

***Factors Affecting Entrance Motivation of full-time Professional Graduate School Students
-Based questionnaire survey in China-***

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Abstract: *The purpose of the empirical study is to focus on the entrance motivation of the students at different educational levels of full-time professional graduate school. Based on student questionnaire survey data collected in 2019 in China, this research focuses on investigating how the family background affects their entrance motivation. 609 students were surveyed and 436 samples are believed to be valid after removing some data out of the collected questionnaires due to filling in failures. (effective recovery rate of 71.59%). The content of the questionnaire survey consists of 24 items, 5 parts: basic information of students (gender, household registration, major), family background (parents' educational background, parents' occupations, parents' household income), entrance motivation consciousness of employment, and effects of internship experience on job-hunting. All of the items were set from "not important at all=1" to "very important=5".*

It obtained the following 3 results by performing correlation analysis and factor analysis: 1) the difference in gender and major of students is not obvious. But there was some difference between urban and rural areas. In other words, the household registration has a strong link with the students' entrance motivation. 2) it was adopted three factors and named them "F1 impact of inner ability improvement", "F2 impact of external social requirement", "F3 impact of social relation and resource". 3) it was found that the factors of parents' educational background, parents' occupations, parents' household income have a high positive correlation with each other, and factors of social relations and Satisfaction level have a high positive correlation with each other.

Keywords: *full-time, professional graduate school, Entrance Motivation, graduate school education.*

1. Introduction

Nowadays, many countries face global challenges, and China is no exception that is experiencing a period of high economic growth. In China, the Graduate school of education is divided into academic degree education and professional degree education. The function of the Professional Graduate School is to prepare students for the complexity of modern society as higher professional human resources. Professional graduate education is not limited to the training of highly skilled professionals. but is also related to coordination with the graduate school system and functional differentiation of university, and it is a vocational education that was made in accordance with the trend of seeking international possibility.

Since 1990, professional graduate schools have been conducting education centered on non-full-time members of society in China. Since 2000, the expansion of graduate schools is progressing steadily as a result of the popularization of higher education and the difficulty of finding employment for the undergraduates. In such situation, since the government emphasized the importance of vocational education at the graduate school level and the effects of the advancement of the profession and the alleviation of the problem of employment for undergraduates, the full-time professional graduate school accepting university graduates became the most remarkable reform in the series of higher education reforms. The Ministry of Education put in a “slight opinion on the establishment of the full-time graduate school system” in 2009. The university started recruiting applicants mainly for university new graduates. Then, the government promoted a strong reform aiming to "adopt half of the graduate students enrolled in professional graduate school until 2015." Based on that, full-time professional graduate schools expanded rapidly. By 2018, 40 full-time professional postgraduate degrees have been established¹. The scale of the full-time professional graduate school is expected to expand in the future. As a new degree, the full-time professional degree has received more attention from society. Meanwhile, the graduate school's education becomes more diversified.

However, with the diversification of opportunities for university graduate's advancement, it became a troublesome problem for several reasons. The quantitative expansion of full-time professional education is different from the qualitative improvement of graduate education. The problem of finding jobs in China is a serious problem not only for undergraduate students but also for graduate students. After several years of such a rapid increase in the scale of professional education, students who advanced to the university benefit from the diversification of opportunities to enter the university began to have new troubles at graduation. Even the unemployment rate of

graduates was higher than that of undergraduates, and the employment rates and high educational background conflicted. Such a conflicted social background is considered to have limits in promoting graduate education reform. Therefore, it is necessary to comprehend the actual situation and problems of employment.

Therefore, there is a controversy over why students choose to study at the full-time professional graduate school, then how they intend to develop their abilities for finding jobs and growing their careers after graduating from the university. In other words, it is necessary that clarify the entrance motivation of students and the related factors in full-time professional graduate schools. It is expected to give future prospects and implications in the subject area of professional degree education.

2. Interview

In the previous researches, although many studies on this subject, from a perspective of investigating students' awareness which has been demonstrated from students making efforts for bachelor's degree, academic master's degree and doctoral students, However, a few ones have dealt with professional graduate school students. Especially, according to previous studies of full-time graduate school, there are few cases that deal with the entrance motivation of graduate students.

Regarding the entrance motivation for students in Japan, there are many studies that have considered the educational career maturation and the professional career maturation of bachelor's degree, not only the career formation within the university such as “knowledge”, “education”, and “qualification acquisition” but also related factors outside the university such as “following others” and “social/family environment” were examined. For example, Fukuda (2013) and Mochizuki (2008) used survey data collected from undergraduate students, and investigated how the differences in students' attributes, family backgrounds, and higher education paths affect educational career maturation. As for the admission motivation of master's degree students in the Graduate School of Nursing and Education by organization and specialized, many students have the purpose

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of admission to obtain specialized knowledge and broad education, but to obtain a qualification to work in the field. It became clear that many people felt the need to study and improve their ability in the school (Kondou,2005) (Iiyoshi,2012). Wang (2018) showed that the relationship between the entrance pathway to the professional graduate school based on samples collected from two types of universities. But previous studies few verified students' entrance motivation by qualitative surveys and previous studies have not focused on the factors of students in full-time Professional Graduate School in China.

In addition, there are also few studies on employment and career awareness in professional graduate schools in China. Han (2018) clarified the career paths of students in professional graduate schools through a questionnaire survey and explored the related factors that influence their consciousness of career paths. As Chinese research on employment routes, it is found that university graduates are often using personal networks in employment activities (Wang,2019). The influence of the family background is extremely remarkable. Therefore, it is believed that the family background of the students in full-time professional graduate school maybe also a significant explanatory variable candidate affecting their employment routes. According to the existing research, "family background" has a great influence on the student's choice of entrance and employment. In particular, regarding the examination and employment routes, it is essential to examine the influence of family background.

However, although the above-mentioned research merely investigated influencing factors to the motivation of the employment of university students, the further analysis is needed due to the lack of investigation of factors influencing the entrance and employment motivation of full-time professional graduate school students. In particular, the entrance motivation of full-time professional graduate students and their related factors focusing on the family background has not been clarified. It seems that elucidation of the influence of the family background on the entrance motivation of full-time professional graduate students become an important issue. Therefore, it is necessary to examine not only the entrance motivation but also the factors of entrance motivation.

To fill this gap, this research tries to clarify the actual situation of the graduate students who choose the full-time professional graduate schools, and to clarify what kinds of influence have during the process of finding jobs of full-time professional graduate students by qualitative surveys. Based on these concerns, the remainder of this paper is structured as follows. Firstly, the data and setting of each variable are explained. Then a grasp of the whole picture of the family background is explained. Next, the relationship

between the student's entrance motivation and various factors are explored by performing correlation analysis and factor analysis. Finally, the analysis results are summarized and future issues are discussed, and present the ideal way of full-time professional degree education and future challenges.

3.Method

3.1. Summary of analytical data

The data used in this study is a partial survey of full-time professional graduate school education for the second time, which focused on investigating what affects their entrance motivation and career expectation in China. And the data were collected from November to December in 2019. It was conducted by gathering full-time professional graduate students with the help of the postgraduate professional degree managers and faculty members at each school. The credibility and relevance of the survey content was corrected by the results of preliminary surveys conducted by graduate students other than the surveyor before.

The main reason for choosing Jilin Province, Heilongjiang Province, Jiangsu Province, and Guangdong Province in China as the study area in this research is to avoid single and super cities where it is easy to enroll and find employment than other cities for graduation. From Heilongjiang Province in the north to Guangdong Province in the south, it seems to face the typical problem of employment in the whole rural areas. Another reason is that Provinces are thought to be able to show the characteristics of the general student's entrance consciousness situation by concentrating on a number of universities and technical colleges in China. Regarding the decision of selecting the target professional graduate schools for the survey, it is believed that it was necessary to select the ones at the top or middle levels due to the fact that there are few full-time specialist graduate schools at subordinate schools in consideration of the characteristics of entrance motivation, Jilin Province, Heilongjiang Province, Jiangsu Province and Guangdong Province were selected.

The analysis target was 436 students' data. 609 students were surveyed and 436 samples are believed to be valid after removing some data out of the collected questionnaires due to filling in failures. (Effective recovery rate 71.59%). The content of the questionnaire survey consists of 24 items, 5 parts: basic information of students (gender, household registration, major), family background (parents' educational background, parents' occupations, parents' household income), entrance motivation (learning skills, enjoy student life, expanding horizons, provided scholarship, ideal for going to graduate school,

ability to obtain higher social status and wider human relations, avoiding unemployment, employing/changing jobs, to obtain a higher education/qualification, change major/professional, recommendation by teachers, influence from friends , hope and support of parents and relatives, influence from friends, for educational resources in University), consciousness of employment, and effects of internship experience on job-hunting activities. All of the item was set according to the five-case method from "not important at all=1" to "very important=5".

3.2 Basic amount used for analysis

In this study, 14 items about the entrance motivation of full-time professional graduate students are considered with factor analysis. Entrance motivation related to the family background is examined using the following categories: personal information, parents' educational background, parents' occupation, parents' income with correlation analysis. All statistical analyses in this study were performed by SPSS Statistics 25. The basic amount used in the analysis and descriptive statistics are as shown in Table 1 and Table 2.

4.Results

4.1 Overview of personal information

The dates of the gender of the students show 205 women (47%) and 231 men (53%). The proportion of household registration of students from urban and rural areas is 62.8% and 37.2% respectively. The proportion of major of students shows that 253(58%) students are sciences major while 183 (42%) students are liber arts. So, the difference between gender and major between is not obvious. But there was some difference between urban and rural areas.The household registration has a strong link with the students' entrance motivation, students from urban seem that have much more chance space to continue the higher level of education degree in full-time professional graduate schools.

Table 1 Basic amount of personal information

Category		n	%
Gender	Male	231	53.0
	Female	205	47.0
Household registration	urban	274	62.8
	rural	162	37.2
	areas		
Major	science	253	58.0

Liberal arts 183 42.0

Table 2 Basic amount of family background

Category		n	%
Gender	1. Male	231	53.0
	2. Female	205	47.0
Household registration	1. Urban	274	62.8
	2. Rural areas	162	37.2
Major	1. Science	253	58.0
	2. Liberal arts	183	42.0
Father's educational background	1. Elementary education	114	26.1
	2. Secondary education	160	36.7
	3. Tertiary education	162	37.2
Mother's educational background	1. Elementary education	160	36.7
	2. Secondary education	144	33.0
	3. Tertiary education	132	30.3
Father's occupation	1. Civil servant	102	23.4
	2. Professional and technical personnel	72	16.5
	3. Officials, Administration Staff	15	3.4
	4. Service workers	61	14.
	5. Agriculture Farmers; hireling; fishermen; Herdsmen	34	7.8
	6. Industrial workers	48	11.0
	7. Others	104	23.8
Mother's occupation	1. Civil servant	72	16.5
	2. Professional and technical personnel	45	10.3
	3. Officials, Administration Staff	34	7.80
	4. Service workers	79	18.1
	5. Agriculture Farmers; hireling; fishermen; Herdsmen	35	8.0
	6. Industrial workers	40	9.2
	7. Others	131	30.0
Household income	1. Low income	26	6.0
	2. Medium income	150	34.4
	3. Comparatively high-income	167	38.3
	4. High-income	93	21.3

Infect, Wang (2018) also showed a factor of major when students enroll in the university. Most students enrolled in their first choice. While 75.7% of the students did not change their majors, 83.3% of the students change their university. It seems to succeed in finding employment tends to get out of employment difficulties by acquiring the academic background of the famous university (University of 985 or 211) but not the ordinary university. Also, at the same university, it was found that it would be easier to enter a professional graduate school than an academic graduate school. There is a strong tendency to select a full-time professional graduate school depending on the level of the university. In this way, the gap between full-time professional graduate schools has become extremely prominent.

4.2 Overview of family background

With regard to the educational background, occupation, and household income of the parents, here five variables were created. The family background seems to be an important influence when finding a job. The students are more likely to find management / professional jobs, whose parents have management/professional jobs with a rich personal network. In other words, it can be seen that the different family background affects the student's attitude toward employment (Wang, 2019).

There are three educational background items, first, the item with the highest percentage is “father’s educational background is the tertiary education” (37.2%), but the percent of “mother’s educational background is the tertiary education” is only 30.3% less than the percent of “element education” or “secondary education” (Table 2).

Next, about father’s occupation, seven items are listed referring to the national standard. “civil servant” (23.4%) and “Professional and technical personnel” (3.027) show relatively high values. In addition, “officials, administration staff” (3.4%) is the lowest value, and “Agriculture Farmers; hireling; fishermen; Herdsmen” is also 7.8%. About mother’s occupation, “civil servant” (16.5%) and “Professional and technical personnel” (10.3%) and “service worker” (18.1%) show relatively higher values than other occupations. It's worth noting that 30% of mother’s occupation is “other”, it means that they may be housewives who do not work outside or do not have regular jobs in society.

Furthermore, four items are discussed as “low income”, “medium income”, “comparatively high-income”, “high-income”. It is obvious that the highest percentage is “comparatively high-income” (38.3%), next the higher percent of the item is “medium income”, the percent of “low income” and “high-income” are 6.0% and 21.3%

respectively. It explains that economic condition of the student is generally good.

As mentioned above, thinking about the student own family conditions, support, and effect from parents has a strong link with the students' entrance and employment. Therefore, it is believed that the relationship between the entrance motivation of students and the economic situation of parents or families are deep.

4.3 Correlation analysis of family background

As shown in Table 3, it was found that the factors of parents' educational background, parents' occupations, parents' household income have a high positive correlation with each other.

Table 3 Correlation analysis of family background

	M	SD	1	2	3	4	5
1.Father's educational background	2.11	.789	1				
2.Mother's educational background	1.94	.817	.717**	1			
4.Father's occupation	4.18	2.656	-.531**	-.486**	1		
5.Mother's occupation	4.68	2.601	-.431**	-.525**	.661**	1	
6.Household income	2.75	.875	.506**	.466**	-.330**	-.292**	1

** . P<.01 the correlation coefficient significant at the 1% level of significance (two sided)

For full-time professional graduate students, the effect of family/parents is obvious. The better family condition means higher parents' educational ground, social class, and financial income that should impact on student choices.

4.4 Factor analysis

There are 14 items of entrance motivation (learning skills, enjoy student life, expanding horizons, provided scholarship, ideal for going to graduate school, ability to obtain higher social status and wider human relations, avoiding unemployment, employing/changing jobs, to obtain a higher education/qualification, change major/professional, recommendation by teachers, influence from friends, hope and support of parents and relatives, influence from friends, for educational resources in University). The item was set according to "not important at all=1" to "very important=5".

First, the item with the highest average value is "to obtain a higher education/qualification" with the overall average value is around 3.41 and the standard deviation is over 0.677 (Table 4). Therefore, it turns out that many students have selected

“4. important” and “5. very important”. While the item with the lowest average value is “Avoiding unemployment” with the overall average value is around 2.46 and the standard deviation is 0.99 (Table 4). Besides, “learning skills” (3.38), “expanding horizons” (3.34), “employing/changing jobs” (3.25), “ideal for going to graduate school” (3.31) have also higher average value. This reflects that the main purpose of students’ enrollment is to learn and improve their skills, rather than avoiding unemployment as described in some reports.

Table 4 shows the results of a factor analysis of entrance motivation/enrollment consciousness in full-time professional graduate schools. Here, first, the average value and standard deviation of 14 items in the survey form were calculated. Then, factor analysis was performed on the 14 items by Principal component analysis and Promax rotation. Looking at the cumulative of the total explained variances, it can be seen that the ratio of explaining the total variances of 14 items with 3 factors before rotation are 62.5% based on the factor loading of about 0.50. Table 6 shows the final factor patterns and inter-factor correlations after Promax rotation. As a result, it was adopted three factors and named them “F1. impact of inner ability improvement”, “F2. impact of external social requirement”, “F3. impact of social relation and resource”.

The first factor consisted of 4 items, and items “learning skills”, “expanding horizons”, “employing/changing jobs”, “ideal for going to graduate school”, “ability to obtain higher social status and wider human relations”, “to obtain a higher education/qualification” such as showing a high load. Therefore, the item is named “F1. impact of inner ability improvement” from the item of considering future occupation/employment environment to improve themselves, they take advantage of entrance opportunity and education resource to learn skills positively in the full-time professional graduate school in two years, then intent to find a better job than graduate.

The second factor was composed of four items, and the “enjoy student life”, “avoiding unemployment”, “provided scholarship”, “change major/professional” showed high loads. Therefore, it was named “F2. impact of external social requirement” because of the objective influence of the social environment such as lifestyle, employment policy, economic factor, and so on. The students choose to continue to improve the qualifications for the above considerations. It can be said that these are from external, social environmental reasons

The third factor is composed of four items and is defined as “F3. impact of social relation and resource” from the items that consider the impact of society that are easily affected by people around them, such as “recommendation by teachers”, “influence from friends”, “hope and support of parents and relatives”, “for educational resources in

University”. Especially, “hope and support of parents and relatives” with the overall average value is around 3.05 and the standard deviation is over 0.752. These social relationship factors brought to them also reflect the values of the students, which affects their choices when enrolling and working. The analysis results agree with the findings of the previous research that “personal networks and family background are important”.

As described above, 14 items are largely composed of three factors. These three factors explain the enrollment motivation of students from internal factors to external factors. The correlation coefficients between factors are all positive, as Table 4 shown below.

Table 4 Factor analysis

	M	SD	F1	F2	F3
F1					
Learning skills	3.38	.722	.762		
To obtain a higher education/qualification	3.41	.677	.702		
Expanding horizons	3.34	.725	.670		
Employing/changing jobs	3.25	.738	.595		
Ideal for going to graduate school	3.31	.748	.566		
Ability to obtain higher social status and wider human relations	3.14	.781	.531		
F2					
Avoiding unemployment	2.46	.999		.774	
Enjoy student life	2.56	.977		.737	
Provided scholarship	2.78	.884		.707	
Change major/professional	2.80	.913		.644	
F3					
Recommendation by teachers	2.97	.846			.827
Influence from friends	2.88	.885			.632
Hope and support of parents and relatives	3.05	.752			.551
For educational resources in University	3.12	.760			.543
Factor correlation					
	F2		.665		
	F3		.559	.378	

Factor extraction method: Principal component analysis; Rotation method: Promax rotation

KMO measure: 0.819; Significance probability <0.05

4.5 Correlation analysis of social relations and Satisfaction level

The following data is the result of overall satisfaction for education in the survey. It shows that the percent of 5 levels “very satisfied”, “satisfied”, “general”, “dissatisfied” and “very dissatisfied” are 35.9%, 46.2%, 15.8%, 0.4% and 0.2%. the percent of satisfaction for education is 82.1%. This illustrates that most of students’ attitudes toward the full-time professional graduate education are positive.

Table 5 Correlation analysis of social relations and Satisfaction level

	M	SD	1	2	3	4
1.Satisfaction level	0.91	3.612	1			
2.Recommendation by teachers	2.97	.846	.390**	1		
3.Influence from friends	2.88	.885	.353**	.465**	1	
4.Hope and support of parents and relatives	3.05	.752	.212**	.360**	.353**	1
5.For educational resources in University	3.12	.760	.325**	.355**	.251**	.239**

** . P<.01 the correlation coefficient significant at the 1% level of significance (two sided)

As shown in Table 5, it was found that the factors of social relations (recommendation by teachers, influence from friends, hope and support of parents and relatives, for educational resources in University,) and Satisfaction level have a high positive correlation with each other. In other words, social relations also affect the satisfaction of education including family background such as support from parents.

5.Conclusion

The main conclusion of the study are as follows:

First, this research focuses on investigating how the family background affects their entrance motivation that using the data through a questionnaire survey conducted for students from full-time professional graduate schools as research methods. The content of the questionnaire survey consists of basic information of students (gender, household registration, major), family background (parents’ educational background, parents’ occupations, parents’ household income), entrance motivation.

Next, the results show the entrance motivation of students by performing correlation analysis and factor analysis. It found the difference between gender and major of students is not obvious. But there was some difference between urban and rural areas. In other words, the household registration has a strong link with the students’ entrance motivation. Then, it was adopted three factors and named them “F1 impact of inner ability

improvement”, “F2 impact of external social requirement”, “F3 impact of social relation and resource” respectively. In addition, it was revealed that among the family background of the students have a high positive correlation, and the satisfaction level has a high positive correlation with each other. Therefore, it is believed that there is a direct or indirect influence on the choice of enrolling in professional graduate students from the family context. The analysis results agree with the findings of the previous research that “personal networks and family background are important”.

As mentioned above, the expansion of China's full-time professional graduate education gives students the chance to improve themselves. Similarly, the expansion trend is to obtain employment for graduate students after two years. How to use the opportunity well in university becomes a concern for many people. Obviously, the family background caused a gap in student employment. But it is also found that students put the effort in to improve their vocational ability and career at the same time as using relationships with parents and acquaintances when finding a job.

In the future, in addition to the entrance motivation, it is also necessary to continue the examination of the employment issue of the full-time professional graduate students, after considering the students' career awareness based on the subjective evaluation survey.

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Annotate

1.40 professional graduate degree are as follows:

1. Master of Finance MF, 2010; 2. Master of Applied Statistics M.A.S., 2010; 3. Master of Taxation MT,2010; 4. Master of International Business, MIB,2010; 5. Master of Insurance, MI, 2010; 6. Master of Valuation, MV, 2010; 7. Master of Auditing, Maud, 2011; 8. Juris Master JM,1995; 9. Master of Social Work, MSW,2008; 10. Master of Policing, MP,2010; 11. Master of Education M.Ed.,1996; 12. Master of Physical M.PE, 2005; 13. Master of Teaching Chinese to Speakers of Other Languages, MTCSOL,2007; 14. Master of Applied Psychology, MAP,2007; 15. Master of Translation and Interpreting, MTI, 2007; 16. Master of Journalism and Communication, MJC, 2010; 17. Master of Publishing, MP,2010; 18. Master of Cultural Heritage and Musicology, M.C.H.M,2010; 19. Master of Architecture M.Arch,1992; 20. Master of Engineering M.E,1997; 21. Master of Urban Planning, MUP, 2010; 22. Master of Agriculture M. Agr,1999; 23. Master of Veterinary Medicine M Vet Med,1999; 24. Master of Landscape Architecture, MLA,2005;25. Master of Forestry, MF,2010; 26. Master of Medicine, M. M. ,1997; 27. Master of Stematological Medicine, S. M. M,2001; 28. Master of Public Healthly , MPH,2002; 29. Master of Nursing Specialist, MNS,2010; 30. Professional Master of Pharmacy, M. Pharm,2010; 31. Master of Chinese Materia Medica, MCMM,2010; 32. master's degree of military science,2004; 33. Master of Business Administration M.B.A, 1990; 34. master's degree of military science,2000; 35. Master of Professional Accounting M PAcc,2005; 36. Master of Tourism Administration, MTA,2010; 37. Master of Library and Information Studies, MLIS,2010; 38. Master of Engineering Management, MEM, 2010; 39. Master of Fine Arts, MFA,2005; 40. Master of Chinese Medicine, MCM,2014.