



A Survey of Employer Satisfaction in Primary Education

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Abstract. The study focused on the professional development of primary education teachers, and the research results were analyzed by surveying 259 training managers from both governmental and private schools in Mongolia. Data was collected through a set of questionnaires administered to employers or training managers. These questionnaires covered a wide range of topics, including changes in the primary education curriculum, the necessary skills and attitudes for teaching, workplace challenges, tasks related to organizing teaching and learning activities, methods for addressing these challenges, the ease or difficulty of teaching various subjects, teacher development needs, and activities to support professional growth.

Keywords: Training · Analysis · Curriculum · Assessment · Competence · Professional development

1 Introduction

Education is a continuous process in which students acquire knowledge, skills, upbringing, attitudes, and opinions, that is, support their learning¹. To determine how educational curriculum, norms, and standards are implemented in our country, it is prescribed to evaluate and make conclusions on the quality of educational institutions and educational programs [1]. In Mongolia's long-term development policy "Vision 2050" [1] and "Medium-term development plan of the education sector (2021-2030)" [2], the continuous development of teachers is the main goal of improving the quality of education. In addition, in the field of providing creative and competent teachers and human resources that meet the needs and requirements of student development, "Create special criteria for the quality assurance of teacher training, increase the requirements for the curriculum, and strengthen the system for certifying the right to teach in educational institutions in stages", Development of the Education Sector In the mid-term plan (2021-2030), it is stated that "We will implement a policy to train and develop new teachers, improve the professional and teaching methods of all teachers, and develop the conditions for increasing research skills." Besides, the feature of the "Skilled Teacher" program included in the "2020-2024 Action Program of the Government" focuses on teacher training, continuous professional development of teachers, improvement of teachers' working conditions and salaries, growth of working conditions, abilities, and competencies, and teacher development. The following objectives are proposed in the plan. It states that "university programs for teacher training will be brought to the same level, their quality and conformity will be officially confirmed and accredited, and unified standards will be established to raise the professional reputation of teachers" [3]. Researchers agree that among the factors that affect the quality of education at all levels, the most positive is the resource of professional teachers [4]. Therefore, we aimed to clarify the opinions of employers or training managers about the professional development activities of primary education teachers based on questionnaires.

2 Survey Methodology

"Data was collected from employers through quantitative and qualitative research methods. In the quantitative method, a total of eight sets of questionnaires were used to examine various aspects, including changes in the content of the primary education curriculum (15 variables), the skills and attitudes necessary to work as a teacher (33 variables), the problems encountered in the workplace (14 variables), the problems encountered in organizing teaching and learning activities (11 variables), as well as the methods to solve them (7 variables), easy and difficult subjects to teach (11 variables), teacher development needs (12 variables), and activities to support teacher development (13 variables). In total, 116 variables were developed and analyzed [5].

The validity of the questionnaire was checked using SPSS 25.0 software [8]. Factor analysis confirmed sample adequacy and no missing values were identified."

Scope and sample

When selecting schools from provinces and districts to represent all five regions, we included the schools with the highest numbers of primary school students and primary school teachers. This selection comprised two state-owned schools, one non-state-owned school, two state-owned schools with a substantial number of primary school teachers and students located in the center of Sumy, and one team school.

The responses of 259 training managers to the employer satisfaction survey were processed using SPSS-25 software. During this process, factor analysis was conducted on the survey variables."

Omitted value

This value confirms that all the variables within the test (questionnaire) and the questions representing the study's objectives are fully included. There are no missing values, as evidenced by the absence of any fluctuations in the variable frequencies. The data is considered complete for this unit, as there are no numeric values outside the normal range (ranging from a minimum value of 1 to a maximum value of 5) for the variables."

0 variation value

The value of zero variation was calculated as the sum of each group of questions. 3 participants (181, 197, 208) who took part in the study gave unrealistic answers, or the value of variation is less than 1.

Reliability analysis

The reliability analysis of the data showed that the Cronbach alpha value of the questionnaire was .724-.976, which is [5]acceptable as defined. It is not necessary to exclude any variable from the overall statistics of the questions as part of the reliability analysis.

Table 1. Reliability

Query	Manager	
	Cronbach's Alpha	N of Items
Changes in the content of the primary education curriculum	0.855	15
Skills and attitudes needed to work as a teacher	0.949	33
Challenges in the workplace	0.847	14
Difficulties in organizing educational activities	0.657	11
A way of making decisions	0.564	7
Easy and difficult lessons to teach	0.768	11
The development needs of primary education teachers	0.749	12
Activities to support the development of primary education teachers	0.816	13

Analysis of sample adequacy

KMO=.709-.981 [6] above the acceptable range, or within the range of variables in the factor analysis, the sample was adequate [8](Table 2).

Table 2. Analysis of Sampling Adequacy

Variable	Manager	
	Kaiser-Meyer-Olkin Measure of Sampling Adequacy	Approx. Chi-Square
Changes in the content of the primary education curriculum	0.781	1830.9
Skills and attitudes needed to work as a teacher	0.939	4248.2
Challenges in the workplace	0.876	1074.9
Difficulties in organizing educational activities	0.71	332.5
A way of making decisions	0.709	121.5
Easy and difficult lessons to teach	0.754	737.3
The development needs of primary education teachers	0.774	487.1
Activities to support the development of primary education teachers	0.835	754.8

Commonality of variables

The commonality of variables will be used for further processing of the data, and in doing so, it will be compared with a certain coefficient. Here, a value of 0.4 is given, and the following variables are considered to be less than this value and can be excluded from the analysis.

As for the difficulties in organizing educational activities,

- lesson preparation,

- training documents,
- knowledge and use of foreign languages,
- assessment activities

In terms of supporting the development of primary education teachers,

- to improve teachers' attitudes towards their profession,
- sharing and disseminating good practices

Comparison of variables for each factor

With this analysis, the variables can be grouped into components, for example, 15 questionnaire variables "change in the content of the primary education curriculum" can be grouped into 4. The explainability of the variables is 67.064 percent.

Correlation analysis

The variables of each factor were compared. SPSS- is set to not show values with an absolute value of 0.40 or less, so the values in the Education and Psychology cells are blank.

3 Findings and Discussion

General information for employers

Considering the locations of the surveyed schools, 12.1 percent are in Bag¹, 36.2 percent are in Sumy, 28.4 percent are in provincial centers, and 23.3 percent are in Ulaanbaatar.

The primary education training managers are by age group, there are 5 (1.9 percent) under the age of 30, 53 (20.6 percent) between the ages of 30-39, 116 (45.1 percent) between the ages of 40-49, 82 (31.9 percent) between the ages of 50-59, 60 and 1 (0.4 percent) of the older age group.

Considering the level of education, 120 (46.7 percent) have a bachelor's degree, 16 (6.2 percent) have a diploma, and 121 (47.1 percent) have a master's degree or higher.

In terms of professional level, teaching methods - 47 (18.3 percent), counselors - 23 (8.9 percent), leading - 180 (70.0 percent), no degree - 6 (2.3 percent). Considering the period of working as a manager of elementary education, 1-10 years worked - 191 (74.3 percent), 11-20 years - 48 (18.7 percent), more than 20 years - 10 (3.9 percent).

Considering the qualifications of primary education managers, Mongolian language 36.0 percent, mathematics 33.6 percent, natural science 11.7 percent, social science 8.9 percent, visual arts and technology 7.7 percent, physical education 2.4 percent, music 0.8 percent, English 2.0 percent, unqualified 26.3 percent.

Main query

In a survey about the method of selecting primary school teachers in educational institutions, 69.1 percent of them were chosen for their professional knowledge, 60.2 percent for their professional skills (teaching methods), 57.1 percent for their personal attitude, 38.2 percent for their work experience, and 24.7 percent were not selected but were lacking teachers. Additionally, 15.8 percent mentioned that selection is made using other methods. During interviews, other methods were mentioned, including Mongolian language proficiency tests, essays, writing assessments, mathematics, Mongolian language, computer, and English proficiency tests, regular curriculum development, discussions, and writing. Furthermore, skills tests, computer knowledge, talent in arts and sports, ethics, work experience, legal knowledge, and knowledge of the mother tongue are checked. In some cases, additional criteria include interest in work, love for children, and the ability to work in a team.

Primary education training managers rated the theoretical knowledge of primary education teachers who have worked for more than 6 years as "good" and "excellent." On the other hand, 14.8 percent of teachers in their first year and those who have worked for up to 5 years were found to have insufficient theoretical knowledge. It is necessary to continually implement various multifaceted activities in the field of improving the theoretical knowledge of new graduates, self-learning, activeness, and motivation through the "Teacher and Elementary Education" program. Employers' ratings are inversely related to teachers' tenure. The theoretical knowledge, teacher competence, ability to process data and research, teacher relationships, attitudes, and teaching methodology of first-year and 1st-5th-year teachers were evaluated as relatively weak [7].

Table 3. In the curriculum prepared by primary school teachers content changes that need to be made

General category	Deepen the content	Keep the content intact	Reduce content	Enrich with new content
Education Science	20.1	29.7	10.0	40.2
Psychology	36.3	22.8	6.2	34.7

¹ Sumy are further divided into Bag. <https://mn.wikipedia.org/wiki/%D0%A1%D1%83%D0%BC>

Mother tongue and theory	27.8	31.3	17.4	23.6
Native language and methodology	31.3	23.6	7.3	37.8
Mathematics and theory	28.6	28.6	24.3	18.5
Mathematics and methodology	32.8	19.3	10.0	37.8
Natural science and theoryz	26.3	33.2	21.6	18.9
Natural science and methodology	27.8	22.4	14.7	35.1
Social science and theory	16.2	42.9	23.6	17.4
Social science and methodology	20.5	34.4	12.4	32.8
Visual arts, technology and theory	16.6	48.6	18.5	16.2
Visual arts, technology and methodology	20.1	34.7	10.4	34.7
Introduction practice	32.0	29.7	9.3	29.0
Experiential teaching practice	37.5	22.4	6.6	33.6
Teaching practice	44.0	17.4	5.0	33.6

According to employers, primary school teachers need training in various subjects and methodologies, including psychology, mother tongue, mathematics, natural science, practical teaching, and education science. They also emphasize the importance of familiarization practice, experiential teaching practice, and enriching teaching content with new material and technology. Table 3 provides further details on these requirements.

Table 4. Professional competence of teachers and primary education (in percentage)

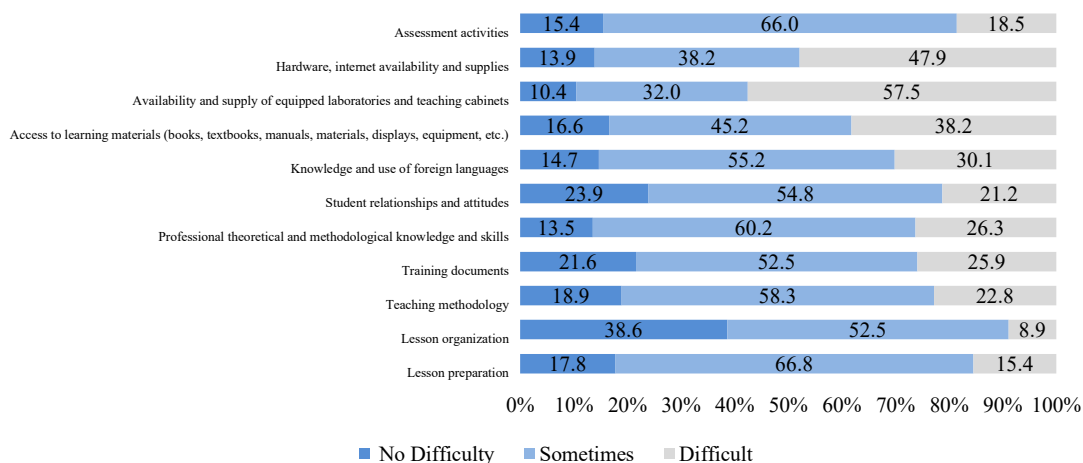
Skills required for the job	Very important	Skills required for the job	Very important
Knowledge and ability of foreign languages	66.0	Problem-solving skills	95.4
Work with sustainability	90.0	Be interested in learning and professional development	95.4
Knowledge and skills related to equal inclusion	91.1	Activate and motivate students in the learning process	95.4
Be patient and tough	93.1	Work independently	95.8
Knowledge of educational policies, trends, and curriculum	93.1	Carry the workload	95.8
Pedagogical theory and the ability to use it in training	93.1	Use of information and communication technologies in training	95.8
Ability to work with colleagues and communities	93.1	Personal skills	96.1
Research knowledge	93.8	Be interested in your profession	96.1
Ability to select appropriate assessment methods for students	94.2	Professional knowledge and skills	96.1
Classroom management knowledge and skills	94.2	Knowledge and ability of teaching methods	96.1
Communication skills	94.6	Teamwork	96.5
Accuracy	94.6	Responsibility	96.5
Ability to work effectively and consistently with parents and guardians	94.6	Punctual	96.5
Ability to plan and organize training	94.6	Be passionate about your work	96.5
Knowledge of information and communication technology	94.6	Be organized personally	96.5
Be proactive	95.0	Adhere to ethical standards	96.9
The ability to diagnose the developmental characteristics and different needs of students, and to select appropriate methods based on the diagnosis	95.0		

Employers place significant importance on both professional and personal skills. These skills encompass adhering to ethical standards, working independently, managing workloads effectively, utilizing information and communication technology in education, demonstrating personal skills, maintaining a genuine interest in the profession, and possessing strong professional knowledge and teaching skills. Additionally, many employers emphasize the significance of methodological knowledge and skills, teamwork, responsibility, punctuality, enthusiasm for achieving success, and effective personal organization, as detailed in Table 4.

Table 5. Problems in the workplace of a primary school teacher

Content	Totally agree	I agree	Doubtful	Disagree	Totally disagree
Lack of teaching methodology	16.6	62.5	11.2	9.3	0.4
Low salary	47.1	35.5	9.3	6.9	1.2
Lack of ability to diagnose and apply psychological and developmental characteristics of students	14.7	62.5	15.8	6.6	0.4
Lack of learning assessment methodology	12.7	57.9	18.1	10.8	0.4
Lack of time management and ability to handle workload	15.8	53.3	15.8	12.7	2.3
Lack of research, analysis and data processing skills	13.1	54.1	17.8	13.1	1.9
Lack of professional knowledge	14.3	52.5	17.4	14.7	1.2
It is difficult to cooperate and understand with parents and guardians	13.1	49.8	18.1	17.0	1.9
Low knowledge of foreign languages	12.4	47.9	25.9	12.0	1.9
Lack of ability to use ICT	9.7	45.6	18.9	23.6	2.3
Difficulty working with elementary school children	9.7	45.2	20.8	20.5	3.9
There is little interest in working with stability	10.4	40.2	25.5	20.1	3.9
It is difficult to cooperate and understand with school management and colleagues	7.3	32.4	25.5	30.9	3.9
Not interested in the profession	8.1	29.7	35.9	22.0	4.2

Employers identified several critical challenges faced by primary school teachers in their workplace. These challenges include a lack of essential skills such as teaching methods, understanding students' psychology and developmental characteristics, diagnosing and applying learning assessment methods, effective time management, managing workloads, conducting research and data analysis, and possessing professional knowledge. Additionally, employers noted that challenges related to collaborating with parents and guardians and difficulties in comprehension were among the main problems faced by primary school teachers, as indicated in Table 5.

**Figure 1.** In organizing the teaching activities of primary school teachers difficulties encountered

The challenges encountered by primary school teachers in organizing teaching and learning activities encompass the availability of well-equipped classrooms and laboratories, access to essential supplies and hardware, internet connectivity, and access to teaching materials such as books, textbooks, manuals, raw materials, displays, equipment, and more, as depicted in Figure 1.

Table 6. A difficult subject for primary school teachers to teach

No	To be studied name	Very easy	Easy	Medium	Difficult	Very difficult
1.	Mongolian language	5.1	28.3	42.5	20.9	18.8
2.	Mathematics	3.1	26.7	45.5	22.0	15.4
3.	Human and	4.3	52.2	37.6	3.5	15.9

4.	Human and nature	2.7	21.0	41.2	26.5	53.3
5.	Human and society	4.7	45.3	42.6	4.7	16.4
6.	Fine Arts and	4.3	36.9	42.0	14.5	14.3
7.	Health	3.9	40.4	42.4	9.0	26.0
8.	Civic ethics education	8.9	59.1	26.5	3.5	18.9
9.	Music	2.8	23.5	36.8	25.9	73.3
10 .	Physical exercise	3.6	34.0	35.2	19.2	56.8
	Other.....	10.4	40.6	34.4	11.5	8.7

"Primary school teachers find subjects like 'Human and Environment,' 'Human and Society,' 'Fine Art and Technology,' 'Health,' and 'Civic Ethics Education' relatively easy to teach. On the other hand, subjects like 'Mongolian Language' and 'Mathematics' are considered challenging. These perceptions are summarized in Table 6. Additionally, 'Human and Nature,' 'Song and Music,' and 'Physical Sports' are also noted as comparatively easier subjects.

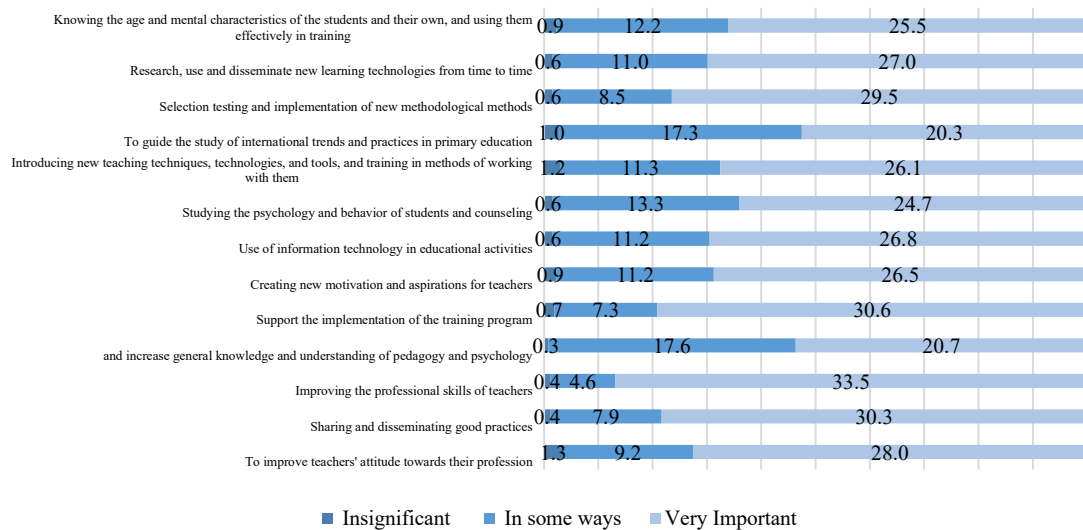


Figure 2. Activities to support the development of primary education teachers (in percentage)

Promoting the sharing and dissemination of good practices, enhancing teachers' professional skills, aiding in curriculum implementation, and testing, and introducing new methodological approaches are identified as crucial activities for supporting the development of primary education teachers, as illustrated in Figure 2.



Figure 3. Common development needs of primary teachers

The collective needs of primary school teachers encompass various aspects that are essential for enhancing their effectiveness in the classroom. These needs include using laboratories and computers, working in an internet-based environment, improving their knowledge and skills in early childhood psychology and diagnosis, gaining proficiency in education, psychology, and teaching methods, and having access to the latest books, manuals, and teaching materials. Additionally, there is a pressing need for utilizing, updating, and enhancing their knowledge

and skills in research and analysis methodology, as indicated in Figure 3. These intertwined needs underscore the multifaceted requirements of primary school teachers and highlight the importance of addressing these areas for their continuous professional development.

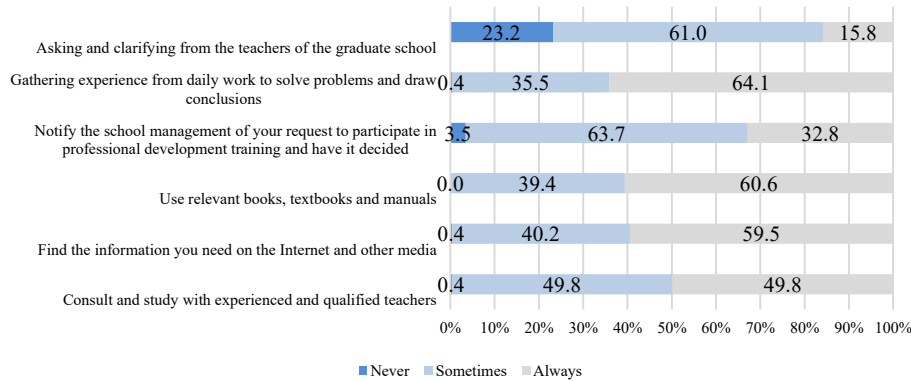


Figure 4. Ways to address the developmental needs of primary school teachers

According to employers, it is common for primary school teachers to meet their development needs by gaining experience from their daily work, processing and making conclusions, using relevant books, textbooks, and manuals, and searching for useful information on the internet and other media (Figure 3).

4 Discussion

In the discussion, it is evident that some of the research findings in our country align with employer assessments, emphasizing the significance of specific requirements for primary education teachers [9]. These findings underscore the importance of preparing teachers who can effectively implement the curriculum in line with students' needs, continuously enhancing teaching qualifications, and creating an environment conducive to sustained professional development [11]. It's worth noting that, in various countries, studies [11], [12], [13] have commonly explored employer satisfaction from both theoretical and applied perspectives. This broadens our understanding of the multifaceted nature of teacher selection and development, emphasizing the universal importance of these key factors in the field of primary education. The convergence between our research and international studies strengthens the notion that a well-rounded approach to teacher development is critical for the successful education of primary school students. The findings from our study reflect a shared commitment to improving the quality of primary education by addressing the needs and expectations of both employers and students.

5 Conclusion

In conclusion, our findings underscore the critical importance of professional knowledge, teaching skills, and individual attitudes as the primary criteria in the selection of primary school teachers by educational institutions. However, an evident inverse relationship between employers' ratings and teachers' tenure indicates a significant gap between the skills of program graduates and the practical requirements of the job.

To bridge this gap, it is imperative to focus on improving the material environment in primary education institutions. Moreover, enhancing the content and methodology of challenging subjects for primary education teachers is essential, with a focus on empowering students to independently explore and grasp scientific knowledge.

The weak feedback loop between teachers and graduates of the "Teacher and Primary Education" program highlights the need for universities and primary education training institutions to collaborate more closely. This collaboration should encompass various initiatives such as teacher exchange programs, support for professional development, program enhancements, and the alignment of graduates' professional competence with the demands of the workplace. By addressing these key areas, we can foster a stronger and more effective ecosystem for the development of primary education teachers.

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