A PROFILE OF UNDERGRADUATE STUDENTS

1994

Student Affairs Office
The Hong Kong University of Science and Technology
No part of this Report may be reproduced,
in any form or by whatever means,
without written permission from the
Student Affairs Office,
the Hong Kong University of Science and Technology
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Summary of Findings</td>
<td>2</td>
</tr>
<tr>
<td>1. Response Rate</td>
<td>2</td>
</tr>
<tr>
<td>2. Personal Particulars</td>
<td>2</td>
</tr>
<tr>
<td>3. Family Background</td>
<td>3</td>
</tr>
<tr>
<td>4. Home Environment</td>
<td>6</td>
</tr>
<tr>
<td>5. Selection of Course and Expectation</td>
<td>9</td>
</tr>
<tr>
<td>6. Self Assessment of Own Ability</td>
<td>12</td>
</tr>
<tr>
<td>7. Career Aspiration</td>
<td>13</td>
</tr>
<tr>
<td>8. Extra-curricular Activities</td>
<td>16</td>
</tr>
<tr>
<td>9. Work Experience</td>
<td>18</td>
</tr>
<tr>
<td>10. Overseas Experience</td>
<td>18</td>
</tr>
<tr>
<td>11. Plan for Emigration</td>
<td>18</td>
</tr>
<tr>
<td>Appendices: Tables</td>
<td>19</td>
</tr>
<tr>
<td>Table 21: Age of Students: by School</td>
<td>20</td>
</tr>
<tr>
<td>Table 22: Sex of Students: by School</td>
<td>20</td>
</tr>
<tr>
<td>Table 23: Place of Birth, Nationality and Length of Residence in Hong Kong of Students: by School</td>
<td>20</td>
</tr>
<tr>
<td>Table 24: Number of Family Members Living Together: by School</td>
<td>21</td>
</tr>
<tr>
<td>Table 25: Information on Parents: by School</td>
<td>21</td>
</tr>
<tr>
<td>Table 26: Educational Attainment of Parents: by School</td>
<td>22</td>
</tr>
<tr>
<td>Table 27: Occupation of Parents: by School</td>
<td>23</td>
</tr>
<tr>
<td>Table 28: Family Income: by School</td>
<td>23</td>
</tr>
<tr>
<td>Table 29: Sources of Financial Support for University Education: by School</td>
<td>24</td>
</tr>
<tr>
<td>Table 30: Residential District of Students: by School</td>
<td>24</td>
</tr>
<tr>
<td>Table 31: Living Environment of Students (Type of Housing): by School</td>
<td>25</td>
</tr>
</tbody>
</table>
Table 32: Living Environment of Students (Size of Living Area): by School
Table 33: Home Study Environment
Table 34: Factors Affecting Students' Choice of Course: by School and by Sex
Table 35: Expectation of University Education: by School and by Sex
Table 36: Self Assessment of Ability: by School and by Sex
Table 37: Career Preferred After Graduation (1st Preference): by School and by Sex
Table 38: Career Preferred After Graduation (2nd Preference): by School and by Sex
Table 39: Reasons for Career Choice: by School and by Sex
Table 40: Factors Affecting Students' Choice of Career: by School and by Sex
Table 41: Participation in Extra-curricular Activities in Secondary School Days: by School and by Sex
Table 42: Newspapers Most Regularly Read by Students: by School and by Sex
Table 43: Types of Magazines/Journals Most Regularly Read by Students: by School and by Sex
Table 44: Types of TV Programmes Most Regularly Watched by Students: by School and by Sex
Table 45: Work Experience of Students: by School and by Sex
Table 46: Overseas Countries Visited: by School and by Sex
Table 47: Study Experience (1 Year or More) Outside Hong Kong: by School and by Sex
Table 48: Plans for Emigration
INTRODUCTION

This report outlines the non-academic background of the fourth batch of first year students admitted into the university. Within this four year period, the non-academic background of our students do change. No attempt has been made to study and analyze the changes that have taken place in the past years. However, from the descriptive statistics available, the following trend of changes have been observed:-

a. There are gradual and significant improvements in the education attainment of parents as shown below:-

<table>
<thead>
<tr>
<th></th>
<th>Father</th>
<th></th>
<th>Mother</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% with no formal education</td>
<td>15.5</td>
<td>11.5</td>
<td>21</td>
<td>14.9</td>
</tr>
<tr>
<td>% with secondary education</td>
<td>31.3</td>
<td>39.1</td>
<td>22.3</td>
<td>31.9</td>
</tr>
</tbody>
</table>

The same trend of development is also found in other local tertiary institutions and is likely a reflection of the overall improvement in education attainment in Hong Kong as a whole.

b. There is a gradual drop of students living in public housing from 49.8% in 1991 to 44.1% in 1994.

c. The percentage of students who had studied outside Hong Kong for at least one academic year has increased substantially from 3.9% in 1991 to 9% in 1994.

d. The percentage of students who had travelled outside Hong Kong has also increased as shown below:-

<table>
<thead>
<tr>
<th></th>
<th>1991</th>
<th>1994</th>
</tr>
</thead>
<tbody>
<tr>
<td>% who had travelled to Macau/China only</td>
<td>64.9</td>
<td>59.4</td>
</tr>
<tr>
<td>% who had travelled to Asia</td>
<td>14.1</td>
<td>21.6</td>
</tr>
<tr>
<td>% who had travelled in and outside Asia</td>
<td>4.3</td>
<td>8.9</td>
</tr>
<tr>
<td>Total %</td>
<td>83.3</td>
<td>89.9</td>
</tr>
</tbody>
</table>

e. There has also been an upshift in family income.

This report as presented has made no attempt to interpret and analyze causes leading to the patterns and conditions as revealed by the descriptive statistics. It is hoped that even in its present form, it will assist faculty members in knowing more about our students.

Signed
Luke S K Wong
Director of Student Affairs

February 1995
SUMMARY OF FINDINGS

1. RESPONSE RATE

Out of 1925 students registered for the first year of an undergraduate degree programme in the University in 1994/95, 1855 responded to the survey. The average response rate was 96.4%.

<table>
<thead>
<tr>
<th>School</th>
<th>No. of Respondents</th>
<th>No. of first year Undergraduates</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>445</td>
<td>452</td>
<td>(98.5%)</td>
</tr>
<tr>
<td>Engineering</td>
<td>672</td>
<td>699</td>
<td>(96.1%)</td>
</tr>
<tr>
<td>Business and Management</td>
<td>738</td>
<td>774</td>
<td>(95.4%)</td>
</tr>
<tr>
<td>Total</td>
<td>1855</td>
<td>1925</td>
<td>(96.4%)</td>
</tr>
</tbody>
</table>

2. PERSONAL PARTICULARS

2.1 Age

The majority of respondents were aged between 18 and 19 years. The average age was 19.4.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 17</td>
<td>0.1%</td>
</tr>
<tr>
<td>18 - 19</td>
<td>69.4%</td>
</tr>
<tr>
<td>20 - 21</td>
<td>25.0%</td>
</tr>
<tr>
<td>22 - 23</td>
<td>3.9%</td>
</tr>
<tr>
<td>24 - 25</td>
<td>0.8%</td>
</tr>
<tr>
<td>26 or above</td>
<td>0.8%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

2.2 Sex

Of the respondents, 62.6% were male and 37.4% were female. The male:female ratio was 1.67:1.

<table>
<thead>
<tr>
<th>School</th>
<th>Male:Female Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>1.51:1</td>
</tr>
<tr>
<td>Engineering</td>
<td>8.88:1</td>
</tr>
<tr>
<td>Business and Management</td>
<td>0.64:1</td>
</tr>
<tr>
<td>All students</td>
<td>1.67:1</td>
</tr>
</tbody>
</table>
2.3 Place of Birth

84.2% of the respondents were born in Hong Kong, 14.6% were in China and 1.2% in other countries. For those not born in Hong Kong, 79.7% have been residing in Hong Kong for 10 years or more while 20.3% less than 10 years.

2.4 Nationality

Of the respondents, 79.2% were of Hong Kong/British nationality, 19.6% Chinese and 1.2% other nationalities.

<table>
<thead>
<tr>
<th>Nationality</th>
<th>Science</th>
<th>Engineering</th>
<th>Business &amp; Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>HK/British</td>
<td>78.0%</td>
<td>78.4%</td>
<td>80.8%</td>
</tr>
<tr>
<td>Chinese</td>
<td>20.7%</td>
<td>20.5%</td>
<td>18.0%</td>
</tr>
<tr>
<td>Others</td>
<td>1.3%</td>
<td>1.1%</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

3. FAMILY BACKGROUND

3.1 Number of family members living together

The average number of family members living together (including the respondent himself/herself) was 4.9. In the last survey, the average number was 5.1.

<table>
<thead>
<tr>
<th>No. of Family Members</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1994/95</td>
</tr>
<tr>
<td>1</td>
<td>0.2%</td>
</tr>
<tr>
<td>2</td>
<td>1.1%</td>
</tr>
<tr>
<td>3</td>
<td>8.1%</td>
</tr>
<tr>
<td>4</td>
<td>32.3%</td>
</tr>
<tr>
<td>5</td>
<td>30.5%</td>
</tr>
<tr>
<td>6</td>
<td>17.7%</td>
</tr>
<tr>
<td>7</td>
<td>6.7%</td>
</tr>
<tr>
<td>8</td>
<td>2.0%</td>
</tr>
<tr>
<td>9</td>
<td>0.8%</td>
</tr>
<tr>
<td>10 or more</td>
<td>0.6%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

3.2 Information on Parents

89.1% of the respondents lived with both parents. 5.8% came from families with single parent alive, 4.9% had parents divorced or separated, while 0.2% came from families with both parents deceased.
3.3 Educational Attainment of Parents

In general, fathers were better educated than mothers. 43.1% of the fathers and 59.2% of the mothers had either no formal education or had only achieved primary education. 39.1% of the fathers and 31.9% of the mothers had received up to secondary education. 15.3% of the fathers and 7.2% of the mothers had received post-secondary education.

<table>
<thead>
<tr>
<th>Education</th>
<th>Father 1994/95</th>
<th>Father 1993/94</th>
<th>Mother 1994/95</th>
<th>Mother 1993/94</th>
<th>HK Population Aged 40 to 64 (1991 Census)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No formal education</td>
<td>11.5%</td>
<td>14.3%</td>
<td>14.9%</td>
<td>17.8%</td>
<td>Male 10.7%</td>
</tr>
<tr>
<td>Primary</td>
<td>31.6%</td>
<td>32.9%</td>
<td>44.3%</td>
<td>47.8%</td>
<td>Male 39.7%</td>
</tr>
<tr>
<td>Secondary</td>
<td>39.1%</td>
<td>37.7%</td>
<td>31.9%</td>
<td>26.1%</td>
<td>Male 38.4%</td>
</tr>
<tr>
<td>Post-secondary, non-degree</td>
<td>8.6%</td>
<td>6.6%</td>
<td>4.4%</td>
<td>3.1%</td>
<td>Male 3.7%</td>
</tr>
<tr>
<td>Post-secondary, degree</td>
<td>6.7%</td>
<td>5.5%</td>
<td>2.8%</td>
<td>2.4%</td>
<td>Male 7.5%</td>
</tr>
<tr>
<td>Unknown</td>
<td>2.5%</td>
<td>3.0%</td>
<td>1.7%</td>
<td>2.7%</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

3.4 Occupation of Parents

31% of the fathers were production and related workers. 14.3% were service workers, 11.7% were business or shop proprietors and 11.4% were professional, administration and managerial workers. 53.2% of the mothers were housewives or had retired and 13.3% were service workers.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Father 1994/95</th>
<th>Father 1993/94</th>
<th>Mother 1994/95</th>
<th>Mother 1993/94</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional, Administration and Managerial Workers</td>
<td>11.4%</td>
<td>7.4%</td>
<td>2.4%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Business/Shop Proprietors</td>
<td>11.7%</td>
<td>12.0%</td>
<td>2.8%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Clerical and Related Workers</td>
<td>7.7%</td>
<td>5.7%</td>
<td>6.1%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Sales Workers</td>
<td>3.3%</td>
<td>4.3%</td>
<td>2.6%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Service Workers</td>
<td>14.3%</td>
<td>13.8%</td>
<td>13.3%</td>
<td>10.8%</td>
</tr>
<tr>
<td>Production and Related Workers, Transports Equipment Operators and Labourers</td>
<td>31.0%</td>
<td>36.7%</td>
<td>12.9%</td>
<td>17.7%</td>
</tr>
<tr>
<td>Retired/Housekeeping</td>
<td>10.4%</td>
<td>11.9%</td>
<td>53.2%</td>
<td>56.9%</td>
</tr>
<tr>
<td>Others</td>
<td>10.2%</td>
<td>8.2%</td>
<td>6.7%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
3.5 Educational Attainment of Siblings

36.4% of the respondents reported that their sibling(s) was (were) either graduate(s) or full-time student(s) of a University, Polytechnic or a post-secondary college in Hong Kong or abroad.

3.6 Family Income

This survey reported that 27.9% of the students came from low income families with monthly income below $10,000. Comparison with the last year figures revealed that there was a general increase in household income with higher percentages of students from families with high household income. The 1991 Census statistics were listed for reference. A difference of three years between the two sets of data made comparison difficult.

Table 8: Breakdown by Household Income

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 5000</td>
<td>4.5%</td>
<td>4.9%</td>
<td>50.2%</td>
</tr>
<tr>
<td>5000-9999</td>
<td>23.4%</td>
<td>29.7%</td>
<td>31.0%</td>
</tr>
<tr>
<td>10000-14999</td>
<td>32.7%</td>
<td>32.3%</td>
<td>6.3%</td>
</tr>
<tr>
<td>15000-19999</td>
<td>16.6%</td>
<td>15.7%</td>
<td></td>
</tr>
<tr>
<td>20000-24999</td>
<td>9.9%</td>
<td>9.1%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Over 25000</td>
<td>12.9%</td>
<td>8.3%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

3.7 Sources of Financial Support for University Education

Family contribution was the most important source of financial support for students as 91.0% of the respondents depended on it in varying degrees. Earnings from part-time employments and personal savings were other major sources of financial support, as 72.8% and 55.1% of the respondents depended on them respectively to cover at least part of their expenses.

39.7% of the respondents expected to rely, partly or wholly, on financial assistance to support their university education and 11.1% on scholarships. When interpreting these findings, it has to be taken into consideration that at the time of the survey, students have not yet been informed of the results of government grants/loans, University bursaries/loans and scholarships.

Table 9: Sources of Financial Support for University Education

<table>
<thead>
<tr>
<th>% of Respondents</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Family Support</td>
</tr>
<tr>
<td>Share of Sources</td>
<td>9.0%</td>
</tr>
<tr>
<td></td>
<td>42.1%</td>
</tr>
<tr>
<td>51-100%</td>
<td>48.9%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>
4. HOME ENVIRONMENT

4.1 Residential District

Almost half (47.5%) of the respondents lived in the New Territories, 30.9% in Kowloon and 21.6% on Hong Kong Island. The distribution was very similar to that of last year although there was a slightly higher percentage of respondents living on Hong Kong Island.

Table 10: Distribution of Respondents by Residential District

<table>
<thead>
<tr>
<th>District</th>
<th>94/95</th>
<th>93/94</th>
<th>HK Population (1991 Census)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hong Kong Island</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eastern</td>
<td>12.3%</td>
<td>9.3%</td>
<td>9.9%</td>
</tr>
<tr>
<td>Wanchai</td>
<td>2.0%</td>
<td>1.6%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Central &amp; Western</td>
<td>3.1%</td>
<td>3.6%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Southern</td>
<td>4.2%</td>
<td>3.4%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Sub-total</td>
<td>21.6%</td>
<td>17.9%</td>
<td>22.2%</td>
</tr>
<tr>
<td><strong>Kowloon</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kwun Tong</td>
<td>10.2%</td>
<td>10.9%</td>
<td>10.2%</td>
</tr>
<tr>
<td>Wong Tai Sin</td>
<td>5.4%</td>
<td>6.0%</td>
<td>6.8%</td>
</tr>
<tr>
<td>Kowloon City</td>
<td>5.7%</td>
<td>6.6%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Shamshuipo</td>
<td>5.1%</td>
<td>5.8%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Mongkok, Yaumatei &amp; Tsimshatsui</td>
<td>4.5%</td>
<td>4.4%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Sub-total</td>
<td>30.9%</td>
<td>33.7%</td>
<td>35.8%</td>
</tr>
<tr>
<td><strong>New Territories</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northern</td>
<td>3.0%</td>
<td>2.6%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Taipo</td>
<td>4.2%</td>
<td>3.9%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Shatin</td>
<td>9.7%</td>
<td>11.3%</td>
<td>9.0%</td>
</tr>
<tr>
<td>Yuen Long</td>
<td>5.5%</td>
<td>4.0%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Tuen Mun</td>
<td>8.6%</td>
<td>9.9%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Tsuen Wan</td>
<td>4.6%</td>
<td>6.1%</td>
<td>4.8%</td>
</tr>
<tr>
<td>Kwai Chung/Tsing Yi</td>
<td>9.5%</td>
<td>9.3%</td>
<td>7.8%</td>
</tr>
<tr>
<td>Islands</td>
<td>0.4%</td>
<td>0.1%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Sai Kung</td>
<td>2.0%</td>
<td>1.3%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Sub-total</td>
<td>47.5%</td>
<td>48.5%</td>
<td>42.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
4.2 Type of Housing

The survey reported a higher percentage of students living in public housing and Home Ownership Scheme flats while a lower percentage in private housing and cottage area, when compared with the general population.

<table>
<thead>
<tr>
<th>Type of Housing</th>
<th>Respondents</th>
<th>HK Population (1991 Census)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Housing</td>
<td>44.1%</td>
<td>40.5%</td>
</tr>
<tr>
<td>Private Housing</td>
<td>40.7%</td>
<td>47.4%</td>
</tr>
<tr>
<td>Home Ownership Scheme flats</td>
<td>11.5%</td>
<td>7.5%</td>
</tr>
<tr>
<td>Cottage/Temporary Housing</td>
<td>1.8%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Others</td>
<td>1.9%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

4.3 Living Area

47.1% of the respondents lived with their families in a relatively small flat of 21 to 40 sq.m. The space allocation in public rental housing was around 6 sq.m. per person in 1991.

When interpreting these findings, it has to be taken into consideration that the information was based on reports from the respondents and not necessarily on actual measurements.

<table>
<thead>
<tr>
<th>Area</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1994/95</td>
</tr>
<tr>
<td>Under 20 sq.m.</td>
<td>6.2%</td>
</tr>
<tr>
<td>21-40 sq.m.</td>
<td>47.1%</td>
</tr>
<tr>
<td>41-60 sq.m.</td>
<td>29.8%</td>
</tr>
<tr>
<td>61-80 sq.m.</td>
<td>9.9%</td>
</tr>
<tr>
<td>81-100 sq.m.</td>
<td>4.1%</td>
</tr>
<tr>
<td>over 100 sq.m.</td>
<td>2.9%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>
4.4 Home Study Environment

In general, students did not have a favourable study environment at home. A majority (82.2%) of them did not have their own room. 52.7% even had no desk for their own use. Only a small percentage (16%) had their own room and desk at home. However, the percentage of respondents with own room and own desk was slightly higher than that of the last survey, which was 12.5%.

Fig 2: Home Study Environment

5. SELECTION OF COURSE AND EXPECTATION

5.1 Most significant factor affecting students' decision in choosing present course of study

66.7% of the respondents considered "interest in the subject" the most significant factor affecting their decision in choosing the present course of study. Only 20.9% thought that "the course offers better prospects" was the crucial factor in choosing their course of study. These findings were similar to those of the surveys conducted in the last two years.

Fig 3: Most Significant Factor Affecting Students' Decision in Choosing Present Course of Study
A comparison of the ratings shows that more male (69.1%) than female (62.8%) respondents chose their present course out of interest while more female (26.1%) than male (17.8%) respondents believed that their chosen course of study would offer better career prospects.

Fig. 4: Most Significant Factor Affecting Students' Decision In Choosing Present Course of Study:
By Sex

There was a difference among respondents from different Schools regarding the most significant factor affecting their choice of course of study. Higher percentages of respondents from the School of Engineering (77.7%) and School of Science (66.7%) indicated an interest in the subject while a higher percentage of respondents from the School of Business and Management (37.0%) indicated that their course would offer better career prospects. A significantly higher percentage of respondents from the School of Science reported that examination results had limited their choice (13.5%) and that they chose their present course because of a better chance of being admitted (11.0%).

Fig 5: Most Significant Factor Affecting Students' Decision In Choosing Present Course of Study:
By School
5.2 Expectation of University Education

Most respondents regarded "to study an interesting subject" as their highest expectation of university education, followed by "to obtain professional qualifications" and "to obtain a good general education."

Male students put slightly greater degree of importance on the expectation "to prepare for future studies and research". Female students, on the other hand, thought it slightly more important "to obtain a good general education", "to develop character" and "to enjoy university life".

Fig 6: Expectation of University Education: By Sex

- Study an interesting subject: Male 2.82, Female 2.79
- Obtain professional qualifications: Male 2.63, Female 2.60
- Obtain a good general education: Male 2.46, Female 2.60
- Develop character: Male 2.31, Female 2.50
- Enjoy University life: Male 2.39, Female 2.53
- Obtain vocational training: Male 2.16, Female 2.15
- Prepare for future studies and research: Male 2.19, Female 2.09

Rating: 1 - Of little importance, 2 - Of some importance, 3 - Of great importance
6. **SELF ASSESSMENT OF OWN ABILITY**

The respondents assessed themselves highly in adaptability, analytical ability and self confidence. They gave themselves average ratings in creativity, general knowledge, leadership, social skill, organizing skill, communication skill and Chinese writing skills. However, they were aware of their weaknesses in English writing and speaking skills, as well as in Putonghua.

A comparison of ratings of both male and female respondents reveals that the male respondents rated themselves more highly in analytical ability, creativity and general knowledge. The female respondents, on the other hand, were more confident in their social and communication skills, as well as language abilities.

![Fig.7: Self Assessment of Own Ability: By Sex](image-url)
7. CAREER ASPIRATION

7.1 Career preferred after graduation

With a given list of career fields, students were asked to indicate two choices in order of preference. Most of the respondents chose a future career corresponded to their subject of study. 75.2% of the Engineering students and 26.4% of the Science students preferred to engage in engineering, scientific support and technological occupations. 43.3% of the Business students considered financial work as their first career choice. The top three career fields chosen as first and second preference by students from different Schools are shown in the following tables.

<table>
<thead>
<tr>
<th>First Preference</th>
<th>% of Respondents</th>
<th>Second Preference</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering/scientific support/technological occupations</td>
<td>26.4%</td>
<td>Teaching at schools</td>
<td>15.5%</td>
</tr>
<tr>
<td>Management/administration/personnel management/secretarial</td>
<td>14.7%</td>
<td>Management/administration/personnel management/secretarial</td>
<td>12.7%</td>
</tr>
<tr>
<td>Research, development &amp; design</td>
<td>14.7%</td>
<td>Research, development &amp; design</td>
<td>12.7%</td>
</tr>
</tbody>
</table>

Table 14: Top Three Career Fields Favoured by Engineering Students

<table>
<thead>
<tr>
<th>First Preference</th>
<th>% of Respondents</th>
<th>Second Preference</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering/scientific support/technological occupations</td>
<td>75.2%</td>
<td>Research, development &amp; design</td>
<td>23.7%</td>
</tr>
<tr>
<td>Research, development &amp; design</td>
<td>8.5%</td>
<td>Management/administration/personnel management/secretarial</td>
<td>23.5%</td>
</tr>
<tr>
<td>Environmental Planning &amp; Construction</td>
<td>4.9%</td>
<td>Environmental Planning &amp; Construction</td>
<td>17.6%</td>
</tr>
</tbody>
</table>

Table 15: Top Three Career Fields Favoured by Business & Management Students

<table>
<thead>
<tr>
<th>First Preference</th>
<th>% of Respondents</th>
<th>Second Preference</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial work</td>
<td>43.3%</td>
<td>Management/administration/personnel management/secretarial</td>
<td>35.3%</td>
</tr>
<tr>
<td>Management/administration/personnel management/secretarial</td>
<td>38.3%</td>
<td>Financial work</td>
<td>30.6%</td>
</tr>
<tr>
<td>Advertising/mass communication</td>
<td>6.2%</td>
<td>Advertising/mass communication</td>
<td>11.5%</td>
</tr>
</tbody>
</table>
7.2  Reasons for careers preferred after graduation

Students were asked to choose from among a number of statements the one which best describes the reason for their preferred career after graduation. 83.6% of the respondents replied that they chose the preferred career because they really liked it. Only 0.5% considered parents' wish as the factor affecting their choice.

Table 16: Best Description of Reason for Choice of Career

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Science Students</th>
<th>Engineering Students</th>
<th>Business &amp; Management Students</th>
<th>All Students 93/94</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is the career that I really like</td>
<td>81.7%</td>
<td>86.1%</td>
<td>82.3%</td>
<td>83.6%</td>
</tr>
<tr>
<td>It is the only career that I know something about</td>
<td>6.0%</td>
<td>6.3%</td>
<td>4.6%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Because my parents want me to join the field</td>
<td>1.2%</td>
<td>0%</td>
<td>0.3%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Because it gives me a higher social status</td>
<td>4.0%</td>
<td>3.3%</td>
<td>6.6%</td>
<td>4.8%</td>
</tr>
<tr>
<td>I don't have enough information on other choices</td>
<td>5.3%</td>
<td>3.3%</td>
<td>3.2%</td>
<td>3.7%</td>
</tr>
<tr>
<td>Others</td>
<td>1.8%</td>
<td>1.0%</td>
<td>3.0%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
7.3 Factors affecting students' future career choice

Students were asked to rate the importance of a given number of factors affecting their future career choice. The respondents considered "interest in the intrinsic job nature" and "prospect for advancement" the two most important factors affecting their choice, followed by "good salary and fringe benefits".

Male and female respondents gave similar ratings regarding the importance of the factors affecting their career choice. Respondents from the School of Business and Management gave slightly higher ratings to "prospect for advancement", "good salary and fringe benefits" and "social status" than the respondents from the other two Schools.

The findings were consistent with those of the last two surveys.
8. EXTRA-CURRICULAR ACTIVITIES

8.1 Participation in extra-curricular activities in Secondary School days

Students gave higher ratings of participation in sports and games, social and community services, academic related activities, as well as student union services in their secondary school days. They participated less in religious activities. In general, female students gave themselves higher ratings in various activities than male students except in sports and games.

Fig. 9: Students' Self Rating of Participation in Extra-Curricular Activities in Secondary School Days: By Sex

8.2 Newspapers and Magazines Read

Students were asked to name two newspapers which they read regularly. Some 4.9% of the respondents did not name any newspaper at all. Of those who responded to this question, 85.1% named two newspapers while 14.9% named only one. The five newspapers most regularly read are given in the table below.

<table>
<thead>
<tr>
<th>Newspaper</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>South China Morning Post</td>
<td>27.9%</td>
</tr>
<tr>
<td>Oriental Daily News</td>
<td>20.6%</td>
</tr>
<tr>
<td>Ming Pao</td>
<td>20.1%</td>
</tr>
<tr>
<td>Shing Pao</td>
<td>9.2%</td>
</tr>
<tr>
<td>Sing Tao Yat Pao/Evening</td>
<td>4.5%</td>
</tr>
</tbody>
</table>
Only 82.2% of the students responded when asked to name two magazines/journals which they regularly read. Of those who responded, 79.1% named two magazines while 20.9% named one. Based on the names of magazines provided, the five types of magazines most regularly read are given in the following table.

### Table 18: Top Five Types of Most Regularly Read Magazines

<table>
<thead>
<tr>
<th>Types of magazines</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>General entertainment</td>
<td>53.8%</td>
</tr>
<tr>
<td>News</td>
<td>12.6%</td>
</tr>
<tr>
<td>Computer</td>
<td>6.4%</td>
</tr>
<tr>
<td>Science</td>
<td>4.6%</td>
</tr>
<tr>
<td>Sports</td>
<td>4.6%</td>
</tr>
</tbody>
</table>

In last year's survey, the five types of magazines most regularly read were, in order of popularity: general entertainment, news, TV, computer and sports.

### 8.3 TV Programmes Watched

Students were asked to name two TV programmes which they watched regularly. 83.1% of the students responded to this question. Of those who responded, 77.2% named two TV programmes while 22.8% named one only. Based on the names of programmes provided, the five types of TV programmes most regularly watched are given in the following table:

### Table 19: Top Five Types of Most Regularly Watched TV Programmes

<table>
<thead>
<tr>
<th>Types of TV Programmes</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>News and Social Issues</td>
<td>60.5%</td>
</tr>
<tr>
<td>Drama and Film</td>
<td>11.6%</td>
</tr>
<tr>
<td>Amusement</td>
<td>6.9%</td>
</tr>
<tr>
<td>Cartoon</td>
<td>6.1%</td>
</tr>
<tr>
<td>Sports</td>
<td>4.2%</td>
</tr>
</tbody>
</table>

In the last survey, the five types of TV programmes most regularly watched were, in order of popularity, news/social issues, drama/film, sports, cartoon and music.
9. WORK EXPERIENCE

91.4% of the respondents had work experience of one kind or another before they entered the University. 47.5% of them had part-time work experience, 41.1% had worked full-time for less than one year and 2.8% had more than one year full-time work experience. Only 8.6% had no work experience at all.

10. OVERSEAS EXPERIENCE

10.1 Travelling overseas

91.1% of the respondents had travelled outside Hong Kong. 59.4% had been to Macau and China only. Others had travelled to destinations in Asia (21.6%) and outside Asia (1.2%). 8.9% of them had been to places both in and outside Asia.

Only 8.9% of the respondents had never travelled outside Hong Kong. In the previous surveys, there were higher percentages of respondents (10.2% for 1993/94, 11.7% for 1992/93 and 15% for 1991/92) who had no travel experience.

10.2 Studying outside Hong Kong

Only a small percentage (9.0%) of the respondents had studied outside Hong Kong for at least one academic year. 91.0% of the respondents studied in Hong Kong before they joined the University.

11. PLAN FOR EMIGRATION

Most of the families of the respondents (82.4%) had no plan to emigrate even given the opportunity.

<table>
<thead>
<tr>
<th>Plan</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>No plan to emigrate even given the opportunity</td>
<td>82.4%</td>
</tr>
<tr>
<td>Applying for residence status in another country</td>
<td>2.8%</td>
</tr>
<tr>
<td>Already obtained residence status in another country</td>
<td>1.7%</td>
</tr>
<tr>
<td>Will apply given the opportunity</td>
<td>13.1%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 20: Plans for Emigration