



# **“DISTANCE LEARNING EXPERIENCES” SOME RESULTS OF THE QUALITATIVE RESEARCH IN MONGOLIA**

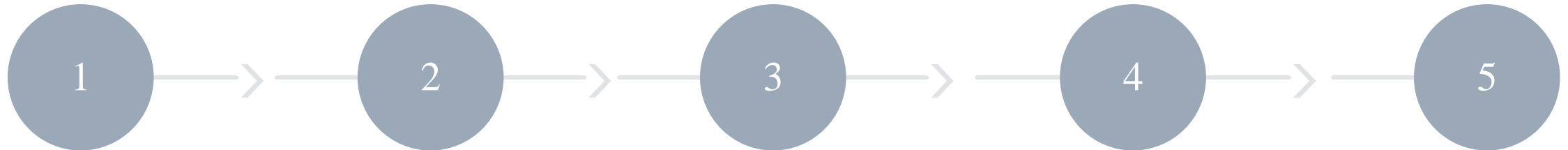
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Ulanbator, Mongolia**



**Nomadic Nature Conservation, Mongolia**  
*Serving schools and communities across  
Mongolia*



1  
Quantifying the impact of distance learning

2  
A validated methodology with more than 600 variables was used

3  
Factor analysis, Correlation, Regress, T-test and so on

4  
Conclusion of the research and recommendations

5  
Rotation connections

# THE GOAL OF THE QUANTITATIVE RESEARCH

## **OBJECTIVE -1**

Distance learning, Teaching, motivation, and Readiness Index

## **OBJECTIVE-2**

Adaptability to educational transformation and satisfaction with distance learning

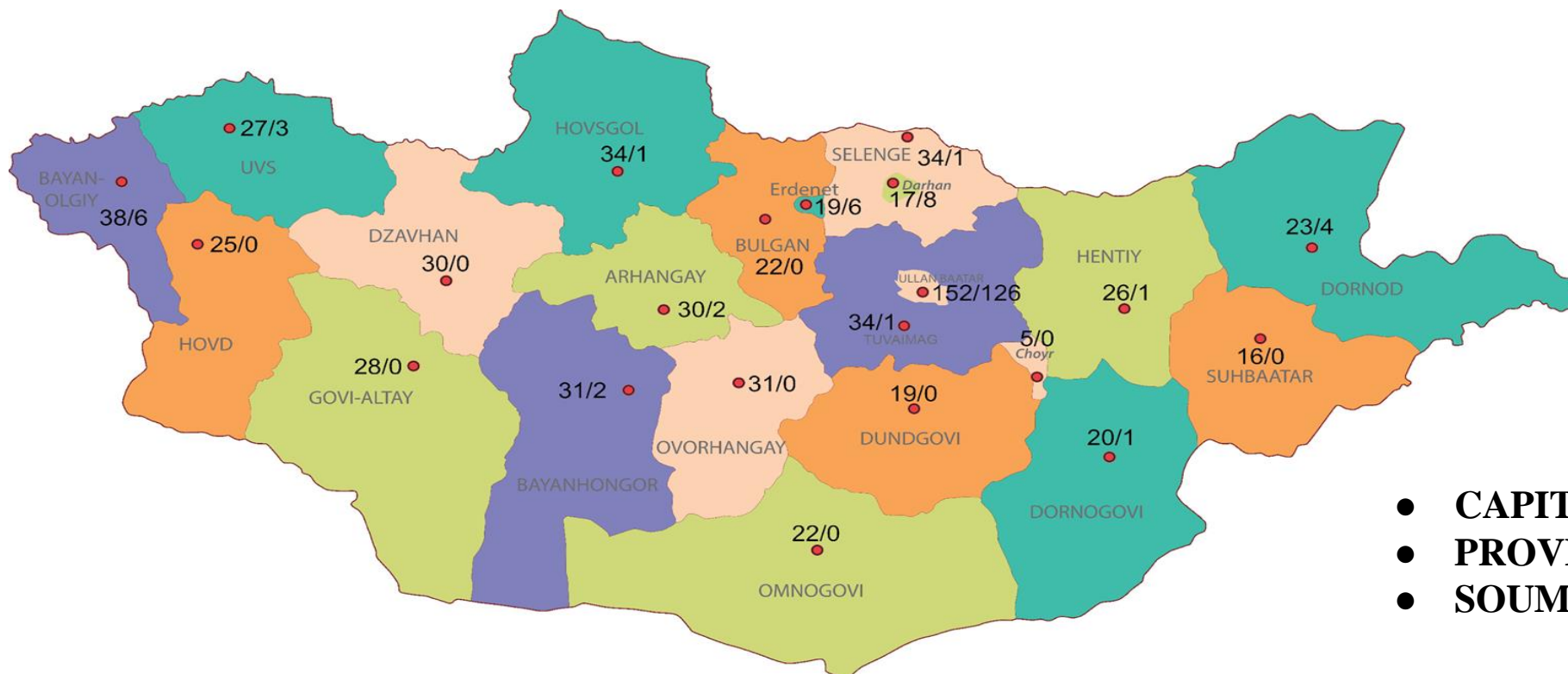
## **OBJECTIVE-3**

Correlation of distance learning readiness index and satisfaction

## **OBJECTIVE-4**

Age, gender, family opportunity, and geographical location

# SCOPE OF THE QUANTITATIVE RESEARCH



- THE WESTERN -10
- CENTRAL REGION-10
- KHANGAI REGION-11
- THE EASTERN REGION-4
- ULAANBAATAR /CAPITAL/ - 10
- **TOTAL 45 SCHOOLS**

- **CAPITAL -10**
- **PROVINCE CENTERS-12**
- **SOUM/BAG -23**

**QUATIONNAIRE FOR  
TEACHERS AND  
QUATIONNAIRE FOR  
STUDENTS**



**AUTHORITIES OF THE  
SCHOOLS  
TRAINED DATA  
COLLECTORS**



**Survey CTO  
DATA BASE**

# RESEARCH RESULTS.

## READINESS INDEX OF TEACHERS AND STUDENTS FOR DISTANCE LEARNING

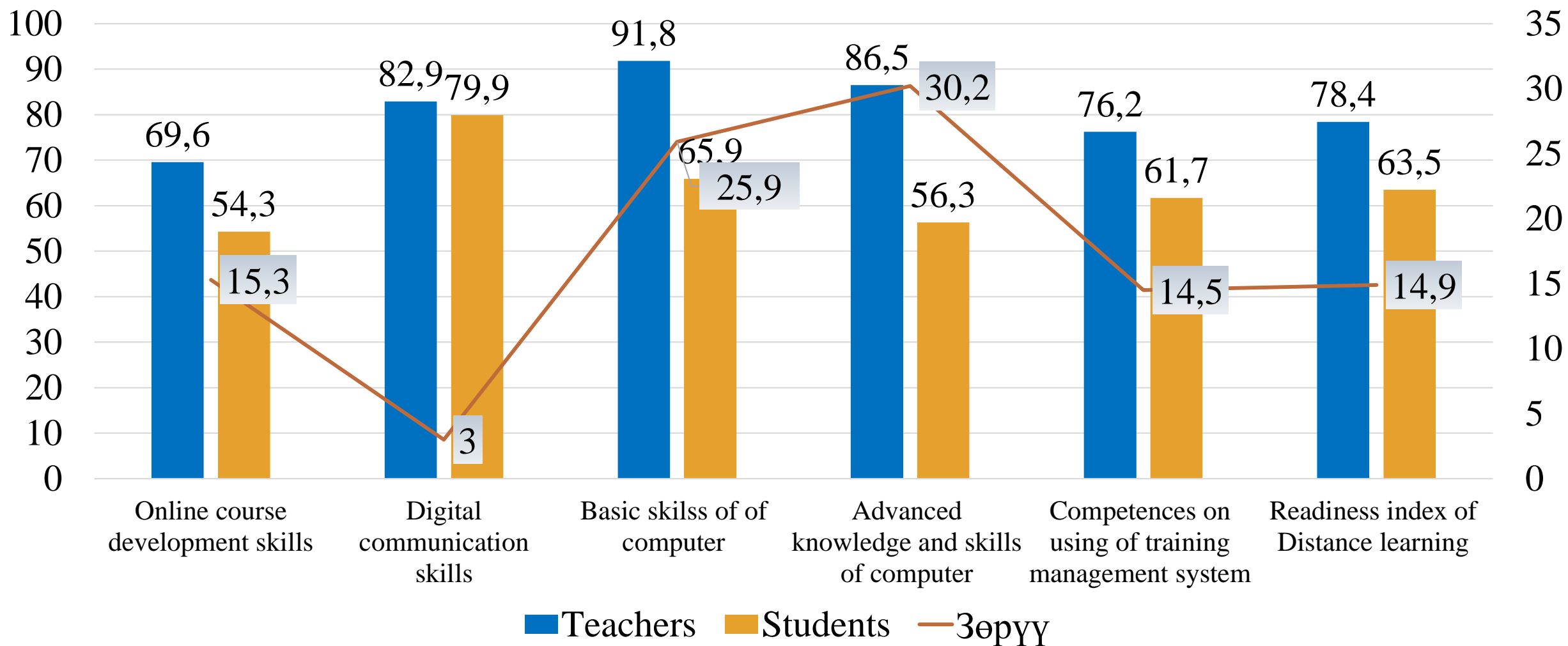
### CRITERION

1. Distance learning /online course development skills/
2. Digital communication skills
3. Basic skills of computer
4. Advanced knowledge and competences of digital courses
5. Ability to use learning management system

**Students 63.5%**  
**Teachers 78.4%**

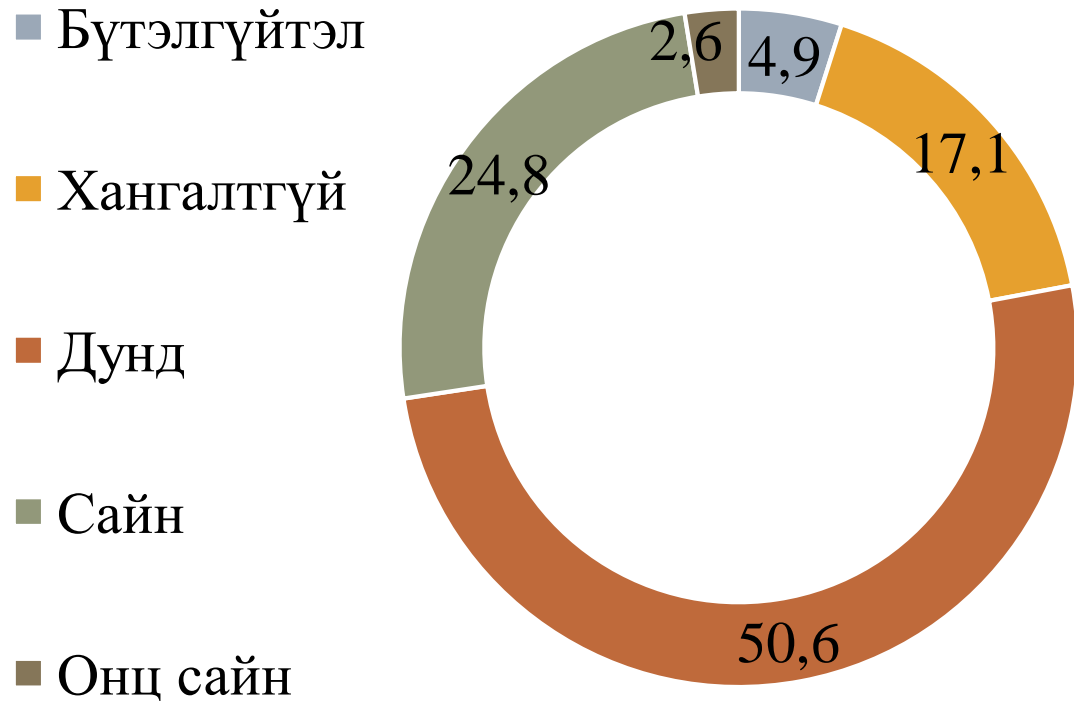
# RESEARCH RESULTS

*Readiness index of distance learning, by criteria, percentages*

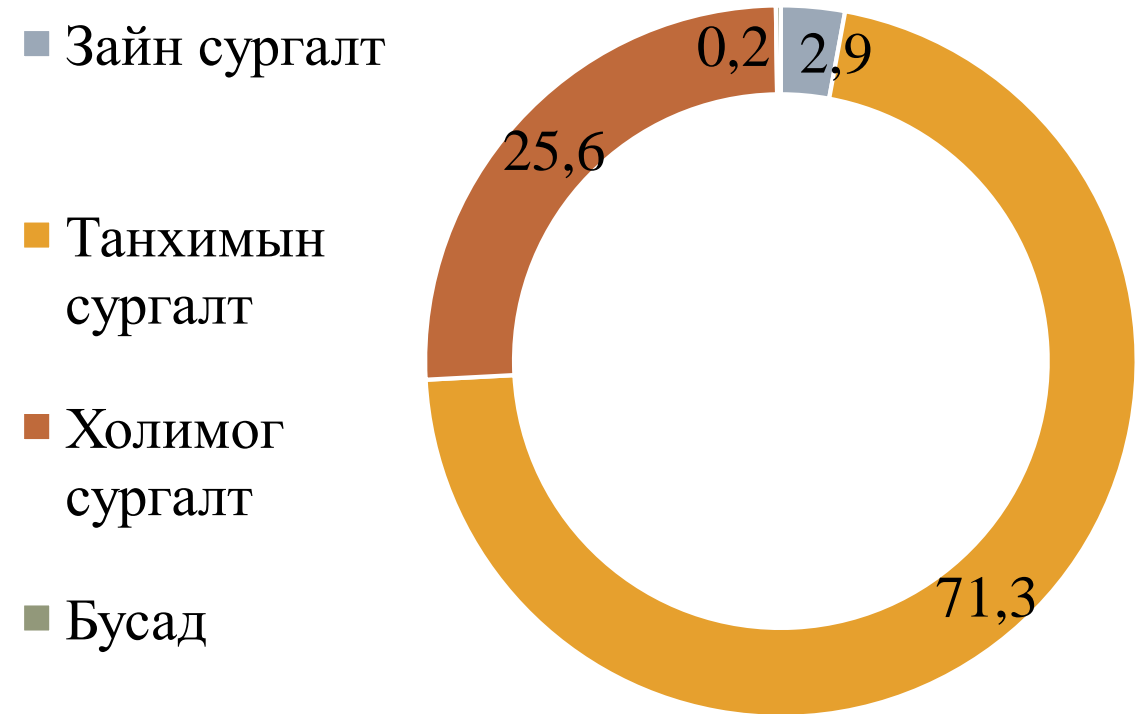


# FUTURE NEEDS OF DISTANCE LEARNING

Two of the 10 students view was distance learning was not successful

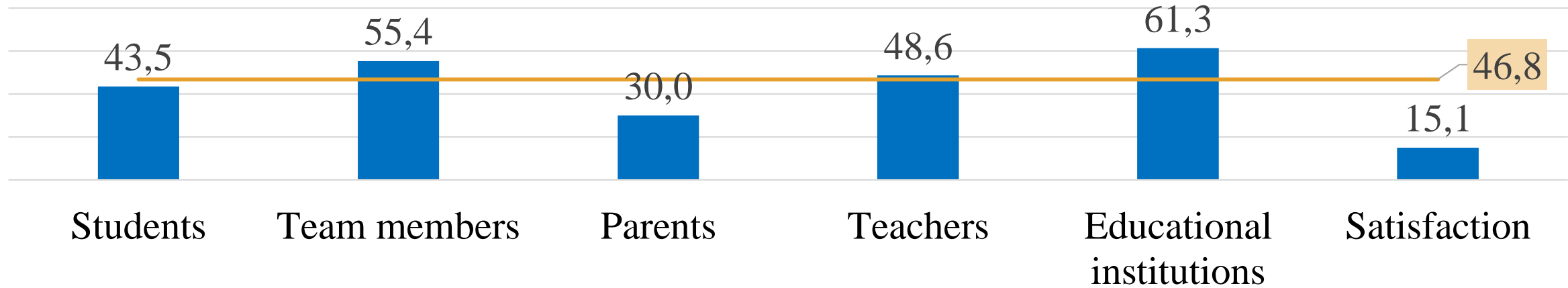


Three of 10 students viewed distance learning and combined training is required



# SATISFACTION FOR DISTANCE LEARNING

## *Satisfaction of Distance Learning by creterias*



- “Students”,
- “Team members”,
- “Parents”,
- “Teachers”,
- “Educational institutions”,
- “Satisfaction”



Teachers

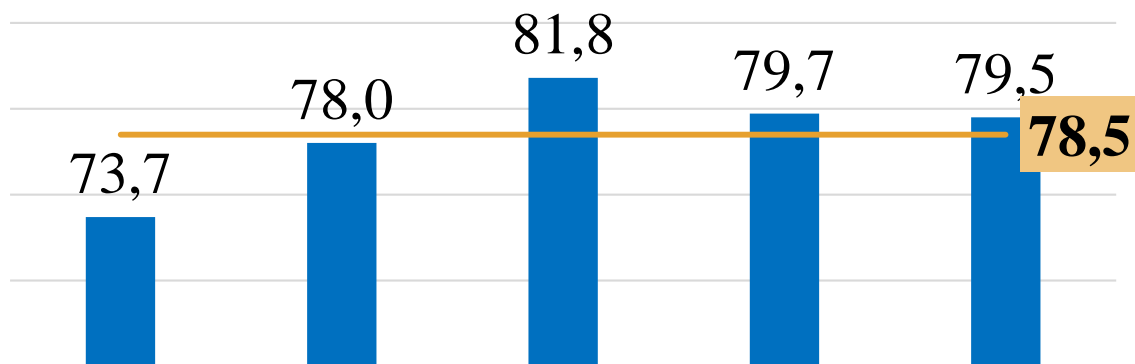
- agreed,
- totally agreed

(Cronbach's Alpha=0.840, n=31)



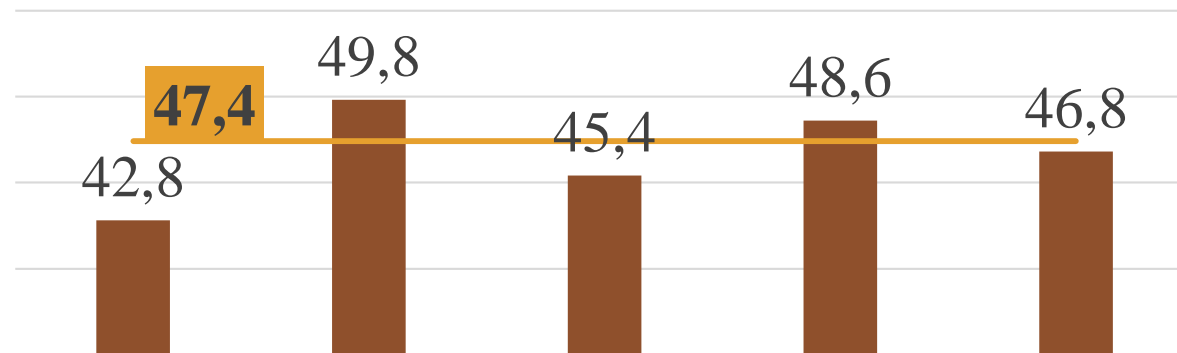
# INTERRELATIONSHIP OF CRITERIA

*Readiness index of distance learning*



Western region    Central region    Eastern region    Khangai region    Capital region

*Satisfaction for distance learning*



Western region    Central region    Eastern region    Khangai region    Capital region

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.342 <sup>a</sup>	.117	.113	13.9025

a. Predictors: (Constant), Багшийн онлайн сургалтын бэлэн байдлын индекс

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5707.164	1	5707.164	29.528	.000 <sup>b</sup>
	Residual	43101.216	223	193.279		
	Total	48808.380	224			

a. Dependent Variable: Нийт сэтгэл ханамж

b. Predictors: (Constant), Багшийн онлайн сургалтын бэлэн байдлын индекс

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.795	3.718		7.476	.000
	Багшийн онлайн сургалтын бэлэн байдлын индекс	.250	.046	.342	5.434	.000

a. Dependent Variable: Нийт сэтгэл ханамж

**шууд, мэдэгдэхүйц  
хамааралтай**

# СУДАЛГААНЫ ХҮРЭХ ҮР ДҮН – ЯЛГААТАЙ БАЙДАЛ

		Online course development skills	Digital communication skills	Basic skills of computer	Advanced knowledge and competences of digital courses	Ability to use learning management system
Readiness index of teachers for distance learning	Pearson Correlation	<b>.915**</b>	.711**	<b>.793**</b>	.704**	.792**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	225	225	225	225	225
		Distance learning	Digital communication skills	Basic skills of computer	Advanced knowledge and competences of digital courses	Ability to use learning management system
Readiness index of students for distance learning	Pearson Correlation	<b>.781**</b>	.648**	.740**	.641**	<b>.757**</b>
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	898	898	898	898	898

\*\* . Correlation is significant at the 0.01 level (2-tailed).

# FACTORS INFLUENCING TEACHER'S COMPETENCES

## Teachers

- Does not depend on the years of teaching, age, gender, хүйс,
- Devices, smart phone, computer, internet access
- Location, Distance,
- Professional direction



- Differences in teacher index **6.52%**
- As for students **9.53%**
- Competences of ICT teachers are- **86%**
- Need to improve competences of the teachers who teaching history, social science, citizen's education, geography, economy, primary school, sport's, technology lessons.

Зайн сургалтын бэлэн байдлын индекс өсөхөд ( $t, df, Sig.(2-tailed) \leq 0.05$ ) нөлөөлж байна.

# FACTORS INFLUENCING STUDENT'S COMPETENCES

Зайн сургалтын бэлэн байдлын индекс өсөхөд ( $t, df, Sig.(2-tailed) \leq 0.05$ ) нөлөөлж байна.



## LEARNERS

- No depends grades and ages
- Effecting technology quality /phones, computer, internet access/
- Differences of study environment
- Effecting parent's education
- Communication Language at home

# CONCLUSION

Needs to improve  
readiness index of  
teachers and  
students

Increase satisfaction  
and improve  
participation  
of the stakeholders  
for distance learning

Increasing the  
distance learning  
readiness index of  
teachers and students  
shows a direct  
correlation with  
increasing  
satisfaction of  
stakeholders

Use the results and  
conclusions of the  
research in the  
development of e-  
learning  
development  
policies, strategies  
and plans

# RECOMMENDATIONS

**For the local  
areas and  
organizational  
level :**

- Use, localize and the research methodology on readiness of distance learning and satisfaction. Disseminate the results of the research.
- Educational departments and schools of provinces and capitals should conduct frequent evaluations using this methodology and implement the results in their activities.
- Organizing activities to influence parents. With the aim of increasing the joint responsibility of the stakeholders for distance learning

# RECOMMENDATION

## For State level:

- Dissemination to other universities to increase the content of distance learning in MSUE teacher professional training plan.
- Increase the participation of relevant parties in discussing and solving the policy, legal and operational issues of distance education.
- There is a need to have a unified educational platform for placing research materials (data) and reports, scientific articles by governmental and non-governmental organizations in order to increase access of the research results.





*The views expressed in the presentation do not necessarily reflect the views of the International Development Research Center (IDRC) and/or its Governing Board*