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NEW GENERATION PEDAGOGICAL RESEARCH CENTER



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ការប្រឹក្សាគំរូកោសល្យ គឺជាវិធីសាស្ត្រមួយ

សម្រាប់កែលម្អការបង្រៀនរបស់គ្រូ

Teacher Mentoring (TM) is an Approach for
Improving Teacher's Performance

A Mini-Thesis

**In Partial Fulfilment of the Requirement for
Master's Degree of Education in Mentoring**

Cheang Channak

February 2021

វិទ្យាស្ថានជាតិអប់រំ

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**Teacher Mentoring (TM) is an Approach for
Improving Teacher's Performance**

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February 2021

មូលនិយមសង្ខេប

គ្រូបង្រៀនជាកម្លាំងចលករយ៉ាងសំខាន់ក្នុងការជំរុញគុណភាពអប់រំ តាមរយៈការផលិតធនធានមនុស្ស ពេញលេញ សម្រាប់ឆ្លើយតបទៅនឹងតម្រូវការសង្គមជាតិនាពេលបច្ចុប្បន្ន និងអនាគត។ ដើម្បីបំពេញតម្រូវការរបស់អ្នកសិក្សាគ្រប់រូបក្នុងយុគសម័យឌីជីថលនេះ គ្រូបង្រៀនទាមទារឱ្យមានចំណេះដឹង សមត្ថភាពវិធីសាស្ត្រសំបូរវិបាក និងគុណសិទ្ធិ រួមនឹងការគាំទ្រផ្សេងៗក្នុងការដឹកនាំការបង្រៀន និងរៀនទាំងនៅក្នុងថ្នាក់ និងនៅក្រៅថ្នាក់ ប្រកបដោយប្រសិទ្ធភាព និងសក្តិសិទ្ធភាពក្នុងវិជ្ជាជីវៈរបស់ខ្លួន។ ក្នុងប្រធានបទស្រាវជ្រាវស្តីអំពី “ការប្រឹក្សាគុណសិទ្ធិ គឺជាវិធីសាស្ត្រមួយសម្រាប់កែលម្អការបង្រៀនរបស់គ្រូ” មានគោលបំណងបង្ហាញឱ្យកាន់តែច្បាស់លាស់ និងស៊ីជម្រៅទៅលើលក្ខណៈរបស់អ្នកប្រឹក្សាគុណសិទ្ធិ (Mentor) ដែលនឹងត្រូវធ្វើការយ៉ាងជិតស្និទ្ធជាមួយគ្រូបង្រៀនតាមសាលារៀន។ ការប្រឹក្សាគុណសិទ្ធិនេះនឹងបង្ហាញអំពី តួនាទីគ្រូប្រឹក្សាគុណសិទ្ធិ ប្រភេទនៃការប្រឹក្សាគុណសិទ្ធិ សារៈប្រយោជន៍នៃការប្រឹក្សាគុណសិទ្ធិតាមសាលារៀន បញ្ហាប្រឈមដែលគ្រូប្រឹក្សាគុណសិទ្ធិបានជួបប្រទះ រួមទាំងក្រមសីលធម៌វិជ្ជាជីវៈរបស់គ្រូប្រឹក្សាគុណសិទ្ធិដែលត្រូវប្រកាន់ភ្ជាប់ក្នុងការបំពេញការងារជាមួយគ្រូបង្រៀន។ ដោយសារប្រព័ន្ធនៃការប្រឹក្សាគុណសិទ្ធិនៅក្នុងបរិបទកម្ពុជា ជាប្រព័ន្ធដែលថ្មីទើបនឹងចាប់ផ្តើមអនុវត្ត ការសិក្សាស្រាវជ្រាវនេះធ្វើឡើងបែបជាលក្ខណៈ (Research Synthesis) ដែលអ្នកសិក្សាស្រាវជ្រាវមិនបានចុះទៅសំភាសន៍ និងប្រមូលទិន្នន័យពីអ្នកចូលរួមផ្ទាល់ឡើយ តែអ្នកសិក្សាស្រាវជ្រាវបានប្រមូលឯកសារពាក់ព័ន្ធនឹងការប្រឹក្សាគុណសិទ្ធិនានា ដែលធ្វើឡើងដោយអ្នកស្រាវជ្រាវបរទេស ក្រៅពីបរិបទកម្ពុជា រួចហើយធ្វើការវិភាគវែកញែកទ្រឹស្តីពាក់ព័ន្ធទាំងអស់នោះ ដើម្បីបង្កើតជាមូលដ្ឋានការប្រឹក្សាគុណសិទ្ធិរួមមួយ ដែលអាច

ឆ្លើយតប និងយកមកអនុវត្តបាន ដោយសមស្របទៅនឹងបរិការណ៍កម្ពុជា ដើម្បីឱ្យដំណើរការការប្រឹក្សា
គរុកោសល្យ ប្រកបដោយគុណភាពខ្ពស់។ ការសិក្សាស្រាវជ្រាវនេះ បានបង្ហាញនូវលទ្ធផលដូចតទៅ៖ ការ
ប្រឹក្សាគរុកោសល្យ គឺពិតជាវិធីសាស្ត្រមួយមានប្រសិទ្ធភាពសម្រាប់ជួយគ្រូ និងគាំទ្រគ្រូ តាមសាលារៀន
ពេលដែលគ្រូបង្រៀនបានជួបប្រទះនូវបញ្ហាប្រឈម ក្នុងការបង្ហាត់បង្រៀនរបស់គាត់ ជាពិសេសគ្រូបង្រៀន
ដែលទើបតែចេញបម្រើការងារថ្មី និងមានបទពិសោធន៍តិច។ ការអនុវត្តប្រព័ន្ធនេះជួយគ្រូ ឱ្យអភិវឌ្ឍវិជ្ជាជីវៈ
របស់ខ្លួន ការគ្រប់គ្រងថ្នាក់រៀន និងធ្វើឱ្យការបង្ហាត់បង្រៀនកាន់តែប្រសើរឡើងពីមួយថ្ងៃទៅមួយថ្ងៃ ដោយ
ការគាំទ្រជាប្រចាំទៅកាន់គ្រូបង្រៀន ពីសំណាក់គ្រូប្រឹក្សាគរុកោសល្យ។ គ្រូបង្រៀនបានផ្លាស់ប្តូរការគិត
ដែលធ្លាប់តែយល់ច្រឡំថា អ្នកប្រឹក្សាគរុកោសល្យ គឺជាអ្នកមកធ្វើអធិការកិច្ច មកវាយតម្លៃការបង្ហាត់
បង្រៀនរបស់គ្រូ តែវត្តមានរបស់គ្រូប្រឹក្សាគរុកោសល្យគឺប្រៀបបាននឹងជំនួយការរបស់គ្រូទៅវិញ។ គ្រូ ចាប់
ផ្តើមយល់អំពីប្រព័ន្ធប្រឹក្សាគរុកោសល្យ យល់អំពីតួនាទី ភារកិច្ចរបស់គ្រូប្រឹក្សាគរុកោសល្យ និងសារៈសំខាន់
ការប្រឹក្សាគរុកោសល្យតាមសាលារៀន ចាប់ផ្តើមសហការការងារ មានការតាំងចិត្តខ្ពស់ យល់អំពីក្រមសីល
ធម៌វិជ្ជាជីវៈរៀងៗខ្លួន រវាងគ្រូប្រឹក្សាគរុកោសល្យ និងគ្រូបង្រៀន ក្នុងការឆ្លើយតបនឹងវត្ថុបំណងរួមគ្នា គឺលទ្ធ
ផលសិក្សារបស់សិស្សល្អប្រសើរ។ ក្នុងការបំពេញការងារជាមួយគ្រូ គ្រូប្រឹក្សាគរុកោសល្យក៏បានជួបប្រទះនូវ
បញ្ហាប្រឈម និងឧបសគ្គមួយចំនួនផងដែរ ដូចជា បញ្ហាបទពិសោធន៍ការងារ អាយុ ការស្វែងយល់ពីគ្នានៅ
មានកម្រិត គ្រូមិនសូវបើកចិត្តទូលាយក្នុងការទទួលយកមតិយោបល់ពីគ្រូប្រឹក្សាគរុកោសល្យ ខ្វះការគាំទ្រពី
គណៈគ្រប់គ្រងសាលាលើកម្មវិធីប្រឹក្សាគរុកោសល្យជាដើម។ ប៉ុន្តែគ្រូប្រឹក្សាគរុកោសល្យ ក៏បានប្រឹងប្រែងរិះ
រកវិធីសាស្ត្រនានា ដើម្បីដោះស្រាយទៅតាមបញ្ហាដែលកើតមានឡើងជាក់ស្តែងនៅហ្នឹងកន្លែងការងារផ្ទាល់

តែម្តង ជាជាងប្រើប្រាស់វិធីសាស្ត្រជាក់លាក់ណាមួយ ដែលមិនត្រូវទៅនឹងស្ថានភាពជាក់ស្តែង ដែលមិន
ឆ្លើយតបទៅនឹងតម្រូវការ និងការអនុវត្តទៅពុំសូវមានប្រសិទ្ធភាព ដែលនាំទៅដល់ការបាត់ជំនឿជាក់លើគ្រូ
ប្រឹក្សាគុកោសល្យពីគ្រប់សំណាក់អ្នកពាក់ព័ន្ធ។

ABSTRACT

Teacher is an essential catalyst to push the quality of education by establishing a full human resource for responding to the society need even present and future time. To meet the demand of all learners in this digital age, teachers need to have the ability, skills, alternative teaching methodologies, teaching pedagogy, and various supports to lead teaching and learning effectively and efficiently in their profession. The research topic on "Teacher Mentoring (TM) is an approach for improving teachers' performance" has three main purposes. First, the paper aims to provide a better understanding of the mentoring roles, types, issues and challenges, advantages of mentoring and ethical code of mentor. Second, it is hoped, through mentoring, to help teachers in their teaching development to be better, especially for novice teachers and inexperienced teachers. Lastly, it serves as a pilot study for further research on teacher mentoring in Cambodia. Since, mentoring is still somehow new and fresh concepts in Cambodian educational settings, thematic analysis is used for systematically evaluating and combining the results of multi-studies through various sources, with an aim of producing comprehensive documents of mentoring for general educators, especially in Cambodia. The study showed some important results as follow: Teacher Mentoring is an effective method of helping and supporting teachers in schools when they face challenges in their teaching, especially new and inexperienced teachers. Mentors will help teachers develop their careers, classroom management and improve day-to-day knowledge and skills by providing ongoing support to them. After working with mentors, teachers have changed the misconception that have thought that mentors are the ones who come to inspect and evaluate or judge teachers' teaching since they are clearly understanding the roles and responsibilities of mentors and also the importance of the mentoring system in schools. By working together, there is a high commitment to understand the respective professional ethics between mentors and teachers

in response to the common objective of better student achievement. In the working environment of mentors, the challenges and concerns of mentors are still there. Such as mentor has lower experience than teacher does, young mentor work with old mentee, low relationship between mentor and mentee, less support from school management team. However, despite this fact, there are still ways around to cope with them depending on the actual situation in the real workplace, rather than providing a specific method that does not fits the actual situation and does not meet the needs of learners and the mentor will becomes lose truth from stakeholders.

Keywords: *Teacher Mentoring, Mentoring, Approach, Mentor, and Mentee.*



ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

ក្រសួងអប់រំ យុវជន និងកីឡា
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លិខិតអនុញ្ញាត

យោង : បទបញ្ញត្តិស្តីពីការបណ្តុះបណ្តាលថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេសប្រឹក្សាគ្រោងសិក្សា នៅវិទ្យាស្ថានជាតិអប់រំ។
- ផែនការអនុវត្តកម្មវិធីបណ្តុះបណ្តាលថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេសប្រឹក្សាគ្រោងសិក្សាជំនាន់ទី១ របស់មជ្ឈមណ្ឌលស្រាវជ្រាវគ្រោងសិក្សាជំនាន់ថ្មី នៃវិទ្យាស្ថានជាតិអប់រំ។
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ក. គណៈកម្មការការប្រយោគ៖

- ១. ឯកឧត្តមបណ្ឌិតសភាចារ្យ **លោក ប៊ុនរៀន សៀង សុផន្ត្រា** រដ្ឋលេខាធិការក្រសួងអប់រំ យុវជន និងកីឡា ប្រធាន
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បណ្ឌិតសភាចារ្យ **ហង់ ជួន ណារ៉ុន**

SUPERVISOR'S RESEARCH SUPERVISION STATEMENT

TO WHOM IT MAY CONCERN

Name of program: Master's Degree of Education in Mentoring

Name of candidate: Cheang Channak

Title of thesis: Teacher Mentoring (TM) is an Approach for Improving Teacher's Performance.

This is to certify that the research carried out for the above titled master's thesis was completed by the above-named candidate under my direct supervision. I played the following part in the preparation of this thesis: guidance in research problem development, literature review, methodology, data analysis, and discussion finding.

Supervisor (Name):

Supervisor (Sign):

Date:

CANDIDATE'S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I “**Cheang Channak**” hereby present entitled “Teacher Mentoring (TM) is an Approach for Improving Teacher’s Performance”

for the degree of Master’s of Education in Mentoring at New Generation Pedagogical Research Center is entirely my own work and, furthermore, that it has not been used to fulfill the requirements of any other qualification in whole or in part, at this or any other University or equivalent institution.

Signed by (the candidate):

Date:

Countersigned by the Supervisor:

Date:

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List of Abbreviations

ESP	Education Strategic Plan
MCE	Mentoring Code of Ethics
MMR	Mentor and Mentee Relations
MoEYS	Ministry of Education Youth and Sport
NGPRC	New Generation Pedagogical Research Center
NIE	National Institute of Education
PTEC	Phnom Penh Teacher Education College
RGC	Royal Government of Cambodia
SLO	Students Learning Outcomes
TM	Teacher Mentoring
TPAP	Teacher Policy Action Plan
TTCs	Teacher Training Centers

CHAPTER 1: INTRODUCTION

1.1 Background of the Study

Being a developing country, Cambodia works hard to rebuild the country after the Khmer Rouge Regime collapse. When the new Cambodian government came to power in 1979, it had to reconstruct the entire national education system and employ teachers with lower levels of education on the principle that “those who have more education will teach those with less” p.420 (Kim & Rouse, 2011) as well as Mandela’s speech, “*Education is the most powerful weapon which you can use to change the world*” (Mandela, 2003). In this sense, strengthening the education quality is the key factor toward the economic growth as well as develop entire country.

Overtime, Cambodian Ministry of Education, Youth, and Sport (MoEYS) have introduced reforms in different stages to reach the society needs. According to the Education Strategic Plan (ESP) (2019-2023), Cambodia education was reformed into 15 points, which stand on five pillars such as implementation of Teacher Policy Action Plan (TPAP); reviewing of curriculum and basic textbook and implement of learning environment; introduction of inspection; strengthen learning assessment including National, Regional and International assessment; and reform of higher education (MoEYS, 2015). Based on this ESP, TPAP is the first priority pillar and plays an important role in improving the quality of education in Cambodia (Hang, 2018). In this regard, teachers are the most important input for good quality learning outcomes of students (Hang, 2018), as it is believed that quality education is often associated with the quality of teacher and the quality of school principals. Thus, teacher reform needs to be guided by a comprehensive Teacher Policy and according to Hang (2018) Pre-service and In-service teacher training are important contributors to the quality of the teachers. What is more, MoEYS in

collaboration with its partner, KAPE, established New Generation Pedagogical Research Center (NGPRC), NIE with the purpose to respond to human resource needs that constrain the various reforms of MoEYS, especially the expansion of New Generation Schools. NGPRC has been empowered by MoEYS to confer a Master's Degree in Mentoring since 16 September 2019 (MoEYS, 2019). Teachers who graduate from this degree program will demonstrate a strong understanding of ethical practices in the teaching profession as well as the ability to mentor one's peer or school based mentoring.

Moreover, much research has also indicated the positive relationship between in-service training and teacher performance (Hang, 2018). Teaching performance of teachers can be better when they receive more in- service training programs to develop their capacity on content knowledge or subject matter. At the same time, there has also been talk about school-based teacher education through mentoring teachers, which can lead to quality improvement of teacher performance (MoEYS, 2015). Despite the fact that mentoring approaches can be used as a way of teacher development to help teachers improve their practice (John Mpofu & Chimhenga, 2016), the concept of teacher mentoring in Cambodia is still somehow new, and many teachers are not familiar to it. Therefore, it is important to broaden more understanding about Teacher Mentoring such as conceptual meaning of mentor, roles, types, advantages, challenges, and ethical codes of mentors in order to apply effectively in the context of Cambodia.

1.2 Statement of the Problems

Different studies show that the level of qualification teachers obtained during the training before becoming the teacher was not the main factor that determined effective teaching (Hang, 2018). Similarly, according to Rivkin, Hanushek and Kain as cited in Hang (2018) research has shown that the number of years for a formal degree program,

seniority and the effectiveness of teachers in class do not have a relationship with teacher capacity to teach students for good academic performance. In this sense, there are researchers showing factors behind, but not limited to, the main reasons why some teachers have less achievement in doing their professions, such as additional jobs outside teaching. In fact, doing their own business, driving a motorbike taxi, working as a tourist guide, mostly farming, low pay, followed by corruption and nepotism, poor leadership, poor living conditions, bad student behavior and working environment (Kim & Rouse, 2011). Moreover, according to NEP and VSO (2008), research shows that even adding double the basic monthly salary of most teachers, the results have seen to be failed because the supplement was unsatisfactory to allow them to give up their additional jobs. Though, others see the fundamentally uncommitted attitude of some teachers as the main source of the problems (Kim & Rouse, 2011).

Other research shows that 70% of new teachers' knowledge comes from the work experience when faced with challenges and they received the advice from mentors. Another 20% of the knowledge comes from collaborative learning with colleagues or teachers who work together, and 10% comes from training sessions, workshops. Thus, the 70-20-10 support method really brings about the improvement of teachers' teaching methods (KAPE, 2020). Therefore, schools need to have mentors to help new teachers improving their professional skills.

That is why teacher-mentoring approach might work with teachers in order to support and motivate them directly as much as possible. Mentoring Teacher is an approach or strategy that can possibly help and support teachers with any challenges in their teaching performance such as check out teachers' perceptions, share feelings about teaching, pay attention to body language, share experiences, change teacher's behavior, build trust,

professional development, teaching techniques and show respect (Portner, 2015). Apart from this, TPAP also sets a strategy to improve the teacher induction process to be more effective by focusing on creating mentoring system at school (MoEYS, 2015). Mentoring system might plays as an effective strategy in order to enhance teachers' performance at classrooms for responding to all students 'needs as well as students' learning outcomes (Ali, Wahi, & Yamat, 2018). In addition, it might possibly correspond with the government's strong attempt to develop teacher policy reform measures in order to upgrade the competencies of teachers to improve school-based performance (Dy, 2017).

1.3 Research Purposes

The present study has three purposes. First, the paper aims to provide a better understanding of the teacher mentoring approach in the sense of roles, types, advantages of MMR, possible challenge issues, and ethical codes of mentors with the hope that the findings will benefit teachers in the context of education in Cambodia. It is because of the fact that when teachers have a clear understanding of teacher mentoring, they perhaps work collaboratively and closely with mentors in order to improve their teaching pathway, and not consider mentors as inspectors for judging them in some cases. Second, it is hoped to guide or demonstrate on teaching methods, classroom management, pedagogical support, emotional support for the hosting teachers in their teaching performance to be better, especially for new teachers and inexperienced teachers to mentor them at their schools but the mentors are not supposed to replace them. Lastly, it serves as a pilot study for further research study on TM in Cambodia Education context.

1.4 Research Objectives

The main objectives of this study discussed the differences of research studies that related to TM, either local studies or international studies, to improve teachers' profession.

There are four objectives as follow:

- To identify the keys roles and types of effective mentors.
- To identify some issues and challenges of TM.
- To show the advantages of Mentors and Mentees Relationships (MMR).
- To describe the Mentors' Codes of Ethics (MCE).

1.5 Research Questions

To reach the objectives of this present study, researcher proposed the four main following research questions as follow:

- **Research Question 1:** What are the roles and types of effective mentors?
- **Research Question 2:** What are the issues and challenges of TM?
- **Research Question 3:** What are the advantages of Mentors and Mentees Relationship (MMR)?
- **Research Question 4:** What are the mentors' principles code of ethics?

1.6 Significance of the Study

This study will come up with advantages of Teacher Mentoring (TM) in addition to providing Pre-service and In-service teachers training and stakeholders in order to develop teaching profession and change the close mindset teacher's behavior in the future. Teachers will take the mentoring approach to apply and deal with their issues and challenges based on their real practice in the classroom. It will be used to implement effectively for all teachers not only for new or inexperienced teachers but also for experienced teachers who lack concentration and attention to their teaching in the classroom. Apart from this, this

research paper will be beneficial to the mentors themselves. It can be a guideline for mentors who graduated from New Generation Pedagogical Research Center to take implementation in their real job. In somehow this paper can be the roadmap for NGPRC to consider about Teacher Mentoring approach such as role of mentor, type of mentor, advantages of mentoring, challenges of mentoring, principles of code of mentoring and so on in order to take it as the input resource into the syllabus of the stream Professional Ethics and Mentoring. In other hand, TM will builds a good relationship between mentors, mentees themselves in order to help and support them for achieving students' goals in the future and it can be applied in teachers' daily life successfully by working with mentors. Moreover, this study will support the TPAP that mentioned a mentoring system for improving the teacher induction process to be more effective whether a mentoring system is really contributors to teaching performance.

1.7 Operational Definition of Key Terms

Teacher Mentoring (TM) refers to a strategy to use with teachers in order to help, to support, to share, to motivate, to guide, to transfer, and to give advice to teachers in their teaching performance and change their attitude (Byington, 2010).

Mentoring is an important development activity that can have a positive influence on the growth and professional development of those involved in a mentoring relationship (Carmel & Paul, 2015).

An approach is a way of looking at teaching and learning. It gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn (Arvind Kr. Gill & Kusum, 2016).

Mentor is a more experienced and knowledgeable person who can help to guide a less experienced or less knowledgeable person for professional development. The word mentor comes from Greek mythology. Mentor is the name of a wise man who guides the hero Telemachus in his life (Barbara & Field, 1994).

Mentee is a person who is advised, trained, or counselled by a mentor in order to strengthen his professional development (Hobson, Ashby, Malderez, & Tomlinson, 2009).

CHAPTER 2: RESEARCH SYNTHESIS PROCEDURE

2.1 Research Procedure

This study is a research synthesis or article review. Synthesis means to combine a number of different pieces into a whole. What is more, it usually goes together with analysis because researcher breaks down a concept/idea into its important parts/points (analysis), so researcher can draw useful conclusions or make decisions about the topic or problem (Taylor, 2005). It may be applied to either quantitative or qualitative research, and its general goal is to make the findings from multiple different studies more generalizable and applicable (Cooper & Hedges, 1980).

The reasons why the researcher conducted this study as a research synthesis because the Teacher Mentoring in Cambodia's Context is just an initial implementation even though MoEYS has started to create a mentoring system in TPAP (MoEYS, 2015). Therefore, it is a lack of literature in the Mentoring Teacher in the Cambodia's context. That is why the researcher decided to use research synthesis or article review to discuss the differences of international studies or multi-studies on the Mentoring Teacher. Moreover, research questions in this present study might not be answered by interviews or focus group interviews since most of teachers are not involved in teacher mentoring yet.

2.2 Selecting Sources

Different sources have been counselled including books, journals, reports, and book chapters, most of which are taken from the various websites such as google scholar, springer, ResearchGate, ScienceDirect, ACADEMIA, MoEYS and printed sources. Choosing the reliable websites to find out the validity sources is exactly significant for this

research study because it can make this research reliable enough and the findings can be used for the implementation of teacher reforms properly.

2.3 Data Analysis

After selecting sources, this research study uses thematic analysis for systematically evaluating and combining the results of various studies with the aim of producing a general summary in the results or research finding. Thematic analysis is one of the most common forms of analysis within synthesis research. It emphasizes identifying, analyzing and interpreting patterns of meaning (or "themes") within synthesis data (Virginia Braun & Clarke, 2006). Thematic analysis is often understood as a method or technique that is used in qualitative research, synthesis research articles and focuses on examining or patterns of meaning within data themes (Virginia Braun & Clarke, 2006).

2.4 Scope and Limitations

The scope of this present study focuses on Teacher Mentoring in the education field that considers TM as an approach to helping and supporting teachers in lower and upper secondary school levels. The limitation of this research study will focus on the main themes that are useful to strengthen teacher's performance in Cambodia such as roles of mentors, types of mentoring, issues and challenges, advantages of the mentoring program, and a mentoring code of ethics.

CHAPTER 3: RESULTS

3.1 Conceptualization of the Mentor

There are many definitions of mentor, and it is based on differences between authors. Mentor can refer to a person who provides help and support to his/her protégé (mentee) (Spring, 2011) so that the protégé can improve knowledge and skills through different ways such as classroom observation, assessment, modeling, and guidance (Byington, 2010). Similarly, according to Javed¹ and Iqbal² (2015), they define mentor as teacher who can help other teachers individually. In this respect, the mentor usually has good working experience and proper qualification so that he/she can provide support and give helpful advice to potential and less experienced teachers who they are working with (Bush & Coleman, 1995). In addition to these, the same author, Byington (2010), added that mentors are sometimes like coaches in the long- run and across many dimensions. What is more, Achinstein and Athanases (2006) refer the mentor as a wise guide invested in the personal development of the protégé. It is because of the fact that mentoring is a central strategy of many induction programs, which pairs the novice with an expert veteran teacher focused on supporting the novice's professional development. Mentors may model lessons, jointly plan curriculum, coach on subject matter content or pedagogy, collaboratively inquire, discuss individual learners and examine student work, read research, talk about navigating school issues, identify inequities in the classroom, and guide novices using a variety of approaches (Harrison, Dymoke, & Pell, 2006). This working definition is consistent with other mentor definitions by Daresh (2003), Randoll and Thornton (2001) and Hobson et al. (2009). Daresh (2003) focuses on being competent in the theoretical and the practical issues in the field, which is in line with the first definition above. For Randoll and Thornton (2001), they mention that a mentor is a classroom teacher who accepts a

novice into their classroom for a period of teaching practice. This related to one of the aspects as 'being observed by mentees.

Additionally, Hobson et.al (2009), defines that a mentor is a one-to-one supporter of a novice or less experienced practitioner by the help of his or her experience in the profession. This remarks the last definition as 'having experience in his or her profession'. Therefore, it is clear that the mentors' definitions have similar highlights with the literature. According to Lai (2005), 'mentoring plays an important role in enhancing novice teachers' opportunities to learn within the contexts of teaching'.

As a result, in this research study, the mentors have defined in terms of different aspects. A mentor is someone who has knowledge of theory and practice; skills (soft skills and hard skills); believes in life-long learning through sharing ideas; has experience in his or her professional development, emotional and pedagogical support to help mentees for reaching their full potential. What is more, effective mentor is a person who is open-minded person in order to deal with various problem of the mentees. Sometimes mentor needs to accept the idea that not everything has to be successful but they should take them as a lesson learned and try to improve next time with the different strategies or techniques.

3.2 Roles of Mentors

In order to work with mentees effectively, there are some roles of mentors. According to Hobson et al. (2009), they mentioned the possible merit of mentors for mentees, schools and educational systems. For example, the mentors could help the mentees to reduce feelings of isolation, increased confidence and self-esteem, improved self-reflection, problem-solving capacities, and professional development growth. This is even more applicable for new teachers in a sense that a mentor might provide support and guidance in terms of professional growth. Gordan and Maxey as cited in Villani (2002) further list

some high priority of new teachers that needs mentors to work with them. Those including acquiring information about the school system, managing the classroom, using effective teaching methods planning, organizing and managing instruction as well as other professional responsibilities, communicating with colleagues, including administrators, supervisors, other teachers, students' parents, adjusting to the teaching environment.

Mentors have considered in various roles from guiding to networking. To emphasize this, Smith and Lynch (2014), stressed that mentoring involves two parties (a mentor and a mentee or protégé), a relationship (formal or informal), and the transfer of knowledge, skills and attitude with the objective of development and growth of the mentee (Morgan & Rochford, 2017). Mentoring is a structured, sustained process for supporting professional learners through significant career transitions (Lynch & Madden, 2015).

Halai (2006), furthermore, summarizes four key roles of mentors such as an expert-coach, a subject specialist, a critical friend and a learner. A mentor as an expert-coach requires the use of a coaching cycle and this cycle includes pre-observation conferences, observations and post-observation conferences. As for the role of being a subject specialist, a mentor needs to be an expert in his/her field. A mentor being a critical friend requires the mentees to take a critical stance, which involves sharing emerging dilemmas, questioning the issues, considering the different perspectives, and involving the mentees in the decision-making process. In the 'learner's role, a mentor also grows as a result of mentoring interactions with respect to enhancing their knowledge on how teachers learn and their skills in working collaboratively within the context of learning (Berna Aslan & Öcal, 2012). By working with the mentees, mentors can develop their knowledge and skills more and more from day to day because lifelong learning is the best way to build up the capacity of the mentors and professional development regularly.

Apart from this, according to Daniel (2006), the mentor has some more roles and characteristics in his/ her performance. He /she acts as an experienced role model; provides wisdom; a sponsor in professional organizations and supports networking efforts; assists with the navigation of professional settings; facilitates professional development; challenges and encourages appropriately to facilitate growth; caring and protection; integrates professional support with other areas such as faith, family, and community; accepts assistance from mentee in mentor's professional responsibilities within appropriate limits; enjoys the opportunity to pass on their wisdom and knowledge and collaboration with early career professionals.

What is more, Obson et al (2009) defines mentoring as a one-to-one support of a novice or less experienced practitioner (mentee) by a more experienced (mentor). They extend potential roles of mentors and corresponding functions. A mentor provides a model in some forms of inspiration and demonstration (Long, 2004). Along with this, a mentor is also an educator; he/she is a supporter who provides the mentee with the possibility of sharing and analyzing their feelings and experiences. In this regard, Pirjo-Liisa Lehtelä and Hoppo (2014b) even raised the supporting role that the mentor does for the mentee's psychological well-being and taking the social aspects of the mentoring process into consideration.

A mentor may help with exploring careers, setting goals, developing contacts, and identifying resources. The mentor's roles may change as the needs of the mentee change. Some mentoring relationships are part of structured programs that have specific expectations and guidelines: others are more informal. What is more, the mentor's job is to listen, provide constructive feedback, help their mentee consider various options, refer them to resources available and facilitate their decision-making regarding study, work or

career matters. The mentors may choose to share their own experiences and, if asked, give advice. The mentor may help the mentee identify skills that could be developed, coach them and give them an opportunity to practice and receive feedback. They may act as a sounding board for the mentee's problems, ideas or career plans, by asking questions that cause them to explore issues (Clutterbuck & Megginson, 1995). Mentors may challenge the mentee's thinking. In these ways, mentors provide guidance. The mentor does not solve problems; rather they are a collaborator in a problem-solving process.

According to Angelina Ambrosetti and Dekkers (2010), the mentors consider their role to be mainly one of providing support for mentees. This support can involve giving feedback, creating a comfortable learning environment, and providing an explicit representation of the job or skill that the mentee is learning. The mentors do this by way of offering encouragement, using specific strategies such as role modelling, observing the mentee in action and working alongside with them. Apart from this, the mentee views the roles of the mentor also as being mainly those of providing support and explicit instruction and training in the job or skill. Mentors do this by way of including mentees in the work environment, providing advice and treating them as colleagues and communicating effectively with them. It might be concluded that the roles of a mentor are numerous and relatively complex. However, in the research literature, both mentors and mentees pinpoint similar roles that mentors should play in their mentoring duties. Mentors tend to consider their role in terms of providing support, help, instruction, and feedback. Mentees view the roles of the mentor as being to support, include, instruct and advise.

Therefore, mentors can take various roles during the mentoring relationship depending on the nature of the mentees needs and experiences. Based on Rev (2015), the roles of the Mentors are required to take the initiative for contacting their mentees and

staying in touch with them, devote time to the relationship and be available when requested, maintain confidentiality of the information shared by their mentee.

Similarly; Clutterbuck and Megginson (1995), the role as mentor will cover at least some of the following such as listen, ask questions to help the mentee's understanding of a situation or problem, provide information and knowledge, share informal networks, provide advice on career development, offer different perspectives, provide support and encouragement, provide an insight into the mentee's work and career, offer guidance and advice in regards to qualifications, to be a critical friend, encourage self-reflection and help mentees to identify the areas of issues.

The mentor's roles have constructed as follow: Supporting mentees (Emotional, pedagogical, and professional development support); Have knowledge, skills, experiences, be a learner and role model; An advisor who assists the mentee in setting and attaining career goals; A strategist for networking and building relationships that will sustain a successful academic career; Good at listening, asking questions and understand the school system and issues well; Good at resolving difficult work-related issues (Problem-Solver rather than Problem-Making); Able to provide constructive guidance and practical feedback; Prepared to make a reasonable time commitment; Responsive to professional issues associated with identity such including gender, race/ ethnicity, class, and sexual orientation. The main tasks of Mentors have included classroom observations. When the mentor observes the teacher's class, he/she has to take note all the important points in the process of teaching in order to give feedback to the hosting teacher. During the discussion which teacher, the mentors should coming up with the positive points of teacher which is the main task that mentor should do before giving the criticize feedback. Sometimes mentor can provide the pedagogical support to the mentee by consultations on how to prepare

lessons and other teaching activities but in term of not replace the teacher. Whenever the mentor finds out the new techniques of teaching, he or she has to demonstrate those ideas to the hosting teachers to make more effective in teaching.

3.3 Types of Mentoring

There are different types of mentoring based on authors' classification. According to Hunter (2015), there are 4 types of mentoring. The first one is Formal or Classic Mentoring. This type of one-on-one mentoring pairs a senior faculty member with a junior faculty mentor, usually from the same department, for a specified time. This approach assumes mentors accept responsibility for helping mentees grow and develop. Second, Informal Mentoring. Voluntary mentoring relationships that are not assigned (Daniel, 2006) and lack structure about how mentors work with mentees constitute informal mentoring. Third, Peer Mentoring. Faculty members with equal ranks from either the same or the different departments develop supportive networks. They meet regularly to discuss issues and challenges they are facing, as well as share advice, information, and strategies (Angelique et al. 2002; Lumpkin 2011; Reimers 2014). It can also effectively address psychosocial needs, increase collegiality, normalize challenges, and reduce isolation (Smith et al. 2001). Notably, peer mentoring has been shown to be effective for both junior and mid-career faculty (Wasburn, 2007). Last, Group or Team Mentoring. In-group mentoring, senior faculty members serve as mentors for a group of junior mentees who meet regularly as a team (Reimers, 2014). For example, a senior faculty member may meet with a group of junior faculties on a monthly basis. Monthly meetings are most effective when given a discussion topic or a speaker/panel arranged to address a topic. Meetings should include both structured discussions and time for informal discussion.

Anyway, according to Daniel (2006) there are 3 types of mentors. A mentor's position, relative to the mentee, is typically superior in status and power, although some mentors may be peers and others may even be subordinate to the mentee. Mentors who have professional roles that are superior to the mentee often have power to affect the mentee's career development. They may be in positions of authority to evaluate the career progress of the mentee or to provide resources and experiences that enhance the mentee's development. These mentors also can use their power indirectly, by influencing people who are directly responsible for the mentee. In contrast, peer mentors typically do not exercise formal power over mentees, but they often provide support and both partners share lessons learned as their careers progress, and mentees seemed to benefit from the peer mentoring program independently of the mentor's individual mentoring (Birgit Leidenfrost, Barbara Strassnig, Marlene Schütz, Claus-Christian Carbon, & Schabmann, 2014). Their similar positions and shared developmental needs provide a common ground for peer mentoring. Finally, subordinate mentors can be rich sources of information about people and procedures. Mentees who are new to an organization may be more comfortable asking a subordinate or staff person for help because making the request and receiving evaluations are generally less threatening (Daniel, 2006).

That is not quite different; according to Zachary (2011), there are three types of mentoring such as Traditional One-on-One Mentoring, Distance Mentoring, and Group Mentoring. First, Traditional One-on-One Mentoring. A mentee and mentor have matched, either through a program or on their own. Mentee-mentor partners participate in a mentoring relationship with structure and timeframe of their making or as established by a formal mentoring program. Second, Distance Mentoring. A mentoring relationship in which the two parties (or group) are in different locations. Sometimes called "virtual" mentoring. Third, Group Mentoring. A single mentor has matched with a cohort of mentees.

Initial program structure has provided while allowing mentor to direct progress, pace and activities.

After synthesize the term of mentoring types, there are five types of mentoring based on the real practice. There are formal mentoring, informal mentoring, peer mentoring, group or team mentoring and distance mentoring. For formal mentoring, it seems like a professional role of mentor who work with mentee in order to strengthen his or her performance. Informal mentoring, it does not have the clear structure or schedule between mentor and mentee relationship but in the same purpose of helping, supporting, and training to develop the capacity of mentee to meet the students learning outcomes (SLO). It can be voluntary mentoring relationships that have not assigned and lack structure about how mentors work with mentees constitute informal mentoring. Peer mentoring, it does not matter who you are. However, they can help each other, sharing some issues that are facing, and find out the solutions to deal with all obstacles. They often provide support and both partners share lessons learned as their careers progress, and mentees seemed to benefit from the peer-mentoring program independently of the mentor's individual mentoring. Group Mentoring. It refers to a single mentor is matched with a cohort of mentees. Initial program structure has provided while allowing mentor to direct progress, pace and activities. Last, distance mentoring. A mentoring relationship in which the two parties (or group) are in different locations but it still connects each other. This type of mentoring sometimes called "virtual" mentoring.

3.4 Key Mentoring Skills

Since TM is more useful for teachers' professional development, what are the key mentoring skills in order to work successfully with mentee? It is very complicated to define the specific skills of mentoring/mentors in the real practice.

According to Harrison et al.(2006), they indicated that there are 4 keys skills of mentor such as listening actively, building trust, determining goals and building capacity, and encouraging inspiring of the mentees. First, listening actively is the most basic skill that mentor will use throughout his/her relationship. Active listening not only establishes rapport but also creates a positive, accepting environment that permits open communication. By listening actively, mentor will ascertain his/her protégé's interests and needs. Second, building trust. The trusting has been built all over time. Mentor will increase trust by keeping his/her conversations and other communications with his/her protégé confidential, honoring his/her scheduled meetings and calls, consistently showing interest and support, and by being honest with his/her protégé. Third, determining goals and building capacity. As a role model, mentors should have their own career and personal goals and share these when appropriate with their protégé (Long, 2004). It is also likely that he or she will ask mentor how he/she sets and achieved his/her own goals. In addition, mentor can help his/her protégé identify and achieve his or her career and personal goals. Last, encouraging and inspiring. According to Phillips-Jones (2003), giving encouragement is the mentoring skill most valued by protégés. There are many ways to encourage his/her protégé to improve teaching such as comment favorably on his or her actions; communicate your belief in his or her capacity to grow personally and professionally and reach his or her goals; respond to his or her frustrations and challenges with words of support, understanding, encouragement and praise.

Apart from this, mentor can also inspire his/her protégé to be extremely good at something (Harrison et al., 2006). Examples, sharing his/her personal vision or those of other leaders; describe experiences, mistakes, successes of his/her or others have encountered on the road to achieving the goals; talk with mentee about people and events

that have inspired and motivated mentee; introduce mentee to mentor's colleagues who can be additional useful contacts or inspiring models.

Here are some specific mentor attributes for skills of mentoring included in the real practice: Being a good listener, observer, questioner; being flexible; an ability to focus on issues, to enable discussion and reflection on practice; an ability to open up opportunities for them and broaden their experiences; an awareness to recognize pressure points which would need to be worked through the beginning teacher or novice teacher.

3.5 The Advantages of Mentors and Mentees Relationship

MMR is very useful to create a good learning environment. It has many advantages for professional development in the areas of practice. According to Byington (2010), there are four keys to successful Mentoring Relationships such as develop a relationship of trust, define roles and responsibilities, establish short- and long-term goals, and collaborate to solve problems. First, develop a relationship of trust. Relationships need to be built before any effective mentoring can take place. An environment of trust and mutuality must be established. It is important for the mentor and mentee to become familiar with each other. Second, define roles and responsibilities. It clearly defines the roles and responsibilities of both the mentor and the mentee. Typically, a mentee is more receptive to feedback if he or she feels like an active participant or practitioner in the relationship. Third, establish short- and long-term goals. Mentors and mentees should work together to develop mutually agreed upon goals. These goals become the basis for the mentoring activities. For example, a mentor and mentee might determine they want to improve math and science experiences within the preschool classroom. A short-term goal could be to create new interest centers within the classroom featuring items. A long-term goal could be to facilitate ongoing classroom activities using the materials in a variety of experiences. The mentor would then support the mentee in reaching these goals (LINCS, 2015). Finally, collaborate to solve

problems. Mentors need to allow mentees the opportunity to identify concerns and potential solutions. Mentors should encourage mentees to take risks and do things differently by implementing creative solutions. Mentors can improve the outcome of their mentoring automatically.

Similarly, Pirjo-Liisa Lehtelä and Happonen (2014a), they mentioned the benefits of mentors in their fields of mentoring as well. Mentors felt that being a part of the mentees' development process and using their own experience and know how to help their mentees were positive and significant experiences. Earlier studies have suggested that mentoring is an important and effective process and it is perhaps the best way to support the professional development of teacher students (Susan Beltman & Schaeffer, 2012). According to their findings, it also enhances the professional development of the mentor. Pirjo-Liisa Lehtelä & Happonen (2014b), have also defined that the mentoring process provided mentors with opportunities to engage in cooperation, innovate new teaching methods, and acquire new perspectives about student knowledge.

What is more, mentors primarily reported a sense of achievement and satisfaction in their role of assisting new teacher. They also developed skills for their personal and professional lives, and appreciated the opportunity for leadership experience and development (Susan Beltman & Schaeffer, 2012). As for mentors the main benefits of mentoring process listed as satisfaction and pride from undertaking the mentor role especially through seeing their mentees succeed, enhanced recognition in the professional community, increased self-worth and re-vitalization in the profession (Berna Aslan & Öcal, 2012).

In addition, the potential advantages of mentoring for the mentees, mentors, schools and educational systems. The benefits for the mentees include reduced feelings of isolation,

increased confidence and self-esteem, professional growth, improved self-reflection, and problem solving capacities (Hawkey, 1997). Also, the classroom management skills, the ability to manage time and overcoming the workloads are some other benefits for a mentee as a beginning teacher (Lisa Ehrich, Brian Hansford, & Ehrich, 2011).

Therefore, MMR is not only useful or beneficial for mentee but also for mentor, him/herself in terms of increasing professional development, emotional support, career recognition, gain more experiences in the field of mentoring. Therefore, when the mentor and mentee have good relationship with each other, everything is going well and the students will meet their learning demand. They will satisfy with learning and the teachers are more confident and more pay attention in their teaching from day to day by collaborative work with mentors.

3.6 Issues and Challenges of a Teacher Mentoring Approach

Although the teacher mentoring has considered as a useful platform to enhance teaching performance efficiency, some studies have raised the challenges and concerns on mentoring process. First, the mentors may find it challenging to get to know and to get familiar with the mentee. The teacher practice is based on agreements and cooperation between the mentor and the mentee (Pirjo-Liisa Lehtelä & Happonen, 2014b). It can be the fact that both of them have different personalities, and their counselling needs are diverse. At the same time, the mentors may not always have the experience they need to guide in the areas the mentees are needing or helping. Second, a mismatch between a mentor and a mentee can also occur. The mismatch may result from conflicting personalities, differing career goals or areas of scientific expertise, differences in work ethics, or any number of other reasons including ages. The longer the mismatch continues, the more difficult it is to resolve. Third, mentor may face and have to work with a mentee who lacks the motivation

and commitment to carry out the considerable work required to develop a successful career in academia (Lisa Ehrich et al., 2011). This situation is difficult for both the mentor and mentee because the mentee has a real chance of failing and because the mentor may believe that, he or she has wasted a great deal of valuable time working with the mentee. The mentor's frustrations can possibly inhibit his or her movement toward building productive work for the workplace as a whole. Moreover, it is inevitable that mentors have to work with multiple people. Then there can be conflicting advice with respect to research or teaching plans, writing manuscripts, and other aspects of their career development. This is worth noting about differential power that the mentors have, which also unavoidably leads to confusion, fear, and other negative emotions and reactions. What is more, the mentors may have to deal with how to support various people with their different backgrounds and goals (CCTS, 2004). At this point, the mentors also experience challenges in giving feedback to the mentees since the mentors do not always have the experience to cover a wide variety of situations. In addition, mentoring program has a problem with poor time management, inappropriate meetings, negative attitudes of school principals through less attention, and defensive mentees. Both mentor and mentee have negative effects by lack of mentor training, understanding of program goals, and lack of close relationship. What is more, mentoring program is unsuccessful because of lack of partnership and communication including commitment from schools. Since researcher focuses on the roles of mentors, advantages of mentor and mentee relationship and some issues or challenges of this work above, it also has some strategies or techniques as the recommendations for mentors to deal with some issues or challenges as follow but make sure that they are not limited solutions. The mentor should provide suitable space and guidance for the mentee to gain autonomy in his/her work so that he/she will get a better understanding of the direction that he/she should go. As a result, the mentee will become independent for doing

his or her work. In addition, if a mentee fails with the following mentor's idea, the mentor should try to distinguish the cause that the mentee-mentor match is not working well, identify it and help resolve it. Identifying problem is very useful mentor to understand what kind of mentee's problem, what are possible solutions that might be proposed. If the mentor understands the cause of the problem well, the solution is much more implementation effectively. For the case of a mismatch, the mentor can work with his/her division chief, department chair, and even the current mentee to help identify a more appropriate solution. If not possible, both of them can propose to change a new partnership co-worker. By doing these techniques, the mentor and the mentee might be of closed relationship with each other and any issues or problems that occurred would be solved efficiency and effectely.

Moreover, if the mentor works with new teachers, he or she should understand the priority needs of new teachers. According to Gordan and Maxey as cited in Villani (2002), they have identified the following points as high priority needs of new teachers such as managing the classroom; acquiring information about the school system; obtaining instructional resources and materials; planning, organizing and managing instruction as well as other professional responsibilities; assessing students and evaluating student progress; motivating students; using effective teaching methods; dealing with individual students' needs, interests, abilities and problems; communicating with colleagues, including administrators, supervisors, and other teachers; communicating with parents; adjusting to the teaching environment and role; receiving emotional support.

3.7 A Mentoring Code of Ethics (MCE)

3.7.1 Guiding Ethical Principles

To become an effective mentor, he/she should have a code of ethics. Hence, in order to check the balance between mentor and mentee relationship, here are some guiding ethical principles for them to practice effectively. According to Johnson (2014), he mentioned that mentor should follow his/her principles as follow: Beneficence_ it refers to the mentor have to promote mentees' best interests whenever possible. Non-maleficence_ the mentor should avoid harm to mentees such as neglect, abandonment, exploitation, boundary violations. Autonomy_ the mentor works to strengthen mentee independence and maturity. Fidelity_ the mentor keeps promises and remains loyal to those you mentor. Justice_ the mentor needs to ensure fair and equitable treatment of all mentees (regardless of cultural differences). Transparency_ the mentor tries to encourage transparency and open communication regarding expectations. Boundaries_ the mentor should avoid potentially harmful multiple roles with mentees and discuss overlapping roles to minimize risk for exploitation or bad outcomes. Privacy_ Protect information shared in confidence by a mentee is the suitable ethics that mentor should do. Discuss all exceptions to privacy. Competence_ the mentor has to establish and continue developing competence of the mentee regularly.

3.7.2 Mentors and Mentees Do and Do not

Being as effective Mentors, they should do their duties as follow: They should provide mentorship only in their areas of expertise (Daniel, 2006). Suggest other mentors as resources outside his/her expertise or ask for other mentor when the attempted mentoring relationship is not working well; they indicate openness to being a mentor. Be accessible to the mentee; do maintain clear, distinct boundaries with the mentee. Set clear

expectations; do treat the mentee professionally and in an ethical fashion. Be thoughtful and sensitive about the mentee's feelings and time; do model professional behavior. Besides, of mentors' duties, here are some points that mentors should not do as follow: They do not take on more mentees than is realistically manageable; do not treat mentees as free labor; do not make personal requests of the mentee; do not gossip about the mentee; do not micromanage the mentee. Provide advice and counsel, but do not direct the mentee to take specific actions.

For a better practice in their real life, mentees have their duties as well. Here are some specific points that mentees can/should do: Set specific goals and expectations for the mentoring relationship. Clearly communicate what you want from the relationship. Maintain distinct boundaries and understand what the mentor expects; be proactive. It is the mentee's responsibility to maintain contact with the mentor and schedule future interactions; do treat the mentor professionally and in an ethical fashion. Mentee should be thoughtful and sensitive about the mentor's feelings and time.

However, mentees should not do some things as follow but they are not limited: Do not expect the mentor to make decisions for you. Learn to resolve problems and issues independently of the mentor; do not take advantage of the mentor. Respect the mentor's time and help; do not gossip about the mentor; do not take rejection of a mentoring request personally.

Similarly, according to Berna Aslan and Öcal (2012), they identified the ethical code of mentoring such as competence, context, boundary management, integrity and professionalism. It explained that competence refers to mentors' level of experience and knowledge and their capability to share it. In terms of context, the focus is on providing learning opportunities for the mentees regarding their needs and expectations. The third

ethical code is boundary management, which deals with the potential for conflicts appearing between mentors and mentees. In addition, integrity, the fourth ethical code, is aimed at keeping the confidentiality in all aspects of mentoring. The last ethical code, professionalism, represents responding to mentees' learning and development needs.

Response to the ethical code of mentoring, the mentee identifies the ethical rules of mentoring as sincerity, respect, not being judgmental, responsibility, confidentiality, and objectivity. First, sincerity and confidentiality are included in integrity according to this code. Respect is relevant to professionalism considering the relationship between mentors and mentees. Being non-judgmental is consistent with context in terms of the description of the learning environment (Lechuga, 2011). Objectivity should be considered in both boundary management and professionalism. Responsibility is involved in competence.

CHAPTER 4: CONCLUSION AND RECOMMENDATIONS

4.1. CONCLUSION

Through a comprehensive literature review, this study has shown that it is still relatively new and fresh with the concepts of school-based teacher education through mentoring approach. It is because of the fact that MoEYS has just introduced this initiative into its educational reform platform (TPAP); therefore, aspects of mentoring should be of great attention in order to broaden a better understanding of what mentoring approach looks like. Role of mentor. It is essential that researcher identify what roles a mentor works on such as Providing Support, Help, Instruction, Feedback, Ask questions, Include, Advise, Listeners, Role Model, Coaching, Critical Friend, Counsellor, Facilitator, Observer, etc. Type of Mentor. In this study, the researcher has identified five comment types of the Mentoring such as Formal Mentoring, Informal Mentoring, Peer Mentoring, Group/Team Mentoring, and Distance Mentoring. The advantages of mentor and mentee relationship. It has divided into two parts for mentee and for mentor him/herself. The advantages of the Mentees such as Emotional Support, Classroom Management Skills, Professional Development Opportunities, Teaching Methods, Broaden/Optional thinking. For the Mentor includes Positive and Significant Experiences, Provided Mentors with Opportunities, Job Satisfaction and Pride, Having identified a future potential of the persons they are mentoring. The possible challenges of a mentor. He or she might face in the working environment. Those issues are get to know and get to familiar with mentee; mismatch (Conflicting advice), Mentee lack of commitment, motivation, willing; Different background and goals of mentees; Poor time management and defensive mentee; Do not understand well on the goal of mentoring; Teacher mentoring is unsuccessful (No partnership). The last theme is ethical code or rules of mentor. There are some principles

code of mentor in his/her' performance such as Beneficence, Non-maleficence (avoid harm), Autonomy, Fidelity (keep promise & loyal), Justice, Transparency, Boundaries, Privacy, and Competence.

4.2. RECOMMENDATION

In this research study, the researcher has some suggestions and recommendations for Teacher Mentoring Approach as follow:

- The Researcher strongly believe that educators (school principals, teachers and stakeholders) would understand well what the teacher mentoring is and start to work closely and collaboratively with mentors in order to make their teaching performance better from day to day.
- Before starting with the mentoring approach, Mentor should build a relationship with mentee properly.
- The mentor and the mentee should devote their time together for doing their profession and think deeply about students learning outcomes as their main role.
- NGPRC need to stay in touch with mentors and try to fixed any challenges and suggestions from the mentors in some cases.
- The MoEYS should focus more on teacher mentoring to support the quality and equity of education in terms of strengthening teacher's performance as well as SLO in order to develop and establish human resources for contributing and ensuring the sustainable development and equitable in Cambodia for a long-term vision.

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