

LINGNAN UNIVERSITY
Non-academic Background of New Students 2015/2016

1. Objectives

The report gives a summary of findings of the survey on the non-academic background of new full-time local undergraduate students admitted by Lingnan University in the year 2015/2016. The findings may facilitate the planning of student services and facilities. It is hoped that the data will also be useful to academic staff and other interested parties in knowing more about our newly-admitted students.

2. Methodology

The survey was conducted in late August 2015. Questionnaires were sent to all new full-time local undergraduate students at the New Student Orientation (NSO). Students were asked to return the completed questionnaires at the end of NSO. Participation was entirely voluntary.

3. Response Rate

As at 31 Oct 2015, a total of 713 new students registered for a full-time local undergraduate degree programme in the University which includes 581 first year intakes and 132 senior year intakes, of whom 598 responded to this survey which includes 521 first year intakes and 77 senior year intakes, representing an overall response rate of 83.9%.

4. Personal Particulars

4.1 Sex

The ratio of female respondents and male respondents were 1:0.47 including full time local first year intakes and senior year intakes. The ratio of female students and male students registered with the University were 1:0.56 including full time local first year intakes and senior year intakes.

4.2 Age

91.1% were between 17 and 20 years old. The overall average was 18.5.

Age	% of Respondents				
	2015/16 (Yr 1 Intakes)	2015/16 (Overall)	2014/15	2013/14	2012/13
17 or below	18.5	16.1	16.7	18.0	12.0
18	58.1	51.3	48.8	53.5	36.7
19	15.4	14.7	18.0	13.3	31.6
20	6.2	9.0	10.5	9.0	10.8
21	1.3	4.9	4.3	2.7	5.1
22	0.6	3.2	1.4	2.0	2.9
23-24	0	0.8	0.2	0.8	0.8
25-26	0	0	0	0.2	0
27-29	0	0	0	0.4	0.1
30 or above	0	0	0	0	0
Total	100	100	100	100	100
Mean	18.2	18.5	18.4	18.4	18.7

4.3 Place of Birth

A total of 71.6% of the respondents were born in Hong Kong, 24.7% were from Mainland China, 0.8% from other Asian countries and 2.9% from other countries.

4.4 Years of Residence in Hong Kong

70.3% of the respondents have been staying in Hong Kong since birth, 19.8% have been here for 7 years or more, 2.5% 3 to 7 years and the others 7.4% less than 3 years.

Years of residence in Hong Kong (as at 1 Sept 2013)		% of Respondents				
		2015/16 (Yr 1 Intakes)	2015/16 (Overall)	2014/15	2013/14	2012/13
Born in Hong Kong	Since birth	69.9	70.3	72.4	69.5	73.9
	7 years or more (not since birth)	5.0	5.2	6.7	6.9	8.7
	3 to less than 7 years (not since birth)	0.6	0.5	0.4	1.0	0.7
	Less than 3 years (not since birth)	0.2	0.2	0	1.2	0.1
Not born in Hong Kong	7 years or more	14.1	14.6	11.7	12.8	13.6
	3 to less than 7 years	2.1	2.0	2.1	2.0	1.8
	Less than 3 years	8.1	7.2	6.7	6.7	1.2
Total		100	100	100	100	100

4.5 Religion

73.6% of the respondents indicated that they had no religious belief, 16.1% of the respondents were Protestants/ Christians.

Religion	% of Respondents				
	2015/16 (Yr 1 Intakes)	2015/16 (Overall)	2014/15	2013/14	2012/13
No religious belief	73.4	73.6	75.6	72.7	70.1
Buddhist	3.5	3.9	2.5	3.1	1.5
Catholic	1.9	1.8	1.7	2.2	3.3
Islam	0.8	0.7	0	0.4	0.1
Protestant/Christian	16.8	16.1	18.2	19.3	23.7
Traditional Chinese religion	1.7	1.8	0.8	1.8	0.6
Others	1.9	2.0	1.2	0.6	0.8
Total	100	100	100	100	100

5. Living Condition

5.1 District of Residence

The survey shows that 10% of the respondents lived on Hong Kong Island, 24.6% in Kowloon and 62% in the New Territories. Students came from various districts, but relatively speaking, more students live in Tuen Mun (12.1%), Yuen Long (11.3%) and Shatin (10.5%).

Residential Districts	% of Respondents				
	2015/16 (Yr 1 Intakes)	2015/16 (Overall)	2014/15	2013/14	2012/13
Hong Kong Island					
Central & Western	1.2	1.0	1.7	0.4	1.9
Wan chai	0.6	0.5	0.4	0.2	0.6
Eastern	6.2	6.1	6.0	5.5	6.6
Southern	2.5	2.4	2.9	2.8	1.7
<i>Subtotal</i>	<i>10.5</i>	<i>10</i>	<i>11</i>	<i>8.9</i>	<i>10.8</i>

Kowloon					
Yau Tsim Mong	1.4	1.7	3.3	2.6	1.4
Sham Shui Po	4.7	4.9	4.2	5.9	4.5
Kowloon City	3.9	3.9	2.9	3.8	2.6
Wong Tai Shin	6.2	6.2	6.3	5.1	6.3
Kwun Tong	7.8	7.9	9.0	7.1	10.0
Subtotal	24	24.6	25.7	24.5	24.8
New Territories					
Kwai Tsing	7.2	7.6	8.3	8.5	7.7
Tsuen Wan	4.3	4.4	3.8	4.9	4.0
Tuen Mun	12.8	12.1	12.1	14.0	10.8
Yuen Long	10.5	11.3	10.2	11.5	11.0
North (e.g. Sheungshui, Fanling, etc.)	3.9	4.2	5.6	4.5	5.6
Tai Po	2.9	2.9	3.1	4.0	4.8
Sha Tin	11.0	10.5	8.5	7.7	10.1
Sai Kung	7.8	7.1	6.5	6.5	7.8
Islands	1.7	1.9	2.1	2.2	1.7
Subtotal	62.1	62	60.2	63.8	63.5
Others	3.7	3.6	3.1	2.8	1.0
Total	100	100	100	100	100

5.2 Travelling Time

Most of the respondents (74.1%) spent more than 1 hour on a return trip between home and the University.

Travelling Time (in minutes)	% of Respondents	
	2015/16 (Yr 1 Intakes)	2015/16 (Overall)
Less than 60	25.6	26.0
60-119	42.1	42.5
120-179	19.2	18.8
180-240	8.3	7.9
More than 240	4.8	4.9
Total	100	100

5.3 Type of Housing

The survey reveals that majority of the respondents (57.8%) lived in public or Home Ownership Scheme flats.

Type of Housing	% of Respondents				
	2015/16 (Yr 1 Intakes)	2015/16 (Overall)	2014/15	2013/14	2012/13
Private flats	40.2	38.7	38.7	38.4	35.3
Public rental/sale flats & Home Ownership Scheme flats	56.3	57.8	56.7	57.3	61.7
Squatter/temporary structure	0.8	0.7	1.0	1.4	1.3
Others	2.7	2.9	3.6	2.8	1.7
Total	100	100	100	100	100

5.4 Size of Living Area

50.9% of the respondents have living space less than 60 sq.m. at home.

Size of Living Area	% of Respondents				
	2015/16 (Yr 1 Intakes)	2015/16 (Overall)	2014/15	2013/14	2012/13
Less than 20 sq.m.	3.7	3.2	3.1	2.8	2.8
20 – 39 sq.m.	14.9	16.8	20.8	22.8	18.0
40 – 59 sq.m.	31.0	30.9	24.6	29.4	29.8
60 – 79 sq.m.	20.5	19.9	23.5	22.1	26.4
80 sq.m. or above	30.0	29.2	28.0	23.0	23.1
Total	100	100	100	100	100

5.5 Study Environment at Home

Slightly more than half of the respondents (58.2%) have their own rooms in their living areas.

Home Environment	% of Respondents				
	2015/16 (Yr 1 Intakes)	2015/16 (Overall)	2014/15	2013/14	2012/13
Own Room	58.2	58.2	56.2	53.3	46.7

5.6 Size of Household

The average size of household and also the most common household size are 4 persons, similar to the previous years.

Household Size	% of Respondents				
	2015/16 (Yr 1 Intakes)	2015/16 (Overall)	2014/15	2013/14	2012/13
1	0.8	1.2	1.2	0.4	0.5
2	4.8	4.6	6.2	6.7	5.5
3	27.1	27.0	26.6	30.0	22.4
4	39.7	40.8	43.7	39.6	42.5
5	18.2	17.4	13.9	16.1	20.8
6	7.0	6.9	7.3	4.7	5.8
7	2.1	1.9	0.2	2.0	1.7
8	0.2	0.3	0.8	0.4	0.7
9 or above	0	0	0	0.2	0.2
Total	100	100	100	100	100
Average persons	4.0	4.0	3.9	3.9	4.1

6. Parent Background

6.1 Status of Parents

84.2% of the parents are living together with the respondent which is similar to the previous years.

Status of Parents	% of Respondents				
	2015/16 (Yr 1 Intakes)	2015/16 (Overall)	2014/15	2013/14	2012/13
Living together	84.2	84.2	84.4	81.4	82.3
Separated/ Divorced	11.0	10.9	11.9	14.7	11.3
Father deceased	3.1	3.2	2.5	3.3	5.0
Mother deceased	1.0	1.0	1.2	0.6	1.3
Both parents deceased	0.8	0.7	0	0	0.1
Total	100	100	100	100	100

6.2 Parents' Highest Educational Attainment

The survey shows that the fathers in general were educated to a higher level than the mothers. 18.5% and 14.3% of the fathers & mothers had undertaken post-secondary education. This might imply that around 80% of the new students are the first generation receiving university education in the family.

Highest Educational Attainment	% of Respondents					
	Father			Mother		
	2015/16 (Yr 1 Intakes)	2015/16 (Overall)	2014/15	2015/16 (Yr 1 Intakes)	2015/16 (Overall)	2014/15
No Formal Schooling	2.7	2.9	3.8	2.9	3.0	3.8
Primary School	23.1	24.1	22.2	23.3	24.6	24.4
Secondary School	54.5	54.5	54.0	58.5	58.0	58.2
Post-Secondary	19.6	18.5	19.9	15.3	14.3	13.6
Total	100	100	100	100	100	100

6.3 Monthly Household Income

35.9% of the respondents' household incomes were less than HK\$20,000 per month.

Monthly Household Income (HK\$)	% of Respondents			
	2015/16 (Yr 1 Intakes)	2015/16 (Overall)	2014/15	2013/14
Under 10,000	6.9	7.4	11.1	12.2
10,000 to 19,999	27.4	28.5	28.7	33.1
20,000 to 29,999	24.6	24.3	25.1	23.1
30,000 to 39,999	15.2	13.7	13.2	13.1
40,000 to above	14.4	13.8	8.8	10.0
Not applicable	11.6	12.3	13.2	8.4
Total	100	100	100	100

6.4 Occupation of Parents

The pattern of occupation of the parents are similar to the previous year.

Occupation	% of Respondents					
	Father			Mother		
	2015/16 (Yr 1 Intakes)	2015/16 (Overall)	2014/15	2015/16 (Yr 1 Intakes)	2015/16 (Overall)	2014/15
Manager/ administrator	16.5	15.5	14.9	7.0	6.3	7.0
Professional	4.7	4.3	6.6	4.3	3.9	4.0
Associate professional	6.3	5.7	3.6	3.7	3.4	2.3
Clerk	4.7	4.5	4.9	10.3	9.8	12.1
Service worker/ shop sales worker	9.6	9.3	12.4	14.2	13.9	12.3
Craft & related worker	11.0	10.7	7.9	1.2	1.0	1.7
Plant and machine operator/ assembler	6.1	6.0	8.3	0.4	0.3	0
Elementary occupation	7.3	7.0	6.4	7.2	6.9	5.5
Skilled agricultural/ fishery worker/ occupations not classifiable	6.3	7.2	7.0	1.8	1.7	2.3
Housewife	0.2	0.2	0.6	40.7	42.3	42.5
Not applicable	27.3	29.7	27.3	9.3	10.5	10.2
Total	100	100	100	100	100	100

6.5 Source of Financial Support for University Education

The survey shows that the majority of the respondents (first year intakes and senior year intakes) relied on the family to finance their university education.

Degree of Dependence (%)	% of Respondents					
	Family Contribution	Personal savings	Part-time work	Government grant/ loan	Scholarship	Others
0	39.5	58.5	59.0	78.7	93.1	97.5
1-19	4.6	23.0	22.3	2.5	3.2	1.6
20-39	9.2	14.9	13.8	5.3	1.8	0.9
40-59	13.1	2.8	3.4	6.7	0.7	0
60-79	9.2	0.5	1.1	3.2	0.7	0
80-100	24.3	0.2	0.4	3.5	0.5	0
Total	100	100	100	100	100	100

7. Travelling Experiences

Only 7.6% of the respondents had no travelling experience outside Hong Kong.

Travelling Experiences	% of Respondents				
	2015/16 (Yr 1 Intakes)	2015/16 (Overall)	2014/15	2013/14	2012/13
No travelling experiences	6.9	7.6	5.7	10.5	7.6
Mainland China	35.1	35.6	41.1	42.4	49.5
Other Asian Countries	56.8	56.3	54.6	44.6	43.8
Countries outside Asia	23.0	23.1	26.9	19.0	17.7

8. Preferences for Extra-curricular Activities While at University

Respondents were asked to indicate their preferences for participation in different types of activities while at University. They ranked Academic-related Activities, Cultural and Recreational Activities as the top two activities that they would like to participate most in Lingnan. The ranking is as follows:

Rank	Type of Activities				
	2015/16 (Yr 1 Intakes)	2015/16 (Overall)	2014/15	2013/14	2012/13
1	Academic-related Activities	Academic-related Activities	Academic-related Activities	Academic-related Activities	Cultural and Recreational Activities
2	Cultural and Recreational Activities	Cultural and Recreational Activities	Cultural and Recreational Activities	Cultural and Recreational Activities	Academic-related Activities
3	Social/Community Services	Social/Community Services	Social/Community Services	Social/Community Services	Social/Community Services
4	Leadership Programmes/Personal Skills Training	Leadership Programmes/Personal Skills Training	Leadership Programmes/Personal Skills Training	Leadership Programmes/Personal Skills Training	Leadership Programmes/Personal Skills Training
5	Sports	Sports	Sports	Sports	Sports
6	Serve on Students' Union/ Other Student Bodies	Serve on Students' Union/ Other Student Bodies	Serve on Students' Union/ Other Student Bodies	Serve on Students' Union/ Other Student Bodies	Serve on Students' Union/ Other Student Bodies
7	Religious Activities	Religious Activities	Religious Activities	Religious Activities	Religious Activities

9. Self-Assessment of Skills and Abilities

9.1 Common Survey Questions among SSC, OSL and OMIP

Students were asked to indicate how much they agreed with the following statements which are common survey questions regarding skills and abilities among Student Services Centre, Office of Service-Learning and Office of Mainland and International Programmes. Questionnaire surveys are conducted before and after students joining the experiential learning programmes offered by the three offices. The self-evaluation on abilities and skills by the respondents at NSO are as follows:

Common Survey Questions	Rating of Respondents (1 strongly disagree and 10 strongly agree)				
	2015/16 (Yr 1 Intakes)	2015/16 (Overall)	2014/15	2013/14	2012/13
<i>Interpersonal Skills</i>	7.18	7.17	7.34	7.23	7.25
I feel comfortable building relationships with people from different backgrounds.	7.20	7.19	7.39	7.27	7.32
I learn from interpersonal relationships.	7.30	7.27	7.35	7.32	7.31
I cooperate successfully with other students in a variety of situations.	7.04	7.05	7.28	7.09	7.11
<i>Communication Skills</i>	6.71	6.69	6.96	6.80	6.79
I feel comfortable to present my ideas in front of others.	6.76	6.73	7.04	6.81	6.85
I know how to communicate my ideas in a situation that is new to me.	6.72	6.69	6.98	6.82	6.80
I participate effectively in group discussions and activities.	6.66	6.64	6.87	6.76	6.73
<i>Management Skills</i>	6.50	6.53	6.79	6.70	6.55
I trust my abilities to lead others.	6.45	6.47	6.81	6.60	6.51
I know how to allocate tasks to group members.	6.44	6.47	6.66	6.63	6.53
I can plan activities independently.	6.62	6.64	6.89	6.87	6.61
<i>Problem Solving & Analytical Abilities</i>	6.96	6.97	7.22	7.18	7.13
I feel confident in tackling problems.	6.60	6.63	6.99	6.83	6.79
I understand that problems usually have more than one cause.	7.32	7.31	7.52	7.54	7.43
Before I solve a problem, I gather as many facts about the problem as I can.	6.97	6.98	7.14	7.18	7.17
<i>Social Responsibility & Civic Awareness</i>	7.34	7.31	7.42	7.51	7.38
It is my responsibility to help improve the community.	7.33	7.28	7.40	7.43	7.28
I believe that taking care of people who are in need is everyone's responsibility.	7.56	7.54	7.58	7.74	7.64

I act as if my behaviors make a difference in other people's lives.	7.12	7.11	7.28	7.36	7.23
Global Perspective	7.27	7.27	7.55	7.47	7.38
I like to explore and appreciate new cultures.	7.48	7.48	7.80	7.76	7.63
I have the sense of the global dimensions of citizenship.	7.13	7.12	7.38	7.29	7.16
I am able to work with people from other cultural backgrounds.	7.20	7.22	7.48	7.36	7.35

9.2 Self-Assessment of Abilities and Skills

Students were asked to assess their various abilities. The respondents indicated that they were strong in Chinese writing ability, Independence, Learning skill and Problem-solving Skill. They rated themselves weak in Computer literacy, Creative ability, Leadership and English Language Ability. The self-assessment of abilities by the respondents is as follows:

Areas of Abilities	Rating of Respondents (1 very weak and 5 very strong)				
	2015/16 (Yr 1 Intakes)	2015/16 (Overall)	2014/15	2013/14	2012/13
Chinese writing ability	3.65	3.63	3.72	3.65	3.69
Independence	3.63	3.63	3.70	3.66	3.64
Learning skill	3.54	3.54	3.63	3.64	3.56
Problem-solving	3.52	3.53	3.51	3.55	3.57
Critical thinking	3.52	3.52	3.54	3.55	3.54
Communication Skill	3.51	3.51	3.66	3.63	3.40
Adaptability	3.47	3.49	3.59	3.56	3.52
General knowledge	3.48	3.49	3.56	3.55	3.42
Analytical ability	3.45	3.46	3.51	3.49	3.57
Social Skill	3.41	3.41	3.51	3.48	3.40
Organizing ability	3.37	3.39	3.39	3.48	3.40
Putonghua	3.38	3.38	3.46	3.40	3.19
Stress-coping	3.32	3.33	3.41	3.47	3.38
Time management	3.33	3.32	3.36	3.38	3.26
Self-confidence	3.29	3.28	3.44	3.43	3.30
English language ability	3.27	3.27	3.39	3.31	3.12
Leadership	3.21	3.23	3.31	3.31	3.19
Creative ability	3.17	3.19	3.21	3.29	3.21
Computer literacy	2.99	3.02	3.03	2.97	2.90

10. Expectation of University Education

Most of the respondents considered university education as an opportunity for studying an interesting subject and preparing for future career, followed by enjoying university life.

Expectations of University Education	% of Respondents Considered it Important or Very Important				
	2015/16 (Yr 1 Intakes)	2015/16 (Overall)	2014/15	2013/14	2012/13
To study an interesting subject	84.0	84.1	87.4	83.6	83.7
To prepare for future career	70.2	70.3	75.0	69.0	67.3
To enjoy university life	68.2	68.1	74.8	70.3	72.0
To develop character	62.8	62.2	64.9	64.8	57.8
To prepare for postgraduate study	58.5	58.4	61.4	57.4	54.5

11. Adaptation to University Life

46.8% and 42.9% of the respondents expected to encounter difficulties in adaptation to the new study mode and campus life respectively, which were obviously higher than speaking English in class (33.4%) and financial problem (32.5%).

Difficulties	% of Respondents Considered it Likely or Very likely				
	2015/16 (Yr 1 Intakes)	2015/16 (Overall)	2014/15	2013/14	2012/13
Adaptation to the new study mode	48.9	46.8	44.9	43.1	44.8
Adaptation to hostel/ campus life	43.7	42.9	43.7	41.3	41.5
Speaking English in class	33.9	33.4	33.9	33.1	33.0
Financial problem	33.2	32.5	32.2	34.8	33.3

12. Plan at University

When the respondents includes first and senior year intakes were asked how to plan their university life, they indicated that they would devote most of their time on study rather than extra-curricular activities and part-time job.

% of Time	% of Respondents		
	Study	Participation in Extra-curricular Activities	Part-time Job
0	0.7	1.6	13.3
1 - 19	0.4	23.2	49.7
20 - 39	3.8	59.3	36.4
40 - 59	35.1	15.3	0.5
60 - 79	47.0	0.2	0
80 - 100	13.0	0.4	0
Total	100	100	100

13. Attributes of University Student

Students were asked what made them a university student. They considered self-discipline and independence as more important attributes than academic excellence, passion in seeking knowledge & truth, integrity and autonomy in making them a university student. Academic excellence dropped from the fourth important attribute in 2014/15 to the least important attribute in 2015/16.

Attributes	% of Respondents Considered it Strong or Very strong				
	2015/16 (Yr 1 Intakes)	2015/16 (Overall)	2014/15	2013/14	2012/13
	Self-discipline	79.1	79.2	77.8	73.0
Independence	77.1	77.8	76.9	74.4	71.6
Autonomy	77.3	77.4	75.4	73.0	72.3
Integrity	74.7	74.4	73.9	75.4	70.7
Passion in seeking knowledge & truth	71.5	72.1	71.2	73.9	70.2
Academic excellence	70.9	71.0	75.0	73.1	69.5