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轉換型領導、教學培訓、組織支持對教學效能影響之研究-以蒙古

大學為例

**THE STUDY OF THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP,
TEACHING TRAINING, ORGANIZATION SUPPORT ON TEACHING EFFICACY-AN
EXAMPLE OF MONGOLIAN UNIVERSITIES**

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轉換型領導、教學培訓、組織支持對教學效能
影響之研究—以蒙古大學為例

研究生：Some brilliant.

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本校企業管理學系管理科學碩士班研究生胡瑞君在本系修業年，已經完成本系碩士班規定之修業課程及論文研究之訓練。

1、在修業課程方面：胡瑞君已修滿41學分，其中必修科目：

研究方法、管理科學等科目，成績及格(請查閱碩士班歷年成績)。

2、在論文研究方面：胡瑞君在學期間已完成下列論文：

(1)碩士論文：轉換型領導、教學培訓、組織支持對教學效能影響之研究—以蒙古大學為例

(2)學術期刊：

本人認為胡瑞君已完成南華大學企業管理學系管理科學碩士班之碩士養成教育，符合訓練水準，並具備本校碩士學位考試之申請資格，特向碩士資格審查小組推薦其初稿，名稱：轉換型領導、教學培訓、組織支持對教學效能影響之研究—以蒙古大學為例，以參加碩士論文口試。

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Letter of Recommendation for ABT Masters

Khurel-Erdene Baatarkhuu, a student of NHU Master Program for Business Administration for **1.5** years, has completed all of the courses and theses required for graduation.

1. In terms of studies, **Khurel-Erdene Baatarkhuu** has acquired **41**____ credits, passed all of the obligatory subjects such as **Research Methods**, **Management Science** etc. (Please refer to transcript.)
2. In terms of theses, **Khurel-Erdene Baatarkhuu** has completed the following:
 - i. Master thesis: **The study of the influence of transformational leadership, teaching training, organization support on teaching efficacy-an example of Mongolian universities**
 - ii. Journal :

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Academic Advisor: 

Date: 2017. 12. 27

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KHUREL-ERDENE BAATARKHUU

27th December, 2017

Title of Thesis : The study of the influence of transformational leadership, teaching training, organization support on teaching efficacy-an example of Mongolian universities

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ABSTRACT

The purpose of the research was to explore the relationship between transformational leadership, teaching training, organizational support and teaching efficacy. In addition, the study examined the mediating effect of teaching training on transformational leadership and teaching efficacy among Mongolian university teachers in Mongolia. The study also investigated the moderating effects of organizational support on transformational leadership and teaching efficacy. Moreover, this study asserted transformational leadership has effective influence on teaching efficacy. The study uses questionnaire with 36 questions which handled to both on the internet and through hardcopy to Mongolian universities. Accordingly, 250 valid responses are gathered. The findings of the research result are as follows: (1) both the transformational leadership and teaching training have a positive influence on the teaching efficacy; (2) organizational support is not moderator effect on the relationship between transformational leadership and teaching efficacy; (3) the teaching training is a partially mediator on the relationship between transformational leadership and teaching efficacy.

Keywords : Transformational Leadership (TL), Teaching Training (TT), Organizational support (OS) , Teaching Efficacy (TE)

關鍵字: 變革型領導, 教學培訓, 組織支持, 教學效能

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CHAPTER ONE

INTRODUCTION

1.1 Research background and motivation

A role of teacher includes more than essentially remaining before a classroom and lecturing. Actually, despite the fact that a teacher spends most of the day in the classroom, the teaching part is just component of the job. A successful educator knows that teaching includes wearing numerous caps to guarantee that the school day runs easily and all understudies get education quality. Hence, a teaching work isn't as simple as individuals think, even in teaching, organization and discussion. No one but teachers can understand the trouble that an teacher experiences. Moreover, if teachers can receive effective supports from the school leadership properly, their coherence, sense of belonging, teaching efficacy and job satisfaction will be increased. So school leadership role is also absolutely important for teacher's teaching efficacy at school. For that reason, we would like to explore moderating impact of teaching support on the relationship between school leadership and teaching efficacy of teachers.

Following social psychological hypothesis (Bandura, 1977) the primary's initiative style can be viewed as a wellspring of vicarious experience or verbal influence. In spite of the fact that there has not been much consideration paid to the impact of school authority on educator's showing viability in experimental examinations, there is a connection to the neighboring field of school adequacy that makes it advantageous to likewise consider this factor. Research in school change proposes that both instructional and transformational authority are altogether connected with the school condition in which instructors work (Day and Sammons, 2013). Transformational authority has indicated associations with vision-based

administration, setting bearings for and rebuilding the school, defining formative objectives for staff and educational modules and building associations with the group. Furthermore, transformational leadership theory is more convenient for our study. In this study, suggest the higher education's president will identify by transformational leadership.

1.2 Research objective

- (1) Determine how high education's teachers feel school support from school president
- (2) To identify factors that contribute to transformational leadership behaviors, with a focus on teaching support, and determine relationship between leadership and teaching efficacy.
- (3) Identify current and potential sources of organizational support for building and decorating classroom
- (4) To test hypotheses that which hypotheses is supported and rejected

1.3 Research process

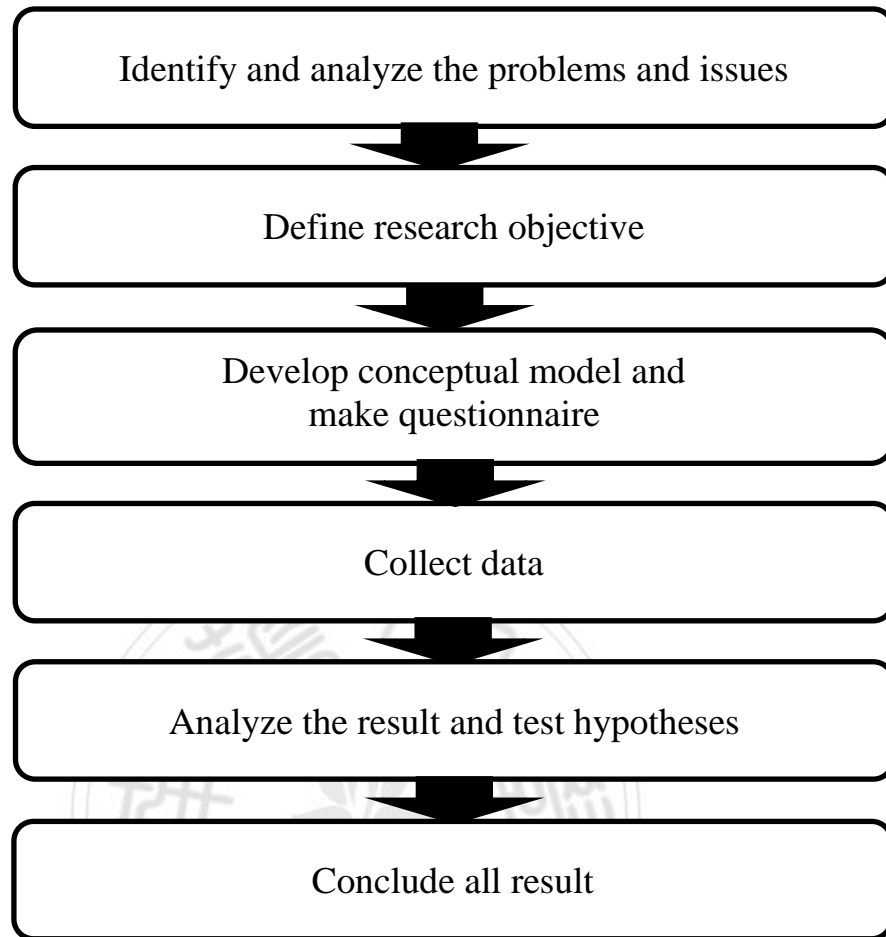


Figure 1.1 Research process

1.4 Research Structure

Chapter 1: In this study, identified main purpose and main questions of our paper, and to explain why school support important for teaching efficacy and impact of transformational leadership.

Chapter 2: This study determined main points of leadership, transformational leadership, teaching support, teaching training and teaching efficacy in empirical research by previous researchers.

Chapter 3 shows with more noteworthy detail the research methodology adopted. In order to reach the purpose, we will use some popular useful methods of SPSS software, namely factor analysis, reliability test and multiple regression.

Chapter 4: this chapter will present the empirical results, such as impact of transformational leadership on training teaching and teaching efficacy and whether moderator variable of teaching support can effect on relationship between leadership and teaching efficacy of teachers.

Chapter 5: Last chapter will take to achieve our desired objectives and outcomes according to our empirical result.



CHAPTER TWO

LITERATURE REVIEW

2.1 Leadership

There is a wide range of leaders in both style and purpose found in human history. These could include Genghis Khan, Napoleon Bonaparte, Winston Churchill, Adolf Hitler and Steve Jobs. All could “conquer” people in their time of power. They commanded their prestige through their leadership skills. To attract and impress inferior, some leaders led imperiously while some used charisma. Their citizens’ concept of leadership has been studied in a wide and deep range. The question of which kind of leadership would manipulate followers more effectively is continually subject to analysis and debate.

Earlier, most leadership studies concentrated on characteristics of leaders such as transaction leadership. Later, researchers started to consider reciprocal interaction and potential for shared value between leaders and employees the newer concept of transformational leadership became more familiar.

(a) Transactional Leadership

Transactional Leadership is common procedure to in view of the satisfaction of legally binding commitment. They handle to set destinations and observing and controlling results. Transactional Leadership contains the accompanying three first-arrange factors:(a) Contingent Reward Leadership (i.e., constructive transactions) refers to leader behaviors focused on describing exact role and task requirements and providing employees with material or psychological rewards depending on the fulfillment of contractual obligations; (b) management-by-exception active (i.e., active corrective

transactions) refers to the active attention of a leader whose goal is to ensure that standards are met; and (c) management-by-exception passive (i.e., passive corrective transactions) leaders only intervene after noncompliance has occurred or when mistakes have already happened. (Antonakis, Avolio & Sivasubramaniam, 2003).

(b) Nontransactional Laissez-Faire Leadership

Laissez-Faire Leadership alludes the nonappearance of a transaction of sorts as for initiative in which the leader abstains from making decision and obligation, and does not utilize their power. The leader generally have a tendency to be idle and to maintain a strategic distance from to being dynamic. This idea is characterized as the most uninvolved and inadequate style of leader. (Antonakis, Avolio and Sivasubramaniam, 2003).

(c) Transformational Leadership

Transformational leaders are proactive, improve employees' perception for transcendent collective interests, and encourage them to achieve their target. (Bass, 1985; Yukl, 1999a, 1999b). There are five first-order factors which constitute of transformational leadership: 1. attributed idealized influence, 2. behavior idealized influence, 3. inspirational motivation, 4. intellectual stimulation and 5. individualized consideration. The attributes refer to leaders behavior which contribute to employees' satisfaction by advising, supporting, and paying attention to the individual needs of employees, and thus allowing them to develop and "self-actualize" (Antonakis, Avolio, & Sivasubramaniam, 2003).

2.2 Teaching Training

Several school-based factors can contribute to the production of students' knowledge. These factors ranged from materials and infrastructure to school organization. Teacher quality is arguably the most important determinant of student achievement. Recent evidence also shows its importance as a determinant of long term outcomes (Chetty, Friedman, & Rockoff, 2014). Educating caliber could a chance to be altered through three channels: moving forward the sort about educators working to schools; giving incentives on push more terrific instructor's testament exert (monetary or non-monetary); Also moving forward those nature about educating support through preparing and expert improvement. Between 2013 Also 2015, a project led in the Re for Georgia emulated the third channel –teacher preparing with enhance showing caliber.

Over creating nations the confirmation on the sway about educator's testament preparing may be moderately more blended over in the us. To particular, intercessions that take after a thorough approach looking into instructor's testament preparing hint at guaranteeing effects. To example, Chay, McEwan, Also Urquiola (2005) utilize a relapse intermittence plan should assess the Chilean P-900, a intercession focusing on low performing schools that Gave instructor's testament training, foundation improvement, textbooks Furthermore other direction book materials, and tutoring to low performing scholars. The assessment documents sure impacts looking into students' test scores from claiming 0.2 standard deviations. Additional recently, Piper Furthermore korda (2011) assess An project Previously, Liberia that furnished educator's testament preparation through An consolidation for ability fabricating workshops, on-going standard feedback, and in addition different Group out- compass exercises. Utilizing randomization concerning illustration their ID number strategy, those creators

Figure that the project enhances perusing scores Eventually Tom's perusing 0.79 standard deviations. Menendez Also Dayaratna (2016) assess a comparable intercession clinched alongside Uganda utilizing a test plan Be that find generally little impacts ahead perusing familiarity "around third graders uncovered of the system since the starting for their essential training. Lucas, McEwan, Ngware, and Oketch (2014) think about the impact for educator's testament preparing intercessions to Uganda and Kenya. They utilize test plans Previously, Every nation will assess projects that incorporated educator's testament training, direction book materials, Furthermore continuous mentoring for instructors. Lucas and her coauthors find noteworthy impacts to Uganda for roughly 0. 2 standard deviation, Anyway considerably littler impacts for Kenya. Oliveira What's more Carnoy (2015) use a triple Contrast methodology with assess Pacto pela Alfabetização na Idade Certa , a early review perusing system over brazil that Gave instructor's testament preparing and perusing materials to schools, consolidated with fiscal incentives In light of learner execution done institutionalized exams; they find impacts from claiming 0. 08 and 0. 14 standard deviations to Portuguese What's more math, individually. A recent meta-analysis by Popova, Evans, and Arancibia (2016) of teacher training programs in developing countries finds that programs that in addition to training teachers provide reading materials for students are more likely to have positive impacts on student achievement.

The thing that these projects have On normal is a thorough approach will educator's testament expert improvement. These intercessions don't basically give acceptable instructor's testament preparing as well as offer an arrangement about educator's testament help resources, including general sentiment What's more educating help materials.

Furthermore on educator's testament training, those project Gave in-service preparing and progressing backing to educators Also principals. It supplied guidelines materials including leveled supplementary readers, students' newspapers, and math manipulatives. Previously, addition, will help instructor's testament check their educating support caliber Also advise them around their students' performance, those project prepared educators for students' developmental appraisals instruments. Finally, will encourage responsibility Furthermore transparency Likewise an outer check around educating help quality, those pro- gram made school report card cards for principals for data from one school execution ahead preparation participation, educator's testament tests, utilization of project procedure in the classroom, and other task exercises.

2.3 Organizational Support

Students with disabilities require a specialized, high-quality learning environment if they are to be successful (Brigharm, Morocco, Clay, & Zigmond, 2006). In full, Brigharm (2006) stated that providing a high quality physical learning environment is relatively straight forward. A well prepared teacher who utilizes up-to-date, research based materials is crucial as is a safe environment conducive to learning. However, there are other aspects of an effective learning environment that are not so readily observed. Newell and VanRyzin (2007) asserted the way that a school's staff perceives their role in the education of students with disabilities has a significant bearing on the students' academic success.

Given that, with the end goal for argumentation to happen in classrooms, an extremely refined plan is required in which the expository conditions ought to be painstakingly settled (Andriessen ,and Schwarz, , 2009 and Leit~ao 2009;), amid the previous 15 years a developing group of writing

has revealed the utilization and impacts of PC intervened frameworks for classroom argumentation (see Noroozi, Kirschner, Biemans, and Chizari, 2012, and Mulder, 2017; Noroozi, Weinberger, Biemans, Mulder,). The primary thought behind the utilization of these computational frameworks (see McLaren, 2010, and Scheuer, Loll, Pinkwart for a survey) has been to help the duties of educators as far as the arrangement of direct platforms for understudies. In any case, as companion argumentation has been the principal center of all these computational frameworks, the adjustment in instructors' instructional practices, for instance, educators' talk amid entire class fragments and plenaries, has been less very much bolstered.

Another sorts of framework used to help showing rehearses are educational modules materials. Educational modules materials can be characterized as any asset concentrated on educational programs and direction, over either an entire year of guideline or a shorter timeframe, including course books, curricular projects and educational modules systems, among others (Grossman and Thompson, 2008). They assume a significant part in guideline by and large, and particularly in the classroom practices of elementary teachers (Feiman-Nemser and Ball, 1988). In Chile, specifically, the utilization of course readings is broad in essential and early auxiliary training, this being the principle route in which the State has affected classroom instructional practice (Rodriguez and Leiva, Cardemil, Rittershaussen, Latorre 2000).

In any case, course books and their reporter instructor notes are as often as possible underestimated by educators and instructor teachers on account of the conviction that great instructors don't take after reading material yet rather outline their own lessons (Ball and Cohen, 1996; Feiman-Nemser and, Ball 1988). The issue is that creating and outlining a lesson self-rulingly is to a great degree troublesome, notwithstanding for very experienced educators

(Feiman-Nemser,and Ball 1988). What results is that, notwithstanding when educational modules materials assume a significant part in instructors' initial vocations, and for educators in the underlying strides of progress forms, they are not seen as advancing learning conceivable outcomes and are in this manner rejected.

Regardless of the way that materials may have a couple of confinements, a couple of makers have fought that they also offer wonderful learning potential for educators (Palincsar, and Arias, Bismack, Davis, 2016; Cohen and Ball, 1996; Collopy, 2003; Krajcik and Davis 2005; and Thompson and Grossman 2008; Herbel Eisenmann, Lubienski and Id-Deen , 2006; Reisman and Fogo, 2016; Remillard, 2000). Because of propelling science classroom argumentation, there is some affirmation to show that instructive projects materials especially planned to enable classroom to talk are convincing in changing the verbose practices of instructors and understudies (Arias, Smith, Davis, Marino Palincsar a, 2017; McNeill et al., 2017; Michaels and O'Connor 2013) and may prompt the change of scholarly substance learning of argumentation (Marco-Bujosa and Loper , McNeill, Gonz_alez-Howard, 2017).

O'Connor,Michaels, and partners (Anderson and Chapin, O'Connor, 2009; O'Connor and Michaels, 2013; Michaels, Resnick and O'Connor, 2008) developed a movement of instructive modules materials focused on explanations to help gainful classroom exchanges. They recognized couple of talk moves, or sorts of discourse that help teachers to incite understudies' thinking elaboration and the sustainment of beneficial coordinated efforts, and made capable change materials with a particular true objective to help educators' dialog in different settings.

In the UK, Howe and partners (Ruthven 2011) made instructive projects materials as a noteworthy part of a wander called episteme, went for sketching out and surveying modules to progress principled change in science through dialogical teaching in early discretionary preparing 12-13 years. The outcomes demonstrated that understudies in the intercession classes showed pre-post gets that were all around higher than those of the understudies in the control gathering. Notwithstanding, it was not clear to what degree the intercession classes were more dialogical and factious (Howe 2015)

2.4 Teaching Efficacy

Based on Bandura's (1997) conceptualization from claiming self-efficacy, teachers' sense of viability is characterized as teachers' subjective judgment regarding their proficiencies will effectively execute An strategy needed will satisfy their parts Concerning illustration an instructor (Skaalvik & Skaalvik, 2010; Tschannen-Moran & Woolfolk Hoy, 2001). Teachers' feeling from claiming viability need been demonstrated on be An real predictor from claiming teachers' emotional, cognitive, What's more behavioral parts for teaching-related exercises. (Bandura, 1997; Skaalvik & Skaalvik, 2007; Tschannen-Moran & Woolfolk Hoy, 2001). For addition, it need predicted teachers' all mentality to showing and classroom direction book.

Educators who feel strong tend with hint at higher levels from claiming energy to teaching, use additional efforts, What's more challenge themselves Eventually Tom's perusing adopting an assortment from claiming inventive showing methodologies. (Allinder, 1994; Guskey, 1988; Stein M. K & Wang, 1988). Moreover, to their investigations for Norwegian teachers, Skaalvik and Skaalvik (2010) given further confirmation of the predictive utility of teachers' sense from claiming viability. Instructors with a helter skelter

feeling about viability were more averse should experience sentiments for burn-out Also less averse with have higher work fulfillment. Further, those sure joins between teachers' sense of viability and occupation fulfillment were watched crosswise over culturally different contexts (Klassen, 2009). On addition, teachers' feeling about viability to educating might have been demonstrated with influence guidelines hones. To example, educators for An secondary feeling from claiming viability for showing have a tendency to make An All the more mastery-focused classroom environment, contrasted with their partner (Ciani, 2008; Deemer, 2004; Wolters & Daugherty; 2007 Midgley, Anderman, & Hicks, 1995).

Former Examine looking into students' inspiration need shown that self-efficacy serves Concerning illustration an predecessor from claiming individual accomplishment objective reception. Elliot (2005) shown that approach types of objectives (dominance also performance-approach goals) would undergirded Toward sure perspectives about self Furthermore dispositional accomplishment inspiration inasmuch as shirking types of objectives (performance-avoidance goals) would frequently all the undergirded Toward negative perspectives of self Furthermore dread of disappointment. Reliable with such views, An sure cooperation the middle of self-efficacy and dominance objective reception need been reliably watched (Anderman & Young, 1994; Linnenbrink, 2005; middleton & Midgley, 2002; Pajares, Britner, & Valiante, 2000; Roeser 1996).

2.5 Relationship between Leadership and Teaching Training

Despite such research, the relationships among instructional leadership, teaching, and even student achievement have not been adequately studied (Leithwoodetal,1990). In fact, based on are view of the Journal of Curriculum and Supervision, Short(1995) has called former searching to the effects of

leader behavior on teacher behavior, the relationship of instructional leadership to teaching, instructional leaders' characteristics, and conditions necessary for effective instructional leadership. The study were port in this article is the first comprehensive empirical report of the experience so teachers as reported by teachers ineffective instructionally oriented interactions (cf. Herbert and Tankersley, 1993). Here, we briefly describe our findings about developing collaborative, problem-solving contexts for dialog about instruction. We also describe a specialized form of teacher thinking reflection and reflectively informed behavior, which arises from a teacher's questions about perplexing classroom experience and leads to purpose and problem resolution (Dewey, 1933).

Transformational leadership has indicated associations with a vision-based administration, setting bearings for and rebuilding the school, defining formative objectives for staff and educational modules and building associations with the group. Subsequently, the head educator builds up the school association by guaranteeing a collegial and steady input culture, giving instructors flexibility to build up their qualities and construct solid connections with the school condition like guardians or authorities, yet in the meantime going up against a defensive part so none of these impacts win. Instructional leadership, interestingly, has been related with the defining of instructive objectives, arranging the educational modules and the assessment of instructors and educating. In this worldview, the head educator concentrates on making a domain for better understudy accomplishment, for encouraging instructing and learning and their quality.

2.6 Relationship between Teaching Training and Teaching Efficiency

We expected that a learning goal structure at school would positively predict teacher self-efficacy and that a performance goal structure would negatively predict self-efficacy. One reason for these expectations was that, in a performance goal structure, the teachers tend to be evaluated and to evaluate themselves based on the students' performances relative to students in other classes and other schools and that not everyone can have the best student results.

In this scope, Marzano (1998) analyzed 4000 research in his Meta-analyze and he found that teaching trainings are teachable; however, the success rate of each teaching training program was very different from one another. Many new studies focused another variables such as teachers' qualification, and parents' and school administrations' attitudes towards teaching training skills. These studies depicted that teachers' individual difference was one of the most important variables in the process (Alnesyan, 2012; Kamii & Lewis, 1991; Ritchhart, Palmer, Church, & Tishman, 2006). Self-efficacy and teaching styles are accepted as the two main individual differences of the teaching thinking process (Alnesyan, 2012; Tebbs, 2000). Onosko (1991) found that teachers having low self-efficacy were less successful teacher than those having high self-efficacy. Because, having low self-efficacy resulted in undemocratic classroom atmospheres, uncreative students, and one-way class room interactions that are the main problems in teaching training skills (Coffman, 2013; Choy & Cheah, 2009; Othman & Mohamad, 2014). Furthermore, a teacher's teaching style is one of the determinants of their behavior patterns (Hugo, 1990). From this respect, teaching style and teachers' self-efficacy level are also effective on 'how you teach'.

In comparison, in a learning goal structure, the teachers may evaluate themselves based on student improvement, and, in principle, all teachers may observe that their students are improving. However, student improvement may be masked in a performance goal structure, because improvement need not change the students' level of achievement relative to other students.

2.7 Relationship between Leadership and Teaching Efficacy

Teacher Efficacy (TSE), or their "conviction or conviction that they can impact how well understudies learn, even the individuals who might be troublesome or unmotivated" (Guskey and Passaro, 1994, p. 4), has been inquired about broadly amid the most recent 30 years (Klassen, Tze, Betts, and Gordon, 2010). To outline, high TSE instructors are more devoted to their work (Coladarci, 1992; Glickman and Tamashiro, 1982) and experience less business related weight (Klassen and Chiu, 2010) than cut down TSE educators. High TSE teachers fulfill adaptable understudy educator affiliation (Gibson and Dembo, 1984), administer classrooms effectively (Woolfolk and Hoy, 1990), and their understudies have tolerably higher school execution (Midgley, Feldlaufer, and Eccles, 1989). A review by (Klassen 2010) raises three essential characteristics of past examinations on TSE. To begin with, past examinations are single-country thinks about, most by far of which have been done in the USA (however watch Vieluf, Kunter, and Vijver, 2013). Second, past examinations have scarcely thought about classroom-and school level parts (yet watch Malmberg, Hagger, and Webster, 2014; Pas, Bradshaw and Hershfeldt, 2012). Third, ask about into the relationship among gauges' and head-educators' power style and TSE is uncommon. Gathers in the fields of informative ampleness and various leveled cerebrum look into demonstrate the centrality of specialist style for the change of a working gathering of teachers in the school all things considered, as a rule insinuated as total

instructor self-practicality (Goddard, 2002). Pas et al. (2012) showed that a collegial organization style influenced singular teachers' TSE. As understudy achievement, understudy engagement and teachers' power experiences are unequivocally related (Malmberg 2014), the piece of the essential's drive style in progressing such Hence, organization style outlines a fundamental bit of school level parts which can progress TSE.

In correct examinations up until this point, Coladarci (1992) found that TSE was determinedly related to positive school climate, a little understudy educator extent and furthermore a focal's instructional style of expert. This is supported by Guo et al. (2011), Raudenbush et al. (1992) and Chester and Beaudin (1996) who also exhibited that staff composed exertion is insistently connected with high TSE.

2.8 Moderator effect of organizational support between leadership and teaching efficiency

Educators' capacity to arrange classrooms and deal with the understudies' conduct is exceedingly essential in accomplishing positive instructive results. In like manner, train and classroom administration are not kidding worries for educators, heads, and the overall population (Braden and Smith, 2006; Oliver and Reschly, 2007; Burkett, 2011). Meanwhile, Braden and Smith (2006) take note of that problematic conduct has turned out to be ordinary in the present classrooms. Without suitable classroom administration strategies, such conduct by a minority gathering of understudies may contrarily influence different understudies and lead different understudies to participate, and makes the understudies question and taunt the capacity of the instructor (Braden and Smith, 2006; Burkett, 2011).

Notwithstanding classroom administration, educators must have some authority capacity with a specific end goal to know how to persuade their

understudies. As it were, initiative style is another trademark which may impact an instructor's viability of classroom administration. In this connection, Can (2009) states that educators need a dream, be versatile, go out on a limb, and be straightforward. He additionally noticed that educators, as pioneers, can influence their understudies' exhibitions, objective accomplishment, and practices. One reason it is felt that schools have not acquired their instructive objectives is absence of proper initiative style and that instructors never at any point think about themselves as pioneers (Bowman, 2004) portrayed classroom initiative as far as the moves educators must make so as to enable understudies to accomplish their learning objectives. Among various leadership styles, Transformational leadership is thought to empower others to become leaders. It consists of four dimensions: influence or charisma, intellectual stimulation, individual consideration, and inspirational motivation. Moreover, it appeals to the values, morals, and ethics of both the leaders and followers in order to create a shared vision and motivate followers to perform at their best (Antonakis, Avolio & Sivasubramaniam, 2003; Sutherland, 2010).

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The purpose of this study is to examine the relationships among transformational leadership, teaching training, organizational support and teaching efficacy. Thus, questionnaires are designed to perceptions of these four variables are used to examine the weight among transformational leadership, teaching training, organizational support and teaching efficacy respectively. In addition, Likert scale between one and five is used to measure variables. Settled questionnaire is translated into Mongolian.

A pilot test is conducted to fortify questionnaire valuable and it consist of 50 respondents that is not included in sampling data. There was a bit modification based on pilot test and the questionnaire is finalized in both English and Mongolian. The data collection is aimed to cover six higher education are including Mongolian National University, Mongolian University of Science and Technology, Mongolian National University of Education, National university of economics, Mongolian Royal Academy International University and Mongolian state university of agricultural. 250 questionnaires are handled to respondents through hardcopy and 128 responses collected with 51,2% returning. 122 responses are collected through online survey. Totally, the sampling data is gathered from 250 teachers. Last, factor analyze, reliability test, correlation and linear and multiple regression and hierarchical regression are used to examine hypothesizes.

3.2 Constitutive Definition

There are four major constructs in this study : transformational leadership, teaching training, organizational support and teaching efficacy. The following definitions of those constructs are utilized in the study.

Transformational Leadership is defined as leverage for catalyzing moral, motivation of employees (Bass, 1989).

Lin (2004) kept up that Teaching Efficacy is a strengthening that gives teachers' energy to take choices and get new information to enhance understudies' learning comes about.

Greater levels of organizational support have been shown to be related to enhanced job satisfaction and less stress among special educators (Billingsley, 2004; Gersten, 2001).

Teaching training: Teacher quality is arguably the most important determinant of student achievement. Recent evidence also shows its importance as a determinant of long term outcomes (Chetty, Friedman, & Rockoff, 2014).

3.3 Research Model and Hypotheses

According to the literature review and hypotheses as developed in the above section, the study formulates the research framework that is illustrated in Figure 3.1. There are four major variables and following four hypotheses are considered for testing in the in the research framework.

Hypothesis 1: Transformational Leadership is positively related to Teaching Training

Hypothesis 2: Transformational Leadership is positively related to Teaching Efficacy.

Hypothesis 3: Teaching Training is positively related to Teaching Efficacy.

Hypothesis 4: Teaching Training plays as mediating role on the relationship between Transformational Leadership and Teaching Efficacy

Hypothesis 5: Organizational support plays as moderator role on the relationship between Transformational Leadership and Teaching Efficacy.

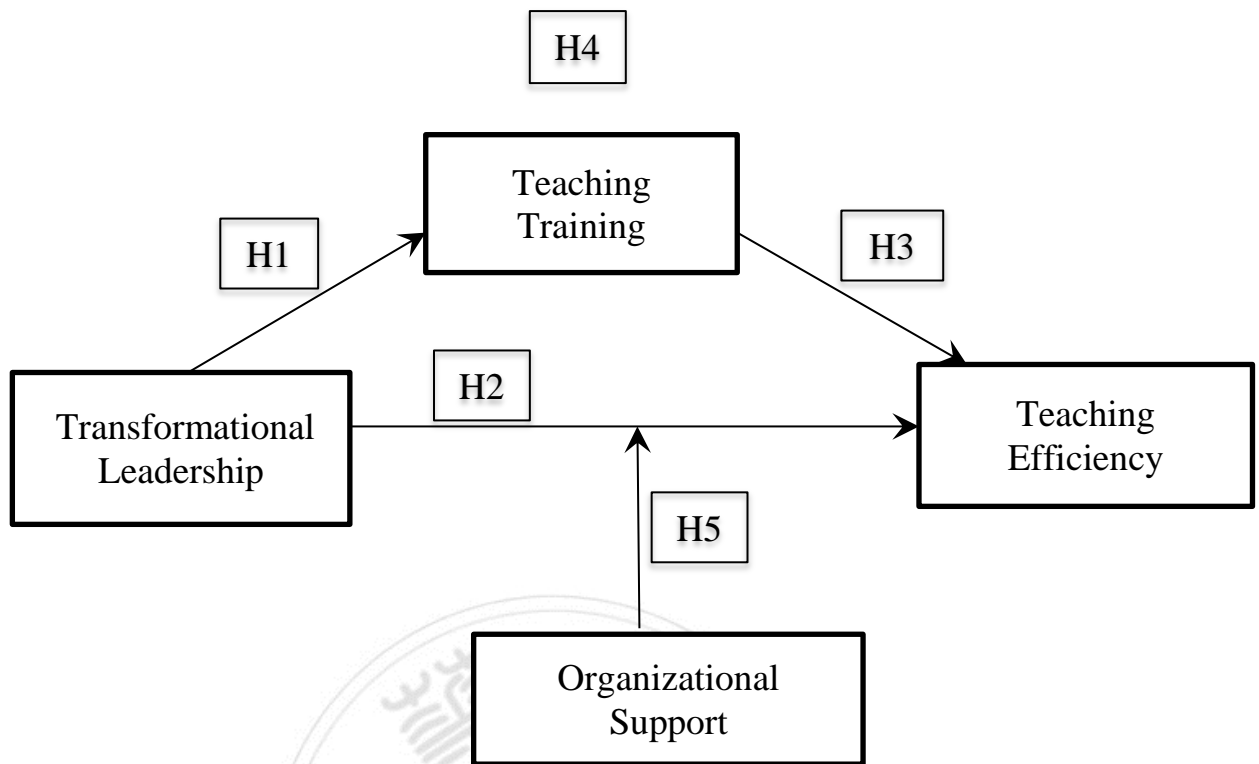


Figure 3.1 Research model

3.4 Instrument (Questionnaire; Scaling)

The study chooses questionnaire items from previous studies. As well as some of them are modified for successfully achieve the objective of the study. Research questionnaire is designed into two parts that are first, to measure variables listed in the measurement section and second, for sampling characteristics. The questionnaire contained 35 questions: 9 items relate to TL, 7 items refer to TT, 10 items belong to OS and TE includes 9 items and there are 4 questions conducted to estimate sampling characteristics. Moreover, Likert-type scale is used in the questionnaire with in seven scales between 1 and 5.

3.5 Measurement

In this study, four major constructs are operationalized: (1) Transformational Leadership, (2) Teaching Training, (3) Teaching Efficacy

and (4) Organizational Support. The operational definitions of each section are described as follows:

3.5.1 Measurement of Transformational Leadership

There are 10 items to measure the level of Transformational Leadership. All the below items are measured on a seven-point Likert scale. Respondents are involved the questions to indicate their level of agreement toward each statement between 1 = strongly disagree to 5= strongly agree.

- (1)The school president helps me to achieve goals through effective planning
- (2)The school president helps me to work with students and their parents on discipline/attendance issues
- (3)The school president encourage me to try new instructional practices or using new curricular materials
- (4)The school president could change collective interest of teachers in mind and heart positively
- (5)The school president promotes team of teacher and improve team performance
- (6)The school president share information or advice about classroom practices with a teacher
- (7)The school President gave me many opportunities to improve aspects of my work
- (8)Provided me with knowledge or information that is very useful to me in my work
- (9)Made me pay closer attention to particular things I was doing in my work

3.5.2 Measurement of Teaching Training

There are 7 items to measure the level of Teaching Training. All the below items are measured on a seven-point Likert scale. Respondents are involved the questions to indicate their level of agreement toward each statement between 1 = strongly disagree to 5= strongly agree.

- (1) Training helps in expanding efficiency of teachers, to accomplish school's objectives.
- (2) The school offers me the training I need to help me on my job
- (3) The school provides a variety of training opportunities for teachers
- (4) The school supports teachers to obtain training on new knowledge and skills
- (5) The school assists me to identify my training and development needs
- (6) I have received good training to do my job
- (7) I am motivated to learn the concepts that will be covered in the training program

3.5.3 Measurement of Organizational Support

There are 10 items to measure the level of Organizational Support. All the below items are measured on a seven-point Likert scale. Respondents are involved the questions to indicate their level of agreement toward each statement between 1 = strongly disagree to 5= strongly agree.

- (1) Materials associated with course delivery (such as handbooks, notices, notice boards, signs) look good and attractive
- (2) This faculty provides its services at the time it promises to do so
- (3) When I have a problem, The school show a sincere interest in solving it
- (4) The school have the knowledge to answer my questions relating to course provision
- (5) The school provides its services within the time one might reasonably expect

- (6) The school provides up to date equipment
- (7) I am dealt with promptly when requesting assistance
- (8) Arranging classroom space and facilities to support a wide range of instructional activities
- (9) Arranging classroom materials to ensure independent use by students
- (10) Establishing classroom routines that reduce problems of classroom management

3.5.4 Measurement of Teaching Efficacy

There are 9 items to measure the level of Teaching Efficacy. All the below items are measured on a seven-point Likert scale. Respondents are involved the questions to indicate their level of agreement toward each statement between 1 = strongly disagree to 5= strongly agree.

- (1) I think I know how to tie my teaching with my students' everyday interests
- (2) I believe that I am a highly capable teacher
- (3) I think I know how to improve in response to changing circumstances when I teach
- (4) I know how to adjust the level of difficulty of my teaching to suit the students so that they can understand and learn
- (5) If a student does not remember what was learned in previous classes, I know what to do to help
- (6) I think I know how to identify and deal with my students' problems before they get worse
- (7) My teaching is flexible and adaptive
- (8) I think I can be very creative in my work with students
- (9) I feel that my students willingly comply with my requests and instructions in the classroom

3.6 Translation

The questionnaire used in this study was originally composed in English and translated every questions from English into Mongolian and translated it back English, to make sure that the translation valid. Afterward, it is translated into Mongolian for data collection from Mongolian universities. Each item of survey is discussed respectively with a teacher of high education in Mongolia. According to their suggestion, some questions are modified. Moreover, my Mongolian classmates who study in Nanhua University discussed to make sure translation validity as well as they give response to the questions. From here, some questions are cultivated.

3.7 Pilot test

A trial test is conducted in Mongolian version to fortify questionnaire's effectiveness. Pilot test is handled on the internet and 50 responses are collected intentionally. Consequently, this trial data is analyzed in reliability test to get internal consistence of each items and factors. The Cronbach's α is used as measurement and the criteria was above than 0.7 for constructs. In the result of the analyze, Cronbach's α of four constructs meet settled criteria. According to the respondents' recommendation, some questions are elaborated for more apparent.

3.8 Sampling Plan

The empirical data collection is aimed to mainly cover six High Educations. In addition, participants were informed of the purpose of the study as well as treated anonymously and remain completely confidential.

3.9 Data Collection Procedures

Real data collection is handled through two ways. First, it is put on the internet and respondents are invited to response questions through social networks as well as 122 completed responses are collected on the internet. In

another way, 150 hardcopy questionnaires are handled to employees and 128 of them are returned.

3.10 Data Analysis (SPSS)

Keeping in mind the end goal to test the theories, our examination utilized SPSS 23.0 programming as principle apparatus to break down information. To look at the theories, the accompanying information examination techniques are used.

3.10.1 Descriptive Statistic Analysis

To better cohere the characteristics of sample, Descriptive Statistic Analyze is used to illustrate the means, and standard deviation of each characteristic of sampling such as tenure and democratic.

3.10.2 Purification and Reliability of the Measurement Variables

Components factor analysis with varimax rotation and Reliability test will be used to canvass the collected data to purify the measurement scales and to identify their dimensionality and to confirm the reliability of each research factors.

1. Factor Analysis

The aim of this analyze is the underlying variance structure of a set of correlation coefficients for summarizing data and exploratory or confirmatory purpose. In this study, measurement items with factor loadings greater than 0.6 will be selected as the member of a specific factor. Besides, Eigen value with above that 1 and Explained variance (accumulative) is bigger than 60 percent will be accepted as factor of its variable.

2. Reliability test

Item-to-total correlation estimates the correlation of each item to the sum of the remaining items within one factor. Items with correlation lower

than 0.5 will be deleted. Cronbach's alpha (α) will be engaged to test the internal consistency of each factor. Factors with α is greater than 0.6 are assumed that they have high reliability.

3.10.3 Pearson product-moment correlation coefficient

It is used as a measure of the linear correlation between two variables, providing a value between +1 and -1. Accordingly, where 1 is total positive correlation, 0 is no correlation, and -1 is total negative correlation.

3.10.4 Multiple Regressions

1. Multiple Regressions investigation will be utilized to dissect the connections between a solitary ward variable and a few autonomous factors to comprehend of the connections between every one of the factors and to test mediator parts in this examination. Following criteria are utilized as a part of the regression analysis.
2. R square > 0.1
3. $\beta \neq 0$; $t > 1.96$
4. Correlation among independent variables
 - R square and Adj- R square < 0.5
 - F value >4; p-value is significant

VIF \leq 3 (Variance Inflection factor)

CHAPTER FOUR

RESULT

4.1 Findings introduction

This research model aimed to test mediator role of teaching training between transformational leadership and teaching efficacy and moderator role of organizational support between transformational leadership and teaching efficacy. Sampling data consists of 250 participants that is collected through hardcopy and internet. In the present study, descriptive analyze is utilized to describe sampling characteristics as well as factor analysis and reliability test are used to explore the underlying variance structure of a set of correlation coefficients and internal consistency respectively. Moreover Pearson correlation is to measure of the degree of linear dependence between two variables. For analyzing the relationships between a single dependent and independent variables and roles of moderator and mediator between antecedent and consequence, this study uses multiple regressions analyze with SPSS -23. In one word, this chapter will present the result of descriptive analyze, factor analyze, reliability test, Pearson correlation and multiple regression based on research hypotheses.

4.2 Sample Characteristic

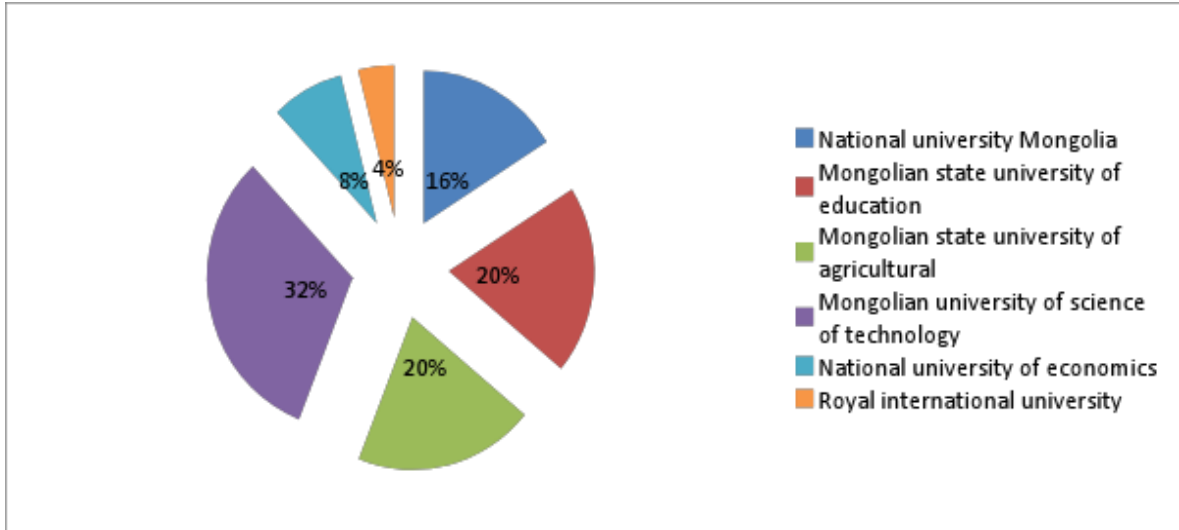
The sample dwelled 250 individual respondents who work in Mongolian Universities. Sampling questionnaire covered 6 sectors of Mongolian Universities, it includes Mongolian National University, Mongolian University of Science and Technology, Mongolian National University of Education, National university of economics, Mongolian Royal international University and Mongolian state university of agricultural. Table 4.1 shows rate and percentage of kind of University.

Table 4.1 Frequency of University

No	Sector	Frequency	Valid Percent
1	National university Mongolia	40	16%
2	Mongolian state university of education	50	20%
3	Mongolian state university of agricultural	50	20%
4	Mongolian university of science of technology	80	32%
5	National university of economics	20	8%
6	Royal international university	10	4%
Total		250	100%
Std. Deviation		1.112	

Sampling questionnaire included 6 sectors of Mongolian university's which are the following sectors: National university Mongolia (16%), Mongolian state university of education (20%) Mongolian state university of agricultural (20%), Mongolian university of science of technology (32%) National university of economics (8%) Royal international university (4%). Figure shows percentage of university.

Figure 4.1 Percentage of Sample Universities



The participants' age ranged from under 21 to above 61 ($M=30.975$ years, $SD=1.343$ years) and their gender consist 31.6% male and 68.4% female ($SD=0.499$) which are showed in the Table 4.2 with detail.

Table 4.2 Frequency of Participant's Age and Gender

No	Age and Gender	Frequency	Valid Percent
1	21-31	110	44%
2	31-41	89	35,6%
3	41-51	27	10,8%
4	51-61	24	9,6%
7	Male	79	31,6%
8	Female	171	68,4%
Total		250	100%

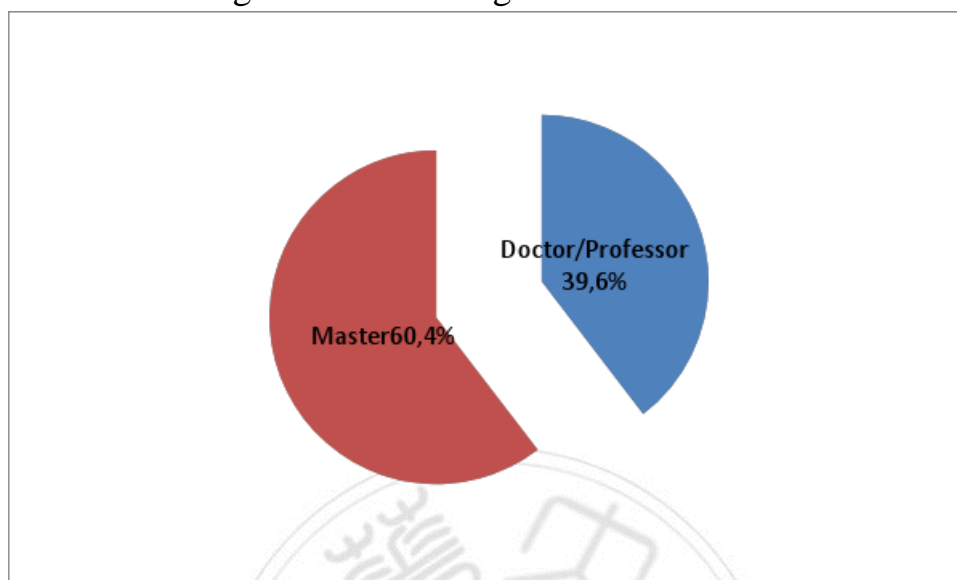
Most employees are educated the following level: Bachelor degree (60.4%), and Master and Doctor degree (39.6%). See Table 4.3.

Table 4.3 Frequency of Participant's Education Level

No	Total teacher	Frequency	Valid Percent
1	Master	151	60,4%
2	Doctor/Professor	99	39,6%

3	Total	250	100%
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Figure 4.2 Percentages of Education Level



Moreover, the sampling data includes High Education of teachers. Employment length for the respondents ranged from below 1 year to over 21 years ($M=7.88$, $SD=1.888$). Table 4.4 depicts tenure of all respondents.

Table 4.4 Frequency of Participant's work experience level

No		Frequency	Valid Percent
1	1-5 year	68	27,2%
2	5-10 years	85	34%
3	10-15 years	44	17,6%
4	15-20 years	22	8,8%
5	Over 20 years	31	12%
Total		250	100%

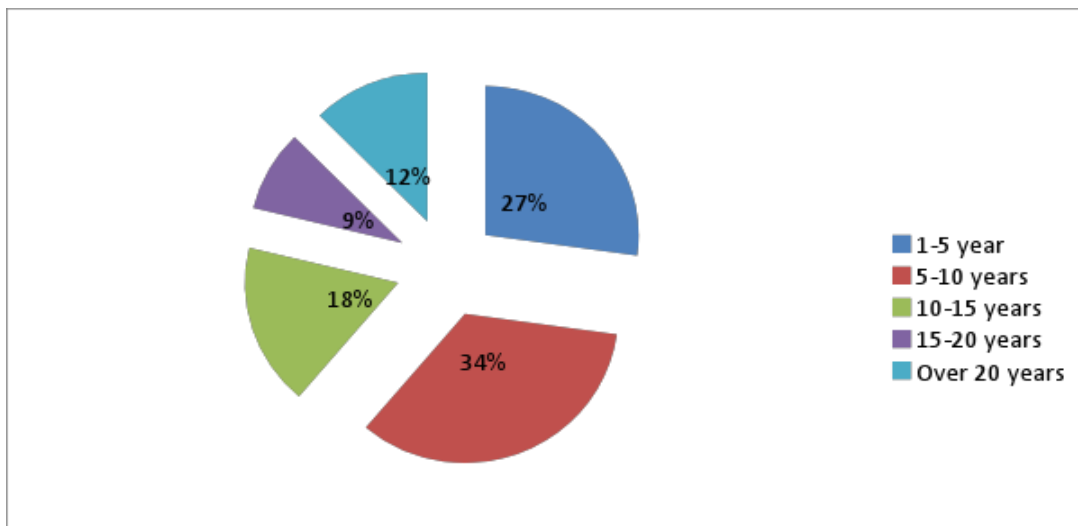


Figure 4.3 Participant's work experience level

4.3 Factor Analysis and Reliability Test

Factor analysis and Reliability test are conducted in this study for verifying the dimensionality and reliability of the variables. Factor analysis is initially used to choose the items with higher factor loading and then to compare with the theoretically suggested items for examining the staple structure of the data. After factor analysis, reliability test is organized to furnish the internal consistency measurement to each variable as well as it patronizes the multi-collinearity among variables besides Cronbach's alpha asserts the internal consistency of each construct. There are a total of 36 items in four constructs including Transformational Leadership (10 items), Teaching Training (7 items), Organizational Support (10 items) and Teaching Efficacy (7 items).

4.3.1 Transformational Leadership

Table 4.5 illustrates the questionnaire items and the results of factor analysis and reliability test with detail explanation. Totally 10 items constitute Transformational Leadership level. Factor loading score of all items are higher than 0.7. Hence no item is deleted in the factor analyze. Eigenvalue indicates 6.766 out of 10 items as well as those items explain its construct within 75.178% of Accumulative Explanation. Moreover, the Cronbach's

$\alpha=0.958$ is above than 0.7 and representing a high internal consistency to the construct.

Table 4.5 Factor analysis and Reliability test for Leadership Variable

Construct/Items	Factor Loading	Eigen value	Accumulative Explanation %	Item to total correlation	Cronbach's alpha
Leadership		6.766	75.178		0.958
The school president helps me to achieve goals through effective planning	0.893			0.858	
The school president help me to work with students and their parents on discipline/attendance issues	0.845			0.801	
The school president encourage me to try new instructional practices or using new curricular materials	0.753			0.697	
The school president could change collective interest of teachers in mind and heart positivily	0.879			0.843	
The school president promotes team of teacher and improve team performance	0.821			0.774	
The school president share information or advice about classroom practices with a	0.849			0.809	

teacher					
The school President gave me many opportunities to improve aspects of my work	0.905			0.875	
Provided me with knowledge or information that is very useful to me in my work	0.909			0.880	
Made me pay closer attention to particular things I was doing in my work	0.936			0.915	

4.3.2 Teaching Training

Table 4.6 illustrates the questionnaire items and the results of factor analysis and reliability test with detail explanation. There are a total of 7 items in this construct that used to explain the Teaching Training. Factor loading score of all items are higher than 0.6. Hence no item is deleted in the factor analyze. Eigenvalue indicates 5.016 out of 7 items as well as those items explain its construct within 71.651% of Accumulative Explanation. Moreover, the Cronbach's $\alpha=0.933$ is above than 0.7 and representing a high internal consistency to the construct.

Table 4.6 Factor analysis and Reliability test for Teaching Training Variable

Construct/Items	Factor Loading	Eigen value	Accumulative Explanation %	Item to total correlation	Cronbach's alpha
Teaching Training		5.016	71.651		0.933
Training helps in expanding efficiency of teachers, to accomplish school's objectives.	0.810			0.741	
The school offers me the training I need to help me on my job	0.820			0.748	
The school provides a variety of training opportunities for teachers	0.933			0.897	
The school supports teachers to obtain training on new knowledge and skills	0.888			0.834	
The school assists me to identify my training and development needs	0.890			0.834	
I have received good training to do my job	0.697			0.611	
I am motivated to learn the concepts that will be covered in the training programme	0.867			0.816	

4.3.3 Organizational Support

There are a total of 10 items in this construct that used to explain the Organizational Support. Originally, this variable has two factors. Factor loading of all items of Factor 1 are higher than 0.6 while an item. Eigenvalues of two factors are 5.965 out of 5 for first factor and 1.347 out of 5 for second factor. As well as those factors explain the construct within 70.997% of Accumulative Explanation. In the reliability test, there is no item deleted since all items to-total correlations are higher than 0.5 and Cronbach's α of two factors indicates high internal consistence as 0.924 and 0.677 respectively.

Table 4.7 Factor analysis and Reliability test for Organizational Support Variable

Construct/Items	Factor Loading	Eigen value	Accumulative Explanation %	Item to total correlation	Cronbach 's alpha
Organizational Support					
Factor 1		5.965	59.650		0.924
This faculty provides its services at the time it promises to do so	0.752			0.731	
When I have a problem, The school show a sincere interest in solving it	0.768			0.654	
The school have the knowledge to answer my questions relating to course provision	0.860			0.687	
The school provides its services within the time one might reasonably	0.674			0.815	

expect					
I am dealt with promptly when requesting assistance	0.833			0.775	
Factor 2		1.135	11.347		0.677
The school provides up to date equipment's	0.632			0.670	
Materials associated with course delivery (such as handbooks, notices, notice boards, signs) look good and attractive	0.670			0.689	
Arranging classroom space and facilities to support a wide range of instructional activities	0.860			0.664	
Arranging classroom materials to ensure independent use by students	0.885			0.727	
Establishing classroom routines that reduce problems of classroom management	0.717			0.690	

4.3.4 Teaching Efficacy

Table 4.8 illustrates the questionnaire items and the results of factor analysis and reliability test with detail explanation. There are a total of 9 items in this construct that used to explain the Teaching Efficacy. Factor loading score of all items are higher than 0.7. Hence no item is deleted in the factor analyze. Eigenvalue indicates 6.251 out of 9 items as well as those items

explain its construct within 69.461% of Accumulative Explanation. Moreover, the Cronbach's $\alpha=0.956$ is above than 0.7 and representing a high internal consistency to the construct.

Table 4.8 Factor analysis and Reliability test for Teaching Efficacy Variable

Construct/Items	Factor Loading	Eigen value	Accumulative Explanation %	Item to total correlation	Cronbach's alpha
Teaching Efficacy		6.251	69.461		0.956
I think I know how to tie my teaching with my students' everyday interests	0.756			0.690	
I believe that I am a highly capable teacher	0.812			0.758	
I think I know how to improve in response to changing circumstances when I teach	0.883			0.846	
I know how to adjust the level of difficulty of my teaching to suit the students so that they can understand and learn	0.849			0.802	
If a student does not remember what was learned in previous classes, I know what to do to help	0.876			0.838	
I think I know how to identify and deal with my students' problems before they get worse	0.849			0.800	
My teaching is flexible and	0.899			0.862	

adaptive					
I think I can be very creative in my work with students	0.853			0.809	
I feel that my students willingly comply with my requests and instructions in the classroom	0.704			0.635	

4.4 Pearson Correlation

This study used Pearson's r statistic Table 4.9 for examining the correlation between independent four variables.

Table 4.9 Correlation for Key Study Variables

No	Variables	1	2	3	4
1	Transformational Leadership	1			
2	Teaching Training	0.707**	1		
3	Teaching Support	0.754**	0.720**	1	
4	Teaching Efficacy	0.530**	0.409**	0.571**	1

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

There are strong relationships among four major variables. Transformational Leadership is positive correlated to all Teaching Training, Organizational Support and Teaching Efficacy with acceptable correlation coefficient 0.707**, 0.754** and 0.530** separately. In addition, there is a statistically significant correlation between Transformational Leadership and other three variables at the 0.01 level (2-tailed). Teaching Training have

statistically significant positive correlation with both Organizational Support (0.720**) and Teaching Efficacy (0.409**). As well as the correlation (0.571**) between Organizational Support and Teaching Efficacy indicates that when the amount of laeders' Organizational Support increases, the teachers' Teaching Efficacy also significantly raises.

4.5 Regression (Multiple regression, mediation and moderation)

Simple and multiple regression analysis are used to test research hypothesized. First, Hypothesis H1 to H3 is examining Hypothesis H1 focus on the relation of Transformational Leadership, Teaching Training. Hypothesis H2 and H3 consider the relation of Transformational Leadership and Teaching Training on Teaching Efficacy. Second, mediator role of Teaching Training between Transformational Leadership and Teaching Efficacy in Hypothesis H4. Finally, this study tested moderator role of Organizational Support on the relationship between Transformational Leadership and Teaching Efficacy is examined in Hypothesis H5.

Hypothesis 1: Transformational Leadership is positively related to Teaching Training

Table 4.10 Result of Influence of Transformational Leadership on Teaching Training

Independent Variable	Dependent Variable— Teaching Training (TT)
Transformational Leadership (TL)	Beta (β)
TL	0.707***
R ²	0.499
Adj-R ²	0.497
F-value	239.248
P-value	0.000
D-W	1.686

VIF	1.000
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Note: *** $p < 0.001$, ** $p < 0.01$, * $p < 0.5$

Table 4.10 expresses the linear regression coefficient between Transformational Leadership and Teaching Training which is 0.707 *** and coefficient of Determination is $R^2 = 0.499$ and the adjusted R^2 is 0.497, refers that 49% of the variance in Teaching Training can be predicted from Transformational Leadership. F value is 239.248 ($p=0.000$). In addition, Tolerance value is 0.51 ($1-R^2$) together with VIF range is 1 that refers to a situation in which two explanatory variables are highly linearly related. Hence, hypothesis 1 is supported.

Hypothesis 2: Transformational Leadership is positively related to Teaching Efficacy.

Table 4.11 Result of Influence of Transformational Leadership on Teaching Efficacy

Independent Variable	Dependent Variable— Teaching Efficacy (TE)
Transformational Leadership (TL)	Beta (β)
TL	0.409***
R^2	0.167
Adj- R^2	0.164
F-value	49.034
P-value	0.000
D-W	1.702
VIF	1.000

Note: *** $p < 0.001$, ** $p < 0.01$, * $p < 0.5$

Table 4.11 expresses the linear regression coefficient between Transformational Leadership and Teaching Efficacy which is 0.409 *** and coefficient of Determination is $R^2 = 0.167$ and the adjusted R^2 is 0.164, refers

that 16% of the variance in Teaching Efficacy can be predicted from Transformational Leadership. F value is 49.034 ($p=0.000$). In addition, Tolerance value is 0.84 ($1-R^2$) together with VIF range is 1 that refers to a situation in which two explanatory variables are highly linearly related. Hence, hypothesis 2 is supported.

Hypothesis 3: Teaching Training is positively related to Teaching Efficacy.

Table 4.12 Result of Influence of Teaching Training on Teaching Efficacy

Independent Variable	Dependent Variable— Teaching Efficacy (TE)
Teaching Training (TT)	Beta (β)
TT	0.530***
R^2	0.281
Adj- R^2	0.278
F-value	95.365
P-value	0.000
D-W	1.870
VIF	1.000

Note: *** $p < 0.001$, ** $p < 0.01$, * $p < 0.5$

Table 4.12 expresses the linear regression coefficient between Teaching Training and Teaching Efficacy which is 0.530 *** and coefficient of Determination is $R^2 = 0.281$ and the adjusted R^2 is 0.278, refers that 28% of the variance in Teaching Efficacy can be predicted from Teaching Training. F value is 95.365 ($p=0.000$). In addition, Tolerance value is 0.72 ($1-R^2$) together with VIF range is 1 that refers to a situation in which two explanatory variables are highly linearly related. Hence, hypothesis 3 is supported.

Hypothesis 4: Teaching Training plays as mediating role on the relationship between Transformational Leadership and Teaching Efficacy

Table 4.13 Result of Mediation of Teaching Training between Transformational Leadership” and Teaching Efficacy

Independent Variables	Dependent Variable			
	M1	M2	M3	M4
	Teaching Training (M)	Teaching Efficacy (Y)	Teaching Efficacy (Y)	Teaching Efficacy (Y)
				(mediation)
	Beta (β)	Beta (β)	Beta (β)	Beta (β)
Transformational Leadership	0.707***		0.409***	0.487***
Teaching Training		0.530***		0.065*
R²	0.499	0.281	0.167	0.286
Adj-R²	0.497	0.278	0.164	0.280
F-value	239.248	95.365	49.034	47.825
P-value	0.000	0.000	0.000	0.000
D-W	1.686	1.870	1.702	1.807

Note: *** p < 0.001, ** p<0.01, * p< 0.5

The research verifies whether the Transformational Leadership influences Teaching Efficacy via the mediation of the Teaching Training.

As shown in Table 4.13, Model 1 indicates that the Transformational Leadership has a significantly positive influence on the Teaching Efficacy ($\beta=0.707$, $p<0.001$). Pursuant to the verification of the mediation effect suggested by Baron and Kenny (1986), the significant standard regression coefficient has to exist between the independent variable and mediation variable.

The Model 2 in table refers relationship between Teaching Support and Teaching Efficacy. Furthermore, regression coefficient (β) is 0.530*** between those 2 constructs and coefficient of determination is ($R^2 = 0.281$)

and the adjusted R^2 is 0.278, meaning that 28% of the variance in Teaching Efficacy can be presumed caused from Teaching Training. In addition, $F=95.365$ and that is significant ($p<0.001$). Tolerance value is 0.72 ($1-R^2$) together with VIF range is 1 that refers to a situation in which two explanatory variables are highly linearly related. Thus, the relationship between those two variables is significant and positive.

The Model 3 in the table 4.11 depicts regression between Transformational Leadership and Teaching Efficacy as well as the result and conclusion are in tandem with the table 4.8. It is resolved that the regression between those two constructs is positive and significant.

In addition, in the model 4, when the mediating variable, the Teaching Training, is controlled, it shows that the Teaching Training and Teaching Efficacy are significantly affected from the Transformational Leadership ($p<0.05$), and the regression coefficient of the Teaching Efficacy increases from 0.409 to 0.487. Pursuant to the verification of the mediation effect suggested by Baron and Kenny (1986), the Teaching Training has part of the mediation effect in the influence of the Transformational Leadership on the Teaching Efficacy, Teaching Training is partially mediator between Transformational Leadership and Task Performance. Hypothesis 4 is supported.

Hypothesis 5: Organizational support plays as moderator role on the relationship between Transformational Leadership and Teaching Efficacy.

Table 4.14 Result of Moderator of Organizational Support between Transformational Leadership” and Teaching Efficacy

Independent Variables	Dependent Variable			
	M1	M2	M3	M4
	Teaching	Teaching	Teaching	Teaching

	Efficacy	Efficacy	Efficacy	Efficacy
				(moderation)
	Beta (β)	Beta (β)	Beta (β)	Beta (β)
Leadership	0.707***		0.237**	0.214**
Organizational Support		0.571***	0.392***	0.380***
TL*OS (interactive variable)				-0.079
R²	0.499	0.326	0.350	0.355
Adj-R²	0.497	0.323	0.345	0.347
F-value	239.248	117.842	64.425	43.745
P-value	0.000	0.000	0.000	0.000
VIF	1.000	1.000	2.314	1.219-2.417

Note: *** $p < 0.001$, ** $p < 0.01$, * $p < 0.5$

The Model 1 in the table 4.14 indicates regression between Transformational Leadership and Teaching Efficacy as well as the result and conclusion are in tune with Model 2 of the table 4.11. It is resolved that the regression between those two constructs is positive and significant.

The Model 2 in table refers relationship between Organizational Support and Teaching Efficacy. Furthermore, regression coefficient (β) is 0.571*** between those 2 constructs and coefficient of determination is ($R^2 = 0.326$) and the adjusted R^2 is 0.323, meaning that 32% of the variance in Teaching Efficacy can be presumed caused from Organizational Support. In addition, $F=117.842$ and that is significant ($p < 0.001$). Tolerance value is 0.67 ($1-R^2$) together with VIF range is 1 that refers to a situation in which two explanatory variables are highly linearly related. Thus, the relationship between those two variables is significant and positive.

The Model 3 in the table refers influence of both Transformational Leadership and Organizational Support on the Teaching Efficacy. It is concluded that both Transformational Leadership and Organizational Support have significant and positive relationship to Teaching Efficacy.

The Model 4 in the table illustrates the moderating effect of Organizational Support. Regression β coefficient is -0.079. $R^2 = 0.355$ and the adjusted R^2 is 0.347 which refers that 35% of the variance in Teaching Efficacy can be predicted from moderator role of Organizational Support. F value (43.745, $p=0.000$). In addition, Tolerance value is 0.75 ($1-R^2$) together with VIF range is 1.219-2.417 that refers to a situation in which two explanatory variables in a multiple regression model are highly linearly related. Thus, it is concluded that the Organizational Support have not significant effect on the relationship between Transformational Leadership and Teaching Efficacy.

CHAPTER FIVE

CONCLUSION

5.1 Summary

This study aimed to study effect of antecedents of Teaching Efficacy to stimulate its' consequence based on the evidences of previous empirically and conceptually studies. Accordingly, there are five main hypotheses in this study, (1) Transformational Leadership is positively related to Teaching Training, (2) Transformational Leadership is positively related to Teaching Efficacy, (3) Teaching Training is positively related to Teaching Efficacy, (4) Teaching Training plays as mediating role on the relationship between Transformational Leadership and Teaching Efficacy, and (5) Organizational support plays as moderator role on the relationship between Transformational Leadership and Teaching Efficacy.

Several statistical analyses in SPSS are conducted to examine sampling data including Descriptive analyze, Factor analyze, Reliability test, Pearson Correlation and Multiple regression in this study. Descriptive analyze is used to explain characteristics of samples. In order to test if items labeled to related factors and construct, this study utilized Factor analyze and Reliability test. All variables are indicated strong correlation between each other in the result of Pearson Correlation analyze. Finally, Multiple regression analyze is used to examine main hypotheses in tandem with results are exposed following paragraphs:

- The result of influence of Transformational Leadership on Teaching Training was significant and positive ($\beta=0.707$, $p<0.001$). Hypothesis 1 is supported.

- The result of influence of Transformational Leadership on Teaching Efficacy was significant and positive ($\beta=0.409$, $p<0.001$). Hypothesis 2 is supported.
- The result of influence of Teaching Training on Teaching Efficacy was significant and positive ($\beta=0.530$, $p<0.001$). Hypothesis 3 is supported.
- Next analyze was mediation of Teaching Training between Transformational Leadership and Teaching efficacy. Figure 5.1 depicts the result of this regression. It is concluded that partially mediation. Hypothesis 4 is supported.
- Finally, moderation role of Organizational Support on the interaction between Transformational Leadership and Teaching Efficacy is tested. Moderation effect was not significant ($\beta= -0.079$, $p>0.001$). Hypothesis 5 is rejected.

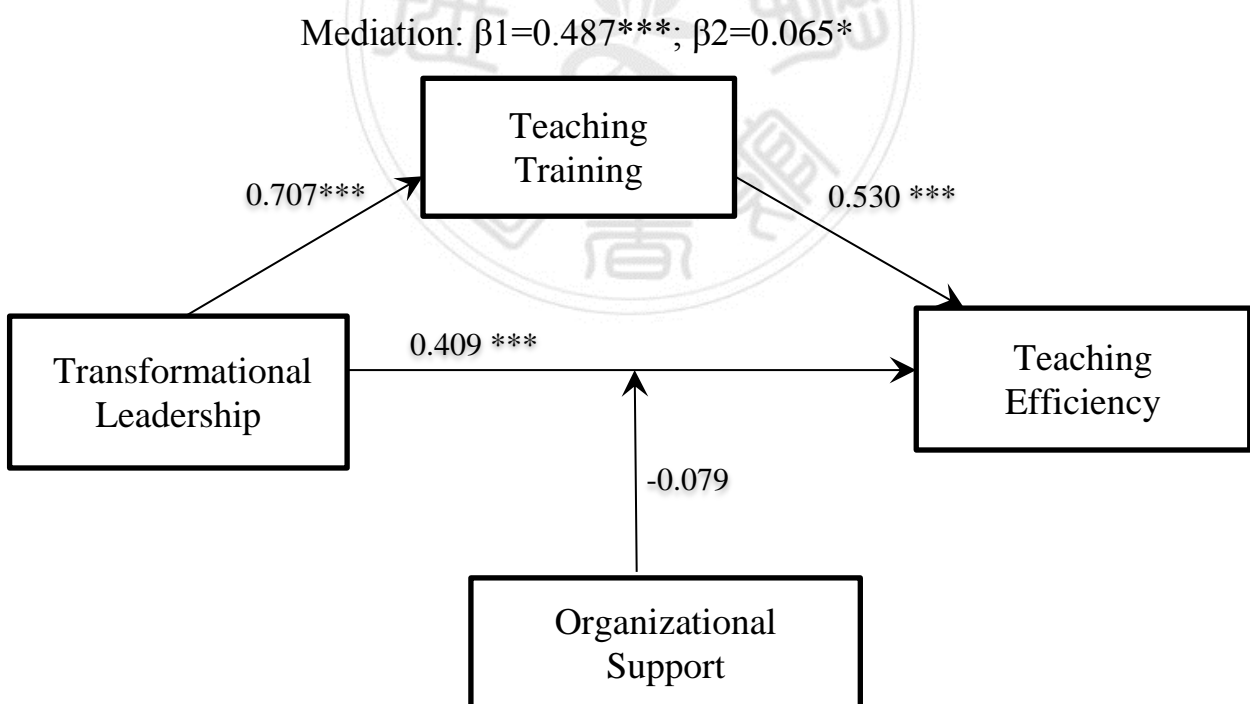


Figure 5.1 Relationship of Transformational Leadership, Teaching Training, Organizational support and Teaching Efficacy

5.2 Implications

The results of the study showed that transformational leadership and teaching training are significantly and positively affected to teaching efficacy. Teaching training has mediating effect between transformational leadership and teaching efficacy. That is, teaching training will affect teaching efficacy through the effect of transformational leadership. Therefore, school administrators must devote to teaching training to teachers, so they will identify with organizational goals, beliefs, and values to strive for their job and like to be an organizational member to develop their expertise in teaching. All things considered, instructors will bridge singular interests and get a kick out of the chance to remain in the school to invest additional time and vitality in their educating. Therefore, their showing viability will increment, and understudies will have better execution. On the other hand, organizational support did not have moderating effects between transformational leadership and teaching efficacy. In this study determined organizational support includes only curriculum materials, classroom environment, up dated equipment and school service which are not financial support. The study inferred that teachers always consider the financial support, such as benefit, reward, incentive etc, is strong support to teachers in their job. They will normally relate to the instructive objectives and dreams of the school in order to try in educating work. In other words that school pioneers ought to give backings and worries to instructors. Thusly, they will perceive the association and elevate work inclusion to create skill and get joy from their activity. Moreover, school experts need to tune in to educators' sentiments when settling on critical choices, so they will agree to the instructive objectives and offer center estimations of the school.

Table 5-1 Hypothesis Results

H1	Transformational Leadership is positively related to Teaching Training	Supported
H2	Transformational Leadership is positively related to Teaching Efficacy.	Supported
H3	Teaching Training is positively related to Teaching Efficacy.	Supported
H4	Teaching Training plays as mediating role on the relationship between Transformational Leadership and Teaching Efficacy	Supported
H5	Organizational support plays as moderator role on the relationship between Transformational Leadership and Teaching Efficacy	Rejected

5.3 Limitation & Recommendation

Most outcomes of this study are generally supportive of hypotheses. However, there are some limitations in the research design that could be addressed in the future research. First, the degree to which our results would generalize to other countries' organizations and employees is unknown. For example, level of leadership, organizational support and teaching efficacy of the Mongolian university teachers may have different from other countries university and teachers. Thus, future research can address to test another countries' sample.

Future scientists can additionally inspect foundation factors and relative autonomous factors, for example, work weight, work esteem, enthusiastic knowledge, work fulfillment and administration conduct to make their investigation all the more totally.

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APPENDIX A: Survey Questionnaire in English

A questionnaire for Transformational Leadership, Teaching Training, Teaching Efficiency, Organizational Support

Purpose of the survey: To test relationships among Transformational Leadership, Teaching Training, Teaching Efficiency, Organizational Support

Instruction to answer questions: Please read each statement carefully and give a score how much you agree based on following table.

1	2	3	4	5
Strongly disagree	Disagree	Rather agree	Agree	Strongly agree

No.	Statements	Frequency of your feeling
1. Leadership		
1.1	The school president helps me to achieve goals through effective planning	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
1.2	The school president help me to work with students and their parents on discipline/attendance issues	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
1.3	The school president encourage me to try new instructional practices or using new curricular materials	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
1.4	The school president could change collective interest of teachers in mind and heart positively	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
1.5	The school president promotes team of teacher and improve team performance	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
1.6	The school president share information or advice about classroom practices with a teacher	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

1.7	The school President gave me many opportunities to improve aspects of my work	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
1.8	Provided me with knowledge or information that is very useful to me in my work	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
1.9	Made me pay closer attention to particular things I was doing in my work	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2. Teaching training		
2.1	Training helps in expanding efficiency of teachers, to accomplish school's objectives.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2.2	The school offers me the training I need to help me on my job	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2.3	The school provides a variety of training opportunities for teachers	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2.4	The school supports teachers to obtain training on new knowledge and skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2.5	The school assists me to identify my training and development needs	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2.6	I have received good training to do my job	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2.7	I am motivated to learn the concepts that will be covered in the training programme	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3. Organizational support		
3.1	Materials associated with course delivery (such as handbooks, notices, notice boards, signs) look good and attractive	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3.2	This faculty provides its services at the time it promises to do so	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3.3	When I have a problem, The school show a sincere interest in solving it	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3.4	The school have the knowledge to answer my	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

	questions relating to course provision	
3.5	The school provides its services within the time one might reasonably expect	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3.6	The school provides up to date equipments	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3.7	I am dealt with promptly when requesting assistance	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3.8	Arranging classroom space and facilities to support a wide range of instructional activities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3.9	Arranging classroom materials to ensure independent use by students	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3.10	Establishing classroom routines that reduce problems of classroom management	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4. Teaching Efficacy		
4.1	I think I know how to tie my teaching with my students' everyday interests	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4.2	I believe that I am a highly capable teacher	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4.3	I think I know how to improve in response to changing circumstances when I teach	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4.4	I know how to adjust the level of difficulty of my teaching to suit the students so that they can understand and learn	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4.5	If a student does not remember what was learned in previous classes, I know what to do to help	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4.6	I think I know how to identify and deal with my students' problems before they get worse	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4.7	My teaching is flexible and adaptive	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4.8	I think I can be very creative in my work with students	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4.9	I feel that my students willingly comply with my requests and instructions in the classroom	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

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General information:

1. Your age:
 - a. 21-31
 - b. 31-41
 - c. 41-51
 - d. 51-61
2. Gender
 - a. Male
 - b. Female
3. Your location
 - a. Ulaanbaatar
 - b. Countryside
 - c. Area between Ulaanbaatar and country
4. Decree of education:
 - a. Bachelor
 - b. Master
 - c. Professor/Doctor
5. How long have you been working this university?
 - a. 1-5 year
 - b. 5-10 years
 - c. 10-15 years
4. More than 20 years

Appendix B: Survey Questionnaire in Mongolian

Байгууллагын хүний нөөцийн функц болон бусад функцуудын хамаарлын судалгаа

Судалгааны зорилго: Байгууллагын удирдлагын дэмжлэг нь багшлах үр дүн ба манлайлал болон бусад функцуудын хамаарлыг Монгол улсын их сургуулиуд нотлон харуулах зорилготой болно

Судалгаанд хариулах заавар: Та доорхи ойлголтуудыг уншаад санал нийлж байгаагаа 1-5 оноогоор үнүлнэ үү.

1	2	5	6	7
Огт санал нийлэхгүй	Санал нийлэхгүй	Байж болох юм	Санал нийлж байна	Яг тийм

Манлайлал		
1.1	Зорилгодоо хүрэхийн тулд үр бүтээлтэй төлөвлөгөө гаргахад минь манай захирал надад тусалдаг.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
1.2	Хичээл болон хичээлийн ирцийн талаар сурагчдын сурагчид болон сурагчдын эцэг эхтэй хамтарч ажиллахад манай захирал надад тусалдаг.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
1.3	Шинэ сургалтын практик эсвэл шинэ сургалтын төлөвлөгөөт материал ашиглахад сургуулиас дэмждэг.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
1.4	Сургуулийн захирал багш нарыг нийтэч нэг хүсэл эрмэлзэлтэй болоход эерэгээр нөлөөлж чадсан	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
1.5	Багш нарыг хамтран ажиллах болон хамтран ажиллагааны гүйцэтгэлийг сайжруулахыг манай сургуулийн захирал санал болгодог	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
1.6	Ангид хичээл заах туршлагаасаа манай захирал багш нартай мэдээлэл хуваалцаж, зөвлөгөө өгдөг.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

1.7	Миний ажлын хандлагыг нэмэгдүүлэхэд манай захирал надад олон боломжуудыг өгсөн	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
1.8	Манай сургуулийн захирал миний ажилд хэрэгдэхүйц мэдлэг мэдээллээр хангасан	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
1.9	Намайг ажлаа хийх явцад надад чухал ач холбогдол өгч надад анхаарал тавьдаг	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2.Заах сургалт		
2.1	Багш нарт зориулсан сургалт нь багш нарын бүтээмжийг нэмэгдүүлэх болон сургуулийн зорилгод хүрэхэд тусалдаг	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2.2	Миний багшлах аргазүйд хэрэгтэй сургалтыг сургууль надад санал болгодог.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2.3	Манай сургууль олон төрлийн сургалтын боломжуудаар багш нараа хангадаг.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2.4	Манай сургууль багш нарыгаа шинэ мэдлэг, чадвар олж авах сургалтаар хангадаг.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2.5	Өөрт хэрэгтэй сургалт, хөгжилөө тодорхойлоход манай сургууль надад дэмжлэг үзүүлдэг	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2.6	Би өөрийн багшийн ажилтай холбоотой сайн сургалт авч байсан	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2.7	Сургалтын хөтөлбөрийн агуулга нь миний суралцах урам зоригийг нэмсэн	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3.Байгууллагын дэмжлэг		
3.1	Сургалтын материал нь хүртээмжтэй,өнгө үзэмж сайтай /гарын авлага, дэвтэр, ном/	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3.2	Сургууль нь анх ямар амлалт өгсөн тэр амлалтаа хангасаар байгаа	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3.3	Намайг ямар нэгэн асуудалтай тулгарахад, сургууль үнэнч шударга сэтгэлээр асуудлыг минь шийдвэрлэж өгдөг	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

3.4	Миний хичээлтэй холбоотой ямар нэгэн асуултад манай сургуулийн захирал түүнд хариулж чадахуйц мэдлэгтэй	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3.5	Сургууль яг шийдвэрлэхэд зохистой цаг хугацаанд багтааж үйлчилгээгээ үзүүлдэг.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3.6	Сургууль хамгийн сүүлийн үеийн тоног төхөөржөөр хангаж чаддаг	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3.7	Тусламж хүссэн үед цаг алдалгүй шийдвэрлэгддэг	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3.8	Танхимын хэмжээ болон тоног төхөөрөмжийг сургалтын үйл ажиллагаанд тохируулан зохистой зохицуулалтыг хийдэг	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3.9	Танхимд хичээлтэй холбоотой материалуудыг сурагч бүр хувьдаа хэрэглэж чадахуйцаар зохистой зохицуулалт хийгдсэн	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3.10	Анги тамхимтай холбоотой асуудлыг бууруулах зорилгоор танхимын дүрэм журмыг сургуулиас бий болгосон	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4.Заах үр дүн		
4.1	Миний бодлоор оюутнуудын өдөр бүрийн өөр өөр сонирхолтой заах арга бариалаа хэрхэн холбохоо би мэднэ	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4.2	Би өөрийгөө өндөр чадвартай багш гэж итгэдэг	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4.3	Би багшилж байх хугацаанд, ажлын нөхцөл байдал өөрчлөгдөхөд хэрхэн хариу үйлдэл үзүүлэхээ мэддэг	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4.4	Хичээл заах явцад тулгарч болох хичээлийн агуулгын хүнд нөхцлийг хэрхэн засч залруулахаа би мэднэ. Тэгснээр оюутнууд хичээлээ ойлгож суралцаж чадна	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4.5	Хэрвээ оюутан өмнөх хичээл дээр юу сурснаа санахгүй байвал оюутанд хэрхэн яаж туслахаа би мэднэ	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4.6	Миний бодлоор оюутнуудыг ямар нэг асуудалд орохоос өмнө боломжит асуудлуудыг яаж тодорхойлж хэлцэл	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

	хийхээ би мэднэ.	
4.7	Миний хичээл заах арга барил найдвартай, хүртээмжтэй	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4.8	Миний бодлоор би ажил дээрээ оюутнуудтай үнэхээр бүтээлч ажиллаж чадна	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4.9	Оюутнууд миний хүсэлт, зааварчилгааг дуртайгаар хүлээж авч байгаа нь надад мэдрэгддэг	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Ерөнхий мэдээлэл:

1. Таны нас:
 - a. 21-31
 - b. 31-41
 - c. 41-51
 - d. 51-61
2. Хүйс
 - a. Эрэгтэй
 - b. Эмэгтэй
3. Таны байршил
 - a. Улаанбаатар
 - b. Хөдөө орон нутаг
 - c. Хот орон нутаг 2-ийн хооронд
4. Боловсролын зэрэг:
 - a. Баклавр
 - b. Магистр
 - c. Доктор/Профессор
5. Сургуулийн байгууллагад ажилласан жил?
 - a. 1-5 жил
 - b. 5-10 жил

с. 10-15 жил

д. 20-сдээш жил

