វិទ្យាស្ថានជាតិអប់រំ

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NEW GENRATION PEDAGOGICAL RESEARCH CENTER

ការសង្កេតទៅលើទស្សនៈយល់ឃើញរបស់គ្រូប្រឹក្សាគរុកោសល្យ និងគ្រូបង្រៀននៃការអនុវត្តការប្រឹក្សាគរុកោសល្យពីចម្ងាយ៖ ករណីសិក្សានៅវិទ្យាល័យសម្ដេចអគ្គមហាធម្មពោធិសាលជាស៊ីមព្រែកអញ្ចាញអំឡុងពេលសាលាបិទក្នុងឆ្នាំសិក្សា ២០២០-២០២១

Investigating Mentors' and Mentees' Perceptions of Virtual Mentoring Practices: A Case of Samdach Akeak Moha Thomak Pothisal Chea Sim Prek Anchanh High School During School Closure In 2020-2021 Academic Year

A Mini-Thesis

In Partial Fulfilment of the Requirement for

For Master of Education Major in Mentoring

KHEM Channa

December 2021

វិទ្យាស្ថានជាតិអប់រំ

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Supervisee: KHEM Channa

Supervisor: KONG Maneth

Examination Committee:

    1. Dr. Katerine Prammer   ………………………………...

    2. Mr. Stanislas Kowalski   ………………………………...

    3. Mr. Banh Hornmann   ………………………………...

December 2021

មូលន័យសង្ខេប

តាមរយៈឯកសារស្រាវជ្រាវជាច្រើន ការប្រើក្សាគរុកោសល្យ គឺជាកត្តាសំខាន់មួយដើម្បីជំរុញលើកទឹកចិត្តដល់គ្រូបង្រៀនដែលទាក់ទងនឹងការបង្រៀន និងរៀនតាមសាលារៀន។ ផ្ទុយទៅវិញមិនមានការសិក្សាស្រាវជ្រាវណាមួយដែលធ្វើលើប្រធានបទនេះនៅក្នុងបរិបទប្រទេសកម្ពុជា។ ដូច្នេះ ការសិក្សានេះ មានគោលបំណងបំពេញនូវចន្លោះខ្វះខាតរបស់ឯកសារស្រាវជ្រាវមុនៗ។

ការសិក្សានេះមានគោលបំណងសង្កេតទៅលើទស្សនៈយល់ឃើញរបស់គ្រូប្រឹក្សាគរុកោសល្យ និងគ្រូបង្រៀននៃការអនុវត្តការប្រឹក្សាគរុកោសល្យពីចម្ងាយនៅវិទ្យាល័យជាស៊ីមព្រែកអញ្ចាញ និងរុករកពីរបៀបនៃការប្រឹក្សាគរុកោសល្យរបស់គ្រូប្រឹក្សាជាមួយនឹងគ្រូបង្រៀនថាតើពួកគាត់មានបញ្ហាប្រឈម ការរាំងស្ទះ ផលលំបាកក្នុងការផ្តល់ការប្រឹក្សាគរុកោសល្យដល់គ្រូបង្រៀនកម្រិតណា។ លើសពីនេះទៀតថាតើតម្រូវការនៃការផ្តល់ការប្រឹក្សាចំពោះលោកគ្រូអ្នកគ្រូនៅតាមសាលារៀនជំនាន់ថ្មី មានភាពពេញចិត្ត និងទទួលបានលទ្ធផលបានកម្រិតណា។

ការសិក្សាស្រាវជ្រាវនេះ បានប្រើវិធីសាស្ត្រស្រាវជ្រាវបែបគុណវិស័យ(Qualitative method) ដោយផ្តោតសំខាន់ទៅលើករណីសិក្សា(Case study) សម្រាប់ប្រមូល និងវិភាគទិន្នន័យដើម្បីធ្វើយតបនឹងបញ្ហារបស់ការស្រាវជ្រាវនេះ។ វិទ្យាល័យចំនួនមួយ នៅខេត្តកណ្តាល និងអ្នកចូលរួមឆ្លើយសំណួរត្រូវបានជ្រើសរើសដោយប្រើ maximum variant និងsnowballing។

នៅក្នុងការសម្ភាសតាមរយៈ Zoom Meeting មានអ្នកចូលរួមសម្ភាសចំនួន១៣នាក់ ក្នុងនោះមាន នាយកម្នាក់ គ្រូប្រើក្បាលរុករកសល្បចំនួន០២នាក់ និងគ្រូបង្រៀនមុខវិជ្ជាផ្សេងៗគ្នាចម្រុះភេទចំនួន ១០នាក់។ ការសម្ភាសនេះ មិនបានជួបសម្ភាសដោយផ្ទាល់មុខទេ ព្រោះវាស្ថិតនៅក្នុងបរិបទ COVID-19 តែរាល់ការសម្ភាសនីមួយៗមានសំណួរ និងគោលបំណងច្បាស់លាស់។ រាល់ពាក្យសំដី របស់អ្នកចូលរួមអ្នកស្រាវជ្រាវបានកត់ត្រាគ្រប់ពាក្យ រួចហើយយកមកវិភាគយ៉ាងច្បាស់លាស់ និង ប្រើការវិភាគទិន្នន័យដោយដៃ និងប្រើ Microsoft Word, Excel ដើម្បីចាប់កូដ និងកំណត់ប្រធាន បទឲ្យបានត្រឹមត្រូវ។

លទ្ធផលបានបង្ហាញឲ្យឃើញថា ការប្រើក្បាលរុករកសល្បពិតជាមានសារៈប្រយោជន៍ក្នុង ការជួយគាំទ្រដល់លោកគ្រូ អ្នកគ្រូនៅសាលាជំនាន់ថ្មីព្រែកអញ្ចាញប្រាកដមែន ព្រោះវាបានធ្វើឲ្យ គ្រូមានការរីកចម្រើនទាំងគុណវុឌ្ឍិ បច្ចេកទេសបង្រៀន ការគ្រប់គ្រងថ្នាក់រៀន និង តរិយាបថ។ ទន្ទឹមនឹងនោះដែរ ការប្រើក្បាលរុករកសល្យក៏មានបញ្ហាប្រឈម កត្តារាំងដល់ការប្រើក្បាលផងដែរ ព្រោះគ្រូមួយចំនួនព្នួកគាត់នៅមិនទាន់យល់ និងទទួលយកការប្រើក្បាលរុករកសល្បនេះនៅឡើយ ដោយកត្តា ជីវភាព ខ្សែអ្នកធំ និងបទពិសោធការងារ។ ម្យ៉ាងទៀតការសិក្សានេះបានបង្ហាញឲ្យ ឃើញផងដែរថា ដើម្បីឲ្យការប្រើក្បាលរុករកសល្បដំណើរការទៅបានល្អ និងមានការរីកចម្រើន លុះ ត្រាណាតែគ្រូប្រើក្បាលរុករកសល្បមានក្របខ័ណ្ឌច្បាស់លាស់ មានគុណវុឌ្ឍិពេញលេញ តរិយាបថ ល្អ និងទំនាក់ទំនងល្អ។

ជាចុងក្រោយ លទ្ធផលដែលបានមកពីការស្រាវជ្រាវបែបគុណវិស័យបានបង្ហាញនូវកត្តា ចំនួនដប់ពីរ ដែលជួយលើកស្ទួយ ព្រមទាំងជាកត្តារាំងស្ទះ ផលវិខានដល់ការប្រើក្សាតុរោសល្យ រាងគ្រូប្រើក្សាតុ រោសល្យ និងគ្រូបង្រៀនតាមសាលាជំនាន់ថ្មី។ កត្តាទាំងនោះរួមមានយន្តការនៃ ការជួយដល់គ្រូបង្រៀន ការសម្របសម្រួលពីតួនាទី និងទំនួលខុសត្រូវរបស់គ្រូបង្រៀន ការកសាង ទំនុកចិត្តសម្រាប់ការប្រើក្សាតុរោសល្យ ការជំរុញលើកទឹកចិត្តសម្រាប់ការប្រើក្សាតុរោសល្យ គោលនយោបាយរបស់ក្រសួងអប់រំយុវជន និងកីឡា ទំនាក់ទំនងល្អ សម្ភារការងារ និងពេលវេលា ទ្រព្យសម្បត្តិ និងខ្សែបក្សព្លុក គោលនយោបាយក្របខ័ណ្ឌសម្រាប់គ្រូប្រើក្សាតុរោសល្យ ការរីក រាលដាលនៃCOVID-19 ភាពអាត្មានិយមរបស់គ្រូប្រើក្សា និងខ្វះជំនាញទន់។

ពាក្យគន្លឹះ៖ ការប្រើក្សាតុរោសល្យ គ្រូប្រើក្សាតុរោសល្យ គ្រូបង្រៀន ការអនុវត្តការប្រើក្សាតុរោសល្យនៅសាលា កត្តាជម្រុញលើកទឹកចិត្ត កត្តារាំងស្ទះ

ABSTRACT

Throughout literature, mentoring is the most important factor to motivate teachers related to teaching and learning at schools. However, not much research is conducted on this topic in the Cambodian context. Therefore, this study aims to fill the gap of previous literature.

The purpose of this study is to observe the perspectives of mentors and mentees on the practice of virtual mentoring at Chea Sim Prek Anchanh High School and to identify how mentoring with mentees, whether they have challenges, obstacles, difficulties in supporting mentoring to mentees. In addition, how satisfying the need for teacher counseling in the new generation school is.

This study employed a qualitative research method design, focusing on case studies for collecting and analyzing data to answer the research problem. One high school in Kandal province and participants were selected using maximum variant and snowballing. In the interview vias the Zoom Meeting, there were 13 participants, including a principal, 2 mentors, and 10 mentees of various genders and subjects. This interview is not a face-to-face interview because it is in the context of Covid-19, but each interview has clear questions and objectives. For every word of the participants, the author recorded all the words and analyzed them by coding the theme accurately, using manual data analysis, and using Microsoft Word, Excel to code and theme.

The results showed that mentoring is important to support the teachers in Cheasim Prek Anchanh High School (NGS) because it has improved the teachers' qualifications, teaching techniques, classroom management, and behavior. At the same time, mentoring also posed a barrier to mentoring, as some teachers did not yet understand and accept this mentoring due to their lifestyle and seniority. Additionally, this study also showed that for

mentoring to be good and progressive, mentors must have a clear framework, full qualifications, good attitude, and good communication.

Finally, the results of the qualitative research showed twelve factors that help improve the mentoring and the barrier, the challenges between mentors and mentees of the new generation school. Those factors include the mechanism to help teacher, facilitating teacher's roles and responsibilities, building trust for mentoring, encouraging mentoring, the policy of the Ministry of Education, Youth and Sport, good relation, work pressure and time, wealth and partisanship, frameworks policy for the mentor, COVID-19 pandemic, the selfishness of mentor, and the lack of soft skills.

Keywords: mentoring, mentor, mentee, school mentoring practices, motivating factors, hindering factors.

SUPERVISOR'S RESEARCH SUPERVISION STATEMENT

TO WHOM IT MAY CONCERN

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

Name of candidate: KHEM Channa

Title of thesis: Investigating Mentors' and Mentees' Perceptions of Virtual Mentoring Practices: A Case of Samdach Akeak Moha Thommak Pothisal Chea Sim Prek Anchanh High School During School Closure In 2020-2021 Academic Year.

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): KONG Maneth

Supervisor (Sign): ……………………………………….

Date: ……………………………………………………

CANDIDATE'S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I "**Khem Channa**" hereby present entitled "Investigating Mentors' and Mentees' Perceptions of Virtual Mentoring Practices: A Case of Samdach Akeak Moha Thommak Pothisal Chea Sim Prek Anchanh High School During School Closure In 2020-2021 Academic Year."

The degree of Master of Education major in mentoring at New Generation Pedagogical Research Center is entirely my own work and 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: …………………………………………………………….

ACKNOWLEDGMENTS

Phnom Penh, November 30, 2021

Khem Channa

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List of Abbreviations

CAM   Cambodian Association for Mentoring

ICT   Information and Communication Technology

IT   Information Technology

KAPE   Kampuchea Action to Promote Education

MoEYS   Ministry of Education Youth and Sport

NIE   National Institute of Education

NGS   New Generation School

NGPRC   New Generation Pedagogical Research Centre

PLC   Professional   Learning Community

SAMTPCSPAHS   Samdach Akeak Moha Thommak Pothisal Chea Sim Prek Anchanh

                        High School

CHAPTER 1: INTRODUCTION

1.1 Background of the Study

Education is generally recognized as an important mechanism to speed a country's development, and the Cambodian government has considered education as the prioritized strategy to lift the nation to an upper-middle-income country by 2030 and a developed one by 2050 (MoEYS, 2019). In this regard, human resource development is a key factor to achieving such an ambition, while school teachers play a very important role as the frontline agents in building the human resources to serve the needs.

Achieving human resources is seen as a long-run educational reform in Cambodia. In the past decade, the Ministry of Education, Youth and Sport (MoEYS) have employed several educational strategies to improve the national human resources as well as the quality of education, such as reforming the national examination, improving the teacher training system and employment, developing educational legislations, and so on (MoEYS, 2019).

In the meantime, the creation of the New Generation School (NGS) is also an educational strategy to improve the quality of education (KAPE, 2014). NGS system was inaugurated in 2014, aiming to create a new educational track within the national schooling system (KAPE, 2014). The NGSs aim to stand as autonomous public schools, embracing new standard education to promote 21st-century schooling outcomes (MoEYS, 2020b). Meanwhile, the government as well as MoEYS of Cambodia has had high motivation to support the NGSs. For example, MoEYS and its development partners have built new physical infrastructures to support the education process at all NGSs. Recently, MoEYS has collaborated with Kampuchea Action to Promote Education (KAPE), a Non-Governmental Organization, to establish New Generation Pedagogical Research Centre (NGPRC). The establishment of NGPRC also represents changes in educational philosophy

within the NGS policy. Obviously, the NGS has now emphasized the practices of School Mentoring to improve teachers' teaching performance and students' learning outcomes. Established in 2019, the NGPRC aims to train school-based mentors who can help teachers grow professionally and ethically. The ultimate goals of the NGPRC are to produce high-quality mentors to support the NGS teachers in the field of teaching techniques and classroom management.

MoEYS, NGPRC, KAPE, and the National Institute of Education (NIE) have close cooperation to run a one-year school mentoring program. In this process, MoEYS has played an important role in recruiting teachers from various provinces through an entrance examination. The passed candidates will attend a researcher-based in-service program, which lasts for one year. After the pre-service program, all graduates would be assigned to work as school mentors at NGSs, KAPE, High Resource Schools, and NIE. The mentors' job is to assist schoolteachers at NGSs, KAPE, High Resource Schools, and NIE to enhance students' earning outcomes (MoEYS, 2020).

So far, there is a one-year training of mentoring at NGPRC. After completing the training, mentees are required to write a mini-thesis to obtain a mentorship framework. Then, all mentees have to go to work as professional mentors in NIE, KAPE, NGSs, and in some resource schools that practice the school mentoring program. There are also many other educational centers or local schools that need professional mentors to run the school mentoring program (MoEYS, 2020c).

After the 1st Virtual Cambodia International Conference on Mentoring Educators 2020, school mentoring has become a topic of debate among school teachers, educators, and specialists. Support for, school mentoring is not a new educational practice in

international contexts. However, there is little knowledge about school mentoring practice in Cambodian when the local researches on school mentoring are also scarce.

1.2 Statement of the Problem

Mentoring or in other words, school mentoring is used by some countries such as Japan, Indonesia, the USA, Finland, Singapore, and Poland. Mentoring plays a very important role in the education sector as well as school-based practices (MoEYS, 2020). It is mainly used to support novice teachers or mentees at the local schools. The efficiency of mentors in mentoring is seen as creating shared expectations, promoting mentee independence, and suggesting changes to the mentoring academy for mentoring (Kuang, 2019). Moreover, mentoring may offer numerous advantages to both mentors and mentees engaging in the relation (the mentor and the mentee), and mutual training between mentors and mentees. Mentoring is an effective way of sharing knowledge, building participation, developing leadership, and first and foremost building interpersonal relationships based on mutual acceptance (Gadomska-Lila, 2020). Rahman Sahragard (2016) claimed that mentoring can create collegial and mutual development among prospective teachers and their mentors and provide constructive rapport to develop among all stakeholders. Besides, the mentors also gain the opportunity to develop their work skills (Lehtelä and Happo, 2014). Mentoring is also a powerful means of learning in school leadership development (Tee Ng, 2012).

Effective mentoring is the cooperation and dialogical understanding of both groups. In the mentoring process, the interactions and cooperation between the mentor and the mentee play an essential role, and the mentors consider to be positive in the mentoring process include the possibility of using their experience and developing the mentee's professional skills.

For the implementation of mentoring to be effective only with the participation of all stakeholders with the cooperation between mentors and mentees, as well as increase good relations between each other (MoEYS, 2020b). Furthermore, mentors and mentees must have a good collaboration and share their experiences. Effective mentoring is a program that has a clear structure and expectations, provides training and support for mentors, and uses mentors from a professional background, which are associated with more successful outcomes (MoEYS, 2020b).

Yafit Sulimani-Aidan (2018) observed that mentoring has two challenges: 1) Difficulty building trust and 2) Commitment and persistent cultural and personal instability gaps in the guidance relationship. However, Yuliana Suseno (2020) argued that the challenges of mentoring are trust, communication to build commitment and create positive outcomes for mentors. Also, Gadomska-Lila(2020a) claimed that there might be two reasons for challenges in mentoring. The first one is very difficult to provide teaching methods that meet the standards and create a friendly atmosphere. Another one, it is difficult to guide mentees of different generations who have no respect for pedagogical counselors (mentors) because he thinks the mentor is younger and less experienced.

In sum, school mentoring is not a new research topic and there are a moderate number of empirical researches focusing on the practices of school mentoring, the enhancing factors of mentoring practice, and the challenges faced by mentoring practitioners (Andreas Reinsch et al., 2020; MoEYS, 2020c; Yuliani Suseno, 2020). Previous research findings have already proved that school mentoring benefits school practices in different ways and the practices of school mentoring are obviously varied in terms of schooling systems, programs, and contexts (Behar-Horenstein and Kuang, 2019; Gadomska-Lila, 2020a; MoEYS, 2020b, 2020c; Yuliani Suseno, 2020). However, research into school mentoring practice in the Cambodian context are rare. An empirical study on

school mentoring practice in Cambodia is needed because the study should contribute to the knowledge of school mentoring practices in terms of context-based practices and practitioners' perspectives.

1.3 Research Purposes

The purpose of this qualitative case study is to investigate mentors' and mentees' perceptions of virtual school mentoring practice among school mentors and novice teachers (mentees) at one NGS in Cambodia.

1.4 Research Objectives

This study intends:

1. To find out the school mentoring practices at Samdach Akeak Moha Thommak Pothisal Chea Sim Prek Achanh high school.
2. To investigate motivating factors on mentoring practices among mentors and mentees at Samdach Akeak Moha Thommak Pothisal Chea Sim Prek Achanh high school.
3. To identify hindering factors on mentoring practices as perceived by mentors, mentees, and the principal at Samdach Akeak Moha Thommak Pothisal Chea Sim Prek Achanh high school.

1.5 Research Questions

The study is guided by the following research questions:

1. What are the school mentoring practices during the COVID-19 pandemic at Samdach Akeak Moha Thommak Pothisal Chea Sim Prek Achanh high school?

2. What are the motivating factors on mentoring practices among mentors and mentees at Samdach Akeak Moha Thommak Pothisal Chea Sim Prek Achanh high school?

3. What are the hindering factors on mentoring practices as perceived by mentors, mentees, and the principal at Samdach Akeak Moha Thommak Pothisal Chea Sim Prek Achanh high school?

Conceptual framework

Figure 1: The conceptual framework

1.6 Significance of the Study

The findings of this study benefit individuals involved in school mentioning, especially in the Cambodian context, in terms of knowledge extension, and practical lessons learned for the future development of mentoring practice. Generally speaking, the findings of this study extend the knowledge about school mentoring practice at NGSs and practitioners' perceptions of school mentoring; that is, broaden the knowledge of school mentoring practice in the non-western contexts. Particularly, the study provides useful inputs for mentors, mentees, school principals, and academicians in terms of school mentoring development and policymaking.

School principals: The findings of this study provide school principals for extensive knowledge about school mentoring practice and the practitioners' perceptions of

school mentoring. Such knowledge is important for school principals because by using this knowledge school principals can facilitate the practice of mentoring effectively.

Moreover, by knowing about the challenges faced by the mentors and mentees, school principals could develop a supporting strategy to support mentors and mentees working at their schools during the practice of school mentoring. Such a supporting system would benefit effective mentoring practice and the future development of school mentoring in those schools.

Mentors: this study is very useful for mentors to know the way in mentoring school practice in some NGSs contexts. Also, it is a model experience for all mentors to know the way to change experiences between mentors and mentees or novice teachers. Mentors know the mentees' challenges and collegial purposes to build a better relationship. Besides, mentors know the implementation of mentoring effectively. Furthermore, mentors get the benefits professionally, learning through self-reflection, or critically reflecting on their professional practice. Additionally, it might include a better self-identity or self-efficacy. It can enhance one's professional status and prestige from the increased professional recognition from one's peers. When mentors know their role of mentoring school practice clearly, they become better observers, advisers, and facilitators in their duty, especially, they might be a good solver at NGSs context in Cambodia.

Mentees: these findings support novice teachers or mentees who involve school mentoring practice as well. Also, the mentees are almost self-evident since the process supports the professional development of mentoring. Support for, it reduces the feeling of isolation, increased confidence professional growth, improved self-reflection, and problem-solving capacities. Besides, mentees will have good cooperation in teaching

techniques from mentors and it is easy to find out the solutions to facilitate between mentors and mentees while they are practicing the mentoring at some NGSs.

Academicians: this study contributes to supporting the study of gaps and it is also a beacon in understanding mentoring in the new generation schools. Besides, it fulfills the knowledge of school mentoring practice in Cambodia, bringing the voice of school mentoring practitioners from non-western contexts.

The insufficient understanding of explicit and shared mentoring in the area of research training and administration makes this study particularly important that research is conducted to 1) understand the mentoring approaches and methods that mentoring program and teacher educators use to develop mentor' research competencies; 2) stimulate dialogue amongst teacher educators about research development; 3) make this mentoring development work sustainable through building mentoring negotiations for better research training as well as school-based practice as an ultimate goal.

In other words, this study also makes visible efforts made in the pre-service program to cultivate a research culture among novice teachers. Such knowledge is significant for the academization of quasi-higher education for prospective teachers, which is in line with the future reform of teacher education in Cambodia.

1.7 Operational Definition of Key Terms

This part presents operationalized meaning of the key terms used in this study. There are two reasons for operationalized key terms: First, there are different uses of key terms in the field of research. Support for, some research uses the terms: mentoring, others use school mentoring, others pedagogical mentoring or consultants. If so, the researcher needs to limit the researcher's use of key terms in this study of what words to choose and what to refer to. Second, a new contextual term that was previously unused in the research

contexts, and the researcher creates keywords for use in this study research. Consultants in the Khmer context, but foreigners do not exist, so the definition of a consultant must be provided. Here are the operationalized key terms:

Mentoring (Pedagogical counseling) refers to "the process where a mentor works with a mentee to share their knowledge and experience to help a mentee or a group of mentees to grow and develop professionally and as a person (MoEYS, 2020a, p. 8)."

Mentors refer to the consultants who should have a master's degree, specialized education, mentoring, or a certificate of mentoring that issued by the New Generation Pedagogical Research Center (NGPRC) or other equivalent degrees (MoEYS, 2020c).

Mentees (teachers who are teaching at NGSs) refer to the teachers who desire to expand their knowledge and skills by gaining advice from a more experienced individual (MoEYS, 2020b).

CHAPTER 2: LITERATURE REVIEW

This part is divided into seven fundamental areas: (1) Definition of Mentoring, (2) Types of Mentoring Practices, (3) The School Mentoring Practices, (4) The School Mentoring Practices during COVID-19, (5) The Motivating Factors for School Mentoring Practices, (6) The Hindering Factors for School Mentoring Practices, and (7) Summary of Literature Review. This study research uses various sources, for example, Paper articles, diaries, books, reference books, and different articles for understanding get into the idea of mentoring, particularly the challenges of mentoring, mentors, and mentees.

2.1 Definition of Mentoring

Mentoring is no universal definition for the term "mentoring" because it is complex and has been studied in different ways or situations that require a different definition. Wai-Packard (2009) stated that mentoring may be a term for the most part utilized to depict a relationship between a less experienced individual, called a mentee or protégé, and a more experienced person known as a mentor. Traditionally, mentoring is seen as a dyadic, face-to-face, long-term relationship between a supervisory grown-up and an amateur understudy that cultivates the mentee's proficient, scholarly, or personal improvement. It is critical to acknowledge that the term "mentor" is borrowed from the male direct, Guide, in Greek mythology, and this verifiable setting has educated conventional signs of mentoring. Another one, mentoring could be a relationship between two individuals with the objective of proficiency and individual advancement. The "coach" is more often than not an experienced person who offers information, involvement, and counsel with a less experienced individual, or "mentee." And one more thing, Lord et al. (2008) stated that mentoring is concerned with 'growing an individual', both professionally and personally. Besides, Irby et al. (2020) stated that mentoring is defined as a relationship between an older, more experienced mentor and a younger, less experienced mentee to support and

develop the protégé's career. In addition, mentoring focuses on developing the individual/professional and establishing a relationship (Hussey & Campbell-Meier, 2021). Also, MoEYS (2020b) has argued that "Mentoring is a process where a mentor works with a mentee to share their knowledge and experience to help a mentee or a group of mentees to grow and develop professionally and as a person. Mentors can play different roles, including as coaches." (p.16)

2.2 Types of Mentoring Practices

The following sub-section summarizes different types of mentoring and relevant theories developed so far and reported in the literature. Based on the researcher's review of different sources, several interesting types of mentoring and mentoring theories were located. The researcher organizes this sub-section under related sub-themes accordingly.

Mentoring theory is a collaborative professional relationship between the mentor and mentee where the mentor helps the mentee work toward the fulfillment of clearly defined goals. In this section, there are six sub-section summaries of mentoring practice. The first one is the school mentoring practices, the second one is the school mentoring practices during COVID-19, the third one is the motivating factors for school mentoring practices, and the last one is the hindering factors for school mentoring practices.

2.3 The School Mentoring Practices

The school mentoring practice varies from country to country and there are slightly different approaches to using it to help mentees improve their teaching. Waterbury (2018) claimed that mentoring is the process of establishing relationships between mentors who are older or have more years of teaching experience, assisting mentees who have fewer years of teaching experience. The role of the mentor is to be a role model for other mentees by helping to teach, support, and guide mentees towards developing and full potential. Also,

Phongploenpis (2010) stated that mentors help mentees with the problem of excessive student harassment. Mentees asked mentors to reflect on their practice teaching to improve their teaching skills. At the same time, mentors cannot support all mentees because mentors have limited time and do not have experience teaching all fields. Besides, Lehtelä and Happo(2014) mentioned that mentoring practice focuses on developing mentees' lesson plans and guiding them in using the substance competence that they will need during teaching, counseling the mentees to understand the level of their students' know-how, interactions, and cooperation between the mentee and the mentor, collaborative relationship between the mentor and the mentee that supports one's career and personal development throughout one's career, guiding the mentees' growth as a professional teacher, the mentors outlined the importance of emotional and psychological support. Further, Suseno et al. (2020) stated that the mentoring practices were the more senior person is assigned to a junior member of staff so that the senior can transfer his or her knowledge and skills to the mentee, the formal nature of the mentoring process is essentially driven by the high-power distance, as perceived by both the mentor and the mentee.

In conclusion, the school mentoring practice was similar and informative, helping mentees to improve their teaching skills. Support for, the mentoring practices are the process of establishing relationships, mentors help mentees with the problem of excessive student harassment, developing mentees' lesson plans and guiding, and the more senior person is assigned to a junior member of staff.

2.4 The School Mentoring Practices during COVID-19

The spread of the COVID-19 pandemic has affected all sectors of society, especially, education. The role of the government through policies in education helps provide internet access and the development of literacy skills for students and teachers (Supriyanto et al., 2020). At the same time, the role of mentors is supported in the sectors

related to teaching and learning of mentees online. Supriyanto et al. (2020) mentioned that school mentoring practices during the Covid-19 pandemic had challenges in implementing online mentoring with individual mentoring services and group mentoring services. Assunção Flores and Gago (2020) stated that these were related to the conditions for learning to teach in terms of time, space, forms of interaction with school mentoring processes. Nel and Marais (2020) argued that during the COVID-19 pandemic, the mentees developed a closer relationship with the mentors the WhatsApp enabled the social presence of these key figures in the teaching practicum experience of the mentees. Also, Supriyanto et al. (2020) mentioned that professional guidance and mentors could plan, implement, and evaluate themselves in the use of technology media in mentoring services. Lestari et al. (2021) stated that mentoring activities for implementation were conducted online using information and communication technology in computer or laptop devices and connected to an internet connection. Darling-hammond and Hyler (2020) mentioned that during COVID-19, mentoring practice included investing in high-quality educator preparation, transforming educator professional learning opportunities to match current needs, supporting mentoring and the development of new teacher roles, and creating time for educators to collaborate and key partners, these actions are vital for navigating teaching and learning during the pandemic and beyond.

In conclusion, mentoring practice during the COVID-19 pandemic was the way to support teachers to teach the student online, and facilitate the role of teaching and learning activities of teachers.

2.5 The Motivating Factors for School Mentoring Practices

Effective mentoring is the cooperation and dialogical understanding of both groups. In the mentoring process, the interactions and cooperation between the mentor and the mentee play an essential role, and the mentors consider to be positive in the mentoring

process include the possibility of using their experience and developing the mentee's professional skills. Eton and Lepore (2008) argued that successful mentoring relationships were characterized by reciprocity, mutual respect, clear expectations, personal connection, and shared values. Besides, Byington (2010) suggested that the keys to establishing a successful mentoring relationship include creating a relationship of trust, clearly defining roles and responsibilities, establishing short- and long-term goals, using open and supportive communication, and collaboratively solving problems.

For the implementation of mentoring to be effective only with the participation of all stakeholders with the cooperation between mentors and mentees, as well as increase good relations between each other (MoEYS, 2020b). Furthermore, mentors and mentees must have a good collaboration and share their experiences. Effective mentoring is a program that has a clear structure and expectations, provides training and support for mentors, and uses mentors from a professional background, which are associated with more successful outcomes (MoEYS, 2020b). Fisher and Stanyer (2018) argued that the enhancing factors for school mentoring practice were enhanced confidence, self-awareness, interpersonal and teaching skills, team-working, and leadership-factors also associated with emotional intelligence. Gadomska-Lila (2020b) claimed that the effectiveness of mentoring practice depended on the level of involvement of the mentor or mentee, relationships, and levels of organizational support - mentee involvement support culture and the environment leading to cooperation.

Kaše et al. (2019) stated that the motivation process for mentoring practices involved in reverse mentoring, significant differences in the factors that drive the skill development of young and old individuals, including motivation (internal and external), positive influence, and self-efficacy. Also, Małota (2017) mentioned that the results support the high propensity of directors to mentoring practices in the formal introduction of the

program, the internal motivation is an important factor to consider, the tendency to approach the mentor, while external motivation has very little effect and the model of motivational pluralism is based on facts. In addition, Kirkwood (2021) claimed that the motivating factors for mentoring practices were the important role of mentors in building and sustaining motivation. Besides, Van Ginkel et al. (2016) pointed out that the motivating factors for mentoring practices are recruiting mentors who are motivated by the willingness to learn from mentoring and to further develop the willingness of mentors by discussing with mentors how the guidance process can be more relevant for their own learning about teaching.

Recently, with the initiative of NGPRC, KAPE and Mentors, both generations joined hands to form an association called Cambodian Association for Mentoring (CAM) to promote and advocate for mentoring and mentors throughout Cambodia as well as let the world know.

In sum, the motivating factors of school mentoring practices are very important in promoting the education sector in Cambodia's context through mentoring, which has a key role as mentors. These factors include the corporation, good relationship, motivation factors, building trust, the willingness of mentors, directors, and the level of involvement of the mentor or mentee.

2.6 The Hindering Factors for School Mentoring Practices

Although mentoring is very useful to support teachers in teaching methods, some studies have raised barriers or challenges and concerns about the mentoring practice at schools, especially in the New Generation Schools.

Yafit Sulimani-Aidan (2018) observed that mentoring has two barriers: 1) Difficulty building trust and 2) Commitment and persistent cultural and personal instability

gaps in the guidance relationship. However, Yuliani Suseno (2020) argued that the challenges of mentoring are trust, communication to build commitment and create positive outcomes for mentors. There might be two reasons for challenges in mentoring. The first one is very difficult to provide teaching methods that meet the standards and create a friendly atmosphere. Another one, it is difficult to guide mentees of different generations who have no respect for pedagogical counselors (mentors) because he thinks the mentor is younger and less experienced. Gardiner and Weisling (2018) mentioned that mentors have tried to find many complex and difficult relationships with administrators, teachers, and students. Similarly, Aderibigbe (2014) argued that lack of time for those involved in mentoring was a huge challenge to the enactment of collaborative mentoring between mentors and mentees. Furthermore, the age and experience of both mentors and mentees could be a challenge to the enactment of collaborative mentoring.

Partly from Michelle Attard Tonna, Eva Bjerkholt (2017) suggested that the challenges in mentoring were difficult on traditional hierarchical relationships and involve a commitment to collaboration between mentors and mentees. Another one, it was difficult to find a way towards mentoring mentees. Daly, C., and Milton, E. (2017) argued that it was difficult to justify the complexities of changing the role of external mentors in high-level contexts and to tap into the potential they brought as cross-border to support the development of new teachers. In addition, Supriyanto et al. (2020) mentioned that school mentoring practices during the Covid-19 pandemic had challenges in implementing online mentoring with individual mentoring services and group mentoring services.

In conclusion, the studies in some countries from mentoring showed that there are many challenges, but there are still some gaps in the Cambodian context. That is why the researcher needs to do more research on the topic of school mentoring practices. The factors

are the difficulty building trust, building commitment, the less experienced mentors, relationships, and corporation.

2.7 Summary of Literature Review

To sum up, what has been reviewed, various literature has emphasized the perception of mentors and mentees of virtual mentoring practices. School mentoring practices were the way of supporting teachers as they needed to develop their teaching and learning skills in various schools. In addition, to the school mentoring practices processed to be successful, mentors needed to establish a good relationship with teachers set a good example in school, have a high commitment to work, and behave appropriately. Furthermore, the role of the mentor was to be a facilitator, problem solver, and technical trainer. Waterbury (2018) claimed that mentoring is the process of establishing relationships between mentors who are older or have more years of teaching experience, assisting mentees who have fewer years of teaching experience. The enhancing factors for school mentoring practices are the important factor in the process of mentoring and make the mentoring grow, succeed. What will help it to work and grow is the participation of all stakeholders, such as the support of the Ministry of Education, Youth and Sport, NGPRC, CAM, school management, especially mentees who are teaching at school. The other is a factor in providing confidence from teachers and school leaders, as well as related to the ability of mentors to lead the activities of mentoring. Fisher and Stanyer (2018) argued that the enhancing factors for school mentoring practice were enhanced confidence, self-awareness, interpersonal and teaching skills, team-working, and leadership – factors also associated with emotional intelligence. Gadomska-Lila (2020b) claimed that the effectiveness of mentoring practice depended on the level of involvement of the mentor or mentee, relationships, and levels of organizational support - mentee involvement support culture and the environment leading to cooperation. Besides, the barriers to school

mentoring practices make it difficult condition for mentors to work successfully and confidently. Those difficulties include building trust, not having enough time to counsel high-level teachers, and having better cooperation with teachers. Gardiner and Weisling (2018) mentioned that mentors have tried to find many complex and difficult relationships with administrators, teachers, and students. Similarly, Aderibigbe (2014) argued that lack of time for those involved in mentoring was a huge challenge to the enactment of collaborative mentoring between mentors and mentees, the age and experience of both mentors and mentees could be a challenge to the enactment of collaborative mentoring.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Research Design

Based on research in mentoring, the researcher has chosen the topic of Investigating Mentors' and Mentees' Perceptions of Virtual Mentoring Practices and make this research more effective and consistent with scientific research, the researcher has selected a qualitative research design. Garcia and Gluesing (2013) provided readers and the field with a menu of ways to effectively use qualitative approach and a description of where and how to bring in these methods to answer questions and uncover new themes that are not effectively dealt with through the use of more commonly employed quantitative methods. Furthermore, Lê and Schmid (2019) showed that the research must continue to bring to bear qualitative research tools that help uncover and extend our understanding, that help teaching and bridge divides, and that can make a real difference in the way that we understand the strategy and the critical context in which it unfolds.

The methods of qualitative research designs have five different ways, they are narrative, case study, grounded study, ethnography, and phenomenology (Creswell, 2012). So, this study uses the case study of mentoring and focus on mentors' and mentees' perception of virtual mentoring school practice. The researcher chooses this case because it is a new context of mentoring practice in Cambodia and it must require the use of this case to study in person and apply the perception of the mentors and mentees at the target school as in the theme. Therefore, this method is suitable and conducive to the study of this topic because the researcher must interview and use the interview protocol to interview the mentors' and mentees' perceptions at Cheasim Prek Anchanh high school. Also, this case study answers the objective and research questions on the topic of mentoring practice.

3.2 Sample Size and Sampling Technique

This research chose two mentors, ten mentees, and one principal for the sample size and focused on the mentors and mentees who were applying mentoring school practice at NGS (Cheasim Prek Anhchanh high school during school closure in 2020-2021 the academic year).

This research used two-sample techniques to collect data: first, a maximum variant in interviewing is as many participants as possible; depending on time allowed and voluntary. Second, the researcher used snowballing, from one participant to another the researcher asked participants to recommend other individuals to be sampled. After meeting one participant, he or she introduced the researcher to another participant (Creswell, 2012; Louis Cohen, 2018). In addition, a snowball or chain identifies cases of interest from people who knew people who knew what cases were information-rich (Creswell, 2018; Tisdell, 2016).

The researchers selected thirteen participants who supported the mentoring program who was working at Chea Sim Prek Anhchanh High School. Each participant was interviewed vias Zoom Meeting directly with the researcher and used the semi-structured for interviewing.

3.3 Research Instrument

To achieve the objectives of the research, the researcher used the semi-structured interview protocol with all the questions in the form of open-ended questions. And the use of interview questions could help the researcher find participants' in-depth experiences and perspectives on issues of the researcher's topic. The open-ended questions were conducted on three roles of participants, the first one who was a principal, the second one who were two mentors, and ten who were teachers (mentees) at Chea Sim Prek Anhchanh High

School, where they were teaching different subjects. The researcher chose the mentors who were working at Chea Sim Prek Anhchanh High School, and for the mentees, the researcher chose the mentees who were supported by mentors for mentoring practice. Also, the open-ended questions in the researcher's interviews were made in different forms, namely open-ended questionnaires for mentors and mentees, but the content of all questions focused on the perception of the reasons for school mentoring practice. Meanwhile, to answer quality research questions, the researcher developed an interview protocol as in the appendix.

According to Creswell (2012), the interview protocol served to remind researchers of the question and also provided a means for taking notes. And it was a form compiled by the researcher itself, including interview instructions, questions to ask during the interview, free space to record the answers of the people the researcher was interviewing. Also, the researcher used Zoom Meeting, Google Meet, and Microsoft Team to interview the principal, mentors, and mentees one by one via network due to the spread of COVID-19. Data was used as recording during the observation period. In this form, the researcher recorded the chronology of the event, the details of the individual, or the verbal group of the individual. At the same time, interview protocols, the design, and the development of interviews demonstrated that researchers had the means to organize and record (Creswell, 2012).

3.4 Data Collection Procedure

In this study, the researcher interviewed the principal, the mentors, and the mentees when the proposal defense had been done completely, and it had permission from NGPRC and the principal. This procedure took a month to collect the information from mentors and mentees.

In the process of collecting the data, the researcher used a semi-structured interview directly vias Zoom Meeting with mentors and mentees at NGS. Also, the researcher used various tools such as semi-structures, recorders, and so on. As for the mentors and mentees, the researcher interviewed them at NGS, Chea Sim Prek Anhchanh high school, requiring them to answer the prescribed semi-structures. As for the principal, the researcher had to interview him or her there, too.

3.5 Data Analysis

The main method was used to analyze the caseworkers' interviews was theoretical thematic analysis. Theoretical thematic analysis was used to identify patterns and themes within qualitative data (Alhojailan and Ibrahim, 2012). The researcher interpreted the mentors' and mentees' answers and extracted central themes that expressed their perceptions of school mentoring practice, motivating factors for mentoring practice, and the hindering factors for mentoring performed the analysis. The researcher employed an incident-by-incident questions technique in which every portion of the interview transcript was read and questioned for important themes. A focused questioning process, during which the incident questions were reread and analyzed to identify larger themes, followed. During these phases, the readers analyzed the interviews and then met to discuss themes and resolve any discrepancies by discussion. Finally, the researcher further checked the validity of the findings by sending a written report describing the study findings to the participants and integrating their feedback into the data analysis. After that, the researcher wrote down all the voices of participants into the table and used the manual data analysis with Microsoft Word, and Excel.

3.6 Ethical Considerations

This study was conducted with a strong focus on confidentiality and anonymity. When a researcher went somewhere for an interview or gathered information from someone, the researcher always made requests for permission from an in-person interview. All participants were satisfied to participate voluntarily, and participants had the right not to answer any questions that were sensitive or affected them. In this sense, all information obtained from participants, the researcher was kept confidential. Researcher ethics made sure that the results did not adversely affect participants. A good study must also comply with ethical requirements. Researchers would like something accurate, precise, and accurate for the benefit of society.

CHAPTER 4: RESULTS/FINDINGS

This chapter reports the outcomes of this study-the results from data collection and data analysis. In essence, this chapter provides a fresh insight into the case studied. According to the design, this chapter is organized to be consistent with the order of the research questions. The narration is also consistent with the categorical answers that emerge during data analysis. Because of triangulation, the findings are reported around the main categories (themes or answers). At the same time, the evidence was drawn from the voices of the participants one by one. Furthermore, because of data analysis and with the purpose of the study in mind, this chapter reports only the main findings since the data have been reduced, compared, compressed, and re-structured to form meaningful answers in the forms of informative and insightful categories.

4.1. Background Information of the Participants

Table 1:

Demographic Information of Participants

	Gender	Teaching Experience (years)	Subject
Principal P1	Male	28	Principal
Mentor P2	Male	7	Chemistry
Mentor P3	Male	7	English
Mentee P4	Male	3	Earth
Mentee P5	Male	3	Physics
Mentee P6	Male	2	Chemistry

Mentee P7	Female	4	Biology
Mentee P8	Female	13	Physics
Mentee P9	Male	5	English
Mentee P10	Male	2	Khmer
Mentee P11	Female	6	Earth
Mentee P12	Female	5	Chemistry
Mentee P13	Female	1	Mathematics

13 participants participated in this study. Among them, one participant is principal, two participants are mentors, and ten participants are mentees(teachers). Regarding the teacher participants, six of them are females. Their teaching experiences are slightly different from each other, including relevant information as shown in table 1.

This study focuses on mentoring practice at SAMTPCSPAHS. Therefore, data collection needs to be thought out and worthy of research. To collect this data, the researchers selected only the teachers in SAMTPCSPAHS. Participants included a director, two mentors, and ten teachers who received mentoring with a variety of subjects, genders, and grade levels. Researchers recruited teachers who were the recipients of the mentoring because they knew the process and wanted to develop the qualifications of the counselors.

4.2 The Processing of School Mentoring Practices

To the questions and answers of the participants answered accurately and practically according to the answers of the mentors and mentees, the researcher asked questions according to the reality of the school mentoring practices at SAMTPCSPAHS. In this first question, the researcher identified two major themes: a mechanism to help teachers and facilitating teachers' roles and responsibilities.

Both mentors and mentees roughly provided favorable comments on the advantages of mentoring in the context of the teacher supporting program at SAMTPCSPAHS. It might be possible to conclude that all of mentors' and mentees' perceptions of mentoring practice were in line with those in the previous work of literature. The research practice played significant roles in 1) a mechanism to help teachers, 2) Facilitating teachers' roles and responsibilities.

4.2.1 A Mechanism to Help Teachers

4.2.1.1 The role of mentoring:

Among the thirteen participants, twelve of them credited the role of mentoring to help teachers as one of the most important factors which was the school mentoring practice at SAMTPCSPAHS.

Mentoring practices were about helping the mentees use and teach the students with new methods, preparing lessons or problems to help teachers achieve good results and students' progress. Furthermore, it was the process to help teachers with gaps in teaching where mentors will be ready to support next year and find out the techniques or solutions to support them.

Participant one said:

Mentoring practice is about helping with new methods, preparing lessons or problems to help teachers achieve good results and students' progress, help teachers with gaps in teaching where mentors will be ready to support next year.

Another participant also mentioned the procedure for school mentoring practice finding ways to make teachers develop knowledge, teaching methods in pedagogy appropriate to the development of teacher qualifications. Also, establishing friendships helped teachers who had problems in their teaching careers, and helped the teacher to

develop his professional ability, found out his problem, and support the teaching to improve the teacher. Furthermore, it was the way to strengthen technical, methods, prioritize problems, strengthen coordination. Also, it was the process to help strengthen his work more effectively and correctly, solve problems together, create a view of the environment together was to care about the work of teachers. The participant raised out that: *"School mentoring practice is about finding ways to make teachers develop knowledge, teaching methods in pedagogy appropriate to the development of teacher qualifications."*

School mentoring practices were the ways to train outstanding teachers to become mentors to help teachers develop their teaching skills. Also, it was the way to help him with the use of ICT, video, slides, student management techniques, and teaching methods.

The participant said: *"Mentoring practice is about training outstanding teachers to become mentors to help teachers develop their teaching skills."*

He added: *"Help him with the use of ICT, video slides, student management techniques, and teaching methods."*

Mentoring practices were the process of facilitating teachers who faced problems during teaching, teachers had difficulty teaching methods, managing students, reviewing lesson plans, and other administrative work in the school for the principal.

Participant four said:

School mentoring practice is facilitating teachers who face problems during teaching, teachers have difficulty teaching methods, managing students, reviewing lesson plans, and other administrative work in the school.

Mentoring practices were about to help teachers gain confidence, increase experience and be more effective, observe the class, find out the shortcomings that the teacher has, and provide counseling to make the teaching better.

Participant nine said: *"Mentoring practice is to observe the class and find out the shortcomings that the teacher had and provide counseling to make the teaching better."*

Beside Facilitating learning and teaching techniques, providing additional suggestions on what was lacking, and teachers' suggestions, the mentoring practice was the technical assistance in presenting new teaching methods in information technology, writing a career path plan for teachers, and creating a club with an expert to present to teachers.

The participant said: *"The mentoring helped facilitate learning and teaching techniques, provide additional suggestions on what is lacking, and teachers' suggestions."*

Participant twelve said: *"Mentoring practice is the technical assistance that help present new teaching methods in information technology, write a career path plan for teachers, create a club with an expert to present to teachers."*

4.2.2 Facilitate Teachers' Roles and Responsibilities

4.2.2.1 School mentoring activities:

Among the thirteen participants, five of them credited the school mentoring activities as one of the most important factors which was the school mentoring practice at SAMTPCSPAHS. During COVID -19, school mentoring practices were incomplete and it was difficult to assess how effective it was. Besides, it also helped in monitoring teaching methods, lesson preparation, virtual learning, pre-recording lessons before taking students online.

Participant one said:

During COVID-19, mentoring practice was incomplete and it was difficult to assess how effective it was, and help in monitoring teaching methods, lesson preparation, virtual learning, pre-recording lessons before taking students online.

When school was closed or during the COVID-19 pandemic, the mentor could not release all activities. The mentor helped with the use of technology, internet connection on the administration, online training on ICT, use of Zoom Meeting in teaching and learning, and did monthly PLC.

Participant two pointed out:

When school is closed, we cannot release all activities, help with the use of technology, internet connection on the administration, online training on ICT, use of Zoom Meeting in teaching, and do monthly PLC.

During school closure or the COVID-19 pandemic, mentoring practices were still ongoing although not in person or face-to-face, mentors and mentees met online such as in Zoom Meeting, and communicated via messenger to discuss the problems and find out the solution in teaching and learning.

Participant six said: *"During school closure or COVID-19, mentoring is still ongoing. although not in person, we meet online such as Zoom Meeting, and communicate via messenger."*

School mentoring practices were the school mentoring activities that found out the ways to support mentees. Support for, there was a club for teachers who did not understand much about online teaching by teaching them about lessons recorded with Camtasia. Furthermore, the mentor prepared the meeting once or twice a month with the technical

team leader to ask about the teaching process, asked what problems there were, and then participated in solving, establishing a club to help with the use of ICT every week.

The participant mentioned that: *"There is a club for teachers who do not understand much about online teaching by teaching them about Camtasia lesson recording."*

Participant eleven further raised out that: *"School mentoring practice during COVID-19 is the way to establish a club to help with the use of ICT every week."*

4.2.2.2 Ways of mentoring:

Among the thirteen participants, nine of them credited the ways of mentoring as one of the most important factors which was the school mentoring practice at SAMTPCSPAHS.

School mentoring practices were the ways to conduct various meetings as a mentor, such as PLC meetings, specialized subject meetings with the participation of teachers. Besides, it was the process to act as an arbitrator to facilitate the provision of collaborative information to the board of directors.

Participant one said: *"Conduct various meetings as a mentor, such as PLC meetings, specialized subject meetings with the participation of teachers."*

During school closure during COVID-19, school mentoring practices were done online by reviewing instructional videos, slides, providing feedback, and creating other workshops online. Support for, mentors went through the slides, Videos for teaching, checked the lesson plan, and created workshops via online for mentees.

Participant three said: *"During school closure or COVID-19, mentoring is done online by reviewing instructional videos and slides, providing feedback, and creating other online workshops."*

During COVID-19, through online program, school mentoring practices were divided into social groups and scientific groups, with mentors reviewing slides, reviewing video quality before posting to the school's page, assisting in resolving other issues, and creating a club. In addition, the virtual student teaching programs provided screen recording, editing video on Camtasia, Zoom Meeting to teach students, creating a club to help teachers who were not good at ICT.

Participant four suggested the same point that:

During COVID-19, mentoring is to be done online, dividing into social groups and scientific groups with mentors to review slides, video quality before posting to the school page, and assisting in resolving other issues.

During school closure, the procedure of school mentoring practices was incomplete since the mentors and mentees could not meet face-to-face for discussing to change the solution. The mentors did not observe the classroom, so the mentoring practice during COVID-19, mentors only help review slides, watch videos before posting for students. In addition, during the COVID-19 pandemic, online mentoring by the mentor helped to check the quality of the video, slides, which he observed while mentees' teaching.

Participant ten raised out, *"Mentoring practice during COVID-19, mentors only help review slides, watch videos before posting for the students."*

Participant eleven said: *"During the COVID-19, through online mentoring, the mentor helps to check the quality of the video and slides; also, the mentor assists the teacher who teaches with Zoom Meeting, he also observed while teaching."*

In conclusion, in this section, the results of the research showed that this study found two main points in response to the first research question, including mechanism to help teachers, and facilitating teachers' roles and responsibilities. Within the mechanism to help

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teachers, there is the role of mentoring and the facilitating teachers' roles and responsibilities. These findings answer the objectives and the first research questions.

4.3. The Motivating Factors on Mentoring Practices

Both mentors and mentees roughly provided favorable comments on the motivating factors for school mentoring practices in the context of the teacher supporting program at SAMTPCSPAHS. It might be possible to conclude that all of mentors' and mentees' perceptions of the motivating factors were in line with those in the previous literature finding. The research practices played significant roles in 1. Building trust for mentoring, 2. Encouraging mentoring, and 3. The policy of MoEYS.

4.3.1 Building Trust for Mentoring

4.3.1.1 Ways to make teachers understand and appreciate:

Among the thirteen participants, seven of them credited the ways to make teachers understand and appreciate as one of the most important factors which were the motivating factors toward mentoring activities at SAMTPCSPAHS.

The motivating factors for school mentoring practices were the ways to make teachers or mentees understand and appreciate. The procedure of school mentoring was to make them understand about mentoring, understand our intentions. Also, they will be satisfied, and accept the mentoring. Also, the mentor must be gentle, make sure the teacher is satisfied, and do not want to change him too quickly.

Participant one said: "*Make them understand us, understand our intentions, they will be satisfied, and they will accept.*"

He Added that: "*The mentor must be gentle, make sure the teacher is satisfied, and do not want to change him too quickly.*"

The participant raised out the process of motivating factors on mentoring practices is to get the teachers involved first because the mentoring was the hand of the mentors and the intervention of the teachers. It means that they shook hands to tell problems and find out the problems to solve, so the participation of teachers was a necessary strengthening, and the development of mentor' s professionalism is also a necessary thing.

Participant three suggested that:

To get the teachers involved in the mentoring, I always say that mentoring, is the hand of the mentors and the intervention of the teachers. It means that we shake hands to tell problems and find out the solution.

Through motivating factors on mentoring practices, the participant mentioned that even though the program is good and the school has enough materials such as technology, it might be unnecessary if there is a lack of the participation of the board of directors, teachers.

Participant eight mentioned that:

Iif the mentoring program is good and school has enopough materials, but without the participation of the board of directors, teachers in the mentoring; so the mentoring program will be nonsence.

The process on mentoring that focused on the ways to make teachers or mentees understand and appreciate requires cooperation between the mentors and the mentees at the school because if the mentor helps mentees, the mentees at the school do not accept the mentoring, it hinders the work. In addition, the mentors' job is to help the teacher and the teacher does not let him help, how can he do that job? Also, there must be mutual understanding, there must be cooperation between the mentors and the teachers at the school.

Participant nine said: *"Until there is a cooperation between the mentors and the teachers at the school because if the mentor helps them and the teachers at the school reject it, it hinders the work."*

He added that:

His job is to help the teacher and the teacher does not let him help, how can he do that job? There must be mutual understanding, there must be cooperation between the mentors and the teachers at the school.

The participant also raised out the procedure of motivating factors on mentoring practices. If mentors want to improve their mentoring, first of all, the mentor is to be trained to exhibit behavior, sometimes he has better knowledge, but sometimes, he made mistake by using wrong words to other teachers.

Participant ten mentioned that:

.If mentors want to improve their mentoring, first of all, the mentor is to be trained to exhibit behavior, sometimes he has better knowledge, but sometimes, he made mistake by using wrong words to other teachers.

4.3.2 Encourage Mentoring

4.3.2.1 Progress in teaching methods:

The progress in teaching methods is the way of supporting in teaching and learning of teachers. So, mentoring focused on building teachers' knowledge and ability, strengthening the capacity of the technical team leader and the new teaching methodology.

Participant one said: **"***Mentoring provides teachers for new approaches, and mentoring is the foundation for building teachers' knowledge and ability in teaching and learning."*

Participant two suggested: "*Strengthening the capacity of the technical team leader is very important for them to work effectively.*"

4.3.3 The Policy of MoEYS

4.3.3.1 Mechanisms to help develop teacher qualifications:

Among the thirteen participants, nine of them credited the mechanisms to help develop teacher qualifications as one of the most important factors which were the motivating factors toward mentoring activities at SAMTPCSPAHS.

The mechanism to help develop teacher qualifications is the policy of MoEYS toward the progress of education. The procedure of motivating factors for mentoring practices was cooperating, helping the administrative weakness, providing information, facilitating ICT for teachers, strengthening teacher relationships or preventing dissatisfaction with teachers' work, and knowing how to encourage each other.

Participant two said: "*I need mentoring to help strengthen teacher relationships or prevent dissatisfaction with teachers' work, know how to encourage each other.*"

He added: "*Mentoring is like a catalyst to make a better working environment; it means that we always need mentors.*"

The participant mentioned that creating science clubs related to electronics or other robots in past in their school was the problem that makes them need to develop more capacity and need mentors to help with this science problem, even if the problem was over, she needed them sometimes; she also needed them to show how to develop the new generation schools. Their school had a television, an internet access for students to study; and teachers were more competent at technology, so at that school, the mentors are able to help teachers to develop their abilities. In addition, they have learned a lot about the technology and they got better than the time when they did not know how to record a screen

video on a computer. She just used a little bit about Microsft Words until the mentors came to her school; she could know a lot, knew how to use a lot of screen recording. So, they could be more competent to utilize various programs and they had mentors and the club, that can inspire or help teachers in the context of COVID-19 online learning.

Participant five mentioned that:

Science clubs related to electronics or other robots in the past in our school was a problem that makes us need to develop more capacity and need mentors to help more with this science problem, even if the problem is over.

She added: *"The policy of the Ministry of Youth and Sport also wants to change the quality of education in our country to a higher level according to the economic situation."*

The participant also mentioned the reason why the school needed to have a mentor because the mentor has a role to play in motivating his teachers to improve the shortcoming of digital technology teaching that he needed to use in the COVID-19, so they have the important role for the school mentoring practices. In the presence of mentors, they facilitate the work of many teachers. In terms of technology, teaching methods are still limited, but when they came in, they helped me a lot, especially in the COVID-19, he did not know what programs he teaches students.

Participant seven raised out that:

The reason why the school needs to have the mentoring is that the mentor has a role to play in motivating his teachers to help improve the shortcomings of digital technology teaching that he needed to use in the COVID-19, so they have importance for a real school.

He added that:

For me, in terms of technology, teaching methods are still limited, but when they come in, they help me a lot, especially in the COVID-19, I do not know what programs we teach students until they are present.

The participant used the teaching techniques better, the mentor helped to improve his teaching ability and motivated the teachers to improve the shortcomings of the digital technology teaching that he needed to use in the Covid-19. It is very important for the school. When there were mentors, they facilitated the work of many teachers, some problems did not need to meet the principal, he helped solve them quickly.

Participant eight said: *"When there are mentors, they facilitate the work for many teachers; for some problems, I do not need to go up to the principal, he helps solve them quickly."*

The participant mentioned the reason that she needed the mentoring since she could not solve or find a solution; she also received the help of a mentor by helping provide solutions or suggestions. In other words, the mentor helped strengthen teaching methods, such as solving problems encountered in the classroom, and other technical problems. Furthermore, in order for better teaching, mentors needed help to improve his teaching skills, motivate teachers, and help improve the shortcomings of digital technology teaching that he needs.

Participant twelve suggested: *"For better teaching, mentors help to improve my teaching skills, motivate other teachers, and help improve the shortcomings of digital technology teaching that he needs."*

4.3.3.2 Develop a framework for the mentor:

At this point, the participant suggested that the support of stakeholders is needed to work with teachers since the mentors have not the framework for them yet. So, the

procedure of mentoring is not better and the mentors have no right to advise the mentees confidently.

Participant three mentioned that: *"The mentoring must have the support of stakeholders and be empowered to work with teachers."*

4.3.3.3 The importance of mentoring:

Mentoring led the ability of teachers and students to change and showed the needs of society in education. In this sense, the new generation school is the school that can train students and they can improve their critical thinking. It can make students interact with other students in the community where they live. Also, they learn to practice at school and they can use what they learn to help develop community because they learn many skills like computers. In addition, the job market in Cambodia needs that skill, if they finish 9th to 12th grade, they can get a job related to any field related to the computer they have learned from school. Mentors are skillful in organizing activities that they caused the teachers to do less activities than students do in class.

Participant five said:

Because the new generation school is the school that can train students and they can practice their critical thinking, and they can interact with other students actively in the community where we live.

She added: *"Mentors are skillful in organizing activities to motivate teachers to do less activities than students do."*

4.3.3.4 Mentors support policy:

The mentoring program must be supported by the stakeholders since they are very important people to support it. Moreover, the main supporter is the board of directors, if he does not allow, the mentor cannot stand at the school, the other factor is the teachers, if

they do not receive mentoring services, then mentors do not know what to do for mentoring activities.

Participant eleven said:

As far as I understand, the first factor is the board of directors. if he does not allow, the mentor cannot stand at the school, the other factor is the teacher, if he does not go to receive mentoring services, then mentors do not know what to do.

In conclusion, in this section, the results of the research show that this study found three main points to answer the second research question, including the first building trust for mentoring, the second encouraging mentoring, and the policy of MoEYS. Within the building trust for mentoring, there are ways to make teachers understand and appreciate. Encouraging mentors is the progress of teaching methods. In the policy of MoEYS, there are mechanisms to help develop teacher qualifications, develop a framework for the mentors, the importance of mentoring, and mentors support policy. These findings answer the objectives and the second research question.

4.4 The hindering factors on mentoring practices

This section is aligned with the third research question: The contents of this section provide readers with comprehensive insights into what was counted as hindering factors, what caused each hindering factor, and to what extent each hindering factor affected the school mentoring practices.

4.4.1 Good Relationship

4.4.1.1 Cooperation factors:

A good relationship focused on the cooperation factors for the hindering on mentoring practices. For these factors, the mentors and teachers need to be close to each

other to understand the feelings, the desires in a simple way. In this sense, mentors must build a good relationship with mentees to lead the process of mentoring practice smoothly.

Participant one said: "*Mentors and teachers need to be close to each other to understand the feelings, the desires and to be close to each other in a simple way.*"

4.4.2 Work Pressure and Time

4.4.2.1 Too much work and not enough time:

The participant mentioned the role of mentors that it was the pressure on their work. Also, for the mentees when they received the mentoring program, they had to work on it. In other words, the challenges were to give teachers too much advice or too much work at the same time so they did not have enough time.

Participant one mentioned: *"The challenge is to give teachers too much advice or too much work at the same time, so they do not have enough time."*

The challenges for school mentoring practices are too much work and inediquate time to support the mentoring activities. He was very busy and the more mentoring he had, the more stressful he was. The mentees did not have enough time to discuss the mentoring process. They always said that there were a lot of tasks to do and they don't have time to think about this program.

Participant two suggested: *" He is very busy and the more mentoring he has, the more stressful he is."*

The time and work pressure for mentees at NGS are the reason to make them feel anxious and tired of the extra-work like mentoring practices. Another negligence on the part of the stakeholders is that the mentor has to do a lot of work, causing pressure, tiredness of teaching, and lost trust.

Participant three said: *"Another negligence on the part of the stakeholders is that the mentor has to do a lot of work, causing pressure."*

Participant four mentioned that: *"Regarding time, it is a bit late because the meeting for online mentoring is very busy, he provides feedback, it is not as fast as meeting face-to-face."*

The participant mentioned the activities of mentors that he got the pressure from the work and time. In science, mentors rarely checked slides or videos to teach students because they did not provide feedback to us. For this reason, it caused challenges for mentors and mentees to have the time in order to discuss mentoring activities.

Participant five said: *"In science, mentor rarely checks slides or videos to teach students because they do not provide feedback to us."*

4.4.3 Wealth and Partisanship

4.4.3.1 Wealth factors and high-ranking relatives:

The barrier or challenges were the sensitive problems for mentors in mentoring practices. Support for, wealth factors and high-ranking relatives were a very concern for mentors since it focused on wealth and partisanship. In this sense, the participant mentioned the process of mentoring practices that face the obstacle making the activities of mentoring unsuccessful.

Participant two raised out:

Some teachers, he is rich, he is a little arrogant, he does not accept mentoring because he thinks he is great, he has a proud attitude. Some teachers have high-ranking relatives, such as the head of the department of education youth and sort, and the head of the district office of education youth and sports.

4.4.4 Framework Policy for the Mentor

4.4.4.1 The framework of mentoring is not yet comprehensive:

The framework of mentoring is very important to motivate all mentors to work effectively for their job. Regarding the framework of mentoring is not yet comprehensive, so the process of school mentoring practices is not acceptable for all mentees and principals. Support for, the participant also claimed the concern of the mentoring framework, which some principals and teachers at NGS know and any others did not know about the mentoring, they refused to cooperate with mentors who support the mentoring. Another one barries, the mentor has no authority to work with the teachers.

Participant three said: "*Teacher participation was still limited because the new mentoring was known by fewer teachers.*"

He added: "*The problem is that teachers refuse to cooperate with mentors; moreover, the mentor has no authority to work with the teachers.*"

4.4.5 COVID-19

4.4.5.1 COVID-19 pandemic:

The procedure of face-to-face mentoring practices was very easy and trustworthy, and the result of mentoring was much successful. During the COVID-19 pandemic, the procedure of mentoring practices was very difficult since some teachers did not know how to use Zoom Meeting, Google Meet, or Microsoft Team.

Participant five said: "*During COVID-19, the obstacle to mentoring is that we cannot meet directly with the mentor.*"

Participant six mentioned: "*This year mentoring did not work well because of the COVID-19 because we work online.*"

The challenges for online school mentoring practices were very difficult since when the mentees taught the students vias online with Zoom Meeting, they were always to turn off the camera and sometimes they did not answer teachers' questions; they connected to Zoom Meeting, but they have never replied to teachers. In addition, the mentor only checked the slides, quality of videos, he did not observe the process of teaching at all.

Participant nine suggested that:

The barrier, I think the first is that the mentor did not consult in person at the school. One more thing, the mentor did not observe me when I taught online; he only checked the slides and videos before posting on the school's page.

He added that:

Since COVID-19, direct mentoring was only available once, so the online mentoring has been observed, but it is difficult because when teaching, students refuse to turn on the camera, it is very difficult to teach.

4.4.6 Selfishness of Mentors

4.4.6.1 Mentor that is not flexible and too proud.

Regarding the mentors who were not flexible and too proud, it focused on the selfishness of mentors. This reason caused the process of school mentoring practices to be challenged. Support for, the mentor thinks that he or she was teaching the teachers about the teaching method, so he or she may adjust it to his or her satisfaction; sometimes, even in the content of the lesson, the mentor did not have consent from the experienced teacher. Furthermore, the problem for teachers was when the mentor told them about the shortcomings, but they thought that point was good because they used to see that it is effective, so there was a need to re-discuss to change each other, but the mentor considered it a matter of human character that is difficult to change.

Participant ten said:

The challenge is that if the mentor thinks that he or she is teaching the teachers the teaching method, he or she may adjust it to his or her satisfaction, sometimes even to the content of the lesson, he did without the consent of the experienced teacher.

She added that:

The problem for me is when the mentor tells me about the shortcomings, but I think that point is good because I used to see that it is effective, ..., but the mentor considered it a matter of human character that is difficult to change.

4.4.7 Soft Skill

4.4.7.1 Improper behavior and speech:

The behavior and speech of mentors are very useful because they play a very important role as model. The improper behavior and speech is related to the lack of soft skills regarding the challenges on mentoring practices at schools. The participant mentioned that sometimes the teachers came in and sometimes they did not participate in the mentoring because some teachers have many years of teaching experience and they feel that they are teaching clearly, and the other said that the mentors do not show much good attitude with teachers, using inappropriate words, so they cannot accept.

Participant ten said:

The challenge is that sometimes the teachers come in and sometimes they do not participate in the mentoring because some teachers have many years of teaching experience and they feel that they are teaching well.

In conclusion, in this section, the results of the research show that this study found seven main points to answer the third research question, including 1) a good relationship,

2) the work pressure and time, 3) wealth and partisanship, 4) framework policy for the mentor, 5) COVID-19, 6) the selfishness of mentors, and 7) soft skill. Within a good relationship, there are cooperation factors. The work pressure and time, there is too much work and not enough time. Wealth and partisanship, there are the wealth factors and high-ranking relatives. Within the framework policy for the mentor, there is the framework of mentoring is not yet comprehensive. COVID-19, there is COVID-19 pandemic. The selfishness of mentors, there is not flexible and too proud. And Mnetors have no soft skills that behave improper behavior and speak impolite speech. These findings answer the objectives and research question three.

CHAPTER 5: DISCUSSION

In this section, the researcher discussed the finding of the study based on each research question with the literature from the previous study.

5.1 Research Question One

From the research question one "What are the school mentoring practices during the COVID-19 pandemic at Samdach Akeak Moha Thommak Pothisal Chea Sim Prek Achanh high school?" The results point out that school mentoring practice in this study was the mechanism to help teachers and facilitate teachers' roles and responsibilities. The mechanism to help teachers was the role of mentoring. Furthermore, facilitating teachers' roles and responsibilities were the school mentoring activities and the ways of mentoring.

The mechanisms to help teachers was the role of mentoring are supported by the study conducted by Waterbury (2018) who found out that school mentoring practice is the process of establishing relationships between mentors who are older or have more years of teaching experience, assisting mentees who have fewer years of teaching experience. This result also supports the process by Phongploenpis (2010) who stated that mentors help mentees with the problem of excessive student harassment. The results of the study are supported by Lehtelä and Happo (2014) who mentioned that mentoring practice focuses on developing mentees' lesson plans and guiding them in using the substance competence that they will need during teaching.

The facilitating teachers' roles and responsibilities were the school mentoring activities are supported by Suseno et al. (2020) who stated that the mentoring practices were the more senior person is assigned to a junior member of staff so that the senior can transfer his/her knowledge and skills to the mentee, the formal nature of the mentoring process is essentially driven by the high-power distance, as perceived by both the mentor

and the mentee. This result also is supported the process by Supriyanto et al. (2020) who mentioned that school mentoring practices during the Covid-19 pandemic had challenges in implementing online mentoring with individual mentoring services and group mentoring services. Also, the result is supported by Assunção Flores and Gago (2020) who stated that these were related to the conditions for learning to teach in terms of time, space, forms of interaction with school mentoring processes. This result supports the process by Nel and Marais (2020) who argued that during the COVID-19 pandemic, the mentees developed a closer relationship with the mentors the WhatsApp enabled the social presence of these key figures in the teaching practicum experience of the mentees.

The facilitating teachers' roles and responsibilities were the ways of mentoring are supported by Supriyanto et al. (2020) who mentioned that professional guidance and mentors could plan, implement, and evaluate themselves in the use of technology media in mentoring services. This result also is supported by Lestari et al. (2021) who stated that mentoring activities for implementation were conducted online using information and communication technology in computer or laptop devices and connected to an internet connection. Besides, this result is supported by Darling-hammond and Hyler (2020) who mentioned that during COVID-19, mentoring practice included investing in high-quality educator preparation, transforming educator professional learning opportunities to match current needs, supporting mentoring and the development of new teacher roles, and creating time for educators to collaborate and key partners, these actions are vital for navigating teaching and learning during the pandemic and beyond.

5.2 Research Question Two

The result from research question two "What are the motivating factors on mentoring practices among mentors and mentees at Samdach Akeak Moha Thommak Pothisal Chea Sim Prek Achanh high school?" illustrated that the motivating factors on

mentoring practices were the building trust for mentoring, encouraging mentoring, and the policy of MoEYS (data analysis).

Building trust for mentoring was the way to make teachers understand and appreciate is supported by Gadomska-Lila (2020b) who pointed out that the effectiveness of mentoring practice depended on the level of involvement of the mentor or mentee, relationships, and levels of organizational support - mentee involvement support culture and the environment leading to cooperation. In addition, the result is conducted by Also, Eton and Lepore (2008) who suggested that successful mentoring relationships were characterized by reciprocity, mutual respect, clear expectations, personal connection, and shared values. Similarly, the result is found by Byington (2010) who claimed that the keys to establishing a successful mentoring relationship include creating a relationship of trust, clearly defining roles and responsibilities, establishing short- and long-term goals, using open and supportive communication, and collaboratively solving problems.

Encourages mentoring was the progress in teaching methods are supported by Kaše et al. (2019) who mentioned that the motivation process for mentoring practices involved in reverse mentoring, significant differences in the factors that drive the skill development of young and old individuals, including motivation (internal and external), positive influence, and self-efficacy.

The policy of MoEYS was the mechanisms to help develop teacher qualifications proves similar results are conducted by Van Ginkel et al. (2016) who pointed out that the motivating factors for mentoring practices are recruiting mentors who are motivated by the willingness to learn from mentoring and to further develop the willingness of mentors by discussing with mentors how the guidance process can be more relevant for their learning about teaching. Also, the results are supported by Supriyanto et al. (2020) who mentioned

that professional guidance and mentors could plan, implement, and evaluate themselves in the use of technology media in mentoring services. In addition, this result also is supported by Lestari et al. (2021) who stated that mentoring activities for implementation were conducted online using information and communication technology in computer or laptop devices and connected to an internet connection.

The policy of MoEYS was to develop a framework for the mentors are not any the previous researchers mentioned. So, this result is very important to support all mentors in the Cambodian context since mentoring must be the framework to motivate them.

The policy of MoEYS was the importance of mentoring proves similar results are conducted by Małota (2017) who mentioned that the results support the high propensity of directors to mentoring practices in the formal introduction of the program, the internal motivation is an important factor to consider, the tendency to approach the mentor, while external motivation has very little effect and the model of motivational pluralism is based on facts.

The policy of MoEYS was the mentor's supporting policy is supported by MoEYS (2020) that pointed out that the mentors' job is to assist schoolteachers at NGSs to enhance students' earning outcomes. Also, the results proved by MoEYS (2020c) who mentioned that all mentees have to go to work as professional mentors in NGSs and in some resource schools that practice the school mentoring program. There are also many other educational centers or local schools that need professional mentors to run the school mentoring program.

5.3 Research Question Three

"What are the hindering factors on mentoring practices as perceived by mentors, mentees, and the principal at Samdach Akeak Moha Thommak Pothisal Chea Sim Prek

Achanh high school?" is the third research question in this study. The result showed that building a good relationship, work pressure and time, wealth and partisanship, framework policy for the mentor, COVID-19, the selfishness of mentors, and lack of soft skill. These factors were the barrier and challenges for mentors to support in mentoring practice at SAMTPCSPAHS. These factors were pointed out by a principal, two mentors, and 10 mentees at SAMTPCSPAHS.

A good relationship was the cooperation factors are supported by Aderibigbe (2014) who argued that lack of time for those involved in mentoring was a huge challenge to the enactment of collaborative mentoring between mentors and mentees. Partly, the result is conducted by Michelle Attard Tonna, Eva Bjerkholt (2017) who pointed out that the challenges in mentoring were difficult on traditional hierarchical relationships and involve a commitment to collaboration between mentors and mentees.

Work pressure and time was too much work and not enough time is conducted by Aderibigbe (2014) who argued that lack of time for those involved in mentoring was a huge challenge to the enactment of collaborative mentoring between mentors and mentees. Furthermore, the age and experience of both mentors and mentees could be a challenge to the enactment of collaborative mentoring.

Wealth and partisanship were the wealth factors and high-ranking relatives are conducted by Caroline and Emmajane (2017) who found out that it was difficult to justify the complexities of changing the role of external mentors in high-level contexts and to tap into the potential they brought as cross-border to support the development of new teachers. Besides, the result is conducted by Yuliani Suseno (2020) who argued that the challenges of mentoring are trust, the communication to build commitment and created positive outcomes for mentors. There might be two reasons for challenges in mentoring. The first

one is very difficult to provide teaching methods that meet the standards and create a friendly atmosphere. In other words, it is difficult to guide mentees of different generations who have no respect for pedagogical counselors (mentors) because he thinks the mentor is younger and less experienced.

The framework policy for the mentors where the framework of mentoring is not yet comprehensive is a new finding for mentors and mentees in this research, so it is the new context in Cambodia since the previous study does not find out for this point.

COVID-19 was the COVID-19 pandemic is conducted by Supriyanto et al. (2020) who mentioned that school mentoring practices during the Covid-19 pandemic had challenges in implementing online mentoring with individual mentoring services and group mentoring services. The result is supported by Darling-hammond and Hyler (2020) who mentioned that during COVID-19, mentoring practice included investing in high-quality educator preparation, transforming educator professional learning opportunities to match current needs, supporting mentoring and the development of new teacher roles, and creating time for educators to collaborate and key partners, these actions are vital for navigating teaching and learning during the pandemic and beyond. Also, the result is conducted by Nel and Marais (2020) who argued that during the COVID-19 pandemic, the mentees developed a closer relationship with the mentors the WhatsApp enabled the social presence of these key figures in the teaching practicum experience of the mentees.

The selfishness of mentors was that they were not flexible and too proud, which was pointed out by Yuliani Suseno (2020)\, who found out that the challenges of mentoring are trust, communication to build commitment and created positive outcomes for mentors. In addition, the result is conducted by Gardiner and Weisling (2018) who mentioned that

mentors have tried to find many complex and difficult relationships with administrators, teachers, and students.

Lack of soft skill was the improper behavior and speech that is conducted similarly by Yafit Sulimani-Aidan (2018) who found out that mentoring has two barriers as difficult building trust and commitment and persistent cultural and personal instability gaps in the guidance relationship. Besides, the result is supported in a similar way by Daly, C., and Milton, E. (2017) who argued that it was difficult to justify the complexities of changing the role of external mentors in high-level contexts and to tap into the potential they brought as cross-border to support the development of new teachers.

CHAPTER 6: CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS

In this chapter, the researcher concluded the whole research results based on each research question alongside the implication of the results. Then, the researcher offered some recommendations to stakeholders concerning the results of the study as well as suggestions for further study.

6.1 Conclusion

The main findings of this research showed that the perceptions of mentors and mentees of school mentoring practices in the selected Chea Sim Prek Anchanh High School in Kandal Province are satisfactory in terms of technical qualifications development. Teaching and learning of teachers, a principal, and mentors, and also a barrier to difficulties for mentors. These factors showed that mentoring was very important for teachers in the new generation schools. This may indicate that teachers need to have mentoring to support teaching techniques and classroom management, professional development, career pathway, and ICT development as well.

The importance of results, tasks, and being more productive in school mentoring practices with the support of teachers, school management, and high commitment from mentors. In addition, the result that providing the formal framework for the mentor is an important factor for the mentor to have the confidence to perform his / her work, and the responsibilities of mentors as well.

At the same time, building trust in teachers was also an important factor in supporting teachers in mentoring to achieve good results. Encouraging the development of teachers' mentality, knowledge and qualifications are some of the key factors for mentors to achieve excellence. In addition, the policy of the Ministry of Education, Youth and Sport

also have a mechanism to help develop teacher qualifications and the use of good teaching methods for the 21st century.

Building a good relationship is also a driving force for success of mentoring for teachers because it makes them feel warm and close to the mentor. However, mentors still face pressure from work and time, as mentors have a lot of work to do, such as teaching and supporting teachers, working with Cambodia Association for Mentoring (CAM), reporting to NGPRC, and administrative work with the principal. At the same time, mentors had to face some wealthy and high-ranking relative teachers. Furthermore, mentors must have a framework for a proper career.

The selfishness of the mentor is also a factor in the dissatisfaction of the mentees because the mentor did only what he sees, did not understand the feelings of others, and did not accept the experience of the teacher to discuss. At the same time, mentors who lack the soft skills to work to build a good relationship, motivation, gentleness, and patience for work are also a reason for obstacles.

6.2 Limitations of the Study

There are a few limitations of this work that should be noted. One limitation of the research is the fact that focuses on Investigating Mentors' and Mentees' Perceptions of Virtual Mentoring Practices: A Case of Samdach Akeak Moha Thommak Pothisal Chea Sim Prek Anchanh High School During School Closure In 2020-2021 Academic Year. The sample is only participants who are experienced in giving and receiving school mentoring practices, so the number of interviews is limited. Also, data is collected from a principal, mentors, and mentees operating in the new generation school, and they refer to a cultural circle of mentors. Another limitation is closely related to the nature of qualitative and scientific research, as research results may be influenced by participants' perspectives. Besides, the time is limited in the 2020-2021 academic year (Cross-sectional study design).

6.3 Recommendations

It is clear from the results of this study that mentoring plays an important role in supporting teachers' attitudes, behaviors, and qualifications. Most of the participants in this study assessed the mentoring at their school that there were many changes and developments in behavior, teaching and learning techniques, as well as bad habits. Therefore, mentors have played an important role in helping to develop the education sector to be more advanced. In addition, mentoring must have the support of all stakeholders for the mentoring to be developed, accepted, and succeeded. A good relationship allows the mentor to work closely and effectively with the teachers and the educational qualifications that demonstrate the mentor's ability to perform his / her role and skills in the field of mentoring.

Finally, research on mentoring practice has been provided in NIE, the NGSs program, the High Resource Schools, and KAPE in the context of Cambodia for the past year. However, little is known about the practice of mentoring research among teachers working in a school environment. Therefore, there should be further investigation into the relevance of research from mentoring as mentors, teachers, and graduated students. Similarly, future studies may also confirm whether research skills are used in the day-to-day work of school mentoring practices. Especially, future studies should provide the motivation and a proper framework for the mentors.

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APPENDIX A: INTERVIEW PROTOCOL FOR THE PRINCIPAL

Interviewer's introduction:

Hello! My name is KHEM Channa and I am studying at the New Generation Pedagogical Research Center of the National Institute of Education. I am currently researching the topic "Investigating Mentors' and Mentees' Perceptions of Virtual Mentoring Practices: A Case of Chea Sim Prek Anchanh High School During School Closure In 2020-2021 Academic Year. This research aims to investigate the perception of principals, mentors, and mentees on the implementation of mentoring in schools, and to observe and identify the advantages, effectiveness, and obstacles of mentoring practice in the new generation schools where mentors go to support pedagogical counseling to mentees.

This interview will take about 30 to 50 minutes. I would like your permission to use the audio or video recorder. The recorded audio or video will be used by our research team only to verify the information lost during the manual recording. All information you provide will be kept confidential. This interview is not a test and there are no right or wrong answers. This recording and audio recording will not be seen or heard by anyone other than the research team. The information you provide is very important to the research team and I hope you can participate in the interview. But it is your choice to decide whether or not to attend the interview. If you decide to opt-in, you have the right to opt-out of answering any of the questions or terminating the interview at any time.

Do you have any questions for me? ☐ Yes   ☐ No

Do I get your permission to interview you? ☐ Yes   ☐ No

Do I get your permission to use the tape recorder during the interview? ☐ Yes
☐ No

Participant General Information

i. Name of participant: .... Sex: ....

ii. Role: .... ☐ (New Generation School Chea Sim Prek Anchanh)

iii. Grade level: ☐ (high school).

iv. Duration of teaching: .... years

1. What are the school mentoring practices during the COVID-19 pandemic at Samdach Akeak Moha Thommak Pothisal Chea Sim Prek Achanh high school?

    A. What do you think of mentoring in this school?

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    B. What does the mentoring program at this school mean?

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    C. During Covid-19, how did the mentoring process at Chea Sim Prek Anchanh High School? And are there any barriers?

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    D. Why is there a need for mentoring in this school?

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2. What are the motivating factors on mentoring practices among mentors and mentees at Samdach Akeak Moha Thommak Pothisal Chea Sim Prek Achanh high school?

    A. What are the benefits of mentoring at this school for teachers?

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    B. Who are the pedagogical advisors or mentors in this school?

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    C. After the pedagogical counseling, how did the teachers who received the pedagogical counseling change?

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3. What are the hindering factors on mentoring practices as perceived by mentors, mentees, and the principal at Samdach Akeak Moha Thommak Pothisal Chea Sim Prek Achanh high school?

    A. Are the teachers at this school happy to receive mentoring from their mentors?

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B. What do you think is difficult for mentors in this school?

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APPENDIX B: INTERVIEW PROTOCOL FOR MENTORS

Interviewer's introduction:

Hello! My name is KHEM Channa and I am studying at the New Generation Pedagogical Research Center of the National Institute of Education. I am currently researching the topic "Investigating Mentors' and Mentees' Perceptions of Virtual Mentoring Practices: A Case of Chea Sim Prek Anchanh High School During School Closure In 2020-2021 Academic Year. This research aims to investigate the perception of principals, mentors, and mentees on the implementation of mentoring in schools, and to observe and identify the advantages, effectiveness, and obstacles of mentoring practice in the new generation schools where mentors go to support pedagogical counseling to mentees.

This interview will take about 30 to 50 minutes. I would like your permission to use the audio or video recorder. The recorded audio or video will be used by our research team only to verify the information lost during the manual recording. All information you provide will be kept confidential. This interview is not a test and there are no right or wrong answers. This recording and audio recording will not be seen or heard by anyone other than the research team. The information you provide is very important to the research team and I hope you can participate in the interview. But it is your choice to decide whether or not to attend the interview. If you decide to opt-in, you have the right to opt-out of answering any of the questions or terminating the interview at any time.

Do you have any questions for me? ☐ Yes ☐ No

Do I get your permission to interview you? ☐ Yes ☐ No

Do I get your permission to use the tape recorder during the interview? ☐ Yes ☐ No

Participant General Information

i. Name of participant: .... Sex: ....

ii. Role: .... ☐ (New Generation School Chea Sim Prek Anchanh)

iii. Grade level: ☐ (high school).

iv. Duration of teaching: .... years

1. What are the school mentoring practices during the COVID-19 pandemic at Samdach Akeak Moha Thommak Pothisal Chea Sim Prek Achanh high school?

    A. How many years have you been a mentor?

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    B. What does the mentoring program at this school mean? What does it process?

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    C. Who needs to receive mentoring from the mentors at this school??

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    D. During Covid-19, how did the mentoring process at Chea Sim Prek High School? And are there any barriers?

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2. What are the motivating factors on mentoring practices among mentors and mentees at Samdach Akeak Moha Thommak Pothisal Chea Sim Prek Achanh high school?

    A. Why is there a need for mentoring in this school?

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    B. What are the advantages of mentoring for teachers in this school?

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    C. What are the factors that facilitate or enhance mentoring at Chea Sim Prek Anchanh High School?

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    E. Did mentors receive additional mentoring training?

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3. What are the hindering factors on mentoring practices as perceived by mentors, mentees, and the principal at Samdach Akeak Moha Thommak Pothisal Chea Sim Prek Achanh high school?

A. What are the difficulties or challenges to mentoring in this school??

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B. When there are difficulties in mentoring, what kind of solution do you have?

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C. During the Covid-19 outbreak, what were the challenges of pedagogical counseling or mentoring?

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APPENDIX C: INTERVIEW PROTOCOL FOR MENTEES

Interviewer's introduction:

Hello! My name is KHEM Channa and I am studying at the New Generation Pedagogical Research Center of the National Institute of Education. I am currently researching the topic "Investigating Mentors' and Mentees' Perceptions of Virtual Mentoring Practices: A Case of Chea Sim Prek Anchanh High School During School Closure In 2020-2021 Academic Year. This research aims to investigate the perception of principals, mentors, and mentees on the implementation of mentoring in schools, and to observe and identify the advantages, effectiveness, and obstacles of mentoring practice in the new generation schools where mentors go to support pedagogical counseling to mentees.

This interview will take about 30 to 50 minutes. I would like your permission to use the audio or video recorder. The recorded audio or video will be used by our research team only to verify the information lost during the manual recording. All information you provide will be kept confidential. This interview is not a test and there are no right or wrong answers. This recording and audio recording will not be seen or heard by anyone other than the research team. The information you provide is very important to the research team and I hope you can participate in the interview. But it is your choice to decide whether or not to attend the interview. If you decide to opt-in, you have the right to opt-out of answering any of the questions or terminating the interview at any time.

Do you have any questions for me? ☐ Yes ☐ No

Do I get your permission to interview you? ☐ Yes ☐ No

Do I get your permission to use the tape recorder during the interview? ☐ Yes ☐ No

Participant General Information

i. Name of participant: .... Sex: ....

ii. Role: .... ☐ (New Generation School Chea Sim Prek Anchanh)

iii. Grade level: ☐ (high school).

iv. Duration of teaching: .... years

1. What are the school mentoring practices during the COVID-19 pandemic at Samdach Akeak Moha Thommak Pothisal Chea Sim Prek Achanh high school?

  A. Do you know about this mentoring program?

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  B. What does the mentoring program at this school mean? What does it process?

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  C. What is your perception about mentoring for you?

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2. What are the motivating factors on mentoring practices among mentors and mentees at Samdach Akeak Moha Thommak Pothisal Chea Sim Prek Achanh high school?

A. What are the factors that help strengthen the implementation of mentoring at Chea Sim Prek Anchanh High School?

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B. What are the benefits of mentoring for teachers?

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C. After the pedagogical consultation or mentoring from the mentor, what progress or changes did the teacher make?

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D. Do you want this mentoring to continue?

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3. What are the hindering factors on mentoring practices as perceived by mentors, mentees, and the principal at Samdach Akeak Moha Thommak Pothisal Chea Sim Prek Achanh high school?

A. What are the challenges of mentoring for you?

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B. What are the solutions for you when this challenge arises?

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C. What are the factors that cause you to accept this mentoring?

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ឧបសម្ព័ន្ធ កៈ មគ្គុទ្ទេសសំណួរសម្រាប់នាយកសាលា

សេចក្តីផ្តើមសម្រាប់អ្នកសម្ភាសន៍:

ជម្រាបសួរ! ខ្ញុំបាទឈ្មោះ ខេម ចាន់ណា កំពុងសិក្សានៅមជ្ឈមណ្ឌលស្រាវជ្រាវ គរុកោសល្យជំនាន់ថ្មីនៃវិទ្យាស្ថានជាតិអប់រំ។ បច្ចុប្បន្នខ្ញុំកំពុងសិក្សាស្រាវជ្រាវមួយក្រោមប្រធាន បទ "Investigating Mentors' and Mentees' Perceptions of Virtual Mentoring Practices: A case of Samdach Akeak Moha Thommak Pothisal Chea Sim Prek Anchanh High School during school closure In 2020-2021 Academic Year." ការសង្កេតទៅលើទស្សនៈយល់ឃើញ របស់គ្រូប្រឹក្សាគរុកោសល្យ និងគ្រូបង្រៀននៃការអនុវត្តការប្រឹក្សាគរុកោសល្យពីចម្ងាយៈ ករណី សិក្សានៅវិទ្យាល័យសម្តេចអគ្គមហាធម្មពោធិសាលជាស៊ីមព្រែកអញ្ចាញអំឡុងពេលសាលាបិទ ក្នុងឆ្នាំសិក្សា២០២០-២០២១។ ការស្រាវជ្រាវនេះធ្វើឡើងក្នុងគោលបំណង ស្វែងយល់អំពីទស្ស នៈយល់ឃើញរបស់នាយកសាលា គ្រូប្រឹក្សាគរុកោសល្យ និងគ្រូបង្រៀនទៅលើការអនុវត្តការ ប្រឹក្សាគរុកោសល្យនៅតាមសាលារៀន ហើយធ្វើការសង្កេត និងកំណត់ពីគុណសម្បត្តិ ប្រសិទ្ធ ភាព និងឧបសគ្គនានានៃការអនុវត្តការប្រឹក្សាគរុកោសល្យនៅតាមសាលាជំនាន់ថ្មីដែលគ្រូប្រឹក្សា គរុកោសល្យចុះទៅផ្តល់ប្រឹក្សាគរុកោសល្យដល់គ្រូបង្រៀន។

ការសម្ភាសនេះនឹងប្រើពេលប្រមាណពី៣០ ទៅ៥០នាទី។ខ្ញុំបាទសូមសុំការអនុញ្ញាតពី លោក/លោកស្រីក្នុងការប្រើប្រាស់ឧបករណ៍អាត់សម្លេង។ សម្លេងដែលបានអាត់ទុកនោះនិងប្រើ ប្រាស់ដោយក្រុមការងារស្រាវជ្រាវយើងតែមួយគត់ និងសំរាប់តែគោលបំណងធ្វើការផ្ទៀងផ្ទាត់ ស្វែងរកព័ត៌មានដែលបានបាត់បង់ពេលកត់ត្រាដោយដៃ។ រាល់ព័ត៌មានដែលអ្នកបានផ្តល់ឱ្យនឹង រក្សាទុកជូនជាការសម្ងាត់។ ការសម្ភាសន៍នេះមិនមែនជាការធ្វើតេស្ត និងមិនមានចម្លើយខុសឬ ត្រូវអ្វីនោះទេ។ កំណត់ត្រានិងសម្លេងអាត់នេះនឹងមិនមាននរណាម្នាក់ឃើញនិងឮក្រៅពីក្រុម ការងារស្រាវជ្រាវនោះទេ។ ព័ត៌មានដែលអ្នកផ្តល់ជូន គឺពិតជាសំខាន់ខ្លាំងណាស់សម្រាប់ក្រុម ការងារស្រាវជ្រាវ ហើយខ្ញុំសង្ឃឹមថាអ្នកអាចចូលរួមក្នុងការសម្ភាសន៍។ ប៉ុន្តែវាជាជម្រើសរបស់អ្នក ក្នុងការសម្រេចចិត្តថា ចូលរួម ឬមិនចូលរួមក្នុងការសម្ភាសន៍។ ប្រសិនបើអ្នកសម្រេចចិត្តជ្រើស រើសចូលរួម, អ្នកមានសិទ្ធិអាចបដិសេធក្នុងឆ្លើយតបនូវសំណួរណាមួយក៏បាន ឬបញ្ឈប់ការ សម្ភាសន៍គ្រប់ពេល។

តើអ្នកមានសំណួរស្នើរមកកាន់ខ្ញុំដែរឬទេ ? □ បាទ/ចាស □ ទេ

តើយើងទទួលការអនុញ្ញាតពីអ្នកដើម្បីសម្ភាសអ្នកដែរឬទេ ? □ បាទ/ចាស □ ទេ

តើយើងទទួលការអនុញ្ញាតពីអ្នកក្នុងការប្រើប្រាស់ឧបករណ៍អាត់សម្លេងក្នុងពេលសម្ភាសន៍ ?

□ បាទ/ចាស □ ទេ

ព័ត៌មានទូទៅរបស់អ្នកចូលរួម

i.ឈ្មោះអ្នកចូលរួម៖...ភេទ៖...................

ii.តួនាទី៖.............................. □(សាលាជំនាន់ថ្មីជាស៊ីមព្រែកអញ្ចាញ)

iii.កម្រិតថ្នាក់៖ □(វិទ្យាល័យ).

iv. រយៈពេលដឹកនាំ៖.......................ឆ្នាំ

v.ចំនួនគ្រូបង្រៀនសរុប៖......................

១.តើការអនុវត្តការប្រឹក្សាគរុកោសល្យមានរបៀបណាខ្លះក្នុងអំឡុងការរីករាលដាលនៃជំងឺកូវីដ-១៩ នៅវិទ្យាល័យសម្តេចអគ្គមហាធម្មពោធិសាល ជា ស៊ីម ព្រែកអញ្ចាញ ?

ក. តើលោកនាយកយល់ឃើញយ៉ាងណាដែរពីការប្រឹក្សាគរុកោសល្យនៅក្នុងសាលានេះ ?

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ខ. តើការប្រឹក្សាគរុកោសល្យនៅសាលានេះគឺជាអ្វី ?

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គ. អំឡុងពេលCovid-19 តើការប្រើក្បាតុរកោសល្យដំណើរការទៅយ៉ាងដូចម្ដេចដែរនៅវិទ្យាល័យជាស៊ីមប្រែកអញ្ចាញ ? ហើយមានអ្វីដែលជាកត្តារាំងស្ទះឬអត់ ?

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ឃ. តើមូលហេតុអ្វីចាំបាច់ឱ្យមានការប្រើក្បាតុរកោសល្យនៅក្នុងសាលានេះ ?

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២. តើកត្តាជំរុញទឹកចិត្តក្នុងការអនុវត្តការប្រើក្បាតុរកោសល្យក្នុងចំណោមគ្រូប្រឹក្សា និងគ្រូបង្រៀននៅវិទ្យាល័យសម្ដេចអគ្គមហាធម្មពោធិសាល ជា ស៊ីម ប្រែកអញ្ចាញ មានកត្តាអ្វីខ្លះ ?

ក.   តើការប្រើក្បាតុរកោសល្យនៅសាលានេះបានផ្ដល់សារៈប្រយោជន៍អ្វីខ្លះដល់លោកគ្រូអ្នកគ្រូ ?

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ខ. តើនរណាខ្លះជាអ្នកផ្ដល់ប្រើក្បាតុរកោសល្យនៅក្នុងសាលានេះ ?

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គ. បន្ទាប់ពីមានការប្រឹក្សាខាងគរុកោសល្យ តើគ្រូបង្រៀនដែលទទួលការប្រឹក្សា គរុកោសល្យមានការផ្លាស់ប្តូរយ៉ាងដូចម្តេចខ្លះ ?

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៣.តើកត្តារាំងអ្វីខ្លះលើការអនុវត្តការប្រឹក្សាគរុកោសល្យតាមការយល់ឃើញរបស់គ្រូប្រឹក្សា គរុកោសល្យ គ្រូបង្រៀន និងនាយកវិទ្យាល័យសម្តេចអគ្គមហាធម្មពោធិសាលជាស៊ីមប្រែក អញ្ញាញ ?

ក.តើគ្រូបង្រៀននៅសាលានេះមានការពេញចិត្តនឹងទទួលយកការប្រឹក្សាគរុកោសល្យពីគ្រូ ប្រឹក្សាដែរឬទេ ?

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ខ. តើលោកនាយកគិតថាអ្វីជាការលំបាកសម្រាប់ការផ្តល់ប្រឹក្សានៅក្នុងសាលានេះ ?

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ឧបសម្ព័ន្ធ ខ ៖ មគ្គុទ្ទេសសំណួរសម្រាប់គ្រូប្រឹក្សាគរុកោសល្យ

សេចក្តីផ្តើមសម្រាប់អ្នកសម្ភាសន៍:

ជម្រាបសួរ! ខ្ញុំបាទឈ្មោះ ខេម ចាន់ណា កំពុងសិក្សានៅនៅមជ្ឈមណ្ឌលស្រាវជ្រាវ គរុកោសល្យជំនាន់ថ្មីនៃវិទ្យាស្ថានជាតិអប់រំ។ បច្ចុប្បន្នខ្ញុំកំពុងសិក្សាស្រាវជ្រាវមួយក្រោមប្រធាន បទ "Investigating Mentors' and Mentees' perceptions of Virtual Mentoring Practices: A Case of Chea Sim Prek Anchanh High School During School Closure In 2020-2021 Academic Year." ការសង្កេតទៅលើទស្សនៈយល់ឃើញរបស់គ្រូប្រឹក្សាគរុកោសល្យ និងគ្រូ បង្រៀននៃការអនុវត្តការប្រឹក្សាគរុកោសល្យពីចម្ងាយ៖ ករណីសិក្សានៅវិទ្យាល័យសម្តេចអគ្គមហា ធម្មពោធិសាលជាស៊ីមព្រែកអញ្ចាញអំឡុងពេលសាលាបិទក្នុងឆ្នាំសិក្សា២០២០-២០២១ ។ ការ ស្រាវជ្រាវនេះធ្វើឡើងក្នុងគោលបំណង ស្វែងយល់អំពីទស្សនៈយល់ឃើញរបស់នាយកសាលា គ្រូ ប្រឹក្សាគរុកោសល្យ និងគ្រូបង្រៀនទៅលើការអនុវត្តការប្រឹក្សាគរុកោសល្យនៅតាមសាលារៀន ហើយធ្វើការសង្កេត និងកំណត់ពីគុណសម្បត្តិ ប្រសិទ្ធភាព និងឧបសគ្គនានានៃការអនុវត្តការ ប្រឹក្សាគរុកោសល្យនៅតាមសាលាជំនាន់ថ្មីដែលគ្រូប្រឹក្សាគរុកោសល្យចុះទៅផ្តល់ប្រឹក្សា គរុកោសល្យដល់គ្រូបង្រៀន។

ការសម្ភាសន៍នេះនឹងប្រើពេលប្រមាណពី៣០ ទៅ៥០នាទី។ខ្ញុំបាទសូមសុំការអនុញ្ញាតពី លោក/លោកស្រីក្នុងការប្រើប្រាស់ឧបករណ៍អាត់សម្លេង។ សម្លេងដែលបានអាត់ទុកនោះនឹងប្រើ ប្រាស់ដោយក្រុមការងារស្រាវជ្រាវយើងតែមួយគត់ និងសំរាប់តែគោលបំណងធ្វើការផ្ទៀងផ្ទាត់ ស្វែងរកព័ត៌មានដែលបានបាត់បង់ពេលកត់ត្រាដោយដៃ។ រាល់ព័ត៌មានដែលអ្នកបានផ្តល់ឱ្យនឹង រក្សាទុកជូនជាការសំងាត់។ ការសម្ភាសន៍នេះមិនមែនជាការធ្វើតេស្ត និងមិនមានចម្លើយខុសឬ ត្រូវអ្វីនោះទេ។ កំណត់ត្រានិងសម្លេងអាត់នេះនឹងមិនមាននរណាម្នាក់ឃើញនិងឮក្រៅពីក្រុម ការងារស្រាវជ្រាវនោះទេ។ ព័ត៌មានដែលអ្នកផ្តល់ជូន គឺពិតជាសំខាន់ខ្លាំងណាស់សម្រាប់ក្រុម ការងារស្រាវជ្រាវ ហើយខ្ញុំសង្ឃឹមថាអ្នកអាចចូលរួមក្នុងការសម្ភាសន៍។ ប៉ុន្តែវាជាជម្រើសរបស់អ្នក ក្នុងការសម្រេចចិត្តថា ចូលរួម ឬមិនចូលរួមក្នុងការសម្ភាសន៍។ ប្រសិនបើអ្នកសម្រេចចិត្តជ្រើស រើសចូលរួម, អ្នកមានសិទ្ធិអាចបដិសេធក្នុងការឆ្លើយតបនូវសំណួរណាមួយក៏បាន ឬបញ្ឈប់ការ សម្ភាសន៍គ្រប់ពេល។

តើអ្នកមានសំណួរសួរមកកាន់ខ្ញុំដែរឬទេ ?   ☐ បាទ/ចាស ☐ ទេ

តើយើងទទួលការអនុញ្ញាតពីអ្នកដើម្បីសម្ភាសអ្នកដែរឬទេ? ☐ បាទ/ចាស ☐ ទេ

តើយើងទទួលការអនុញ្ញាតពីអ្នកក្នុងការប្រើប្រាស់ឧបករណ៍អាត់សម្លេងក្នុងពេល សម្ភាស?

☐ បាទ/ចាស ☐ ទេ

ព័ត៌មានទូទៅរបស់អ្នកចូលរួម

i.ឈ្មោះអ្នកចូលរួម៖...ភេទ៖..................

ii.តួនាទី៖............................. ☐(សាលាជំនាន់ថ្មីជាស៊ីមព្រែកអញ្ចាញ)

iii.កម្រិតថ្នាក់៖   ☐(វិទ្យាល័យ).

iv.រយៈពេលធ្វើជាគ្រូបង្រៀន៖......................ឆ្នាំ

v.ចំនួនគ្រូបង្រៀនសរុប៖......................

១.   តើការអនុវត្តការបង្រៀនគរុកោសល្យមានរបៀបណាខ្លះក្នុងអំឡុងការវិកវាលដាលនៃជំងឺកូវីដ-១៩ នៅវិទ្យាល័យសម្តេចអគ្គមហាធម្មពោធិសាល ជា ស៊ីម ព្រែកអញ្ចាញ?

ក.តើលោកគ្រូ/អ្នកគ្រូបានភ្លាយជាគ្រូបង្រៀនគរុកោសល្យ(mentor)បានរយៈពេលប៉ុន្មាន ឆ្នាំហើយ?

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២.   តើការបង្រៀនគរុកោសល្យនៅក្នុងសាលានេះគឺជាអ្វី?   តើវាដំណើរការទៅយ៉ាងដូច ម្តេច?

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គ. តើមានអ្នកណាខ្លះជាអ្នកត្រូវទទួលការប្រើក្បាគរុកោសល្យពីគ្រូប្រឹក្សានៅសាលានេះ ?

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ឃ. ក្នុងអំឡុងពេលCovid-19 តើការប្រើក្បាគរុកោសល្យដំណើរការទៅយ៉ាងដូចម្តេចដែរនៅវិទ្យាល័យជាស៊ីមព្រែកអញ្ញាញ ? ហើយមានមានអ្វីជាកត្តារាំងស្ទះ ឬអត់ ?

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២. តើកត្តាជំរុញទឹកចិត្តក្នុងការអនុវត្តការប្រើក្បាគរុកោសល្យក្នុងចំណោមគ្រូប្រឹក្សា និងគ្រូបង្រៀននៅវិទ្យាល័យសម្តេចអគ្គមហាធម្មពោធិសាល ជា ស៊ីម ព្រែកអញ្ញាញ មានកត្តាអ្វីខ្លះ ?

ក. ហេតុអ្វីបានជាត្រូវមានការប្រើក្បាគរុកោសល្យនៅក្នុងសាលានេះ ?

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ខ. តើការប្រើក្បាគរុកោសល្យបានផ្តល់គុណសម្បត្តិអ្វីខ្លះដល់គ្រូបង្រៀននៅក្នុងសាលានេះ ?

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គ. តើកត្តាអ្វីខ្លះដែលអំណោយផល ឬបង្កឱ្យមានលក្ខណៈងាយស្រួលដល់ការប្រើក្បាគរុកោសល្យនៅវិទ្យាល័យជាស៊ីមព្រែកអញ្ញាញនេះ ?

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      យ. តើគ្រូប្រិក្សាគរុកោសល្យទទួលបានវគ្គបណ្ដុះបណ្ដាលផ្នែកប្រិក្សាគរុកោសល្យបន្ថែម ទៀតដែរឬទេ ?

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៣.តើកត្តារាំងអ្វីខ្លះលើការអនុវត្តការប្រិក្សាគរុកោសល្យតាមការយល់ឃើញរបស់គ្រូប្រិក្សា គរុកោសល្យ គ្រូបង្រៀន និងនាយកវិទ្យាល័យសម្ដេចអគ្គមហាធម្មពោធិសាលជាស៊ីមប្រែក អញ្ញាញ ?

      ក. តើការប្រិក្សាគរុកោសល្យមានការលំបាក ឬកត្តារាំងស្ទះអ្វីខ្លះដែរនៅក្នុងសាលានេះ ?

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      ខ. នៅពេលមានការលំបាកខាងប្រិក្សាគរុកោសល្យ តើលោកគ្រូមានដំណោះស្រាយបែប ណា ?

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      គ. អំឡុងពេលការរីករាលដាលនៃជំងឺ Covid-19 តើការប្រិក្សាគរុកោសល្យមានការលំបាក អ្វីខ្លះដែរ ?

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ឧបសម្ព័ន្ធ គ៖ មគ្គុទ្ទេសសំណួរសម្រាប់គ្រូបង្រៀន

សេចក្តីផ្តើមសម្រាប់អ្នកសម្ភាសន៍:

ជម្រាបសួរ! ខ្ញុំបាទឈ្មោះ ខេម ចាន់ណា កំពុងសិក្សានៅនៅមជ្ឈមណ្ឌលស្រាវជ្រាវ គរុកោសល្យជំនាន់ថ្មីនៃវិទ្យាស្ថានជាតិអប់រំ។ បច្ចុប្បន្នខ្ញុំកំពុងសិក្សាស្រាវជ្រាវមួយក្រោមប្រធាន បទ "Investigating Mentors' and Mentees' perceptions of Virtual Mentoring Practices: A Case of Chea Sim Prek Anchanh High School During School Closure In 2020-2021 Academic Year." ការសង្កេតទៅលើទស្សនៈយល់ឃើញរបស់គ្រូប្រឹក្សាគរុកោសល្យ និងគ្រូ បង្រៀននៃការអនុវត្តការប្រឹក្សាគរុកោសល្យពីចម្ងាយ៖ ករណីសិក្សានៅវិទ្យាល័យសម្តេចអគ្គមហា ធម្មពោធិសាលជាស៊ីមព្រែកអញ្ចាញអំឡុងពេលសាលាបិទក្នុងឆ្នាំសិក្សា២០២០-២០២១។ ការ ស្រាវជ្រាវនេះធ្វើឡើងក្នុងគោលបំណង ស្វែងយល់អំពីទស្សនៈយល់ឃើញរបស់នាយកសាលា គ្រូ ប្រឹក្សាគរុកោសល្យ និងគ្រូបង្រៀនទៅលើការអនុវត្តការប្រឹក្សាគរុកោសល្យនៅតាមសាលារៀន ហើយធ្វើការសង្កេត និងកំណត់ពីគុណសម្បត្តិ ប្រសិទ្ធភាព និងឧបសគ្គនានានៃការអនុវត្តការ ប្រឹក្សាគរុកោសល្យនៅតាមសាលាជំនាន់ថ្មីដែលគ្រូប្រឹក្សាគរុកោសល្យចុះទៅផ្តល់ប្រឹក្សា គរុកោសល្យដល់គ្រូបង្រៀន។

ការសម្ភាសន៍នេះនឹងប្រើពេលប្រមាណពី៣០ ទៅ៥០នាទី។ខ្ញុំបាទសូមសុំការអនុញ្ញាតពី លោក/លោកស្រីក្នុងការប្រើប្រាស់ឧបករណ៍អាត់សម្លេង។ សម្លេងដែលបានអាត់ទុកនោះនឹងប្រើ ប្រាស់ដោយក្រុមការងារស្រាវជ្រាវយើងតែមួយគត់ និងសំរាប់តែគោលបំណងធ្វើការផ្ទៀងផ្ទាត់ ស្វែងរកព័ត៌មានដែលបានបាត់បង់ពេលកត់ត្រាដោយដៃ។ រាល់ព័ត៌មានដែលអ្នកបានផ្តល់ឱ្យនឹង រក្សាទុកជូនជាការសម្ងាត់។ ការសម្ភាសន៍នេះមិនមែនជាការធ្វើតេស្ត និងមិនមានចម្លើយខុសឬ ត្រូវអ្វីនោះទេ។ កំណត់ត្រានិងសម្លេងអាត់នេះនឹងមិនមាននរណាម្នាក់ឃើញនិងឮក្រៅពីក្រុម ការងារស្រាវជ្រាវនោះទេ។ ព័ត៌មានដែលអ្នកផ្តល់ជូន គឺពិតជាសំខាន់ខ្លាំងណាស់សម្រាប់ក្រុម ការងារស្រាវជ្រាវ ហើយខ្ញុំសង្ឃឹមថាអ្នកអាចចូលរួមក្នុងការសម្ភាសន៍។ ប៉ុន្តែវាជាជម្រើសរបស់អ្នក ក្នុងការសម្រេចចិត្តថា ចូលរួម ឬមិនចូលរួមក្នុងការសម្ភាសន៍។ ប្រសិនបើអ្នកសម្រេចចិត្តជ្រើស រើសចូលរួម, អ្នកមានសិទ្ធិអាចបដិសេធក្នុងការឆ្លើយតបនូវសំណួរណាមួយក៏បាន ឬបញ្ចប់ការ សម្ភាសន៍គ្រប់ពេល។

តើអ្នកមានសំណួរសួរមកកាន់ខ្ញុំដែរឬទេ ?   ☐ បាទ/ចាស ☐ ទេ

តើយើងទទួលការអនុញ្ញាតពីអ្នកដើម្បីសម្ភាសអ្នកដែរទេ? ☐ បាទ/ចាស ☐ ទេ

តើយើងទទួលការអនុញ្ញាតពីអ្នកក្នុងការប្រើប្រាស់ឧបករណ៍អាត់សម្លេងក្នុងពេលសម្ភាសន៍? ☐ បាទ/ចាស ☐ ទេ

ព័ត៌មានទូទៅរបស់អ្នកចូលរួម

i.ឈ្មោះអ្នកចូលរួម៖...ភេទ៖...................

ii.តួនាទី៖.............................. ☐(សាលាជំនាន់ថ្មីជាស៊ីមព្រែកអញ្ចាញ)

iii.កម្រិតថ្នាក់៖ ☐(វិទ្យាល័យ).

iv.រយៈពេលបង្រៀន៖......................ឆ្នាំ

៩. តើការអនុវត្តការប្រើក្បួរកាសល្បមានរបៀបណាខ្លះក្នុងអំឡុងការវីករវាលដាលនៃជំងឺកូវីដ-១៩ នៅវិទ្យាល័យសម្តេចអគ្គមហាធម្មពោធិសាល ជា ស៊ីម ព្រែកអញ្ចាញ?

ក. តើលោកគ្រូ/អ្នកគ្រូបានដឹងពីការប្រើក្បួរកាសល្បនេះដែរឬទេ?

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ខ. តើការប្រើក្បួរកាសល្បនៅសាលានេះសំដៅលើអ្វី? មានលក្ខណៈបែបណា?

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គ. តើលោកគ្រូ/អ្នកគ្រូយល់ឃើញយ៉ាងណាដែរពីការប្រើក្បួរកាសល្បចំពោះលោកគ្រូ/អ្នកគ្រូ?

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២.តើកត្តាជំរុញទឹកចិត្តក្នុងការអនុវត្តការប្រើក្សត្រុកោសល្យក្នុងចំណោមគ្រូប្រឹក្សា   និងគ្រូបង្រៀន
នៅវិទ្យាល័យសម្តេចអគ្គមហាធម្មពោធិសាល ជា ស៊ីម ប្រែកអញ្ចាញ មានកត្តាអ្វីខ្លះ ?

ក.តើកត្តាអ្វីខ្លះដែលជួយពង្រឹងការអនុវត្តការប្រើក្សត្រុកោសល្យនៅវិទ្យាល័យជាស៊ីមប្រែក
អញ្ចាញ ?

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៩. តើការប្រើក្សត្រុកោសល្យបានផ្តល់ផលប្រយោជន៍អ្វីខ្លះដល់លោកគ្រូ/អ្នកគ្រូ ?

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គ.   បន្ទាប់ពីមានការប្រើក្សត្រុកោសល្យពីគ្រូប្រឹក្សារួចមក   តើលោកគ្រូ/អ្នកគ្រូមានការរីកចម្រើនអ្វី
ខ្លះ ឬប្រែប្រួលអ្វីខ្លះ ?

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ឃ. តើលោកគ្រូ/អ្នកគ្រូចង់ឱ្យមានការប្រើក្សត្រុកោសល្យនេះតទៅទៀតឬទេ ?

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៣.តើកត្តារាំងអ្វីខ្លះលើការអនុវត្តការប្រឹក្សាគរុកោសល្យតាមការយល់ឃើញរបស់គ្រូប្រឹក្សា គរុកោសល្យ គ្រូបង្រៀន និងនាយកវិទ្យាល័យសម្តេចអគ្គមហាធម្មពោធិសាលជាស៊ីមប្រែក អញ្ញាញ ?

ក. តើមានបញ្ហាប្រឈមអ្វីខ្លះនៃការប្រឹក្សាគរុកោសល្យចំពោះលោកគ្រូ/អ្នកគ្រូ ?

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ខ. តើលោកគ្រូ/អ្នកគ្រូមានដំណោះស្រាយបែបណាដែរ នៅពេលមានបញ្ហាប្រឈមនេះកើត ឡើង ?

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គ. តើមានកត្តាអ្វីខ្លះដែលបណ្ដាលឲ្យលោកគ្រូ/អ្នកគ្រូទទួលយកការប្រឹក្សាគរុកោសល្យនេះ ?

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APPENDIX D: PARTICIPANTS' VOICE

Research title: Investigating Mentors' and Mentees' Perceptions of Virtual Mentoring Practices: A Case of Samdach Akeak Moha Thommak Pothisal Chea Sim Prek Anchanh Prek Anchanh High School During School Closure In 2020-2021 Academic Year.

Objective: school mentoring practice

Research questions (RQ):1

Voice table

RQ 1		Participant's voices	Coding	Theme
1. What are the school mentoring practices during the COVID-19 pandemic at Samdach Akeak Moha Thommak Pothisal Chea Sim Prek Achanh high school?	1	- mentoring practice is about helping with new methods, preparing lessons or problems to help teachers achieve good results and students' progress. (34-36, p#01)	Role of mentoring	A mechanism to help teachers
	2	-help teachers with gaps in teaching where mentors will be ready to support next year (60-62, P#01)	Role of mentoring	
	3	- mentoring is about finding ways to make teachers develop knowledge, teaching methods in pedagogy appropriate to the development of teacher qualifications. (18-20, P#02)	Role of mentoring	
	4	-Establishing friendships helps teachers who have problems in their teaching careers (P#02, 18-25)	Role of mentoring	
	5	-Helping the teacher to develop his professional ability, find out his problem, and support the teaching to improve the teacher (P#02, 30-39)	Role of mentoring	
	6	-Strengthen technical, methods, prioritize problems, strengthen coordination(P#02,38-47)	Role of mentoring	
	7	-Help strengthen his work more effectively and correctly, solve problems together, create a view of the environment together is to care about the work of teachers(p#02,49-52)	Role of mentoring	
	8	-Train outstanding teachers to become mentors to help teachers to develop their teaching skills. (P#03, 37-38)	Role of mentoring	
	9	-Help him with the use of ICT, video slides, student management	Role of mentoring	

		techniques, and teaching methods. (P#03, 51-61)		

	10	-Facilitating teachers who face problems during teaching, teachers have difficulty teaching methods, manage students, review lesson plans and other administrative work in the school(p#04,19-34)	Role of mentoring	
	11	-Assist in teaching-related issues, teaching methods, teacher career path planning writing, teacher objectives, goal development, teacher skills, teacher capacity building(p#05,19-25)	Role of mentoring	
	12	-IT teachers share virtual experiment programs and use Excel to calculate student scores(p#05,48-56)	Role of mentoring	
	13	-Assisting, giving suggestions or ideas, using ICT in teachers' teaching (P#06, 19-20)	Role of mentoring	
	14	-mentoring refers to the help of teaching methods, writing career path plans, facilitating the various problems we face. (p#08,18-19)	Role of mentoring	
	15	-Assist in classroom management teaching techniques (p#09, 17-20)	Role of mentoring	
	16	-mentoring practice is to help teachers gain confidence, increase experience and be more effective. (P#09, 24-34)	Role of mentoring	
	17	-mentoring practice is to observe the class, find out the shortcomings that the teacher has and provide counseling to make the teaching better. (p#09, 38-50)	Role of mentoring	
	18	-Facilitate learning and teaching techniques, provide additional suggestions on what is lacking and teachers' suggestions (p#10, 22-24)	Role of mentoring	
	19	-Assist teachers in solving problems or teaching and learning techniques(p#11,18-20)	Role of mentoring	
	20	-mentoring practice is the technical assistance, presentation of new teaching methods in information technology, writing a career path plan for teachers. -Create a club with an expert to present to teachers(p#12,18-21)	Role of mentoring	

	21	-During covid -19, mentoring was incomplete and it was difficult to assess how effective it was. (65-66, P#01) -help in monitoring teaching methods, lesson preparation, virtual learning, pre-recording lessons before taking students online (69-73, P#01)	School mentoring activities	
	22	-When school is closed, we cannot release all activities, help with the use of technology, internet connection on the administration, online training on ICT, use of Zoom in teaching and do monthly PLC(P#02,61-69)	School mentoring activities	
	23	-During school closure or Covid-19, mentoring is still ongoing. although not in person, we meet online such as ZOOM, and communicate via messenger (p#06, 71-72)	School mentoring activities	
	24	-There is a club for teachers who do not understand much about online teaching by teaching them about lessons recorded with Camtasia. -Have a meeting once or twice a month with the technical team leader to ask about the teaching process, what problems there are, and then participate in solving(p#08,33-42)	School mentoring activities	Facilitate teachers' roles and responsibility
	25	-Establish a club to help with the use of ICT every week (P#11, 43-44)	School mentoring activities	
	26	-Conduct various meetings as a mentor, such as PLC meetings, specialized subject meetings with the participation of teachers (141-144, P#01)	Ways of mentoring	
	27	-Act as an arbitrator to facilitate the provision of collaborative information to the board of directors (P#02, 54-58)	Ways of mentoring	
	28	-During school closure or Covid-19, mentoring is done online by reviewing instructional videos, slides, providing feedback, and creating other workshops online(P#03,131-132)	Ways of mentoring	
	29	-During covid-19, mentoring is done online, divided into social groups and scientific groups, with mentors reviewing slides, reviewing video quality before posting to the school page, and assisting in resolving other issues. (p#04,44-48)	Ways of mentoring	

	30	-Create a club, in addition, the virtual student teaching programs such as screen recording, video on Camtasia, use zoom to teach students(p#05,41-47)	Ways of mentoring
	31	-Assist in teaching, psychological counseling, techniques by setting up a club for online sharing(p#07, 19-22)	Ways of mentoring
	32	-Create a club to help teachers who are weak in ICT, such as online teaching, using Camtasia to record videos to teach students(p#07,40-49)	Ways of mentoring
	33	-During school closure or covid-19 mentors help review slides, check video quality before teaching students(p#09, 54-59)	Ways of mentoring
	34	-Mentoring practice during covid-19, mentors only help review slides, watch videos before posting for students. (p#10, 99-107)	Ways of mentoring
	35	-During the covid-19, online mentoring by the mentor helps to check the quality of the video, slides, and the teacher who teaches by zoom, he also observed while teaching. (p#11,29-33)	Ways of mentoring
	36		

APPENDIX E: PARTICIPANTS' VOICE

Research title: Investigating Mentors' and Mentees' Perceptions of Virtual Mentoring Practices: A Case of Samdach Akeak Moha Thommak Pothisal Chea Sim Prek Anchanh High School During School Closure In 2020-2021 Academic Year.

Objective: motivating factors toward mentoring activities as perceived by mentors, mentees, and the principal

Research questions (RQ):2

Voice table

RQ 2		Participant's voices	Coding	Theme
2. What are the motivating factors on mentoring practices among mentors and mentees at Samdach Akeak Moha Thommak Pothisal Chea Sim Prek Achanh high school?	1	-Make them understand about us, understand our intentions, they will be satisfied, they will accept(p#01,48-40)	Ways to make teachers understand and appreciate	
	2	-The mentor must be gentle, make sure the teacher is satisfied, and do not want to change him too quickly. (p#01,87-88)	Ways to make teachers understand and appreciate	
	3	-How to get the teachers involved first because participation I always say that mentoring is the hand of the mentors and the intervention of the teachers mean that we shake hands to tell problems and find out the problems to solve, so the participation of teachers is a necessary strengthening, and the development of additional mentor is also a necessary thing. (p#03, 71-75)	Ways to make teachers understand and appreciate	Build trust for mentoring
	4	-With the participation of teachers, if the program is good, but without the participation of the board of directors, teachers, the program is not possible, and another factor in technology, the school has enough materials, so it is not necessary. There is no other factor because it already exists. (p#08,68-70)	Ways to make teachers understand and appreciate	
	5	-Until there is a cooperation between the mentors and the teachers he teaches at the school because if the mentor helps him and the teachers at the school do not accept or reject it, it hinders the work. His job is to help the teacher and the teacher does not let him help, how can he do that job. There must be mutual	Ways to make teachers understand and appreciate	

		understanding, there must be cooperation between the mentors and the teachers at the school.(p#09, 94-99)		
	6	- If you want to grow in the field of mentoring, first of all, until the mentor is trained to exhibit behavior since his knowledge is better, teacher, sometimes he has better knowledge, but sometimes he is wrong in the behavior of using words. (p#10,51-54)	Ways to make teachers understand and appreciate	
	7	- Yes, I fully support the mentoring, I want the mentoring to continue forever. Sometimes I am an old teacher, the technology is also weak. (p12,62-63)	ways to make teachers understand and appreciate	
	8	-With the participation of teachers, if the program is good, but without the participation of the board of directors, teachers, teachers, the program is not possible, and another factor in technology, the school has enough materials, so it is not necessary. There is no such thing as it already exists. The personal mentor must be competent enough. (p#12, 66-69)	ways to make teachers understand and appreciate	
	9	-Until there is a cooperation between the mentors and the teachers he teaches at the school because if the mentor helps him and the teachers at the school do not accept or reject it, it hinders the work. His job is to help the teacher and the teacher does not let him help, how can he do that job. There must be mutual understanding, there must be cooperation between the mentors and the teachers at the school. (p#09, 94-99)	Ways to make teachers understand and appreciate	

	10	-mentoring gives teachers new approaches(p#01,122-128)	Progress in teaching methods	Encourage mentoring
	11	-mentoring is the foundation for building teachers' knowledge and ability in teaching and learning. (p#01,153-157)	Progress in teaching methods	
	12	-Strengthening the capacity of the technical team leader to work effectively. (P#02, 89-98)	the	
	13	-By cooperating, if there are administrative weaknesses or providing information to teachers is not effective, we help him in that area, so teachers are refreshed. Another is that we have facilitated ICT for teachers. (P#02, 80-90)	Mechanisms to help develop teacher qualifications	The policy of MoEYS

	14	-Need mentoring to help strengthen teacher relationships or prevent dissatisfaction with teachers' work, know how to encourage each other, such as that good motorcycles need the same gasoline, good motorcycles also need gasoline, bad motorcycles also need gasoline to go forward. (p#02,104-106)	Mechanisms to help develop teacher qualifications	
	15	- mentoring is like a catalyst for a better and better working environment, meaning we always need mentors. (p#02,106-108)	Mechanisms to help develop teacher qualifications	
	16	-Science clubs related to electronics or other robots in the past in our school, this is a problem that makes us need to develop more capacity and need mentors to help more on this science problem, even if the problem is over. We need them sometimes; we also need them to show to develop the new generation schools to grow. (p#05, 78-81)	Mechanisms to help develop teacher qualifications	
	17	-Our school has a television, an internet system for students to be competent, and teachers are more competent in terms of techniques, the use of techniques, so at that school, according to the mentors to help teachers to develop their abilities. (#05, 87-90)	Mechanisms to help develop teacher qualifications	
	18	-Progress, we have learned a lot about the techniques we use, we learn technically, as before we did not know how to record a screen video on a computer, we just type a little word until we come here, we can know a lot, know how to use It's a lot of screen recording - We can be more competent and related to the use of various programs we have mentors and the club, we have a different topic or any topic that inspires or help teachers in the context of Covid-19 Online learning (p#05, 93-99)	Mechanisms to help develop teacher qualifications	
	19	-The policy of educating teachers from the leadership like the Ministry, we have the strategy of our leadership, then we have the strategy of the Ministry of Education to strengthen the new generation schools in our country, most of the schools that take the quality of students. To have the real ability, they need highly qualified teachers, they need principals who have good management in the school, so to speak,	Mechanisms to help develop teacher qualifications	

		with one mind in the leadership of the principal. (#05, 109-116)		

	20	-The policy of the Ministry also wants to change the quality of education in our country to a higher level according to the industrial 4.0 era. (p#05, 123-124)	Mechanisms to help develop teacher qualifications
	21	- The problem is good and to develop yourself, there is more mentoring to the teaching method, it is faster. (p#06, 39-40)	Mechanisms to help develop teacher qualifications
	22	- The reason why the school needs to have to mentor is that the mentor has a role to play in motivating his teachers to help improve the shortcomings of digital technology teaching that he needed to use in the covid-19, so they have importance for a real school. (p#07, 53-55)	Mechanisms to help develop teacher qualifications
	23	-In the presence of mentors, they facilitate the work of many teachers. (p#07, 57-59)	Mechanisms to help develop teacher qualifications
	24	-For me, in terms of technology, teaching methods are still limited, but when they come in, they help me a lot, especially in the covid-19, I do not know what programs it uses with the programs we teach students, so when they are present. (p#07, 62-64)	Mechanisms to help develop teacher qualifications
	25	-I use the teaching better, the teacher helps to improve my teaching ability, motivates the teachers, he helps to improve the shortcomings of the digital technology teaching that he needed to use in the Covid-19 era. It is very important for the school. When there are mentors, they facilitate the work of many teachers, some problems do not need to go up to the principal, he helps solve them quickly. (p#08,46-53)	Mechanisms to help develop teacher qualifications
	26	-Because mentoring helps to develop my skills to a higher level, and accepting mentoring gives each teacher the confidence to teach their students to be more effective. (p#09,75-78)	Mechanisms to help develop teacher qualifications
	27	-I think it is good for teachers to help our teaching, because our teaching needs a lot of supplementations, when we work on a routine that does not change at all, it can be a habit that does not progress at all. Some of us have been corrected or supplemented or we lack, we can contact to seek help from	Mechanisms to help develop teacher qualifications

		them, so the teacher mentoring is good to help a lot. (p#10, 28-32)		
	28	-We need to strengthen our capacity for teaching and learning methods to complement our careers, so the participation of mentors should be there and can fill our abilities to be strong on our careers to be effective. Career benefits Our career has many benefits, when we are clear on pedagogy, it means that we get our results, our students get clear knowledge, the acceptance of progress together. (p#10,67-75)	Mechanisms to help develop teacher qualifications	
	29	- The reason is that if I think that if I have a problem, I need, I cannot solve or find a solution, I also have the help of a mentor to help provide solutions or suggestions. (p#11, 40-41)	Mechanisms to help develop teacher qualifications	
	30	-To strengthen teaching methods, such as solving problems encountered in the classroom, teachers, and other technical problems. (p#11, 66-67)	Mechanisms to help develop teacher qualifications	
	31	-Better teaching, mentors help to improve my teaching skills, motivate teachers, help improve the shortcomings of digital technology teaching that he needs. (p#12,43-45)	Mechanisms to help develop teacher qualifications	
	32	-Have the support of stakeholders and be empowered to work with teachers. (p#03,64-68)	Develop a framework for the mentor	
	33	- Because the new generation school is the school that can train students and they can practice, we have a lot of thinking, interact with students actively with students in the community where we live, we learn to practice at school, and they are ethical moral, and they can use what they learn to help develop a self-help family community because they learn skills here like computers. (p#05, 65-69)	Important of mentoring	The policy of MoEYS
	34	-Because there is a job market in Cambodia, we need that skill, if we finish 9th to 12th grade, we can get a job related to any field related to student administration, skilled students can do administrative work using the computer. (p#05, 73-75)	Important of mentoring	
	35	- mentors, they are skilled in organizing activities, we are less active and students are more active. (#05, 104-106)	Important of mentoring	

	36	-As far as I understand, the first factor is the board of directors, if he does not allow, the mentor cannot stand at the school, the other factor is the teacher, if he does not go to receive mentoring services, then you mentors do not know what to do. (p#11,53-55)	mentors supporting policy	

APPENDIX F: PARTICIPANTS' VOICE

Research title: Investigating Mentors' and Mentees' Perceptions of Virtual Mentoring Practices: A Case of Samdach Akeak Moha Thommak Pothisal Chea Sim Prek Anchanh High School During School Closure In 2020-2021 Academic Year.

Objective: The hindering factors
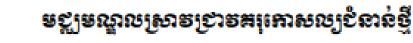
Research questions (RQ):3

Voice table

RQ 3		Participant's voices	Coding	Theme
What are the hindering factors on mentoring practices as perceived by mentors, mentees, and the principal at Samdach Akeak Moha Thommak Pothisal Chea Sim Prek Achanh high school?	1	- mentors and teachers need to be close to each other to understand the feelings, the desires and to be close to each other in a simple way. (p#01, 78-85)	Cooperation factors	Good relationship
	2	- The challenge is to give teachers too much advice or too much work to do at the same time so they do not have enough time. (p#01, 107-115)	Too much work and not enough time	Work pressure and time
	3	- When it comes to time, he is very busy and the more mentoring he has, the more stressful he is. (P#02, 131-139)	Too much work and not enough time	
	4	-Another negligence on the part of the stakeholders is that the mentor has to do a lot of work, causing pressure. (p#03, 66-67)	Too much work and not enough time	
	5	-Regarding time, it is a bit late because the meeting for online mentoring is very busy, he provides feedback, it is not as fast as meeting face to face. (p#04, 92-100)	Too much work and not enough time	
	6	-In science, mentor rarely checks slides or videos to teach students because they do not provide feedback to us.(p#05, 127-144)	Too much work and not enough time	
	7	- Some teachers, he is rich, he is a little arrogant, he does not accept mentoring because he thinks he is great, he has a proud attitude. Some teachers have big relatives, such as the head of the department, the head of the office, even if he does not follow. (p#02, 113-125)	Wealth factors and high-ranking relatives	Wealth and partisanship

	8	-Teacher participation is still limited because due to the new mentoring, some teachers know and some teachers do not know.(p#03, 39-41)	The framework of mentoring is not yet comprehensive.	framework policy for the mentor

	9	-The problem is that teachers refuse to cooperate with mentors. (p#03, 45-46)	The framework of mentoring is not yet comprehensive.	
	10	- another one, the mentor has no authority to work with the teacher. (p#03, 67-68)	The framework of mentoring is not yet comprehensive.	
	11	-During Covid-19, the obstacle to mentoring is that we cannot meet directly with the mentor. (p#05, 59-60)	Covid-19 pandemic	Covid-19
	12	-This year mentoring did not work well because of the covid-19, we work online. (p#06, 46-48)	Covid-19 pandemic	
	13	-during covid-19, the mentor did not give me any advice, such as improving my teaching. (p#07, 26-27)	Covid-19 pandemic	
	14	-The barrier I think the first is that the mentor did not consult in person at the school and the second is that the mentor did not observe me when I taught online because he only checked the slides and videos before posting on the school page. (p#09, 62-72)	Covid-19 pandemic	
	15	-Due to the Covid-19 problem, direct mentoring was only available once. Since then, online mentoring has been observed online, but it is difficult because when teaching students refuse to turn on the camera, it is very difficult to teach. (p#09, 146-151)	Covid-19 pandemic	
	16	-The challenge is that if the mentor thinks that he or she is teaching the teacher the teaching method, he or she may adjust it to his or her satisfaction, sometimes even to the content of the lesson, without the consent of the experienced teacher. (p#10, 54-58)	Not flexible and proud of mentors	Selfishness of mentors
	17	-The problem for me is when the mentor tells me about the shortcomings, but I think that point is good because I used to see that it is effective, so there is a need to re-	Not flexible and proud of mentors	

		discuss to change each other to be useful, but the mentor considered it a matter of human character difficult to change. (p10, 91-96)		
	18	-The challenge is that sometimes the teachers come in and sometimes they do not participate in the mentoring because some teachers have many years of teaching experience and they feel that they are teaching themselves clearly, and the other is that the mentors do not show much good attitude with teachers, using inappropriate words, so they cannot accept. (p#10, 78-85)	Improper behavior and speech	Soft skill

APPENDIX G: CONSENT FORM

មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី

NEW GENERATION PEDAGOGICAL RESEARCH CENTER

ថ្ងៃព្រហស្បតិ៍ ១កើត ខែបឋមាសាឍ ឆ្នាំឆ្លូវ ត្រីស័ក ព.ស២៥៦៥

រាជធានីភ្នំពេញ ថ្ងៃទី១០ ខែមិថុនា ឆ្នាំ២០២១

សូមគោរពជូន

លោក សៅ ចន្ថា នាយកវិទ្យាល័យជាស៊ីមព្រែកអញ្ចាញ

កម្មវត្ថុ៖ សំណើសុំអនុញ្ញាតឱ្យគរុនិស្សិតឈ្មោះ៖ **ខេម ចាន់ណា** បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវនៅ វិទ្យាល័យជាស៊ីមព្រែកអញ្ចាញ ក្នុងចន្លោះពីថ្ងៃទី ១៥ ខែមិថុនា ដល់ថ្ងៃទី ៣១ខែកក្កដា ឆ្នាំ ២០២១។

សេចក្តីដូចបានជម្រាបក្នុងកម្មវត្ថុខាងលើ ខ្ញុំសូមជម្រាបលោកនាយកឱ្យបានជ្រាបថា លោក **ខេម ចាន់ណា** ជាគរុនិស្សិតឆ្នាំទាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេសគរុកោសល្យ ជំនាន់ទី២នៃ មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី។ លោកមានគម្រោងចុះស្រាវជ្រាវលើការសិក្សាមួយក្រោមប្រធាន បទ៖ **"ការអង្កេតទៅលើការយល់ឃើញនៃការអនុវត្តការប្រើក្បាគរុកោសល្យរបស់គ្រូប្រើក្បា គរុកោសល្យ និងបទម្រៀន៖ ករណីសិក្សានៅវិទ្យាល័យជាស៊ីមព្រែកអញ្ចាញ នៅក្នុងអំឡុង ពេលសណ្ឋាមិត"** ដើម្បីសរសេរសារណាបញ្ចប់ការសិក្សាឆ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេសគរុកោសល្យ។ គោលបំណងនៃការចុះប្រមូលទិន្នន័យនេះ គឺដើម្បីប្រមូលព័ត៌មានសំខាន់ៗដែលទាក់ទងទៅនឹង ប្រធានបទស្រាវជ្រាវខាងលើៗ លទ្ធផលនៃការសិក្សាស្រាវជ្រាវនេះ អាចរួមចំណែកក្នុងការតំរ៉ែញ ការប្រើប្រាស់ ការប្រើគរុកោសល្យនៅតាមសាលារៀនក្នុងបរិបទប្រទេសកម្ពុជាឱ្យកាន់តែប្រសើរឡើងៗនធងៃ។

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាអនុញ្ញាតនិងជួយសម្រួលដល់និស្សិតប្រនេះឱ្យបានចុះ ប្រមូលទិន្នន័យរកមការស្មើសុំដូចមានក្នុងកម្មវត្ថុខាងលើដោយក្តីអនុគ្រោះ។

សូមលោកនាយកទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំ

ប្រធានមជ្ឈមណ្ឌល

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