Faculty of Humanities & Social Sciences

Academic Year 2021/2022

FRESHERS' SURVEY REPORT 2023

Data Analysis & Statistics Unit
Faculty of Humanities & Social Sciences
University of Sri Jayewardenepura

FRESHERS' SURVEY REPORT 2023

Data Analysis & Statistics Unit

Faculty of Humanities & Social Sciences

University of Sri Jayewardenepura

FRESHERS' SURVEY REPORT 2023

Preface

We are pleased to present the Freshers' Survey Report, which provides comprehensive statistics and insights regarding the first-year students who enrolled in the Faculty of Humanities and Social Sciences for the academic year 2021/2022. This survey focused on three major factors: demographic information, socioeconomic background, and educational data of the students.

The purpose of conducting this survey was to gather valuable data and gain a deeper understanding of the incoming students' profiles, thereby assisting in their academic journey and overall well-being. By examining the demographic, socioeconomic, and educational aspects, we aim to identify the diverse needs and challenges faced by our students and support to get in the necessary decisions to the faculty to provide them with superior service.

We invite all stakeholders to carefully review the findings presented in this report and actively engage in collaborative efforts to provide an enriching and inclusive academic experience for our students.

Advisor's Message

Professor Shirantha Heenkenda

*BA (Hons); PGD in Statistics (USJ); MSSc (Kelaniya);
MA (GRIPS-Tokyo); PhD (Nagoya)*

Dean

Faculty of Humanities and Social Sciences (FHSS)

In today's data-driven world, the role of data in making informed decisions cannot be underestimated. As we welcome a new batch of undergraduates to the university, it becomes crucial for us to gather comprehensive information about their backgrounds and characteristics. This knowledge will help us to know where the students of the faculty can excel better and where they will be coming up short. Further, the information about the students will help us make better well-informed decisions that are relevant to the students and their academic success during the university period.

The findings of the Freshers' Survey of 2023 provide valuable insights into the background and characteristics of first-year students who have chosen to pursue their studies in the Faculty of Humanities and Social Sciences (FHSS) for the academic year 2021/2022. This survey serves as a significant resource, enabling us to gain a deeper understanding of the student population and make well-informed decisions that contribute to their overall well-being and academic growth.

Coordinator's Message

Dr. (Mrs.) H.P.T.N. Silva
BSc (Hons); MSc (USJ); PhD (UoM)
Head of the Department
Department of Social Statistics (DSS)
Faculty of Humanities and Social Sciences

We are delighted to present to you the Freshers' Survey -2023 report on the demographic, socioeconomic, and educational data of students who enrolled in the academic year 2021/2022 in the Faculty of Humanities and Social Sciences. This survey aims to gather valuable insights into the diverse backgrounds, experiences, and socioeconomic factors that shape the incoming class of freshers at our university.

Understanding the unique challenges and opportunities that freshers bring with them, we are committed to creating a vibrant and supportive university environment for everyone, promoting diversity, equity, and inclusion throughout students' academic journey.

This publication has been prepared by the committee members of the Data Analysis and Statistics Unit (DASU). I would like to express my sincere appreciation to all committee members of the DASU for their valuable contribution for this publication which explores the various backgrounds, experiences, and socioeconomic factors of newcomers in order to assist in creating a better supportive environment.

Contributors

Designation	Name
Advisor (Dean of the FHSS)	Prof. Shirantha Heenkenda
Coordinator and Statistical Consultant (Head of the DSS)	Dr. (Mrs.) H.P.T.N. Silva
Deputy Coordinators and Statistical Consultants	Mr. C.L.K. Nawarathna Mr. H.P. Diunugala
Secretary and Project Coordinator	Mrs. R.M.K.G.U. Rathnayaka
Treasurer and Project Coordinator	Mr. N.A.N.J. Maduwansha
Project Coordinator and Statistical Consultant	Dr. (Mrs.) D.P.K. Manel
Project Coordinators	Mr. I.D. Jayaruwan Mr. G.P.S. Nalaka Ms. S.D. Ilangasekara Mrs. A.I.S. Perera
Research Assistant	Mr. L. I. S. Kaluarachchi
Language Editor	Ms. M.N. De Costa

Table of Contents

List of Tables

List of Figures

List of Abbreviations

Abbreviation	Description
A/L	Advanced Level
BA	Bachelor of Arts
BA Hons	Bachelor of Arts Honours
CDEPD	Centre for Digital Education and Professional Development
DSS	Department of Social Statistics
FHSS	Faculty of Humanities and Social Sciences
GCE	General Certificate of Education
IT	Information Technology
ICT	Information and Communication Technology
O/L	Ordinary Level
TESL	Teaching English as a Second Language

01.   Executive Summary

The purpose of the freshers' survey of 2023 is to collect comprehensive data on students who enrolled in the academic year 2021/2022 at the Faculty of Humanities and Social Sciences (FHSS). It is essential to mention that the academic year started on 2nd January 2023. The main aim of this survey is to provide insight of the students' background before enrolling to the University and this will be helpful to make correct decisions towards students' wellbeing. The necessary data were collected through a survey using a Google form that remained open from 16th January to 23rd February in 2023. The Centre for Digital Education and Professional Development (CDEPD) distributed questionnaires via students' emails. During this period, 795 students responded to the survey and 77.49% of the total of 1026 students was retrieved from the database of registered students for the academic year 2020/2021 on 23rd February 2023.

The freshers' survey provides background information of first-year students who enrolled in the academic year 2021/2022 for the general degree program and direct window degree program. It compiles comprehensive details on the gender distribution of the students in each degree category, district of students, residential sector, medium of instruction followed during school period, admission procedure, parents' education level, details of siblings, language skills, mathematical skills, computer skills, A/L subject selection, attempts in qualification for university and sport achievements.

02. Key Highlights

Total Responses

795

77.49%
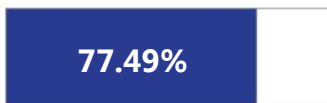
Response Rate

Gender Ratio

5 : 1

Female

Male

District Distribution

Population
< 15.4
15.4 - 32.4
32.4 - 41.2
41.2 - 64
> 64
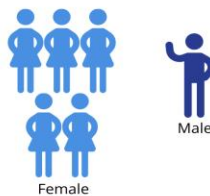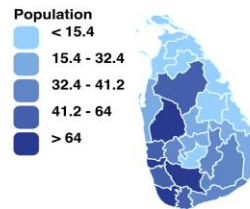
The majority freshers are from Colombo, Galle, Kurunegala and Rathnapura districts

Ethnicity Composition

Sinhala   Tamil   Muslim

96.6% 1.64% 1.64%

Advanced Level Achievements

AAA

Triple A's received by

46%

of the freshers

USJ FHSS Ranking

58.8%

Freshers ranked USJ FHSS as their first or second choice

- The majority of freshers are females.
- Freshers comprise all around the island.
- A mix of all ethnicities including Sinhala, Tamil, and Muslim in the freshers' group.
- Over 46% of freshers obtained triple A's for the GCE advanced level examination.
- More than half of the freshers ranked the FHSS, USJ as their first or second choice.
- The highest reported Z-score was for a direct window fresher enrolling in a BA Hons. in IT.

Highest Z-score

2.30

Reported fresher for BA Hons in IT
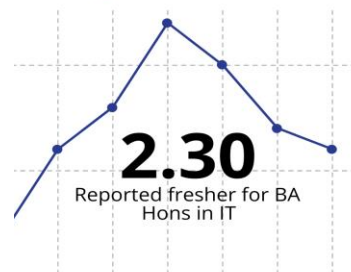
03. Analysis of the Freshers' Survey

3.1 Response Rate

Out of the 1026 registered students' database in the FHSS by 23rd February 2023, 795 responses were composed after removing the duplications which cause multiple times questionnaire submission of some students. Thus, the survey response rate accounted for 77.49%.

3.2 Sample Composition
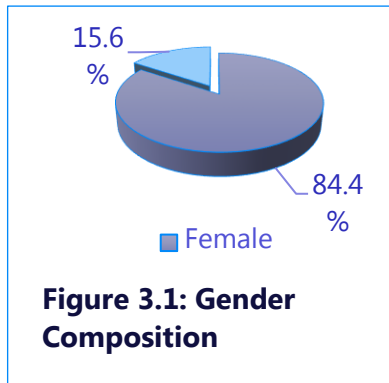
Figure 3.1: Gender Composition

According to the Figure 3.1, 84.40% (671) of the sample consists of female students by which provides a similar structure to the population composition. Table 3.1 represents the results of a survey conducted among the freshers regarding the distribution of degree types by gender. When looking at the breakdown of

Table 3.1: Students Enrollment by Gender			
Degree Type	Female (%)	Male (%)	Total
BA Degree	568 (83.65)	111 (16.35)	679
BA Hons in IT	32 (86.49)	05 (13.51)	37
BA Honors Degree in Creative Music Technology and Production	21 (77.78)	06 (22.22)	27
BA Honors Degree in Financial Economics	31 (93.94)	02 (06.06)	33
TESL	19 (100)	-	19
Total	671 (84.40)	124 (15.60)	795 (100)

the direct window categories, it can be observed that there were no male students in the sample belong to the degree program TESL in contrast the highest percentage (22.22%) of male students are represented from the creative music technology and production degree program category compared to the overall percentage of male students in the survey (15.60%).

Table 3.2: Students' Age Distribution

Age	Count	%
25 to 29 Years	10	1.26
24 Years	10	1.26
23 Years	59	7.42
22 Years	164	20.63
21 Years	498	62.64
20 Years	53	6.67
18 Years	1	0.13
Total	**795**	**100.00**

According to Table 3.2, a majority of the students in the sample, over 97%, are between the ages of 20 to 23 years old. Only a small percentage of students, 2.52% (20) are between the ages of 24 to 29 years old, and the youngest student in the sample is 18 years old.

3.3   Distribution of Students' Ethnicity

Table 3.3: Distribution of Students' Ethnicity

Ethnicity	Count	%
Sinhala	768	96.60
Muslim	13	1.64
Tamil	13	1.64
Burgher	01	0.13
Total	**795**	**100.00%**

Table 3.3 shows the distribution of students' ethnicity in terms of the count and percentage of each ethnicity. There are four ethnicities among the FHSS 1st years - Sinhala, Muslim, Tamil, and Burgher. Sinhala is the largest ethnic group, which represents 96.60% of the total students. The Muslim and Tamil ethnic groups have the same number of students, which represents 1.64% of the total students each. The Burgher ethnic group is the smallest, which represents 0.13% of the total students.

3.4   Students' Permanent Residential Area by Sector
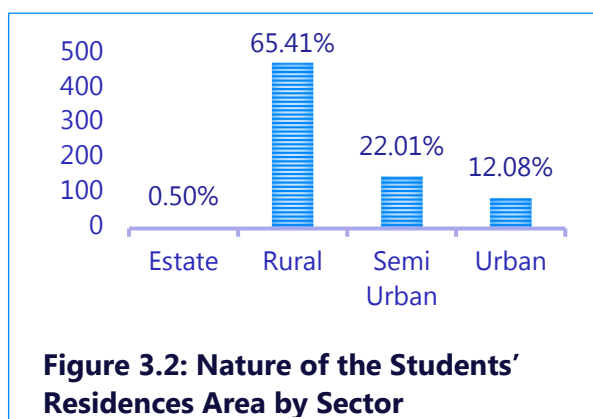
Figure 3.2: Nature of the Students' Residences Area by Sector

Figure 3.2 illustrates students' residential area by sector and it reveals that the largest number of students in the first year are from rural areas accounting for 65.41%. Moreover, the number of students who come from the Estate areas showed the lowest amount (0.50%). Semi-urban and urban areas have moderate student populations which represent 22.01% and 12.08% respectively.

3.5   Distribution of Students' Living Districts

Table 3.4: Distribution of Students' Living Districts

District	Count of Students	%
1. Colombo	80	10.06
2. Galle	77	9.69
3. Kurunegala	72	9.06
4. Rathnapura	68	8.55
5. Kalutara	63	7.92
6. Gampaha	60	7.55
7. Matara	56	7.04
8. Anuradhapura	43	5.41
9. Hambantota	40	5.03
10. Monaragala	37	4.65
11. Badulla	35	4.40
12. Kegalle	34	4.28
13. Kandy	30	3.77
14. Puttalam	24	3.02
15. Matale	19	2.39
16. Ampara	16	2.01
17. Polonnaruwa	13	1.64
18. Nuwara Eliya	09	1.13
19. Trincomalee	09	1.13
20. Batticaloa	02	0.25
21. Kilinochchi	02	0.25
22. Manner	02	0.25
23. Mullaitivu	02	0.25
24. Jaffna	01	0.13
25. Vavuniya	01	0.13
Grand Total	**795**	**100**

Figure 3.3: Distribution of Students' Living Area by Districts
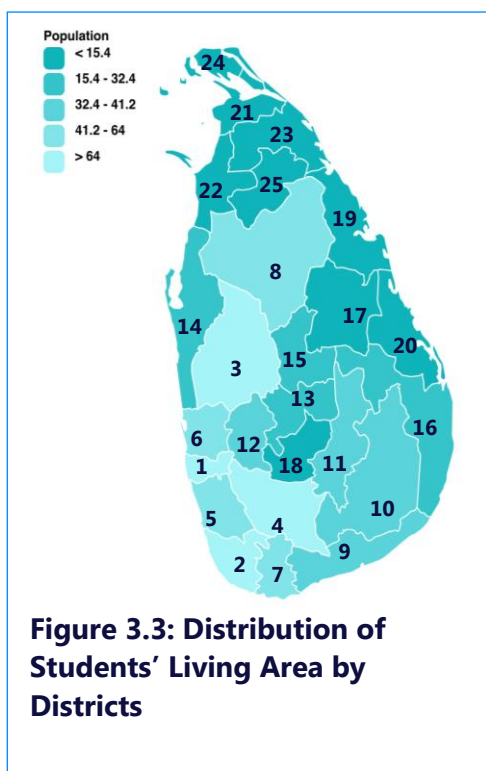
It is revealed that the students in every district in Sri Lanka enrolled for the 2020/2021 academic year in FHSS. The highest number of students are from the Colombo district accounting for 10.06% of the total while the lowest number of the students are from Jaffna and Vavuniya districts recorded as

0.13%. As per table 3.4, most of the students are from the Western province (25.53%). According to the survey data, it can be identified that a significant number of students are come from three districts named Galle, Kurunegala and Rathnapura in addition to the Western province while a considerable number of students are from Matara district too.

3.6   Students' Residence During University Studies

Figure 3.4: Residence During University Studies
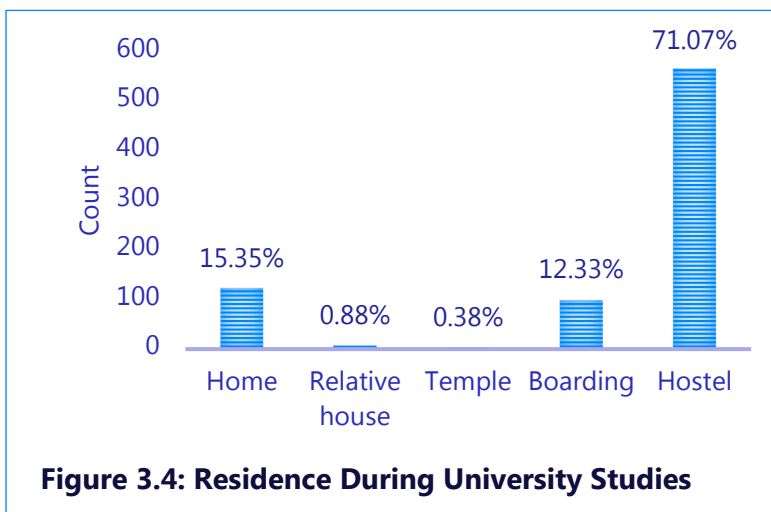
According to figure 3.4, most of the students (71.07%) stay in university hostels during their university studies, whereas the least (0.38%) come from temples. Moderate student population are from home

(15.35%) and boarding places (12.33%).

3.7 Students' Medium of Instruction for the GCE Ordinary Level and GCE Advanced Level Examinations

Figure 3.5: Medium of Instruction Followed by GCE Ordinary Level & GCE Advanced Level
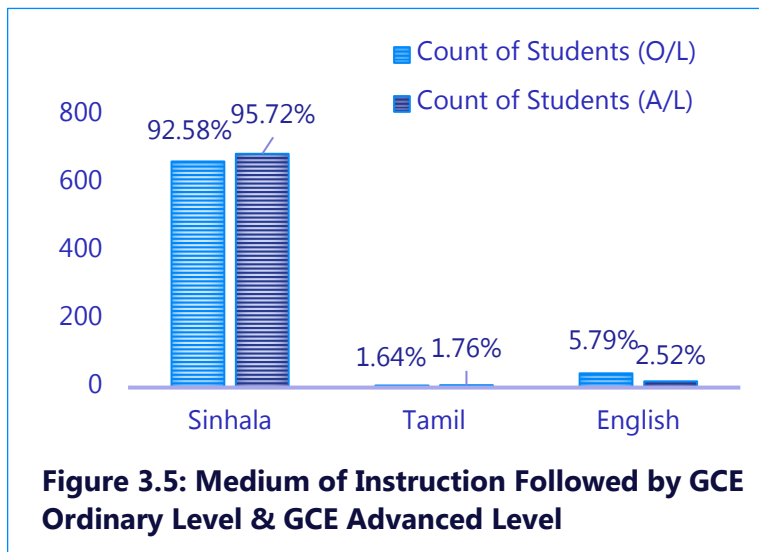
Figure 3.5 explains the freshers' medium followed by the GCE ordinary level examination and GCE advance level examination. According to the insight provided by this figure 3.5, a majority of the students in the sample completed their GCE ordinary level and GCE advance level examinations in Sinhala medium with respective percentages of 92.58% and 95.72%. It is discovered that the 5.79% of students sat the GCE ordinary level examination in English medium while that percentage was declined to 2.52% for the GCE advance level examination. The lowest number of students completed two examinations: GCE ordinary level and GCE advance level in Tamil medium with 1.64% and 1.76% respectively.

3.8 Students' Parents' Level of Education

	No Schooling	Up to Grade 5	Up to O/L	Passed O/L	Up to A/L	Passed A/L	Graduate	Post Graduate
▤ Count of Fathers	22	74	269	112	119	154	38	7
▤ Count of Mothers	17	52	229	119	99	222	53	4

Figure 3.6: Parents' Education Level
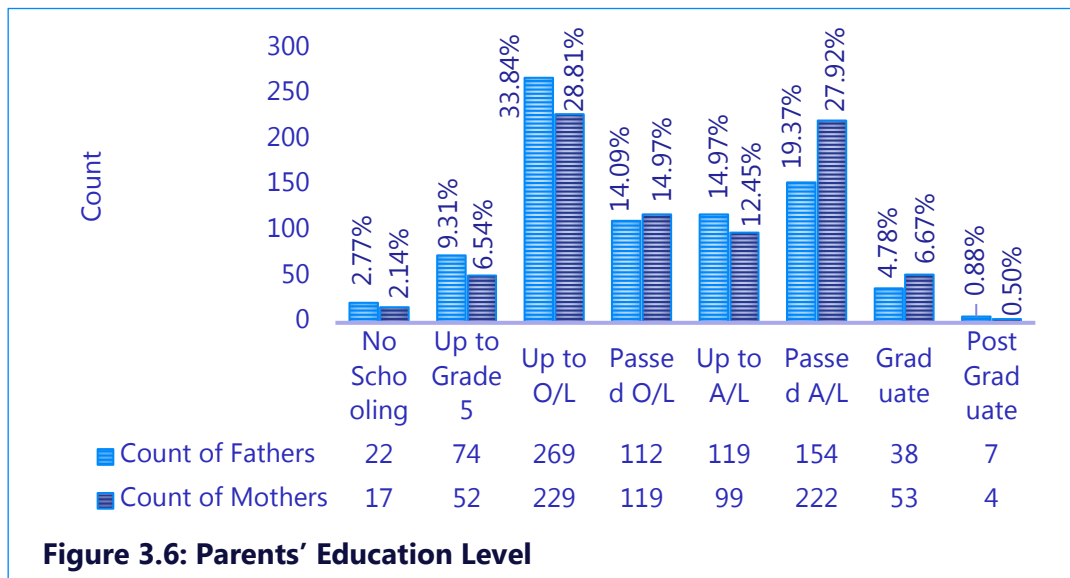
Figure 3.6 provides the information on the students' parents' education levels. Most of the parents studied up to the GCE ordinary level and the corresponding percentages for the father and mother are 33.84% and 28.81% respectively. In contrast, 0.88% of fathers and 0.50% of mothers have achieved the postgraduate level as their highest education. Mothers are qualified from the GCE advance level than fathers in the sample which account for 08.43%. It can also be noticed that there is a high number of graduate mothers than graduate fathers in this sample of students. Overall, the level of education of mothers who are linked with the students in the sample is higher than the level of the education of fathers.

3.9   Distribution Pattern of Siblings of the Students

Figure 3.7: Sample Composition of Siblings
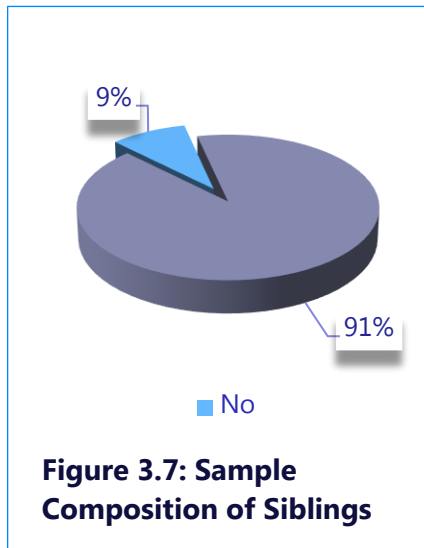
Table 3.5: Distribution Pattern of Siblings of Students

Number of siblings	Elder	%	Total	%
One	255	35.32	314	43.49
Two	134	18.56	265	36.70
Three	32	4.43	71	9.83
Four	06	0.83	55	7.62
Five or more	07	0.97	17	2.36
Total	**434**	**60.11**	**722**	**100.00**

According to figure 3.7, most of the students have siblings, accounting for 91%. Table 3.5 presents data on the number of siblings of respondents and their percentage distribution among two groups - those who are elder siblings and the total number of siblings (which includes both elder and younger siblings). There was a total of 722 respondents who have at least one sibling and 434 of them have elder siblings. Among those with siblings, 35.32% have one elder sibling, 18.56% have two, 4.43% have three, 0.83% have four, 0.97% have five or more elder siblings.

3.10 Freshers' Language Skills

The participants' language skills were measured using Likert scale questions that assessed their abilities in reading, writing, speaking, and listening. The scale used ranged from 1 (very poor) to 5 (excellent). However, it is important to keep in mind that this is a self-reported measure of language skills, which may not always accurately reflect actual language abilities.

Table 3.6: Sinhala Language Skills

Variable	Very Poor (%)	Poor (%)	Average (%)	Good (%)	Excellent (%)
Reading	47 (05.91)	17 (02.14)	64 (08.05)	184 (23.14)	483 (60.75)
Writing	47 (05.91)	22 (02.77)	88 (11.07)	215 (27.04)	423 (53.21)
Speaking	43 (05.41)	28 (03.52)	78 (09.81)	195 (24.53)	451 (56.70)
Listening	45 (05.66)	19 (02.39)	64 (08.05)	189 (23.77)	478 (60.13)
Total	**182 (05.72)**	**86 (02.70)**	**294 (09.25)**	**783 (24.62)**	**1835 (57.70)**

Table 3.6 explores the counts of Sinhala language skills. According to table 3.6, the largest percentage of participants rated their language skills as either good (24.62%) or excellent (57.70%) for all four variables of Sinhala language skill. This suggests that the participants generally had a positive perception of their Sinhala language abilities. It is also revealed that the percentage of participants who rated themselves as very poor (5.72%) or poor (2.70%) was relatively low across all four Sinhala language skills. This indicates that the participants had a generally high level of Sinhala language proficiency.

Table 3.7: Tamil Language Skills

Variable	Very Poor (%)	Poor (%)	Average (%)	Good (%)	Excellent (%)
Reading	421 (52.96)	171 (21.51)	108 (13.58)	55 (06.92)	40 (05.03)
Writing	460 (57.86)	164 (20.63)	89 (11.19)	51 (06.42)	31 (03.90)
Speaking	557 (70.06)	127 (15.97)	59 (07.42)	27 (03.40)	25 (03.14)
Listening	489 (61.51)	140 (17.61)	94 (11.82)	36 (04.53)	36 (04.53)
Total	**1927 (60.60)**	**602 (18.93)**	**350 (11.01)**	**169 (05.31)**	**132 (04.15)**

Table 3.7 displays the counts of Tamil language skills, revealing that a majority of participants reported their proficiency as very poor (60.60%) or poor (18.93%) across all four skills. Notably, the percentage of participants who rated their speaking and listening skills as very poor was particularly high (70.06% and 61.51%, respectively), indicating a significant struggle with these language skills. Furthermore, the table indicates that only a small percentage of participants reported their skills as good (5.31%) or excellent (4.15%) for all four language skills, suggesting a lack of confidence in their Tamil language abilities.

Table 3.8: English Language Skills

Variable	Very Poor (%)	Poor (%)	Average (%)	Good (%)	Excellent (%)
Reading	84 (10.57)	196 (24.65)	258 (32.45)	163 (20.50)	94 (11.82)
Writing	117 (14.72)	264 (33.21)	237 (29.81)	132 (16.60)	45 (05.66)
Speaking	182 (22.89)	276 (34.72)	213 (26.79)	99 (12.45)	25 (03.14)
Listening	82 (10.31)	226 (28.43)	251 (31.57)	160 (20.13)	76 (09.56)
Total	**465 (14.62)**	**962 (30.25)**	**959 (30.16)**	**554 (17.42)**	**240 (07.55)**

Table 3.8 presents the self-reported English language proficiency levels of the participants. The table 3.8 indicates that the largest percentage of participants rated their English language skills as either poor (30.25%) or average (30.16%) across all four skills. For speaking, the largest percentage of participants rated their skills as poor (34.72%). In contrast, for writing, the largest percentage of participants rated their skills as average (29.81%). Furthermore, the percentage of participants who rated their skills as good (17.42%) or excellent (7.55%) was relatively low for all four language skills, indicating that many participants may not feel particularly confident in their English language abilities. Notably, the percentage of participants who rated their reading and listening skills as very poor was relatively low (10.57% and 10.31%, respectively), indicating a comparatively better performance in these skills.

3.11   Freshers' Computer Skills

The students' computer skills were measured using Likert scale questions that assessed their abilities in software, hardware, and programming. The scale used ranged from 1 (very poor) to 5 (excellent). However, it is important to keep in mind that this is a self-reported measure of computer skills, which may not always accurately reflect actual computer abilities.

Table 3.9: Freshers' Computer Skills

Variable	Very Poor (%)	Poor (%)	Average (%)	Good (%)	Excellent (%)
Software	261 (32.83)	259 (32.58)	161 (20.25)	89 (11.19)	25 (03.14)
Hardware	296 (37.23)	257 (32.33)	146 (18.36)	72 (09.06)	24 (03.02)
Programming	370 (46.54)	239 (30.06)	111 (13.96)	50 (06.29)	25 (03.14)
Total	**927 (38.87)**	**755 (31.66)**	**418 (17.53)**	**211 (08.85)**	**74 (03.10)**

Table 3.9 shows that a significant percentage of participants rated their computer skills as very poor or poor for all three categories, Specifically, 32.83% and 37.23% of participants reported their software and hardware skills as very poor, respectively, while 46.54% reported their programming skills as very poor. This suggests that a significant proportion of participants may struggle with computer skills. The table 3.9 also shows that the percentage of participants who reported their computer skills as good (8.85%) or excellent (3.10%) was relatively low for all three categories, indicating that many participants may not feel confident in their computer abilities. Furthermore, a majority of the participants reported their computer skills as average or below average.

3.12   Freshers' Mathematics Skill

Table 3.10: Freshers' Mathematics Skill

Variable	Very Poor (%)	Poor (%)	Average (%)	Good (%)	Excellent (%)
Mathematics	18 (02.26)	93 (11.70)	355 (44.65)	274 (34.47)	55 (06.92)

The table 3.10 shows the self-reported mathematics skills of the participants. According to the table 3.10, a majority of the participants rated their mathematics skills as either average (44.65%) or good (34.47%). The percentage of participants who rated their skills as very poor (02.26%) or poor (11.70%) was relatively low. However, only a small proportion of participants rated their skills as excellent (06.92%). This suggests that most participants have at least some levels of proficiency in mathematics. However, it is important to keep in mind that this is a self-reported measure of mathematic skills, which may not always accurately reflect actual mathematic abilities.

3.13 Students' Mathematics Results at the GCE Ordinary Level

Figure 3.8: GCE Ordinary Level Mathematics Results

	S	C	B	A
O/L Maths	110	310	183	192
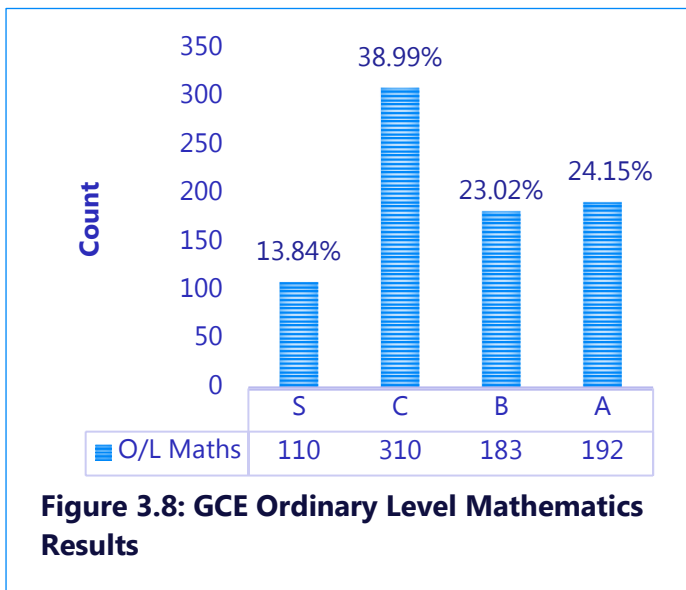
According to figure 3.8, a majority of the students in the 2021/2022 academic year received "C" grades for GCE ordinary level Mathematics while the least number of students received "S" grades. These figures were 38.99% and 13.84% respectively. "A" grades and "B" grades have moderate student populations. This amounts to 24.15% and 23.02%, respectively. However, 52.83% of the students in the sample achieved a "C" grade or below "C" grade for the mathematics which implies the low numerical skills of students who sat the examination in Art stream.

3.14 Students' English Language Achievement at the GCE Ordinary Level and GCE Advance Level

	F	S	C	B	A
O/L English	54	165	311	124	141
A/L English	271	266	145	45	68
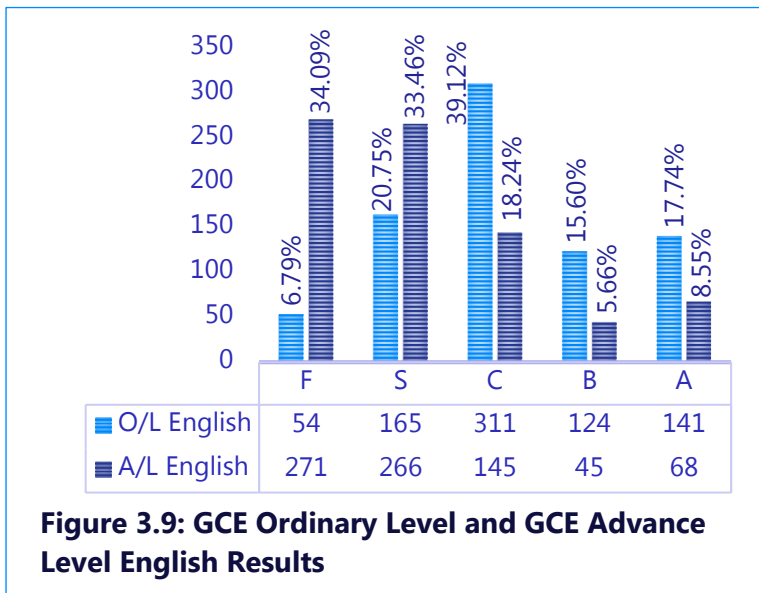
Figure 3.9: GCE Ordinary Level and GCE Advance Level English Results

According to figure 3.9, a majority of the students (39.12%) received a "C" grade for their GCE ordinary level English, while only 6.79% of students failed. However, 17.74% of students were able to obtain an "A" grade in English. It should be noted that 33.34% of students were able to achieve a grade of "B" or higher, indicating a moderate proficiency in English. Since a significant percentage of students are at a low level of English proficiency, there is a pressing need to improve their English language skills during their university studies. The situation is even worse for GCE advance level English, with more than 81% of students receiving a "C" pass or lower for compulsory English, and 34.09% failing, indicating that students are at a poor level of English proficiency while having greater opportunities to learn English than before.

3.15 Students' A/L Subject Selection

Table 3.11: Students' Advanced Level Subject Selection

Subjects	Count (%)	Subjects	Count (%)
Sinhala	517 (65.80)	Japanese	14 (01.78)
Geography	337 (42.89)	Art	12 (01.53)
Political	337 (42.89)	Eastern Music	12 (01.53)
Media	206 (26.22)	Statistics	12 (01.53)
Buddhist Culture	187 (23.80)	Sanskrit	10 (01.27)
History	159 (20.24)	Home Science	09 (01.15)
Economics	117 (14.89)	Accounting	08 (01.02)
Logic	114 (14.51)	Hindi	08 (01.02)
ICT	59 (07.51)	Business Studies	07 (0.89)
Dancing	40 (05.09)	Tamil	07 (0.89)
Agriscience	32 (04.18)	Cristiani	06 (0.76)
English	28 (03.56)	Islam	04 (0.51)
Dram	19 (02.42)	Food science	03 (0.38)
Music	20 (02.55)	Greek Roman Civilization	03 (0.38)
Buddhism	18 (02.29)	German	02 (0.25)
Pali	16 (02.04)	Mathematics	02 (0.25)
French	15 (01.91)	Engineering technology	02 (0.25)
Home Economics	14 (01.78)	Hindu Civilization	01 (0.13)

Table 3.11 provides a summary of the subject selection of students in the GCE advance level. The first column lists the subjects studied for their GCE advance level and the second column shows the number of students who selected each subject along with the percentages. Based on the information listed in the table, the most popular subject selected by the students was Sinhala (65.80%). The second most popular subjects were Geography and Political Science among the students accounting for 42.89%. The subjects of Media, Buddhist Culture, History, Economic and Logic were also popular subjects which were selected for GCE advance level by the students.

Table 3.12: "A" Passes for GCE Advance Level Subject Combination

Results	Count	%
3As	369	46.42
2As	331	41.64
1As	82	10.31
3Bs or lower	13	1.64
Total	**795**	**100.00**

Table 3.12 displays the students' "A" passes for their GCE advance level subjects' combination. Majority (46.42%) of the students who enrolled for 2020/2021 showed academic excellence. It is noted that the 41.64% of the students received 2As which indicate a good level of academic performance. However, 10.31% of the students received only 1A while 1.64% of the students were not able to obtain any "A" passes for the subjects they sat for the GCE advance level examination.

3.16   Students' Attempt in Qualifying to the University

Figure 3.10: University Qualification Attempt of the Students
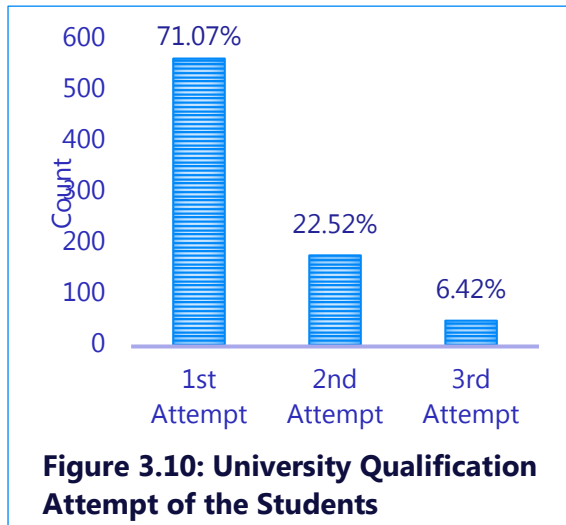
The students' attempt to qualify for university entrance is presented by the figure 3.10. The largest number of students (71.07%) who were able to enter the university at their first attempt while 22.52% and 6.42% of students used their second and third attempts respectively to get university entry qualifications.

3.17   Summary Measurements of the Z score

Table 3.13: Summary Measurements of Z-Score

Summery Measurement	Statistic
Count	795
Mean	1.6696
Standard Deviation	0.1506
Minimum	0.906
Median	1.645
Maximum	2.3034
Skewness	-0.31

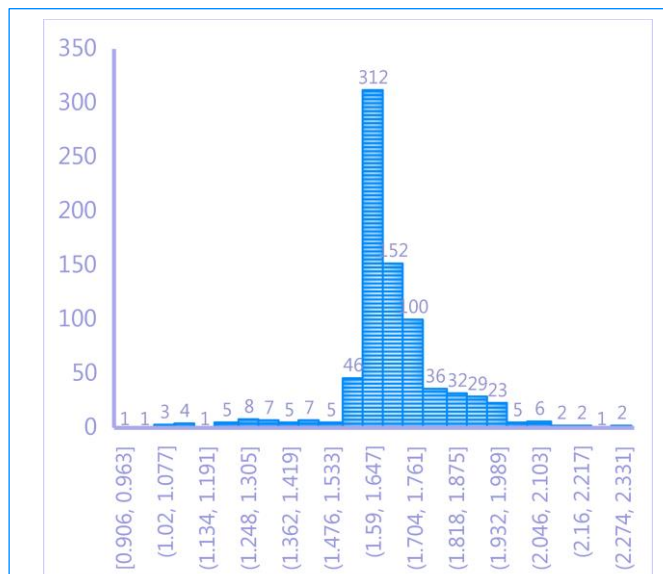**Figure 3.11: Histogram of Z-Score**

The summary measurement of the Z-score is presented in table 3.13. The Z-score varied from 0.906 to 2.3034 while its average got as 1.6696 with a standard deviation of 0.1506. The coefficient of skewness is shown as (-0.31) moderately negatively skewed distribution implies that very low number of students are at low Z score.

Table 3.14: Z-Score in Freshers by Degree Type

Summery Measurement	BA Degree	BA Hons Degree in			
		IT	Creative Music	Financial Economics	TESL
Count	679	37	27	33	19
Mean	1.6624	1.9627	1.5299	1.8027	1.3379
Standard Deviation	0.1131	0.1047	0.1797	0.2061	0.0841
Minimum	0.906	1.8678	1.1337	1.0445	1.2274
Maximum	2.2884	2.3034	1.9055	2.143	1.4943

Based on the data in Table 3.14, the BA Hons in IT students have the highest mean value of Z score (1.9627) while the Teaching English as a Second Language students have the lowest mean value of Z score (1.3379). The Financial Economics students have the second-highest mean value of 1.8027 compared to other categories. The student with the highest z-score value is in the BA Hons in IT degree program (2.3034) while the lowest z-score value is recorded for the BA degree program (0.906). The students who earned higher Z score applied for the BA Hons in IT degree program indicate the high demand BA Hons in IT degree program.

3.18 Students' Marked Rank for USJ in their Application Form

Table 3.15: Place of Rank in USJ FHSS

Ranked Place	Count of Students	%
1	201	25.28
2	267	33.58
3	134	16.86
4	78	09.81
5	61	07.67
6	18	02.26
7	07	0.88
8	12	01.51
More than 8	17	02.15
Grand Total	**795**	**100.00**

According to table 3.15, a majority of the students (33.58%) ranked the USJ as their 2nd choice while more than 58% students ranked the USJ as the 1st or 2nd choice in their application form. It should also be noted that 34.34 % of students' preference was listing the USJ as their 3rd to 5th choice.

3.19   Searching Information on the FHSS in USJ

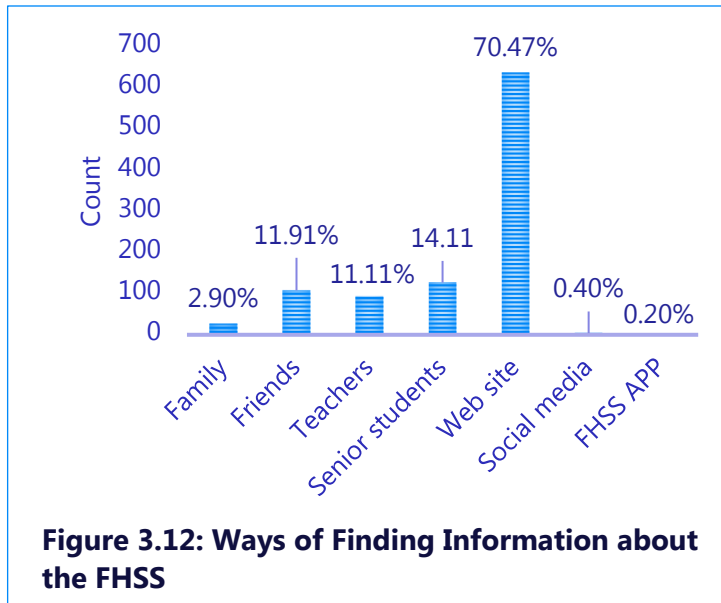**Figure 3.12: Ways of Finding Information about the FHSS**

Figure 3.11 shows that most students find information about the FHSS via the website while the least number of students use the FHSS app. These percentages were 70.47% and 0.20% respectively. Apart from this, most students obtain information from senior students, friends and their teachers.

3.20   Students' Sports Achievements Prior to University Admission

Table 3.16: Students' Sports Achievements Prior to University Admission

Sport	Regional	District	Province	National	International	Total
Athletic	44	08	08	03	-	**63**
Badminton	03	03	02	02	-	**10**
Baseball	-	01	-	-	-	**01**
Basketball	01	01	01	-	-	**03**
Carrom	01	01	01	-	-	**03**
Chess	10	01	04	01	-	**16**
Cricket	19	09	01	01	-	**30**
Elle	28	05	06	-	-	**39**
Football	04	-	03	-	-	**07**
Hockey	01	01	02	-	-	**04**
Karate	01	-	03	02	01	**07**
Netball	60	07	10	03	01	**81**
Rugger	02	01	-	-	-	**03**
Swimming	05	-	-	-	-	**05**
Table Tennis	03	01	-	01	-	**05**
Taekwondo	-	-	01	01	-	**02**
Tennis	02	-	-	01	-	**03**
Volleyball	31	10	06	01	-	**48**
Weightlifting	01	-	-	01	-	**02**
Wrestling	-	-	-	-	-	**00**
Road Race	01	-	-	-	-	**01**
Kabaddi	04	-	01	02	-	**07**
Rowing	-	01	-	-	01	**02**
Total	**221**	**50**	**49**	**19**	**03**	**342**

According to Table 3.16, most first year students in the 2021/2022 academic year have performed at least regional sports (342/795). Also, three international level players can be identified, which is 0.88% as a percentage. International level players have been recognized in the sports of karate, netball and rowing. Apart from this, students' abilities at district merit (14.62%), provincial merit (14.33%) and national level merit (5.56%) have been identified.

04. Conclusion

Based on the results obtained from the Freshers' Survey of 2023, it is clear that the majority of students (83.92%) registered for the BA degree program, while the students who registered for the BA Hons degree in IT attained the highest Z score (2.3034). The survey provides comprehensive background information on the first-year students who enrolled in the academic year 2021/2022, including gender distribution, district of students, residential sector, medium of instruction, admission procedure, parents' education level, details of siblings, language skills, mathematical skills, computer skills, A/L subject selection, attempts in qualification for university, and sport achievements. Out of the total 1026 registered students for the academic year 2020/2021 in the Faculty of Humanities and Social Sciences (FHSS), 795 students responded to the survey, with a response rate of 77.49%. The survey shows that 84.40% of the sample consists of female students, and a majority of the students are between the ages of 20 to 23 years old. According to the survey data, students from every district in Sri Lanka enrolled for the 2020/2021 academic year in the FHSS, with the highest number of students

from the Colombo district accounting for 10.06% of the total. A majority of the students are from the Western province (25.53%), with significant numbers of students from the Galle, Kurunegala, and Rathnapura districts. Sinhala is the largest ethnic group among the FHSS 1st years,

representing 96.60% of the total students. The Muslim and Tamil ethnic groups have the same number of students, representing 1.64% of the total students each. Furthermore, the largest number of students in the first year are from rural areas, accounting for 65.41%, while the number of students who come from Estate areas showed the lowest amount (0.50%). Finally, the survey shows that most of the students in the sample completed their GCE ordinary level and GCE advance level examinations in Sinhala medium with respective percentages of 92.58% and 95.72%, while only a small percentage of students completed their examinations in the English or Tamil medium.

Overall, the Freshers' Survey of 2023 provides valuable insights into the background and characteristics of first-year students enrolled in the Faculty of Humanities and Social Sciences (FHSS) for the academic year 2021/2022. These findings can help take decisions towards the well-being of students in the faculty.

Freshers' Survey Report 2023