

វិទ្យាស្ថានជាតិអប់រំ

NATIONAL INSTITUTE OF EDUCATION



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NEW GENERATION PEDAGOGICAL RESEARCH CENTER

**ទំនាក់ទំនងរវាងគុណភាពកម្មវិធីប្រឹក្សាគរុកោសល្យ និងការ
អភិវឌ្ឍវិជ្ជាជីវៈ: ការពេញចិត្ត និងសុខុមាលភាព នៃការទំនាក់
ទំនងការប្រឹក្សាគរុកោសល្យរបស់គ្រូទទួលប្រឹក្សាគរុកោសល្យ**

**The Nexus between Mentoring Program Quality and Mentees'
Professional Development, Satisfaction, and the Well-being of
Mentoring Relationships**

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

Sok Thoeurn

December 2022

**ទំនាក់ទំនងរវាងគុណភាពកម្មវិធីប្រឹក្សាគរុកោសល្យ និងការ
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The Nexus between Mentoring Program Quality and Mentees'
Professional Development, Satisfaction, and the Well-being of
Mentoring Relationships

Supervisee : Sok Thoeurn

Supervisor : Mr. Phe Saorith

Thesis Committee : Mr. Stanislas Kowalski

Dr. Katherine Prammer

Mr. Banh Hornmann



December 2022

មូលន័យសង្ខេប

មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី នៃវិទ្យាស្ថានជាតិអប់រំ ត្រូវបានបង្កើតឡើងក្នុងឆ្នាំ ២០១៩ សម្រាប់ផ្តល់ការបណ្តុះបណ្តាលថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេសប្រឹក្សាគរុកោសល្យ ដល់សិក្ខាកាម ជាគ្រូបង្រៀន ក្រោមការគាំទ្រ និងសម្របសម្រួលពីអង្គការ ខេប និងក្រសួងអប់រំ យុវជន និងកីឡា នៃគម្រោង គាំទ្រសាលារៀនជំនាន់ថ្មី នៅក្នុងសាលារៀនសាធារណៈ ។ សិក្ខាកាមជាគ្រូបង្រៀន បានបញ្ចប់ការសិក្សា ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេសប្រឹក្សាគរុកោសល្យ ហើយពួកគេត្រូវបានចាត់តាំងឱ្យទៅបម្រើការងារជាគ្រូប្រឹក្សាគរុកោសល្យ និងផ្តល់សេវាកម្មប្រឹក្សាគរុកោសល្យដល់គ្រូបង្រៀនដែលជាគ្រូទទួលប្រឹក្សាគរុកោសល្យ នៅតាមសាលារៀនគោលដៅ ។

ការសិក្សានេះមានគោលបំណងកំណត់ទំនាក់ទំនងរវាងគុណភាពនៃសេវាកម្មប្រឹក្សាគរុកោសល្យ ជាមួយនឹងការគាំទ្រគុណវុឌ្ឍិរបស់គ្រូទទួលប្រឹក្សាគរុកោសល្យ ការពេញចិត្តនៃការចូលរួមរបស់គ្រូទទួលប្រឹក្សាគរុកោសល្យជាមួយនឹងសេវាកម្មប្រឹក្សាគរុកោសល្យនិងសុខុមាលភាពនៃទំនាក់ទំនងគ្រូប្រឹក្សាគរុកោសល្យ-គ្រូទទួលប្រឹក្សាគរុកោសល្យនៅក្នុងសាលារៀនជំនាន់ថ្មី ដើម្បីបង្កើនគុណភាពនៃការបង្រៀន និងការគាំទ្រដល់វិជ្ជាជីវៈគ្រូបង្រៀន ។

លទ្ធផលនៃការសិក្សានេះ បានបង្ហាញថាការប្រែប្រួលអថេរទាំងបីទៅនឹងគុណភាពនៃការផ្តល់សេវាប្រឹក្សាគរុកោសល្យរបស់គ្រូប្រឹក្សាគរុកោសល្យនៅតាមសាលារៀនជំនាន់ថ្មី នៅមានកម្រិតមធ្យមនៅក្នុងឆ្នាំសិក្សា(២០២១-២០២២)។ បញ្ហានៃការរាតត្បាតនៃជំងឺឆ្លងកូវីដ-១៩ (Covid-19) នៅក្នុងសហគមន៍នៃប្រទេសកម្ពុជា បានបង្កជាបញ្ហាប្រឈមដល់ដំណើរការផ្តល់សេវាកម្មវិធីប្រឹក្សាគរុកោសល្យរបស់គ្រូប្រឹក្សាគរុកោសល្យ នៅក្នុងការអនុវត្តការងាររបស់ពួកគាត់ផងដែរ។ ម្យ៉ាងវិញទៀត ក្របខ័ណ្ឌនៃការប្រឹក្សាគរុកោសល្យ គឺជាគំនិតផ្តួចផ្តើមថ្មីសម្រាប់ជួយដល់គ្រូបង្រៀន (គ្រូទទួលប្រឹក្សាគរុកោសល្យនៅតាមអង្គភាពបម្រើការ ជាពិសេសនៅក្នុងសាលារៀនជំនាន់ថ្មី)។ ម្យ៉ាងមិញទៀត គ្រូប្រឹក្សាគរុកោសល្យ ផ្តល់ការគាំទ្រផ្នែកបច្ចេកទេសសម្រាប់ការអភិវឌ្ឍវិជ្ជាជីវៈដល់គ្រូទទួលប្រឹក្សាគរុកោសល្យ នៅមានភាពខ្វះចន្លោះទៅលើពេល

វេលាជួបជុំគ្នាដើម្បីចែករំលែកលើដំណើរការផ្តល់សេវាកម្មប្រឹក្សាគរុកោសល្យរវាងគ្រូប្រឹក្សាគរុកោសល្យ និង គ្រូទទួលប្រឹក្សាគរុកោសល្យ ។

ដូច្នេះ ភាគីពាក់ព័ន្ធគួរស្វែងរកវិធីសាស្ត្រថ្មីៗ ដើម្បីឱ្យដំណើរកម្មវិធីប្រឹក្សាគរុកោសល្យ សម្រេច បានលទ្ធផលល្អប្រសើរ និងពង្រឹងប្រព័ន្ធការងាររបស់ខ្លួនក្នុងផ្តល់សេវាប្រឹក្សាគរុកោសល្យបន្ថែមទៀត ។

ដែនកំណត់ នៃការសិក្សានេះគឺផ្អែកលើទស្សនៈយល់ឃើញរបស់គ្រូទទួលប្រឹក្សាគរុកោសល្យតែ ប៉ុណ្ណោះ ។ នាពេលអនាគត អ្នកស្រាវជ្រាវក៏អាចសិក្សារួមបញ្ចូលគ្នាអំពីទស្សនៈយល់ឃើញរបស់គ្រូប្រឹក្សា គរុកោសល្យ និងគ្រូទទួលប្រឹក្សាគរុកោសល្យ ក្នុងដំណើរការផ្តល់សេវាកម្មវិធីប្រឹក្សាគរុកោសល្យ ឬការ សិក្សាលើប្រធានបទ ដែលពាក់ព័ន្ធទៅនឹងក្របខ័ណ្ឌនៃការប្រឹក្សាគរុកោសល្យនៅក្នុងបរិបទនៃសាលារៀន ជំនាន់ថ្មី ។

ពាក្យគន្លឹះ៖ ការអភិវឌ្ឍវិជ្ជាជីវៈ ការពេញចិត្ត ការប្រឹក្សាគរុកោសល្យនៅតាមសាលារៀន គ្រូទទួល ប្រឹក្សាគរុកោសល្យ គ្រូប្រឹក្សាគរុកោសល្យនៅតាមសាលា ទំនាក់ទំនងគ្រូប្រឹក្សាគរុកោសល្យ-គ្រូទទួលប្រឹក្សា គរុកោសល្យ និងកម្មវិធីប្រឹក្សាគរុកោសល្យ ។

ABSTRACT

Since the New Generation Pedagogical Research Center (NGPRC) of the National Institution (NIE) was established in 2019, it has provided teacher trainees with a master's degree of education in mentoring, under-supported and facilitated by Kampuchea Action to Promote Education (KAPE) and the Ministry of Education, Youth, and Sport (MoEYS) to the New Generation School (NGS) project in public schools. After the teacher trainees graduated with a master's degree program in mentoring, they were assigned to work as school-based mentors and provide mentoring services to teachers as mentees in their targeted schools.

This study aimed to determine the relationship between the quality of the mentoring services with the mentees' qualification support, the satisfaction of mentees' engagement with the mentoring services, and the well-being of mentoring relationships in NGSs to improve the quality of teaching and professional career support.

The findings of this study showed that the quality of mentoring services provided with the degree of support for mentees' qualification, satisfaction in mentees' engagement, and well-being of mentor-mentee relationships are moderate positive correlations within each variable in which the school-based mentors have assisted them in NGSs in the academic year (2021-2022). The Covid-19 pandemic in the Cambodian community posed challenges for the mentoring process in which the school-based mentors implemented their work. Otherwise, the mentoring framework is a new initiative for assisting mentees in the workplace, especially in NGSs, where they offer technical support for professional career development in some gaps on the processes of providing mentoring services between the school-based mentors and mentees.

Therefore, stakeholders should find procedures to run the mentoring program to achieve results and strengthen the quality of the education system.

A limitation of this study is that it is based on mentees' perspectives only. Future studies could also include mentors' and mentees' perspectives or studies on related topics relevant to the mentoring framework in the context of NGSs.

Keywords: Professional Development, Satisfaction, School-Based Mentoring, Mentee, School-based mentor, Mentor-Mentee Relationships, and Mentoring Program.

SUPERVISOR'S RESEARCH SUPERVISION STATEMENT

TO WHOM IT MAY CONCERN

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

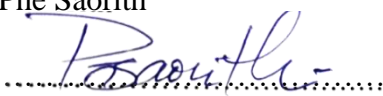
Name of candidate: Sok Thoeurn

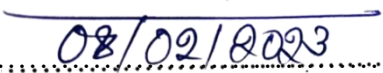
Title of thesis: The Nexus between Mentoring Program Quality and Mentees'

Professional Development, Satisfaction, and the Well-being of Mentoring Relationships

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): Phe Saorith

Supervisor (Sign): 

Date: 

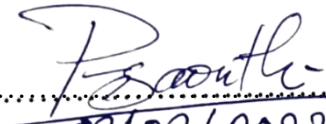
CANDIDATE'S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I “Sok Thoeurn” hereby present entitled “The Nexus between Mentoring Program Quality and Mentees’ Professional Development, Satisfaction, and the Well-being of Mentoring Relationships” for the degree’s Master of Education in Mentoring at the New Generation Pedagogical Research Center of the National Institute of Education is entirely my own work and, furthermore, 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: 07/02/2023

Countersigned by the Supervisor: 

Date: 08/02/2023

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To summarize, my thesis would not have been completed today if those great people I mentioned above had not been present, assisted, guided, or participated. I hope the study's findings will benefit the educational field of mentoring support of mentees' qualifications, satisfaction, and mentoring relationships are essential to reforming education in Cambodian public schools, especially in New Generation Schools (NGSs).

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LIST OF ABBREVIATIONS

Covid-19	: Coronavirus Infected Disease of 2019
GPSs	: General Public Schools
KAPE	: Kampuchea Action to Promote Education
KMO	: Kaiser-Meyer-Olkin measure
MoEYS	: Ministry of Education Youth and Sport
NGSs	: New Generation Schools
NGPRC	: New Generation Pedagogical Research Center
NIE	: National Institute of Education
PTTC	: Provincial Teacher Training College
TPAP	: Teacher Policy Action Plan
TEC	: Teacher Education College
RTTC	: Regional Teacher Training College
RSs	: Resource Schools

CHAPTER ONE: INTRODUCTION

Chapter One of the thesis introduces the background of the study, the problem statements, the purpose and objectives, the research hypotheses, the significance of the study, the definition of the key terms, and the theoretical framework.

1.1 The background of study

To promote educational quality, the Royal Government of Cambodia has made efforts to provide education services in favorable and changeable circumstances and increase Cambodia's competitiveness (Hán, 2018). Consequently, previous studies have stated that the quality of education is determined by various factors such as teachers, schools, students, and their families (Glewwe, 2014). Because teachers are the most valuable resource and critical informants in qualifying for education (No & Heng, 2017), this study investigated how a mentoring program could help teachers improve their qualifications in their professional careers. Therefore, the mentoring program and its most recent effects on Cambodia's public school system; primarily it was recently implemented in NGSs in 2019 (MoEYS, 2020).

The practice of mentoring began in ancient Greece when the monarch entrusted his son's care to an old friend who served as a mentor while he was away (Carruthers, 2003; Yemez et al., 2021). The mentor provided the monarch's son with teaching, advice, and direction for his education and character development (Ferrerres, 2018). Moreover, mentoring is a relationship between an older, more experienced mentor and a younger, less experienced mentee that aims to support and develop the mentee's career (Ragins & Kram, 2007; O'Neil & Marsick, 2009). Next, mentoring appeared in academic literature in the late 1970s and has since expanded to an unprecedented level of systematic and formal administration (Colley, 2002). Since mentoring has become a crucial part of

teacher education, it has provided a tool for enhancing reflective practice and improving school professional development (Sundli, 2007). Finally, mentoring was integrated into the teacher induction program to support pre-service and in-service teacher professional development programs in Bulloch County Georgia, USA (Sasser, 2018).

Moreover, the teacher may have some seniority in the profession and still be a new teacher in any specific field of educational context (NGPRC, 2020). Similarly, even experienced teachers who have been teaching for a long time are still struggling with classroom management (Bressman et al., 2018). Meanwhile, the teacher mentoring programs give newcomers a local guide, but the character and content of these programs also vary widely (Ingersoll & Strong, 2011). In this regard, mentoring has grown significantly in developing professional support for teachers (Sundli, 2007).

The mentoring program was established and implemented in the New Generation Schools (NGSs) in 2019, which has been supported by Kampuchea Action to Promote Education (KAPE) and the Ministry of Education, Youth and Sport (MoEYS), to run the NGS project in public schools in Cambodia to promote good governance, increase the professional standards to a high level and provide learning with quality (Hán, 2018; KAPE, 2021). According to MoEYS (2015), mentoring introduces as a policy in the Teacher Policy Action Plan (TPAP), related to article 3.2.1.2: create a mentoring system at schools. One of the program's significant achievements was the establishment of a new Master's Degree Program in Mentoring at the National Institute of Education, which supports New Generation School programming and was officially established in 2019 at the newly founded the New Generation Pedagogical Research Center (MoEYS, 2020), to confer a Master's Degree in Mentoring to its graduates who are then assigned to New Generation Schools (NGS) where they are working as school-based mentors—basing

mentors in schools in a new and innovative strategy introduced under NGS Reform to strengthen the professionalism of teachers (Bredenberg, 2022).

According to the Teacher's Policy of MoEYS (2013), the competencies required of teachers are in four areas: pedagogy, personal, social, and professional standards. Likewise, mentoring is intended to give good practical advantages for mentors on the same three levels as mentees: personal, emotional, and social support (Gray et al., 2013). In addition, mentoring supports the professional development of teachers in their careers and promotes excellence in teaching and learning (Rosemary et al., 2015). Consequently, the Royal Government of Cambodia (RGoC) made a concerted effort to implement teacher policy reform measures to upgrade teacher competencies and enhance school performance (Dy, 2017). The most notable aspect of this policy was its attempt to "re-professionalize" teaching by offering teachers the necessary knowledge, skills, moral and professional integrity, and competencies. Thus, the mentoring program provides professional development that has benefited personal and professional achievement and recognizes the role of mentoring and coaching in accomplishing these goals (Trube, 2021).

1.2 The statement of problem

Teachers are the most valuable resource in any educational institution and the most critical informants in qualifying education (No & Heng, 2017). Therefore, quality education is often equated to the quality of teachers and school principals (Hán, 2018). The challenge is to reconcile the need to educate teachers about the current realities of their work with a vision of more progressive pedagogies. The teachers will face seriously overcrowded classes, which pose very different classroom management, lesson planning, and pedagogical demands for effective teaching (Razquin, 2009). Another challenge is

Cambodia's low-quality teachers, which attributes to teacher-training programs failing to give teachers enough practical professional experience to transition from learning to teaching (Donaher & Wu, 2020). The critical factors in developing teachers' qualifications are support for the profession, teacher preparation, and classroom instruction based on classroom observation, pedagogical content knowledge, and various stages of the teacher's career (World Bank, 2005; Tandon & Fukao, 2015). One of the drawbacks of such a significantly low salary in the teaching profession is that it contributes to the persistent teacher shortages that are a problem in schools. When teachers face a challenging situation, they feel in a terrible mood, unsuccessful in their careers, and lack support (Fantilli & McDougall, 2009). These challenges concerned the weak points in supported education and the quality of education for new teachers (Alessa, 2017).

This study argued that low-quality teachers depended on the teacher-training program quality; they faced overcrowded classes, a gap in classroom management, a lack of lesson plans, traditional teaching methods, and a lack of pedagogical support. Others, the challenge raised most frequently relates to the need for more time available for dialogues and for providing or receiving support. When the school-based mentor and mentee schedules do not coincide logistically, this might occasionally make things more challenging (Bezzina et al., 2016). Based on the study of KAPE (2021), the mentoring program in NGSs has a heavy workload, and dissatisfaction with relationships, among other factors, as causes for lower workplace productivity.

1.3 The research purposes

This study aimed to determine the relationship between the quality of the mentoring services with the mentees' qualification support, the satisfaction of mentees'

engagement with the mentoring services, and the well-being of mentoring relationships in NGSs to improve the quality of teaching and professional career support. Thus, the school-based mentors have provided the crucial vital factors to provide support of ethics and mentoring, teaching methodology and classroom management, integration of digital education and technology into the classroom, and educational research to upgrade teachers' knowledge in schools.

Thus, this study can predict the quality of the mentoring program from three different variables: the support for mentees' qualifications, the degree of satisfaction with mentees' engagement, and the well-being of mentor-mentee relationships.

1.4 The research objectives

This study focuses on the crucial elements to support the quality of the mentoring program in NGSs as below:

1. To determine the support of mentees' professional development in NGSs correlates with the effectiveness of the mentoring services,
2. To determine the satisfaction of the mentees' engagement correlates with the quality of the mentoring services in NGSs,
3. To determine the connection between the quality of mentor-mentee relationships in NGSs and the effectiveness of the mentoring services,
4. To find out if the support of mentees' professional development, the satisfaction of mentees' engagement, and the well-being of mentor-mentee relationships are correlated with the quality of the mentoring program in NGSs.

1.5 The research hypotheses

In this study, the researcher has examined the relationship between the key factors which support the quality of the mentoring program in NGSs with the school-based

mentors who have provided technical support for the mentoring program. To respond to the research objectives, the researcher has created four major hypotheses as below:

Hypothesis 1: The degree of support of the mentees' qualifications is statistically significant with the quality of the mentoring services.

Hypothesis 2: The degree of satisfaction of the mentees' engagement on the mentoring services is statistically significant with the quality of the mentoring services.

Hypothesis 3: The degree of the well-being of the mentor-mentee relationships is statistically significant with the quality of the mentoring services.

Hypothesis 4: The quality of the mentoring program can be predicted/determined by (1) the degree of support for the mentee's qualification, (2) the degree of satisfaction in mentee's engagement on the mentoring services, and (3) the degree of well-being in mentor-mentee relationships.

1.6 The significance of study

During the implementation of the mentoring framework in NGSs, this study will benefit the stakeholders such as below:

The New Generation Pedagogical Research Center (NGPRC) will use this study to improve the quality of the master's degree of education mentoring program to mentor trainees during pre-service training.

Kampuchea Action to Promote Education (KAPE) might be able to use this study to reflect on the implementation of mentoring technical support to the school-based mentors and the mentees on the processing mentoring framework in their workplace.

The study will be used by New Generation Schools (NGSs) to support or train school-based mentors to support the mentees' credentials and involvement to enhance the quality of education to align with the context of 21st-century education.

General Public Schools and other education-related partners will be used to improve education quality by using school-based mentors. Moreover, this study will be helpful to the mentors and mentees to consider what they have to build their capacity in developing their professional careers.

Therefore, the data collected from mentees in each New Generation School (NGS) will improve the mentoring program in schools and policymakers to ensure the quality of education for use and expand the mentoring program's scope to other targeted schools.

1.7 The operational definition of key terms

The key terms of the mentoring program are defined in this study as the New Generation Pedagogical Research Center (NGPRC), which confers the master's degree of education in Mentoring to the trainees as the mentors and then places them in targeted schools. As a result, their key terms are defined in the context of Cambodian education and mentoring programs.

Professional Development refers to the mentoring services that provide transformational skills to support teachers as mentees in their workplaces.

Satisfaction refers to the mentoring process, psychosocial mentoring, job satisfaction, and perceived career achievement.

School-Based Mentoring is a mentoring service that assists teachers through one-on-one professional development. The school-based mentors have been implementing mentoring services in NGSs.

A mentee is a teacher who receives advice, training, or guidance from a more experienced or skilled mentor.

Mentoring is used specially selected and trained individuals to provide guidance, pragmatic advice, and continuing support to help the teachers as mentees in their learning, teaching, and development process.

A school-based mentor is a teacher who has obtained a master's degree in mentoring and has been assigned to work as a mentor in a selected school while also fulfilling regular teaching duties for a portion of his/her time (1/3) to maintain his/her teaching skills and thereby his/her credibility.

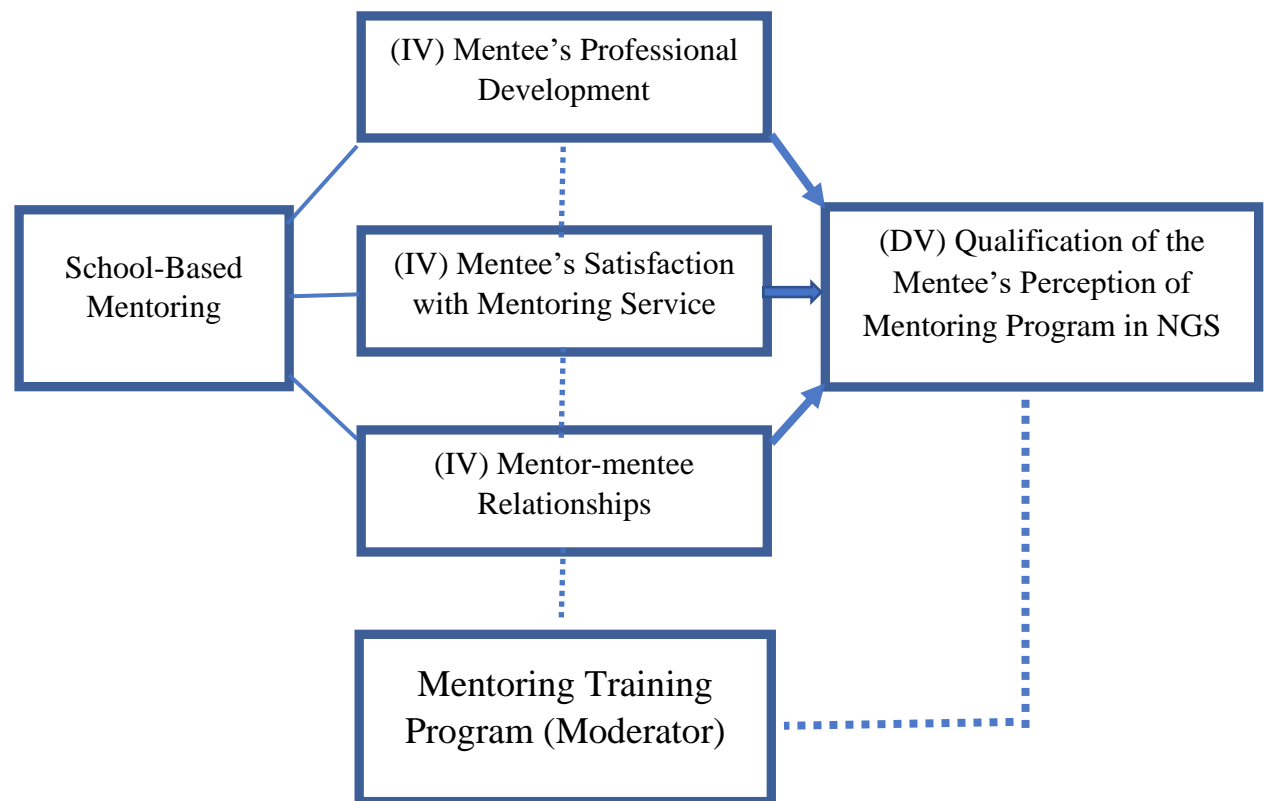
Mentor-Mentee Relationships are the connection between the more experienced mentor and less experienced mentee; these relationships are often thought to serve various purposes, such as developing the mentee's career support.

Mentoring Program is a program for implementation in NGSs to support the teachers' professional development in their workplaces supported by KAPE and MoEYS.

1.8 The theoretical framework

In this study, the researcher has sought the correlation between the quality of mentoring, which was supported by various variations such as the support of mentees' qualifications, the satisfaction of mentees' engagement, and the well-being of mentor-mentee relationships. Upon the research reviews, the researcher drew the conceptualized framework to discover the crucial factors that correlate to the mentoring program's quality in the context of school-based mentors who have contributed their technical support to their mentees in New Generation Schools (NGSs) in Cambodia (See Table 1.8).

Table 1.8.
The research framework for the Professional Development.



1.9 The summary of chapter one

As stated above, Chapter One introduces the rationale of the study on how mentoring services have influenced the quality of education in NGSs. Then, the researcher used the hypotheses and theoretical framework to answer several preliminary problem statements and research objectives about the mentoring processes in NGSs.

CHAPTER TWO: LITERATURE REVIEW

In this chapter Two, the researcher reviews and discusses the literature, including national and international sources. The researcher is going to discuss the mentoring program, the mentoring relationships, the support of mentees' qualifications, and satisfaction of mentees' engagement.

2.1 The mentoring programs

2.1.1 The general perspective of mentoring program

Mentoring is a term that generally refers to a relationship between a less experienced person, known as a mentee or protégé and a more experienced person, known as a mentor (Wai-Packard, 2009). Mentoring programs have become widely accepted in educational settings, with the widespread belief that mentors can effectively assist mentees (Portner, 2002). For example, the mentor may offer career behaviours that help the mentees learn and prepare them for hierarchical advancement within their organizations, providing psychosocial function-build on trust, intimacy, and interpersonal bonds in relationships which provide counselling, friendship, and role modelling. Therefore, mentorship for supporting professions such as teaching, where the practicum component is critical to one's formation and development as a part of professional career support (Ragins & Kram, 2007)—in addition, mentoring first appeared in academic literature in the late 1970s and have since expanded to an unprecedented level of systematic and formal administration (Colley, 2002).

Likewise, the Mentoring program is one person's assistance to another in creating significant changes in knowledge, work, or thought. Mentoring can be short-term or long-term, depending on the mentee's needs (Megginson et al., 2006). Therefore, mentoring is joint support for mentees who are new to teaching or have limited experience (Polikoff et

al., 2015; Dominguez & Kochan, 2020). The initiative to adapt mentorship focused on how mentees can form relationships with experienced teachers in schools to engage in professional practices and discuss their concerns with others who can provide mentoring, guidance, and support (Stansbury & Zimmerman, 2000). On the other hand, mentoring is discussed by Eby et al. (2007) as a way to help reduce school dropout rates, increase academic achievement, promote self-identity and positive self-image, reduce risky behaviours, and facilitate career development.

There were many dealing with issues of teacher shortage and inadequate training, which educators face, so mentoring induction programs have grown in popularity in the educational sector (Fideler & Haselkorn, 1999). The mentoring characteristics include a caring individual who provides consistent companionship, support, and guidance to develop a professional career in any field (Eby et al., 2007). In addition, mentoring is a process in which a mentor collaborates with a mentee to share their knowledge and experience to assist a mentee or a group of mentees in developing and growing their professional careers (MoEYS, 2020). The significant components of the mentoring process, according to Cowin (2021), include, to begin with, group norms, also known as group agreements after discussion, giving reflection and feedback process, giving hope and concern, making self-assessments on communication and behavioural styles, respecting and completing a professional timeline activity, and constructing a self-portrait. Furthermore, Mentors can provide advice and support based on their experience, which will assist in the growth of the individual and benefit the organization (Kram, 1985). As a result, mentoring is an essential aid to staff development and focuses on career development, which many scholars agree plays an essential part (Torey & Blamires, 2006). These factors have also significantly impacted the meaning of work and

careers and the form, function, and context of work relationships in the workplace (Rangins & Kram, 2007).

2.1.2 NGPRC's mentoring program

As for Cambodian education contexts, formal mentorship is still new, so the academic literature and research journal articles on this subject are gaps (KAPE, 2021). However, according to MoEYS (2015), mentoring was introduced as a policy in the Teacher Policy Action Plan (TPAP), related to article 3.2.1.2: create a mentoring system at schools. As a result, one of the program's significant achievements was the establishment of a new Master's Degree Program in Mentoring at the National Institute of Education, which supports New Generation School programming and was officially established in 2019, called New Generation Pedagogical Research Center (MoEYS, 2020). According to KAPE (2022), the trainees who study at NGPRC, as known mentors, have to complete the one-year training program for a master's degree of education in mentoring on the four streams such as:

1. Professional Ethics and Mentoring: the trainees studied the basics of ethics in the teaching profession and used many interactive materials such as videos and software to frame provocative discussions.
2. Education Research: the modules help acquaint trainees with the nature of research and to read the many articles they encounter as part of their reading assignments.
3. ICT in Education: the modules introduce trainees to the many educational software programs used in the NGSs context, especially a new software called *Observic* that uses cutting-edge techniques to support teachers in improving their teaching practice.

4. Teaching Methodology: the modules help trainees to gain insight into how critical methodologies such as Constructivist Learning, Cooperative Learning, and Project Work are effectively used in NGSs setting.

In addition, MoYES (2020), the function of a mentor can be the person who acts as a role model encouraging the mentees to internalize and live the values of a teacher, coach, career guide, and contract (Professional Learning Communities) PLCs and networks for exchange and learning, advocate, motivator, and encourager of the mentee giving feedback and assessing performance.

After the trainees' graduate master's degree of education in Mentoring from NGPRC, they are assigned as school-based mentors to work at assigned schools, especially NGSs, Resource Schools (RSs), and teacher training institutions (KAPE, 2021). Moreover, NGPRC has provided ongoing support for posted school-based mentors through the establishment of the Cambodian Association for Mentoring (CAM), to follow up on the school-based mentors' work monthly or depending on CAM's committees.

2.1.3 The mentoring program in NGSs

To qualify education in the school system in Cambodia, the Royal Government of Cambodia has put effort into providing education services in quality. The school factors are crucial principles for preparing school-based management (SBM), improving the school infrastructure, educating teachers' performance, and involving communities, which can positively influence the quality of education, teaching, and learning (Hán, 2018). The New Generation Schools (NGSs) have utilized the new governance models and provided high-quality education in the public schools. The first NGS was established in Kampong Cham in 2014. Then another NGSs was established, supported by KAPE, MoEYS, and World Education, which is a part of a new initiative in the education sector

(Hán, 2018). The New Generation School (NGS) initiative, launched by the government of Cambodia in 2015, aims to improve the quality of education, including raising teaching standards; improving student performance; innovating curriculum; and introducing accountability measures (Chankoulika, 2021).

Consequently, MoEYS has established the NGPRC to expand New Generation Schools, which are autonomous standards of the teachers that work there and to give the Cambodian school system to provide schools and policy-makers with evidence-based recommendations (KAPE, 2022). As a result, NGPRC has conferred a Master's degree of education in Mentoring upon graduates who complete one-year course studies and then has assigned them to work in NGSs as school-based mentors (KAPE, 2022). Based on the mentoring program provides professional development that has benefited personal and professional achievement and recognizes the role of mentoring and coaching in accomplishing these goals (Trube, 2021). Furthermore, to promote in-school coaches working with teacher colleagues and school-based mentors for inexperienced teachers, MoEYS (2019) reduced teaching hours and recognized CPD hours to support teachers' qualifications.

2.2 The mentoring relationships

Mentoring takes place in the context of a working relationship, and the growth of that connection necessitates active engagement from both the mentor and the mentee (Portner, 2002). Although the aims of mentoring relationships vary depending on the setting and relationship, almost all mentorships involve acquiring knowledge (Eby et al., 2007). The fact that the relationship benefits both parties make it essential and significant. According to Rangins and Kram (2007), mentors have three main tasks in supporting mentees: refining career skills, developing psychosocial abilities, and modeling desired

behaviors. Furthermore, effective mentoring requires the formation of a mutually respectful, trusting relationship between two or more people to meet the needs and develop the potential of the mentee while also taking into account the needs of the mentor and the context in which they both must function (Kochan, 2002, as cited in Knight, 2021). Likewise, a mentoring relationship is a partnership between two or more people to bring about long-term change in them and their professional careers (Ramos-Diaz & Kochan, 2020).

The mentor and the mentee must be honest and open with each other. Honesty is a must for building trust, ultimately the glue that holds a mentoring relationship together (Moore, 2021). Furthermore, mentor and mentee interactions and role model-observer relationships can exist in various situations, have a broad potential scope of effect and be established in the formal or informal mentoring process (Eby et al., 2007). As a result, a mentoring relationship, like any other interpersonal relationship, is complicated since each person thinks, feels, acts, and pursues goals simultaneously. Based on the study of Reis et al. (2000), define a relationship as "a sequence of interdependent, reciprocal interactions throughout time in which each influences the other by exchanging information, expressing emotions, regulating behavior, and negotiating goals." According to Izadinia's (2015) research, there are three components of a healthy mentoring relationship: encouragement and support, open communication, and constructive feedback.

In the researcher's opinion, all of the preceding literature are relevant to mentoring relationships and fit into Kram and Isabella's (1985) study of career-supporting and psychosocial functions. Career-supporting functions include promoting visibility, giving sponsorship, providing feedback, protecting mentees from risks and challenges, and allocating demanding work tasks. In addition, acceptance, counseling, and relationships

are all psychosocial functions that assist mentees in establishing confidence and identity (Ragins & Kram, 2007). According to Kram (1985), mentors typically offer the most psychosocial and career support during the cultivating process. In addition, the separated process enables mentees to seek autonomy and independence from mentors. Finally, the mentors and mentees either transition into a different relationship or part ways.

Teachers can better integrate into the current cultural and pedagogical norms by receiving mentoring from the viewpoint of school-based mentors (Heikkinen et al., 2012). Moreover, mentoring for teachers is also a symbiotic relationship in which mentors benefit from the mentoring process. Therefore, mentoring is a crucial strategy for helping teachers navigate their way into the profession (Beutel & Spooner-Lane, 2009). According to Hunt and Michael (1983), mentoring relationships benefit all senior partners, including the senior partner, because they allow them to build a foundation of technical support and power they can draw upon in the future. For these reasons, the success of mentorship depends not only on a clear understanding of what it means but also on teachers' openness to different sorts of mentors to share their material, classroom observations, discussions about their teaching and receiving professional support (KAPE, 2021). Mentors should refrain from giving direct guidance during practice sessions. The mentors should instead provide several indirect suggestions so that the mentees can critically evaluate their beliefs and practices. Mentors must be tactful sometimes, so they must step aside and let the mentees take the lead (Fong et al., 2013). Thus, mentoring is a method for fostering professional development that relies on encouraging aspiring educators to consider new ways to engage with curricula and pedagogy. To do this, mentors must be willing to learn from their mentees in reciprocal relationships where both parties benefit, which includes being open to receiving constructive criticism and prepared to offer it as part of two-way relationships (Hudson, 2013).

2.2.1 The roles of mentor

A mentor may share with a mentee (or protege) information about his or her career path and provide guidance, motivation, emotional support, and role modeling. In addition, a mentor may help explore careers, set goals, develop contacts, and identify resources (Okurame & Balogun, 2005). Likewise, the mentor is an experienced teacher who assists the mentee in successfully integrating theoretical knowledge and practical skills, acquiring adequate practical teaching competencies as part of their entry into the profession (Gray, 2013, p. 15). As a result, a mentor assists the mentee in:

1. Covert theoretical knowledge to practical abilities, especially during teaching practice;
2. Adjust to institutional and organizational cultures and work effectively within them.

In practice, the mentor will frequently be required to:

1. Allow the mentee to observe the role model while he/she teaches;
2. Observe and provide constructive feedback to the mentee.

Moreover, the mentor will collaborate closely with other mentors throughout the mentoring process to ensure that the mentoring program encourages the development of practical teaching abilities. In addition, the mentor also assists the mentee in understanding the formal and informal norms of the organization's lifestyle and culture. Thus, mentors regularly provide professional modeling, personal guidance, and mentoring programs to their mentees (Abdelrahman et al., 2020).

According to KAPE (2021), the mentoring framework in Cambodian public schools is still being developed, as described by the New Generation Pedagogical Research Center's master of education in the mentoring program. Since they have completed a one-year training program at the NGPRC, where his course covers a wide

range of mentoring and leadership principles, mentors in this context are experienced teachers responsible for providing one-on-one professional support to other teachers. School-based mentoring means that mentors spend the majority of their time at a single school, where they may assist mentees every day. They can also co-teach, plan lessons, and organize pedagogical workshops, depending on the need of the school. In addition, the role of mentors in NGSs they provide their time in a single school where they are available to help teachers daily, continue to fulfil regular teaching duties for a portion of their time to maintain their teaching skills, follow up with several mentees at the same time, and they undertake classroom observations as their primary method of action (KAPE, 2021).

According to Ragins and Kram (2007), mentors provide two types of functions to their mentees: career and psychosocial. In addition, they include mentoring behaviors such as acceptance and confirmation, counseling, friendship, and role modeling. Therefore, the mentors believe that the most beneficial element of the mentoring program was that it made them think about their relationships with their mentees and, in fact, their relationships with other teachers in their school (Beutel & Spooner-Lane, 2009).

2.2.2 The roles of mentee

The mentees are primarily new. They are given a senior teacher who can provide them with recommendations, constructive criticism, and advice, which could affect how effective that teacher is, and teachers may also be the target (MoEYS, 2019; KAPE, 2021).

Likewise, Hudson (2016) stated that mentees seek professional and personal qualities in their mentors, so they value positive relationships with them and the mentors' attributes (emotional intelligence, interpersonal skills) involved in the mentoring process.

According to the study of Ambrosetti et al. (2014, p. 230), indicates that the role of the mentee should follow as below:

Table 2.2.2.

The roles of the mentee

Role	Role description
Contributor	As a contributor the mentee works alongside the mentor by assisting and performing associate roles and tasks.
Active participant	Professional skills and knowledge. They initiate tasks, volunteer to undertake tasks and become involved in every aspect of the job. The mentee actively listens and acts on advice.
Collaborator	The mentee works alongside of the mentor in planning, implementing and reflecting on tasks.
Reflector	The mentee reflects orally and in written format on their own performance, actions and learning, and discuss these reflections with their mentor in order to clarify and develop professionally.
Observer	As an observer the mentee observes how tasks or actions are completed by their mentor and keeps observational notes. They discuss their observations in order to develop their skills and knowledge that pertains to the job and work environment.

In this regard, the mentees acted as supporters, active participants, collaborators, leaders, and role models. The frequency of the roles played suggests that collaboration serves as an inevitable practice in mentoring (Fong et al., 2013). Therefore, mentees gain knowledge and skills that help them work through difficulties and find solutions, positively impacting their personal and professional development (Beutel & Spooner-Lane, 2008).

2.3 The mentoring services support the mentees' qualifications

According to Hobson (2017), it is critical to explain key phrases and concepts such as: non-hierarchical and off-line "from line management and supervision", non-

evaluative and non-judgmental, psycho-social and well-being of mentees are supported, individualized and adapted to the mentee's individual and varied significantly "emotional and development".

More significantly, Mill Independent School and Rousseau Academy Federation identified to have several positive effects on both mentees and mentors, as well as school benefits (Hobson, 2020, pp. 521-545):

1. Impacts of participation on mentees: Socialization and entrance into the school; general pedagogical support (e.g., lesson planning assistance); topic pedagogy and material understanding; developing leadership or teaching skills; time and workload management; and career promotion and progression.
2. Impacts of participation on mentors: Mentors' professional learning benefits are thought to include improved critical reflection on their practice, improved listening skills, improved knowledge and awareness of their organizations, and higher confidence in their mentoring or leadership skills.
3. Wider impacts on school: Mentoring schemes had or were likely to have a broader impact on teaching practice, classroom management, mentoring sessions, discussion and feedback differently from other mentoring schemes, and workload.

The mentor's skills, knowledge, and guidance can significantly benefit the mentee's career growth. By receiving protection, mentoring, sponsorship, exposure, and other benefits, the mentee learns from the teacher-mentor and improves his or her career. A well-structured mentoring program improves qualification and work performance, promotes the careers of both mentees and mentors, and strengthens the group of applicants (Jyoti & Sharma, 2015).

Mentoring programs are fundamentally linked to the professional growth of mentees (Alessa, 2017). In addition, mentoring is mentioned to decrease school dropout rates, increase academic achievement, promote self-identity and a positive self-image, reduce risky behaviors, and facilitate professional development (Eby et al., 2007). There has been much research done on mentoring and the roles influential mentors play in mentees' success based on four latent factors or domains: psychological and emotional support, goal-setting support, career path support, academic subject knowledge support, and the existence of a role model (Crisp & Cruz, 2009, as cited in Giggs, 2021). Therefore, an effective mentor will be a skilled advisor and teacher, a good listener and communicator, a sponsor, a protector, an opportunity maker, a model of scholarly research, a self-confident leader, and a lifelong learner (Heikkinen et al., 2012; Giggs, 2021).

2.4 The satisfaction of mentees' engagement in the mentoring services

The transfer of leadership style to deliver mentoring services in the workplace is highly related to job satisfaction for mentors and mentees (Xu & Payne, 2014). According to Kram (1985), mentorship is a complicated and varied interpersonal relationship. Mentorship is defined by both positive and negative experiences that occur throughout time. Therefore, mentoring satisfaction varies depending on how many positive and negative mentoring experiences a person has had. Mentoring satisfaction is the mentees' overall assessment of and affective reactions to the mentoring relationship (Ragins et al., 2000). It is a crucial predictor of mentoring success in the workplaces (Scandura & Pellegrini, 2007).

According to St-Jean and Audet (2009), several factors are likely to increase the satisfaction of mentees with the mentoring process, including:

1. Sharing knowledge and skills, exchanging work experiences, and providing constructive comments are all qualifications of the mentor.
2. When evaluating the success of a mentoring relationship, Mullen (1994) pointed out that the mentor's attributes must be considered.
3. The mentor and the mentee's psychosocial factors may influence their relationship (Armstrong et al., 2002).
4. Mentoring increases the self-confidence and self-esteem of the mentee while also strengthening the mentee relationship (Waters et al. 2002).

A significant link to job attitudes, a prediction of positive outcomes and an effective mentorship process, and a strong relationship between mentors and mentees were documented in the publications (Xu & Payne, 2014). In addition, learning is increasingly seen as joint knowledge construction, the process in which learners construct knowledge based on their prior experiences and knowledge in social interaction. Mentoring has also been described as a transition toward constructivism (Heikkinen et al., 2012). In addition, as noted by Okurane and Balogun (2005), mentoring fosters the constructive application of information, clear goals and roles, career success, career advancement, wage increases and promotions, and career and job satisfaction. The existence of a mentor is therefore linked to higher ratings of professional satisfaction since mentorship is linked explicitly to significant mentee benefits, such as enabling specialty choice, career development, and productivity (Clarke, 2019).

2.5 The summary of chapter two

This chapter has reviewed four major sessions and four main sub-sessions: issues with the mentoring program, mentoring relationships, support of mentees' qualifications, and satisfaction of mentees' engagement. In the first section, the researcher reviewed the

general perspective of the NGPRC's mentoring program and mentoring framework in NGSs. The second session introduced the role of mentor and mentee. The third also showed the sources related to support of mentees' qualifications. Finally, the researcher also introduced crucial components that make mentees' engagement satisfied.

CHAPTER THREE: RESEARCH METHODOLOGY

This chapter three, the researcher describes the research design, population and sample, research instrument and measurements, data collection procedure, data analysis, and ethical considerations.

3.1 The research designs

The researcher used a quantitative correlation research design to collect and analyze data on the relationship between the mentees' qualification support, the mentees' satisfaction engagement in the mentoring services, and the well-being of mentor-mentee relationships with the quality of mentoring services in NGSs. The researcher also used descriptive analysis to describe the characteristics or behaviour of a sample population. Likewise, this research design is most appropriate to determine the degree of three factors: the support of the mentees' qualifications, the satisfaction of the mentees' engagement, and the well-being of the mentor-mentee relationships, which correlate with the quality of the mentoring program. According to Creswell (2012), the researcher used descriptive, correlation, and regression as the data analysis tools. For this study, the data collection was from mentees who have received mentoring services from school-based mentors in ten New Generation Schools (NGSs). As a result, the researcher created correlated score displays for the respondents, which displayed the data and correlation matrix tables to show the correlation between all variables. The researcher examined the positive or negative direction of the correlation scores, the degree of association between scores, and the strength of the association of the scores to interpret correlations. Then, the researcher could examine the multiple variable predictions that explain the outcome when the variables were correlated.

3.2 The population and sample

The mentees in ten New Generation Schools (NGSs) who received mentoring services from school-based mentors were the target population. The researcher used a census approach to collect data on the 269 mentees, a population obtained from ten NGS administrators and school-based mentors for the 2021-2022 school year. According to Lavrakas (2008), the census approach can provide detailed information on all or most elements in the population, allowing totals for rare population groups of mentees from ten NGSs in which the researcher collected the information using a survey questionnaire via Google Form.

In this study, the researcher sent a survey questionnaire to collect data from the mentees by sending the survey questionnaire via Google Form through the ten NGSs' administrators, and they forwarded the survey questionnaire directly to 269 mentees with the returned 209. Among 209 respondents, only two were dropouts; approximately 207 (76.97%) had valid responses (see Table 3.2).

Table 3.2.

The Mentees of Ten NGSs' Population and Responses

Participant	Number of Mentees in Ten NGSs										Total
	NGS1	NGS2	NGS3	NGS4	NGS5	NGS6	NGS7	NGS8	NGS9	NGS10	
No. of Pop.	44	40	27	24	33	27	12	35	14	13	269
No. of Resp.	33	38	22	21	22	26	6	21	6	12	207

Note. The number of participants (mentees) received from NGS Schools' administration and school-based mentors in the academic year 2021-2022

3.3 The research instruments and measurements

3.3.1. The research instruments

In the instrumentation for this study, the researcher revived the mentoring Functions Questionnaire (MFQ-9) and the survey questionnaire on the Influence of Mentoring Relationship Quality and Satisfaction on Novice Teacher's Self-Efficacy (Scandura, 2004; Alessa, 2017). As a result, the researcher synthesized and combined these two survey questionnaires. In addition, the researcher removed some questions and added others to reflect the contents of the mentoring program offered by NGPRC's master training program in Mentoring. After the researcher received technical assistance from his supervisor and the master's mentoring program instructors, they discussed the contents of the mentoring program in detail which school-based mentors provided technical assistance to mentees in ten NGSs.

As previously stated, the researcher modified the research instrument to apply the relevant detail of mentoring services provided by school-based mentors to mentees in NGSs, allowing for this study on "The Correlation between Mentoring Program Quality and Developing Mentees Qualification, Satisfaction, and Well-being of Mentoring Relationships." As a result, this study modified the new instrument of the survey questionnaire, which has five parts and consisted of ten demographic questions, twenty-eight scale questions, and one question asking on rating score on the quality of the mentoring program in NGSs (see Appendix A).

3.3.2. The research measurements

This study was adapted and developed to measure the investigated variables in the actual context of providing mentoring services to NGSs. The modified version used the scale questions, which were changed and modified. The following sections explain the

specific measurements and their operationalized items. In addition, these sections present the construction of the survey questionnaire.

Demographics consisted of five items to collect background information about mentees, including the participants' gender, age, Teaching Subject, Experiences, highest degree, and other mentee-related information.

The quality of Mentoring Program consisted of seven items that asked the mentees about their reflection on the quality of the mentoring program provided to NGSs. The statements were asked, "Please rate the score of your perception on the quality of the mentoring program in your New Generation Schools!" This scale was addressed (1 = Lowest Quality, 2 = Low Quality, 3 = Medium Quality, 4 = High Quality, 5 = Highest Quality).

Support of Mentees' Qualification consisted of seven items that asked mentees whether their school-based mentors provided mentoring services to support their careers. The statements were asked "The mentor was very supportive of my teaching career," "The mentor helps to streamline and design detailed curriculum studies," "The mentor shared his professional knowledge of mentoring," and "The mentor shares his experiences and educational research knowledge to upgrade the new knowledge," "The mentor shares technical knowledge of (ICT) in teaching in adopting the new context of society," and "The mentor shared his/her knowledge, teaching methods, and good teaching techniques with me." These scales were assessed on a 4-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree).

Satisfaction of Mentees' Engagement consisted of seven items asking mentees whether they were satisfied with the mentoring services NGSs provided. The statements were asked "I am happy when I get mentoring support," "I am pleased that my school is

implementing the mentoring program," "I appreciate the mentoring program that my NGS provides me," and "My mentor is a good role model for the teaching profession," "My mentor takes care of and dedicates time, especially to my professional work," "My mentor understands the teaching context and responds to my needs," and "This mentoring program is one that I would recommend to other teachers and schools." These scales were assessed on a 4-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree).

The well-being of Mentor-Mentee Relationships consisted of seven items asking the mentees whether the school-based mentors had provided proper relationships with the mentoring services. The statements were asked "In terms of mentoring, the mentor and I have a good relationship," "Feedback from the mentor is helpful and constructs the teaching career," "My teaching has improved after receiving mentoring," and "I can handle teaching challenges and meet the needs of students after obtaining mentoring," "My mentor and I frequently meet to provide me with mentoring," "Apart from the mentoring work, my mentor and I still have a good relationship," and "The mentor and I confidently shared our professional experiences." These scales were assessed on a 4-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree).

Because the instrument's psychometric properties are unknown, Cronbach's Alpha was used to measure its internal consistency to support its validity and reliability (Morgan et al., 2019). In contrast, construct validity was determined through factor analysis because the researcher removed some questions and added others to reflect the contents of the mentoring program offered by NGPRC's master training program in Mentoring. According to Humble (2020), the Kaiser-Meyer-Olkin (KMO) test is a measure for factor analysis to examine the strength of the partial correlation between the variables. KMO

values closer to 1.0 are considered ideal, while values less than 0.5 are unacceptable.

Likewise, Cronbach's Alpha is a statistical measure for the reliability test. Generally, the alpha coefficient ranges in value from 0.0 to 1.0. Therefore, it may be used to describe the reliability of factors extracted from a dichotomous scale, and the reliability score of Alpha, $\alpha = 0.7$ or higher to use a psychometric instrument (Morgan et al., 2019).

3.3.2.1. The validity of measuring scales

Factor analysis was used to investigate unrelated items and assess the validity of the scales (Thompson, 2004; Morgan et al., 2019). In addition, it studied how these measures should examine the desired results based on the factor loading of the items and the correlational relationship. Three different scales were used in the analysis. The analysis focused on the support of mentees' qualification, the satisfaction of mentee engagement, and the health of mentor-mentee relationships.

The first-factor analysis was related to the support of the mentees' qualification. The results indicated that factor loading of commonalities ranged between 0.69 and 0.89, which examined that the item5 (The school-based mentor shares his experiences and academic research knowledge to upgrade the new knowledge.) is very good at 0.89, but item2 (the mentor helps to streamline and design detailed curriculum studies) is highly mediocre at 0.69. According to Humble (2020), the factor analysis confirmed that the KMO measure of sampling adequacy and Bartlett's test of sphericity: Kaiser-Meyer-Olkin measure of sampling adequacy was 0.91, above the commonly recommended value of 0.60, and Bartlett's test of sphericity was significant $\chi^2(207) = 796.81, p < 0.01$; therefore, the researcher can conclude that the seven items of the support of the mentees' qualification were valid (see Table 4.2.1a).

Table 3.3.2.1a.

Summary of the factors analysis for the mentees' qualification scales.

Items	<i>Factors Loading</i>
	Support of Mentees' Professional Development
1. The mentor was very supportive of my teaching career.	0.75
2. The mentor helps to streamline and design detailed curriculum studies.	0.69
3. The mentor shares how to manage and administrate a classroom.	0.79
4. The mentor shared his professional knowledge of mentoring.	0.85
5. The mentor shares his experiences and educational research knowledge to upgrade the new knowledge.	0.87
6. The mentor shares technical knowledge of (ICT) in teaching in adopting the new context of society	0.78
7. The mentor shared his/her knowledge, teaching methods, and good teaching techniques with me.	0.84
Eigenvalue	4.44
Variance	63.43

Note: (N = 207, 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)

The second factor analysis was used to examine the satisfaction of the mentees' engagement scale. The study showed that the factor loading of commonalities ranged from 0.79 to 0.87, which indicated that the item1 (I am happy when I get mentoring support at 0.87 and item2 (I am pleased that my school is implementing the mentoring program at 0.86) are very good, but item7 (My mentor understands the teaching context and responds to my needs at 0.79) is good. In addition, according to Humble (2020), the factor analysis confirmed that the KMO measure of sampling adequacy and Bartlett's test

of sphericity: Kaiser-Meyer-Olkin measure of sampling adequacy was 0.9, above the commonly recommended value of 0.6, and Bartlett's test of sphericity was significant $\chi^2(207) = 1044.44; p < 0.01$); therefore, the researcher can conclude that the seven items of the satisfaction of the mentees' engagement were valid. (See Table 4.2.1b)

Table 3.3.2.1b.

Summary of factor analysis for the satisfaction of mentees' engagement scales.

Items	Factors Loading
	Satisfaction of Mentees' Engagement
1. I am happy when I get mentoring support.	0.87
2. I am pleased that my school is implementing the mentoring program.	0.86
3. I appreciate the mentoring program that my NGS provides me.	0.83
4. My mentor is a good role model for the teaching profession.	0.82
5. My mentor takes care of and dedicates time, especially to my professional work.	0.84
6. My mentor understands the teaching context and responds to my needs.	0.79
7. This mentoring program is one that I would recommend to other teachers and schools.	0.81
Eigenvalue	4.85
Variance	69.27

Note. (N = 207, 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)

The third-factor analysis examined the well-being of the scale of the mentor-mentee relationships. The results showed that the factor loading of commonalities ranged from 0.72 to 0.84, which indicated that item3 (My teaching has improved after receiving

mentoring at 0.84) is very good, but item5 (My mentor and I frequently meet to provide me with mentoring at 0.72) is good. In addition, according to Humble (2020), the factor analysis confirmed that the KMO measure of sampling adequacy and Bartlett's test of sphericity: Kaiser-Meyer-Olkin measure of sampling adequacy was 0.87, above the commonly recommended value of 0.6, and Bartlett's test of sphericity was significant $\chi^2(207) = 894.35; p < 0.01$; therefore, the researcher can conclude that the seven items of the satisfaction of the mentees' engagement were valid (see Table 4.2.1c).

Table 3.3.2.1c.

Summary of factor analysis for mentor-mentee's well-being relationships scales.

Items	<i>Factors Loading</i>
	Well-being of Mentor-Mentee Relationships
1. In terms of mentoring, the mentor and I have a good relationship.	0.82
2. Feedback from the mentor is helpful and constructs the teaching career.	0.81
3. My teaching has improved after receiving mentoring.	0.84
4. I can handle teaching challenges and meet the needs of students after obtaining mentoring.	0.81
5. My mentor and I frequently meet to provide me with mentoring.	0.72
6. Apart from the mentoring work, my mentor and I still have a good relationship.	0.77
7. The mentor and I confidently shared our professional experiences.	0.83
Eigenvalue	4.48
Variance	64.01

Note. (N = 207, 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)

3.3.2.2 The reliability of measuring scales

All scales underwent Cronbach's Alpha testing to confirm that they measured the intended characteristics. The researcher must examine the results of each factor's variables from reliable scales; Cronbach's alphas were computed. The support for mentee qualification scale had an alpha of $\alpha = 0.9$, the satisfaction with mentee engagement scale had an alpha of $\alpha = 0.93$, and the well-being of mentor-mentee relationships scale had an alpha of $\alpha = 0.91$, indicating that the items would make up scales with very high internal consistency reliability (see Table 3.3.2.2).

Table 3.3.2.2.

Summary of Cronbach's alpha for all measuring scales

<i>Scales</i>	<i>Items</i>	<i>Cronbach's Alpha (α)</i>
1. The Support of Mentees' Qualification	7	0.9
2. The Satisfaction of Mentees' Engagement	7	0.93
3. The Well-being of Mentor-Mentee Relationships	7	0.91

Note. ($N = 207$, 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)

3.4 The data collection procedure

After the researcher gave the permission letter from NGPRC's Manager to NGSs principals, they allowed the mentees to respond to this study. First, the questionnaire was self-administrated by sending the survey questionnaire via Google Form through the ten NGSs administrators. Then they forwarded the questionnaire directly to 269 mentees who received mentoring services from the school-based mentors for the 2021-2022 school year. However, the researcher allowed the mentees to complete the survey questionnaire in Google Form for some time from May 5th to May 31st, 2022. Before responding to the survey questionnaire, the researcher provided clear guidance on the objectives and procedures for responding confidentially and anonymously. Furthermore, the mentees

responded to the survey questionnaire voluntarily and had the right to stop responding if they thought they did not want to continue to answer the questions.

3.5 The data analysis

Data gathered from this instrument was downloaded to the Excel platform. Then, the researcher started cleaning and coding the data in the Excel platform before transferring it to SPSS version 22 to analyze the data and answer the research questions and hypotheses. Therefore, the researcher used statistical tools in SPSS version 22 for making data analyses.

Measures of central tendency such as mean, median, and standard deviation were used to analyze the data gathered from the survey instrument (Terrell, 2021).

Factor analysis was used to assess evidence for the validity of measuring scales by using the Kaiser-Meyer-Olkin (KMO) measure, and Cronbach's Alpha was used to assess the internal consistency reliability of the items that were assumed to make up each construct or scale (Humble, 2020; Morgan et al., 2019).

A t-test analysis was used to determine if there was a significant difference between the means of the two groups and how they were related to compare males and females on the support of mentees' qualifications, the satisfaction of mentees' engagement, and the well-being of mentor-mentee relationships.

Correlation analysis was used to determine the degree of correlation between variables or sets of cores, with coefficient values ranging from - 1.0 to +1.0, with 0.0 indicating no linear correlation at all. Furthermore, Creswell and Guetterman (2019), the coefficient value provided helpful information about the degree of correlation between the variables (see Table 3.5), below:

Table 3.5.

Interpretation of the correlation between variables by Morgan et al. (2019)

Correlation Coefficient (r)	Description
If $r=1.0$	the correlation is said to be perfect positive.
If $r=-1.0$	the correlation is said to be perfect negative.
If $r=0.0$	the variables X and Y are said to be uncorrelated.
If $0 < r \leq 0.4$	Low/weak correlation.
If $0.4 \leq r < 0.7$	moderate correlation.
If $0.7 \leq r < 1.0$	high correlation.

Note: the coefficient values ranging from 0.70 or higher for good prediction

Morgan et al. (2019) the simple regression was used to predict a dependent variable (i.e., the quality of the mentoring program) from an independent variable (i.e., The degree of support for the mentees' qualification) to answer the hypothesizes. Likewise, multiple regression was used to predict a dependent variable (i.e., the quality of the mentoring program) from a combination of several dichotomous independent variables (i.e., the degree of support for the mentees' qualification, the degree of satisfaction in mentees' engagement, and the degree of well-being in mentor-mentee relationships) to answer the hypothesis.

3.6 The ethical considerations

The New Generation Pedagogical Research Center (NGPRC) approved this study and granted permission to conduct research in ten New Generation Schools (NGSs). The researcher then called the principals and sent them permission letters via telegram to explain the purpose of the study. After the principals approved this study, the researcher sent the survey questionnaire via Google Form through the ten NGSs administrators to forward directly to the 269 mentees. Furthermore, the mentees had the option to answer or decline to respond to the study at any time. The identity of the mentees who responded to the survey questionnaire was not revealed in this study, and the researcher only used

the personal data collected from the mentees to write his graduate thesis. Furthermore, all of the information in this study was useful for the researcher to write up, analyze, and interpret to create this thesis.

3.7 The summary of chapter three

In this Chapter, the researcher used the quantitative study utilized a correlation research design. The research used the survey questionnaire via Google Forms to collect the data by sending the survey link directly to the mentees from NGSs. Moreover, the researcher used Excel to clean the data before transferring data to SPSS to analyze the KMO measure for the validity of measuring scales and Cronbach's Alpha for the internal consistency and reliability of the items.

This study was conducted to determine the quality of the mentoring program can be predicted using three different variables: support for mentee qualifications, satisfaction with mentee engagement, and the well-being of mentor-mentee relationships to improve the quality of teaching and professional career support in NGSs. The teachers are the mentees who have been investigated by using a survey questionnaire that the mentees rated their perceptions on seven statement scales on the support of the mentees' qualifications, the satisfaction of the mentees' engagement, and the well-being of mentor-mentee relationships in which the school-based mentors who have provided them all to support the mentoring program's effectiveness. As part of the survey instrument, the statements synthesized from Sandura's (2004) Functions Questionnaire (MFQ-9), Alessa's (2017) survey questionnaire on the Influence of Mentoring Relationship Quality and Satisfaction on Novice Teacher's Self-Efficacy, and the researcher removed and added some contents reflected the NGPRC's training program.

Finally, the research would be destroyed the data collection after the thesis has been finally accepted, and the data would be kept confidential. The next Chapter will present the findings in Chapter Four of this study.

CHAPTER FOUR: RESULTS

In this Chapter, the researcher will show six main findings as the following: (1) demographics of mentees' profile, (2) support of the mentoring program in NGSs, (3) support of mentees' qualifications, (4) satisfaction of mentees' engagement, (5) well-being of mentor-mentee relationships, and (6) quality of mentoring program relationships.

4.1 The demographics of mentees' profile

The researcher used descriptive statistics to display the mentees' demographic data in this finding related to the mentees' profile background. The finding showed that the demographic information about the mentees. The percentages of responses from male mentees ($n = 108$; 52.2%) and female mentees ($n = 99$; 47.8%), as well as the mentees' ages ($M = 30.5$; $SD = 6.71$) and work experiences ($M = 7.55$; $SD = 6.94$). Additionally, the majority of mentees (72.5%) received bachelor's degrees, (12.1%) received master's degrees, and (0.5%) received diplomas, according to the qualification degree of the mentees.

The researcher observed that the mentees are primarily young because their age standard deviation is near their mean. In addition, the standard deviation of the mentees' teaching career experience is also near the mean year of their experiences, indicating that most are equally inexperienced educators (see Table 4.1).

Table 4.1. *Sociodemographic characteristics of participants (Mentees)*

Characteristic	NGS01		NGS02		NGS03		NGS04		NGS05		NGS06		NGS07		NGS08		NGS09		NGS10		Total	
	<i>n</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Gender																						
Male	15	7.2	2	13.5	9	4.3	9	4.3	1	5.3	1	8.2	2	1.0	9	4.3	4	1.9	4	1.9	10	52.2
Female	18	8.7	1	4.8	1	6.3	12	5.8	1	5.3	9	4.3	4	1.9	1	5.8	2	1.0	8	3.9	99	47.8
Age																						
20 thru 30	18	8.7	2	11.6	7	3.4	10	4.8	1	7.2	1	8.7	6	2.9	1	6.3	4	1.9	8	3.9	12	59.4
31 thru 40	12	5.8	1	6.8	1	6.3	9	4.3	4	1.9	8	3.9	0	0	2	1.0	1	0.5	4	1.9	67	32.4
41 thru 50	1	0.5	0	0	1	0.5	2	1.0	1	0.5	0	0	0	0	6	2.9	1	0.5	0	0	12	5.8
51 thru 60	2	1.0	0	0	1	0.5	0	0	2	1.0	0	0	0	0	0	0	0	0	0	0	5	2.4
Teaching Subject																						
All Subjects	0	0	0	0	0	0	0	0	0	0	0	0	6	2.9	2	10.1	6	2.9	1	5.8	45	21.7
Social Science	15	7.2	9	4.3	7	3.4	6	2.9	7	3.4	1	5.3	0	0	0	0	0	0	0	0	55	26.6
Science	10	4.8	2	10.1	1	5.8	11	5.3	1	5.8	1	5.3	0	0	0	0	0	0	0	0	77	37.2
Foreign Language	5	2.4	3	1.4	3	1.4	1	0.5	3	1.4	2	1.0	0	0	0	0	0	0	0	0	17	8.2
Others	3	1.4	5	2.4	0	0	3	1.4	0	0	2	1.0	0	0	0	0	0	0	0	0	13	6.3
Experiences																						
1 thru 5	15	7.2	2	12.6	7	3.4	6	2.9	1	6.8	1	6.8	6	2.9	1	6.3	2	1.0	5	2.4	10	52.2
6 thru 10	14	6.8	8	3.9	9	4.3	9	4.3	2	1.0	8	3.9	0	0	0	0	2	1.0	4	1.9	56	27.1
11 thru 15	2	1.0	3	1.4	1	0.5	1	0.5	2	1.0	4	1.9	0	0	0	0	1	0.5	1	0.5	15	7.2
16 thru 35	2	1.0	1	0.5	5	2.4	5	2.4	4	1.9	0	0	0	0	8	3.9	1	0.5	2	1.0	28	13.5
Highest Degree																						
Grade-9 Diploma	0	0	0	0	0	0	0	0	1	0.5	0	0	0	0	0	0	0	0	0	0	1	0.5
High School Diploma	1	0.5	0	0	1	0.5	1	0.5	3	1.4	2	1.0	3	1.4	1	7.2	2	1.0	1	0.5	29	14.0
Associate Degree	0	0	0	0	0	0	1	0.5	0	0	0	0	0	0	1	0.5	0	0	0	0	2	1.0
Bachelor Degree	24	11.6	2	13.5	2	9.7	16	7.7	1	8.2	2	10.6	3	1.4	5	2.4	4	1.9	1	5.3	15	72.5
Master Degree	8	3.9	1	4.8	1	0.5	3	1.4	1	0.5	2	1.0	0	0	0	0	0	0	0	0	25	12.1

Note: (Mentees, N = 207)

4.2 The support of mentoring program in NGSs

In responses to the statements of the support of the mentoring program in NGSs, the results that involved the mentees' perceptions in rating each statement are shown in Table 4.2a. Most of the responding mentees considered all items as highly supporting the mentoring program in NGSs, with ($M = 3.37$; $SD = 0.57$) agree (55.6%), and strongly agree (41.1%) on the statement "the mentoring program is significant for my NGS".

Moreover, the mentees did not support the statements that "the mentoring program was rigorous and put me under much pressure" ($M = 1.99$; $SD = 0.57$) disagree (73.9%) and strongly disagree (14.5%) and "the mentoring program frustrated and hindered my teaching career" ($M = 1.84$; $SD = 0.55$) disagree (71.5%) and strongly disagree (23.2%).

As a result, the researcher concluded that because mentoring has improved their teaching careers, most mentees in NGSs firmly support the mentoring program at their schools (see Table 4.2).

Table 4.2a.

Summary of support of mentoring program scales in NGSs

Items	<i>M</i>	<i>SD</i>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
1. The mentoring program is significant for my NGSs.	3.37	0.57	0.5%	2.9%	55.6%	41.1%
2. The mentoring program supports the development of my teaching career.	3.28	0.52	0.5%	1.9%	67.1%	30.4%
3. The mentoring program was rigorous and put me under much pressure.	1.99	0.57	14.5%	73.9%	9.7%	1.9%
4. The mentoring program adapts to change the implementation of teaching methods.	2.94	0.56	2.4%	11.6%	75.8%	10.1%
5. The mentoring program adapts to change the administration classroom management.	2.83	0.57	1.9%	20.3%	70.5%	7.2%
6. The mentoring program brings technical knowledge (ICT) to practice.	2.94	0.5	0.0%	15.5%	75.4%	9.2%
7. The mentoring program frustrated and hindered my teaching career.	1.84	0.55	23.2%	71.5%	3.9%	1.4%

Note. ($N = 207$, 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)

The mentees have responded positively to the program's level of support and rated their perception of the quality of the mentoring program ($M = 3.88$; $SD = 0.74$). The results showed that the mentees gave positive support to the mentoring program at its high-quality rate (60.4%) and highest quality rate (16.4%). Nevertheless, some of the mentees negatively impacted the mentoring program quality in their NGSs, which rated lowest quality (1.0%) and low quality (2.9%) (see Table 4.2b).

Table 4.2b.

The rate perception of support for quality of the mentoring program in NGSs.

Scales	<i>M</i>	<i>SD</i>	<i>N</i>	%
Rating perception of NGS Schools	3.88	0.74	--	--
1. Lowest Quality	--	--	2	1.0
2. Low Quality	--	--	6	2.9
3. Medium Quality	--	--	40	19.3
4. High Quality	--	--	125	60.4
5. Highest Quality	--	--	34	16.4
Total	3.88	0.74	207	100.0

Note. ($N = 207$, 1 = Lowest Quality, 2 = Lowest Quality, 3 = Medium Quality, 4 = High Quality, 5 = Highest Quality)

Independent *t*-test

An independent *t*-test was used to test the impact of male and female mentees on the support of mentees' qualifications, the satisfaction of mentees' engagement, and the well-being of mentor-mentee relationships. After conducting an independent *t*-test to assess the difference between male and female mentees, the results showed that there was not a significant difference between males and females in support of the mentees' qualification, $t(205) = -0.6$, $p = 0.55 > 0.05$, which the mean of support of mentees' qualification of male mentees ($M = 3.01$; $SD = 0.4$) and female mentees ($M = 3.04$; $SD = 0.33$). Likewise, there was no a significant difference between male and female on the

satisfaction of mentees' engagement, $t(205) = -1.8, p = 0.07 > 0.05$, which the mean of satisfaction of mentees' engagement of male mentees ($M = 3.06; SD = 0.33$) and female mentees ($M = 3.14; SD = 0.33$). Additional, there was also no a significant difference between male and female mentees on the well-being of mentor-mentee relationships, $t(205) = -1.27, p = 0.21 > 0.05$, which the mean of the well-being of mentor-mentee relationships of male mentees ($M = 3.07; SD = 0.34$) and female mentees ($M = 3.16; SD = 0.32$) (see Table 4.2c)

Table 4.2c.

Summary of t-test analysis for comparing male and female on the support of mentoring program

Variable	Male		Female		t-test
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
The support of the mentees' professional development	3.01	0.4	3.04	0.33	-0.6
The satisfaction of the mentees' engagement	3.06	0.36	3.14	0.33	-1.8
The well-being of mentor-mentee relationships	3.06	0.34	3.12	0.32	-1.27

Note: ($N = 207$, $Male = 108$, $Female = 99$, $**p < 0.05$, $** p < 0.01$, 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)

4.3 The mentoring services support on the mentees' professional Development

In responses to the statements of the mentoring services support on the mentees' qualifications, the results that showed the mentees' perceptions in rating each statement are shown in Table 4.3a. Most of the responding mentees considered all items as highly the mentoring services support their qualifications. As the results, the statement "the mentor shared his professional knowledge of mentoring" with ($M = 3.05; SD = 0.41$) agree (84.5%), and strongly agree (10.6%) and then the statement "the mentor shared how to manage and administrate a classroom" with ($M = 3.07; SD = 0.43$) agree (81.2%) and strongly agree (13.3%). Moreover, the other statements the mentees rated highly positive,

that the mentoring services provided them fruitfully to improve their technical support in their professional teaching (see Table 4.3a).

Table 4.3a.

Summary of support of mentees' professional development scales

Variables	<i>M</i>	<i>SD</i>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
1. The mentor was very supportive of my teaching career	3.14	0.44	0.0%	3.4%	79.2%	17.4%
2. The mentor helps to streamline and design detailed curriculum studies	2.88	0.51	0.5%	17.9%	74.4%	7.2%
3. The mentor shares how to manage and administrate a classroom	3.07	0.43	0.0%	5.8%	81.2%	13.0%
4. The mentor shared his professional knowledge of mentoring	3.05	0.41	0.5%	4.3%	84.5%	10.6%
5. The mentor shares his experiences and educational research knowledge to upgrade the new knowledge	3.0	0.46	0.5%	9.2%	80.2%	10.1%
6. The mentor shares technical knowledge of (ICT) in teaching to align with the new context of society	2.91	0.52	1.9%	12.6%	77.8%	7.7%
7. The mentor shared his/her knowledge, teaching methods, and good teaching techniques with me	3.08	0.49	1.0%	5.3%	78.7%	15.0%

Note: (N = 207, 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)

A Pearson Correlation test was used, and a statistical correlation between investigated variables was found. The results showed that the correlation between each scale ranged from $r(205) = 0.45$ to 0.69 , $p < 0.01$; these scales were a moderate correlation between each variable in the statements. (See table 4.3b).

Table 4.3b.

Summary of Cronbach's alpha for supporting the mentees' professional development measuring scales.

Variable	<i>r</i>						
	1	2	3	4	5	6	7
1. The mentor was very supportive of my teaching career	--						
2. The mentor helps to streamline and design detailed curriculum studies	.49**	--					
3. The mentor shares how to manage and administrate a classroom	.49**	.46**	--				
4. The mentor shared his professional knowledge of mentoring	.59**	.45**	.64**	--			
5. The mentor shares his experiences and educational research knowledge to upgrade the new knowledge	.56**	.54**	.64**	.69**	--		
6. The mentor shares technical knowledge of (ICT) in teaching to align with the new context of society	.48**	.49**	.53**	.63**	.66**	--	
7. The mentor shared his/her knowledge, teaching methods, and good teaching techniques with me	.61**	.49**	.62**	.69**	.69**	.54**	--

Note: ($N = 207$), ** Correlation is significant at the .01 level (2-tailed), *Correlation is significant at the .05 level (2-tailed)

Hypothesis 1: The degree of support of the mentees' professional development is statistically significant with the quality of the mentoring services.

The result found a significant correlation ($p < 0.01$) between the support of mentees' qualifications and the quality of the mentoring services ($R^2 = 0.32$, $F(1, 205) = 95.96$, $r = 0.57$). The coefficient of determination by squaring Pearson's r value from the correlation, the coefficient tells us that 32% of the change in the criterion variable (the mentoring program's quality) is caused by the predictor variable (the degree of support for mentees' qualification). According to Morgan et al. (2019), it is a positive moderate correlation if $0.4 \leq r = 0.57 < 0.7$ (see Table 4.3c).

Table 4.3c.

The mentees' professional development's support predicts the mentoring services' quality.

Variable	<i>B</i>	<i>SE</i>	95% CI		β	<i>t</i>	<i>P</i>
			Lower Bound	Upper Bound			
Constant	-.52	7.07	-14.45	13.41		-0.07	0.94
The degree of support for the mentees' professional development	22.75	2.32	18.17	27.33	0.57	9.80	0.00

Note. ($N = 207$, 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)

4.4 The satisfaction of mentees' engagement on mentoring services

In responses to the statements the section of satisfaction of mentees' engagement on the mentoring services, the results that showed the mentees' perceptions in rating each statement are shown in Table 4.4a. Most of the responding mentees considered all items as highly satisfaction on the mentoring services in their schools. As the results, the statement "My mentor understands the teaching context and responds to my needs" with ($M = 3.05$; $SD = 0.4$) agree (85.1%), and strongly agree (10.1%) and then the statement "My mentor is a good role model for the teaching profession" with ($M = 3.12$; $SD = 0.4$) agree (84.1%) and strongly agree (12.6%). Another statement "I will recommend this

mentoring program to other teachers and schools” with ($M = 3.07$; $SD = 0.39$) agree (84.1%) and strongly agree (11.6%). Therefore, most of the mentees were satisfied and participated in the mentoring services the mentors provided (see Table 4.4a).

Table 4.4a.
Summary of satisfaction of mentees' engagement

Variables	<i>M</i>	<i>SD</i>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
1. I am happy when I get mentoring support	3.14	0.42	0.0%	2.9%	80.2%	16.9%
2. I am pleased that my school is implementing the mentoring program	3.17	0.48	0.5%	2.9%	75.4%	21.3%
3. I appreciate the mentoring program that my NGS provides me	3.12	0.4	0.0%	2.9%	82.6%	14.5%
4. My mentor is a good role model for the teaching profession	3.09	0.41	0.5%	2.9%	84.1%	12.6%
5. My mentor takes care of and dedicates time, especially to my professional work	3.06	0.4	0.0%	5.3%	83.6%	11.1%
6. My mentor understands the teaching context and responds to my needs	3.05	0.4	0.5%	4.3%	85.0%	10.1%
7. I will recommend this mentoring program to other teachers and the school	3.07	0.39	0.0%	4.3%	84.1%	11.6%

Note. ($N = 207$, 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)

A Pearson Correlation test was used, and statistical correlation between investigated variables was found. The results showed that the correlation between each scale ranged from $r(205) = 0.51$ to 0.81 , $p < 0.01$; these scales were ranged from moderate correlation to high correlation. The study has noted that the two variables were high correlation between “I am happy when I get mentoring support” with “I am pleased that my school is implementing the mentoring program,” $r(205) = 0.81$, $p < 0.01$. Furthermore, “I am pleased that my school is implementing the mentoring program” with “My mentor understands the teaching context and responds to my needs” were moderate correlation, $r(205) = 0.51$, $p < 0.01$. (See Table 4.4b)

Table 4.4b.

Summary of Cronbach's alpha for the satisfaction of mentees' engagement measuring scales.

Variable	R						
	1	2	3	4	5	6	7
1. I am happy when I get mentoring support	--						
2. I am pleased that my school is implementing the mentoring program	.81**	--					
3. I appreciate the mentoring program that my NGS provides me	.73**	.77**	--				
4. My mentor is a good role model for the teaching profession	.63**	.64**	.59**	--			
5. My mentor takes care of and dedicates time, especially to my professional work	.67**	.63**	.62**	.68**	--		
6. My mentor understands the teaching context and responds to my needs	.61**	.51**	.54**	.65**	.67**	--	
7. I will recommend this mentoring program to other teachers and the school	.61**	.63**	.59**	.59**	.65**	.65**	--

Note. ($N = 207$), ** Correlation is significant at the .01 level (2-tailed), *Correlation is significant at the .05 level (2tailed)

Hypothesis 2: The degree of satisfaction of the mentees' engagement on the mentoring services is statistically significant with the quality of the mentoring services.

The result found a significant correlation ($p < 0.01$) between the satisfaction of the mentees' engagement and the quality of the mentoring services ($R^2 = 0.35$, $F(1, 205) = 111.18$, $r = 0.59$). The coefficient of determination by squaring Pearson's r value from the correlation, the coefficient tells us that 35% of the change in the criterion variable (the mentoring program's quality) is caused by the predictor variable (the degree of satisfaction with the mentees' engagement). According to Morgan et al. (2019), it is a positive moderate correlation if $0.4 \leq r = 0.59 < 0.7$ (see Table 4.4c).

Table 4.4c.

The satisfaction of mentees' engagement predicts the mentoring program's quality

Variable	<i>B</i>	<i>SE</i>	95% CI		β	<i>t</i>	<i>p</i>
			Lower Bound	Upper Bound			
Constant	-10.51	7.51	-25.31	4.30		-1.40	0.16
The degree of satisfaction with the mentees' engagement	25.39	2.41	20.64	30.13	0.59	10.54	0.00

Note: (*N* = 207, 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)

4.5 The well-being of mentor-mentee relationships

In response to the claims made in the section about the well-being of the mentor-mentee relationship, the results that indicated the mentees' perceptions in rating each statement are shown in Table 4.5a. The majority of mentees who responded thought that all items were positive relationships in their interactions with the mentoring process in their schools. As the results, the statement "I can handle teaching challenges and meet the needs of my students after obtaining mentoring" with ($M = 3.02$; $SD = 0.37$) agree (87.4%), and strongly agree (7.7%) and then the statement "The mentor and me confidently shared our professional experiences" with ($M = 3.08$; $SD = 0.41$) agree (82.6%) and strongly agree (12.6%). Moreover, the other statements the mentees rated highly positive, that the mentoring services provided them good communication to improve their technical support in their professional teaching (see Table 4.5a).

Table 4.5a.

Summary of well-being of mentor-mentee relationships scales

Variables	<i>M</i>	<i>SD</i>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
1. In terms of mentoring, the mentor and me have a good relationship	3.18	0.42	0.0%	1.4%	79.2%	19.3%
2. Feedback from the mentor is helpful and constructs the teaching career	3.14	0.44	0.5%	1.9%	80.2%	17.4%
3. My teaching has improved after receiving mentoring	3.06	0.42	0.0%	5.8%	82.1%	12.1%
4. I can handle teaching challenges and meet the needs of students after obtaining mentoring	3.02	0.37	0.5%	4.3%	87.4%	7.7%
5. My mentor and me frequently meet to provide me with mentoring	2.94	0.45	0.0%	13.0%	79.7%	7.2%
6. Apart from the mentoring work, my mentor and me still have a good relationship with each other	3.16	0.41	0.0%	1.4%	80.7%	17.9%
7. The mentor and me confidently shared our professional experiences	3.08	0.41	0.0%	4.8%	82.6%	12.6%

Note. ($N = 207$, 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)

A Pearson Correlation test was used, and statistical correlation between investigated variables was found. The results showed that the correlation between each scale ranged from $r(205) = 0.47$ to 0.80 , $p < 0.01$; these scales were also ranged from moderate correlation to high correlation. The study has noted that the two variables were high correlation between “My teaching has improved after receiving mentoring” with “I can handle teaching challenges and meet the needs of students after obtaining mentoring,” $r(205) = 0.80$, $p < 0.01$. Furthermore, “In terms of mentoring, the mentor and I have a good relationship” with “I can handle teaching challenges and meet the needs of students after obtaining mentoring” were moderate correlation, $r(205) = 0.47$, $p < 0.01$ (see Table 4.5b).

Table 4.5b.

Summary of Cronbach's alpha for the well-being of mentor-mentee relationships measuring scales.

Variable	R						
	1	2	3	4	5	6	7
1. In terms of mentoring, the mentor and I have a good relationship	--						
2. Feedback from the mentor is helpful and constructs the teaching career	.70**	--					
3. My teaching has improved after receiving mentoring	.57**	.66**	--				
4. I can handle teaching challenges and meet the needs of students after obtaining mentoring	.47**	.57**	.80**	--			
5. My mentor and I frequently meet to provide me with mentoring	.52**	.41**	.51**	.59**	--		
6. Apart from the mentoring work, my mentor and I still have a good relationship with each other	.68**	.57**	.54**	.48**	.48**	--	
7. The mentor and I confidently shared our professional experiences	.62**	.61**	.62**	.62**	.55**	.59**	--

Note. (N = 207), ** Correlation is significant at the .01 level (2-tailed), *Correlation is significant at the .05 level (2-tailed)

Hypothesis 3: The degree of the well-being of the mentor-mentee relationships is statistically significant with the quality of the mentoring services.

The result found a significant correlation ($p < 0.01$) between the well-being of mentor-mentee relationships and the quality of the mentoring program ($R^2 = 0.36$, $F(1, 205) = 116.36$, $r = 0.6$). The coefficient of determination by squaring Pearson's r value from the correlation, the coefficient tells us that 36% of the change in the criterion variable (the mentoring program's quality) is caused by the predictor variable (the degree of well-being in mentor-mentee relationships). According to Morgan et al. (2019), it is a positive moderate correlation if $0.4 \leq r = 0.6 < 0.7$ (see Table 4.5c).

Table 4.5c.

The well-being of mentor-mentee relationships predicts the mentoring program's quality

Variable	<i>B</i>	<i>SE</i>	95% CI		β	<i>t</i>	<i>p</i>
			Lower Bound	Upper Bound			
Constant	-14.56	7.71	-29.77	0.65		-1.89	0.06
The degree of well-being in mentor-mentee relationships	26.82	2.49	21.92	31.72	0.60	10.79	0.00

Note. (*N* = 207, 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)

4.6 The relationships of mentoring service quality

A Pearson Correlation test was used, and statistical correlation between investigated variables was found. The results showed that the correlation between each scale ranged from $r(205) = 0.74$ to $.84$, $p < 0.01$; these scales were high correlation (see Table 4.6a).

Table 4.6a.

Summary of Cronbach's alpha for the support of the mentees' qualification, the satisfaction of the mentees' engagement, and the well-being of the mentor-mentee relationships measuring scales.

Variables	<i>r</i>		
	1	2	3
1. The support of the mentees' professional development	--		
2. The well-being of the mentor-mentee relationships	.77**	--	
3. The satisfaction of the mentees' engagement	.74**	.84**	--

Note. (*N* = 207), ** Correlation is significant at the .01 level (2-tailed), *Correlation is significant at the .05 level (2-tailed)

Hypothesis 4: The quality of the mentoring program can be predicted/determined by (1) the degree of support for the mentee's professional development, (2) the degree of

satisfaction in mentee's engagement on the mentoring services, and (3) the degree of well-being in mentor-mentee relationships.

The result showed that the support of mentees' professional development ($B=7.86$, $t(205)=2.22$, $p<0.05$), the satisfaction of the mentees' engagement ($B=9.95$, $t(205)=2.24$, $p<0.05$), and the well-being of the mentor-mentee relationships ($B=11.48$, $t(205)=2.38$, $p<0.05$) were significantly predicted the quality of the mentoring program. Therefore, they also explained a significant proportion of variances in the quality of the mentoring program score ($R^2=0.40$, $F(1, 205)=45.66$, $p<0.01$, $r=0.64$). This study indicates that they were explained (40%) of the variances in the mentoring program quality; thus, they were also positive moderate correlation if $0.4 \leq r = 0.64 < 0.7$ (Morgan et al., 2019) (See Table 4.6b).

Table 4.6b.

The degree of support for mentees' professional development, the degree of satisfaction with mentees' engagement, and the degree of well-being in mentor-mentee relationships predict the mentoring program's quality

Variable	B	SE	95% CI		β	t	p
			Lower Bound	Upper Bound			
Constant	-21.80	7.75	-37.09	-6.52		-2.81	0.005
The degree of support for the mentees' professional development	7.86	3.54	0.87	14.85	0.20	2.22	0.03
The degree of satisfaction with the mentees' engagement	9.95	4.44	1.19	18.71	0.23	2.24	0.03
The degree of well-being in mentor-mentee relationships	11.48	4.82	1.97	20.99	0.26	2.38	0.02

Note. ($N = 207$, 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)

4.7 The summary of chapter four

The demographical information showed that most mentees are between 21 and 30 years old and are new teachers based on their teaching experience of only one to five years. Among the Mentees who participated in responses to the survey questionnaire via the link, about (21.7%) were primary school teachers, and about 26.6% were primary school teachers; in social sciences, about (26.6%) and in science subjects, about (37.2%).

Most Mentees support the mentoring program in their NGSs and are satisfied participating in the mentoring services provided by school-based mentors. The relationship between mentor and mentee is positive in sharing teaching experiences, new technical teaching methods, and classroom management with each other. However, a few mentees are not satisfied with this mentoring service; the process of providing mentoring services is still smooth and fruitful in contributing to the quality of teaching and managing the class after the mentees have received mentoring.

Therefore, the researcher concluded that many factors, such as school principals, education development partners, school-based mentors, and the community, also contributed to a positive change in the quality of education. However, the findings predicted that the mentoring services that school-based mentors provide are still the moderate implementation of the mentoring process in the contribution of their work to NGSs. In addition, the type of mentoring in NGSs is mostly informal but contributes positively and significantly to the mentees' career development. Thus, mentoring services can bring about higher job satisfaction and improve the quality of education, even though it is still new in schools, especially in NGSs contexts.

CHAPTER FIVE: DISCUSSION

In this chapter, the researcher showed the discussion of the study based on the finding and literature reviews.

5.1 The importance of mentoring support on mentees' qualifications

The mentoring program has provided mentoring services through school-based mentors, which is crucial in improving the quality of education in target schools, especially in NGSs. Based on discussions on the findings, most mentees support mentoring programs in their schools and the development of a teaching career, such as making positive changes in teaching methods—recent responses to the digital education context and effective classroom management. These findings responded to the study of Ojokuku and Sajuyigbe (2015) that mentoring leads to the development of teachers' professional knowledge and respond to the Teacher Policy Action Plan of MoEYS (2015) introduce the mentoring to implement in Public Schools in Article 3.2.1.2 to support teacher qualifications in schools as well.

Therefore, mentoring support for mentees' professional development and professional ethics through mentoring services by school-based mentors is essential to change the quality of education for the targeted schools positively. In addition, the mentoring supports sharing effective teaching methods in classroom management with mentees or with limited experience in their teaching careers.

5.2 The satisfaction of the mentees with mentoring services

Teachers like to learn, research, and develop knowledge regularly to share new knowledge in an era where society tends towards digital education. Based on the study, the researcher found that most mentees were satisfied with the mentoring services provided by the school-based mentors at their schools. In addition, mentees are satisfied

with sharing new teaching methods from the school-based mentor to respond to current educational contexts. This study reflected that mentoring services allowed to share professional knowledge with mentees and put it into practice (Okurame & Balogun, 2005). On the other hand, satisfaction with work behaviour leads to positive results in the process of providing effective mentoring services and leads to a closer relationship between mentors and mentees (Xu & Payne, 2014). Moreover, the professional and psychosocial support for mentors and mentees is part of improving the mentoring process (Ragins & Kram, 2007).

Thus, the satisfaction of the mentoring services is adequate if the participation encourages sharing of knowledge and experience between mentors and mentees to strengthen their professional knowledge. In addition, mentors need to find time to share personal experiences and professional work to meet mentees' needs so that they can participate with satisfaction.

5.3 The importance of mentoring communication

The relationship between mentor and mentee is significant in sharing professional knowledge and teaching profession. The study showed that after mentees receive mentoring services, they manage the challenges of teaching methods to meet the needs of their students in the learning and teaching process. The mentors and mentees maintain their communication well even when not at work, and they still confidently share their professional experiences. This point also answers the study of Eby et al. (2007), which has shown that mentoring relationships are on the context and conditions of mutually beneficial communication (Moore, 2021). In a sense, communication focuses on goals that share common interests on specific issues, such as mentoring services to improve teacher qualifications related to the teaching profession (MoEYS, 2019).

In addition, the good communication is the sustainable mentoring program in NGSs, so the school-based mentors play critical roles in building trusting relationships between the school administration committees and the mentees. Consequently, the school-based mentors have to be flexible in all situations. However, they should maintain their values as mentors to ensure that the mentoring program is supported and wisely used in the education sector, especially in targeted schools.

5.4 The effectiveness of mentoring services

Mentoring quality is related to three key variables: 1) mentees' qualification support through the provision of mentoring services, 2) mentees' satisfaction with engagement in mentoring services, and 3) the well-being of mentor-mentee of mentoring. These three variables determined the quality of the mentoring services in the NGSs. The results show that the relationship in the provision of mentoring services of school-based mentors is still moderate in the past school year, especially the school year 2021-2022. According to a KAPE study (2021), the provision of mentoring services poses a challenge to the spread of Covid-19 infection in the Cambodian community, which is why the provision of mentoring services is still limited. Despite the challenges associated with the spread of Covid-19 infection, the school-based mentor used information technology knowledge, such as online mentoring sessions, to provide mentoring services to Mentees to share digital education knowledge to solve problems. However, they were also faced with the spread of Covid-19 infection in the community.

Thus, the researcher concluded that the involvement of School-based mentors and mentees through mentoring services and the sharing of teachers' professional knowledge, professional practices, professional study, and professional ethics, which respond to the Teacher Professional Standard (MoEYS, 2016), improved the quality of education at the target schools.

CHAPTER SIX: CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS

6.1 The conclusion

The mentoring program is a particular program to support the qualifications of teachers in schools. This study showed that the status of the mentoring program in NGSs is that most mentees support mentoring services provided by school-based mentors in their workplaces. Furthermore, the type of mentoring in NGSs is mostly informal but contributes positively and significantly to the mentees' career development. In addition, the study found that the mentees positively perceived the school-based mentors who have been provided mentoring services in NGSs. Therefore, mentoring can bring about higher job satisfaction and improvement in the quality of education.

Thus, the provision of mentoring services has also helped mentees effectively use teaching methods and classroom management. In addition, mentees satisfy mentoring services because it helps them develop their teaching careers regularly in response to the Teacher Professional Standards policy.

6.2 The limitation of the study

This study has recruited the mentees from ten New Generation Schools (NGSs) who participated in the mentoring program, which school-based mentors provided. Therefore, it will be gagged and not expected to show the generalization of the mentoring program, such as:

1. The Covid-19 pandemic in the Cambodian community posed challenges for the mentoring process in which the school-based mentors implemented their work.

2. Participants were recruited from varied New Generation Schools, from primary to upper secondary schools, from different perspectives on the quality of the mentoring program.
3. The self-administered survey may introduce bias in the accuracy of scale measurement questions and the honesty of responses to accurate answers.
4. The timeframe of collecting data is long for allowing the mentees to respond to the survey questionnaire, so there may be some gaps.
5. The data were collected in 26 days, from May 05th, 2022, to May 31st, 2022, which may increase the dropout rate of mentees' responses through telegram and Google Form questionnaire survey by self-administrated. When data collection processing reached the dateline, the researcher stopped collecting data from the mentee.

6.3 The recommendations

Recommendation from analyzing the results

1. MoEYS, NGPRC, and KAPE should independently provide mentor trainees at the primary teacher level, lower teacher secondary level, and upper teacher secondary level.
2. NGSs' school principals should work closely to allow the school-based mentors to match with the mentees to support their career development via mentoring services.
3. The school-based mentors should strive to express their ability, not be disappointed, and dare to face problems to be recognized as school-based mentors.
4. The mentoring scheme should also be wisely promoted in all schools so that school principals and teachers can understand its scope and purpose.
5. The mentoring program should be promoted in PTTC, RTTC, and TEC.

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APPENDIX A: QUESTIONNAIRE

Survey Questionnaire: The Nexus between Mentoring Program Quality and Mentees' Professional Development, Satisfaction, and Well-being of Mentoring Relationships

I am Sok Thoeurn, a student pursuing a master's degree in Mentoring in the third cohort at the New Generation Pedagogical Research Center of the National Institute of Education. I am studying the topic: The Nexus between Mentoring Program Quality and Mentee's Professional Development, Satisfaction, and Well-being of Mentoring Relationships. To collect the related information for writing my graduate thesis for a master's degree of education in Mentoring.

The purpose of this study was to find out the relationship between the quality of the mentoring program with support of mentees' professional Development, satisfaction of mentees' engagement, and well-being of mentoring relationships in the New Generation Schools (NGSs). I would like to inform you that all information will be kept confidential and the identity of the informant will not be disclosed.

If you agree to respond to this survey questionnaire, please tick (✓) in the box:

☐ Yes, I Agree. ☐ No, I do not agree. ➔ End the Reply.

Part 1. Demographic Information

1. How are you? _____years old.
2. Gender: ☐ Male ☐ Female
3. How long have you been teaching experiences? _____years
4. Which New Generation School do teach?

- | | |
|---|---|
| <input type="checkbox"/> NGS Preah Sisowath H. School | <input type="checkbox"/> NGS Prek Leab H. School |
| <input type="checkbox"/> NGS Prek Anchanh H. School | <input type="checkbox"/> NGS Kampong Cham H. School |
| <input type="checkbox"/> NGS Peam Chikang H. School | <input type="checkbox"/> NGS Kork Pring H. School |
| <input type="checkbox"/> NGS Angkor Ban P. School | <input type="checkbox"/> NGS Akamohasei P. School |
| <input type="checkbox"/> NGS Svay Brohout P. School | <input type="checkbox"/> NGS Kampong Cham P. School |

5. What is the highest level of your qualification?

- | | | |
|--|--|---|
| <input type="checkbox"/> Grade-9 Diploma | <input type="checkbox"/> High School Diploma | <input type="checkbox"/> Associate Degree |
| <input type="checkbox"/> Bachelor Degree | <input type="checkbox"/> Master Degree | <input type="checkbox"/> P.hD |

6. What major subject do you teach?

- | | | |
|---|------------------------------------|--|
| <input type="checkbox"/> Primary (All subjects) | <input type="checkbox"/> Khmer | <input type="checkbox"/> Moral-civics |
| <input type="checkbox"/> History | <input type="checkbox"/> Geography | <input type="checkbox"/> Home Economic |
| <input type="checkbox"/> Earth Science | <input type="checkbox"/> Math | <input type="checkbox"/> Physic |
| <input type="checkbox"/> Chemistry | <input type="checkbox"/> Biography | <input type="checkbox"/> English |
| <input type="checkbox"/> French | <input type="checkbox"/> Sport | <input type="checkbox"/> Other_____ |

Part 2. Support of Mentoring Program

7. The following statements are the teacher's perception as a mentee on the support of mentoring programs in the New Generation School (NGS). Do you agree or disagree with these views? Please tick (✓) in each answer box.

Indicators: 1 = Strongly disagree 2 = Disagree 3 = Agree 4 = Strongly agree

The Support of Mentoring Program	1	2	3	4
1. The mentoring program is significant for my NGS.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
2. The mentoring program supports the development of my teaching career.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

3. The mentoring program was rigorous and put me under a lot of pressure. ☐1☐2☐3☐4
4. The mentoring program adapts to change the implementation of teaching methods. ☐1☐2☐3☐4
5. The mentoring program adapts to change the administration classroom management. ☐1☐2☐3☐4
6. The mentoring program brings technical knowledge (ICT) to practice. ☐1☐2☐3☐4
7. The mentoring program frustrated and hindered my teaching career. ☐1☐2☐3☐4
-

Part 3. Support of Mentees' Professional Development

8. The following statements are the teacher's perception as a mentee on the support of mentees' professional development in the New Generation School (NGS). Do you agree or disagree with these views? Please tick (✓) in each answer box.

Indicators: 1 = Strongly disagree 2 = Disagree 3 = Agree 4 = Strongly agree

The Support of Mentees' Professional Development	1	2	3	4
1. The mentor was very supportive of my teaching career	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
2. The mentor helps to streamline and design detailed curriculum studies	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3. The mentor shares how to manage and administrate a classroom	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
4. The mentor shared his professional knowledge of mentoring	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
5. The mentor shares his experiences and educational research knowledge to upgrade the new knowledge	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
6. The mentor shares technical knowledge of (ICT) in teaching to align with the new context of society	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
7. The mentor shared his/her knowledge, teaching methods, and good teaching				

Part 4. The Well-being of Mentoring Relationships

9. The following statements are the teacher's perception as a mentee on the well-being of mentoring relationships in the New Generation School (NGS). Do you agree or disagree with these views? Please tick (✓) in each answer box.

Indicators: 1 = Strongly disagree 2 = Disagree 3 = Agree 4 = Strongly agree

The Support of Mentees' Professional Development	1	2	3	4
1. In terms of mentoring, the mentor and I have a good relationship	□1	□2	□3	□4
2. Feedback from the mentor is helpful and constructs the teaching career	□1	□2	□3	□4
3. My teaching has improved after receiving mentoring	□1	□2	□3	□4
4. I can handle teaching challenges and meet the needs of students after obtaining mentoring	□1	□2	□3	□4
5. My mentor and I frequently meet to provide me with mentoring	□1	□2	□3	□4
6. Apart from the mentoring work, my mentor and I still have a good relationship with each other	□1	□2	□3	□4
7. The mentor and I confidently shared our professional experiences	□1	□2	□3	□4

Part 5. Satisfaction of Mentees' Engagement

10. The following statements are the teacher's perception as a mentee on the satisfaction of mentees' engagement in the New Generation School (NGS). Do you agree or disagree with these views? Please tick (✓) in each answer box.

Indicators: 1 = Strongly disagree 2 = Disagree 3 = Agree 4 = Strongly agree

The Satisfaction of Mentees' Engagement	1	2	3	4
1. I am happy when I get mentoring support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am pleased that my school is implementing the mentoring program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I appreciate the mentoring program that my NGS provides me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My mentor is a good role model for the teaching profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My mentor takes care of and dedicates time, especially to my professional work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My mentor understands the teaching context and responds to my needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I will recommend this mentoring program to other teachers and the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 6. Scoring on the Quality of Mentoring Program

11. Please rate your perceptions and considerations for the quality of the mentoring program in your NGS. Please tick (✓) in the box (only one).

- | | |
|---|---|
| <input type="checkbox"/> 0 – 20 (Lowest Quality) | <input type="checkbox"/> 21 – 40 (Low Quality) |
| <input type="checkbox"/> 41 – 60 (Medium) | <input type="checkbox"/> 61 – 80 (High Quality) |
| <input type="checkbox"/> 81 – 100 (Highest Quality) | <input type="checkbox"/> Others_____ |

ឧបសម្ព័ន្ធ B ៖ កម្រងសំណួរសង្កេត

**ទំនាក់ទំនងរវាងគុណភាពកម្មវិធីប្រឹក្សាគរុកោសល្យ និងការអភិវឌ្ឍសមត្ថភាព
ការពេញចិត្តនិងសុខុមាលភាពនៃការទំនាក់ទំនងការប្រឹក្សាគរុកោសល្យរបស់គ្រូ
ទទួលប្រឹក្សាគរុកោសល្យ**

ជម្រាបជូន៖ ខ្ញុំបាទឈ្មោះ **សុខ ឡឿន** ជាគុណិស្សិតថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេស
ប្រឹក្សាគរុកោសល្យជំនាន់ទី៣សិក្សានៅ**មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មីនៃវិទ្យា**
ស្ថានជាតិអប់រំ។ ខ្ញុំកំពុងសិក្សាលើប្រធានបទ**“ទំនាក់ទំនងរវាងគុណភាពកម្មវិធីប្រឹក្សាគរុ**
កោសល្យ និងការអភិវឌ្ឍសមត្ថភាព ការពេញចិត្ត និងសុខុមាលភាពនៃការទំនាក់
ទំនងការប្រឹក្សាគរុកោសល្យរបស់គ្រូទទួលប្រឹក្សាគរុកោសល្យ”ដើម្បីប្រមូលព័ត៌មាន/
ទិន្នន័យពាក់ព័ន្ធ សម្រាប់សរសេរសារណាបទបញ្ចប់ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេសប្រឹក្សាគរុកោស
ល្យ។

គោលបំណង៖ ការសិក្សានេះគឺដើម្បីស្វែងរកទំនាក់ទំនងរវាងគុណភាពនៃកម្មវិធីប្រឹក្សា
គរុកោសល្យ ជាមួយនឹងការអភិវឌ្ឍសមត្ថភាព ការពេញចិត្តនៃការចូលរួម និងសុខុមាលភាពនៃទំនាក់ទំនង
ការប្រឹក្សាគរុកោសល្យរបស់គ្រូទទួលប្រឹក្សាគរុកោសល្យនៅក្នុងសាលាជំនាន់ថ្មី (NGSs)។ ខ្ញុំសូមជម្រាប
ជូន លោកគ្រូ-អ្នកគ្រូថា រាល់ព័ត៌មានឆ្លើយតប នឹងត្រូវបានរក្សាទុកជាការសម្ងាត់ និងមិនបញ្ចេញអត្ត
សញ្ញាណរបស់អ្នកផ្តល់ព័ត៌មានជាដាច់ខាត។

ប្រសិនបើលោកគ្រូ-អ្នកគ្រូ (គ្រូទទួលប្រឹក្សាគរុកោសល្យ)៖ យល់ព្រមឆ្លើយតបកម្រងសំណួរ
ស្រាវជ្រាវនេះ សូមគូសសញ្ញា (✓)នៅក្នុងប្រអប់ខាងក្រោមនេះ៖

☐បាទ/ចា, យល់ព្រម ☐ទេ, មិនយល់ព្រម => បញ្ចប់ការឆ្លើយតប។

ផ្នែកទី១ ព័ត៌មានប្រជាសាស្ត្រ

1. សូមលោកគ្រូ-អ្នកគ្រូមានអាយុប៉ុន្មានឆ្នាំ? _____ ឆ្នាំ
2. ភេទ៖ ☐ប្រុស ☐ស្រី
3. តើលោកគ្រូ-អ្នកគ្រូមាន បទពិសោធន៍បង្រៀនប៉ុន្មានឆ្នាំ៖ _____ ឆ្នាំ
4. តើលោកគ្រូ-អ្នកគ្រូបង្រៀននៅសាលារៀនជំនាន់ថ្មីមួយណា ?

☐NGS ព្រះស៊ីសុវត្ថិ ☐NGS ព្រែកលៀប ☐NGS ព្រែកអញ្ចាញ

- ☐NGS កំពង់ចាម ☐NGS ពាមជីកង ☐NGS គោកព្រីង
☐NGS អង្គរបុរី ☐NGS អគ្គមហេសី ☐NGS ស្វាយប្រហូត
☐NGS ប. អនុវត្តន៍.ហស. កំពង់ចាម ☐ផ្សេងៗ _____

5. តើលោកគ្រូ-អ្នកគ្រូមានសញ្ញាបត្រកម្រិតណាខ្ពស់បំផុត ?

- ☐សញ្ញាបត្រឌីប្លូម ☐សញ្ញាបត្រទុតិយភូមិ ☐បរិញ្ញាបត្ររង ☐បរិញ្ញាបត្រ
☐បរិញ្ញាបត្រជាន់ខ្ពស់ ☐បណ្ឌិត ☐ផ្សេងៗ _____

6. តើលោកគ្រូ-អ្នកគ្រូបង្រៀនមុខវិជ្ជាអ្វីខ្លះ ? (ចម្លើយអាចលើសពីមួយ)

- ☐កម្រិតបឋម (គ្រប់មុខវិជ្ជា) ☐ភាសាខ្មែរ ☐សីលធម៌-ពលរដ្ឋវិជ្ជា ☐ប្រវត្តិវិទ្យា
☐ភូមិវិទ្យា ☐គេហកិច្ចវិទ្យា ☐ផែនដីវិទ្យា ☐គណិតវិទ្យា
☐រូបវិទ្យា ☐គីមីវិទ្យា ☐ជីវវិទ្យា ☐ភាសាអង់គ្លេស
☐ភាសាបារាំង ☐កីឡា ☐ផ្សេងៗ _____

ផ្នែកទី២ គុណភាពនៃកម្មវិធីប្រឹក្សាគរុកោសល្យ

7. ប្រយោគខាងក្រោមនេះ ជាទស្សនៈយល់ឃើញរបស់លោកគ្រូ-អ្នកគ្រូដែលជាគ្រូទទួលប្រឹក្សាគរុកោសល្យ ល្បចំពោះគុណភាពនៃកម្មវិធីប្រឹក្សា គរុកោសល្យនៅសាលារៀនជំនាន់ថ្មី។ តើលោកគ្រូ-អ្នកគ្រូយល់ស្រប ឬមិនយល់ស្របចំពោះ ទស្សនៈទាំងនេះ ដែរ ឬទេ ? សូមគូសសញ្ញា (✓) នៅក្នុងប្រអប់ចម្លើយនីមួយៗ។

កម្រិតចង្អុល៖ 1=មិនយល់ស្របដាច់ខាត 2=មិនយល់ស្រប 3=យល់ស្រប 4=យល់ស្របខ្លាំងបំផុត

ការគាំទ្រកម្មវិធីប្រឹក្សាគរុកោសល្យ	1	2	3	4
1. កម្មវិធីប្រឹក្សាគរុកោសល្យពិតជាមានសារៈសំខាន់សម្រាប់សាលារៀនជំនាន់ថ្មីរបស់ខ្ញុំ	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
2. កម្មវិធីប្រឹក្សាគរុកោសល្យគាំទ្រដល់ការអភិវឌ្ឍសមត្ថភាពវិជ្ជាជីវៈបង្រៀនរបស់ខ្ញុំ	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3. កម្មវិធីប្រឹក្សាគរុកោសល្យមានភាពតឹងរឹង និងធ្វើឱ្យខ្ញុំមានសម្ពាធផ្លូវចិត្ត	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
4. កម្មវិធីប្រឹក្សាគរុកោសល្យធ្វើឱ្យប្រែប្រួលដល់ការអនុវត្តន៍វិធីសាស្ត្របង្រៀន	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
5. កម្មវិធីប្រឹក្សាគរុកោសល្យធ្វើឱ្យមានប្រែប្រួលការគ្រប់គ្រងរដ្ឋបាលថ្នាក់រៀន	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

6. កម្មវិធីប្រឹក្សាគរុកោសល្យបាននាំយកចំណេះដឹងបច្ចេកទេស (ICT) មកអនុវត្តន៍ ☐1☐2☐3☐4
7. កម្មវិធីប្រឹក្សាគរុកោសល្យបានធ្វើឱ្យខូចកិច្ច និងរាំងស្ទះដល់ការងារបង្រៀនរបស់ខ្ញុំ ☐1☐2☐3☐4

ផ្នែកទី៣ ការគាំទ្រអតិថិជនខ្សែចំណាត់ថ្នាក់ទី២៖

8. ប្រយោគទាំងនេះជាទស្សនៈយល់ឃើញរបស់លោកគ្រូ-អ្នកគ្រូដែលជាគ្រូទទួលប្រឹក្សាគរុកោសល្យ ចំពោះសុខភាពនៃការទំនាក់ទំនងរវាងគ្រូប្រឹក្សាគរុកោសល្យ-គ្រូទទួលប្រឹក្សាគរុកោសល្យ។ តើលោកគ្រូ-អ្នកគ្រូយល់ស្រប ឬមិនយល់ស្របចំពោះទស្សនៈទាំងនេះដែរឬទេ? សូមគូសសញ្ញា (✓) នៅក្នុងប្រអប់ ចម្លើយនីមួយៗ។

កម្រិតចង្អុល៖ 1=មិនយល់ស្របដាច់ខាត 2=មិនយល់ស្រប 3=យល់ស្របខ្លះ 4=យល់ស្របខ្លាំងបំផុត

ការគាំទ្រអតិថិជនខ្សែចំណាត់ថ្នាក់ទី២៖	1	2	3	4
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- | | |
|---|---|
| 1. គ្រូប្រឹក្សាគរុកោសល្យបានគាំទ្រយ៉ាងយកចិត្តទុកដាក់លើការងារវិជ្ជាជីវៈបង្រៀន
របស់ខ្ញុំ | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 |
| 2. គ្រូប្រឹក្សាគរុកោសល្យជួយខ្ញុំសម្រួល និងរៀបចំកម្មវិធីសិក្សាលំអិត | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 |
| 3. គ្រូប្រឹក្សាគរុកោសល្យបានចែករំលែករបៀបគ្រប់គ្រងថ្នាក់រៀន និងរដ្ឋបាលថ្នាក់រៀន | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 |
| 4. គ្រូប្រឹក្សាគរុកោសល្យបានចែករំលែកចំណេះដឹងវិជ្ជាជីវៈស្តីពីការប្រឹក្សាគរុកោសល្យ
ដល់ខ្ញុំ | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 |
| 5. គ្រូប្រឹក្សាគរុកោសល្យបានចែករំលែកចំណេះដឹងស្រាវជ្រាវអប់រំ
ដើម្បីឈ្វេងយល់ចំណេះដឹងថ្មីៗ | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 |
| 6. គ្រូប្រឹក្សាគរុកោសល្យបានចែករំលែកចំណេះដឹងបច្ចេកទេស (ICT)
ក្នុងការបង្រៀនក្នុងបរិបទថ្មី | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 |
| 7. គ្រូប្រឹក្សាគរុកោសល្យបានចែករំលែកចំណេះដឹងវិធីសាស្ត្រ និងតិចនិកបង្រៀន
ល្អៗដល់ខ្ញុំ | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 |

ផ្នែកទី៤ ការទំនាក់ទំនងប្រឹក្សាគរុកោសល្យ

៩. ប្រយោគខាងក្រោមនេះ ជាទស្សនៈយល់ឃើញរបស់លោកគ្រូ-អ្នកគ្រូដែលជាគ្រូទទួលប្រឹក្សា គរុកោសល្យ ចំពោះទំនាក់ទំនងរបស់គ្រូប្រឹក្សាគរុកោសល្យជាមួយអ្នក (គ្រូទទួលប្រឹក្សាគរុកោសល្យ) ។ តើលោកគ្រូ-អ្នកគ្រូយល់ស្រប ឬមិនយល់ស្របចំពោះទស្សនៈ ទាំងនេះដែរឬទេ ? សូមគូសសញ្ញា (✓) នៅក្នុងប្រអប់ចម្លើយនីមួយៗ។

កម្រិតចង្អុល៖ 1=មិនយល់ស្របដាច់ខាត 2=មិនយល់ស្រប 3=យល់ស្រប 4=យល់ស្របខ្លាំងបំផុត

ទំនាក់ទំនងប្រឹក្សាគរុកោសល្យ	1	2	3	4
1. គ្រូប្រឹក្សាគរុកោសល្យ និងខ្ញុំ មានទំនាក់ទំនងជាមួយគ្នាក្នុងការផ្តល់ប្រឹក្សាគរុកោសល្យ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. មតិកែលម្អរបស់គ្រូប្រឹក្សាគរុកោសល្យ គឺមានប្រយោជន៍ និងស្ថាបនាអាជីពបង្រៀនរបស់ខ្ញុំ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. ការបង្រៀនរបស់ខ្ញុំបានល្អជាងមុន បន្ទាប់ពីទទួលបានការប្រឹក្សាគរុកោសល្យ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. ខ្ញុំអាចដោះស្រាយបញ្ហាបង្រៀន និងឆ្លើយតបចំពោះការប្រឹក្សាគរុកោសល្យរបស់សិស្សបន្ទាប់ពីទទួលបានការប្រឹក្សាគរុកោសល្យ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. ខ្ញុំ និងគ្រូប្រឹក្សាគរុកោសល្យបានជួបគ្នាជាញឹកញាប់ក្នុងការផ្តល់ប្រឹក្សាគរុកោសល្យដល់ខ្ញុំ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. ក្រៅពីការងារប្រឹក្សាគរុកោសល្យ ខ្ញុំនិងគ្រូប្រឹក្សាគរុកោសល្យនៅតែមានទំនាក់ទំនងជាមួយគ្នា	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. គ្រូប្រឹក្សាគរុកោសល្យ និងខ្ញុំបានផ្លាស់ប្តូរបទពិសោធន៍ការងារឱ្យគ្នាទៅវិញទៅមកដោយមានទំនុកចិត្ត	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ផ្នែកទី៥ ការពេញចិត្តសេវាកម្មប្រឹក្សាគរុកោសល្យ

10. ប្រយោគទាំងនេះជាទស្សនៈយល់ឃើញរបស់លោកគ្រូ-អ្នកគ្រូដែលជាគ្រូទទួលប្រឹក្សាគរុកោសល្យ ចំពោះការពេញចិត្ត និងការទទួលបានការប្រឹក្សាគរុកោសល្យ។ តើលោកគ្រូ-អ្នកគ្រូយល់ស្រប ឬមិនយល់ស្របចំពោះទស្សនៈទាំងនេះដែរឬទេ? សូមគូសសញ្ញា (✓) នៅក្នុងប្រអប់ចម្លើយនីមួយៗ។

កម្រិតចង្អុល៖ 1=មិនយល់ស្របជាងគេ 2=មិនយល់ស្រប 3=យល់ស្រប 4=យល់ស្របខ្លាំងបំផុត

ការពេញចិត្តសេវាកម្មប្រឹក្សាគរុកោសល្យ	1	2	3	4
1. ខ្ញុំសប្បាយរីករាយនៅពេលដែលខ្ញុំទទួលបានសេវាប្រឹក្សាគរុកោសល្យ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. ខ្ញុំពេញចិត្តដែលសាលារៀនរបស់ខ្ញុំនាំយកកម្មវិធីប្រឹក្សាគរុកោសល្យមកអនុវត្ត	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. ខ្ញុំពេញចិត្តកម្មវិធីប្រឹក្សាគរុកោសល្យដែលសាលារៀនជំនាន់ថ្មីរបស់ខ្ញុំបានផ្តល់មកឱ្យខ្ញុំ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. គ្រូប្រឹក្សាគរុកោសល្យរបស់ខ្ញុំ គឺជាគម្រោងម្នាក់ក្នុងការអនុវត្តការងារអាជីពជាគ្រូបង្រៀន	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. គ្រូប្រឹក្សាគរុកោសល្យរបស់ខ្ញុំយកចិត្តទុកដាក់ និងផ្តល់ពេលវេលាជាពិសេសលើការងារអាជីពបង្រៀនរបស់ខ្ញុំ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. គ្រូប្រឹក្សាគរុកោសល្យរបស់ខ្ញុំយល់ពីបរិបទនៃការបង្រៀន និងឆ្លើយតបទៅនឹងតម្រូវការរបស់ខ្ញុំ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. ខ្ញុំនឹងណែនាំកម្មវិធីប្រឹក្សាគរុកោសល្យនេះ ទៅកាន់គ្រូបង្រៀន/សាលារៀនផ្សេងទៀត	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ផ្នែកទី៦ ការដាក់ពិន្ទុលើគុណភាពកម្មវិធីប្រឹក្សាគរុកោសល្យ

11. ចូរលោកគ្រូ-អ្នកគ្រូដាក់ពិន្ទុតាមការយល់ឃើញ និងការគិតពិចារណារបស់លោកគ្រូ-អ្នកគ្រូចំពោះគុណភាពនៃកម្មវិធីប្រឹក្សាគរុកោសល្យ នៅសាលារៀនជំនាន់ថ្មីរបស់លោកគ្រូ-អ្នកគ្រូ។ សូមគូសសញ្ញា (✓) នៅក្នុងប្រអប់ចម្លើយបានតែមួយគត់ (០១) ។

☐ ០-២០ ពិន្ទុ (គុណភាពទាបបំផុត) ☐ ២១-៤០ ពិន្ទុ (គុណភាពទាប)

- ☐ ៤១-៦០ ពិន្ទុ (គុណភាពមធ្យម) ☐ ៦១-៨០ ពិន្ទុ (គុណភាពខ្ពស់)
- ☐ ៨១-១០០ ពិន្ទុ (គុណភាពខ្ពស់បំផុត) ☐ ផ្សេងៗ _____

APPENDIX B: PERMISSION LETTERS



ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

មជ្ឈមណ្ឌលស្រាវជ្រាវគម្រោងស្បង់ជំនាន់ថ្មី
NEW GENERATION PEDAGOGICAL RESEARCH CENTER

ថ្ងៃពុធ ៤កើត ខែពិសាខ ឆ្នាំខាល ចត្វាស័ក ព.ស. ២៥៦៥
រាជធានីភ្នំពេញ ថ្ងៃទី៤ ខែឧសភា ឆ្នាំ២០២២

សូមគោរពជូន

លោក តូច ចុន្ទី នាយកសាលារៀនជំនាន់ថ្មី

វិទ្យាល័យ ហ៊ុន សែន ពាមជីកង

កម្មវត្ថុ: សំណើសុំការអនុញ្ញាតឱ្យគន្ថនិស្សិតឈ្មោះ **សុខ ឡឿន** បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវលើប្រធាន
បទ“**ទំនាក់ទំនងរវាងគុណភាពនៃកម្មវិធីប្រឹក្សាគម្រោងស្បង់ជំនាន់ថ្មីនិងការអភិវឌ្ឍសមត្ថភាព
របស់គ្រូទទួលប្រឹក្សាគម្រោងស្បង់ ការពេញចិត្ត និងសុខភាពនៃការទំនាក់ទំនងការ
ប្រឹក្សាគម្រោងស្បង់**” នៅសាលារៀនជំនាន់ថ្មី វិទ្យាល័យ ហ៊ុន សែន ពាមជីកង។

សេចក្តីដូចបានជម្រាបក្នុងកម្មវត្ថុខាងលើនេះ ខ្ញុំសូមជម្រាបជូនលោកនាយកថា គន្ថនិស្សិតឈ្មោះ
សុខ ឡឿន កំពុងសិក្សាស្រាវជ្រាវសរសេរសារណាបទបញ្ចប់ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេស **ប្រឹក្សា
គម្រោងស្បង់** ជំនាន់ទី៣ នៅមជ្ឈមណ្ឌលស្រាវជ្រាវគម្រោងស្បង់ជំនាន់ថ្មី នៃវិទ្យាស្ថានជាតិអប់រំ។ ការចុះ
ប្រមូលទិន្នន័យរបស់គន្ថនិស្សិតនឹងប្រព្រឹត្តទៅចន្លោះពីថ្ងៃទី៤ ខែឧសភា ដល់ថ្ងៃទី១៥ ខែកក្កដា ឆ្នាំ២០២២។

អាស្រ័យហេតុនេះ សូមលោកនាយក មេត្តាជ្រាប និងអនុញ្ញាតឱ្យគន្ថនិស្សិតរូបនេះ ជួបលោកគ្រូ-អ្នក
គ្រូដែលជាគ្រូទទួលប្រឹក្សាគម្រោងស្បង់ផ្តល់ព័ត៌មានទាក់ទងនឹងប្រធានបទស្រាវជ្រាវខាងលើដោយក្តីអនុគ្រោះ។

សូមលោកនាយកទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំ។



ប្រធានមជ្ឈមណ្ឌល

បណ្ឌិតសភាចារ្យ ច័ន្ទ រ៉េត

ឯកសារ មសគថ.



ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី

NEW GENERATION PEDAGOGICAL RESEARCH CENTER

ថ្ងៃពុធ ៤កើត ខែពិសាខ ឆ្នាំខាល ចត្វាស័ក ព.ស. ២៥៦៥

រាជធានីភ្នំពេញ ថ្ងៃទី៤ ខែឧសភា ឆ្នាំ២០២២

សូមគោរពជូន

លោក ធុំ សុភក្តិ នាយកសាលារៀនជំនាន់ថ្មី

វិទ្យាល័យព្រែកលៀប

កម្មវត្ថុ៖ សំណើសុំការអនុញ្ញាតឱ្យគន្ថនិស្សិតឈ្មោះ **សុខ ឡឿន** បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវលើប្រធានបទ “**ទំនាក់ទំនងរវាងគុណភាពនៃកម្មវិធីប្រឹក្សាគរុកោសល្យនិងការអភិវឌ្ឍសមត្ថភាពរបស់គ្រូទទួលប្រឹក្សាគរុកោសល្យ ការពេញចិត្ត និងសុខភាពនៃការទំនាក់ទំនងការប្រឹក្សាគរុកោសល្យ**” នៅសាលារៀនជំនាន់ថ្មី វិទ្យាល័យព្រែកលៀប។

សេចក្តីដូចបានជម្រាបក្នុងកម្មវត្ថុខាងលើនេះ ខ្ញុំសូមជម្រាបជូនលោកនាយកថា គន្ថនិស្សិតឈ្មោះ **សុខ ឡឿន** កំពុងសិក្សាស្រាវជ្រាវសរសេរសារណាបទបញ្ចប់ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេស **ប្រឹក្សាគរុកោសល្យ** ជំនាន់ទី៣ នៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី នៃវិទ្យាស្ថានជាតិអប់រំ។ ការចុះប្រមូលទិន្នន័យរបស់គន្ថនិស្សិតនឹងប្រព្រឹត្តទៅចន្លោះពីថ្ងៃទី៤ ខែឧសភា ដល់ថ្ងៃទី១៥ ខែកក្កដា ឆ្នាំ២០២២។

អាស្រ័យហេតុនេះ សូមលោកនាយក មេត្តាជ្រាប និងអនុញ្ញាតឱ្យគន្ថនិស្សិតរូបនេះ ជួបលោកគ្រូ-អ្នកគ្រូដែលជាគ្រូទទួលប្រឹក្សាគរុកោសល្យផ្តល់ព័ត៌មានទាក់ទងនឹងប្រធានបទស្រាវជ្រាវខាងលើដោយក្តីអនុគ្រោះ។
សូមលោកនាយកទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំ។


ធុំ សុភក្តិ

ឯកសារ មសគប.

ប្រធានមជ្ឈមណ្ឌល

បណ្ឌិតសភាចារ្យ ប័ន្ទ កែវ



**ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ**

មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី

NEW GENERATION PEDAGOGICAL RESEARCH CENTER

ថ្ងៃពុធ ៤កើត ខែពិសាខ ឆ្នាំខាល ចត្វាស័ក ព.ស. ២៥៦៥
រាជធានីភ្នំពេញ ថ្ងៃទី៤ ខែឧសភា ឆ្នាំ២០២២

សូមគោរពជូន

លោក គង់ ណារិន នាយកសាលារៀនជំនាន់ថ្មី

វិទ្យាល័យគោកព្រីង

កម្មវត្ថុ: សំណើសុំការអនុញ្ញាតឱ្យគន្លឹះស្និតឈ្មោះ **សុខ ធឿន** បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវលើប្រធាន
បទ“**ទំនាក់ទំនងរវាងគុណភាពនៃកម្មវិធីប្រឹក្សាគរុកោសល្យនិងការអភិវឌ្ឍសមត្ថភាព
របស់គ្រូទទួលប្រឹក្សាគរុកោសល្យ ការពេញចិត្ត និងសុខភាពនៃការទំនាក់ទំនងការ
ប្រឹក្សាគរុកោសល្យ**” នៅសាលារៀនជំនាន់ថ្មី វិទ្យាល័យគោកព្រីង។

សេចក្តីដូចបានជម្រាបក្នុងកម្មវត្ថុខាងលើនេះ ខ្ញុំសូមជម្រាបជូនលោកនាយកថា គន្លឹះស្និតឈ្មោះ
សុខ ធឿន កំពុងសិក្សាស្រាវជ្រាវសរសេរសារណាបទបញ្ចប់ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេស **ប្រឹក្សា
គរុកោសល្យ** ជំនាន់ទី៣ នៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី នៃវិទ្យាស្ថានជាតិអប់រំ។ ការចុះ
ប្រមូលទិន្នន័យរបស់គន្លឹះស្និតនឹងប្រព្រឹត្តទៅចន្លោះពីថ្ងៃទី៤ ខែឧសភា ដល់ថ្ងៃទី១៥ ខែកក្កដា ឆ្នាំ២០២២។

អាស្រ័យហេតុនេះ សូមលោកនាយក មេត្តាជ្រាប និងអនុញ្ញាតឱ្យគន្លឹះស្និតបែបនេះ ជួបលោកគ្រូ-អ្នក
គ្រូដែលជាគ្រូទទួលប្រឹក្សាគរុកោសល្យផ្តល់ព័ត៌មានទាក់ទងនឹងប្រធានបទស្រាវជ្រាវខាងលើដោយក្តីអនុគ្រោះ។

សូមលោកនាយកទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំ។

បានឃើញនិងអនុញ្ញាតជូន

វិ.គោកព្រីង ថ្ងៃទី០៥ ខែ ឧសភា ឆ្នាំ២០២២



គង់ ណារិន

ប្រធានមជ្ឈមណ្ឌល

បណ្ឌិតសភាចារ្យ ប័ន្ត កែ



ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី

NEW GENERATION PEDAGOGICAL RESEARCH CENTER

ថ្ងៃពុធ ៤កើត ខែពិសាខ ឆ្នាំខាល ចត្វាស័ក ព.ស. ២៥៦៥
រាជធានីភ្នំពេញ ថ្ងៃទី៤ ខែឧសភា ឆ្នាំ២០២២

សូមគោរពជូន

លោក សម្ប កំសាន្ត នាយករង ទទួលបន្ទុកសាលារៀនជំនាន់ថ្មី

វិទ្យាល័យព្រះស៊ីសុវត្ថិ

កម្មវត្ថុ៖ សំណើសុំការអនុញ្ញាតឱ្យគន្ថនិស្សិតឈ្មោះ **សុខ ធឿន** បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវលើប្រធាន
បទ-**ទំនាក់ទំនងរវាងគុណភាពនៃកម្មវិធីប្រើប្រាស់គរុកោសល្យនិងការអភិវឌ្ឍសមត្ថភាព
របស់គ្រូទទួលប្រើប្រាស់គរុកោសល្យ ការពេញចិត្ត និងសុខភាពនៃការទំនាក់ទំនងការ
ប្រើប្រាស់គរុកោសល្យ** នៅសាលារៀនជំនាន់ថ្មី វិទ្យាល័យព្រះស៊ីសុវត្ថិ។

សេចក្តីដូចបានជម្រាបក្នុងកម្មវត្ថុខាងលើនេះ ខ្ញុំសូមជម្រាបជូនលោកនាយកថា គន្ថនិស្សិតឈ្មោះ
សុខ ធឿន កំពុងសិក្សាស្រាវជ្រាវសរសេរសារណាបទបញ្ចប់ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេស **ប្រើប្រាស់
គរុកោសល្យ** ជំនាន់ទី៣ នៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី នៃវិទ្យាស្ថានជាតិអប់រំ។ ការចុះ
ប្រមូលទិន្នន័យរបស់គន្ថនិស្សិតនឹងប្រព្រឹត្តទៅចន្លោះពីថ្ងៃទី៤ ខែឧសភា ដល់ថ្ងៃទី១៥ ខែកក្កដា ឆ្នាំ២០២២។

អាស្រ័យហេតុនេះ សូមលោកនាយក មេត្តាជ្រាប និងអនុញ្ញាតឱ្យគន្ថនិស្សិតរូបនេះ ជួបលោកគ្រូ-អ្នក
គ្រូដែលជាគ្រូទទួលប្រើប្រាស់គរុកោសល្យផ្តល់ព័ត៌មានទាក់ទងនឹងប្រធានបទស្រាវជ្រាវខាងលើដោយក្តីអនុគ្រោះ។
សូមលោកនាយកទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំ។

ប្រធានមជ្ឈមណ្ឌល

បណ្ឌិតសភាចារ្យ ច័ន្ទ រ័ត្ន

ឯកសារ មសគថ.



ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

មជ្ឈមណ្ឌលស្រាវជ្រាវគម្រោងស្ទង់ជំនាញ

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ថ្ងៃពុធ ៤កើត ខែពិសាខ ឆ្នាំខាល ចត្វាស័ក ព.ស. ២៥៦៥
រាជធានីភ្នំពេញ ថ្ងៃទី៤ ខែឧសភា ឆ្នាំ២០២២

សូមគោរពជូន

លោក សៅ ចន្ទា នាយកសាលារៀនជំនាញ

វិទ្យាល័យសម្តេចអគ្គមហាសេនាបតីតេជោ ជាតិម ព្រែកអញ្ចាញ

កម្មវត្ថុ៖ សំណើសុំការអនុញ្ញាតឱ្យគន្លឹះស្និតឈ្មោះ **សុខ ឡើង** បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវលើប្រធាន
បទ-ជំនាក់ទំនងរវាងគុណភាពនៃកម្មវិធីប្រើប្រាស់គម្រោងស្ទង់ជំនាញនិងការអភិវឌ្ឍសមត្ថភាព
របស់គ្រូទទួលប្រើប្រាស់គម្រោងស្ទង់ជំនាញ ការពេញចិត្ត និងសុខភាពនៃការជំនាក់ទំនងការ
ប្រើប្រាស់គម្រោងស្ទង់ជំនាញ វិទ្យាល័យសម្តេចអគ្គមហាសេនាបតីតេជោ ជាតិម ព្រែកអញ្ចាញ។

សេចក្តីដូចបានជម្រាបជូនក្នុងកម្មវត្ថុខាងលើនេះ ខ្ញុំសូមជម្រាបជូនលោកនាយកថា គន្លឹះស្និតឈ្មោះ
សុខ ឡើង កំពុងសិក្សាស្រាវជ្រាវសរសេរសារណាបទបញ្ចប់ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេស **ប្រើប្រាស់
គម្រោងស្ទង់ជំនាញ** ជំនាន់ទី៣ នៅមជ្ឈមណ្ឌលស្រាវជ្រាវគម្រោងស្ទង់ជំនាញ នៃវិទ្យាស្ថានជាតិអប់រំ។ ការចុះ
ប្រមូលទិន្នន័យរបស់គន្លឹះស្និតនឹងប្រព្រឹត្តទៅចន្លោះពីថ្ងៃទី៤ ខែឧសភា ដល់ថ្ងៃទី១៥ ខែកក្កដា ឆ្នាំ២០២២។

អាស្រ័យហេតុនេះ សូមលោកនាយក មេត្តាជ្រាប និងអនុញ្ញាតឱ្យគន្លឹះស្និតរូបនេះ ជួបលោកគ្រូ-អ្នក
គ្រូដែលជាគ្រូទទួលប្រើប្រាស់គម្រោងស្ទង់ជំនាញផ្តល់ព័ត៌មានទាក់ទងនឹងប្រធានបទស្រាវជ្រាវខាងលើដោយក្តីអនុគ្រោះ។
សូមលោកនាយកទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំ។

ប្រធានមជ្ឈមណ្ឌល

បណ្ឌិតសភាចារ្យ ប័ន្ទ រ័ត្ន

ឯកសារ មសគថ.



**ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ**

មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី

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រាជធានីភ្នំពេញ ថ្ងៃទី៤ ខែឧសភា ឆ្នាំ២០២២

សូមគោរពជូន

លោក សៀង ច័ន្ទ នាយកសាលារៀនជំនាន់ថ្មី

វិទ្យាល័យ ហ៊ិន សែន កំពង់ចាម

កម្មវត្ថុ៖ សំណើសុំការអនុញ្ញាតឱ្យគន្លឹះស្លៀកស្លា: សុខ ឡើង បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវលើប្រធាន
បទ“**ទំនាក់ទំនងរវាងគុណភាពនៃកម្មវិធីប្រើប្រាស់គរុកោសល្យនិងការអភិវឌ្ឍសមត្ថភាព
របស់គ្រូទទួលប្រើប្រាស់គរុកោសល្យ ការពេញចិត្ត និងសុខភាពនៃការទំនាក់ទំនងការ
ប្រើប្រាស់គរុកោសល្យ**” នៅសាលារៀនជំនាន់ថ្មី វិទ្យាល័យ ហ៊ិន សែន កំពង់ចាម។

សេចក្តីដូចបានជម្រាបជូនក្នុងកម្មវត្ថុខាងលើនេះ ខ្ញុំសូមជម្រាបជូនលោកនាយកថា គន្លឹះស្លៀកស្លា:
សុខ ឡើង កំពុងសិក្សាស្រាវជ្រាវសរសេរសារណាបទបញ្ចប់ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេស **ប្រើប្រាស់
គរុកោសល្យ** ជំនាន់ទី៣ នៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី នៃវិទ្យាស្ថានជាតិអប់រំ។ ការចុះ
ប្រមូលទិន្នន័យរបស់គន្លឹះស្លៀកស្លាប្រព្រឹត្តទៅចន្លោះពីថ្ងៃទី៤ ខែឧសភា ដល់ថ្ងៃទី១៥ ខែកក្កដា ឆ្នាំ២០២២។

អាស្រ័យហេតុនេះ សូមលោកនាយក មេត្តាជ្រាប និងអនុញ្ញាតឱ្យគន្លឹះស្លៀកស្លាប្រនេះ ជួបលោកគ្រូ-អ្នក
គ្រូដែលជាគ្រូទទួលប្រើប្រាស់គរុកោសល្យផ្តល់ព័ត៌មានទាក់ទងនឹងប្រធានបទស្រាវជ្រាវខាងលើដោយក្តីអនុគ្រោះ។
សូមលោកនាយកទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំ។

ប្រធានមជ្ឈមណ្ឌល

បណ្ឌិតសភាចារ្យ ច័ន្ទ រ័ត្ន

ឯកសារ មសគថ.



**ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ**

មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី

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រាជធានីភ្នំពេញ ថ្ងៃទី៤ ខែឧសភា ឆ្នាំ២០២២

សូមគោរពជូន

លោក សុខុម បូរី នាយកសាលារៀនជំនាន់ថ្មី

សាលាបឋមសិក្សាព្រះរាជអគ្គមហេសីនរោត្តម មុនីនាថសីហនុ

កម្មវត្ថុ៖ សំណើសុំការអនុញ្ញាតឱ្យគន្លឹះស្លៀកស្លា: **សុខ ឡឿន** បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវលើប្រធាន
បទ-**ទំនាក់ទំនងរវាងគុណភាពនៃកម្មវិធីប្រើប្រាស់គរុកោសល្យនិងការអភិវឌ្ឍសមត្ថភាព
របស់គ្រូឧទ្ទេសប្រើប្រាស់គរុកោសល្យ ការពេញចិត្ត និងសុខភាពនៃការទំនាក់ទំនងការ
ប្រើប្រាស់គរុកោសល្យ** នៅសាលារៀនជំនាន់ថ្មី សាលាបឋមសិក្សាព្រះរាជអគ្គមហេសី នរោត្តម មុនី
នាថសីហនុ។

សេចក្តីដូចបានជម្រាបជូនក្នុងកម្មវត្ថុខាងលើនេះ ខ្ញុំសូមជម្រាបជូនលោកនាយកថា គន្លឹះស្លៀកស្លា:
សុខ ឡឿន កំពុងសិក្សាស្រាវជ្រាវសរសេរសារណាបទបញ្ចប់ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេស **ប្រើប្រាស់
គរុកោសល្យ** ជំនាន់ទី៣ នៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី នៃវិទ្យាស្ថានជាតិអប់រំ។ ការចុះ
ប្រមូលទិន្នន័យរបស់គន្លឹះស្លៀកស្លាប្រព្រឹត្តទៅចន្លោះពីថ្ងៃទី៤ ខែឧសភា ដល់ថ្ងៃទី១៥ ខែកក្កដា ឆ្នាំ២០២២។

អាស្រ័យហេតុនេះ សូមលោកនាយក មេត្តាជ្រាប និងអនុញ្ញាតឱ្យគន្លឹះស្លៀកស្លាប្រមូល ជួបលោកគ្រូ-អ្នក
គ្រូដែលជាគ្រូទទួលប្រើប្រាស់គរុកោសល្យផ្តល់ព័ត៌មានទាក់ទងនឹងប្រធានបទស្រាវជ្រាវខាងលើដោយក្តីអនុគ្រោះ។
សូមលោកនាយកទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំ។

ប្រធានមជ្ឈមណ្ឌល

បណ្ឌិតសភាចារ្យ ប័ន្ទ រ៉េន

ឯកសារ មសគថ.



ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី

NEW GENERATION PEDAGOGICAL RESEARCH CENTER

ថ្ងៃពុធ ៤កើត ខែពិសាខ ឆ្នាំខាល ចត្វាស័ក ព.ស. ២៥៦៥
រាជធានីភ្នំពេញ ថ្ងៃទី៤ ខែឧសភា ឆ្នាំ២០២២

សូមគោរពជូន

លោក បេច ហេង នាយកសាលារៀនជំនាន់ថ្មី

សាលាបឋមសិក្សា អនុវត្ត ហ៊ុនសែន កំពង់ចាម

កម្មវត្ថុ៖ សំណើសុំការអនុញ្ញាតឱ្យគន្ថនិស្សិតឈ្មោះ **សុខ ធឿន** បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវលើប្រធាន
បទ“**ទំនាក់ទំនងរវាងគុណភាពនៃកម្មវិធីប្រឹក្សាគរុកោសល្យនិងការអភិវឌ្ឍសមត្ថភាព
របស់គ្រូទទួលប្រឹក្សាគរុកោសល្យ ការពេញចិត្ត និងសុខភាពនៃការទំនាក់ទំនងការ
ប្រឹក្សាគរុកោសល្យ**” នៅសាលារៀនជំនាន់ថ្មី សាលាបឋមសិក្សា អនុវត្ត ហ៊ុនសែន កំពង់ចាម។

សេចក្តីដូចបានជម្រាបក្នុងកម្មវត្ថុខាងលើនេះ ខ្ញុំសូមជម្រាបជូនលោកនាយកថា គន្ថនិស្សិតឈ្មោះ
សុខ ធឿន កំពុងសិក្សាស្រាវជ្រាវសរសេរសារណាបទបញ្ចប់ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេស **ប្រឹក្សា
គរុកោសល្យ** ជំនាន់ទី៣ នៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី នៃវិទ្យាស្ថានជាតិអប់រំ។ ការចុះ
ប្រមូលទិន្នន័យរបស់គន្ថនិស្សិតនឹងប្រព្រឹត្តទៅចន្លោះពីថ្ងៃទី៤ ខែឧសភា ដល់ថ្ងៃទី១៥ ខែកក្កដា ឆ្នាំ២០២២។

អាស្រ័យហេតុនេះ សូមលោកនាយក មេត្តាជ្រាប និងអនុញ្ញាតឱ្យគន្ថនិស្សិតរូបនេះ ជួបលោកគ្រូ-អ្នក
គ្រូដែលជាគ្រូទទួលប្រឹក្សាគរុកោសល្យផ្តល់ព័ត៌មានទាក់ទងនឹងប្រធានបទស្រាវជ្រាវខាងលើដោយក្តីអនុគ្រោះ។
សូមលោកនាយកទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំ។


សុខ ធឿន

ប្រធានមជ្ឈមណ្ឌល



បណ្ឌិតសភាចារ្យ ប័ន្ទ ក្រៃ

ឯកសារ មសគប.

សុខ ធឿន



ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី

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សូមគោរពជូន

លោក សេក ឡឿន នាយកសាលារៀនជំនាន់ថ្មី

សាលាបឋមសិក្សាអង្គរបាន

កម្មវត្ថុ៖ សំណើសុំការអនុញ្ញាតឱ្យគន្លឹះស្លៀកឈ្មោះ **សុខ ឡឿន** បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវលើប្រធាន
បទ“**ទំនាក់ទំនងរវាងគុណភាពនៃកម្មវិធីប្រឹក្សាគរុកោសល្យនិងការអភិវឌ្ឍសមត្ថភាព**
របស់គ្រូទទួលប្រឹក្សាគរុកោសល្យ ការពេញចិត្ត និងសុខភាពនៃការទំនាក់ទំនងការ
ប្រឹក្សាគរុកោសល្យ” នៅសាលារៀនជំនាន់ថ្មី សាលាបឋមសិក្សាអង្គរបាន។

សេចក្តីដូចបានជម្រាបក្នុងកម្មវត្ថុខាងលើនេះ ខ្ញុំសូមជម្រាបជូនលោកនាយកថា គន្លឹះស្លៀកឈ្មោះ
សុខ ឡឿន កំពុងសិក្សាស្រាវជ្រាវសរសេរសារណាបទបញ្ចប់ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេស **ប្រឹក្សា**
គរុកោសល្យ ជំនាន់ទី៣ នៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី នៃវិទ្យាស្ថានជាតិអប់រំ។ ការចុះ
ប្រមូលទិន្នន័យរបស់គន្លឹះស្លៀកនឹងប្រព្រឹត្តទៅចន្លោះពីថ្ងៃទី៤ ខែឧសភា ដល់ថ្ងៃទី១៥ ខែកក្កដា ឆ្នាំ២០២២។

អាស្រ័យហេតុនេះ សូមលោកនាយក មេត្តាជ្រាប និងអនុញ្ញាតឱ្យគន្លឹះស្លៀកប្រទេស ជួបលោកគ្រូ-អ្នក
គ្រូដែលជាគ្រូទទួលប្រឹក្សាគរុកោសល្យផ្តល់ព័ត៌មានទាក់ទងនឹងប្រធានបទស្រាវជ្រាវខាងលើដោយក្តីអនុគ្រោះ។

សូមលោកនាយកទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំ។

សេក ឡឿន

ឯកសារ មសគបី.

ប្រធានមជ្ឈមណ្ឌល

បណ្ឌិតសភាចារ្យ ច័ន្ទ កែ



ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី

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រាជធានីភ្នំពេញ ថ្ងៃទី៤ ខែឧសភា ឆ្នាំ២០២២

សូមគោរពជូន

លោក សោម សំ នាយកសាលារៀនជំនាន់ថ្មី

សាលាបឋមសិក្សាស្វាយព្រហ្មត

កម្មវត្ថុ៖ សំណើសុំការអនុញ្ញាតឱ្យគន្លឹះស្លៀកឈ្មោះ **សុខ ឡឿន** បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវលើប្រធាន
បទ“**ទំនាក់ទំនងរវាងគុណភាពនៃកម្មវិធីប្រឹក្សាគរុកោសល្យនិងការអភិវឌ្ឍសមត្ថភាព
របស់គ្រូទទួលប្រឹក្សាគរុកោសល្យ ការពេញចិត្ត និងសុខភាពនៃការទំនាក់ទំនងការ
ប្រឹក្សាគរុកោសល្យ**” នៅសាលារៀនជំនាន់ថ្មី សាលាបឋមសិក្សាស្វាយព្រហ្មត។

សេចក្តីដូចបានជម្រាបក្នុងកម្មវត្ថុខាងលើនេះ ខ្ញុំសូមជម្រាបជូនលោកនាយកថា គន្លឹះស្លៀកឈ្មោះ
សុខ ឡឿន កំពុងសិក្សាស្រាវជ្រាវសរសេរសារណាបទបញ្ចប់ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេស **ប្រឹក្សា
គរុកោសល្យ** ជំនាន់ទី៣ នៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី នៃវិទ្យាស្ថានជាតិអប់រំ។ ការចុះ
ប្រមូលទិន្នន័យរបស់គន្លឹះស្លៀកនឹងប្រព្រឹត្តទៅចន្លោះពីថ្ងៃទី៤ ខែឧសភា ដល់ថ្ងៃទី១៥ ខែកក្កដា ឆ្នាំ២០២២។

អាស្រ័យហេតុនេះ សូមលោកនាយក មេត្តាជ្រាប និងអនុញ្ញាតឱ្យគន្លឹះស្លៀករូបនេះ ជួបលោកគ្រូ-អ្នក
គ្រូដែលជាគ្រូទទួលប្រឹក្សាគរុកោសល្យផ្តល់ព័ត៌មានទាក់ទងនឹងប្រធានបទស្រាវជ្រាវខាងលើដោយក្តីអនុគ្រោះ។

សូមលោកនាយកទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំ។

បានឃើញនិងអនុញ្ញាតជូន

ថ្ងៃព្រហស្បតិ៍ ៥កើត ខែពិសាខ ឆ្នាំខាល ចត្វាស័ក ព.ស. ២៥៦៦

បឋម.ស្វាយព្រហ្មត ថ្ងៃទី០៥ ខែ ឧសភា ឆ្នាំ២០២២



ឯកសារ មសគបី. ០៦១២០០១

ប្រធានមជ្ឈមណ្ឌល

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