

# Analysis from Multiple Dimensions about the Status Quo, Problems and Countermeasures of Postgraduate Education in Chinese Universities

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## ABSTRACT

Nowadays, with the continuous expansion of postgraduate education scale, how to use the limited resources to cultivate high-quality research-oriented talents is the top priority of postgraduate education management in China. In order to reveal the present situation of the quality of postgraduate education in our country, based on the sample survey of the expert panel and obtain a large amount of data, to the quality of postgraduate education in our country has carried on the objective and comprehensive analysis from two dimensions of comparison and policies to establish a relevant evaluation benchmark, from the graduate matriculate quality, style of study status quo of internal adaptation (academic standards, and innovation ability, etc.), external adaptation, unit of choose and employ persons to graduate student satisfaction from several aspects such as the current situation of the quality of postgraduate education of our country is evaluated. The results show: at present our country graduate student in the style of study, the degree paper quality and comprehensive quality and other aspects of the performance is good; However, compared with 5 years ago, the quality of students, the level of degree papers and the overall quality of graduate students have not been greatly improved, or even have a potential downward trend; In terms of innovation, team spirit, social responsibility and practical ability, this paper makes a brief analysis of the relevant reasons and puts forward corresponding policy suggestions.

**Keywords:** postgraduate education, quality, Status Quo, problems, Countermeasures

## Introduction

Faced with the expansion of China's postgraduate education in recent years, it has never been able to improve the quality of training and the quality assurance of the entire process. The demand for training standards and postgraduate types is gradually increasing. In the context of the transformation and upgrading of graduate education quality, China has become the shackles of the world's graduate education power rather than the quality power.

How to ensure and improve the quality of postgraduate training has become a hot issue of common concern.

Throughout the domestic and international research situation. What is the quality of education in the academic circles, the connotation of the quality assurance of graduate education should include those, always have different opinions.

Quality management of graduate education is the fundamental way to improve the quality of graduate students in China and build a strong country with high-level human resources. From vertical management to horizontal network governance, from single center to multi-center positioning of the main body, reflects the concept of graduate education quality management and paradigm shift. In national qualifications framework, under the statute of postgraduate qualification of postgraduate education quality management to promote quality assurance become the basic motivation, learning result oriented independent multiple work is the essence of the graduate education quality management, the management value of nature, management object of autonomy, collaborative governance process and governance view international constitutes the main characteristics of postgraduate education quality management.(Deng xiaohua, 2018).

The "subject-oriented" graduate education has become a synonym for the decline of the quality of graduate education to some extent. However, the problems existing in postgraduate education, such as curriculum setting, teaching methods and tutor's guidance, are simply attributed to the "subjectization" of postgraduate education. There are more profound reasons for the formation of the "subject-oriented" understanding of graduate education. The coexistence of academic degree and degree system leads to the prominence of the symbol of graduate status. The professional connection between undergraduate education and graduate education leads to the formation of high-level graduate education. Therefore, even if we admit the "naturalization" of graduate education, the cause of this "naturalization" is not only the problem of graduate education, but also the problem of the whole higher education, even the problem of the education system. Simply "de-benching" cannot fundamentally improve the quality of graduate education.(Li anping .Chen ruoyu Hu xiuying. 2018).

Whether the relationship between tutors and graduate students is harmonious and whether the attitude towards academics is serious is an important factor affecting the quality of postgraduate training.(Tang run. 2018).

Faced with the large-scale expansion of postgraduate education in recent years, China's postgraduate education has experienced unprecedented pressure and difficulty in how to improve the quality of training and the quality assurance of the whole process. In recent years, the continuous enrollment of postgraduate enrollment policies in China has led to an increase in the number of graduate students. However, the quality of graduate students is not as good as before, and there are many problems in terms of knowledge level, professional level, innovation ability and scientific research ability.

The main problems in the quality of postgraduate education in China are as follows:

Many postgraduate training units only focus on the growth of the number of students and the expansion of scale. Ignore the quality of postgraduate training, and do not put quality first. The quality consciousness is weak[4].

#### 2 source quality decline

Judging from the current overall situation, the quality of graduate students in China is still not ideal. Students' professional knowledge is not deep enough and the professional knowledge base is weak[5].

#### 3 lack of guidance

The academic level and academic attitude of the tutor team building tutor plays a key role in the quality of postgraduate training. In recent years, some schools have blindly expanded the enrollment scale regardless of their actual conditions, but the teachers are limited. There has been a serious shortage of guidance, and the quality of graduate students is uneven. It has increased the difficulty of tutor training and made the quality of graduate students even more unable to protect.

#### 4 process monitoring is weak

What the training process teaches students and how to cultivate it greatly affects the quality of graduate education. Moreover, under the conditions of similar source quality and learning links. Lack of scientific and rational, effective monitoring of the cultivation process[6].

#### 5 lack of funding

At present, the funds allocated by the state to graduate education are insufficient. In particular, some of the training units have vigorously carried out postgraduate enrollment expansion in order to rank among the research universities, resulting in a serious shortage of teaching and research funding for graduate students. "The shortage of books, the lack of experimental facilities, the lack of experimental funds, the patience of curriculum construction, the internships and the past, are common in all schools." The teaching and research conditions of graduate students are not fundamental. Improvement. Ultimately will affect the level and quality of graduate degree thesis[7].

In order to reveal the status quo and problems of the quality of postgraduate education in China, based on the sample survey of the expert group and the acquisition of a large amount of data, this paper conducts an objective and comprehensive study on the quality of postgraduate education in China. analysis. Establish relevant evaluation benchmarks from the two dimensions of comparison and policy[8], from the quality of graduate admission, the internal adaptation status of learning style (academic standards, innovation ability, etc.), external adaptation[9], selection and employment units to the status quo of graduate education quality in China.The graduate satisfaction was evaluated in some aspects. In terms of innovation, teamwork, social responsibility and practical ability, this paper briefly analyzes the relevant reasons and puts forward corresponding policy recommendations.

## Review of Related Literature

Quality is the lifeblood of graduate education. In the past ten years, with the deepening of postgraduate education reform, the state has paid more and more attention to the quality assurance of graduate education. In March 2012, the “Opinions of the Ministry of Education on Comprehensively Improving the Quality of Higher Education”[8] aimed at improving the quality of postgraduate education, and made “reform and training mechanisms, strengthening the construction of degree authorization points and quality control of postgraduate education, and monitoring the quality of postgraduate and postgraduate education.” [9]Guiding opinions on the information platform, the improvement of the graduate funding system, and the strengthening of international exchanges in postgraduate education. The introduction of these programmatic documents not only points out the direction of the continuous exploration of the quality assurance system for postgraduate education in China in the new era, but more importantly clarifies the action choices for improving the development of the quality of postgraduate education in China in the new era. Combining the literature on the factors influencing the quality of postgraduate education in China in the past decade, we can see that the research on this issue mainly focuses on the theoretical research on the factors influencing the quality of postgraduate education in China and the realistic performance of the factors influencing the quality of postgraduate education.

## **I. Theoretical study on the factors influencing the quality of postgraduate education in China**

### **1.1 Characterization of the factors influencing the quality of graduate education**

Based on the overall characteristics of the factors affecting the quality of graduate education, the factors affecting the quality of graduate education have the characteristics of full-time, full-featured, comprehensive and systematic.[10] It is precisely because the quality of graduate education is a dynamic system of dynamic development, so some scholars believe that the factors affecting the quality of graduate education also have developmental characteristics [11]. In addition, some scholars have proposed that the factors affecting the quality of graduate education have the characteristics of “periodicity”[12], that is, the cyclic operation as the influencing factor itself requires a certain period, and also refers to the period in which the influencing factors themselves operate. The author believes that this “periodicity” as a characterization has certain limitations. It is only a relative “periodic”. In the future, the existence of factors affecting the quality of postgraduate education in China is “normal.”

### **1.2. The analysis of the factors influencing the quality of graduate education**

Some scholars pointed out that the concept of the factors affecting the quality of graduate education should be judged from the directivity of the goal, the rationality of the actual performance and the organic fit of the two with the concept [13]. At present, the factors influencing the quality of postgraduate education in China are affected by utilitarian and technical influences, and their characteristics are relatively prominent. In this regard, we must adhere to the free development of graduate students in the training objectives; to

maintain openness and constructiveness in the implementation process, aiming at the reality of the influencing factors [14].

### 1.3. Responsibility division of factors affecting the quality of postgraduate education

Through the exploration of theory and practice, the division and balance of responsibility among the main factors affecting the quality of postgraduate education in China has become a problem that needs to be solved. Among the factors affecting the quality of current graduate education, "the dominant position of the government makes its responsibility exceed the reasonable limit, and the marginalization of the educators and social employers causes the weakening of their responsibility. In the end, a large number of responsibilities are superimposed on the training." [15] Therefore, it is urgent to coordinate the relationship between the various responsible parties, balance responsibility, the government's response to "administrative management" as "policy regulation"; change "centralized control" to "multilateral governance"; "As an effective service" [16].

## 2. The actual performance of the factors affecting the quality of graduate education

### 2.1 The imperfection of the internal security system for graduate education quality.

At present, "the internal quality assurance system of postgraduate education in China must be continuously improved, and a new mechanism for quality management, quality control and self-evaluation in the school" is established [20], and the entry of graduate students is passed through the three stages of input, process and output. The discipline, research, mentoring team and system construction ensure the quality of graduate education. Among them, "a high-level faculty team is the key to ensuring the quality of graduate education" [17]. However, the requirements on these documents are weak in reality and insufficient in implementation.

### 2.2 The operation of external quality assurance for graduate education needs to be strongly regulated.

In reality, the operational mechanisms of the quality assurance model for graduate education mainly include: market regulation mechanism, program coordination mechanism, and comprehensive coordination mechanism between market and plan [18]. After years of practice, under the comprehensive coordination of market mechanism and planning mechanism, the quality assurance model of postgraduate education in China has realized the transformation of the external quality assurance of graduate students from the government one-yuan control mode to the multi-subject balance mode [19]. However, in the actual implementation process, there is a lack of effective supervision and the trend of deformation and distorting.

### 2.3 The quality evaluation system for graduate education needs to be improved.

The quality of postgraduate education has become the main content of improving the quality assurance system for postgraduate education in China. There are various forms of evaluation, the content of evaluation is expanding, and the evaluation technology is mature, but even so, the unsound factors of the evaluation system still affect the quality of graduate

education [20]. As a new model for the development of postgraduate education in China, the professional degree postgraduate education has initially formed the government's macro-control, expert consultation, social participation evaluation and the school's self-discipline quality guarantee mechanism, [21]but a relatively complete management structure, system authorization review. The mechanism and the guidance system for subject experts have yet to be strengthened.

Combining the above studies, we can see that the analysis of the factors affecting the quality of postgraduate education in China has achieved certain results and consensus, but the performance analysis in the ideological field that affects the quality of postgraduate education is still insufficient, in addition to the factors affecting the source of students. There is also a need to strengthen the inquiry, as well as the factors affecting the instructors and the monitoring of the instructors in the process of training graduate students.

## Methodology

Researchers organize interview experts to conduct data collection and comprehensive analysis and summary, determine the research status of internal adaptation (academic standards, innovation ability, etc.) from various aspects, and external adaptation is to select the impact of employers on graduate satisfaction.

The expert interview was completed on the Internet from January 18th to 25th, 2019. The interviewed experts include Professor Chen Yuming, Secretary General of the China Academic Degree and Graduate Education Association, Professor Gao Hong, Associate Dean of Tsinghua University Graduate School, and Graduate School of Peking University. Professor Zheng Lanzhe, Director of the Office, Professor Zheng Xiaoqi, Institute of Higher Education, Beijing University of Aeronautics and Astronautics, Professor Mao Zuyu, Institute of Higher Education, University of Science and Technology Beijing, Professor Qin Huimin, School of Public Administration, Renmin University of China, Professor Yu Jialin, Executive Vice President of Graduate School of China Agricultural University, Beijing Professor Shi Zhongying, Associate Dean of the Graduate School of Normal University, Professor Li Wen, Associate Dean of the Graduate School of Beijing University of Science and Technology, Lin Mengquan, Research Fellow of the China Degree and Graduate Education Development Research Center, and Associate Professor Yang Jing, Deputy Director of the Graduate School of Tsinghua University, and other scholars and experts. Through expert interviews, we have collected a lot of useful information and data. These scholars and experts have contributed to the formation of relevant arguments in this paper.

The other part of our data source is to search through the Ministry of Education's official website of the University Education Data Yearbook ([www.moe.gov.cn](http://www.moe.gov.cn)), as well as the quality survey report of the graduates of the colleges and universities. The data reports of colleges and universities mainly include: the quality of graduate students, the status quo of learning style, the spirit of cooperation and ability, the structure of knowledge and the level of papers.

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The data gathered were interpreted and analyzed to understand the situation of the quality of the graduate education that shall focused only on Masters Degree in China.

## Results

According to the above survey and analysis, the following were the findings of the study about the quality of postgraduate education in China:

1. In recent years, the overall quality of China's postgraduate education has remained basically stable in the context of rapid expansion of scale and lack of corresponding improvement in training conditions; however, compared with 5 years ago, neither the quality of students nor the quality of dissertations have improved significantly. And 50% of employers believe that the quality of graduate students has declined.
2. The comprehensive quality and academic style of graduate students in China have performed well and have been recognized by most tutors, administrators and employers.
3. The quality of papers in different universities, especially the quality of master's thesis, is far from the same, and most graduate training units fail to produce high-quality master's thesis.
4. The ability to innovate, especially the poor original ability, has become the Achilles heel of postgraduate education in China, and the knowledge structure of master students also has many unsatisfactory points.
5. The external adaptability is poor overall performance, such as teamwork spirit, organizational coordination ability, independent work ability and hands-on ability, etc., which are basically not recognized by the employer. Although the sense of professionalism and responsibility has been recognized by most employers, it is only a small majority in terms of proportion, and 41% of employers are not satisfied.

Of course, there are many reasons for the above problems. The institutional influences, such as the enrollment system, the training system, the evaluation system, and the training objectives, need to be improved. There are also objective conditions, such as the relatively old books and materials in some universities. The network facilities are not perfect, the teaching and experimental equipment is backward, the research funding is seriously short, and so on. Modern scientific research is increasingly becoming a capital-intensive labor. Under this background, the funds for the current teaching and scientific research of postgraduate courses in China are difficult to support. A large-scale graduate education. From the perspective of the educational process, there are also reasons for the tutors, such as the lack of energy input by the tutors in the postgraduate training, and some tutors have too many graduate students to teach in accordance with their aptitude; some tutors have multiple positions, and postgraduate training has become a "side job"; The instructor's own business ability is not strong enough to be competent for guidance. Of course, there are also

reasons for graduate students themselves, such as impure motivation for reading, lack of creative desire, lack of motivation for learning, and lack of foundation, and so on.

## **Analysis and Discussion**

For a long time, the overall goal of postgraduate training in China is not clear enough, which leads to a series of problems in postgraduate training methods, training programs, and training systems. We believe that the goal of research education is to train scholars and elites. Whether they are employed in academia, politics, industry, or non-government, they need to critically pass on knowledge, creatively develop knowledge, and communicate academic ideas and values or turn knowledge into productivity in their own workplaces. "Quality" is a comparative concept. [22]The quality of postgraduate education in today needs to be compared with that of other countries. Secondly, "quality" is also a concept of policy.[23] What graduate education is aimed at, what is emphasized, what is guided, and its quality standards reflect certain policy objectives. For example, the emphasis on cultivating graduate students into leading figures in the development of scientific development and innovative countries clearly shows the policy objectives of graduate education in China. The above emphasizes the principle of the quality of graduate education from both broad and narrow perspectives.

From the training objective, the quality evaluation perspective of internal adaptability and external adaptability is established;[23] the quality evaluation benchmark is established from the two dimensions of comparison and policy.

The so-called external quality (ie, external adaptability)[24] refers to the degree of adaptability of graduate students to the external environment. To be more precise, it refers to the degree of adapting to work after graduation, including two aspects: First, individual adaptability, that is, employer The degree of satisfaction with individual graduates; the second is structural adaptability, that is, whether the overall quality of graduate students is suitable for social needs, specifically, the degree of authorization, the structure of disciplines, the professional structure of graduate students, and the demand structure of senior talents in the market. [25]The degree of consistency of its changing trends. If the postgraduate training system can respond in a timely and flexible manner according to social needs, it means that it is appropriate. Of course, the evaluation of the quality of postgraduate training cannot be market-oriented. External adaptability is an important measure to measure the quality of postgraduate training, but it is not the only scale. Even external adaptability does not refer to the adaptation to recent social needs. More importantly, it is Adaptation of medium and long-term needs.

The so-called internal quality (internal adaptability) mainly refers to the academic and academic achievements of graduate students. It can be divided into three aspects: innovation, normativeness and ethics. [26]

The most important one is innovation, and the core of innovation is originality. Sexuality, only original results, is enough to cause major technological changes. The innovation of

academic achievements of graduate students should be evaluated by peer experts who are well-known in the country and have an international academic background. The normative nature of academic achievement, including whether the paper is standardized and whether the research method is scientific or not, the normative nature of the paper can be evaluated by senior peer editors or with excellent editing software; the scientific nature of the method can be evaluated by peer experts. As for the ethical nature of academic achievement, it should be reviewed by a special committee, emphasizing whether scientific ethics is followed, whether there is plagiarism, fabrication, data fabrication, and forgery of evidence. At present, the academic style of academic circles is relatively impetuous, and the ethical evaluation of internal quality is obviously more important.

Based on the definition and research of the above basic concepts, this paper expounds the status quo and problems of postgraduate education quality in China from four aspects: graduate student quality, academic style, internal adaptability and social adaptability.

## 1. Student source quality evaluation.

The quality of students has a direct impact on the quality of graduate education. The survey results show that although most of the instructors and managers give some recognition to the current quality of students, the overall evaluation is not high, and 1/3 of the instructors and managers believe that the quality of master students is "general". According to the survey of the tutors, compared with the previous years, the ratio of "significant improvement" and "slightly improved" of the current student source is 40%; the "substantially flat" is 33%; The total with "significant decline" is 27%. Statistics show that 60% of the instructors believe that the quality of the students has not improved or even decreased. The decline in the quality of graduate students must be highly regarded.

People may be surprised: the number of graduate students is increasing every year. Why is the quality of students not significantly improved or even decreased? The study believes that this is not the same as China's enrollment system, employment system, training system and evaluation system. Related. Due to the shortcomings of these systems, a large number of outstanding students have been lost, and many people who have no interest in learning and even intend to mix diplomas have become graduate students. A reporter survey found that many people in China "just read the doctor's title, and did not even think about whether they are suitable for reading." Some people even think that "most of the master's students and even doctoral students are not asking for knowledge, but to solve some specific utilitarian goals, such as staying in a big city, rating a high-ranking title, or finding a good job." It turns out that such graduate students do exist.

## 2. Evaluation of the status quo of the study style.

A rigorous style of study can create talents who admire science and a humanistic spirit; and an impetuous style of study will not only hinder the individual's academic achievement and personality development, but may even lead to the inferior quality of the overall quality of personnel training. Therefore, the style of study is the overall embodiment of the spirit of graduate students. The quality of study style directly affects the quality of postgraduate

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education. From the evaluation of the academic style of the graduates from the management staff and the tutor, the overall performance of the graduate students is good. The proportion of managers who chose “excellent” and “good” for doctoral students' academic styles was 35% and 48%, respectively, which was 83%, and the proportion of “excellent” and “good” for the evaluation of master's students was 24% and 53%, totaling 77%. In terms of the tutor's evaluation of the master's study style, the proportions of “excellent” and “good” were 18% and 53%, respectively, totaling 71%. From this, it is concluded that the academic style of graduate students in China is generally excellent, and there are also some problems, but it is not the mainstream.

### 3. Internal adaptability evaluation.

Due to the conditions, we did not conduct a specific study on the ethics and norms of graduate students in the internal adaptive evaluation. In this respect, we trust common sense that the quality of the paper can reflect the academic ethics of graduate students to a considerable extent. It is impossible to become a high-quality essay without a disciplined dissertation. Therefore, it is mainly analyzed from the aspects of graduate students' knowledge structure, innovation ability and paper level.

#### 3.1 Evaluation of knowledge structure.

The survey results show that the knowledge structure of master students in China needs to be greatly improved. The tutor's knowledge structure of “superior” and “good” for master's students is 11% and 49%, respectively, which is 60%. It can be seen that although the instructor has a majority of the knowledge structure of the master students, 40% of the tutors think that “general” or even “poor”—this is a “minority” that cannot be underestimated.

#### 3.2 Evaluation of innovation ability.

As a new force in the national innovation team, graduate students' ability to innovate is the key to determining their research ability and academic level. The survey results show that the instructors and managers generally evaluate the master students' innovation ability in general. Among them, only 9% and 38% of the instructors believe that the master students' innovation ability is “excellent” and “good”, and the evaluation is “general”. The ratio of “poor” to total is 53%; the proportion of managers choosing “general” and “poor” is also 42% and 5%, respectively, for a total of 47%. In other words, more than half of the mentors and nearly half of the managers believe that the master's ability to innovate is generally even worse. Intriguingly, graduate students' self-evaluation in this area is also relatively low: the proportion of masters who choose “general” and “poor” is 51%. The evaluation of the employer is more worthy of attention. The survey results show that the employer believes that the proportion of “general” and “poor” graduate students' innovation ability is as high as 68%, indicating that most employers basically do not recognize the innovative ability of graduate students. Some instructors believe that many graduate students do the topics provided by the tutors very well. Once they leave the tutor, they can't do anything, which means they don't learn to innovate at all.

#### 3.3 Evaluation of the quality of the paper.

The dissertation is a concentrated expression of the merits and demerits of the graduates' knowledge structure, the mastery of the professional basic knowledge, the proficiency of the research methods, and the comprehensive quality. Therefore, the quality of graduate degree thesis can be used as a basic criterion for testing the quality of graduate education. The survey shows that the quality of postgraduate dissertations in China should be affirmed in general, but it has not improved significantly compared with previous years, and the quality of dissertations produced by different training units, especially doctoral dissertations, is significantly different. For the evaluation of the quality of master's thesis, the instructors and administrators considered the ratio of "excellent" and "good" to be 71% and 82%, respectively. Explain that most instructors and managers are satisfied with the quality of the master's thesis. The evaluation of the quality of doctoral dissertations, the ratio of "excellent" and "good" among the tutors and postgraduate managers is 84%. This shows that most of the instructors and managers are satisfied with the quality of our current doctoral thesis. Although 16% of the instructors and managers expressed concern about the quality of the paper, there is no reason to doubt the overall quality of the current doctoral thesis in China. It is worth noting that 59% of the tutors believe that compared with 5 years ago, the quality of postgraduate dissertations in China is basically the same, 12% of the tutors think that "it is getting worse", and another 11% of the tutors think it is difficult to judge. 18% of the instructors believe that "it is getting better and better." This at least indicates that the quality of postgraduate thesis in China has not improved significantly in the past five years.

#### **4. External fitness assessment**

Here, the employer mainly analyzes the evaluation spirit of the graduate students' cooperation spirit and organizational coordination ability, career and responsibility, comprehensive quality and overall quality, independent work ability and practical ability.

##### **4.1 Cooperative spirit and organizational coordination ability evaluation.**

The survey results show that in the workplace environment, the cooperative spirit and team awareness of graduate students in China are generally average, and the ability to organize and coordinate is poor. Employers expressed "very satisfied" and "satisfactory" for the spirit of graduation graduates, respectively, 7% and 34%, respectively, only 41%; the proportion of "general" was as high as 47%, and 12% were "not satisfied". . Closely related to this is the ability to organize and coordinate. If there is poor performance in team cooperation, organizational coordination and communication skills will not be much better. This was also confirmed from the questionnaire. When evaluating the organizational coordination ability of graduate students, the employer who chooses "very satisfied" is 34% who choose "satisfactory", 57% who choose "general", and 9% choose "not satisfied". This shows that the graduate students' ability to organize and coordinate in the workplace is even less satisfactory.

##### **4.2 Evaluation of career and responsibility.**

Graduating graduate students will shoulder the heavy responsibility of scientific research, technology development and administrative management in different positions, which puts

high demands on their professionalism and sense of responsibility. Compared with the team spirit, the employer's evaluation of the graduates' career and sense of responsibility is slightly better, but it is nothing more than that. In the questionnaire survey, the choices of "very satisfied" and "satisfactory" were 5% and 54%, respectively, which was 59%; the choices of "general" and "not satisfied" were 34% and 7% respectively. 41%. It can be seen that although most employers have a certain positive attitude towards the graduates' professionalism and sense of responsibility, the overall evaluation is not high.

#### 4.3 Comprehensive quality and overall quality evaluation.

Although the overall quality of graduate students is not entirely determined by school education, it can reflect the level of postgraduate education and even higher education in China to a certain extent. The survey results show that the employer is basically satisfied with the comprehensive quality of graduate students in China, and fully affirms the quality of knowledge. However, the overall quality of graduate students in recent years is 50% lower than that of five years ago. For the evaluation of the comprehensive quality of graduate students, the employers who chose "very satisfied" and "satisfactory" were 5% and 66% respectively. Although the proportion of "very satisfied" is only 5%, it also indicates that there is a good overall quality, and most employers believe that the overall quality of graduate students is satisfactory. The survey results also show that employers have a higher recognition of the basic knowledge of graduate students. For the overall evaluation of postgraduate basic knowledge, the proportions of "very satisfied" and "satisfactory" were 20% and 60%, respectively, and the total was 80%. The employer gave high marks to the graduate students' ability to use English and use computers. The proportions of "very satisfied" and "satisfactory" were 17% and 66% respectively, a total of 83%, indicating that the graduate education in China has long emphasized. The cultivation of postgraduate English knowledge and computer skills has been effective. Regarding the overall quality of postgraduate training, the employer compares the recent graduate students with the graduate students who graduated five years ago, and considers that there is only 2% of "significant improvement"; 24% of "slightly improved"; "substantially flat" 17%; "slightly lower" and "significantly lower" total 50%; and 7% of people did not express their views. This shows that the employer believes that the quality of postgraduate training in China has not only improved significantly in the past five years, and even declined. This is worthy of deep reflection and high attention.

#### 4.4 Evaluation of independent work ability and hands-on ability.

The work that graduated after graduation is not all research work. Many people actually work in operational work. Therefore, the practical ability of the students and the strength of their independent work ability are particularly important in the workplace. For a long time, the sayings of "high scores and low energy" for college students (including research students) have been circulating in the society. The survey shows that the independent work ability and practical ability of graduate students in China are indeed not recognized by employers, and it is worth pondering by the entire education community. For the evaluation of the actual hands-on ability of graduate students, the employers who choose "very satisfied" and

"satisfactory" are 5% and 38% respectively, and the total of the two is only 43%. That is to say, most employers think that graduate students in China, the actual hands-on ability is "normal" and "poor". The evaluation of employers' ability to work independently for graduate students is also disturbing. The choice of "very satisfied" and "satisfactory" is only 10% and 34%, respectively, which is only 44%, which is consistent with the evaluation of actual hands-on ability, indicating that the graduate students in China have demonstrated their hands-on ability and independent work ability in the workplace. It can meet the actual needs of most employers, and the phenomenon of "high scores and low energy" is serious.

## **Recommendation and Conclusion**

Based on the current status and problems of the quality of postgraduate education in China, we have put forward corresponding policy recommendations:

1. Establish a comprehensive quality development concept, establish and improve the quality assurance mechanism for postgraduate education in China, and strengthen the monitoring of the training process by continuously strengthening the software and hardware conditions of the training unit. Continue to improve the training mechanism and cultivate model innovation. Actively expand and respond Social needs can effectively and continuously improve and improve the quality of postgraduate education in China.
2. Carry out the reform of the enrollment system and improve the effectiveness of selecting high-level talents. Adhere to the reform of the enrollment system on the premise of fairness and efficiency, and select talents more effectively. Increase the flexibility of institutional arrangements through diversified selection methods, such as: expanding the proportion of undergraduate students' promotion; increasing the weight of expert recommendation in admission; reforming the unified examination, providing qualification examination channels; expanding the scope of tutor enrollment; increasing tutors and Student's two-way choice opportunity.
3. Build a high-level team of graduate tutors. In view of the important role played by graduate tutors in the quality assurance of postgraduate education, our training units should pay attention to the selection of tutors and build a team of high-level and charismatic tutors. At the same time, it is necessary to establish a good competition mechanism and environment to clarify the responsibilities of the tutor in the postgraduate training process. Urge the tutor to perform his duties in the training process.
4. Enhance the self-sponsorship and self-discipline awareness of the training unit, and actively carry out quality self-assessment. The training unit only pays attention to the monitoring of the training process in the process of cultivating graduate education, and pays attention to the awareness of self-sponsorship and self-discipline. For the quality of freshmen in graduate education, the level of curriculum teaching, the quality of academic and scientific research training, the quality of the thesis awarding, and the implementation of individual inspection and evaluation activities, and the main force in the training process, actively carry out the

self-cultivation process quality Evaluation can truly guarantee the quality of postgraduate training.

5. It is necessary to increase the investment in postgraduate education and rationally allocate resources. The development of graduate education requires sufficient resources to support it. Further increase the investment in postgraduate education, and at the same time do a good job of cultivating internal resources sharing and rational allocation of resources. For example, through various channels to raise funds, the establishment of postgraduate innovation funds and various education special funds, to increase investment in postgraduate training and the allocation of funds according to the head of the population. Training new high-level innovative talents to inject new financial and material resources. To ensure the quality and level of graduate education.

Postgraduate education is a concentrated expression of national talent competition and scientific and technological competition, and is one of the core elements of building an innovative country. It can be said that without a strong postgraduate education, there is no strong innovation system. As China's economic and social development enters a new normal, the reform and development of postgraduate education in China has entered a new historical stage. The scale of postgraduate education has entered a new stage of focusing on connotation and steady growth; the structure of postgraduate education has entered a new stage of adapting to needs and constantly optimizing; emphasizing characteristics and pursuing excellence have become a new stage of the distinctive characteristics of postgraduate education; it can be said that graduate education in China is facing unprecedented advantages. The situation also shoulders an unprecedented sacred mission. The comprehensive improvement of the quality of postgraduate education provides greater support for the development of China's economic, social and cultural development.

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