

LINGNAN UNIVERSITY

Non-academic Background of Local New Students 2025-26

SURVEY OVERVIEW

1. Objectives

This report gives a summary of survey findings on the non-academic background of new local undergraduate students admitted to Lingnan University for the 2025-26 academic year. These findings are expected to facilitate the planning and enhancement of student services and facilities. Additionally, academic staff and other auxiliary units may find the data useful in gaining a deeper understanding of the newly admitted students. It is conducive to the provision of suitable support for students to complement their academic development.

2. Methodology

The survey was conducted from August to October 2025. All newly admitted full-time local undergraduate students were invited to complete the survey via the Moodle platform. Participation was entirely voluntary.

3. Response Rate

The number of respondents stands at 745 representing 85.5% of all local undergraduate students who were admitted in 2025.

Gender	Total Number of Local First-year Students	Total Number of Local Senior-year Students	Total Number of Local Students	Number of Local First-year Respondents	Number of Local Senior-year Respondents	Total Number of Local Respondents
Female	343	123	466	308	108	416
Male	271	134	405	222	107	329
Total	614	257	871	530	215	745
Response Rate				86.3%	83.7%	85.5%

SURVEY SUMMARY

4. Personal Particulars

4.1 Sex (Valid Response = 745)

	Female	Male	Total
Total Number of Local Students	466	405	871
Total Number of Respondents	416	329	745

4.2 Age (Valid Response = 745)

Age	% of Respondents				
	2025-26	2024-25	2023-24	2022-23	2021-22
17 or below	7.1	6.4	5.9	8.0	6.7
18	43.1	42.1	39.6	37.7	48.0
19	14.0	13.7	13.6	16.4	16.4
20	19.6	18.9	19.0	17.2	16.4
21	8.3	9.5	11.1	11.3	5.7
22	4.0	5.5	6.3	5.0	4.8
23-24	2.6	2.8	3.2	2.6	1.2
25-26	0.8	0.3	0.8	0.9	0.6
27-29	0.4	0.4	0.5	0.4	0.1
30 or above	0.1	0.4	0.1	0.4	0.1
Mean	19.1	19.2	19.3	19.3	18.9

The data of 2025-26 above was provided by the Registry which had been up till 31 October 2025. It shows that 83.8% of the respondents by then were between 17 and 20 years old.

4.3 Years of Residence in Hong Kong (Valid Response = 744)

84.8% of the respondents were born in Hong Kong whereas the birthplace of 15.2% of the respondents was elsewhere.

Years of Residence in Hong Kong		% of Respondents				
		2025-26	2024-25	2023-24	2022-23	2021-22
Born in Hong Kong	Since birth	78.2	77.2	80.9	80.3	79.5
	7 years or more (not since birth)	4.2	4.5	2.4	4.0	4.1
	3 to less than 7 years	0.7	1.0	0.3	0.4	0.7
	Less than 3 years	1.7	3.0	0.8	0.4	0.1
<i>Subtotal</i>		<i>84.8</i>	<i>85.7</i>	<i>84.3</i>	<i>85.1</i>	<i>84.4</i>
Not born in Hong Kong	7 years or more	10.3	11.4	12.6	11.9	13.1
	3 to less than 7 years	1.2	0.9	2.2	2.4	2
	Less than 3 years	3.6	2.0	0.9	0.4	0.4
<i>Subtotal</i>		<i>15.1</i>	<i>14.3</i>	<i>15.7</i>	<i>14.7</i>	<i>15.5</i>

5. Living Condition

5.1 District of Residence (Valid Response = 743)

9.3% of the respondents lived on Hong Kong Island, 24.7% in Kowloon and 59.4% in the New Territories. The top three districts, by descending order, are Yuen Long (13.3%), Tuen Mun 11.2%), and Kwun Tong (10.5%).

Residential District	% of Respondents				
	2025-26	2024-25	2023-24	2022-23	2021-22
HONG KONG ISLAND					
Central & Western	2.1	2.6	1.7	1.9	1.3
Wan Chai	0.7	0.6	0.8	1	1.0
Eastern	4.2	4.2	4.0	3.9	4.8
Southern	2.3	2.2	2.4	2.6	3.5
<i>Subtotal</i>	<i>9.3</i>	<i>9.6</i>	<i>8.9</i>	<i>9.4</i>	<i>10.6</i>

KOWLOON					
Yau Tsim Mong	2.3	1.6	2.5	2.3	3.5
Sham Shui Po	4.0	5.4	6.0	5.5	4.4
Kowloon City	4.0	4.0	3.0	3.9	4.1
Wong Tai Shin	3.9	3.8	7.1	4.6	4.5
Kwun Tong	10.5	9.0	10.1	11.0	11.6
<i>Subtotal</i>	24.7	23.8	28.7	27.3	28.1
NEW TERRITORIES					
Kwai Tsing	7.1	6.9	9.0	7.7	7.9
Tsuen Wan	6.1	6.6	6.2	5.2	5.8
Tuen Mun	11.2	9.2	11.8	9.9	7.4
Yuen Long	13.3	14.5	14.3	14.2	14.7
North (e.g. Sheung Shui, Fanling)	5.4	6.2	4.7	6.7	6.4
Tai Po	3.1	2.2	2.7	2.7	2.0
Sha Tin	7.0	7.8	6.4	7.3	7.0
Sai Kung	5.0	4.6	3.5	5.6	5.1
Islands	1.2	2.5	2.5	2.6	3.8
<i>Subtotal</i>	59.4	60.5	61.1	61.9	60.1
OTHERS	6.6	6.1	1.3	1.4	1.2

5.2 Travelling Time (Valid Response = 744)

Most of the respondents (72.7%) spent more than 1 hour on travelling between home and the University.

Travelling Time (in minutes)	% of Respondents				
	2025-26	2024-25	2023-24	2022-23	2021-22
Less than 60	27.3	27.6	29.1	24.6	24.0
60-119	41.9	45.1	44.6	47.0	47.2
120-179	17.3	16.7	15.7	18.8	19.1
180-240	10.1	7.1	7.9	7.5	8.2
More than 240	3.4	3.5	2.7	2.2	1.6

5.3 Type of Housing (Valid Response = 744)

More than half of the respondents (53.2%) lived in public or Home Ownership Scheme flats.

Type of Housing	% of Respondents				
	2025-26	2024-25	2023-24	2022-23	2021-22
Private flats	34.6	31.4	33.6	32.1	34.9
Public rental/ sale flats and Home Ownership Scheme flats	53.2	56.8	56.2	58.5	57.4
Others	12.2	11.8	10.2	9.3	7.7

5.4 Study Environment at Home (Valid Response = 744)

63.4% of the respondents have their own rooms in their living areas.

Home Environment	% of Respondents				
	2025-26	2024-25	2023-24	2022-23	2021-22
With an own room	63.4	60.0	59.2	58.2	54.4

6. Parents Background & Family Information

6.1 Size of Household (Valid Response = 744)

The average size of household is 4 which is also the most common household size (39.9%).

Household Size (including the respondent)	% of Respondents				
	2025-26	2024-25	2023-24	2022-23	2021-22
1	1.1	1.9	1.3	1.9	1.6
2	10.9	10.3	8.9	7.9	6.1
3	28.1	30.1	28.8	27.2	32.5
4	39.9	37.9	39.1	42.4	39.9
5	15.3	12.4	16.5	15.2	13.8
6	3.4	4.2	4.1	3.3	3.9
7	0.8	2.1	0.9	1.9	1.5
8	0.5	1.1	0.4	0.3	0.7
Average size	3.7	3.8	3.8	3.8	3.9
Rounding up	4	4	4	4	4

6.2 Parents' Highest Educational Attainment (Total Response = 744)

70.1% of the respondents are first-generation university students in their families (neither of their parents has a college degree). "Not applicable" responses are excluded.

Parents Holding a University Degree	% of Respondents (Valid Response = 663) * Excluding "Not Applicable"
	2025-26
Both parents hold university degrees	12.7
Only one (either father or mother) holds a university degree	17.2
Neither parent holds a university degree	70.1

Highest Educational Attainment	% of Respondents					
	Father (Valid Response = 626) * Excluding "Not Applicable"			Mother (Valid Response = 641) * Excluding "Not Applicable"		
	2025-26	2024-25	2023-24	2025-26	2024-25	2023-24
No formal schooling	2.4	4.1	3.6	2.7	3.8	4.1
Primary school	15.2	19.8	19.9	19.3	20.7	22.7
Secondary school	54.8	51.4	55.3	52.7	53.4	57.8
Post-secondary	27.6	24.7	21.2	25.3	22.1	15.4

6.3 Monthly Household Income (Valid Response = 744)

22.7% of the respondents' household incomes were less than HK\$20,000 per month.

Monthly Household Income (HK\$)	% of Respondents				
	2025-26	2024-25	2023-24	2022-23	2021-22
Under 10,000	6.7	8.5	6.8	5.9	7.0
10,000 to 19,999	16.0	17.9	19.6	20.1	21.7
20,000 to 29,999	16.1	17.5	20.9	25.5	21.8
30,000 to 39,999	10.8	11.4	14	13.6	16.7
40,000 or above	15.9	15.6	16.4	14.2	13.1
Not applicable or not willing to disclose	34.5	29.1	22.3	20.7	19.7

6.4 Source of Financial Support for University Education (Valid Response = 660)

The majority of the respondents 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
Below 1	7.0 (6.5)	41.7 (40.1)	51.4 (43.5)	78.6 (77.6)	91.1 (93.5)	93.8 (96.8)
1-19	4.4 (6.8)	28.6 (29.5)	19.4 (22.2)	4.2 (4.9)	5.8 (4.6)	4.4 (1.7)
20-39	12.4 (11.1)	21.8 (23.2)	18.5 (20.0)	4.1 (4.8)	1.7 (1.5)	1.4 (0.5)
40-59	17.1 (18.1)	6.7 (6.1)	6.5 (9.2)	6.4 (5.1)	0.8 (0.2)	0.3 (0.9)
60-79	12.0 (14.8)	0.6 (0.2)	2.6 (3.2)	2.4 (2.1)	0.3 (0)	0 (0.1)
80-100	47.1 (42.7)	0.6 (0.9)	1.7 (1.9)	4.2 (5.5)	0.5 (0.2)	0.2 (0)

* Figures in the bracket were the % of the survey in 2024-25

7. Travelling Experiences (Valid Response = 745)

5.0% of the respondents had no travelling experience outside Hong Kong. This number is the lowest among those in the recent five years.

Travelling Experiences	% of Respondents				
	2025-26	2024-25	2023-24	2022-23	2021-22
No travelling experiences	5.0	5.5	5.5	7.3	5.4
The Chinese Mainland	65.1	62.4	55.2	58.8	64.0
Other Asian countries	75.6	71.7	73.3	70.3	70.0
Countries outside Asia	24.6	23.1	21.4	22.7	26.7

8. Preferences for Extra-curricular Activities while at University (Valid Response = 745)

When asked about the preferences for participation in different types of activities while at the University, respondents ranked “Academic-related Activities” and “Cultural and Recreational Activities” as the top two types of activities. Such pattern does not tally with that of last year. As for all other types of activities, their rankings are consistent with the prior year’s.

Rank	Type of Activities				
	2025-26	2024-25	2023-24	2022-23	2021-22
1	Academic-related Activities	Cultural and Recreational Activities	Academic-related Activities	Cultural and Recreational Activities	Cultural and Recreational Activities
2	Cultural and Recreational Activities	Academic-related Activities	Cultural and Recreational Activities	Academic-related Activities	Academic-related Activities
3	Leadership Programmes/ Personal Skills Training	Leadership Programmes/ Personal Skills Training	Leadership Programmes/ Personal Skills Training	Social/ Community Services	Social/ Community Services
4	Social/ Community Services	Social/ Community Services	Social/ Community Services	Leadership Programmes/ Personal Skills Training	Leadership Programmes/ Personal Skills Training
5	Sports	Sports	Sports	Sports	Sports
6	Serve on Student Societies/ Other Student Bodies	Serve on Student Societies/ Other Student Bodies	Serve on Student Societies/ Other Student Bodies	Serve on Student Societies/ Other Student Bodies	Serve on Student Societies/ Other Student Bodies
7	Religious Activities	Religious Activities	Religious Activities	Religious Activities	Religious Activities

9. Self-Assessment of Abilities and Skills (Valid Response = 745)

Students were asked to indicate how much they agree with the statements describing different abilities and skills as set out in the table below. All questions show a slightly upward trend in their ratings, except for “I learn from interpersonal relationships”.

Survey Questions	Rating of Respondents (1 strongly disagree and 10 strongly agree)				
	2025-26	2024-25	2023-24	2022-23	2021-22
<i>Global Perspective</i>	7.22	7.11	6.91	7.05	7.19
I like to explore and appreciate new cultures.	7.27	7.21	7.07	7.17	7.36
I have the sense of the global dimensions of citizenship.	7.13	6.95	6.72	6.86	6.96
I am able to work with people from other cultural backgrounds.	7.25	7.15	6.94	7.13	7.25
<i>Interpersonal Skills</i>	7.10	7.06	6.82	6.95	6.94
I feel comfortable building relationships with people from different backgrounds.	7.13	7.10	6.87	6.96	6.96
I learn from interpersonal relationships.	7.14	7.17	6.91	7.04	7.02
I cooperate successfully with other students in a variety of situations.	7.03	6.90	6.68	6.86	6.83
<i>Problem Solving & Analytical Abilities</i>	7.10	6.95	6.75	6.91	6.91
I feel confident in tackling problems.	6.76	6.63	6.42	6.55	6.48
I understand that problems usually have more than one cause.	7.34	7.15	6.99	7.19	7.29
Before I solve a problem, I gather as many facts about the problem as I can.	7.21	7.07	6.83	6.98	6.97
<i>Social Responsibility & Civic Awareness</i>	7.03	6.87	6.63	6.92	6.96
It is my responsibility to help improve the community.	7.02	6.84	6.58	6.9	6.96
I believe that taking care of people who are in need is everyone’s responsibility.	7.17	7.04	6.81	7.05	7.19
I act as if my behaviors make a difference in other people’s lives.	6.90	6.73	6.49	6.82	6.74
<i>Communication Skills</i>	6.73	6.63	6.41	6.51	6.42
I feel comfortable to present my ideas in front of others.	6.68	6.59	6.30	6.42	6.38
I know how to communicate my ideas in a situation that is new to me.	6.68	6.60	6.42	6.52	6.45
I participate effectively in group discussions and activities.	6.83	6.70	6.50	6.58	6.44
<i>Management Skills</i>	6.76	6.62	6.45	6.55	6.43
I trust my abilities to lead others.	6.61	6.44	6.29	6.36	6.2
I know how to allocate tasks to group members.	6.72	6.62	6.41	6.52	6.36
I can plan activities independently.	6.94	6.81	6.65	6.78	6.73

Students were asked to assess their various abilities and skills. The top three ratings were (1) Independence, (2) General Knowledge, and (3) Putonghua. The pattern is same as that of last year. As for the three weakest abilities and skills, they were (1) Computer Literacy, (2) Self-confidence, and (3) English Language Ability.

Areas of Abilities	Rating of Respondents (1 very weak and 5 very strong)				
	2025-26	2024-25	2023-24	2022-23	2021-22
Adaptability	3.61	3.54	3.49	3.53	3.54
Analytical Ability	3.57	3.49	3.44	3.45	3.44
Chinese Writing Ability	3.55	3.49	3.52	3.49	3.53
Communication Skill	3.55	3.52	3.47	3.48	3.48
Computer Literacy	3.22	3.17	3.11	3.15	3.07
Creative Ability	3.48	3.39	3.39	3.36	3.34
Critical Thinking	3.63	3.48	3.47	3.48	3.49
English Language Ability	3.31	3.15	3.21	3.25	3.16
General Knowledge	3.65	3.56	3.52	3.53	3.55
Independence	3.69	3.65	3.60	3.58	3.62
Leadership	3.41	3.30	3.27	3.27	3.20
Learning Skill	3.58	3.42	3.43	3.45	3.46
Organising Ability	3.52	3.41	3.41	3.39	3.37
Problem-solving	3.59	3.50	3.46	3.46	3.50
Putonghua	3.65	3.55	3.48	3.36	3.42
Self-confidence	3.29	3.24	3.19	3.21	3.13
Social Skill	3.40	3.32	3.33	3.32	3.30
Stress-coping	3.45	3.36	3.28	3.30	3.27
Time Management	3.35	3.20	3.23	3.18	3.20

10. Expectation of University Education (Valid Response = 745)

Most of the respondents considered university education as an opportunity to (1) Study an Interesting Subject, (2) Prepare for Future Career, and (3) Enjoy University Life, in descending order of importance. The pattern is same as last year's.

Expectations of University Education	% of Respondents Considered it Important or Very Important				
	2025-26	2024-25	2023-24	2022-23	2021-22
To study an interesting subject	72.2	71.0	67.7	70	73.6
To prepare for future career	71.3	68.9	56.2	59.8	63.6
To enjoy university life	63.5	62.6	65.2	62.3	64.6
To develop character	61.3	59.4	61.6	58.2	60.4
To prepare for postgraduate study	57.6	54.6	51.6	54.2	54.6

11. Adaptation to University Life (Valid Response = 745)

The top two difficulties expected to be encountered by students are “Adaptation to the New Study Mode” and “Speaking English in Class”.

Difficulties expected to come across	% of Respondents Considered it Likely or Very Likely				
	2025-26	2024-25	2023-24	2022-23	2021-22
Adaptation to the new study mode	45.2	40.6	42.2	40.6	41.8
Speaking English in class	38.5	38.7	36.5	34	35.6
Financial problem	34.9	36.8	34.0	33	35.6
Adaptation to hostel/ campus life	34.2	34.8	35.7	31	36.1

12. Attributes of University Student (Valid Response = 745)

When asked what shaped them into better university students, the students' response revealed that "Self-discipline" and "Passion in Seeking Knowledge and Truth" are the two most important attributes. The survey also indicated an increasing recognition of students for each attribute as compared to previous years, especially the surge in "Self-discipline" and "Passion in Seeking Knowledge and Truth".

Attributes	% of Respondents Considered it Strong or Very Strong				
	2025-26	2024-25	2023-24	2022-23	2021-22
Self-discipline	63.5	58.2	57.4	51.8	56.5
Passion in Seeking Knowledge and Truth	62.1	56.8	56.5	50.6	57.5
Independence	61.5	60.5	59.3	54.8	57.2
Autonomy	59.3	56.8	56.1	49.4	53.8
Integrity	56.8	54.6	53.7	48.4	53.4
Academic Excellence	56.5	52.2	49.7	42	43.8

Enclosure: Questionnaire on the Non-academic Background of New Local Undergraduate Students admitted by Lingnan University in 2025-26