International students’ perceptions of service quality in tertiary institutions – an exploratory study

Chantel Harris
Nelson Mandela Metropolitan University
University Way, Summerstrand
Port Elizabeth
SOUTH AFRICA
Email: chantel.harris@nmmu.ac.za
Tel: (+27) 41-504-2124
Fax: (+27) 41-504-2098

Michelle Paddey
Nelson Mandela Metropolitan University
University Way, Summerstrand
Port Elizabeth
SOUTH AFRICA
Email: michelle.paddey@nmmu.ac.za
Tel: (+27) 41-504-4675
Fax: (+27) 41-504-2098
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Paper type: Research

Abstract
Purpose: The aim of this exploratory study was to develop a questionnaire for determining international students’ perceptions of service quality in tertiary institutions in South Africa (SA). It provides valuable information in the realm of service delivery to international students attending local universities.

Design / Methodology / Approach: The sample was drawn from Nelson Mandela Metropolitan University (NMMU) in SA, using snowball and convenience sampling. Focus groups were conducted to determine the factors that influence international students’ perceptions on service quality. Factors discussed included education, orientation, costs, technology and accommodation. Content analysis was employed to interpret the qualitative data, in order to develop a questionnaire. A pilot study was conducted to refine the questionnaire.

Findings: The reliability and validity of the developed questionnaire was generally satisfactory, with only a few minor alterations needing to be made to the questionnaire. The service factors that international students were most positive about were health and safety as well as the quality of education that they received. Cost, however, was viewed in a negative light, with students requiring justification for high costs incurred.

Practical Implications: The questionnaire developed can be utilised in determining service quality levels in South African tertiary institutions, and in guiding the development of a set of “best practices”.

Originality: Tertiary institutions would be prudent in focusing their attention on service levels provided to international students, as quality in this regard will result in mutually beneficial outcomes. In order to ensure these outcomes are achieved, tertiary institutions should follow a “best practices” approach for keeping international students satisfied.

Keywords: International students, service quality, tertiary institutions, student satisfaction
Introduction
In light of the increased competitiveness between South African tertiary institutions, it is essential that these institutions display excellence in the provision of service to their customers. In essence, service quality affects the ability of tertiary institutions, specifically universities, to attract and retain students. This is an important goal for universities, and the primary goal of their International Offices. International students have high expectations of foreign tertiary institutions, due to the considerable emotional and financial investments that they make when moving abroad (Ayliff & Wang, 2006). Yet, current research indicates that international students are not always satisfied with the level of service quality provided by tertiary institutions, but are however willing to accept a degree of service lower than they would expect in order to gain credentials or the experience of studying abroad (Joseph, Stone & Joseph, 2003). Should international students have to accept a lower degree of service in exchange for an international study experience? The researchers believe that this should not be the case, and that universities should exhibit a degree of service that surpasses international students’ expectations.

One way of ensuring an exemplary degree of service is to develop a set of “best practices” that all universities can follow when dealing with international students. The first step to developing such a set of best practices is to consult with international students about the service that they have received from South African universities, which formed the basis for this exploratory study. This primary data was used to develop a questionnaire for determining the perceptions of international students on service quality in tertiary institutions in South Africa (SA). Although service quality is an important factor that tertiary institutions worldwide should consider, this study focuses specifically on institutions in the South African context. The researchers therefore believe that this study will provide valuable information in the realm of service delivery to international students attending local universities. It may be important to note that this study has a second phase, which builds on the current pilot study. The second phase, to be conducted at a later stage, will involve the distribution of the developed questionnaire nationally to a sample of international students studying at South African universities.

Background to the study
Bashir (2007) explains that the movement of students to study at tertiary institutions in foreign countries has become the most common type of higher education international trade. Reasons for a growing demand for services from international tertiary institutions include both a local and global need for internationally recognised labour qualifications that develop a
highly skilled workforce. Competition between industrialised nations in the higher education market is thus increasing. According to Verbik (2007), over 90 percent of international students enrol at institutions in countries that belong to the Organisation for Economic Co-operation and Development (OECD). SA, however, is not a member country of the OECD and is thus not a preferred destination for international students. Despite this, tertiary institutions from developing countries such as SA are beginning to make inroads into the higher education market, due to the fact that they are able to compete not only on price, but also on quality (Bashir, 2007). Unfavourable exchange rates in the United Kingdom and United States of America are discouraging international students from choosing such high-cost countries as destinations for study purposes (Verbik, 2007), resulting in developing countries gaining a competitive advantage.

The financial importance of recruiting international students to SA is clear. Specifically at NMMU, international students bring approximately R200-million per annum into the Nelson Mandela Metropole (Ayliff & Wang, 2006). Economic incentives, such as the above, make it beneficial for South African universities to place an increasing focus on the recruitment and satisfaction of international students. Further advantages include the broadening of local students’ global perspectives and bringing about cultural awareness (Lamkin, 2000). Joseph, Stone and Joseph (2003) believe that international students hold solid to superior academic credentials and are therefore desirable to tertiary institutions. By delivering high quality customer service, tertiary institutions are ensured of the continued entry of exceptional international students. As a result, international students are highly coveted by university recruiters and administrators across the globe (Joseph, Stone & Joseph, 2003). Arambewela and Hall (2009) believe that student satisfaction, and by implication positive perceptions of service quality, is a source of competitive gain, likely to lead to positive word of mouth communication, student retention and loyalty.

In order to be successful in attracting international students, however, universities need to ensure that their international students receive the same level of education and overall experiences that they were promised when recruited initially (Verbik, 2007). Due to the significantly high costs of tuition and accommodation being the primary motivational factors for students when deciding to apply to one country over another (Verbik, 2007), universities need to bear this in mind when formulating their international recruitment strategies. Voss, Gruber and Szmigin (2007) state that understanding the expectations of students in tertiary institutions is of great importance, which is especially true for student expectations of service quality.

Since tertiary institutions in SA are part of a “knowledge-driven, global environment”, both local and international students studying at these institutions can essentially insist on
receiving the same, if not higher, quality of education than is expected at highly regarded tertiary institutions elsewhere in the world (Steynberg, Grundling, de Jager & Ekulugo, 2005:1267). International students coming to study in a foreign country have come to expect a greater amount of choice, enhanced quality and lower prices (Bashir, 2007). Interestingly, Steynberg, Grundling, de Jager and Ekulugo (2005:1275-1277) conducted a study with senior students in South African tertiary institutions, which evaluated how competitive these institutions are, in light of SA becoming an increasing international player. It was discovered that respondents felt that tertiary institutions in SA do not place an emphasis on attracting foreign students, do not have an “international student culture” and are not renowned for attracting students from foreign countries. However, respondents also perceived that these institutions offer qualifications and subject content that is acceptable internationally; have the ability to attract foreign students; offer tertiary education at a competitive fee; offer learning environments that are safe; provide information technology that ensures the growth of students and academia, and provide service packages that are “convenient” to students. What SA needs to do in tertiary education is provide a product and a service of exceptional quality.

Quality is a buzzword that drives organisations and their employees to greater heights, to do better than their competitors and achieve exceptional standards. It distinguishes superior from inferior customer service, based on customer expectations, encounters and perceptions (Babakus, Yavas, Karatepe & Avi, 2003; Lewis & Smith, 1994, cited in Yeo, 2009). Tertiary institutions are not unlike other organisations in this sense. They rely on quality of service to their customers, i.e. students, in order to remain competitive. Quality in tertiary education is not interested only in tangibles such as lecture venues, course materials and the like. It is also heavily dependent on the institution’s human resources to provide a good service to its customers (Yeo, 2009).

Khawaja and Dempsey (2008) state that international students typically have less social support than local students and a greater incongruence between their expectations and experiences of university life. It is evident that the provision of high quality support and orientation programs, as well as other areas of service delivery, is of paramount significance in aiming to ensure international student satisfaction.

The delivery of service quality to customers is thus an important goal for tertiary institutions, because it is apparent that customer satisfaction affects perceived quality, which in turn affects profitability (Russell, 2005). Therefore, perceived service quality is of paramount strategic importance to organisations. Yeo (2009) states that tertiary institutions are under a great amount of pressure to increase enrolment rates and create opportunities for cross-boundary education and collaboration. Service quality has great financial implications and is thus vital to their success as global market players.
Theoretical frameworks
The primary theoretical framework for this study is Arambewela and Hall’s (2009) student satisfaction model. This model indicates that satisfaction is influenced by seven variables, namely accommodation, safety, education, social aspects, technology, economic factors and image. The focus of Arambewela and Hall’s study was international student satisfaction relating to service quality. For the purpose of this study, the researchers felt it unnecessary to include image, as this is not directly related to service. Further research by Joseph, Stone and Joseph (2003) regarding service quality in tertiary institutions indicated five dimensions based on an adapted version of the SERVQUAL scale. These dimensions were cost; degree content and structure; physical aspect, facilities and resources; value of education and a general dimension for other aspects relating to service.

Research design and methodology
It is necessary for research that investigates individuals from sensitive groups, such as students, to acquire ethics approval. The researchers obtained this approval from the Research Capacity Development department at the NMMU.

Sample
The sample for the study was drawn from NMMU in Port Elizabeth, SA, using snowball and convenience sampling. NMMU’s international student population is currently comprised of 1853 students. Three categories of international students have been classified, namely study abroad students, exchange students and full degree / diploma students. All three types were investigated in the research. Three focus group sessions were held over a course of three days with a total of 20 participants. For the questionnaire, approximately 400 students were contacted, of which 59 responded. This represented a 15 percent response rate.

Focus groups
Based on the frameworks discussed above, the researchers developed a set of questions relating to seven factors of service quality expected from a tertiary institution. These factors were accommodation, education, library services, orientation, organised social activities, technology and safety. Accommodation relates to the cost, standard and administration of accommodation, as well as the location of the living quarters. Location could be on or off campus. In terms of education, questions related to the quality of education received, relevance of the modules and courses, and opportunities for feedback and evaluation. Library services related to the staff and the availability of books and research material. Orientation focused on the arrival of international students in Port Elizabeth, as well as their campus and city introductions. Regarding organised social activities, researchers focused on student interaction with both South African and fellow international students. Technology related to
student access to computers, printers, electronic mail and the Internet. Finally, questions relating to safety concerned student awareness of safety measures at NMMU.

Discussion was generated by reflection on these factors during focus group sessions, whereby students were invited to give their viewpoints on the aforementioned aspects of service. Respondents were encouraged to include additional factors affecting their perceptions of service quality, based on their unique experiences at NMMU.

**Measuring instrument**

Content analysis was employed to interpret the qualitative data from the focus groups. Based on these findings, a questionnaire was developed incorporating the seven aforementioned factors, along with two additional factors, namely “the International Office” and “cost”. The “safety” factor was adapted to include health matters, such as the campus clinic. The “organised social activities” was renamed “informal activities”. Respondents’ views on the items relating to each factor were measured on a five-point Likert scale, where a response of ‘1’ indicated ‘strongly agree’ and ‘5’ indicated ‘strongly disagree’. A “not applicable” column was also provided. An additional section was included at the end of the questionnaire to gather the demographic information of each respondent, namely age, gender, nationality, type of international student and qualification that they are studying towards. A link to the questionnaire was sent to international students on the International Students Association (ISA) database, as well as to international students who the researchers had direct contact with.

**Findings**

**Focus groups**

From the focus groups it was evident that there is much dissatisfaction within the international student community, based on their perceived unmet expectations of service. The purpose of the focus groups was to assist in determining the factors that international students take into consideration when evaluating service quality. However, the researchers deem it necessary to briefly elaborate on what was discussed in these sessions. Both positive and negative opinions of service at NMMU were conveyed by the participants, with discussions often concerning accommodation and the International Office. Participants felt that accommodation was not adequately organised in advance, leaving them unsure of these arrangements, sometimes even until after their arrival in Port Elizabeth. Many participants felt that it would have been more beneficial to have accommodation information provided in advance, as well as having choice regarding roommates, location and price range. The International Office was identified as the source of much dissatisfaction. Participants suggested that this might be caused by a combination of understaffing and lack of necessary
training. Other issues that were evident included the “unjustified” high cost of tertiary education for international students studying at NMMU. Some viewed orientation as “world class”, whereas others questioned the relevance of the information provided to them. A final point of contention surrounded technology, with participants mentioning a lack of computers and printers. Although this is a problem experienced by both local and international students, it is of particular importance to international students due to the fact that electronic communication is their primary means of corresponding with friends, family and their “home” university.

**Questionnaire**

Reliability was determined by calculating Cronbach’s coefficient alpha for the summated scale scores of the nine factors measured, using the statistical package included in Microsoft Excel. Malhotra (2007) has suggested a 0.60 criterion for satisfactory internal consistency. As can be seen from Table 1 below, all factors, except for accommodation, were calculated as having a score of above 0.70. This is well above Malhotra’s recommended criterion and therefore implies that these factors have acceptable reliability.

<table>
<thead>
<tr>
<th>Take in Table 1 about here</th>
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<tbody>
<tr>
<td><strong>Table 1: Internal consistency of summated scores</strong></td>
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</table>

The Cronbach’s alpha for accommodation (F2) was below the recommended criterion, indicating a dissatisfactory internal consistency for this factor. The researchers intend revisiting this factor, by adapting or improving the statements, to increase its reliability in the second phase of the study.

Face validity was determined by giving the questionnaire to two experts in the field of service management. Both experts concurred that the questionnaire exhibited face validity and that the format, language usage and concepts were relevant to the study. Content validity was achieved due to the fact that there is a link between the items in the questionnaire and the information obtained in the literature and focus groups.

Demographic variables included in the questionnaire are indicated in Table 2 below. The majority of respondents (89.3%) were full degree / diploma students who attend the “host” university for the full extent of the qualification. Furthermore, a large portion of students (73.2%) fell in the 18 to 24 year age category, which can be expected as a large number of students study at tertiary institutions directly after their secondary education. There was an almost perfectly even distribution of genders, with 46.4 percent of respondents male and 53.6 percent of respondents female. Finally, 73.2 percent of respondents were studying towards degrees. Respondents’ nationalities included many African countries, such as Botswana and Zimbabwe, as well as first world countries, such as America and Germany.
Take in Table 2 about here

Table 2: Demographic variables

The descriptive statistics for the factors are included in Table 3 below, followed by a graphical representation of the frequency distribution of the factor scores in Figure 1. Factor scores between 1.00 and 2.59 on the Likert-scale were deemed to be in the ‘Low’ category (indicating that respondents agreed with the statements); scores between 2.60 and 3.40 in the ‘Average’ category; and scores between 3.41 and 5.00 in the ‘High’ category (indicating that respondents disagreed with the statements).

Take in Table 3 about here

Table 3: Descriptive statistics for factor scores

Take in Figure 1 about here

Figure 1: Frequency distribution of factor scores

Table 3 indicates that only cost (F3) had a mean (3.68) that fell in the ‘High’ category, while it is clear from Figure 1 that almost 70 percent of respondents had a ‘High’ F3 score. This implies that the majority of international students perceive the cost of education to be unreasonably higher than educational costs for local students. Respondents were provided with the opportunity to offer additional comments relating to each section of the questionnaire, which gave respondents the chance to clarify their answers and supply supplementary feedback. The above statistics correlate with the additional comments provided by respondents for this section, with respondents agreeing that the high price of international education does not justify the poor service quality that many have received thus far. International students expect explanations for the fees that they pay, particularly when compared to local students. A simple explanation that would suffice is that local students are subsidised heavily by the South African government.

Two factors fell into the ‘Low’ category, namely education (F4) and health and safety (F7), indicating primarily positive responses in this regard. The general consensus regarding the quality of educational services provided is high, and international students experience positive interactions with approachable and helpful lecturing staff. Lecturing staff were perceived as professional experts in their respective fields. It was mentioned that more lecturing staff should make use of anonymous evaluation forms, so that students can provide feedback. Course material was viewed as both interesting and relevant.

Health and safety comments included an appreciation for up-to-date information provided to students on these aspects. Some students mentioned that as far as safety is
concerned, everybody must take their own precautions, even though security guards are present on campus. Although the clinic is felt to be easily accessible to international students, some comments highlighted that clinic staff need training to be more sensitive in their dealings with international students.

The remaining factors all fell in the ‘Average’ category, with standard deviations below 1.00. This implies that most responses were clustered around the mean, indicating little variation. Additional comments that the respondents provided do however provide more insight into these factors.

Regarding orientation, respondents concurred with the results found in the focus groups. Some felt that orientation leaders were not sufficiently trained to deal with the queries of international students and that the orientation process needs to be more structured in the future. Sensitivity training for international students was recommended by one respondent in order to assist in dealing with culture shock. According to Ayliff and Wang (2006), it is vital that tertiary institutions deal with the culture shock that international students experience, such as making use of ‘adopt-a-student’ systems or arranging excursions to assist students in acclimatising. It is widely known that people are more likely to adapt and perform once they are over the initial shock of inhabiting a new country.

Accommodation concerns highlighted that international students arrived only to discover that there had been miscommunications regarding the finer details of their lodgings. For example, a number of respondents mentioned that they had to stay in hotels or guesthouses until their problems had been rectified, thereby incurring additional costs. Integration issues were also a concern, as students felt that they had been grouped with others of their same nationality. Preferences leaned towards being housed with students of other nationalities, including students from South Africa to get the full “African experience”.

Issues pertaining to library services emphasised that there are many distractions, such as noise from construction work as well as fellow students having discussions. Furthermore, books were viewed as being outdated and it is perceived that there are not enough areas in which to study. International students were impressed with NMMU’s online database system, allowing them to access journal articles from the comfort of their living quarters.

In terms of technology, respondents voiced similar concerns to those mentioned in the focus group sessions, such as the lack of availability of computers and printers. This lack of sufficient availability of computers for the number of students results in long waiting periods before gaining access to the required technology. This is a great source of frustration to international students.

Mixed views were given regarding NMMU’s International Office. For example, although some international students perceived the staff to be helpful, others were
disappointed as they felt that they did not receive the relevant assistance required to study at NMMU. Some students’ negativity is a result of understaffing and, in particular, understaffing during the busy periods such as orientation and registration.

Finally, the topic of organised informal activities yielded the view that there is a lack of interaction between local and international students. Once again, respondents expressed their disappointment at not being offered many opportunities of socialising with South African students. Positive comments came from cultural days, which respondents said helped them gain a clearer understanding of other cultures.

Practical implications and recommendations
The purpose of phase one of this study was the development of a questionnaire that could be used nationally to measure international students’ perceptions of service quality in tertiary institutions. Thus, it is necessary to recommend changes that will be made to the questionnaire, based on the findings of phase one. The “not applicable” column will be removed, as this option is not relevant for all statements. Instead, filtering will be used to allow respondents to only respond to those statements that are applicable to their experiences. Finally, certain questions will be rephrased to ensure that all statements reflect the opinions of respondents for use with the Likert-scale, as opposed to using “yes/no” statements.

The questionnaire developed will be utilised to determine a set of “best practices” that tertiary institutions can follow when dealing with international students. Based on the outcomes of this pilot study, it can be deduced that international students want timeous information regarding various aspects of university life in a foreign country. Even though the NMMU’s International Office has an information booklet that is sent to international students before their arrival in SA, it is debatable whether students take the time to familiarise themselves with its content. Thus, students need to acknowledge some responsibility in this regard.

SA is not known to have a dominant service culture, with Blem (2005) stating that service in this country is poor and the customer is not viewed as being king. This is the antithesis of what is expected when competing in the global arena. Students expect high levels of service from tertiary institutions, because they are the paying customer and should be treated as such. Therefore, tertiary institutions need to instil a customer-responsive culture to ensure the satisfaction of students. This is especially relevant when attracting international students, who have a multitude of choices when deciding where to study abroad. As stated by Steynberg, Grundling, de Jager and Ekulugo (2005), one of the primary driving forces to be a competitive tertiary institution is the ability to attract quality students. South African tertiary
institutions do have the ability to compete internationally, but in order to harness their competitive edge, they must focus on their service delivery to students.

**Research limitations**
A number of research limitations can be identified in this study. The process to obtain ethics approval is time consuming. Based on this delay, the researchers were only able to begin conducting research during student recess, when the majority of international students have returned to their home countries or are enjoying local travel opportunities. The researchers believe that this was reflected in the questionnaire’s low response rate, as many students do not check their relevant NMMU electronic mail. Instead, they rather use personal addresses, which university databases are unable to access.

**Conclusion and final remarks**
From the above, it can be concluded that because international students make substantial investments both emotionally and financially when coming to study abroad, they believe that they deserve quality and excellence in all aspects of their overseas experience. Tertiary institutions hosting international students can ensure that this is achieved by offering outstanding levels of service delivery. It is therefore of paramount importance that NMMU pays close attention to the service quality provided to international students, as this will bring about positive outcomes for the university. These outcomes include, but are not limited to, improved customer satisfaction and positive financial results for the university.
References


Table 1: Internal consistency of summated scores

<table>
<thead>
<tr>
<th>Factor</th>
<th>n</th>
<th>Cronbach's a</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1 - Orientation</td>
<td>44</td>
<td>0.87</td>
</tr>
<tr>
<td>F2 - Accommodation</td>
<td>44</td>
<td>0.50</td>
</tr>
<tr>
<td>F3 - Cost</td>
<td>55</td>
<td>0.75</td>
</tr>
<tr>
<td>F4 - Education</td>
<td>57</td>
<td>0.90</td>
</tr>
<tr>
<td>F5 - Library</td>
<td>45</td>
<td>0.83</td>
</tr>
<tr>
<td>F6 - Technology</td>
<td>55</td>
<td>0.81</td>
</tr>
<tr>
<td>F7 - Health &amp; Safety</td>
<td>52</td>
<td>0.86</td>
</tr>
<tr>
<td>F8 - International Office</td>
<td>51</td>
<td>0.88</td>
</tr>
<tr>
<td>F9 - Informal Activities</td>
<td>39</td>
<td>0.76</td>
</tr>
</tbody>
</table>

Table 2: Demographic variables

<table>
<thead>
<tr>
<th>Type of student</th>
<th>Age (yrs)</th>
<th>Gender</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study abroad</td>
<td>7.1%</td>
<td>18 - 24</td>
<td>73.2%</td>
</tr>
<tr>
<td>Exchange</td>
<td>3.6%</td>
<td>25 - 30</td>
<td>19.6%</td>
</tr>
<tr>
<td>Full degree / diploma</td>
<td>89.3%</td>
<td>31 - 35</td>
<td>3.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>36+</td>
<td>3.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>46.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>53.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diploma</td>
<td>5.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Degree</td>
<td>73.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Postgraduate</td>
<td>21.4%</td>
</tr>
</tbody>
</table>

Table 3: Descriptive statistics for factor scores

<table>
<thead>
<tr>
<th>Factor</th>
<th>n</th>
<th>Mean</th>
<th>SD</th>
<th>Min</th>
<th>Q1</th>
<th>Median</th>
<th>Q3</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1 - Orientation</td>
<td>58</td>
<td>2.78</td>
<td>0.72</td>
<td>1.22</td>
<td>3.22</td>
<td>2.67</td>
<td>2.35</td>
<td>5.00</td>
</tr>
<tr>
<td>F2 - Accommodation</td>
<td>55</td>
<td>3.09</td>
<td>0.91</td>
<td>1.00</td>
<td>3.75</td>
<td>3.25</td>
<td>2.50</td>
<td>5.00</td>
</tr>
<tr>
<td>F3 - Cost</td>
<td>57</td>
<td>3.68</td>
<td>0.96</td>
<td>1.33</td>
<td>4.33</td>
<td>3.67</td>
<td>3.00</td>
<td>5.00</td>
</tr>
<tr>
<td>F4 - Education</td>
<td>58</td>
<td>2.21</td>
<td>0.72</td>
<td>1.00</td>
<td>2.58</td>
<td>2.25</td>
<td>1.88</td>
<td>4.63</td>
</tr>
<tr>
<td>F5 - Library</td>
<td>57</td>
<td>2.79</td>
<td>0.70</td>
<td>1.11</td>
<td>3.22</td>
<td>2.89</td>
<td>2.33</td>
<td>5.00</td>
</tr>
<tr>
<td>F6 - Technology</td>
<td>57</td>
<td>3.20</td>
<td>0.82</td>
<td>1.00</td>
<td>3.63</td>
<td>3.25</td>
<td>2.63</td>
<td>5.00</td>
</tr>
<tr>
<td>F7 - Health &amp; Safety</td>
<td>57</td>
<td>2.50</td>
<td>0.81</td>
<td>1.00</td>
<td>3.17</td>
<td>2.50</td>
<td>2.00</td>
<td>4.50</td>
</tr>
<tr>
<td>F8 - International Office</td>
<td>55</td>
<td>3.01</td>
<td>1.04</td>
<td>1.00</td>
<td>3.79</td>
<td>3.14</td>
<td>2.29</td>
<td>5.00</td>
</tr>
<tr>
<td>F9 - Informal Activities</td>
<td>54</td>
<td>2.87</td>
<td>0.62</td>
<td>1.00</td>
<td>3.12</td>
<td>2.89</td>
<td>2.50</td>
<td>4.11</td>
</tr>
</tbody>
</table>

Figure 1: Frequency distribution of factor scores