

A Quantitative Research on Educational Effectiveness of Mongolian Primary and Secondary Schools

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Abstract

The last 30 years of Mongolian democracy have brought many challenges to the education sector. Many researchers blame the Mongolian education system as “Policy borrowing”. In 2018, the Mongolian ministry of education and science approved the “sustainable Education and development national program”. This program’s 2nd goal is “Educate Mongolian citizens with an internationally qualified education system” with the PISA ranking. In 2018 Ministry of education signed a contract of PISA with OECD. Thus “Ulaanbaatar” Capital city has introduced a school and kindergarten evaluation system that was first introduced in 2019 with the indexing method. However, the indexing questionnaire has many flaws, unrelated questions to the education system. As one of the leading countries of PISA, I chose the evaluation questionnaire of TAIPEI city to improve this questionnaire. There are 18 questions divided into 2 categories of are student learning and teachers’ teaching methods as educational effectiveness. My survey was conducted on 220 school directors and managers and 94 teachers working in 120 schools out of 276 schools in Ulaanbaatar and 25 schools in rural areas with the Likert scale method. This study shows that 94.9% -96.5% of attendees agreed that the school evaluation method should include educational effectiveness. The student learning category has Cronbach’s alpha of 0.928 and the teachers’ teaching method category has 0.917. With the Generalized linear model’s Wald test the question of “principle of equality and student has the opportunity to creative learning methods”, “teaching method should adapt the uniqueness of student and teamwork of students”, “Share the feeling of self-responsibility and achievements, and pursue the self-actualization”, and “understanding of internationalization and respect the multiethnic cultures” of student learning have statistically significant of less than 0.029. with the same method, “teacher continuously improve the teaching method”, “utilize multi-source information to improve the learning system”, and “Classroom has the supportive and warm environment for teamwork and mutual trust” of teachers’ teaching method has statistically significant less than 0.032. My study recommends that to imitate and improve Taipei city’s evaluation system in the Mongolian education system.

Keywords: school leadership, student learning, teachers’ teaching methods, school excellence index, Mongolia