

FOLLOW UP SURVEY OF 2015-2017 MASTER'S GRADUATES OF COMPARATIVE EDUCATION PROGRAM IN ZHEJIANG NORMAL UNIVERSITY

Abstract (Executive summary)

The researcher conducted a survey study of 28 international graduate students of Comparative Education (Master students) who were enrolled in the program from September 2015 to July 2017 in Zhejiang Normal University (ZJNU). With the application and admission procedures in ZJNU, 25% rated the application procedure as **A-Excellent** and majority of them (45%) rated as **B-Very good**, followed by another 25% who rated it as **C-Good**. 5% rated the application procedure to Join ZJNU as **D-Not good**. Their concerns are very well narrated in this paper.

One of the key findings from the survey is that graduates appreciate universities' contribution to them and the great role played by intelligent supervisors in Zhejiang Normal University (ZJNU), the friendly environment which were always there between a supervisor and students, which made these international students feel like they were not in the foreign countries. Most of the supervisors played extra ordinary roles as they acted like they are real parents by taking their students into various places where they learnt a lot of things they couldn't have learnt. However, few students expressed the challenges faced on the first days after their arrival. With the challenge of language and unfamiliarity of the environment, these students were stuck in their rooms without knowing where they could exchange their money and buy food. However even when they found the place to exchange money, language was still a problem to them.

Concerning the impacts of the program, out of 20 graduate students who responded to the questionnaire, 85% are employed and the remaining 15% are not yet employed. Among those who are already employed, 82.4% are in full time job while only 17.6% are working as part time. 60% of these employed graduates got their employment before attending the program of Comparative education at Zhejiang Normal University (ZJNU), while 35% got their current employment after attending the program and only 5% got the employment offer while attending the program at ZJNU.

Key words: *Follow-up Survey, Graduates, Comparative Education, Relevance.*

1.0 CHAPTER ONE

1.1 Introduction

Survey research is the most popular research design in social science, which is flexible and can appear in a variety of forms characterized by collection of data using standard questionnaire forms administered by telephone or face to face, by postal pencil-and-paper questionnaire or increasingly by using web based and e-mail forms (Muijs 2004). It is the study which looks at individual, groups, institutions, method and materials in order to describe, compare, contrast, classify analyze and interpret the entities that constitutes various fields of inquiry (Cohen et. al 2007). Survey can be exploratory in which no assumptions which are being postulated or measured, and in which relationship and patterns are explored, it can be confirmatory in which a models or hypothesis as well as causal relationship is tested. It can be analytic (operates with hypothesized explanatory variables that are tested for their influence on the dependent variables) or descriptive (describe data on variables of interest)

Survey research design is a procedure in quantitative research in which a researcher collect and administer data to a sample or sometimes to the entire population of people so as to be able to describe the attitudes, behavior and characteristics of such a population. An administrator can use questionnaires or interview (mailed or face to face) to collect data and statistically analyze to describe the trend about responses to questions as well as to test the hypothesis or test the research questions articulated by a particular researcher (Creswell 2012). Survey is used to describe trends such as community interest in school issues or state trends about policy, program or strategy issues such as whether students like to attend to some schools or citizens concur with a certain policy formulated. Survey helps to identify attitudes and beliefs of people such as college students' belief about the quality of the course they attended or the administration policy of the college they attended. It provides useful information to evaluate the program course in school or university, process and any event which may be completed or on the process.

Student follow-up survey outcomes or results provide one of the forms of outcomes measurement that can strategically be used to address issues of school, college or university accountability, program review, community relations, and marketing. It is very essential for the college to conduct survey research to assess the impact of the program or course delivery. Follow

up studies have been contributing a lot toward institutional assessment and program review although follow-up results are said to be an ideal measure for demonstrating accountability, and for that perspectives they are underutilized. How satisfied are students with the educational services they receive, especially after they have some time in which to reflect? What value do former students think their education has had to further subsequent career experiences? Follow-up studies provide a bottom line for institutions of higher education (Japely et al 2004).

Surveys are also widely known as systems for collecting information from and about people to describe, compare, or explain their knowledge, understanding, attitudes, beliefs and behavior concerning a certain phenomenon. They are used to collect data on a broad range of subjects of interest in diversity of fields such as education, sociology, demography, health, psychology, economics, business, as well as law (Arlene 2003). With the intention of understanding 2015-2017 Comparative Education graduates' perspectives and knowledge about the course which was and still arranged by Zhejiang Normal University, as well as evaluating the effectiveness of the course delivery, Survey study is the most suitable design for the information gathering.

The program of Comparative Education which officially started in 2015 with the intention of helping developing countries comprised of 30 international students who were under different range of scholarships namely Ministry of Commerce (MOFCOM) scholarship, Chinese Scholarship Council (SCS), Provincial Government scholarship and some however few were under private sponsorship. For this class of students were the first international students intake in the course of Comparative Education (English taught), it is very important to reflect from them as the university is planning to do some kinds of course improvement. Survey study is the best for data gathering. The results of the survey will be used in deciding how to improve the university's programs and services, and in determining how well the college serves both its students and their respective communities or countries.

However, if follow-up studies are to have an impact within the institution, their results must be integrated with the institution's planning, review, and budgeting processes as well as commitment to improve. Otherwise, follow-up reports are likely to gather zero impacts, rather than inform critical decisions affecting the future of programs. Defining the purposes of student

follow-up surveys from the outset allows an institution to establish an appropriate role for follow-up results within its decision-making process (Japely et al 2004).

1.2 Background of the study

The origin of comparative education as a clearly defined scholarly activity and also as a field of study is traced back from 19th Century in France specifically when Marc-Antoine Jullien wrote a work in entitled “*Esquisse et Vues Préliminaires d’un Ouvrage sur l’Éducation Comparée*” (Sketch and Preliminary Views of a Book on Comparative Education) in 1817. With his work on the field of Comparative education and with the fact that he was the first person to write descriptively about the discipline, he has been considered as the ‘Father of Comparative Education’ (Eckstein 1993). The famous speech by Sir Michael Sadler of 1900 in the United Kingdom (UK), made promoted more comparative education as a scholarly activity. From then, the field is then considered to have spread to other parts of Europe and up to the United States of America (USA).

Comparative education was firstly taught at the university level as a course in 1899 at Teachers College, Columbia, USA (Wojniak 2018). While Sadler used more examples from both Western Europe and North America, another Japanese scholar called Nakajima (1916) focused more on Germany, France, UK and USA. Nakajima’s book was written in Japan, though it did not include focus on Japan and Yu’s (1917) translation and adaptation added some material on China’s context. (Bray 2003)

In Zhejiang Normal University (ZJNU), Comparative Education program started from 2015 (spring semester) when the university initiated a two-year Master’s course on Comparative Education Program. The program was approved by the Ministry of Education in the People’s Republic of China and it is financially supported by the Chinese government. Its mission is to provide academic and professional training in comparative education, to pursue academic excellence as well as the practical application of education policy and innovative education research to its students. The program is designed specifically for participants or students from Africa, Asia and other developing countries, vitally important for sustainable national development.

From this program, students are expected to accumulate basic knowledge about international education development, comparative education research, education policy analysis and African

education research. They are also expected to get skills and develop problem identifying and problem solving capacity, master the elementary method and procedure of scientific research;

In 2015, a total of 30 international students were enrolled in the program of Comparative Education in Zhejiang Normal University (ZJNU). These students were from various developing countries like Tanzania, South Africa, Zambia, Kenya, Malawi, Ethiopia, Mauritius, Cambodia, Ghana, Benin, Kazakhstan, and other countries. Most of these students were under the scholarship of Ministry of Commerce, Chinese Scholarship Council, and University scholarship while very few were under private sponsorship. The program comprised of classroom coursework, Internship, academic trip within China, Conference attendance, and thesis/research writing. After the graduation in 2017, these students were expected to demonstrate the knowledge they got from Comparative Education program in their professional work. Promotions and other potential appointments as well as societies' challenges solving in the particular graduate's countries were the projected outcomes. Relevance of Comparative education program to the graduates' jobs and societies is among other factors that necessitate reaching these goals.

The number of master students getting admitted in the program of Comparative Education in Zhejiang Normal University (ZJNU) has been increasing year by year. In 2016, 2017 and 2018 the university admitted enough number of master students who graduated in June 2018 and expecting to graduate in 2019 and 2020 respectively.

1.3 Statement of the problem

Since 2015, when the comparative education was initiated by Zhejiang Normal University as a master program to 2017 when the first master students of Comparative Education graduated, even after the second intake of students graduated in 2018, there has been no single follow-up survey to assess how effective and successive comparative education program had been. Lack of information on whether comparative education program has been relevant to graduates' careers and their respective societies as well as whether the program delivery was satisfactory to graduate themselves makes it difficult for Zhejiang Normal University to self reflect, adjust and improve the program as a result of graduates' perspectives. Lack of follow-up survey result,

leads to lack of one important element that can be taken as a tool of program review which constitutes the best sources of evidence on program effectiveness

1.4 Theoretical Framework

The theoretical framework in this study bases on the statements made by The United Nations Educational, Scientific and Cultural Organization (UNESCO) on the roles of higher education institutions toward the future of their students as well as their respective societies. The statements clarify the responsibility of institutions or teachers as well as students to insure the knowledge they get is relevant to their societies. UNESCO has the following guidelines to ensure the relevance of knowledge universities provide;

- ❖ Universities are expected to shape the qualified man, enabling him to become the master of his fate, ethically responsible and committed both to himself and to the future of society. The role of universities has been internationally accepted as serving three aims: teaching, research and serving the community -UNESCO 1991
- ❖ The social function of Higher Education in the world is essentially guided by the pursuit of excellence in teaching, training, research, institutional performance and the relevance of services offered by these higher education institutions to the priority needs of their respective societies- UNESCO, GEM Report 2016
- ❖ Education is a shared responsibility between us all– governments, schools, teachers, parents, students and private actors and the accountability for these responsibilities defines the way teachers teach, students learn, and governments act -UNESCO-GEM Report 2017/2018.
- ❖ In many countries there is a growing sense that education is the key for future, and that the challenges and jobs of tomorrow will greatly require better quality education than what is received today by most of the students. Education systems as it is widely felt, are not performing effectively, not doing what they should be doing to ensure that the young people who pass through them learn well what they planned and what are supposed to learn. They are not well prepared to prepare young people with the future adult roles and responsibilities in their family, their workplace, and their wider community and society. To cut it short, educational quality and relevance are defined by reference to graduates' learning outcomes (UNESCO 1998).

1.5 Objective of the study

The researcher categorized the objective of this study into two main categories being named as General objective and Specific Objectives. The rate of success in this follow-up study has been defined from these prior objectives the researcher had before conducting the study.

1.5.1 General Objective

The general objective of this study was to assess the effectiveness and satisfaction rate of Comparative education program which was delivered by ZJNU to international masters students of 2015/2017 intake. Since the roles of higher education institutions are to provide training to students which is relevant to their present and future lives as well as the training and knowledge which will be relevant to their current and future societies' challenges, this study aimed to make evaluation of whether these roles were effectively done by Zhejiang Normal University to its 2015/2017 graduates. The study aimed to assess the program delivery processes and its impacts to its graduates and their respective societies after the graduation; it also aimed at determining the degree to which students secure program-related jobs and the degree to which students are getting promoted as the result of the program. Program review and improvement as well as publication of these follow-up results which document the successes of former ZJNU Comparative Education graduate students aim at promoting and marketing Zhejiang Normal University

1.5.2 Specific objectives

The study was guided by four specific objectives as mentioned below;

- To investigate the admission challenges faced by international master students of comparative education that ZJNU will need to address them for the betterment of the program
- To investigate the satisfaction of the program of Comparative Education delivery to international master students in ZJNU
- To assess the relevance of Comparative Education knowledge to ZJNU graduates in their professions and their respective society
- To identify various strategies to improve more the program of Comparative Education in Zhejiang Normal University

1.6 Research questions

The follow-up survey study intends to answer the following questions

1. Are there any admission challenges that ZJNU needs to address for the betterment of Comparative Education Program to the master students?
2. Were the students satisfied with the program development (planning, delivery & assessment) of Comparative Education at ZJNU?
3. How relevant and helpful Comparative education knowledge has been to graduates after graduating from ZJNU?
4. What can be done to improve the program of Comparative Education for students of ZJNU and their respective societies?

1.7 Significance of this study

This graduate follow-up survey is very significant for Zhejiang Normal University (ZJNU) for it will be used as an assessment tool to effectively plan and deliver quality graduate Comparative Education for both local and international graduate students. The information on the relationship between Comparative Education program and graduate students' current job responsibilities is essential and needed so that the university can assess and evaluate the delivery effectiveness and decide whether they should change the program course planning system or keep with the current one. This follow-up result will be used together with other information so that a good picture of program effectiveness can be painted (program review and improvement). Other information which can be used with this result will include student demand data, program cost, retention rates, facilities costs, employment outlook, discipline, course enrollment, and student completion rate. Decisions regarding changes of Comparative education program format or curriculum can be influenced by this Follow-up survey study results including suggestions that graduate students have provided for improvement of the program.

These follow-up results are also very significant in the efforts to improve community relations, and in efforts to develop effective marketing. Although these follow-up results are only one of several elements that can be used in program review, they constitute one of the best sources of evidence on program effectiveness. Marketing has become increasingly important as much of higher education institutions including ZJNU have experienced internal and external competition. Marketing efforts can be considerably enhanced by these follow-up results that document the successes of former ZJNU Comparative Education graduate students.

This study is also very significant for accreditation and government reporting requirements. The requirement is beneficial at determining the degree to which students secure program-related jobs. At the administrative level, these graduate study follow-up results can prove significant and beneficial by informing Ministry of Commerce, Central Government Scholarship Council (SCS), Provincial government and international student's office about the return on their support for graduate education in Zhejiang Normal University.

2.0 CHAPTER TWO: OTHER RELATED STUDIES DONE

2.1 Importance of follow-up survey studies in general and few examples from other universities in the world

Making sure that students, especially graduate students receive teaching programs and other extra curriculum services (activities) that will prepare them for future life and independent living as well as add value to their profession is one of the ongoing challenges facing education institutions today. To meet these challenges, schools and colleges conduct programs' follow-up studies of their graduates to evaluate how well the program meets students expectations and community needs. It is essential to monitor the quality of teacher preparation programs (Ayers, 1989). International organizations like International Labor Organization (ILO 2013) and The United Nations Educational, Scientific and Cultural Organization (UNESCO 2018) strongly emphasize the need for conducting teacher follow-up studies. Graduate follow-up studies help the college to make internal evaluation on the way the program was delivered and assessed. With the result of follow-up study, the University or any education provider will be able to change, adjust or add more effort to various parts that would have seen to be problematic or interesting respectively depending on the results of the graduates' feedback. With these strong reasons, various institutions as well as states conduct follow-up studies and the results have been tremendously benefiting the college, prospective students as well as their communities.

Graduate follow-up survey is very useful for the hosting college for it is used to effectively plan and deliver quality graduate education for both local and international students. The information

is needed on the relationship between the graduate education program of studies for these students and their current job responsibilities so that the university can assess and evaluate the delivery effectiveness and decide whether they should change course planning system or just keep with the current one (Henderson 2000). When follow-up results are used in concert with other information, a good picture of program effectiveness can be painted. Other information can include student demand data, program cost, retention rates, facilities costs, employment outlook, discipline and course enrollment, and student completion rate. Decisions regarding changes in program format or curriculum can be influenced by such information (Japely et al 2014).

Assessment has become over many years as an important key toward the improvement of the quality of education. It is one of the most reliable ways of identification of problems in the education process. These problems can be in the system level, school level or even when the problems are concerned with individual student (UNESCO 2001). Survey is also conducted to check if there is any change of the program has taken in terms of effectiveness from the previous years, or sometimes to determine if there is any change need to take place for betterment of the program (Picciano &Seaman 2009).

2.2 Universities' programs delivery and college life experiences in few cited universities as example

Techniques and strategies of delivering a program is one among other aspects that colleges need to pay attention for it can determine how useful and beneficial the program will be in the community and in once profession. College life and experiences on extra-curriculum activities such as sports, class tours, socialization in the college and others are also very important complimentary to the colleges' manifest roles toward students.

One of the follow-up survey study done by American Chemical Society (ACS) based on The United States shows 78% of doctoral students and 70% of master's students reported that they were “**very**” or “**generally**” satisfied with their overall graduate studentship experience. Also approximately 20% of doctoral students reported that their funding was inadequate to meet their cost of living. As the society aims to support scientific inquiry in the field of Chemistry, the management responded appropriately especially with the issue of making life of students comfortable for better academic performance (ACS 2014). 9 of 10 (89%) graduate business students when asked by Graduate Management Admission Council (GMAC) rated the value of

their degree as good, excellent, or outstanding. They are thus likely to recommend their program to others (GMAC 2015).

At Ohio State University (OSU), in the United States of America, graduates were asked to rate the usefulness of specific categories of courses in their current job responsibilities. The courses rated the most useful were those dealing with teacher educator preparation, data collection, research methodology, design, and analysis, as well as program planning. 83% of the graduates who took coursework in teacher education were able to rate these courses as very useful in their current job responsibilities. Coursework in relation to technical agriculture and computers received lowest mean scores of relevance. When asked why they had chosen The Ohio State University. The most frequently mentioned courses that the students wished they had taken during their graduate program included statistics, extension administration, computer education, research design, and program planning (Henderson 2000)

At the University of Washington (UW), annual graduate survey report of 2016, shows majority of graduates were satisfied with their graduate experience at the College of Education. Satisfaction rate in 2016 was higher than previous years. In class and peer discussion, practical experience, as well as faculty advisor contributed most to students' educational progress (UW 2016). At the University of Agriculture, Faisalad-Pakistan a follow-up study of Agricultural Education graduates was conducted. Among all the responses, only 13.3% of the students indicated that the program was **very good**, with 26.7% indicating that it was **good**. A large proportion of the respondents (47.6%) thought the program was **average**, and 12.4% rated it as poor or **very poor**. On the classroom instruction effectiveness, Over 50% of the respondents rated it as good or **very good**. Another 37% rated it as **average** while only a little over 12% rated as poor or **very poor**. With the guidance and supervision they received during the program, over 49% of the respondents indicated that guidance and supervision was **good** or **very good**, 24.1% thought it was **average**, and 26.8% felt it was **poor** or **very poor** (Shafiq 1986).

At the University of Nova Scotia (College of Education) when students were asked to give an overall rating for their teacher preparation program (including courses and practicum placements) 3/10 graduate students rated their program as **excellent** (29%). About half of the respondents though it was **good** (47%), and almost one 1/4 (24%) rated the program as **fair** (19%) or **poor** (5%) (NSU2011). At the Piedmont Virginia Community College (PVCC) with the follow-up survey of graduate class of 2013/2014 (n=40), majority (73%) of graduates were "**very**

much” satisfied with the quality of their academic program delivery, 64% were “**very much**” satisfied with the quality of student services and 95% responded that PVCC helped them further their academic and/or professional goals, the report which showed relative advancement from the previous survey (93% in 2012-2013) (PVCC 2015).

2.3 Outcomes/relevance of the education programs’ knowledge to the real and professional life in few cited Universities and colleges

While some graduate students who are getting enrolled to colleges already have job, some of them however few expect to get employment after graduation. Different students have different expectation from the education they pursue. Graduates intend to be promoted, shift their institution’s department, get their first employment, and gain more knowledge which will help in their jobs after graduation in serving the community.

Graduate Students in Canadian Departments of Anatomy and Cell Biology were asked to give an overall rating to their graduate programs. 78.6% said that their program was better than satisfactory for research training, while 53.7% said that the training was better than relevant and satisfactory for teaching. Furthermore, when students were asked whether they were getting relevant research training in their supervisors’ laboratory, 83.5% said yes while other 16.5% said no (Slonecker 1991). When the University of Trinidad and Tobago (UTT) decided to conduct a survey of 2014 class early during their college exit to measure their satisfaction, 76% of them reported that their theoretical knowledge in their field significantly improved. More than half of all graduates believed that their practical jobs skills, oral presentation and writing skills also significantly improved. However, fewer than 50% said that skills related to planning, numeracy and statistics as well as information technology and computers significantly.

Another survey was done to Astronomy graduate students in 1979 and the department chairman didn’t think there was a real problem with the job market and that no graduating student had failed to get at least one job. With this statement, the relevance of programs is high in the colleges (Giampapa 1979). From the Australian government report, in 2017 28.2% of undergraduates employed in full-time indicated that they were working in a job that did not allow them to fully use their skills obtained from the education program, down from 29.1% in 2016 report. Among postgraduate coursework graduates employed full-time in 2017, similarly 28.1% reported that they were not fully using their skills or education in their current position with that proportion falling to 25.2% among postgraduate research graduates. However,

among all Canadian employed graduates, 41.1% of undergraduates 30.9% of postgraduate coursework graduates and 29.9% of postgraduate research graduates in Canada reported that they were not fully using their skills from their education program in their current position. Overall satisfaction of the program among undergraduates in Canada remained high in 2017 at 79.4%, dropping from 80.6% in 2016. Generic skills among graduates in Canada also dropped from 82.1% in 2016 to 81.5% in 2017. However, satisfaction of these graduate students with the quality of teaching remained unchanged at 63.0% (Whiteley 2018).

With the above literature explaining how other universities in the world are doing to make sure that they do evaluate the programs they offer to their students, Zhejiang Normal University (ZJNU) needs also to do the same as feedback of what the university teaches is need for more improvement of the program. Since the program was established and enrolled the first students in 2015, this year (2019) the university will hold the third graduation ceremony for Comparative Education students graduating with their master degree although there has been no follow-up survey for the previous graduates to assess the effectiveness of the program delivery and its impacts to the graduates and their respective communities.

3.0 CHAPTER THREE: STUDY METHODOLOGY

3.1 Research design

This study used Survey research designs. It is a procedure in quantitative research in which a researcher or an investigator administers a survey study to a sample or sometimes the entire population of people (depending on the size of population, time available and financial capability) to describe attitudes, opinions, behavior as well as characteristics of the research population. Survey provides useful information to evaluate programs in schools, such as the success of robotics program in science education Creswell (2012). In this survey study process, the researcher collected quantitative and numbered data using questionnaires. Most of the questionnaires were closed ended and only few were open ended to enable students express their feelings by using few word. The study helped to identify important beliefs and attitudes of individuals ZJNU graduates after graduation to learn about their present career and perception of the whole program of Comparative Education. The form of survey design used in this follow-up study is a *cross-sectional survey design*. Some cross-sectional designs evaluate a program, such

as a survey that provides useful information to decision makers (Kiger & Johnson 1997). In this cross-sectional survey design, the researcher was able to collect data about the current attitudes, opinions and beliefs at the point of time.

3.2 Data collection tools

3.2.1 Questionnaires

The researcher used questionnaires to collect information from the respondents. A questionnaire is a form used in a survey design that participants in a study complete and return to the researcher (Krueger, 1994). The researcher designed a questionnaire which had six (6) sections depended on the objective of the study. It included Demographic section where a respondent would supply his or her gender, nationality and Age. The information is important when this and other studies would wish to describe the correlation between gender or age and other factors. The questionnaire also required the respondent to supply information on ZJNU Admission process, Experience during the study, relevance of the program to their professional/social life as well as recommendation on the program development. The participant filled their own answers and in some cases, they chose from the given alternatives for questions and also supplied basic personal or demographic information. Also the researcher chose questionnaire as a tool for data collection because it seemed to be fast and cheap.

3.2.2 Focus Group Discussion

Focus group discussion was used as an alternative to the linked questionnaires to administer a survey. Because the study was more quantitative and less qualitative, focus group discussion made the researcher locate and develop a survey instrument, convenes a small **Wechart** group of people (group of 4) who could answer the questions, and the surveyor recorded their comments on the instrument. A disadvantage of focus group discussion is that it requires the researcher to find consensus on questions so one score can be marked for all individuals in the group. In addition, especially in this study, some individuals wanted to dominate the conversation that could lead to responses that would not reflect the consensus of the group. The surveyor was very keen to provide guidance and regulate the time and contribution of every group member without affecting the process.

3.2.3 Interview

Telephone interview was also applied in this surveys, the researcher recorded the participants' comments to questions on instruments over the telephone. The researcher developed an instrument, obtained the telephone numbers of participants in the population and conducted the interview (though in a very layer cases).

These three methods of data collection was very important and vital to the study because inspite of minimizing the cost as the program had large and widely spread graduate geographically; it also gave respondents adequate time to give well thought out answers. Respondents, who were not easily approachable and reachable, were also reached conveniently. With online questionnaire and group discussions, the population was able to make use of and thus the results have made more dependable and reliable.

Online questionnaires has a disadvantage that there is always low rate of return of the duly filled in questionnaires but also bias due to no-response is often indeterminate (Kothari 2004). The researcher had to send two to five reminding messages to some of the respondents so as to push the rate of return. Sometimes the researcher slotted out all open ended questions from the entire questionnaire sheets and made a phone call interview with them. Later the remaining closed ended questions were sent to them to be answered because open ended questions are simple and faster to finish. The technique worked out and the study got enough data from the widely spread graduates all over Africa, Asia as well as other parts. So in general, the three tools used for data collection were used in a complementary and reciprocally to each other

3.3 Research Population

At the broadest level is the *population*, in which a group of individuals possesses one characteristic that distinguishes them from other groups such as a population made up of high school or university students and sometimes you might have a population of teachers who teach in high schools or universities as well (Japely et al 1985). At a more specific level, researchers do not always study an entire population, either because they cannot identify the individuals or because they cannot obtain lists of names. (Lists are used when mailing out a questionnaire.) In practical, operational terms, researchers study a *target population* or *sampling frame*. This is the list of individuals in a population that a researcher *can* actually obtain such as high school teachers in one school district. From the target population, researchers choose a sample from the target population, the individuals who are studied. (Creswell 2012)

In this study the population comprised of 28 graduate international students who graduated with the Master of Comparative Education in 2017. Because of the small population and accessibility to all these graduates, the researcher decided to study the whole population. It was possible to distribute online questionnaires (with a link) to every graduate of 2015-2017 Comparative Education program. Although the return rate was just 71%, but at least it was possible to reach the whole population and give them questionnaires, discuss with them as well as interview them. With the access of the whole population, the results of the study are more reliable and sound.

4.0 CHAPTER FOUR: ANALYSIS AND REPORTING

3.1 Data analysis (Results)

Out of 28 graduate students whom the researcher sent an online questionnaire form, a total of 20 valid responses were received. 20 graduate students are equal to 71% of the total 2015-2017 Comparative Education Graduates (28). 7 (35%) of these respondents were female and 13 (65%) were male from fourteen different countries namely Kenya (3), Ethiopia (4), Tanzania (3), Malawi (2), Benin (2), Ghana (1), Zimbabwe (1), Zambia (1), Mauritius (1), Cambodia (1), Uzbekistan (1) whose age ranged from 26 to 51 years. The questions (closed and open ended questions) ranged from biographical information, admission application procedures, Experiences in Zhejiang Normal University (ZJNU), further education and work experience after graduation, as well as comments and suggestion for further improvement of the program. The following table describes clearly the number of graduate students who were admitted in 2015 for the program of Comparative Education in Zhejiang Normal University (ZJNU). The table also shows the distribution of these graduates from different developing countries as stated earlier, the program is designed specifically for participants or students from Africa, Asia and other developing countries, vitally important for sustainable national development is program is to provide academic and professional training in comparative education, to pursue academic excellence as well as the practical application of education policy and innovative education research to its students.

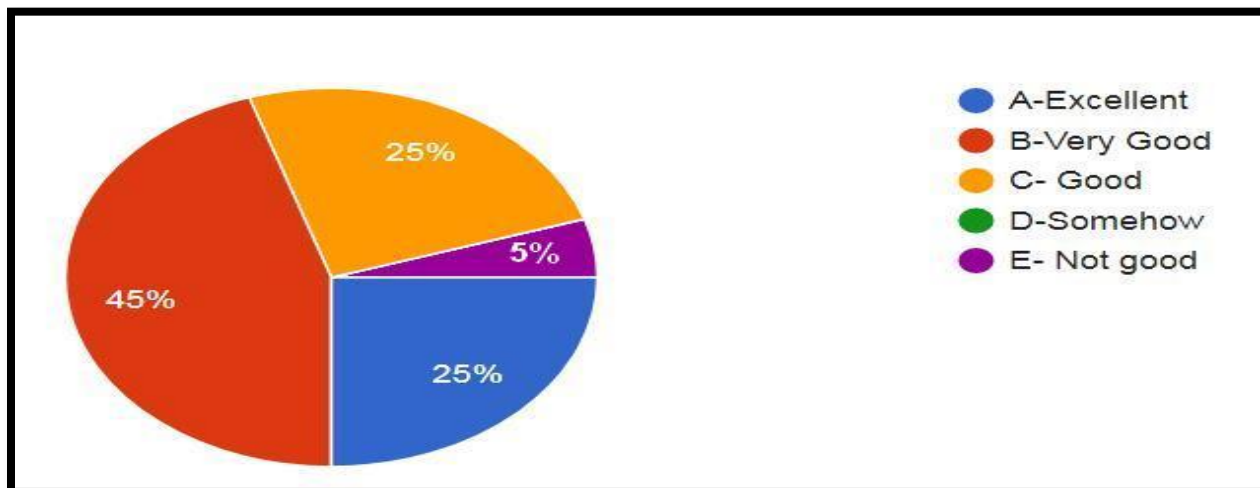
Graduates Countries' representation in this follow-up survey study

Country	GDP –Nominal (2018). Billions of \$	Rank out of 193 Countries in GDP	Number of students graduated	Number of students responded the questionnaire	Reply rate in percentage (%)
Kenya	88.271	67	4	3	75%
Ethiopia	86.664	68	4	4	100%
Kazakhstan	179.250	57	3	-	0%
Uzbekistan	40.259	96	1	1	100%
Malawi	6.746	149	4	2	50%
Tanzania	56.664	81	3	3	100%
Zimbabwe	19.395	115	1	1	100%
Mauritius	13.297	130	1	1	100%
Benin	11.039	138	2	2	100%
Ghana	51.619	85	1	1	100%
Cambodia	24.360	109	1	1	100%
Zambia	26.228	107	3	1	33.3%
Total 13			Total 30	Total 20	Total 79.9%

Chart 1: *Graduates' Countries representation in the program &Economic data from The World Bank (W.B 2018)*

3.1.1 Admission processes and University experiences from 2015 to 2017

When the question regarding to the source of information about the program of Comparative education in Zhejiang Normal University (ZJNU) was asked, majority (33.3%) of the students who responded to the questionnaire, marked Chinese Embassy as a source of the information. 27% got the information from their employers and another 27% of the got the information through the university website, while 11.2% got the information through Confucius institutes and other sources. Respondents were asked to rate the application procedures to joining Zhejiang Normal University by using the scales of *A-Excellent*, *B-Very good*, *C-Good*, *D-Somehow* and *E-Not good*. Only 25% rated the application procedure as *A-Excellent* and majority of them (45%) rated as *B-Very good*, followed by another 25% who rated it as *C-Good*. 5% rated the application procedure to Join ZJNU as *D-Not good*. Their concerns are narrated well in the last sub-heading of this chapter (comments and suggestions). *See the chart below shows*

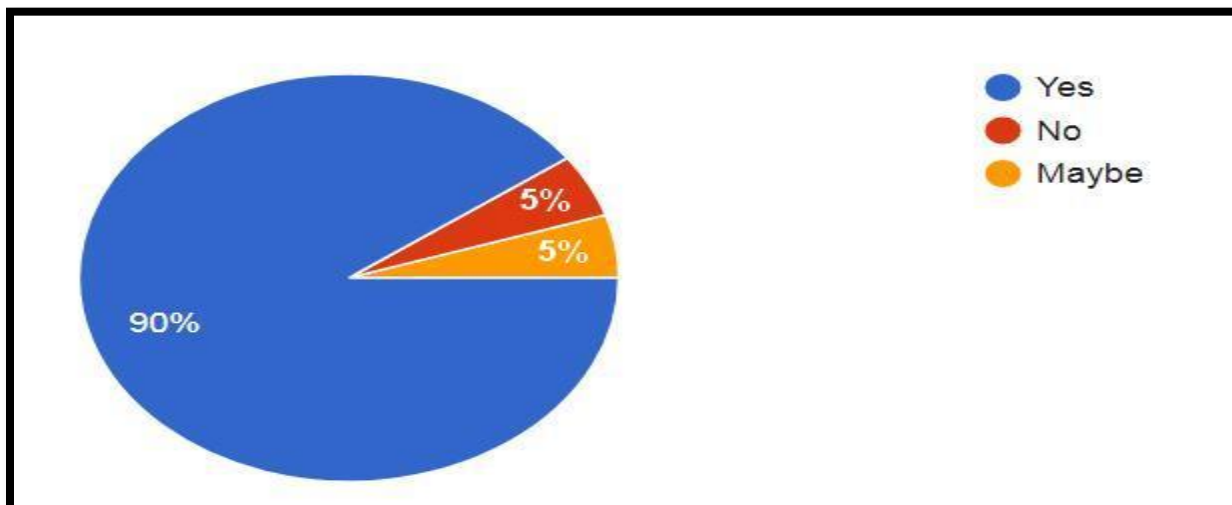


Graph 1: *Graduates' rates of the admission application procedure of the program at ZJNU*

50% percent of the respondent had a bachelor degree and another 50% had master degree as their highest education level before pursuing Master of Comparative Education at Zhejiang Normal University. Comparative Education major was the first priority for 85% of graduate students who responded to the question and it was not the first priority for the other 15% of them.

Respondents were also asked to rate the arrangement of Zhejiang Normal University upon their arrival for the first time by using the scaling words from **A-Excellent** to **E-Not good**. 10% rated it as **A-Excellent**, 45% rated **B- Very good**, 20% rated **C- Good** and 25% rated **D-Somehow**. No student rated **E-Not good** (their regards are in the comments and suggestions section). When these graduates were asked whether they faced some challenges in the first weeks of their arrival, 45% said 'YES' they faced challenges and 35% said "NO" they did not face any challenge during the first weeks. 20% of the respondents were not sure if they faced any challenge during their first few weeks in China, specifically in Zhejiang Normal University.

Graduates were asked to show their satisfaction by rating the quality of the academic programs at Zhejiang Normal University. 15% rated it with **A-Excellent**, 45% rated it as **B-Very good**, 30% rated **C-Good** and 10% rated **D-Somehow**. No graduate student rated the quality of the academic programs with **E-Not good**. Majority (90%) of the respondents said Comparative Education program at ZJNU helped them to further their academic goals while 5% said NO, the program did not help them and another 5% of the respondents were not sure if it helped them or not (maybe), *as the chart below shows*



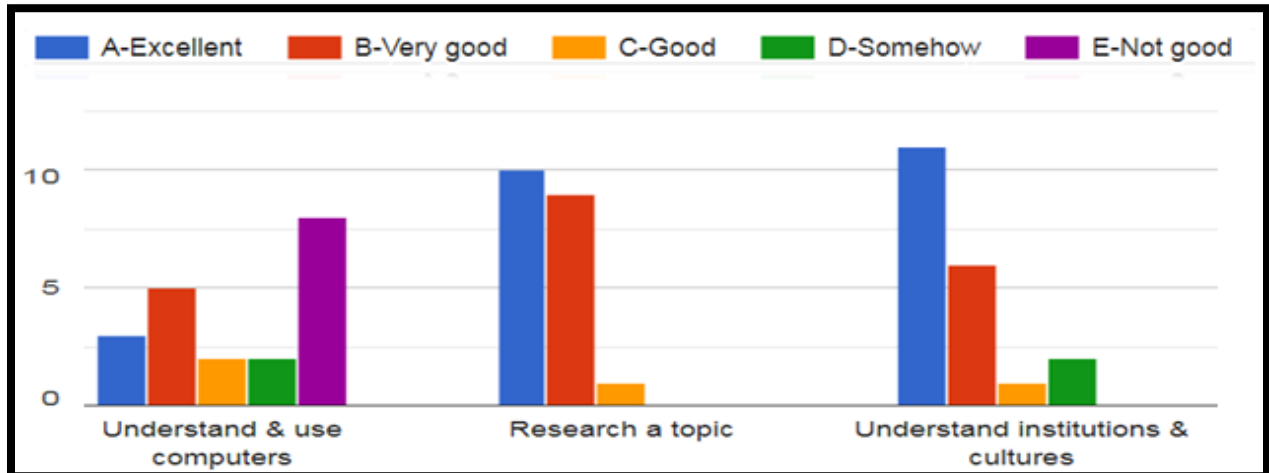
Graph 2: *The contribution of Comparative Education program to further the graduates' academic goals*

The researcher was also curious to know the extent to which Comparative Education program at Zhejiang Normal University (ZJNU) helped them in different specific angles such as to write clearly and effectively, to speak clearly and effectively, to solve problems, to reason logically, to understand and use computer, research knowledge, make informed personal decisions, understand social institutions & culture and setting personal goals. The respondents were supposed to say whether the program excellently helped them, helped them very good or just good, somehow helped them or totally the program did not help them anything in such a specific angle. *The following graphs show their responses*

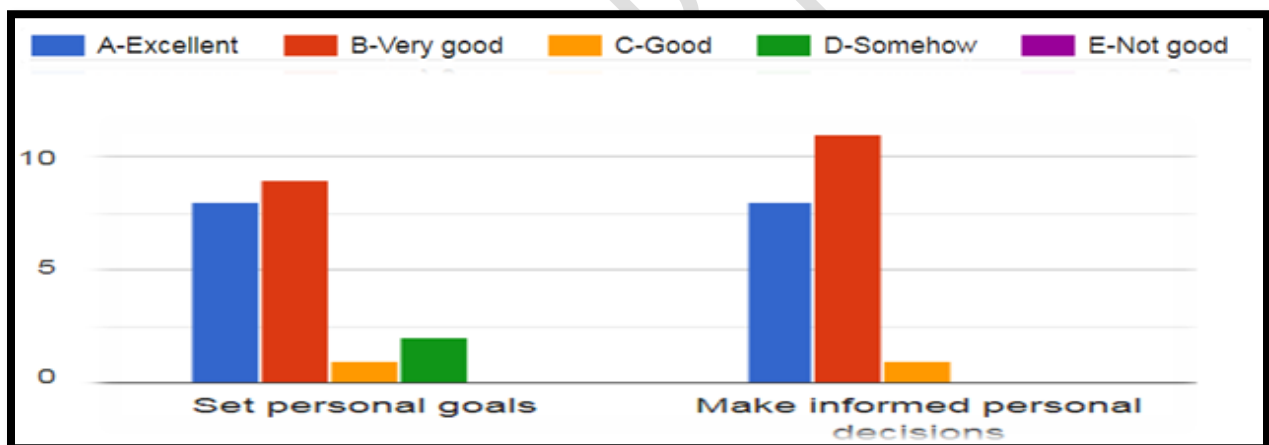


Graph 3(a): *The extent to which the program helped graduates in the above mentioned abilities*

Below are the the results on the extent to which the Comparative Education program, helped the 2015-2017 graduates of Zhejiang Normal University (ZJNU) to undersand & use computers, , understand research knowledge and understand social institutions & culture. *See the table below*



Graph 3(b): The extend to which Comparative Education program helped to foster the graduates' above mentioned abilities



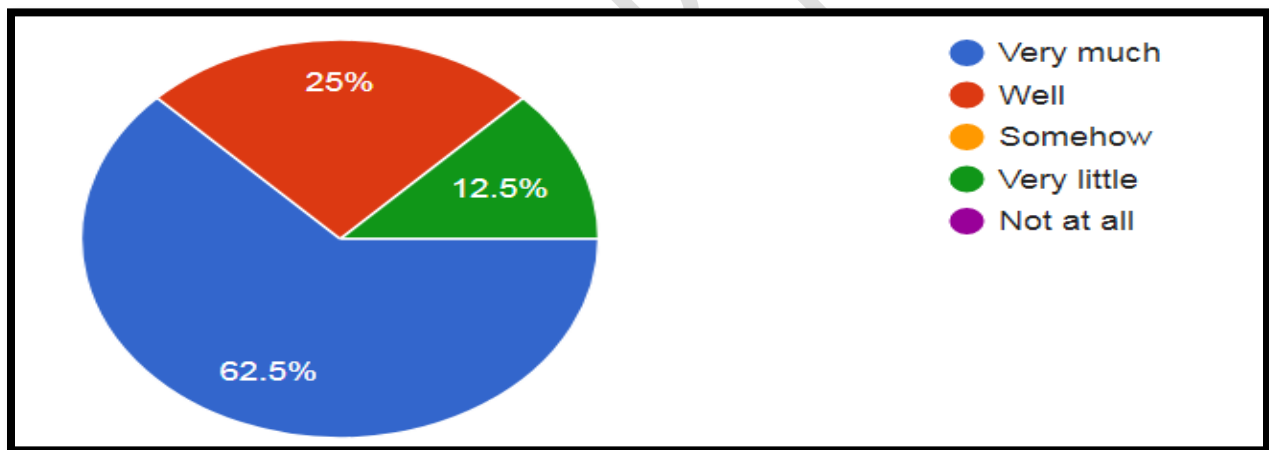
Graph 3(c)The extend to which the program helped to foster the graduates' ability to set personal goals and make personal decisions

3.1.2 Further education after ZJNU and the extent to which the Comparative Education program helped graduates for the current programs

Among the total of 20 respondents for this paper, 27.8% of them are currently enrolled for further education in different universities. 62.5% of them are enrolled as full time students and 37.5% as part time students. Majority of the graduate who are continuing with further education (83.3%) are still in the field of education and the purposes of pursuing further education differ

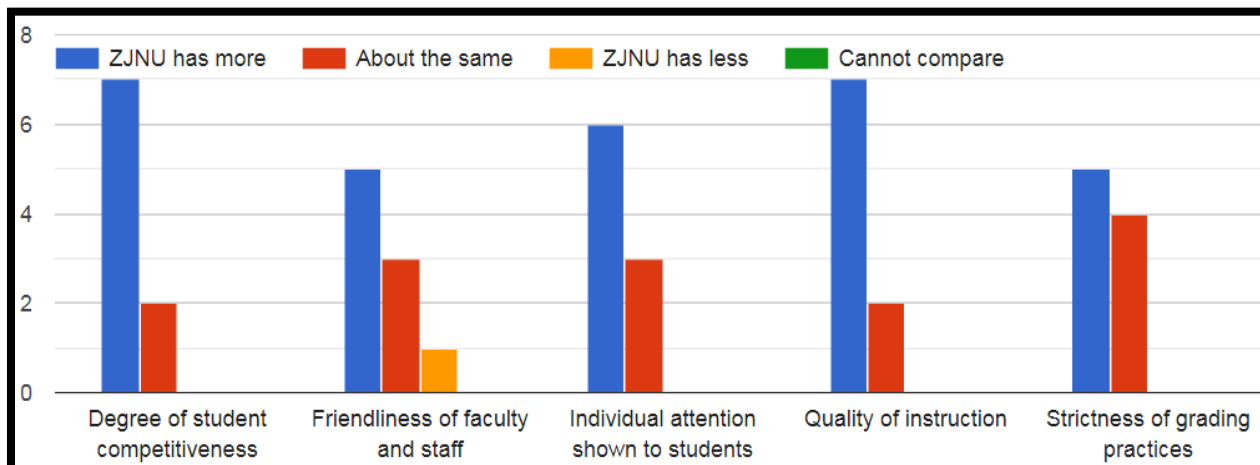
from one graduate to another. Most of them pursue further education for personal interest (33.3%), for professional development (33.3%), for satisfying work requirement (16.7) and another 16.7% of the graduate, have other purposes. Only 16.7% of comparative education graduates who are continuing with further education have shifted to computer science.

These students who continue with further education were asked to rate the extent to which their current study programs relate to Zhejiang Normal University's program. Students were asked to rate by using very much relating, somehow relating, very little relating, not relating at all or Not yet seen the relationship. Majority of them (57.1%) said there is very much relationship between the programs they are currently pursuing to the program of Comparative Education pursued in Zhejiang Normal University (ZJNU), 14.3% said there is somehow relationship and 28.6% said there is no relation at all. The same measuring scales were also used by these ZJNU graduates who continue with further education to identify the extent to which Comparative education program in ZJNU prepared them academically for the current program. *The chart below shows clearly their responses*



Graph 4: *The extent to which Comp Ed program in ZJNU prepared graduates academically for the current program*

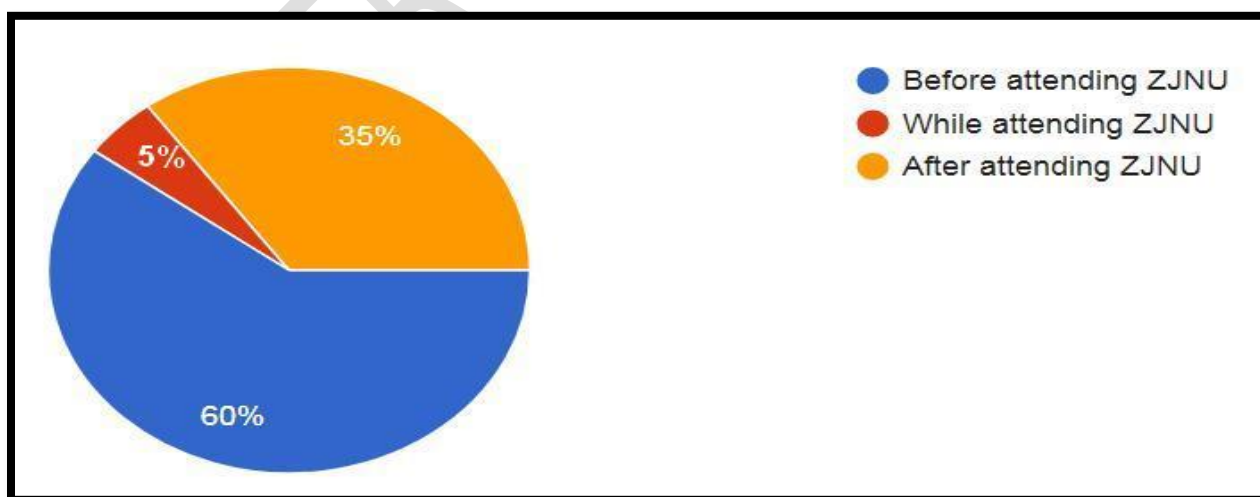
In relation to the program they are currently admitted in different universities, Comparative Education graduate students were asked to compare different academic elements with Zhejiang Normal University. For each of the following aspects of college environment, graduates were asked to indicate whether ZJNU has more, less, or about the same of a given aspect as their current college. The number of students who indicated their comparative perspectives is as summarized in the *graph below*.



Graph 5: Comparison between ZJNU and its graduates' current universities in different academic aspects

3.1.3 Employment and the impacts of Comparative Education program after graduation

Out of 20 graduate students who responded to the questionnaire, 85% are employed and the remaining 15% are not yet employed. Among those who are already employed, 82.4% are in full time job while only 17.6% are working as part time. 60% of these employed graduates got their employment before attending the program of Comparative education at Zhejiang Normal University (ZJNU), while 35% got their current employment after attending the program and only 5% got the employment offer while attending the program at ZJNU. *The chart below shows it clearly*



Graph 6: Employment rate of comparative education graduates after graduation in ZJNU

Majority of the graduates of the program (36.9%) are employed as lower and high schools teachers, while 31.7% are higher education administrators and ministry of education officials. 87.8% have employed by their respective government and only 15.9% of the graduates are employed by private companies and institutions such as St. Augustine University of Tanzania, Gazprom-Avtomatization Company in Uzbekistan and Yulin SARL Chinese Company in Benin. In summary, graduates of Comparative Education program from Zhejiang Normal University (ZJNU) are employed in different careers namely teachers, Assistant lectures in Higher education institutions, administrators, education inspectors, Ministry of Education officials and some are Chinese-French translators. *Their distribution is shown in the table below*

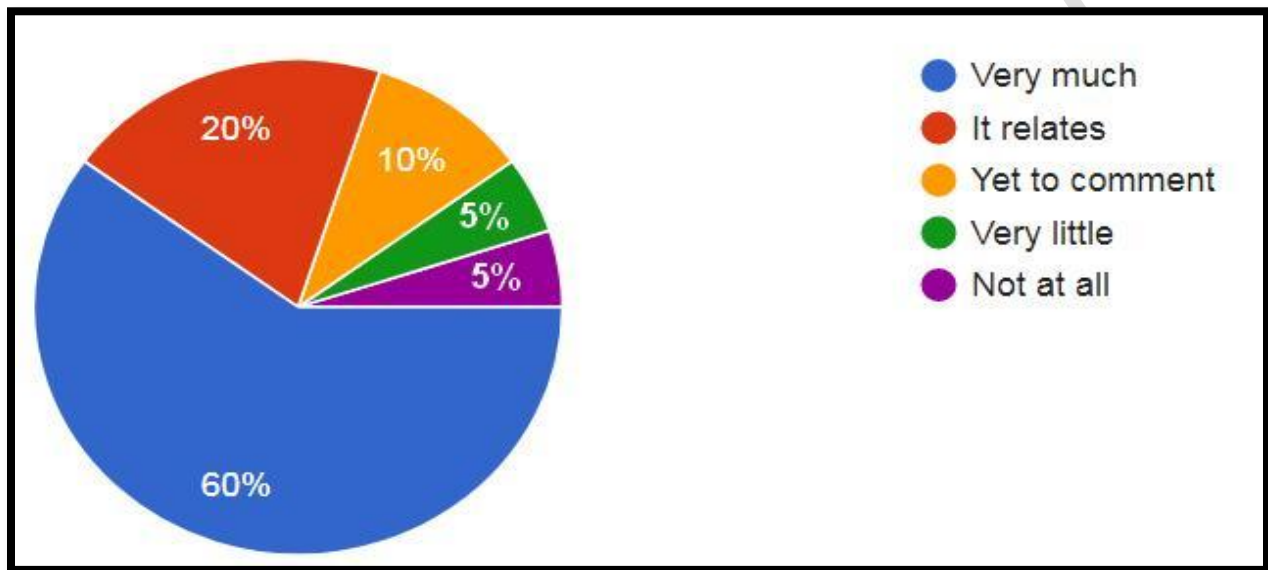
Graduates' job title	Percentage (X/20(100%))
Teachers (lower & upper secondary schools)	36.9%
Tutors and Assistant lectures at the Universities & Colleges	15.5%
Higher education & Ministry of Education Administrators and officials	31.7%
Education inspectors	5.3%
Education experts	5.3%
Chinese-French interpreter	5.3%

Graph 7: Comparative education graduates' current job titles and their percentage

3.1.4 Relevance of Comparative Education Program to the current graduates' job occupation

57.9% of the graduates feel they are better prepared in their job occupation compared to other employees who just begin their career and have not pursued the master of comparative education. 36.8% felt they are prepared and 5.3% of the graduate who are currently employed to either private or public institutions said it is yet to say their level of preparedness compared to new employees who just begin their career. No respondent felt little prepared or not prepared at all. Comparative Education program graduates 2015-2017 were asked to say the extent to which the knowledge or content of the program relate to their current job occupation. They were given options to say whether it relates **very much, relates, yet to comment, very little** or it **doesn't**

relate at all. 60% of the graduates who responded to the questionnaire said the program knowledge relate **very much** to their current job occupation, 20% said **it relates**, 10% said it was **yet to comment**, 5% said the knowledge relates **very little** and another 5% said the program knowledge **does not relate** to their current job occupation at all. *The chart below shows their response clearly*



Graph 8: The extent to which comparative education program/knowledge relates to the graduates' current job occupation

3.1.4.1 Comparative Education graduates' current Job satisfaction and promotions

The researcher wanted also to know the degree of satisfaction of these graduates with their current job occupations. The respondents were asked to rate their current job occupation by using the scales of *Very satisfying*, *Satisfying*, *Not very satisfying*, *Unsatisfying* and *Not satisfying at all*. Only 21.1% said their current job is very satisfying, while 57.9% said their job is satisfying. 15% said it is not very satisfying and another 5.3% said their job is unsatisfying. No respondent said his or her current job is not satisfying at all. 75% of the employed graduates' salary is less than \$5,000 and 25% of them, their monthly salary is between \$5000 to \$14,000. No any graduate whose salary is over \$15,000.

45% of the respondents said the program of comparative education helped them to get promotion in their professions and 55% were not yet promoted. 83.3% of those graduates who are yet to be promoted think the program will help them get promoted in future and 16.7% were not sure if

they will be promoted (maybe they will be promoted in future). To be very specific, few of the respondents were willing to discuss their current job description and promotion as follows.

One of the respondents had a Bachelor of Public administration and Management before he attended the program in ZJNU and he was a normal administrator in the Ministry of education. After the graduation with the Master of Comparative education in Zhejiang Normal University, he has promoted to be the head of unit; salary has increased with a lot of incentives. Another graduate was promoted from senior expert to the team leader in Technical and Vocational Education Training (TVET) agency. The third respondent who was able to show the description of his employment during the research said he has not promoted but changed the office from Higher Education ethics in education department to the inspection department with the same salary but he wishes to be getting more incentives as a result of comparative education program. Another was just an expert in the department of education but after graduation from Zhejiang Normal University he become the team leader in Higher education teacher development department

Another impact of Comparative Education program to its graduates and their respective communities is shown by one of the Graduates from Tanzania who had a master of History before attending the program of Comparative education in ZJNU and she was just a tutorial assistant in one of the best private universities in the country. After her graduation he was shifted from the department of History to the department of Education and she was given the role to organize and lead teachers who are responsible to assess undergraduate students in their teaching practice. She was also integrated to the center of Confucius institute in the university to act as motivator of students who wish to study Chinese language and come to China.

In Malawi, one of the respondents was happy to show her gratitude for she has shifted from the college of Business administration as an administrator to the college of Education with the same job title (Administrator) and the same salary but the new college had more incentives and enough staff so she wishes to reduce work load in her new responsibility. This has come just after graduating from ZJNU with a master of Comparative Education. She wishes to get promoted in the near future

In Kenya, one of the respondents also shared with the researcher that, as impacts of Comparative education program in Zhejiang Normal University (ZJNU), the government has employed her as secondary school teacher (full-time) because of the master's certificate. Without master certificate, she was supposed to wait until those students who graduated before her are employed but the program impacted the process. Apart from being a government employee, she is teaching in a private college as a part-time tutorial assistant. She wishes to continue with further education one day so that she can be permanently employed by such college and the current connection with the college is expected to develop trust among the university officials especially in the office of human resource management.

Another respondent was happy to share his happiness that before having the master of comparative education from Zhejiang Normal University, he had a master of Chemistry from one of the public universities in Japan. He was then shifted from the role of teaching to be the inspector of teachers in various part of rural areas in his country. After graduating from Zhejiang Normal University, he has shifted from being inspector to the organizer of inspectors who are supposed to inspect teachers. Apart from that, he has shifted from Mombasa to the country's capital city-Nairobi to work in the main office,

3.1.2 Comments and suggestions for further improvement of the program in Zhejiang Normal University

About the admission process, graduates advised the international students (admission) office to consider the applicants' inquiry effectively. In one case, a student applied for scholarship but the university only provided the admission without scholarship. Their emphasis was for the university to provide admission and scholarship to students who qualify to get these and avoid providing only admission to students who applied for scholarship. Students advised about the scholarship application form to be added the section of asking a student whether he/she will be able to finance him or herself when the university has not provided him/her a scholarship so that the university cannot issue the admission letter to students who are unable to finance themselves. The university should let the applicant know their application results as soon as possible for preparation (at least 3 to 4 months) for others needs to process the leaving request to their employers and this takes a couple of time. Some of the students fail to join the university because they fail to process the leave permission on time.

Concerning the first days of students' arrival, graduates who responded to the questionnaire had some request to the university. The college can prepare few volunteering groups of Chinese or international students who are familiar with the university geographical environment. These students can help new international students during their first days of arrival with the issues of changing money and issues of restaurants as well as transport processes. Few students said the university provided the pick-up service from the airport to the university dormitory then from then; they were only given the following day's routine without any simple orientation. When they woke up in the morning, they had no Chinese money (RMB), no idea where the bank is, no idea where the canteen is, no idea where the international office is and bad enough, they could not simply ask any Chinese because of the language problem

At least the university could provide 1000RMB for every student who is under scholarship to help him or her during the first days when they try to stabilize the situation. The money can be borrowed from any source and when the time of first allowances reach, the university can deduct their 1000RMB they borrowed during the first days. When the researcher asked them if other universities do this, they responded that few can be doing this with what they call arrivals envelope but with the issue of market competition, the university can decide to do something never done by any university just to attract more students

With the program delivery, graduate appreciated the efforts and dedication shown by teachers at Zhejiang Normal University (ZJNU) from 2015-2017. However they advised the College to emphasize the preparation of course outline for every course, which will be used as a guideline to students to know exactly what they expect to learn in the particular course. With the course outline, especially when it comes to optional courses, students will be able to choose some and leave some courses depending on the listed content items expected to be learnt and not basing on just name off the course. With course outline, it does not mean a teacher will teach each and every item listed, but will choose some important elements in relation to the time available and students will do the rest. Course outline will be used as checklist of what has taught in the class and what has not, so that students can use their personal efforts to cover the rest by using library materials and other sources.

College management of the program. The college can also have the annual listed events such as trips, conferences, research proposal presentation, first thesis pre-defense, second thesis pre-

defense and the last thesis defense as well as graduation date. The graduates appreciated everything done by the college and they think it was done very well especially with the fact that 2015-2017 graduates were the first in the program of comparative education but there is still a room for more improvement of the program for the more results. The college is also advised to prepare more practical events such as visiting schools for comparison of geographical environment, teaching strategies, school management and general education systems.

With the research and defense process, graduates also appreciated the great role played by intelligent supervisors in Zhejiang Normal University (ZJNU) and the friendly environment which were always there between a supervisor and students. The friendly environment which made these international students feel like they were not in the foreign countries. Most of the supervisors played extra ordinary roles as they acted like they are real parents as they took their students into various places where they learnt things they couldn't have learn. Comparative education graduates were also able to compare supervisors in Zhejiang Normal University with other supervisors they ever met or been under their supervision in the developing countries and said they learnt a lot of lessons from ZJNU's supervisors

However they advised the college to prepare supervisors early and see which supervisor will match with what student's topic so that when it comes to start the proposals, there are no changes of supervisors for it wastes a lot of time to find another supervisor. Some graduates said they were forced to change their preferred topics so that they match with the supervisor's academic specialization in the expense of student's interests. Language was also mentioned as another challenge faced by these graduates as few supervisors could not communicate well in English, the problem which is complicated and hard to report to the college as it would seem like offending the supervisors (professors and doctors). With the issue of internationalization, the university could even higher international of any professors from within china so that the college can provide good research supervision. The college can also decide to keep some best students to join with Chinese academic working staff as a motivation for new students that if they work hard, there is a possibility to join the teaching team in the university.

Academic certificates especially transcripts are in lower quality. The graduates expressed their concern about the academic certificates that they are not in the good quality especially the transcripts. The university tried its best to design the certificate especially with having the

Chinese one and its English translated version with very good cover for each of the certificated. However transcripts are the most important documents in most of the graduates' countries as the company will employ a person basing on the academic qualification which is shown in the transcript so transcripts should also be given the priority to design and decorate well.

Alumni and further graduate-university integration. The graduate also advised to create a website of just a sub- site in the university website which will be concerned with graduates' career development and cooperation between the university and the graduates as well as between the graduates. This will enable both university and graduates especially when the university needs to collect data from some education institutions in Africa, these graduates will be used as agents. The website will also be used for further research on its graduate career development in the coming years. With this website, the university will be creating a world linkage and connections.

5.0 CHAPTER FIVE DISCUSSION AND RESEARCHERS' RECOMMENDATIONS

5.1 Discussion

From the very beginning, as the program aimed specifically for participants or students from Africa, Asia and other developing countries, Zhejiang Normal University (ZJNU) seems to concur with the program's intention. All students who graduated in 2017 are from the developing African and Asian countries (*See chart1*). Their economies range from 6.746GDP (Malawi) to 179.250GDP (Kazakhstan) (billions of dollars) with the average GDP of these countries being 46.5. These graduates will be vitally important for sustainable development in their respective communities and countries. According to UNESCO, higher education institutions are important organs which can steer development for the whole country. 15.5% of the program graduates from Zhejiang Normal University are working in Higher education institutions as assistant lecturers and tutorial assistants, while 31.7% of them work in the Higher education institutions and Ministries of Education as officials. These groups of people will be very vital for their countries' development as their roles are considered to be logically decisive and transformative toward thinking of developmental strategies

With the admission process, 5% of the graduate said the application procedure was not good, while 45% said the application procedure was very good. 25% rated the application as excellent

and the other 25 said it was good (*see chart2*). If the results on the application procedure are looked generally, it can be said the university has nothing to improve more, but again if the university would like to consider every percentage of the graduates' responses, 5% is too high to ignore. The international students' office is advised to divide the application procedure into two phases. *The first phase* should be the application for the admission to the university, in the application form the applicants need to be asked whether he/she is considering to apply for any scholarship and whether he/she will be to finance himself in case the scholarship is not provided to him/her. Those who are able to finance themselves can be given their admission letter earlier while the *second phase* will be the scholarship application phase and those who cannot afford to finance themselves will need to wait until the scholarship application results are out, so that the university issue the admission letter with scholarship description to them. Students complain being given the admission letter without scholarship while they applied for scholarship and that without scholarship they cannot afford to study and bad enough these letters are given to them when it is too late. The techniques will also help the international office to keep spaces for only those whom they are very sure that they will join the university.

Majority of the graduates (42.4%) said the program did not help them with the knowledge of understanding and using computers despite the fact that there was a course of Information Technology (IT) in education. According to the researcher's experience, graduates expected more than what was delivered to them. The college can decide to add more credit hours so that the students can learn more than just basic things. China is very famous in terms of technology so students expected to go beyond what they just learnt. In short, graduates expected to gain knowledge which will make them different from those students who graduated in their local countries' universities. Things like how to conduct online classes, how to keep educational data, how to automate summation of students' continuous assessment as well as how to make impressive power point presentation to children, just to mention few.

Comparative Education program seems to be very relevant to the 2015-2017 graduates' current jobs. 60% of the graduates said the program relates very much to their current jobs. 5% of them said the program does not relate to their current job and another 5% also said the program relates very little. The reason is that some graduates (very few) have employed by companies which do not deal with education (*refer to the graph 8*), 5.3% of the graduates have employed as Chinese-French interpreter, and another 5.3% also in a Chinese Company just as products supplier,

something which is not educational like the program itself propagates. High percent of the graduates, who had employment before the program, went back to their working post and most of them worked in the education institutions. The percentage which remains got employed for the first time in either education institutions or other companies which do not deal with education, but at least they are employed after they graduated from ZJNU.

40% of the graduates, who are currently employed, got their employment as a result of the program in Zhejiang Normal University (35% after graduation, 5% when they were still studying). This shows how the program has impacts to students as well as to their communities and countries at large. The employability rate for the program's graduates is very high. The remaining 60% of the graduates, who are currently employed, got their employment before attending the program at ZJNU. Among the graduates who were employed before attending the program, 45% of them got promoted after graduation, while the remaining 55% are not yet promoted. The reason here is that most of the program candidates (36.9%) were secondary school teachers in their countries. In most of the countries in Africa for example, second degree certificates (Master) has no impacts in terms of promotions and salary increases. In Tanzania specifically, teachers with bachelor degrees are promoted basing on the time they have worked. Masters certificates have no salary scale. Teachers with master degrees will need to wait for appointments to work in the district education offices or any other higher offices, but the rules do not say they must be appointed. So in short, teachers of secondary schools have not promoted at all because of this reason.

The un satisfaction rate of the graduates' current jobs is 5% only and the reason of un satisfaction is largely because the salaries in African and Asian countries is very low especially in a field of education, despite the work load being very high. The social perception of teaching job is negative in African countries and the profession is taken to be of those who are coming from the average families in economy. Teachers are not paid for extra duties and for most of the time they are not motivated but intimidated so that they can work hard. Another reason why graduates are not satisfied with their job is that most of the teachers in African countries have joined the professional not because of interest, but because it is the only profession which is guaranteed of employment after graduation. All these create the environment for graduates especially for teachers to be un-satisfied with their current job.

5.2 Researcher's recommendations to the college

The researcher would like to concur with other graduates on the preparation of course outline (syllabus) for every course the college has planned deliver. The idea has come out due to the experience the graduates and the researcher had from other universities. Preparation of course outline is very important to the course instructor as well as students. Course outline will describe the content of the course students expect to learn and their prescribed outcomes. The description will help students especially for optional courses as students will choose the course basing on the content described and the expected outcomes of the course. Currently students have been choosing courses basing on the name of the course without having any idea on the content of the course itself. Course outline will help students to study and search the topics' content by themselves in the library, in case the instructor has not finished all the topics for one reason or another. It will also help students to go hand in hand with the instructor, by following effectively the continuation of the course. A course instructor will be able to tell the students, which topics will be taught directly in the class and which topics the students will need to study by their own, basing on the time available.

Because graduate students submit their contact information at the college once they arrive at the university, it is better for the college to collect the contact information from the graduates once they finish their studies too. Most of the graduates' contacts information submitted to the college is temporal. Example, students do change their Gmail account to yahoo or any one which is not owned by Google but when they leave the university, they go back to their Gmail account so this makes difficult to reach them for data collection. The process will be simplified if graduates will be asked to supply contact information they think they will be using in their home countries including phone numbers, email account and other means of communication

The college can prepare questionnaire forms which will be filled by graduates once they leave the school regarding their views and perspectives on program delivery and college management. This will help to get every graduate's views documented. Some of the challenges can be solved for a very short time. Example, graduates have stated in the open ended questions that they were not satisfied with some of the supervisors but they felt they could offend them by reporting so they just kept quiet and continued with their research. Information regarding supervisors needs quick response for improvement of the current program

These survey studies can also be done on the mid of the program for quick improvement in delivery. Students Satisfaction is a very important thing though it is impossible for the college to make every students get satisfied in every aspect but at least for the students' common interest. Students also responded to the open ended questions that it was better for every lecturer of the course to prepare the course outline but they felt it would be offending to change teachers' style of course delivery which has been used for long time. They applied the phrase "*When you are in Rome, live as Romans*" but they think it was so simple to fill questionnaires which would not mention their names.

More seminars on research methodologies and techniques can be conducted, for the course of research methodology itself can not cover everything about research. It should be remembered that research writing takes the whole semester and that means a lot for course designers. The current hours for the course of research methodology is not enough to come up with publishable research papers. Because of time limit, teachers themselves tend to choose the most important aspects in research and that is what they mostly emphasize and pay attention during teaching. Because of the importance of research, the college can decide to split the course of Research methodology into two independent courses namely ***Introduction to Qualitative research*** and ***Introduction to Quantitative research***. The college can also add more seminars by inviting more guests to talk about various research techniques and methodologies.

The picture and outlook of the program is good but the program itself can be modified more. Example, the program does not show the time data are collected for research writing. Two years of four semesters are divided into course work (two semesters), Internship (one semester) and research writing (one semester). The content of these semesters are very important and there is no way anything can be removed from any of these semesters. The researcher suggests the college first, to write an introduction letter to the institution the graduate is going to do internship. Second, in the introduction letter the college can show clearly the roles (data collection) that graduate student needs to perform during the time of internship, apart from internship itself. This will help the students to be assigned less responsibilities in that institution, knowing that the particular students will need to collect data for his research paper too.

Supervisors are doing very great job in the supervision of students during research writing. Some of the graduates complained to get discouragement from their supervisors to do comparison

between their countries and China because these graduates could not be able to collect data in China. Language challenge is the main reason for this discouragement but the researcher advises the supervisors to assist their students in collection of data when their titles need them to collect data in China. Example if a student needs to do a comparative study of teachers' promotion between China and Nigeria, a supervisor can give assistance to collect data especially document analysis which are in Chinese. A supervisor can also assign one Chinese assistant to an international student during data collection in China for translation.

6.0 CHAPTER SIX: CONCLUSION

It is shortly concluded from the results narrated earlier in the previous chapters of this paper that the graduates of master in comparative education 2015-2017 realize the importance of several areas of competencies in the program, and they consider them in general as very important moment they have had in their life and that the program have prepared them properly for the time they spent in Zhejiang Normal University (ZJNU). Because many courses in the program focused on theoretical knowledge, the graduates consider that the program has prepared them very well in most of the basic knowledge competencies and the internship semester as well as academic trips they had during the program, complimented to the theories they learnt in the classes. Graduates have succeeded in acquiring enough skills inside and outside the classes, and they have stated in the open-ended questions that the most prominent difficulty which faced them during the life in the university was the language gap between English and Chinese and that without that language deficit, they could have learn more than what they had. At the same time, the majority of the graduates have responded that they are prepared to face those current social and academic challenges. That is due to the fact that the program concentrated both on theoretical knowledge (in the classes) and the performance skills (internship and academic trips).

These results are consistent with the findings of several studies done in different universities and their specific departments. The results have been revealed that few skills are considered as weak points from the graduates' point of view; and thus the college needs to put more emphasis on some academic angles such as course outline modification, teaching methodology, and dealing with people from different cultural backgrounds. To improve the program, the graduates were more concerned with strengthening the practical side of the program through increasing field

training and academic trips as well as classroom observation in China. Intensive field practical or direct practice of the skills which they have learned should also go with the slogan that every course should have practical activities paying special attention to specific courses such as Educational administration and management, classroom assessment and evaluation. Moreover, every student-teacher should be trained in all categories of classroom management and institutional management as well as quantitative & qualitative research design.

UNDER PEER REVIEW

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Appendixes

Appendix One: Cover letter

Follow-Up Survey of Graduates: Class of 2015-2017

First Letter to Graduates

28th October 2018

Dear Comparative Education graduate,

I hope you are doing well. The Institute of International and Comparative Education are very much appreciating for your cooperation you showed while studying here as an international students. Your presence at ZJNU added enough value to the university as well as to individual teacher's experience. We promise to remain tied with you and keep improving the program

One of the best sources of feedback and information available to Zhejiang Normal University (ZJNU) is the follow-up survey of graduates that we would to conduct each year. The results of the survey are used in deciding how to improve our programs and services, and in determining how well the college serves both its students and their community or countries.

I encourage you to participate in this year's survey. It will only take about ten minutes of your time and your responses will be strictly confidential. We are particularly interested in your insights concerning the value of a ZJNU education and how well it prepared you for your current job or your present course of study at another college. Your feedback is very important to us and to the community we serve.

If you have questions or comments about the survey, please contact Professor Wan Xiu-lan or Dr. Xu Qian email: wanxiulan@foxmail.com or eileen1988@163.com respectively. Please return your survey by **November 8, 2018**.

I sincerely appreciate your participation in this important study and look forward to receiving your completed survey.

I wish you success and happy life.

Sincerely,

Wan Xiu-lan

Director of Comparative Education program-ZJNU

Appendix Two: Questionnaire form

Instructions: Please check the appropriate box (es) for each question and answer all questions that apply to you. This information will be treated as strictly confidential with answers being combined for group analysis.

Section A: ☐Personal profile

1. Country of citizenship.....
2. Gender ☐Male ☐Female ☐
3. Age.....
4. Highest education qualification before your admission at ZJNU. ☐☐Certificate ☐☐Diploma
☐☐Bachelor ☐☐Masters ☐☐Others
(Specify).....
5. Profession.....

Section B: Joining with ZJNU

1. How did you get the information about the Comparative Education Program at ZJNU?
☐ ☐ZJNU website ☐Chinese ☐Embassy ☐☐My employer (institution) ☐Others
(Specify).....
2. How can you rate the application procedures for admission?
☐ ☐A-Excellent ☐☐B-Very Good ☐☐C- Good ☐ ☐D-Somehow ☐ ☐E- Not good
3. Was Comparative Education Program your first priority?
☐☐Yes ☐No (If no, Explain your doubt please).....
4. How was the arrangement of ZJNU upon your arrival for the first time?
☐ ☐A-Excellent ☐☐B- Very Good ☐ ☐C-Good ☐ ☐D-Somehow ☐☐E- Not good
5. Did you get serious challenge in the first two weeks from the day of China entrance? ☐ No
☐ Yes (If yes please specify).....
6. Please suggest any point that you think the university (ZJNU) should improve in relation to your application process and in its way of accommodating you upon your first arrival.....
.....

Section C: ZJNU Experience

1. Overall, how satisfied were you with the quality of your academic program at ZJNU?

☐ ☐ **A-Excellent** ☐ ☐ **B-Very Good** ☐ ☐ **C- Good** ☐ ☐ **D-Somehow** ☐ ☐ **E- Not good**

2. Overall, how satisfied were you with the quality of college services provided by ZJNU?

☐ ☐ **A-Excellent** ☐ ☐ **B-Very Good** ☐ ☐ **C- Good** ☐ ☐ **D-Somehow** ☐ ☐ **E- Not good**

3. Did ZJNU help you further your academic and/or professional goals?

☐ ☐ **Yes** ☐ ☐ **No**

4. If ZJNU did not help you further your academic and/or professional goals, please explain below.....
.....

5. To what extent did your ZJNU education contribute to your ability to:

☐ ☐ **A-Excellent** ☐ ☐ **B-Very Good** ☐ ☐ **C- Good** ☐ ☐ **D-Somehow** ☐ ☐ **E- Not good**

Write clearly and effectively

☐ ☐ ☐ ☐ ☐ ☐

Speak clearly and effectively

☐ ☐ ☐ ☐ ☐ ☐

Solve problems

☐ ☐ ☐ ☐ ☐ ☐

Reason logically

☐ ☐ ☐ ☐ ☐ ☐

Understand & use computers

☐ ☐ ☐ ☐ ☐ ☐

Understand & use math

☐ ☐ ☐ ☐ ☐ ☐

Research a topic

☐ ☐ ☐ ☐ ☐ ☐

Understand social institutions and cultures

☐ ☐ ☐ ☐ ☐ ☐

Set personal wellness goals

☐ ☐ ☐ ☐ ☐ ☐

Make informed personal decisions

☐ ☐ ☐ ☐ ☐ ☐

Section D: Further Education

1. Are you currently enrolled in college? ☐ ☐ **Yes** ☐ ☐ **No**

****If not currently enrolled in college, skip to Section D: Employment****

2. Are you attending college full-time or part-time? ☐ ☐ **Full-time** ☐ ☐ **Part-time**

3. Are you currently pursuing any educational program? ☐ ☐ **Yes** ☐ ☐ **No**

4. If **yes**, what is your primary purpose of pursuing such program?

☐ ☐ **Personal interest**

☐ ☐ Professional development

☐ ☐ Satisfy a work requirement

☐ ☐ Other (Please mention it) _____

5. What is your major field of study? _____

6. To what extent is your current study program relates to your ZJNU degree program?

☐ ☐ Very much ☐ ☐ Somehow ☐ ☐ not seen yet ☐ ☐ Very little ☐ ☐ Not at all

7. To what extent did your ZJNU master's program prepared you academically for the current program?

☐ ☐ Very much ☐ ☐ Well ☐ ☐ Somehow ☐ ☐ Very little ☐ ☐ Not at all

8. In relation to your current studies, how would you rate the level of academic preparation you received at ZJNU?

☐ ☐ Excellent ☐ ☐ Very Good ☐ ☐ Fair ☐ ☐ Little ☐ ☐ Poor

9. For each of the following aspects of college environment, please indicate whether ZJNU has more, less, or about the same of a given aspect as your current college.

	ZJNU has more		About the same	ZJNU has less
Degree of student competitiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Friendliness of faculty and staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Individual attention shown to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Quality of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Strictness of grading practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

Section E: Employment

1. Are you currently employed? ☐ ☐ Yes ☐ ☐ No

2. If **not**, are you seeking employment? ☐ ☐ Yes ☐ ☐ No

****If not currently employed, please skip to Section E: Comments & Suggestions****

3. Are you employed full-time or part-time? ☐ ☐ Full-time ☐ ☐ Part-time

4. What is your current occupation? _____

5. What is your exact job title (if different from #5)? _____

6. Who is your employer? _____

7. To what extent is your ZJNU Master's program related to your current occupation?

☐ ☐ Very much ☐ ☐ It relates ☐ ☐ Yet to comment ☐ ☐ Very little ☐ ☐ Not at all

8. To what extent do skills acquired in your ZJNU Master's program help you perform in the workplace?

☐ Very much ☐ Help ☐ Yet to comment ☐ Very little ☐ Not at all

9. Compared to other employees beginning their careers in your job field, do you feel:

☐ Better prepared ☐ Prepared ☐ Yet to comment ☐ Less prepared ☐ Not prepared at all

10. In relation to your present job, how would you rate the level of academic preparation you received at ZJNU?

☐ A-Excellent ☐ B-Very Good ☐ C-Good ☐ D-Fair ☐ E- Poor

11. Would you say that your job is:

☐ Very Satisfying ☐ Satisfying ☐ Not very satisfying ☐ Unsatisfying ☐ Not satisfying at all

12. Do you intend to pursue your current job as a long-term career? ☐ Yes ☐ No

13. When did you obtain your current job? ☐ Before attending ZJNU ☐ While attending ZJNU ☐ After attending ZJNU

14. Did your degree from ZJNU help you obtain your present job? ☐ Yes ☐ No

15. Has your degree helped you obtain a promotion in your present job? ☐ Yes ☐ No. If not yet, do you think it will help you get promotion in future? ☐ Yes ☐ No

16. What is your annual salary? ☐ Less than \$5,000 ☐ \$30,000 – \$39,999

☐ \$5,000 – \$14,999 ☐ \$40,000 - \$49,999

☐ \$15,000 – \$29,999 ☐ Over \$50,000

20. What would you estimate your annual salary to be if you had not attended ZJNU? \$ _____ per year

Section F: Comments & Suggestions

Please share comments or suggestions concerning any aspect of your ZJNU experience.....

.....
.....

We are particularly interested in how we can improve our curriculum and services.

Thank you for your participation.

Appendix Three: Interview Guide Questions

Follow-Up Survey of Graduates: Class of 2015-2017

Guiding interview questions for graduates of Comparative Education 2015-2016

1. What challenge did you face when you were applying for the program in 2015?
2. Do you have any suggestions to improve the process of admission?
3. Did you face any challenge during the first days of your arrival in Zhejiang Normal University? What challenge
4. How did Comparative Education program help you to further your academic and professional goals?
5. How was the program arrangement? and what do you suggest for more improvement?
6. Were you satisfied with research supervision in during your study in ZJNU? Why?
7. What was the biggest challenge in ZJNU? And what can be done to solve such a challenge?
8. If you get two offers to continue with further education, one from ZJNU and the other from top university in your country, Which University you accept the its offer? Why?
9. How has the program helped you get the promotion on your career?
10. Explain any advantage you have compared to other employees who just start their career and they have not attended the program