

Implementation, Challenges, and Solutions of the Law on Supporting Teacher Development: A Case Study of University Faculty Members

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ABSTRACT

In Mongolia, the institutional framework for supporting the professional development of university faculty members remains insufficiently effective. Globally, teacher evaluation systems have increasingly become the focus of attention, driven by two fundamental imperatives: improving the quality of teaching and strengthening accountability. In most countries, teachers' performance is systematically and comprehensively assessed, and teaching standards are established as key determinants of educational quality.

Although Mongolian public and private universities have established teacher development centers and adopted relevant programs, these institutions have not provided adequate support for enhancing faculty competencies in teaching, research, academic mobility, community service, and student advising. Moreover, the system of incentives and recognition remains weak.

This study aims to examine whether the provisions of the Law on Supporting Teacher Development (2018) have achieved their legislative objectives, how the law has been implemented in practice, the extent of its acceptance, and whether it has produced unintended consequences. Data were collected from academic staff at public and private universities and analyzed using SPSS v26 and AMOS v26, testing the effects of moderator and mediator variables. The dependent and independent variables demonstrated significant and positive correlations; however, moderator and mediator variables proved statistically insignificant.

The findings suggest that further theoretical and empirical inquiry is required to advance the understanding and practical application of teacher development policies in Mongolia.

Keywords: Teacher, Teacher Development, Support Mechanisms, Development Processes, Programs, Development Centers

INTRODUCTION

Teacher development constitutes a critical component of the education sector. In higher education, it not only underpins the effective delivery of academic programs but also ensures the continuous professional growth of faculty members. The Law on Supporting Teacher Development, adopted by the State Great Khural in 2018, has now been in force for five years. The law defines “teacher development” as the continuous process of enhancing teachers' knowledge, pedagogy, professional skills, and educational capacity. Its provisions apply to teachers across all levels of formal and non-formal education institutions, irrespective of ownership.

The core of teacher support systems in universities lies in faculty performance and its evaluation. Internationally, faculty work is typically assessed across five primary dimensions: (1) research, (2) teaching, (3) service, (4)

academic mobility/scholarship, and (5) student advising, each of which includes multiple sub-indicators. In many universities, performance evaluations are conducted annually, and faculty who receive unsatisfactory assessments are barred from teaching until completing mandatory training. In contrast, most Mongolian universities conduct evaluations every two to three years, with poor performance resulting in demotion.

While universities have adopted teacher development programs, the establishment and continuous operation of teacher development centers remain underdeveloped. The content of these programs typically clusters around three areas: (1) professional development, (2) social support, and (3) health and physical well-being.

In principle, Mongolia's teacher development framework should integrate pre-service training, in-service professional development, and workplace-based continuous learning, with support provided at national, regional, institutional, group, and individual levels. In practice, however, the system does not function fully, and faculty evaluation remains inconsistent. University-level development activities are largely implemented by faculty themselves, rather than through collective management. At the national level, training duration, quality, and evaluation remain problematic.

Overall, the study highlights that teacher development activities in Mongolian universities are fragmented and insufficiently institutionalized. While research, seminars, and limited publication support exist, they represent only partial measures. Universities also lack strategic alignment between human resource policies and teacher development programs, which hinders consistent short-, medium-, and long-term planning.

The purpose of this research, therefore, is to assess the extent to which the Law on Supporting Teacher Development has achieved its statutory objectives, its implementation in practice, its acceptance among faculty, and whether unforeseen consequences have arisen.

Current State

Teacher Performance Evaluation and the Teacher Development System

The teacher evaluation system demands careful attention to implementation. University leadership and external evaluators must receive high-quality training to ensure that assessments are both effective and reliable. It is essential to consider how faculty evaluation aligns with institutional assessment frameworks and educational policies, as effective teaching conditions may vary across institutions.

In many countries, the primary challenge is not whether a teacher evaluation system exists, but how to ensure its proper and effective operation. According to [1] highlighted that effective professional development can be defined as organized, systematic training that transforms teachers' knowledge and practices. [2] stipulate that teachers should foster positive and productive relationships with students, peers, parents, and community members to support student learning.

Emphasizes that research on teacher development holds broad significance for improving not only teachers themselves but also the overall operations of higher education institutions. Teaching and mentoring programs aim to support instructional innovation and bring about practical improvements in teaching practices. Mentors guide new faculty, provide feedback, motivate them, and offer instructional advice. Professional development for university faculty positively affects teaching quality, efficacy, independent work, teaching confidence, student outcomes, and overall job satisfaction. Such programs also support faculty well-being and employment engagement.

Assert that teacher development programs should promote instructional competencies, cultivate positive teaching experiences, and embed the scholarly functions of higher education. [5] stress that professional development programs should be designed and delivered based on faculty needs identified through program participation. Qualitative research by [6] shows that faculty development programs significantly influence participants' teaching methods, learning approaches, and classroom practice.

Professional development programs should consider teachers' prior knowledge, experiences, and specific training needs. While implementation at an advanced level can be challenging, establishing conditions for

effective professional development is essential. [7] notes that successful professional development is content-focused, encourages active learning and collaboration, aligns with relevant policies, and provides sufficient time for participants to engage in learning activities.

In European higher education institutions, faculty development [8] varies according to organizational type, institutional structure, and discipline. Programs may be mandatory or voluntary and typically include seminars, exercises, mentoring, and other support activities. Their primary purpose is to help faculty continuously enhance skills and stay current with modern practices in higher education. Interest in faculty development programs has grown as institutions seek to improve instructional quality and address student-centered teaching challenges.

Teacher Development Activities in Mongolia: Practices of Selected Universities

The Law on Supporting Teacher Development [9] applies to all teachers in both public and private institutions, irrespective of ownership. University faculty are expected to continuously enhance their knowledge, pedagogical skills, and competencies. However, faculty in private universities often teach more courses and credit hours than their counterparts in public universities.

“Faculty performance” is legally defined as outcomes reflected through self and external evaluation, encompassing student development, learning, attitudes, and other duties specified in job descriptions. Teacher development activities are implemented at multiple levels: national (training and methodological institutions), local (provincial, district, and municipal authorities responsible for education), institutional (university management, teaching managers, and methodological staff), group (peer networks), and individual faculty level.

Mongolian universities have established programs aimed at enhancing faculty knowledge, professional skills, ethical standards, health, social support, and professional recognition. Teacher development initiatives typically include the following:

Support Measures:

1. Fall and winter seminars at the start and mid-point of the academic year to review objectives and assess progress.
2. Allocation of teacher development budgets to faculty and academic units.
3. Faculty exchange programs and international internships.
4. Digital skills training tailored to identified faculty needs.
5. Collaborative faculty development seminars with partner organizations.
6. Annual observance of “Global Ethics Day” in alignment with sustainable development goals.

Social Protection Measures:

1. Provision of non-repayable assistance in cases of hardship.
2. Paid research leave and financial incentives for academic work.
3. “Innovation Quest” entrepreneurship competitions, with top teams receiving domestic or international field trips.
4. Fully supported spring and fall field excursions and retreats.

Health and Physical Well-being Measures:

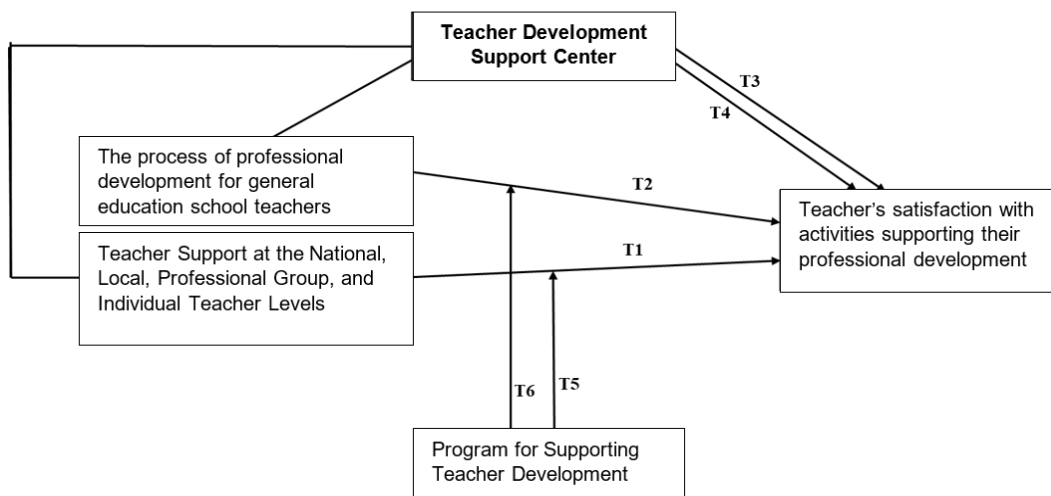
1. Annual preventive health screenings.
2. Annual sports competitions to promote team cohesion.
3. Scheduled faculty sports activities and designated exercise times.

RESEARCH METHODOLOGY

The implementation of the Law on Supporting Teacher Development was investigated through a survey of faculty members from public and private universities. A quantitative research approach was employed, and questionnaires were sent, accompanied by official letters, to academic units and teacher development centers.

Collected data were analyzed using SPSS v26 and AMOS v26, applying descriptive statistics, frequency, percentage, reliability, and correlation analyses.

The study framework is illustrated in Figure 1.



Hypotheses (6 hypotheses were proposed):

1. Satisfaction with teacher development activities and the implementation of the Law on Supporting Teacher Development depends on the existence of a teacher development center.
2. Support for teacher development and implementation of the Law depends on the teacher development center.
3. The correlation between the faculty development process and the law's implementation depends on the teacher development center.
4. Implementation of the Law depends on both the teacher development program and satisfaction with development activities.
5. Implementation of the Law depends on the teacher development program and support measures (national, local, group, or individual level).
6. Implementation of the Law depends on the faculty development process and the teacher development program.

RESEARCH RESULTS

Participant Profile

The study surveyed 106 faculty members from universities: 27 (25.5%) male and 79 (74.5%) female. Participants aged 37–46 comprised 42.5% of respondents. Doctoral degree holders numbered 28 (26.7%), Master's degree holders 76 (72.4%), and one Science Doctor (1%). Participants included 36 (34%) from public universities, 61 (57.5%) from private universities, and 9 (8.5%) from private colleges. Among respondents, 79 (74.5%) had a teacher development center, while 28 (26.4%) did not. A total of 85 (80.2%) reported having a teacher development program, and 22 (20.8%) indicated no program.

Table 1. Descriptive Statistics

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Whether there is Teacher Development Center	174	1	2	1.52	.501
Whether there is a Support Program for TDC	174	1	11	1.36	.867
Age	174	1	9	3.61	1.798
Gender	174	1	2	1.89	.313
Years of Work Experience	174	1	52	12.43	8.724
Valid N (listwise)	174				

Variable Reliability Analysis

Reliability analysis of variables yielded Cronbach's alpha coefficients above 0.6, supporting the suitability of data for subsequent analysis (Table 1).

Table 2. Reliability Test of Variables

N ^o	Variable	Number of items	Cronbach's Alpha(α)
1	MoES-Process of Supporting Teacher Development in General Education Schools	3	0.771
2	Teacher Support	5	0.782
3	Satisfaction with Teacher Development Support Activities	6	0.911
4	Total	14	0.831

Table 3. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.903
Bartlett's Test of Sphericity	Approx. Chi-Square	1351.726
	Df	91
	Sig.	.000

Results of Regression Analysis

Table 4. Results of Hypothesis Testing

Hypothesis	Direct Relationship
Hypothesis 1	Supported P-value 0.000*** (significant), Beta coefficient=0.571
Hypothesis 3	Supported P- value 0.000***(significant), Beta coefficient=0.697
Hypothesis 4	Mediating Variable Effect
Hypothesis partially supported, $p=-.056$, $p=.05$	

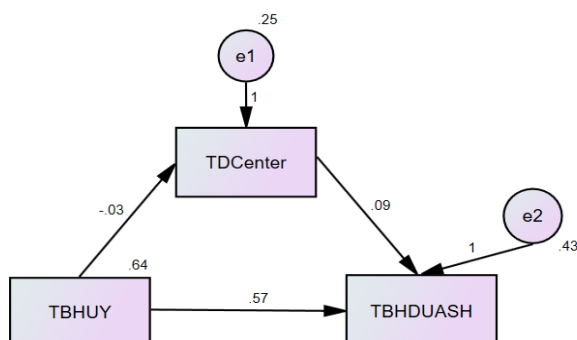
Abbreviations:

UDSP – University/College Teacher Development Process

SATD – Satisfaction with Teacher Development Activities

LAWIMP – Implementation of the Law on Supporting Teacher Development

Analysis of the direct relationships between dependent and independent variables revealed statistically significant positive correlations ($P = 0.000^*$), with standardized beta coefficients of $\beta = 0.69$, 0.694 , 0.59 , and 0.80 .



However, when mediator variables were included in the analysis, the relationships were no longer statistically significant ($P = 0.110, 0.383$), and the coefficients indicated negative correlations ($\beta = -0.154, -0.061, -0.102, -0.107, -0.044, -0.133$) (Table 2).

Similarly, analysis of the direct relationships between dependent and independent variables showed statistically significant positive correlations ($P = 0.000^*$), with $\beta = 0.83, 0.93$, and 1.070 (Table 4)

Table 5. Results of Hypothesis Testing

Hypothesis	Direct Relationship
Hypothesis 2	Supported. P-value 0.000*** (significant), $\beta = 0.568$
Hypothesis 5	Supported. P-value 0.000*** (significant), $\beta = 0.604$
Hypothesis 6	Moderating Variable Effect
Hypothesis supported.	Significant at $p = .000$ $\beta = 0.481$

When testing the direct relationship between the dependent and independent variables, the results showed that there was a significant (P-value 0.000***) and a positive correlation ($\beta = 0.568, \beta = 0.604$), and Hypotheses-2 and 5 were confirmed, respectively. When analyzing the moderator variables (P-value 0.000, significant), a positive and weak correlation was found, and Hypothesis-6 was confirmed (Table 5).

CONCLUSION

Among the study participants, 80.2% reported that their institutions had a teacher development program. However, this finding suggests that even where programs exist, teacher development activities are not conducted continuously or effectively. Notably, 54 respondents expressed dissatisfaction with the teacher development activities at their universities. Furthermore, regarding activities aimed at enhancing faculty recognition, 60.6% of participants were dissatisfied, and 31% reported being unaware of such initiatives. These findings indicate that such activities are neither regular nor sufficiently organized.

Regression analysis revealed a strong positive correlation between dependent and independent variables. The implementation of the Law on Supporting Teacher Development is positively associated with the teacher development system, related activities, and faculty satisfaction. While universities may have teacher development programs and centers, these do not correlate significantly with the practical implementation of the Law. In other words, teacher development activities in Mongolia are not conducted systematically or effectively.

Participants highlighted multiple challenges to self-directed professional development, including: excessive teaching hours, lack of financial support, absence of a structured support system, heavy administrative workload, insufficient foreign language proficiency, inadequate scheduling, low instructional effectiveness, low salaries, poor performance evaluation, lack of institutional support, limited computer literacy, absence of social welfare measures, insufficient implementation of state policies, and inadequate administrative management practices.

Universities must prioritize faculty development. Providing training and support to help teachers and researchers fulfill their teaching responsibilities is essential for ensuring high-quality instruction and disseminating effective learning experiences. Programs designed to enhance faculty recognition and support employment stability are likely to be more effective. However, this study found that Mongolian universities generally do not prioritize teacher development programs. A key negative consequence of this neglect is increased faculty attrition and a tendency to leave the profession or transfer to other sectors.

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