

Appendices

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APPENDIX 1 - Participant Information Sheet

MIDDLESEX UNIVERSITY LONDON PARTICIPANT INFORMATION SHEET

You are being invited to take part in a research study. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part.

Thank you for reading this.

Research title:

The Implementation of Marketing in Private Early Childhood Education Centres in Hong Kong: An investigation of the Effect on Marketing Ethics

The aims of this research are:

- to analyse the adoption of marketing in the marketplace of private early childhood education centres in Hong Kong.
- to investigate the impact of marketing on the teaching quality in private early childhood education centres in Hong Kong.
- to examine the impact of marketing on the ways to ethically deliver courses and programmes in private early childhood education centres.

The research invites parents who are having children aged 1 – 3 and aged 4 – 6, and have experience in arranging their children to join the private early childhood centres in Hong Kong for the survey. Also, the parents, managerial staff and teachers of private early childhood education centres are invited to take part in the focus group to understand their views about the implementation of marketing in the private early childhood education centres and its impacts on the teaching quality and marketing ethics.

It is up to you to decide whether or not to take part. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part, you are still free to withdraw at any time and without giving a reason. A decision to withdraw at any time, or a decision not to take part, will not

affect the standard of care you receive.

Survey with questionnaire

We aim to collect information to answer the research question through the use of questionnaires. A consent form (survey with questionnaire) will be given to the participants who take part in the survey. It indicates that the data collects from the participant by questionnaire.

Focus group

We aim to collect opinions through group discussion about the implementation of marketing in the private early childhood education centres and its impacts on the teaching quality and marketing ethics. A consent form (focus group) will be given to the participants who take part in the focus group. It indicates that the data collects from the participant by the focus group.

All information that is collected about you during the course of the research will be kept strictly confidential. Any information about you which is used will have your name removed so that you cannot be recognized from it.

The information provided by you in the survey or focus group will be used for research purposes. It will not be used in a manner which would allow identification of your individual responses.

All data will be stored, analyzed and reported in compliance with the Personal Data (Privacy) Ordinance in Hong Kong where the study is being conducted.

The Middlesex University, School of Health and Education, Research Ethics Committee reviews the study.

Researcher contact information

Researcher: Mr. Ip Sze Ho Terence

Email address: SI331@live.mdx.ac.uk

Supervisor: Professor Paul Gibbs

Email address: p.gibbs@mdx.ac.uk

Thank you for taking part in this study!

Date:

*The participant would be given a copy of the information sheet and a signed consent form to keep.

APPENDIX 2 - Consent form (Survey)

CONSENT FORM

Consent to Participate in a Survey Study

The Implementation of Marketing in Private Early Childhood Education Centres in Hong Kong: An investigation of the Effect on Marketing Ethics

Investigator

This study will be conducted by Terence Ip, a PhD candidate in the School of Health and Education at the Middlesex University London.

Project information:

Increasing number of young children are being enrolled to private early childhood education centres by their parents in Hong Kong because of the keen academic competition atmosphere in Hong Kong now. Different marketing strategies are adopted by the education centres for recruiting students.

This research aims at analysing the adoption of marketing of private early childhood education centres in Hong Kong and its impacts on teaching quality and marketing ethics.

Voluntary Participation:

Your participation in this survey is completely voluntary and you may withdraw your consent to participate at any time during the process. If you choose to do so, any information derived from your participation will be deleted from the evaluations findings.

Consent:

I, _____, have been explained the details of this study. I voluntarily consent to participate in this study. I understand that I can withdraw from this study at any time without giving reasons, and my withdrawal will not lead to any punishment or prejudice against me. I also understand that my personal information will not be disclosed to people who are not related to this study and my name or other identifying information will not appear on any publications resulted from this study.

I can contact the investigator, Mr Terence Ip at telephone (852) 94230812 or email SI331@live.mdx.ac.uk for any questions about this study. If I have complaints related to the investigator(s), I can contact Professor Paul Gibbs at the Middlesex University, School of Health & Education, the Burroughs, Hendon, London, NW4 4BT, or e-mail him at p.gibbs@mdx.ac.uk. I know I will be given a signed copy of this consent form.

Signature (subject):

Date

Signature (witness):

Date

APPENDIX 3 - Consent form (Focus group)

CONSENT FORM

Consent to Participate in a Research Study

The Implementation of Marketing in Private Early Childhood Education Centres in Hong Kong: An investigation of the Effect on Marketing Ethics

Investigator

This study will be conducted by Terence Ip, a postgraduate student in the School of Health and Education at the Middlesex University London.

Invitation to Participate & Purpose

You are being invited to participate in evaluating the impacts of the implementation of marketing of private early childhood education centres on marketing ethics in Hong Kong. Thank you for taking time out of your busy schedule to consider participation.

Voluntary Participation

Your participation in this evaluation is completely voluntary and you may withdraw your consent to participate at any time during the process. If you choose to do so, any information derived from your participation will be deleted from the evaluations findings.

Methods/Procedures

The methods of data collection for this phase of the study will be the focus groups. The sessions will be audio-taped, and the audio-tapes transcribed, to ensure accurate reporting of the information that you provide. Transcribers will sign a form stating that they will not discuss any item on the tape with anyone other than the researchers. No one's name will be asked or revealed during the focus groups. However, should another participant call you by name, the transcriber will be instructed to remove all names from the transcription. The audio-tapes will be stored in locked files before and after being transcribed. Tapes will be destroyed within 2 weeks of completing the transcriptions and the transcriptions will be destroyed 3 years after the completion of this evaluation.

Confidentiality

If you choose to participate, you will not be asked your name at the focus group. You will not need to use your name in the focus groups. If by chance, you or someone you know addresses you by name in the sessions, the transcriber will be instructed to

delete all names from the transcription.

While every effort will be made to keep confidential all of the information you complete and share, it cannot be absolutely guaranteed. There will however be no names attached to the tapes or transcriptions, and there will be no identifying information or names used in any written reports or publications which result from this evaluation project. Your participation in this evaluation will be strictly confidential.

All findings used in any written reports or publications which result from this evaluation project will be reported in aggregate form with no identifying information. It is, however useful to use direct quotes to more clearly capture the meanings in reporting the findings from this form of evaluation. You will be asked at the end of the focus group if there is anything you said which you do not want included as a quote, and we will ensure that they are not used.

Risks and Inconveniences

There are no anticipated physical risks to participants. Focus group members will be asked to keep the information provided in the groups confidential; however, a potential risk that might exist for some would be that information about your education centre might be discussed outside the group by other participants and be traced back to you. If this is a potential issue for you, you are encouraged to ask for an individual interview with the researcher who would then be knowledgeable of and bound by confidentiality.

Benefits

A potential benefit of participating in this evaluation for you could be having an opportunity to describe your experience with others who have shared the experience. Additionally, the opportunity to connect with other allies and share similar and divergent experiences may help clarify and validate your experiences within your study. The benefits to profession would be based on establishing a clearer understanding of the experiences faced by coalition members and some of the obstacles and benefits of being a member of such a professional based coalition. This information can help the current professional training be more effective, and may provide guidance for future development of the profession when addressing similar issues.

In Case of Injury

The Middlesex University London appreciates the participation of people who help it

carry out its function of developing knowledge through research. If you have any questions about the study that you are participating in you are encouraged to contact Mr Terence Ip, the investigator, at **(852) 94230812**.

Although it is not the University's policy to compensate or provide medical treatment for persons who participate in studies, if you think you have been injured as a result of participating in this study, please contact the Administrator of the Research Ethic Committee of the Middlesex University.

Questions

If you have any questions about this study at any time, you may contact Professor Paul Gibbs at the Middlesex University, School of Health & Education, the Burroughs, Hendon, London, NW4 4BT, or e-mail him at p.gibbs@mdx.ac.uk and he will be happy to answer any of your questions.

Authorization

You will be given a copy of this consent form to keep for your records.

Once again, we thank you for taking time out of your busy schedule to participate in this process.

Printed Name of the Participant _____

Signature of the Participant _____

Date _____

Printed Name of the Investigator Mr Terence Ip _____

Signature of the Investigator _____

APPENDIX 4 - Questionnaire

Questionnaire

問卷調查

Good morning/afternoon/evening. I am Terence Ip, a PhD student from Middlesex University London. I am carrying out a survey about the parent's views on the implementation of marketing in private early childhood education centres in Hong Kong, and its effect on marketing ethics.

I would appreciate you taking the time to complete the following survey. It should take about fifteen minutes.

Your responses are voluntary and will be confidential. Responses will not be identified by individual. All responses will be compiled together and analyzed as a group.

If you have any questions or concerns, please contact Terence Ip at SI331@live.mdx.ac.uk.

Thank you,
Terence Ip
PhD Candidate
School of Health and Education
Middlesex University

你好! 我是葉仕豪·來自倫敦密德薩斯大學的博士生。我正收集家長對於在香港的私營幼兒教育中心進行市場推廣活動, 對於教學質素及其對市場推廣道德之影響的意見。希望邀請你用大概 15 分鐘完成以下問卷。你的參與是屬於自願性質及資料將會被保密, 你的回應將不會被記名, 而所有的回應及資料將會被統一處理及分析。如有任何問題及查詢請透過電郵 SI331@live.mdx.ac.uk 與葉仕豪聯絡。

Part A – Personal information

甲部 - 個人資料

1. Gender 性別

- Male 男 Female 女

2. Age 年齡

- 18 – 22 23 – 27 28 – 32 33 – 37
 38 – 42 43 – 47 48 – 52 53 or above 或以上

3. Education background 教育背景

- Primary school 小學 Secondary school 中學 Diploma 文憑
 Associate degree or Higher diploma 副學士或高級文憑
 Bachelor's degree 學士學位
 Postgraduate certificate / diploma 深造證書 / 深造文憑
 Master's degree 碩士學位
 Doctorate degree or PhD 博士學位

4. Family income level per month 每月家庭收入

- Below HK\$10,000 以下 HK\$10,001 – HK\$20,000 HK\$20,001 – HK\$30,000
 HK\$30,001 – HK\$40,000 HK\$40,001 – HK\$50,000 HK\$50,001 – HK\$60,000
 HK\$60,001 – HK\$70,000 HK\$70,001 – HK\$80,000 HK\$80,001 – HK\$90,000
 HK\$90,001 – HK\$100,000 HK\$100,001 or above 或以上

5. How many child(ren) aged between 1 and 3 do you have?

你家裏一至三歲的孩子數目?

- None 沒有 1 2 3 4 5 or above 或以上

6. How many child(ren) aged between 4 and 6 do you have?

你家裏四至六歲的孩子數目

- None 沒有 1 2 3 4 5 or above 或以上

7. How many years of experience in joining the early childhood education centre in Hong Kong?

參加香港私營幼兒教育中心的經驗?

- 6 months or below 六個月或以下
- 7 months – 12 months 七至十二個月
- 1 year – 1 year 6 months 一年至一年零六個月
- 1 year 7 months – 2 years 一年零七個月至兩年
- 2 years – 2 years 6 兩年至兩年零六個月
- 2 year 7 months – 3 years 兩年零七個月至三年
- 3 years – 3 years 6 months 三年至三年零六個月
- 3 year 7 months – 4 years 三年零七個月至四年
- 4 years – 4 years 6 months 四年至四年零六個月
- 4 year 7 months – 5 years 四年零七個月至五年
- 5 years or above 五年或以上

8. Have you switched the early childhood education centre for your child(ren)?

你有否曾為你的孩子轉到另外一間幼兒教育中心?

- Yes (please go to question 9) 有 (請跳到第九條問題)
- No (please go to question 10) 沒有 (請跳到第十條問題)

9. What is/are the reason(s) of switching the early childhood education centre for your child(ren)? (Please tick boxes that apply)

是什麼原因令你會為你的孩子轉到另外一間幼兒教育中心?

(可選擇多於一個答案)

- Location 地點 Teaching quality 教學質素 Tuition fee 學費
- Administration 行政 Curriculum 課程 Word of mouth 口碑
- Course completion 完成課程 Others 其他 : _____

10. What attract(s) you to enroll your child(ren) to the early childhood education center? (Please tick boxes that apply)

是什麼吸引你為你的孩子參加幼兒教育中心? (可選擇多於一個答案)

- Word of mouth 口碑 Website 網頁
- Social media 社交媒體 (e.g. 例如 Facebook, Instagram)
- Online forums and message boards 網上論壇及留言板
- Advertisement in magazine 雜誌廣告 Others 其他: _____

Part B 乙部

Please give your views towards the private early childhood education centres that your child enrolls by rating the following statements on a scale of 1 -5 where 1 represents strongly disagree and 5 represents strongly agree.

請對以下有關香港私營幼兒教育中心的句子作出評分，分數由 1 至 5, 1 代表非常不同意, 5 代表非常同意。

		Strongly disagree 非常不同意	Disagree 不同意	Neutral 一般	Agree 同意	Strongly agree 非常同意
No.	Statements	1	2	3	4	5
1.	I feel emotionally attached to my child's private early childhood education centre. 我在情感上有依附於我孩子所參加的幼兒教育中心。					
2.	This private early childhood education centre will act in the students' interest. 這幼兒教育中心會考慮學生的利益。					
3.	This private early childhood education centre gives me a feeling of trust.					

	我孩子所參加的幼兒教育中心有給我一種信任的感覺。					
4.	It is important that my child's private early childhood education centre of my child is close to home. 幼兒教育中心與我家的距離相近是很重要的。					
No.	Statements	1	2	3	4	5
5.	The teachers at this private early childhood education centres are able to motivate my child to learn. 於這幼兒教育中心的教師能夠推動我的孩子學習。					
6.	The class size is reasonable at this private early childhood education centre. 在這幼兒教育中心裏，於同一班房內有合理的學生人數。					
7.	The brand of this private					

	<p>early childhood education centre gives me a trustworthy impression.</p> <p>這幼兒教育中心的品牌給我一個值得信任的印象。</p>					
8.	<p>The tuition fee of this private early childhood education centre is reasonable.</p> <p>這幼兒教育中心的學費是合理的。</p>					
9.	<p>This private early childhood education centre can be relied upon to keep promises.</p> <p>這幼兒教育中心是可靠的, 他們可以遵守承諾。</p>					
10.	<p>My child has intimate relationships with the teachers and staff at this private early childhood education centres and do not resist attending the classes.</p> <p>我的孩子與這幼兒教育中心的教師及員工有密切的關係, 他/她不抗拒上課。</p>					
11.	<p>I feel like part of the family at this private early childhood education centre.</p>					

	我感覺與這幼兒教育中心像家庭的一部分。					
12.	The teachers and the staff at this private early childhood education centres are willing to communicate with the parents about the learning of the students. 這幼兒教育中心的教師與員工願意與家長溝通有關孩子的學習情況。					
No.	Statements	1	2	3	4	5
13.	The tuition fee of this private early childhood education centre is affordable. 這幼兒教育中心的學費對我來說是可以負擔的。					
14.	This private early childhood education centre is honest about their teaching content. 這幼兒教育中心對於教學內容是坦白及誠實的。					
15.	My preference for my child's private early childhood education centre would not willingly change.					

	我對於我孩子參加的幼兒教育中心的喜好不容易會變。					
16.	<p>The promise made on the advertisements of this private early childhood education centre can be kept (e.g. with regard to provided information, course delivery etc.).</p> <p>這幼兒教育中心於廣告上作出的承諾是可以實踐及兌現的 (例如有關課程的資料等等)。</p>					
17.	<p>This private early childhood education centre is interested in my child's well-being, not just in his or her own.</p> <p>這幼兒教育中心會把學生的利益及好處放於自己的利益之前。</p>					
18.	<p>The teachers and the staff at this private early childhood education centre are willing to communicate with the parents about the information of the centre</p>					

	<p>(e.g. activities of the centre, the goal and direction of the centre etc.).</p> <p>這幼兒教育中心的教師與員工願意與家長溝通有關中心的資料 (例如中心的活動, 終生的目標及方向等等) 。</p>					
No.	Statements	1	2	3	4	5
19.	<p>This private early childhood education centre is consistent in the delivery of courses / programmes.</p> <p>這幼兒教育中心所教授的課程內容是穩定的。</p>					
20.	<p>Access a private early childhood education centre should be less of a change in route from home.</p> <p>由我家前往幼兒教育中心的途徑不應太過迂迴曲折。</p>					
21.	<p>The tuition fee of the private early childhood education centre could be reduced if their marketing (e.g., advertisements) is also reduced.</p>					

	<p>幼兒教育中心的學費是可以隨著市場推廣活動減少而減少 (例如刊登廣告) 。</p>					
22.	<p>I will still enrol my child in this private early childhood education centre, even if it looks less due to a reduction the marketing (e.g., advertisements.)</p> <p>如果這間幼兒教育中心減少進行市場推廣，而導致吸引力下降，我仍會為我孩子參加這間幼兒教育中心。</p>					
23.	<p>The teachers and the staff at this private early childhood education centre are willing to offer assistance and support to students' families (e.g., consultation to parents.).</p> <p>這幼兒教育中心的教師及員工願意向學生的家庭提供協助及支援，例如向家長提供輔導。</p>					
24.	<p>This private early childhood</p>					

	<p>education centre takes good care of the well-being of my child.</p> <p>這幼兒教育中心願意照顧我孩子的安康。</p>					
No.	Statements	1	2	3	4	5
25	<p>The advertisement of the private early childhood education centre, in general, and its content in particular are reliable and truthful.</p> <p>幼兒教育中心的廣告及其內容是可靠及真實的。</p>					
26.	<p>The teachers and the staff at this private early childhood education centre know the individual learning needs of their students.</p> <p>這幼兒教育中心的教師及員工知道他們學生的個別學習需要。</p>					
27.	<p>They provided recommendations / information/ advice about my child's learning from this private early childhood education centre is accurate and competent.</p>					

	<p>這幼兒教育中心所提供有關於我孩子的學習建議/資料/意見是準確及完整的。</p>					
28.	<p>I trust the teachers at this private early childhood education centre.</p> <p>我相信這幼兒教育中心的教師。</p>					
29.	<p>This private early childhood education centre provides an appropriate environment that is able to facilitate learning.</p> <p>這幼兒教育中心提供了一個適當的環境協助學習。</p>					
30.	<p>The class size is a major factor for me when considering which private early childhood education centre is best for my child.</p> <p>幼兒教育中心課堂內的學生人數, 對我來說是重要的考慮因素。</p>					
31.	<p>I rely on the teachers at this private early childhood education centre.</p> <p>我依賴這幼兒教育中心的</p>					

	教師。					
No.	Statements	1	2	3	4	5
32.	<p>The good teaching quality of the private early childhood education centre does not affect my choice if the location is far from home.</p> <p>幼兒教育中心良好的教學質素，不會因為它與我家的距離，而影響我去選擇它。</p>					
33.	<p>My child feels safe at this private early childhood education centre.</p> <p>我的孩子在這幼兒教育中心內感到安全。</p>					
34.	<p>This private early childhood education centre has an effective pedagogy and curriculum that suits my child's learning needs.</p> <p>這幼兒教育中心有一套有效的教學方法及課程，是適合我的孩子學習需要。</p>					
35.	This private early childhood					

	<p>education centre employs education professionals who know how to effectively teach students.</p> <p>這幼兒教育中心能夠聘請專業的教師有效地教導學生。</p>					
36.	<p>Teachers at this private early childhood education centre are knowledgeable about my child's educational needs.</p> <p>這幼兒教育中心的教師對於我孩子的教育需要是有認識的。</p>					
37.	<p>The teacher is able to take care of every student in the class at this private early childhood education centre.</p> <p>這幼兒教育中心的教師可以於班房內照顧每一位學生。</p>					
38.	<p>The teachers and the staff at this private early childhood education centres are professionally trained.</p> <p>這幼兒教育中心的教師及員工是受過專業訓練的。</p>					

No.	Statements	1	2	3	4	5
39.	<p>This private early childhood education centre provides good advice on how I can support my child's learning at home.</p> <p>這幼兒教育中心提供有關於我在家教導孩子有很好的意見。</p>					
40.	<p>I feel a strong sense of belonging to this private early childhood education centre.</p> <p>我對於這間幼兒教育中心有很強烈的歸屬感。</p>					
41.	<p>The teachers and the staff at this private early childhood education centres are able to show their professionalism when teaching and assisting the students and their families.</p> <p>這幼兒教育中心的教師及員工能夠展示他們的專業,去教導及協助學生及他們的家庭。</p>					
42.	This private early childhood					

	<p>education centre has the ability to effectively educate my child.</p> <p>這幼兒教育中心有能力有效地教導我的孩子。</p>					
43.	<p>In general, my values and the values held by this private early childhood education centre are very similar.</p> <p>總括而言, 我與這間幼兒教育中心有非常相近的價值觀。</p>					

~End of questionnaire~

~Thank you very much for your time! ~

~問卷完, 多謝你的寶貴時間!~

APPENDIX 5 - Independent T-test

APPENDIX 5.1 - Comparison between the views of parents with child(ren) aged 1 - 3 and aged 4 - 6

Group Statistics

	Parents with child(ren) aged 1 to 3 or 4 to 6	N	Mean	Std. Deviation	Std. Error Mean
Trust1	Aged 1 -3	87	3.61	.688	.074
	Aged 4 - 6	84	3.62	.693	.076
Trust2	Aged 1 -3	87	3.56	.623	.067
	Aged 4 - 6	84	3.71	.669	.073
Trust3	Aged 1 -3	87	3.94	.514	.055
	Aged 4 - 6	84	3.63	.788	.086
Trust4	Aged 1 -3	87	3.29	.526	.056
	Aged 4 - 6	84	3.37	.576	.063
Trust5	Aged 1 -3	87	3.90	.571	.061
	Aged 4 - 6	84	3.60	.679	.074
Trust6	Aged 1 -3	87	3.84	.608	.065
	Aged 4 - 6	84	3.50	.768	.084
Trust7	Aged 1 -3	87	3.79	.593	.064
	Aged 4 - 6	84	3.79	.539	.059
Trust8	Aged 1 -3	87	4.11	.515	.055
	Aged 4 - 6	84	3.85	.630	.069
Trust9	Aged 1 -3	87	4.13	.661	.071
	Aged 4 - 6	84	3.94	.567	.062
Trust10	Aged 1 -3	87	3.40	.690	.074
	Aged 4 - 6	84	3.60	.604	.066
Trust11	Aged 1 -3	87	3.60	.559	.060
	Aged 4 - 6	84	3.49	.611	.067
Trust12	Aged 1 -3	87	3.63	.649	.070
	Aged 4 - 6	84	3.51	.703	.077
Trust13	Aged 1 -3	87	3.37	.552	.059
	Aged 4 - 6	84	3.57	.645	.070
Commitment1	Aged 1 -3	87	2.74	.970	.104
	Aged 4 - 6	84	3.10	.722	.079
Commitment2	Aged 1 -3	87	2.71	1.077	.116
	Aged 4 - 6	84	2.88	.701	.077
Commitment3	Aged 1 -3	87	2.87	1.043	.112

	Aged 4 - 6	84	2.80	.741	.081
Commitment4	Aged 1 -3	87	2.70	1.221	.131
	Aged 4 - 6	84	2.86	.697	.076
Integrity1	Aged 1 -3	87	3.39	.840	.090
	Aged 4 - 6	84	3.38	.657	.072
Integrity2	Aged 1 -3	87	3.29	.806	.086
	Aged 4 - 6	84	3.36	.688	.075
Benevolence1	Aged 1 -3	87	3.14	.718	.077
	Aged 4 - 6	84	3.15	.630	.069
Benevolence2	Aged 1 -3	87	3.21	.749	.080
	Aged 4 - 6	84	3.14	.518	.057
Competence	Aged 1 -3	87	3.94	.536	.057
	Aged 4 - 6	84	3.75	.578	.063
TeachingQuality1	Aged 1 -3	87	3.68	.638	.068
	Aged 4 - 6	84	3.49	.784	.086
TeachingQuality2	Aged 1 -3	87	3.71	.820	.088
	Aged 4 - 6	84	3.51	.685	.075
TeachingQuality3	Aged 1 -3	87	3.97	.690	.074
	Aged 4 - 6	84	3.60	.679	.074
TeachingQuality4	Aged 1 -3	87	3.67	.641	.069
	Aged 4 - 6	84	3.29	.815	.089
TeachingQuality5	Aged 1 -3	87	3.75	.735	.079
	Aged 4 - 6	84	3.36	.771	.084
TeachingQuality6	Aged 1 -3	87	3.86	.734	.079
	Aged 4 - 6	84	3.55	.767	.084
TeachingQuality7	Aged 1 -3	87	3.91	.393	.042
	Aged 4 - 6	84	3.65	.591	.064
TeachingQuality8	Aged 1 -3	87	3.71	.608	.065
	Aged 4 - 6	84	3.45	.609	.066
TeachingQuality9	Aged 1 -3	87	3.66	.679	.073
	Aged 4 - 6	84	3.32	.563	.061
TeachingQuality10	Aged 1 -3	87	3.64	.628	.067
	Aged 4 - 6	84	3.33	.717	.078
ClassSize1	Aged 1 -3	87	4.02	.792	.085
	Aged 4 - 6	84	3.75	.726	.079
ClassSize2	Aged 1 -3	87	3.24	.889	.095
	Aged 4 - 6	84	3.06	.797	.087
ClassSize3	Aged 1 -3	87	3.85	.638	.068

	Aged 4 - 6	84	3.67	.608	.066
Location1	Aged 1 -3	87	3.99	.673	.072
	Aged 4 - 6	84	3.81	.591	.064
Location2	Aged 1 -3	87	4.23	.543	.058
	Aged 4 - 6	84	3.92	.625	.068
Location3	Aged 1 -3	87	4.08	.838	.090
	Aged 4 - 6	84	3.63	.847	.092
TuitionFee1	Aged 1 -3	87	3.28	1.096	.118
	Aged 4 - 6	84	3.10	.939	.102
TuitionFee2	Aged 1 -3	87	3.18	.947	.101
	Aged 4 - 6	84	3.10	.965	.105
TuitionFee3	Aged 1 -3	87	4.11	.827	.089
	Aged 4 - 6	84	3.76	.506	.055
TuitionFee4	Aged 1 -3	87	3.95	.791	.085
	Aged 4 - 6	84	3.62	.619	.068
ShareValue	Aged 1 -3	87	3.67	.641	.069
	Aged 4 - 6	84	3.31	.821	.090

APPENDIX 5.2 - Independent samples test (views between parents with child(ren) aged 1 - 3, 4 - 6)

Independent Samples Test

		Levene's Test for		t-test for Equality of Means						
		Equality of		t	df	Sig. (2-	Mean	Std.	95% Confidence Interval of the Difference	
		Variances								
		F	Sig.						Lower	Upper
Trust1	Equal variances assumed	.007	.935	-.093	169	.926	-.010	.106	-.218	.199
	Equal variances not assumed			-.093	168.705	.926	-.010	.106	-.218	.199
Trust2	Equal variances assumed	.044	.834	-1.529	169	.128	-.151	.099	-.346	.044
	Equal variances not assumed			-1.527	167.125	.129	-.151	.099	-.346	.044
Trust3	Equal variances assumed	37.762	.000	3.073	169	.002	.312	.101	.111	.512
	Equal variances not assumed			3.051	142.029	.003	.312	.102	.110	.513
Trust4	Equal variances assumed	3.187	.076	-.969	169	.334	-.082	.084	-.248	.085
	Equal variances not assumed			-.967	166.374	.335	-.082	.084	-.248	.085
Trust5	Equal variances assumed	15.665	.000	3.145	169	.002	.301	.096	.112	.490
	Equal variances not assumed			3.135	162.158	.002	.301	.096	.112	.491
Trust6	Equal variances assumed	10.795	.001	3.207	169	.002	.339	.106	.130	.548
	Equal variances not assumed			3.194	157.920	.002	.339	.106	.129	.549
Trust7	Equal variances assumed	3.027	.084	.085	169	.932	.007	.087	-.164	.179
	Equal variances not assumed			.085	168.394	.932	.007	.087	-.164	.178
Trust8	Equal variances assumed	5.069	.026	3.067	169	.003	.270	.088	.096	.443
	Equal variances not assumed			3.057	160.280	.003	.270	.088	.095	.444
Trust9	Equal variances assumed	4.375	.038	1.971	169	.050	.186	.094	.000	.372
	Equal variances not assumed			1.976	166.703	.050	.186	.094	.000	.372
Trust10	Equal variances assumed	2.465	.118	-1.944	169	.054	-.193	.099	-.389	.003
	Equal variances not assumed			-1.948	167.402	.053	-.193	.099	-.388	.003
Trust11	Equal variances assumed	1.233	.268	1.224	169	.223	.110	.090	-.067	.286
	Equal variances not assumed			1.222	166.479	.223	.110	.090	-.067	.287
Trust12	Equal variances assumed	1.460	.229	1.163	169	.246	.120	.103	-.084	.324
	Equal variances not assumed			1.162	166.814	.247	.120	.104	-.084	.325
Trust13	Equal variances assumed	3.004	.085	-2.219	169	.028	-.204	.092	-.385	-.022
	Equal variances not assumed			-2.213	163.146	.028	-.204	.092	-.385	-.022

Commitment1	Equal variances assumed	22.571	.000	-2.743	169	.007	-.360	.131	-.618	-.101
	Equal variances not assumed			-2.757	158.803	.007	-.360	.130	-.617	-.102
Commitment2	Equal variances assumed	30.443	.000	-1.206	169	.229	-.168	.140	-.444	.107
	Equal variances not assumed			-1.215	148.417	.226	-.168	.139	-.442	.105
Commitment3	Equal variances assumed	9.838	.002	.547	169	.585	.076	.139	-.198	.350
	Equal variances not assumed			.550	155.378	.583	.076	.138	-.197	.349
Commitment4	Equal variances assumed	48.374	.000	-1.021	169	.309	-.156	.153	-.458	.146
	Equal variances not assumed			-1.030	137.563	.305	-.156	.151	-.455	.143
Integrity1	Equal variances assumed	6.954	.009	.085	169	.932	.010	.116	-.218	.238
	Equal variances not assumed			.086	162.053	.932	.010	.115	-.217	.237
Integrity2	Equal variances assumed	2.662	.105	-.608	169	.544	-.070	.115	-.296	.157
	Equal variances not assumed			-.610	166.535	.543	-.070	.114	-.296	.156
Benevolence1	Equal variances assumed	2.095	.150	-.163	169	.871	-.017	.103	-.221	.187
	Equal variances not assumed			-.163	167.507	.871	-.017	.103	-.221	.187
Benevolence2	Equal variances assumed	22.252	.000	.648	169	.518	.064	.099	-.131	.259
	Equal variances not assumed			.652	153.326	.515	.064	.098	-.130	.258
Competence	Equal variances assumed	9.151	.003	2.259	169	.025	.193	.085	.024	.361
	Equal variances not assumed			2.256	166.952	.025	.193	.085	.024	.361
TeachingQuality1	Equal variances assumed	2.800	.096	1.742	169	.083	.190	.109	-.025	.405
	Equal variances not assumed			1.736	159.960	.085	.190	.109	-.026	.406
TeachingQuality2	Equal variances assumed	3.381	.068	1.734	169	.085	.201	.116	-.028	.429
	Equal variances not assumed			1.739	165.633	.084	.201	.115	-.027	.429
TeachingQuality3	Equal variances assumed	3.549	.061	3.537	169	.001	.370	.105	.164	.577
	Equal variances not assumed			3.538	168.936	.001	.370	.105	.164	.577
TeachingQuality4	Equal variances assumed	2.397	.123	3.404	169	.001	.381	.112	.160	.602
	Equal variances not assumed			3.390	157.511	.001	.381	.112	.159	.603
TeachingQuality5	Equal variances assumed	.024	.876	3.388	169	.001	.390	.115	.163	.617
	Equal variances not assumed			3.385	167.851	.001	.390	.115	.163	.617
TeachingQuality6	Equal variances assumed	1.197	.275	2.740	169	.007	.314	.115	.088	.541
	Equal variances not assumed			2.737	167.955	.007	.314	.115	.088	.541
TeachingQuality7	Equal variances assumed	34.980	.000	3.312	169	.001	.253	.076	.102	.404
	Equal variances not assumed			3.289	143.663	.001	.253	.077	.101	.406
TeachingQuality8	Equal variances assumed	.810	.369	2.795	169	.006	.260	.093	.076	.444
	Equal variances not assumed			2.795	168.769	.006	.260	.093	.076	.444
TeachingQuality9	Equal variances assumed	4.581	.034	3.492	169	.001	.334	.096	.145	.522
	Equal variances not assumed			3.503	165.267	.001	.334	.095	.146	.522
TeachingQuality10	Equal variances assumed	.565	.453	3.013	169	.003	.310	.103	.107	.514
	Equal variances not assumed			3.006	164.458	.003	.310	.103	.107	.514

ClassSize1	Equal variances assumed	1.312	.254	2.347	169	.020	.273	.116	.043	.503
	Equal variances not assumed			2.351	168.550	.020	.273	.116	.044	.502
ClassSize2	Equal variances assumed	7.512	.007	1.407	169	.161	.182	.129	-.073	.437
	Equal variances not assumed			1.410	168.089	.160	.182	.129	-.073	.437
ClassSize3	Equal variances assumed	.006	.937	1.928	169	.056	.184	.095	-.004	.372
	Equal variances not assumed			1.930	168.968	.055	.184	.095	-.004	.372
Location1	Equal variances assumed	.096	.756	1.845	169	.067	.179	.097	-.012	.370
	Equal variances not assumed			1.850	167.479	.066	.179	.097	-.012	.370
Location2	Equal variances assumed	.185	.667	3.501	169	.001	.313	.089	.137	.490
	Equal variances not assumed			3.492	164.050	.001	.313	.090	.136	.490
Location3	Equal variances assumed	.373	.542	3.487	169	.001	.450	.129	.195	.704
	Equal variances not assumed			3.487	168.647	.001	.450	.129	.195	.704
TuitionFee1	Equal variances assumed	9.428	.002	1.155	169	.250	.181	.156	-.128	.489
	Equal variances not assumed			1.158	166.661	.248	.181	.156	-.127	.489
TuitionFee2	Equal variances assumed	.032	.858	.607	169	.545	.089	.146	-.200	.377
	Equal variances not assumed			.606	168.505	.545	.089	.146	-.200	.377
TuitionFee3	Equal variances assumed	22.841	.000	3.353	169	.001	.353	.105	.145	.561
	Equal variances not assumed			3.380	143.249	.001	.353	.104	.147	.560
TuitionFee4	Equal variances assumed	.990	.321	3.076	169	.002	.335	.109	.120	.550
	Equal variances not assumed			3.090	162.118	.002	.335	.108	.121	.549
ShareValue	Equal variances assumed	3.466	.064	3.177	169	.002	.357	.112	.135	.579
	Equal variances not assumed			3.163	156.966	.002	.357	.113	.134	.580

APPENDIX 6 - MANOVA

APPENDIX - 6.1 Descriptive statistics between gender and dependent variables

Descriptive Statistics

	Gender	Mean	Std. Deviation	N
Trust1	Male	3.66	.505	76
	Female	3.58	.807	95
	Total	3.61	.688	171
Trust2	Male	3.55	.575	76
	Female	3.71	.698	95
	Total	3.64	.649	171
Trust3	Male	3.72	.685	76
	Female	3.84	.673	95
	Total	3.79	.679	171
Trust4	Male	3.17	.473	76
	Female	3.45	.579	95
	Total	3.33	.551	171
Trust5	Male	3.72	.556	76
	Female	3.77	.706	95
	Total	3.75	.643	171
Trust6	Male	3.57	.660	76
	Female	3.76	.740	95
	Total	3.67	.710	171
Trust7	Male	3.61	.591	76
	Female	3.94	.501	95
	Total	3.79	.566	171
Trust8	Male	3.99	.577	76
	Female	3.98	.601	95
	Total	3.98	.589	171
Trust9	Male	4.11	.602	76
	Female	3.98	.635	95
	Total	4.04	.622	171
Trust10	Male	3.29	.561	76
	Female	3.66	.678	95
	Total	3.50	.654	171
Trust11	Male	3.33	.526	76
	Female	3.72	.577	95
	Total	3.54	.586	171

	Male	3.36	.706	76
Trust12	Female	3.75	.601	95
	Total	3.57	.677	171
	Male	3.26	.551	76
Trust13	Female	3.63	.602	95
	Total	3.47	.607	171
	Male	2.54	.774	76
Commitment1	Female	3.21	.837	95
	Total	2.91	.873	171
	Male	2.24	.831	76
Commitment2	Female	3.24	.710	95
	Total	2.80	.913	171
	Male	2.43	.854	76
Commitment3	Female	3.16	.816	95
	Total	2.84	.906	171
	Male	2.25	1.021	76
Commitment4	Female	3.20	.752	95
	Total	2.78	.999	171
	Male	3.43	.639	76
Integrity1	Female	3.35	.835	95
	Total	3.39	.754	171
	Male	3.36	.647	76
Integrity2	Female	3.29	.824	95
	Total	3.32	.749	171
	Male	2.88	.653	76
Benevolence1	Female	3.36	.617	95
	Total	3.15	.675	171
	Male	2.86	.626	76
Benevolence2	Female	3.43	.539	95
	Total	3.18	.645	171
	Male	3.83	.526	76
Competence	Female	3.86	.594	95
	Total	3.85	.564	171
	Male	3.51	.622	76
TeachingQuality1	Female	3.64	.784	95
	Total	3.58	.718	171
	Male	3.47	.808	76
TeachingQuality2	Female	3.73	.706	95

	Total	3.61	.761	171
	Male	3.70	.749	76
TeachingQuality3	Female	3.85	.668	95
	Total	3.78	.707	171
	Male	3.37	.797	76
TeachingQuality4	Female	3.57	.709	95
	Total	3.48	.754	171
	Male	3.49	.792	76
TeachingQuality5	Female	3.61	.762	95
	Total	3.56	.775	171
	Male	3.39	.767	76
TeachingQuality6	Female	3.96	.667	95
	Total	3.71	.765	171
	Male	3.82	.482	76
TeachingQuality7	Female	3.76	.540	95
	Total	3.78	.514	171
	Male	3.43	.574	76
TeachingQuality8	Female	3.71	.634	95
	Total	3.58	.621	171
	Male	3.37	.585	76
TeachingQuality9	Female	3.59	.676	95
	Total	3.49	.645	171
	Male	3.36	.509	76
TeachingQuality10	Female	3.60	.791	95
	Total	3.49	.689	171
	Male	3.80	.783	76
ClassSize1	Female	3.96	.757	95
	Total	3.89	.770	171
	Male	2.75	.785	76
ClassSize2	Female	3.47	.756	95
	Total	3.15	.847	171
	Male	3.59	.734	76
ClassSize3	Female	3.89	.494	95
	Total	3.76	.629	171
	Male	3.83	.737	76
Location1	Female	3.96	.544	95
	Total	3.90	.639	171
Location2	Male	4.12	.730	76

	Female	4.04	.482	95
	Total	4.08	.604	171
	Male	3.88	.848	76
Location3	Female	3.84	.891	95
	Total	3.86	.870	171
	Male	3.07	1.112	76
TuitionFee1	Female	3.28	.942	95
	Total	3.19	1.023	171
	Male	3.24	.950	76
TuitionFee2	Female	3.06	.954	95
	Total	3.14	.954	171
	Male	4.18	.743	76
TuitionFee3	Female	3.75	.618	95
	Total	3.94	.709	171
	Male	3.99	.841	76
TuitionFee4	Female	3.63	.584	95
	Total	3.79	.729	171
	Male	3.26	.822	76
ShareValue	Female	3.67	.643	95
	Total	3.49	.754	171

APPENDIX - 6.2 Test of Between-Subjects Effects (between gender and dependent variables)

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
	Trust1	.263 ^a	1	.263	.554	.458	.003
	Trust2	.984 ^b	1	.984	2.357	.127	.014
	Trust3	.592 ^c	1	.592	1.286	.258	.008
	Trust4	3.348 ^d	1	3.348	11.710	.001	.065
	Trust5	.085 ^e	1	.085	.204	.652	.001
	Trust6	1.558 ^f	1	1.558	3.131	.079	.018
	Trust7	4.642 ^g	1	4.642	15.760	.000	.085
	Trust8	.003 ^h	1	.003	.008	.931	.000
	Trust9	.674 ⁱ	1	.674	1.748	.188	.010
	Trust10	5.896 ^j	1	5.896	14.905	.000	.081
	Trust11	6.318 ^k	1	6.318	20.494	.000	.108
	Trust12	6.492 ^l	1	6.492	15.377	.000	.083
	Trust13	5.731 ^m	1	5.731	17.039	.000	.092
	Commitment1	19.013 ⁿ	1	19.013	29.034	.000	.147
Corrected Model	Commitment2	42.668 ^o	1	42.668	72.713	.000	.301
	Commitment3	22.113 ^p	1	22.113	31.858	.000	.159
	Commitment4	38.106 ^q	1	38.106	48.991	.000	.225
	Integrity1	.318 ^r	1	.318	.559	.456	.003
	Integrity2	.155 ^s	1	.155	.275	.601	.002
	Benevolence1	9.579 ^t	1	9.579	23.890	.000	.124
	Benevolence2	14.024 ^u	1	14.024	41.789	.000	.198
	Competence	.049 ^v	1	.049	.155	.695	.001
	TeachingQuality1	.702 ^w	1	.702	1.367	.244	.008
	TeachingQuality2	2.695 ^x	1	2.695	4.752	.031	.027
	TeachingQuality3	1.018 ^y	1	1.018	2.048	.154	.012
	TeachingQuality4	1.689 ^z	1	1.689	3.005	.085	.017
	TeachingQuality5	.646 ^{aa}	1	.646	1.075	.301	.006
	TeachingQuality6	13.391 ^{ab}	1	13.391	26.317	.000	.135
	TeachingQuality7	.142 ^{ac}	1	.142	.533	.466	.003

	TeachingQuality8	3.102 ^{ad}	1	3.102	8.399	.004	.047
	TeachingQuality9	2.063 ^{ae}	1	2.063	5.077	.026	.029
	TeachingQuality10	2.529 ^{af}	1	2.529	5.465	.021	.031
	ClassSize1	1.018 ^{ag}	1	1.018	1.722	.191	.010
	ClassSize2	22.113 ^{ah}	1	22.113	37.395	.000	.181
	ClassSize3	3.867 ^{ai}	1	3.867	10.324	.002	.058
	Location1	.702 ^{aj}	1	.702	1.729	.190	.010
	Location2	.246 ^{ak}	1	.246	.673	.413	.004
	Location3	.066 ^{al}	1	.066	.086	.769	.001
	TuitionFee1	2.014 ^{am}	1	2.014	1.934	.166	.011
	TuitionFee2	1.274 ^{an}	1	1.274	1.404	.238	.008
	TuitionFee3	8.057 ^{ao}	1	8.057	17.602	.000	.094
	TuitionFee4	5.329 ^{ap}	1	5.329	10.584	.001	.059
	ShareValue	7.116 ^{aq}	1	7.116	13.418	.000	.074
	Trust1	2211.257	1	2211.257	4655.965	.000	.965
	Trust2	2224.142	1	2224.142	5328.845	.000	.969
	Trust3	2416.849	1	2416.849	5248.016	.000	.969
	Trust4	1852.424	1	1852.424	6479.800	.000	.975
	Trust5	2370.003	1	2370.003	5713.487	.000	.971
	Trust6	2264.646	1	2264.646	4550.692	.000	.964
	Trust7	2401.742	1	2401.742	8153.935	.000	.980
	Trust8	2679.161	1	2679.161	7681.400	.000	.978
	Trust9	2759.411	1	2759.411	7161.710	.000	.977
	Trust10	2040.984	1	2040.984	5159.501	.000	.968
Intercept	Trust11	2095.418	1	2095.418	6796.693	.000	.976
	Trust12	2130.000	1	2130.000	5045.503	.000	.968
	Trust13	2007.135	1	2007.135	5967.508	.000	.972
	Commitment1	1395.972	1	1395.972	2131.716	.000	.927
	Commitment2	1267.463	1	1267.463	2159.975	.000	.927
	Commitment3	1320.358	1	1320.358	1902.264	.000	.918
	Commitment4	1254.106	1	1254.106	1612.353	.000	.905
	Integrity1	1941.792	1	1941.792	3410.976	.000	.953
	Integrity2	1867.172	1	1867.172	3316.181	.000	.952
	Benevolence1	1643.755	1	1643.755	4099.333	.000	.960
	Benevolence2	1668.807	1	1668.807	4972.892	.000	.967
	Competence	2498.225	1	2498.225	7818.900	.000	.979

	TeachingQuality1	2161.685	1	2161.685	4207.917	.000	.961
	TeachingQuality2	2188.800	1	2188.800	3859.972	.000	.958
	TeachingQuality3	2406.772	1	2406.772	4843.562	.000	.966
	TeachingQuality4	2031.724	1	2031.724	3614.731	.000	.955
	TeachingQuality5	2126.845	1	2126.845	3538.588	.000	.954
	TeachingQuality6	2282.584	1	2282.584	4486.091	.000	.964
	TeachingQuality7	2421.896	1	2421.896	9125.449	.000	.982
	TeachingQuality8	2152.155	1	2152.155	5827.032	.000	.972
	TeachingQuality9	2044.075	1	2044.075	5030.292	.000	.967
	TeachingQuality10	2042.529	1	2042.529	4413.715	.000	.963
	ClassSize1	2542.866	1	2542.866	4302.992	.000	.962
	ClassSize2	1635.446	1	1635.446	2765.723	.000	.942
	ClassSize3	2366.674	1	2366.674	6318.346	.000	.974
	Location1	2560.141	1	2560.141	6306.326	.000	.974
	Location2	2811.755	1	2811.755	7693.361	.000	.979
	Location3	2518.779	1	2518.779	3310.941	.000	.951
	TuitionFee1	1702.506	1	1702.506	1634.817	.000	.906
	TuitionFee2	1675.800	1	1675.800	1846.727	.000	.916
	TuitionFee3	2656.198	1	2656.198	5802.865	.000	.972
	TuitionFee4	2450.592	1	2450.592	4867.080	.000	.966
	ShareValue	2031.724	1	2031.724	3831.258	.000	.958
	Trust1	.263	1	.263	.554	.458	.003
	Trust2	.984	1	.984	2.357	.127	.014
	Trust3	.592	1	.592	1.286	.258	.008
	Trust4	3.348	1	3.348	11.710	.001	.065
	Trust5	.085	1	.085	.204	.652	.001
	Trust6	1.558	1	1.558	3.131	.079	.018
	Trust7	4.642	1	4.642	15.760	.000	.085
	Trust8	.003	1	.003	.008	.931	.000
Gender	Trust9	.674	1	.674	1.748	.188	.010
	Trust10	5.896	1	5.896	14.905	.000	.081
	Trust11	6.318	1	6.318	20.494	.000	.108
	Trust12	6.492	1	6.492	15.377	.000	.083
	Trust13	5.731	1	5.731	17.039	.000	.092
	Commitment1	19.013	1	19.013	29.034	.000	.147
	Commitment2	42.668	1	42.668	72.713	.000	.301
	Commitment3	22.113	1	22.113	31.858	.000	.159
	Commitment4	38.106	1	38.106	48.991	.000	.225

	Integrity1	.318	1	.318	.559	.456	.003
	Integrity2	.155	1	.155	.275	.601	.002
	Benevolence1	9.579	1	9.579	23.890	.000	.124
	Benevolence2	14.024	1	14.024	41.789	.000	.198
	Competence	.049	1	.049	.155	.695	.001
	TeachingQuality1	.702	1	.702	1.367	.244	.008
	TeachingQuality2	2.695	1	2.695	4.752	.031	.027
	TeachingQuality3	1.018	1	1.018	2.048	.154	.012
	TeachingQuality4	1.689	1	1.689	3.005	.085	.017
	TeachingQuality5	.646	1	.646	1.075	.301	.006
	TeachingQuality6	13.391	1	13.391	26.317	.000	.135
	TeachingQuality7	.142	1	.142	.533	.466	.003
	TeachingQuality8	3.102	1	3.102	8.399	.004	.047
	TeachingQuality9	2.063	1	2.063	5.077	.026	.029
	TeachingQuality10	2.529	1	2.529	5.465	.021	.031
	ClassSize1	1.018	1	1.018	1.722	.191	.010
	ClassSize2	22.113	1	22.113	37.395	.000	.181
	ClassSize3	3.867	1	3.867	10.324	.002	.058
	Location1	.702	1	.702	1.729	.190	.010
	Location2	.246	1	.246	.673	.413	.004
	Location3	.066	1	.066	.086	.769	.001
	TuitionFee1	2.014	1	2.014	1.934	.166	.011
	TuitionFee2	1.274	1	1.274	1.404	.238	.008
	TuitionFee3	8.057	1	8.057	17.602	.000	.094
	TuitionFee4	5.329	1	5.329	10.584	.001	.059
	ShareValue	7.116	1	7.116	13.418	.000	.074
	Trust1	80.263	169	.475			
	Trust2	70.537	169	.417			
	Trust3	77.829	169	.461			
	Trust4	48.313	169	.286			
	Trust5	70.103	169	.415			
	Trust6	84.103	169	.498			
Error	Trust7	49.779	169	.295			
	Trust8	58.945	169	.349			
	Trust9	65.116	169	.385			
	Trust10	66.853	169	.396			
	Trust11	52.103	169	.308			
	Trust12	71.345	169	.422			

	Trust13	56.842	169	.336		
	Commitment1	110.671	169	.655		
	Commitment2	99.168	169	.587		
	Commitment3	117.303	169	.694		
	Commitment4	131.450	169	.778		
	Integrity1	96.208	169	.569		
	Integrity2	95.155	169	.563		
	Benevolence1	67.766	169	.401		
	Benevolence2	56.713	169	.336		
	Competence	53.997	169	.320		
	TeachingQuality1	86.818	169	.514		
	TeachingQuality2	95.832	169	.567		
	TeachingQuality3	83.976	169	.497		
	TeachingQuality4	94.989	169	.562		
	TeachingQuality5	101.576	169	.601		
	TeachingQuality6	85.989	169	.509		
	TeachingQuality7	44.853	169	.265		
	TeachingQuality8	62.418	169	.369		
	TeachingQuality9	68.674	169	.406		
	TeachingQuality10	78.208	169	.463		
	ClassSize1	99.871	169	.591		
	ClassSize2	99.934	169	.591		
	ClassSize3	63.303	169	.375		
	Location1	68.608	169	.406		
	Location2	61.766	169	.365		
	Location3	128.566	169	.761		
	TuitionFee1	175.997	169	1.041		
	TuitionFee2	153.358	169	.907		
	TuitionFee3	77.358	169	.458		
	TuitionFee4	85.092	169	.504		
	ShareValue	89.621	169	.530		
	Trust1	2314.000	171			
	Trust2	2334.000	171			
	Trust3	2534.000	171			
Total	Trust4	1945.000	171			
	Trust5	2473.000	171			
	Trust6	2392.000	171			
	Trust7	2510.000	171			

Trust8	2771.000	171			
Trust9	2850.000	171			
Trust10	2164.000	171			
Trust11	2206.000	171			
Trust12	2261.000	171			
Trust13	2119.000	171			
Commitment1	1580.000	171			
Commitment2	1478.000	171			
Commitment3	1515.000	171			
Commitment4	1489.000	171			
Integrity1	2057.000	171			
Integrity2	1982.000	171			
Benevolence1	1770.000	171			
Benevolence2	1795.000	171			
Competence	2586.000	171			
TeachingQuality1	2285.000	171			
TeachingQuality2	2332.000	171			
TeachingQuality3	2533.000	171			
TeachingQuality4	2167.000	171			
TeachingQuality5	2264.000	171			
TeachingQuality6	2450.000	171			
TeachingQuality7	2493.000	171			
TeachingQuality8	2263.000	171			
TeachingQuality9	2155.000	171			
TeachingQuality10	2165.000	171			
ClassSize1	2687.000	171			
ClassSize2	1821.000	171			
ClassSize3	2485.000	171			
Location1	2671.000	171			
Location2	2903.000	171			
Location3	2676.000	171			
TuitionFee1	1915.000	171			
TuitionFee2	1841.000	171			
TuitionFee3	2742.000	171			
TuitionFee4	2546.000	171			
ShareValue	2181.000	171			
Trust1	80.526	170			
Trust2	71.520	170			
Corrected Total					

Trust3	78.421	170			
Trust4	51.661	170			
Trust5	70.187	170			
Trust6	85.661	170			
Trust7	54.421	170			
Trust8	58.947	170			
Trust9	65.789	170			
Trust10	72.749	170			
Trust11	58.421	170			
Trust12	77.836	170			
Trust13	62.573	170			
Commitment1	129.684	170			
Commitment2	141.836	170			
Commitment3	139.415	170			
Commitment4	169.556	170			
Integrity1	96.526	170			
Integrity2	95.310	170			
Benevolence1	77.345	170			
Benevolence2	70.737	170			
Competence	54.047	170			
TeachingQuality1	87.520	170			
TeachingQuality2	98.526	170			
TeachingQuality3	84.994	170			
TeachingQuality4	96.678	170			
TeachingQuality5	102.222	170			
TeachingQuality6	99.380	170			
TeachingQuality7	44.994	170			
TeachingQuality8	65.520	170			
TeachingQuality9	70.737	170			
TeachingQuality10	80.737	170			
ClassSize1	100.889	170			
ClassSize2	122.047	170			
ClassSize3	67.170	170			
Location1	69.310	170			

Location2	62.012	170			
Location3	128.632	170			
TuitionFee1	178.012	170			
TuitionFee2	154.632	170			
TuitionFee3	85.415	170			
TuitionFee4	90.421	170			
ShareValue	96.737	170			

APPENDIX 6.3 - Descriptive statistics between age and dependent variables

Descriptive Statistics

	Age	Mean	Std. Deviation	N
Trust1	18-22	3.86	1.069	7
	23-27	3.46	.744	28
	28-32	3.69	.557	45
	33-37	3.55	.709	49
	38-42	3.62	.804	26
	43-47	3.79	.426	14
	48-52	3.50	.707	2
	Total	3.61	.688	171
Trust2	18-22	4.00	.000	7
	23-27	3.57	.573	28
	28-32	3.53	.661	45
	33-37	3.55	.679	49
	38-42	3.88	.711	26
	43-47	3.79	.579	14
	48-52	3.50	.707	2
	Total	3.64	.649	171
Trust3	18-22	4.71	.488	7
	23-27	3.96	.508	28
	28-32	3.64	.679	45
	33-37	3.63	.698	49
	38-42	3.85	.613	26
	43-47	3.93	.730	14
	48-52	3.50	.707	2
	Total	3.79	.679	171
Trust4	18-22	3.43	.535	7
	23-27	3.29	.460	28
	28-32	3.33	.603	45
	33-37	3.14	.500	49
	38-42	3.54	.582	26
	43-47	3.64	.497	14
	48-52	3.00	.000	2
	Total	3.33	.551	171
Trust5	18-22	4.57	.535	7
	23-27	3.86	.756	28

	28-32	3.73	.447	45
	33-37	3.63	.528	49
	38-42	3.58	.857	26
	43-47	3.86	.663	14
	48-52	4.00	.000	2
	Total	3.75	.643	171
	18-22	4.43	.787	7
	23-27	3.89	.567	28
	28-32	3.76	.570	45
Trust6	33-37	3.51	.794	49
	38-42	3.46	.811	26
	43-47	3.50	.519	14
	48-52	4.00	.000	2
	Total	3.67	.710	171
	18-22	3.86	.378	7
	23-27	4.00	.385	28
	28-32	3.80	.588	45
Trust7	33-37	3.61	.702	49
	38-42	3.77	.514	26
	43-47	4.00	.000	14
	48-52	3.50	.707	2
	Total	3.79	.566	171
	18-22	4.57	.787	7
	23-27	4.11	.416	28
	28-32	3.98	.452	45
Trust8	33-37	3.94	.592	49
	38-42	3.73	.827	26
	43-47	4.07	.475	14
	48-52	4.00	.000	2
	Total	3.98	.589	171
	18-22	4.71	.488	7
	23-27	4.14	.525	28
	28-32	4.11	.573	45
Trust9	33-37	3.92	.571	49
	38-42	3.85	.732	26
	43-47	3.93	.730	14
	48-52	4.50	.707	2
	Total	4.04	.622	171

Trust10	18-22	3.86	.378	7
	23-27	3.71	.535	28
	28-32	3.53	.757	45
	33-37	3.33	.658	49
	38-42	3.38	.637	26
	43-47	3.57	.514	14
	48-52	3.50	.707	2
	Total	3.50	.654	171
Trust11	18-22	4.00	.000	7
	23-27	3.82	.670	28
	28-32	3.56	.624	45
	33-37	3.37	.487	49
	38-42	3.42	.578	26
	43-47	3.64	.497	14
	48-52	3.00	.000	2
	Total	3.54	.586	171
Trust12	18-22	4.00	.577	7
	23-27	3.89	.567	28
	28-32	3.67	.674	45
	33-37	3.31	.683	49
	38-42	3.42	.703	26
	43-47	3.64	.497	14
	48-52	3.50	.707	2
	Total	3.57	.677	171
Trust13	18-22	3.86	.378	7
	23-27	3.71	.600	28
	28-32	3.42	.621	45
	33-37	3.43	.612	49
	38-42	3.27	.604	26
	43-47	3.50	.519	14
	48-52	3.00	.000	2
	Total	3.47	.607	171
Commitment1	18-22	3.86	.378	7
	23-27	3.46	.793	28
	28-32	2.80	.991	45
	33-37	2.65	.723	49
	38-42	2.92	.891	26
	43-47	2.64	.497	14

	48-52	2.50	.707	2	
	Total	2.91	.873	171	
Commitment2	18-22	3.71	.488	7	
	23-27	3.39	.956	28	
	28-32	2.76	1.048	45	
	33-37	2.53	.680	49	
	38-42	2.65	.892	26	
	43-47	2.50	.519	14	
	48-52	2.50	.707	2	
	Total	2.80	.913	171	
	Commitment3	18-22	3.86	.378	7
		23-27	3.39	.832	28
28-32		2.67	.953	45	
33-37		2.57	.842	49	
38-42		2.96	.774	26	
43-47		2.43	.756	14	
48-52		3.00	.000	2	
Total		2.84	.906	171	
Commitment4		18-22	3.43	.535	7
		23-27	3.29	1.013	28
	28-32	2.64	1.111	45	
	33-37	2.41	.934	49	
	38-42	2.96	.916	26	
	43-47	2.79	.579	14	
	48-52	3.00	.000	2	
	Total	2.78	.999	171	
	Integrity1	18-22	3.29	1.254	7
		23-27	3.18	.983	28
28-32		3.40	.720	45	
33-37		3.59	.537	49	
38-42		3.42	.703	26	
43-47		3.07	.730	14	
48-52		3.00	.000	2	
Total		3.39	.754	171	
Integrity2		18-22	3.29	1.254	7
		23-27	3.21	.995	28
	28-32	3.18	.650	45	
	33-37	3.67	.555	49	

	38-42	3.23	.652	26
	43-47	3.00	.679	14
	48-52	3.00	.000	2
	Total	3.32	.749	171
	18-22	3.71	.488	7
	23-27	3.54	.508	28
	28-32	3.11	.745	45
Benevolence1	33-37	2.88	.696	49
	38-42	3.12	.516	26
	43-47	3.14	.535	14
	48-52	3.50	.707	2
	Total	3.15	.675	171
	18-22	3.71	.488	7
	23-27	3.61	.497	28
	28-32	3.11	.682	45
Benevolence2	33-37	2.88	.600	49
	38-42	3.27	.604	26
	43-47	3.14	.535	14
	48-52	3.00	.000	2
	Total	3.18	.645	171
	18-22	4.14	.690	7
	23-27	4.11	.497	28
	28-32	3.82	.535	45
Competence	33-37	3.88	.526	49
	38-42	3.69	.618	26
	43-47	3.43	.514	14
	48-52	4.00	.000	2
	Total	3.85	.564	171
	18-22	4.29	.951	7
	23-27	3.86	.705	28
	28-32	3.47	.625	45
TeachingQuality1	33-37	3.39	.702	49
	38-42	3.54	.706	26
	43-47	3.71	.611	14
	48-52	4.50	.707	2
	Total	3.58	.718	171
TeachingQuality2	18-22	4.43	.535	7
	23-27	3.89	.685	28

	28-32	3.47	.726	45
	33-37	3.33	.801	49
	38-42	3.77	.652	26
	43-47	3.86	.663	14
	48-52	3.50	.707	2
	Total	3.61	.761	171
	18-22	4.57	.787	7
	23-27	4.11	.567	28
	28-32	3.73	.688	45
TeachingQuality3	33-37	3.55	.738	49
	38-42	3.77	.514	26
	43-47	3.71	.726	14
	48-52	4.00	1.414	2
	Total	3.78	.707	171
	18-22	4.29	.951	7
	23-27	3.86	.448	28
	28-32	3.40	.688	45
TeachingQuality4	33-37	3.18	.727	49
	38-42	3.38	.804	26
	43-47	3.64	.745	14
	48-52	4.50	.707	2
	Total	3.48	.754	171
	18-22	4.29	.951	7
	23-27	3.96	.576	28
	28-32	3.56	.659	45
TeachingQuality5	33-37	3.27	.730	49
	38-42	3.23	.765	26
	43-47	3.79	.802	14
	48-52	5.00	.000	2
	Total	3.56	.775	171
	18-22	4.57	.787	7
	23-27	4.11	.567	28
	28-32	3.64	.743	45
TeachingQuality6	33-37	3.43	.764	49
	38-42	3.62	.804	26
	43-47	3.86	.535	14
	48-52	3.50	.707	2
	Total	3.71	.765	171

TeachingQuality7	18-22	3.71	.488	7
	23-27	3.93	.466	28
	28-32	3.64	.570	45
	33-37	3.80	.456	49
	38-42	3.77	.652	26
	43-47	3.93	.267	14
	48-52	4.00	.000	2
	Total	3.78	.514	171
	18-22	4.57	.535	7
TeachingQuality8	23-27	3.93	.539	28
	28-32	3.58	.543	45
	33-37	3.27	.569	49
	38-42	3.50	.583	26
	43-47	3.64	.497	14
	48-52	4.00	.000	2
	Total	3.58	.621	171
	18-22	4.14	.900	7
	23-27	3.89	.497	28
TeachingQuality9	28-32	3.42	.657	45
	33-37	3.24	.480	49
	38-42	3.42	.758	26
	43-47	3.50	.519	14
	48-52	4.00	.000	2
	Total	3.49	.645	171
	18-22	4.29	.951	7
	23-27	3.82	.476	28
	28-32	3.44	.755	45
TeachingQuality10	33-37	3.27	.569	49
	38-42	3.31	.679	26
	43-47	3.71	.611	14
	48-52	3.50	.707	2
	Total	3.49	.689	171
	18-22	4.57	.787	7
	23-27	4.11	.629	28
	28-32	4.00	.798	45
	33-37	3.55	.843	49
ClassSize1	38-42	3.92	.688	26
	43-47	3.86	.363	14

	48-52	4.00	.000	2	
	Total	3.89	.770	171	
ClassSize2	18-22	3.57	.787	7	
	23-27	3.64	.621	28	
	28-32	3.24	.743	45	
	33-37	2.80	.841	49	
	38-42	3.19	.694	26	
	43-47	2.79	1.251	14	
	48-52	3.50	.707	2	
	Total	3.15	.847	171	
	ClassSize3	18-22	4.29	.488	7
		23-27	4.04	.508	28
28-32		3.87	.588	45	
33-37		3.43	.645	49	
38-42		3.69	.679	26	
43-47		3.93	.267	14	
48-52		3.50	.707	2	
Total		3.76	.629	171	
Location1		18-22	4.14	.378	7
		23-27	3.93	.663	28
	28-32	3.91	.633	45	
	33-37	3.84	.773	49	
	38-42	3.88	.516	26	
	43-47	3.86	.363	14	
	48-52	4.50	.707	2	
	Total	3.90	.639	171	
	Location2	18-22	4.14	.378	7
		23-27	4.04	.331	28
28-32		4.18	.684	45	
33-37		4.02	.692	49	
38-42		3.88	.588	26	
43-47		4.21	.426	14	
48-52		5.00	.000	2	
Total		4.08	.604	171	
Location3		18-22	3.71	.951	7
		23-27	4.43	.690	28
	28-32	3.91	.821	45	
	33-37	3.49	.869	49	

	38-42	3.73	.874	26
	43-47	4.14	.663	14
	48-52	4.00	1.414	2
	Total	3.86	.870	171
	18-22	3.14	1.069	7
	23-27	3.57	.959	28
	28-32	3.13	1.014	45
TuitionFee1	33-37	2.88	1.033	49
	38-42	3.12	1.107	26
	43-47	3.79	.579	14
	48-52	3.50	.707	2
	Total	3.19	1.023	171
	18-22	2.14	.900	7
	23-27	3.07	1.086	28
	28-32	3.20	.786	45
TuitionFee2	33-37	3.08	.932	49
	38-42	3.08	1.055	26
	43-47	3.79	.699	14
	48-52	4.00	.000	2
	Total	3.14	.954	171
	18-22	3.86	.690	7
	23-27	4.04	.637	28
	28-32	3.84	.824	45
TuitionFee3	33-37	4.06	.775	49
	38-42	3.92	.560	26
	43-47	3.71	.469	14
	48-52	4.00	.000	2
	Total	3.94	.709	171
	18-22	3.71	.488	7
	23-27	3.82	.612	28
	28-32	3.76	.830	45
TuitionFee4	33-37	3.94	.827	49
	38-42	3.58	.504	26
	43-47	3.71	.611	14
	48-52	4.00	1.414	2
	Total	3.79	.729	171
ShareValue	18-22	3.86	.690	7
	23-27	4.07	.466	28

28-32	3.49	.727	45
33-37	3.29	.707	49
38-42	3.19	.749	26
43-47	3.29	.825	14
48-52	4.50	.707	2
Total	3.49	.754	171

APPENDIX 6.4 - Test of Between-Subjects Effects (between age and dependent variables)

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
	Trust1	1.927 ^a	6	.321	.670	.674	.024
	Trust2	3.830 ^b	6	.638	1.547	.166	.054
	Trust3	9.516 ^c	6	1.586	3.775	.002	.121
	Trust4	4.556 ^d	6	.759	2.644	.018	.088
	Trust5	6.796 ^e	6	1.133	2.930	.010	.097
	Trust6	8.750 ^f	6	1.458	3.110	.007	.102
	Trust7	3.616 ^g	6	.603	1.945	.076	.066
	Trust8	4.716 ^h	6	.786	2.377	.031	.080
	Trust9	6.001 ⁱ	6	1.000	2.744	.014	.091
	Trust10	4.119 ^j	6	.687	1.641	.139	.057
	Trust11	6.255 ^k	6	1.042	3.277	.005	.107
	Trust12	8.689 ^l	6	1.448	3.435	.003	.112
	Trust13	4.409 ^m	6	.735	2.072	.059	.070
Corrected Model	Commitment1	20.000 ⁿ	6	3.333	4.984	.000	.154
	Commitment2	21.329 ^o	6	3.555	4.838	.000	.150
	Commitment3	23.489 ^p	6	3.915	5.538	.000	.168
	Commitment4	18.660 ^q	6	3.110	3.380	.004	.110
	Integrity1	5.079 ^r	6	.847	1.518	.175	.053
	Integrity2	9.198 ^s	6	1.533	2.920	.010	.097
	Benevolence1	10.374 ^t	6	1.729	4.234	.001	.134
	Benevolence2	12.090 ^u	6	2.015	5.635	.000	.171
	Competence	5.701 ^v	6	.950	3.223	.005	.105
	TeachingQuality1	10.012 ^w	6	1.669	3.531	.003	.114
	TeachingQuality2	13.328 ^x	6	2.221	4.276	.000	.135
	TeachingQuality3	10.206 ^y	6	1.701	3.730	.002	.120
	TeachingQuality4	15.806 ^z	6	2.634	5.342	.000	.163
TeachingQuality5	20.195 ^{aa}	6	3.366	6.729	.000	.198	
TeachingQuality6	14.308 ^{ab}	6	2.385	4.597	.000	.144	
TeachingQuality7	1.894 ^{ac}	6	.316	1.201	.308	.042	

	TeachingQuality8	15.706 ^{ad}	6	2.618	8.618	.000	.240
	TeachingQuality9	11.316 ^{ae}	6	1.886	5.205	.000	.160
	TeachingQuality10	11.643 ^{af}	6	1.941	4.606	.000	.144
	ClassSize1	10.813 ^{ag}	6	1.802	3.281	.004	.107
	ClassSize2	16.738 ^{ah}	6	2.790	4.344	.000	.137
	ClassSize3	10.610 ^{ai}	6	1.768	5.127	.000	.158
	Location1	1.389 ^{aj}	6	.232	.559	.762	.020
	Location2	3.622 ^{ak}	6	.604	1.695	.125	.058
	Location3	17.627 ^{al}	6	2.938	4.340	.000	.137
	TuitionFee1	14.321 ^{am}	6	2.387	2.391	.031	.080
	TuitionFee2	14.841 ^{an}	6	2.473	2.902	.010	.096
	TuitionFee3	2.163 ^{ao}	6	.361	.710	.642	.025
	TuitionFee4	2.555 ^{ap}	6	.426	.795	.575	.028
	ShareValue	17.383 ^{aq}	6	2.897	5.987	.000	.180
	Trust1	780.101	1	780.101	1627.706	.000	.908
	Trust2	802.544	1	802.544	1944.395	.000	.922
	Trust3	892.193	1	892.193	2123.501	.000	.928
	Trust4	657.257	1	657.257	2288.324	.000	.933
	Trust5	892.077	1	892.077	2307.906	.000	.934
	Trust6	848.083	1	848.083	1808.411	.000	.917
	Trust7	847.437	1	847.437	2735.542	.000	.943
	Trust8	970.299	1	970.299	2934.287	.000	.947
	Trust9	1023.213	1	1023.213	2806.688	.000	.945
	Trust10	745.260	1	745.260	1780.909	.000	.916
Intercept	Trust11	740.651	1	740.651	2328.447	.000	.934
	Trust12	778.211	1	778.211	1845.725	.000	.918
	Trust13	704.166	1	704.166	1985.455	.000	.924
	Commitment1	522.594	1	522.594	781.385	.000	.827
	Commitment2	483.567	1	483.567	658.095	.000	.801
	Commitment3	524.490	1	524.490	741.995	.000	.819
	Commitment4	506.358	1	506.358	550.334	.000	.770
	Integrity1	633.782	1	633.782	1136.616	.000	.874
	Integrity2	613.587	1	613.587	1168.581	.000	.877
	Benevolence1	636.341	1	636.341	1558.291	.000	.905
	Benevolence2	621.228	1	621.228	1737.209	.000	.914
	Competence	881.756	1	881.756	2991.116	.000	.948

Age	TeachingQuality1	860.992	1	860.992	1821.772	.000	.917
	TeachingQuality2	828.537	1	828.537	1594.872	.000	.907
	TeachingQuality3	906.407	1	906.407	1987.632	.000	.924
	TeachingQuality4	829.358	1	829.358	1681.847	.000	.911
	TeachingQuality5	882.844	1	882.844	1765.095	.000	.915
	TeachingQuality6	859.325	1	859.325	1656.587	.000	.910
	TeachingQuality7	862.989	1	862.989	3283.766	.000	.952
	TeachingQuality8	844.076	1	844.076	2778.880	.000	.944
	TeachingQuality9	790.150	1	790.150	2180.793	.000	.930
	TeachingQuality10	772.548	1	772.548	1833.718	.000	.918
	ClassSize1	943.999	1	943.999	1718.729	.000	.913
	ClassSize2	621.802	1	621.802	968.347	.000	.855
	ClassSize3	860.189	1	860.189	2494.189	.000	.938
	Location1	947.454	1	947.454	2287.703	.000	.933
	Location2	1045.389	1	1045.389	2936.195	.000	.947
	Location3	904.489	1	904.489	1336.305	.000	.891
	TuitionFee1	643.520	1	643.520	644.736	.000	.797
	TuitionFee2	601.504	1	601.504	705.672	.000	.811
	TuitionFee3	905.710	1	905.710	1784.174	.000	.916
	TuitionFee4	846.329	1	846.329	1579.646	.000	.906
	ShareValue	793.563	1	793.563	1640.041	.000	.909
	Trust1	1.927	6	.321	.670	.674	.024
	Trust2	3.830	6	.638	1.547	.166	.054
	Trust3	9.516	6	1.586	3.775	.002	.121
	Trust4	4.556	6	.759	2.644	.018	.088
	Trust5	6.796	6	1.133	2.930	.010	.097
	Trust6	8.750	6	1.458	3.110	.007	.102
	Trust7	3.616	6	.603	1.945	.076	.066
	Trust8	4.716	6	.786	2.377	.031	.080
	Trust9	6.001	6	1.000	2.744	.014	.091
	Trust10	4.119	6	.687	1.641	.139	.057
	Trust11	6.255	6	1.042	3.277	.005	.107
	Trust12	8.689	6	1.448	3.435	.003	.112
	Trust13	4.409	6	.735	2.072	.059	.070
	Commitment1	20.000	6	3.333	4.984	.000	.154
	Commitment2	21.329	6	3.555	4.838	.000	.150
	Commitment3	23.489	6	3.915	5.538	.000	.168
	Commitment4	18.660	6	3.110	3.380	.004	.110

	Integrity1	5.079	6	.847	1.518	.175	.053
	Integrity2	9.198	6	1.533	2.920	.010	.097
	Benevolence1	10.374	6	1.729	4.234	.001	.134
	Benevolence2	12.090	6	2.015	5.635	.000	.171
	Competence	5.701	6	.950	3.223	.005	.105
	TeachingQuality1	10.012	6	1.669	3.531	.003	.114
	TeachingQuality2	13.328	6	2.221	4.276	.000	.135
	TeachingQuality3	10.206	6	1.701	3.730	.002	.120
	TeachingQuality4	15.806	6	2.634	5.342	.000	.163
	TeachingQuality5	20.195	6	3.366	6.729	.000	.198
	TeachingQuality6	14.308	6	2.385	4.597	.000	.144
	TeachingQuality7	1.894	6	.316	1.201	.308	.042
	TeachingQuality8	15.706	6	2.618	8.618	.000	.240
	TeachingQuality9	11.316	6	1.886	5.205	.000	.160
	TeachingQuality10	11.643	6	1.941	4.606	.000	.144
	ClassSize1	10.813	6	1.802	3.281	.004	.107
	ClassSize2	16.738	6	2.790	4.344	.000	.137
	ClassSize3	10.610	6	1.768	5.127	.000	.158
	Location1	1.389	6	.232	.559	.762	.020
	Location2	3.622	6	.604	1.695	.125	.058
	Location3	17.627	6	2.938	4.340	.000	.137
	TuitionFee1	14.321	6	2.387	2.391	.031	.080
	TuitionFee2	14.841	6	2.473	2.902	.010	.096
	TuitionFee3	2.163	6	.361	.710	.642	.025
	TuitionFee4	2.555	6	.426	.795	.575	.028
	ShareValue	17.383	6	2.897	5.987	.000	.180
	Trust1	78.599	164	.479			
	Trust2	67.691	164	.413			
	Trust3	68.905	164	.420			
	Trust4	47.104	164	.287			
	Trust5	63.391	164	.387			
	Trust6	76.910	164	.469			
Error	Trust7	50.805	164	.310			
	Trust8	54.231	164	.331			
	Trust9	59.788	164	.365			
	Trust10	68.629	164	.418			
	Trust11	52.166	164	.318			
	Trust12	69.147	164	.422			

	Trust13	58.165	164	.355		
	Commitment1	109.684	164	.669		
	Commitment2	120.507	164	.735		
	Commitment3	115.926	164	.707		
	Commitment4	150.895	164	.920		
	Integrity1	91.447	164	.558		
	Integrity2	86.112	164	.525		
	Benevolence1	66.971	164	.408		
	Benevolence2	58.647	164	.358		
	Competence	48.346	164	.295		
	TeachingQuality1	77.508	164	.473		
	TeachingQuality2	85.198	164	.520		
	TeachingQuality3	74.788	164	.456		
	TeachingQuality4	80.872	164	.493		
	TeachingQuality5	82.028	164	.500		
	TeachingQuality6	85.072	164	.519		
	TeachingQuality7	43.100	164	.263		
	TeachingQuality8	49.815	164	.304		
	TeachingQuality9	59.421	164	.362		
	TeachingQuality10	69.093	164	.421		
	ClassSize1	90.076	164	.549		
	ClassSize2	105.309	164	.642		
	ClassSize3	56.560	164	.345		
	Location1	67.921	164	.414		
	Location2	58.390	164	.356		
	Location3	111.005	164	.677		
	TuitionFee1	163.691	164	.998		
	TuitionFee2	139.791	164	.852		
	TuitionFee3	83.252	164	.508		
	TuitionFee4	87.866	164	.536		
	ShareValue	79.354	164	.484		
	Trust1	2314.000	171			
	Trust2	2334.000	171			
	Trust3	2534.000	171			
Total	Trust4	1945.000	171			
	Trust5	2473.000	171			
	Trust6	2392.000	171			
	Trust7	2510.000	171			

Trust8	2771.000	171				
Trust9	2850.000	171				
Trust10	2164.000	171				
Trust11	2206.000	171				
Trust12	2261.000	171				
Trust13	2119.000	171				
Commitment1	1580.000	171				
Commitment2	1478.000	171				
Commitment3	1515.000	171				
Commitment4	1489.000	171				
Integrity1	2057.000	171				
Integrity2	1982.000	171				
Benevolence1	1770.000	171				
Benevolence2	1795.000	171				
Competence	2586.000	171				
TeachingQuality1	2285.000	171				
TeachingQuality2	2332.000	171				
TeachingQuality3	2533.000	171				
TeachingQuality4	2167.000	171				
TeachingQuality5	2264.000	171				
TeachingQuality6	2450.000	171				
TeachingQuality7	2493.000	171				
TeachingQuality8	2263.000	171				
TeachingQuality9	2155.000	171				
TeachingQuality10	2165.000	171				
ClassSize1	2687.000	171				
ClassSize2	1821.000	171				
ClassSize3	2485.000	171				
Location1	2671.000	171				
Location2	2903.000	171				
Location3	2676.000	171				
TuitionFee1	1915.000	171				
TuitionFee2	1841.000	171				
TuitionFee3	2742.000	171				
TuitionFee4	2546.000	171				
ShareValue	2181.000	171				
Trust1	80.526	170				
Trust2	71.520	170				
Corrected Total						

Trust3	78.421	170				
Trust4	51.661	170				
Trust5	70.187	170				
Trust6	85.661	170				
Trust7	54.421	170				
Trust8	58.947	170				
Trust9	65.789	170				
Trust10	72.749	170				
Trust11	58.421	170				
Trust12	77.836	170				
Trust13	62.573	170				
Commitment1	129.684	170				
Commitment2	141.836	170				
Commitment3	139.415	170				
Commitment4	169.556	170				
Integrity1	96.526	170				
Integrity2	95.310	170				
Benevolence1	77.345	170				
Benevolence2	70.737	170				
Competence	54.047	170				
TeachingQuality1	87.520	170				
TeachingQuality2	98.526	170				
TeachingQuality3	84.994	170				
TeachingQuality4	96.678	170				
TeachingQuality5	102.222	170				
TeachingQuality6	99.380	170				
TeachingQuality7	44.994	170				
TeachingQuality8	65.520	170				
TeachingQuality9	70.737	170				
TeachingQuality10	80.737	170				
ClassSize1	100.889	170				
ClassSize2	122.047	170				
ClassSize3	67.170	170				
Location1	69.310	170				

Location2	62.012	170				
Location3	128.632	170				
TuitionFee1	178.012	170				
TuitionFee2	154.632	170				
TuitionFee3	85.415	170				
TuitionFee4	90.421	170				
ShareValue	96.737	170				

APPENDIX 6.5 - Descriptive statistics between education background and dependent variables

Descriptive Statistics

	Education Background	Mean	Std. Deviation	N
Trust1	Secondary school	3.61	.737	28
	Diploma	4.00	.784	14
	Associate degree or Higher diploma	3.80	.714	30
	Bachelor's degree	3.33	.673	54
	Postgraduate certificate / diploma	3.67	.492	12
	Master's degree	3.73	.517	33
	Total	3.61	.688	171
Trust2	Secondary school	3.93	.663	28
	Diploma	3.71	.726	14
	Associate degree or Higher diploma	3.80	.664	30
	Bachelor's degree	3.35	.588	54
	Postgraduate certificate / diploma	3.50	.674	12
	Master's degree	3.73	.517	33
	Total	3.64	.649	171
Trust3	Secondary school	4.00	.667	28
	Diploma	3.79	.699	14
	Associate degree or Higher diploma	3.80	.847	30
	Bachelor's degree	3.76	.642	54
	Postgraduate certificate / diploma	3.58	.793	12
	Master's degree	3.73	.517	33
	Total	3.79	.679	171
Trust4	Secondary school	3.50	.694	28
	Diploma	3.57	.646	14
	Associate degree or Higher diploma	3.47	.571	30
	Bachelor's degree	3.24	.473	54
	Postgraduate certificate / diploma	3.08	.289	12
	Master's degree	3.18	.465	33
	Total	3.33	.551	171
Trust5	Secondary school	4.00	.667	28
	Diploma	3.57	.938	14
	Associate degree or Higher diploma	3.80	.610	30
	Bachelor's degree	3.67	.673	54
	Postgraduate certificate / diploma	3.75	.452	12

	Master's degree	3.70	.467	33
	Total	3.75	.643	171
	Secondary school	3.79	.917	28
	Diploma	3.71	.611	14
	Associate degree or Higher diploma	3.20	.847	30
Trust6	Bachelor's degree	3.70	.603	54
	Postgraduate certificate / diploma	3.75	.452	12
	Master's degree	3.91	.459	33
	Total	3.67	.710	171
	Secondary school	3.96	.508	28
	Diploma	3.71	.611	14
	Associate degree or Higher diploma	3.87	.434	30
Trust7	Bachelor's degree	3.87	.584	54
	Postgraduate certificate / diploma	3.50	.674	12
	Master's degree	3.58	.561	33
	Total	3.79	.566	171
	Secondary school	4.18	.723	28
	Diploma	3.86	.535	14
	Associate degree or Higher diploma	3.80	.761	30
Trust8	Bachelor's degree	4.04	.513	54
	Postgraduate certificate / diploma	3.83	.577	12
	Master's degree	4.00	.354	33
	Total	3.98	.589	171
	Secondary school	4.04	.576	28
	Diploma	4.07	.730	14
	Associate degree or Higher diploma	3.90	.885	30
Trust9	Bachelor's degree	4.06	.627	54
	Postgraduate certificate / diploma	4.17	.389	12
	Master's degree	4.06	.348	33
	Total	4.04	.622	171
	Secondary school	3.82	.476	28
	Diploma	3.71	.611	14
	Associate degree or Higher diploma	3.47	.730	30
Trust10	Bachelor's degree	3.39	.685	54
	Postgraduate certificate / diploma	3.42	.669	12
	Master's degree	3.36	.603	33
	Total	3.50	.654	171
Trust11	Secondary school	3.75	.518	28

	Diploma	3.64	.929	14
	Associate degree or Higher diploma	3.40	.563	30
	Bachelor's degree	3.65	.555	54
	Postgraduate certificate / diploma	3.25	.452	12
	Master's degree	3.39	.496	33
	Total	3.54	.586	171
	Secondary school	3.86	.756	28
	Diploma	3.71	.611	14
	Associate degree or Higher diploma	3.47	.860	30
Trust12	Bachelor's degree	3.61	.596	54
	Postgraduate certificate / diploma	3.42	.669	12
	Master's degree	3.36	.489	33
	Total	3.57	.677	171
	Secondary school	3.68	.612	28
	Diploma	3.50	.760	14
	Associate degree or Higher diploma	3.37	.765	30
Trust13	Bachelor's degree	3.52	.540	54
	Postgraduate certificate / diploma	3.33	.492	12
	Master's degree	3.33	.479	33
	Total	3.47	.607	171
	Secondary school	3.54	.744	28
	Diploma	3.21	.802	14
	Associate degree or Higher diploma	3.10	.803	30
Commitment1	Bachelor's degree	2.81	.826	54
	Postgraduate certificate / diploma	2.67	.492	12
	Master's degree	2.33	.854	33
	Total	2.91	.873	171
	Secondary school	3.54	.744	28
	Diploma	3.21	.802	14
	Associate degree or Higher diploma	2.87	.937	30
Commitment2	Bachelor's degree	2.67	.911	54
	Postgraduate certificate / diploma	2.50	.522	12
	Master's degree	2.24	.708	33
	Total	2.80	.913	171
	Secondary school	3.50	.962	28
	Diploma	3.07	.829	14
Commitment3	Associate degree or Higher diploma	2.97	.928	30
	Bachelor's degree	2.72	.920	54

	Postgraduate certificate / diploma	2.50	.522	12
	Master's degree	2.36	.549	33
	Total	2.84	.906	171
	Secondary school	3.43	.790	28
	Diploma	3.07	.730	14
	Associate degree or Higher diploma	3.13	.937	30
Commitment4	Bachelor's degree	2.85	.856	54
	Postgraduate certificate / diploma	2.08	.793	12
	Master's degree	1.91	.914	33
	Total	2.78	.999	171
	Secondary school	3.29	.976	28
	Diploma	3.57	.646	14
	Associate degree or Higher diploma	3.47	.571	30
Integrity1	Bachelor's degree	3.07	.749	54
	Postgraduate certificate / diploma	3.83	.389	12
	Master's degree	3.67	.645	33
	Total	3.39	.754	171
	Secondary school	3.36	.951	28
	Diploma	3.57	.938	14
	Associate degree or Higher diploma	3.43	.568	30
Integrity2	Bachelor's degree	3.00	.673	54
	Postgraduate certificate / diploma	3.67	.492	12
	Master's degree	3.48	.667	33
	Total	3.32	.749	171
	Secondary school	3.39	.629	28
	Diploma	3.07	.730	14
	Associate degree or Higher diploma	3.10	.607	30
Benevolence1	Bachelor's degree	3.22	.572	54
	Postgraduate certificate / diploma	2.92	.669	12
	Master's degree	2.97	.847	33
	Total	3.15	.675	171
	Secondary school	3.50	.577	28
	Diploma	3.21	.579	14
	Associate degree or Higher diploma	3.03	.556	30
Benevolence2	Bachelor's degree	3.22	.502	54
	Postgraduate certificate / diploma	3.17	.835	12
	Master's degree	2.94	.827	33
	Total	3.18	.645	171

Competence	Secondary school	4.07	.663	28
	Diploma	4.07	.730	14
	Associate degree or Higher diploma	3.97	.414	30
	Bachelor's degree	3.65	.555	54
	Postgraduate certificate / diploma	3.83	.389	12
	Master's degree	3.79	.485	33
	Total	3.85	.564	171
TeachingQuality1	Secondary school	3.61	1.100	28
	Diploma	3.64	.745	14
	Associate degree or Higher diploma	3.43	.568	30
	Bachelor's degree	3.72	.564	54
	Postgraduate certificate / diploma	3.50	.674	12
	Master's degree	3.48	.667	33
	Total	3.58	.718	171
TeachingQuality2	Secondary school	3.75	.887	28
	Diploma	3.64	.633	14
	Associate degree or Higher diploma	3.60	.498	30
	Bachelor's degree	3.67	.777	54
	Postgraduate certificate / diploma	3.42	.793	12
	Master's degree	3.48	.870	33
	Total	3.61	.761	171
TeachingQuality3	Secondary school	3.96	.744	28
	Diploma	3.79	.699	14
	Associate degree or Higher diploma	3.83	.592	30
	Bachelor's degree	3.93	.696	54
	Postgraduate certificate / diploma	3.50	.798	12
	Master's degree	3.45	.666	33
	Total	3.78	.707	171
TeachingQuality4	Secondary school	3.71	.937	28
	Diploma	3.14	.770	14
	Associate degree or Higher diploma	3.40	.675	30
	Bachelor's degree	3.63	.760	54
	Postgraduate certificate / diploma	3.50	.522	12
	Master's degree	3.24	.614	33
	Total	3.48	.754	171
TeachingQuality5	Secondary school	3.75	.799	28
	Diploma	3.57	1.016	14
	Associate degree or Higher diploma	3.43	.817	30

	Bachelor's degree	3.72	.738	54
	Postgraduate certificate / diploma	3.33	.651	12
	Master's degree	3.30	.637	33
	Total	3.56	.775	171
	Secondary school	4.00	.770	28
	Diploma	3.64	.929	14
	Associate degree or Higher diploma	3.53	.819	30
TeachingQuality6	Bachelor's degree	3.81	.702	54
	Postgraduate certificate / diploma	3.50	.674	12
	Master's degree	3.55	.711	33
	Total	3.71	.765	171
	Secondary school	3.82	.612	28
	Diploma	3.64	.497	14
	Associate degree or Higher diploma	3.63	.718	30
TeachingQuality7	Bachelor's degree	3.83	.376	54
	Postgraduate certificate / diploma	3.67	.492	12
	Master's degree	3.91	.384	33
	Total	3.78	.514	171
	Secondary school	3.82	.772	28
	Diploma	3.71	.611	14
	Associate degree or Higher diploma	3.60	.621	30
TeachingQuality8	Bachelor's degree	3.67	.549	54
	Postgraduate certificate / diploma	3.33	.492	12
	Master's degree	3.27	.517	33
	Total	3.58	.621	171
	Secondary school	3.89	.737	28
	Diploma	3.71	.611	14
	Associate degree or Higher diploma	3.43	.679	30
TeachingQuality9	Bachelor's degree	3.46	.573	54
	Postgraduate certificate / diploma	3.17	.389	12
	Master's degree	3.27	.574	33
	Total	3.49	.645	171
	Secondary school	3.75	.752	28
	Diploma	3.43	.938	14
	Associate degree or Higher diploma	3.27	.740	30
TeachingQuality10	Bachelor's degree	3.65	.555	54
	Postgraduate certificate / diploma	3.25	.622	12
	Master's degree	3.33	.595	33

	Total	3.49	.689	171
	Secondary school	3.89	1.066	28
	Diploma	3.79	.802	14
	Associate degree or Higher diploma	3.77	.858	30
ClassSize1	Bachelor's degree	4.02	.566	54
	Postgraduate certificate / diploma	3.92	.669	12
	Master's degree	3.82	.727	33
	Total	3.89	.770	171
	Secondary school	3.50	.882	28
	Diploma	3.36	.633	14
	Associate degree or Higher diploma	3.17	.747	30
ClassSize2	Bachelor's degree	3.17	.885	54
	Postgraduate certificate / diploma	3.00	.953	12
	Master's degree	2.79	.781	33
	Total	3.15	.847	171
	Secondary school	3.93	.604	28
	Diploma	3.71	.825	14
	Associate degree or Higher diploma	3.50	.820	30
ClassSize3	Bachelor's degree	3.91	.486	54
	Postgraduate certificate / diploma	3.75	.452	12
	Master's degree	3.64	.549	33
	Total	3.76	.629	171
	Secondary school	4.11	.567	28
	Diploma	4.21	.426	14
	Associate degree or Higher diploma	3.83	.531	30
Location1	Bachelor's degree	3.74	.589	54
	Postgraduate certificate / diploma	3.75	.452	12
	Master's degree	3.97	.883	33
	Total	3.90	.639	171
	Secondary school	4.07	.539	28
	Diploma	3.93	.616	14
	Associate degree or Higher diploma	3.90	.759	30
Location2	Bachelor's degree	4.02	.455	54
	Postgraduate certificate / diploma	4.17	.577	12
	Master's degree	4.36	.653	33
	Total	4.08	.604	171
	Secondary school	3.71	.810	28
Location3	Diploma	3.71	.825	14

	Associate degree or Higher diploma	3.77	.935	30
	Bachelor's degree	4.11	.883	54
	Postgraduate certificate / diploma	3.67	.778	12
	Master's degree	3.79	.857	33
	Total	3.86	.870	171
	Secondary school	3.00	1.054	28
	Diploma	3.00	.784	14
TuitionFee1	Associate degree or Higher diploma	2.83	1.147	30
	Bachelor's degree	3.65	.894	54
	Postgraduate certificate / diploma	3.25	1.055	12
	Master's degree	2.97	.951	33
	Total	3.19	1.023	171
	Secondary school	2.64	.989	28
	Diploma	3.07	.997	14
TuitionFee2	Associate degree or Higher diploma	2.93	1.081	30
	Bachelor's degree	3.37	.938	54
	Postgraduate certificate / diploma	3.25	.754	12
	Master's degree	3.36	.699	33
	Total	3.14	.954	171
	Secondary school	3.71	.659	28
	Diploma	3.57	.756	14
TuitionFee3	Associate degree or Higher diploma	3.73	.521	30
	Bachelor's degree	3.94	.685	54
	Postgraduate certificate / diploma	4.25	.622	12
	Master's degree	4.36	.742	33
	Total	3.94	.709	171
	Secondary school	3.57	.634	28
	Diploma	3.36	.497	14
TuitionFee4	Associate degree or Higher diploma	3.63	.615	30
	Bachelor's degree	3.80	.711	54
	Postgraduate certificate / diploma	4.08	.793	12
	Master's degree	4.18	.808	33
	Total	3.79	.729	171
	Secondary school	3.54	.922	28
	Diploma	3.86	.864	14
ShareValue	Associate degree or Higher diploma	3.47	.629	30
	Bachelor's degree	3.63	.681	54
	Postgraduate certificate / diploma	3.25	.452	12

Master's degree	3.18	.769	33
Total	3.49	.754	171

APPENDIX 6.6 - Test of Between-Subjects Effects (between education background and dependent variables)

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
	Trust1	7.836 ^a	5	1.567	3.557	.004	.097
	Trust2	8.146 ^b	5	1.629	4.242	.001	.114
	Trust3	1.931 ^c	5	.386	.833	.528	.025
	Trust4	4.069 ^d	5	.814	2.822	.018	.079
	Trust5	2.739 ^e	5	.548	1.340	.250	.039
	Trust6	9.053 ^f	5	1.811	3.900	.002	.106
	Trust7	3.980 ^g	5	.796	2.604	.027	.073
	Trust8	2.733 ^h	5	.547	1.605	.162	.046
	Trust9	.818 ⁱ	5	.164	.415	.838	.012
	Trust10	4.931 ^j	5	.986	2.400	.039	.068
	Trust11	4.313 ^k	5	.863	2.631	.026	.074
	Trust12	4.698 ^l	5	.940	2.120	.066	.060
	Trust13	2.518 ^m	5	.504	1.384	.233	.040
Corrected Model	Commitment1	25.515 ⁿ	5	5.103	8.083	.000	.197
	Commitment2	29.988 ^o	5	5.998	8.848	.000	.211
	Commitment3	23.050 ^p	5	4.610	6.537	.000	.165
	Commitment4	47.844 ^q	5	9.569	12.972	.000	.282
	Integrity1	11.213 ^r	5	2.243	4.337	.001	.116
	Integrity2	9.177 ^s	5	1.835	3.516	.005	.096
	Benevolence1	3.818 ^t	5	.764	1.714	.134	.049
	Benevolence2	5.534 ^u	5	1.107	2.801	.019	.078
	Competence	4.798 ^v	5	.960	3.215	.009	.089
	TeachingQuality1	2.185 ^w	5	.437	.845	.520	.025
	TeachingQuality2	1.703 ^x	5	.341	.580	.715	.017
	TeachingQuality3	6.621 ^y	5	1.324	2.788	.019	.078
	TeachingQuality4	6.397 ^z	5	1.279	2.338	.044	.066
TeachingQuality5	5.707 ^{aa}	5	1.141	1.951	.089	.056	
TeachingQuality6	5.369 ^{ab}	5	1.074	1.885	.100	.054	
TeachingQuality7	1.812 ^{ac}	5	.362	1.385	.232	.040	

	TeachingQuality8	6.144 ^{ad}	5	1.229	3.415	.006	.094
	TeachingQuality9	8.196 ^{ae}	5	1.639	4.325	.001	.116
	TeachingQuality10	6.293 ^{af}	5	1.259	2.790	.019	.078
	ClassSize1	1.679 ^{ag}	5	.336	.559	.732	.017
	ClassSize2	8.651 ^{ah}	5	1.730	2.517	.032	.071
	ClassSize3	4.532 ^{ai}	5	.906	2.388	.040	.067
	Location1	4.517 ^{aj}	5	.903	2.301	.047	.065
	Location2	4.241 ^{ak}	5	.848	2.423	.038	.068
	Location3	5.178 ^{al}	5	1.036	1.384	.233	.040
	TuitionFee1	18.311 ^{am}	5	3.662	3.784	.003	.103
	TuitionFee2	12.929 ^{an}	5	2.586	3.011	.013	.084
	TuitionFee3	11.686 ^{ao}	5	2.337	5.230	.000	.137
	TuitionFee4	10.798 ^{ap}	5	2.160	4.475	.001	.119
	ShareValue	6.840 ^{aq}	5	1.368	2.511	.032	.071
	Trust1	1797.053	1	1797.053	4079.115	.000	.961
	Trust2	1778.842	1	1778.842	4631.338	.000	.966
	Trust3	1882.673	1	1882.673	4061.219	.000	.961
	Trust4	1473.645	1	1473.645	5109.150	.000	.969
	Trust5	1854.441	1	1854.441	4536.554	.000	.965
	Trust6	1785.442	1	1785.442	3845.526	.000	.959
	Trust7	1855.480	1	1855.480	6069.516	.000	.974
	Trust8	2061.315	1	2061.315	6050.393	.000	.973
	Trust9	2164.107	1	2164.107	5495.899	.000	.971
	Trust10	1644.110	1	1644.110	4000.131	.000	.960
Intercept	Trust11	1630.683	1	1630.683	4972.708	.000	.968
	Trust12	1684.415	1	1684.415	3800.017	.000	.958
	Trust13	1576.308	1	1576.308	4330.855	.000	.963
	Commitment1	1144.571	1	1144.571	1812.950	.000	.917
	Commitment2	1063.255	1	1063.255	1568.522	.000	.905
	Commitment3	1075.555	1	1075.555	1525.087	.000	.902
	Commitment4	995.894	1	995.894	1350.102	.000	.891
	Integrity1	1601.877	1	1601.877	3098.110	.000	.949
	Integrity2	1543.479	1	1543.479	2956.757	.000	.947
	Benevolence1	1278.930	1	1278.930	2870.020	.000	.946
	Benevolence2	1334.734	1	1334.734	3377.644	.000	.953
	Competence	2004.805	1	2004.805	6716.741	.000	.976

	TeachingQuality1	1678.273	1	1678.273	3245.024	.000	.952
	TeachingQuality2	1705.156	1	1705.156	2905.813	.000	.946
	TeachingQuality3	1850.935	1	1850.935	3896.775	.000	.959
	TeachingQuality4	1560.951	1	1560.951	2852.812	.000	.945
	TeachingQuality5	1635.079	1	1635.079	2795.299	.000	.944
	TeachingQuality6	1781.182	1	1781.182	3126.180	.000	.950
	TeachingQuality7	1858.013	1	1858.013	7099.529	.000	.977
	TeachingQuality8	1681.105	1	1681.105	4671.591	.000	.966
	TeachingQuality9	1608.776	1	1608.776	4244.422	.000	.963
	TeachingQuality10	1568.151	1	1568.151	3475.728	.000	.955
	ClassSize1	1974.006	1	1974.006	3283.058	.000	.952
	ClassSize2	1321.119	1	1321.119	1922.328	.000	.921
	ClassSize3	1846.460	1	1846.460	4863.938	.000	.967
	Location1	2045.540	1	2045.540	5209.157	.000	.969
	Location2	2192.505	1	2192.505	6262.106	.000	.974
	Location3	1900.217	1	1900.217	2539.714	.000	.939
	TuitionFee1	1282.811	1	1282.811	1325.374	.000	.889
	TuitionFee2	1273.287	1	1273.287	1482.627	.000	.900
	TuitionFee3	2038.949	1	2038.949	4563.003	.000	.965
	TuitionFee4	1877.321	1	1877.321	3890.302	.000	.959
	ShareValue	1605.419	1	1605.419	2946.643	.000	.947
	Trust1	7.836	5	1.567	3.557	.004	.097
	Trust2	8.146	5	1.629	4.242	.001	.114
	Trust3	1.931	5	.386	.833	.528	.025
	Trust4	4.069	5	.814	2.822	.018	.079
	Trust5	2.739	5	.548	1.340	.250	.039
	Trust6	9.053	5	1.811	3.900	.002	.106
	Trust7	3.980	5	.796	2.604	.027	.073
	Trust8	2.733	5	.547	1.605	.162	.046
EduBg	Trust9	.818	5	.164	.415	.838	.012
	Trust10	4.931	5	.986	2.400	.039	.068
	Trust11	4.313	5	.863	2.631	.026	.074
	Trust12	4.698	5	.940	2.120	.066	.060
	Trust13	2.518	5	.504	1.384	.233	.040
	Commitment1	25.515	5	5.103	8.083	.000	.197
	Commitment2	29.988	5	5.998	8.848	.000	.211
	Commitment3	23.050	5	4.610	6.537	.000	.165
	Commitment4	47.844	5	9.569	12.972	.000	.282

	Integrity1	11.213	5	2.243	4.337	.001	.116
	Integrity2	9.177	5	1.835	3.516	.005	.096
	Benevolence1	3.818	5	.764	1.714	.134	.049
	Benevolence2	5.534	5	1.107	2.801	.019	.078
	Competence	4.798	5	.960	3.215	.009	.089
	TeachingQuality1	2.185	5	.437	.845	.520	.025
	TeachingQuality2	1.703	5	.341	.580	.715	.017
	TeachingQuality3	6.621	5	1.324	2.788	.019	.078
	TeachingQuality4	6.397	5	1.279	2.338	.044	.066
	TeachingQuality5	5.707	5	1.141	1.951	.089	.056
	TeachingQuality6	5.369	5	1.074	1.885	.100	.054
	TeachingQuality7	1.812	5	.362	1.385	.232	.040
	TeachingQuality8	6.144	5	1.229	3.415	.006	.094
	TeachingQuality9	8.196	5	1.639	4.325	.001	.116
	TeachingQuality10	6.293	5	1.259	2.790	.019	.078
	ClassSize1	1.679	5	.336	.559	.732	.017
	ClassSize2	8.651	5	1.730	2.517	.032	.071
	ClassSize3	4.532	5	.906	2.388	.040	.067
	Location1	4.517	5	.903	2.301	.047	.065
	Location2	4.241	5	.848	2.423	.038	.068
	Location3	5.178	5	1.036	1.384	.233	.040
	TuitionFee1	18.311	5	3.662	3.784	.003	.103
	TuitionFee2	12.929	5	2.586	3.011	.013	.084
	TuitionFee3	11.686	5	2.337	5.230	.000	.137
	TuitionFee4	10.798	5	2.160	4.475	.001	.119
	ShareValue	6.840	5	1.368	2.511	.032	.071
	Trust1	72.691	165	.441			
	Trust2	63.375	165	.384			
	Trust3	76.490	165	.464			
	Trust4	47.591	165	.288			
	Trust5	67.448	165	.409			
	Trust6	76.608	165	.464			
Error	Trust7	50.441	165	.306			
	Trust8	56.214	165	.341			
	Trust9	64.972	165	.394			
	Trust10	67.817	165	.411			
	Trust11	54.108	165	.328			
	Trust12	73.139	165	.443			

	Trust13	60.055	165	.364		
	Commitment1	104.170	165	.631		
	Commitment2	111.849	165	.678		
	Commitment3	116.365	165	.705		
	Commitment4	121.711	165	.738		
	Integrity1	85.313	165	.517		
	Integrity2	86.133	165	.522		
	Benevolence1	73.527	165	.446		
	Benevolence2	65.203	165	.395		
	Competence	49.249	165	.298		
	TeachingQuality1	85.335	165	.517		
	TeachingQuality2	96.823	165	.587		
	TeachingQuality3	78.374	165	.475		
	TeachingQuality4	90.282	165	.547		
	TeachingQuality5	96.515	165	.585		
	TeachingQuality6	94.011	165	.570		
	TeachingQuality7	43.182	165	.262		
	TeachingQuality8	59.376	165	.360		
	TeachingQuality9	62.540	165	.379		
	TeachingQuality10	74.443	165	.451		
	ClassSize1	99.210	165	.601		
	ClassSize2	113.396	165	.687		
	ClassSize3	62.638	165	.380		
	Location1	64.792	165	.393		
	Location2	57.770	165	.350		
	Location3	123.453	165	.748		
	TuitionFee1	159.701	165	.968		
	TuitionFee2	141.703	165	.859		
	TuitionFee3	73.729	165	.447		
	TuitionFee4	79.623	165	.483		
	ShareValue	89.897	165	.545		
	Trust1	2314.000	171			
	Trust2	2334.000	171			
	Trust3	2534.000	171			
Total	Trust4	1945.000	171			
	Trust5	2473.000	171			
	Trust6	2392.000	171			
	Trust7	2510.000	171			

Trust8	2771.000	171			
Trust9	2850.000	171			
Trust10	2164.000	171			
Trust11	2206.000	171			
Trust12	2261.000	171			
Trust13	2119.000	171			
Commitment1	1580.000	171			
Commitment2	1478.000	171			
Commitment3	1515.000	171			
Commitment4	1489.000	171			
Integrity1	2057.000	171			
Integrity2	1982.000	171			
Benevolence1	1770.000	171			
Benevolence2	1795.000	171			
Competence	2586.000	171			
TeachingQuality1	2285.000	171			
TeachingQuality2	2332.000	171			
TeachingQuality3	2533.000	171			
TeachingQuality4	2167.000	171			
TeachingQuality5	2264.000	171			
TeachingQuality6	2450.000	171			
TeachingQuality7	2493.000	171			
TeachingQuality8	2263.000	171			
TeachingQuality9	2155.000	171			
TeachingQuality10	2165.000	171			
ClassSize1	2687.000	171			
ClassSize2	1821.000	171			
ClassSize3	2485.000	171			
Location1	2671.000	171			
Location2	2903.000	171			
Location3	2676.000	171			
TuitionFee1	1915.000	171			
TuitionFee2	1841.000	171			
TuitionFee3	2742.000	171			
TuitionFee4	2546.000	171			
ShareValue	2181.000	171			
Trust1	80.526	170			
Trust2	71.520	170			
Corrected Total					

Trust3	78.421	170			
Trust4	51.661	170			
Trust5	70.187	170			
Trust6	85.661	170			
Trust7	54.421	170			
Trust8	58.947	170			
Trust9	65.789	170			
Trust10	72.749	170			
Trust11	58.421	170			
Trust12	77.836	170			
Trust13	62.573	170			
Commitment1	129.684	170			
Commitment2	141.836	170			
Commitment3	139.415	170			
Commitment4	169.556	170			
Integrity1	96.526	170			
Integrity2	95.310	170			
Benevolence1	77.345	170			
Benevolence2	70.737	170			
Competence	54.047	170			
TeachingQuality1	87.520	170			
TeachingQuality2	98.526	170			
TeachingQuality3	84.994	170			
TeachingQuality4	96.678	170			
TeachingQuality5	102.222	170			
TeachingQuality6	99.380	170			
TeachingQuality7	44.994	170			
TeachingQuality8	65.520	170			
TeachingQuality9	70.737	170			
TeachingQuality10	80.737	170			
ClassSize1	100.889	170			
ClassSize2	122.047	170			
ClassSize3	67.170	170			
Location1	69.310	170			

Location2	62.012	170				
Location3	128.632	170				
TuitionFee1	178.012	170				
TuitionFee2	154.632	170				
TuitionFee3	85.415	170				
TuitionFee4	90.421	170				
ShareValue	96.737	170				

APPENDIX 6.7 - Descriptive statistics between family income and dependent variables

Descriptive Statistics

	Family Income / month	Mean	Std. Deviation	N
Trust1	Below HK\$10000	3.67	1.155	3
	HK\$10001 -HK\$20000	3.43	.852	14
	HK\$20001 -HK\$30000	3.83	.707	18
	HK\$30001 -HK\$40000	3.59	.844	27
	HK\$40001 -HK\$50000	3.58	.717	24
	HK\$50001 -HK\$60000	3.67	.606	30
	HK\$60001 -HK\$70000	3.65	.573	23
	HK\$70001 -HK\$80000	3.35	.606	17
	HK\$80001 -HK\$90000	3.73	.467	11
	HK\$90001 -HK\$100000	3.75	.500	4
	Total	3.61	.688	171
	Trust2	Below HK\$10000	4.00	.000
HK\$10001 -HK\$20000		3.50	.760	14
HK\$20001 -HK\$30000		4.06	.725	18
HK\$30001 -HK\$40000		3.81	.786	27
HK\$40001 -HK\$50000		3.67	.565	24
HK\$50001 -HK\$60000		3.57	.568	30
HK\$60001 -HK\$70000		3.39	.583	23
HK\$70001 -HK\$80000		3.41	.507	17
HK\$80001 -HK\$90000		3.64	.505	11
HK\$90001 -HK\$100000		3.50	.577	4
Total		3.64	.649	171
Trust3		Below HK\$10000	5.00	.000
	HK\$10001 -HK\$20000	4.00	.784	14
	HK\$20001 -HK\$30000	3.94	.416	18
	HK\$30001 -HK\$40000	3.74	.594	27
	HK\$40001 -HK\$50000	3.79	.721	24
	HK\$50001 -HK\$60000	3.70	.794	30
	HK\$60001 -HK\$70000	3.61	.783	23
	HK\$70001 -HK\$80000	3.65	.606	17
	HK\$80001 -HK\$90000	3.82	.405	11
	HK\$90001 -HK\$100000	4.00	.000	4
	Total	3.79	.679	171

Trust4	Below HK\$10000	3.33	.577	3
	HK\$10001 -HK\$20000	3.36	.497	14
	HK\$20001 -HK\$30000	3.61	.698	18
	HK\$30001 -HK\$40000	3.37	.629	27
	HK\$40001 -HK\$50000	3.63	.647	24
	HK\$50001 -HK\$60000	3.30	.466	30
	HK\$60001 -HK\$70000	3.13	.344	23
	HK\$70001 -HK\$80000	3.06	.429	17
	HK\$80001 -HK\$90000	3.09	.302	11
	HK\$90001 -HK\$100000	3.00	.000	4
Total	3.33	.551	171	
Trust5	Below HK\$10000	4.33	.577	3
	HK\$10001 -HK\$20000	3.71	1.069	14
	HK\$20001 -HK\$30000	3.94	.639	18
	HK\$30001 -HK\$40000	3.44	.801	27
	HK\$40001 -HK\$50000	4.04	.464	24
	HK\$50001 -HK\$60000	3.70	.466	30
	HK\$60001 -HK\$70000	3.70	.470	23
	HK\$70001 -HK\$80000	3.76	.562	17
	HK\$80001 -HK\$90000	3.64	.505	11
	HK\$90001 -HK\$100000	3.75	.500	4
Total	3.75	.643	171	
Trust6	Below HK\$10000	4.00	1.000	3
	HK\$10001 -HK\$20000	4.14	.663	14
	HK\$20001 -HK\$30000	3.61	.916	18
	HK\$30001 -HK\$40000	3.41	.931	27
	HK\$40001 -HK\$50000	3.67	.761	24
	HK\$50001 -HK\$60000	3.70	.596	30
	HK\$60001 -HK\$70000	3.70	.470	23
	HK\$70001 -HK\$80000	3.65	.493	17
	HK\$80001 -HK\$90000	3.64	.505	11
	HK\$90001 -HK\$100000	3.75	.500	4
Total	3.67	.710	171	
Trust7	Below HK\$10000	3.67	.577	3
	HK\$10001 -HK\$20000	4.14	.663	14
	HK\$20001 -HK\$30000	4.00	.343	18
	HK\$30001 -HK\$40000	3.78	.577	27
	HK\$40001 -HK\$50000	3.75	.532	24

	HK\$50001 -HK\$60000	3.87	.434	30
	HK\$60001 -HK\$70000	3.78	.671	23
	HK\$70001 -HK\$80000	3.41	.618	17
	HK\$80001 -HK\$90000	3.73	.467	11
	HK\$90001 -HK\$100000	3.25	.500	4
	Total	3.79	.566	171
	Below HK\$10000	4.33	1.155	3
	HK\$10001 -HK\$20000	4.29	.611	14
	HK\$20001 -HK\$30000	3.83	.707	18
	HK\$30001 -HK\$40000	3.67	.679	27
	HK\$40001 -HK\$50000	4.04	.624	24
Trust8	HK\$50001 -HK\$60000	4.03	.490	30
	HK\$60001 -HK\$70000	4.09	.417	23
	HK\$70001 -HK\$80000	3.94	.556	17
	HK\$80001 -HK\$90000	4.09	.302	11
	HK\$90001 -HK\$100000	4.00	.000	4
	Total	3.98	.589	171
	Below HK\$10000	4.67	.577	3
	HK\$10001 -HK\$20000	4.14	.770	14
	HK\$20001 -HK\$30000	3.78	.647	18
	HK\$30001 -HK\$40000	3.59	.747	27
	HK\$40001 -HK\$50000	4.21	.658	24
Trust9	HK\$50001 -HK\$60000	4.13	.571	30
	HK\$60001 -HK\$70000	4.17	.388	23
	HK\$70001 -HK\$80000	4.12	.332	17
	HK\$80001 -HK\$90000	4.09	.302	11
	HK\$90001 -HK\$100000	4.25	.500	4
	Total	4.04	.622	171
	Below HK\$10000	4.00	.000	3
	HK\$10001 -HK\$20000	3.79	.579	14
	HK\$20001 -HK\$30000	3.83	.514	18
	HK\$30001 -HK\$40000	3.56	.698	27
	HK\$40001 -HK\$50000	3.58	.654	24
Trust10	HK\$50001 -HK\$60000	3.57	.568	30
	HK\$60001 -HK\$70000	3.39	.656	23
	HK\$70001 -HK\$80000	3.12	.600	17
	HK\$80001 -HK\$90000	3.00	.632	11
	HK\$90001 -HK\$100000	2.75	.500	4

	Total	3.50	.654	171
	Below HK\$10000	4.00	.000	3
	HK\$10001 -HK\$20000	3.64	.745	14
	HK\$20001 -HK\$30000	3.89	.676	18
	HK\$30001 -HK\$40000	3.56	.641	27
	HK\$40001 -HK\$50000	3.67	.565	24
Trust11	HK\$50001 -HK\$60000	3.53	.507	30
	HK\$60001 -HK\$70000	3.43	.507	23
	HK\$70001 -HK\$80000	3.18	.393	17
	HK\$80001 -HK\$90000	3.36	.505	11
	HK\$90001 -HK\$100000	3.25	.500	4
	Total	3.54	.586	171
	Below HK\$10000	3.67	.577	3
	HK\$10001 -HK\$20000	3.79	.893	14
	HK\$20001 -HK\$30000	3.83	.786	18
	HK\$30001 -HK\$40000	3.59	.797	27
	HK\$40001 -HK\$50000	3.67	.702	24
Trust12	HK\$50001 -HK\$60000	3.60	.563	30
	HK\$60001 -HK\$70000	3.52	.593	23
	HK\$70001 -HK\$80000	3.18	.393	17
	HK\$80001 -HK\$90000	3.36	.505	11
	HK\$90001 -HK\$100000	3.25	.500	4
	Total	3.57	.677	171
	Below HK\$10000	4.00	.000	3
	HK\$10001 -HK\$20000	3.79	.699	14
	HK\$20001 -HK\$30000	3.61	.698	18
	HK\$30001 -HK\$40000	3.37	.792	27
	HK\$40001 -HK\$50000	3.54	.588	24
Trust13	HK\$50001 -HK\$60000	3.47	.507	30
	HK\$60001 -HK\$70000	3.43	.507	23
	HK\$70001 -HK\$80000	3.35	.493	17
	HK\$80001 -HK\$90000	3.18	.405	11
	HK\$90001 -HK\$100000	3.00	.000	4
	Total	3.47	.607	171
	Below HK\$10000	3.67	.577	3
Commitment1	HK\$10001 -HK\$20000	3.36	.929	14
	HK\$20001 -HK\$30000	3.39	.979	18
	HK\$30001 -HK\$40000	3.26	.712	27

	HK\$40001 -HK\$50000	3.04	.806	24
	HK\$50001 -HK\$60000	3.07	.785	30
	HK\$60001 -HK\$70000	2.57	.590	23
	HK\$70001 -HK\$80000	2.24	.562	17
	HK\$80001 -HK\$90000	2.00	.632	11
	HK\$90001 -HK\$100000	1.75	.500	4
	Total	2.91	.873	171
	Below HK\$10000	3.67	.577	3
	HK\$10001 -HK\$20000	3.36	.745	14
	HK\$20001 -HK\$30000	3.78	.732	18
	HK\$30001 -HK\$40000	3.22	.641	27
	HK\$40001 -HK\$50000	2.92	.776	24
Commitment2	HK\$50001 -HK\$60000	2.67	.844	30
	HK\$60001 -HK\$70000	2.17	.778	23
	HK\$70001 -HK\$80000	2.29	.470	17
	HK\$80001 -HK\$90000	1.82	.405	11
	HK\$90001 -HK\$100000	1.50	.577	4
	Total	2.80	.913	171
	Below HK\$10000	3.67	.577	3
	HK\$10001 -HK\$20000	3.36	1.008	14
	HK\$20001 -HK\$30000	3.72	.669	18
	HK\$30001 -HK\$40000	3.37	.565	27
	HK\$40001 -HK\$50000	2.96	.908	24
Commitment3	HK\$50001 -HK\$60000	2.63	.850	30
	HK\$60001 -HK\$70000	2.09	.668	23
	HK\$70001 -HK\$80000	2.18	.393	17
	HK\$80001 -HK\$90000	2.27	.467	11
	HK\$90001 -HK\$100000	2.25	.500	4
	Total	2.84	.906	171
	Below HK\$10000	3.33	.577	3
	HK\$10001 -HK\$20000	3.14	.864	14
	HK\$20001 -HK\$30000	3.78	.647	18
	HK\$30001 -HK\$40000	3.33	.620	27
Commitment4	HK\$40001 -HK\$50000	3.13	.900	24
	HK\$50001 -HK\$60000	2.67	.884	30
	HK\$60001 -HK\$70000	2.09	.793	23
	HK\$70001 -HK\$80000	2.00	.707	17
	HK\$80001 -HK\$90000	1.91	.831	11

	HK\$90001 -HK\$100000	1.25	.500	4
	Total	2.78	.999	171
	Below HK\$10000	3.33	1.155	3
	HK\$10001 -HK\$20000	3.50	.941	14
	HK\$20001 -HK\$30000	3.56	.856	18
	HK\$30001 -HK\$40000	3.26	.764	27
	HK\$40001 -HK\$50000	3.38	.770	24
Integrity1	HK\$50001 -HK\$60000	3.30	.702	30
	HK\$60001 -HK\$70000	3.35	.647	23
	HK\$70001 -HK\$80000	3.41	.618	17
	HK\$80001 -HK\$90000	3.45	.934	11
	HK\$90001 -HK\$100000	3.75	.500	4
	Total	3.39	.754	171
	Below HK\$10000	3.33	1.155	3
	HK\$10001 -HK\$20000	3.50	.941	14
	HK\$20001 -HK\$30000	3.61	.850	18
	HK\$30001 -HK\$40000	3.22	.801	27
	HK\$40001 -HK\$50000	3.33	.816	24
Integrity2	HK\$50001 -HK\$60000	3.17	.648	30
	HK\$60001 -HK\$70000	3.30	.635	23
	HK\$70001 -HK\$80000	3.35	.606	17
	HK\$80001 -HK\$90000	3.18	.751	11
	HK\$90001 -HK\$100000	3.50	.577	4
	Total	3.32	.749	171
	Below HK\$10000	3.67	.577	3
	HK\$10001 -HK\$20000	3.43	.514	14
	HK\$20001 -HK\$30000	3.44	.616	18
	HK\$30001 -HK\$40000	3.07	.730	27
	HK\$40001 -HK\$50000	3.38	.495	24
Benevolence1	HK\$50001 -HK\$60000	3.10	.759	30
	HK\$60001 -HK\$70000	3.09	.596	23
	HK\$70001 -HK\$80000	2.71	.588	17
	HK\$80001 -HK\$90000	2.91	.701	11
	HK\$90001 -HK\$100000	2.75	.957	4
	Total	3.15	.675	171
	Below HK\$10000	3.67	.577	3
Benevolence2	HK\$10001 -HK\$20000	3.64	.497	14
	HK\$20001 -HK\$30000	3.39	.698	18

	HK\$30001 -HK\$40000	3.19	.622	27
	HK\$40001 -HK\$50000	3.38	.495	24
	HK\$50001 -HK\$60000	3.07	.640	30
	HK\$60001 -HK\$70000	3.04	.638	23
	HK\$70001 -HK\$80000	2.82	.529	17
	HK\$80001 -HK\$90000	2.91	.701	11
	HK\$90001 -HK\$100000	2.75	.957	4
	Total	3.18	.645	171
	Below HK\$10000	4.00	1.000	3
	HK\$10001 -HK\$20000	4.00	.784	14
	HK\$20001 -HK\$30000	4.22	.548	18
	HK\$30001 -HK\$40000	3.89	.641	27
	HK\$40001 -HK\$50000	3.75	.532	24
Competence	HK\$50001 -HK\$60000	3.77	.430	30
	HK\$60001 -HK\$70000	3.83	.388	23
	HK\$70001 -HK\$80000	3.65	.493	17
	HK\$80001 -HK\$90000	3.73	.647	11
	HK\$90001 -HK\$100000	3.75	.500	4
	Total	3.85	.564	171
	Below HK\$10000	3.67	1.155	3
	HK\$10001 -HK\$20000	3.64	.929	14
	HK\$20001 -HK\$30000	3.78	.943	18
	HK\$30001 -HK\$40000	3.52	.893	27
	HK\$40001 -HK\$50000	3.63	.495	24
TeachingQuality1	HK\$50001 -HK\$60000	3.53	.571	30
	HK\$60001 -HK\$70000	3.48	.665	23
	HK\$70001 -HK\$80000	3.59	.618	17
	HK\$80001 -HK\$90000	3.64	.674	11
	HK\$90001 -HK\$100000	3.50	.577	4
	Total	3.58	.718	171
	Below HK\$10000	4.33	.577	3
	HK\$10001 -HK\$20000	3.79	.802	14
	HK\$20001 -HK\$30000	4.00	.840	18
	HK\$30001 -HK\$40000	3.48	.580	27
TeachingQuality2	HK\$40001 -HK\$50000	3.71	.624	24
	HK\$50001 -HK\$60000	3.37	.615	30
	HK\$60001 -HK\$70000	3.39	.783	23
	HK\$70001 -HK\$80000	3.29	.772	17

	HK\$80001 -HK\$90000	4.18	.874	11
	HK\$90001 -HK\$100000	4.00	1.155	4
	Total	3.61	.761	171
	Below HK\$10000	4.67	.577	3
	HK\$10001 -HK\$20000	4.00	.784	14
	HK\$20001 -HK\$30000	4.00	.686	18
	HK\$30001 -HK\$40000	3.85	.662	27
	HK\$40001 -HK\$50000	3.79	.588	24
TeachingQuality3	HK\$50001 -HK\$60000	3.60	.563	30
	HK\$60001 -HK\$70000	3.70	.765	23
	HK\$70001 -HK\$80000	3.53	.874	17
	HK\$80001 -HK\$90000	3.82	.751	11
	HK\$90001 -HK\$100000	3.75	.957	4
	Total	3.78	.707	171
	Below HK\$10000	4.67	.577	3
	HK\$10001 -HK\$20000	3.57	.756	14
	HK\$20001 -HK\$30000	3.61	.916	18
	HK\$30001 -HK\$40000	3.48	.700	27
	HK\$40001 -HK\$50000	3.63	.647	24
TeachingQuality4	HK\$50001 -HK\$60000	3.33	.844	30
	HK\$60001 -HK\$70000	3.35	.573	23
	HK\$70001 -HK\$80000	3.35	.862	17
	HK\$80001 -HK\$90000	3.36	.674	11
	HK\$90001 -HK\$100000	3.50	.577	4
	Total	3.48	.754	171
	Below HK\$10000	4.67	.577	3
	HK\$10001 -HK\$20000	3.71	.825	14
	HK\$20001 -HK\$30000	3.78	.732	18
	HK\$30001 -HK\$40000	3.33	.920	27
	HK\$40001 -HK\$50000	3.71	.624	24
TeachingQuality5	HK\$50001 -HK\$60000	3.50	.572	30
	HK\$60001 -HK\$70000	3.52	.846	23
	HK\$70001 -HK\$80000	3.41	.795	17
	HK\$80001 -HK\$90000	3.36	.809	11
	HK\$90001 -HK\$100000	3.50	1.000	4
	Total	3.56	.775	171
	Below HK\$10000	4.33	1.155	3
TeachingQuality6	HK\$10001 -HK\$20000	4.21	.802	14

	HK\$20001 -HK\$30000	3.89	.676	18
	HK\$30001 -HK\$40000	3.44	.751	27
	HK\$40001 -HK\$50000	3.92	.654	24
	HK\$50001 -HK\$60000	3.57	.626	30
	HK\$60001 -HK\$70000	3.48	.790	23
	HK\$70001 -HK\$80000	3.47	.800	17
	HK\$80001 -HK\$90000	4.00	.775	11
	HK\$90001 -HK\$100000	3.75	.957	4
	Total	3.71	.765	171
	Below HK\$10000	3.33	.577	3
	HK\$10001 -HK\$20000	3.64	.497	14
	HK\$20001 -HK\$30000	3.94	.539	18
	HK\$30001 -HK\$40000	3.59	.694	27
	HK\$40001 -HK\$50000	3.83	.381	24
TeachingQuality7	HK\$50001 -HK\$60000	3.67	.606	30
	HK\$60001 -HK\$70000	3.87	.344	23
	HK\$70001 -HK\$80000	3.94	.429	17
	HK\$80001 -HK\$90000	4.00	.000	11
	HK\$90001 -HK\$100000	4.00	.000	4
	Total	3.78	.514	171
	Below HK\$10000	4.33	.577	3
	HK\$10001 -HK\$20000	3.79	.802	14
	HK\$20001 -HK\$30000	4.00	.485	18
	HK\$30001 -HK\$40000	3.56	.506	27
	HK\$40001 -HK\$50000	3.67	.702	24
TeachingQuality8	HK\$50001 -HK\$60000	3.43	.679	30
	HK\$60001 -HK\$70000	3.48	.511	23
	HK\$70001 -HK\$80000	3.35	.493	17
	HK\$80001 -HK\$90000	3.45	.522	11
	HK\$90001 -HK\$100000	3.25	.500	4
	Total	3.58	.621	171
	Below HK\$10000	4.00	1.000	3
	HK\$10001 -HK\$20000	3.64	1.008	14
	HK\$20001 -HK\$30000	3.72	.752	18
TeachingQuality9	HK\$30001 -HK\$40000	3.52	.509	27
	HK\$40001 -HK\$50000	3.75	.608	24
	HK\$50001 -HK\$60000	3.33	.547	30
	HK\$60001 -HK\$70000	3.26	.449	23

	HK\$70001 -HK\$80000	3.24	.664	17
	HK\$80001 -HK\$90000	3.45	.522	11
	HK\$90001 -HK\$100000	3.50	.577	4
	Total	3.49	.645	171
	Below HK\$10000	4.00	1.000	3
	HK\$10001 -HK\$20000	3.50	1.160	14
	HK\$20001 -HK\$30000	3.78	.808	18
	HK\$30001 -HK\$40000	3.41	.572	27
	HK\$40001 -HK\$50000	3.71	.464	24
TeachingQuality10	HK\$50001 -HK\$60000	3.27	.740	30
	HK\$60001 -HK\$70000	3.39	.583	23
	HK\$70001 -HK\$80000	3.53	.514	17
	HK\$80001 -HK\$90000	3.45	.522	11
	HK\$90001 -HK\$100000	3.25	.500	4
	Total	3.49	.689	171
	Below HK\$10000	4.67	.577	3
	HK\$10001 -HK\$20000	4.00	.877	14
	HK\$20001 -HK\$30000	4.06	.998	18
	HK\$30001 -HK\$40000	3.63	.967	27
	HK\$40001 -HK\$50000	3.88	.537	24
ClassSize1	HK\$50001 -HK\$60000	3.80	.551	30
	HK\$60001 -HK\$70000	4.09	.668	23
	HK\$70001 -HK\$80000	3.71	.686	17
	HK\$80001 -HK\$90000	4.00	.775	11
	HK\$90001 -HK\$100000	4.00	1.155	4
	Total	3.89	.770	171
	Below HK\$10000	3.33	1.155	3
	HK\$10001 -HK\$20000	3.64	.842	14
	HK\$20001 -HK\$30000	3.50	.707	18
	HK\$30001 -HK\$40000	3.30	.775	27
	HK\$40001 -HK\$50000	3.42	.654	24
ClassSize2	HK\$50001 -HK\$60000	3.23	.817	30
	HK\$60001 -HK\$70000	2.74	1.010	23
	HK\$70001 -HK\$80000	2.76	.664	17
	HK\$80001 -HK\$90000	2.45	.688	11
	HK\$90001 -HK\$100000	2.50	.577	4
	Total	3.15	.847	171
ClassSize3	Below HK\$10000	4.33	.577	3

	HK\$10001 -HK\$20000	3.93	.730	14
	HK\$20001 -HK\$30000	3.78	.732	18
	HK\$30001 -HK\$40000	3.48	.849	27
	HK\$40001 -HK\$50000	3.83	.482	24
	HK\$50001 -HK\$60000	3.87	.507	30
	HK\$60001 -HK\$70000	3.78	.518	23
	HK\$70001 -HK\$80000	3.71	.588	17
	HK\$80001 -HK\$90000	3.73	.467	11
	HK\$90001 -HK\$100000	3.50	.577	4
	Total	3.76	.629	171
	Below HK\$10000	4.33	.577	3
	HK\$10001 -HK\$20000	4.29	.469	14
	HK\$20001 -HK\$30000	3.94	.725	18
	HK\$30001 -HK\$40000	3.89	.506	27
	HK\$40001 -HK\$50000	3.79	.588	24
Location1	HK\$50001 -HK\$60000	3.87	.434	30
	HK\$60001 -HK\$70000	3.78	.518	23
	HK\$70001 -HK\$80000	3.82	.951	17
	HK\$80001 -HK\$90000	3.91	.944	11
	HK\$90001 -HK\$100000	4.00	1.155	4
	Total	3.90	.639	171
	Below HK\$10000	4.33	.577	3
	HK\$10001 -HK\$20000	4.07	.730	14
	HK\$20001 -HK\$30000	3.94	.639	18
	HK\$30001 -HK\$40000	3.96	.587	27
	HK\$40001 -HK\$50000	3.92	.408	24
Location2	HK\$50001 -HK\$60000	4.13	.629	30
	HK\$60001 -HK\$70000	4.13	.548	23
	HK\$70001 -HK\$80000	4.12	.781	17
	HK\$80001 -HK\$90000	4.36	.505	11
	HK\$90001 -HK\$100000	4.50	.577	4
	Total	4.08	.604	171
	Below HK\$10000	4.33	.577	3
	HK\$10001 -HK\$20000	3.79	.802	14
	HK\$20001 -HK\$30000	3.83	1.098	18
Location3	HK\$30001 -HK\$40000	3.81	.962	27
	HK\$40001 -HK\$50000	3.92	.830	24
	HK\$50001 -HK\$60000	3.77	.728	30

	HK\$60001 -HK\$70000	3.87	.869	23
	HK\$70001 -HK\$80000	3.71	.849	17
	HK\$80001 -HK\$90000	4.27	.905	11
	HK\$90001 -HK\$100000	4.00	1.155	4
	Total	3.86	.870	171
	Below HK\$10000	2.67	1.155	3
	HK\$10001 -HK\$20000	3.36	.745	14
	HK\$20001 -HK\$30000	2.83	1.098	18
	HK\$30001 -HK\$40000	2.59	1.152	27
	HK\$40001 -HK\$50000	3.54	.779	24
TuitionFee1	HK\$50001 -HK\$60000	3.17	.834	30
	HK\$60001 -HK\$70000	3.48	1.039	23
	HK\$70001 -HK\$80000	3.29	.985	17
	HK\$80001 -HK\$90000	3.64	1.120	11
	HK\$90001 -HK\$100000	3.25	1.500	4
	Total	3.19	1.023	171
	Below HK\$10000	2.00	.000	3
	HK\$10001 -HK\$20000	3.00	1.038	14
	HK\$20001 -HK\$30000	2.56	1.042	18
	HK\$30001 -HK\$40000	2.63	1.079	27
	HK\$40001 -HK\$50000	3.38	.770	24
TuitionFee2	HK\$50001 -HK\$60000	3.13	.681	30
	HK\$60001 -HK\$70000	3.48	.898	23
	HK\$70001 -HK\$80000	3.47	.717	17
	HK\$80001 -HK\$90000	3.91	.701	11
	HK\$90001 -HK\$100000	3.75	.957	4
	Total	3.14	.954	171
	Below HK\$10000	4.00	1.000	3
	HK\$10001 -HK\$20000	3.64	.745	14
	HK\$20001 -HK\$30000	3.67	.686	18
	HK\$30001 -HK\$40000	3.78	.577	27
	HK\$40001 -HK\$50000	3.67	.565	24
TuitionFee3	HK\$50001 -HK\$60000	3.93	.583	30
	HK\$60001 -HK\$70000	4.00	.853	23
	HK\$70001 -HK\$80000	4.35	.606	17
	HK\$80001 -HK\$90000	4.64	.505	11
	HK\$90001 -HK\$100000	5.00	.000	4
	Total	3.94	.709	171

	Below HK\$10000	3.67	.577	3
	HK\$10001 -HK\$20000	3.43	.514	14
	HK\$20001 -HK\$30000	3.61	.608	18
	HK\$30001 -HK\$40000	3.70	.609	27
	HK\$40001 -HK\$50000	3.71	.624	24
TuitionFee4	HK\$50001 -HK\$60000	3.63	.718	30
	HK\$60001 -HK\$70000	3.87	.815	23
	HK\$70001 -HK\$80000	4.12	.928	17
	HK\$80001 -HK\$90000	4.36	.674	11
	HK\$90001 -HK\$100000	4.75	.500	4
	Total	3.79	.729	171
	Below HK\$10000	3.33	.577	3
	HK\$10001 -HK\$20000	4.07	.730	14
	HK\$20001 -HK\$30000	3.72	.895	18
	HK\$30001 -HK\$40000	3.52	.580	27
	HK\$40001 -HK\$50000	3.58	.654	24
ShareValue	HK\$50001 -HK\$60000	3.40	.724	30
	HK\$60001 -HK\$70000	3.30	.470	23
	HK\$70001 -HK\$80000	3.12	1.054	17
	HK\$80001 -HK\$90000	3.36	.924	11
	HK\$90001 -HK\$100000	3.50	.577	4
	Total	3.49	.754	171

APPENDIX 6.8 - Test of Between-Subjects Effects (between family income and dependent variables)

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
	Trust1	2.881 ^a	9	.320	.664	.741	.036
	Trust2	7.161 ^b	9	.796	1.990	.044	.100
	Trust3	7.036 ^c	9	.782	1.763	.079	.090
	Trust4	6.822 ^d	9	.758	2.722	.006	.132
	Trust5	6.570 ^e	9	.730	1.847	.064	.094
	Trust6	5.470 ^f	9	.608	1.220	.286	.064
	Trust7	6.444 ^g	9	.716	2.403	.014	.118
	Trust8	5.322 ^h	9	.591	1.775	.077	.090
	Trust9	9.626 ⁱ	9	1.070	3.066	.002	.146
	Trust10	12.032 ^j	9	1.337	3.545	.000	.165
	Trust11	6.544 ^k	9	.727	2.257	.021	.112
	Trust12	5.755 ^l	9	.639	1.428	.180	.074
	Trust13	5.046 ^m	9	.561	1.569	.129	.081
	Commitment1	38.054 ⁿ	9	4.228	7.429	.000	.293
Corrected Model	Commitment2	60.207 ^o	9	6.690	13.194	.000	.424
	Commitment3	54.473 ^p	9	6.053	11.472	.000	.391
	Commitment4	71.287 ^q	9	7.921	12.977	.000	.420
	Integrity1	1.993 ^r	9	.221	.377	.945	.021
	Integrity2	3.311 ^s	9	.368	.644	.758	.035
	Benevolence1	9.614 ^t	9	1.068	2.539	.009	.124
	Benevolence2	9.926 ^u	9	1.103	2.920	.003	.140
	Competence	4.284 ^v	9	.476	1.540	.138	.079
	TeachingQuality1	1.294 ^w	9	.144	.268	.982	.015
	TeachingQuality2	14.193 ^x	9	1.577	3.011	.002	.144
	TeachingQuality3	6.271 ^y	9	.697	1.425	.181	.074
	TeachingQuality4	6.628 ^z	9	.736	1.317	.232	.069
	TeachingQuality5	7.727 ^{aa}	9	.859	1.463	.166	.076
	TeachingQuality6	11.987 ^{ab}	9	1.332	2.454	.012	.121
	TeachingQuality7	4.100 ^{ac}	9	.456	1.794	.073	.091

	TeachingQuality8	8.031 ^{ad}	9	.892	2.499	.011	.123
	TeachingQuality9	6.783 ^{ae}	9	.754	1.897	.056	.096
	TeachingQuality10	5.591 ^{af}	9	.621	1.331	.225	.069
	ClassSize1	6.201 ^{ag}	9	.689	1.172	.317	.061
	ClassSize2	21.615 ^{ah}	9	2.402	3.850	.000	.177
	ClassSize3	4.298 ^{ai}	9	.478	1.223	.284	.064
	Location1	3.457 ^{aj}	9	.384	.939	.493	.050
	Location2	3.290 ^{ak}	9	.366	1.002	.440	.053
	Location3	3.514 ^{al}	9	.390	.502	.871	.027
	TuitionFee1	20.423 ^{am}	9	2.269	2.318	.018	.115
	TuitionFee2	31.166 ^{an}	9	3.463	4.516	.000	.202
	TuitionFee3	17.906 ^{ao}	9	1.990	4.745	.000	.210
	TuitionFee4	12.825 ^{ap}	9	1.425	2.957	.003	.142
	ShareValue	9.577 ^{aq}	9	1.064	1.966	.047	.099
	Trust1	1294.176	1	1294.176	2683.514	.000	.943
	Trust2	1314.933	1	1314.933	3289.383	.000	.953
	Trust3	1517.012	1	1517.012	3421.434	.000	.955
	Trust4	1064.339	1	1064.339	3821.641	.000	.960
	Trust5	1423.732	1	1423.732	3603.132	.000	.957
	Trust6	1366.818	1	1366.818	2744.159	.000	.945
	Trust7	1375.526	1	1375.526	4615.975	.000	.966
	Trust8	1600.237	1	1600.237	4804.426	.000	.968
	Trust9	1667.696	1	1667.696	4780.648	.000	.967
	Trust10	1177.691	1	1177.691	3122.831	.000	.951
	Trust11	1241.787	1	1241.787	3853.883	.000	.960
Intercept	Trust12	1237.917	1	1237.917	2765.017	.000	.945
	Trust13	1188.717	1	1188.717	3326.840	.000	.954
	Commitment1	790.333	1	790.333	1388.668	.000	.896
	Commitment2	738.895	1	738.895	1457.353	.000	.901
	Commitment3	799.477	1	799.477	1515.339	.000	.904
	Commitment4	698.026	1	698.026	1143.620	.000	.877
	Integrity1	1157.599	1	1157.599	1971.505	.000	.925
	Integrity2	1105.430	1	1105.430	1934.516	.000	.923
	Benevolence1	979.568	1	979.568	2328.477	.000	.935
	Benevolence2	998.960	1	998.960	2644.809	.000	.943
	Competence	1465.467	1	1465.467	4741.280	.000	.967

	TeachingQuality1	1273.799	1	1273.799	2378.400	.000	.937
	TeachingQuality2	1387.857	1	1387.857	2649.537	.000	.943
	TeachingQuality3	1474.997	1	1474.997	3016.559	.000	.949
	TeachingQuality4	1265.766	1	1265.766	2263.042	.000	.934
	TeachingQuality5	1311.654	1	1311.654	2234.776	.000	.933
	TeachingQuality6	1426.597	1	1426.597	2628.161	.000	.942
	TeachingQuality7	1408.725	1	1408.725	5546.191	.000	.972
	TeachingQuality8	1298.234	1	1298.234	3635.736	.000	.958
	TeachingQuality9	1235.183	1	1235.183	3109.508	.000	.951
	TeachingQuality10	1225.980	1	1225.980	2626.676	.000	.942
	ClassSize1	1561.305	1	1561.305	2654.723	.000	.943
	ClassSize2	939.012	1	939.012	1505.314	.000	.903
	ClassSize3	1417.152	1	1417.152	3629.021	.000	.958
	Location1	1546.149	1	1546.149	3780.106	.000	.959
	Location2	1693.720	1	1693.720	4643.766	.000	.966
	Location3	1520.718	1	1520.718	1956.840	.000	.924
	TuitionFee1	996.794	1	996.794	1018.373	.000	.863
	TuitionFee2	964.764	1	964.764	1258.056	.000	.887
	TuitionFee3	1629.227	1	1629.227	3885.503	.000	.960
	TuitionFee4	1486.386	1	1486.386	3084.007	.000	.950
	ShareValue	1200.336	1	1200.336	2217.231	.000	.932
	Trust1	2.881	9	.320	.664	.741	.036
	Trust2	7.161	9	.796	1.990	.044	.100
	Trust3	7.036	9	.782	1.763	.079	.090
	Trust4	6.822	9	.758	2.722	.006	.132
	Trust5	6.570	9	.730	1.847	.064	.094
	Trust6	5.470	9	.608	1.220	.286	.064
	Trust7	6.444	9	.716	2.403	.014	.118
	Trust8	5.322	9	.591	1.775	.077	.090
FamIncome	Trust9	9.626	9	1.070	3.066	.002	.146
	Trust10	12.032	9	1.337	3.545	.000	.165
	Trust11	6.544	9	.727	2.257	.021	.112
	Trust12	5.755	9	.639	1.428	.180	.074
	Trust13	5.046	9	.561	1.569	.129	.081
	Commitment1	38.054	9	4.228	7.429	.000	.293
	Commitment2	60.207	9	6.690	13.194	.000	.424
	Commitment3	54.473	9	6.053	11.472	.000	.391
	Commitment4	71.287	9	7.921	12.977	.000	.420

	Integrity1	1.993	9	.221	.377	.945	.021
	Integrity2	3.311	9	.368	.644	.758	.035
	Benevolence1	9.614	9	1.068	2.539	.009	.124
	Benevolence2	9.926	9	1.103	2.920	.003	.140
	Competence	4.284	9	.476	1.540	.138	.079
	TeachingQuality1	1.294	9	.144	.268	.982	.015
	TeachingQuality2	14.193	9	1.577	3.011	.002	.144
	TeachingQuality3	6.271	9	.697	1.425	.181	.074
	TeachingQuality4	6.628	9	.736	1.317	.232	.069
	TeachingQuality5	7.727	9	.859	1.463	.166	.076
	TeachingQuality6	11.987	9	1.332	2.454	.012	.121
	TeachingQuality7	4.100	9	.456	1.794	.073	.091
	TeachingQuality8	8.031	9	.892	2.499	.011	.123
	TeachingQuality9	6.783	9	.754	1.897	.056	.096
	TeachingQuality10	5.591	9	.621	1.331	.225	.069
	ClassSize1	6.201	9	.689	1.172	.317	.061
	ClassSize2	21.615	9	2.402	3.850	.000	.177
	ClassSize3	4.298	9	.478	1.223	.284	.064
	Location1	3.457	9	.384	.939	.493	.050
	Location2	3.290	9	.366	1.002	.440	.053
	Location3	3.514	9	.390	.502	.871	.027
	TuitionFee1	20.423	9	2.269	2.318	.018	.115
	TuitionFee2	31.166	9	3.463	4.516	.000	.202
	TuitionFee3	17.906	9	1.990	4.745	.000	.210
	TuitionFee4	12.825	9	1.425	2.957	.003	.142
	ShareValue	9.577	9	1.064	1.966	.047	.099
	Trust1	77.645	161	.482			
	Trust2	64.360	161	.400			
	Trust3	71.385	161	.443			
	Trust4	44.839	161	.279			
	Trust5	63.617	161	.395			
	Trust6	80.191	161	.498			
Error	Trust7	47.977	161	.298			
	Trust8	53.625	161	.333			
	Trust9	56.164	161	.349			
	Trust10	60.717	161	.377			
	Trust11	51.877	161	.322			
	Trust12	72.081	161	.448			

	Trust13	57.527	161	.357		
	Commitment1	91.630	161	.569		
	Commitment2	81.629	161	.507		
	Commitment3	84.942	161	.528		
	Commitment4	98.269	161	.610		
	Integrity1	94.534	161	.587		
	Integrity2	91.999	161	.571		
	Benevolence1	67.731	161	.421		
	Benevolence2	60.811	161	.378		
	Competence	49.763	161	.309		
	TeachingQuality1	86.227	161	.536		
	TeachingQuality2	84.334	161	.524		
	TeachingQuality3	78.724	161	.489		
	TeachingQuality4	90.051	161	.559		
	TeachingQuality5	94.495	161	.587		
	TeachingQuality6	87.393	161	.543		
	TeachingQuality7	40.894	161	.254		
	TeachingQuality8	57.489	161	.357		
	TeachingQuality9	63.954	161	.397		
	TeachingQuality10	75.145	161	.467		
	ClassSize1	94.688	161	.588		
	ClassSize2	100.431	161	.624		
	ClassSize3	62.871	161	.391		
	Location1	65.853	161	.409		
	Location2	58.722	161	.365		
	Location3	125.118	161	.777		
	TuitionFee1	157.588	161	.979		
	TuitionFee2	123.466	161	.767		
	TuitionFee3	67.509	161	.419		
	TuitionFee4	77.597	161	.482		
	ShareValue	87.160	161	.541		
	Trust1	2314.000	171			
	Trust2	2334.000	171			
	Trust3	2534.000	171			
Total	Trust4	1945.000	171			
	Trust5	2473.000	171			
	Trust6	2392.000	171			
	Trust7	2510.000	171			

Trust8	2771.000	171				
Trust9	2850.000	171				
Trust10	2164.000	171				
Trust11	2206.000	171				
Trust12	2261.000	171				
Trust13	2119.000	171				
Commitment1	1580.000	171				
Commitment2	1478.000	171				
Commitment3	1515.000	171				
Commitment4	1489.000	171				
Integrity1	2057.000	171				
Integrity2	1982.000	171				
Benevolence1	1770.000	171				
Benevolence2	1795.000	171				
Competence	2586.000	171				
TeachingQuality1	2285.000	171				
TeachingQuality2	2332.000	171				
TeachingQuality3	2533.000	171				
TeachingQuality4	2167.000	171				
TeachingQuality5	2264.000	171				
TeachingQuality6	2450.000	171				
TeachingQuality7	2493.000	171				
TeachingQuality8	2263.000	171				
TeachingQuality9	2155.000	171				
TeachingQuality10	2165.000	171				
ClassSize1	2687.000	171				
ClassSize2	1821.000	171				
ClassSize3	2485.000	171				
Location1	2671.000	171				
Location2	2903.000	171				
Location3	2676.000	171				
TuitionFee1	1915.000	171				
TuitionFee2	1841.000	171				
TuitionFee3	2742.000	171				
TuitionFee4	2546.000	171				
ShareValue	2181.000	171				
Trust1	80.526	170				
Trust2	71.520	170				
Corrected Total						

Trust3	78.421	170				
Trust4	51.661	170				
Trust5	70.187	170				
Trust6	85.661	170				
Trust7	54.421	170				
Trust8	58.947	170				
Trust9	65.789	170				
Trust10	72.749	170				
Trust11	58.421	170				
Trust12	77.836	170				
Trust13	62.573	170				
Commitment1	129.684	170				
Commitment2	141.836	170				
Commitment3	139.415	170				
Commitment4	169.556	170				
Integrity1	96.526	170				
Integrity2	95.310	170				
Benevolence1	77.345	170				
Benevolence2	70.737	170				
Competence	54.047	170				
TeachingQuality1	87.520	170				
TeachingQuality2	98.526	170				
TeachingQuality3	84.994	170				
TeachingQuality4	96.678	170				
TeachingQuality5	102.222	170				
TeachingQuality6	99.380	170				
TeachingQuality7	44.994	170				
TeachingQuality8	65.520	170				
TeachingQuality9	70.737	170				
TeachingQuality10	80.737	170				
ClassSize1	100.889	170				
ClassSize2	122.047	170				
ClassSize3	67.170	170				
Location1	69.310	170				

Location2	62.012	170				
Location3	128.632	170				
TuitionFee1	178.012	170				
TuitionFee2	154.632	170				
TuitionFee3	85.415	170				
TuitionFee4	90.421	170				
ShareValue	96.737	170				

APPENDIX 6.9 - Descriptive statistics between years of experience in private early childhood education centre and dependent variables

Descriptive Statistics

	Years of experience in joining the early childhood education centre	Mean	Std. Deviation	N	
Trust1	6 months below	3.27	.647	11	
	7 months - 12 months	3.59	.844	27	
	1 year -1 year 6 months	3.71	.802	38	
	1 year 7 months - 2 years	3.82	.576	34	
	2 years - 2 years 6 months	3.38	.619	16	
	2 years 7 months - 3 years	3.58	.607	19	
	3 years - 3 years 6 months	3.45	.522	11	
	3 years 7 months - 4 years	3.50	.577	4	
	4 years - 4 years 6 months	3.80	.447	5	
	4 years 7 months - 5 years	3.33	.577	3	
	5 years or above	3.67	.577	3	
	Total	3.61	.688	171	
	Trust2	6 months below	3.55	.688	11
		7 months - 12 months	3.74	.764	27
1 year -1 year 6 months		3.63	.633	38	
1 year 7 months - 2 years		3.68	.727	34	
2 years - 2 years 6 months		3.56	.629	16	
2 years 7 months - 3 years		3.58	.507	19	
3 years - 3 years 6 months		3.45	.522	11	
3 years 7 months - 4 years		3.50	.577	4	
4 years - 4 years 6 months		4.00	.000	5	
4 years 7 months - 5 years		4.00	1.000	3	
5 years or above		3.33	.577	3	
Total		3.64	.649	171	
Trust3		6 months below	4.09	.831	11
		7 months - 12 months	3.96	.437	27
	1 year -1 year 6 months	3.92	.587	38	
	1 year 7 months - 2 years	3.94	.422	34	
	2 years - 2 years 6 months	3.19	.834	16	
	2 years 7 months - 3 years	3.32	.820	19	
	3 years - 3 years 6 months	3.73	.647	11	

	3 years 7 months - 4 years	3.50	.577	4
	4 years - 4 years 6 months	4.00	.707	5
	4 years 7 months - 5 years	3.67	.577	3
	5 years or above	4.33	1.155	3
	Total	3.79	.679	171
	6 months below	3.45	.522	11
	7 months - 12 months	3.44	.698	27
	1 year -1 year 6 months	3.32	.525	38
	1 year 7 months - 2 years	3.24	.496	34
	2 years - 2 years 6 months	3.31	.479	16
	2 years 7 months - 3 years	3.32	.582	19
Trust4	3 years - 3 years 6 months	3.36	.505	11
	3 years 7 months - 4 years	2.75	.500	4
	4 years - 4 years 6 months	3.40	.548	5
	4 years 7 months - 5 years	3.67	.577	3
	5 years or above	3.33	.577	3
	Total	3.33	.551	171
	6 months below	4.09	.831	11
	7 months - 12 months	4.00	.392	27
	1 year -1 year 6 months	3.76	.675	38
	1 year 7 months - 2 years	3.65	.597	34
	2 years - 2 years 6 months	3.38	.806	16
	2 years 7 months - 3 years	3.79	.631	19
Trust5	3 years - 3 years 6 months	3.45	.522	11
	3 years 7 months - 4 years	3.75	.500	4
	4 years - 4 years 6 months	3.60	.548	5
	4 years 7 months - 5 years	4.00	.000	3
	5 years or above	4.00	1.000	3
	Total	3.75	.643	171
	6 months below	4.18	.751	11
	7 months - 12 months	3.74	.903	27
	1 year -1 year 6 months	3.66	.745	38
	1 year 7 months - 2 years	3.65	.646	34
Trust6	2 years - 2 years 6 months	3.69	.602	16
	2 years 7 months - 3 years	3.63	.597	19
	3 years - 3 years 6 months	3.64	.505	11
	3 years 7 months - 4 years	3.00	.816	4
	4 years - 4 years 6 months	3.20	.447	5

	4 years 7 months - 5 years	3.33	.577	3
	5 years or above	4.00	.000	3
	Total	3.67	.710	171
	6 months below	4.09	.701	11
	7 months - 12 months	3.96	.437	27
	1 year -1 year 6 months	3.84	.594	38
	1 year 7 months - 2 years	3.65	.485	34
	2 years - 2 years 6 months	3.88	.342	16
Trust7	2 years 7 months - 3 years	3.47	.772	19
	3 years - 3 years 6 months	3.64	.674	11
	3 years 7 months - 4 years	3.50	.577	4
	4 years - 4 years 6 months	4.00	.000	5
	4 years 7 months - 5 years	4.00	.000	3
	5 years or above	4.00	.000	3
	Total	3.79	.566	171
	6 months below	4.55	.522	11
	7 months - 12 months	3.93	.550	27
	1 year -1 year 6 months	4.03	.636	38
	1 year 7 months - 2 years	3.79	.592	34
	2 years - 2 years 6 months	3.81	.403	16
Trust8	2 years 7 months - 3 years	3.95	.621	19
	3 years - 3 years 6 months	4.00	.447	11
	3 years 7 months - 4 years	4.25	.500	4
	4 years - 4 years 6 months	4.00	.707	5
	4 years 7 months - 5 years	4.00	.000	3
	5 years or above	4.67	.577	3
	Total	3.98	.589	171
	6 months below	4.18	.874	11
	7 months - 12 months	3.78	.698	27
	1 year -1 year 6 months	4.18	.652	38
	1 year 7 months - 2 years	4.00	.696	34
	2 years - 2 years 6 months	3.94	.250	16
Trust9	2 years 7 months - 3 years	4.00	.333	19
	3 years - 3 years 6 months	4.09	.539	11
	3 years 7 months - 4 years	4.00	.816	4
	4 years - 4 years 6 months	4.20	.447	5
	4 years 7 months - 5 years	4.00	.000	3
	5 years or above	4.67	.577	3

Trust10	Total	4.04	.622	171
	6 months below	3.73	.467	11
	7 months - 12 months	3.81	.557	27
	1 year -1 year 6 months	3.26	.644	38
	1 year 7 months - 2 years	3.12	.640	34
	2 years - 2 years 6 months	3.94	.574	16
	2 years 7 months - 3 years	3.53	.612	19
	3 years - 3 years 6 months	3.64	.674	11
	3 years 7 months - 4 years	3.75	.500	4
	4 years - 4 years 6 months	3.40	.548	5
	4 years 7 months - 5 years	4.00	.000	3
	5 years or above	3.33	.577	3
	Total	3.50	.654	171
Trust11	6 months below	3.82	.603	11
	7 months - 12 months	3.89	.424	27
	1 year -1 year 6 months	3.45	.504	38
	1 year 7 months - 2 years	3.38	.697	34
	2 years - 2 years 6 months	3.50	.730	16
	2 years 7 months - 3 years	3.47	.513	19
	3 years - 3 years 6 months	3.45	.522	11
	3 years 7 months - 4 years	3.25	.500	4
	4 years - 4 years 6 months	3.60	.548	5
	4 years 7 months - 5 years	4.00	.000	3
	5 years or above	3.33	.577	3
	Total	3.54	.586	171
	Trust12	6 months below	4.00	.775
7 months - 12 months		3.93	.616	27
1 year -1 year 6 months		3.47	.687	38
1 year 7 months - 2 years		3.32	.589	34
2 years - 2 years 6 months		3.63	.619	16
2 years 7 months - 3 years		3.63	.597	19
3 years - 3 years 6 months		3.45	.688	11
3 years 7 months - 4 years		3.25	.957	4
4 years - 4 years 6 months		3.40	.548	5
4 years 7 months - 5 years		4.00	.000	3
5 years or above		3.00	1.000	3
Total		3.57	.677	171
Trust13		6 months below	3.91	.701

	7 months - 12 months	3.78	.577	27
	1 year -1 year 6 months	3.24	.542	38
	1 year 7 months - 2 years	3.09	.452	34
	2 years - 2 years 6 months	3.69	.602	16
	2 years 7 months - 3 years	3.53	.513	19
	3 years - 3 years 6 months	3.73	.647	11
	3 years 7 months - 4 years	3.25	.500	4
	4 years - 4 years 6 months	3.60	.548	5
	4 years 7 months - 5 years	4.00	.000	3
	5 years or above	3.33	.577	3
	Total	3.47	.607	171
	6 months below	3.36	.809	11
	7 months - 12 months	3.48	.935	27
	1 year -1 year 6 months	2.79	.811	38
	1 year 7 months - 2 years	2.56	.960	34
	2 years - 2 years 6 months	3.00	.966	16
	2 years 7 months - 3 years	2.95	.524	19
Commitment1	3 years - 3 years 6 months	2.82	.603	11
	3 years 7 months - 4 years	2.25	.500	4
	4 years - 4 years 6 months	2.80	.837	5
	4 years 7 months - 5 years	2.67	.577	3
	5 years or above	2.67	.577	3
	Total	2.91	.873	171
	6 months below	3.45	.688	11
	7 months - 12 months	3.56	.847	27
	1 year -1 year 6 months	2.61	1.001	38
	1 year 7 months - 2 years	2.38	.853	34
	2 years - 2 years 6 months	3.00	.730	16
	2 years 7 months - 3 years	2.84	.602	19
Commitment2	3 years - 3 years 6 months	2.64	.505	11
	3 years 7 months - 4 years	1.75	.500	4
	4 years - 4 years 6 months	2.00	.707	5
	4 years 7 months - 5 years	2.67	.577	3
	5 years or above	2.67	.577	3
	Total	2.80	.913	171
	6 months below	3.36	.809	11
Commitment3	7 months - 12 months	3.74	.656	27
	1 year -1 year 6 months	2.74	1.005	38

	1 year 7 months - 2 years	2.56	.824	34
	2 years - 2 years 6 months	2.69	.602	16
	2 years 7 months - 3 years	2.79	.713	19
	3 years - 3 years 6 months	2.36	.674	11
	3 years 7 months - 4 years	2.00	.816	4
	4 years - 4 years 6 months	2.40	.894	5
	4 years 7 months - 5 years	2.33	.577	3
	5 years or above	2.33	.577	3
	Total	2.84	.906	171
	6 months below	3.36	.809	11
	7 months - 12 months	3.63	.742	27
	1 year -1 year 6 months	2.55	1.083	38
	1 year 7 months - 2 years	2.35	1.178	34
	2 years - 2 years 6 months	2.69	.704	16
	2 years 7 months - 3 years	2.79	.631	19
Commitment4	3 years - 3 years 6 months	2.82	.603	11
	3 years 7 months - 4 years	2.25	.957	4
	4 years - 4 years 6 months	2.40	.894	5
	4 years 7 months - 5 years	2.33	.577	3
	5 years or above	2.67	.577	3
	Total	2.78	.999	171
	6 months below	3.27	1.009	11
	7 months - 12 months	3.22	1.050	27
	1 year -1 year 6 months	3.42	.642	38
	1 year 7 months - 2 years	3.76	.554	34
	2 years - 2 years 6 months	3.63	.500	16
	2 years 7 months - 3 years	3.26	.653	19
Integrity1	3 years - 3 years 6 months	3.09	.701	11
	3 years 7 months - 4 years	2.75	.500	4
	4 years - 4 years 6 months	2.60	.548	5
	4 years 7 months - 5 years	3.33	.577	3
	5 years or above	3.33	.577	3
	Total	3.39	.754	171
	6 months below	3.36	1.027	11
	7 months - 12 months	3.19	1.039	27
Integrity2	1 year -1 year 6 months	3.39	.679	38
	1 year 7 months - 2 years	3.59	.609	34
	2 years - 2 years 6 months	3.38	.500	16

	2 years 7 months - 3 years	3.21	.631	19
	3 years - 3 years 6 months	3.00	.632	11
	3 years 7 months - 4 years	3.00	.816	4
	4 years - 4 years 6 months	2.80	.837	5
	4 years 7 months - 5 years	3.33	.577	3
	5 years or above	3.33	.577	3
	Total	3.32	.749	171
	6 months below	3.55	.522	11
	7 months - 12 months	3.44	.698	27
	1 year -1 year 6 months	2.97	.677	38
	1 year 7 months - 2 years	3.00	.778	34
	2 years - 2 years 6 months	3.00	.632	16
	2 years 7 months - 3 years	3.26	.562	19
Benevolence1	3 years - 3 years 6 months	2.91	.539	11
	3 years 7 months - 4 years	3.50	.577	4
	4 years - 4 years 6 months	3.00	.000	5
	4 years 7 months - 5 years	3.33	.577	3
	5 years or above	3.33	.577	3
	Total	3.15	.675	171
	6 months below	3.73	.467	11
	7 months - 12 months	3.48	.580	27
	1 year -1 year 6 months	3.03	.716	38
	1 year 7 months - 2 years	2.91	.753	34
	2 years - 2 years 6 months	3.25	.447	16
	2 years 7 months - 3 years	3.26	.653	19
Benevolence2	3 years - 3 years 6 months	3.09	.302	11
	3 years 7 months - 4 years	3.00	.000	4
	4 years - 4 years 6 months	3.00	.000	5
	4 years 7 months - 5 years	3.00	.000	3
	5 years or above	3.33	.577	3
	Total	3.18	.645	171
	6 months below	4.36	.505	11
	7 months - 12 months	4.04	.759	27
	1 year -1 year 6 months	3.92	.428	38
Competence	1 year 7 months - 2 years	3.88	.478	34
	2 years - 2 years 6 months	3.50	.516	16
	2 years 7 months - 3 years	3.74	.452	19
	3 years - 3 years 6 months	3.55	.522	11

	3 years 7 months - 4 years	3.50	.577	4
	4 years - 4 years 6 months	3.40	.548	5
	4 years 7 months - 5 years	3.67	.577	3
	5 years or above	4.00	.000	3
	Total	3.85	.564	171
	6 months below	4.00	.894	11
	7 months - 12 months	3.78	.751	27
	1 year -1 year 6 months	3.47	.762	38
	1 year 7 months - 2 years	3.44	.660	34
	2 years - 2 years 6 months	3.38	.719	16
	2 years 7 months - 3 years	3.32	.582	19
TeachingQuality1	3 years - 3 years 6 months	3.82	.405	11
	3 years 7 months - 4 years	4.00	.816	4
	4 years - 4 years 6 months	3.60	.548	5
	4 years 7 months - 5 years	4.33	.577	3
	5 years or above	4.00	.000	3
	Total	3.58	.718	171
	6 months below	4.00	.894	11
	7 months - 12 months	3.78	.506	27
	1 year -1 year 6 months	3.50	.762	38
	1 year 7 months - 2 years	3.71	.871	34
	2 years - 2 years 6 months	3.63	.619	16
	2 years 7 months - 3 years	3.21	.787	19
TeachingQuality2	3 years - 3 years 6 months	3.55	.820	11
	3 years 7 months - 4 years	3.50	1.000	4
	4 years - 4 years 6 months	4.00	.000	5
	4 years 7 months - 5 years	4.00	1.000	3
	5 years or above	3.00	.000	3
	Total	3.61	.761	171
	6 months below	4.18	.603	11
	7 months - 12 months	3.93	.550	27
	1 year -1 year 6 months	4.00	.697	38
	1 year 7 months - 2 years	3.68	.768	34
TeachingQuality3	2 years - 2 years 6 months	3.50	.632	16
	2 years 7 months - 3 years	3.32	.582	19
	3 years - 3 years 6 months	3.82	.751	11
	3 years 7 months - 4 years	3.75	.957	4
	4 years - 4 years 6 months	3.20	.447	5

	4 years 7 months - 5 years	4.33	.577	3
	5 years or above	4.33	.577	3
	Total	3.78	.707	171
	6 months below	4.00	.775	11
	7 months - 12 months	3.81	.622	27
	1 year -1 year 6 months	3.42	.826	38
	1 year 7 months - 2 years	3.32	.535	34
	2 years - 2 years 6 months	3.25	.577	16
TeachingQuality4	2 years 7 months - 3 years	3.21	.631	19
	3 years - 3 years 6 months	3.09	.944	11
	3 years 7 months - 4 years	3.75	1.258	4
	4 years - 4 years 6 months	3.20	.447	5
	4 years 7 months - 5 years	4.33	.577	3
	5 years or above	4.67	.577	3
	Total	3.48	.754	171
	6 months below	4.18	.603	11
	7 months - 12 months	3.59	.797	27
	1 year -1 year 6 months	3.61	.755	38
	1 year 7 months - 2 years	3.29	.836	34
	2 years - 2 years 6 months	3.44	.629	16
TeachingQuality5	2 years 7 months - 3 years	3.26	.452	19
	3 years - 3 years 6 months	3.64	.809	11
	3 years 7 months - 4 years	4.00	1.155	4
	4 years - 4 years 6 months	3.40	.548	5
	4 years 7 months - 5 years	4.00	1.000	3
	5 years or above	4.67	.577	3
	Total	3.56	.775	171
	6 months below	4.36	.505	11
	7 months - 12 months	4.00	.555	27
	1 year -1 year 6 months	3.63	.819	38
	1 year 7 months - 2 years	3.53	.788	34
	2 years - 2 years 6 months	3.69	.873	16
TeachingQuality6	2 years 7 months - 3 years	3.32	.582	19
	3 years - 3 years 6 months	3.82	.982	11
	3 years 7 months - 4 years	3.75	.957	4
	4 years - 4 years 6 months	3.80	.447	5
	4 years 7 months - 5 years	3.67	.577	3
	5 years or above	3.67	.577	3

	Total	3.71	.765	171
	6 months below	3.73	.647	11
	7 months - 12 months	3.85	.534	27
	1 year -1 year 6 months	3.84	.437	38
	1 year 7 months - 2 years	3.74	.511	34
	2 years - 2 years 6 months	3.44	.629	16
TeachingQuality7	2 years 7 months - 3 years	3.68	.582	19
	3 years - 3 years 6 months	3.91	.302	11
	3 years 7 months - 4 years	4.25	.500	4
	4 years - 4 years 6 months	4.00	.000	5
	4 years 7 months - 5 years	4.00	.000	3
	5 years or above	4.00	.000	3
	Total	3.78	.514	171
	6 months below	4.00	.894	11
	7 months - 12 months	4.00	.480	27
	1 year -1 year 6 months	3.50	.558	38
	1 year 7 months - 2 years	3.41	.500	34
	2 years - 2 years 6 months	3.31	.602	16
TeachingQuality8	2 years 7 months - 3 years	3.32	.478	19
	3 years - 3 years 6 months	3.73	.647	11
	3 years 7 months - 4 years	3.50	1.291	4
	4 years - 4 years 6 months	3.60	.548	5
	4 years 7 months - 5 years	3.67	.577	3
	5 years or above	4.00	.000	3
	Total	3.58	.621	171
	6 months below	4.27	.647	11
	7 months - 12 months	3.74	.656	27
	1 year -1 year 6 months	3.53	.603	38
	1 year 7 months - 2 years	3.29	.676	34
	2 years - 2 years 6 months	3.25	.447	16
TeachingQuality9	2 years 7 months - 3 years	3.11	.459	19
	3 years - 3 years 6 months	3.55	.522	11
	3 years 7 months - 4 years	3.50	.577	4
	4 years - 4 years 6 months	3.80	.447	5
	4 years 7 months - 5 years	3.67	.577	3
	5 years or above	3.00	.000	3
	Total	3.49	.645	171
TeachingQuality10	6 months below	4.18	.603	11

	7 months - 12 months	3.85	.602	27
	1 year -1 year 6 months	3.39	.595	38
	1 year 7 months - 2 years	3.26	.567	34
	2 years - 2 years 6 months	2.88	.957	16
	2 years 7 months - 3 years	3.37	.496	19
	3 years - 3 years 6 months	3.82	.603	11
	3 years 7 months - 4 years	3.25	.500	4
	4 years - 4 years 6 months	3.80	.447	5
	4 years 7 months - 5 years	4.00	.000	3
	5 years or above	3.67	.577	3
	Total	3.49	.689	171
	6 months below	4.00	.894	11
	7 months - 12 months	3.96	.854	27
	1 year -1 year 6 months	3.79	.935	38
	1 year 7 months - 2 years	3.88	.913	34
	2 years - 2 years 6 months	4.06	.574	16
ClassSize1	2 years 7 months - 3 years	3.79	.419	19
	3 years - 3 years 6 months	3.82	.405	11
	3 years 7 months - 4 years	3.75	.500	4
	4 years - 4 years 6 months	4.00	.707	5
	4 years 7 months - 5 years	4.00	.000	3
	5 years or above	4.00	.000	3
	Total	3.89	.770	171
	6 months below	3.64	.809	11
	7 months - 12 months	3.93	.474	27
	1 year -1 year 6 months	3.05	.899	38
	1 year 7 months - 2 years	2.74	.666	34
	2 years - 2 years 6 months	3.13	.619	16
ClassSize2	2 years 7 months - 3 years	3.16	.834	19
	3 years - 3 years 6 months	2.73	.905	11
	3 years 7 months - 4 years	3.00	.816	4
	4 years - 4 years 6 months	2.40	.548	5
	4 years 7 months - 5 years	3.33	1.528	3
	5 years or above	3.33	.577	3
	Total	3.15	.847	171
	6 months below	4.00	.775	11
ClassSize3	7 months - 12 months	4.04	.587	27
	1 year -1 year 6 months	3.68	.775	38

	1 year 7 months - 2 years	3.50	.663	34
	2 years - 2 years 6 months	3.88	.342	16
	2 years 7 months - 3 years	3.74	.452	19
	3 years - 3 years 6 months	3.73	.467	11
	3 years 7 months - 4 years	3.50	.577	4
	4 years - 4 years 6 months	3.80	.447	5
	4 years 7 months - 5 years	4.00	.000	3
	5 years or above	4.00	.000	3
	Total	3.76	.629	171
	6 months below	4.27	.647	11
	7 months - 12 months	4.19	.396	27
	1 year -1 year 6 months	3.82	.512	38
	1 year 7 months - 2 years	3.94	.814	34
	2 years - 2 years 6 months	3.81	.655	16
	2 years 7 months - 3 years	3.68	.671	19
Location1	3 years - 3 years 6 months	3.55	.688	11
	3 years 7 months - 4 years	4.25	.500	4
	4 years - 4 years 6 months	3.60	.548	5
	4 years 7 months - 5 years	3.67	.577	3
	5 years or above	4.00	.000	3
	Total	3.90	.639	171
	6 months below	4.18	.603	11
	7 months - 12 months	4.19	.396	27
	1 year -1 year 6 months	4.13	.529	38
	1 year 7 months - 2 years	4.06	.776	34
	2 years - 2 years 6 months	4.06	.574	16
	2 years 7 months - 3 years	3.74	.562	19
Location2	3 years - 3 years 6 months	3.82	.751	11
	3 years 7 months - 4 years	4.50	.577	4
	4 years - 4 years 6 months	4.00	.000	5
	4 years 7 months - 5 years	4.33	.577	3
	5 years or above	4.67	.577	3
	Total	4.08	.604	171
	6 months below	4.00	.447	11
	7 months - 12 months	4.04	.854	27
Location3	1 year -1 year 6 months	3.89	1.034	38
	1 year 7 months - 2 years	3.74	.931	34
	2 years - 2 years 6 months	3.81	.750	16

	2 years 7 months - 3 years	3.53	.772	19
	3 years - 3 years 6 months	3.64	.924	11
	3 years 7 months - 4 years	3.75	.500	4
	4 years - 4 years 6 months	4.40	.548	5
	4 years 7 months - 5 years	4.33	.577	3
	5 years or above	4.67	.577	3
	Total	3.86	.870	171
	6 months below	3.27	.786	11
	7 months - 12 months	2.89	1.121	27
	1 year -1 year 6 months	3.24	1.173	38
	1 year 7 months - 2 years	2.94	1.254	34
	2 years - 2 years 6 months	3.50	.632	16
	2 years 7 months - 3 years	3.26	.733	19
TuitionFee1	3 years - 3 years 6 months	3.27	.786	11
	3 years 7 months - 4 years	3.25	.957	4
	4 years - 4 years 6 months	4.00	.000	5
	4 years 7 months - 5 years	3.33	.577	3
	5 years or above	3.67	.577	3
	Total	3.19	1.023	171
	6 months below	2.73	1.009	11
	7 months - 12 months	2.59	.844	27
	1 year -1 year 6 months	3.24	1.051	38
	1 year 7 months - 2 years	3.18	1.114	34
	2 years - 2 years 6 months	3.44	.629	16
	2 years 7 months - 3 years	3.16	.688	19
TuitionFee2	3 years - 3 years 6 months	3.18	.874	11
	3 years 7 months - 4 years	3.50	1.000	4
	4 years - 4 years 6 months	4.00	.000	5
	4 years 7 months - 5 years	3.67	.577	3
	5 years or above	3.67	.577	3
	Total	3.14	.954	171
	6 months below	4.00	.775	11
	7 months - 12 months	3.63	.629	27
	1 year -1 year 6 months	4.18	.766	38
TuitionFee3	1 year 7 months - 2 years	4.26	.790	34
	2 years - 2 years 6 months	3.75	.447	16
	2 years 7 months - 3 years	3.74	.562	19
	3 years - 3 years 6 months	3.64	.674	11

	3 years 7 months - 4 years	3.75	.500	4
	4 years - 4 years 6 months	4.00	.000	5
	4 years 7 months - 5 years	3.67	.577	3
	5 years or above	3.67	.577	3
	Total	3.94	.709	171
	6 months below	3.64	.505	11
	7 months - 12 months	3.56	.577	27
	1 year -1 year 6 months	3.95	.804	38
	1 year 7 months - 2 years	4.15	.784	34
	2 years - 2 years 6 months	3.50	.516	16
	2 years 7 months - 3 years	3.63	.597	19
TuitionFee4	3 years - 3 years 6 months	3.55	.934	11
	3 years 7 months - 4 years	3.50	.577	4
	4 years - 4 years 6 months	3.80	.447	5
	4 years 7 months - 5 years	3.33	.577	3
	5 years or above	4.67	.577	3
	Total	3.79	.729	171
	6 months below	3.91	.701	11
	7 months - 12 months	3.89	.577	27
	1 year -1 year 6 months	3.47	.762	38
	1 year 7 months - 2 years	3.35	.544	34
	2 years - 2 years 6 months	3.69	.704	16
	2 years 7 months - 3 years	3.37	.684	19
ShareValue	3 years - 3 years 6 months	3.00	1.000	11
	3 years 7 months - 4 years	3.00	1.414	4
	4 years - 4 years 6 months	2.80	.837	5
	4 years 7 months - 5 years	3.00	.000	3
	5 years or above	4.00	1.000	3
	Total	3.49	.754	171

APPENDIX 6.10 - Test of Between-Subjects Effects (between years of experience in education centre and dependent variables)

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
	Trust1	4.827 ^a	10	.483	1.020	.429	.060
	Trust2	2.362 ^b	10	.236	.546	.855	.033
	Trust3	14.846 ^c	10	1.485	3.736	.000	.189
	Trust4	2.567 ^d	10	.257	.837	.594	.050
	Trust5	7.060 ^e	10	.706	1.789	.066	.101
	Trust6	6.651 ^f	10	.665	1.347	.210	.078
	Trust7	5.699 ^g	10	.570	1.872	.053	.105
	Trust8	7.034 ^h	10	.703	2.168	.022	.119
	Trust9	4.463 ⁱ	10	.446	1.164	.319	.068
	Trust10	14.758 ^j	10	1.476	4.072	.000	.203
	Trust11	6.613 ^k	10	.661	2.042	.032	.113
	Trust12	10.221 ^l	10	1.022	2.419	.010	.131
	Trust13	14.421 ^m	10	1.442	4.792	.000	.230
	Commitment1	18.233 ⁿ	10	1.823	2.618	.006	.141
Corrected Model	Commitment2	36.179 ^o	10	3.618	5.479	.000	.255
	Commitment3	36.260 ^p	10	3.626	5.624	.000	.260
	Commitment4	34.039 ^q	10	3.404	4.019	.000	.201
	Integrity1	12.670 ^r	10	1.267	2.418	.011	.131
	Integrity2	6.335 ^s	10	.633	1.139	.336	.066
	Benevolence1	8.051 ^t	10	.805	1.859	.055	.104
	Benevolence2	9.845 ^u	10	.985	2.587	.006	.139
	Competence	8.968 ^v	10	.897	3.183	.001	.166
	TeachingQuality1	9.639 ^w	10	.964	1.980	.039	.110
	TeachingQuality2	8.666 ^x	10	.867	1.543	.129	.088
	TeachingQuality3	13.440 ^y	10	1.344	3.005	.002	.158
	TeachingQuality4	17.950 ^z	10	1.795	3.648	.000	.186
	TeachingQuality5	13.896 ^{aa}	10	1.390	2.517	.008	.136
	TeachingQuality6	11.460 ^{ab}	10	1.146	2.085	.028	.115
	TeachingQuality7	4.033 ^{ac}	10	.403	1.575	.118	.090

	TeachingQuality8	11.194 ^{ad}	10	1.119	3.297	.001	.171
	TeachingQuality9	14.854 ^{ae}	10	1.485	4.253	.000	.210
	TeachingQuality10	19.972 ^{af}	10	1.997	5.259	.000	.247
	ClassSize1	1.599 ^{ag}	10	.160	.258	.989	.016
	ClassSize2	30.146 ^{ah}	10	3.015	5.248	.000	.247
	ClassSize3	6.080 ^{ai}	10	.608	1.592	.113	.091
	Location1	7.574 ^{aj}	10	.757	1.963	.041	.109
	Location2	5.485 ^{ak}	10	.549	1.553	.125	.088
	Location3	8.469 ^{al}	10	.847	1.128	.345	.066
	TuitionFee1	10.463 ^{am}	10	1.046	.999	.447	.059
	TuitionFee2	17.688 ^{an}	10	1.769	2.067	.030	.114
	TuitionFee3	11.478 ^{ao}	10	1.148	2.484	.009	.134
	TuitionFee4	12.768 ^{ap}	10	1.277	2.631	.005	.141
	ShareValue	15.264 ^{aq}	10	1.526	2.998	.002	.158
	Trust1	1015.298	1	1015.298	2145.954	.000	.931
	Trust2	1063.400	1	1063.400	2460.196	.000	.939
	Trust3	1151.398	1	1151.398	2897.717	.000	.948
	Trust4	888.868	1	888.868	2896.890	.000	.948
	Trust5	1141.659	1	1141.659	2893.600	.000	.948
	Trust6	1047.135	1	1047.135	2120.522	.000	.930
	Trust7	1172.585	1	1172.585	3850.721	.000	.960
	Trust8	1342.391	1	1342.391	4137.343	.000	.963
	Trust9	1346.605	1	1346.605	3513.257	.000	.956
	Trust10	1036.096	1	1036.096	2858.681	.000	.947
	Trust11	1017.401	1	1017.401	3142.069	.000	.952
Intercept	Trust12	1014.073	1	1014.073	2399.638	.000	.937
	Trust13	1016.778	1	1016.778	3378.541	.000	.955
	Commitment1	652.119	1	652.119	936.184	.000	.854
	Commitment2	580.043	1	580.043	878.375	.000	.846
	Commitment3	570.187	1	570.187	884.391	.000	.847
	Commitment4	591.261	1	591.261	698.084	.000	.814
	Integrity1	844.945	1	844.945	1612.183	.000	.910
	Integrity2	840.571	1	840.571	1511.563	.000	.904
	Benevolence1	827.325	1	827.325	1910.288	.000	.923
	Benevolence2	817.126	1	817.126	2147.101	.000	.931
	Competence	1146.227	1	1146.227	4068.321	.000	.962

	TeachingQuality1	1123.277	1	1123.277	2307.679	.000	.935
	TeachingQuality2	1054.972	1	1054.972	1878.414	.000	.922
	TeachingQuality3	1172.963	1	1172.963	2622.818	.000	.943
	TeachingQuality4	1065.381	1	1065.381	2165.169	.000	.931
	TeachingQuality5	1120.141	1	1120.141	2029.092	.000	.927
	TeachingQuality6	1128.444	1	1128.444	2053.568	.000	.928
	TeachingQuality7	1195.532	1	1195.532	4669.892	.000	.967
	TeachingQuality8	1063.954	1	1063.954	3133.509	.000	.951
	TeachingQuality9	994.297	1	994.297	2846.799	.000	.947
	TeachingQuality10	1034.260	1	1034.260	2723.330	.000	.945
	ClassSize1	1230.584	1	1230.584	1983.015	.000	.925
	ClassSize2	786.801	1	786.801	1369.821	.000	.895
	ClassSize3	1163.245	1	1163.245	3046.663	.000	.950
	Location1	1214.560	1	1214.560	3147.779	.000	.952
	Location2	1384.908	1	1384.908	3920.039	.000	.961
	Location3	1273.092	1	1273.092	1695.157	.000	.914
	TuitionFee1	890.498	1	890.498	850.378	.000	.842
	TuitionFee2	876.847	1	876.847	1024.478	.000	.865
	TuitionFee3	1186.970	1	1186.970	2568.591	.000	.941
	TuitionFee4	1130.303	1	1130.303	2328.924	.000	.936
	ShareValue	932.559	1	932.559	1831.405	.000	.920
	Trust1	4.827	10	.483	1.020	.429	.060
	Trust2	2.362	10	.236	.546	.855	.033
	Trust3	14.846	10	1.485	3.736	.000	.189
	Trust4	2.567	10	.257	.837	.594	.050
	Trust5	7.060	10	.706	1.789	.066	.101
	Trust6	6.651	10	.665	1.347	.210	.078
	Trust7	5.699	10	.570	1.872	.053	.105
	Trust8	7.034	10	.703	2.168	.022	.119
YrExp	Trust9	4.463	10	.446	1.164	.319	.068
	Trust10	14.758	10	1.476	4.072	.000	.203
	Trust11	6.613	10	.661	2.042	.032	.113
	Trust12	10.221	10	1.022	2.419	.010	.131
	Trust13	14.421	10	1.442	4.792	.000	.230
	Commitment1	18.233	10	1.823	2.618	.006	.141
	Commitment2	36.179	10	3.618	5.479	.000	.255
	Commitment3	36.260	10	3.626	5.624	.000	.260
	Commitment4	34.039	10	3.404	4.019	.000	.201

	Integrity1	12.670	10	1.267	2.418	.011	.131
	Integrity2	6.335	10	.633	1.139	.336	.066
	Benevolence1	8.051	10	.805	1.859	.055	.104
	Benevolence2	9.845	10	.985	2.587	.006	.139
	Competence	8.968	10	.897	3.183	.001	.166
	TeachingQuality1	9.639	10	.964	1.980	.039	.110
	TeachingQuality2	8.666	10	.867	1.543	.129	.088
	TeachingQuality3	13.440	10	1.344	3.005	.002	.158
	TeachingQuality4	17.950	10	1.795	3.648	.000	.186
	TeachingQuality5	13.896	10	1.390	2.517	.008	.136
	TeachingQuality6	11.460	10	1.146	2.085	.028	.115
	TeachingQuality7	4.033	10	.403	1.575	.118	.090
	TeachingQuality8	11.194	10	1.119	3.297	.001	.171
	TeachingQuality9	14.854	10	1.485	4.253	.000	.210
	TeachingQuality10	19.972	10	1.997	5.259	.000	.247
	ClassSize1	1.599	10	.160	.258	.989	.016
	ClassSize2	30.146	10	3.015	5.248	.000	.247
	ClassSize3	6.080	10	.608	1.592	.113	.091
	Location1	7.574	10	.757	1.963	.041	.109
	Location2	5.485	10	.549	1.553	.125	.088
	Location3	8.469	10	.847	1.128	.345	.066
	TuitionFee1	10.463	10	1.046	.999	.447	.059
	TuitionFee2	17.688	10	1.769	2.067	.030	.114
	TuitionFee3	11.478	10	1.148	2.484	.009	.134
	TuitionFee4	12.768	10	1.277	2.631	.005	.141
	ShareValue	15.264	10	1.526	2.998	.002	.158
	Trust1	75.699	160	.473			
	Trust2	69.159	160	.432			
	Trust3	63.575	160	.397			
	Trust4	49.094	160	.307			
	Trust5	63.127	160	.395			
	Trust6	79.010	160	.494			
	Trust7	48.722	160	.305			
	Trust8	51.913	160	.324			
	Trust9	61.327	160	.383			
	Trust10	57.990	160	.362			
	Trust11	51.808	160	.324			
	Trust12	67.615	160	.423			
Error							

	Trust13	48.152	160	.301		
	Commitment1	111.451	160	.697		
	Commitment2	105.657	160	.660		
	Commitment3	103.156	160	.645		
	Commitment4	135.516	160	.847		
	Integrity1	83.856	160	.524		
	Integrity2	88.975	160	.556		
	Benevolence1	69.294	160	.433		
	Benevolence2	60.892	160	.381		
	Competence	45.079	160	.282		
	TeachingQuality1	77.881	160	.487		
	TeachingQuality2	89.861	160	.562		
	TeachingQuality3	71.554	160	.447		
	TeachingQuality4	78.729	160	.492		
	TeachingQuality5	88.326	160	.552		
	TeachingQuality6	87.921	160	.550		
	TeachingQuality7	40.961	160	.256		
	TeachingQuality8	54.327	160	.340		
	TeachingQuality9	55.883	160	.349		
	TeachingQuality10	60.764	160	.380		
	ClassSize1	99.290	160	.621		
	ClassSize2	91.901	160	.574		
	ClassSize3	61.090	160	.382		
	Location1	61.735	160	.386		
	Location2	56.526	160	.353		
	Location3	120.163	160	.751		
	TuitionFee1	167.549	160	1.047		
	TuitionFee2	136.943	160	.856		
	TuitionFee3	73.937	160	.462		
	TuitionFee4	77.653	160	.485		
	ShareValue	81.473	160	.509		
	Trust1	2314.000	171			
	Trust2	2334.000	171			
	Trust3	2534.000	171			
Total	Trust4	1945.000	171			
	Trust5	2473.000	171			
	Trust6	2392.000	171			
	Trust7	2510.000	171			

Trust8	2771.000	171				
Trust9	2850.000	171				
Trust10	2164.000	171				
Trust11	2206.000	171				
Trust12	2261.000	171				
Trust13	2119.000	171				
Commitment1	1580.000	171				
Commitment2	1478.000	171				
Commitment3	1515.000	171				
Commitment4	1489.000	171				
Integrity1	2057.000	171				
Integrity2	1982.000	171				
Benevolence1	1770.000	171				
Benevolence2	1795.000	171				
Competence	2586.000	171				
TeachingQuality1	2285.000	171				
TeachingQuality2	2332.000	171				
TeachingQuality3	2533.000	171				
TeachingQuality4	2167.000	171				
TeachingQuality5	2264.000	171				
TeachingQuality6	2450.000	171				
TeachingQuality7	2493.000	171				
TeachingQuality8	2263.000	171				
TeachingQuality9	2155.000	171				
TeachingQuality10	2165.000	171				
ClassSize1	2687.000	171				
ClassSize2	1821.000	171				
ClassSize3	2485.000	171				
Location1	2671.000	171				
Location2	2903.000	171				
Location3	2676.000	171				
TuitionFee1	1915.000	171				
TuitionFee2	1841.000	171				
TuitionFee3	2742.000	171				
TuitionFee4	2546.000	171				
ShareValue	2181.000	171				
Trust1	80.526	170				
Trust2	71.520	170				
Corrected Total						

Trust3	78.421	170				
Trust4	51.661	170				
Trust5	70.187	170				
Trust6	85.661	170				
Trust7	54.421	170				
Trust8	58.947	170				
Trust9	65.789	170				
Trust10	72.749	170				
Trust11	58.421	170				
Trust12	77.836	170				
Trust13	62.573	170				
Commitment1	129.684	170				
Commitment2	141.836	170				
Commitment3	139.415	170				
Commitment4	169.556	170				
Integrity1	96.526	170				
Integrity2	95.310	170				
Benevolence1	77.345	170				
Benevolence2	70.737	170				
Competence	54.047	170				
TeachingQuality1	87.520	170				
TeachingQuality2	98.526	170				
TeachingQuality3	84.994	170				
TeachingQuality4	96.678	170				
TeachingQuality5	102.222	170				
TeachingQuality6	99.380	170				
TeachingQuality7	44.994	170				
TeachingQuality8	65.520	170				
TeachingQuality9	70.737	170				
TeachingQuality10	80.737	170				
ClassSize1	100.889	170				
ClassSize2	122.047	170				
ClassSize3	67.170	170				
Location1	69.310	170				

Location2	62.012	170			
Location3	128.632	170			
TuitionFee1	178.012	170			
TuitionFee2	154.632	170			
TuitionFee3	85.415	170			
TuitionFee4	90.421	170			
ShareValue	96.737	170			

APPENDIX 7 - Correlation Matrix

Correlation

		Trust1	Trust2	Trust3	Trust4	Trust5	Trust6	Trust7	Trust8	Trust9	Trust10
Correlation	Trust1	1.000	.436	.240	.351	.218	.065	.077	-.075	.073	-.042
	Trust2	.436	1.000	.213	.252	.189	-.004	.047	-.217	-.231	.150
	Trust3	.240	.213	1.000	.107	.323	.100	.190	.108	.171	-.107
	Trust4	.351	.252	.107	1.000	.217	.050	.241	.000	-.085	.215
	Trust5	.218	.189	.323	.217	1.000	.154	.015	.253	.169	.033
	Trust6	.065	-.004	.100	.050	.154	1.000	.164	.296	.412	.302
	Trust7	.077	.047	.190	.241	.015	.164	1.000	.271	.105	.205
	Trust8	-.075	-.217	.108	.000	.253	.296	.271	1.000	.532	.191
	Trust9	.073	-.231	.171	-.085	.169	.412	.105	.532	1.000	.101
	Trust10	-.042	.150	-.107	.215	.033	.302	.205	.191	.101	1.000
	Trust11	-.060	-.082	.112	.192	.147	.247	.329	.369	.222	.518
	Trust12	.099	.101	-.005	.282	.198	.320	.240	.335	.301	.496
	Trust13	-.269	.015	-.031	.049	.017	.249	.100	.155	.143	.582
	Commitment1	.022	.338	.167	.158	.034	.067	.224	-.095	-.005	.293
	Commitment2	-.033	.331	.167	.181	.032	.195	.212	-.083	-.080	.388
	Commitment3	-.017	.319	.231	.132	.151	.053	.173	-.050	-.125	.218
	Commitment4	-.057	.211	.182	.261	.059	.030	.302	-.077	-.110	.323
	Integrity1	.414	.047	-.013	.218	.019	.051	-.153	-.144	-.054	-.093
	Integrity2	.368	.133	.030	.142	.010	.055	-.131	-.161	-.113	-.124
	Benevolence1	-.169	-.053	-.009	-.003	.017	.211	.328	.125	.170	.448
	Benevolence2	-.204	-.128	.045	.086	.008	.203	.279	.132	.160	.405
	Competence	.242	.267	.146	.104	.267	.139	.083	-.008	.133	-.049
	TeachingQuality1	-.148	-.186	.109	.093	.078	.309	.146	.331	.257	.242
	TeachingQuality2	-.095	.048	.274	.079	.065	.059	.261	.208	.116	-.050
	TeachingQuality3	-.197	-.146	.248	-.013	.177	-.072	.400	.316	.285	-.059
	TeachingQuality4	-.299	-.160	.267	-.012	.177	.141	.114	.350	.252	.134
	TeachingQuality5	-.323	-.217	.212	-.002	.176	.076	.161	.279	.215	.032
	TeachingQuality6	-.059	-.073	.334	.159	.292	.213	.346	.367	.207	.022
	TeachingQuality7	.012	.116	.239	.044	.190	.046	.045	.240	.171	-.116
	TeachingQuality8	.022	.062	.377	.142	.371	.063	.252	.286	.190	.091
	TeachingQuality9	-.153	.091	.197	.256	.229	-.019	.140	.209	.133	.143
	TeachingQuality10	-.069	.032	.273	.193	.387	.018	.146	.253	.193	.068
	ClassSize1	-.226	-.222	.022	-.080	.098	.299	.189	.333	.389	.192
	ClassSize2	-.282	-.145	.046	.119	.157	.171	.129	.088	.090	.234
	ClassSize3	-.079	-.243	.046	.177	.229	.364	.238	.370	.533	.277
	Location1	.073	.126	.277	.110	.139	.071	-.075	.011	-.095	.049
	Location2	.085	-.034	.269	-.058	.201	.168	-.005	.301	.134	-.022
	Location3	-.238	-.185	.189	-.112	.010	-.008	.286	.328	.281	.092
	TuitionFee1	-.331	-.296	-.028	-.078	.000	.036	.251	.337	.313	.010
	TuitionFee2	-.213	-.307	-.054	.013	-.134	-.036	.088	.266	.180	-.141
	TuitionFee3	-.010	-.046	.109	-.252	-.007	-.027	-.148	.082	.058	-.419
	TuitionFee4	-.046	-.001	.266	-.237	.163	-.077	-.293	.087	.029	-.396
ShareValue	-.177	-.139	.169	.049	.099	.258	.120	.258	.201	.074	

		Trust11	Trust12	Trust13	Commitment1	Commitment2	Commitment3	Commitment4	Integrity1	Integrity2
Correlation	Trust1	-.060	.099	-.269	.022	-.033	-.017	-.057	.414	.368
	Trust2	-.082	.101	.015	.338	.331	.319	.211	.047	.133
	Trust3	.112	-.005	-.031	.167	.167	.231	.182	-.013	.030
	Trust4	.192	.282	.049	.158	.181	.132	.261	.218	.142
	Trust5	.147	.198	.017	.034	.032	.151	.059	.019	.010
	Trust6	.247	.320	.249	.067	.195	.053	.030	.051	.055
	Trust7	.329	.240	.100	.224	.212	.173	.302	-.153	-.131
	Trust8	.369	.335	.155	-.095	-.083	-.050	-.077	-.144	-.161
	Trust9	.222	.301	.143	-.005	-.080	-.125	-.110	-.054	-.113
	Trust10	.518	.496	.582	.293	.388	.218	.323	-.093	-.124
	Trust11	1.000	.574	.521	.174	.286	.291	.308	-.039	-.119
	Trust12	.574	1.000	.561	.245	.334	.298	.346	-.033	-.122
	Trust13	.521	.561	1.000	.322	.365	.258	.250	-.191	-.165
	Commitment1	.174	.245	.322	1.000	.766	.577	.618	-.118	-.083
	Commitment2	.286	.334	.365	.766	1.000	.699	.762	-.073	-.024
	Commitment3	.291	.298	.258	.577	.699	1.000	.727	-.010	-.026
	Commitment4	.308	.346	.250	.618	.762	.727	1.000	-.182	-.171
	Integrity1	-.039	-.033	-.191	-.118	-.073	-.010	-.182	1.000	.842
	Integrity2	-.119	-.122	-.165	-.083	-.024	-.026	-.171	.842	1.000
	Benevolence1	.437	.370	.421	.311	.326	.309	.433	-.239	-.280
	Benevolence2	.431	.388	.390	.309	.381	.382	.472	-.213	-.312
	Competence	-.086	.076	-.049	.319	.236	.274	.086	.291	.367
	TeachingQuality1	.386	.323	.219	.035	.076	.203	.223	-.137	-.221
	TeachingQuality2	.302	.181	.126	.002	.089	.309	.235	-.128	-.183
	TeachingQuality3	.200	.076	.004	.074	.022	.183	.173	-.218	-.212
	TeachingQuality4	.285	.196	.201	.055	.177	.297	.197	-.131	-.181
	TeachingQuality5	.198	.152	.182	.072	.112	.130	.115	-.268	-.269
	TeachingQuality6	.304	.258	.221	.173	.141	.228	.215	-.140	-.194
	TeachingQuality7	.061	.156	.081	-.121	-.145	-.089	-.106	-.072	-.063
	TeachingQuality8	.301	.332	.191	.225	.212	.265	.296	-.158	-.167
	TeachingQuality9	.254	.308	.176	.234	.212	.300	.298	-.199	-.244
	TeachingQuality10	.252	.251	.136	.092	.095	.158	.202	-.243	-.228
	ClassSize1	.278	.326	.238	-.041	.001	.050	.067	-.189	-.254
	ClassSize2	.294	.329	.330	.320	.451	.462	.492	-.111	-.124
	ClassSize3	.324	.449	.327	.144	.098	.086	.177	-.089	-.160
	Location1	.004	-.031	-.001	.142	.207	.124	.057	.141	.129
	Location2	-.034	-.035	-.017	-.177	-.068	-.031	-.186	.077	.102
	Location3	.243	.197	.159	-.016	.030	.135	.120	-.303	-.400
	TuitionFee1	.153	.184	.105	-.172	-.198	-.151	-.040	-.499	-.540
	TuitionFee2	-.001	.048	-.002	-.366	-.372	-.287	-.282	-.190	-.220
TuitionFee3	-.164	-.249	-.182	-.236	-.300	-.061	-.417	.031	.002	
TuitionFee4	-.226	-.314	-.215	-.223	-.259	-.088	-.347	-.055	-.015	
ShareValue	.244	.379	.266	.218	.318	.420	.271	-.015	-.052	

		Benevolence1	Benevolence2	Competence	TeachingQuality 1	TeachingQuality 2	TeachingQuality 3	TeachingQuality 4	TeachingQuality 5
Correlation	Trust1	-.169	-.204	.242	-.148	-.095	-.197	-.299	-.323
	Trust2	-.053	-.128	.267	-.186	.048	-.146	-.160	-.217
	Trust3	-.009	.045	.146	.109	.274	.248	.267	.212
	Trust4	-.003	.086	.104	.093	.079	-.013	-.012	-.002
	Trust5	.017	.008	.267	.078	.065	.177	.177	.176
	Trust6	.211	.203	.139	.309	.059	-.072	.141	.076
	Trust7	.328	.279	.083	.146	.261	.400	.114	.161
	Trust8	.125	.132	-.008	.331	.208	.316	.350	.279
	Trust9	.170	.160	.133	.257	.116	.285	.252	.215
	Trust10	.448	.405	-.049	.242	-.050	-.059	.134	.032
	Trust11	.437	.431	-.086	.386	.302	.200	.285	.198
	Trust12	.370	.388	.076	.323	.181	.076	.196	.152
	Trust13	.421	.390	-.049	.219	.126	.004	.201	.182
	Commitment1	.311	.309	.319	.035	.002	.074	.055	.072
	Commitment2	.326	.381	.236	.076	.089	.022	.177	.112
	Commitment3	.309	.382	.274	.203	.309	.183	.297	.130
	Commitment4	.433	.472	.086	.223	.235	.173	.197	.115
	Integrity1	-.239	-.213	.291	-.137	-.128	-.218	-.131	-.268
	Integrity2	-.280	-.312	.367	-.221	-.183	-.212	-.181	-.269
	Benevolence1	1.000	.752	-.049	.284	.191	.178	.266	.249
	Benevolence2	.752	1.000	-.023	.285	.235	.161	.286	.204
	Competence	-.049	-.023	1.000	-.026	.013	.153	-.021	.006
	TeachingQuality1	.284	.285	-.026	1.000	.426	.262	.392	.343
	TeachingQuality2	.191	.235	.013	.426	1.000	.467	.427	.455
	TeachingQuality3	.178	.161	.153	.262	.467	1.000	.505	.596
	TeachingQuality4	.266	.286	-.021	.392	.427	.505	1.000	.658
	TeachingQuality5	.249	.204	.006	.343	.455	.596	.658	1.000
	TeachingQuality6	.254	.355	.142	.335	.553	.415	.306	.434
	TeachingQuality7	-.061	-.115	.109	.217	.146	.162	.148	.111
	TeachingQuality8	.258	.271	.205	.284	.331	.491	.352	.384
	TeachingQuality9	.321	.329	.158	.354	.376	.376	.371	.498
	TeachingQuality10	.262	.255	.103	.236	.274	.400	.325	.400
	ClassSize1	.337	.312	-.012	.331	.428	.409	.437	.488
	ClassSize2	.403	.511	.147	.279	.164	.340	.447	.345
	ClassSize3	.333	.395	.079	.287	.223	.319	.306	.335
	Location1	-.144	-.100	.121	-.065	-.188	-.100	-.010	-.042
	Location2	-.230	-.170	.086	.046	.051	.149	.255	.236
	Location3	.326	.359	-.080	.302	.460	.429	.543	.491
	TuitionFee1	.335	.387	-.307	.299	.373	.300	.264	.439
	TuitionFee2	.023	.046	-.343	.197	.269	.150	.200	.363
TuitionFee3	-.253	-.273	.007	-.036	.187	.057	.108	.134	
TuitionFee4	-.284	-.284	.093	-.033	.118	.094	.163	.229	
ShareValue	.228	.330	.190	.346	.373	.322	.545	.426	

		TeachingQuality 6	TeachingQuality 7	TeachingQuality 8	TeachingQuality 9	TeachingQuality 10	ClassSize1	ClassSize2	ClassSize3
Correlation	Trust1	-.059	.012	.022	-.153	-.069	-.226	-.282	-.079
	Trust2	-.073	.116	.062	.091	.032	-.222	-.145	-.243
	Trust3	.334	.239	.377	.197	.273	.022	.046	.046
	Trust4	.159	.044	.142	.256	.193	-.080	.119	.177
	Trust5	.292	.190	.371	.229	.387	.098	.157	.229
	Trust6	.213	.046	.063	-.019	.018	.299	.171	.364
	Trust7	.346	.045	.252	.140	.146	.189	.129	.238
	Trust8	.367	.240	.286	.209	.253	.333	.088	.370
	Trust9	.207	.171	.190	.133	.193	.389	.090	.533
	Trust10	.022	-.116	.091	.143	.068	.192	.234	.277
	Trust11	.304	.061	.301	.254	.252	.278	.294	.324
	Trust12	.258	.156	.332	.308	.251	.326	.329	.449
	Trust13	.221	.081	.191	.176	.136	.238	.330	.327
	Commitment1	.173	-.121	.225	.234	.092	-.041	.320	.144
	Commitment2	.141	-.145	.212	.212	.095	.001	.451	.098
	Commitment3	.228	-.089	.265	.300	.158	.050	.462	.086
	Commitment4	.215	-.106	.296	.298	.202	.067	.492	.177
	Integrity1	-.140	-.072	-.158	-.199	-.243	-.189	-.111	-.089
	Integrity2	-.194	-.063	-.167	-.244	-.228	-.254	-.124	-.160
	Benevolence1	.254	-.061	.258	.321	.262	.337	.403	.333
	Benevolence2	.355	-.115	.271	.329	.255	.312	.511	.395
	Competence	.142	.109	.205	.158	.103	-.012	.147	.079
	TeachingQuality1	.335	.217	.284	.354	.236	.331	.279	.287
	TeachingQuality2	.553	.146	.331	.376	.274	.428	.164	.223
	TeachingQuality3	.415	.162	.491	.376	.400	.409	.340	.319
	TeachingQuality4	.306	.148	.352	.371	.325	.437	.447	.306
	TeachingQuality5	.434	.111	.384	.498	.400	.488	.345	.335
	TeachingQuality6	1.000	.197	.499	.436	.330	.454	.305	.453
	TeachingQuality7	.197	1.000	.380	.216	.285	.073	-.073	.166
	TeachingQuality8	.499	.380	1.000	.439	.576	.358	.311	.376
	TeachingQuality9	.436	.216	.439	1.000	.526	.253	.304	.307
	TeachingQuality10	.330	.285	.576	.526	1.000	.270	.274	.369
	ClassSize1	.454	.073	.358	.253	.270	1.000	.278	.576
ClassSize2	.305	-.073	.311	.304	.274	.278	1.000	.378	
ClassSize3	.453	.166	.376	.307	.369	.576	.378	1.000	
Location1	-.084	.095	.014	.062	.018	-.238	.159	-.045	
Location2	.125	.129	.053	.009	.093	.018	.058	.064	
Location3	.318	.155	.294	.344	.302	.521	.229	.379	
TuitionFee1	.416	.100	.188	.359	.294	.482	.109	.390	
TuitionFee2	.307	.110	-.050	.222	.047	.318	-.034	.194	
TuitionFee3	.033	.207	-.109	.076	-.049	-.077	-.367	-.164	
TuitionFee4	.089	.191	.001	.021	.090	-.063	-.195	-.201	
ShareValue	.363	.124	.312	.287	.201	.337	.416	.237	

		Location1	Location2	Location3	TuitionFee1	TuitionFee2	TuitionFee3	TuitionFee4	ShareValue
Correlation	Trust1	.073	.085	-.238	-.331	-.213	-.010	-.046	-.177
	Trust2	.126	-.034	-.185	-.296	-.307	-.046	-.001	-.139
	Trust3	.277	.269	.189	-.028	-.054	.109	.266	.169
	Trust4	.110	-.058	-.112	-.078	.013	-.252	-.237	.049
	Trust5	.139	.201	.010	.000	-.134	-.007	.163	.099
	Trust6	.071	.168	-.008	.036	-.036	-.027	-.077	.258
	Trust7	-.075	-.005	.286	.251	.088	-.148	-.293	.120
	Trust8	.011	.301	.328	.337	.266	.082	.087	.258
	Trust9	-.095	.134	.281	.313	.180	.058	.029	.201
	Trust10	.049	-.022	.092	.010	-.141	-.419	-.396	.074
	Trust11	.004	-.034	.243	.153	-.001	-.164	-.226	.244
	Trust12	-.031	-.035	.197	.184	.048	-.249	-.314	.379
	Trust13	-.001	-.017	.159	.105	-.002	-.182	-.215	.266
	Commitment1	.142	-.177	-.016	-.172	-.366	-.236	-.223	.218
	Commitment2	.207	-.068	.030	-.198	-.372	-.300	-.259	.318
	Commitment3	.124	-.031	.135	-.151	-.287	-.061	-.088	.420
	Commitment4	.057	-.186	.120	-.040	-.282	-.417	-.347	.271
	Integrity1	.141	.077	-.303	-.499	-.190	.031	-.055	-.015
	Integrity2	.129	.102	-.400	-.540	-.220	.002	-.015	-.052
	Benevolence1	-.144	-.230	.326	.335	.023	-.253	-.284	.228
	Benevolence2	-.100	-.170	.359	.387	.046	-.273	-.284	.330
	Competence	.121	.086	-.080	-.307	-.343	.007	.093	.190
	TeachingQuality1	-.065	.046	.302	.299	.197	-.036	-.033	.346
	TeachingQuality2	-.188	.051	.460	.373	.269	.187	.118	.373
	TeachingQuality3	-.100	.149	.429	.300	.150	.057	.094	.322
	TeachingQuality4	-.010	.255	.543	.264	.200	.108	.163	.545
	TeachingQuality5	-.042	.236	.491	.439	.363	.134	.229	.426
	TeachingQuality6	-.084	.125	.318	.416	.307	.033	.089	.363
	TeachingQuality7	.095	.129	.155	.100	.110	.207	.191	.124
	TeachingQuality8	.014	.053	.294	.188	-.050	-.109	.001	.312
	TeachingQuality9	.062	.009	.344	.359	.222	.076	.021	.287
	TeachingQuality10	.018	.093	.302	.294	.047	-.049	.090	.201
	ClassSize1	-.238	.018	.521	.482	.318	-.077	-.063	.337
	ClassSize2	.159	.058	.229	.109	-.034	-.367	-.195	.416
	ClassSize3	-.045	.064	.379	.390	.194	-.164	-.201	.237
	Location1	1.000	.493	-.163	-.349	-.247	-.065	.043	.041
	Location2	.493	1.000	.155	-.109	.135	.217	.397	.215
	Location3	-.163	.155	1.000	.525	.385	.072	.102	.384
	TuitionFee1	-.349	-.109	.525	1.000	.720	.031	.061	.200
	TuitionFee2	-.247	.135	.385	.720	1.000	.230	.212	.182
	TuitionFee3	-.065	.217	.072	.031	.230	1.000	.591	.010
TuitionFee4	.043	.397	.102	.061	.212	.591	1.000	.104	
ShareValue	.041	.215	.384	.200	.182	.010	.104	1.000	

Significance

		Trust1	Trust2	Trust3	Trust4	Trust5	Trust6	Trust7	Trust8	Trust9	Trust10
Sig. (1-tailed)	Trust1		.000	.001	.000	.002	.200	.158	.165	.171	.294
	Trust2	.000		.003	.000	.007	.480	.270	.002	.001	.025
	Trust3	.001	.003		.082	.000	.096	.006	.079	.013	.081
	Trust4	.000	.000	.082		.002	.257	.001	.498	.134	.002
	Trust5	.002	.007	.000	.002		.022	.421	.000	.013	.333
	Trust6	.200	.480	.096	.257	.022		.016	.000	.000	.000
	Trust7	.158	.270	.006	.001	.421	.016		.000	.087	.004
	Trust8	.165	.002	.079	.498	.000	.000	.000		.000	.006
	Trust9	.171	.001	.013	.134	.013	.000	.087	.000		.093
	Trust10	.294	.025	.081	.002	.333	.000	.004	.006	.093	
	Trust11	.218	.144	.072	.006	.028	.001	.000	.000	.002	.000
	Trust12	.099	.094	.476	.000	.005	.000	.001	.000	.000	.000
	Trust13	.000	.423	.345	.261	.413	.001	.096	.022	.031	.000
	Commitment1	.389	.000	.015	.020	.330	.191	.002	.109	.473	.000
	Commitment2	.335	.000	.014	.009	.339	.005	.003	.139	.148	.000
	Commitment3	.412	.000	.001	.043	.024	.244	.012	.260	.051	.002
	Commitment4	.229	.003	.009	.000	.221	.351	.000	.159	.075	.000
	Integrity1	.000	.270	.435	.002	.401	.255	.023	.030	.241	.113
	Integrity2	.000	.042	.349	.032	.448	.236	.044	.018	.071	.053
	Benevolence1	.013	.246	.451	.485	.410	.003	.000	.052	.013	.000
	Benevolence2	.004	.047	.282	.133	.460	.004	.000	.043	.018	.000
	Competence	.001	.000	.028	.087	.000	.034	.139	.458	.042	.262
	TeachingQuality1	.027	.007	.077	.113	.154	.000	.029	.000	.000	.001
	TeachingQuality2	.108	.264	.000	.153	.199	.223	.000	.003	.066	.260
	TeachingQuality3	.005	.028	.001	.431	.010	.176	.000	.000	.000	.223
	TeachingQuality4	.000	.019	.000	.438	.010	.033	.069	.000	.000	.040
	TeachingQuality5	.000	.002	.003	.492	.011	.162	.018	.000	.002	.338
	TeachingQuality6	.221	.172	.000	.019	.000	.003	.000	.000	.003	.389
	TeachingQuality7	.438	.065	.001	.284	.006	.273	.281	.001	.013	.066
	TeachingQuality8	.388	.210	.000	.032	.000	.205	.000	.000	.006	.118
	TeachingQuality9	.023	.119	.005	.000	.001	.402	.034	.003	.042	.031
	TeachingQuality10	.184	.337	.000	.006	.000	.407	.028	.000	.006	.187
	Class Size1	.002	.002	.385	.149	.102	.000	.007	.000	.000	.006
	Class Size2	.000	.029	.276	.060	.020	.013	.047	.126	.120	.001
	Class Size3	.152	.001	.273	.010	.001	.000	.001	.000	.000	.000
	Location1	.172	.051	.000	.077	.034	.180	.166	.443	.109	.264
	Location2	.134	.328	.000	.227	.004	.014	.477	.000	.041	.389
	Location3	.001	.008	.007	.072	.448	.458	.000	.000	.000	.115
	TuitionFee1	.000	.000	.360	.155	.498	.319	.000	.000	.000	.450
	TuitionFee2	.003	.000	.241	.434	.040	.320	.127	.000	.009	.033
	TuitionFee3	.446	.273	.079	.000	.466	.365	.027	.143	.225	.000
	TuitionFee4	.277	.497	.000	.001	.017	.158	.000	.128	.352	.000
Share Value	.010	.035	.014	.261	.100	.000	.059	.000	.004	.167	

		Trust11	Trust12	Trust13	Commitment1	Commitment2	Commitment3	Commitment4	Integrity1	Integrity2
Sig. (1-tailed)	Trust1	.218	.099	.000	.389	.335	.412	.229	.000	.000
	Trust2	.144	.094	.423	.000	.000	.000	.003	.270	.042
	Trust3	.072	.476	.345	.015	.014	.001	.009	.435	.349
	Trust4	.006	.000	.261	.020	.009	.043	.000	.002	.032
	Trust5	.028	.005	.413	.330	.339	.024	.221	.401	.448
	Trust6	.001	.000	.001	.191	.005	.244	.351	.255	.236
	Trust7	.000	.001	.096	.002	.003	.012	.000	.023	.044
	Trust8	.000	.000	.022	.109	.139	.260	.159	.030	.018
	Trust9	.002	.000	.031	.473	.148	.051	.075	.241	.071
	Trust10	.000	.000	.000	.000	.000	.002	.000	.113	.053
	Trust11		.000	.000	.011	.000	.000	.000	.308	.060
	Trust12	.000		.000	.001	.000	.000	.000	.336	.056
	Trust13	.000	.000		.000	.000	.000	.000	.006	.016
	Commitment1	.011	.001	.000		.000	.000	.000	.062	.142
	Commitment2	.000	.000	.000	.000		.000	.000	.173	.380
	Commitment3	.000	.000	.000	.000	.000		.000	.447	.368
	Commitment4	.000	.000	.000	.000	.000	.000		.008	.013
	Integrity1	.308	.336	.006	.062	.173	.447	.008		.000
	Integrity2	.060	.056	.016	.142	.380	.368	.013	.000	
	Benevolence1	.000	.000	.000	.000	.000	.000	.000	.001	.000
	Benevolence2	.000	.000	.000	.000	.000	.000	.000	.003	.000
	Competence	.130	.163	.263	.000	.001	.000	.132	.000	.000
	TeachingQuality1	.000	.000	.002	.323	.162	.004	.002	.037	.002
	TeachingQuality2	.000	.009	.051	.490	.124	.000	.001	.047	.008
	TeachingQuality3	.004	.161	.478	.169	.387	.008	.012	.002	.003
	TeachingQuality4	.000	.005	.004	.236	.010	.000	.005	.044	.009
	TeachingQuality5	.005	.024	.009	.173	.073	.045	.067	.000	.000
	TeachingQuality6	.000	.000	.002	.012	.033	.001	.002	.034	.005
	TeachingQuality7	.214	.021	.145	.057	.029	.123	.085	.176	.208
	TeachingQuality8	.000	.000	.006	.002	.003	.000	.000	.019	.015
	TeachingQuality9	.000	.000	.011	.001	.003	.000	.000	.005	.001
	TeachingQuality10	.000	.000	.038	.117	.108	.020	.004	.001	.001
	ClassSize1	.000	.000	.001	.298	.495	.259	.192	.007	.000
	ClassSize2	.000	.000	.000	.000	.000	.000	.000	.074	.053
	ClassSize3	.000	.000	.000	.030	.100	.133	.010	.123	.018
	Location1	.480	.345	.496	.032	.003	.053	.228	.033	.047
	Location2	.328	.323	.411	.010	.190	.344	.007	.157	.093
	Location3	.001	.005	.019	.416	.347	.039	.060	.000	.000
	TuitionFee1	.023	.008	.087	.012	.005	.024	.303	.000	.000
	TuitionFee2	.497	.267	.488	.000	.000	.000	.000	.006	.002
TuitionFee3	.016	.001	.009	.001	.000	.215	.000	.341	.488	
TuitionFee4	.001	.000	.002	.002	.000	.126	.000	.239	.421	
ShareValue	.001	.000	.000	.002	.000	.000	.000	.424	.249	

		Benevolence1	Benevolence2	Competence	TeachingQuality 1	TeachingQuality 2	TeachingQuality 3	TeachingQuality 4	TeachingQuality 5
Sig. (1-tailed)	Trust1	.013	.004	.001	.027	.108	.005	.000	.000
	Trust2	.246	.047	.000	.007	.264	.028	.019	.002
	Trust3	.451	.282	.028	.077	.000	.001	.000	.003
	Trust4	.485	.133	.087	.113	.153	.431	.438	.492
	Trust5	.410	.460	.000	.154	.199	.010	.010	.011
	Trust6	.003	.004	.034	.000	.223	.176	.033	.162
	Trust7	.000	.000	.139	.029	.000	.000	.069	.018
	Trust8	.052	.043	.458	.000	.003	.000	.000	.000
	Trust9	.013	.018	.042	.000	.066	.000	.000	.002
	Trust10	.000	.000	.262	.001	.260	.223	.040	.338
	Trust11	.000	.000	.130	.000	.000	.004	.000	.005
	Trust12	.000	.000	.163	.000	.009	.161	.005	.024
	Trust13	.000	.000	.263	.002	.051	.478	.004	.009
	Commitment1	.000	.000	.000	.323	.490	.169	.236	.173
	Commitment2	.000	.000	.001	.162	.124	.387	.010	.073
	Commitment3	.000	.000	.000	.004	.000	.008	.000	.045
	Commitment4	.000	.000	.132	.002	.001	.012	.005	.067
	Integrity1	.001	.003	.000	.037	.047	.002	.044	.000
	Integrity2	.000	.000	.000	.002	.008	.003	.009	.000
	Benevolence1		.000	.260	.000	.006	.010	.000	.001
	Benevolence2	.000		.381	.000	.001	.018	.000	.004
	Competence	.260	.381		.367	.432	.023	.392	.469
	TeachingQuality1	.000	.000	.367		.000	.000	.000	.000
	TeachingQuality2	.006	.001	.432	.000		.000	.000	.000
	TeachingQuality3	.010	.018	.023	.000	.000		.000	.000
	TeachingQuality4	.000	.000	.392	.000	.000	.000		.000
	TeachingQuality5	.001	.004	.469	.000	.000	.000	.000	
	TeachingQuality6	.000	.000	.032	.000	.000	.000	.000	.000
	TeachingQuality7	.215	.066	.078	.002	.028	.017	.027	.073
	TeachingQuality8	.000	.000	.004	.000	.000	.000	.000	.000
	TeachingQuality9	.000	.000	.019	.000	.000	.000	.000	.000
	TeachingQuality10	.000	.000	.091	.001	.000	.000	.000	.000
	ClassSize1	.000	.000	.438	.000	.000	.000	.000	.000
	ClassSize2	.000	.000	.027	.000	.016	.000	.000	.000
	ClassSize3	.000	.000	.152	.000	.002	.000	.000	.000
	Location1	.030	.096	.057	.199	.007	.096	.447	.292
	Location2	.001	.013	.132	.275	.252	.026	.000	.001
	Location3	.000	.000	.150	.000	.000	.000	.000	.000
	TuitionFee1	.000	.000	.000	.000	.000	.000	.000	.000
	TuitionFee2	.384	.276	.000	.005	.000	.025	.004	.000
	TuitionFee3	.000	.000	.464	.318	.007	.230	.080	.040
TuitionFee4	.000	.000	.112	.334	.063	.112	.016	.001	
ShareValue	.001	.000	.006	.000	.000	.000	.000	.000	

		TeachingQuality 6	TeachingQuality 7	TeachingQuality 8	TeachingQuality 9	TeachingQuality 10	ClassSize1	ClassSize2	ClassSize3
Sig. (1-tailed)	Trust1	.221	.438	.388	.023	.184	.002	.000	.152
	Trust2	.172	.065	.210	.119	.337	.002	.029	.001
	Trust3	.000	.001	.000	.005	.000	.385	.276	.273
	Trust4	.019	.284	.032	.000	.006	.149	.060	.010
	Trust5	.000	.006	.000	.001	.000	.102	.020	.001
	Trust6	.003	.273	.205	.402	.407	.000	.013	.000
	Trust7	.000	.281	.000	.034	.028	.007	.047	.001
	Trust8	.000	.001	.000	.003	.000	.000	.126	.000
	Trust9	.003	.013	.006	.042	.006	.000	.120	.000
	Trust10	.389	.066	.118	.031	.187	.006	.001	.000
	Trust11	.000	.214	.000	.000	.000	.000	.000	.000
	Trust12	.000	.021	.000	.000	.000	.000	.000	.000
	Trust13	.002	.145	.006	.011	.038	.001	.000	.000
	Commitment1	.012	.057	.002	.001	.117	.298	.000	.030
	Commitment2	.033	.029	.003	.003	.108	.495	.000	.100
	Commitment3	.001	.123	.000	.000	.020	.259	.000	.133
	Commitment4	.002	.085	.000	.000	.004	.192	.000	.010
	Integrity1	.034	.176	.019	.005	.001	.007	.074	.123
	Integrity2	.005	.208	.015	.001	.001	.000	.053	.018
	Benevolence1	.000	.215	.000	.000	.000	.000	.000	.000
	Benevolence2	.000	.066	.000	.000	.000	.000	.000	.000
	Competence	.032	.078	.004	.019	.091	.438	.027	.152
	TeachingQuality1	.000	.002	.000	.000	.001	.000	.000	.000
	TeachingQuality2	.000	.028	.000	.000	.000	.000	.016	.002
	TeachingQuality3	.000	.017	.000	.000	.000	.000	.000	.000
	TeachingQuality4	.000	.027	.000	.000	.000	.000	.000	.000
	TeachingQuality5	.000	.073	.000	.000	.000	.000	.000	.000
	TeachingQuality6		.005	.000	.000	.000	.000	.000	.000
	TeachingQuality7	.005		.000	.002	.000	.173	.173	.015
	TeachingQuality8	.000	.000		.000	.000	.000	.000	.000
	TeachingQuality9	.000	.002	.000		.000	.000	.000	.000
	TeachingQuality10	.000	.000	.000	.000		.000	.000	.000
	ClassSize1	.000	.173	.000	.000	.000		.000	.000
	ClassSize2	.000	.173	.000	.000	.000	.000		.000
	ClassSize3	.000	.015	.000	.000	.000	.000	.000	
	Location1	.137	.108	.428	.210	.407	.001	.019	.279
	Location2	.052	.046	.244	.452	.112	.406	.227	.204
	Location3	.000	.021	.000	.000	.000	.000	.001	.000
	TuitionFee1	.000	.097	.007	.000	.000	.000	.077	.000
	TuitionFee2	.000	.076	.258	.002	.272	.000	.330	.006
	TuitionFee3	.332	.003	.078	.161	.261	.160	.000	.016
	TuitionFee4	.122	.006	.496	.392	.121	.207	.005	.004
ShareValue	.000	.053	.000	.000	.004	.000	.000	.001	

		Location1	Location2	Location3	TuitionFee1	TuitionFee2	TuitionFee3	TuitionFee4	ShareValue
Sig. (1-tailed)	Trust1	.172	.134	.001	.000	.003	.446	.277	.010
	Trust2	.051	.328	.008	.000	.000	.273	.497	.035
	Trust3	.000	.000	.007	.360	.241	.079	.000	.014
	Trust4	.077	.227	.072	.155	.434	.000	.001	.261
	Trust5	.034	.004	.448	.498	.040	.466	.017	.100
	Trust6	.180	.014	.458	.319	.320	.365	.158	.000
	Trust7	.166	.477	.000	.000	.127	.027	.000	.059
	Trust8	.443	.000	.000	.000	.000	.143	.128	.000
	Trust9	.109	.041	.000	.000	.009	.225	.352	.004
	Trust10	.264	.389	.115	.450	.033	.000	.000	.167
	Trust11	.480	.328	.001	.023	.497	.016	.001	.001
	Trust12	.345	.323	.005	.008	.267	.001	.000	.000
	Trust13	.496	.411	.019	.087	.488	.009	.002	.000
	Commitment1	.032	.010	.416	.012	.000	.001	.002	.002
	Commitment2	.003	.190	.347	.005	.000	.000	.000	.000
	Commitment3	.053	.344	.039	.024	.000	.215	.126	.000
	Commitment4	.228	.007	.060	.303	.000	.000	.000	.000
	Integrity1	.033	.157	.000	.000	.006	.341	.239	.424
	Integrity2	.047	.093	.000	.000	.002	.488	.421	.249
	Benevolence1	.030	.001	.000	.000	.384	.000	.000	.001
	Benevolence2	.096	.013	.000	.000	.276	.000	.000	.000
	Competence	.057	.132	.150	.000	.000	.464	.112	.006
	TeachingQuality1	.199	.275	.000	.000	.005	.318	.334	.000
	TeachingQuality2	.007	.252	.000	.000	.000	.007	.063	.000
	TeachingQuality3	.096	.026	.000	.000	.025	.230	.112	.000
	TeachingQuality4	.447	.000	.000	.000	.004	.080	.016	.000
	TeachingQuality5	.292	.001	.000	.000	.000	.040	.001	.000
	TeachingQuality6	.137	.052	.000	.000	.000	.332	.122	.000
	TeachingQuality7	.108	.046	.021	.097	.076	.003	.006	.053
	TeachingQuality8	.428	.244	.000	.007	.258	.078	.496	.000
	TeachingQuality9	.210	.452	.000	.000	.002	.161	.392	.000
	TeachingQuality10	.407	.112	.000	.000	.272	.261	.121	.004
	ClassSize1	.001	.406	.000	.000	.000	.160	.207	.000
	ClassSize2	.019	.227	.001	.077	.330	.000	.005	.000
	ClassSize3	.279	.204	.000	.000	.006	.016	.004	.001
	Location1		.000	.017	.000	.001	.199	.287	.298
	Location2	.000		.022	.078	.040	.002	.000	.002
	Location3	.017	.022		.000	.000	.173	.093	.000
	TuitionFee1	.000	.078	.000		.000	.342	.214	.004
	TuitionFee2	.001	.040	.000	.000		.001	.003	.009
	TuitionFee3	.199	.002	.173	.342	.001		.000	.448
TuitionFee4	.287	.000	.093	.214	.003	.000		.089	
ShareValue	.298	.002	.000	.004	.009	.448	.089		

APPENDIX 8 - Regression analysis

Benevolence 1

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.413 ^a	.171	.135	.627	1.388

a. Predictors: (Constant), Switch the early childhood education centre for your child(ren)?, Parents with child(ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

b. Dependent Variable: Benevolence1

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.220	7	1.889	4.800	.000 ^b
	Residual	64.125	163	.393		
	Total	77.345	170			

a. Dependent Variable: Benevolence1

b. Predictors: (Constant), Switch the early childhood education centre for your child(ren)?, Parents with child(ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics		
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	2.904	.360		8.061	.000	2.193	3.615						
	Gender	.394	.111	.291	3.534	.001	.174	.614	.352	.267	.252	.751	1.332	
	Age	-.095	.052	-.186	-1.807	.073	-.199	.009	-.204	-.140	-.129	.480	2.084	
	Education Background	.006	.042	.014	.139	.890	-.077	.088	-.168	.011	.010	.493	2.027	
	Family Income / month	-.052	.038	-.165	-1.356	.177	-.127	.024	-.290	-.106	-.097	.343	2.912	
	Parents with child(ren) aged 1 to 3 or 4 to 6	-.015	.134	-.011	-.111	.912	-.280	.250	.015	-.009	-.008	.510	1.960	
	Years of experience in joining the early childhood education centre	.059	.034	.199	1.739	.084	-.008	.127	-.074	.135	.124	.389	2.569	
	Switch the early childhood education centre for your child (ren)?	-.001	.112	-.001	-.007	.994	-.222	.221	.135	-.001	-.001	.738	1.354	

a. Dependent Variable: Benevolence1

Benevolence 2

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.494 ^a	.244	.212	.573	1.541

a. Predictors: (Constant), Switch the early childhood education centre for your child(ren)?, Parents with child(ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

b. Dependent Variable: Benevolence2

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.287	7	2.470	7.531	.000 ^b
	Residual	53.450	163	.328		
	Total	70.737	170			

a. Dependent Variable: Benevolence2

b. Predictors: (Constant), Switch the early childhood education centre for your child(ren)?, Parents with child(ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	2.744	.329		8.343	.000	2.094	3.393					
	Gender	.501	.102	.387	4.924	.000	.300	.702	.445	.360	.335	.751	1.332
	Age	-.047	.048	-.096	-.979	.329	-.142	.048	-.221	-.076	-.067	.480	2.084
	Education Background	-.021	.038	-.053	-.551	.582	-.096	.054	-.221	-.043	-.038	.493	2.027
	Family Income / month	-.040	.035	-.133	-1.149	.252	-.108	.029	-.342	-.090	-.078	.343	2.912
	Parents with child(ren) aged 1 to 3 or 4 to 6	-.150	.123	-.117	-1.223	.223	-.392	.092	-.047	-.095	-.083	.510	1.960
	Years of experience in joining the early childhood education centre	.055	.031	.191	1.753	.081	-.007	.116	-.139	.136	.119	.389	2.569
	Switch the early childhood education centre for your child (ren)?	.088	.102	.068	.863	.389	-.114	.291	.210	.067	.059	.738	1.354

a. Dependent Variable: Benevolence2

Commitment 4

Model Summary^a

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.591 ^a	.349	.345	.808	
2	.635 ^b	.404	.397	.776	
3	.660 ^c	.436	.425	.757	
4	.677 ^d	.459	.446	.744	1.461

a. Predictors: (Constant), Family Income / month

b. Predictors: (Constant), Family Income / month, Gender

c. Predictors: (Constant), Family Income / month, Gender, Age

d. Predictors: (Constant), Family Income / month, Gender, Age, Education Background

e. Dependent Variable: Commitment4

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	59.214	1	59.214	90.693	.000 ^b
	Residual	110.341	169	.653		
	Total	169.556	170			
2	Regression	68.465	2	34.233	56.890	.000 ^c
	Residual	101.090	168	.602		
	Total	169.556	170			
3	Regression	73.862	3	24.621	42.967	.000 ^d
	Residual	95.694	167	.573		
	Total	169.556	170			
4	Regression	77.751	4	19.438	35.147	.000 ^e
	Residual	91.804	166	.553		
	Total	169.556	170			

a. Dependent Variable: Commitment4

b. Predictors: (Constant), Family Income / month

c. Predictors: (Constant), Family Income / month, Gender

d. Predictors: (Constant), Family Income / month, Gender, Age

e. Predictors: (Constant), Family Income / month, Gender, Age, Education Background

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics		
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	4.263	.168		25.410	.000	3.932	4.595						
	Family Income / month	-.273	.029	-.591	-9.523	.000	-.330	-.217	-.591	-.591	-.591	1.000	1.000	
2	(Constant)	3.153	.326		9.682	.000	2.510	3.796						
	Family Income / month	-.219	.031	-.474	-7.103	.000	-.280	-.158	-.591	-.481	-.423	.798	1.253	
	Gender	.524	.134	.261	3.921	.000	.260	.788	.474	.290	.234	.798	1.253	
3	(Constant)	2.830	.335		8.450	.000	2.169	3.491						
	Family Income / month	-.264	.033	-.571	-7.888	.000	-.330	-.198	-.591	-.521	-.459	.645	1.551	
	Gender	.529	.130	.264	4.060	.000	.272	.787	.474	.300	.236	.798	1.253	
	Age	.154	.050	.204	3.069	.003	.055	.253	-.133	.231	.178	.766	1.306	
4	(Constant)	2.965	.333		8.907	.000	2.308	3.623						
	Family Income / month	-.187	.044	-.404	-4.249	.000	-.274	-.100	-.591	-.313	-.243	.361	2.769	
	Gender	.585	.130	.292	4.508	.000	.329	.842	.474	.330	.257	.777	1.287	
	Age	.142	.049	.188	2.870	.005	.044	.240	-.133	.217	.164	.760	1.317	
	Education Background	-.130	.049	-.213	-2.652	.009	-.226	-.033	-.500	-.202	-.151	.506	1.978	

a. Dependent Variable: Commitment4

Competence

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.368 ^a	.136	.098	.535	1.374

a. Predictors: (Constant), Switch the early childhood education centre for your child(ren)?, Parents with child(ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

b. Dependent Variable: Competence

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.324	7	1.046	3.650	.001 ^b
	Residual	46.723	163	.287		
	Total	54.047	170			

a. Dependent Variable: Competence

b. Predictors: (Constant), Switch the early childhood education centre for your child(ren)?, Parents with child(ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics		
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	4.784	.307		15.559	.000	4.177	5.391						
	Gender	-.092	.095	-.082	-.971	.333	-.280	.095	.030	-.076	-.071	.751	1.332	
	Age	-.056	.045	-.130	-1.241	.217	-.144	.033	-.271	-.097	-.090	.480	2.084	
	Education Background	-.052	.036	-.151	-1.454	.148	-.122	.019	-.208	-.113	-.106	.493	2.027	
	Family Income / month	.001	.032	.003	.021	.983	-.063	.065	-.211	.002	.002	.343	2.912	
	Parents with child(ren) aged 1 to 3 or 4 to 6	.080	.115	.071	.698	.486	-.146	.307	-.154	.055	.051	.510	1.960	
	Years of experience in joining the early childhood education centre	-.073	.029	-.294	-2.520	.013	-.131	-.016	-.307	-.194	-.184	.389	2.569	
	Switch the early childhood education centre for your child (ren)?	-.112	.096	-.099	-1.168	.245	-.301	.077	.078	-.091	-.085	.738	1.354	

a. Dependent Variable: Competence

Integrity 1

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.274 ^a	.075	.035	.740	.927

a. Predictors: (Constant), Switch the early childhood education centre for your child(ren)?, Parents with child(ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

b. Dependent Variable: Integrity1

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.223	7	1.032	1.883	.075 ^b
	Residual	89.303	163	.548		
	Total	96.526	170			

a. Dependent Variable: Integrity1

b. Predictors: (Constant), Switch the early childhood education centre for your child(ren)?, Parents with child(ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics		
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	3.565	.425		8.386	.000	2.726	4.405						
	Gender	-.196	.131	-.130	-1.491	.138	-.456	.064	-.057	-.116	-.112	.751	1.332	
	Age	.055	.062	.097	.895	.372	-.067	.178	.017	.070	.067	.480	2.084	
	Education Background	.112	.049	.244	2.277	.024	.015	.209	.117	.176	.172	.493	2.027	
	Family Income / month	-.063	.045	-.181	-1.409	.161	-.152	.025	.002	-.110	-.106	.343	2.912	
	Parents with child(ren) aged 1 to 3 or 4 to 6	.256	.159	.170	1.613	.109	-.057	.569	-.001	.125	.122	.510	1.960	
	Years of experience in joining the early childhood education centre	-.104	.040	-.313	-2.593	.010	-.184	-.025	-.108	-.199	-.195	.389	2.569	
	Switch the early childhood education centre for your child (ren)?	-.130	.132	-.086	-.979	.329	-.391	.132	-.043	-.076	-.074	.738	1.354	

a. Dependent Variable: Integrity1

Integrity 2

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.249 ^a	.062	.022	.741	1.094

a. Predictors: (Constant), Switch the early childhood education centre for your child(ren)?, Parents with child(ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

b. Dependent Variable: Integrity2

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.916	7	.845	1.541	.157 ^b
	Residual	89.394	163	.548		
	Total	95.310	170			

a. Dependent Variable: Integrity2

b. Predictors: (Constant), Switch the early childhood education centre for your child(ren)?, Parents with child(ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics		
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	3.619	.425		8.508	.000	2.779	4.459						
	Gender	-.217	.132	-.145	-1.651	.101	-.477	.043	-.040	-.128	-.125	.751	1.332	
	Age	.049	.062	.086	.789	.431	-.073	.171	.000	.062	.060	.480	2.084	
	Education Background	.071	.049	.156	1.445	.150	-.026	.169	.008	.112	.110	.493	2.027	
	Family Income / month	-.072	.045	-.208	-1.605	.110	-.161	.017	-.079	-.125	-.122	.343	2.912	
	Parents with child(ren) aged 1 to 3 or 4 to 6	.309	.159	.207	1.945	.053	-.005	.622	.052	.151	.148	.510	1.960	
	Years of experience in joining the early childhood education centre	-.094	.040	-.284	-2.337	.021	-.174	-.015	-.099	-.180	-.177	.389	2.569	
	Switch the early childhood education centre for your child (ren)?	-.092	.132	-.062	-.698	.486	-.354	.169	.004	-.055	-.053	.738	1.354	

a. Dependent Variable: Integrity2

Trust 3

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.297 ^a	.088	.049	.662

a. Predictors: (Constant), Switch the early childhood education centre for your child(ren)?, Parents with child (ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.920	7	.989	2.254	.032 ^b
	Residual	71.501	163	.439		
	Total	78.421	170			

a. Dependent Variable: Trust3

b. Predictors: (Constant), Switch the early childhood education centre for your child (ren)?, Parents with child(ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.442	.380		11.678	.000
	Gender	.072	.118	.053	.611	.542
	Age	.045	.055	.088	.817	.415
	Education Background	-.040	.044	-.096	-.899	.370
	Family Income / month	-.036	.040	-.113	-.888	.376
	Parents with child(ren) aged 1 to 3 or 4 to 6	-.409	.142	-.302	-2.883	.004
	Years of experience in joining the early childhood education centre	.012	.036	.040	.333	.740
	Switch the early childhood education centre for your child(ren)?	.003	.118	.002	.026	.979

a. Dependent Variable: Trust3

Trust 4

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.425 ^a	.180	.145	.510

a. Predictors: (Constant), Switch the early childhood education centre for your child(ren)?, Parents with child (ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.314	7	1.331	5.122	.000 ^b
	Residual	42.347	163	.260		
	Total	51.661	170			

a. Dependent Variable: Trust4

b. Predictors: (Constant), Switch the early childhood education centre for your child (ren)?, Parents with child(ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.187	.293		10.887	.000
	Gender	.217	.091	.196	2.394	.018
	Age	.155	.043	.372	3.631	.000
	Education Background	-.052	.034	-.154	-1.524	.130
	Family Income / month	-.056	.031	-.217	-1.797	.074
	Parents with child(ren) aged 1 to 3 or 4 to 6	-.087	.109	-.079	-.795	.428
	Years of experience in joining the early childhood education centre	-.017	.028	-.071	-.626	.532
	Switch the early childhood education centre for your child(ren)?	-.012	.091	-.011	-.127	.899

a. Dependent Variable: Trust4

Trust 5

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.292 ^a	.085	.046	.628

a. Predictors: (Constant), Switch the early childhood education centre for your child(ren)?, Parents with child (ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.969	7	.853	2.165	.040 ^b
	Residual	64.218	163	.394		
	Total	70.187	170			

a. Dependent Variable: Trust5

b. Predictors: (Constant), Switch the early childhood education centre for your child (ren)?, Parents with child(ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.516	.360		12.528	.000
	Gender	.089	.111	.069	.795	.428
	Age	-.045	.053	-.093	-.864	.389
	Education Background	-.088	.042	-.226	-2.118	.036
	Family Income / month	.043	.038	.143	1.118	.265
	Parents with child(ren) aged 1 to 3 or 4 to 6	-.295	.134	-.230	-2.193	.030
	Years of experience in joining the early childhood education centre	.010	.034	.034	.285	.776
	Switch the early childhood education centre for your child(ren)?	-.114	.112	-.089	-1.018	.310

a. Dependent Variable: Trust5

Trust 6

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.370 ^a	.137	.100	.673

a. Predictors: (Constant), Switch the early childhood education centre for your child(ren)?, Parents with child (ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.758	7	1.680	3.705	.001 ^b
	Residual	73.903	163	.453		
	Total	85.661	170			

a. Dependent Variable: Trust6

b. Predictors: (Constant), Switch the early childhood education centre for your child (ren)?, Parents with child(ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.095	.387		10.590	.000
	Gender	.202	.120	.142	1.691	.093
	Age	-.143	.056	-.267	-2.538	.012
	Education Background	.079	.045	.184	1.773	.078
	Family Income / month	-.021	.041	-.065	-.524	.601
	Parents with child(ren) aged 1 to 3 or 4 to 6	-.233	.144	-.165	-1.617	.108
	Years of experience in joining the early childhood education centre	.029	.037	.093	.797	.427
	Switch the early childhood education centre for your child(ren)?	-.170	.120	-.119	-1.408	.161

a. Dependent Variable: Trust6

Trust 7

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.351 ^a	.123	.085	.541

a. Predictors: (Constant), Switch the early childhood education centre for your child(ren)?, Parents with child (ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.687	7	.955	3.262	.003 ^b
	Residual	47.734	163	.293		
	Total	54.421	170			

a. Dependent Variable: Trust7

b. Predictors: (Constant), Switch the early childhood education centre for your child (ren)?, Parents with child(ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.414	.311		10.984	.000
	Gender	.267	.096	.235	2.775	.006
	Age	.051	.045	.120	1.131	.260
	Education Background	-.041	.036	-.118	-1.127	.261
	Family Income / month	-.017	.033	-.066	-.531	.596
	Parents with child(ren) aged 1 to 3 or 4 to 6	-.074	.116	-.066	-.639	.524
	Years of experience in joining the early childhood education centre	-.003	.029	-.011	-.096	.923
	Switch the early childhood education centre for your child(ren)?	.123	.097	.109	1.272	.205

a. Dependent Variable: Trust7

Trust 8

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.378 ^a	.143	.106	.557

a. Predictors: (Constant), Switch the early childhood education centre for your child(ren)?, Parents with child (ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.441	7	1.206	3.892	.001 ^b
	Residual	50.506	163	.310		
	Total	58.947	170			

a. Dependent Variable: Trust8

b. Predictors: (Constant), Switch the early childhood education centre for your child (ren)?, Parents with child(ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.323	.320		13.521	.000
	Gender	.089	.099	.075	.898	.371
	Age	-.106	.047	-.239	-2.279	.024
	Education Background	-.070	.037	-.194	-1.877	.062
	Family Income / month	.056	.034	.206	1.666	.098
	Parents with child(ren) aged 1 to 3 or 4 to 6	-.432	.119	-.367	-3.620	.000
	Years of experience in joining the early childhood education centre	.098	.030	.376	3.236	.001
	Switch the early childhood education centre for your child(ren)?	.103	.100	.087	1.035	.302

a. Dependent Variable: Trust8

Trust 9

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.431 ^a	.186	.151	.573

a. Predictors: (Constant), Switch the early childhood education centre for your child(ren)?, Parents with child (ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.247	7	1.750	5.326	.000 ^b
	Residual	53.543	163	.328		
	Total	65.789	170			

a. Dependent Variable: Trust9

b. Predictors: (Constant), Switch the early childhood education centre for your child (ren)?, Parents with child(ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.470	.329		13.579	.000
	Gender	-.002	.102	-.002	-.020	.984
	Age	-.232	.048	-.493	-4.828	.000
	Education Background	-.047	.038	-.124	-1.230	.221
	Family Income / month	.084	.035	.291	2.415	.017
	Parents with child(ren) aged 1 to 3 or 4 to 6	-.199	.123	-.160	-1.621	.107
	Years of experience in joining the early childhood education centre	.109	.031	.396	3.493	.001
	Switch the early childhood education centre for your child(ren)?	.004	.103	.003	.038	.970

a. Dependent Variable: Trust9

Trust 10

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.473 ^a	.223	.190	.589

a. Predictors: (Constant), Switch the early childhood education centre for your child(ren)?, Parents with child (ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.254	7	2.322	6.700	.000 ^b
	Residual	56.495	163	.347		
	Total	72.749	170			

a. Dependent Variable: Trust10

b. Predictors: (Constant), Switch the early childhood education centre for your child (ren)?, Parents with child(ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.338	.338		9.872	.000
	Gender	.191	.105	.145	1.824	.070
	Age	-.066	.049	-.134	-1.341	.182
	Education Background	.031	.039	.077	.780	.437
	Family Income / month	-.122	.036	-.401	-3.406	.001
	Parents with child(ren) aged 1 to 3 or 4 to 6	.072	.126	.055	.573	.567
	Years of experience in joining the early childhood education centre	.086	.032	.296	2.677	.008
	Switch the early childhood education centre for your child(ren)?	.104	.105	.079	.989	.324

a. Dependent Variable: Trust10

Trust 11

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.407 ^a	.165	.130	.547

a. Predictors: (Constant), Switch the early childhood education centre for your child(ren)?, Parents with child (ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.661	7	1.380	4.613	.000 ^b
	Residual	48.760	163	.299		
	Total	58.421	170			

a. Dependent Variable: Trust11

b. Predictors: (Constant), Switch the early childhood education centre for your child (ren)?, Parents with child(ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.655	.314		11.636	.000
	Gender	.342	.097	.291	3.519	.001
	Age	-.055	.046	-.124	-1.203	.231
	Education Background	-.019	.036	-.052	-.512	.609
	Family Income / month	-.038	.033	-.139	-1.140	.256
	Parents with child(ren) aged 1 to 3 or 4 to 6	-.219	.117	-.187	-1.867	.064
	Years of experience in joining the early childhood education centre	.052	.030	.199	1.736	.084
	Switch the early childhood education centre for your child(ren)?	-.031	.098	-.027	-.320	.749

a. Dependent Variable: Trust11

Trust 12

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.361 ^a	.130	.093	.644

a. Predictors: (Constant), Switch the early childhood education centre for your child(ren)?, Parents with child (ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.149	7	1.450	3.492	.002 ^b
	Residual	67.687	163	.415		
	Total	77.836	170			

a. Dependent Variable: Trust12

b. Predictors: (Constant), Switch the early childhood education centre for your child (ren)?, Parents with child(ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.541	.370		9.569	.000
	Gender	.355	.114	.261	3.099	.002
	Age	-.062	.054	-.121	-1.146	.254
	Education Background	-.075	.043	-.181	-1.740	.084
	Family Income / month	.020	.039	.062	.500	.617
	Parents with child(ren) aged 1 to 3 or 4 to 6	-.129	.138	-.095	-.933	.352
	Years of experience in joining the early childhood education centre	.017	.035	.058	.496	.620
	Switch the early childhood education centre for your child(ren)?	.042	.115	.031	.364	.716

a. Dependent Variable: Trust12

Trust 13

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.428 ^a	.183	.148	.560

a. Predictors: (Constant), Switch the early childhood education centre for your child(ren)?, Parents with child (ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.452	7	1.636	5.216	.000 ^b
	Residual	51.121	163	.314		
	Total	62.573	170			

a. Dependent Variable: Trust13

b. Predictors: (Constant), Switch the early childhood education centre for your child (ren)?, Parents with child(ren) aged 1 to 3 or 4 to 6, Gender, Education Background, Age, Years of experience in joining the early childhood education centre, Family Income / month

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.993	.322		9.307	.000
	Gender	.295	.099	.243	2.969	.003
	Age	-.148	.047	-.322	-3.153	.002
	Education Background	.002	.037	.004	.041	.967
	Family Income / month	-.013	.034	-.045	-.372	.710
	Parents with child(ren) aged 1 to 3 or 4 to 6	.255	.120	.211	2.128	.035
	Years of experience in joining the early childhood education centre	.045	.030	.167	1.473	.143
	Switch the early childhood education centre for your child(ren)?	.031	.100	.025	.307	.759

a. Dependent Variable: Trust13

APPENDIX 9 - Model fit summary

CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	16	5.629	4	.229	1.407
Saturated model	20	.000	0		
Independence model	10	422.062	10	.000	42.206

Baseline Comparisons

Model	NFI	RFI	IFI	TLI	CFI
	Delta1	rho1	Delta2	rho2	
Default model	.987	.967	.996	.990	.996
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Parsimony-Adjusted Measures

Model	PRATIO	PNFI	PCFI
Default model	.400	.395	.398
Saturated model	.000	.000	.000
Independence model	1.000	.000	.000

NCP

Model	NCP	LO 90	HI 90
Default model	1.629	.000	12.160
Saturated model	.000	.000	.000
Independence model	412.062	348.540	482.995

FMIN

Model	FMIN	F0	LO 90	HI 90
Default model	.033	.010	.000	.072
Saturated model	.000	.000	.000	.000
Independence model	2.483	2.424	2.050	2.841

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.049	.000	.134	.421
Independence model	.492	.453	.533	.000

AIC

Model	AIC	BCC	BIC	CAIC
Default model	37.629	38.800		
Saturated model	40.000	41.463		
Independence model	442.062	442.793		

ECVI

Model	ECVI	LO 90	HI 90	MECVI
Default model	.221	.212	.283	.228
Saturated model	.235	.235	.235	.244
Independence model	2.600	2.227	3.018	2.605

HOELTER

Model	HOELTER .05	HOELTER .01
Default model	287	401
Independence model	8	10

APPENDIX 10 - Focus groups schedule (Parents)

Focus Group schedule

(Parents)

Theme: Marketing in Private Early Childhood Education Centres, Teaching Quality, Marketing Ethics

*Note to facilitators: Instructions to you are in standard print. Questions for you to read out are in **bold**.*

Establishing the Focus Groups

Allow yourself plenty of time to set up the focus group sessions - try to establish a good relationship with the participants. Also, be prepared to be flexible!

Focus groups should be made up of around six to ten people. The absolute minimum number of people should be five - any less and the group will become more of a one-on-one interview, any more and it will become difficult to allow everyone to participate. If there are not enough people in an established group that are able to take part, then it is acceptable to merge groups together.

It is important to ensure the focus groups are made up of people who are the parents who have experience of enrolling their children to the early childhood education centres over one year. It is also important to check that people are happy to talk in a group situation.

Running the Focus Group Sessions

Please refer back to these notes just before the group is due to meet to refresh your memory.

There should be two people to facilitate the sessions - one to lead the session, the other to take notes and make sure the recording equipment is running properly.

Remember to take a note of the group session and to record this on any tapes or note sheets used during that session.

The purpose of the focus group is to gather information about the views from parents among marketing, teaching quality and marketing ethics. It is important to remember that you are seeking to reach a group viewpoint as far as possible. You should try to get everyone involved in the discussion. This does not mean that everyone must have the same view, but the discussion should lead to some conclusions. You need to record both majority and minority views.

Before the group assembles, test the recording equipment to make sure it is working and that the sound is recording at an acceptable level.

As people assemble try to offer them some refreshment. Once people are settled, check with the group whether they all know each other. If not start by going around the group and getting everyone to introduce themselves. For your own convenience it helps to draw a 'map' of where everyone is sitting. You may not be able to do this if the group all know one another beforehand, but you can develop it as the session proceeds.

Make sure that everyone is comfortable before you start and that everyone can see each other.

Read out the statement on confidentiality:

Opinions expressed will be treated in confidential among project staff for the purpose of evaluating the impacts of marketing in private early childhood education centres in Hong Kong on teaching quality and marketing ethics, and in the production of the project report. All responses will remain anonymous.

Check that there are no objections to the use of the audio recorder; then switch it on.

You need to start off by reiterating the purpose of the meeting. Use a statement like the following:

I'm very grateful to you all for sparing time to talk about your personal

experience this morning/afternoon/evening. Today I want to concentrate on discussing your views among marketing implemented by private early childhood education centres, teaching quality and marketing ethics and I'd particularly like to hear from you about your experience in enrolling your children to the Centres. There are no right or wrong opinions, I would like you to feel comfortable saying what you really think and how you really feel.

Then to get the conversation going, use a simple opener:

Is anyone wanted to share about his or her experience in selecting and enrolling the education centre for his or her children?

This gives an opportunity to go around the group if the conversation doesn't start naturally.

You may direct the participants to discuss about the location of the early childhood education centres. From the survey, parents show high concerns about the location. Continue with something like this:

Have you noticed any specific increase or decrease in parents send their children to early childhood education centres?

Encourage people to expand on a Yes/No answer by getting them to talk about specific experience with the education centres.

The discussion will automatically turn to the reasons of enrolling the early childhood education centres – if no, you will need to prompt.

What factors do you consider or affect you to enrol your children to the education centres?

How do you think about the teachers and the management of the early childhood education centres that you children have enrolled? Do you trust them?

Try to involve everyone.

Once you have established the reasons of enrolling, turns the discussion towards

marketing implemented by the early childhood education centres, teaching quality and marketing ethics. e.g.

How did you think the teaching quality of the private early childhood education centres in Hong Kong?

Do you commit to the early childhood education centre that your child(ren) enrol(s) and willing to attach to the education centre?

What is the degree of acceptance of the private early childhood education centres adopting marketing to recruit students and it may involve the teaching staff of the Centre? What marketing activities attract you to enrol your child(ren)?

Are you aware of the promises made in the marketing activities that can be kept in the course delivery and the advertisements are reliable and truthful?

How do you think that the implementation of marketing in private early childhood education centres will distort the purpose of education and teaching quality?

**Do you think there is a relationship between tuition fee and marketing activities?
Do you agree if marketing activities reduce, the tuition fee can also be reduced?**

Do you think private early childhood education centres in Hong Kong should be regulated?

Your role is to keep the conversation on track, but using as little direct intervention as possible.

Keep a close eye on the time and ensure that you don't over-run the allocated slot. In the last few minutes do the following:

Try to summarise the discussion in very broad terms:

It sounds as if you have your own criteria to select the education centre for your children and the views on marketing activities of the private early childhood

education centres.

Give the group chance to make final comments:

Is there anything you would like to add?

Remind the group that you are particularly interested in how things change over the next year and that you'd like to come back and talk to them again then.

Finally thank the group for their time and tell them that the discussion has been most valuable.

At the end of the session, facilitators should make some notes about the session - how they felt it went, if there were any problems etc.

APPENDIX 11 - 聚焦小組討論流程安排 (家長) (Focus groups schedule (Parents) – Chinese version)

聚焦小組討論流程安排 (家長)

主題: 在私營幼兒教育中心進行市場推廣, 教學質素, 市場推廣道德

給主持人的指引: 你要讀出來的問題已被粗體顯示。

建立聚焦小組

請預備足夠的時間準備聚焦小組, 嘗試與參與者建立良好關係。同時, 要靈活處理過程!

聚焦小組應該由大約六個到十個人組成, 應該最少有五個參與者, 少於五個的參與者, 將成為一個一對一的面談, 這樣難以成為討論。如果在一個已建立的聚焦小組中沒有足夠的人數參與, 那麼, 將所有參與者組合在一起是可以接受的。

要確保參加聚焦小組的所有參與者是具有一年或以上為他們的孩子參加幼兒教育中心的經驗。同樣重要的是要向他們說明是否樂於在小組內交談。

進行聚焦小組討論

請在進行聚焦小組討論前, 再次參考這指引。

應該有兩位人士協助這次聚焦小組討論的進行，一位是主持人，另一位是記錄者，請確保錄音設備正常運行。

另外請確保對話會被筆紙記錄下來，並在討論期間錄音。

聚焦小組的目的是收集家長對於香港私營幼兒教育中心的市場推廣活動、教學質素、市場推廣道德方面的意見。重要的是你需要尋找小組的觀點。你應該盡量讓每一位參與者發表意見，這並不代表著每個人都必須有相同的觀點，但討論需要達到一些結論。你需要記錄大多數和少數人的觀點。

在參與者到達之前，請測試記錄設備以確保其正常運作，並且聲音是在可接受的水準上接收的。

當參與者到達後，嘗試給他們一些茶點。一旦人們安頓好了，看看他們是否都認識對方。如果不認識便讓大家自我介紹一下。為方便你自己，你可以繪畫一個座位表，顯示每個人坐在哪裡。如果參與者事前已經認識大家，你便無需這樣做，可以直接進行聚焦小組討論。

在你開始之前，要確保每個人都感到舒服，而且每個人都能看到對方。然後宣讀有關的保密的聲明：

所表達的意見將在研究人員的保密情況下處理，是次聚焦小組討論是評估香港

私營幼兒教育中心進行市場推廣對教學質素和市場推廣道德的影響，你的意見
只作研究之用。所有討論都將會被匿名。

如果沒有參與者反對錄音，便可將錄音機啟動。

你必須重申聚焦小組討論的目的，可以使用類似以下的語句：

今天上午/下午/晚上，我非常感謝大家抽出時間談論你的個人經歷。今天，我想集中討論你在香港私營幼兒教育中心進行市場推廣活動、教學品質和市場推廣道德等方面的觀點，我特別希望能從你那裡得知你為你的孩子參加私營幼兒教育中心的經驗。這次討論沒有正確或錯誤的答案，我們都只是在分享。我希望你能舒服地說出你真正的想法和你真正的感受。

然後，為了讓對話開始，可以使用一個簡單的問題：

請大家輪流介紹自己，並簡單地分享你為子女選擇私營幼兒教育中心的經驗。

這給了一個機會去輪流發表意見，如果談話仍然覺得不自然，你可以引導參與者討論幼兒教育中心的位置，因為從問卷調查中，家長們對地點有高度關注。

之後可以繼續以下問題：

你有沒有留意到家長把孩子送到幼兒教育中心的具體增減情況？

除了是與否的答案，鼓勵參與者談及他們的經驗。

討論可能自動轉向為子女參加幼兒教育中心原因或動機，否則需要作出提示。

你認為什麼因素影響您把你的孩子送到幼兒教育中心呢？

你對於你孩子們所就讀的幼兒教育中心的教師和管理有什麼想法？你相信他們嗎？

嘗試令每一位參與者都發表意見。

一旦你開始了討論為子女參加幼兒教育中心的理由或動機，便可以把話題轉向討論有關幼兒教育中心進行市場推廣、教學質素和市場推廣道德的問題，例如：

你認為香港私營幼兒教育中心的教學質素是如何？

你會否只參加一間或兩間幼兒教育中心，並且忠於他們？

你們接受私營幼兒教育中心進行市場推廣招募學生的程度是多少，以及該中心的教學人員是否可以參與？什麼市場推廣活動吸引你為你的孩子參加幼兒教育中心的課程呢？

你認為市場推廣活動中和廣告中的訊息及承諾，是否可以在課程教授中兌現？而廣告內容是真實及可靠嗎？

你認為在幼兒教育中實施市場推廣會扭曲教育目的和教學質素的嗎？

你認為學費和市場推廣有關係嗎？如果市場推廣活動減少，學費也可以減少，你同意嗎？

你認為私營幼兒教育中心在香港應否受規管？

你的角色是保持對話暢順，但儘量少直接干預。

密切留意時間，確保討論不會超時。在最後幾分鐘中可以作出以下總結：

聽起來你有您自己的標準為你的孩子選擇幼兒教育中心。

給小組最後機會發表意見：

還有什麼要補充的嗎？

提醒小組，在未來一年如果事情有任何變化，可以再與我們討論。

最後再次感謝參與者的時間，並告訴他們的意見是寶貴的。

在討論結束後，主持人可以做一些筆記，記錄你們的感受或有什麼問題等。

Focus Group Schedule

(Managerial staff)

Theme: Marketing in Private Early Childhood Education Centres, Teaching Quality, Marketing Ethics

*Note to facilitators: Instructions to you are in standard print. Questions for you to read out are in **bold**.*

Establishing the Focus Groups

Allow yourself plenty of time to set up the focus group sessions - try to establish a good relationship with the participants. Also, be prepared to be flexible!

Focus groups should be made up of around six to ten people. The absolute minimum number of people should be five - any less and the group will become more of a one-on-one interview, any more and it will become difficult to allow everyone to participate. If there are not enough people in an established group that are able to take part, then it is acceptable to merge groups together.

It is important to ensure the focus groups are made up of people who are the managerial staff who have experiences in managing and operating an early childhood education centre over one year in Hong Kong. It is also important to check that people are happy to talk in a group situation.

Running the Focus Group Sessions

Please refer back to these notes just before the group is due to meet to refresh your memory.

There should be two people to facilitate the sessions - one to lead the session, the other to take notes and make sure the recording equipment is running properly.

Remember to take a note of the group session and to record this on any tapes or note sheets used during that session.

The purpose of the focus group is to gather information about the views from the managerial staff among marketing, teaching quality and marketing ethics. It is important to remember that you are seeking to reach a group viewpoint as far as possible. You should try to get everyone involved in the discussion. This does not mean that everyone must have the same view, but the discussion should lead to some conclusions. You need to record both majority and minority views.

Before the group assembles, test the recording equipment to make sure it is working and that the sound is recording at an acceptable level.

As people assemble try to offer them some refreshment. Once people are settled, check with the group whether they all know each other. If not start by going around the group and getting everyone to introduce themselves. For your own convenience it helps to draw a 'map' of where everyone is sitting. You may not be able to do this if the group all know one another beforehand, but you can develop it as the session proceeds.

Make sure that everyone is comfortable before you start and that everyone can see each other.

Read out the statement on confidentiality:

Opinions expressed will be treated in confidential among project staff for the purpose of evaluating the impacts of marketing in private early childhood education centres on teaching quality and marketing ethics, and in the production of the project report. All responses will remain anonymous.

Check that there are no objections to the use of the audio recorder; then switch it on.

You need to start off by reiterating the purpose of the meeting. Use a statement like the following:

I'm very grateful to you all for sparing time to talk about your personal experience this morning/afternoon/evening. Today I want to concentrate on

discussing your views among marketing implemented by private early childhood education centres, teaching quality and marketing ethics and I'd particularly like to hear from you about your experience in managing and operating an early childhood education centre. There are no right or wrong opinions, I would like you to feel comfortable saying what you really think and how you really feel.

Then to get the conversation going, use a simple opener:

Is everyone wanted to share about his or her experience in managing and operating the education centre?

This gives an opportunity to go around the group if the conversation doesn't start naturally. Continue with something like this:

Have you noticed any specific increase or decrease in parents send their children to early childhood education centres?

Are there sufficient customers and consumers to sustain the early childhood education centres in Hong Kong now?

Encourage people to expand on a Yes/No answer by getting them to talk about specific experience.

The discussion will automatically turn to the reasons or motivation of operating an early childhood education centre. Otherwise, you will need to prompt.

Do you think it is necessary for the students to enrol to an early childhood education centre at these ages, i.e. aged between 1 and 6?

What are the impacts to attend the courses in an early childhood education centre on the students?

Try to involve everyone.

Once you have established reasons or motivation of operating an early childhood education centre, turns the discussion towards marketing implemented by the private early childhood education centres, teaching quality and marketing ethics. e.g.

Do you think marketing is necessary for a private early childhood education centre in Hong Kong?

What types of marketing activities should be conducted for a private early childhood education centre in Hong Kong?

Do you think the marketing activities have the impacts on the teaching quality? It is because the teaching staff and administrative staff need to take part in those marketing activities.

Have the promises that make in the marketing activities kept in the course delivery?

How do you think that the implementation of marketing in private early childhood education will distort the purpose of education and teaching quality?

Do you think private early childhood education centres in Hong Kong should be regulated?

Your role is to keep the conversation on track, but using as little direct intervention as possible.

Keep a close eye on the time and ensure that you don't over-run the allocated slot. In the last few minutes do the following:

Try to summarise the discussion in very broad terms:

It sounds as if you have your own reasons to implement the marketing activities for your centres.

Give the group chance to make final comments:

Is there anything you would like to add?

Remind the group that you are particularly interested in how things change over the next year and that you'd like to come back and talk to them again then.

Finally thank the group for their time and tell them that the discussion has been most valuable.

At the end of the session, facilitators should make some notes about the session - how they felt it went, if there were any problems etc.

**APPENDIX 13 - 聚焦小組討論流程安排 (管理人員) (Focus group schedule
(Managerial staff) – Chinese version)**

聚焦小組討論流程安排 (管理人員)

主題: 在私營幼兒教育中心進行市場推廣, 教學質素, 市場推廣道德

給主持人的指引: 你要讀出來的問題已被粗體顯示。

建立聚焦小組

請預備足夠的時間準備聚焦小組，嘗試與參與者建立良好關係。同時，要靈活處理過程!

聚焦小組應該由大約六個到十個人組成，應該最少有五個參與者，少於五個的參與者，將成為一個一對一的面談，這樣難以成為討論。如果在一個已建立的聚焦小組中沒有足夠的人數參與，那麼，將所有參與者組合在一起是可以接受的。

要確保參加聚焦小組的所有參與者是具有一年或以上管理和經營私營幼兒教育中心的經驗。同樣重要的是要向他們說明是否樂於在小組內交談。

進行聚焦小組討論

請在進行聚焦小組討論前，再次參考這指引。

應該有兩位人士協助這次聚焦小組討論的進行，一位是主持人，另一位是記錄者，請確保錄音設備正常運行。

另外請確保對話會被筆紙記錄下來，並在討論期間錄音。

聚焦小組的目的是收集香港私營幼兒教育中心的管理人員在市場推廣、教學質素、市場推廣道德方面的意見。重要的是你在尋找小組的觀點。你應該盡量讓每一位參與者發表意見，這並不代表著每個人都必須有相同的觀點，但討論需要達到一些結論。你需要記錄大多數和少數人的觀點。

在參與者到達之前，請測試記錄設備以確保其正常運作，並且聲音是在可接受的水準上接收的。

當參與者到達後，嘗試給他們一些茶點。一旦人們安頓好了，看看他們是否都認識對方。如果不認識便讓大家自我介紹一下。為方便你自己，你可以繪畫一個座位表，顯示每個人坐在哪裡。如果參與者事前已經認識大家，你便無需這樣做，可以直接進行聚焦小組討論。

在你開始之前，要確保每個人都感到舒服，而且每個人都能看到對方。然後宣讀有關的保密的聲明：

所表達的意見將在研究人員的保密情況下處理，是次聚焦小組討論是評估香港

私營幼兒教育中心進行市場推廣活動對教學質素和市場推廣道德的影響，你的意見只作研究之用。所有討論都將會被匿名。

如果沒有參與者反對錄音，便可將錄音機啟動。

你必須重申聚焦小組討論的目的，可以使用類似以下的語句：

今天上午/下午/晚上，我非常感謝大家抽出時間談論你的個人經歷。今天，我想集中討論你在香港私營幼兒教育中心進行市場推廣活動、教學品質和市場推廣道德等方面的觀點，我特別希望能從你那裡得知你在管理和運作私營幼兒教育中心的經驗。這次討論沒有正確或錯誤的答案，我們都只是在分享。我希望能舒服地說出你真正的想法和你真正的感受。

然後，為了讓對話開始，可以使用一個簡單的問題：

請大家輪流介紹自己，並簡單地介紹你於香港擁有、管理或經營的幼兒教育中心？

這給了一個機會去輪流發表意見，如果談話仍然覺得不自然可以繼續以下問題：

你認為現在香港的家長把他們的子女送到私營幼兒教育中心的趨勢是上升或下降？

你認為現時香港的私營幼兒教育中心是否有足夠的顧客和消費者來維持？

除了是與否的答案 鼓勵參與者談及他們的經驗。

討論可能自動轉向營運幼兒教育中心的原因或動機, 否則可能需要作出提示。

你認為 1 歲至 6 歲的幼童有需要在這些年齡參加幼兒教育中心嗎？

參加幼兒教育中心的課程對這些學生有何影響？

嘗試令每一位參與者都發表意見。

一旦你開始了討論營運幼兒教育中心的理由或動機, 便可以把話題轉向討論有

關幼兒教育中心進行市場推廣、教學質素和市場推廣道德的問題, 例如:

你認為在香港的私營幼兒教育中心是否需要進行市場推廣？

在香港的私營幼兒教育中心應進行哪些類型的市場推廣活動？

你認為香港的幼兒教育中心, 因為教師和職員需要參與這些市場推廣活動, 對教學質素有影響嗎？

你認為市場推廣活動中的承諾可以在課程教授過程中兌現嗎？

你認為在幼兒教育中, 推行市場推廣活動會否扭曲教育目的和教學質素嗎？

你認為香港的私營幼兒教育中心應否受到規管？

你的角色是保持對話暢順，但儘量少直接干預。

密切留意時間，確保討論不會超時。在最後幾分鐘中可以作出以下總結：

聽起來你有自己的理由來推行你的幼兒教育中心的市場推廣活動。

給小組最後機會發表意見：

還有什麼要補充的嗎？

提醒小組，在未來一年如果事情有任何變化，可以再與我們討論。

最後再次感謝參與者的時間，並告訴他們的意見是寶貴的。

在討論結束後，主持人可以做一些筆記，記錄你們的感受或有什麼問題等。

APPENDIX 14 - Focus group schedule (Teachers)

Focus Group Schedule

(Teachers)

Theme: Marketing in Private Early Childhood Education Centres, Teaching Quality, Marketing Ethics

*Note to facilitators: Instructions to you are in standard print. Questions for you to read out are in **bold**.*

Establishing the Focus Groups

Allow yourself plenty of time to set up the focus group sessions - try to establish a good relationship with the participants. Also, be prepared to be flexible!

Focus groups should be made up of around six to ten people. The absolute minimum number of people should be five - any less and the group will become more of a one-on-one interview, any more and it will become difficult to allow everyone to participate. If there are not enough people in an established group that are able to take part, then it is acceptable to merge groups together.

It is important to ensure the focus groups are made up of people who are the teachers with experiences in teaching in an private early childhood education centre over one year. It is also important to check that people are happy to talk in a group situation.

Running the Focus Group Sessions

Please refer back to these notes just before the group is due to meet to refresh your memory.

There should be two people to facilitate the sessions - one to lead the session, the other to take notes and make sure the recording equipment is running properly.

Remember to take a note of the group session and to record this on any tapes or note sheets used during that session.

The purpose of the focus group is to gather information about the views from the teachers about implementation of marketing, teaching quality and marketing ethics. It is important to remember that you are seeking to reach a group viewpoint as far as possible. You should try to get everyone involved in the discussion. This does not mean that everyone must have the same view, but the discussion should lead to some conclusions. You need to record both majority and minority views.

Before the group assembles, test the recording equipment to make sure it is working and that the sound is recording at an acceptable level.

As people assemble try to offer them some refreshment. Once people are settled, check with the group whether they all know each other. If not start by going around the group and getting everyone to introduce themselves. For your own convenience it helps to draw a 'map' of where everyone is sitting. You may not be able to do this if the group all know one another beforehand, but you can develop it as the session proceeds.

Make sure that everyone is comfortable before you start and that everyone can see each other.

Read out the statement on confidentiality:

Opinions expressed will be treated in confidential among project staff for the purpose of evaluating the impacts of marketing in private early childhood education centres on teaching quality and marketing ethics, and in the production of the project report. All responses will remain anonymous.

Check that there are no objections to the use of the audio recorder; then switch it on.

You need to start off by reiterating the purpose of the meeting. Use a statement like the following:

I'm very grateful to you all for sparing time to talk about your personal experience this morning/afternoon/evening. Today I want to concentrate on discussing your views among marketing implemented by private early childhood education centres in Hong Kong, teaching quality and marketing ethics and I'd

particularly like to hear from you about your experience in teaching in a private early childhood education centre. There are no right or wrong opinions, I would like you to feel comfortable saying what you really think and how you really feel.

Then to get the conversation going, use a simple opener:

Is everyone wanted to share about his or her experience in teaching in the private early childhood education centres?

This gives an opportunity to go round the group if the conversation doesn't start naturally. Continue with something like this:

Have you noticed any specific increase of decrease in parents send their children to early childhood education centres?

Are there sufficient students to support and sustain the early childhood education centres in Hong Kong now?

Encourage people to expand on a Yes/No answer by getting them to talk about specific experience.

The discussion will automatically turn to the reasons or motivation of teaching in a private early childhood education centre. Otherwise, you will need to prompt.

Is it necessary for the students to enrol to an early childhood education centre at these ages, i.e. aged between 1 and 6?

Are there any impacts to attend the courses in an early childhood education centre on the students?

Try to involve everyone.

Once you have established reasons or motivation of teaching in a private early childhood education centre, turns the discussion towards marketing implemented by the private early childhood education centres, teaching quality and marketing ethics.
e.g.

Do you think marketing is necessary for a private early childhood education

centre in Hong Kong?

What types of marketing activities that you feel comfortable to participate for the private early childhood education centre that you teach?

Do you think the marketing activities have the impacts on the teaching quality?

Have the messages that delivered in the marketing activities match with the teaching content in the class?

How do you think that the implementation of marketing in the private early childhood education will distort the purpose of education and teaching quality?

Do you think private early childhood education centres in Hong Kong should be regulated?

Your role is to keep the conversation on track, but using as little direct intervention as possible.

Keep a close eye on the time and ensure that you don't over-run the allocated slot. In the last few minutes do the following:

Try to summarise the discussion in very broad terms:

It sounds as if you have your own views about the impacts on teaching.

Give the group chance to make final comments:

Is there anything you would like to add?

Remind the group that you are particularly interested in how things change over the next year and that you'd like to come back and talk to them again then.

Finally thank the group for their time and tell them that the discussion has been most valuable.

At the end of the session, facilitators should make some notes about the session - how they felt it went, if there were any problems etc.

APPENDIX 15 - 聚焦小組討論流程安排 (教師) (Focus group schedule (Teachers) – Chinese version)

聚焦小組討論流程安排 (教師)

主題: 在私營幼兒教育中心進行市場推廣, 教學質素, 市場推廣道德

給主持人的指引: 你要讀出來的問題已被粗體顯示。

建立聚焦小組

請預備足夠的時間準備聚焦小組，嘗試與參與者建立良好關係。同時，要靈活處理過程!

聚焦小組應該由大約六個到十個人組成，應該最少有五個參與者，少於五個的參與者，將成為一個一對一的面談，這樣難以成為討論。如果在一個已建立的聚焦小組中沒有足夠的人數參與，那麼，將所有參與者組合在一起是可以接受的。

要確保參加聚焦小組的所有參與者是具有一年或以上於私營幼兒教育中心任教的經驗。同樣重要的是要向他們說明是否樂於在小組內交談。

進行聚焦小組討論

請在進行聚焦小組討論前，再次參考這指引。

應該有兩位人士協助這次聚焦小組討論的進行，一位是主持人，另一位是記錄者，請確保錄音設備正常運行。

另外請確保對話會被筆紙記錄下來，並在討論期間錄音。

聚焦小組的目的是收集香港私營幼兒教育中心的教師在市場推廣活動、教學質素、市場推廣道德方面的意見。重要的是你在尋找小組的觀點。你應該盡量讓每一位參與者發表意見，這並不代表著每個人都必須有相同的觀點，但討論需要達到一些結論。你需要記錄大多數和少數人的觀點。

在參與者到達之前，請測試記錄設備以確保其正常運作，並且聲音是在可接受的水準上接收的。

當參與者到達後，嘗試給他們一些茶點。一旦人們安頓好了，看看他們是否都認識對方。如果不認識便讓大家自我介紹一下。為方便你自己，你可以繪畫一個座位表，顯示每個人坐在哪裡。如果參與者事前已經認識大家，你便無需這樣做，可以直接進行聚焦小組討論。

在你開始之前，要確保每個人都感到舒服，而且每個人都能看到對方。然後宣讀有關的保密的聲明：

所表達的意見將在研究人員的保密情況下處理，是次聚焦小組討論是評估香港

私營幼兒教育中心進行市場推廣對教學質素和市場推廣道德的影響，你的意見
只作研究之用。所有討論都將會被匿名。

如果沒有參與者反對錄音，便可將錄音機啟動。

你必須重申聚焦小組討論的目的，可以使用類似以下的語句：

今天上午/下午/晚上，我非常感謝大家抽出時間談論你的個人經歷。今天，我想集中討論你在香港私營幼兒教育中心進行市場推廣活動、教學品質和市場推廣道德等方面的觀點，我特別希望能從你那裡得知你在私營幼兒教育中心的任教經驗。這次討論沒有正確或錯誤的答案，我們都只是在分享。我希望你能舒服地說出你真正的想法和你真正的感受。

然後，為了讓對話開始，可以使用一個簡單的問題：

請大家輪流介紹自己，並簡單地介紹你於香港私營幼兒教育中心的任教經驗？

這給了一個機會去輪流發表意見，如果談話仍然覺得不自然可以繼續以下問題：

你認為現在香港的家長把他們的子女送到私營幼兒教育中心的趨勢是上升或下降？

你認為現時香港的私營幼兒教育中心是否有足夠的顧客和消費者來維持？

除了是與否的答案, 鼓勵參與者談及他們的經驗。

討論可能自動轉向於私營幼兒教育中心任教的原因或動機, 否則可能需要作出提示。

你認為 1 歲至 6 歲的幼童有需要在這些年齡參加幼兒教育中心嗎?

參加幼兒教育中心的課程對這些學生有何影響?

嘗試令每一位參與者都發表意見。

一旦你開始了討論於私營幼兒教育中心任教的理由或動機, 便可以把話題轉向討論有關私營幼兒教育中心進行市場推廣、教學質素和市場推廣道德的問題, 例如:

你認為在香港的私營幼兒教育中心是否需要進行市場推廣?

什麼的市場推廣活動, 你覺得舒服地去參與呢?

你認為市場推廣活動對教學質素有影響嗎?

你認為在宣傳推廣活動中所傳達的訊息及承諾, 能否在教學過程中實踐及兌現?

你認為在幼兒教育中推行市場推廣及宣傳活動, 會否扭曲教育目的和教學質素?

你認為香港的私營幼兒教育中心應否受到規管？

你的角色是保持對話暢順，但儘量少直接干預。

密切留意時間，確保討論不會超時。在最後幾分鐘中可以作出以下總結：

聽起來好像你對教學有自己的看法。

給小組最後機會發表意見：

還有什麼要補充的嗎？

提醒小組，在未來一年如果事情有任何變化，可以再與我們討論。

最後再次感謝參與者的時間，並告訴他們的意見是寶貴的。

在討論結束後，主持人可以做一些筆記，記錄你們的感受或有什麼問題等。

APPENDIX 16 - Focus group participants' demographic background

Parents

Participant's label	Father / Mother	Child's age	Types of the education centre joined
P1	Mother	4 years old	Playgroup, drama
P2	Mother	4 years old	Playgroup, English, drawing
P3	Father	6 years old	Dancing, drawing
P4	Mother	5 years old	Playgroup, pre-nursery, music, art
P5	Mother	3 years old	Drawing, music
P6	Mother	3 years old	English, Mandarin
P7	Mother	2 years old	Playgroup
P8	Father	2 years old	Playgroup
P9	Father	1 year and 9 months old	Playgroup

Managerial staff

Participant's label	Gender	Students' age ranges	Types of the education centre operated
M1	Male	2 – 6 years old	Sensory integration
M2	Female	2 – 3 years old	Music, playgroup, English
M3	Female	2.5 – 6 years old	Drawing
M4	Male	1 – 6 years old	Playgroup, pre-nursery, Mandarin
M5	Female	1 – 3 years old	Reggio Emilia
M6	Female	1 – 6 years old	Languages

Teachers

Participant's label	Gender	Year of experience of teaching in education centres	Students' age ranges	Types of the education centre taught
T1	Female	3 years	1 – 3 years old	Language, art and music
T2	Male	3 years	1 – 6 years old	Playgroup, music and physical training
T3	Female	2 years	Below 6 years old	Playgroup
T4	Male	1 year	1 – 6 years old	English
T5	Male	2 years	3 – 6 years old	STEM
T6	Female	4 years	1 – 3 years old	Playgroup, pre-nursery
T7	Female	3 years	Below 6 years old	Music
T8	Female	7 years	Below 6 years old	Playgroup, Mandarin

APPENDIX 17 - Focus group transcript (Parents)

Moderator: Welcome to this focus group discussion, please feel free to express your opinion and views. There is no right or wrong answer, we are all here to share.

This session is being audio-taped (*direct group to where the recorder is*).

The purpose of this focus group is to gather information about the views from the parents who have experiences in enrolling their children to the private early childhood education centres in Hong Kong towards marketing, teaching quality and marketing ethics. I'd particularly like to hear from you about your experiences in the private early childhood education centres in Hong Kong.

All information obtain will be kept confidential. The views and information from this discussion would be used for analysis as a whole, your names will not be used for the analysis of the discussion.

Moderator: Is anyone wanted to share about his or her experience in selecting and enrolling the early childhood education centres for your children?

P1: Yes, I can share my experience first. My son is 4 years old now and has joined few early childhood education centres. One of the education centres offered playgroups. He sang and played some toys with teachers' instructions. He joined this early childhood education centre over one year. Another one was to learn English through playing drama. He joined this education centre over the summer last year. I knew them from Facebook. Besides, the locations of these education centres are close to my home. This makes me easier to take care of his transportation and take shorter time to go there. The environment is also important. A clean and bright interior is important.

P2: Hello! My daughter is 4 years old now. She has joined the courses about English, drawing, and some playgroups from two years old at different early childhood education centres. Until now, she has stayed with the same education centre over one year. I think location is the most important factor for me to consider, and then I will look at the tuition fee.

P3: Hello all! My daughter has learnt dancing and drawing in two early childhood education centres. She is six years old now. She has also stayed with the same education centre over one year at the moment. The reason that I choose these education centres is they have the similar rationale and value to me. My wife and I usually discuss after gathering the relevant information before deciding which one to join. Location is also another important factor for us to consider. As my wife and I need

to work during the daytime. The domestic helper is the one who takes care of my daughter when she needs to go to the education centre. As such, we will choose an education centre which is not far from home and convenient to access.

P4: Hello! I have two children. My daughter is 10 years old and my son is 5 years old. I can focus on sharing my experiences on my son. He joined several early childhood education centres from one year and six months old, like playgroups, pre-nursery programme, music and arts. He joins an education centre to learn English phonics at the moment. I think it's time for him to train his language abilities. English and Mandarin are pretty basic for them to read and speak nowadays in Hong Kong. I don't know what will happen in the future in Hong Kong. But to equip his language ability is important. The location is also important. Besides, the number of students in a class is another concern for me. I think the most ideal class size is 4 to 6 students in a class. It allows the students to have an appropriate interaction with other students and the teacher.

P5: Hi all! I also have two kids. My son is studying in the primary school and he is 8 years old and my younger son is 3 years old and studying in a kindergarten. My sons are having different characters. My eldest son is more active than the younger son. I have arranged some drawing and music courses for him starting from 2 years old. My husband and I have a full-time job. When there is a need, his grandmother would help taking him to the education centres. Thus, I think the location and way to access to the education centre from home is important.

P6: Hello! I have one daughter who is 3 years old now. She had joined some playgroups in several early childhood education centres from one year old. Now, she is learning English and Mandarin in the education centres. I want her to lay the good foundations for the languages. Biliterate and trilingualism is popular in Hong Kong after the handover to China. I think to speak good in English, Mandarin and Cantonese is fundamental for her future development. For me, teaching quality is important because learning languages relies on the teachers, particularly in the pronunciation and accent. Same as other parents, I do prefer the teacher who is a native speaker and also knows the pedagogy to teach the specific language. If the teachers are good in the early childhood education centre, I don't mind taking longer time to go to that education centre.

P7: Hello all! My daughter is almost 2 years old now and she is my first child. I have joined the playgroup, that allows parents to accompany, at an early childhood

education centre with her when she was 9-month old. I wanted to let her play in a more organized learning environment. I understand she could not learn from the words, but she, perhaps, was immersed in a more suitable environment with a systematic design. Location, environment and the quality of teachers are the considerations for me to choose an education centre. If the education centre is closed to my home, it is more convenient for me to take her to the education centre. The environment and the quality of teachers reflect the quality of the education centre. It has a direct impact on my daughter's learning. I have enrolled her to the same early childhood education centre over one year until now.

P8: Hi all! I have a son who is also 2 years old now. I have joined some playgroups in few early childhood education centres since he was 1 year old. I heard that some parents attend the playgroups with their babies as young as 6-month old. I think it is too young for them. Thus, I enrolled my son when he was 1 year old and he has an ability to walk, at least. At that time, I want him to develop his physical ability, like gross motor development and fine motor development, and some intellectual developments. An environment with appropriate hygiene is important for such a young kid, and then the teaching quality is also important for my consideration.

P9: Hello! I have a similar situation to P7 and P8. I have a son who is 1 year 9 months old. My wife had enrolled him to a playgroup when he was 9-month old. He just sat there and watched the teacher sang and played some toys. There were some activities also. Usually, my wife did those activities, e.g. some handcrafts, and my son still sat there and watched what her mother did. But as he grew up, he could do some more by himself. We attend the playgroup on every Saturday and one hour per week. I think a clean environment is important for a baby or a toddler, and the location is my another consideration.

Moderator: Have you noticed any specific increase or decrease in parents send their children to early childhood education centres?

P1: I think the parents are having higher and higher interest in sending their children to these education centres. They are also willing to join these education centres for their children. The parents usually discuss the features of these education centres and share the information about them. The peer influences among the parents are common in Hong Kong. Besides, many early childhood education centres in Hong Kong nowadays. It is a business opportunity.

P2: My daughter is attending the kindergarten now. I can observe that the parents of her classmates are enthusiastic about discussing the extra curriculum courses that enhance their children's learning. Besides, if their child is the first kid in their family, the parents are usually more nervous.

P3: Yes, this is a stage of being a parent!

P7: I know a group of parents who also have a child aged around two years old. They keep trying different early childhood education centres through trial classes. As P2 said, many parents are enthusiastic in the courses for their children.

P2: Yes. Thus, I think the parents are still interested in enrolling their children to these education centres. It is popular in Hong Kong.

P4: The friends of mine who are also the parents keep looking for the courses for their children. I don't think the trend will decrease in the short time. At least, it could be last for ten more years, unless the education system and the learning pattern in Hong Kong change. Otherwise, these early childhood education centres still have demands.

P6: My friends also do the same thing to search for some suitable courses. I think there is still a trend.

P3: Every young child goes. The parents think my child should go to join also.

P7: I sometimes discuss with my own ex-classmates from university about these education centres and we go to visit some education centres together for more information.

P1: Yes, the peer influences among the parents.

P6: Agree! I don't want to make my daughter feel inferior.

P2: This is what the parents think. They also seek for the way to develop their children better.

P4: Yes.

P8: Other than what you say. My friends, no matter they have children or not, usually ask me if I have arranged any courses in the early childhood education centres for my son. It is quite popular now among the parents who have young children.

P9: The number of student is pretty steady at the early childhood education centre that I join. When somebody quit, there is another student to join immediately. Thus, I think there is a demand in the market.

P5: I observe that the number of students in different education centres that my sons join are steady. There is no significantly drop in the number of student so far.

P3: I also can see that the parents can communication with other parents in the education centre. That's what I have done also.

P5: I do this also and I can know what other parents are doing for the children.

P6: Yes, I also get information from other parents.

P8: Also, I can see many students in those education centres, especially during weekends.

Moderator: What factors do you consider or affect you to enroll your children to the private early childhood education centres?

P1: I found that my son had nothing to do at home when he was two years old and not yet went to the kindergarten. I did not want him just to stay at home and nothing to do. Besides, I thought it was good to let him see more people and peers at the early childhood education centre and tried to enhance the interpersonal skills through this. Sometimes, I felt he was too bored at home. To send him to the early childhood education centre to let him try and explore different things.

P2: I would also like to improve my daughter's communication skills and interpersonal skills. Thus, I send her to the early childhood education centre. Besides, I also consider the organization which operates the courses.

P3: Likewise, location is still a consideration for me.

P4: Location and the number of student in a class are the prime consideration for me. Teachers' qualification is another concern. As my son is five years old now and he needs to learn something regarding the academic knowledge to equip for his articulation to primary school. Thus, the quality of teaching is gradually important when I select an early childhood education centre.

P5: Apart from the location, I want to develop my sons based on their characters. I know my younger son has a comparatively passive character, but he has a high concentration when he is working on something. Thus, the characteristics of my children influence my decision on choosing the early childhood education centres.

P6: I would say teaching quality and the number of student in a class are the prime factors for me to choose an education centre. I think these are the crucial factors for a child to learn languages.

P7: Apart from the location, physical environment and the quality of teachers that I have mentioned earlier, I also want my daughter is able to meet more people. To enhance her interpersonal skills is another reason to enroll her to the early childhood education centre. It is because she is the only child in my family and I am the one to take care of her after she was born. I want her to have a chance to meet someone other than me.

P8: I want my son to have an opportunity to meet more people, no matter the children at the same age or other adults. It is because the living environment in Hong Kong has changed. We are living in a flat and seldom to have an opportunity to get along and interact with neighbours. We usually close the door after stepping in our home. It looks like the only opportunity to meet more people for the young children is to attend the playgroups at the early childhood education centres or to play in the playground. I hope his social and emotion development can be enhanced. Besides, I want him to learn how to take care of himself. The life skills are another development that I consider.

P9: Teaching quality and location are the factors to affect my choice. Besides, I want to experience and witness the developmental stages with my son. This will be a good memory for my son, my wife and me. It is because three of us attend the playgroup together. I can know the progress and the changes of my son.

Moderator: How do you think about the teachers and the management of the private

early childhood education centres that you children have enrolled? Do you trust them?

P1: In general, I trust them. The operation of an early childhood education centre is simple when comparing to a school. As long as the teachers and the staff show their affection for the children. Basically, I think that the education centre is fine for me.

P2: These children are young to enroll to the early childhood education centres. The parents are usually carefully to analyze an education centre during the selection process. In this connection, the parents would trust the education centre. I have also experienced this process. Thus, I usually place trust to the teachers and management of the education centre and I believe that the education centre can keep my child in a safe environment and is knowledgeable to handle my daughter's learning.

P4: Yes, I have similar experience. Before making decision to join the education centre. I gather some information about the education centre, like the comments on Facebook and Baby Kingdom from other parents. Of course, I would enroll my son to the education centre which has positive comments. General speaking, I also feel positive after joining the education centres that I have chosen. The operations and the teaching quality meet my expectation. I think I trust the education center that my son has joined so far.

P6: I am also carefully select the early childhood education centre for my daughter. As I just mentioned. The quality of the teachers to teach languages is important. I usually get more information from the web pages and the comments from other parents. Then, I have a deeper understanding about the education centre and the teachers. I join that education centre after I have confidence in them. I think it also implies that I trust them.

P7: I satisfied with the teachers, management and the environment of the education centre that my daughter joins. I feel comfortable to talk to the staff and teachers over there and I can get some advices from them. I have no experience in raising a child because my daughter is my first child. The teachers can share some experiences with me, particularly in my daughter's learning. I think I can trust them.

P8: I have a similar view with P7. The teachers so far I have encountered are patient and willing to communicate. I think these factors are important, because it can build my confidence. Although I attend the classes with my son as he is still too young, the staff is still able to show their professionalism.

P9: I had attended some trial classes of few education centres before staying with the current one. I can say the teachers of those education centres are fine to me. But I need to choose the most suitable one for my son. In general, I feel comfortable with the teachers and management of those education centres, and you can say I trust them.

P5: I have no negative feeling so far for the early childhood education centres that I have enrolled my sons. The performance of the teachers and the quality of the management are able to meet my expectations. My husband and I feel satisfied for those education centres. As such, I think I tend to trust the education centres.

P3: I also trust the education centre that I have chosen for my daughter. But I think, sometimes, it depends on the rationale of the education centre. If the rationale of the education centre matches the thought of the parents, the parents' trust can be generated towards the early childhood education centre.

P2: Yes. But, sometimes, taking care of the well-being of the students in the education centre is not enough. Many other details need to be paid attention to.

Moderator: How did you think the teaching quality of the private early childhood education centres in Hong Kong?

P1: I think the teaching quality is average. The physical environment is fine to me. However, the communication of the education centers that I have experiences is not enough. I don't have the sufficient information about my son's learning progress and what has happened in the class. I do not mean their overall teaching quality is bad, but I have not run into the one that impresses me.

P2: The education centres often target at the preferences of the parents. The teaching quality is basically to meet the requirement of the parents. I think the early childhood education centres in Hong Kong has an average teaching quality, like what P1 said. They are not too bad, but I think there is room for improvement.

P3: I agree. They are target oriented. I am not quite sure that how they develop the curriculum and pedagogy according to the needs of the students. But they usually please the parents first.

P4: I think the teaching quality of the education centres that I have enrolled my son is not bad. Of course, I cannot say they are superior. But the teaching quality is able to meet my expectation. I can see my son's progression in the pronunciation, and he enjoys learning at that education centre. The teachers also love to see him.

P5: I can see the patience from the teachers. It makes my son is able to grab the skills, like the drawing skills, after a period of time with the instructions from the teacher repeatedly. I notice the growth and progression of my son. Besides, he does not resist to go to the education centres. I think the teaching quality is good, in general.

P6: I am also satisfied the teaching quality of the early childhood education centres so far. The reason is that I have screened what the education centres have done and provided.

P7: I am happy with the teaching quality of the early childhood education centre. They design different activities in the playgroup to play and work with the students. Meanwhile, they explain the purpose of the activities to the parents. I can know what is doing. Sometimes, I can do the same at home.

P8: Similar to P7. We both have a child who ages 2 years old. Their ability and learning needs are at the same stage. The education centre, that my son is joining, is able to deliver the courses at an acceptable quality that I am satisfied. But I have some experiences that some teachers could not attract the attention from the young kids although the teacher has tried hard to perform. I know it is difficult to draw the attention from the young kids. However, if the students' attention cannot be drawn, it looks like the lesson is useless for them.

P9: I can say I am satisfied with the teaching quality. The teachers are willing to share their opinions and are patient when they teach the toddler to do some activities. They also know how to motivate the toddlers to play together. To be honest, the teaching contents are simple and basic, as it is only a playgroup for the toddlers. I think it is not difficult to meet a satisfied teaching quality.

Moderator: Do you commit to the early childhood education centre that your child(ren) enroll(s) and willing to attach to the education centre?

P1: No. I won't commit to only one or two education centres to my son. There are

many choices in the market. As I mentioned earlier, I have not come across a very impressive education centre. Thus, I will keep looking for an education centre that I think it is really suitable for my son.

P2: It is difficult to commit to one early childhood education centre. It is because the learning needs of my daughter vary at different stages. I need to look for the education centres that suit for my daughter's development. As such, I may switch to another education centre once the new one fulfills the needs of my daughter.

P4: It is hard for Hong Kong people to attach to one company. There are many choices in the market. As long as there are something new and attractive, the customers may want to try. But for the education services, I will consider the feeling of my son. If he is fine, I will not easily switch him to another education centre.

P6: Agree, the competition is keen. For Hong Kong people, many choices are in the market. The parents have different preferences when their children grow up. If the courses of the education centre cannot fulfil the learning needs of the children, the parent will look for another one.

P3: I do not have a sudden thought to switch to another education centre if everything goes well. It is a continuous relationship. If an education centre already know my daughter well, I would not switch to another one unless something happens.

P9: I think in this way either. If everything is fine, I won't switch. But I cannot say I am highly committed to one education centre.

P5: I commit to the teaching quality, rather than the brand name of the early childhood education centre. Once the quality declines, I will look for another one.

P7: I have joined the same early childhood education centre so far and have not switched to another one. It could be because my daughter is still young and she just needs something like "learn through play" at this stage for her. I am not sure if I will stay with this education centre when she gradually grows up. But I do not plan to switch at the moment.

P8: I have to say it is not easy to look for an appropriate early childhood education centre for a child, because it really depends on the suitability of the teachers to the young children. Different teachers have different styles. I have tried different

education centres before I steadily join the courses of the existing one. Once I found one that is suitable, I will not change to another easily.

Moderator: What is the degree of acceptance of the private early childhood education centres adopting marketing to recruit students and it may involve the teaching staff of the Centre? What marketing activities attract you to enroll your child(ren)?

P1: I accept these education centres to implement the marketing and promotional activities. I need the course information to assist me to make the decisions of which education centre is suitable. However, sometimes, the promotional messages are too outrageous. They overstate the learning outcomes of some courses. I usually access their web pages to understand more about the education centre. I prefer some webpages as detailed as possible to show their course information. It is because I need to work during daytime and read the web page of these education centre at night when these education centres are closed. I am difficult to call them to ask more information. I also enroll my son to the trial classes. Facebook is another media to let me know their updates. Word-of-mouth is also indicative.

P2: I accept this practice as they are privately operated. I also want to know the information of some education centres to make the choice.

P8: yes, I also understand the needs of adopting marketing. I don't want some education centres with good quality that are unable to sustain because of lacking students. I accept this practice also.

P3: Even though the Non-Government Organization or charity organization need marketing to increase their reputation. So, I think it is fine to me for those private early childhood education centres to carry out marketing activities.

P2: As long as not too commercialized, I am fine with it.

P4: I understand the keen competition among the education centres in the market. It is unavoidable to promote themselves to attract the sights of the parents.

P5: I agree that the advertisement and promotion is unavoidable for the private early childhood education centres. I do not resist to the marketing. But I trust in what I can really see. For example, trial class or some promotions regarding a real experience

from the education centres.

P6: It is normal in a modern society to have promotion and marketing. Everything needs exposure.

P7: I have no objection for them to implement the marketing activities. As P1 mentions, I also need that information to let me know the course details in order to assist me to choose the courses.

P9: Sometimes, I think it is good to listen to the explanation of the teachers about the course information, because they have the experience in teaching such a young children. I can also get some advices from them. If this is one of the marketing or promotional activities, I think I accept it.

P3: Trial class and open day can appeal to me. I prefer the marketing tactics tend to be soft.

P9: I also prefer trial class, as it allows me to observe my son's reactions. Social media also allow me to get more information.

P2: I usually refer to the word-of-mouth, the brand of the organization. I do not pay too much attention to the promotional activities of the education centre. The only thing I will read is the leaflet.

P6: I read the comments on Facebook and online forum. I also read their web page and advertisements. But it is seldom to see the advertisement in the magazine and newspaper nowadays. The social media is the trend to disseminate the messages.

P7: I like discount also, apart from the social media. Sometimes, the education centres offer discount through Facebook.

P8: Leaflets, webpage, Facebook and emails are the media that I usually receive the messages from the early childhood education centres. Discount is also attractive. But the education centres usually offer discount with a condition that the students need to join their trial class.

P4: Open day allows me to see and understand more about the education centre. I can talk to their teachers and staff and feel the style of that education centre. Web page

and the social media also provide course information for my consideration.

P3: I also consider the teachers' qualifications.

P6: Likewise, teaching quality is important.

Moderator: Are you aware of the promises made in the marketing activities that can be kept in the course delivery and the advertisements are reliable and truthful?

P6: There is not too many deviations from the messages in the promotion so far that I have encountered.

P1: From my observation, the promises in the advertisement are usually able to be kept. They can do what they said in the advertisement. I think the education centre that I have come across are reliable.

P2: They are usually able to keep the promises. I can observe that the teachers are able to teach according to the syllabus.

P3: I have a similar view and the education centre is able to keep promise.

P5: Usually, they can keep the promises. I think those education centres that have fell short of the promises have being eliminated gradually through negative word-of-mouth.

P4: Agree. I also consider they can keep the promises, as the teachers need to teach the phonics according to the curriculum. Thus, there is seldom deviation from the set of teaching content. But, sometimes, the pace could be slower than the expected.

P7: The teachers are able to do what have been stated in the leaflet and the advertisement. But my daughter's, sometimes, does not react as they want! In general, their promotional messages are truthful.

P8: I also find their advertisements are truthful and reliable. There are not too many deviations, as P6 said.

P9: I have not been cheated so far. I think the advertisements are reliable and truthful.

Moderator: How do you think that the implementation of marketing in private early childhood education will distort the purpose of education and teaching quality?

P1: Yes, if some early childhood education centres overstate the learning outcomes, it will give a false hope to the parents. I think it is not ethical. Besides, the atmosphere now in Hong Kong is something like forcing the young children to keep learning and to give up the free time to play.

P3: I think marketing has no relationship with education. The parents have their own expectation on the early childhood education centre. Are the purpose of education and teaching quality distorted? I think it is more relevant to the rationale of the education centre.

P2: I also think that marketing and education can be two different things. I understand the needs of implementing marketing for a private early childhood education centre, especially in Hong Kong. But I cannot see how the advertisement or Facebook promotion distort the purpose of education and teaching quality significantly. Thus, I think the distortion is not significant and direct.

P5: Yes, besides, the purpose of education, sometimes, is defined by the parents. It means the parents decide what their children should learn. If the education centres are able to teach what their parents want their children to know, it can be interpreted as the parents' purpose of education can be met, also, with an appropriate teaching quality. I don't think the marketing has a significant impact on me to decide which education centres to go. As I will also seek for the comments from other parents.

P6: It is hard to say if there is any distortion. It depends on the type of the marketing and promotional activities that the early childhood education centres conduct. I can see the teachers of few chain education centres perform themselves as an actor, like an entertainment, even in the shopping mall. The teachers should have a professional image in the mind of the students. Thus, it really depends on the handling of the management of the education centres.

P4: If my son eventually can learn something and have progression on learning, I think it meets the purpose of education. For the marketing activities, if they convey the correct messages in the promotion materials. I don't think there is any distortion.

P7: I do not have too many ideas on this question. I only want my daughter can enjoy a good quality of education at this stage and I try my best to select and provide her with this. The marketing and promotional activities give me the information for my analysis and decision making. If I think in this way, the marketing activities should not have the negative impacts on the teaching quality and education. However, if the management does not implement it honestly, it may have a distortion.

P8: I learn that every young child goes through different stages when they grow up. At these different stages, a child has different learning needs. The designs of the courses of the early childhood education centres are usually according to the developmental stage of a young child. If the promotional messages are able to convey correct information about this and the teaching contents are able to match this, I think the distortion does not exist.

P9: It depends on the rationale of the private early childhood education centres. If the management considers the profit is more important than the teaching quality, the teachers may be forced to do something that they don't want to do, e.g. distributing leaflets. This may create the unnecessary pressure on the teachers. It has a possibility to lead to the distortion. But, with my observation so far, I think the distortion is not severe.

Moderator: Do you think there is a relationship between tuition fee and marketing activities? Do you agree if marketing activities reduce, the tuition fee can also be reduced?

P1: Yes, I think the cost of marketing has been passed it on the parents through the tuition fee. But I don't think the tuition fee reduces if the marketing activities has reduced. It is because the management of the private early childhood education centres has an intention to earn more profits. Thus, tuition fee has no chance to reduce.

P4: If there is a chain education centre reduces their advertisement and then decrease the tuition, other individual education centres will follow it. But I do not think it has a high possibility to see it in the near future.

P3: I believe the cost of promotion and advertisement has shifted to the parents through tuition fee. But like P1 just said, I don't think tuition fee will decrease once the

marketing activities reduce.

P6: I am not aware of anything in Hong Kong has decreased their price. Everything is becoming more expensive. I don't think the tuition fee can be reduced, even lesser marketing activities.

P7: Of course, I want the tuition fee to reduce. I do not have a full-time job now. As P6 said, the price of everything is going up in Hong Kong now. It would be good if the tuition fee can be reduced because of the reduction of marketing activities. But I think it is pretty difficult to see this in Hong Kong.

P8: I agree there is a relationship between tuition fee and marketing activities. I also agree the reduction of marketing activities is able to lead to the reduction of tuition fee. However, the cost, especially in the rent, of an private early childhood education centre is high nowadays. Even the education centre reduces the cost of marketing activities; they still need to pay other costs that may keep increasing. Thus, I don't think the tuition fee can be decreased eventually.

P9: Obviously, there is a relationship. Marketing cost is also a cost to be considered for the operations of those education centres. If we want to see the tuition fees are reduced because of the reduction of marketing activities, it is unless over half of the private early childhood education centres are to do so. It implies these private early childhood education centers rely on the reputation and word-of-mouth to attract the parents. It is a very good phenomenon, but I think it is difficult to see in Hong Kong with a fierce competition among the education centres nowadays.

P2: I have similar view to P1. The education centre sets the tuition fee. They have their plan about the setting of the price. I don't think the adjustment of the tuition fee only reflect the cost of marketing. Thus, I don't think the tuition fee is easily adjusted, particularly in reduction.

P5: Likewise. There is a relationship, but no reduction is on the tuition fee.

Moderator: Do you think private early childhood education centres in Hong Kong should be regulated?

P3: Not necessary to regulate. Parents will notice the suitability of the course for their

children.

P1: Hong Kong government already has many other things that need to handle. There is no need to regulate this industry. Parents will know how to choose the appropriate one for their children.

P6: I think so!

P8: I don't think it is necessary at the moment.

P4: I have no comment on this because I think everything is fine at the moment.

P2: I don't know what to regulate for those private early childhood education centres. I can only say that the safety should be monitored. I have no idea on the regulation about the education centres.

P7: I observe that the private early childhood education centres nowadays are not bad. I have visited some of them and found that they are acceptable in term of the environment. I am not sure if the regulations are about the quality. But I think it is not urgent to regulate them.

P5: I do not have too much idea about the regulation and legislation. But there are too many private early childhood education centres in the market. I am not quite sure about their quality. If there are some regulations to monitor the quality, it is a good thing to see. But I am afraid that some education centres may close down.

P9: Not a need at the moment. The parents wisely choose the private early childhood education centres. It is a good monitor to those education centres.

Moderator: I see, Overall speaking, the marketing activities are accepted, but it depends on the ways to implement them. The teaching quality of the private early childhood education centres are acceptable, but there is still room to improve. Moreover, regulation does not need to set up for this industry at the moment. Thank you very much for sharing your views and you time today. It is very useful for us to understand the parents' views.

APPENDIX 18 - 聚焦小組討論內容 (家長) (Focus group transcript (Parents) - Chinese version)

主持人：歡迎參加本次聚焦小組討論，請隨時發表您的意見和見解。這次討論沒有正確或錯誤的答案，我們都只是在分享。此次討論正在錄音（指出錄音器所在的位置）。這聚焦小組的目的是收集有關家長對於香港私營幼兒教育中心進行市場推廣對於教學質素和市場推廣道德的意見。我特別想知道你們在參加及選擇香港私營幼兒教育中心方面的經驗。

所有資訊獲取將被保密。本次討論的觀點和資訊將用於整體分析，您的姓名將不用於是次分析中。

主持人：請問有否哪一位想分享你為您的孩子選擇幼兒教育中心的經驗？

P1：我可以先分享我的經驗。我的兒子現在已經 4 歲了，並且已經參加過幾間幼兒教育中心。其中一間幼兒教育中心提供遊戲小組。他根據老師的指示唱歌和玩一些玩具。他參加這間幼兒教育中心有一年多的時間。另一間是透過戲劇來學習英語的幼兒教育中心。他是於去年夏天參加這間教育中心。我是從他們的 Facebook 上看到的。此外，這些教育中心的位置也在我家附近。這使我更容易照顧他的交通，並採取更短的時間去到那裡。另外，環境也很重要，一個乾淨明亮的內部環境是重要的。

P2：你好！我女兒現在 4 歲。她參加了學習英語和畫畫的課程，還有還有於兩歲

開始參加不同遊戲小組。到目前為止，她已經在同一個教育中心參加了一年多了。

我認為位置是最重要的因素，然後我會考慮學費。

P3: 大家好! 我女兒在兩個幼兒教育中心學習跳舞和畫畫。她現在六歲了，她也同一個教育中心參加了一年多的時間。我之所以選擇這些教育中心，是因為他們跟我有同樣的價值觀。我和我的妻子通常在收集相關資訊之後討論，然後再決定參加哪一個。位置也是我們考慮的另一個重要因素。因為我的妻子和我需要在白天工作。家庭傭工是當她需要去教育中心時照顧我女兒的人。因此，我們會選擇一個離家不遠、方便出入的教育中心。

P4: 你好! 我有兩個孩子。我女兒 10 歲，我兒子 5 歲。我可以集中分享我兒子的經歷。他從一歲零六個月開始參加幼兒教育中心的課程，像遊戲小組，學前班，音樂和藝術的課程。他現在參加了一個教育中心學習英語拼音。我想是時候讓他訓練他的語言能力了。在香港，英語和普通話對他們來說是很基本的閱讀和說話的基礎。我不知道香港將來會發生甚麼事。但裝備他的語言能力是很重要的。位置也很重要。此外，課室裏的學生人數也是我關心的另一個問題。我認為最理想的學生人數是 4 到 6 個學生。它允許學生與其他學生和老師有適當的互動。

P5: 大家好! 我還有兩個孩子。我兒子已經就讀小學，他 8 歲了，我的幼子 3 歲，在一所幼稚園學習。我的兒子們有不同的性格。我的長子比幼子更活躍。我從 2 歲開始為他安排了一些繪畫和音樂課程。我和我丈夫有一份全職工作。有需要時，

他的祖母會帶他去教育中心。因此，我認為從家裡到達教育中心的途徑和地點是很重要的。

P6: 你好! 我現在有一個 3 歲的女兒。她從一歲起就參加了幾個幼兒教育中心的遊戲小組。現在，她正於教育中心學習英語和普通話。我希望她能打下好語言基礎。兩文三語在香港回歸中國後很著重。我認為英語說得好，普通話和粵語也是她未來發展的基礎。對我來說，教學質素很重要，因為學習語言依賴於教師，尤其是發音和口音。和其他父母一樣，我喜歡母語老師，也知道教特定語言的教學方法。如果在幼稚教育中心有很好老師，我不介意花更長的時間去參加那個教育中心。

P7: 大家好! 我女兒現在快 2 歲了，她是我的第一個孩子。在她 9 月大的時候，我參加了遊戲小組，這是可讓父母陪伴在側的。我想讓她在一個更有組織的學習環境中玩耍。我知道她無法從這些活動中吸取知識，但也許在一個更適合的環境中包圍她會更好，因為課程是有系統的設計。位置、環境和教師的質素是我選擇教育中心的考慮因素。如果教育中心接近我家，我會更方便帶她去教育中心。環境和教師的質素反映了教育中心的品質。這對我女兒的學習有直接的影響。我已經把她送到同一個幼稚教育中心一年多了。

P8: 嗨! 我有一個兒子，他現在也 2 歲了。自從他 1 歲起，我就幫他加入了一些遊戲小組。我聽說有些父母在他們孩子六個月的時候已參加遊戲小組，但我認為

對他們來說太年輕了。因此，我在他 1 歲的時候才參加遊戲小組，至少他有走路的能力。那時，我想讓他發展自己的體能，比如大肌肉發展及小肌肉發展，以及一些智力的發展。一個有適當及衛生條件佳的環境對一個小孩很重要。教學質素對我來說也很重要。

P9: 你好! 我對 P7 和 P8 也有類似的情況。我有一個 1 歲 9 月大的兒子。我妻子 9 月大的時候就把帶到了幼兒教育中心的遊戲小組了。他只是坐在那裡，看著老師唱歌，玩一些玩具。通常是我妻子做那些活動，例如一些手工，這是我的兒子仍然坐在那裡看她的母親做了什麼。但是，當他長大了，他自己可以做更多的。我們每星期六參加遊戲小組，每週一小時。我認為一個乾淨的環境對嬰兒或幼兒很重要，而位置是我的另一個考慮因素。

主持人：你有沒有注意到父母送孩子到幼兒教育中心的具體增減情況？

P1: 我認為父母對把孩子送到這些教育中心的興趣越來越高。他們亦願意為子女參加這些教育中心。家長通常會討論這些教育的特點，並分享他們的資料。在香港，父母之間的同儕影響是很普遍的。此外，現時香港有很多幼兒教育中心。我意識到這是一個商業機會。

P2: 我女兒現正在幼稚園上學。我可以觀察到，她同學的父母很熱心地討論課外活動及課程。此外，如果他們的孩子是家裡的第一個孩子，父母通常會更加緊張。

P3: 是的, 這是一個父母的階段!

P7: 我認識有一群父母也有兩歲左右的孩子。他們會繼續嘗試不同的幼兒教育中心的試堂。正如 P2 所說, 許多家長對孩子們的課程很熱心。

P2: 對呀。因此, 我認為家長仍有興趣把他們的子女送到這些教育中心。它在香港仍然很受歡迎。

P4: 我的朋友也是父母, 他們繼續為孩子尋找課程。我不認為這一趨勢會在短時間內減少。至少, 如果香港的教育制度和學習模式沒有改變, 它可能會持續十年。如果這樣, 這些幼稚教育中心仍有需要。

P6: 我的朋友也做同樣的事情, 去尋找一些合適的課程。我認為這還是一個趨勢。

P3: 每個小孩都去。父母認為我的孩子也應該去參加。

P7: 我有時會和我的大學同學討論這些教育中心, 我們會一起去參觀一些教育中心, 瞭解更多資訊。

P1: 是的, 父母之間的同儕影響。

P6: 同意! 我不想讓我的女兒覺得自卑。

P2: 這是父母的想法。他們還尋求更好的方法發展自己的孩子。

P4: 對呀!

P8: 除了你所說的, 我的朋友們, 不管他們有沒有孩子, 在見面時通常問我是否為我兒子安排了幼兒教育中心的任何課程。因為這是對現在有小孩的父母中很常見的安排。

P9: 我參加的幼兒教育中心的學生人數相當穩定。當有人退出, 有另一個學生立即加入。因此, 我認為市場是有需求的。

P5: 我觀察到我兒子參加的不同教育中心的學生人數是穩定的。到目前為止, 學生人數沒有顯著下降。

P3: 我也可以看到家長可以與教育中心的其他家長溝通。這也是我會做的。

P5: 我也這樣做, 我可以知道其他父母在為孩子們做什麼。

P6: 是的, 我也從其他家長那裡得到資訊。

P8: 此外, 我可以看到很多學生在這些教育中心, 特別是在週末。

主持人: 你認為影響你安排你的孩子到幼兒教育中心學習的因素是什麼?

P1: 我發現我的兒子在他兩歲的時候沒有在家做什麼，他還沒有去幼稚園。我不想讓他呆在家裡無所事事。此外，我認為讓他在幼兒教育中心看到更多的人和同齡的同學，可以通過這一點提高人際交往能力是很好的。有時，我覺得他在家太無聊了。送他去幼兒教育中心讓他探索不同的事情。

P2: 我還想提高我女兒的溝通能力和人際交往能力。因此，我把她送到幼兒教育中心。此外，我亦會考慮開辦課程的組織。

P3: 我有相類似的看法，位置仍然是我的考慮。

P4: 上課地點和學生人數是我最主要的考慮因素。教師資格是另一個問題。我兒子現在五歲了，他需要學習一些關於學術知識，來裝備他的銜接小學。因此，當我選擇幼兒教育中心時，教學質素便逐漸重要。

P5: 除了位置，我想發展我的兒子是基於他的性格。我知道我的幼子有一個比較被動的性格，但是當他在做某事時，他的注意力很高。因此，我的孩子們特點影響了我選擇幼兒教育中心的決定。

P6: 我認為教學質素和學生人數是我選擇教育中心的主要因素。我認為這些是孩子學習語言的關鍵因素。

P7: 除了我剛才提到的位置、實體環境和老師的質素，我也希望我的女兒能結識

更多的人，提高她的人際交往能力是讓她參加幼兒教育中心的另一個原因。因為她是我家唯一的孩子，我是她出生後照顧她的人。我想讓她有機會認識我以外的其他人。

P8: 我希望我的兒子有機會結識更多的人，無論是同齡的孩子還是其他成年人。因為香港的生活環境已經改變了。我們生活在一個公寓裡，很少有機會和鄰居們相處及互動。我們通常在踏入家門後便關門。幼兒教育中心似乎是唯一的機會給孩子們有更多機會與其他人接觸。我希望他的社交和情感發展能夠得到加強。此外，我希望他學會如何照顧自己。生活技能是我認為的另一個發展。

P9: 教學質素和位置是影響我選擇的因素。此外，我想與我的兒子經歷和見證他的發展階段。這對我的兒子，我的妻子和我來說都是個很重要的回憶。因為我們三人一起參加遊戲小組。我能知道我兒子的進步和變化。

主持人：你如何評價你的孩子們所就讀的幼兒教育中心的教師和管理？你相信他們嗎？

P1: 總的來說，我相信他們。與學校相比，幼兒教育中心的運作很簡單。只要老師和工作人員對孩子們表示關愛，基本上，我就認為教育中心對我來說很好了。

P2: 這些兒童很年幼去參加幼兒教育中心，在甄選過程中，家長通常會小心選擇教育中心。因為這樣，家長會信任教育中心。我也經歷過這個過程。因此，我通

常會信任中心的教師和管理人員，我相信教育中心可以讓我的孩子提供一個安全的環境，並且用專業經驗來處理我女兒的學習。

P4: 是的，我有類似的經歷。在作出決定參加教育中心之前，我收集一些關於教育中心的資訊，比如從其他家長那裡和從 Facebook 和親子王國的評論得知。當然，我會把我的兒子送到有正面評論的教育中心。一般而言，我在加入教育中心後，我的評語都是正面的。運作和教學符合我的期望，我相信我兒子所參加的教育中心。

P6: 我也為我女兒選擇幼兒教育中心。正如我剛才提到的，教師教學語言水平的質素是重要的。我通常從網頁和其他家長的評論中得到更多的資訊。然後，我對教育中心和老師有了更深的瞭解，在我對他們有信心後，我才為我兒子參加教育中心。我認為這也意味著我相信他們。

P7: 我對我女兒加入的教育中心的教師、管理和環境感到滿意。我覺得和那裡的工作人員和老師聊天很舒服，我可以從他們那裡得到一些建議。我沒有撫養孩子的經驗，因為我女兒是我的第一個孩子。老師們可以和我分享一些經驗，特別是在我女兒的學習上，我可以信任他們。

P8: 我和 P7 有類似的看法。到目前為止，我遇到的老師都很有耐心，願意溝通。我認為這些因素是重要的，因為它可以建立我的信心。雖然我和我的兒子一起上

課，因為他還太年輕，未必能遵從指示，但他的員工仍然能夠表現出他們的專業精神，耐心指導。

P9: 我參加過一些教育中心的試堂，然後才決定參加目前的學校。我可以說那些教育中心的老師對我很好。但是我選擇了最適合我兒子的那個。總的來說，我對這些教育中心的老師和管理人員很滿意，你可以說我信任他們。

P5: 到目前為止，我對幼兒教育中心沒有負面感覺。教師的表現和管理的質素都能達到我的期望。我和我丈夫對這些教育中心感到滿意。因此，我認為我傾向於信任教育中心。

P3: 我也相信我為女兒選擇的教育中心。但我認為有時候要視乎教育中心的理念而定。如果教育中心的理念符合家長的想法，家長便會向幼兒教育中心產生信任。

P2: 是的。但是，有時候，照顧學生的福祉是不夠的。還需要注意許多其他因素。

主持人：你認為香港私營幼兒教育中心的教學質素是如何呢？

P1: 我認為教學質素是一般的。實體環境對我來說是很好的。然而，我所經歷的教育中心的溝通還不夠，我沒有足夠的資訊是關於我兒子的學習進度和課堂上發生的事情。我並不是說他們的整體教學質素不好，但我沒有碰到給我留下深刻印象

象的幼兒教育中心。

P2: 教育中心往往以家長的喜好為目標。教學質素基本符合家長的要求。我認為本港幼兒教育中心的教學質素是平均的, 一如 P1 所說, 他們還不錯, 但我認為還有改進的餘地。

P3: 我同意。他們是目標為本的。我不太清楚他們是如何根據學生的需要來發展課程和教學的方法。但他們通常先取悅父母。

P4: 我覺得我兒子就讀的教育中心的教學質素並不差。當然, 我不能說他們是優秀的。但教學質素能滿足我的期望。我可以看到我兒子的發音有所進步, 他喜歡在那個教育中心學習, 老師們也很喜歡看見他。

P5: 我能看到老師們的耐心。它使我的兒子能夠掌握技巧和喜歡畫畫, 經過一段時間的指導和老師反覆的示範。我留意到我兒子的成長和進步。此外, 他不抗拒去這間中心。總的來說, 我認為教學質素很好。

P6: 到目前為止, 我對幼稚教育中心的教學質素亦感到滿意。原因是我已經做了篩選的工作。

P7: 我對幼兒教育中心的教學質素感到滿意。他們設計不同的活動來與學生一起玩耍。同時, 他們向家長解釋活動的目的。我能知道正在做什麼。有時候, 我可

以在家裡做同樣的事。

P8: 我有類似類似 P7 的情況。我們都有一個年齡在 2 歲的孩子。他們的能力和學習需求處於同一階段。我兒子加入的教育中心, 能夠以我滿意的質素教授課程。但我有一些經驗, 有些教師不能吸引嬰兒及幼兒的注意力, 雖然老師已經努力吸引他們。我知道要吸引孩子們的注意力是很難的。然而, 如果學生的注意力不能被吸引, 這一些的教學似乎對他們來說是無用的。

P9: 我可以說我對教學質素很滿意。老師們願意分享他們的意見, 當他們教孩子做一些活動時, 他們是有耐心的。他們也知道如何鼓勵幼兒一起玩耍。老實說, 教學內容簡單, 我認為要達到一個滿意的教學質素並不難。

主持人: 你會否只參加一間或兩間幼兒教育中心, 並且忠於他們?

P1: 不, 我不會只只參加一間或兩間幼兒教育中心。市場上有很多選擇。正如我剛才所說, 我並沒有遇到一間非常令人印象深刻的教育中心。因此, 我會繼續尋找一間幼兒教育中心, 我認為這是真正適合我的兒子。

P2: 很難對一間幼兒教育中心不會變。因為我女兒的學習需要在不同的學習階段有所不同, 我需要尋找適合我女兒發展的幼兒教育中心。因此, 一旦有新的教育中心而它可以滿足了我女兒的需要, 我便會轉到另外一間幼兒教育中心。

P4: 香港人很難承諾只參加一間幼兒教育中心。市場上有很多選擇。只要有新的和有吸引力的東西, 客戶可能想嘗試。但是對於教育服務, 我會考慮我兒子的感受。如果他沒特別的事, 我不會輕易把他轉到另一間教育中心。

P6: 是的, 競爭很激烈。對香港人來說, 市場上有很多選擇。父母可以有不同的喜好。如果教育中心的課程不能滿足兒童的學習需要, 家長會再找另一個。

P3: 如果一切順利的話, 我沒有突然想到要轉到另一間教育中心去。這是一種持續的關係。如果一間教育中心已經很瞭解我的女兒, 我不會隨便轉到另一間, 除非有什麼事情發生了。

P9: 我也這樣想。如果一切都好, 我就不換了。但我不能說我對一間教育中心有高度的投入感。

P5: 我著眼於教學質素, 而不是幼兒教育中心的品牌名稱。一旦品質下降, 我會再找一間。

P7: 到目前為止, 我參加了同一間幼兒教育中心, 並沒有轉到另一間。這可能是因為我的女兒還年輕, 她只是需要在這個階段為她安排 "學習通過遊戲" 的課程。我不知道當她逐漸長大後, 我是否還會留在這個教育中心, 但我現在不打算換。

P8: 我必須說, 尋找一個適合兒童的幼兒教育中心是不容易的, 因為這取決於老

師是否適合幼兒的學習模式。不同的老師有不同的風格。在我參加現有課程之前，我曾嘗試過不同的教育中心。一旦我找到一間合適的，我不會輕易轉到另一間。

主持人：你們接受私營幼兒教育中心進行市場推廣招募學生的程度是多少，以及該中心的教學人員是否可以參與？什麼市場推廣活動吸引你為你的孩子參加幼兒教育中心的課程呢？

P1：我接受這些教育中心進行市場推廣活動。我需要課程資訊協助我作出那一間教育中心是合適的決定。然而，有時宣傳資訊太離譜，他們誇大了一些課程的學習成果。我通常看看他們的網頁，以瞭解更多的教育中心資料。我喜歡一些網頁有詳細的課程資訊。因為我需要在日間工作，而這些教育中心晚上又不營業，所以我只可以在下班後閱讀這些教育中心的網頁。我很難在日間致電他們問更多的資訊。我還讓我兒子參加試堂。Facebook 是另一個媒體，讓我知道他們的最新資訊。口碑也是有指引性的。

P2：我接受這種做法，因為他們是私人經營。我亦想知道一些教育中心的資料，以便作出選擇。

P8：是的，我也瞭解採用市場推廣的需要。我不希望一些品質好的教育中心因為缺乏學生而無法維持。我也接受這種做法。

P3：儘管非政府組織或慈善組織都需要市場推廣來提高他們的聲譽。因此，我認

為這些私營幼兒教育中心進行市場推廣活動是需要的。

P2: 只要不太商業化, 我就沒問題。

P4: 我明白市場上各教育中心之間的激烈競爭, 不能避免想要吸引父母的目光。

P5: 我同意, 私營幼兒教育中心的廣告和推廣是難免的。我不反對市場推廣。但我相信我親眼所看到的, 例如試堂及一些親身經歷。

P6: 在現代社會, 有推廣和行銷是正常的, 一切都需要曝光。

P7: 我不反對他們進行市場推廣。正如 P1 所提到的, 我也需要這些資訊, 讓我選擇合適的課程。

P9: 有時候, 我覺得聽老師講解課程資訊是很好的, 因為他們有教這些小孩子的經驗。我也可以從他們那裡得到一些建議。如果這是一些市場推廣活動, 我想我接受它。

P3: 試堂和開放日可以吸引我。我更喜歡較為軟性的市場推廣技巧。

P9: 我也喜歡試堂, 因為它允許我觀察我兒子的反應。社交媒體也讓我得到更多的資訊。

P2: 我參考口碑及這個組織的品牌, 我不太重視教育中心的推廣活動, 另外我會

參考的就是傳單。

P6: 我閱讀了 Facebook 和線上論壇上的評論。我還看了他們的網頁和廣告。但是現在很少看到雜誌和報紙上的廣告。社交媒體是傳播資訊的趨勢。

P7: 除了社交媒體之外, 我也喜歡折扣。有時, 教育中心通過 Facebook 提供折扣。

P8: 傳單, 網頁, Facebook 的這些媒體, 我通常收到的資訊的媒體。折扣也很有吸引力, 但教育中心通常於參加試堂後提供折扣。

P4: 開放日讓我能看到和瞭解更多有關教育中心的內容。我可以和他們的老師和工作人員談談, 感受一下那個教育中心的風格。網頁和社交媒體也是提供課程資訊來供我考慮的。

P3: 我也考慮教師的資歷。

P6: 同樣, 教學品質也很重要。

主持人: 你認為市場推廣活動中和廣告中的訊息及承諾, 是否可以在課程教授中兌現? 而廣告內容是真實及可靠嗎?

P6: 到目前為止, 我所遇到的宣傳中, 並沒有太多的偏離資訊。

P1: 根據我的觀察, 廣告中的承諾通常是可以兌現的。他們可以在現實中做到他們在廣告中所說的。我認為我所參加的教育中心是可靠。

P2: 他們通常能夠信守諾言。我可以觀察到老師們可以根據教學大綱授課。

P3: 我有一個類似的觀點, 教育中心也能信守諾言。

P5: 對! 通常他們可以信守諾言。我認為那些沒有兌現承諾的教育中心, 正逐漸被負面的口碑所淘汰。

P4: 是的, 我也認為他們可以信守諾言, 因為老師需要根據課程來教授拼音。因此, 很少有偏離教學內容。但是, 有時教學進度可能比預期的慢。

P7: 教師能夠做到在傳單和廣告中做所說的事情。但我的女兒, 有時沒有做到他們想要反應! 一般而言, 他們的宣傳資訊是真實可靠的。

P8: 我也發現他們的廣告是真實可靠的。正如 P6 所說沒有太多的偏差。

P9: 到目前為止我還沒有被騙過。我認為廣告是可靠和真實的。

主持人: 你認為在幼兒教育中實施市場推廣會扭曲教育目的和教學質素的嗎?

P1: 有的, 如果一些幼兒教育中心誇大了學習成果, 就會給父母虛假的希望。我

認為這是不合乎道德的。此外，香港現時的氣氛，好像強迫幼兒繼續學習，放棄玩耍的自由時間。

P3: 我認為市場推廣與教育沒有關係。家長對幼兒教兒中心有自己的期望。教育目的和教學質素是否被歪曲了？我認為這是與幼兒教育中心的理念更有關係。

P2: 我也認為市場推廣和教育可以是兩種不同的東西。我明白私營幼兒教育中心推行市場推廣的需要，特別是在香港。但我看不出廣告或 Facebook 的推廣是如何嚴重歪曲教育目的和教學質素的。因此，我認為失真是不顯著的。

P5: 我認為教育的目的有時是由父母定義的，這意味著父母決定他們的孩子應該學什麼。如果教育中心能夠教導他們的父母希望他們的孩子知道什麼，請就可以解釋父母的教育目的可以被滿足了，當然也需要適當的教學質素。我不認為市場推廣對我有重大的影響而決定去哪些教育中心，我也會徵詢其他家長的意見。

P6: 很難說是否有任何失真。這取決於幼兒教育中心進行的市場推廣和宣傳活動的類型。我可以看到有連鎖教育中心的教師像一個演員作出表演，像一個娛樂在購物中心。教師應在學生心目中擁有專業形象。因此，這真的要視乎管理層如何處理教育中心而定。

P4: 如果我的兒子最終能學到一些東西，並且在學習上有所進步，我認為它符合

我的教育的目的。對於市場推廣活動，如果他們在宣傳材料中傳達正確的資訊，我不認為有任何失真。

P7: 我對這個問題沒有太多的想法。我只希望我的女兒在這個階段能享受到良好的教育質素，我會盡我所能為他選擇及提供這個課程。市場推廣和促銷活動給了我分析和決策的資訊。這樣我認為市場推廣活動不應該會對教學質素和教育產生負面影響。但是，如果管理層不誠實地執行它，它可能會有失真。

P8: 我知道每一個孩子長大的經歷會有不同的階段。在這些不同的階段，孩子有不同的學習需求。幼兒教育中心課程的設計通常是根據幼兒的發展階段進行的。如果宣傳資訊能夠傳達正確，並且教學內容能夠匹配，我認為失真是不存在的。

P9: 這取決於幼兒教育中心的基本原則。如果管理層認為利潤比教學質素更重要，教師可能被迫做一些他們不想做的事情，例如分發傳單。這可能會給教師造成不必要的壓力。它有可能導致失真。但是，到目前為止我的觀察，我認為失真是不嚴重的。

主持人: 你認為學費和市場推廣有關係嗎？如果市場推廣活動減少，學費也可以減少，你同意嗎？

P1: 我認為市場推廣的成本已經透過學費轉嫁給了父母。我不認為如果市場推廣活動減少，學費就會降低。因為私營幼兒教育中心的管理層是想要賺取更多的利

潤, 學費是沒有機會減少的。

P4: 如果有一個連鎖教育中心減少他們的廣告, 然後減少學費, 其他獨立教育中心將需要跟隨它。但我不認為在不久的將來, 可以看到他減學費。

P3: 我相信推廣和廣告的成本已經由學費轉嫁給家長。就像 P1 剛才說的, 我不認為一旦推廣活動減少, 學費就會降低。

P6: 我不知道香港有甚麼東西是便宜的, 一切都變得越來越昂貴。我不認為如果市場推廣活動減少, 學費可以減少。

P7: 當然, 我希望學費減少, 因為我現在沒有全職工作。正如 P6 所說, 香港現在的一切價格都在上升。如果因為市場推廣活動減少, 學費可以減少, 那就好了。但我認為在香港很難看到這一點。

P8: 我同意學費和市場推廣活動是有關係的。我也同意減少銷售活動, 可以導致學費降低。然而, 幼兒教育中心的費用現在很高, 特別是租金, 如果教育中心降低了市場推廣活動成本, 他們仍然需要支付其他可能不斷增加的成本。因此, 我不認為最終學費會降低。

P9: 很明顯, 這是有一種關係。市場推廣成本也是為這些教育中心的運作需要考慮的成本。如果我們希望看到學費減少是因為市場活動減少, 除非有超過半數的

幼兒教育中心都是這樣做。這意味著這些幼兒教育中心依靠口碑和被推薦來吸引家長，這是一個很好的現象，但我認為當今教育中心之間的激烈競爭，在香港很難看到這個現象。

P2: 我與 P1 有類似的看法。他們對學費的設定有自己的計畫。我不認為學費的調整只反映了進行市場推廣的成本。因此，我不認為學費很容易調整，特別是減少。

P5: 同樣我也覺得這裏有一種關係，但學費是沒有減少。

主持人：你認為私營幼兒教育中心在香港應否受規管？

P3: 沒有必要。家長們會留意到課程對孩子的合適性。

P1: 香港政府已經有很多事情需要處理，沒有必要對這個行業進行監管。父母會知道如何為孩子選擇合適的。

P6: 我同意!

P8: 我認為目前沒有必要。

P4: 我對此沒有評論，因為我認為現在一切都很好。

P2: 我不知道為那些幼兒教育中心可以規定什麼。我只能說，安全程度應該受到

監督。我不知道有關教育中心的規例。

P7: 我觀察到現今的幼兒教育中心並不差。我參觀了其中一些, 發現他們在環境條件是可以接受的。我不確定這些規定是否與質素有關。但我認為監管並不迫切。

P5: 我對規例和法例沒有太多的想法。但是, 在市場上有太多的私營幼兒教育中心。我不太肯定他們的質素。如果有一些規章制度來監控品質, 這是一件好事。但我恐怕有些教育中心可能會關閉。

P9: 現在不需要了。家長明智地選擇私營幼兒教育中心。這對這些教育中心的有良好監察。

主持人: 總的來說, 市場推廣活動是可以接受的, 但這取決於如何實行它們。私營幼兒教育中心的教學質素是可以接受的, 但仍有改善的餘地。此外, 目前並不需要為這個行業設立監管。非常感謝您今天分享的意見和您的時間。這是非常有用瞭解家長的意見。

APPENDIX 19 - Focus group (Management) transcript

Moderator: Welcome to this focus group discussion, please feel free to express your opinion and views. There is no right or wrong answer, we are all here to share.

This session is being audio-taped (*direct group to where the recorder is*).

The purpose of this focus group is to gather information about the views from the managerial staff among marketing, teaching quality and marketing ethics. I'd particularly like to hear from you about your experience in managing and operating a private early childhood education centre in Hong Kong.

All information obtain will be kept confidential. The views and information from this discussion would be used for analysis as a whole, your names will not be used for the analysis of the discussion.

Moderator: Would everyone please take turns to introduce themselves and briefly share with the group that the private early childhood education centre that you have owned, managed or operated in Hong Kong?

M1: Hi, everyone. I am operating an education centre which is mainly providing the programme that is about sensory integration. The content of courses tends to be active and the children are physically trained. The students are mainly aged 2 – 6 years old.

M2: Hello, everyone. I own an education centre that is mainly offering programme like music playgroups, language courses, e.g. English. The students are mainly aged 2 – 3 years old.

M3: Hello everyone. I am operating an education centre that is to teach drawing. The kids range from 2.5 years old to 6 years old.

M4: Hello everyone. I am managing an education centre that is similar to M2. The kids range from 1 to 6 years old. The course that we are offering like playgroups, pre-nursery programme and some mandarin courses.

M5: Hi! I am operating an education centre with Reggio Emilia approach. The theme is to enhance the ability of expression of the students. It is a student-centered and focus on the experiential learning. The students are mainly from 1 to 3 years old.

M6: Hi and nice to meet you all! I am operating an early childhood education centre that is mainly to teach languages. There are courses teaching English, Mandarin,

French and Spanish. The students are mainly aged 1 to 6 years old.

Moderator: Do you think it is a trend among the parents in Hong Kong now to enroll their children to the early childhood education centre?

M1: Yes, it seems that it is a common practice among the parents nowadays. The parents think they do not have appropriate method to teach their children and they are willing to pay for the teachers who should have a professional training and experience to teach their children.

M2: I agree with M1. The parents think that the ways of the teachers to teach are better than the ways to teach of themselves.

M1: Yes, the parents also think that their children are more willing to obey with others' instructions than their instructions. Thus, these private early childhood education centres are able to survive.

M5: In addition, the parents think there is a chance for them to meet other parents and for their children to meet other kids in the early childhood education centre. It provides a chance for children to get along with others. I think it is a trend among parents in Hong Kong.

M2: I agree. Many families in Hong Kong now only have one child. Besides, some parents suspect their children may have the special needs in learning. As such, the parents would like to send their children to these private early childhood education centres to get more opportunities to interact with other children and get some advices from the teachers. Besides, there are many education centres in Hong Kong now. The parents may want to let their children try the courses.

M3: In my education centre, some parents would like to let their children learn how to hold a pen through learning drawing, rather than through learning writing when the children are still very young. As my centre teaches students how to draw lines in an interesting way, rather than a formal way like in a school.

M4: Yes, I also think it is a trend among the parents in Hong Kong. The parents want their children to have higher abilities in learning, to facilitate them for their future.

M6: I also think it is a trend. If the parents want their children to learn languages, they

usually know that it is good to start when their children were young.

Moderator: Are there sufficient customers and consumers to sustain the private early childhood education centres in Hong Kong now?

M1: I think the customers are sufficient in the market. But more and more new early childhood education centres are entering the market. Moreover, there is a feeling that many children before 6 years old in Hong Kong have had participated in the course from the private early childhood education centres, even though they just have taken part in the course for a short time.

M2: There are many customers and consumers in Hong Kong to support the market.

M4: Agree, the amount of customer and consumers in Hong Kong is sufficient to support the market of early childhood education centres.

M3: I agree too. There are really many customers and consumers to support the market of the private early childhood education centres in Hong Kong. To take my education centre as an example, there are four similar education centres in the same street. Many students are on the waitlist.

M5: The parents want an appropriate environment for their children to enhance the social skills. I think there are sufficient numbers of parents to enroll to the early childhood education centre to support the market.

M6: There are still many newborn babies in Hong Kong nowadays. I think there are sufficient customers and consumers in Hong Kong. The parents are pretty focus on their children's education.

Moderator: What was your motivation to start managing and operating an early childhood education centre?

M2: I was a teacher in a kindergarten. I thought, to some extent, I did not entirely agree the rationale of the kindergarten, that I worked for. Besides, the workload and pressure, sometimes, exceeded what I could afford. As a teacher, I did not think it was meaningful to the students. Thus, I run an early childhood education centre. Besides, I want to have a place for my daughter to make friends and play with other children.

M1: I notify there is a market. It should be profitable. But there still need a balance between offering a proper course and earning money.

M3: I was a teacher to teach arts in another private early childhood education centre. I found that there was not too much room for advancement and personal development. Besides, I want to offer some programmes and courses that have higher quality than my previous education centre that I worked for.

M4: For me, I wanted to provide the quality programmes and courses for the early years children in Hong Kong. At the time when I established my centre, there were many centres blossoming and providing the courses that the quality was not up to standard. That's why I started running an early childhood education centre.

M6: I have two daughters. I know that, to some extent, it is relatively difficult to learn foreign languages when they have grown up and it is better to learn at the age younger than 6 years old. Thus, this drove me to operate an education centre aiming at learning languages at the young ages.

M5: I had gone for the university in New Zealand after my graduation from the secondary school in Hong Kong. Afterwards, I had stayed in New Zealand and worked in a kindergarten that adopt the Reggio Emilia approach as pedagogy. I found that this approach was good and I wanted to bring this good practice back to Hong Kong. It emphasis on learning through play. Thus, I came back to Hong Kong and started my first education centre.

Moderator: I see. Each of you have your own reasons to run an early childhood education centre. However, from another angle, is it necessary for the children to enroll to an early childhood education centre?

M1: No. To be honest, I don't think it is necessary. The same purpose can be served like taking the kids to the playground and letting him/her play with other kids. But, there is no one to instruct the children how to play. In the early childhood education centre, there is a teacher to teach and instruct them how to play. In other words, the children are not necessary to enroll to the early childhood education centre, as long as the parent are willing to play with their children regularly.

M2: But I have a different view on this. I think there is a need to enroll the children to these education centres. In these education centres, there provide another opportunity for the parents to communicate with each other. Besides, I found that the children can be stimulated with a more systematic approach when their parents do not know too much about a person how to learn. This is able to provide a chance to both parents and children to expose in an environment that they can know much more from their perspectives.

M3: From my view, I think not all children need to learn drawing. It really depends on the interest of the child. If the child interest in drawing, the self-awareness in that child will motivate him/her to learn.

M4: To some extent, I agree with M1. The children are not necessary to enroll to the early childhood education centres. However, the living environment has changed. There are not too many interactions among neighbours. The interactions among children have significantly decreased in this decade in Hong Kong. Thus, there should be a benefit for the children to enroll to these education centres.

M5: I think it is good to allow the children to join these education centres. Of course, it depends on the financial ability of the family and the needs of the students, as this is the extra courses for the children. But I can see there is a positive impact on the children.

M6: Many families only have one or two children. These children need an opportunity to develop their interpersonal skills and social skills. I think it is necessary.

Moderator: Are there any impacts on the students when the students attend the courses in an early childhood education centre?

M3: Yes, there is a positive impact.

M1: There is a positive impact. As there are many single kid in a family. These kids have the opportunity to interact with teachers and other kids in the education centre. The kids are forced to play in the education centres.

M4: Yes, I think there is a positive impact on the children after a certain period. At lease, the children can know some other children in these education centre. I think it

can enhance their interpersonal skill.

M5: As I mentioned. There is a positive impact. I observe that the children can build their friendship with a consistent contact in the early childhood education centres. Besides, some pedagogy, that the parents cannot do at home, can only be implemented in the education centres.

M6: I agree. The positive impact has placed on the children.

Moderator: If we say there is sufficient customers and consumers in the market. How do you attract them? What types of marketing activities should be conducted?

M2: I was to distribute the leaflet. I did not have the marketing through social media at the very beginning.

M3: But the leaflet is not effective nowadays.

M4: Yes, to distribute the leaflet is also not effective for me.

M5: Likewise.

M1: The leaflet can be sent to the mailboxes in the residential area. I think it is effective.

Moderator: Do the residents throw it away?

M1: Yes, they will throw the leaflet away. For example, if 1000 leaflets have been distributed, there are around 20 parents to call to enquire about the programme. At last, there are about 4 to 5 students will enroll.

M4: I am also using Google Adwords to promote through online.

M1: But Google Adwords cannot target a specific area.

M4: Yes, you can say so. I also adopt other social media, like Facebook and some online forums.

M5: Social media is also effective for me. I also adopt "SEO". That is "Search Engine

Optimization". It can increase the possibility for the users to search the web page of my education centre. I think to promote online is more effective nowadays.

M6: I also use the online marketing and the "EDM" that is email direct marketing. More or less similar to all of you.

Moderator: Have anyone heard about the adoption of Instagram as a tool to promote?

M3: It is seldom to hear this social media to apply to the early childhood education centres. There are still a lot of education centres who use Facebook Fan Page to disseminate the promotional messages. The Facebook is still popular among the age groups of the parents with school-age young children. Instagram targets the younger age groups who have not been a father or mother.

Moderator: Is it seldom to see and hear that the early childhood education centre to put an advertisement in the magazine, radio or TV?

M1: Yes, not too many promotions through these channels.

M5: I am seldom to hear this. Referral has an impact in my centre.

M2: Referral is also an important channel to market the courses.

M3: I agree. Word-of-mouth is also crucial. Also, I provide some rewards to those customers who refer some other customers to enroll to my education centre.

M4: It is quite expensive to place advertisement through those channels.

Moderator: Is it necessary to conduct marketing activities?

M2: The amount of marketing depends on the location. If the visibility of the early childhood education centre is high, the amount of marketing activities can be lowered.

M1: Yes, the location is also a consideration.

M5: Location is a consideration to conduct the marketing activities. But I think

marketing is necessary for an early childhood education centre, no matter that education centre is a large one or a small one. The education centre needs to tell public they exist in the market.

M2: The history of the early childhood education centre can also be another factor that the parents consider. It implies the reliability.

M3: For some early childhood education centres are located in the commercial building and not on the ground floor. These centres may need more marketing activities.

M4: Yes, it is necessary to do some marketing activities. Although to retain the existing customer is important, to attract the new customers is necessary to keep my centre having income. Thus, to implement some marketing campaigns is able to keep the exposure in the market.

M6: Marketing is a way to tell the public that something good is in my education centre. The programmes and courses may help and benefit the kids. As such, marketing is necessary.

Moderator: Do you think if the marketing activities have an impact on the teaching quality? Sometimes, in some education centres, the teachers may also need to introduce and explain the courses to the parents when these teachers do not have lessons. This may involve them in the marketing activities. Will this affect the teaching quality?

M2: For those chained early childhood education centres. They have a team specifically to market and sell the courses. Another team is specifically to handle the teaching tasks. So, they are able to manage the teaching quality. On the other hand, for the individual early childhood education centres, as they are easily to have a whole picture of the operations and understand the importance of retaining the customers. They will try to provide a quality services. As such, I don't think the marketing activities have any impacts on the teaching quality.

M1: But I think there is an impact. I heard that some teachers are not willing to take part in the tasks that are other than teaching. The teachers sometimes feel pressure of introducing the courses to parents and being afraid of having relationship with the

sales volume. Besides, I don't want that my teachers are too customer-oriented. This may lead to that the teachers may not tell the truth to the parents about the students. The teachers may tend to please the parents and students. This will make the education centre to pander to parents and students for their retention. It may go against the rationale of the education centre.

M3: In my education centre, there are some trial lessons. The teachers tell what the students learn in the trial lesson, and the receptionist will tell some information about enrolling the courses. This usually does not cause any embarrassment or conflict on the role of the teacher. So, I don't think there are any negative impacts on the teaching quality when implementing the marketing activities.

M4: Also, I don't think there is a significant impact. It depends on how the managerial staff handle the situation. In my centre, it has a low possibility to involve the teachers to handle the selling and the matters about tuition fee. There should be a low degree of embarrassment for the teachers. Thus, I don't think there is a pressure on teachers and affect their teaching quality.

M1: From another perspective, I don't want that the teachers are too close to the parents. The risk is the parents may switch another education centre if the teacher changes their job.

M5: From my experience. There are some positive impacts if the teachers explain a programme or a course to the parents. It is because the teachers know the programme very well. They can answer the questions from the parents clearly. Besides, the teachers are able to know the concern of the parents prior to joining the education centre. It can enhance the communication between the teachers and parents.

M6: There is no negative impact and able to enhance the communication with parents. I agree with M5.

Moderator: Have the promises that make in the marketing activities kept in the course delivery?

M1: Most of the promises can be kept. But, I can say, in the marketing activities, the promotional messages present the most beautiful side of the early childhood education centres.

M2: For my centre, when I design the advertisement and promotional messages, my teammates have described what we are really able and confident to do. In this case, I think we can keep the promise and perform what we have conveyed in the advertisement.

M3: I have the similar views with you guys. I think I can do what we post on the website and Facebook. But, sometimes, it depends on how concrete is the promises.

M4: In my center, the promises are usually able to be kept. As we need to communicate with the parents after classes. The parents are able to know what we have done in the class, and then they can measure in their mind whether we can keep the promises.

M5: Yes, I think I can keep the promises.

M6: Yes, I have not over-promised in the advertisement and promotion. I can do what I post on the advertisement.

M1: But, now, the Trade Description Ordinance is formed to prohibit false trade descriptions, false, misleading or incomplete information. I think the degree of promises in the marketing activities has increased.

Moderator: I see. Another follow up question is ... how do you think that the implementation of marketing in private early childhood education centre will distort the purpose of education and teaching quality?

M1: It depends on the purpose of operating an early childhood education centre. If an owner or operator to run an education centre is for profit, I think it is fine to adopt marketing. However, if the objective of an early childhood education centre is to provide a quality education and they do not mainly aim at earning money, there could be a problem to adopt marketing. There is a possibility to shift from the quality in education to marketing for more students. To some extent, I think the implementation of marketing will distort the purpose of education and teaching quality because of attracting more students for more income and not insist in the quality.

M2: I think it depends on the parents. The marketing activities are able to attract the parents to enroll to a private early childhood education centre. After the enrollment,

the teachers in the education centre will have the opportunities to observe and know the students' learning pace. The teachers can know the characteristics of the students. Then, the teachers can explain to the parents from another angle and tell the parents about the strengths and weaknesses of their child. The parents can choose an appropriate way to grow their child. In this way, it can meet the purpose of education. I think there is no contradiction between marketing and education.

M3: I think marketing and education can be well balanced. I don't think there is a contradiction between them. The private early childhood education centre needs marketing activities to tell the parents that they exist and attract the parents to enroll to their centre. The purpose is to gain income for the operations. Once the students start learning in the education centre. The role of teachers is to concentrate on enhancing the ability of the students with appropriate pedagogy.

M4: I don't think there is any distortion. Every organization need marketing, even government and charity organization. It depends on the owners or managerial staff how to handle and balance between marketing and teaching. There is no contradiction among marketing, education and teaching quality.

M5: Through the marketing, the parents can choose the early education centre that suits their children. This is one of the communication channels to allow the parents obtain information of various education centres. In this way, the parents can match the education needs of their children and the features of the education centre. I think that, on the contrary, the marketing is able to help achieving the purpose of education.

M6: I don't think there is any distortion and contradiction. As a management, I need to tell the features to the market.

Moderator: The last question is ... do you think the private early childhood education centres in Hong Kong should be regulated?

M3: I think it is good to have some guidelines to follow, but not the regulations.

M4: The guidelines can be provided for these private early childhood education centres to follow in Hong Kong. But no need to regulate them.

M1: I don't think these education centres should be regulated like the formal schools.

Also, what are the criteria to set the regulations? Besides, the parents nowadays are wise to choose the private early childhood education centre for their children. They usually visit the education centre before making the decision and see which one they prefer. If these education centres are regulated, the oligopoly will happen by some chained education centres.

M2: If these education centres are being regulated. I wonder what criteria are considered to regulate these education centres? I don't have a concrete idea on these questions. But how to regulate and the rationale of regulating are the interesting points to be concerned.

M5: I think the existing rules are good enough for these centres. As these centres are only providing the supplementary course, not providing mainstream education. Some flexibility should be provided.

M6: I have a similar view with you guys. I don't think there is a need to regulate this industry.

Moderator: It sounds that the implementation of marketing does not have too much negative impacts on the teaching quality. It depends on the balance that makes from the management. Moreover, the promises on the advertisements and promotion can be kept in the classroom. Thank you very much for your time and opinion in this focus group discussion. It allows us to understand more about the views from the management.

**APPENDIX 20 - 聚焦小組討論內容 (管理人員) (Focus group (Management)
transcript – Chinese version)**

主持人: 歡迎參加本次聚焦小組討論, 請隨時發表您的意見和見解。這次討論沒有正確或錯誤的答案, 我們都只是在分享。此次討論正在錄音 (指出錄音器所在的位置)。這聚焦小組的目的是收集有關管理人員對於香港私營幼兒教育中心進行市場推廣對於教學質素和市場推廣道德的意見。我特別想知道你們在管理和經營香港私營幼兒教育中心方面的經驗。

所有資訊獲取將被保密。本次討論的觀點和資訊將用於整體分析, 您的姓名將不用於是次分析中。

主持人: 請大家輪流介紹自己, 並簡單地介紹你於香港擁有、管理或經營的幼稚教育中心?

M1: 嗨, 大家好。我經營教育中心主要是提供有關感覺統合的課程。這些課程往往是訓練孩子們的身體活動能。學生的年齡主要為 2 歲至 6 歲。

M2: 大家好。我擁有一個教育中心, 主要提供音樂遊戲小組, 語言課程, 例如英語。學生主要年齡為 2 歲 至 3 歲。

M3: 大家好。我在經營一個教育中心是教畫畫的。孩子們的年齡從 2.5 歲到 6 歲不等。

M4: 大家好。我正在管理一個類似 M2 的教育中心。孩子們的年齡從 1 歲到 6 歲不等。我們所提供的課程如遊戲小組、學前班和一些普通話課程。

M5: 嗨!我在經營一個教育中心是利用 Reggio Emilia 教學方法, 其主題是提高學生的表達能力。它是以學生為中心, 注重體驗性學習。學生主要是從 1 歲到 3 歲。

M6: 嗨, 很高興見到你們!我正在經營一個幼兒教育中心, 主要是教授語言的。有教英語、普通話、法語和西班牙文的課程。學生主要年齡為 1 歲至 6 歲。

主持人: 你認為現在香港的家長把他們的子女送到私營幼兒教育中心的趨勢是上升或下降?

M1: 是上升的, 這似乎是當今父母的普遍做法。父母認為他們沒有適當的方法來教他們的孩子, 他們願意付學費給那些接受專業培訓的教師來教導孩子。

M2: 我同意 M1。父母認為教師的教學方式比自己的方式好。

M1: 是的, 父母也認為他們的孩子更願意聽從別人的指示。因此, 這些幼稚兒育中心得以生存。

M5: 此外, 家長認為他們有機會在幼兒教育中心與其他家長和見其他兒童見面。幼兒教育中心為孩子們提供了一個與他人相處的機會。我認為這是香港家長的趨勢。

M2: 我同意。香港很多家庭現在只有一個孩子。此外, 一些家長懷疑他們的孩子在學習中可能有特殊的需要。因此, 家長希望他們的子女參加這些私立幼稚教育中心, 讓他們有更多機會與其他兒童互動及接觸, 並從教師那裡得到一些建議。此外, 現時香港有很多教育中心, 家長可能想讓他們的孩子去嘗試不同課程。

M3: 在我的教育中心, 有些家長希望讓他們的孩子學會如何用畫筆學習畫畫, 而不是在孩子還很小的時候學習寫字。我的中心教學生如何用有趣的方式畫線, 而不是像在學校裡那樣正式的方式。

M4: 是的, 我也認為這是香港家長的趨勢。家長希望他們的孩子有更高的學習能力, 為他們的未來提供有利的條件。

M6: 我也認為這是一種上升趨勢。如果父母希望他們的孩子學習語言, 他們通常知道在孩子年輕的時候開始是較好的。

主持人: 你認為現在香港有足夠的顧客和消費者在維持幼兒教育中心嗎?

M1: 我認為在市場上客戶是足夠的。但是越來越多的新的幼兒教育中心進入市場。此外,有一種感覺是,在本港,很多小於6歲的兒童都都曾參加過幼兒教育中心的課程,無論他們參加課程的時間有多長。

M2: 我認為在香港有很多顧客和消費者支援市場。

M4: 是的,香港的顧客和消費者的數量足以支援幼兒教育中心的市場。

M3: 我同意。有很多顧客和消費者可以支持香港私立幼兒教育中心的市場。以我的教育中心為例,在同一條街上有四間類似的教育中心。許多學生在候補名單上。

M5: 家長希望為子女提供適當的環境,提高他們的社交能力。我認為有足夠數目的家長可以支持幼兒教育中心的市場。

M6: 現時香港仍然有很多新生嬰兒。我是認為香港有足夠的顧客和消費者。現在的父母們很注重孩子的教育。

主持人: 你的動機去管理和營運一個幼兒教育中心是什麼呢?

M2: 我之前是一位幼稚園老師。我想在某種程度上,我並不完全同意我所工作的幼稚園的理念。此外,有時的工作量和壓力超出了我能負擔的。作為一名教師,我認為這對學生是沒有意義的。因此,我開辦了一個幼兒教育中心。此外,我想有一個地方,讓我的女兒結交朋友,並與其他孩子玩耍。

M1: 我知道這是一個有市場,它應該是有利可圖的。但在提供適當的課程和掙錢之間仍然需要平衡。

M3: 我之前是在另一個私立幼兒教育中心教授藝術的一名教師,我發現沒有太多的晉升機會和個人發展空間。此外,我還想提供一些比我以前的教育中心有更高品質的課程。

M4: 對於我來說,我想為本港的早期兒童提供優質的課程和培訓。在我成立中心的時候,有很多其他幼兒教育中心也成立,提供的課程品質不一。這就是為什麼我開始開辦幼兒教育中心的原因。

M6: 我有兩個女兒。我知道在某種程度上,當他們長大後學習外語是比較困難的,最好是在6歲以下學習。這促使我經營一個教育中心,目的是在年幼時學習語言。

M5: 我從香港中學畢業後就去了紐西蘭上大學。後來,我留在紐西蘭在一個幼稚園裡工作,採用了 Reggio Emilia 作為教育學的方法。我發覺這方法是好的,我想把這個好的教學方法帶回香港。它是強調通過遊戲學習。於是,我回到香港,開始了我的第一個教育中心。

主持人: 我明白了。你們每個人都有自己的理由來開辦一個幼兒教育中心。但是,從另一個角度來看,你認為孩子們有必要報名參加幼兒教育中心嗎?

M1: 不是。說實話, 我認為這是不必要的。同樣的目的也可以帶孩子們去操場, 讓他和其他孩子玩耍。但是在那裏沒有人教他們怎麼玩。在幼兒教育中心, 可以有老師教他們如何玩耍。換言之, 只要家長願意定期與子女玩耍, 便毋須就讀幼兒教育中心。

M2: 但我對此有不同的看法。我認為有需要將這些兒童放到這些教育中心。在這些教育中心, 家長又有機會互相溝通。此外, 我發現孩子們可以用更系統的方法來刺激他們, 當他們的父母不太知道一個人如何學習的時候, 這可以為家長和孩子提供一個機會可以互相了解的環境下相處。

M3: 從我的觀點來看, 我認為並不是所有的孩子都需要學習畫畫。這真的取決於孩子的興趣。如果孩子對畫畫感興趣, 那孩子的自我意識就會激勵他學習。

M4: 在某種程度上, 我同意。

M1。此外, 生活環境也發生了變化。鄰居之間沒有太多的互動。在這十年中, 兒童之間的相互作用顯著下降。因此, 兒童在這些教育中心就讀是有好處的。

M5: 我認為讓孩子們加入這些教育中心是很好的。當然, 這取決於家庭的財務能力和學生的需要, 因為這是孩子們的額外課程。但我可以看到對孩子們有積極的影響。

M6: 許多家庭只有一個或兩個孩子。這些孩子需要一個機會來培養他們的人際交往能力和社交能力。我認為這是必要的。

主持人: 當學生參加幼兒教育中心的課程時, 你認為對學生有什麼影響嗎?

M3: 有的, 有積極的影響。

M1: 有積極的影響。因為家裡有很多單身孩子。如果這些孩子有機會在教育中心與老師和其他孩子互動, 孩子們就會被迫在教育中心玩耍。

M4: 是的, 我認為在一段時間後對孩子有積極的影響。最少, 孩子們可以在這些教育中心認識一些其他的孩子。我認為它可以提高他們的人際交往能力。

M5: 正如我所說的, 有正面的影響。我觀察到兒童可以在幼兒教育中心建立他們的友誼, 保持聯繫。此外, 家長不能在家做的一些教學法, 可以在教育中心推行。

M6: 我同意。對兒童有正面影響。

主持人: 如果我們說市場上有足夠的客戶和消費者, 你是如何吸引他們的? 應該進行哪些類型的市場推廣活動?

M2: 我有採用分發傳單。我開始時沒有通過社交媒體進行推銷。

M3: 但是現在的傳單不太有效。

M4: 是的, 分發傳單對我來說也沒有效了。

M5: 我的情況相似。

M1: 不過傳單可以發送到住宅區的郵箱。我認為這是有效的

.

主持人: 居民有否把它扔掉了嗎?

M1: 有的, 他們會把傳單扔掉。例如, 如果派發了 1000 張傳單, 約有 20 家長會

致電詢問有關課程。最後, 大約有 4 至 5 名學生報名參加。

M4: 我有使用 Google Adwords 通在網上進行推廣。

M1: 但 Google Adwords 不能針對特定區域。

M4: 是的, 你可以這麼說。我也採用其他社交媒體, 如 Facebook 和一些線上論

壇。

M5: 社交媒體對我也是有效的。我也採用 "SEO"。那就是 "Search Engine

Optimization"。它可以增加使用者搜索到我的教育中心網頁的可能性。我認為在

網上推廣更有效。

M6: 我也有使用網上推廣。或多或少和你們一樣。

主持人: 有人聽說過 Instagram 作為推廣工具嗎?

M3: 很少聽到這個社交媒體應用於香港的幼兒教育中心上。還有很多教育中心使用 Facebook 頁面傳播宣傳資訊。Facebook 在擁有年幼兒童的家長群中仍然很受歡迎。Instagram 適合年紀較輕而又未成為父母的年輕人使用。

主持人: 很少看到和聽到幼兒教育中心在雜誌, 電台或電視上刊登廣告。

M1: 是的, 通過這些媒體是沒有太多的廣告。

M5: 我很少聽到這個。但是被別人介紹到我中心的學生也很重要。

M2: 被別人介紹也是重要的宣傳渠道。

M3: 我同意。口碑也是至關重要的。此外, 我還為那些推薦其他客戶報名到我的教育中心的客戶提供一些獎勵。

M4: 通過雜誌, 電台或電視上投放廣告是相當昂貴的。

主持人: 有必要進行市場推廣活動嗎?

M2: 我認為市場推廣的數量取決於地點。如果幼兒教育中心的能見度高, 可以降低市場活動的數量。

M1: 是的, 位置也是一個考慮因素。

M5: 地點是進行行銷活動的考慮因素。但我認為, 無論教育中心是大的還是小的, 對於幼兒教育中心來說, 市場推廣是必要的。教育中心需要告訴公眾他們在市場上的存在。

M2: 幼兒教育中心的歷史也可以是家長考慮的另一個因素。它意味著可靠性。

M3: 一些幼兒教育中心位於商業大廈而不是地面街鋪。這些中心可能需要更多的市場推廣。

M4: 是的, 有必要做一些市場推廣活動。雖然留住現有的客戶是重要的, 吸引新的客戶也是必要的, 這樣可以保持我的中心有收入。因此, 實施一些市場推廣活動能夠保持市場的曝光率。

M6: 市場推廣是告訴公眾一些好東西在我的教育中心的一種方式。課程會對孩子們有好處。因此, 推廣是必要的。

主持人：你認為推廣活動對教學質素有影響嗎？有時候，在一些教育中心，當老師沒有課的時候，老師也可能需要向家長介紹和解釋課程。這可能涉及他們於行銷活動中。這會否影響教學質素？

M2：對於那些連鎖的幼兒教育中心。他們有一個專門的團隊來推銷和銷售課程。另一支隊伍是專門處理教學任務的。因此，他們能夠管理教學品質。另一方面，對於個別幼兒教育中心來說，由於他們很容易有整體的運作圖則，明白留住顧客的重要性。他們努力提供優質的服務。因此，我不認為推廣活動對教學品質有任何影響。

M1：但我認為有影響。我聽說有些老師不願意參加除教學以外的工作。教師有時會感到壓力，向家長介紹課程，害怕與銷售量有關係。此外，我不希望我的老師是太顧客導向。這可能導致教師不告訴父母關於學生的真正進度。老師們可能傾向於取悅父母和學生。這將使教育中心只是迎合家長和學生，可能會違背教育中心的理念。

M3：在我的教育中心，有一些試堂。老師們告訴家長，學生在試堂上學到的東西，接待員會告訴家長一些有關入學的資訊。這通常不會造成教師有任何尷尬或衝突的角色。所以，我不認為實施市場推廣活動對教學質素有什麼負面影響。

M4: 我也有相類似見解, 我不認為有什麼重大影響。這取決於管理人員如何處理這種情況。在我的中心, 它有很低的可能性讓教師處理銷售和有關的學費問題。老師的尷尬情況應該很少見。因此, 我不認為教師有壓力令到影響他們的教學質素。

M1: 從另一個角度來看, 我不希望老師們和家長有太好關係。風險是, 如果教師改變工作, 家長可能會跟隨老師轉到另一個教育中心。

M5: 從我的經驗。如果教師向家長解釋課程或課程, 會產生一些正面的影響。因為老師對課程有很好的了解。他們可以清楚地回答父母的問題。此外, 教師在學生加入教育中心前, 亦能瞭解家長的關注。它可以加強教師和家長之間的溝通。

M6: 沒有負面影響, 能夠加強與家長的溝通。我同意

主持人: 你認為市場推廣活動中的具體, 可以在課堂中兌現嗎?

M1: 大多數承諾都可以兌現。但是, 我可以說, 在市場推廣活動中, 宣傳資訊是說出幼兒教育中心最美麗的一面。

M2: 在我的中心, 當我設計廣告和宣傳資訊時。我的同事們會設計我們真正能夠做到的事放到廣告中。在這種情況下, 我認為我們可以信守諾言, 履行我們在廣告中所傳達的內容。

M3: 我和你們有類似的看法。我想我可以做什麼, 我們就會張貼在網站和 Facebook 上。但是, 有時, 這取決於取決於承諾有幾具體。

M4: 在我的中心, 具體通常是可以兌現的。因為我們需要在課後與父母溝通。父母能夠知道我們在課堂上做了什麼, 然後他們可以在他們自己可以衡量有幾多的承諾可以被兌現。

M5: 是的, 我想我的中心可以兌現承諾。

M6: 是的, 我在廣告和推廣活動上沒有過份的承諾。我可以履行在廣告中所應承的事情。

M1: 但現在《商品說明條例》是為了禁止虛假的貿易描述、虛假、誤導或不完整的資料而成立的。我認為市場推廣活動的承諾程度會有所提高。

主持人: 我明白了。另一個跟進問題是... 你認為在幼兒教育中心推行市場推廣會否扭曲教育和教學質素的目的?

M1: 這取決於開辦幼兒教育中心的目的是。如果老闆或經營者經營教育中心是為了牟利, 我認為採用市場行銷是無可厚非的。不過, 如果幼兒教育中心的目標是提供優質的教育, 而並非以賺取金錢為主要目標, 便有可能出現問題。有可能從教育質素轉變為更多學生的市場行銷。在某種程度上, 我認為這樣的市場推廣會

扭曲教育和教學質素的目的，因為是為了吸引更多的學生而賺取更多的收入，而不是堅持品質。

M2: 我認為這取決於家長。市場推廣活動能夠吸引家長參加幼兒教育中心。參加後，教育中心的教師將有機會觀察和瞭解學生的學習進度。教師可以瞭解學生的特點。然後，老師可以用另一個角度向父母解釋，告訴父母他們孩子的優缺點。父母可以選擇一種適當的方式來教導他們的孩子。這樣，就能達到教育的目的。我認為市場推廣和教育沒有矛盾。

M3: 我認為市場推廣和教育可以很好地平衡。我不認為他們之間有矛盾。幼稚教育中心需要開市場推廣活動，告訴父母他們的存在，並吸引家長到他們的中心就讀。其目的是為業務賺取收入。一旦學生開始在教育中心學習。教師的作用是集中力量去用適當的教學方法提高學生的能力。

M4: 我不認為有任何歪曲。每個組織都需要市場推廣，甚至是政府和慈善組織。這取決於老闆或管理人員如何處理和平衡市場推廣和教學。市場推廣、教育和教學質素之間沒有矛盾。

M5: 通過市場推廣，家長可以選擇適合自己孩子的幼兒教育中心。這是一個溝通管道，讓家長獲得各教育中心的資料。這樣，家長便可以配合子女的教育需要和

教育中心的特色去選擇合適的幼兒教育中心。相反, 我認為市場推廣更能幫助實現教育的目的。

M6: 我不認為有任何扭曲和矛盾。作為一個管理者, 我需要告訴市場我的幼兒教育中心的特點。

主持人: 最後一個問題是..... 你認為香港的私立幼兒教育中心應否受到規管?

M3: 我認為有一些指指引是好的。

M4: 我們可以為這些幼稚教育中心提供指引, 但沒有必要加以規範。

M1: 我認為這些教育中心不應像正規學校那樣受到監管。此外, 訂定規例的準則為何? 現在的家長是明智地選擇幼兒教育中心為他們的孩子。他們通常在作出決定前會參觀教育中心, 看看他們喜歡哪一個。如果這些教育中心受到監管, 一些連鎖教育中心就會出現寡頭壟斷的情況。

M2: 如果這些教育中心受到監管的話。我不知道當局有何準則規管這些教育中心? 嗯..。我對這些問題沒有具體的想法。但如何規範的基本原理是值得關注的問題。

M5: 我認為現行的規則對這些中心來說是足夠好的。由於這些中心只是提供補充課程, 而不是提供主流教育。應該提供一些靈活性。

M6: 我和你們有相似的看法。我認為沒有必要對這個行業進行監管。

主持人: 非常感謝你在這個焦點小組討論中的時間和意見。

APPENDIX 21 - Focus group (Teachers) transcript

Moderator: Welcome to this focus group discussion, please feel free to express your opinion and views. There is no right or wrong answer, we are all here to share.

This session is being audio-taped (*direct group to where the recorder is*).

The purpose of this focus group is to gather information about the views from the teachers who have experiences in teaching in the early childhood education centres in Hong Kong among marketing, teaching quality and marketing ethics. I'd particularly like to hear from you about your experiences in teaching in the private early childhood education centre in Hong Kong.

All information obtain will be kept confidential. The views and information from this discussion would be used for analysis as a whole, your names will not be used for the analysis of the discussion.

Moderator: Would everyone please take turns to introduce themselves and briefly share with the group that your teaching experience in the private early childhood education centre in Hong Kong?

T1: Hello everyone! I have three years experiences in teaching in an early childhood education center. This education centre is mainly to provide the courses about language, arts and music for the children aged between 1 and 3 years old. I enjoy teaching the kids at the education centre because I can adopt the ways to teach the students that I think it is more effective on them. I can have a more close relationship with the children because the number of students in a class is lesser than in the kindergarten.

T2: Hello! I am teaching in an education centre that recruits the students aged from 1 to 6 years old. The courses that the centre offered are playgroups, music and physical training. They tend to provide the active-oriented courses. I have worked over there almost three years. I think it is interesting to teach the children in a free-play environment. The interaction between the teacher and the children is more effective to let them learn.

T3: Hi all! I was a teacher in a kindergarten and it adopted the Montessori Method of education. The reason why I had switched to teach in the private early childhood education centre was that I would like to do some more about parenting in that kindergarten. I had proposed something new to the management of the kindergarten, but it seemed that they did not want to have a change. As such, I left that kindergarten

and started teaching in the private early childhood education centre. Comparatively, the education centres have lesser students in a class. I have more chances to know the parents and discuss with them about the ways to teach their children. I have taught in the private early childhood education centre for 2 years and this education centre recruits students below 6 years old.

T4: Hello all! I am teaching English phonics to the students aged between 5 and 6 years old at an early childhood education centre. This education centre recruits students aged between 1 to 6 years old. They offer the courses and programmes that are playgroups, singing classes and drawing classes. But the main theme is to teach English. I work there over 1 year. I think teaching young children is an interesting thing. It is important to learn foreign languages at a young age if the parents want their children to do so. The children can grasp the skills more solid.

T5: Hi! I was a teacher to teach Mathematics in a primary school. But I found that I wanted to teach the younger children. Then, I quitted the job in the primary school and studied some courses that were about the pedagogy for childhood. After that, I started teaching at the private early childhood education centre that offer the playgroups and some courses that are related to STEM. It means Science, Technology, Engineering and Mathematics. The students range from 3 years old to 6 years old. They are not taught complicated theories and just want them to have some basic concepts about each aspect of STEM. I work over there for 2 years.

T6: Hello! I am teaching in an private early childhood education centre for four years. I think I am getting along well with the management. That's why I am still working there. This education centre mainly provides playgroup that the parents need to attend together, and a pre-nursery programme which the children attend by themselves without parents' accompany. Thus, the age range is around 1 to 3 years old. The rationale of the education centre is to nurture a proper behaviour before the children enter the kindergarten and wish to convey an appropriate value to the children in the society of Hong Kong nowadays.

T7: I am working at a private early childhood education centre at which the theme is music. They provide different courses like singing class, playgroups and instrumental courses. I have worked there for three years and the education centre mainly recruits the student aged below 6 years old. I studied music in the university, and then became a music teacher. I enjoy teaching the young children because their progress is pretty obvious. I can say basically almost all young children like music.

T8: Hello! I am working in a private early childhood education centre which is a chain store with several centres in Hong Kong. They mainly recruit the students below 6 years old. The courses are the playgroups to the babies and toddlers, and the English and Mandarin classes for the students from 3 years old to 6 years old. The theme for the programmes of playgroup is right brain stimulation with some physical activities. I work there for almost 3 years. Before that, I worked in another early childhood education centre for 4 years.

Moderator: Have you noticed any specific increase or decrease in parents send their children to private early childhood education centres?

T1: Yes, I think it is increasing. Dual working parents are popular in Hong Kong. When the parents need to work during daytime. Their children usually are sent to these early childhood education centres to join one or two courses. As such, the children have something to do and not just stay at home. One the other hand, they can learn something at the education centre. To some extent, I can say it is a social need.

T2: The centre that I am working for is situated in a relatively superior district. The families reside around there are comparatively wealthy with a distinguished background. The parents want their children have a higher ability in every aspect. It is a common phenomenon to enroll their children to the private early childhood education centres in that district. Every child is attending different courses. Their parents have a strong intention to equip their children when they are young. It is obviously a trend among that group of parents.

T3: I also observe there are more parents sending their children to the early childhood education centres. Most of the parents want to offer the same as other parents who enroll their children to the early childhood education centres. Also, the parents do not want their children always to stay at home and do nothing. As T1 said, there are many dual working parents nowadays in Hong Kong. As such, the children are sent to the early childhood education centre to learn something.

T4: I agree. The number of students are pretty steady. I can see the parents send their children to the early childhood education centre who just start walking. It can prove that the parents are nervous about their future and think that their children should learn as soon as possible after their birth.

T5: Apart from what you just raise. The parents are looking for some new things to let their children learn. I think the competition among the students is keen now. The parents want their children to have higher abilities than others, and know something that are different from other children. The main stream kindergartens are usually not to include in the curriculum. The parents would enroll their children to the education centres to allow their children to expose to a new learning environment. Thus, I think it is quite common for the parents to send their children to the education centres.

T6: Obviously the parents of young children are willing to enroll their children to the early childhood education centre. Compared to five years ago, the parents, nowadays, think their children should attend some courses before going to kindergarten for a better preparation. As some of the preceding students' parents reflect that almost eighty percent of the students in kindergarten have attended the courses and lessons in the various early childhood education centres. So, I think this trend will keep going.

T7: Yes, more and more parents enroll to their children to these early childhood education centres. To take my education centre as an example, the parents think to learn music should be more relax than learning alphabetical letters in other education centres. Thus, I can see the number of students is steady increasing throughout recently years. The parents think music is able to stimulate their children's brain.

T8: I have similar views to T4. I can see many parents are pretty nervous about their children. They are willing to send their babies to attend the playgroups at a very young age. Many parents who have a newborn baby look for an education centre when the baby was just born, or even not yet give birth. It can show that it is quite common now in Hong Kong about attending the courses in the early childhood education centres among the parents.

Moderator: It looks like the number of students are steady and even increasing. Are there are sufficient customers and consumers to sustain the private early childhood education centres in Hong Kong now?

T2: Definitely. It is very popular in Hong Kong. It only depends on how old of the children are enrolled to the private early childhood education centre by their parents.

T4: As T2 mentions, the parents with a higher financial ability usually enroll their

children to the education centres. These parents are able to afford the tuition. This is also a common practice among that group of parents. It forms a trend. In this connection, there are sufficient number of students in the market.

T1: Yes, I can observe that there is sufficient number of children to support the private early childhood education centres in Hong Kong. But some of the private early childhood education centres are able to attract more students because they know how to promote themselves.

T5: I agree. Many students to enroll to that education centre that I am teaching in. The parents are looking for some extra-curriculum activities that are able to enrich their children's knowledge. I think sufficient students in Hong Kong to support the private early childhood education centres.

T7: From my experience, the education centre that I am working for has an increasing number of students. It tells me there should be enough young children to support these education centres. It also proves that the parents are willing to pay for their children to attend the courses that are extra from the mainstream curriculum of kindergarten.

T3: Yes, the parents are enthusiastic to look for the courses.

T7: The parents choose not to spend money on their own, but they are willing to spend on their children.

T3: This reflects the expectations of the parents on their children. Some parents are worry about the appropriateness of teaching their children. They may think they are not as professional as the teachers who are trained to teach. In this connection, most of the parents are willing to pay and join these education centres. Thus, I think there are sufficient students for the early childhood education centres in Hong Kong.

T6: As I mention earlier, it seems it is a common practice among the parents in Hong Kong. They are willing to send their children to the early childhood education centres at a young age.

T8: As long as there are still some newborn babies. I think there are still enough students to support these education centres in Hong Kong. Also, I realize that some private early children education centres near North District do have some students

from Mainland China. These children's parents cross the border with their children to attend to courses during the weekends. I think the supply of the students to the market in Hong Kong is sufficient.

T6: Yes, I heard this also. Somewhere near Sheung Shui have some private early childhood education centres that recruit the students from Mainland China. It is a huge market.

Moderator: But do you think it is necessary for these children to enroll to the early childhood education centres at the age from 1 to 6 years old, even though there is sufficient number of children in the market?

T1: It depends on the needs of the children. Some parents may not know the appropriate way to teach their children. As I mention earlier, many parents are having a full time job. They may have no time to teach or even interact with their children after work. These children may need to enroll to these education centres and the teachers with some professional training can teach them. Even, for some children, the teachers are able to identify if they have special needs in learning. Thus, I think the children are necessary to enroll if their parents are not able to fully take care of them.

T3: It could be another issue if the children have special needs in learning. We need to refer them to the professional in this field.

T2: I don't think the child is a must to attend the course from the early childhood education centres, as long as the parents can do the same thing at home. If the parents are able to teach and play with their children during their free time, the children can get the influence as same as the education centre makes. It depends on the willingness of the parents to do the same thing.

T3: Likewise. If the parents feel confident to teach their children by themselves at their free time, it is no need to enroll their children to the private early childhood education centres. Apart from attending kindergarten and seeing teachers, parents are another important mentor for the children. But as we said earlier, most of the parents are having a full-time job. There is a need for the young children to enroll to these education centres.

T7: It is quite difficult for the parents who have the full-time job and need to take care

the kids after work.

T5: Yes. So, I think it is necessary. The private early childhood education centres have a higher flexibility to adjust the curriculums to suit the learning needs of the students. Then, the students may have more room for their creativity, it can benefit the young children at their age. Creativity is an essential element for their future, for example, it can increase their problem-solving skills.

T4: I think there is a need for the young children to enroll to the early childhood education centers. These education centres have a function to nurture the children, especially when the parents do not know how to teach their children. For example, not every parent knows how to teach phonics. These centres can enhance the language ability of the young children.

T6: I can say the function of the education centre that I am working for is to prepare the children for the kindergarten. I can see the children are able to get along with others well after attending a certain of time. It offers a chance to the children to interact with other children at the same age. I think there is a need for the children enroll to the early childhood education centres.

T7: I agree with some points of T1. It depends on the interest of the children. As I said, some young children are interested in the music and I found that the children can be very concentrated when they are listening to the music. If the young children show their interest and their parents can afford. I think it is a good choice to enroll them to the early childhood education centres to broaden their views, especially when their parents or caretakers are not good at music.

T3: Music is influential, especially in those children who may have special needs.

T8: Yes, but I think it depends on the belief of the parents. As some of the participants said, if the parents are confident to teach and get along with their children, these children may not be necessary to enroll to these education centres. However, some parents think there should be some special methods to train their children. From this perspective, the children may need to attend the courses in these education centres.

Moderator: Do you think there are impacts on the students when the students attend the courses in an early childhood education centre?

T1: It depends on the quality of the teachers. If the teacher shows affection for the children and is willing to express their love to the children. The positive impacts will come in force. It is because this will affect the children when they grow up. Overall speaking, I think there is a positive impact on the children when they are enrolled to the early childhood education centres. I can observe that only a small amount of teachers who do not truly like the children, as they may think it is only a job.

T7: Yes, I think so. The young children are affected by the teachers. When I teach in the class. I need to influence the students to feel the music. The positive impacts would be put on the students. They usually look happy when listening to the music and singing a song. Moreover, they can learn faster when keep listening to the same thing. Through this, the students also learn languages through singing. It is easier to remember the words and pronunciation.

T2: Music is a good tool to assist teaching. I also think it is a positive impact on the children. But my point of view is not about the teachers. It is about the children. The children are able to do something when they are in the education centres. Through doing things, they can learn. Besides, the children can observe and know other children in the education centre. When they are doing the same thing together, some of them may have a thought of competition. They want to do better than others. I think it is a good thing to see. If this can be handled well by the teachers and parents, the children can be nurtured a positive thinking.

T5: Yes. The courses and lessons can broaden their views from seeing and knowing something that are not easily seen in their daily life. For example, in my education centre, the students are taught how to build a mini rocket. I think their parents are seldom to do this with their children at home. Sometimes, some activities are difficult to conduct at home. Thus, the children can know more from the education centres.

T3: It sounds interesting. Besides, through meeting more peers in the education centres, the young children are able to develop the interpersonal relationship and communication skills. As there are usually one or two children in a family. Most parents are concern how their children get along with others well and express themselves properly.

T4: I also think it is a positive impact. I see the children can learn more vocabulary. They are encouraged to speak in English in the education centre and nobody would

make fun of making mistakes or wrong pronunciations. The students are not afraid of English and not feeling embarrassed when speaking foreign language in front of others.

T3: It is important to build up the confidence.

T6: I also observe that the children are able to improve their behaviour after a certain period, usually a month. I think it can pose a good impact on the children. Like other participants' views, the children can enhance their interpersonal skills by seeing more peers, rather than only getting along with their domestic helpers at home.

T8: No matter the reasons behind of the parents to enroll their children to the early childhood education centres, I observe that there is usually a positive impact. This is not only on the children, but also on the parents. The students are able to learn something new and to be stimulated. Their parents are able to understand more about the learning of their children, and communicate with other parents and teachers.

Moderator: Do you think marketing is necessary for the private early childhood education centres in Hong Kong?

T2: Yes, marketing should be implemented. There are many private early childhood education centres. If an education centre wants to recruit more students, marketing activities are essential. However, those activities should be implemented by the expertise. Teachers are not the appropriate people to implement them.

T3: I don't want to do those marketing activities. But there is a need to do marketing, especially in Hong Kong. The customers get used to obtain the information through social media or some online channels nowadays. It can tell the parents that the features of some private early childhood education centres and allow the parents to choose the suitable one for their children.

T5: The messages in the marketing activities allows the parents to know the uniqueness of a private early childhood education centre. My view is similar to T3. It can communicate with the parents who are the decision makers for their children. Those messages and information in the advertisements can help the parents make the right decision. In contrast, if a private early childhood education centre does not promote themselves, it is hard to let parent know even though they have a good idea in their courses.

T7: At least, the education centers should have a Facebook fan page. It is free and no cost. The reason why I say so is they need a channel to deliver the messages that are about the course and programmes of the education centre. They cannot only rely on the word-of-mouth, particularly at the beginning stage. They need some marketing tactics to let the customers know what they are offering to the market. Moreover, if they can afford the promotion should gradually increase to sustain the operation of the education centre.

T1: I also think the marketing activities are needed. It allows the parents to know the differences among different private early childhood education centres. Each education centre has its own features and characteristics. These may be the uniqueness of each education centre and it may suit the needs of the children's learning. Parents can assess the quality of different education centres through marketing activities. Thus, the education centres should spend efforts to promote themselves.

T6: The private early childhood education centres in Hong Kong are more or less need marketing activities to promote themselves. There is a keen competition in Hong Kong after all, no matter which industry is. The education centres still need students and their tuition fee to sustain the operations.

T4: But I do not agree with you guys. I don't think marketing activities are needed for those private early childhood education centres. I think referral and word-of-mouth are more important and influential. The advertisements on magazine, posts on Facebook and discounts are not essential to attract the parents. As long as the quality of the private early childhood education centre is good. Marketing can be put less resources to implement.

T8: But I still think it is necessary. As we have mentioned earlier and find that the private early childhood education centres are becoming popular in Hong Kong. The marketing activities enable the parents are able to obtain the information about the centres and the courses and make a right choice for their children. For long term, it could have an effect on the quality of these education centres. I think those private early childhood education centres with good quality will sustain and stay in the market, but those education centres cannot meet the expectation of the parents will be eliminated.

Moderator: It seems that most of you agree the private early childhood education centres to implement the marketing activities. However, what types of marketing activities that you feel comfortable to participate for the centre that you are working for?

T1: I am fine to participant in the open day and to introduce the programmes and courses to the parents. Sometime, I am also able to answer the inquires through the phone. But I know some centres request the teachers to distribute the leaflets on the street. I am definitely not to do so.

T2: I also cannot accept to give out the leaflets on the street, even at the entrance of the education centre. I feel comfortable to hold some trial classes which parents are allowed to observe in the classroom. I am also able to design some posts on Facebook and to answer the phone calls from the parents. Although I understand there is a need to promote and market the education centre for attracting the parents, I don't want too much exposure to the marketing activities.

T4: Similar thought on me. Although I feel nervous when holding the trial class because the parents are observing in the classroom, I am fine to conduct it. Besides, explaining the details of the courses to the parents is also fine for me. Distributing leaflets on the street is not ok for me.

T7: Trial class and answering questions from parents is fine to me. Besides, I have tried to lead a group of students to have a performance in a shopping mall. This is like a roadshow. I think it is fine, as it is just a singing performance and not asking me to merchandise. The parents come to watch the performance and some passer-by who could be the potential customers can also see that. I think it is a good way to promote.

T3: It sounds interesting. Did the students feel embarrassing?

T7: Most of them did not feel embarrassing. Those who felt embarrassing had indicated they had no interest prior to this performance. But I think it was a good chance for them to face the audience.

T3: Nice! For me, I feel comfortable to explain the information that is related to the course and programme, to design some posts on Facebook. I am not ok to distribute the leaflets on the street.

T5: I am also fine to explain the course information to the parents and design some posts on Facebook. However, there are some comments on the posts on Facebook. I do not want to reply those comments because there are sometimes too many. Some comments are malicious. It is pretty confused when replying those comments, as those comments are meaningless.

T3: I can image what they said!

T6: I am alright to hold the trial classes and explain the course information to the parents. It is also ok to post the photos of mine in the class to the social media, like Facebook. But I resist taking part in those proactive marketing activities, for example, giving leaflet outside the door of the education centre. I want to maintain my professional image in the mind of the students, no matter they are the existing or potential students.

T8: The education centre that I am working for hold seminars for the parents. The topic usually is about parenting and children's learning. I am one of the speakers to share the teaching experiences with the parents. I am happy to do so. In fact, this is also one of the marketing activities to let the parents know what the education centre is doing and offering. Besides, I am fine to hold trial classes.

Moderator: As a teacher, do you think the marketing activities have the impacts on your teaching quality?

T3: If I can explain the information about the courses or programmes to the parents in person, from my experience, it can enhance the communication between the teachers and the parents. The parents can also know more about the courses from the teachers, and they can observe the teachers' quality through this interaction. Thus, I don't think there is any negative impacts on the teaching quality if it can be handled well.

T1: I have an experience about this. An early childhood education centre, that I worked for previously, requested the teacher to learn more skills by taking various courses. Through this, the teachers could gain different qualifications, no matter the qualifications were from a short course or a formal qualification. The education centre then was able to put those teachers' qualifications on the advertisement to prove the teaching quality. However, teachers needed to spend a lot of time on the course and study. The daily teaching tasks could be affected. Besides, this education centre holds

many trial classes. It posed pressures on teachers. To some extent, the teaching quality was affected.

T8: It sounds huge pressure on teachers!

T2: But I think it is not too much impacts on the teaching quality, as long as teachers do not take part in the sales. In other words, if the teachers are required to participate in certain tasks that are about sales, they may feel pressures. In such circumstance, the teaching quality may be affected.

T4: If the management can handle it well and is able to get a balance, I think it will make a positive impact on teaching quality. It is because the teachers are able to involve more and understand more about the operation of the education centre. It can increase the passion of the teachers in teaching. As a result, it has a possibility to enhance the teaching quality. But vice versa, a negative teaching quality may occur if the management cannot get a good balance.

T5: I agree with T4. It depends on how many marketing activities that the teachers need to get involved. As long as the management of the private early childhood education centre make a good balance and do not twist the teachers' image in the mind of the parents and students. I don't think there is an impact on the teaching quality.

T6: There is not much impacts on me. As my boss know me well and she is able to assign the appropriate tasks regarding promotion to me. She can balance it well in the education centre. Thus, I can focus on the teaching tasks and the students. I think I am still able to keep my teaching quality in the class.

T7: As I teach music. To some extent, it involves performance. I am used to be seen by audience. Thus, I do what I have to do in the trial class and not affected by the parents who do the observation aside in the classroom. I don't think there is any impact.

T8: I don't think so. As I am working in a chain education centre and they have a department to handle those marketing activities and promotion. I don't need to involve too much in the design of those marketing activities. I am only asked to join some activities, like the parents' seminar, that are related to my teaching. As such, I don't think my teaching quality is hindered.

Moderator: As you can see, many marketing activities are being conducted by the private early childhood education centres in Hong Kong, no matter it is the one you are working for or other education centres. From your own experience, have the messages that deliver in the marketing activities matched with the teaching content in the class?

T2: I think the teaching contents match with what have been told in the advertisements. However, there are some cases that the teachers may need to teach some courses that are not in his/her professional area. Some courses that are launched in order to meet the market needs and trends. Some teachers are told by the management that they need to be responsible for the teaching tasks for these new courses. In this case, the teachers need to teach something that they may not know well. The teaching content, in this circumstance, is not guaranteed matching with the message delivered in the advertisement. Even, the teaching quality has no guarantee.

T1: The management, sometimes, exaggerates the effect on the children of some courses. In this case, the management exerts pressures on the teachers to do something extra in order to uplift the ability of the students. I can give you a real example of mine. My former boss asked me and other teachers to teach intensively the major teaching content at the last 10 minutes before the end of the lesson. It makes the students were able to express and show to their parents what they had just learnt from the class right after the lesson. I can say it is still able to teach what has to teach, but it may not teach ethically.

T6: A very clever boss and know what the parents want.

T3: From my experience, I can see the private early childhood education centre is able to keep their promises as seen on the advertisements.

T4: I feel nervous when I am holding trial class because the parents are in the same classroom. It may make me forget to tell some minor teaching contents. I think it may affect the teaching quality in this circumstance. But in the normal class, when I am facing the students. I can concentrate on teaching without concerning what the parents are thinking. I think the teaching quality has not been affected.

T7: Don't be too nervous in the trial class, just think the parents are nothing in the class room! The teachers are trying their best to teach what the students need to learn

in the class, and those contents have been written on the Facebook post and leaflets. I think the promises can be kept. But, sometimes, it is affected by the pace of some students. I mean the pace only, not the teaching contents.

T5: I think the education centre, that I am working for, is able to keep the promises. The activities about STEM stated on the advertisement can be carried out in the lessons. I also observe that the learning outcomes can be achieved.

T6: Yes, I observe they match too. The management can monitor the teaching content very good and the messages in the advertisements are the achievable learning outcomes. I have the flexibility to adjust the way to teach in order to suit the students' needs.

T8: In my education centre, there is a set of teaching content that the teachers need to follow. Of course, the teachers also have the flexibility to adjust according to the pace of the students. I also see the promotion materials are able to depict the teaching content accurately. We also have a mechanism to monitor the teaching quality. Thus, I think, in my education centre, the marketing messages and teaching contents are matched.

Moderator: How do you think that the implementation of marketing in private early childhood education centres will distort the purpose of education and teaching quality?

T1: It depends on the purpose of education of parents. Different parents have different purposes of giving education and requirement to their own children. Some parents want their children happy in the process of learning. Some parents want their children have an extraordinary ability in their academic performance. As long as the parents are able to select an appropriate education centre for their children and meet the parent's purpose. I think it does not distort the purpose of education. From the teachers' perspective, if the teachers are forced to perform some marketing activities, it may have some impacts on the teaching quality.

T2: I think there are some distortions. I observe some education centres regard the programmes and courses are the commercial products. They market the education with strategies and some education centres are market-oriented. However, there also are the market needs. Parents want these products and services. Although there are some distorts, this phenomenon will exist for a period of time in the future in Hong

Kong.

T1: I understand your point of view. I think most of the parents do not want this phenomenon to exist. But this is the trend in the society. Moreover, the most important fact is the children need a good academic result to proceed to the primary school for a more promising future. That is what the parents think in Hong Kong.

T3: I understand the need of implementing the marketing activities for these education centres. But I think, from my previously working experience in the kindergarten, the teaching quality in the private early childhood education centres is better than that in kindergarten. The management of the private early childhood education centres may have a better rationale in offering education and they have the flexibility to adjust the curriculum and pedagogy in response to the learning needs of the students. However, in the kindergarten, there are too many students in a class. Teachers have higher pressures. Even the teachers love their students, they may not have time and room to do something better for their students in the kindergarten. Thus, I don't think the marketing activities distort the purpose of education and teaching quality.

T6: It sounds interesting, but I agree to T3. As long as the management of the private early childhood education centre has a right rationale. I don't think there is any contradiction between marketing and education. They can get along with each other well with a good balance from the management. Although marketing looks like a tool in the commercial world and should not stain the nobility of education, from another perspective, they can help each other.

T4: I see an education centre overstates the teachers' qualifications in order to attract the parents' attention. For example, the management overstates the native English teachers have a higher qualification. But I don't think it would affect the purpose of education and teaching quality significantly. It is because these teachers are still able to teach the right pronunciations and knowledge to the young children. The children are only learning something fundamental. You may say this is not ethical. But I think, overall speaking, the direction to teach among those teachers is same.

T5: As I mentioned earlier, as long as the management is able to get a good balance between marketing and teaching. I don't think there is any distortion on the purpose of education and teaching quality. The main role of the teachers is defined clearly. The teachers know what they should do in the education centres. It is to teach. I also think if the teachers are required to take part in the marketing activities, the teachers may

feel comfortable when the content of marketing activities is aligned with the proper rationale.

T7: It depends on how to define the purpose of education. From my experience, one of the purpose of some parents to let their children to learn music is to enhance their confidence when facing people. The performance in the shopping mall is a chance to let the students face people who they don't know. At the same time, they need to sing and play the instrument, and follow by a burst of applause. The students are happy and the parents feel satisfied when they watch their children's performance in public. This process obviously increases the students' confidence and motivation. However, this performance can also be regarded as a marketing activity. As such, I don't think it is a contradiction in this circumstance.

T8: I think your performance with students is a good education for them. Besides, the private early childhood education centres are also providing the education services in the community. Once the education centre is able to survive in the market for a certain period of time. I believe this education centre has a right rationale to provide education. If not, it is eliminated and disappeared. On the other hand, marketing is a way to communicate with the parents who may have a need to select the education centre. Marketing and the purpose of education can be two separate things. They can coexist, and no interference with each other. As such, I don't think the implementation of marketing will distort the purpose of education and teaching quality.

Moderation: The last question is ... do you think the private early childhood education centres in Hong Kong should be regulated?

T8: Government does not need to do anything that is unnecessary. They still need to handle a lot of issues in Hong Kong. This industry operates well at the moment although they are the private operations in education. Do not regulate it!

T1: I don't think so, just let them develop and the parent will select very carefully for their children.

T2: I think it is an open market. No regulation is needed, as long as the private early childhood education centres are not outrageous to operate the programmes and courses. I think it is fine.

T3: I also do not think it is necessary to regulate the private early childhood education centres in Hong Kong. These early childhood education centres in Hong Kong usually have a reliability that the parents can be dependent on. Word-of-mouth also enable the parents to choose the appropriate education centre for their children. It is a free market. Parents will choose.

T4: The parents are nervous to choose the early childhood education centre, especially in the parents with young children. They look at every detail of the education centre before making decision. I think the parents are the good regulators. The government does not need to set the formal regulations to these private early childhood education centres.

T5: Similarly, I don't think it needs to be regulated. Once regulated, I am afraid that the autonomy in setting the teaching content will be lowered. Some guidelines are fine.

T6: I agree with you guys. This segment is running well at the moment. Don't regulate it.

T7: Yes, Hong Kong government usually ruin things when they get involved. Leave this industry alone!

Moderator: Thank you very much for your opinion and views! From your perspective, the marketing activities are accepted in the private early childhood education centres in Hong Kong without the contradiction with the teaching quality, if the management can handle and balance them well. As a teacher, you just want to take part in those marketing activities relevant to your teaching job without ruining the image. Thank you once again! Your views help in understanding the thoughts of teachers.

APPENDIX 22 - 聚焦小組討論內容 (教師) (Focus group (Teachers) transcript – Chinese version)

主持人: 歡迎參加本次聚焦小組討論, 請隨時發表您的意見和見解。這次討論沒有正確或錯誤的答案, 我們都只是在分享。此次討論正在錄音 (指出錄音器所在的位置)。這聚焦小組的目的是收集有關教師對於香港私營幼兒教育中心進行市場推廣於教學質素和市場推廣道德的意見。我特別想知道你們香港私營幼兒教育中的任教的經驗。所有資訊獲取將被保密。本次討論的觀點和資訊將用於整體分析, 您的姓名將不用於是次分析中。

主持人: 請大家輪流介紹自己, 並簡要地與我們分享你在香港幼兒教育中心的教學經驗。

T1: 大家好! 我在幼兒教育中心有三年的教學經驗。這個教育中心主要為 1 歲至 3 歲的兒童提供語言、藝術及音樂課程。我喜歡在教育中心教導孩子們, 因為我可以採取更有效的教學方式。我可以和孩子們建立更密切的關係, 因為班裡的學生數量比幼稚園少。

T2: 你好! 我在任教的教育中心招收六歲以下的學生。該中心提供的課程是遊戲小組、音樂和體能訓練。他們傾向於提供活動導向的課程。我在那裡工作了將近三年了。我認為在一個自由玩耍的環境裡教孩子是很有趣的。老師和孩子之間的

互動更有效, 可以讓他們學習。

T3: 嗨! 我之前是一個幼稚園的老師, 它採用了蒙特梭利的教學方法。我在幼稚教育中心教書的原因是我想在幼稚園裡多做些家長育兒的工作。我與幼稚園的管理層提出了一些新的建議, 但似乎他們不想改變。因此, 我離開了幼稚園, 開始英語拼音工作。相對來說, 教育中心的學生較少。我有更多的機會瞭解父母, 並與他們討論如何教導他們的孩子。我在這個幼兒教育中心任教了 2 年, 而這個教育中心招收 6 歲以下的學生。

T4: 大家好!我英語拼音教英語拼音, 我所教導的學生是 5 歲至 6 歲的。這個教育中心招收年齡在 1 歲至 6 歲之間的學生。他們提供遊戲小組、唱歌班和繪畫班的課程。但主要是教英語。我在那裡工作 1 年了。我認為教小孩子是一件有趣的事。我認為年輕的時候學習外語是很重要的。孩子們能在這個階段更扎實地掌握這些技能。

T5: 嗨! 我原本是一個在小學教數學的老師。但我發現我想教年幼的孩子們。然後, 我辭去了小學的工作, 修讀了一些關於兒童教育學的課程。之後, 我開始在幼兒教育中心教書, 我所工作的幼兒教育中心提供遊戲小組和一些與 STEM 有關的課程。它意味著科學、技術、工程學和數學。學生從 3 歲到 6 歲不等。他們在這個階段不會被教導複雜的理論, 只是希望他們有一些關於 STEM 每個方面基本的概念。我在那裡工作了 2 年。

T6: 你好! 我在幼兒教育中心任教了四年。我想我和管理層相處得很好。這就是為什麼我還在那裡工作的原因。這個教育中心主要提供父母需要一起參加的遊戲小組課程, 以及兒童在沒有父母陪同的情況下自行參加的學前班。因此, 年齡範圍約為 1 歲至 3 歲。教育中心的理念, 是在兒童進入幼稚園前, 養成適當的行為, 並希望今天能向香港社會的兒童傳達適當的價值觀。

T7: 我在一個主題是音樂的幼兒教育中心工作。他們提供不同的課程, 如唱歌課, 遊戲小組和樂器課程。我在那裡工作了三年, 教育中心主要招收年齡在 6 歲以下的學生。我在大學裡學過音樂, 後來成了一名音樂老師。我喜歡教小孩子, 因為他們的進步很明顯。我可以說基本上所有的小孩子都喜歡音樂。

T8: 你好! 我在一個幼兒教育中心工作, 這是一個連鎖教育中心及有多個中心在香港。他們主要招收 6 歲以下的學生。這些課程是對嬰兒和幼兒的遊戲小組, 還有 3 歲到 6 歲的學生的英語和普通話班。遊戲小組的主題是右腦刺激與一些身體活動。我在那裡工作了將近 3 年。在此之前, 我在另一個幼稚教育中心工作了 4 年。

主持人: 你有沒有注意到父母把孩子送到幼兒教育中心的具體增減情況?

T1: 是的, 我認為它在增加。雙職父母在香港很受普遍。當父母需要白天工作的時候。他們的子女通常被送往這些幼兒教育中心參加一或兩個課程。因此, 孩子

們是有事情要做，而不只是呆在家裡。另一方面，他們可以在教育中心學習一些東西。在某種程度上，我可以說這是一個社會需要。

T2: 我工作的教育中心位於一個相對優越的地區。在那裡的家庭是相對地富有的。父母希望他們的孩子在各個方面都有更高的能力。在該區的孩子就讀於幼兒教育中心是一種普遍現象。每個孩子都參加不同的課程。他們的父母很願意在他們年幼的時候給他們裝備。這一群的家長中，這顯然是一個趨勢。

T3: 我也觀察到有更多的家長送他們的孩子到幼兒教育中心。大多數父母希望提供和其他父母一樣，把孩子們送到幼兒教育中心。而且，父母不希望他們的孩子總是呆在家裡無所事事。正如 T1 所說，現時香港有很多雙職家長。因此，孩子們被送往幼稚教育中心學習一些東西。

T4: 我同意。學生人數可見相當穩定。我可以看到父母在孩子剛開始走路時便從他們到幼兒教育中心，它能證明父母對他們的未來感到緊張，並且認為他們的孩子在他們的誕生以後儘早接受教育。

T5: 除了你剛剛提出的。父母們正在尋找一些新的東西讓他們的孩子學習。我認為現在學生之間的競爭很激烈。父母希望他們的孩子擁有比別人更高的能力，並且知道與其他孩子不同的東西，特別是主流幼稚園通常不包括在課程中的東西。家長送子女到幼兒教育中心，讓他們的子女接觸新的學習環境。因此，我認為家

長送子女去教育中心是相當普遍的。

T6: 顯然, 年幼兒童的父母願意將他們的子女送到幼兒教育中心。與五年前相比, 現在的父母認為他們的孩子應該參加一些課程, 為了進入幼稚園前做更好的準備。正如我所認識的前學生家長所反映, 幼稚園的學生中, 有近 80% 都曾就讀於各類型幼兒教育中心的課程。所以, 我認為這種趨勢會持續下去。

T7: 是的, 越來越多的家長將孩子們送到這些幼稚教育中心。以我的教育中心為例, 家長認為學習音樂應該比在其他教育中心學習字母更輕鬆。因此, 我可以看到, 學生的數量是穩步增長, 在最近幾年。父母認為音樂能刺激孩子的大腦。

T8: 我對 T4 有類似的看法。我能看到很多父母對他們的孩子很緊張。他們願意在孩子年幼的時候去參加遊戲小組。許多有新生兒的父母在嬰兒剛出生的時候就找一個教育中心, 甚至孩子還未出世已經在找。這可以顯示, 現時香港在家長中參加幼兒教育中心的課程, 是相當普遍的。

主持人: 看來學生人數穩定甚至增加。現時在市場上, 香港的幼兒教育中心是否有足夠的顧客和消費者來維持?

T2: 當然有。它在香港很受歡迎。這只取決於他們的父母在兒童幾多歲開始就送往幼兒教育中心就讀。

T4: 正如 T2 所提到的, 具有較高財政能力的父母通常會將子女帶到教育中心。這些父母能負擔得起學費。這也是這一組家長的普遍做法。它形成了一種趨勢。在這方面, 市場上有足夠數量的學生。

T1: 是的, 我可以看到有足夠數目的兒童支持本港幼兒教育中心。但是一些幼兒教育中心知道如何宣傳就能夠吸引更多的學生。

T5: 我同意。許多學生報名到我任教的那個教育中心。家長們正在尋找一些課外活動, 這些活動能夠豐富孩子們的知識。我認為香港有足夠的學生支持幼兒教育中心。

T7: 從我的經驗來看, 我工作的教育中心有越來越多的學生。它告訴我, 應該有足夠的幼兒支持這些教育中心。這也證明了父母願意為他們的孩子支付從幼稚園主流課程中額外的課程費用。

T3: 是的, 家長們熱衷於尋找課程。

T7: 父母選擇不自己花錢, 但他們願意花在孩子身上。

T3: 這反映了父母對子女的期望。有些家長擔心自己去教導孩子是否合適。他們可能認為他們不像受過訓練的教師那樣專業。在這方面, 大部分家長願意支付學費及加入這些教育中心。因此, 我認為香港的幼兒教育中心有足夠的學生。

T6: 正如我剛才所說, 這似乎是香港家長普遍的做法。他們願意在年幼的時候把孩子送到幼兒教育中心。

T8: 只要還有一些新生嬰兒。我認為仍有足夠的學生支持本港的教育中心。此外, 我亦知道北區附近的一些過境教育中心, 確實有一些來自中國內地的學生。這些孩子的父母在週末和他們的孩子們過境去參加課程。我認為香港市場學生的供應是足夠的。

T6: 是的, 我也聽到了。在上水附近的某處, 有一些過境教育中心, 招收來自中國內地的學生。這是一個巨大的市場。

主持人: 但是, 即使市場上有足夠數量的兒童, 你認為這些兒童是否有必要從 1 歲到 6 歲的到幼兒教育中心入學?

T1: 這取決於孩子們的需要。有些家長可能不知道教孩子的適當方法。正如我剛才提到的, 很多家長都有一份全職工作。他們可能沒有時間教, 甚至在工作後與他們的孩子互動。這些兒童可能需要到這些教育中心就讀, 而教師則有一些專業訓練可以教他們。即使對一些孩子來說, 老師也能辨別他們是否有特殊的學習需要。因此, 我認為如果他們的父母不能完全照顧他們, 孩子們就有必要入讀幼兒教育中心。

T3: 如果孩子們有特殊的學習需要, 這可能是另一個問題。我們需要把他們轉介給這個領域的一些專業人士。

T2: 我不認為孩子是必須參加幼兒教育中心的課程, 只要父母在家裡可以做同樣的事情, 在閒暇時間和孩子們一起玩耍, 孩子們就能像在教育中心一樣得到影響。這取決於父母是否願意做同樣的事情。

T3: 我有類似的啟發我有類似的睇法。如果父母們有信心在閒暇時自己教導孩子, 那麼就沒有必要把孩子們送到幼兒教育中心。除了幼稚園和老師外, 父母是孩子的另一個重要導師。但正如我們剛才所說, 大部分家長都有全職工作。年幼的兒童有需要到這些教育中心就讀。

T7: 對有全職工作的父母來說, 工作後需要照顧孩子是相當困難的。

T5: 是的。所以, 我認為這是必要的。幼兒教育中心更靈活地調整課程, 以切合學生的學習需要。然後, 學生可能有更多的空間, 發揮他們的創造力, 它對於年幼的孩子有好處。創造力是他們未來的基本要素, 它可以增加他們解決問題的能力。

T4: 我認為有必要讓年幼的孩子們加入幼兒教育中心。這些教育中心有培養孩子的功能, 特別是當父母不知道如何教孩子的時候。例如, 不是每個家長都知道如何教拼音。這些中心可提高幼兒的語文能力。

T6: 我可以說, 我工作的教育中心的功能是為孩子準備上幼稚園。我能看到孩子們在參加了一定的時間後, 能夠和別人和睦相處。它提供了一個機會, 讓孩子們與其他孩子在同一年齡的互動。我認為孩子們有必要參加幼兒教育中心。

T7: 我同意 T1 的一些觀點, 這取決於孩子們的興趣。正如我所說, 一些年幼的孩子對音樂感興趣, 我發現孩子們在聽音樂的時候會非常專心。如果年幼的孩子表現出他們的興趣, 再加上父母能夠負擔得起。我認為這是一個很好的選擇讓他們到幼兒教育中心, 以擴大他們的見識, 特別是當他們的父母不擅長音樂。

T3: 音樂是有影響力的, 尤其是那些可能有特殊需要的孩子。

T8: 是的, 但我認為這取決於父母的信念。正如一些參與者所說, 如果家長有信心教導子女, 並與他們相處, 這些兒童未必有需要就讀這些教育中心。然而, 一些家長認為應該有一些特殊的方法來訓練他們的孩子。從這個角度來看, 兒童可能需要參加這些教育中心的課程。

主持人: 你認為學生在幼兒教育中心上課, 會對學生產生影響嗎?

T1: 這取決於教師的素質。如果老師對孩子們表示關愛, 願意向孩子們表達他們的愛心。積極的影響將會產生的。因為這會影響孩子的成長。總的來說, 我認為在兒童入學幼兒教育中心時, 對他們有正面的影響。我可以觀察到, 只有少量

的老師不真正喜歡孩子，因為他們可能認為這只是一份工作。

T7: 是的，我想是這樣。這些年幼的孩子受到老師的影響。當我在課堂上教書的時候。我需要影響學生感受音樂。正面的影響會帶給學生。他們通常在聽音樂和唱一首歌時看起來很開心。此外，當繼續聽同樣的東西，他們可以學得更快。通過音樂，學生們可以通過唱歌學習語言，更容易記得詞語及發音。

T2: 音樂是輔助教學的好工具。我也認為這對孩子們是一個正面的影響。但我的觀點不是關於老師的，是關於孩子們的。當孩子在幼兒教育中心時可以做點事情。通過做事情，他們可以學習。此外，兒童可以在教育中心觀察和認識其他兒童。當他們在一起做同樣的事情時，他們中的一些人可能會想到競爭。他們想做得比別人好。我認為這是一件好事。如果這能得到老師和家長的良好處理，孩子們就能培養出積極的思想。

T5: 是的。這些課程和課程可以拓寬他們的視野，從看到和知道一些在他們的日常生活中不容易看到的東西。例如，在我的教育中心，學生們被教導如何製造小型火箭。我認為他們的父母很少和他們的孩子在家裡這樣做。有時，有些活動在家裡很難進行。因此，孩子們可以從教育中心瞭解更多。

T3: 聽起來很有趣。此外，透過與教育中心的更多老師及員工見面，幼兒亦能發展人際交往和溝通技巧。因為家裡通常有一到兩個孩子。大多數父母關心他們的

孩子如何與他人良好相處, 並正確地表達自己。

T4: 我也認為這是一個正面的影響。我看到孩子們能學到更多的詞彙。鼓勵他們在教育中心用英語發言是沒有人會取笑他們犯錯或發音錯誤。學生們不害怕英語, 在別人面前說英語時不會感到尷尬。

T3: 建立信心是很重要的。

T6: 我還觀察到, 孩子們可以在一定的時間, 通常在一個月內改善他們的行為。我認為這對孩子們有很好的影響。與其他參與者的觀點一樣, 孩子們可以通過看到更多的同齡人來提高他們的人際交往能力, 而不僅僅是在家中與家庭傭工相處。

T8: 無論家長為何要把子女入學到幼兒教育中心, 我都注意到通常會有正面的影響。這不僅是對孩子們的, 也是對父母的。學生們能夠學到一些新的東西並被激發。他們的父母能夠更瞭解孩子的學習情況, 並與其他家長和老師交流。

主持人: 你認為在香港幼兒教育中心是否需要市場推廣?

T2: 是的, 應該實施合適人選。在市場上有許多幼兒教育中心。如果一個教育中心想招收更多的學生, 市場推廣活動是不可避免的。然而, 這些活動應由專門知識的人士來執行, 教師不是實施這些推廣活動的合適人選。

T3: 我不想做那些市場推廣活動。但亦有必要進行市場推廣, 尤其是在香港。現在, 客戶習慣透過社交媒體或一些網上渠道獲取資訊。它可以告訴家長, 一些幼兒教育中心的特點, 並允許家長為他們的孩子選擇合適的幼兒教育中心。

T5: 市場推廣活動中的資訊讓父母知道幼兒教育中心的獨特性。我的觀點與 T3 相似。它可以與父母溝通。廣告中的資訊可以幫助家長做出正確的決定。相比之下, 如果一個幼兒教育中心不宣傳, 即使他們在課程中有一個好主意, 也很難讓家長知道。

T7: 至少, 教育中心應該有一個 Facebook 頁面。它是免費的, 沒有成本。我這樣說的原因是他們需要一個渠道, 提供有關教育中心課程的資訊。他們不能只靠口碑, 特別是在開始營運的階段。他們需要一些市場推廣策略, 讓客戶知道他們為市場提供了什麼。此外, 如果他們能負擔宣傳費用, 便應逐步增加, 以維持教育中心的運作。

T1: 我也認為市場推廣活動是必要的。它允許父母瞭解不同幼兒教育中心之間的差異。每個教育中心都有自己的特點。這些可能是每個教育中心的獨特之處, 可能適合不同兒童學習的需要。家長可透過市場活動, 評估不同教育中心的質素。因此, 教育中心應該努力宣傳自己。

T6: 本港幼兒教育中心或多或少需要推廣活動。香港畢竟是無論對哪個行業來說,

是一個競爭激烈的地方，。教育中心仍然需要學生和學費來維持運作。

T4: 但我不同意你們的意見。我不認為這些幼兒教育中心需要市場活動。我認為被推薦和口碑更重要和有影響力。雜誌上的廣告、Facebook 上的帖子和折扣對吸引家長並不重要。只要幼兒教育中心的質素良好。可以投放更少資源去進行市場推廣。

T8: 但我仍然認為這是必要的。正如我們剛才所說，我們發覺幼兒教育中心在香港越來越受歡迎。市場推廣活動使家長能夠獲得有關中心和課程的資訊，並為他們的孩子做出正確的選擇。長遠來說，會影響這些教育中心的質素，因為那些質素優良的私營幼兒教育中心會維持和留在市場，但那些教育中心不能滿足家長的期望，便會被淘汰。

主持人：看來你們大多數人都同意幼兒教育中心實施市場推廣活動。但是，哪類型的市場推廣活動，你覺得舒適的參與其中？

T1: 我很可以參加開放日的活動，並向家長們介紹課程。有時，我也能通過電話回答查詢。但我知道有些中心要求教師在街上派發傳單，我絕對不會這樣做。

T2: 即使在教育中心入口處，我也不能接受在街上派發傳單。我覺得可以在教室裡舉行一些家長可以觀察到的試堂。我還能在 Facebook 上設計一些帖子，並接聽家長們的電話。雖然我明白有需要推廣和推銷教育中心來吸引家長，但我不想

與市場推廣活動有太多接觸。

T4: 我也有類似的想法。雖然當我因為家長在教室裡觀察而舉行試堂時感到緊張,但我還是很好的去進行。此外,向家長解釋課程的細節,對我來說也可以。在街上分發傳單對我來說是不可以的。

T7: 試堂和回答家長問題對我來說是可以的。此外,我還曾嘗試過帶領一群學生在購物中心演出。這就像路演。我認為這是好的,因為它只是一個唱歌的表現,而不是要求我賣廣告。家長來觀看演出,有些過路人可能是潛在客戶,也可以看到。我認為這是一個宣傳的好方法。

T3: 聽起來很有趣。學生們覺得尷尬嗎?

T7: 他們中的大多數人並不感到尷尬。那些感到尷尬的人在這一表現之前以表示他們沒有興趣,不會參加。但我認為這是他們面對觀眾的好機會。

T3: 好!對我來說,我會感覺舒服的是去解釋與課程相關的資訊,以及在 Facebook 上設計一些帖子。我不會在街上分發傳單。

T5: 我也可以向家長解釋課程資訊,並在 Facebook 上設計一些帖子。然而,對 Facebook 上的帖子有一些評論。我不想回復這些評論,因為有時太多了。有些評論是無聊,因為這些評論毫無意義。

T3: 我能想像他們說什麼!

T6: 我很好舉行試堂, 並向家長解釋課程資訊。也可以將我的照片張貼到社交媒體上, 比如 Facebook。但我不參加那些積極主動的市場推廣活動, 例如在教育中心門外派發傳單。我想保持我在學生心目中的專業形象, 不管他們是現有的還是未來的學生。

T8: 我工作的教育中心為家長舉辦研討會。這個話題通常是關於育兒和孩子的學習。我是演講者之一, 與家長分享教學經驗。我很高興這樣做。事實上, 這也是一個市場推廣活動, 讓家長知道教育中心在做什麼和提供什麼。此外, 我也可以提供試堂。

主持人: 作為一名教師, 你認為市場推廣活動對你的教學質素有影響嗎?

T3: 如果我能親自向家長解釋有關課程或節目的資料, 根據我的經驗, 可以加強教師與家長的溝通。家長也可以從教師那裡瞭解更多的課程資料, 通過這種互動, 他們可以觀察教師的素質。因此, 如果能妥善處理的話, 我認為對教學質素沒有任何負面影響。

T1: 我有一個經驗。我以前工作過的一個幼兒教育中心, 要求老師參加不同課程, 學習各種技能。通過這一點, 教師可以獲得不同的資格。屆時, 教育中心便能夠

把這些教師的資格放在廣告上, 以證明教學質素。然而, 教師需要花費大量的時間在課程和學習上。每天的教學工作可能會受到影響。此外, 這個教育中心還舉辦許多試堂。這給教師帶來了壓力。影響了一定程度上教學質素。

T8: 這聽起來對老師來說是很大的壓力!

T2: 但我認為只要老師不參與銷售, 這對教學質素沒有太大影響,。換言之, 如果教師需要參與某些有關銷售的工作, 他們可能會感到壓力。在這種情況下, 教學質素可能受到影響。

T4: 如果管理層能妥善處理, 並能取得平衡, 我認為會對教學質素產生積極的影響。這是因為教師可以多參與, 更瞭解教育中心的運作。它可以提高教師在教學中的動力。因此, 有可能提高教學質素。反之, 如果管理層不能取得良好的平衡, 可能會出現負面的教學質素。

T5: 我同意 T4。這取決於教師需要參與多少市場推廣活動。只要幼兒教育中心的
管理層能取得良好的平衡, 不要在家長和學生心目中扭曲教師的形象。我不認為這對教學質素有影響。

T6: 對我沒有太大的影響。因為我的老闆很瞭解我, 她能夠分配有關市場推廣的適當任務給我。她可以在教育中心好好平衡。因此, 我可以專注於教學任務和學生身上。我想我仍然能夠保持課堂內教學的質素。

T7: 當我教授音樂時。在某種程度上, 它涉及表演。我習慣被觀眾看到。因此, 我於試堂時可以做自己應該做的事, 不受在旁觀察的家長影響。我不認為有任何影響。

T8: 我不這麼認為。因為我在一個連鎖教育中心工作, 他們有一個部門來處理這些行銷活動和推廣。我不需要太多的參與這些市場推廣活動的設計。我只是被要求參加一些活動, 如家長研討會, 這是與我的教學有關。因此, 我不認為我的教學質素受到質疑。

主持人: 正如你所看到的, 很多香港的幼兒教育中心都在進行市場推廣活動, 無論是你正在工作的或其他的教育中心。根據您自己的經驗, 在市場推廣活動中提供的資訊與課堂教學內容相匹配嗎?

T2: 我認為教學內容與廣告中所說的相符。然而, 有些情況下, 教師可能需要教授一些不屬於他專業領域的課程。有些幼兒教育中心為滿足市場需求和趨勢而推出的一些課程。管理層告訴一些教師, 他們需要負責這些新課程的教學任務。在這種情況下, 老師需要教一些他們可能不知道的東西。在這種情況下, 教學內容不能保證與廣告中傳遞的資訊相匹配。在此情況下, 教學質素也不能保證。

T1: 管理層有時會誇大某些課程對孩子的正面影響。在這種情況下, 管理層對教師施加壓力, 以增加學生的能力。我可以給你一個我的真實例子。我的前任老闆

讓我和其他老師在課結束前的 10 分鐘裡集中教授某些教學內容。這使學生們能夠於步出班房後立即向他們的父母表達和展示他們剛從課堂中後所學到的東西。我可以說，這仍然能教導應該教導的，但它可能不是太道德。

T6: 一個非常聰明的老闆，知道父母想要什麼。

T3: 根據我的經驗，我可以看到幼兒教育中心能夠兌現他們在廣告上的承諾。

T4: 我因為與家長在同一個教室裡，所以我在上試堂時感到緊張。這可能會讓我忘記告訴一些次要的教學內容。在這種情況下，我認為這可能會影響教學質素。但是在正常的課堂內，當我面對學生的時候。我可以專心教學而不被家長影響。我認為教學質素受到太大影響。

T7: 在試堂不要太緊張，只當作看不見家長們就可以了！老師們總是盡力教學生這些評語已經寫在 Facebook 的帖子和傳單上了。我認為可以兌現諾言。但有時，它受一些學生的進度影響。我指的是進度，而不是教學內容。

T5: 我認為我正在工作的教育中心能夠信守諾言。廣告中關於 STEM 的活動可以在課程中進行。我也觀察到學習目的是可以達到的。

T6: 是的，我觀察他們兌現。管理層對教學內容的監控非常好，廣告中的資訊是可實現的學習成果。我有靈活的教學方式以適應學生的需要。

T8: 在我的教育中心, 教師需要遵循一套教學內容。當然, 教師也有根據學生的節奏靈活調整。我也看到市場推廣資料能夠準確地描述教學內容。我們還有一個監測教學質素的機制。因此, 我認為, 在我的教育中心, 市場推廣資訊和教學內容是相匹配的。

主持人: 你認為在幼兒教育中心推行市場推廣會否扭曲教育目的和教學質素?

T1: 這取決於父母的教育目的。不同的父母有不同的目的, 來給自己的孩子提供教育和要求。有些父母希望他們的孩子在學習過程中快樂。有些家長希望他們的孩子在學業表現上有非凡的能力。只要家長能夠為子女選擇合適的教育中心, 並符合家長的目的, 我認為這並不會扭曲教育的目的。從教師的角度來看, 如果教師被迫進行一些市場推廣活動, 可能會對教學質素產生一定的影響。

T2: 我覺得有扭曲。我觀察一些教育中心認為課程是商業產品。他們以策略推銷教育, 一些教育中心則以市場為導向。然而, 這仍然有需求, 因為家長想要這些產品和服務。雖然有些歪曲, 但這現象會在香港仍會維持一段時間。

T1: 我理解你的觀點。我認為大多數父母不希望這種現象存在。但這是社會的趨勢。此外, 最重要的事實是, 兒童需要一個良好的學業成績, 才能升往較好的小學, 尋求更有前途的未來, 這是在香港的父母想法。

T3: 我明白有需要推行這些教育中心的市場推廣活動。但我認為，從我以前在幼稚園的工作經驗來看，幼兒教育中心的教學質素較幼稚園為佳。私營幼兒教育中心的管理，在提供教育方面可能有較好的理念，他們更有彈性，根據學生的學習需要，調整課程和教學方法。然而，在幼稚園有太多的學生在一個班級。教師的壓力更大。即使老師愛他們的學生，他們可能沒有時間和空間為他們的學生在幼稚園做更好的事。因此，我不認為市場推廣活動歪曲了教育目的和教學質素。

T6: 聽起來很有趣，但我同意 T3。只要私營幼兒教育中心對管理有一個正確的理念。我不認為市場推廣和教育有什麼矛盾。從管理層的良好平衡中，他們可以很好地相處，。雖然市場推廣看起來像是商業世界的工具，不應該玷污教育的高貴，從另一個角度看，他們可以互相幫助。

T4: 我看過一個教育中心誇大了教師的資歷，以吸引家長的注意。例如，管理層誇大了本土英語教師的資格。但我不認為這會顯著影響教育目的和教學質素。這是因為這些教師仍然能夠教給幼兒正確的發音和知識。孩子們只是學習一些基本的東西。你可以說這不合乎職業道德。但總的來說，我認為教師的教學方向是一樣的。

T5: 正如我剛才所說，只要管理層能在市場和教學之間取得良好的平衡。我不認為教育目的和教學質素有任何問題。教師的主要工作是明確的。老師們知道他們

應該在教育中心做什麼，是教書。我也認為如果教師被要求參加市場推廣活動時，當市場活動的內容與正確的教學理念一致時，教師可能會感到自在。

T7: 它取決於如何定義教育的目的。從我的經驗來看，一些家長讓孩子學習音樂的目的之一是在面對別人的時候增強自信心。購物中心的表現是一個讓學生面對不認識的人的機會。同時，他們需要唱歌和演奏樂器，隨之一陣掌聲，學生們很高興，當父母在公共場合看孩子的表演時，他們感到很滿意。這一過程明顯地提高了學生的自信心和積極性。然而，這種表演也可以看作是一種市場推廣活動。因此，在這種情況下，我不認為這是一個矛盾。

T8: 我認為你跟學生的表演是對他們很好的教育。此外，私營幼兒教育中心亦為社會提供教育服務。一旦教育中心能夠在市場上生存一段時間。我相信這個教育中心有一個正確的理念來提供教育。如果沒有，它會被淘汰並且消失。另一方面，市場推廣是一種與需要選擇教育中心的家長溝通的方式。市場推廣和教育目的可以是兩個不同的東西。他們可以共存，不干涉對方。因此，我不認為實施市場推廣會扭曲教育目的和教學質素。

主持人：最後一個問題是..... 你認為香港的私營幼兒教育中心應否受到規管？

T8: 政府不必做任何不必要的事情。在香港，他們仍然需要處理很多問題。這一行業目前運作良好，儘管它們是教育方面的私人業務。不要管它！

T1: 我不這麼認為, 只要讓他們發展, 家長會為孩子們精心挑選的。

T2: 我認為這是自由市場。不需要任何監管, 只要私營幼兒教育中心不離譜地開辦課程。我覺得現在情況很好。

T3: 我亦不認為有需要規管香港的私營幼兒教育中心。這些在香港的私營幼兒教育中心, 通常是可靠的。口碑也使家長可以為孩子選擇合適的教育中心。這是自由市場。家長會選擇的。

T4: 家長們很緊張選擇幼兒教育中心, 特別是年幼兒童的父母。他們在作出決定前, 會研究教育中心的每一個細節。我認為父母是最好的監察者。政府無須將正式規例加於這些幼兒教育中心。

T5: 同樣, 我認為它不需要被監管。一旦受到規管, 我恐怕會降低教學內容的自主權。有些指引是好的。

T6: 我同意你們的看法。這個行業目前運行良好。不要管它。

T7: 是的, 香港政府在涉及時, 通常會把事情搞砸。不要理這個行業吧!

主持人: 非常感謝您的意見! 從你的角度來看, 在本港的私營幼兒教育中心, 如果管理層能妥善處理和平衡, 便可接受市場推廣活動, 而不會與教學質素有矛盾。

作為一名教師，你只想參加那些與你的教學工作相關的市場推廣活動，而又不破壞形象。再次感謝您！你的意見有助於理解教師的觀點。