Analysis of some factors that influence teachers’ perception of professional competencies and job satisfaction in Mongolia.

1. Introduction

Tokyo Tech & Mongolia

1989’s 19-year collaborative research on IST application in education in Mongolia started in the university of Tokyo in Japan and followed by the Osaka University, the University of Tsukuba and the University of Tokyo. Then, the University of Tokyo and the University of Tsukuba continued their collaborative research until 1999. The Ministry of Education of Mongolia (MOE) and the Tokyo University of Agriculture and Technology (TUAT) signed a MOU in 1999 for joint educational activities.

1.1. Introduction: Project background

Current state, challenges, needs & Project in Mongolia

Target E:C

To effectively strengthen the quality of teachers’ professional development in primary schools in Mongolia.

2. Research Framework: Important theory

Competency theory

- Competency: competence of individuals is a collection of abilities and job-related skills needed to perform a task or job.

Competency theory focusing on Teachers

- Gender: Women teachers comparing with male teachers
- Location: Teachers in Eastern province comparing with teachers in the capital city
- Time of using ICT

3. Methodology

Processes in data preparation (1)

4. Data Analysis

Baseline survey results: Teachers

5. Discussion

Teachers’ collaboration

- The model implied a statistically positive relationship between teachers’ collaboration and the perception of professional competency.

- Teachers’ collaboration was positively associated with the perception of professional competency.

- Teachers’ collaboration positively affected the perception of professional competency.

6. Reference

- Gender: Women teachers comparing with male teachers
- Time of using ICT

Thank You