

# Reassessing Foundational Teacher Education in Mongolia: Student Satisfaction, Challenges, And Learning Outcomes

**Turtogtokh Batkhuyag**

*<sup>1</sup>Lecturer in the School of Preschool Education, Mongolian National University of Education, Mongolia*

## **Abstract**

This study examines the quality of foundation courses in teacher education at the Mongolian National University of Education by analyzing the perceptions and experiences of undergraduate students. A mixed-methods design was employed, combining an online survey of 230 students across seven faculties with focus group discussions. The survey demonstrated strong reliability (Cronbach's alpha = .848) and examined domains including course content, teaching methodology, assessment, learning environment, institutional support, and professional practicum.

The findings show that 69.9% of students expressed overall satisfaction with foundation courses, particularly noting the relevance of core subjects to their future profession. However, several challenges have emerged. Students reported overlapping course content, limited access to up-to-date learning resources, and assignments perceived as less practical. While instructors were valued for their subject knowledge, concerns included inconsistent teaching approaches, limited individualized feedback, and fairness in assessment. Institutional support—especially library resources, study spaces, and digital infrastructure—was rated as the weakest dimension, with more than half of the students dissatisfied. In contrast, professional practicum experiences were evaluated positively, although gaps in coordination with schools persisted.

**Keywords:** curriculum quality; professional practicum; student perception; teacher education