

Problems and Countermeasures of Educational Management of Postgraduates in Colleges and Universities

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Abstract: With the rapid development of postgraduate education in China, the number of postgraduate students in school shows a trend of continuous growth. The postgraduate education management system in most of the colleges and universities has been gradually improved, and it is the primary task of contemporary postgraduate education administrators to cultivate high-level innovative talents who are suitable for the country's social and economic development. This study analyzed the existing problems in the management of postgraduate education in colleges and universities, and the relevant solutions of the problems were also proposed in this paper.

Keywords: Colleges and universities; Graduate students; Education management; Countermeasure analysis

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1. Introduction

At present there are many difficulties and obstacles in the process of constructing the postgraduate system. This is mainly because, the process of building the postgraduate system in the beginning was made mainly by referring to foreign talent training strategies. Before the official establishment of the People's Republic, there are only around 200 master's scholars, and there is no specific doctoral training system formed during this period of time. After the founding of New China, in order to meet the requirement of the society for talent training, and by analyzing and considering the current educational situation in the country, a degree system which can upgrade the educational situation has been formulated and promulgated.

At the Second Plenary Session of the Eleventh Central Committee, a research group was established to analyze and discuss the degree awarding concept for graduate students. In the leader's view, the cultivation of talents should be based on the needs of the society for talents. In the process of postgraduate management, and teaching, it is important to emphasize integration of practical and theoretical knowledge to effectively improve the teaching quality of postgraduates, thereby effectively can promote the development of higher education in my country, subsequently drive the country's economic development. Economy developments in turn can drive education for a better development, indicating education and economy development are interlinked.

In this regard, the Ministry of Education of China conducts an in-depth analysis on the higher education situation in the country, integrates the relevant educational resources, and adjusts and reforms the educational management mechanism, gradually forming a postgraduate education model in the country. Compared with other countries, China pays special attention on students training. In order to realize the

great rejuvenation of the Chinese nation, great importance was given to the education of high-level talents in hopes to improve the country's understanding of talents, to improve the quality of cultivation, and subsequently to effectively improve the science and technology level, and the economic level of the country. From the formation and gradual development of postgraduate education mechanism, we can clearly feel the support and outstanding contribution from the state government and society to promote the development of the postgraduate education mechanism ^[1].

In 2009, following the adjusted of the postgraduate education management system, an increasing number of students enrolled for postgraduate. By 2020, the number of postgraduates in China exceeded 3 million (Data source: Official data of the Ministry of Education). The increase in the number of postgraduates in has laid a solid foundation for the development of science and technology in the country. At the same time, the education department has put forward more stringent requirements for the current postgraduate education management. With continuous development, we can ensure that the traditional management model adopted in the past could not meet the requirements of the current postgraduate education management. Along with the increase in the number of graduate students and the expansion of the number of graduate students in colleges and universities, the efficiency and quality of graduate students training has been greatly affected ^[2].

2. Characteristics of postgraduate students

The age of postgraduate students is generally older than the undergraduate students, and the thinking is relatively mature. Since college days, the students' thinking has gradually become mature, and their relationship with teachers and classmates has formed in their own unique way. Compared with undergraduates, postgraduates are more mature in their thinking, have strong self-awareness, and the interaction with teachers is equal.

Compared with undergraduates, postgraduates have higher self-requirements and clear goals for postgraduate studies. There are two types of postgraduate candidates in China: students with intense competition for employment after graduation, and students who choose to continue their studies for postgraduate entrance examinations. Therefore, students who choose postgraduate entrance examination have certain life orientation and expectations for themselves.

Postgraduate students have poor collective consciousness, and little dependence on the collective. The postgraduate courses are flexible and free, and the students themselves have relatively strong learning ability. Most of their time is spent on their own scientific research projects. The collective consciousness is weak, the individual gains and losses are too important, the values gradually change, the organizational concept is poor, and the spirit of cooperation is lacking. Additionally, dependence on the collective is small.

In addition, they have certain social cognition, and communication is relatively little. Postgraduates have acquired strong self-learning ability through the exercise of pre-qualification, need less help from others, and have a small social scope. In addition, graduate students have formed their own values, outlook on life and world, have independent thoughts, and usually have relatively little effective communication with counselors and parents ^[3].

3. Problems in the management of postgraduate education in colleges and universities

3.1. The ideological and political education of counselors is not in place

After studying or working, postgraduate students can solve their problems comprehensively, independently and flexibly, and their thinking is more matured, especially for students in this stage on an equal footing. At present, most of the college counselors are tend to be younger, and they are basically as the same age group as the graduate students. They lack work experience, their ability to deal with problems needs to be improved, and the accumulation of professional knowledge is not sufficient. Most postgraduates give

priority to scientific research in their daily study and life. They are too negligent in the study of ideological and political theories, but pay much attention to scientific research, ignore current affairs and policies, and the quality of personnel training is low. It was mentioned that the leader in “our country’s higher education shoulders the major task of cultivating the builders and successors of the socialist with all-round development of morality, intelligence, physique and beauty, and should adhere to the correct political direction.” The unreasonable configuration of postgraduate counselors makes ideological and political education unable to run smoothly through the process of postgraduate education.

3.2. The unbalanced management structure of graduate students in colleges and universities

By analyzing and researching the postgraduate education in western developed countries and in China’s postgraduate education management experience, it was found that many factors can influence postgraduate education management, especially the current economic development of a country, which not only affects postgraduate education, but also has a large impact on the educational level of postgraduates. Therefore, in the process of education management for postgraduates in many western developed countries, postgraduates are divided into two types, one emphasizing on vocational education, and the other is more on subject education. The future employment intention is closely related, and it is also to meet the needs of the future development of postgraduates.

An analysis on the current management of postgraduate education in China shows that although many colleges and universities attach great importance on improving the quality of postgraduate education, the subject areas are often ignored. In addition, many colleges and universities in my country do not pay attention to the recruitment of graduate students for professional talents, which to a certain extent greatly affects the improvement of the management level of postgraduate education. In recent years, the number of graduate students in many colleges and universities has been increasing, which has led to a great increase in the total number of postgraduate students in China’s colleges and universities. However, attention was not given to the process of postgraduate education management, thus greatly limiting the effect of postgraduate education management. Although the students will be awarded a master’s degree in the end of their studies, the elite management is not implemented in the process of education management, which is not conducive to the postgraduate training.

In addition, in the teaching process of postgraduate students in many colleges and universities, many tutors put their energy on skills teaching, and did not give sufficient knowledge of skills teaching, and students’ learning centers are more inclined to knowledge learning. In short, the process of postgraduate education management, theory knowledge, and practical are not fully connected, which also greatly limits the improvement of postgraduate education management efficiency. The author thinks that in the process of education management for postgraduates, it is essential to ensure the balance between postgraduate education management, theory knowledge, and practical. In the learning process, it is not only important to learn theoretical knowledge, but also to effectively train some practical skills to create postgraduates with high-level talents. What needs to be learned and understood should not be limited to one field, but also should have an understanding of other disciplines to enrich their own knowledge system ^[4].

3.3. Enrollment ideas are single

At present, postgraduate, high school, and university admissions system using a similar method, which is a closed-book unified examination. However, by analyzing these different stages, it can be found that there are certain differences in the student training objectives in different stages. The postgraduate education in colleges and universities are designed to cultivate top talents. In this process, we should focus on the student’s innovation, while in the process of teaching postgraduates, we should also focus on sustainable development. The closed-book method of examination is a fair method, but this form of examination cannot

fully test the students' innovative and creative ability, and can only have an accurate grasp of the students' basic theoretical mastery level. As a result, many postgraduates could not meet the requirements of social innovation in the training process.

3.4. The management system is unreasonable

Analyzing the postgraduate education management system in universities, the postgraduate management system is not well implemented. Many assessment management systems for postgraduates have low standards, and students have a frivolous attitude towards learning. At the same time, some students were affected by the pressure of survival and could not fully comply with the management system. Teachers also turned a blind eye, resulting in many students not concentrating on study and research. In summary, the current management system is not complete, and there are many problems in the management which directly have a negative impact on the postgraduate education management in China. Therefore, to improve the quality of postgraduate education, it is important to adjust and improve the management system of postgraduate education in Chinese universities. Many colleges and universities pay much attention on the students' dissertations in the education of postgraduates, and ignoring the courses that graduate students need to study, which greatly limits the improvement of graduate students' ability in research. In the process of education management for postgraduates, Chinese colleges and universities need to understand the employment needs of postgraduates in the future, and have a good grasp of their growth direction, to reasonably formulate talent training goals and reasonably supplement the postgraduate education management system. However, many colleges and universities are not fully aware of this problem, resulting in the lack of timely feedback on the quality of postgraduate education management, thus making it impossible to adjust and innovate the current postgraduate education management.

4. Countermeasures to improve the management of postgraduate education in colleges and universities

4.1. Strengthen the training of counselors and improve the personnel structure

Excellent postgraduate counselors should have high management level and ideological quality, full enthusiasm for work, excellent psychological quality, and advanced educational concepts. Only in this way, they can cope with ease with daily education management. Graduate counselors should not only master these skills, but also should have an understanding of the professional knowledge regarding the students. Only in this way, they can communicate better with students and establish good interaction with the students. In order to improve the comprehensive quality of postgraduate counselors, the school should carry out regular training, improve the professional quality of counselors during the training, consolidate the foundation, and improve their ability. Colleges and universities should solve the problem of personnel structure, while improving the ability of counselors. Graduate counselors should be full-time counselors, and should not manage undergraduate students or other unrelated jobs.

At the same time, colleges and universities should formulate corresponding management regulations and improve the rules and regulations to guide the work of graduate counselors. The construction of the postgraduate tutor team in the colleges and universities should be developed, not only with scientific research requirements, but also strict requirements on teachers' morality and style, in order to cultivate high-level qualified talents for the country. In addition, colleges and universities should do a good job in training the tutors, and improve the comprehensive ability of the tutors through pre-job training, on-the-job training, professional technical training, comprehensive quality training, etc., thereby, the tutors can train students easily. Take measures to set up postgraduate teaching reform topics, encourage tutors to explore new teaching models, guide tutors to integrate industry development and new technology into teaching, integrate scientific research results into teaching, and stimulate graduate students' interest in learning.

Focus should be given to the combination of online and offline training, to make full use of the network, try new teaching modes, and apply micro-lectures and MOOCs into the teaching [5].

4.2. Formulate a scientific and reasonable postgraduate training program

The formulation of postgraduate training programs should not only confine to the national guidelines and policies for postgraduate education, but also should meet the needs of social and economic development trends for high-level talents in various disciplines and majors. In order to adapt to the country's discipline construction and evaluation, and at the same time to coordinate the arrangement of postgraduate teaching resources in the whole school, break down the barriers between colleges and disciplines, realize the sharing of resources in the whole school, and broaden the academic thinking and vision of postgraduates, the postgraduate training program should be based on first-level disciplines. The training program should be revised to give full play as the guiding role in the training program in the construction of a postgraduate theoretical knowledge system, scientific research training and innovation ability improvement.

4.3. Constructing a demand-oriented mechanism for postgraduate education

In recent years, the number of postgraduate students has increased significantly, but from the perspective of current postgraduate education, its structure could not meet the current market demand for talents, therefore the education department should build a demand-oriented mechanism to accurately grasp the needs of the society for graduate talents, and then make appropriate adjustments on the graduate education system based on the actual situation of the current graduate students. By constructing a demand-oriented mechanism, it is possible to accurately grasp the balance between the national plan and market demand, and then conduct postgraduate enrollment, thereby improving the management level of postgraduate education. With the rapid increase in the number of postgraduates, the quality of education for postgraduates in colleges and universities has shown a downward trend to a certain extent. This is mainly because in the past, a tutor is responsible for two or three students, and they had sufficient energy to comprehensively manage the students. With the increase in the number of postgraduates, many tutors have to monitor more than five students at a time, which greatly increases the difficulty in managing and monitoring the students work and progress. In this regard, we need to improve the postgraduate education quality assessment system, promote reform through evaluation, and promote the construction through evaluation, to effectively improve the educational quality of postgraduates, and to cultivate good postgraduates.

4.4. Independently develop and maintain a degree and postgraduate education management system

In the early days on the country's implementation of education management informatization, many colleges and universities purchased degrees and postgraduate education management systems from the market, which undeniably played an important role. However, with the continuous advancement of the new regulations on postgraduate education in the country, the school's personalized demand for postgraduate education information management systems is getting higher and higher, involving more departments and division of labor. The school management personnel are in charge of various tasks, academic management personnel of each degree site, tutors, and graduate students need to cooperate closely to carry out various management tasks in a planned and step-by-step manner. In the face of such complex procedures and individual needs, it is difficult to follow up the maintenance services purchased from the market companies in a timely manner. In addition, the instability of the technical personnel of software companies and the general lack of understanding of the connotation of postgraduate education have also caused great difficulties in system maintenance. Moreover, the purchase management system is relatively expensive, and the maintenance costs are also expensive. In the long run, the independent development and

maintenance of management systems by colleges and universities, according to their own needs will greatly improve management efficiency and save the management costs [6].

4.5. Personalized psychological intervention for graduate students

The source of graduate students is very complex, and it is difficult for educators to do their ideological work in a unified and effective manner. Students should also be given more warmth, care and help in their daily study and life. For students who encounter difficulties in learning, tutors and counselors should create professional tutoring for postgraduates in a timely manner, and cultivate students' ability of independent inquiry, cooperation, and practice. For postgraduates with poor family conditions, it is important to make good use of the social resources to provide postgraduate study subsidies, help postgraduates establish a correct outlook on life and values, and make postgraduates more confident, sunny, and strong. For postgraduates who have difficulty finding employment, individualized employment guidance should be implemented, and postgraduates should be encouraged to plan their careers and quickly determine their life goals. Therefore, tutors and counselors have a great responsibility in education management. They should not only provide mental health education to postgraduates through the psychological counseling center, but also should conduct psychological counseling for postgraduates in a timely manner, understand the psychological characteristics of postgraduates, and overcome the psychological problems according to the actual situation of the students. It is very prominent that students who carry out psychological intervention may lead the students back to the right path. Counselors can hold mental health expert lectures or organize postgraduate groups to participate in mental health education activities.

5. Conclusion

Postgraduates are high-quality talents cultivated by colleges and universities, and improving the quality of postgraduate education management is an arduous process. In the postgraduate education management work, we should not only make the postgraduates cooperate with the education management work, but also increase the postgraduate education management work through the strength of the country and the school. At the same time, we should continue to summarize the experience of education management, innovate the way of education management, and cultivate more outstanding high-quality talents for the society. In summary, postgraduates are a special group who are important forces in the socialist modernization construction of the country. In this regard, China's education departments, colleges, and universities should focus more on the management of postgraduate education. The existing defects and deficiencies, combined with the current social demand for postgraduate talents to adjust and improve the current postgraduate education management mechanism, not only that, with the continuous increase in the number of postgraduates, Chinese universities also need to adjust the education quality evaluation system and improvement, to ensure the high quality of postgraduate education and to promote the vigorous development of postgraduate education in the colleges and universities.

Disclosure statement

The authors declare no conflict of interest.

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