	-.46(*)	.149	.048	-.91	.00
		HKU	-.15	.149	.976	-.60	.30
	HKIEd	CityU	.08	.149	1.000	-.38	.53
		HKBU	-.37	.150	.211	-.83	.09
		LU	-.35	.151	.280	-.81	.11
		CUHK	.46(*)	.149	.046	.00	.91
		PolyU	-.24	.149	.759	-.69	.22
		HKUST	.00	.150	1.000	-.45	.46
		HKU	.31	.149	.430	-.14	.76
	PolyU	CityU	.32	.149	.400	-.14	.77
		HKBU	-.13	.149	.987	-.59	.32
		LU	-.11	.150	.995	-.57	.34
		CUHK	.69(*)	.149	.000	.24	1.15
		HKIEd	.24	.149	.759	-.22	.69
		HKUST	.24	.149	.746	-.21	.69
		HKU	.55(*)	.149	.006	.10	1.00
	HKUST	CityU	.08	.149	1.000	-.38	.53
		HKBU	-.37	.149	.200	-.83	.08
		LU	-.35	.150	.267	-.81	.10
		CUHK	.46(*)	.149	.048	.00	.91
		HKIEd	.00	.150	1.000	-.46	.45
		PolyU	-.24	.149	.746	-.69	.21
		HKU	.31	.149	.438	-.15	.76
	HKU	CityU	-.23	.149	.775	-.68	.22
		HKBU	-.68(*)	.149	.000	-1.13	-.23
		LU	-.66(*)	.150	.000	-1.12	-.21
		CUHK	.15	.149	.976	-.30	.60
		HKIEd	-.31	.149	.430	-.76	.14
		PolyU	-.55(*)	.149	.006	-1.00	-.10
		HKUST	-.31	.149	.438	-.76	.15
Self-catering	CityU	HKBU	-.17	.157	.964	-.64	.31
		LU	-.25	.158	.753	-.73	.23
		CUHK	.25	.156	.742	-.22	.73

Dependent Variable	(I) University	(J) University	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
		HKIEd	-.03	.157	1.000	-.50	.45
		PolyU	-.38	.156	.232	-.85	.10
		HKUST	.10	.157	.998	-.38	.58
		HKU	-.05	.156	1.000	-.53	.42
	HKBU	CityU	.17	.157	.964	-.31	.64
		LU	-.08	.158	.999	-.57	.40
		CUHK	.42	.157	.132	-.06	.90
		HKIEd	.14	.158	.987	-.34	.62
		PolyU	-.21	.157	.879	-.69	.27
		HKUST	.27	.157	.694	-.21	.74
		HKU	.11	.157	.996	-.36	.59
	LU	CityU	.25	.158	.753	-.23	.73
		HKBU	.08	.158	.999	-.40	.57
		CUHK	.50(*)	.158	.031	.02	.98
		HKIEd	.23	.159	.847	-.26	.71
		PolyU	-.13	.158	.993	-.61	.35
		HKUST	.35	.158	.344	-.13	.83
		HKU	.20	.158	.913	-.28	.68
	CUHK	CityU	-.25	.156	.742	-.73	.22
		HKBU	-.42	.157	.132	-.90	.06
		LU	-.50(*)	.158	.031	-.98	-.02
		HKIEd	-.28	.157	.639	-.76	.20
		PolyU	-.63(*)	.156	.002	-1.11	-.16
		HKUST	-.15	.157	.977	-.63	.32
		HKU	-.31	.156	.516	-.78	.17
	HKIEd	CityU	.03	.157	1.000	-.45	.50
		HKBU	-.14	.158	.987	-.62	.34
		LU	-.23	.159	.847	-.71	.26
		CUHK	.28	.157	.639	-.20	.76
		PolyU	-.35	.157	.328	-.83	.13
		HKUST	.12	.158	.994	-.35	.60
		HKU	-.03	.157	1.000	-.50	.45
	PolyU	CityU	.38	.156	.232	-.10	.85
		HKBU	.21	.157	.879	-.27	.69
		LU	.13	.158	.993	-.35	.61
		CUHK	.63(*)	.156	.002	.16	1.11
		HKIEd	.35	.157	.328	-.13	.83
		HKUST	.48(*)	.157	.049	.00	.95
		HKU	.33	.156	.425	-.15	.80
	HKUST	CityU	-.10	.157	.998	-.58	.38
		HKBU	-.27	.157	.694	-.74	.21
		LU	-.35	.158	.344	-.83	.13
		CUHK	.15	.157	.977	-.32	.63
		HKIEd	-.12	.158	.994	-.60	.35
		PolyU	-.48(*)	.157	.049	-.95	.00
		HKU	-.15	.157	.979	-.63	.33
	HKU	CityU	.05	.156	1.000	-.42	.53
		HKBU	-.11	.157	.996	-.59	.36
		LU	-.20	.158	.913	-.68	.28
		CUHK	.31	.156	.516	-.17	.78
		HKIEd	.03	.157	1.000	-.45	.50
		PolyU	-.33	.156	.425	-.80	.15
		HKUST	.15	.157	.979	-.33	.63
Accommodation	CityU	HKBU	-.15	.156	.982	-.62	.33
		LU	-.36	.157	.285	-.84	.11
		CUHK	-.73(*)	.156	.000	-1.20	-.25
		HKIEd	-.57(*)	.157	.008	-1.04	-.09

Dependent Variable	(I) University	(J) University	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
	HKBU	PolyU	-.29	.156	.557	-.77	.18
		HKUST	-.48(*)	.156	.048	-.95	.00
		HKU	.12	.156	.996	-.36	.59
		CityU	.15	.156	.982	-.33	.62
		LU	-.22	.158	.868	-.70	.26
		CUHK	-.58(*)	.156	.006	-1.05	-.10
		HKIEd	-.42	.157	.134	-.90	.06
	LU	PolyU	-.15	.156	.982	-.62	.33
		HKUST	-.33	.157	.412	-.81	.15
		HKU	.26	.156	.698	-.21	.74
		CityU	.36	.157	.285	-.11	.84
		HKBU	.22	.158	.868	-.26	.70
		CUHK	-.36	.157	.292	-.84	.12
		HKIEd	-.20	.158	.906	-.68	.28
	CUHK	PolyU	.07	.157	1.000	-.41	.55
		HKUST	-.11	.158	.997	-.59	.37
		HKU	.48(*)	.157	.048	.00	.96
		CityU	.73(*)	.156	.000	.25	1.20
		HKBU	.58(*)	.156	.006	.10	1.05
		LU	.36	.157	.292	-.12	.84
		HKIEd	.16	.157	.971	-.32	.64
	HKIEd	PolyU	.43	.156	.104	-.04	.91
		HKUST	.25	.156	.753	-.23	.72
		HKU	.84(*)	.156	.000	.37	1.32
		CityU	.57(*)	.157	.008	.09	1.04
		HKBU	.42	.157	.134	-.06	.90
		LU	.20	.158	.906	-.28	.68
		CUHK	-.16	.157	.971	-.64	.32
	PolyU	PolyU	.27	.157	.665	-.20	.75
		HKUST	.09	.157	.999	-.39	.57
		HKU	.68(*)	.157	.000	.21	1.16
		CityU	.29	.156	.557	-.18	.77
		HKBU	.15	.156	.982	-.33	.62
		LU	-.07	.157	1.000	-.55	.41
		CUHK	-.43	.156	.104	-.91	.04
		HKIEd	-.27	.157	.665	-.75	.20
	HKUST	HKUST	-.18	.156	.941	-.66	.29
		HKU	.41	.156	.145	-.06	.88
		CityU	.48(*)	.156	.048	.00	.95
		HKBU	.33	.157	.412	-.15	.81
		LU	.11	.158	.997	-.37	.59
		CUHK	-.25	.156	.753	-.72	.23
		HKIEd	-.09	.157	.999	-.57	.39
	HKU	PolyU	.18	.156	.941	-.29	.66
		HKU	.59(*)	.156	.004	.12	1.07
		CityU	-.12	.156	.996	-.59	.36
		HKBU	-.26	.156	.698	-.74	.21
		LU	-.48(*)	.157	.048	-.96	.00
		CUHK	-.84(*)	.156	.000	-1.32	-.37
		HKIEd	-.68(*)	.157	.000	-1.16	-.21
		PolyU	-.41	.156	.145	-.88	.06
		HKUST	-.59(*)	.156	.004	-1.07	-.12
Cleanliness	CityU	HKBU	-.47	.155	.056	-.94	.01
		LU	-.53(*)	.156	.018	-1.00	-.05
		CUHK	-.39	.155	.191	-.86	.08
		HKIEd	-.67(*)	.156	.000	-1.15	-.20
		PolyU	-.55(*)	.155	.010	-1.02	-.08

Dependent Variable	(I) University	(J) University	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
		HKUST	-.54(*)	.155	.012	-1.01	-.07
		HKU	.08	.155	.999	-.39	.56
	HKBU	CityU	.47	.155	.056	-.01	.94
		LU	-.06	.157	1.000	-.54	.42
		CUHK	.08	.155	1.000	-.40	.55
		HKIEd	-.21	.156	.889	-.68	.27
		PolyU	-.08	.155	1.000	-.55	.39
		HKUST	-.07	.156	1.000	-.55	.40
		HKU	.55(*)	.155	.010	.08	1.02
	LU	CityU	.53(*)	.156	.018	.05	1.00
		HKBU	.06	.157	1.000	-.42	.54
		CUHK	.14	.156	.988	-.34	.61
		HKIEd	-.15	.157	.982	-.62	.33
		PolyU	-.02	.156	1.000	-.50	.45
		HKUST	-.01	.157	1.000	-.49	.46
		HKU	.61(*)	.156	.003	.14	1.09
	CUHK	CityU	.39	.155	.191	-.08	.86
		HKBU	-.08	.155	1.000	-.55	.40
		LU	-.14	.156	.988	-.61	.34
		HKIEd	-.28	.156	.606	-.76	.19
		PolyU	-.16	.155	.972	-.63	.31
		HKUST	-.15	.155	.978	-.62	.32
		HKU	.47(*)	.155	.047	.00	.94
	HKIEd	CityU	.67(*)	.156	.000	.20	1.15
		HKBU	.21	.156	.889	-.27	.68
		LU	.15	.157	.982	-.33	.62
		CUHK	.28	.156	.606	-.19	.76
		PolyU	.13	.156	.993	-.35	.60
		HKUST	.13	.156	.990	-.34	.61
		HKU	.76(*)	.156	.000	.28	1.23
	PolyU	CityU	.55(*)	.155	.010	.08	1.02
		HKBU	.08	.155	1.000	-.39	.55
		LU	.02	.156	1.000	-.45	.50
		CUHK	.16	.155	.972	-.31	.63
		HKIEd	-.13	.156	.993	-.60	.35
		HKUST	.01	.155	1.000	-.47	.48
		HKU	.63(*)	.155	.001	.16	1.10
	HKUST	CityU	.54(*)	.155	.012	.07	1.01
		HKBU	.07	.156	1.000	-.40	.55
		LU	.01	.157	1.000	-.46	.49
		CUHK	.15	.155	.978	-.32	.62
		HKIEd	-.13	.156	.990	-.61	.34
		PolyU	-.01	.155	1.000	-.48	.47
		HKU	.62(*)	.155	.002	.15	1.10
	HKU	CityU	-.08	.155	.999	-.56	.39
		HKBU	-.55(*)	.155	.010	-1.02	-.08
		LU	-.61(*)	.156	.003	-1.09	-.14
		CUHK	-.47(*)	.155	.047	-.94	.00
		HKIEd	-.76(*)	.156	.000	-1.23	-.28
		PolyU	-.63(*)	.155	.001	-1.10	-.16
		HKUST	-.62(*)	.155	.002	-1.10	-.15
I.T. in bedrooms	CityU	HKBU	-.25	.160	.785	-.73	.24
		LU	-.36	.161	.317	-.85	.13
		CUHK	-.25	.159	.759	-.74	.23
		HKIEd	-.45	.160	.087	-.94	.03
		PolyU	-.40	.159	.192	-.88	.08
		HKUST	-.27	.160	.704	-.75	.22

Dependent Variable	(I) University	(J) University	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
	HKBU	HKU	.36	.159	.325	-.13	.84
		CityU	.25	.160	.785	-.24	.73
		LU	-.12	.161	.996	-.61	.37
		CUHK	-.01	.160	1.000	-.49	.48
		HKIEd	-.21	.161	.900	-.70	.28
		PolyU	-.15	.160	.979	-.64	.33
		HKUST	-.02	.160	1.000	-.51	.47
	LU	HKU	.60(*)	.160	.004	.12	1.09
		CityU	.36	.161	.317	-.13	.85
		HKBU	.12	.161	.996	-.37	.61
		CUHK	.11	.161	.997	-.38	.60
		HKIEd	-.09	.161	.999	-.58	.40
		PolyU	-.04	.161	1.000	-.53	.45
		HKUST	.10	.161	.999	-.39	.58
	CUHK	HKU	.72(*)	.161	.000	.23	1.21
		CityU	.25	.159	.759	-.23	.74
		HKBU	.01	.160	1.000	-.48	.49
		LU	-.11	.161	.997	-.60	.38
		HKIEd	-.20	.160	.913	-.69	.28
		PolyU	-.15	.159	.984	-.63	.34
		HKUST	-.01	.160	1.000	-.50	.47
	HKIEd	HKU	.61(*)	.159	.003	.13	1.09
		CityU	.45	.160	.087	-.03	.94
		HKBU	.21	.161	.900	-.28	.70
		LU	.09	.161	.999	-.40	.58
		CUHK	.20	.160	.913	-.28	.69
		PolyU	.05	.160	1.000	-.43	.54
		HKUST	.19	.161	.941	-.30	.67
	PolyU	HKU	.81(*)	.160	.000	.33	1.30
		CityU	.40	.159	.192	-.08	.88
		HKBU	.15	.160	.979	-.33	.64
		LU	.04	.161	1.000	-.45	.53
		CUHK	.15	.159	.984	-.34	.63
		HKIEd	-.05	.160	1.000	-.54	.43
		HKUST	.13	.160	.991	-.35	.62
	HKUST	HKU	.76(*)	.159	.000	.27	1.24
		CityU	.27	.160	.704	-.22	.75
		HKBU	.02	.160	1.000	-.47	.51
		LU	-.10	.161	.999	-.58	.39
		CUHK	.01	.160	1.000	-.47	.50
		HKIEd	-.19	.161	.941	-.67	.30
		PolyU	-.13	.160	.991	-.62	.35
	HKU	HKU	.63(*)	.160	.002	.14	1.11
		CityU	-.36	.159	.325	-.84	.13
		HKBU	-.60(*)	.160	.004	-1.09	-.12
		LU	-.72(*)	.161	.000	-1.21	-.23
		CUHK	-.61(*)	.159	.003	-1.09	-.13
		HKIEd	-.81(*)	.160	.000	-1.30	-.33
		PolyU	-.76(*)	.159	.000	-1.24	-.27
		HKUST	-.63(*)	.160	.002	-1.11	-.14
Lecture theatre	CityU	HKBU	-.15	.139	.956	-.58	.27
		LU	-.10	.140	.996	-.52	.32
		CUHK	.61(*)	.139	.000	.19	1.03
		HKIEd	.06	.139	1.000	-.37	.48
		PolyU	-.14	.139	.976	-.56	.28
		HKUST	-.14	.139	.970	-.56	.28
		HKU	.27	.139	.500	-.15	.69

Dependent Variable	(I) University	(J) University	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
	HKBU	CityU	.15	.139	.956	-.27	.58
		LU	.05	.140	1.000	-.37	.48
		CUHK	.76(*)	.139	.000	.34	1.19
		HKIEd	.21	.140	.810	-.22	.63
		PolyU	.02	.139	1.000	-.41	.44
		HKUST	.01	.139	1.000	-.41	.43
		HKU	.43(*)	.139	.045	.00	.85
	LU	CityU	.10	.140	.996	-.32	.52
		HKBU	-.05	.140	1.000	-.48	.37
		CUHK	.71(*)	.140	.000	.29	1.14
		HKIEd	.16	.140	.954	-.27	.58
		PolyU	-.04	.140	1.000	-.46	.39
		HKUST	-.04	.140	1.000	-.47	.38
		HKU	.37	.140	.131	-.05	.80
	CUHK	CityU	-.61(*)	.139	.000	-1.03	-.19
		HKBU	-.76(*)	.139	.000	-1.19	-.34
		LU	-.71(*)	.140	.000	-1.14	-.29
		HKIEd	-.55(*)	.139	.002	-.98	-.13
		PolyU	-.75(*)	.139	.000	-1.17	-.33
		HKUST	-.75(*)	.139	.000	-1.18	-.33
		HKU	-.34	.139	.228	-.76	.08
	HKIEd	CityU	-.06	.139	1.000	-.48	.37
		HKBU	-.21	.140	.810	-.63	.22
		LU	-.16	.140	.954	-.58	.27
		CUHK	.55(*)	.139	.002	.13	.98
		PolyU	-.19	.139	.865	-.62	.23
		HKUST	-.20	.140	.848	-.62	.23
		HKU	.22	.139	.771	-.21	.64
	PolyU	CityU	.14	.139	.976	-.28	.56
		HKBU	-.02	.139	1.000	-.44	.41
		LU	.04	.140	1.000	-.39	.46
		CUHK	.75(*)	.139	.000	.33	1.17
		HKIEd	.19	.139	.865	-.23	.62
		HKUST	-.01	.139	1.000	-.43	.42
		HKU	.41	.139	.062	-.01	.83
	HKUST	CityU	.14	.139	.970	-.28	.56
		HKBU	-.01	.139	1.000	-.43	.41
		LU	.04	.140	1.000	-.38	.47
		CUHK	.75(*)	.139	.000	.33	1.18
		HKIEd	.20	.140	.848	-.23	.62
		PolyU	.01	.139	1.000	-.42	.43
		HKU	.42	.139	.057	-.01	.84
	HKU	CityU	-.27	.139	.500	-.69	.15
		HKBU	-.43(*)	.139	.045	-.85	.00
		LU	-.37	.140	.131	-.80	.05
		CUHK	.34	.139	.228	-.08	.76
		HKIEd	-.22	.139	.771	-.64	.21
		PolyU	-.41	.139	.062	-.83	.01
		HKUST	-.42	.139	.057	-.84	.01
Grounds	CityU	HKBU	-.10	.138	.996	-.52	.32
		LU	-.04	.138	1.000	-.46	.38
		CUHK	.38	.137	.107	-.04	.80
		HKIEd	-.15	.138	.961	-.57	.27
		PolyU	-.38	.137	.107	-.80	.04
		HKUST	-.23	.138	.715	-.65	.19
		HKU	.32	.137	.294	-.10	.73
	HKBU	CityU	.10	.138	.996	-.32	.52

Dependent Variable	(I) University	(J) University	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
	LU	LU	.06	.139	1.000	-.36	.49
		CUHK	.48(*)	.138	.012	.06	.90
		HKIEd	-.05	.138	1.000	-.47	.37
		PolyU	-.28	.138	.466	-.70	.14
		HKUST	-.13	.138	.984	-.55	.29
		HKU	.42	.138	.052	.00	.83
		CityU	.04	.138	1.000	-.38	.46
		HKBU	-.06	.139	1.000	-.49	.36
	CUHK	CUHK	.41	.138	.056	-.01	.84
		HKIEd	-.11	.139	.992	-.54	.31
		PolyU	-.34	.138	.205	-.76	.08
		HKUST	-.19	.139	.864	-.61	.23
		HKU	.35	.138	.180	-.07	.77
		CityU	-.38	.137	.107	-.80	.04
		HKBU	-.48(*)	.138	.012	-.90	-.06
		LU	-.41	.138	.056	-.84	.01
		HKIEd	-.53(*)	.138	.004	-.95	-.11
		PolyU	-.76(*)	.137	.000	-1.18	-.34
		HKUST	-.61(*)	.138	.000	-1.03	-.19
		HKU	-.06	.137	1.000	-.48	.35
	HKIEd	CityU	.15	.138	.961	-.27	.57
		HKBU	.05	.138	1.000	-.37	.47
		LU	.11	.139	.992	-.31	.54
		CUHK	.53(*)	.138	.004	.11	.95
		PolyU	-.23	.138	.709	-.65	.19
		HKUST	-.08	.138	.999	-.50	.34
		HKU	.46(*)	.138	.018	.05	.88
	PolyU	CityU	.38	.137	.107	-.04	.80
		HKBU	.28	.138	.466	-.14	.70
		LU	.34	.138	.205	-.08	.76
		CUHK	.76(*)	.137	.000	.34	1.18
		HKIEd	.23	.138	.709	-.19	.65
		HKUST	.15	.138	.957	-.27	.57
		HKU	.69(*)	.137	.000	.28	1.11
	HKUST	CityU	.23	.138	.715	-.19	.65
		HKBU	.13	.138	.984	-.29	.55
		LU	.19	.139	.864	-.23	.61
		CUHK	.61(*)	.138	.000	.19	1.03
		HKIEd	.08	.138	.999	-.34	.50
		PolyU	-.15	.138	.957	-.57	.27
		HKU	.54(*)	.138	.002	.13	.96
	HKU	CityU	-.32	.137	.294	-.73	.10
		HKBU	-.42	.138	.052	-.83	.00
		LU	-.35	.138	.180	-.77	.07
		CUHK	.06	.137	1.000	-.35	.48
		HKIEd	-.46(*)	.138	.018	-.88	-.05
		PolyU	-.69(*)	.137	.000	-1.11	-.28
		HKUST	-.54(*)	.138	.002	-.96	-.13
Union	CityU	HKBU	-.33	.131	.184	-.73	.07
		LU	-.33	.131	.194	-.73	.07
		CUHK	.67(*)	.130	.000	.28	1.07
		HKIEd	-.19	.131	.852	-.58	.21
		PolyU	-.45(*)	.130	.013	-.85	-.06
		HKUST	-.01	.131	1.000	-.41	.39
		HKU	.07	.130	.999	-.32	.47
	HKBU	CityU	.33	.131	.184	-.07	.73
		LU	.00	.132	1.000	-.40	.40

Dependent Variable	(I) University	(J) University	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
		CUHK	1.00(*)	.131	.000	.61	1.40
		HKIEd	.15	.131	.955	-.25	.55
		PolyU	-.12	.131	.983	-.52	.28
		HKUST	.32	.131	.226	-.08	.72
		HKU	.40(*)	.131	.042	.01	.80
	LU	CityU	.33	.131	.194	-.07	.73
		HKBU	.00	.132	1.000	-.40	.40
		CUHK	1.00(*)	.131	.000	.60	1.40
		HKIEd	.14	.132	.958	-.26	.55
		PolyU	-.12	.131	.982	-.52	.28
		HKUST	.32	.132	.237	-.08	.72
		HKU	.40(*)	.131	.046	.00	.80
	CUHK	CityU	-.67(*)	.130	.000	-1.07	-.28
		HKBU	-1.00(*)	.131	.000	-1.40	-.61
		LU	-1.00(*)	.131	.000	-1.40	-.60
		HKIEd	-.86(*)	.131	.000	-1.26	-.46
		PolyU	-1.13(*)	.130	.000	-1.52	-.73
		HKUST	-.69(*)	.131	.000	-1.08	-.29
		HKU	-.60(*)	.130	.000	-1.00	-.20
	HKIEd	CityU	.19	.131	.852	-.21	.58
		HKBU	-.15	.131	.955	-.55	.25
		LU	-.14	.132	.958	-.55	.26
		CUHK	.86(*)	.131	.000	.46	1.26
		PolyU	-.27	.131	.454	-.67	.13
		HKUST	.17	.131	.892	-.23	.57
		HKU	.26	.131	.500	-.14	.66
	PolyU	CityU	.45(*)	.130	.013	.06	.85
		HKBU	.12	.131	.983	-.28	.52
		LU	.12	.131	.982	-.28	.52
		CUHK	1.13(*)	.130	.000	.73	1.52
		HKIEd	.27	.131	.454	-.13	.67
		HKUST	.44(*)	.131	.018	.04	.84
		HKU	.53(*)	.130	.002	.13	.92
	HKUST	CityU	.01	.131	1.000	-.39	.41
		HKBU	-.32	.131	.226	-.72	.08
		LU	-.32	.132	.237	-.72	.08
		CUHK	.69(*)	.131	.000	.29	1.08
		HKIEd	-.17	.131	.892	-.57	.23
		PolyU	-.44(*)	.131	.018	-.84	-.04
		HKU	.09	.131	.998	-.31	.48
	HKU	CityU	-.07	.130	.999	-.47	.32
		HKBU	-.40(*)	.131	.042	-.80	-.01
		LU	-.40(*)	.131	.046	-.80	.00
		CUHK	.60(*)	.130	.000	.20	1.00
		HKIEd	-.26	.131	.500	-.66	.14
		PolyU	-.53(*)	.130	.002	-.92	-.13
		HKUST	-.09	.131	.998	-.48	.31
Health facilities	CityU	HKBU	-.25	.136	.603	-.66	.16
		LU	.01	.136	1.000	-.40	.43
		CUHK	.55(*)	.135	.001	.14	.96
		HKIEd	-.17	.136	.924	-.58	.25
		PolyU	-.58(*)	.135	.001	-.99	-.17
		HKUST	.14	.136	.975	-.28	.55
		HKU	.21	.135	.776	-.20	.62
	HKBU	CityU	.25	.136	.603	-.16	.66
		LU	.26	.137	.547	-.15	.68
		CUHK	.79(*)	.136	.000	.38	1.21

Dependent Variable	(I) University	(J) University	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
		HKIEd	.08	.136	.999	-.33	.49
		PolyU	-.33	.136	.221	-.74	.08
		HKUST	.38	.136	.092	-.03	.80
		HKU	.46(*)	.136	.017	.05	.87
	LU	CityU	-.01	.136	1.000	-.43	.40
		HKBU	-.26	.137	.547	-.68	.15
		CUHK	.53(*)	.136	.002	.12	.95
		HKIEd	-.18	.137	.893	-.60	.24
		PolyU	-.59(*)	.136	.000	-1.01	-.18
		HKUST	.12	.137	.986	-.29	.54
		HKU	.20	.136	.835	-.22	.61
	CUHK	CityU	-.55(*)	.135	.001	-.96	-.14
		HKBU	-.79(*)	.136	.000	-1.21	-.38
		LU	-.53(*)	.136	.002	-.95	-.12
		HKIEd	-.71(*)	.136	.000	-1.13	-.30
		PolyU	-1.13(*)	.135	.000	-1.54	-.72
		HKUST	-.41	.136	.050	-.82	.00
		HKU	-.34	.135	.201	-.75	.07
	HKIEd	CityU	.17	.136	.924	-.25	.58
		HKBU	-.08	.136	.999	-.49	.33
		LU	.18	.137	.893	-.24	.60
		CUHK	.71(*)	.136	.000	.30	1.13
		PolyU	-.41	.136	.051	-.83	.00
		HKUST	.30	.136	.342	-.11	.72
		HKU	.38	.136	.102	-.04	.79
	PolyU	CityU	.58(*)	.135	.001	.17	.99
		HKBU	.33	.136	.221	-.08	.74
		LU	.59(*)	.136	.000	.18	1.01
		CUHK	1.13(*)	.135	.000	.72	1.54
		HKIEd	.41	.136	.051	.00	.83
		HKUST	.71(*)	.136	.000	.30	1.13
		HKU	.79(*)	.135	.000	.38	1.20
	HKUST	CityU	-.14	.136	.975	-.55	.28
		HKBU	-.38	.136	.092	-.80	.03
		LU	-.12	.137	.986	-.54	.29
		CUHK	.41	.136	.050	.00	.82
		HKIEd	-.30	.136	.342	-.72	.11
		PolyU	-.71(*)	.136	.000	-1.13	-.30
		HKU	.08	.136	.999	-.34	.49
	HKU	CityU	-.21	.135	.776	-.62	.20
		HKBU	-.46(*)	.136	.017	-.87	-.05
		LU	-.20	.136	.835	-.61	.22
		CUHK	.34	.135	.201	-.07	.75
		HKIEd	-.38	.136	.102	-.79	.04
		PolyU	-.79(*)	.135	.000	-1.20	-.38
		HKUST	-.08	.136	.999	-.49	.34
Shops	CityU	HKBU	-.35	.153	.301	-.82	.11
		LU	.03	.154	1.000	-.43	.50
		CUHK	.86(*)	.153	.000	.40	1.33
		HKIEd	.00	.154	1.000	-.47	.47
		PolyU	-.39	.153	.177	-.85	.07
		HKUST	.21	.153	.861	-.25	.68
		HKU	.61(*)	.153	.002	.15	1.07
	HKBU	CityU	.35	.153	.301	-.11	.82
		LU	.38	.154	.202	-.08	.85
		CUHK	1.21(*)	.153	.000	.75	1.68
		HKIEd	.35	.154	.305	-.12	.82

Dependent Variable	(I) University	(J) University	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
	LU	PolyU	-.04	.153	1.000	-.50	.43
		HKUST	.56(*)	.154	.006	.10	1.03
		HKU	.96(*)	.153	.000	.50	1.43
		CityU	-.03	.154	1.000	-.50	.43
		HKBU	-.38	.154	.202	-.85	.08
		CUHK	.83(*)	.154	.000	.36	1.30
		HKIEd	-.03	.155	1.000	-.50	.44
	CUHK	PolyU	-.42	.154	.110	-.89	.04
		HKUST	.18	.154	.942	-.29	.65
		HKU	.58(*)	.154	.005	.11	1.04
		CityU	-.86(*)	.153	.000	-1.33	-.40
		HKBU	-1.21(*)	.153	.000	-1.68	-.75
		LU	-.83(*)	.154	.000	-1.30	-.36
		HKIEd	-.86(*)	.154	.000	-1.33	-.40
	PolyU	PolyU	-1.25(*)	.153	.000	-1.72	-.79
		HKUST	-.65(*)	.153	.001	-1.12	-.18
		HKU	-.25	.153	.717	-.72	.21
	HKIEd	CityU	.00	.154	1.000	-.47	.47
		HKBU	-.35	.154	.305	-.82	.12
		LU	.03	.155	1.000	-.44	.50
		CUHK	.86(*)	.154	.000	.40	1.33
		PolyU	-.39	.154	.180	-.86	.08
		HKUST	.21	.154	.867	-.26	.68
		HKU	.61(*)	.154	.002	.14	1.08
	PolyU	CityU	.39	.153	.177	-.07	.85
		HKBU	.04	.153	1.000	-.43	.50
		LU	.42	.154	.110	-.04	.89
		CUHK	1.25(*)	.153	.000	.79	1.72
		HKIEd	.39	.154	.180	-.08	.86
		HKUST	.60(*)	.153	.002	.14	1.07
		HKU	1.00(*)	.153	.000	.54	1.46
	HKUST	CityU	-.21	.153	.861	-.68	.25
		HKBU	-.56(*)	.154	.006	-1.03	-.10
		LU	-.18	.154	.942	-.65	.29
		CUHK	.65(*)	.153	.001	.18	1.12
		HKIEd	-.21	.154	.867	-.68	.26
		PolyU	-.60(*)	.153	.002	-1.07	-.14
		HKU	.40	.153	.159	-.07	.86
	HKU	CityU	-.61(*)	.153	.002	-1.07	-.15
		HKBU	-.96(*)	.153	.000	-1.43	-.50
		LU	-.58(*)	.154	.005	-1.04	-.11
		CUHK	.25	.153	.717	-.21	.72
		HKIEd	-.61(*)	.154	.002	-1.08	-.14
		PolyU	-1.00(*)	.153	.000	-1.46	-.54
		HKUST	-.40	.153	.159	-.86	.07
Teaching reputation	CityU	HKBU	-.27	.126	.377	-.66	.11
		LU	-.03	.127	1.000	-.42	.35
		CUHK	-.54(*)	.126	.001	-.92	-.15
		HKIEd	.23	.127	.595	-.15	.62
		PolyU	-.25	.126	.480	-.64	.13
		HKUST	-.43(*)	.126	.015	-.82	-.05
		HKU	-.47(*)	.126	.005	-.86	-.09
	HKBU	CityU	.27	.126	.377	-.11	.66
		LU	.24	.127	.562	-.15	.63
		CUHK	-.26	.126	.425	-.65	.12
		HKIEd	.51(*)	.127	.002	.12	.89

Dependent Variable	(I) University	(J) University	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
	LU	PolyU	.02	.126	1.000	-.36	.40
		HKUST	-.16	.127	.914	-.54	.23
		HKU	-.20	.126	.759	-.58	.18
		CityU	.03	.127	1.000	-.35	.42
		HKBU	-.24	.127	.562	-.63	.15
		CUHK	-.50(*)	.127	.002	-.89	-.12
		HKIEd	.27	.128	.430	-.12	.65
	CUHK	PolyU	-.22	.127	.668	-.61	.17
		HKUST	-.40(*)	.127	.037	-.79	-.01
		HKU	-.44(*)	.127	.013	-.83	-.05
		CityU	.54(*)	.126	.001	.15	.92
		HKBU	.26	.126	.425	-.12	.65
		LU	.50(*)	.127	.002	.12	.89
		HKIEd	.77(*)	.127	.000	.38	1.16
	HKIEd	PolyU	.28	.126	.321	-.10	.67
		HKUST	.10	.126	.992	-.28	.49
		HKU	.06	.126	1.000	-.32	.45
		CityU	-.23	.127	.595	-.62	.15
		HKBU	-.51(*)	.127	.002	-.89	-.12
		LU	-.27	.128	.430	-.65	.12
		CUHK	-.77(*)	.127	.000	-1.16	-.38
		PolyU	-.49(*)	.127	.003	-.87	-.10
		HKUST	-.67(*)	.127	.000	-1.05	-.28
		HKU	-.71(*)	.127	.000	-1.09	-.32
	PolyU	CityU	.25	.126	.480	-.13	.64
		HKBU	-.02	.126	1.000	-.40	.36
		LU	.22	.127	.668	-.17	.61
		CUHK	-.28	.126	.321	-.67	.10
		HKIEd	.49(*)	.127	.003	.10	.87
		HKUST	-.18	.126	.846	-.56	.20
		HKU	-.22	.126	.652	-.60	.16
	HKUST	CityU	.43(*)	.126	.015	.05	.82
		HKBU	.16	.127	.914	-.23	.54
		LU	.40(*)	.127	.037	.01	.79
		CUHK	-.10	.126	.992	-.49	.28
		HKIEd	.67(*)	.127	.000	.28	1.05
		PolyU	.18	.126	.846	-.20	.56
		HKU	-.04	.126	1.000	-.43	.34
	HKU	CityU	.47(*)	.126	.005	.09	.86
		HKBU	.20	.126	.759	-.18	.58
		LU	.44(*)	.127	.013	.05	.83
		CUHK	-.06	.126	1.000	-.45	.32
		HKIEd	.71(*)	.127	.000	.32	1.09
		PolyU	.22	.126	.652	-.16	.60
		HKUST	.04	.126	1.000	-.34	.43
Public transport	CityU	HKBU	.02	.162	1.000	-.47	.51
		LU	.35	.163	.376	-.14	.85
		CUHK	.94(*)	.162	.000	.45	1.43
		HKIEd	.58(*)	.162	.010	.08	1.07
		PolyU	-.06	.162	1.000	-.55	.43
		HKUST	.33	.162	.467	-.16	.82
		HKU	.96(*)	.162	.000	.47	1.45
	HKBU	CityU	-.02	.162	1.000	-.51	.47
		LU	.33	.163	.456	-.16	.83
		CUHK	.92(*)	.162	.000	.43	1.41
		HKIEd	.56(*)	.163	.015	.06	1.05
		PolyU	-.08	.162	1.000	-.57	.41

Dependent Variable	(I) University	(J) University	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
		HKUST	.31	.162	.552	-.19	.80
		HKU	.94(*)	.162	.000	.45	1.43
	LU	CityU	-.35	.163	.376	-.85	.14
		HKBU	-.33	.163	.456	-.83	.16
		CUHK	.58(*)	.163	.008	.09	1.08
		HKIEd	.22	.164	.871	-.27	.72
		PolyU	-.42	.163	.176	-.91	.08
		HKUST	-.02	.163	1.000	-.52	.47
		HKU	.61(*)	.163	.005	.11	1.10
	CUHK	CityU	-.94(*)	.162	.000	-1.43	-.45
		HKBU	-.92(*)	.162	.000	-1.41	-.43
		LU	-.58(*)	.163	.008	-1.08	-.09
		HKIEd	-.36	.162	.341	-.85	.13
		PolyU	-1.00(*)	.162	.000	-1.49	-.51
		HKUST	-.61(*)	.162	.005	-1.10	-.12
		HKU	.02	.162	1.000	-.47	.51
	HKIEd	CityU	-.58(*)	.162	.010	-1.07	-.08
		HKBU	-.56(*)	.163	.015	-1.05	-.06
		LU	-.22	.164	.871	-.72	.27
		CUHK	.36	.162	.341	-.13	.85
		PolyU	-.64(*)	.162	.002	-1.13	-.15
		HKUST	-.25	.163	.793	-.74	.25
		HKU	.38	.162	.268	-.11	.88
	PolyU	CityU	.06	.162	1.000	-.43	.55
		HKBU	.08	.162	1.000	-.41	.57
		LU	.42	.163	.176	-.08	.91
		CUHK	1.00(*)	.162	.000	.51	1.49
		HKIEd	.64(*)	.162	.002	.15	1.13
		HKUST	.39	.162	.237	-.10	.88
		HKU	1.02(*)	.162	.000	.53	1.51
	HKUST	CityU	-.33	.162	.467	-.82	.16
		HKBU	-.31	.162	.552	-.80	.19
		LU	.02	.163	1.000	-.47	.52
		CUHK	.61(*)	.162	.005	.12	1.10
		HKIEd	.25	.163	.793	-.25	.74
		PolyU	-.39	.162	.237	-.88	.10
		HKU	.63(*)	.162	.003	.14	1.12
	HKU	CityU	-.96(*)	.162	.000	-1.45	-.47
		HKBU	-.94(*)	.162	.000	-1.43	-.45
		LU	-.61(*)	.163	.005	-1.10	-.11
		CUHK	-.02	.162	1.000	-.51	.47
		HKIEd	-.38	.162	.268	-.88	.11
		PolyU	-1.02(*)	.162	.000	-1.51	-.53
		HKUST	-.63(*)	.162	.003	-1.12	-.14
Location	CityU	HKBU	.02	.161	1.000	-.47	.51
		LU	.28	.162	.685	-.22	.77
		CUHK	1.05(*)	.161	.000	.56	1.54
		HKIEd	.67(*)	.162	.001	.18	1.17
		PolyU	.20	.161	.919	-.29	.69
		HKUST	.25	.161	.768	-.24	.74
		HKU	.93(*)	.161	.000	.44	1.42
	HKBU	CityU	-.02	.161	1.000	-.51	.47
		LU	.26	.163	.762	-.24	.75
		CUHK	1.03(*)	.161	.000	.54	1.52
		HKIEd	.65(*)	.162	.002	.16	1.15
		PolyU	.18	.161	.952	-.31	.67
		HKUST	.23	.162	.835	-.26	.73

Dependent Variable	(I) University	(J) University	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
	LU	HKU	.91(*)	.161	.000	.42	1.40
		CityU	-.28	.162	.685	-.77	.22
		HKBU	-.26	.163	.762	-.75	.24
		CUHK	.78(*)	.162	.000	.28	1.27
		HKIEd	.40	.163	.227	-.10	.89
		PolyU	-.08	.162	1.000	-.57	.42
		HKUST	-.02	.163	1.000	-.52	.47
	CUHK	HKU	.65(*)	.162	.002	.16	1.14
		CityU	-1.05(*)	.161	.000	-1.54	-.56
		HKBU	-1.03(*)	.161	.000	-1.52	-.54
		LU	-.78(*)	.162	.000	-1.27	-.28
		HKIEd	-.38	.162	.271	-.87	.11
		PolyU	-.85(*)	.161	.000	-1.34	-.36
		HKUST	-.80(*)	.161	.000	-1.29	-.31
	HKIEd	HKU	-.13	.161	.994	-.62	.36
		CityU	-.67(*)	.162	.001	-1.17	-.18
		HKBU	-.65(*)	.162	.002	-1.15	-.16
		LU	-.40	.163	.227	-.89	.10
		CUHK	.38	.162	.271	-.11	.87
		PolyU	-.47	.162	.069	-.97	.02
		HKUST	-.42	.162	.161	-.91	.07
	PolyU	HKU	.25	.162	.772	-.24	.74
		CityU	-.20	.161	.919	-.69	.29
		HKBU	-.18	.161	.952	-.67	.31
		LU	.08	.162	1.000	-.42	.57
		CUHK	.85(*)	.161	.000	.36	1.34
		HKIEd	.47	.162	.069	-.02	.97
		HKUST	.05	.161	1.000	-.44	.54
	HKUST	HKU	.73(*)	.161	.000	.24	1.22
		CityU	-.25	.161	.768	-.74	.24
		HKBU	-.23	.162	.835	-.73	.26
		LU	.02	.163	1.000	-.47	.52
		CUHK	.80(*)	.161	.000	.31	1.29
		HKIEd	.42	.162	.161	-.07	.91
		PolyU	-.05	.161	1.000	-.54	.44
	HKU	HKU	.67(*)	.161	.001	.18	1.16
		CityU	-.93(*)	.161	.000	-1.42	-.44
		HKBU	-.91(*)	.161	.000	-1.40	-.42
		LU	-.65(*)	.162	.002	-1.14	-.16
		CUHK	.13	.161	.994	-.36	.62
		HKIEd	-.25	.162	.772	-.74	.24
		PolyU	-.73(*)	.161	.000	-1.22	-.24
		HKUST	-.67(*)	.161	.001	-1.16	-.18

* The mean difference is significant at the .05 level.

APPENDIX P

Results of Levene's Test for Homogeneity of Variance-

Frequent Accommodation Mode

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Parental	1.440	2	750	.238
Friends	1.714	2	750	.181
Teachers	.036	2	750	.965
Course	.319	2	750	.727
Class size	2.946	2	750	.053
Teaching reputation*	4.142	2	750	.016
Research reputation	.238	2	750	.788
Public transport	1.386	2	750	.251
Proximity*	6.975	2	750	.001
Location	.105	2	750	.901
Computers	1.111	2	750	.330
Library	.396	2	750	.673
Quiet	1.338	2	750	.263
Self-study	.560	2	750	.572
Self-catering	.902	2	750	.406
Accommodation	.604	2	750	.547
Cleanliness	.337	2	750	.714
I.T. in bedrooms	2.604	2	750	.075
Lecture theatre	2.215	2	750	.110
Grounds	.838	2	750	.433
Union	1.340	2	750	.262
Health facilities	.080	2	750	.923
Shops	2.813	2	750	.061
Catering prices*	3.325	2	750	.036
Friendly	.141	2	750	.869
Employment	1.641	2	750	.194
Part-time*	4.546	2	750	.011
Living Cost	2.044	2	750	.130
College	2.497	2	750	.083
Crime	.200	2	750	.819
Financial aids	.818	2	750	.442

APPENDIX Q

Results of One-way ANOVAS – Frequent Accommodation Mode

		Sum of Squares	df	Mean Square	F	Sig.	Eta squared
Parental	Between Groups	3.198	2	1.599	1.366	0.256	
	Within Groups	877.711	750	1.170			
	Total	880.908	752				
Friends	Between Groups	3.830	2	1.915	2.039	0.131	
	Within Groups	704.226	750	0.939			
	Total	708.056	752				
Course	Between Groups	0.557	2	0.278	0.393	0.675	
	Within Groups	531.850	750	0.709			
	Total	532.406	752				
Class size	Between Groups	6.497	2	3.248	3.190	0.042	0.008
	Within Groups	763.657	750	1.018			
	Total	770.154	752				
Teaching reputation	Between Groups	0.025	2	0.012	0.015	0.985	
	Within Groups	609.895	750	0.813			
	Total	609.920	752				
Research reputation	Between Groups	0.106	2	0.053	0.060	0.942	
	Within Groups	660.826	750	0.881			
	Total	660.932	752				
Public transport	Between Groups	44.475	2	22.237	16.868	0.000	0.043
	Within Groups	988.747	750	1.318			
	Total	1,033.222	752				
Location	Between Groups	34.469	2	17.235	13.037	0.000	0.034
	Within Groups	991.454	750	1.322			
	Total	1,025.923	752				
Computers	Between Groups	17.145	2	8.572	8.141	0.000	0.021
	Within Groups	789.716	750	1.053			
	Total	806.861	752				
Library	Between Groups	13.565	2	6.783	6.081	0.002	0.016
	Within Groups	836.589	750	1.115			
	Total	850.154	752				
Quiet	Between Groups	10.374	2	5.187	4.790	0.009	0.013
	Within Groups	812.178	750	1.083			
	Total	822.552	752				
Self-study	Between Groups	17.233	2	8.616	7.850	0.000	0.021
	Within Groups	823.269	750	1.098			
	Total	840.502	752				
Self-catering	Between Groups	6.231	2	3.115	2.635	0.072	
	Within Groups	886.614	750	1.182			
	Total	892.845	752				
Accommodation	Between Groups	88.061	2	44.031	40.000	0.000	0.096
	Within Groups	825.575	750	1.101			
	Total	913.636	752				
Cleanliness	Between Groups	27.491	2	13.746	11.823	0.000	0.031
	Within Groups	871.946	750	1.163			
	Total	899.437	752				
I.T. in bedrooms	Between Groups	16.685	2	8.342	6.747	0.001	0.018
	Within Groups	927.294	750	1.236			

		Sum of Squares	df	Mean Square	F	Sig.	Eta squared
	Total	943.979	752				
Lecture theatre	Between Groups	7.261	2	3.630	3.782	0.023	0.010
	Within Groups	719.927	750	0.960			
	Total	727.187	752				
Grounds	Between Groups	3.537	2	1.768	1.875	0.154	
	Within Groups	707.223	750	0.943			
	Total	710.760	752				
Union	Between Groups	12.018	2	6.009	6.705	0.001	0.018
	Within Groups	672.191	750	0.896			
	Total	684.210	752				
Health facilities	Between Groups	6.579	2	3.290	3.450	0.032	0.009
	Within Groups	715.065	750	0.953			
	Total	721.644	752				
Shops	Between Groups	30.274	2	15.137	12.333	0.000	0.032
	Within Groups	920.547	750	1.227			
	Total	950.821	752				
Friendly	Between Groups	0.775	2	0.388	0.413	0.662	
	Within Groups	703.865	750	0.938			
	Total	704.640	752				
Employment	Between Groups	0.146	2	0.073	0.094	0.910	
	Within Groups	578.213	750	0.771			
	Total	578.359	752				
Living Cost	Between Groups	10.492	2	5.246	4.948	0.007	0.013
	Within Groups	795.157	750	1.060			
	Total	805.649	752				
College	Between Groups	25.315	2	12.658	11.371	0.000	0.029
	Within Groups	834.855	750	1.113			
	Total	860.170	752				
Crime	Between Groups	17.265	2	8.632	6.458	0.002	0.017
	Within Groups	1,002.475	750	1.337			
	Total	1,019.740	752				
Financial aids	Between Groups	9.058	2	4.529	3.542	0.029	0.009
	Within Groups	958.977	750	1.279			
	Total	968.035	752				

APPENDIX R

Results of Tukey HSD Test – Frequent Accommodation Mode

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Accomodation	(J) Accomodation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Parental	university owned accommodation	self-catering facilities near campus	.46	.367	.415	-.40	1.32
		home	-.07	.082	.658	-.27	.12
	self-catering facilities near campus	university owned accommodation	-.46	.367	.415	-1.32	.40
		home	-.54	.364	.305	-1.39	.32
	home	university owned accommodation	.07	.082	.658	-.12	.27
		self-catering facilities near campus	.54	.364	.305	-.32	1.39
Friends	university owned accommodation	self-catering facilities near campus	.16	.328	.874	-.61	.93
		home	-.14	.074	.149	-.31	.04
	self-catering facilities near campus	university owned accommodation	-.16	.328	.874	-.93	.61
		home	-.30	.326	.627	-1.07	.47
	home	university owned accommodation	.14	.074	.149	-.04	.31
		self-catering facilities near campus	.30	.326	.627	-.47	1.07
Teachers	university owned accommodation	self-catering facilities near campus	.14	.323	.898	-.62	.90
		home	-.18(*)	.073	.040	-.35	-.01
	self-catering facilities near campus	university owned accommodation	-.14	.323	.898	-.90	.62
		home	-.32	.321	.579	-1.07	.43
	home	university owned accommodation	.18(*)	.073	.040	.01	.35
		self-catering facilities near campus	.32	.321	.579	-.43	1.07
Course	university owned accommodation	self-catering facilities near campus	.02	.285	.998	-.65	.69
		home	.06	.064	.651	-.09	.21
	self-catering facilities near campus	university owned accommodation	-.02	.285	.998	-.69	.65
		home	.04	.283	.989	-.63	.70
	home	university	-.06	.064	.651	-.21	.09

Dependent Variable	(I) Accomodation	(J) Accomodation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Class size	university owned accommodation	owned accommodation self-catering facilities near campus	-.04	.283	.989	-.70	.63
		self-catering facilities near campus	-.51	.342	.290	-1.32	.29
		home	-.17	.077	.068	-.35	.01
	self-catering facilities near campus	university owned accommodation	.51	.342	.290	-.29	1.32
		home	.34	.340	.571	-.45	1.14
	home	university owned accommodation	.17	.077	.068	-.01	.35
		self-catering facilities near campus	-.34	.340	.571	-1.14	.45
Teaching reputation	university owned accommodation	self-catering facilities near campus	.02	.306	.999	-.70	.73
		home	.01	.069	.984	-.15	.17
	self-catering facilities near campus	university owned accommodation	-.02	.306	.999	-.73	.70
		home	.00	.303	1.000	-.72	.71
	home	university owned accommodation	-.01	.069	.984	-.17	.15
		self-catering facilities near campus	.00	.303	1.000	-.71	.72
Research reputation	university owned accommodation	self-catering facilities near campus	.11	.318	.941	-.64	.85
		home	.01	.072	.988	-.16	.18
	self-catering facilities near campus	university owned accommodation	-.11	.318	.941	-.85	.64
		home	-.09	.316	.952	-.84	.65
	home	university owned accommodation	-.01	.072	.988	-.18	.16
		self-catering facilities near campus	.09	.316	.952	-.65	.84
Public transport	university owned accommodation	self-catering facilities near campus	.17	.389	.902	-.75	1.08
		home	-.50(*)	.087	.000	-.70	-.29
	self-catering facilities near campus	university owned accommodation	-.17	.389	.902	-1.08	.75

Dependent Variable	(I) Accomodation	(J) Accomodation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Proximity	home	home university owned accommodation	-.66	.386	.198	-1.57	.24
			.50(*)	.087	.000	.29	.70
		self-catering facilities near campus	.66	.386	.198	-.24	1.57
	university owned accommodation	self-catering facilities near campus	.13	.389	.938	-.78	1.05
		home university	-.61(*)	.088	.000	-.81	-.40
	self-catering facilities near campus	owned accommodation	-.13	.389	.938	-1.05	.78
		home	-.74	.387	.135	-1.65	.17
Location	home	university owned accommodation	.61(*)	.088	.000	.40	.81
		self-catering facilities near campus	.74	.387	.135	-.17	1.65
	university owned accommodation	self-catering facilities near campus	-.07	.390	.981	-.99	.84
		home	-.44(*)	.088	.000	-.65	-.24
	self-catering facilities near campus	university owned accommodation	.07	.390	.981	-.84	.99
		home	-.37	.387	.601	-1.28	.54
Computers	home	university owned accommodation	.44(*)	.088	.000	.24	.65
		self-catering facilities near campus	.37	.387	.601	-.54	1.28
	university owned accommodation	self-catering facilities near campus	-.36	.348	.556	-1.18	.46
		home	-.31(*)	.078	.000	-.50	-.13
	self-catering facilities near campus	university owned accommodation	.36	.348	.556	-.46	1.18
		home	.05	.345	.990	-.77	.86
Library	home	university owned accommodation	.31(*)	.078	.000	.13	.50
		self-catering facilities near campus	-.05	.345	.990	-.86	.77
	university owned accommodation	self-catering facilities near campus	-.02	.358	.998	-.86	.82
		home	-.28(*)	.080	.002	-.47	-.09
	self-catering facilities near campus	university owned accommodatio	.02	.358	.998	-.82	.86

Dependent Variable	(I) Accomodation	(J) Accomodation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
		n					
		home	-.26	.355	.747	-1.09	.58
	home	university owned accommodation	.28(*)	.080	.002	.09	.47
		self-catering facilities near campus	.26	.355	.747	-.58	1.09
Quiet	university owned accommodation	self-catering facilities near campus	-.52	.353	.310	-1.34	.31
		home	-.23(*)	.079	.010	-.42	-.04
	self-catering facilities near campus	university owned accommodation	.52	.353	.310	-.31	1.34
		home	.29	.350	.694	-.54	1.11
	home	university owned accommodation	.23(*)	.079	.010	.04	.42
		self-catering facilities near campus	-.29	.350	.694	-1.11	.54
Self-study	university owned accommodation	self-catering facilities near campus	-.50	.355	.342	-1.33	.34
		home	-.31(*)	.080	.000	-.50	-.12
	self-catering facilities near campus	university owned accommodation	.50	.355	.342	-.34	1.33
		home	.19	.353	.855	-.64	1.02
	home	university owned accommodation	.31(*)	.080	.000	.12	.50
		self-catering facilities near campus	-.19	.353	.855	-1.02	.64
Self-catering	university owned accommodation	self-catering facilities near campus	-.60	.368	.235	-1.46	.27
		home	.11	.083	.357	-.08	.31
	self-catering facilities near campus	university owned accommodation	.60	.368	.235	-.27	1.46
		home	.71	.366	.126	-.15	1.57
	home	university owned accommodation	-.11	.083	.357	-.31	.08
		self-catering facilities near campus	-.71	.366	.126	-1.57	.15
Accommodation	university owned accommodation	self-catering facilities near campus	.14	.355	.916	-.69	.98

Dependent Variable	(I) Accomodation	(J) Accomodation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
		home	.71(*)	.080	.000	.52	.90
	self-catering facilities near campus	university owned accommodation	-.14	.355	.916	-.98	.69
		home	.57	.353	.241	-.26	1.40
	home	university owned accommodation	-.71(*)	.080	.000	-.90	-.52
		self-catering facilities near campus	-.57	.353	.241	-1.40	.26
Cleanliness	university owned accommodation	self-catering facilities near campus	.10	.365	.961	-.76	.96
		home	.40(*)	.082	.000	.20	.59
	self-catering facilities near campus	university owned accommodation	-.10	.365	.961	-.96	.76
		home	.30	.363	.687	-.55	1.15
	home	university owned accommodation	-.40(*)	.082	.000	-.59	-.20
		self-catering facilities near campus	-.30	.363	.687	-1.15	.55
I.T. in bedrooms	university owned accommodation	self-catering facilities near campus	-.04	.377	.995	-.92	.85
		home	.31(*)	.085	.001	.11	.51
	self-catering facilities near campus	university owned accommodation	.04	.377	.995	-.85	.92
		home	.34	.374	.632	-.54	1.22
	home	university owned accommodation	-.31(*)	.085	.001	-.51	-.11
		self-catering facilities near campus	-.34	.374	.632	-1.22	.54
Lecture theatre	university owned accommodation	self-catering facilities near campus	.13	.332	.925	-.65	.90
		home	-.20(*)	.075	.023	-.37	-.02
	self-catering facilities near campus	university owned accommodation	-.13	.332	.925	-.90	.65
		home	-.32	.330	.591	-1.10	.45
	home	university owned accommodation	.20(*)	.075	.023	.02	.37
		self-catering facilities near campus	.32	.330	.591	-.45	1.10

Dependent Variable	(I) Accomodation	(J) Accomodation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Grounds	university owned accommodation	self-catering facilities near campus	.27	.329	.685	-.50	1.05
		home	-.12	.074	.240	-.29	.05
	self-catering facilities near campus	university owned accommodation	-.27	.329	.685	-1.05	.50
		home	-.39	.327	.454	-1.16	.38
	home	university owned accommodation	.12	.074	.240	-.05	.29
		self-catering facilities near campus	.39	.327	.454	-.38	1.16
Union	university owned accommodation	self-catering facilities near campus	.13	.321	.919	-.63	.88
		home	-.26(*)	.072	.001	-.43	-.09
	self-catering facilities near campus	university owned accommodation	-.13	.321	.919	-.88	.63
		home	-.38	.319	.455	-1.13	.37
	home	university owned accommodation	.26(*)	.072	.001	.09	.43
		self-catering facilities near campus	.38	.319	.455	-.37	1.13
Health facilities	university owned accommodation	self-catering facilities near campus	-.51	.331	.275	-1.28	.27
		home	-.17	.074	.052	-.35	.00
	self-catering facilities near campus	university owned accommodation	.51	.331	.275	-.27	1.28
		home	.33	.329	.565	-.44	1.11
	home	university owned accommodation	.17	.074	.052	.00	.35
		self-catering facilities near campus	-.33	.329	.565	-1.11	.44
Shops	university owned accommodation	self-catering facilities near campus	-.64	.375	.201	-1.52	.24
		home	-.41(*)	.084	.000	-.61	-.21
	self-catering facilities near campus	university owned accommodation	.64	.375	.201	-.24	1.52
		home	.23	.373	.807	-.64	1.11
	home	university owned accommodation	.41(*)	.084	.000	.21	.61
		self-catering	-.23	.373	.807	-1.11	.64

Dependent Variable	(I) Accomodation	(J) Accomodation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Catering prices	university owned accommodation	self-catering facilities near campus	-.01	.383	1.000	-.91	.89
		home	-.39(*)	.086	.000	-.59	-.19
	self-catering facilities near campus	university owned accommodation	.01	.383	1.000	-.89	.91
		home	-.38	.380	.579	-1.27	.51
	home	university owned accommodation	.39(*)	.086	.000	.19	.59
		self-catering facilities near campus	.38	.380	.579	-.51	1.27
Friendly	university owned accommodation	self-catering facilities near campus	.30	.328	.636	-.47	1.07
		home	.01	.074	.997	-.17	.18
	self-catering facilities near campus	university owned accommodation	-.30	.328	.636	-1.07	.47
		home	-.29	.326	.642	-1.06	.47
	home	university owned accommodation	-.01	.074	.997	-.18	.17
		self-catering facilities near campus	.29	.326	.642	-.47	1.06
Employment	university owned accommodation	self-catering facilities near campus	.01	.297	.999	-.69	.71
		home	-.03	.067	.906	-.19	.13
	self-catering facilities near campus	university owned accommodation	-.01	.297	.999	-.71	.69
		home	-.04	.295	.990	-.73	.65
	home	university owned accommodation	.03	.067	.906	-.13	.19
		self-catering facilities near campus	.04	.295	.990	-.65	.73
Part-time	university owned accommodation	self-catering facilities near campus	.91(*)	.378	.044	.02	1.79
		home	-.21(*)	.085	.038	-.41	-.01
	self-catering facilities near campus	university owned accommodation	-.91(*)	.378	.044	-1.79	-.02
		home	-1.12(*)	.375	.009	-2.00	-.23
	home	university owned accommodatio	.21(*)	.085	.038	.01	.41

Dependent Variable	(I) Accomodation	(J) Accomodation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
		n					
Living Cost	university owned accommodation	self-catering facilities near campus	1.12(*)	.375	.009	.23	2.00
		self-catering facilities near campus	.77	.349	.073	-.05	1.58
		home	-.15	.078	.134	-.33	.03
	self-catering facilities near campus	university owned accommodation	-.77	.349	.073	-1.58	.05
		home	-.92(*)	.346	.023	-1.73	-.10
	home	university owned accommodation	.15	.078	.134	-.03	.33
		self-catering facilities near campus	.92(*)	.346	.023	.10	1.73
College	university owned accommodation	self-catering facilities near campus	.73	.357	.103	-.11	1.57
		home	-.32(*)	.080	.000	-.51	-.13
	self-catering facilities near campus	university owned accommodation	-.73	.357	.103	-1.57	.11
		home	-1.05(*)	.355	.009	-1.88	-.22
	home	university owned accommodation	.32(*)	.080	.000	.13	.51
		self-catering facilities near campus	1.05(*)	.355	.009	.22	1.88
Crime	university owned accommodation	self-catering facilities near campus	.77	.392	.123	-.15	1.69
		home	-.24(*)	.088	.019	-.44	-.03
	self-catering facilities near campus	university owned accommodation	-.77	.392	.123	-1.69	.15
		home	-1.01(*)	.389	.027	-1.92	-.09
	home	university owned accommodation	.24(*)	.088	.019	.03	.44
		self-catering facilities near campus	1.01(*)	.389	.027	.09	1.92
Financial aids	university owned accommodation	self-catering facilities near campus	-.01	.383	.999	-.91	.89
		home	-.23(*)	.086	.023	-.43	-.02
	self-catering facilities near campus	university owned accommodation	.01	.383	.999	-.89	.91

Dependent Variable	(I) Accomodation	(J) Accomodation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
	home	home	-.22	.380	.838	-1.11	.68
		university owned accommodation	.23(*)	.086	.023	.02	.43
		self-catering facilities near campus	.22	.380	.838	-.68	1.11

* The mean difference is significant at the .05 level.