

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

*Opinion Survey on School Principals' Ranking of Universities
in Hong Kong 2014*

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



SURVEY REPORT

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1. Research Background

- 1.1 In parallel with the "Public Ranking" telephone survey, POP was commissioned by Media Education Info-Tech Co. Ltd for the seventh time to conduct this local school principal survey which aimed to study their perception towards the institutions of higher education in Hong Kong.
- 1.2 POP was responsible for designing the questionnaire, inputting and processing the data while Media Education Info-Tech Co. Ltd was responsible for all other survey logistics such as obtaining the contact list of schools from the database of Education Bureau (i.e. 518 valid addresses), printing and mailing out the questionnaires, following up with chasers, as well as collecting the returned questionnaires. A total of 8 key questions were asked in this year's questionnaire, which is attached in Annex A.
- 1.3 POP was not involved nor consulted on how to make use of the findings from this principal survey to compile the overall rankings of local universities. This was the sole responsibility of Media Education Info-Tech Co. Ltd who would usually take a handful of other elements into consideration.

2. Research Design

- 2.1 The target population of this survey was defined as the principals of all local secondary schools excluding the international schools. No sampling was required.
- 2.2 This study was conducted by self-administered paper questionnaire, returned by the principals via mail or fax. The data collection period started from 23 May and ended on 20 June, 2014. A total of 96 questionnaires were received via fax and were considered valid. The response rate of this survey was 18.5%, with a standard error of sampling of no more than 4.6%, had it been a representative survey (Table 1).

Table 1. Contact information of the survey

Successful Cases	Distributed Questionnaires	Response rate*	Standard Error**
96	518	18.5%	4.6%

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

** Calculated as if these are random sample surveys.

3. Research Findings

3.1 The questionnaire comprised 8 key questions. First of all, all respondents were asked to evaluate each of the 10 institutions based on their perception of its overall performance using a scale of 0-10, with 0 representing the worst, 10 representing the best and 5 being half-half. Respondents were suggested to take into account the institution's local and international reputation, facilities, campus environment, qualification of its teaching staff, academic research performance, conduct and quality of its students, its learning atmosphere, as well as the diversification and degree of recognition for its courses. Survey results indicated that, in terms of principals' perception, HKU received the highest mean score of 8.76, rated by 95 principals, CUHK came second with an average score of 8.68, whereas HKUST ranked third with a mean score of 8.14. For other universities' performance scores, please refer to Table 2 below.

Table 2. Overall Performance of Each Institution

[Q1] Please use a scale of 0-10 to evaluate the overall performance of each institution of higher education after taking into consideration its local and international reputation, facilities and campus environment, qualification of its teaching staff, academic research performance, conduct and quality of students as well as its learning atmosphere, diversification and level of recognition of its courses, with 0 representing the worst, 10 representing the best and 5 being half-half. How would you rate the following institutions?				
	Average	Standard error	No of raters	Recognition
HKU	8.76	0.16	95	99.0%
CUHK	8.68	0.12	96	100.0%
HKUST	8.14	0.13	96	100.0%
PolyU	7.03	0.10	95	99.0%
HKBU	6.55	0.11	96	100.0%
CityU	6.53	0.11	95	99.0%
HKIED	5.96	0.13	93	96.9%
LU	5.60	0.13	89	92.7%
HKSJU	5.31	0.16	85	88.5%
OUHK	5.04	0.16	85	88.5%

3.2 With respect to the perceived overall performance of the Vice-Chancellor/ President/Principal of each institution, taking into consideration one's local and international reputation, approachability, leadership, vision, social credibility and public relations, Professor Joseph J.Y. Sung of CUHK topped the list with an average score of 8.85 rated by 95 respondents. Professor Tony F. Chan of HKUST followed and attained a mean score of 7.67 rated by 86 respondents. Meanwhile, Professor Timothy W. TONG of PolyU came third scoring 6.97 and rated by 76 respondents (Table 3).

Table 3. Overall Performance of Each Vice-Chancellor / President / Principal

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

	Average	Standard error	No of raters	Recognition
CUHK – Prof. Joseph J.Y. SUNG	8.85	0.15	95	99.0%
HKUST – Prof. Tony F. CHAN	7.67	0.14	86	89.6%
PolyU – Prof. Timothy W. TONG	6.97	0.15	76	79.2%
HKBU – Prof. Albert CHAN	6.95	0.16	82	85.4%
HKU – Prof. Peter MATHIESON	6.79	0.29	34	35.4%
HKIEd – Prof. Stephen Y.L. CHEUNG	6.73	0.17	79	82.3%
CityU – Prof. Way KUO	6.58	0.17	76	79.2%
OUHK – Prof. Yuk-shan WONG	6.16	0.18	62	64.6%
LU – Prof. Leonard K. CHENG	5.83	0.19	60	62.5%

The position of Principal for HKSYU was vacant during the survey period, so the respective question was dropped in 2014.

3.3 The next question asked the respondents' opinion on the qualities which most Hong Kong university students lack of. Results showed that "work attitude" was most commonly cited, as chosen by 71% of respondents. The next tier included "social / interpersonal skills", "commitment to society" and "global prospect / foresight", accounting for and 61%, 54%, and 45% of respondents correspondingly (Tables 4 & 5).

Table 4. Perceived Deficiencies among the University Students in Hong Kong

[Q3] What do you think are the qualities which most Hong Kong university students lack of? You may check as many choices as you like.			
	Frequency	% of total responses (Base = 446 responses from 96 respondents)	% of total sample (Base = 96)
Work attitude	68	15.2%	70.8%
Social / interpersonal skills	59	13.2%	61.5%
Commitment to society	52	11.7%	54.2%
Global prospect / foresight	43	9.6%	44.8%
Conduct, honesty	38	8.5%	39.6%
Emotion stability	37	8.3%	38.5%
Proficiency in Chinese, English and Putonghua	28	6.3%	29.2%
Critical thinking and problem-solving ability	24	5.4%	25.0%
Communication skills	19	4.3%	19.8%
Social / work experience	18	4.0%	18.8%
Creativity	17	3.8%	17.7%
Job opportunity	17	3.8%	17.7%
Self-confidence	8	1.8%	8.3%
Academic and professional knowledge	8	1.8%	8.3%
Financial management	4	0.9%	4.2%
Computer proficiency	1	0.2%	1.0%
Others (see Table 5)	4	0.9%	4.2%
Don't know	1	0.2%	1.0%
Total	446	100.0%	
Base	96		
Missing case(s)	0		

Table 5. Q3 (Other answers in exact wordings)

1. 「香港大學生」？ 是否以偏概全？還是一竹篙打一船人？個別問題不等同學生有普遍問題！
2. 1. 太自我中心，較少由其他人角度考慮問題 2.缺 negotiation skills. 3. 犯錯引起他人不便/增加他人工作量也不懂說對不起，要教才會做
3. 自理能力，協作能力，誠信
4. 責任感

3.4 Question 4 is newly added this year and asked the principals the impact of the current secondary school curriculum on enhancing students' civic awareness. Results revealed that

37% of the principals thought the impact was big, in which 1% thought the impact was very big while 36% thought it was quite big. 42% thought it “half-half”. 19% thought the impact was small, in which 15% thought it was “quite small” and 4% thought it was “very small” (Table 6).

Table 6. The impact of the current secondary school curriculum on enhancing students' civic awareness

[Q4] How big or small do you think is the impact of the current secondary school curriculum on enhancing students' civic awareness? [one answer allowed]		Frequency		% of valid respondents (Base = 95)	
Very big	}Big	1	}35	1.1%	}36.8%
Quite big		34		35.8%	
Half-half		40		42.1%	
Quite small	}Small	14	}18	14.7%	}18.9%
Very small		4		4.2%	
Don't know		2		2.1	
Total		95		100.0%	
Base		96			
Missing case(s)		1			

3.5 Question 5 is also newly added this year and asked school principals how much they supported the continual implementation of “integrated education” in secondary schools. Results revealed that 12% of the principals supported the continual implementation of “integrated education” in secondary schools. 51% thought it “half-half”. 37% opposed this, in which 21% quite opposed and 16% very much opposed (Table 7).

Table 7. Opinion on the continual implementation of “integrated education” in secondary schools

[Q5] How much do you support or oppose to the continual implementation of “integrated education” in secondary schools?		Frequency		% of valid respondents (Base = 95)	
Very much support	} Support	--	}11	--	}11.6%
Quite support		11		11.6%	
Half-half		48		50.5%	
Quite oppose	} Oppose	20	35	21.1%	}36.8%
Very much oppose		15		15.8%	
Don't know		1		1.1%	
Total		95		100.0%	
Base		96			
Missing case(s)		1			

3.6 Question 5 is also newly added this year and asked school principals how much they supported the implementation of “small class teaching” in secondary schools. Results revealed that 80% of the principals supported the implementation of “small class teaching”, in which 42% very much supported while 38% quite supported. 19% thought it “half-half”. 1.1% opposed this (Table 8).

Table 8. Opinion the implementation of “small class teaching” in secondary schools

[Q6] How much do you support or oppose to the implementation of “small class teaching” in secondary schools? [one answer allowed]		Frequency		% of valid respondents (Base = 95)	
Very much support	} Support	40	}76	42.1%	}80.0%
Quite support		36		37.9%	
Half-half		18		18.9%	
Quite oppose	} Oppose	1	1	1.1%	}1.1%
Very much oppose		--		--	
Don't know		--		--	
Total		95		100.0%	
Base		96			
Missing case(s)		1			

3.7 Next, respondents were asked to rate how confident they were in the Hong Kong education system led by the Education Bureau using a scale of 0 to 100 marks, in which higher marks indicated a higher level of confidence. Results showed that 89 valid respondents gave a mean score of 50.1 marks, which was subject to a standard error of 1.95 marks (Table 11).

Table 9. Confidence in the Hong Kong education system

[Q6] Overall speaking, how confident are you in the education system led by the Education Bureau? Please rate your confidence in 0 to 100 marks, 0 represents not confident at all, 50 represents half-half and 100 represents very confident.		
	Frequency	% of valid respondents (Base = 94)
0 – 9	4	4.3%
10 – 19	--	--
20 – 29	4	4.3%
30 – 39	7	7.4%
40 – 49	14	14.9%
50	20	21.3%
51 – 59	4	4.3%
60 – 69	20	21.3%
70 – 79	12	12.8%
80 – 89	3	3.2%
90 – 100	1	1.1%
Don't know	5	5.3%
Total	94	100.0%
Missing case(s)	2	
Mean	50.7	
Median	50.0	
Standard error of mean	1.95	
Valid base	89	

3.8 The last question was in open-end format that served to probe for respondents' in-depth opinions regarding the subject matter and/or the survey. Please refer to Table 10 below for the submissions received.

Table 10. Opinions / Suggestions from School Principals (in exact wordings)

<p>[Q7] Is there any other opinion you would like to bring to the attention of the researchers? [open-end question]</p> <ol style="list-style-type: none"> 1. 1. 政府應增加資助大學學位。2. 教育局應給予學校更大自主權，特別是資源的運用 2. An open review on the effectiveness & efficiency of the EDB, including the measuring of the current director of education, should be conducted. 3. Our education system is now like a herd without a head bull. 4. Q7 太濶，這個設問難評 5. 如希望融合教育發揮果效，政府必須增撥資源！公民教育的推展深化不單需要正規學校課程，更需要善用媒體，為整個社會注入正面積極元素！ 6. 我們需要良好道德教育及有遠見的領導者去帶領香港的教育，故次對教育局局長的背景及個人履歷，他並不適合擔當此工作！主流大學的校長們，對培育未來社會人才和領袖任重道遠！他們更需注意如何避免「港孩治港」，未來社會領袖必須有預見力，有遠象，高道德要求和能懂得造就其他人的領導！眼光要放眼世界，並建基於香港與中國！ 7. 每所中學都會盡力去提升學生的公民意識、品格、責任感等等。然而社會與家庭跟學校所傳講要求的不一致。年青人最終傾向我行我素或以個人利益為先，影響其就業表現。 8. 社會風氣，政治環境，對教育局及教育政策影響很大，令教育局無長遠發展方案！ 9. 津貼中學長期欠缺資源問題一直未解決！ 10. 香港教育制度，官弱民強，大學，中小學各自為教育付出，艱苦經營，緊貼教育需要，範式轉移，尋找及實踐湊效的方法。惟教育局未能信任及支持院校，學校的發展常在行政撥款，或行政措施造成困難，耗損老師時間，窮於應付。 11. 香港學童有較均等接受教育的機會，且有關教育的質素差異不大。而教育的效益亦高，此乃值得自豪之處，然香港的優勢恐漸下降。原因：1.人才是香港重要資產，然政府對青少年的栽培欠全面的規劃，沒跨局調整政策。2.各地大力投資教育的同時，政府卻吝嗇對教育的投放。3.AO 思維，衡「功」量「值」主導了教育。 12. 教育局欠缺長遠的規劃，任由學校在市場的機制下運作，淘汰那些具使命而又肩負教育第三組別學生的學校，長遠會對社會的穩定構成威脅，因此給予教育局極低的分數 13. 教育局局長及副局長必須是教育專業出身，避免外行領導內行。這兩個職位應該如教師和校長一樣，有最低入職要求。 14. 教育局局長應由教育事業出身人士擔任 15. 現時教育局欠規劃，無論是長遠，中期及短期也沒有詳盡規劃，教育局只看資源，不看人才，又不諮詢前綫教育工作者意見。 16. 補充 Q4: 除課程外，社會風氣也是影響因素之一。補充 Q5: 融合有其意義，但部分類別同學對學校課堂、活動等滋擾很大。補充 Q 6: 小班有好處，但不是必須，因為質素好，勤奮的同學，大班至四十人也不嫌多。反之，無心向學，基礎弱，破壞秩序的同學，即使小班也無補於事。補充 Q 7: 政策制度均好，但推行者（指學校）是否能貫徹到底才是能夠成功的主因。 17. 融合教育：理念好，資源配套不足

中學校長眼中的大專院校排名意見調查 2014
Opinion Survey for Secondary School Principals on the
Ranking of Universities in Hong Kong 2014

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

Q1. 請你以 0-10 分評價你對以下各間大專院校的整體表現，當中 **0 分代表極差，5 分代表一般，10 分代表極佳**。請你綜合有關院校的本地與國際聲譽及名氣、設備及校園環境、教職員資歷、學術研究表現、學生成績及品行質素、學習氣氛與課程多元化及認可度等等，然後作出整體評分。 Please use a scale of 0-10 to evaluate the overall performance of each institution of higher education after taking into consideration its local and international reputation, facilities and campus environment, qualification of its teaching staff, academic research performance, conduct and quality of students as well as its learning atmosphere, diversification and level of recognition of its courses, **with 0 representing the worst, 10 representing the best and 5 being half-half**. How would you rate the following institutions?

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

Q2. 請你再以 0-10 分評價各院校校長的整體表現，當中 **0 分代表極差，5 分代表一般，10 分代表極佳**。請你綜合有關校長的本地及國際知名度、親民度、領導能力、洞察力、社會公信力及對外公共關係等等，然後作出整體評分。 Please use a scale of 0-10 to evaluate the overall performance of Vice-Chancellor / President of each institution while taking his local and international reputation, approachability to the public, leadership, vision, social credibility and public relations into consideration, **with 0 representing the worst, 10 representing the best and 5 being half-half**. How would you rate the following Vice-Chancellors / Presidents?

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

Q3. 你認為現時香港的大學生最欠缺些什麼？【可選多項】

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

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

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

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

<input type="checkbox"/> 幫助很大 Very big	<input type="checkbox"/> 幫助頗大 Quite big	<input type="checkbox"/> 不大不小 Half-half	<input type="checkbox"/> 幫助頗小 Quite small	<input type="checkbox"/> 幫助很小 Very small	<input type="checkbox"/> 不知道／難講 Don't know
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Q5. 你有幾支持或者反對於中學繼續推行「融合教育」？【只選一項】

How much do you support or oppose to the continual implementation of "integrated education" in secondary schools? [one answer allowed]

<input type="checkbox"/> 很支持 Very much support	<input type="checkbox"/> 頗支持 Quite support	<input type="checkbox"/> 一半半 Half-half	<input type="checkbox"/> 頗反對 Quite oppose	<input type="checkbox"/> 很反對 Very much oppose	<input type="checkbox"/> 不知道／難講 Don't know
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Q6. 你有幾支持或者反對於中學推行「小班教學」？【只選一項】

How much do you support or oppose to the implementation of "small class teaching" in secondary schools? [one answer allowed]

<input type="checkbox"/> 很支持 Very much support	<input type="checkbox"/> 頗支持 Quite support	<input type="checkbox"/> 一半半 Half-half	<input type="checkbox"/> 頗反對 Quite oppose	<input type="checkbox"/> 很反對 Very much oppose	<input type="checkbox"/> 不知道／難講 Don't know
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Q7. 整體來說，你對現時由教育局領導下的香港教育制度有沒有信心？請以 0 至 100 分表示，0 分代表完全無信心，50 分代表一半半，100 分代表非常有信心。

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

評分 Rating (0-100): _____	<input type="checkbox"/> 不知道／難講 Don't know
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Q8. 其他意見 Other opinions

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