

Factor Analysis of the Secondary School Students' Knowledge, Skills on and Attitude towards the Traditional Customs

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Abstract: *The study is designed to assess current status and factors of the students' knowledge, skills and attitude of and towards traditional customs with the utmost goal to direct national educational policy on Mongolian youth in the emerging globalized era. According to the findings, it is imperative for any nation to embrace customs, traditions that derive from daily life and education is considered a key tool to achieve the above goal. The research question is to what extent the national curriculum supports such inter-curriculum issues as youth' knowledge and skills on the traditional customs and what are the factors of its successful implementation. The research framework covers the study of the students' academic performance in the area of traditional customs by developing test, task, content analysis of the curriculum and the textbook analysis, parents', teachers' and schools' factors as well. Totally 3, 095 students, 17 secondary schools of Ulaanbaatar city and regions covered. The result shows that poor performance of the students' knowledge, skills and attitude towards tradition is directly connected to the national curriculum, such factors as an identified skill on the traditions [Sig=.000] and devoted time [Sig=000]. Results of the analysis of the supporting factors such as number of the textbook assignments [Sig=.005], teachers' knowledge of the traditions [Sig=.000], parents' acknowledgment on the traditional customs [Sig=.002], as well as schools' policy on the extracurricular activities planning and implementation, shows its correlation too. The survey showed that overall management of the cross-curriculum knowledge and skills should be improved.*

Keywords: students, knowledge, skills, attitude, traditions

1. Introduction

The concept of identity, nationality, and citizenship recur often when we face not only in relation with the issues of guaranteed quality life in total, but often we face intercourse in the social life, government policy, especially when it regards human factor. Other times, we try to talk about it in the hopes of finding a new definition in our minds that are consistent and compatible with the modern concepts of state and society, which are now being imposed on us by the virtue of dominance of the civilization that produces them (Identity, Nationality and Citizenship, 2013). Identity is understood by people as an awareness of cultural and social self that guides and assists the person to choose between multiple possibilities, as well as that can direct personal conduct. And it comes to nationality issues when we consider one's rights or interest in having an identification card which is granted for inhabitants' rights to be a subject to authority while Citizenship relates to the relatedness of one's rights of being a citizen of original or other concrete countries. Even there are solid literature review exists on the equally strong and valuable impact of both one's national identity and good citizenship on the society, on the life quality, the smaller nation the more consider the national identity rather good citizenship. Therefore, the current study aims at assessing the current situation of the state of youth knowledge, skills of and attitudes towards traditional customs.

Mongolian traditional custom is a unique historical, cultural and traditional heritage that has been kept and passed down for centuries by Mongols (Н.Адъяасүрэн., 2005). In this

period of increased urbanization of Mongolian lifestyle, intensive globalization and business technological advancement, as well as due to many factors such as an interest of youths to study abroad and spending their spare time for gaining knowledge and skills which meet international standards had been influencing to the emerged lifestyle changes. Mongolian traditional lifestyle and custom have changed recently a lot. However, conclusion on the current knowledge and skills on traditional customs and overall attitude towards traditions is the only perceived acknowledgment which is based on the mass media, the overall impression left from the observations but without national and/or specific surveys which can justify what is a state, its factors are there. The goal, objectives of the study is to review and evaluate the education of national customs of the secondary school students and the factors influencing them.

2. Literature Review

2.1 What is the students' knowledge, skills and attitude on the traditional customs?

Customs are considered as that which is derived from the actual need to learn about nature and society in everyday life, that is formed by a set of principles such as worship, symbolism, traditions and unique rules of that nation and traditionally to be followed for personal conduct (Educational law of Mongolia, 2002). Preserving tradition is a process where the custom is set in minds of youth, of the next generation and that's realized in the everyday act, action, and activity of present and future generation. The

custom of any nation forms under influence of numerous factors such as history, geography, economy, culture, society, politics, science and technologies of that community; hence, it is an intersectional social phenomenon. Therefore, secondary educational courses at schools are the main source of the knowledge and skills on traditions of the nations the one is belonging to. Within the new concept of democratic and participatory citizenship, education had been directed towards the formation of nation, of a socially engaged citizenship, helping to understand social reality and its problems and to build social thinking to manage the complexity of this reality, and encouraging participation in the construction of democracy and improving coexistence (Canal et al., 2012).

The historical development and nomadic lifestyle of Mongolians has been noted in historical, linguistic, literature, economic, geographical, political and legal studies. Dr. Nyambuu. Kh has summarized the following key knowledge, skills, and attitude on traditional customs by classifying a group of universal customs out others that relate to specific relationships, appliances. Under universal customs, he meant those customs and values that should be followed by everyone, not excluding age, sex, education, geographical location, and ethical differences. Knowledge, skills, and attitude on and towards the following are considered basic for grade 1-5 at secondary school level such as know the fetus, tribe; greetings; animal husbandry traditions, respect traditions, traditional games, traditional dress and appliances, traditional way of a deal with nature. At the basic educational level, food processing customs, judgment ethics, traditional holidays, traditional measurements, Mongolian concept of good person had been added while high school student needs to know about traditional concept of housing, high-speed horse rituals, and symbols; traditions of dressing and friendship concept. These knowledge and skills are being covered by the content the following subjects such as the Mongolian language, National script, Literature, Human-Nature, Human-Society, History, Social science and Civil education at all levels including elementary, basic and high school levels (Secondary education curriculum. Main document, 2016).

2.2 Traditional customs as value

Anthropologists refer to different meaning the nations attribute to living, for example, Americans rewards individual efforts based on the strong believes in the personal inherent goodness of human nature and capacity one has possessed. Economists have considered value as the quality of the object while sociologists describe values as a mean to ease the conflict between individual and collective interests. Values such as being socially responsible, showing concerns for others help people to sidestep their own desires and commit themselves to the more difficult tasks of social cooperation (Kluckhohn and Strodtbeck's Values Orientation theory, 2002). Schwartz and Smith (1997) summarized 5 features that explain value an independent phenomenon, such as it's a belief, it's a goal, it's an action, it's a guide for the selection and evaluation; it's ordered. According to Schwartz, values are arrayed along 2 dimensions, as firstly, in any culture individual values fall along a dimension ranging from self-enhancement to self-transcendence. The

second dimension contrasts "openness to change" with "conservation", i.e. to what extent they motivate others to follow their own intellectual and emotional interests in unpredictable and uncertain directions versus to preserve the status quo and the certainty it provides in relationships with others, institutions, and traditions. Schwartz postulates within these dimensions some motivational values such as conformity, tradition, a simulation (Shalom, 2012).

2.3 Underlying educational, social, humanistic theories on traditional customs

As the custom is a social value, it can be explained with humanities' theories and principles. For instance, policies and activities towards saving national customs and traditions are explained with social development and transformation theories and principles. According to the theory of the social innovation and transformation (T.Parsons, 1951), social development process are goes not only through changes but also through its outcome and impact of new technologies. Diffusion theory studies culture from all angles including traditional customs, legend, language, religion, social structure and technological ideas within the scope of human and social studies (Vejlgaard, 2018). The social concept of culture also studies culture from all angles. Culture is a national value of that nation during globalization. Culture consists of tangible and intangible values and it is a combination of physical and intellectual values. Sense of national uniqueness concept is the process of studying the factors which define the nation such as territory where the national group lives and spread customs, traditions, heritage, and history as well as learning how similar an individual is to national expression. Sense of national uniqueness is defined by personal sense towards a nation which is love, pride, and sense of being part of the social group. As society evolves, national and modern cultures are created. These two cultures are seen in lifestyle, value norm, and personal relations. National and modern cultures build up today's society and it has a big impact on everyday life during global, social and cultural changes. The social concept of culture covers all social aspects of culture such as psychological culture, exchange culture, business culture, hearing culture and so on. Culture is the national value of that nation during globalization (UNESCO, 2012). It is not easy to completely understand culture because people have a different understanding of "culture" and also there are many definitions of culture out there. Culture is a combination of physical and intellectual values. Intellect and psychology determine social origin. To some people, culture is generally an intellectual life of society and it has eight forms such as idea, morals, lifestyle, education and training, science and technology, literature and art, cultural exchange, mass media, cultural institution, and cultural life. In rough term, culture consists of life direction, style, literature and art, mass media, publications and newspaper, customs and training, social morals and cultural profession (Introduction to Sociology, 2014).

2.4 Current policy, the strategy of the government on the traditional customs education of youth in Mongolia

The Constitution of Mongolia stressed out the importance of the knowledge on the history, culture, and traditions of

Mongols. It's to say that "Everyone is to develop patriotic consciousness at a new level and develop the traditions of history, culture, and traditions as basic knowledge. The preservation and protection of national history, language, culture, heritage, and traditions is the basis and the vital immunity of the Mongolian nation".

The Law on the Mongolian Language adopted by the Parliament in 2015 provides that the Mongolian language is a guarantee of national cultural heritage, national culture, customs, nationality, national unity, national security and sovereignty, and the possession, use, protection, and development of Mongolian language and literacy. Ensuring and maintaining its implementation is the duty of the State.

Every citizen of Mongolia has the right and access to Mongolian language and literacy, access to information in the Mongolian language, inheritance, protection, and development According to the Presidential Action Program of Mongolia on 2017-2021. Decree of 28 December 2017 promotes the patriotism, honors justice with utmost goal to improve legal environment for promoting Mongolian traditional traditions, ancestral heritages, nomadic civilizations, national and classical arts in the state patronage, promoting Mongolian content and international market.

To promote the national culture and arts to the world, to expand the influence of the Mongolian culture and to create unique had been highlighted in the Government of Mongolia's Policy on Culture by highlighting national history, language, culture, religion, tradition, traditions, and patriotism as the foundation of Mongolian nationality and vital immunity" in the direction of television and radio regulation, to declare a license to television declared by the Mongolian artwork "approved by the Government Resolution 276 of 2010. To mitigate the loss of traditional customs, to prevent the loss of spirituality, to develop a multi-cultural, ethical and cultural heritage of Mongolia to respect and protect customs and traditions, to preserve and protect nomadic cultures, to integrate them with their civilized culture are important according to the Parliament 2012 "State Policy on Culture" approved by Resolution 52.

The Government of Mongolia "2016-2020 Action Program" has been stressing that education, culture, science, and sports, as well as the training standards, programs, and textbook content and quality are based on global trends and based on their country's history, culture and heritage. As well as in the "National Security Concept of Mongolia" approved by the resolution # 48 of 2016 Education, culture, science and sports, the training standards, programs, and textbook content and quality are based on global trends and based on their country's history, culture, and heritage.

Mongolian Elders' Federation regulations from February 11 2017 promotes that that it's aiming to cultivate patriotism for young people and children, to cultivate a rich experience, heritage, customs, morality, and labor.

Mongolian government policy documents defined the purpose of traditional education as "teaching customs and traditions which are civilization values of mankind to

Mongolian citizen on a scientific basis". There 13 programs at the national level to support traditional education. On the other hand, involving and training secondary school students through projects to protect and rehabilitate historical and cultural artifacts, Mongolian script, Education, Right Mongolian, programs to protect Mongolian throat song, Morin khuur (musical instrument), long song, Mongol tsuur (musical instrument), Biyelgee (type of dance in the western part the country) dance, Mongol tuuli (poem) and tangible cultural heritage and National cultural heritage registration and documentation will teach them how to honor, protect and keep their traditions. Therefore, we cannot say there is insufficient government policy because the government is taking certain measures on this issue.

However, implementation mechanisms of these policies haven't been sufficient with any rules applied which can be seen from extracurricular activities at secondary schools. For example, extracurricular activities held at secondary schools are not initiated by the schools themselves. The schools are merely following national programs.

It's to highlight that tradition sets in people's mind and expressed through independent and creative actions and activities. Social and humanities theories noted that tradition can be passed down through voluntary actions.

2.5 International practice review of education on traditional customs of youth

As the national custom is a unique historical and cultural value which has been kept and passed down for centuries, we looked at some other international practices of incorporating traditional knowledge in their education system. Following is an example of including traditional knowledge in the curriculum of elementary school. Literature review revealed that Asian countries more tend to be sensitive to those values that historically and traditionally accepted by the nation while European countries more declare on the united approach of moral, religious education as value-oriented programs, and curriculums. The USA accepts individual rights of everybody to be a citizen and thus the concept of civic education is the pillow of successful existence and coexistence of youth in the globalized world. Japanese educators educate citizens who cherish their history and traditions with utmost goal to give knowledge on social life, educate citizens who know, protect and honor history, geography, and traditions of their motherland and who can build a better country and society. South Korea provides an understanding about their country's culture, traditions and characteristics of different historical eras thus building individuals who can contribute to personal development and development of their nation, society, and the world is considered as essential (Bat06, 2006). Building a good behavior in children, accelerate their socializing development, grow citizens who understand their society, take part in, who know customs is a key philosophy of education in China. Key pillars of the policy is 1stly, a growing citizen who want to contribute to culture and traditions and development of their country, 2ndly, growing a citizen who love their country, respects their history, culture and traditions, respects cultural difference of other countries and who thinks globally, 3rdly, building up the national

mindset and the patriotism which formed for a long time in China. The above indicates that general purpose of elementary education in Asian countries such as Japan, China, and S. Korea is to prioritize getting their students to learn and respect their motherland, national value, traditional culture and customs, and educate citizens with proper moral habits (Баянсан.Ж, 2002). The viewpoint of USA and other European countries is that civic education and social skills are advantageous than other education for its contribution in developing students' knowledge of personal, social and cultural value. An effective implementation of any goal-oriented action requires, firstly, an association between goal and outcome, an analysis and evaluation criteria, secondly, predicting risk of teacher, school and parents' involvement, influence and measurement criteria and thirdly, involvement, effort, leadership and responsibilities of beneficiaries in which students' attitude and parents' support play an important role (Adeyemi, 2018).

3. Research Problem Definition and Methodology

The research designed to answer what is the level of knowledge and skills of the students? to what extent the national curriculum supports such an inter- curriculum issue as youth' knowledge and skills on the traditional customs, factors of its successful implementation? to what extent teachers are able to guarantee quality education of students? To what extent the school management is creative in terms of traditional knowledge and skills?

The scope of the participants limited by the randomly selected 3100 high school students who enrolled in the test assessment on traditional customs, while a documentation review had covered totally 50 course curriculums on Mongolian language, Literature, History, Social studies, Social science, Civic education for the 5th, 9th, 12th grades; 48 textbooks on the above-mentioned courses, 17 high schools' annual plan on the extra-curriculum activities aimed at the traditional customs knowledge and attitudes. In the assessment of teachers' and parents' knowledge on traditional customs participated totally 196 teachers who had been teaching above courses; 1020 parents of those students participated in the assessment. The statistical analysis employed to define correlations between factors and students 'achievement, a linear regression analysis to see dynamics of the change variables.

Sub-questions	Sample, Data Collection and Analysis
Content of the tests on the knowledge, skills, and attitude on the traditional customs for both students and teachers	-National educational standards of the secondary education approved by the Minister of Education by the order #361 from 6th August 2010. -Educational evaluation center's documents on the formative assessment materials published in 2014 on language education. -The theoretical basis is the Nyamkhuu' classification taxonomy on the Mongols' traditions
Curriculum analysis	Quantitative analysis using mixed effects of an objective-tools-result model in the educational monitoring and evaluation
Textbook analysis	Qualitative and Quantitative analysis of the

	textbook tasks in regards to the traditional customs education content reflected in the national standards and appropriate curriculums
Performance indicators of teachers in terms of traditional customs	Qualitative analysis using the constant-comparative method/themes reflected in the National program on the traditional customs education approved by the Government.
Parents' knowledge self-assessment	Satisfaction assessment questionnaire developed based on the article 6.1 of the Constitution of Mongolia, Parliament degree from 2015 on the Preserving national language, Presidential order#12 from December 2017.
School initiatives towards traditional knowledge and skills	Quantitative using a linear hierarchical mixed-effects model based on the article 6.1 of the Constitution of Mongolia, Parliament degree from 2015 on the Preserving national language, Presidential order#12 from December 2017.
Factors analysis	A linear regression analysis was used to identify factors affecting the knowledge and skills of national customs students.
School initiatives towards traditional knowledge and skills	Quantitative using a linear hierarchical mixed-effects model based on the article 6.1 of the Constitution of Mongolia, Parliament degree from 2015 on the Preserving national language, Presidential order#12 from December 2017
Factors analysis	A linear regression analysis was used to identify factors affecting the knowledge and skills of national customs students.

Model Specification

There is no empirical literature regarding to what factors influence on Mongolian youth' knowledge and skills on the traditional customs as yet. Therefore, we investigate econometrically the relationship between proposed factors and Mongolian youth' knowledge and skills on traditional customs based on the linear regression model using the nation-wide sample survey dataset. We choose the three groups of proposed factors- pupil factors, policy and curriculum factors, and school or teacher factors.

In the first group, we choose student's sex as a factor that might influence students' knowledge and skills on traditional customs. However, we are unable to expect that male or female students' traditional knowledge and skills are better than the opposite sex. Second, we assume that students' attitude in traditional customs can be an influential factor in the student's knowledge and skills on the traditional customs. Pupils' attitude on traditional customs are determined by their family, their living surroundings (such as school, home, relatives, social interactions, etc.), teacher, friends, everything that are read, listen, seen by them; therefore, the attitude will influence on their knowledge and skills on the traditional customs, directly.

In the second group, we choose the assignment number that has traditional contents and total teaching hours of traditional knowledge and skills as the policy/curriculum factors. We expect that when policy or curriculum, which have an objective to develop a youth who have traditional knowledge and skills, the effect is more, there will be a youth with more knowledge and skill on traditional customs.

In the final group, we name teachers’ traditional knowledge and skills, education level and work experience as the school or teacher factors. We assume that highly knowledgeable teacher creates more knowledgeable pupils and those teachers’ knowledge will transfer more efficiently to the

students when the teacher has more working experience. Moreover, as teachers’ education level increase, teachers’ knowledge horizon expands and teaching methodology improves; therefore, better results are expected.

We estimate the following classic linear regression model:

$$Y_i = \beta_0 + \beta_1 X_{1i} + \beta_2 X_{2i} + \beta_3 X_{3i} + \beta_4 X_{4i} + \beta_5 X_{5i} + \beta_6 X_{6i} + \beta_7 X_{7i} + u_i$$

where: Y_i is the students’ assessment on the traditional knowledge and skills, u_i is an error term, and finally, X_i is a the proposed factor variables for pupil i . Our parameters of interest are $\beta_1 - \beta_7$ which will show how the proposed factors are related to the students’ traditional knowledge and skills Y_i . Detailed explanations for variables are presented in Table XX.

Table XX: Variable description

Variable	Name	Description
Y_i	Pupils’ assessment on traditional knowledge and skills	Pupil test results on traditional knowledge and skills
X_{1i}	Pupil sex	0 if male, 1 if female
X_{2i}	Pupils’ assessment on the attitude of traditional customs	Pupil test results on the attitude of traditional customs
X_{3i}	Assignment number that have traditional customs contents	Assignment number that have traditional customs contents in primary, basic and secondary educational levels, respectively. Assignment numbers are in cumulative basis.
X_{4i}	Total teaching hours for traditional customs	Total teaching hours for traditional customs in primary, basic and secondary educational levels, respectively.
X_{5i}	Sum of teachers’ assessment on traditional knowledge and skills who teach traditional knowledge and skills to ith student	Sum of teachers’ 1 test results on traditional knowledge and skills who teach traditional knowledge and skills for primary, basic and secondary education levels.
X_{6i}	Teachers’ education level score who teach traditional knowledge and skills to ith student	In order to assess teachers’ education level, we use scoring technique. Teachers’ education level score= Number of teachers who have Bachelor degree *1 score+ Number of teachers who have Master degree *2 score
X_{7i}	Total working experience of teachers who teach traditional knowledge and skills to ith student	Sum of working experience of teachers who teach traditional knowledge and skills to ith student

We hired ordinary least square estimators using heteroscedasticity and autocorrelation consistent (HAC) standard errors to make assumptions (no serial correlation and heteroscedasticity across individuals’ error term) to hold. Moreover, test of multicollinearity, test of specification error and normality test of residuals are conducted for each regression to check whether the estimations are statistically reliable. In order to see estimation stability, we increase the number of factors by one at each estimation. Econometric models are estimated by the Eviews 9.0 software.

Descriptive statistics of the variables are shown below.

Table XX: Descriptive statistics

	Mean	Median	Max	Min	Standard deviation	Obs. Number
Y	7.02	7.0	17.0	0.0	3.13	3095
X1	0.54	1.0	1.0	0.0	0.49	3095
X2	8.28	8.0	15.0	0.0	2.83	3095
X4	82.77	76.0	158.0	15.0	58.69	3095
X5	187.81	172.0	307.0	84.0	91.54	3095
X6	54.16	52.0	74.0	41.0	8.71	3095
X7	7.77	8.0	10.0	6.0	1.22	3095
X8	36.29	38.0	70.0	7.0	16.41	3095

4. Results and Discussions

¹In primary education level, teachers who teach Mongolian language, Civic education and Social studies
 In basic education level, teachers who teach Mongolian language
 In secondary education level, teachers who teach Mongolian language

Estimation results are summarized in the Table HH. All models are passed the multi-collinearity test, test of specification error and normality test of residuals.

Table HH: Estimation results (Dependent variable: Y)

Variables	(1)	(2)	(3)	(4)	(5)	(6)	(7)
x1	-0.202* (0.12)	-0.214* (0.116)	-0.167 (0.107)	-0.018 (0.098)	-0.020 (0.092)	-0.018 (0.096)	-0.02 (0.095)
x2		0.277*** (0.032)	0.258*** (0.033)	0.245*** (0.028)	0.228*** (0.026)	0.228*** (0.026)	0.227*** (0.027)
x3			-0.011*** (0.002)	-0.033*** (0.002)	-0.044*** (0.003)	-0.044*** (0.003)	-0.041*** (0.004)
x4				0.021*** (0.001)	0.018*** (0.001)	0.019*** (0.001)	0.018*** (0.002)
x5					0.108*** (0.024)	0.116*** (0.027)	0.120*** (0.028)
x6						-0.085 (0.109)	-0.069 (0.110)
x7							-0.011 (0.010)
constant	7.13*** (0.147)	4.847*** (0.238)	5.871*** (0.360)	3.737*** (0.339)	-0.529 (0.472)	-0.336 (1.061)	-0.325 (1.061)
N	3095	3095	3095	3095	3095	3095	3095
Wald F-stat	2.82	40.17	41.62	97.58	87.6	74.2	64.15
Prob(Wald F-statistic)	0.09	0.00	0.00	0.00	0.00	0.00	0.00
adj. R-square	0.001	0.063	0.103	0.318	0.3401	0.3404	0.3414
AIC	5.122	5.058	5.01	4.74	4.71	4.71	4.707
SIC	5.126	5.064	5.02	4.75	4.72	4.72	4.723

Note: HAC standard errors are in parenthesis. *, ** and *** are represent statistical significance at 10%, 5% and 1%, respectively.

From the table we can see that factors such as pupil’s sex, teachers’ level of education, teachers’ working experiences don’t have an influence on Mongolian youth’ knowledge and skills on traditional customs while pupils’ attitude on traditional customs, amount of the assignment in the textbooks that related with traditional customs, as well as teaching hours in the curriculum, level of teachers’ knowledge and skills in traditional customs do influence on the subject. As we expected, pupils’ attitude of traditional customs, teaching hours, teachers’ traditional knowledge and skills are positively related to Mongolian youth’ knowledge and skills on the traditional customs. However, the assignment number negatively related to the dependent variable. Moreover, there is no difference between the teachers have bachelor and master degree for the youth’ traditional customs knowledge and skills. The interesting part is experienced teachers do not over contribute to the pupils’ traditional knowledge and skills. In summary, only pupils’ attitude of traditional customs from the pupil group factors has a positive effect. From the school/teacher group factors, only teachers’ traditional knowledge and skills has a positive effect like the pupil group factors. However, all factors from the policy and curriculum group have an influence on the youth’ traditional knowledge and skills.

The results of the study revealed a poor performance of the secondary school’ students on traditional customs and such factors as the curriculum of the related subjects and the textbooks used, and teachers, parents and school’s factors has the greatest influence on the students’ knowledge and attitudes. As shown in the table below, there is significant correlations between the dependent and independent variables.

	<i>Factors that influences the knowledge, skills and attitudes on traditional customs</i>	
1.	Level of teachers’ knowledge and skillson traditional customs	Sig-.000
2.	Curriculum factor	Sig-.001
3.	Textbooks’ factor	Sig-.005
4.	Traditional customs learning hours	Sig-.000
5.	Level of parents’ knowledge and skills on traditional customs	Sig-.002
6.	Student’ location /city, province/	Sig-.000

This regression equation is statistically significant at 99 percent probability, and 34.14 percent of the total U of the regression explains. In terms of selected factors, the level of education of boys and girls, and the years of their employment, are not influenced by the student's national customs knowledge; The regression results show that the attitudes of national students' attitudes, the skills of national customs education programs, the number of assignments, the teaching hours and the level of knowledge of national teachers. Presumptively, the national attitudes of students 'attitudes, the capacity of the program, the teaching time and the level of knowledge of national customs are positively influenced by the students' understanding of national customs, but the number of assignments for national customs education has been inversely related. In other words, while other factors are constant, the average student traineeship score increases by 0.23 points. An average of one hour increase in total time is an average score of 0.02 on national student knowledge skills; the national level of knowledge and skills of national traders increased by 0.12 points.

However, as the number of assignments increased, the average of the students' knowledge and skills were reduced

by 0.04. In addition, the degree to which teachers have a degree or a number of years of teaching experience does not affect the learning of national language skills.

Studying three groups of student, teacher, policy and program factors that can influence the learning of national customs of students, only positive attitude towards the student group has been positively influenced; Teachers' groups also have a positive effect on teacher's knowledge and ability, but also a group of factors in policy and program influences.

Research limitations are:

- Since this is descriptive research to determine the current state, we did not aim to develop a model.
- Factors affecting students' national culture knowledge, skills and attitude were defined within secondary education realm.
- Even though attitude is a big indicator to measure personal behavior, we thought the psychological attitude test would not be accurate for this case. Because of one of the most controversial issues in psychological science is the aptitude test which is thought to be not enough to measure internal thoughts, unconscious motivation and predict overt behavior. Therefore, for our research, we attempted to determine it by the level of honoring assumption.

5. Conclusion

The study completed its outmost goal to show that result-based monitoring and evaluation system is effective (students' knowledge, skills and attitude assessment criteria), as well as risk management planning (teachers' and school activities evaluation criteria) and involvement, initiation, responsibilities and mutual decision of interested parties (parents' self-evaluation) are fundamental principles in curriculum management at the policy levels. The study showed how system approach is effective in the curriculum management so that it's imperative for such study 1) to cover all levels of education such as primary, basic and secondary; 2) take lately made corrections in the curriculums as pillars of changes and reforms, 3) take in interdependent relationship the standards, the curriculum, and the textbooks, 4) employ self-assessment, satisfaction study; 5) consider curriculum management in coherence with school-based planning, teacher performance evaluation criteria, and the satisfaction of parents in school activities.

In the frame of the study, the current state of students' traditional knowledge and skills and results reveal that even there are plenty of state policies, national programs and activities on traditional education, however, students' knowledge, skills, and attitude are "inadequate". The study revealed that students' performance on traditional customs in direct relationship with such factors as the curriculum of the related subjects and the textbooks used, and that the teachers', parents' and school's factors has the greatest influence on the students' knowledge and attitudes.

6. Guideline

We proposed the following guidelines based on our research results. They are:

One. Curriculum policy and principles is to be a knowledge synthesis which was accumulated on that subject. Accumulated knowledge, experience, cognitive and evaluation sectors' findings need to be united and make policy with the help of education researchers, test question developers, curriculum experts, teachers, and policymakers.

Two. Since curriculum analysis is aimed for determining changes and developments in the education sector, a student's development factors are special, observation needs to be accurate and observation is research type which is directed on the practical result. In this case, research and evaluation can bring practical change (Scott.H.V, 2003).

Three. For learning improvement, teachers' teaching method and method satisfying students' attitude development, improvement and change are the main issues of teachers' development. At the workplace, it will be based on teaching and it will be training based on methods to study and decide learning factors of certain students and groups. Improvement at school can be measured by how a teacher is teaching the lesson in a fun way and how she is connecting it with the result (Richard.C.J, 2011).

Four. An education policy that supports the traditional mindset of Mongolian academicians and science scholar believes that a nation that kept its original traditions, culture, and language and that has political tradition is considered a valid nation. Ethnic studies scholars and professors say that "It is not easy to pass down lost culture to our next generation. Their main advice is that "Intellectuals are someone who strives to keep own traditions and heritage. There are countries that believe that meaning of life is passed down traditions which have been kept for many years, do something for it and live for it.

Five. Family and mass media

The main role of family tradition is to express people's view, living, aesthetic and moral attitude, and social characteristics. In today's world where lifestyle is changing and new life choice is formed, teaching family tradition based on science is an important factor to human development.

Reference

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