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គាំទ្រប្រឹក្សាគំរូកោសល្យនៅសាលារៀនជំនាន់ថ្មីចំនួនប្រាំក្នុង
ប្រទេសកម្ពុជា

Mentees' Perceptions of Mentoring Support Activities at Five
New Generation Schools in Cambodia

A Mini-Thesis
In Partial Fulfilment of the Requirement for
Master's Degree of Education in Mentoring

Sambath Theareak

December 2022

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**Mentees' Perceptions of Mentoring Support Activities
at Five New Generation Schools in Cambodia**

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December 2022

មូលន័យសង្ខេប

សកម្មភាពគាំទ្រប្រឹក្សាគរុកោសល្យដែលទទួលដោយគ្រូបង្រៀន មានឥទ្ធិពលលើការលើកទឹកចិត្ត និងគុណភាពនៃការបង្រៀន ព្រមទាំងមានផលវិជ្ជមានសម្រាប់គ្រូបង្រៀន និងសិស្សរបស់ពួកគេផងដែរ។ ទោះបីជាការអភិវឌ្ឍន៍វិជ្ជាជីវៈរបស់គ្រូបង្រៀនមានសារៈសំខាន់ជាចាំបាច់ ដោយឡែកការគាំទ្រគ្រូបង្រៀនគឺមិនទាន់មាន ឬគ្រប់គ្រាន់នៅឡើយទេ ដោយសារកង្វះខាតភស្តុតាងស្រាវជ្រាវដើម្បីធ្វើឱ្យដំណើរការគាំទ្រប្រកបដោយប្រសិទ្ធភាពសម្រាប់ការជួយគ្រូបង្រៀន។ ដូច្នេះហើយ ការសិក្សានេះមានគោលបំណងពន្យល់ពីសកម្មភាពប្រឹក្សាគរុកោសល្យដែលទាក់ទងនឹង (១) ការគាំទ្រផ្នែកអារម្មណ៍ និង (២) ការគាំទ្រវិធីសាស្ត្រផ្តល់ប្រឹក្សា ដែលគ្រូប្រឹក្សាគរុកោសល្យផ្តល់ដល់គ្រូទទួលប្រឹក្សា។ ការសិក្សានេះគឺប្រើវិធីសាស្ត្រតាមបែបបរិមាណវិស័យ។ ការសិក្សាតាមបែបបរិមាណវិស័យនេះប្រើកម្រងសំណួរស្ទង់មតិ “ការយល់ឃើញរបស់គ្រូទទួលប្រឹក្សាគរុកោសល្យទៅលើសកម្មភាពគាំទ្រប្រឹក្សាគរុកោសល្យ” និងប្រើប្រាស់វិធីសាស្ត្រធ្វើសំណាក សម្រាប់គ្រូទទួលប្រឹក្សាចំនួន ៩៣នាក់មកពីសាលាជំនាន់ថ្មីចំនួនប្រាំផ្សេងគ្នាក្នុងប្រទេសកម្ពុជា។ ការសិក្សានេះគឺផ្ដោតសំខាន់លើសកម្មភាពប្រឹក្សាគរុកោសល្យទាក់ទងនឹងការគាំទ្រផ្នែកអារម្មណ៍ និងវិធីសាស្ត្រផ្តល់ប្រឹក្សា។ ការសិក្សានេះបានរកឃើញថាសកម្មភាពប្រឹក្សាគរុកោសល្យដែលទាក់ទងនឹងការគាំទ្រផ្នែកអារម្មណ៍របស់គ្រូទទួលប្រឹក្សាមានភាពវិជ្ជមាន និងសកម្មភាពប្រឹក្សាគរុកោសល្យដែលទាក់ទងនឹងការគាំទ្រផ្នែកវិធីសាស្ត្រផ្តល់ប្រឹក្សាគឺមានចំណុចគួរឱ្យកត់សម្គាល់។ ជាចុងក្រោយ អនុសាសន៍សម្រាប់ការប្រើប្រាស់នូវលទ្ធផលស្រាវជ្រាវសម្រាប់លើកកម្ពស់សកម្មភាពគាំទ្រប្រឹក្សាគរុកោសល្យត្រូវបានពិភាក្សាក្នុងការសិក្សានេះ។

ពាក្យគន្លឹះ៖ ប្រឹក្សាគរុកោសល្យ គ្រូប្រឹក្សាគរុកោសល្យ គ្រូទទួលប្រឹក្សាគរុកោសល្យ
សាលារៀនជំនាន់ថ្មី

ABSTRACT

The mentoring support activities received by teachers can impact motivation and teaching quality, with positive benefits for teachers and their students. However, despite teachers' fundamental importance of continuous professional development, teacher support is non-existent or insufficient- due to a lack of research-based evidence to guide efficacious processes for teacher induction. Therefore, this study aims to explain the mentoring activities related to (1) emotional support and (2) methodological support, which the mentor intends to provide to the mentee. This study used the quantitative approach. This quantitative study used a questionnaire: Mentees' Perceptions of Mentoring Support Activities (MPMSA), and a stratified sampling method was used for a sample of 93 mentees from five different New Generation Schools in Cambodia. The findings are according to mentoring activities related to emotional and methodological support. The study found that the mentoring activities related to the emotional support of mentees are at a positive perception and mentoring activities related to the methodological support of mentees are a significant issue. Finally, suggestions for using findings to enhance mentoring support activities are discussed.

Keywords: Mentoring, Mentor, Mentee, New Generation School

SUPERVISOR’S RESEARCH SUPERVISION STATEMENT

TO WHOM IT MAY CONCERN

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

Name of candidate: **Sambath Theareak**

Title of thesis: **Mentees’ Perceptions of Mentoring Support Activities at Five New Generation Schools in Cambodia**

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 findings.

Supervisor (Name):

Supervisor (Sign):

Date:

CANDIDATE’S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I “**Sambath Theareak**” hereby present entitled “**Mentees’ Perceptions of Mentoring Support Activities at Five New Generation Schools in Cambodia**” for the degree of Master of Education major in mentoring at New Generation Pedagogical Research Center is entirely my own work and, furthermore, that it has not been used to fulfill the requirements of any other qualification in whole or in part, at this or any other University or equivalent institution.

Signed by (the candidate):

Date:

Countersigned by the Supervisor:

Date:

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List of Abbreviations

APA	American Psychological Association
CPD	Continuous Professional Development
ES	Emotional Support
KAPE	Kampuchean Action to Promote Education
MAES	Mentoring Activities Related to Emotional Support
MAMS	Mentoring Activities Related to Methodological Support
MIS	Management Information System
MPMSA	Mentees' Perceptions of Mentoring Support Activities
MS	Methodological Support
NGPRC	New Generation Pedagogical Research Center
NGS	New Generation School
SM	School-based Mentoring
SPSS	Statistical Package for the Social Sciences
TSF	Teacher Support Framework
URL	Universal Resource Locator

CHAPTER 1: INTRODUCTION

This chapter introduces the causes of how and why this study happened. This chapter presents the background of the study, statement of the problem, research purposes, research objectives, research questions, significance of the study, and operational definition of key terms.

1.1 Background of the Study

Since Cambodian educational reform started in 2014, building teacher quality is a priority to improve education (Hang, 2018). Ministry of Education, Youth, and Sport (MoEYS) and donors have funded seminars on various topics over the years as their primary goal of enhancing classroom instruction (NGPRC, 2021). The expectation is that the teachers possess content knowledge and teaching skills that lead to the success of all learners in today's classroom. However, studies have indicated that only 10% of the apparent change in teachers' actions can be attributed to direct training (Centre for Creative Leadership, 1984 as cited in Väänänen, 2021). About 70% of observed change is attributable to direct and quick feedback from practitioners regarding their teaching (for example, via mentoring).

With the popularity of mentoring, numerous scholars have found mentoring is a method to assist teachers as it introduces teachers to the reality of the classroom. The mentor is a fundamental element of the mentoring process (Wyre et al., 2016). Mentors are the most critical resource for teachers' teaching. Mentors supervise the teachers while providing them with opportunities to make instructional decisions independently. In addition, mentors engage teachers in reflecting on the evidence of their teaching, which positively affects the teachers' practice and self-confidence (Darling-Hammond, 2006).

Teachers who are given complete autonomy and full support from a highly effective mentor may be able to achieve success in the classroom.

Additionally, numerous studies have shown that teachers who receive mentoring support from experienced teachers during five years in the classroom increase the rate of developing effective teaching practices (Reinsch & In, 2020, Van Ginkel et al., 2015; Ewing, 2021; Hadi & Rudiyanto, 2017; Polikoff et al., 2015; KAPE, 2020b). In addition, evidence is consistent that effectively mentored teachers have more confidence in their abilities and stay in the profession longer than those who do not receive mentoring support (Strong, 2005).

With the implementation of the New Generation Schools (NGS) and School-based Mentoring (SM) system in Cambodia, mentoring has been recognized as an effective way to connect and support teachers (mentees) to deal with challenges faced in their daily teaching performance. The Teacher Support Framework (TSF) has also stated that mentoring has been established to provide opportunities for formative assessment of teachers that contributes to their growth as professionals (KAPE, 2020b).

Moreover, Reinsch and In (2020) have also stated that mentoring should be flexible and allow for different methods and operating modes for the different levels of mentees. Many studies have found that mentoring can help create a supportive climate for enhancing mentees' knowledge, personality development, and career advancement (Weisling & Gardiner, 2018).

However, few studies have explored how teachers perceive the influence of mentoring on their growth and performance in NGS schools. Fully-trained mentors, whose main responsibility is mentoring. Normally, mentors work only with one or two mentees at a time and are just experienced teachers. Mentoring is a side-note for them.

More importantly, empirical research has demonstrated that workshops employed by most donor-funded organizations is the least effective (NGPRC, 2021). This implies the need to consider various approaches that can enhance the effectiveness of teacher preparation and result in real change in classrooms.

Therefore, this study intended to verify the effectiveness of mentoring activities in the school-based mentoring system in the Cambodian context. It explained the perceptions of mentees about mentoring activities related to emotional support and methodological support as provided by their mentors during their field experiences. Teachers (NGS mentees) teaching in five New Generation Schools in Cambodia were the data source for the study.

1.2 Statement of the Problem

Mentors are seen as supporting their mentees' progress (NGPRC, 2021), in which they work full-time at schools to support teachers and also shift much of the burden for continuous professional development (CPD) from school managers to school-based mentors (KAPE, 2020b). More importantly, mentoring in Cambodia is critical not only to improving teaching and learning but also to sharing responsibilities with school managers at their schools. Moreover, while the overall benefits of mentoring are straightforward, not all mentoring programs serve teachers as they could (Polikoff et al., 2015; Van Ginkel, 2015). Mentoring teachers is a new concept in the public education system in Cambodia (Väänänen et al., 2021). Therefore, this study aimed to analyze two critical factors of an effective mentoring process that may receive positive outcomes: (1) emotional support (Van Ginkel, 2015; Straus et al., 2013) and (2) methodological support (Van Ginkel, 2015; Hadi & Rudiyanto, 2017; Weisling & Gardiner, 2018). Respondents (mentees) for this study are from five New Generation Schools in Cambodia. They may

have different ideas and beliefs on specific mentoring support activities as they received from their mentors.

1.3 Research Purposes

The purposes for conducting this study are to explain emotional and methodological support activities being provided by the mentors to the mentees at five New Generation Schools in Cambodia.

1.4 Research Objectives

This study aimed to achieve the following objectives:

- To explain emotional support activities being provided by the mentors to the mentees at five New Generation Schools in Cambodia.
- To explain methodological support activities being provided by the mentors to the mentees at five New Generation Schools in Cambodia.

1.5 Research Questions

The study attempted to answer the following questions:

1. What are the mentees' perceptions of their experience of mentoring-related activities in terms of emotional support at five New Generation Schools in Cambodia?
2. What are the mentees' perceptions of their experience of mentoring-related activities in terms of methodological support at five New Generation Schools in Cambodia?

1.6 Significance of the Study

The purpose for conducting this study was to explain emotional and methodological support activities being provided by the mentors to the mentees at five

New Generation Schools in Cambodia. Perceptions of mentees of mentoring activities in supporting mentees are crucial. It is hoped that the study helps and reinforces mentors (school-based mentors), New Generation Pedagogical Research Center (NGPRC), Kampuchea Action to Promote Education (KAPE), and mentoring program specialists to understand how mentoring can direct teachers to continue their professional growth and ready them for challenging classrooms. Significantly, this can help mentor trainers (the NGPRC leading instructors in four main streams), and mentoring curriculum specialists focus on how to articulate the content and implementation of mentoring program. Additionally, the benefits for participants (mentees) are related to sharing how mentoring can help them grow their personal and professional efficacy. The study is also designed to seek further explanation through the survey to understand the critical aspects of mentoring support activities related to emotional and methodological support as being provided by the mentors to the mentees.

1.7 Operational Definition of Key Terms

The key terms used in this study were explicitly defined and contextualized as follows:

- *Mentoring* is a long-term, individualized process in which mentors provides support and guidance to their mentees (Ewing, 2021).
- *Mentor* refers to a specialist or professional teacher trainer appointed to provide guidance or support for teachers' practices (NGPRC, 2021).
- *Mentee* refers to the teacher receiving support from the mentoring partnership in a formal mentoring setting (Väänänen et al., 2021).

- *New Generation School* refers to a new school governance framework to promote education's quality and relevance to equip Cambodian youth with skills in the industrial revolution era (MoEYS, 2019).
- *Emotional support* refers to practical mentoring activities that promote the social and emotional well-being between the mentor and mentees for professional development (Van Ginkel et al., 2015).
- *Methodological support* refers to practical mentoring activities between the mentor and mentees that promote professional growth-instructional practice (Weisling & Gardiner, 2018).

1.8 Chapter Summary

In chapter 1, the introduction of the chapter, the background of the study, statement of the problem, research purpose, research objectives, significance of the study, and operational definition of key terms were addressed. Mentoring researchers have pointed out that effective mentoring is about the mentoring relationship between the mentors and the mentees. This study looked at the mentees' perceptions of the impact of mentoring activities that mentees receive: emotional and methodological support. The next chapter, chapter 2, will review the findings and existing theories related to the topic of the study.

CHAPTER 2: LITERATURE REVIEW

Researchers have investigated such mentoring programs from various perspectives in the educational system. This chapter presents the rationale for researching the mentees' perceptions about their experience of mentoring support activities concerning emotional and methodology support, as provided by the mentors to the mentees. This chapter discusses literature related to the subject of the study. The following review of the literature represents the literature pertinent to the study, namely, (a) definition of mentoring, (b) mentoring in Cambodia, (c) effectiveness of mentoring, (d) characteristics of effective mentors, and (e) critical mentoring support activities related to emotional support and methodological support.

2.1 Definition of Mentoring

The idea of mentorship is one that ancient Greek literature generously left for us. The *Odyssey* by Homer, where the word "mentor" first appeared, may be used to trace the origins of mentoring. The term mentor has historically been used in literature to refer to a person in charge of educating and fostering another (Provident, 2005). In the education context, mentors had a significant role in character growth and psychological development. In the years that followed, the word "mentor" grew to mean a reliable guide, friend, teacher, and knowledgeable someone (Shea, 2002). The idea of mentorship has grown tremendously over time (Provident, 2005).

Many authors agree that common elements are used in defining mentoring. Eby et al. (2007) identified that the main components of mentoring include the uniqueness of the relationship, the learning partnership as a means to acquire knowledge, the mentoring process defined by the types of support provided, the asymmetrical reciprocity, and the dynamic, changing nature of mentoring as the core elements. For Johnson et al. (2007),

the core components of mentoring are the enduring, personal aspects of the relationship, the reciprocity and mutuality, the contributing aspect of the mentor, the focus on career assistance, the provision of social and emotional support, the modelling role of the mentor, the transformation of the mentee as the primary outcome, the provision of safe environments for exploration, and the condition to produce positive career and personal outcomes. Lastly, Spencer (2007) simplified the core elements, based on DuBois and Karcher's (2013) work, to three aspects: the more significant experience of the mentor, the guidance and instruction required to promote the mentee's development, and the trusting emotional bond between participants.

Also, numerous scholars have recently offered explanations of mentoring definitions in the literature in the educational context (Ewing, 2021; Van Ginkel et al., 2015; Väänänen et al., 2021). They agree that mentoring is a personal and professional relationship usually includes a more experienced teacher (mentor) supporting a less experienced one (mentee). Mentoring is often used as a synonym for coaching; however, the two are entirely different (Reinsch & In, 2020). They have mentioned that mentoring is a long-term relationship and should be flexible in which, allowing for different methods and operating modes for the different levels of mentees (Reinsch & In, 2020, p.6), while coaching refers to the relationship based on academic needs and support (Matthew, 2017).

Mentoring focuses on preparing the mentee for the role of a full-time educator and has the most significant possible impact on student learning (Grimble, 2017). Mentoring is long-term support on all the dimensions of the teaching profession (Gardiner, 2017), which allows the mentee to reflect and learn from various teaching encounters (Pollard, 2015). When teaching improves, student achievement improves (Mignott, 2011).

2.2 Mentoring in Cambodia

Mentoring in Cambodia was first introduced in 2019 as a system of support for teachers; as of 2020, it has increasingly been implemented in some form by at least six New Generation Schools (Väänänen et al., 2021). Mentoring is an educational pilot program in Cambodia. Formal mentoring is relatively new in the public education system in Cambodia, so it is no surprise that the academic literature and grey literature specific to Cambodia are scarce (Väänänen et al., 2021). Nonetheless, many organizations use a mentoring framework or principles to guide their capacity development efforts within the public education system and other sectors.

The Teacher Support Framework (TSF) is intended to be school-based and maintained by full-time Mentors in collaboration with school principals (KAPE, 2020b). The framework seeks to help teachers improve by providing them with opportunities to 'reflect' on their teaching. Teachers are directly engaged in their assessments and use mentors as role models who can provide outside feedback. The framework's purpose is to help ensure high standards of teacher professionalism at school.

A fundamental assumption for effectively implementing the present teacher development framework is that teachers are dedicated to being good teachers (KAPE, 2020b). If this assumption does not hold at a New Generation School, likely, the system will not function effectively. Therefore, recruiting teachers with a strong sense of motivation, commitment and professionalism is an absolute prerequisite for the TSF to work.

However, according to the Teacher Support Framework (TSF), teachers should be asked to identify their professional goals and what they want to achieve in the next year and five years (KAPE, 2020b). Mentors can then help provide guidance and support for

achieving these goals. Next, mentors should schedule at least two one-on-one conferences with mentees throughout the academic year (KAPE, 2020b). This should allow the mentor to give the teacher feedback on reaching professional objectives and include arranging a joint classroom observation. Mentors should also arrange technical assistance for the teacher to help him or her reaches his or her professional goals.

Moreover, TSF suggests that the mentor should observe the classroom or conference with new teachers around once a week (KAPE, 2020b). More experienced teachers should be observed at a rate of about once a month as part of their continuous professional development. Likewise, sharing one's experience should become part of a new culture in the schools where mentors work.

Mentors are in an excellent position to support school administrators in helping teachers develop their professional capacity. They undergo extensive training at the New Generation Pedagogical Research Center (NGPRC) for an entire year. The program that trains mentors is essentially an educational degree program that awards a master's degree in education with a specialization in mentoring. In doing so, NGPRC aims to improve the teaching capabilities of all teachers through mentoring, which is to train mentors who would offer individualized support to teachers throughout Cambodia (NGPRC, 2021). Training mentors receive a very intensive one-year training instead of a short workshop. After they graduate, mentoring is their primary duty, and they continue to serve as teachers for around one-third of their time.

While details of the mentoring programs must fit the needs of the mentees and mentors, specific roles and responsibilities of the mentor should be clearly articulated to both partners, and attention should also be paid to the process of selecting those that will facilitate the mentoring role. The following are some of a mentor's responsibilities:

coordinating with the vice-director or school director, regular activity reporting (quarterly), teaching (mentors will retain one or two classes to maintain their teaching practice), mentoring (mentors should mentor 10 to 12 teachers at their signed schools), professional development for counselling teachers, relationships within the professional learning community, and research and strategic planning (KAPE, 2020b).

2.3 Effectiveness of Mentoring

Since mentoring is the only method that can offer teachers feedback on their actual practice, it is primarily regarded as one of the excellent methods for teacher preparation. It is a crucial addition to the instruction gained in teacher preparation programs at colleges, universities, and education institutes and during special workshops. In contrast to these tactics, mentoring emphasizes practice more than theory (NGPRC, 2021).

Breaux and Wong (2003) distinguish effective mentoring programs as one of the essential components of a larger teacher induction system, which is a comprehensive, coherent, and sustained form of professional development. Formal mentoring programs have full-time, highly trained mentors who are provided with sanctioned time to meet with the teachers they serve (NGPRC, 2021). Evidence of effective mentoring is seen when mentors and mentees engage in shared inquiry into effective practices that result in higher student achievement, while the relationship between mentors and mentees is based on trust that develops through their regular contact with each other (Bird, 2012).

Wiebke and Bardin (2009) outlined components for effective mentoring programs through their study of the New Teacher Center in California. The New Teacher Center is widely recognized for being highly comprehensive and has sustained successful practice over many years. These essential criteria include rigorous mentor selection, ongoing

professional development for mentors, sanctioned time for mentor-mentee interactions, guidance toward moving instructional practices forward, instructional coaching, standards-based, data-driven conversations (as opposed to informal feedback unsupported by evidence.), and professional development designed specifically for mentees.

Mentoring is a collaboration that brings teachers together to examine how their teaching impacts their students' learning. The mentoring process exposes new strategies, encourages the sharing of ideas, and promotes increased self-confidence in the teachers' capabilities. Van Ginkel et al. (2016) evaluated mentoring and its adaptation to the needs of mentees. The goal was to gather data evaluating mentoring through site-based interviews with mentors and mentees. Mentors who adapted their methods and activities based on the mentees' needs were more successful. Significantly, at the heart of mentoring programs like the one just mentioned, the collaboration between teachers engages a continual focus on teaching, learning, and joint problem-solving. Mentoring has also been shown to benefit the mentor as well as the mentee, and it is implicit that mentoring will contribute to the establishment of the student teachers' norms, attitudes, and standards that will guide their professional practice for years to come (Bartell, 2005).

However, the focus of the study was too narrow, as it only evaluated mentors in the Netherlands. Very simple, a mentee needs a kind word, a listening ear, and resources (Lai, 2016). Mentors support teachers on technical, pedagogical, and emotional levels. They participate in a more long-lasting relationship with their mentees than coaches instead of restricting their actions to providing brief technical support (NGPRC, 2021). Regular collaboration between mentees and mentors builds a trustworthy learning environment. They help alter the learning environment and school culture through incremental but continuous improvements.

2.4 Characteristics of Effective Mentors

In research from Straus et al. (2013), the authors identified some characteristics of effective mentors. Reciprocity, mutual respect, clear expectations, personal connection, and shared values characterize successful mentoring relationships. Conversely, failures include poor communication, lack of commitment, perceived (or actual) competition, conflicts of interest, and the mentor's lack of experience.

Similarly, Nasser-Abu Alhija & Fresko (2014) simplified the qualities of an effective mentor, including teaching expertise, recognition and respect from peers, analytical and reflective capabilities, interpersonal skills, availabilities and flexibilities, openness, and commitment to serve as a mentor. Hall et al. (2017) also defined mentors who fulfill the mentor role as effective communicators, trustworthy, non-judgmental, sympathetic, and respectful. Additionally, displaying characteristics of supportive behaviors mentor teachers also need to be proficient in providing meaningful and frequent feedback to the novice teacher as well as challenging the novice teacher when appropriate; moreover, mentor teachers need to promote self-reflection on the part of the novice teacher (Hall et al., 2017).

Mentors should volunteer for the assignment rather than being delegated to perform the duties. Mentors must commit time to frequent meetings and discussions and be willing to support, motivate, and engage the mentees (Weibke & Bardin, 2009). Those who are delegated to mentor a mentee, especially if they are not able to commit time to the mentoring relationship, are less apt to support the mentee and less likely to participate in activities that contribute to their professional development as mentors.

It is not assumed that experienced teachers who serve as mentors to mentees automatically know how to do so successfully. Mentors need training on the specific

aspects of mentoring and how to use effective strategies in their work with their mentees. Mentoring training should be purposeful and intentional. Mentors' knowledge of the most effective mentoring practices enhances their ability to effectively carry out the mentoring process (Hudson, 2007).

2.5 Critical Mentoring Support Activities

Mentors are generally viewed as providing support for teachers. Mentors with more knowledge and ability produce better outcomes, especially if mentor's knowledge and ability align with mentees' needs (Polikoff et al., 2015). Mentors can accelerate a mentee's progress by building a safe and supportive relationship. Mentoring relationships offer the opportunity for reciprocal growth and learning. Mentoring establishes a climate of collaboration and ongoing learning. Many empirical studies have shown two key actions of influential mentors indicating mentees' success and satisfaction: emotional support and methodological support (Straus et al., 2013; Väänänen et al., 2021; Ginkel et al., 2015).

2.5.1 Mentoring Activities related to Emotional Support

Emotional safety is necessary to produce cognitive complexity. Effective mentoring depends on the emotional link between the mentor and mentees for professional development, in which the mentor builds a strong relationship with his mentees through caring and support. This relationship requires communication, time investment, sharing ideas, mutual understanding, and trust (Nasser-Abu Alhija & Fresko, 2014; Straus et al., 2013).

Mentors provide emotional support, a safety zone created by their willingness to listen and be fully present with mentees as they approach all of the first-time experiences that come with being new to the classroom. Therefore, mentors should possess strong

listening and communication skills (Wiebke & Bardin, 2009). Their ability to acknowledge the mentees' feelings, concerns, and questions, bolsters the confidence of the beginning teachers and provides practical approaches and an assuring sense that they are not on the job alone.

Evidence suggests student teachers derive satisfaction and support from the relationship with their mentors. Mentors also begin to incorporate mentees into the school's professional community. With an assurance of confidentiality in their relationship, mentees can talk freely about their classroom experiences in a safe and non-threatening environment. This helps them explore challenges they have experienced in the classroom without fear of being judged (Wyre et al., 2016).

According to research by Straus et al. (2013), effective mentors should offer their mentees emotional support by being open about their own emotions and encouraging them to do the same. Through this, mentors should assist their mentees in identifying the pressures influencing their emotional condition. First, mentors must have a strong sense of altruism. They have a significant responsibility to ensure that the mentee's best interests come first and to not turn that potential into what the mentor believes it should become. A mentoring relationship that fails might be attributed to the mentor not putting the mentee's interests first. On the other hand, a mentor must be an active listener who is involved with the mentee during each session, concentrate on the problems raised by the mentee, and ask the mentee for clarification when necessary. The mentor also helps the mentee create goals through active listening.

Effective mentors, according to Straus et al. (2013), have professional expertise (as well as networks of coworkers and collaborators) that can assist in the growth of their mentees. Effective mentors also display crucial relational traits, such as being

approachable and recognizing and encouraging the growth of their mentees' prospective qualities and abilities. Effective mentors ensure to stay reachable to their mentees, even if they are far away, as time constraints are one of the biggest obstacles for mentors and mentees. Effective mentors use phone and email contact even though they might not be able to meet in person regularly to maintain accessibility.

Last but not least, Straus et al. (2013) outlined several critical behaviors of successful mentors, including career counseling, emotional support, and an emphasis on work-life balance. Effective mentors are guides rather than supervisors who direct their mentees' activities through career guidance. Mentors should act as guides and be aware of the difference between a guide and someone who pushes a student or mentee down a specific road. Mentors may provide some counsel, but they understand that it is just advice, not directives. The most crucial factor is that mentors support mentees in finding solutions rather than trying to fix their problems for them.

In short, mentoring can improve the social and emotional health of mentees in the following ways: (a) provide opportunities for fun and relief from daily stresses, (b) corrective emotional experiences that initiate improvement in the mentee's other social relationships, (c) assistance with emotional regulation (Rodes, 2005, as cited in, Bradley M. S., 2014, p.20). In other words, mentoring contact cannot produce favourable mentee emotions without a strong interpersonal relationship based on reciprocity, trust, and empathy. Additionally, the mentee must be open to sharing their emotions and self-perceptions and actively participating in the relationship for a real connection to occur.

2.5.2 Mentoring Activities related to Methodological Support

Many studies suggest that mentors are significant in achieving mentoring objectives, such as providing a supportive learning environment for novice teachers

(Ewing, 2021; Mignott, 2011; Van Ginkel et al., 2015; KAPE, 2020b, Hadi & Rudiyanto, 2017). They have stated that mentoring is about human relation, and the relationship between mentors and mentees plays a significant role in mentoring effective outcome. Mentors play vital roles in establishing a solid relationship that leads to a supportive working climate, which allows mentees to develop their expertise and personality and advance their careers. However, these could happen if mentors are prepared through mentorship training, which can increase their capacity, enabling them to be more qualified individuals.

Mentees can find teaching enjoyable when they are accessible to support, guidance, and assistance in dealing with their teaching difficulties (Hadi & Rudiyanto, 2017). The support should come from the mentors. The mentees who gain a positive environment will likely find the highway to develop their skills and knowledge, gain expertise, raise their confidence, and enhance personality development and professional growth (Hadi & Rudiyanto, 2017).

Based on the information gathered by various researchers, some of those needs are predictable. The eight most significant issues that mentees reported were ranked in order of severity by Melnick & Meister (2008) and included dealing with individual student issues, organizing class work, motivating students, assessing student work, dealing with individual differences, and relations with parents. Other common concerns were managing paperwork, interacting with parents, dealing with management problems, having too many obligations, becoming accustomed to the environment, and feeling isolated and unsupported. Specific classroom experiences, appropriate and suitable class management techniques, lesson planning suggestions, and an overview of the evaluation process that their administrators will use were among the topics that were openly discussed (Bird, 2012).

According to Weisling and Gardiner (2018), mentors must be effective teachers in their right. However, they must also be capable of providing certain kinds of professional support, such as helping mentees identify and analyze critical problems of practice. For example, they claim that pairs (the mentor and the mentee) might work together to create lesson plans; analyze student work; view and discuss a video of the mentee; or engage in practice teaching, in which the mentor models or a mentee rehearses an instructional practice outside the classroom (Weisling & Gardiner, 2018). Outside practices occur before or after classroom instruction when students are absent, and teachers have time for collaborative problem-solving guided analysis of classroom data, and reflection on teaching and learning (Weisling & Gardiner, 2018).

Van Ginkel et al. (2015) showed that being adaptive to the individual mentee played a factor in the effectiveness of teacher mentoring. They identified four adaptive mentoring activities: (1) aligning mutual expectations of mentoring, (2) attuning to mentees' emotional states, (3) adapting to mentees' capacities for reflecting, and (4) building tasks to match mentees' levels of development. Weisling and Gardiner (2018) also mention that collaborative teaching and demonstration teaching are essential for the mentee. The mentor and mentee plan and teach a lesson together, allowing the mentor to model effective teaching while sharing some responsibilities. The mentor then demonstrates a particular lesson, practice, or strategy in front of the mentee's students. Mentees see how an instructional practice works with their students and how an expert teacher responds to the students on the fly.

When working with mentees, mentor teachers are said to take only one crucial step—frequent feedback—which is the most missed when it is not taken (Rudney & Guillaume, 2003). Constructive feedback addresses the technical aspects of managing the classroom, concerns with behaviour and discipline, grading, paperwork, parent

interactions, lesson planning, decision-making, and other particular needs of the mentees (Evans-Andris et al., 2006). Mentors offer feedback in the form of written and verbal comments, and they do it honestly and sensitively (Lia, 2016). Feedback is specific to the mentees' needs and concentrates on their capacity for discussion. Descriptive, precise feedback and concentrated teaching actions are most beneficial (Bartell, 2005). Gardiner (2017) states that observation and feedback benefit mentees' overall academic achievement. Ewing (2021) advocates using the observation cycle with pre- and post-conferencing as an efficient method for learning about the lessons learned by the mentees. Mentees who receive feedback can better consider ways to improve their teaching and student learning.

2.6 Conceptual Framework

The conceptual framework that guides this study combines research on teacher professional development (Hang, 2018; KAPE, 2021b; NGPRC, 2021; Reinsch & In, 2020a; Reinsch & In, 2020b; Väänänen et al., 2021) with research on induction (Van Ginkel et al., 2015; Ewing, 2021; Hadi & Rudiyanto, 2017; Polikoff et al., 2015; Grumble, 2017; Straus et al., 2013; Gardiner, 2017; Mignott, 2011). Synthesizing the works of literature, the researcher identifies a five-part framework for the study of teacher mentoring and its effects: (a) definitions of mentoring, (b) mentoring in Cambodia, (c) characteristics of effective mentors, (d) mentoring effectiveness, and (e) critical mentoring support activities. The framework is pictured in Figure 1.

Conceptual framework

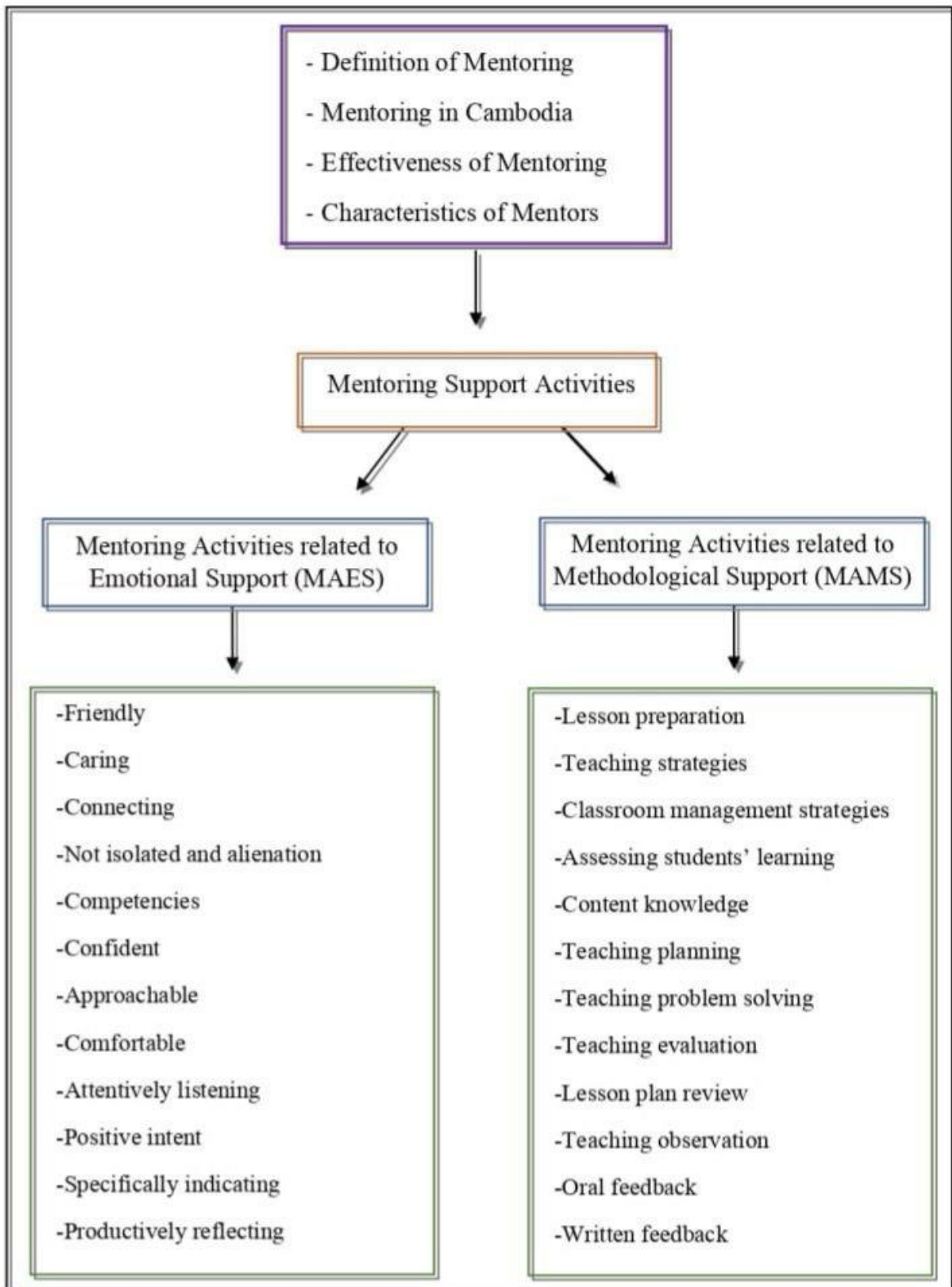


Figure 1: Conceptual framework of the study.

2.7 Chapter Summary

The literature review revealed the importance of mentoring in supporting teacher performance, which new teachers need support to improve their teaching. However, limited research has been done in public NGS schools and the research undertaken by NGPRC so far wasn't focused on mentees' perceptions. There is a critical need to investigate further mentoring activities' effects on teachers in public NGS schools. The effectiveness of mentoring activities, mentees' perceptions of mentoring, and critical mentoring support activities provide a conceptual framework to understand mentoring support activities. The literature review demonstrated a need for a greater understanding of the question: How do mentees perceive the influence of mentoring on their growth as teachers?

CHAPTER 3: RESEARCH METHODOLOGY

This chapter discusses the research methodology of the study. In addition, the methodology employed to answer the research questions is presented in this chapter. The chapter is organized into seven sections: (a) research design, (b) sample size and sampling technique, (c) research instrument, (d) the procedure of data collection, (e) data analysis, and (f) ethical considerations.

3.1 Research Design

The researcher used a quantitative approach to collect and analyze data using descriptive analysis. Descriptive research design was used to describe a sample population about their perspectives on mentoring activities of emotional and methodological support provided by the mentors. The study collected and analyzed data from NGS teachers who have received mentoring services in Cambodia. The research design was most appropriate for this study as it explored individual mentees' perceptions about mentoring support activities in five New Generation Schools in Cambodia. In this procedure, the researcher collected quantitative, numbered data using questionnaires and statistically analyzed the data to describe trends in responses to research questions.

3.2 Sample Size and Sampling Technique

There are four NGS primaries and six NGS secondary schools in Cambodia. One NGS primary school has no teachers who received mentoring services from their mentor. The target population consisted of 157 teachers (mentees) of five New Generation Schools located in the capital city and two provinces that the researcher observed by the end of May of 2022 (see table 1). Therefore, a sample size of 113 was required for the given population, as suggested by Krejcie and Morgan (1970). A stratified random purposive sampling ($n = 157$) was selected that represented a proportional sample of the mentees (NGS teachers) who have received mentoring service and have been teaching in

five New Generation Schools in Cambodia. There are two primary schools and three high schools. The target sample of the study was defined as all mentees who received mentoring service in school-based mentoring system. The sampling and contact information of the mentee participants was obtained from school-based mentors, NGS principals, and thesis supervisor. The researcher selected only five study sites to be the sample in the study because of time contain and personal resources in conducting research. It might take times and spend amount of money if the researcher chooses the mentees in all the new generation schools in Cambodia to get involved in this study.

Table 1 showed the number of NGS teachers teaching in five study sites. The researcher extracted the data from the school-based mentors and a list of staff records of each school. The findings indicated that 268 teachers teach in five New Generation Schools of the study sites, while 157 teachers have received mentoring services. The overall rate of teachers who have received services was 58.8%, which is pretty good. That rate goes as high as 100% in two of the studied schools.

Table 1

Teachers Who Have and Have Not Received Mentoring Services at Five New Generation Schools in Cambodia

Schools	Number of teachers	Teachers who have not received mentoring services	Teachers who have received mentoring services
A	78	34	44
B	78	45	33
C	65	32	33
D	12	0	12
E	35	0	35
Total	268	111	157

Note. Data are surveyed from the mentors who are working at their organizations. The organizations are school-based mentoring and New Generation Schools.

3.3 Research Instrument

A survey instrument was distributed to all participants through an online survey (self-administrated) by the researcher and school principals who served as the gatekeeper for survey administration. The mentee survey consisted of thirty-nine items and measured mentees' perceptions of two separate variables: Emotional support and Methodological support in mentoring activities (see Appendix A). Among the thirty-nine items on the survey, thirteen questions in section one asked participants to state their demographical information; twelve items in section two were on a five-point Likert scale of degree of agreement (1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Uncertain*, 4 = *Agree*, 5 = *Strongly Agree*); and twelve items in section three are on a five-type Likert scale of degree of frequency (1 = *Never*, 2 = *1-3 times in a month*, 3 = *4-6 times in a month*, 4 = *7-9 times in a month*, and 5 = *over ten times in a month*). The five-point Likert scale is considered an interval scale. The mean is very significant. From 1 to 1.8, it means *strongly disagree*. From 1.81 to 2.60, it means *disagree*. From 2.61 to 3.40, it means *neutral*; from 3.41 to 4.20, it means *agree*; from 4.21 to 5, it means *strongly agree*.

The instrument, Mentees' Perception on the Impact of Mentoring Support Activities (MPIMSA), was adapted from studies conducted by Van Ginkel (2015) and Bird (2012). Ginkel sought to articulate four mentoring activities by mentors: emotional and psychosocial support, construction of personal, practical knowledge about teaching, a favorable context for novice teacher learning, and changing novice teacher behavior. Bird sought to measure the impact of the mentoring received by mentees (student teachers) on student teaching experience. The Bird study focused on the impact of mentoring on student teaching through five parts: personal attributes, system requirements, pedagogical knowledge, modeling, and feedback. In addition, the study focused solely on the mentee's

perception of mentoring on two scales: Emotional support included twelve items, and Methodological support included twelve items (see Table 2).

Table 2 showed that a reliability analysis was conducted using the participant’s data. The two sections of questions regarding the parts of MPMSA were separately calculated using the reliability analysis tool within Statistical Package for the Social Sciences, Version 26. The results from the reliability analysis are shown in table 2. The alpha coefficient ranged from 0 to 1 (the closer a scaled coefficient is to 1, the greater the reliability of the instrument). The results of the overall reliability of the MPMSA were .941, which is used for reliability testing, so all elements of the survey were well.

Table 2

Reliability Scores of the Research Instrument

<i>Items</i>	<i>Cronbach’s alpha</i>	<i>N of items</i>	<i>N of cases</i>
Emotional support	.946	12	93
Methodological support	.952	12	93

Note. The overall alpha coefficient was .941; indicating good reliability for MPMSA instrument.

3.4 Data Collection Procedure

Data collection occurred during May-June of the 2021-2022 school year. The researcher contacted all principals to secure permission for their schools to participate in May 2022 and submitted the requisition consent letter signed by the NGPRC manager and the letter of aims of the study to the principals for data collection. Mentees participating in the study were given an informed consent letter through the online survey link. Surveys were collected after the mentees indicate they are finished through an online survey.

Data were collected by administering the management information system (MIS) utilization survey to mentees in two ways. The first method consisted of sending the survey utilization telegram through principals to teachers (mentees). The second method consisted of distributing the survey utilization electronic telegram to the remaining mentees on the name list. This strategy incorporated sending the consent form to the mentees through electronic telegram. Within the message was the universal resource locator (Shorten URL) address of the online survey form (<https://forms.gle/XGs8EPVtd2NKmC3a9>). The mentee gave consent by visiting the URL and completing the online survey. Once the online survey was completed and submitted for processing, the results were automatically entered into an online database running on the Google Form sever utilizing Google server software.

The survey measured mentees' perceptions of the mentoring activities related to emotional support and methodological support provided by the mentors. In addition, the mentees were asked to apply their survey questions to mentoring activities they have received mentoring service during their working years in New Generation Schools.

After the data collection procedure was finished, 94 surveys were returned; one of the surveys was eliminated due to abnormal response data or abnormal response. In the survey, the teacher provided answers to many questions that were the same as the sections two and three. After the elimination of this one survey, 93 surveys were found to be accurately completed by the participants and used in the analysis. Each school had a different number of completed surveys due to the size of the mentees' population (see Table 3). One school had a low participation rate due to the busyness of teachers. A total of 157 surveys were sent to participating schools online, and 94 surveys were returned. The overall returned rate based on the 93 surveys was 59.24% return.

Table 3*Sample Size and Completion Rates for Each Data Collection Site*

<i>NGS school</i>	<i>Surveys sent</i>	<i>Survey returned</i>	<i>Percent completed</i>
A	44	11	25.00
B	33	23	69.69
C	33	25	75.75
D	12	10	83.33
E	35	24	68.57
Total	157	93	59.24

Note. Data are surveyed from NGS school principals and school-based mentors who are working at their organizations.

3.5 Data Analysis

The researcher entered the data collected from the surveys into a spreadsheet and exported it into SPSS 26 (Statistical Package for the Social Sciences, Version 26). The data were examined for missing values and rechecked by the researcher to avoid input errors. Each question was labeled from 1.1 to 1.13 in section one about demographic information, from 2.1 to 2.12 in section two about mentoring activities related to emotional support, and from 3.1 to 3.12 in section three about mentoring activities related to methodological support.

All statistics were analyzed by using SPSS software. The descriptive statistics (minimum, maximum, mean and standard deviation) were used to analyze the Mentoring Activities related to Emotional Support (MAES) and the Mentoring Activities related to Methodological Support (MAMS) dimensions. The frequency statistics (frequency and percentage) were used to analyze the demographic information.

3.6 Ethical Considerations

The researcher followed the standard described in the American Psychological Association's (APA) Code of Conduct. Participants' participation was based on teachers' availability and willingness to participate in the study. Race, gender, religion, or any status mentioned was not considered. The only criteria for this study were that participants were teachers at five New Generation Schools in Cambodia. Additionally, it is necessary to gain approval from school principals before collecting data (see Appendix E). The consent letter included a statement explaining the aims and objectives of the study and the participant's role. Prior to gathering data, any questions from the participants were addressed. The researcher considered for privacy and confidentiality. The questionnaire survey was distributed by the researcher directly online. Participants were not paid or rewarded for their work. Finally, this study project did not produce any physical, psychological, or sociological risks. The ethical guidelines for research involving human subjects served as a guide.

3.7 Chapter Summary

The research method for this study was a quantitative study employing a survey of NGS teachers who have received mentoring services in five New Generation Schools in Cambodia. This method was used to broadly encapsulate the impact of mentoring activities related to emotional and methodological support. The participants were chosen through a stratified random sample of five New Generation Schools in Cambodia. First, the selection of the 93-participant sample from the target population was discussed. Next, a Cronbach's Alpha test was performed on the scaled score data to determine the reliability of the data was presented. Then, the data collection procedures and response rates were also discussed in this chapter. Next, ethical considerations and a work plan for

this study were presented. Finally, the data analysis methods for each research question were presented, followed by a discussion of statistical analysis. Results of the data analysis are presented in the following chapter.

CHAPTER 4: RESULTS

This study focused on mentees' perceptions of mentoring activities and considered two scales for evaluation: emotional support and methodological support. The purpose of the study was achieved by explaining the impact of mentoring activities related to emotional and methodological support on the teachers teaching in five New Generation Schools in Cambodia. The chapter presents the results of the data analysis for the two stated research questions.

4.1 Background Information of the Participants

In section I of the MPMSA instrument, the respondents were required to answer questions intended to produce specific demographic data about the NGS mentees within each participating school. The demographic data collected on the MPMSA included information as follow:

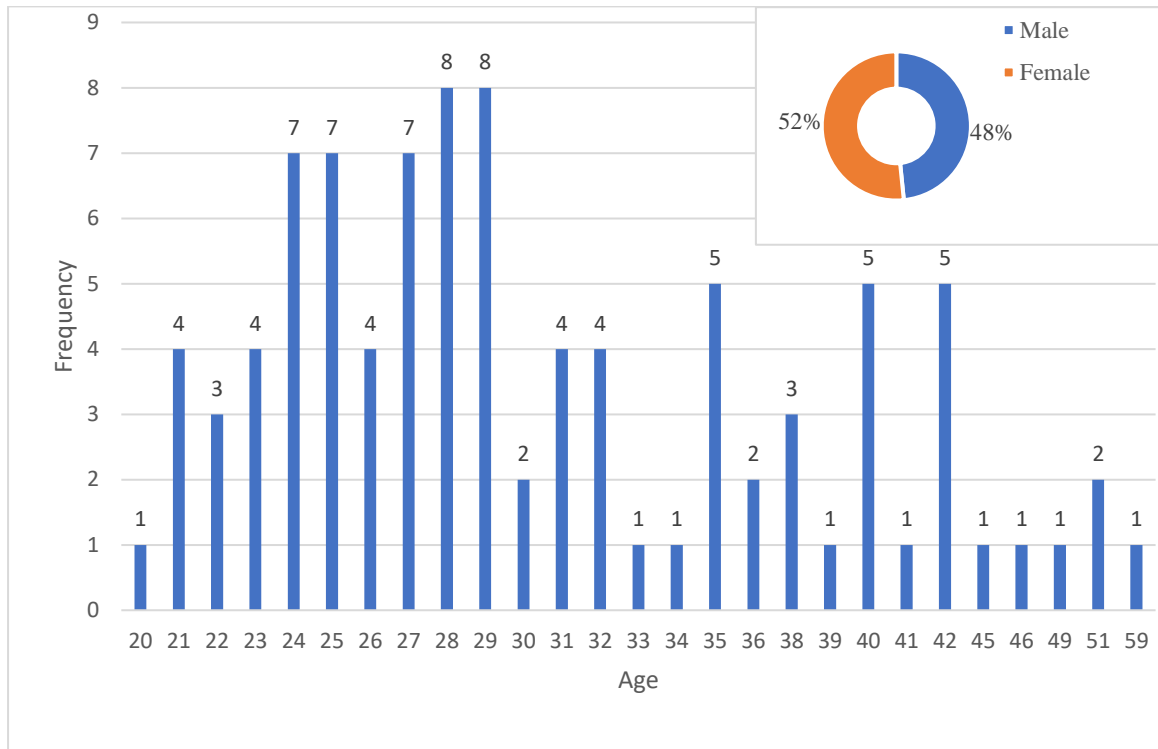
- gender and age and marital status
- workplace, level of teaching, teaching experience, and hours per week of teaching
- highest academic qualification and pre-service certificate
- number of the mentors which mentees have consulted with, type of mentor intervention, and mentor teaching duty.

Gender and Age Distribution of Mentees

Figure 1 showed that the sample contained 45 (48.4%) male and 48 (51.6%) female respondents. The result indicated that the study is well balanced between gender groups. In addition, most of the respondents were between 24-29 years; however, more than 90% of respondents were between 21-42 years old. Moreover, the median age of these respondents were 29 years ($SD = 7.89$), with the youngest being 20 years old and the oldest 54.

Figure 2

Age and Gender of Mentees



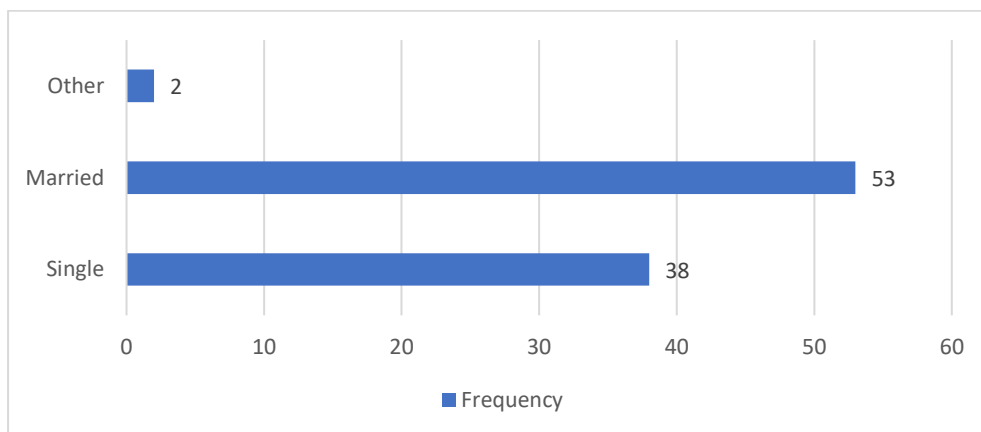
Note. n refers to total numbers of the respondents ($n = 93$).

Marital Status Distribution of Mentees

Figure 2 showed that the sample contained 53 (57%) of the respondents who reported they were married at the time of the survey, 38 (41.9%) were single, and 2 (2.2%) were not preferred their marital status.

Figure 3

Marital Status of Mentees



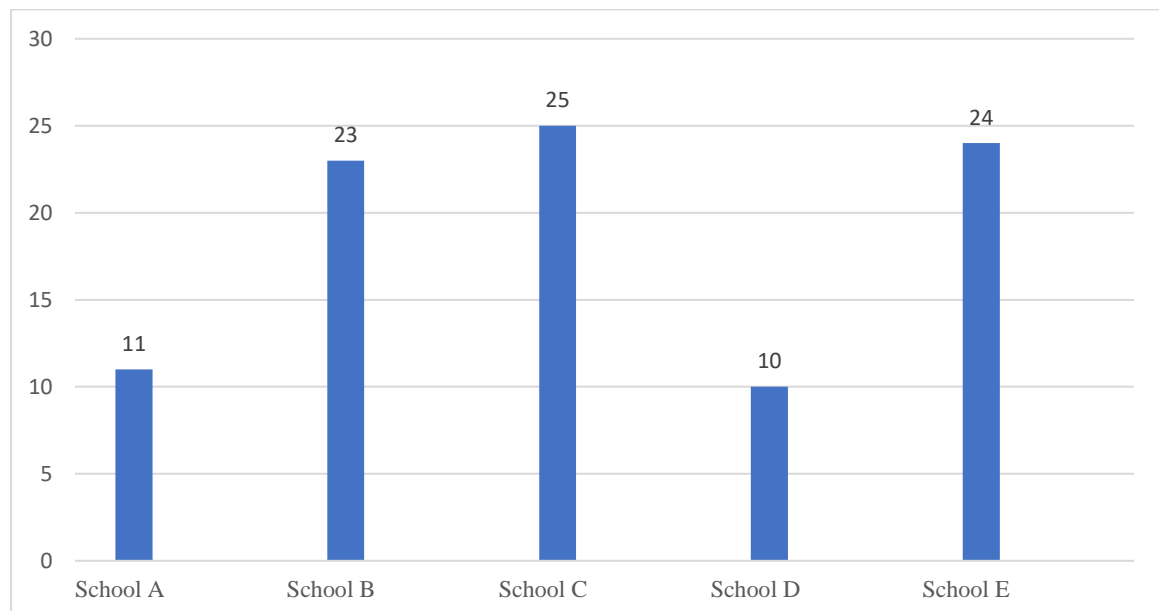
Note. n refers to total numbers of the respondents ($n = 93$).

Workplace of Mentees

Figure 3 showed that the respondents' workplaces in their respective schools that 25 (26.9%) are teaching at school C, 24 (25.8) are teaching at school E, and 23 (24.7%) are teaching at school B, respectively. Of the other 21 respondents, 11 (11.8%) are teaching at school A, and 10 (10.8%) are teaching at school D. Overall, the result showed that 64.5% and 35.5% of respondents are teaching at both lower and upper secondary schools and primary schools.

Figure 4

New Generation Schools Taught by Mentees



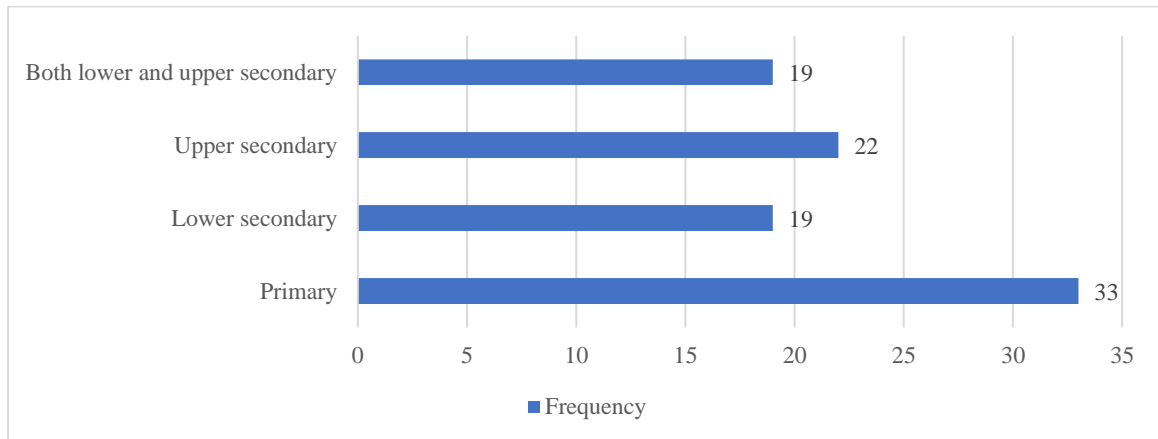
Note. n refers to total numbers of the respondents ($n = 93$). There are three high schools (school A, B and C) and two primary school (school D and E) for this study.

Levels of Teaching of Mentees

Figure 4 showed that 22 (23.7%) of the respondents indicated they are teaching at the upper secondary level, 33 (35.5%) at the primary level, 19 (20.4%) at the lower secondary, and 19 (20.4%) at both lower and secondary level. The result showed that the respondents are teaching at the primary level are high among the four teaching level groups.

Figure 5

Level of Teaching of Mentees



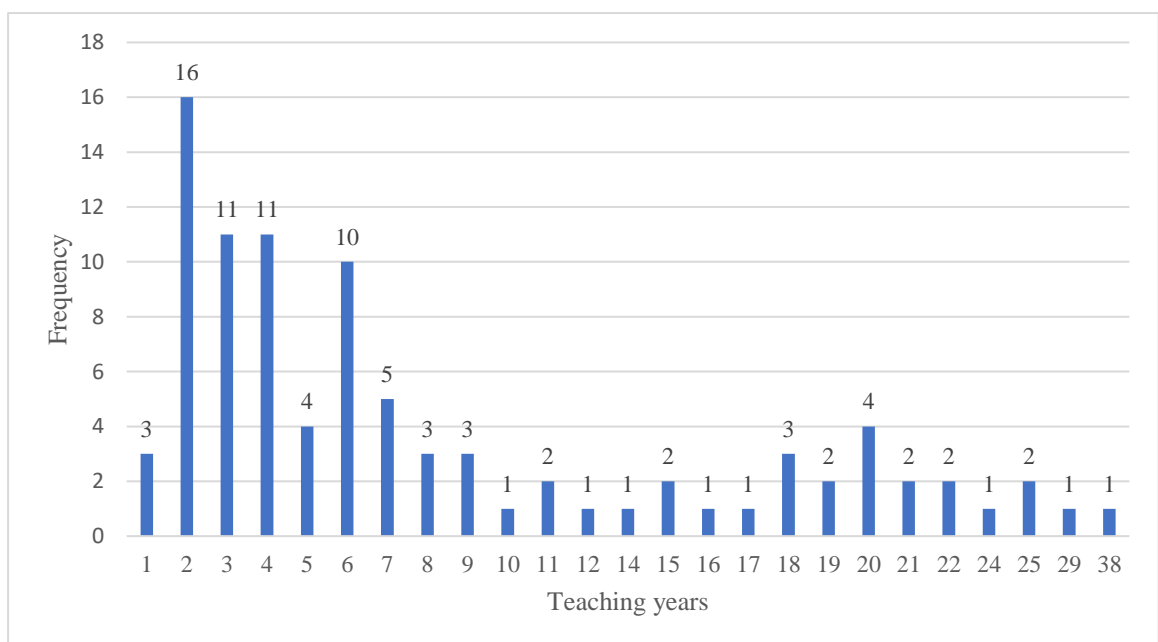
Note. *n* refers to total numbers of the respondents ($n = 93$).

Teaching Experience of Mentees

Figure 5 showed that 45 (48.4%) respondents have 1-5 years in teaching, 22 (23.7%) have 6-10 years in teaching, and 26 (27.9%) have 11-15 or above years in teaching. In addition, the median years of teaching of the respondents were 6 years ($SD = 7.78$). The result showed that the most respondents are not yet well experienced.

Figure 6

Teaching Experience of Mentees



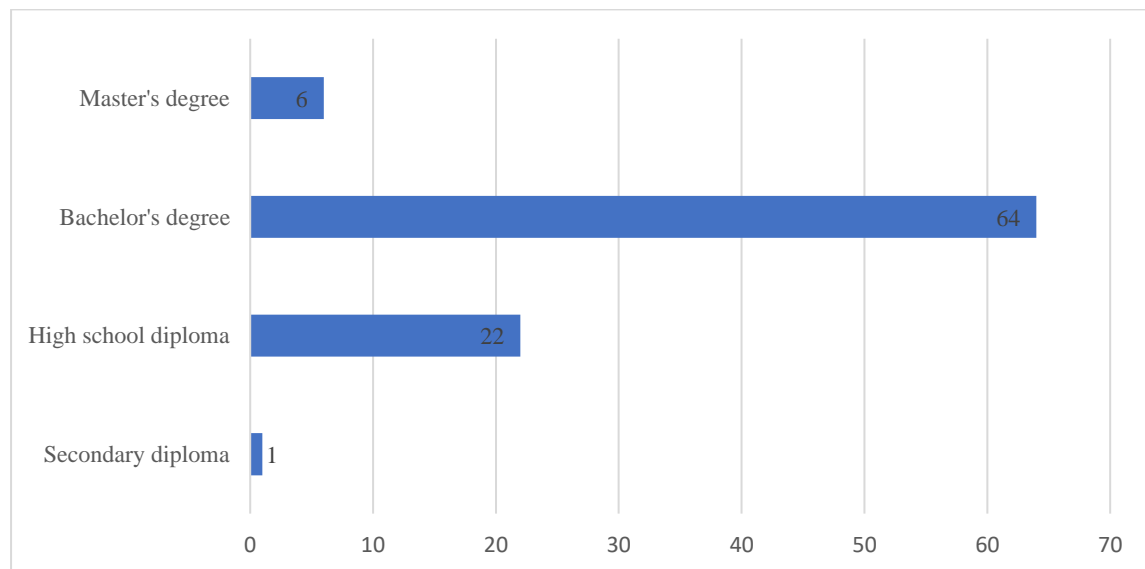
Note. *n* refers to total numbers of the respondents ($n = 93$).

Highest Academic Qualification of Mentees

Figure 6 showed that the sample indicated their highest academic qualification, 1 (1.1%) had a secondary diploma, while 22 (23.7%) of the respondents had a high school diploma. Regarding graduate qualifications, 64 (68%) of the respondents had a bachelor's degree, and only 6 (6.5%) had a master's degree. Interestingly, no respondents held a doctorate. The result indicated that most respondents are well educated, as more than 74% have at least bachelor's degrees.

Figure 7

Highest academic qualification of mentees



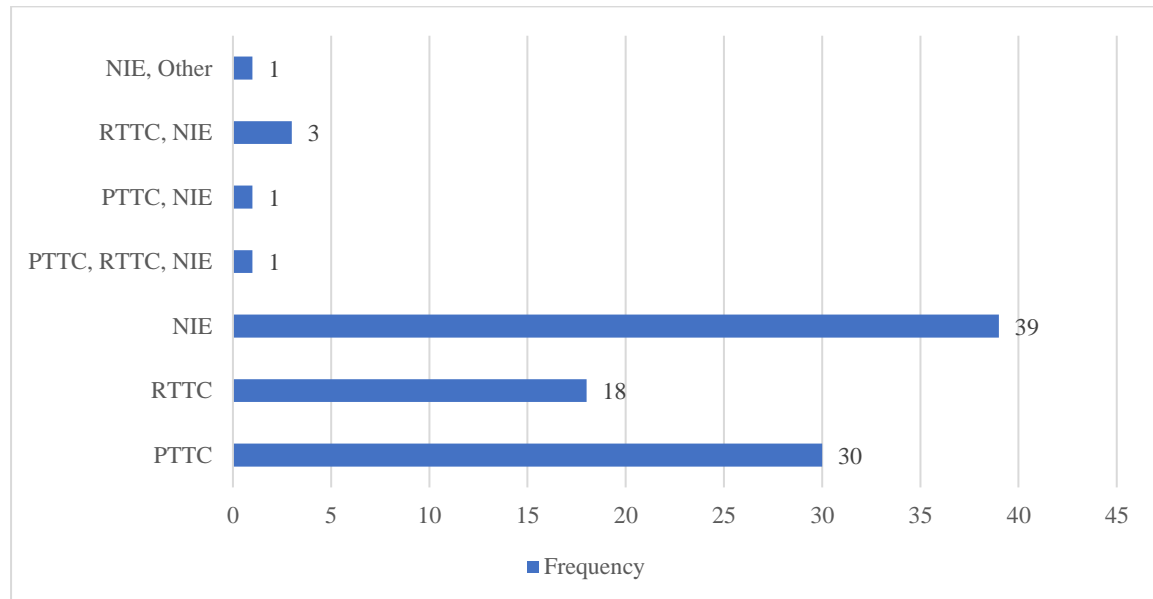
Note. n refers to total numbers of the respondents ($n = 93$).

Pre-service Certificate of Mentees

Figure 7 showed that the majority of the 87 respondents indicated their pre-service certificate in professional teaching education; namely, 39 (41.9%) of respondents held an NIE certificate, while 30 (32.3%) held a PTTC certificate and 18 (19.4%) for RTTC certificate. 3 (3.2%) of these six respondents held RTTC and NIE certificates, 1 (1.1%) for PTTC and NIE certificates, and 1 (1.1%) for NIE certificates and others. The result indicated that respondents are qualified, as more than 48% have at least NIE certificates.

Figure 8

Pre-service Certificate of Mentees



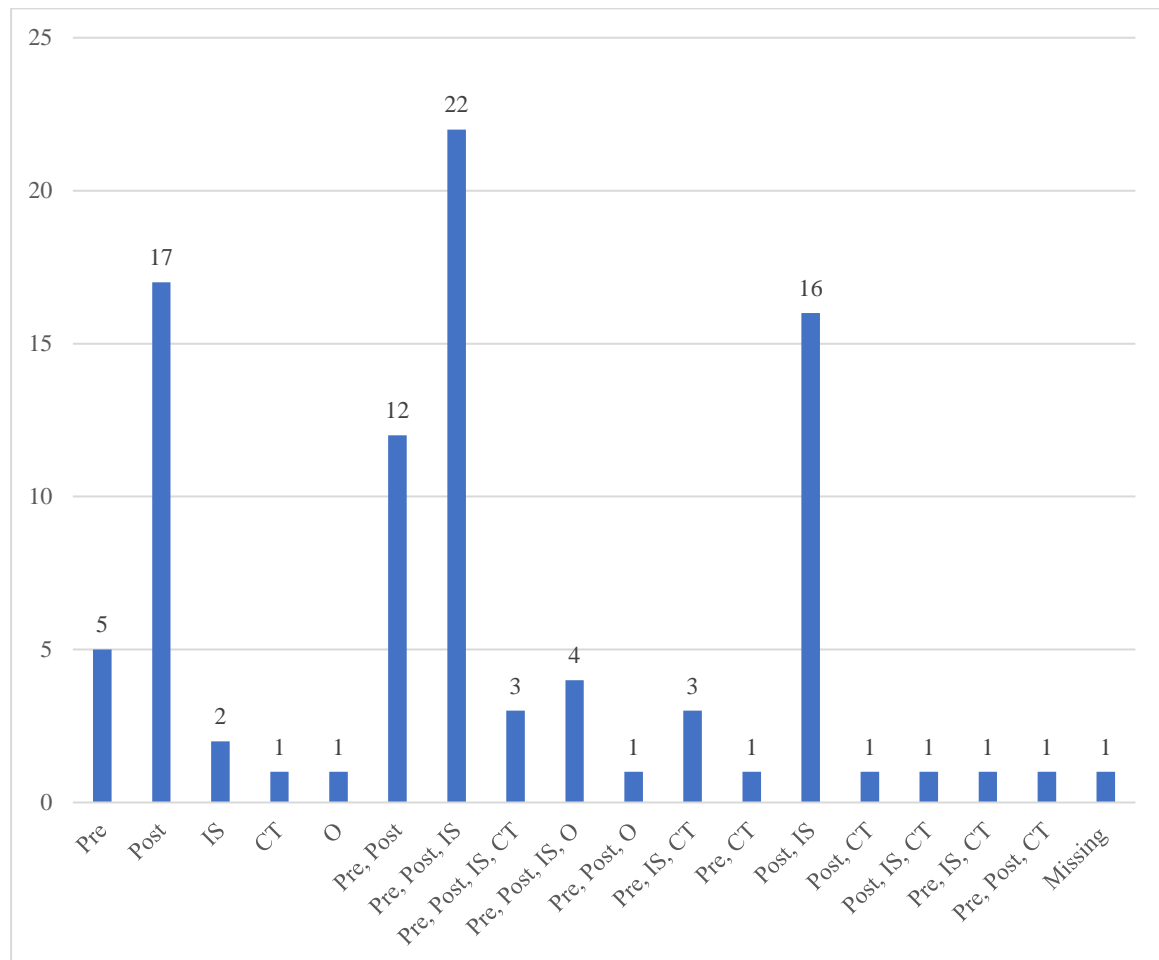
Note. *n* refers to total numbers of the respondents (*n* = 93).

Type of Mentor's Intervention

Figure 8 showed that the results indicated most of 67 (72.1%) respondents who indicated their mentor intervention types, namely pre-observation conference, post-observation conference, and individualized support (23.7%); post-observation conference (18.3%); post-observation conference and individualized support (17.2%); and pre-observation conference and post-observation conference (12.9%). Moreover, 14 respondents indicated they involved pre-observation conference (5.4%); pre-observation conference, pre-observation conference, and others (4.3%); pre-observation conference, pre-observation conference, individualized support, and co-teaching (3.2%); pre-observation conference, individualized support, and co-teaching (3.2%); and individualized support (only 2.2%). Overall, the result indicated that most of the respondents indicated as more than 46% of the respondents were involved mostly in pre-observation conferences and post-observation conferences.

Figure 9

Type of Mentor Intervention



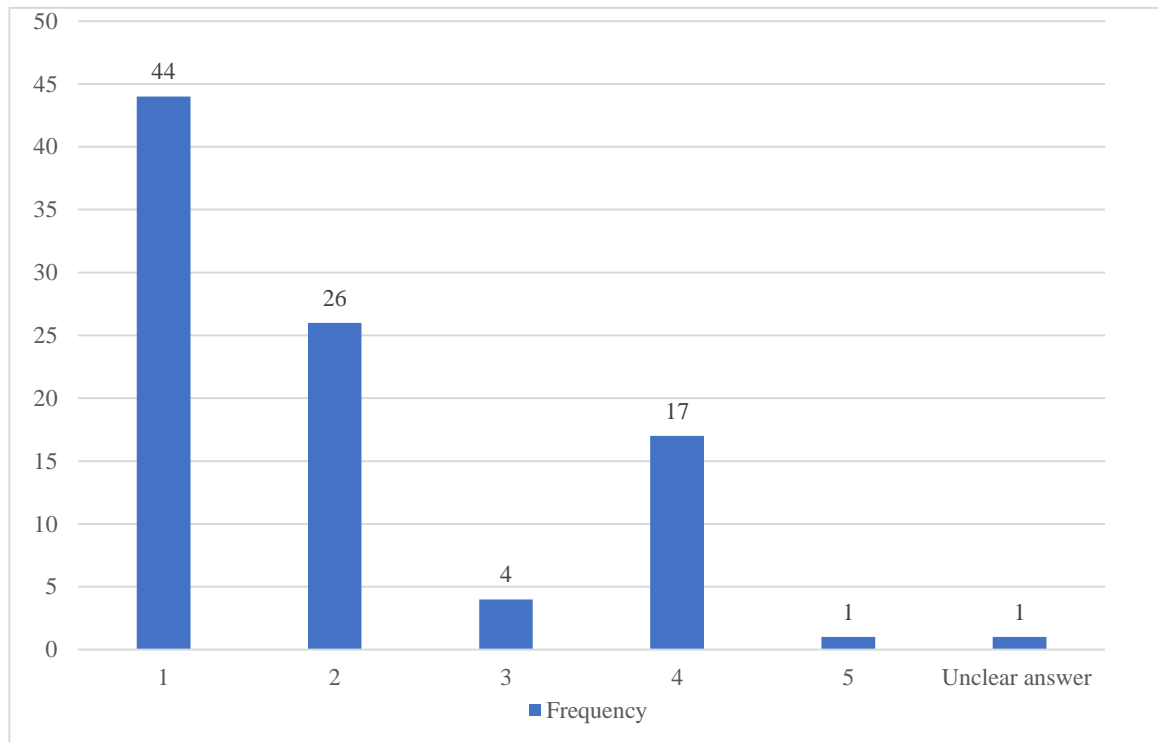
Note. *n* refers to total numbers of the respondents ($n = 93$).

Number of the Mentors Which Mentees Have Consulted with

Figure 9 showed that 44 (47.3%) respondents have consulted with one mentor, 26 (28.0%) reported that two mentors they have consulted with, 17 (18.3%) have consulted with four mentors, 4 (4.3%) have consulted with three mentors, 1 (1.1%) has consulted with five mentors, and 1 (1.1%) gave an unclear answer. The result showed that most respondents were highly consulted with one or two mentors, as more than 75% of the respondents had experienced.

Figure 10

Number of the Mentors Which Mentees Have Consulted with



Note. *n* refers to total numbers of the respondents ($n = 93$).

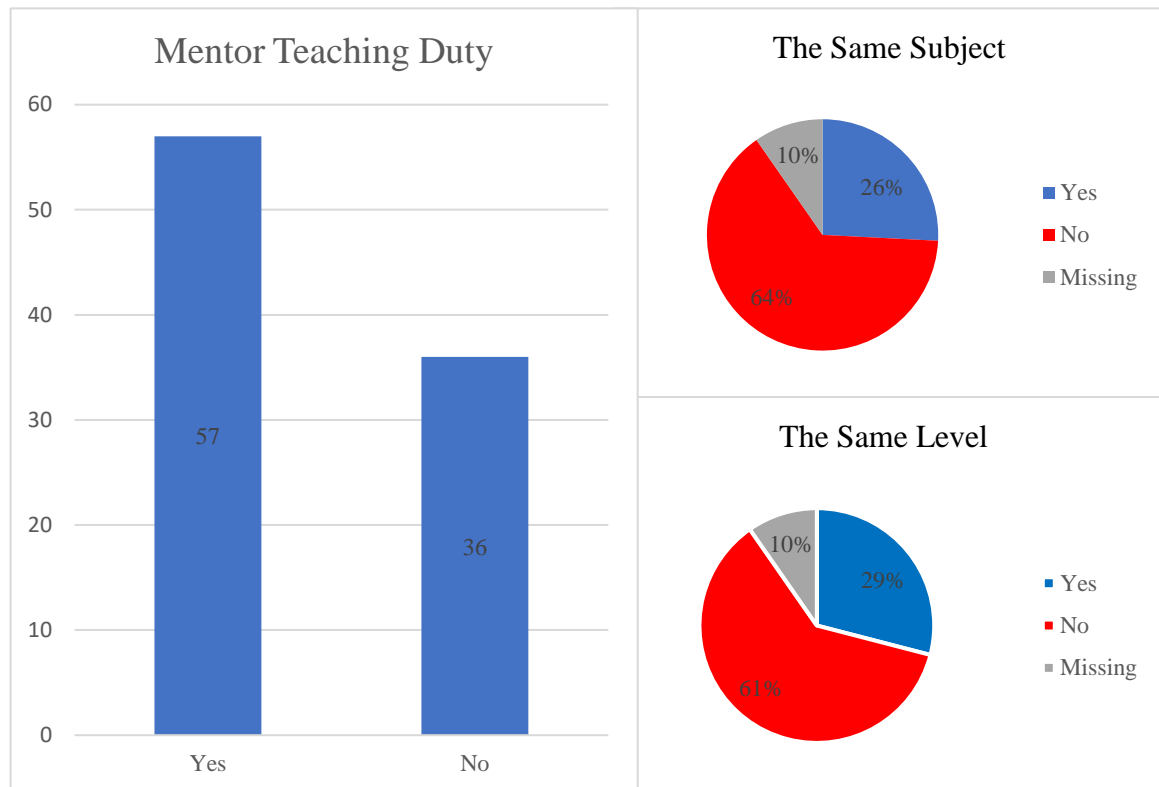
Mentor Teaching Duty, The Same Subject, and The Same Level

Figure 10 showed that 57 (61.3%) of respondents stated their mentors had a class to teach, while 36 (38.7%) stated their mentors did not have any class to teach.

Additionally, the majority of respondents, 60 (64.7%), indicated their mentors did not teach the same subject as them, while 24 (25.8%) taught the same subject as them and 9 (9.7%) missed to report. Lastly, 57 (61.3%) of respondents indicated their mentors had not taught at the same level as them, while 27 (29%) for the same level and 9 (9.7%) missed reporting. Overall, the result indicated that most respondents reported that their mentors had a class for teaching as more than 61%, in which they reported as 29% and more than 25% of their mentors teach the same level and the same subject.

Figure 11

Mentor Teaching Duty, The Same Subject, and The Same Level



Note. n refers to total numbers of the respondents ($n = 93$).

4.2 Mentee Perceptions of Mentoring Support Activities Results

The purpose of this study was to explain mentees' perceptions of mentoring support activities in the New Generation Schools in Cambodia. The two frameworks were identified for the study: emotional support and methodological support. The study was a quantitative design using surveys to ascertain the perceptions of mentees to mentoring support activities. For this study, 93 mentee perceptions (males = 45 and females = 48) were obtained using the Mentee Perceptions of Mentoring Support Activities (MPMSA) instrument's five-point Likert scale (i.e., strongly disagree = 1, disagree = 2, uncertain = 3, agree = 4, strongly agree = 5, see Appendix A). The mentees' responses represented 59% of the total mentee working in 2021-2022 at the five New Generation Schools in Cambodia. All responses were gathered from mentees at the conclusion of their mentoring service experience they have received.

Within the frame of studying mentee perceptions, two research questions were addressed: (1) What are the mentees' perceptions of their experience of mentoring-related activities in terms of emotional supports at five New Generation Schools in Cambodia? (2) What are the mentees' perceptions of their experience of mentoring-related activities in terms of methodological supports at five New Generation Schools in Cambodia? Results will be presented with descriptive statistics (minimum, maximum, mean and standard deviations, see Appendix A) for each of the survey questions. Results from each of the research questions indicated the following:

4.2.1 Mentoring Activities Related to Emotional Support

Descriptive statistics were calculated on the emotional support using SPSS software. Mentee perceptions ($n = 93$) reported their mentors' the Mentoring Activities related to Emotional Support (MAES) on the MPMSA instrument. The mean variable score range was 3.80 to 4.23; the *SD* range was .53 to .83 (see Table 4). The five-point Likert scale is considered an interval scale. The mean is very significant. From 1 to 1.8, it means *strongly disagree*. From 1.81 to 2.60, it means *disagree*. From 2.61 to 3.40, it means *neutral*; from 3.41 to 4.20, it means *agree*; from 4.21 to 5, it means *strongly agree*.

The data presented in Table 4 showed there were three of the items in the Mentoring Activities related to Emotional Support (MAES) indicated high levels of agreement when questioned about *the mentors were friendly to the mentees in the mentoring environment* ($M = 4.24$, $SD = .65$), *the mentors often showed the mentees positive intent in providing feedback* ($M = 4.15$, $SD = .51$), and *the mentors seemed comfortable in taking with the mentees about teaching* ($M = 4.13$, $SD = .54$). Lower levels of the agreement occurred among two survey items: *the mentors prevented the mentees*

from feeling isolated and alienation at work ($M = 3.80$, $SD = .83$) and the mentors cared the mentees how they felt ($M = 3.87$, $SD = .65$).

In conclusion, the descriptive statistics for Mentoring Activities related to Emotional Support (MAES) revealed an overall mean score of 4.07 ($SD = .62$). This showed a positive perception of MAES amongst the mentees as in an agreement that the mentees' opinions showed their mentors provided emotional support as often.

Table 4

Mentoring Activities Related to Emotional Support

Variables	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>
My mentor...				
1) was friendly to me.	3	5	4.24*	.65
2) cared how I feel.	3	5	3.87	.65
3) made me feel personally connected with him/her in sharing personal experience.	3	5	4.03	.56
4) prevented me from feeling isolated and alienation at work.	1	5	3.80	.83
5) made me feel more confident as a teacher.	3	5	4.03	.58
6) was easy to approach when I needed help.	3	5	4.02	.55
7) seemed comfortable in talking with me about teaching.	3	5	4.13*	.54
8) listened to me attentively on teaching matters.	3	5	4.09	.58
9) showed me positive intent in providing feedback.	3	5	4.15*	.53
10) made me feel no doubts about his level of competence.	3	5	4.03	.58
11) indicated specially what I did well to make me aware of my strengths and capabilities.	3	5	4.00	.53
12) assisted me to reflect on improving my teaching practices.	3	5	4.01	.54

Note. 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree

4.2.2 Mentoring Activities Related to Methodological Support

Descriptive statistics were calculated on the methodological support using SPSS software. Mean scale scores on mentee perceptions ($n = 93$) of the Mentoring Activities related Methodological Support (MAMS) on the MPMSA instrument. The mean variable score range was 1.95 to 2.15; the SD range was .43 to .70 (see Table 5). The five-point Likert scale is considered an interval scale. The mean is very significant. From 1 to 1.8, it means *never*. From 1.81 to 2.60, it means *1-3 times per month*. From 2.61 to 3.40, it means *4-6 times per month*; from 3.41 to 4.20, it means *7-9 times per month*; from 4.21 to 5, it means *over ten times per month*.

The data presented in Table 5 showed there were three of the items in the Mentoring Activities related to Methodological Support (MAMS) indicated high levels of frequency when questioned about *the mentor assisted mentees in implementing teaching strategies* ($M = 2.15$, $SD = .57$), *the mentor provided mentees oral feedback on their teaching* ($M = 2.11$, $SD = .43$), and *the mentor discussed the evaluation of mentees' teaching* ($M = 2.10$, $SD = .53$). Lower levels of the frequency occurred among three survey items: *the mentors guided the mentees with lesson preparation* ($M = 1.96$, $SD = .72$), *the mentors reviewed the mentees' lesson plans before teaching* ($M = 1.96$, $SD = .62$), and *the mentors gave the mentees clear guidance for planning to teach* ($M = 1.97$, $SD = .67$).

In conclusion, the descriptive statistics for Mentoring Activities related to Methodological Support (MAMS) revealed an overall mean score of 2.04 ($SD = .48$). This showed a significant perception of MAMS amongst the mentees as in the frequency that their mentors provided methodological support between 1-3 times per month. It is assumed that the mentees did not seem to be overly often received the methodological support provided by their mentors.

Table 5*Mentoring Activities Related to Methodological Support*

Variables	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>
My mentor...				
1) guided me with lesson preparation.	1	5	1.96	.72
2) assisted me in implementing teaching strategies.	1	5	2.15*	.57
3) guided me with classroom management strategies.	1	5	2.06	.57
4) showed me how to assess students' learning.	1	5	2.08	.57
5) discussed with me the content knowledge I needed for teaching.	1	5	1.94	.66
6) gave me clear guidance for planning to teach.	1	5	1.97	.67
7) provided strategies for me to solve my teaching problems.	1	5	2.06	.55
8) discussed the evaluation of my teaching.	1	5	2.10*	.53
9) reviewed my lesson plans before teaching.	1	5	1.96	.62
10) observed me teach before providing feedback.	1	5	2.08	.42
11) provided oral feedback on my teaching.	2	5	2.11*	.43
12) provided me with written feedback on my teaching.	1	5	2.02	.53

Note. 5 = over ten times per month, 4 = 7-9 times per month, 3 = 4-6 times per month, 2 = 1-3 times per month, 1 = never

4.3 Chapter Summary

This quantitative study aimed to explain the degree of agreement that mentees perceived mentoring activities related to emotional support and the degree of frequency with that they perceived mentoring activities related to methodological support in the field. The findings indicated a positive perception of mentoring activities related to emotional support among the mentees, who agreed with their mentors providing emotional support in mentoring. Moreover, the findings showed a perception of mentoring activities related to methodological support among the mentees, indicating the mentor provided mentoring activities related to methodological support to the mentee between one to three times per month. Finally, the next chapter highlights the study discussion.

CHAPTER 5: DISCUSSION

The purpose of the study was to explain the impact of mentoring activities related to emotional and methodological support. The study data were obtained using an online survey distributed to all mentees in five New Generation Schools in Cambodia. After responses were obtained, data was downloaded, sorted, and analyzed. The results of each of these findings will be discussed in detail in this chapter.

5.1 Mentees' Perceptions of Emotional Support

The first research objective was to explain the specific mentoring activities related to emotional support. In the present study, twelve constructs were used in the mentee survey to evaluate the mentoring activities related to emotional support: friendly, caring, connecting, competent, confident, approachable, comfortable, attentively listening, positive intent, indicating growth, and reflective. Mentee perception data were analyzed by using a 5-point Likert scale. The research objective analyzed the data from mentees' perceptions and revealed an overall mean value of 4.07 ($SD = .62$).

Quantitative data analysis from the present study generated the twelve constructs of emotional support. There were high scores for all twelve constructs, in which the mean value range was 3.80 to 4.23 and the standard deviation (SD) range was .53 to .83. The results were significant and indicated that mentees who received mentoring services responded with their positive perceptions of mentoring activities related to emotional support. The results of the present study were consistent with previous research findings that mentees often received emotional support (Judy, 2004). This confirms the research of Odell and Ferraro (1992), who reported that mentees most valued the emotional support they received from a mentor during their first year of teaching. Interestingly, Van Ginkel et al. (2015) simplified that those emotional support activities may function to enhance mentees' sense of continuity and growth in learning to teach. Moreover, Hadia &

Rudiyanto (2017) mentioned that those activities might make mentoring interactions safer for the mentees by establishing a specific place and time to discuss more emotionally laden matters while simultaneously protecting mentors from being overtaxed in providing emotional support. Significantly, mentees can find teaching jobs enjoyable when they are accessible to support, guidance, and assistance in dealing with their teaching difficulties.

Furthermore, the mentees who gain a positive environment will likely find the highway to develop their skills and knowledge, gain expertise, raise their confidence, and enhance personality development and professional growth (Hadia & Rudiyanto, 2017). This is consistent with Shapiro (2020) claiming that psychosocial or expressive, or relational mentoring appears necessary for virtually everyone, as the person develops a sense of self and builds his/her identity and self-confidence. As mentoring is about human relations (Hadia & Rudiyanto, 2017), emotional support in the form of professional development is important. Mentors should exemplify the following characteristics: altruistic, honest/trustworthy, active listeners, experience in mentoring, accessibility, and ability to identify the mentee's strengths and weaknesses (Straus et al., 2013).

However, the findings contrasted with the previous findings that focused on feelings may lead mentors to create a community of compassion rather than an inquiry with mentees (Young et al., 2005). There is no indication in the present study that provides such emotional support because the study is descriptive. The findings in the present study indicated that the mentors were friendly ($M = 4.24$, $SD = .65$) and had a positive intent in providing feedback to their mentees ($M = 4.15$, $SD = .53$), were the two high mean scores of the items in emotional support (see Table 4). The findings showed the mentors who prevented their mentees' feelings isolated and alienation at work ($M = 3.80$, $SD = .83$) was the lower mean score.

It is not assumed that the immediate reaction in education is to support teachers by providing guidance through mentoring programs. Caring for how mentees feel and preventing mentees from feelings isolated at work are significant indicators that mentoring activities are necessary that perhaps meeting the needs of mentees in emotional support better than friendly behavior to mentees. Therefore, mentors were the focus of this finding to see how they perceive their function as support for mentees because mentees are vulnerable to pressures of inadequacy and feelings of isolation. Mentees who meet the emotional support of a highly effective mentor come to possess the attributes for teaching success; thus, it is imperative that mentors offer mentoring services to ensure the continued success of these mentees.

5.2. Mentees' Perceptions of Methodological Support

The second research objective was to focus on the specific mentoring activities related to methodological support. Twelve constructs were used in the mentee survey to evaluate the mentoring activities related to methodological supports: lesson preparation, teaching strategies, classroom management strategies, assessing students' learning, content knowledge, teaching planning, teaching problem solving, teaching evaluation, lesson plan review, teaching observation, oral feedback, and written feedback. Mentee perception data were analyzed for 93 mentees using a 5-point scale.

The results revealed an overall mean value of 2.04 ($SD = .48$) and indicated that the provision of methodological support by the mentor occurred around 1-3 times per month. This is consistent with the Teacher Support Framework (TSF), which suggests that the mentor be a part of their continuous professional development that should observe or conference with experienced teachers at a rate of about once a month and with new teachers around once a week (KAPE, 2020b). Interestingly, the TSF suggested mentors should schedule at least two one-on-one conferences with teachers throughout

the academic year if they arrange to join the classroom observation and provide teacher feedback for professional development.

As mentoring stresses practice more than theory (NGPRC, 2021). Based on the work of Weisling & Gardiner (2018), the authors identified that the mentor must also be capable of providing certain kinds of methodological support, such as helping mentees review lesson plans, assisting students' learning, and identifying and analyzing critical problems of practice. Additionally, the effective mentor needs to be proficient in providing meaningful and frequent feedback to the mentees and promoting self-reflection (Hall et al., 2017) because the mentor helps to provide mentees with opportunities to 'reflect' on their teaching (KAPE, 2020b). This leads mentees directly engage in their assessments of teaching improvement.

Quantitative analysis of the data from the present study generated the twelve constructs of the mentoring activities related to methodological support. There were extremely low scores for all twelve constructs, in which the mean value range was 1.96 to 2.15 and the standard deviation (*SD*) range was .42 to .72. The findings from the present study promoted the researcher to look for mentee perceptions of the methodological support activities. While the results in the present study provided information about methodological support, the study did not get the same kinds of results as the first research objective (Mentoring Activities related to Emotional Support). The results inferred that the mentees did not overwhelmingly support or not support the items in each of the constructs. The mentee's perceptions may assist the mentor in practicing the mentoring activities related to methodological support more than this or beyond. Further investigation of this theme could include more questions in an effort to dig deeper into understanding how often the methodological support the mentors should provide to the mentees.

It was clear that methodological support was more academic. An interesting trend from data on methodological support was how often the mentor provided the methodological support. It would be taken into consideration and studied for its frequency. It would be difficult because some factors such as the workload of mentors, the ambivalent attitudes of educators, bureaucratic drift, modifying course content in line with teachers' perceived needs, intensive for mentors, ongoing support for mentors, and so on (Väänänen et al., 2021). Moreover, the school-based mentoring system piloted in Cambodia is scarce, and there is evidence to suggest that school-based mentoring activities impact mentoring endeavors in various ways and can have positive and negative effects.

5.2 Chapter Summary

In summary, in this chapter, it is evident that mentoring is an effective means of supporting teachers not only through continuous professional development but also through emotions at their sites. It is also clear that although it is primarily the mentees working in the New Generation Schools, there is also scope for other mentees in school-based mentoring such as the resource schools. Finally, this research has revealed particular insight into the topic. Thus, the following chapter provides the conclusions to the study, the limitations of the study, recommendations for practice, and recommendations for further research.

CHAPTER 6: CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS

This chapter consists of the conclusion of the study, the limitations of the study, the recommendations for practice, and the recommendations for further research.

6.1 Conclusion

The study aimed to explain the mentees' perceptions of mentoring activities regarding emotional and methodological support. The research was conducted in five New Generation Schools in Cambodia. There were 93 NGS teachers as the subject of this study. The data were gathered by questionnaire. The descriptive method was used to analyze the problems. In the current research, some theories were contributed to covering the topic of the impact of mentoring activities supporting mentees. It was based on two indicators: Mentoring Activities of Emotional Support (MAES) and Mentoring Activities of Methodological Support (MAMS). The results indicated that a positive perception of MAES revealed an overall mean score of 4.07 ($SD = .62$). Significantly, MAES1 had the highest mean value ($M = 4.24, SD = .65$), indicating *the mentor was friendly to the mentee in the mentoring environment*. In contrast, MAMS revealed an overall mean score of 2.04 ($SD = .48$), indicating 1-3 times per month as the mentor provided MAMS to the mentee. Interestingly, MAMS2 had the highest mean value ($M = 2.15, SD = .57$), indicating that *the mentor assisted the mentee in implementing teaching strategies*. The data from this study may indicate issues to be resolved within the specific mentoring support activities if the words of the mentees are taken seriously. The findings indicated the mentees did not seem to be overly often about the methodological support provided by their mentors, but were more inclined to show strong opinions about the emotional support in the mentoring service.

6.2 Limitations of the Study

As with any research, the present study faced several limitations in relations to the instrument, sample, self-administrated data, and researcher. One clear limitation was the instrument of the study that it focused on only two components of mentoring support activities related to emotional support and methodological and its results therefore could not be generalized to other critical mentoring support activities for the mentor.

The second limitation of this study was associated with the use of purposive sampling procedures and sample size. All participants who are mentees received mentoring services in five New Generation Schools. They were selected for the survey to gain their perceptions of mentoring activities related to emotional and methodological support. Therefore, the study was limited by the small sample size which may have affected the results. The small sample of participants may also contribute to the lack of power in finding significant differences. The sample size was good for this quantitative research, even though it was only a tiny fraction of all NGS mentees in Cambodia.

The third limitation was that the type of self-administrated data gathered in the survey is potentially subject to bias, which should be noted as limitations: (a) mentees may be unable to respond accurately due to poor self-motivation and time; (b) when asked about their experience in a particular setting, mentees recalled events that had occurred at one time as if they occurred at another time; and (c) mentees may provide responses that make their mentor look better (For example, they may tend to portray him/her as a good mentor in the organization). Being aware of such limitations and bias in self-administrated data, using the consent form to mentees alongside the survey link was helpful to a certain extent. Moreover, the analytic process involving mentee profiles also mitigates these biases and limitations.

The last limitation was that only one researcher conducted the study. Therefore, it may be subject to personal bias, affecting the study's credibility, which was unavoidable, as the study was a self-funded research project in partial fulfillment of the requirement for a master's degree of education in mentoring, which was subject to limited resources, especially financial support and human resources such as research assistants. However, the study was discussed frequently with the supervisor and the leading instructor in the research stream. In conclusion, the extension of this study to other contexts or settings should consider all the possible limitations highlighted above.

6.3 Recommendations for Practice

Taking into account the discussions and analysis regarding the specific mentoring activities, as determined in both primary and secondary studies, has led to the following recommendations. These can apply to practitioners and organizations hoping to enhance the mentoring support activities in Cambodia to support teachers and increase students' achievement directly. In addition, some suggestions can be made for improving practice: mentor, New Generation School (NGS), New Generation Pedagogical Research Center (NGPRC), Non-New Generation School (Non-NGS), Private Schools, and national policy.

Mentor. The research findings contribute to mentors who want to become mentoring professionals in Cambodia. Actively engaging mentors who apply the mentoring activities outlined will serve to ensure highly effective support for the development of mentees. In addition, the two factors can serve as a standard for mentors to measure their practice. Moreover, if the mentors wish to grow professionally, these research findings may help them to achieve it.

New Generation Pedagogical Research Center (NGPRC). This study provides a framework for mentoring and may be used as a benchmark for mentoring practices of those working with teachers (mentees). In addition, these research findings can inform program developers and NGPRC, the mentors' training center, about ways to improve their services for mentors.

New Generation Schools (NGS). Mentoring program is needed for teachers. NGS must ensure that teachers are provided the tools to survive through a solid mentoring program that allows emotional needs to be met. NGS school managers must ensure that teachers are not isolated as they embark on this noble profession. Additionally, school managers could remember to include guidance in their instructional performance without being overwhelming. This can take shape through structures such as observations, peer observations, and more.

Non-NGS and private schools. School systems and their principals need to validate and understand the needs of teachers and be prepared to support those needs. School principals need to realize that support can draw teachers to a knowing that they will receive what is needed to become to a successful educator. This care will help teacher find their teaching job enjoyable in the profession. However, as this study showed, the support has to be what teachers perceive as most important.

National policy. Mentoring in Cambodia and other similar contexts could develop a policy that encourages and supports mentors who could grow professionally in mentoring support activities that could be more supportive and sustainable by any individual mentor.

6.4 Recommendations for Further Research

Findings from this study represent a step towards identifying promising practices for mentors. It would be more helpful if additional studies could spring from this study to further the investigation into mentees' perceptions of mentoring support activities.

First, the results could be deemed one-sided since only self-reported perceptions of mentees were used to define the practice of the mentors who served in the mentoring support activities. Mentees may bring a biased impression of the mentors. Further studies should include the mentors' assessment of their practice. Compared with mentees' perceptions of their mentoring experience, the mentors' perception will permit the researcher to dig deeper into the mentoring practice. It will allow for further analysis of what happens between the mentors and mentees.

Second, all New Generation Schools could be surveyed to get a more accurate view of mentees' perceptions throughout Cambodia. This survey was limited to five specific New Generation Schools in Cambodia; it would be interesting to sample mentees from larger populations to get a more accurate picture of mentee thinking. Moreover, further research should include qualitative data to better understand the meaning behind participants' responses.

Finally, it would be interesting to examine mentee groups from NGS and resource schools to determine if there are different perceptions of mentoring support activities across school environments. For example, do mentee expectations about emotional and methodological support differentiate from one type of institution to another? Moreover, it is essential to individually examine an alternative survey instrument in the study to improve mentoring services and practices of mentors

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APPENDIX A: QUESTIONNAIRE IN ENGLISH

RESEARCH

MENTEES' PERCEPTIONS ON THE IMPACT OF MENTORING SUPPORT ACTIVITIES AT THE NEW GENERATION SCHOOLS IN CAMBODIA

Dear Participant,

My name is **Sambath Theareak**. I am studying at the New Generation Pedagogical Research Center of the National Institute of Education. I am currently conducting research entitled: "*Mentees' Perceptions on the Impact of Mentoring Support Activities at five New Generation Schools in Cambodia*" which is a mini-thesis of the fulfillment of my master's degree.

The survey questionnaire is designed to get the opinions about perceptions of mentees on the mentoring support activities regarding emotional support and methodological support as provided by the mentor to mentee". Your answers are very important. Please answer all questions truthfully because only true and completed answers will be allowed to take full advantage of this research. Please read each question carefully and tick the answer which best indicates your feelings on each question. Your answer will be kept confidential, and it will be used for research purposes only.

The following statements are concerned with your experiences with your mentor during your field experience (teaching support). Please indicate the degree to which you agree or disagree with each statement below by **marking** () only one response to the right of each statement.

Thank you for participating in this potentially beneficial study. In completing this survey, you **must be a mentee** at the New Generation School (NGS mentee). If you have any concerns, please contact the researcher via 097 22 61 355/sambath0203@gmail.com.

Please mark () "YES" below to participate in this study. If not, please mark () "NO" and return this survey to the person administering it.

Yes, I agree to participate.

No

SURVEY QUESTIONNAIRE

Section I: Demographic Information

1.1 What is your gender?

- a. male b. female c. other _____

1.2 What is your marital status?

- a. single b. married c. other _____

1.3 How old are you now? _____ years old.

1.4 What is the name of the new generation school you are teaching in?

- Preah Sisowath High School Preah Reach Akamohesey Primary School
 Prek Leap High School Hun Sen Kempong Cham Primary School
 Hun Sen Peam Chikong High School

1.5 At what level do you teach?

- a. primary c. upper secondary
b. secondary d. both lower and upper secondary

1.6 How long have you been teaching? _____ years

1.7 What grade have you taught in? (Can select more than one choice)

- grade 1 grade 2 grade 3 grade 4 grade 5
 grade 6 grade 7 grade 8 grade 9 grade 10
 grade 11 grade 12

1.8 How many hours do you teach per week? _____ hours per week.

1.9 What is your highest academic qualification?

- a. High school diploma
- b. Bachelor's degree
- c. Master's degree
- d. Doctoral degree
- e. Other _____

1.10 What is your pre-service certificate?

- a. PTTC
- b. RTTC
- c. NIE
- d. Other _____

1.11 How many mentors have been involved in your field experiences?

_____mentors

1.12 What is the kind of interventions of the mentors? (Can select more than one choice)

- a. pre-observation conference
- b. post-observation conference
- c. individualized support
- d. co-teaching
- e. other _____

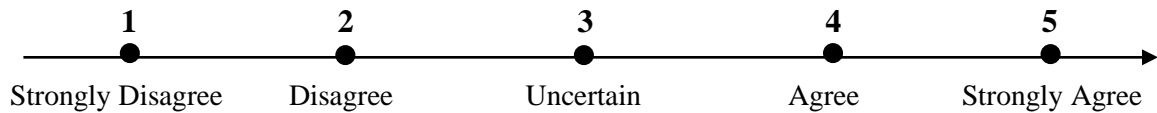
1.13 Do your mentor(s) have a class for teaching? YES NO

1.13.1 If **YES**, does your mentor teach the same subject as you? YES NO

1.13.2 If **YES**, does your mentor teach at the same level as you? YES NO

Section II: Mentoring Activities Related to Emotional Support

The following statements are a list of mentoring activities related to the emotional support that your mentor provides to you as a mentee during your field experience. Please indicate the degree to which you agree or disagree with each statement below by **marking** (☑) only one response to the right of each statement.

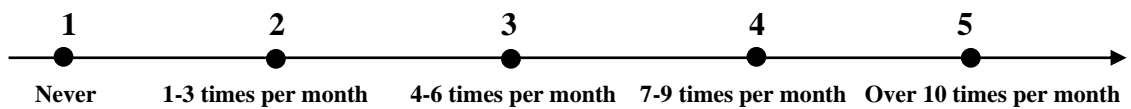


Items	Degree of Agreement
During my field experience, my mentor...	
2.1 was friendly to me.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2.2 cared how I feel	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2.3 made me feel personally connected with him/her in sharing personal experiences.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2.4 prevented me from feeling isolated and alienation at work.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2.5 made me feel more confident as a teacher.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2.6 was easy to approach when I needed help.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2.7 seemed comfortable in talking with me about teaching.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2.8 listened to me attentively on teaching matters.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2.9 showed me positive intent in providing feedback.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2.10 made me feel no doubts about his level of competence.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

2.11 indicated specifically what I did well to make me aware of my strengths and capabilities.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2.12 assisted me to reflect in improving my teaching practices.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Section III: Mentoring Activities Related to Methodological Support

The following statements are a list of mentoring activities related to methodological support that your mentor provides to you as a mentee during your field experience. Please indicate the degree to which you agree or disagree with each statement below by **marking** () only one response to the right of each statement.



Items	Degree of Frequency
During my field experience, my mentor ...	
3.1 guided me with lesson preparation.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3.2 assisted me towards implementing teaching strategies.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3.3 guided me with classroom management strategies.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3.4 showed me how to assess students' learning.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3.5 discussed with me the content knowledge I needed for teaching.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3.6 gave me clear guidance for planning to teach.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3.7 provided strategies for me to solve my teaching problems.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

3.8 discussed evaluation of my teaching.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3.9 reviewed my lesson plans before teaching.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3.10 observed me teacher before providing feedback.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3.11 provided oral feedback on my teaching.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3.12 provided me with written feedback on my teaching.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Thank you for your cooperation!

APPENDIX B: QUESTIONNAIRE IN KHMER

**ការយល់ឃើញរបស់គ្រូទទួលប្រឹក្សាគរុកោសល្យទៅលើសកម្មភាពប្រឹក្សា
គរុកោសល្យនៅសាលារៀនជំនាន់ថ្មីក្នុងប្រទេសកម្ពុជា**

ជម្រាបសួរលោកគ្រូ-អ្នកគ្រូ!

ខ្ញុំបាទឈ្មោះ **សម្បត្តិ ឆារ** ជាគរុនិស្សិតថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ ឯកទេសប្រឹក្សា
គរុកោសល្យនៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មីនៃវិទ្យាស្ថានជាតិអប់រំ។ ខ្ញុំបាទ
កំពុងធ្វើការសិក្សាស្រាវជ្រាវលើប្រធានបទ **"ការយល់ឃើញរបស់គ្រូទទួលប្រឹក្សា
គរុកោសល្យទៅលើសកម្មភាពប្រឹក្សាគរុកោសល្យនៅសាលារៀនជំនាន់ថ្មីចំនួនប្រាំ
ក្នុងប្រទេសកម្ពុជា"** ដែលជាសារណាបញ្ចប់ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់របស់ខ្ញុំបាទ។

កម្រងសំណួរស្រាវជ្រាវខាងក្រោមត្រូវបានរៀបចំឡើងដើម្បីទទួលបានមតិអំពីការ
យល់ឃើញរបស់លោកគ្រូ-អ្នកគ្រូដែលជាគ្រូទទួលប្រឹក្សាគរុកោសល្យ (Mentee) ទៅលើ
សកម្មភាពប្រឹក្សាគរុកោសល្យទាក់ទងនឹងការគាំទ្រលើផ្នែកស្មារតី និងបច្ចេកទេសបង្រៀនតាម
រយៈការឆ្លងកាត់បទពិសោធន៍កន្លងមកនៅសាលារៀនជំនាន់ថ្មី។

ចម្លើយរបស់លោកគ្រូ-អ្នកគ្រូមានសារៈសំខាន់ណាស់សម្រាប់ការស្រាវជ្រាវនេះ។ សូម
ឆ្លើយសំណួរទាំងអស់ដោយការពិត ពីព្រោះមានតែចម្លើយពិតនិងពេញលេញប៉ុណ្ណោះ ដែល
អ្នកស្រាវជ្រាវ អាចទាញយកអត្ថប្រយោជន៍ពេញលេញពីការស្រាវជ្រាវនេះ។ សូមអានសំណួរ
នីមួយៗដោយប្រុងប្រយ័ត្ន ហើយគូស(☑)ចម្លើយដែលល្អបំផុតចំពោះសំណួរនីមួយៗ។ ចម្លើយ
របស់លោកគ្រូ អ្នកគ្រូនឹងត្រូវបានរក្សាទុកជាសម្ងាត់ ហើយវានឹងត្រូវបានប្រើសម្រាប់គោល
បំណងស្រាវជ្រាវតែប៉ុណ្ណោះ។

សូមអរគុណលោកគ្រូ-អ្នកគ្រូចំពោះការចូលរួមក្នុងការសិក្សាស្រាវជ្រាវដ៏មានសារៈ
សំខាន់មួយនេះ។ សូមលោកគ្រូ អ្នកគ្រូគូសសញ្ញា (☑) "បាទ/ចាស ខ្ញុំយល់ព្រមចូលរួម" ខាង
ក្រោម ដើម្បីចូលរួមក្នុងការសិក្សាស្រាវជ្រាវនេះ។ ប្រសិនបើលោកគ្រូ អ្នកគ្រូមិនយល់ព្រមចូល
រួមទេ សូមគូសសញ្ញា (☑) "ទេ ខ្ញុំមិនយល់ព្រម" ហើយប្រគល់កម្រងសំណួរទៅអ្នកស្រាវជ្រាវឬ
អ្នកគ្រប់គ្រង។

- បាទ/ចាស ខ្ញុំយល់ព្រមចូលរួម
- ទេ ខ្ញុំមិនយល់ព្រម

កម្រងសំណួរស្រាវជ្រាវ

ផ្នែកទី ១: ព័ត៌មានប្រជាសាស្ត្រ

១.១ ភេទ

ក. ប្រុស ខ. ស្រី គ. ផ្សេងៗ _____

១.២ តើលោកគ្រូ-អ្នកគ្រូមានអាយុប៉ុន្មានឆ្នាំ? _____ ឆ្នាំ

១.៣ តើលោកគ្រូ-អ្នកគ្រូស្ថិតនៅក្នុងស្ថានភាពអ្វី?

ក. នៅលីវ ខ. មានគ្រួសារ គ. ផ្សេងៗ _____

១.៤ តើលោកគ្រូ-អ្នកគ្រូបង្រៀននៅសាលារៀនជំនាន់ថ្មីអ្វី?

ក. វិទ្យាល័យព្រះស៊ីសុវត្ថិ ឃ. បឋមសិក្សា ហ៊ុន សែន អនុវត្ត កំពង់ចាម
ខ. វិទ្យាល័យព្រែកលៀប ង. បឋមសិក្សាព្រះរាជអគ្គមហេសី
គ. វិទ្យាល័យ ហ៊ុន សែន ពាមជីកង

១.៥ តើលោកគ្រូ-អ្នកគ្រូបង្រៀននៅកម្រិតអ្វី?

ក. កម្រិតបឋមសិក្សា ខ. កម្រិតអនុវិទ្យាល័យ
គ. កម្រិតវិទ្យាល័យ ឃ. ទាំងកម្រិតអនុវិទ្យាល័យ និងវិទ្យាល័យ

១.៦ តើលោកគ្រូ-អ្នកគ្រូបង្រៀនសិស្សកម្រិតថ្នាក់ទីប៉ុន្មាន? (ចម្លើយអាចលើសពីមួយ)

ក. ថ្នាក់ទី ១ ខ. ថ្នាក់ទី ២ គ. ថ្នាក់ទី ៣ ឃ. ថ្នាក់ទី ៤
ង. ថ្នាក់ទី ៥ ច. ថ្នាក់ទី ៦ ឆ. ថ្នាក់ទី ៧ ជ. ថ្នាក់ទី ៨
ឈ. ថ្នាក់ទី ៩ ញ. ថ្នាក់ទី ១០ ដ. ថ្នាក់ទី ១១ ប. ថ្នាក់ទី ១២

១.៧ តើលោកគ្រូ-អ្នកគ្រូមានបទពិសោធន៍បង្រៀនរយៈពេលប៉ុន្មានឆ្នាំ? _____ ឆ្នាំ

១.៨ តើលោកគ្រូ-អ្នកគ្រូបង្រៀនប៉ុន្មានម៉ោងក្នុងមួយសប្តាហ៍? _____ ម៉ោងក្នុងមួយសប្តាហ៍

១.៩ តើលោកគ្រូ-អ្នកគ្រូមានកម្រិតសញ្ញាបត្រចុងក្រោយកម្រិតអ្វី?

- ក. សញ្ញាបត្របឋមភូមិ
- ខ. សញ្ញាបត្រមធ្យមសិក្សាទុតិភូមិ
- គ. សញ្ញាបត្របរិញ្ញាបត្រ
- ឃ. សញ្ញាបត្របរិញ្ញាបត្រជាន់ខ្ពស់
- ង. សញ្ញាបត្របណ្ឌិត
- ច. ផ្សេងៗ _____

១.១០ តើលោកគ្រូ-អ្នកគ្រូមានគុណវុឌ្ឍិបណ្តុះបណ្តាលវិជ្ជាជីវៈកម្រិតអ្វី? (ចម្លើយអាចលើសពីមួយ)

- ក. សញ្ញាបត្រគ្រូបង្រៀនកម្រិតបឋមសិក្សា
- ខ. សញ្ញាបត្រគ្រូបង្រៀនកម្រិតមូលដ្ឋាន
- គ. សញ្ញាបត្រគ្រូបង្រៀនកម្រិតឧត្តម
- ឃ. ផ្សេងៗ _____

១.១១ តាមរយៈបទពិសោធន៍កន្លងមក តើលោកគ្រូ-អ្នកគ្រូទទួលសេវាប្រឹក្សាពីគ្រូប្រឹក្សាគរុកោសល្យប៉ុន្មាននាក់? _____នាក់

១.១២ តើគ្រូប្រឹក្សាគរុកោសល្យរបស់លោកគ្រូ-អ្នកគ្រូផ្តល់ការអន្តរាគមន៍អ្វីខ្លះកន្លងមក? (ចម្លើយអាចលើសពីមួយ)

- ក. ជួបពិភាក្សា និងគាំទ្រមុនការសង្កេតថ្នាក់រៀន (pre-observation conference)
- ខ. ជួបពិភាក្សា និងគាំទ្រក្រោយការសង្កេតថ្នាក់រៀន (post-observation conference)
- គ. គាំទ្រឆ្លើយតបតាមតម្រូវការ (individualized support)
- ឃ. សហការបង្រៀនរួមគ្នា (co-teaching)
- ង. ផ្សេងៗ _____

១.១៣ តើគ្រូប្រឹក្សាគរុកោសល្យរបស់លោកគ្រូ-អ្នកគ្រូមានថ្នាក់បង្រៀនដែរឬទេ?

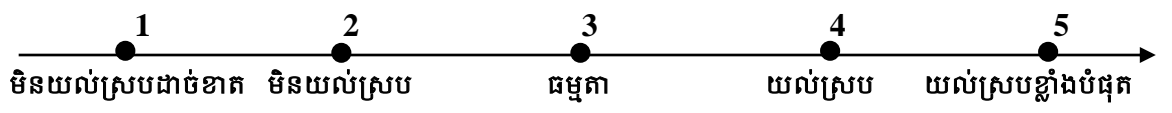
- ក. បាទ/ចាស គាត់មានថ្នាក់បង្រៀន
- ខ. ទេ មិនមាន

១.១៣.១ ប្រសិនបើ គាត់មានថ្នាក់បង្រៀន តើគាត់បង្រៀនមុខវិជ្ជាដូចលោកគ្រូ-អ្នកគ្រូដែរឬទេ? ក. បាទ/ចាស ខ. ទេ

១.១៣.២ ប្រសិនបើ គាត់មានថ្នាក់បង្រៀន តើគាត់បង្រៀនកម្រិតថ្នាក់ ដូចលោកគ្រូ-អ្នកគ្រូដែរឬទេ? ក. បាទ/ចាស ខ. ទេ

ផ្នែកទី ២: សកម្មភាពប្រឹក្សាគរុកោសល្យទាក់ទងនឹងការគាំទ្រលើផ្នែកស្មារតី

ប្រយោគខាងក្រោមនេះ ជាសកម្មភាពប្រឹក្សាគរុកោសល្យទាក់ទងនឹងការគាំទ្រលើផ្នែកស្មារតី ដែលគ្រូ ប្រឹក្សាគរុកោសល្យ (Mentor) ផ្តល់ទៅគ្រូទទួលប្រឹក្សាគរុកោសល្យ (Mentee) ឆ្លងកាត់ តាមរយៈបទពិសោធន៍កន្លងមក។ សូមលោកគ្រូ អ្នកគ្រូគូសសញ្ញា (✓) មួយនៅក្នុងប្រអប់ នីមួយៗដែលជាចម្លើយដ៏ល្អបំផុតចំពោះប្រយោគខាងក្រោមនេះ ដែលបង្ហាញពីកម្រិតនៃភាព ពេញចិត្ត។



ពិពណ៌នា	កម្រិតនៃភាពពេញចិត្ត
តាមរយៈបទពិសោធន៍កន្លងមក គ្រូប្រឹក្សាគរុកោសល្យរបស់ខ្ញុំ...	
២.១ មានភាពរូសរាយរាក់ទាក់ចំពោះខ្ញុំ។	□1 □2 □3 □4 □5
២.២ បារម្ភខ្ពស់ខ្លាញ់ពីអារម្មណ៍របស់ខ្ញុំ។	□1 □2 □3 □4 □5
២.៣ ធ្វើឱ្យខ្ញុំមានអារម្មណ៍ចង់ផ្សារភ្ជាប់ទំនាក់ទំនងជាមួយគាត់ ក្នុងការចែករំលែកបទពិសោធន៍ផ្ទាល់ខ្លួន។	□1 □2 □3 □4 □5
២.៤ ធ្វើឱ្យខ្ញុំមិនមានអារម្មណ៍ថាឯកោ និងមិនមានគម្លាតនៅ កន្លែងធ្វើការ។	□1 □2 □3 □4 □5
២.៥ ធ្វើឱ្យខ្ញុំមានទំនុកចិត្តកាន់តែខ្លាំងក្នុងនាមជាគ្រូបង្រៀនម្នាក់	□1 □2 □3 □4 □5
២.៦ ងាយស្រួលទៅជួបគាត់ នៅពេលខ្ញុំត្រូវការជំនួយ។	□1 □2 □3 □4 □5
២.៧ ផ្តល់ភាពកក់ក្តៅក្នុងការជជែកជាមួយខ្ញុំអំពីការបង្រៀន។	□1 □2 □3 □4 □5
២.៨ ស្តាប់ខ្ញុំយ៉ាងយកចិត្តទុកដាក់ចំពោះបញ្ហាផ្សេងៗក្នុងការ បង្រៀនរបស់ខ្ញុំ។	□1 □2 □3 □4 □5

២.៩ បង្ហាញចេតនាល្អក្នុងការផ្តល់មតិត្រឡប់។	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
២.១០ ធ្វើឱ្យខ្ញុំមិនមានការសង្ស័យអំពីកម្រិតសមត្ថភាពរបស់គាត់។	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
២.១១ ចង្អុលបង្ហាញចំរើនរូបវន្តខ្ញុំធ្វើបានល្អ ដែលធ្វើឱ្យខ្ញុំស្គាល់ភាពខ្លាំងនិងសមត្ថភាពរបស់ខ្លួន។	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
២.១២ ជួយខ្ញុំឆ្លុះបញ្ចាំងចំពោះការធ្វើឱ្យប្រសើរឡើងនូវការបង្រៀនរបស់ខ្ញុំ។	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

ផ្នែកទី ៣: សកម្មភាពប្រឹក្សាគរុកោសល្យទាក់ទងនឹងការគាំទ្រលើផ្នែកបច្ចេកទេសបង្រៀន

ប្រយោគខាងក្រោមនេះ ជាសកម្មភាពប្រឹក្សាគរុកោសល្យទាក់ទងនឹងការគាំទ្រលើផ្នែកបច្ចេកទេសបង្រៀនដែលត្រូវប្រឹក្សាគរុកោសល្យ (Mentor) ផ្តល់ទៅត្រូវទទួលប្រឹក្សាគរុកោសល្យ (Mentee) ឆ្លងកាត់តាមរយៈបទពិសោធន៍កន្លងមក។ សូមលោកគ្រូ អ្នកគ្រូគូសសញ្ញា (✓) មួយនៅក្នុងប្រអប់នីមួយៗដែលជាចម្លើយដ៏ល្អបំផុតចំពោះប្រយោគខាងក្រោមនេះ ដែលបង្ហាញពីកម្រិតនៃភាពញឹកញាប់របស់លោកគ្រូ អ្នកគ្រូកន្លងមក។



ពិពណ៌នា	កម្រិតនៃភាពញឹកញាប់
តាមរយៈបទពិសោធន៍កន្លងមក ត្រូវប្រឹក្សាគរុកោសល្យរបស់ខ្ញុំ...	
៣.១ ជួយណែនាំខ្ញុំអំពីការរៀបចំមេរៀនដែលត្រូវបង្រៀន។	<input type="checkbox"/> 1. មិនធ្លាប់ <input type="checkbox"/> 2. ១-៣ ដងក្នុងមួយខែ <input type="checkbox"/> 3. ៤-៦ ដងក្នុងមួយខែ <input type="checkbox"/> 4. ៧-៩ ដងក្នុងមួយខែ <input type="checkbox"/> 5. ពី១០ដងឡើងទៅក្នុង១ខែ

<p>៣.២ ជួយខ្ញុំទៅលើការអនុវត្តវិធីសាស្ត្របង្រៀន ។</p>	<p>1. <input type="checkbox"/> មិនធ្លាប់ 2. <input type="checkbox"/> ១-៣ ដងក្នុងមួយខែ 3. <input type="checkbox"/> ៤-៦ ដងក្នុងមួយខែ 4. <input type="checkbox"/> ៧-៩ ដងក្នុងមួយខែ 5. <input type="checkbox"/> ពី១០ដងឡើងទៅក្នុង១ខែ</p>
<p>៣.៣ ជួយណែនាំខ្ញុំអំពីវិធីសាស្ត្រគ្រប់គ្រងថ្នាក់រៀន ។</p>	<p>1. <input type="checkbox"/> មិនធ្លាប់ 2. <input type="checkbox"/> ១-៣ ដងក្នុងមួយខែ 3. <input type="checkbox"/> ៤-៦ ដងក្នុងមួយខែ 4. <input type="checkbox"/> ៧-៩ ដងក្នុងមួយខែ 5. <input type="checkbox"/> ពី១០ដងឡើងទៅក្នុង១ខែ</p>
<p>៣.៤ បង្ហាញខ្ញុំពីរបៀបជួយសិស្សក្នុងការសិក្សា ។</p>	<p>1. <input type="checkbox"/> មិនធ្លាប់ 2. <input type="checkbox"/> ១-៣ ដងក្នុងមួយខែ 3. <input type="checkbox"/> ៤-៦ ដងក្នុងមួយខែ 4. <input type="checkbox"/> ៧-៩ ដងក្នុងមួយខែ 5. <input type="checkbox"/> ពី១០ដងឡើងទៅក្នុង១ខែ</p>
<p>៣.៥ ពិភាក្សាជាមួយខ្ញុំអំពីចំណេះដឹងខ្លឹមសារមេរៀនសម្រាប់ការបង្រៀន ។</p>	<p>1. <input type="checkbox"/> មិនធ្លាប់ 2. <input type="checkbox"/> ១-៣ ដងក្នុងមួយខែ 3. <input type="checkbox"/> ៤-៦ ដងក្នុងមួយខែ 4. <input type="checkbox"/> ៧-៩ ដងក្នុងមួយខែ 5. <input type="checkbox"/> ពី១០ដងឡើងទៅក្នុង១ខែ</p>
<p>៣.៦ បានផ្តល់ខ្ញុំនូវការណែនាំច្បាស់ៗក្នុងការធ្វើកិច្ចតែងការបង្រៀន ។</p>	<p>1. <input type="checkbox"/> មិនធ្លាប់ 2. <input type="checkbox"/> ១-៣ ដងក្នុងមួយខែ 3. <input type="checkbox"/> ៤-៦ ដងក្នុងមួយខែ 4. <input type="checkbox"/> ៧-៩ ដងក្នុងមួយខែ 5. <input type="checkbox"/> ពី១០ដងឡើងទៅក្នុង១ខែ</p>

<p>៣.៧ ផ្តល់ឱ្យខ្ញុំនូវវិធីសាស្ត្រជាច្រើនសម្រាប់ដោះស្រាយបញ្ហាបង្រៀនរបស់ខ្ញុំ។</p>	<p>1. <input type="checkbox"/> មិនធ្លាប់ 2. <input type="checkbox"/> ១-៣ ដងក្នុងមួយខែ 3. <input type="checkbox"/> ៤-៦ ដងក្នុងមួយខែ 4. <input type="checkbox"/> ៧-៩ ដងក្នុងមួយខែ 5. <input type="checkbox"/> ពី១០ដងឡើងទៅក្នុង១ខែ</p>
<p>៣.៨ ពិភាក្សាវាយតម្លៃលើការបង្រៀនរបស់ខ្ញុំ។</p>	<p>1. <input type="checkbox"/> មិនធ្លាប់ 2. <input type="checkbox"/> ១-៣ ដងក្នុងមួយខែ 3. <input type="checkbox"/> ៤-៦ ដងក្នុងមួយខែ 4. <input type="checkbox"/> ៧-៩ ដងក្នុងមួយខែ 5. <input type="checkbox"/> ពី១០ដងឡើងទៅក្នុង១ខែ</p>
<p>៣.៩ ត្រួតពិនិត្យកិច្ចការបង្រៀនរបស់ខ្ញុំមុនការបង្រៀន។</p>	<p>1. <input type="checkbox"/> មិនធ្លាប់ 2. <input type="checkbox"/> ១-៣ ដងក្នុងមួយខែ 3. <input type="checkbox"/> ៤-៦ ដងក្នុងមួយខែ 4. <input type="checkbox"/> ៧-៩ ដងក្នុងមួយខែ 5. <input type="checkbox"/> ពី១០ដងឡើងទៅក្នុង១ខែ</p>
<p>៣.១០ បានសង្កេតការបង្រៀនរបស់ខ្ញុំ។</p>	<p>1. <input type="checkbox"/> មិនធ្លាប់ 2. <input type="checkbox"/> ១-៣ ដងក្នុងមួយខែ 3. <input type="checkbox"/> ៤-៦ ដងក្នុងមួយខែ 4. <input type="checkbox"/> ៧-៩ ដងក្នុងមួយខែ 5. <input type="checkbox"/> ពី១០ដងឡើងទៅក្នុង១ខែ</p>
<p>៣.១១ បានផ្តល់មតិត្រឡប់ផ្ទាល់មាត់លើការបង្រៀនរបស់ខ្ញុំ។</p>	<p>1. <input type="checkbox"/> មិនធ្លាប់ 2. <input type="checkbox"/> ១-៣ ដងក្នុងមួយខែ 3. <input type="checkbox"/> ៤-៦ ដងក្នុងមួយខែ 4. <input type="checkbox"/> ៧-៩ ដងក្នុងមួយខែ 5. <input type="checkbox"/> ពី១០ដងឡើងទៅក្នុង១ខែ</p>

<p>៣.១២ បានសរសេរផ្តល់មតិគ្រឡប់លើការបង្រៀនរបស់ខ្ញុំ។</p>	<p>1. <input type="checkbox"/> មិនធ្លាប់</p> <p>2. <input type="checkbox"/> ១-៣ ដងក្នុងមួយខែ</p> <p>3. <input type="checkbox"/> ៤-៦ ដងក្នុងមួយខែ</p> <p>4. <input type="checkbox"/> ៧-៩ ដងក្នុងមួយខែ</p> <p>5. <input type="checkbox"/> ពី១០ដងឡើងទៅក្នុង១ខែ</p>
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សូមអនុលោមទៅលើការប្រកាសរបស់អង្គការសុខភាពពិភពលោក!

APPENDIX C: REQUISITION LETTER FOR DATA COLLECTION IN ENGLISH



NEW GENERATION PEDAGOGICAL RESEARCH CENTER

**Kingdom of Cambodia
Nation, Religion, King**

Phnom Penh, 11 May 2022

TO

**Mr. Chhom Sopheak, Principal of Prek Leap High School, New
Generation School**

Subject: Requesting permission for undergraduate student Sambath Theareak to collect research data on the topic "Mentees' Perceptions of Mentoring Support Activities at Five New Generation Schools in Cambodia" at Prek Leap High School, New Generation School from 04 May to 30 July 2022.

As stated in the above subject, I would like to inform the principal that Mr. Sambath Theareak is a third-generation undergraduate student specializing in mentoring at the New Generation Pedagogical Research Center of the National Institute of Education. He plans to conduct research and collects data to write a mini-thesis for his master's degree in mentoring. This data collection gathers essential information related to the above research topic.

Therefore, Principal, please allow and facilitate the student to collect data as requested, as informed in the above subject, with favor.

Please accept, Sir, the assurances of my highest consideration.

Manager of NGPRC

NGPRC's Document

Dr. Chan Rath



**Kingdom of Cambodia
Nation, Religion, King**



NEW GENERATION PEDAGOGICAL RESEARCH CENTER

Phnom Penh, 11 May 2022

TO

Mr. Toch Vothy, Principal of Hun Sen Peam Chikong High School, New

Generation School

Subject: Requesting permission for undergraduate student Sambath Theareak to collect research data on the topic "Mentees' Perceptions of Mentoring Support Activities at Five New Generation Schools in Cambodia" at Hun Sen Peam Chikong High School, New Generation School from 04 May to 30 July 2022.

As stated in the above subject, I would like to inform the principal that Mr. Sambath Theareak is a third-generation undergraduate student specializing in mentoring at the New Generation Pedagogical Research Center of the National Institute of Education. He plans to conduct research and collects data to write a mini-thesis for his master's degree in mentoring. This data collection gathers essential information related to the above research topic.

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Please accept, Sir, the assurances of my highest consideration.

Manager of NGPRC

NGPRC's Document

Dr. Chan Rath



NEW GENERATION PEDAGOGICAL RESEARCH CENTER

**Kingdom of Cambodia
Nation, Religion, King**



Phnom Penh, 11 May 2022

TO

**Mr. Sam Kamsann, Principal of Preah Sisowath High School, New
Generation School**

Subject: Requesting permission for undergraduate student Sambath Theareak to collect research data on the topic "Mentees' Perceptions of Mentoring Support Activities at Five New Generation Schools in Cambodia" at Preah Sisowath High School, New Generation School from 04 May to 30 July 2022.

As stated in the above subject, I would like to inform the principal that Mr. Sambath Theareak is a third-generation undergraduate student specializing in mentoring at the New Generation Pedagogical Research Center of the National Institute of Education. He plans to conduct research and collects data to write a mini-thesis for his master's degree in mentoring. This data collection gathers essential information related to the above research topic.

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Please accept, Sir, the assurances of my highest consideration.

Manager of NGPRC

NGPRC's Document

Dr. Chan Rath



**Kingdom of Cambodia
Nation, Religion, King**



NEW GENERATION PEDAGOGICAL RESEARCH CENTER

Phnom Penh, 11 May 2022

TO

**Mr. Sokhom Bora, Principal of Preah Reach Akak Mahessei Primary School,
New Generation School**

Subject: Requesting permission for undergraduate student Sambath Theareak to collect research data on the topic "Mentees' Perceptions of Mentoring Support Activities at Five New Generation Schools in Cambodia" at Preah Reach Akak Mahessei Primary School, New Generation School from 04 May to 30 July 2022.

As stated in the above subject, I would like to inform the principal that Mr. Sambath Theareak is a third-generation undergraduate student specializing in mentoring at the New Generation Pedagogical Research Center of the National Institute of Education. He plans to conduct research and collects data to write a mini-thesis for his master's degree in mentoring. This data collection gathers essential information related to the above research topic.

Therefore, Principal, please allow and facilitate the student to collect data as requested, as informed in the above subject, with favor.

Please accept, Sir, the assurances of my highest consideration.

Manager of NGPRC

NGPRC's Document

Dr. Chan Rath



**Kingdom of Cambodia
Nation, Religion, King**



NEW GENERATION PEDAGOGICAL RESEARCH CENTER

Phnom Penh, 11 May 2022

TO

**Mr. Beng Heng, Principal of Hun Sen Kampong Cham Anuwath Primary
School, New Generation School**

Subject: Requesting permission for undergraduate student Sambath Theareak to collect research data on the topic "Mentees' Perceptions of Mentoring Support Activities at Five New Generation Schools in Cambodia" at Hun Sen Kampong Cham Anuwath Primary School, New Generation School from 04 May to 30 July 2022.

As stated in the above subject, I would like to inform the principal that Mr. Sambath Theareak is a third-generation undergraduate student specializing in mentoring at the New Generation Pedagogical Research Center of the National Institute of Education. He plans to conduct research and collects data to write a mini-thesis for his master's degree in mentoring. This data collection gathers essential information related to the above research topic.

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Please accept, Sir, the assurances of my highest consideration.

Manager of NGPRC

NGPRC's Document

Dr. Chan Rath

**APPENDIX D: REQUISITION LETTER FOR DATA COLLECTION
IN KHMER**



**ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ**

មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី

NEW GENERATION PEDAGOGICAL RESEARCH CENTER ថ្ងៃពុធ ១១កើត ខែពិសាខ ឆ្នាំខាល ចត្វាស័ក ព.ស. ២៥៦៥
រាជធានីភ្នំពេញ ថ្ងៃទី១១ ខែឧសភា ឆ្នាំ២០២២

សូមគោរពជូន

លោក ឧំ សុភក្តិ នាយកសាលារៀនជំនាន់ថ្មី

វិទ្យាល័យព្រែកលៀម

កម្មវត្ថុ: សំណើសុំការអនុញ្ញាតឱ្យគ្រូនិស្សិតឈ្មោះ **សម្បត្តិ ឆារ:** បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវលើប្រធានបទ "ការយល់ឃើញរបស់គ្រូទទួលបានប្រើប្រាស់គរុកោសល្យនៅលើផលប៉ះពាល់នៃសកម្មភាពសំន្រប្រើប្រាស់គរុកោសល្យនៅសាលារៀនជំនាន់ថ្មីក្នុងប្រទេសកម្ពុជា" នៅសាលារៀនជំនាន់ថ្មី វិទ្យាល័យព្រែកលៀម។

សេចក្តីដូចបានជម្រាបជូនក្នុងកម្មវត្ថុខាងលើនេះ ខ្ញុំសូមជម្រាបជូនលោកនាយកថា គ្រូនិស្សិតឈ្មោះ **សម្បត្តិ ឆារ:** កំពុងសិក្សាស្រាវជ្រាវសរសេរសារណាបទបញ្ចប់ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេស **ប្រើប្រាស់គរុកោសល្យ** ជំនាន់ទី៣ នៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មីវិទ្យាស្ថានជាតិអប់រំ។ ការចុះប្រមូលទិន្នន័យរបស់គ្រូនិស្សិតនឹងប្រព្រឹត្តទៅចន្លោះពីថ្ងៃទី៤ ខែឧសភា ដល់ថ្ងៃទី១៥ ខែកក្កដា ឆ្នាំ២០២២។

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាជ្រាប និងអនុញ្ញាតឱ្យគ្រូនិស្សិតរូបនេះ ជួបលោកគ្រូ-អ្នកគ្រូដែលជាគ្រូទទួលប្រឹក្សាគរុកោសល្យផ្តល់ព័ត៌មានទាក់ទងនឹងប្រធានបទស្រាវជ្រាវខាងលើដោយក្តីអនុគ្រោះ។

សូមលោកនាយកទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំ។

ឯកសារ មសគបី.  **ឧំ សុភក្តិ**

ប្រធានមជ្ឈមណ្ឌល 
បណ្ឌិតសភាចារ្យ **ប័ន្ត រ័ត្ន**

អាសយដ្ឋាន: មហាវិថីព្រះនរោត្តម អគារ ៤ វិទ្យាស្ថានជាតិអប់រំ រាជធានីភ្នំពេញ លេខទូរស័ព្ទ និងតេឡេក្រាម: ០១១ ៦៩៧ ០៣៨
Address: #123, Preah Norodom Blvd, National Institute of Education, Building I, Phnom Penh, Cambodia, www.nie.edu.kh



ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

មជ្ឈមណ្ឌលស្រាវជ្រាវគណនេយ្យជំនាន់ថ្មី

NEW GENERATION PEDAGOGICAL RESEARCH CENTER ថ្ងៃពុធ ១១កើត ខែពិសាខ ឆ្នាំខាល ចត្វាស័ក ព.ស. ២៥៦៥
រាជធានីភ្នំពេញ ថ្ងៃទី១១ ខែឧសភា ឆ្នាំ២០២២

សូមគោរពជូន

លោក គុប តុទ្ធី នាយកសាលារៀនជំនាន់ថ្មី

វិទ្យាល័យ ហ៊ិន សែន ពាមជីកង

កម្មវត្ថុ: សំណើសុំការអនុញ្ញាតឱ្យគន្លឹះស្រាវជ្រាវ: សម្បត្តិ ឆារ: បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវលើ
ប្រធានបទ "ការយល់ឃើញរបស់គ្រូទទួលបានប្រើក្នុងគណនេយ្យនៅលើផលប៉ះពាល់សកម្មភាព
គាំទ្រប្រើក្នុងគណនេយ្យនៅសាលារៀនជំនាន់ថ្មីក្នុងប្រទេសកម្ពុជា" នៅសាលារៀនជំនាន់ថ្មី
វិទ្យាល័យ ហ៊ិន សែន ពាមជីកង។

សេចក្តីដូចបានជម្រាបជូនក្នុងកម្មវត្ថុខាងលើនេះ ខ្ញុំសូមជម្រាបជូនលោកនាយកថា គន្លឹះស្រាវជ្រាវ: សម្បត្តិ ឆារ: កំពុងសិក្សាស្រាវជ្រាវសរសេរសារណាបទបញ្ចប់ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេស ប្រើក្នុង
គណនេយ្យ ជំនាន់ទី៣ នៅមជ្ឈមណ្ឌលស្រាវជ្រាវគណនេយ្យជំនាន់ថ្មីនៃវិទ្យាស្ថានជាតិអប់រំ។ ការចុះប្រមូល
ទិន្នន័យរបស់គន្លឹះស្រាវជ្រាវប្រព្រឹត្តទៅចន្លោះពីថ្ងៃទី៤ ខែឧសភា ដល់ថ្ងៃទី១៥ ខែកក្កដា ឆ្នាំ២០២២។

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាជ្រាប និងអនុញ្ញាតឱ្យគន្លឹះស្រាវជ្រាវនេះ ជួបលោកគ្រូ-អ្នកគ្រូ
ដែលជាគ្រូទទួលប្រឹក្សាគណនេយ្យផ្តល់ព័ត៌មានទាក់ទងនឹងប្រធានបទស្រាវជ្រាវខាងលើដោយក្តីអនុគ្រោះ។

សូមលោកនាយកទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំ។



ឯកសារ មសគថ.

គុប តុទ្ធី

ប្រធានមជ្ឈមណ្ឌល

បណ្ឌិតសភាចារ្យ ប័ន្ត រៀន



**ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ**

វិទ្យាល័យព្រះស៊ីសុវត្ថិ (NGS)
ម៉ោងថ្ងៃទី...០១...ខែ...០៤...ឆ្នាំ២០...២២
ម៉ោង...១១:៣០...នាទី...០៤
បញ្ជូនមកពី: វិទ្យាល័យព្រះស៊ីសុវត្ថិ

មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី
NEW GENERATION PEDAGOGICAL RESEARCH CENTER

ថ្ងៃពុធ ១១កើត ខែពិសាខ ឆ្នាំខាល ចត្វាស័ក ព.ស. ២៥៦៥
រាជធានីភ្នំពេញ ថ្ងៃទី១១ ខែឧសភា ឆ្នាំ២០២២

(Handwritten signature and notes)

សូមគោរពជូន

លោក សម្ប កំសាន្ត នាយករងទទួលបន្ទុកសាលារៀនជំនាន់ថ្មី

វិទ្យាល័យព្រះស៊ីសុវត្ថិ

កម្មវត្ថុ: សំណើសុំការអនុញ្ញាតឱ្យគរុកោសល្យឈ្មោះ **សម្បត្តិ ឆារ:** បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវលើប្រធានបទ "ការយល់ឃើញរបស់គ្រូទទួលបន្ទុកគរុកោសល្យនៅលើផលប៉ះពាល់នៃសកម្មភាពគាំទ្រប្រឹក្សាគរុកោសល្យនៅសាលារៀនជំនាន់ថ្មីតុល្យទ្រទេសកម្ពុជា" នៅសាលារៀនជំនាន់ថ្មី វិទ្យាល័យព្រះស៊ីសុវត្ថិ។

សេចក្តីដូចបានជម្រាបក្នុងកម្មវត្ថុខាងលើនេះ ខ្ញុំសូមជម្រាបជូនលោកនាយករងថា គរុកោសល្យឈ្មោះ **សម្បត្តិ ឆារ:** កំពុងសិក្សាស្រាវជ្រាវសរសេរសារណាបទបញ្ចប់ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេស **ប្រឹក្សាគរុកោសល្យ** ជំនាន់ទី៣ នៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មីនៃវិទ្យាស្ថានជាតិអប់រំ។ ការចុះប្រមូលទិន្នន័យរបស់គរុកោសល្យនឹងប្រព្រឹត្តទៅចន្លោះពីថ្ងៃទី៤ ខែឧសភា ដល់ថ្ងៃទី១៥ ខែកក្កដា ឆ្នាំ២០២២។

អាស្រ័យហេតុនេះ សូមលោកនាយករងមេត្តាជ្រាប និងអនុញ្ញាតឱ្យគរុកោសល្យរូបនេះ ជួបលោកគ្រូ-អ្នកគ្រូដែលជាគ្រូទទួលប្រឹក្សាគរុកោសល្យផ្តល់ព័ត៌មានទាក់ទងនឹងប្រធានបទស្រាវជ្រាវខាងលើដោយក្តីអនុគ្រោះ។
សូមលោកនាយករងទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំ។

ប្រធានមជ្ឈមណ្ឌល *(Signature)*

បណ្ឌិតសភាចារ្យ ច័ន្ទ រៀន

ឯកសារ មសគថ.





ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី
NEW GENERATION PEDAGOGICAL RESEARCH CENTER ថ្ងៃពុធ ១១កើត ខែពិសាខ ឆ្នាំខាល ចត្វាស័ក ព.ស. ២៥៦៥
រាជធានីភ្នំពេញ ថ្ងៃទី១១ ខែឧសភា ឆ្នាំ២០២២

សូមគោរពជូន

លោក សុខុម ប៊ុរ៉ា នាយកសាលារៀនជំនាន់ថ្មី

សាលាបឋមសិក្សាព្រះរាជអគ្គមហេសីនរោត្តម មុនីនាថសីហនុ

កម្មវត្ថុ៖ សំណើសុំការអនុញ្ញាតឱ្យគរុនិស្សិតឈ្មោះ **សម្បត្តិ ឆារៈ** បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវលើប្រធានបទ **“ការយល់ឃើញរបស់គ្រូទទួលប្រឹក្សាគរុកោសល្យនៅលើផលប៉ះពាល់សកម្មភាពគាំទ្រប្រឹក្សាគរុកោសល្យនៅសាលារៀនជំនាន់ថ្មីក្នុងប្រទេសកម្ពុជា”** នៅសាលារៀនជំនាន់ថ្មីសាលាបឋមសិក្សាព្រះរាជអគ្គមហេសី នរោត្តម មុនីនាថសីហនុ។

សេចក្តីដូចបានជម្រាបក្នុងកម្មវត្ថុខាងលើនេះ ខ្ញុំសូមជម្រាបជូនលោកនាយកថា គរុនិស្សិតឈ្មោះ **សម្បត្តិ ឆារៈ** កំពុងសិក្សាស្រាវជ្រាវសរសេរសារណាបទបញ្ចប់ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេស **ប្រឹក្សាគរុកោសល្យ** ជំនាន់ទី៣ នៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មីនៃវិទ្យាស្ថានជាតិអប់រំ។ ការចុះប្រមូលទិន្នន័យរបស់គរុនិស្សិតនឹងប្រព្រឹត្តទៅចន្លោះពីថ្ងៃទី៤ ខែឧសភា ដល់ថ្ងៃទី១៥ ខែកក្កដា ឆ្នាំ២០២២។

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាជ្រាប និងអនុញ្ញាតឱ្យគរុនិស្សិតរូបនេះ ជួបលោកគ្រូ-អ្នកគ្រូដែលជាគ្រូទទួលប្រឹក្សាគរុកោសល្យផ្តល់ព័ត៌មានទាក់ទងនឹងប្រធានបទស្រាវជ្រាវខាងលើដោយក្តីអនុគ្រោះ។
សូមលោកនាយកទទួលនូវការគោរពរាប់អានពីស្នេហាដ៏ខ្ពង់ខ្ពស់។

Handwritten signature and red circular stamp of the research center.

ប្រធានមជ្ឈមណ្ឌល
Handwritten signature

ឯកសារ មសគថ. **សុខុម ប៊ុរ៉ា** បណ្ឌិតសភាចារ្យ **ច័ន្ទ រ័ត្ន**

អាសយដ្ឋាន៖ មហាវិថីព្រះនរោត្តម អគារ I វិទ្យាស្ថានជាតិអប់រំ រាជធានីភ្នំពេញ លេខទូរស័ព្ទ និងតេឡេក្រាម៖ ០១១ ៦៩៧ ០៣៨
Address: #123, Preah Norodom Blvd, National Institute of Education, Building I, Phnom Penh, Cambodia, www.nie.edu.kh

APPENDIX E: CONSENT LETTER FORMAT IN ENGLISH

RESEARCH

MENTEES' PERCEPTIONS ON THE IMPACT OF MENTORING SUPPORT ACTIVITIES AT THE NEW GENERATION SCHOOLS IN CAMBODIA

Dear Participant,

My name is **Sambath Theareak**. I am studying at the New Generation Pedagogical Research Center of the National Institute of Education. I am currently conducting research entitled: "*Mentees' Perceptions on the Impact of Mentoring Support Activities at five New Generation Schools in Cambodia*" which is a mini-thesis of the fulfillment of my master's degree.

The survey questionnaire is designed to get the opinions about perceptions of mentees on the mentoring support activities regarding emotional support and methodological support as provided by the mentor to mentee". Your answers are very important. Please answer all questions truthfully because only true and completed answers will be allowed to take full advantage of this research. Please read each question carefully and tick the answer which best indicates your feelings on each question. Your answer will be kept confidential, and it will be used for research purposes only.

The following statements are concerned with your experiences with your mentor during your field experience (teaching support). Please indicate the degree to which you agree or disagree with each statement below by **marking** () only one response to the right of each statement.

Thank you for participating in this potentially beneficial study. In completing this survey, you **must be a mentee** at the New Generation School (NGS mentee). If you have any concerns, please contact the researcher via 097 22 61 355/sambath0203@gmail.com.

Please mark () "YES" below to participate in this study. If not, please mark () "NO" and return this survey to the person administering it.

Yes, I agree to participate. No

APPENDIX F: CONSENT LETTER FORMAT IN KHMER

**ការយល់ឃើញរបស់គ្រូទទួលប្រឹក្សាគរុកោសល្យទៅលើសកម្មភាពប្រឹក្សា
គរុកោសល្យនៅសាលារៀនជំនាន់ថ្មីក្នុងប្រទេសកម្ពុជា**

ជម្រាបសួរលោកគ្រូ-អ្នកគ្រូ!

ខ្ញុំបាទឈ្មោះ **សម្បត្តិ ឆារ** ជាគរុនិស្សិតថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ ឯកទេសប្រឹក្សា
គរុកោសល្យនៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មីនៃវិទ្យាស្ថានជាតិអប់រំ។ ខ្ញុំបាទ
កំពុងធ្វើការសិក្សាស្រាវជ្រាវលើប្រធានបទ **“ការយល់ឃើញរបស់គ្រូទទួលប្រឹក្សា
គរុកោសល្យទៅលើសកម្មភាពប្រឹក្សាគរុកោសល្យនៅសាលារៀនជំនាន់ថ្មីចំនួនប្រាំ
ក្នុងប្រទេសកម្ពុជា”** ដែលជាសារណាបញ្ចប់ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់របស់ខ្ញុំបាទ។

កម្រងសំណួរស្រាវជ្រាវខាងក្រោមត្រូវបានរៀបចំឡើងដើម្បីទទួលបានមតិអំពីការ
យល់ឃើញរបស់លោកគ្រូ-អ្នកគ្រូដែលជាគ្រូទទួលប្រឹក្សាគរុកោសល្យ (Mentee) ទៅលើ
សកម្មភាពប្រឹក្សាគរុកោសល្យទាក់ទងនឹងការគាំទ្រលើផ្នែកស្មារតី និងបច្ចេកទេសបង្រៀនតាម
រយៈការឆ្លងកាត់បទពិសោធន៍កន្លងមកនៅសាលារៀនជំនាន់ថ្មី។

ចម្លើយរបស់លោកគ្រូ-អ្នកគ្រូមានសារៈសំខាន់ណាស់សម្រាប់ការស្រាវជ្រាវនេះ។ សូម
ឆ្លើយសំណួរទាំងអស់ដោយការពិត ពីព្រោះមានតែចម្លើយពិតនិងពេញលេញប៉ុណ្ណោះ ដែល
អ្នកស្រាវជ្រាវ អាចទាញយកអត្ថប្រយោជន៍ពេញលេញពីការស្រាវជ្រាវនេះ។ សូមអានសំណួរ
នីមួយៗដោយប្រុងប្រយ័ត្ន ហើយគូស(☑)ចម្លើយដែលល្អបំផុតចំពោះសំណួរនីមួយៗ។ ចម្លើយ
របស់លោកគ្រូ អ្នកគ្រូនឹងត្រូវបានរក្សាទុកជាសម្ងាត់ ហើយវានឹងត្រូវបានប្រើសម្រាប់គោល
បំណងស្រាវជ្រាវតែប៉ុណ្ណោះ។

សូមអរគុណលោកគ្រូ-អ្នកគ្រូចំពោះការចូលរួមក្នុងការសិក្សាស្រាវជ្រាវដ៏មានសារៈ
សំខាន់មួយនេះ។ សូមលោកគ្រូ អ្នកគ្រូគូសសញ្ញា (☑) "បាទ/ចាស ខ្ញុំយល់ព្រមចូលរួម" ខាង
ក្រោម ដើម្បីចូលរួមក្នុងការសិក្សាស្រាវជ្រាវនេះ។ ប្រសិនបើលោកគ្រូ អ្នកគ្រូមិនយល់ព្រមចូល
រួមទេ សូមគូសសញ្ញា (☑) "ទេ ខ្ញុំមិនយល់ព្រម" ហើយប្រគល់កម្រងសំណួរទៅអ្នកស្រាវជ្រាវឬ
អ្នកគ្រប់គ្រង។

- បាទ/ចាស ខ្ញុំយល់ព្រមចូលរួម
- ទេ ខ្ញុំមិនយល់ព្រម

APPENDIX G: QUESTIONNAIRE CODING FRAME

Question Code	Identifier
Q1.1	Gender
0	Male
1	Female
Q1.3	Marital status
1	Single
2	Married
3	Other
Q1.4	Workplace
1	Preah Sisowath High School
2	Prek Leap High School
3	Hun Sen Peam Chikong High School
4	Aknowath Kompong Cham Primary School
5	Preah Reach Akak Mohessei Primary School
Q1.5	Level of teaching
1	Primary
2	Secondary
3	Upper secondary
4	Both lower and upper secondary
Q1.6	Grade

1	Grade 1
2	Grade 2
3	Grade 3
4	Grade 4
5	Grade 5
6	Grade 6
7	Grade 7
8	Grade 8
9	Grade 9
10	Grade 10
11	Grade 11
12	Grade 12
13	Grade 7, 8
14	Grade 7, 8, 9, 10
15	Grade 7, 9
16	Grade 7, 10
17	Grade 7, 11
18	Grade 7, 12
19	Grade 7, 8, 9, 10, 12
20	Grade 8, 10
21	Grade 8, 11
23	Grade 8, 12
24	Grade 9, 10
25	Grade 9, 11
26	Grade 10, 11, 12
27	Grade 10, 11

28	Grade 10, 12
29	Grade 11, 12
30	Grade 7, 8, 10
31	Grade 9, 10, 11
Q1.9	Highest academic qualification
1	Secondary diploma
2	High school diploma
3	Bachelor's degree
4	Master's degree
5	Doctoral degree
6	Other
Q1.10	Pre-service certificate
1	PTTC
2	RTTC
3	NIE
4	Other
5	1, 2, 3 (PTTC, RTTC, NIE)
6	1, 3 (PTTC, NIE)
7	2, 3 (RTTC, NIE)
8	3, 4 (NIE, Other)
Q1.12	The kind of interventions of the mentor
1	Pre-observation conference (Pre)
2	Post-observation conference (Post)
3	Individualized support (IS)
4	Co-teaching (CT)

5	Other (O)
6	1, 2 (Pre, Post)
7	1, 2, 3 (Pre, Post, IS)
8	1, 2, 3, 4 (Pre, Post, IS, CT)
9	1, 2, 3, 5 (Pre, Post, IS, O)
10	1, 2, 5 (Pre, Post, Other)
11	1, 3, 4 (Pre, IS, CT)
12	1, 4 (Pre, CT)
13	2, 3 (Post, IS)
14	2, 4 (Post, CT)
15	2, 3, 4 (Post, IS, CT)
16	1, 3 (Pre, IS)
17	1, 2, 4 (Pre, Post, CT)
Q1.13	Mentor taught
1	Yes
2	No
Q1.13.1/ Q1.13.2	The same subject/level taught as the mentor
1	Yes
2	No
Q2.1 to Q2.12	Mentoring activities related to emotional support
1	Strongly disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly agree

Q3.1 to Q3.12	Mentoring activities related to methodological support
1	Never
2	1-3 times per month
3	4-6 times per month
4	7-9 times per month
5	Over 10 times per month

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