

# Research on Constitute Factors Affecting Post-graduate Education Quality in Sports of Comprehensive University

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**Abstract.** Take part of the university post-graduate in sports as research objects. From four aspects of school selection, curriculum, instructors team-building and teaching & research environment to analyze the main factors affecting the education quality of post-graduate in sports of comprehensive university. This paper proposes to adjust the curriculum, improve professional foreign language level of post-graduate and the level of mentoring and other recommendations.

## Introduction

Since 2006, Peking University, Tsinghua University, Huazhong University of Science and Technology and Wuhan University and other comprehensive universities have begun to recruit Master of Physical Education, which provides opportunities for Physical Education Reform and the development of sports disciplines. In recent years, with the growing enrollment, sports science post-graduate education quality in comprehensive university has significant deficiencies compared with the Sports and Teachers College post-graduate, and the problem has become increasingly prominent. For example, post-graduate students lack of innovative consciousness and capacity, less high level research findings and academic atmosphere is not thick, etc.<sup>[1-2]</sup>. Therefore, the thing to explore the characteristics of Master of Physical Education in a comprehensive university, and take advantage of their own advantages such as wide range of disciplines, scientific research base, thick academic atmosphere in a comprehensive university and comprehensively improve the quality of post-graduate education and form sports post-graduate training model with Chinese characteristics, is the subject of urgent research currently.

## Research Objects and Methods

Take part of the university post-graduate in sports as research objects. Through literature, questionnaire, interview, comparative analysis, mathematical statistics and other methods, make systematic theory exploration and practice research on the factors affecting the education quality of masters in sports science in comprehensive university.

## Results and Analysis

### Admission selection

Reasonable admission selection is the prerequisite to ensure post-graduate students' quality of sports science in comprehensive university. It would be difficult to cultivate high-level post-graduate students if there is no high-quality students, so the gate of admission quality in university should be strict.

With questionnaire, it can be informed that there's a wide range of sources of post-graduate students of sports science in comprehensive university, the proportion of professional sports was 64%, while non-sports professional candidate proportion reached 36%. Non-sports professional candidates have comparative advantage in the first test phase, but they are relatively poor in physical skills, and exam pressure is out of a job. On the contrary, graduate students in physical education were often eliminated because their English was out of the line.

As seen in Table 1. The number of post-graduate students in Sports colleges accounts for 57% who meet the national second-level athlete, while normal colleges and universities are 42% and 31%, respectively. It isn't difficult to see that the specific technical level of post-graduate of sports science in a comprehensive university is generally lower than normal colleges and sports universities.

The survey found that the English score of post-graduate of sports in comprehensive university was generally poor currently, the English level of about 54 percent of the post-graduate is just national three level, with a relatively small number reaching four or six levels, 32% and 14% respectively. This is because that there are no special provisions for English grade level in each College which recruits masters of physical education as long as the requirements of post-graduate entrance examination scores can achieve national standard. If the institutions of sports science make mandatory in post-graduate English proficiency, that the appliers must reach the national CET-4 level, which will help improve the English level of sports masters.

Table 1 post-graduate of sports admission athletes level and English level statistics (n=136)

university	number of people	Athlete level				English level					
		national second-level athlete n	%	nothing n	%	CET-3 n	%	CET-4 n	%	CET-6 n	%
sports	34	19	57	15	43	18	53	10	30	6	17
universities											
normal	50	21	42	29	58	21	42	22	44	7	14
colleges											
comprehensi ve university	52	16	31	36	69	28	54	17	32	7	14

### Curriculum

The courses of masters of sports science play a key role to enhance the training quality of post-graduate education. Teaching not only focuses on learning and mastery of knowledge, more importantly, it is to foster independent thinking and creative thinking ability and judgment<sup>[3]</sup>. Therefore, the establishment of people-oriented, concerned about the development, post-graduate programs system reflecting quality education thought is to promote a strong guarantee for the comprehensive development of post-graduate education. Cources problems of integrated master physical education in this stage can be reflected in the following aspects:

(1) Curriculum and research directions are inconsistent

Post-graduate students of sports science are mostly promoted directly by underpost-graduates, systematic theoretical knowledge and practical ability is particularly important. Currently, sports academies and normal college courses can be set according to different research directions, but due to less enrollment in comprehensive university, each research opens the same course, which affects the systematic study of professional theoretical knowledge for masters of physical education.

(2) Curriculum structure and the proportion are irrational

Physical education of master is a high level of education, curriculum structure and objectives should be harmonized. At present, the setting proportion of sports science master's degree courses and elective courses in comprehensive university is not reasonable, with the share of public courses more hours, making that elective courses and practice hours is not enough, which is not conducive to post-graduate training ability and quality. Meanwhile, elective courses focus only on theory set, ignoring the sports expertise and skills courses.

Curriculum of teachers college and physical education colleges showed a higher reasonable proportion in the survey, sports curriculum of the master in comprehensive university is not very good, there are up to 52 percent of people who thought curriculum unreasonable, most students think some of what they have learned during the course of the basic underpost-graduate courses are similar,

with nothing new. So how to make curriculum of post-graduate students of sports in comprehensive university become more rational is an important part.

(3) The lack of forefront and practical imparting knowledge

Sports theoretical knowledge plays the role of professional education in the physical education of master, but in current teaching, the knowledge taught in theory courses can not keep up with the times development demand, the choice of materials is too old, and the same with the courses learned from underpost-graduate, lack of forward-looking and oriented. Teaching methods of teachers are over single, academic discussions and exchange between teachers and students is not enough, and the actual effect is not high. These cases further enable the students lack theoretical knowledge, which is not conducive to improving the level of scientific research.

Table 2 post-graduate in sports of comprehensive university course content degree of recognition (n=52)

degree	degree		very strong		strong		general		poor	
	n	%	n	%	n	%	n	%	n	%
cutting-edge	0	0	6	11	19	37	27	52		
systematicness	0	0	11	22	25	48	16	30		
practicability	0	0	8	16	16	31	28	53		

As seen in Table 2, in terms of cutting-edge in course content, 37% of people think it general, 52% of people believe it poor, indicating that the course content can not adapt with the times, yet without involving new teaching content. Respectively 48% and 31% of people think the systematic and practical course content general, up to 53% of people think the usability of course content poor. Obviously, the course content should be re-set according to the needs of social development.

(4) The lack of sports expertise and teaching practice courses

In the process of master of sports science education, the lack of physical expertise learning and teaching practice makes the lack of innovate and problem solving capacity for students<sup>[5]</sup>. Students are also aware that these get in the way of their ability improvement and also suppress the research initiativity of students. Therefore, the curriculum should enhance physical expertise learning and educational practice.

With telephone interviews, two sports colleges are offering physical education class, Among 3 teachers colleges, two have opened sports professional and technical courses, but with fewer hours, which is not conducive to raising the level of sports technology. And in comprehensive universities, such as Wuhan University of Technology, did not set physical education class, mainly depending on students' independent practice to improve sport specific skills. This is because of the small number of masters enrollment in sports science in comprehensive university, and the different sports special, so there's some difficulty in opening physical education class uniformly, which can not meet the current needs of the students.

**Instructor team building**

Instructor plays a key role in the process of post-graduate training, the training of masters of sports science in comprehensive university mainly bases on instructors, tutors involve in developing training programs, responsible for teaching practice, the paper topics and open questions, interim assessment, writing paper and audit paper<sup>[4]</sup>.

(1) The students number of tutor

With the expanding enrollment of thr number of masters of sports science in comprehensive university, post-graduate tutors are responsible for more and more masters. In the three comprehensive universities of survey, 36% of people think post-graduate tutors are responsible for too many masters, in general, with one or two post-graduate students in a year, instructors can really play a role. In fact, most of the instructors are responsible for three to five students, with the number

of students too much, they often do not have time to take into account each student, which is bound to affect the quality of post-graduate training.

Currently, it is difficult to give effective guidance for post-graduate research for portion of mentors due to personal reasons, which will affect the quality of the dissertation to a certain extent. With too many students for some tutors, they can't often communicate with each student, more seriously, it is difficult for them to read carefully every student's papers, let alone exchange of guidance. Part of mentors do not focus on self accumulation and updation of knowledge lading to guidance ability decreased. Some instructors have administrative duties and more social activities, and there is not enough time and energy to give guidance for post-graduate thesis. So mentors must strengthen team building as soon as possible, clear responsibilities in post-graduate tutor training process, and urge the instructors to fulfill their duties in the training process. Only the leading and navigation role of mentors is full played, can quality of post-graduate education be guaranteed and subsequently continuously improved.

(2) The communication numbers of instructors and students

In the process of school learning for masters of physical education, comprehensive systematic guidance of student mentors can have an important influence on the future development of post-graduate students. With the questionnaire, it can be seen that for the number of communication between instructors and students, the number of communication with the instructor more than two weeks one time is up to 65%, indicating a less chance of instructors and students to communicate. Because comprehensive university tutors not only bear underpost-graduate teaching mission, but some even serve as master teaching and complete research tasks. While some mentors in leadership positions also are busy with administration, thus ignoring the guidance of post-graduate students, which results in the time reduction for students under guidance and directly affect the quality of post-graduate training.

(3) The influence degree of instructors and students

Instructors should not only try to guide graduate students in teaching, but also try to influence their students' scientific reserach work with their rigorous learning attitude and style of study and personality charm to subtle influence

Table 3 Statistics of the impact on graduate degree of the instructors (n=52)

category	degree							
	great		more		ordinary		little	
	n	%	n	%	n	%	n	%
professional knowledge	11	21	19	36	13	25	9	18
academic point of view	12	23	20	38	15	29	5	10
scientific research ability	14	27	27	51	8	16	3	6
learning attitude	15	28	25	48	6	12	6	12
moral cultivation	10	20	15	29	21	40	6	11
Other	5	9	12	24	31	60	4	7

What can be seen from table 3 is that instructors have certain influence on graduate students in professional knowledge, academic point of view, scientific research ability, learning attitude and moral cultivation. Among them, 51% and 48% of the interviewedds think that teacher's scientific research ability and learning manner may exert a greater influence upon graduate students, while mentors' rigorous research attitude, style of working may have a more profound influence on graduate students and their growth as well as the postgraduate's quality of cultivation directly.

**Teaching and research environment**

Investment in education is the material security for development of education and the training quality improvement. To strengthen and update teaching and research equipment continually and improve the learning environment for students is an important safeguard to improve the quality of post-graduate education. Practice has proved that excellent post-graduate training and research environment are inseparable, a good research environment can not only create a strong learning

atmosphere, but also have a corresponding increase in professional theory, expertise and research level.

(1) Book resources

In the survey of three comprehensive universities, professional sports book resources are not very good, up to 45 percent of people think that library resources are general. With telephone interviews, mainly because the book is too old, and there are no latest books in sports, which explains small funding of investment of school for education in masters of physical education and it can not meet the actual needs of students. Therefore, it is necessary to increase investment in physical library resources. Only allow students to keep abreast of the latest academic trends in sports discipline, can research achieve some success.

(2) Teaching facilities

Education funding is essential for post-graduate education. Basic conditions for scientific research, such as teaching facilities, teaching laboratory equipment and other equipment are related to education funding to a large extent. Certain investment of education funding is essential to improve the quality of post-graduate education and enhance research atmosphere and physical science.

## Conclusions and Recommendations

- (1) From four aspects in school selection, curriculum, instructors team-building and teaching and research environment, we analyze the main factors affecting the quality of sports post-graduate education in comprehensive university. For students themselves, the English level is not high and physical skills are poor. For curriculum content, the proportion of course setting is not reasonable, and the practice of course content is poor. For instructors, instructors are responsible for too many students with fewer opportunities in communication with each student. In addition, academic atmosphere, library resources and experimental facilities of sports are relatively lack.
- (2) According to the existing school teachers, teaching conditions, hardware and software environment for comprehensive curriculum integration, flexibility to adjust the course content, increase electives with practical applications and wide use. On the one hand, focus on the creation of training courses to improve post-graduate research capacity, on the other hand, create an interdisciplinary curriculum based on different research directions. In addition, instructors can set up four to eight hours of lectures to expand horizons of post-graduate. Create relevant professional English courses to improve the professional English level of post-graduate students.
- (3) Further improve the level of tutor guidance. Schools should strengthen research style education and enhance research atmosphere, assign each mentor annual research indicators, and enhance awareness of scientific research of mentors. Instructor should always understand the dynamic frontier in the field, and offer latest knowledge to students. Schools should encourage instructors to continue their education or re-education and provide appropriate opportunities.

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