

Factors affecting Student Satisfaction
and Performance Gap in relation to
the model of Strategic Enrolment,
Graduation and Articulation (SEGA):
*the case of Self-financing Higher
Education in Hong Kong*

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Funding body:



自資高等教育聯盟
Federation for Self-financing
Tertiary Education

The need for a Strategic Model for self-financing institutions in HK.

- ◎ Responding to the 2001 Policy Address on post-secondary education:
 - self-financing places for secondary school graduates:
 - ➔ has surged from 33% (2001/02) to 66% (2005/06) - *EDB, 2006.*
- ◎ Recent trend :
 - Decline in child population (from 17% to 12%) ➔ excess supply of post-secondary places.

| | 2001 | 2011 | 2012 | 2013 | 2016 | 2021 | 2026 | 2031 | 2036 | 2041 |
|---------------|------|------|------|------|------|------|------|------|------|------|
| Age structure | | | | | | | | | | |
| Aged 0-14 | 17% | 12% | 12% | 12% | 12% | 12% | 12% | 11% | 10% | 10% |

Mid-year population by age group (Hong Kong Census and Statistics Department)

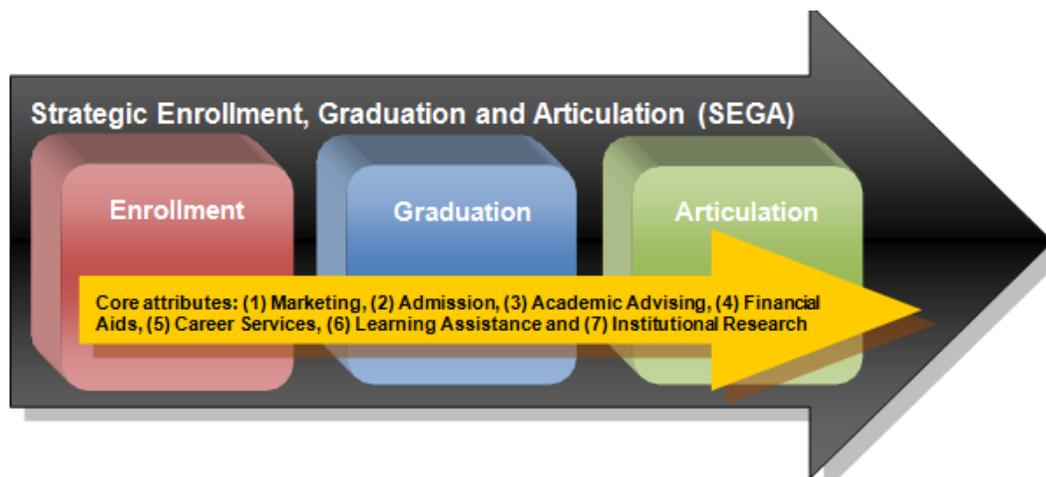
- ◎ Challenge :
 - Need of a strategic model for maintaining student enrolment and satisfaction.

Research Objectives

1. To identify important aspects that affect **student satisfaction** in self-financing higher education of Hong Kong .
2. To examine **the performance gap** of self-financing institutions in Hong Kong *by comparing* students' *perceived importance* and *satisfaction levels* on different aspects.
3. To recommend strategies on enhancing student satisfaction and institutional enrolment.

Research Framework

1. **SEGA Management Model** - comprising the areas of "Enrolment", "Graduation" and "Articulation".
 - 7 core attributes → 45 attributes items in survey
 - The attribute of Articulation has been under-researched in previous studies (Wan, 2011; Ng et al., 2013)



SEGA
Management
Model
(Ng et al., 2013)

Methodology

- ◎ Self-administered **survey** in 2013
- ◎ Sample size : **626 students** of **8** self-financing tertiary education institutions in HK
 - sub-degree programmes (N=370)
 - top-up/4-year degree programmes(N=256)
- ◎ Derived from the methodological design of **SSI - Student Satisfaction Inventory** - *by Elliott and Shinn (1999), Elliott and Healy (2001)*

Importance - Satisfaction → Performance Gap

- Larger the Gap, Higher the Dissatisfaction Level

Key Findings - all programme types

Perceived **Importance** against
Perceived **Satisfaction** on the SEGA attributes

| SEGA attributes | Mean Importance Scores | Mean Satisfaction Scores | Mean <i>Performance Gap</i> |
|--|------------------------------|-----------------------------|-----------------------------|
| <i>(on 7-point scale)</i> | 5 highest scores highlighted | 5 lowest scores highlighted | Scores > 1 highlighted |
| Career Services | 6.14 | 4.28 | 1.86 |
| Articulation | 6.22 | 4.39 | 1.83 |
| Financial Aid | 5.89 | 4.47 | 1.42 |
| Programme Design | 5.86 | 4.47 | 1.39 |
| Academic Advising | 5.80 | 4.75 | 1.06 |
| Institutional Research/ Feedback | 5.42 | 4.37 | 1.04 |
| Admission and Registration | 5.75 | 4.75 | 1.01 |
| Learning Assistance | 5.35 | 4.42 | 0.93 |
| Institution and Programme Information | 5.44 | 4.52 | 0.92 |
| Orientation | 5.14 | 4.22 | 0.92 |
| Other References | 5.52 | 4.93 | 0.59 |
| Average Performance Gap Score: | | | 1.18 |

Implications

- ◎ **“Articulation”**, which has been under-researched among self-financed students, is found to be an **important factor** in student satisfaction (6.22 out of 7).
- ◎ Resources should be put to enhance the following attributes - those yield **high importance** but **low satisfaction** (*large performance gaps*):
 - Career Services * (1.86)
 - Articulation* (1.83)
 - Financial Aid
 - Programme Design
 - Academic Advising

- THANK YOU -