

Yoeurng, Sak:

EXPLORING THE IMPLEMENTATION OF A SCHOOL-BASED MENTORING PROGRAM AT A SECONDARY RESOURCE SCHOOL IN CAMBODIA¹⁰

Mentoring is the “one-to-one support of a novice or less experienced practitioner (mentee) by a more experienced practitioner (mentor), designed primarily to assist the development of the mentee’s expertise and to facilitate their induction into the culture of the profession” (Hobson al., 2009, p. 207). As mentoring services become more popular, the role of the mentor is consistently increasing toward professional development. Mentoring involves key components of reform in teaching for providing support for beginning teachers and a new professional responsibility to be experienced teachers (Ambrosetti et al., 2014; Kent et al., 2012).

Background information

By sharing their experience and insights gained over the years, mentors help people grow both personally and professionally. Mentoring is another term for the ideal outcome of sharing life experiences, when the mentor has a talent for helping instructors (mentees) think favorably about their teaching profession and classroom techniques (Sanfey et al., 2013; Sowell, 2017). The role of a mentor in the mentoring program is characterized by some aspects such as (1) encouraging reflection, (2) discussing matching-discipline strategies toward a professional code of conduct, (3) providing continuous social and emotional support, (4) providing opportunities for teachers to learn and grow, (5) providing direct assistance for continuous professional development, and (6) being a role model for teachers (mentees) toward professional teaching career and independent teachers (Ambrosetti & Dekkers, 2010; Sanfey et al., 2013). Moreover, the mentor is the one who helps the school improve so that is why the strengthening teacher education programs in Cambodia (STEPCam), jointly implemented by the Ministry of Education, Youth and Sport (MoEYS) and UNESCO with the financial support of the global partnership for education (GPE), aims to improve the professional support mentors provide to teachers. Under component two, in-service training for early grade (EG) teachers, STEPCam is currently working with MoEYS to develop an early grade mentoring package that will engage master mentors and school-based mentors to support teachers improve their teaching skills and practice, with a particular focus on early grade mathematics and Khmer literacy (UNESCO, 2021).

Research gap

As mentoring services are becoming worldwide due to their positive impacts on educational development, the mentoring problem was then publicly established in Cambodia in 2019 under the cooperation of MoEYS with Kampuchea Action to Promote Education (KAPE), the largest local NGO in the education sector in Cambodia. The program of mentoring was celebrated by the New Generation School Training Center (NGSTC) training experienced teachers to become mentors, and NGSTC then changed its name to New Generation Pedagogical Research Center (NGPRC) (KAPE, 2020; NGPRC, 2019). After one year of training the mentors go to work at a different place at a secondary resource school, and the mentors face many problems. To solve the problems, this study aims to find out the causes. However, the challenges of ongoing commitments in mentoring regularly emerge as mentors intentionally want some changes from the mentees (Ellen, 1988; Sarah & Sharon, 2005). As they, mentors in the educational sector, fulfill a huge responsibility of teachers’ professional development and school development in terms of students’ education, the concerns of how mentees need to be developed, and how school developments need to be assisted may be posted (Kim, 2005). Additionally, the perceptions of mentoring development may also be

¹⁰ <https://doi.org/10.17048/Tanulasestarsadalom.2025.10>

assisted, resulting in an essential part to examine some more specific practice-based experiences in educational mentoring as means to satisfy new mentors' awareness (Rodgers & Skelton, 2014; Stan, 1997). Moreover, a mentoring needs assessment validating mentorship in nursing education was examined by Jo-Ann and Carol (2009). Carolyn et al. (2010) looked at leveraging the fundamentals of good communication and practice to mentor adjunct instructors. Additionally, Peter (2013) studied mentoring as professional development 'growth for both' mentor and mentee, and then Angelina et al, (2014) examined maximizing the potential of mentoring as a framework for pre-service teacher education, as the research topic of leadership development through mentoring in higher education a collaborative auto-ethnography of leaders of color was investigated by Heewon et al. (2014) and Rodgers and Skelton (2014) examined professional development and mentoring in support of teacher retention. Most research studies in mentoring below must be conducted on other research topics and examine other research sites resulting in a valuable role in exploring developments in mentoring at a secondary resource school and intended to provide an understanding of the current mentoring program and how mentoring program impacts on school's culture of working at secondary resource schools.

Research objectives

This study is intended to provide an understanding of the current mentoring program and how mentoring programs influence a school's culture of working at a secondary resource school. The three specific research objectives are as follows.

1. To explore the needs and techniques of mentors regarding mentoring new teachers.
2. To identify the roles of the mentor in the mentoring program at secondary resource school.
3. To find out the benefits of the mentoring program at a secondary resource school.

Research questions

To achieve the objectives, three specific research questions ask the following.

- a. What are the needs and techniques of mentors regarding mentoring new teachers?
- b. What are the roles of the mentor in school-based mentoring programs to improve teacher's professional development at secondary resource schools?
- c. What are the benefits of the mentoring program at a secondary resource school?

Significance of the study

Mentoring has contributed to the school in the purpose of improving the quality of education and professional development. Mentors need to work harder with the mentees (teachers) following the mentees' needs and improvement. However, since school-based mentoring is helpful for the educational sector in enhancing professional development, this research will offer importance the most to the relevant stakeholders like beginning teacher mentors, mentees, school principals, policymakers, and curriculum builders who are involved in school-based mentoring programs. Significantly, beginning teacher mentors will be able to seek further roles and responsibilities to improve the professional development in the school-based mentoring program. Subsequently, the mentees can determine the specific responsibilities and roles in which they are willing to accept the mentors in the school-based mentoring program. Next, school principals who participated in processing the mentoring program will be aware of the mentor's roles in school so that the teacher mentors will be able to produce more effective work in the mentoring process. Most importantly, this research will be a guide for school principals to recognize the mentor's workload in the mentoring practice. Finally, it is an opportunity for policymakers and curriculum builders to examine their planning and seek a reforming mentoring process in the school-based mentoring program to be more practical and efficient.

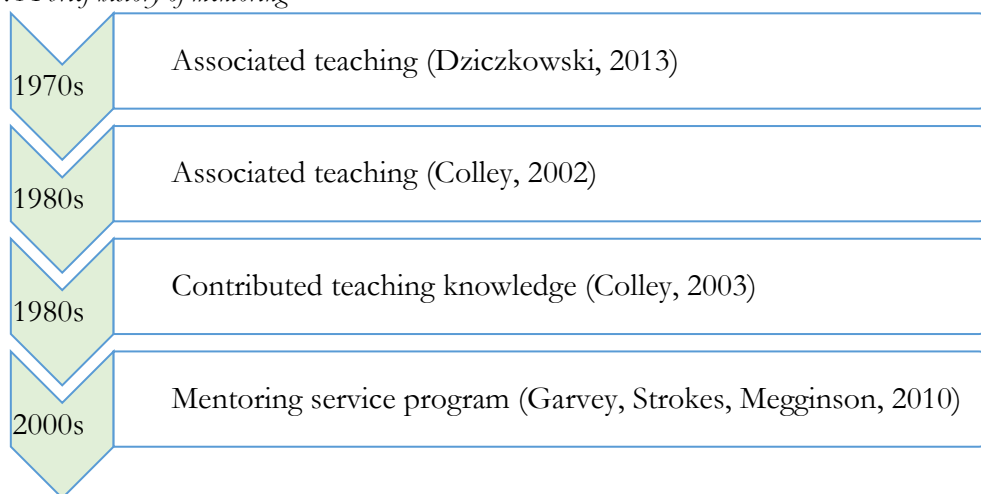
Literature review

The history of mentoring

To understand why mentoring is used extensively today, it can be useful to know about its history. The story was widely known as the concept of mentoring originated with the character of mentor in Homer's *Odyssey*. In this ancient Greek epic poem, dating back around 3000 years, Odysseus entrusted his young son Telemachus to the care of his mentor, his trusted companion, when he went to fight in the Trojan War. Unexpectedly, he was away for decades, and during that time mentor nurtured and supported the boy and this was the establishment of mentoring (Barondess, 1995).

The concept of mentor was developed from one decade to another since mentoring was known as the associated teaching during the 1970s as the associate teachers were coming for help for their teammate teachers when the problem occurred and there was a need for help (Dziczkowski, 2013 – see: Figure 1). The role of associate teaching was then moved to collaborative teaching in the 1980s since worksheets, roles, and responsibilities of teachers were increased. The collaborative teachers worked closely with the classroom teachers by providing feedback, teaching techniques, how to draw students' attention, and training teachers (Colley, 2002). In the 1990s, as the students' demand increased, the teachers became busier than before, and challenges regarding teaching practices also emerged. This was a time when collaborative teaching was updated to contribute teaching knowledge since many teachers encountered problems in their teaching practices (Colley, 2003). As many other teachers in different contexts also faced problems with their teaching techniques and how to engage the students, it was a time of success for those who received the service of contributing teaching knowledge (Garvey, Strokes, & Megginson, 2010). Just so, the mentoring service emerged during the 2000s providing such support and encouragement to other teachers and educators through providing mentoring service programs for them to overcome their obstacles.

Figure 1. *A brief history of mentoring*



School-based mentoring program in Cambodia

As mentoring services are becoming worldwide due to their positive impacts on educational development, the mentoring problem has been then publicly established in Cambodia since 2019 under the cooperation of MoEYS with KAPE, the largest local NGO in the education sector. The program of mentoring was celebrated by NGSTC training experienced teachers to become mentors, and NGSTC then changed its name to NGPRC (KAPE, 2020; NGPRC, 2019).

The New Generation Pedagogical Research Center is an autonomous unit within the National Institute of Education (NIE) that MoEYS has empowered to confer a Master's Degree of Education in Professional Ethics, Teaching, and Mentoring upon graduates who complete a one-year course. The course is 'intensive' and comprises 30 modules of one credit each plus a two-month practicum of 15 credits that will be set at the New Generation School at Preah Sisowath High School, Prek Leap High School, and other New Generation Schools as the partnership in Phnom Penh (Houn et al., 2022). The curriculum framework of the center features four modular streams comprising a total of 30 modules and 89 subtopics. The trainees will study the modular program for nine months followed by a two-month practicum where they will practice mentoring techniques using the latest educational software. The course is designed to be cutting-edge and includes many high-tech features to bring Cambodia's education system into the 21st Century. The modular program comprises curricular streams as follows (KAPE, 2019; NGPRC, 2019).

- a. Professional ethics and mentoring: These modules cover the basis for ethics in the teaching profession and use many interactive materials such as videos and software to frame provocative discussions. This is followed by modules on how to become a good mentor in any context including when working with younger or older teachers or any subject.
- b. English for research: These modules help to acquaint trainees with the nature of research and to read the many articles that they will encounter as part of their reading assignments. The module prepares students to conduct a mini-thesis that will count toward the degree requirements of the center.
- c. ICT in education: These modules introduce trainees to the many educational software programs that are used in the New Generation School context, especially a new software called Observic that uses cutting-edge techniques to support teachers in improving their teaching practice.
- d. General methodological systems and principles: These modules help trainees gain insight into how certain key methodologies such as constructivist learning, cooperative learning, and project work are effectively used in the New Generation School setting. This knowledge will be critical to providing effective mentoring support to other teachers.
- e. The goal of mentoring is to help newer or less experienced teachers grow their careers by utilizing the knowledge, abilities, and experience of older or high-performing teachers.

Efficiency of mentor's roles in school-based mentoring program

According to Ambrosetti and Dekkers (2010) and Hall et al. (2008), the roles of the mentors are relatively complex and numerous based on the mentors' and mentees' perspectives. In this case, mentors consider their roles as to provide support for the mentee since they have to give feedback, involve the mentees in a comfortable learning environment, and share ideas to improve mentees' professional skills in teaching and learning. Moreover, the support meant by the mentors was presented in two different types: emotional support and professional support. The ways that mentors help the new teacher figure out their professional support include giving resources for files, ideas for planning and management, and modeling.

The needs and techniques of mentors regarding mentoring new teachers

The needs of mentors regarding mentoring new teachers are:

- a. Building relationships: Building relationships is the prioritized need for mentors to start the journey of mentoring teachers. Each mentor emphasized the value of developing confidence in a mentoring relationship for both instructional support and teacher retention. Building a relationship with the new teacher increases the mentor's ability to work with, and support new teachers in a positive manner (Sowell, 2017). Moreover, the findings of Hudson (2016) showed that 33 participants are writing that mentors need a way to develop a professional relationship through goals, visions, and clear parameters for mentees to engage in their work. In addition, building relationships in the pre-mentoring phase

such as expectations, goals, roles, and communicative processes are formal relationships. Anyway, some mentors and mentees have problems in relationships. Nonetheless, both mentee and mentor should appreciate that as the relationship evolves, and mentees progress along their career paths, their needs may change in a direction that leads them away from their mentors. It should be regarded positively as evidence of the success of the mentoring relationship (Sanfey et al., 2013).

- b. Common grade level: Establishing mentoring processes, in similar fields (subjects of profession) as common grade level, is essential for mentors. According to the research and interviews, having a similar grade level is critical for a good mentor-mentee relationship. Teachers may discuss common curriculum, data, and testing, which strengthens these bonds. When a standard grade level is not accessible, new teachers must search for grade-level-specific assistance elsewhere. This may or may not be a problem, depending on new teachers' personality. Outgoing new teachers would have no trouble finding solutions to any problems they encounter. Without someone in their grade level to help them in their first year of teaching, shy or withdrawn teachers may feel bewildered and frustrated (Ambrosetti et al., 2014; Manning, 2011; Sowell, 2017).
- c. Developmental components: The need for a mentor is developmental components which means that they need to strengthen their professional development as a mentor. Ambrosetti et al. (2014) noted that developmental needs may include both professional and personal goals. However, it is the functions and processes that the mentor and mentee employ within the relationship that will provide opportunities for the development of goals.
- d. Education and training: Spooner-Lane (2017) stated that mentors are an experienced person at school. Moreover, Certo (2005), Davis and Higdon (2008), and Stanulis et al. (2012) provided specific information about the education, training, and continued professional development offered to mentors. One of the more rigorous studies in terms of education and training was reported by Stanulis et al. (2012). Beginning teachers were not given prepared, fully-released mentors to assist them in learning how to lead higher-order classroom discussions. Moreover, Stanulis et al. (2012) found that, unlike the beginning teachers who were given mentors with explicit training and guidance, the control group did not show significant differences in their ability to lead higher-order classroom discussions throughout the program.

The techniques of mentors regarding mentoring new teachers are:

- a. Establishing relationship: Mentors first have to establish a positive relationship with their mentees. The relationship could help mentors to get to know their mentees as who they are, where they are from, what kind of people they are, what appreciation and ways to work they have, and who they are as the mentee. This getting-to-know process provides mentors with such a piece of fundamental information that mentors could use as a bridge to get into the mentoring process. Angelina et al. (2014), Barrera et al. (2010), and Straus et al. (2009) mentioned that establishing positive relationships make mentees open their minds to share what they have inside regarding their problems, challenges, and concerns with their mentors and look for help, support, and encouragement.
- b. Identifying mentees' needs: Mentoring new teachers requires identifying their needs and demands. As new teachers begin their teaching profession, they face challenges since everything seems to be new for them. In this case, they need the one (mentor) they trust to consult what they need to do to fulfill their profession. In addition, Hudson and Hudson (2018) and Sanfey et al. (2013) pointed out that identifying the mentees' needs could help the mentor to examine and contextualize the right demands of the mentees toward solution finding. The mentees' needs are recognized as the specific clues for the mentors to walk on the right track as a means to organize the mentoring cycles.

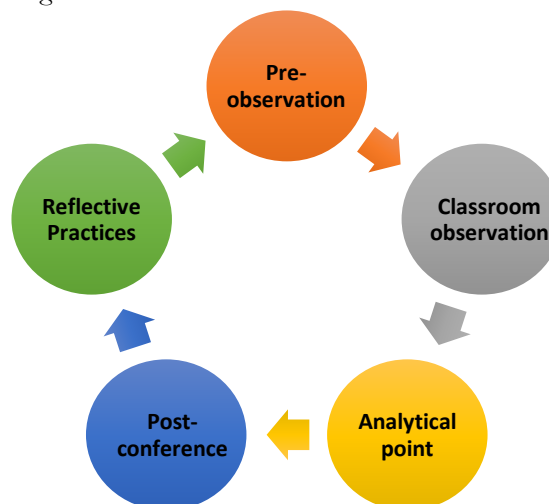
- c. Conducting meaningful mentoring: According to Ambrosetti et al. (2014), conducting mentoring involves three main components (see Figure 2). First, the mentor needs to establish the relationship to produce such interpersonal understanding for a desirable improvement through encouragement, inclusion, collegiality, advocacy, and support. Second, operational development approaches through sharing information, reflective practices, conducting assessments, providing feedback, and giving opportunities to learn and grow are implemented to develop functional and practice processes of meaningful mentoring.

Figure 2. Mentoring components in the pre-service teacher education context (Ambrosetti et al., 2014, p. 233)

Mentoring components	Description	Mentoring actions
Relational	The interpersonal relationship that occurs between the mentor and the mentee	• Support • Inclusion • Encouragement • Collegiality • Advocacy
Developmental	The functions and processes used to develop the personal and professional goals of the mentor and mentee	• Reflection • Sharing • Guidance • Role modeling • Communicating • Provision of opportunities • Assessment and feedback • Reflecting
Contextual	The setting of the mentoring in which the mentee is immersed in	• Work of a teacher • Behaviors of a teacher

Similarly, Ambrosetti et al. (2014) noted that the mentoring process is categorized into four phases such as (1) preparing for mentoring, (2) pre-mentoring, (3) mentoring, and (4) post-mentoring (see Figure 3).

Figure 3. Coaching cycles of mentoring teachers



At the preparation stage, the mentor needs to provide such pieces of training to their mentees to ensure that they are ready for the new context of school context and procedural work since new teachers need to be trained to get to know their roles and responsibilities for their socio-cultural working context. The second phase is pre-mentoring which means that the mentors need to work with their mentees to identify needs, expectations, goals, and schedule for their mentor-mentee conference. At this phase, the prioritized point for further improvement is to be identified as a means to look for practical strains for classroom practices. The third phase is about providing opportunities to practice and reflect on their classroom teaching procedures in which encouragement, communication, and development come together toward improvement. The last phase of the mentoring process is about the completion of relationships and practices in which the mentees are encouraged to reflect on their practices compared to the target goals having been aimed to have such assessments, reflection, and further improvement of their teaching performances (Ambrosetti et al., 2014).

- d. Providing meaningful support: Meaningful support is one among other techniques that provide mentees such trust and relationships. Supporting teachers is understood as the process of encouragement, help, protection, collaboration, assessment, reflection, and facilitation. During the mentoring processes, providing support could help mentees overcome such challenges and difficulties as they face in their daily practices of teaching. Ambrosetti and Dekkers (2010) mentioned that one of the roles in meaningful support is to support teachers (mentees) in which the mentors need to cooperatively associate with their mentees by providing advice, suggestions, and recommendations. In this sense, the mentors also provide meaningful support through various roles such as supporter, role model, facilitator, assessor, collaborator, friend, trainer or teacher, protector, colleague, evaluator, and communicator (see Figure 4 and Table 1).

Figure 4. Phase focus and considerations (Ambrosetti et al., 2014, p. 235)

Preparation for mentoring	Training for mentors and mentees before the participants meet	Training that centers on: • The nature of mentoring • Processes of mentoring • Roles of the mentor and mentee • Conflict resolution
Pre-mentoring	Initial meeting before the professional placement begins	• Defining expectations for the relationship • Outlining goals for each participant • Defining roles for the mentor and mentee • Mapping out a time line • Setting up communication channels • Setting up meeting schedule • Induction (to the school) • Socialization
Mentoring	Development of the relationship and progression towards the achievement of goals	• Opportunities for development of competencies and capabilities (skills, knowledge and processes) through teaching and coaching, active participation and collaboration • Feedback approaches • Reflective opportunities • Interactions that endorse reciprocity (sharing, modeling, facilitation)
Post-mentoring	Continuation or completion of the relationship	Continuation: • Progress review (formal tasks and duties) • Redefining needs/goals and mentoring roles Completion • Assessment • Relationship evaluation

Table 1. *Mentor's roles in meaningful support (Ambrosetti & Dekkers, 2010, p. 48)*

Roles of mentor	Description of roles
Supporter	• Assists in the mentee's personal and professional development • Provides inclusion and acceptance of the mentees • Outlines expectations • Gives honest, critical feedback • Provides advice during task performance • Protects from unpleasant situations • Advocates for the mentee
Role model	• Assists the mentee by example • Demonstrates the behaviors of the profession • Demonstrates tasks • Sets and maintains standards • Integrates theory and practice for the mentees
Facilitator	• Provides opportunities to perform the task/job • Allows mentee to "develop their sense of self" • Provides guidelines and offers support
Assessor	• Provides criteria-based grades/marks on mentees performance • Makes informed decision on progress
Collaborator	• Uses a team-like approach • Provides a safe environment for the mentee • Share and reflect with mentees • Gives assistance to mentees • Identifies needs with the mentee
Friend	• Acts as a critical friend • Provides companionship or camaraderie • Encourages the mentee to try new tasks or challenges • Provides advice about weaknesses in a constructive manner
Trainer or Teacher	• Provides specific instructions about performing tasks • Teaches basic skills • Provides resources • Uses explicit teaching to pass on skills and knowledge
Protector	• Looks after the mentee • Raises mentees' profile with others • Shields the mentee from unpleasant situations • Defends mentees' actions
Colleague	• Treats the mentee as one who is already part of the profession • Advocates for the mentee in the organization
Evaluator	• Appraises the mentees' progress • Provides feedback • Engages in mutual evaluation with mentee
Communicator	• Shares professional knowledge and skills • Provides a variety of communication methods • Provides feedback on progress to further develop learning

- e. **Meaningful listening:** Meaningful listening is one of the mentoring strategies to develop the effectiveness of understanding the mentees' contextual practices as well as learning how they face problems, challenges, and successes to collect the information and contextualize problem-based situations toward convenient solutions. Similarly, Weimer (2019), and Taherian and Shekarchian (2008) noted that the mentor as the active listener within a power of information receiving may need to pay deep attention to what the mentee is speaking about. In this case, the mentors may take a deep thought about what is happening to the mentees as a means to get a complete understanding to find appropriate solutions for them. In addition, the mentors could express their facial expressions through their body language and gestures to show that they are listening to the mentees. In this sense, the mentees may feel comfortable as they have people listening to their problems and trying to be a part of solutions (Bova & Phillips, 1984; Crasborn et al., 2011).

Methodology

Research design

Beyond the characteristics of research objectives and research questions, this study conducted a case study of qualitative research because the researcher investigates the current mentoring program and how the mentoring program affects teaching and learning at a secondary resource school. Qualitative research is focused on understanding the meaning people have constructed and normally engages an inductive strategy to analyze data (Merriam, 1998). Bromley (1990, as cited in Maree, 2007, p.75) described a case study as an organized investigation into a particular incident or series of linked events with the goal of characterizing and elucidating the phenomena of interest. Therefore, a case study was deemed relevant as the study sought to explore the school leaders' and teachers' perceptions of mentoring programs.

Samples and sampling techniques

This study was conducted in Takeo province in Cambodia. Mentors, teachers, and school leaders at Samdach Ouv high school (There are secondary resource schools in Cambodia) were asked a consent to participate in the study. The researcher used purposive sampling techniques to collect data. Mack et al. (2005) noted that the purposive sampling technique, choosing groups of participants, depends on a preselected standard that is related to particular research questions where the sample size is dependent on the resources and time available.

As revealed in Table 2, a varied array of individuals took part in this study, each contributing distinct viewpoints and backgrounds to the discussion. The group consists of participants with diverse educational

Table 2. Sample

Participant code	Gender	Education level	Position	Experience
SL1	Female	Bachelor	Principal	25 years
SL2	Male	Bachelor	Deputy principal	15 years
T1	Male	Master	Teacher of English	7 years
T2	Female	Bachelor	Teacher of English	10 years
T3	Male	Bachelor	Teacher of English	5 years
T4	Male	Bachelor	Teacher of English	2 years
M1	Male	Master	Mentor	6 years
M2	Female	Master	Mentor	7 years

backgrounds and different positions in the education system, such as a principal, a vice principal, experienced teachers, and mentors. Significantly, the individuals have a considerable amount of combined knowledge, averaging years of experience in the education sector. The variety and extensive range of experiences offer valuable perspectives on the topic being studied, guaranteeing a thorough and detailed comprehension of the research results.

Instruments

As this study employed a qualitative design, the semi-structured questionnaires were distributed to all respondents along with face-to-face with the researcher. Both semi-structured and unstructured interviews elicit the information (Creswell, 2017). That is, the in-depth interviews were conducted individually. At the same time, some probing questions were added during the interview to find out more insights that were related to exploring the mentoring program and to find out some perceptions on the implementation of the mentoring program. The time for each of the participants' interviews was around 40 minutes. Interviews were recorded, with the consent of the participants, using the researcher's voice recorder; they were later noted and transcribed through word processing. NVivo 12 Software, a qualitative software program, was used to help with qualitative data analysis.

Data collection procedures

This section was designed to collect the data. The data collection was done in two stages as follows.

- In stage one, the researcher prepared two letters to ask for permission from the school principal to collect data.
- In stage two, the letter of permission was signed and sent to inform the participants at school.
- What is more, the researcher planned to have the interviews conducted in the library or the conference room and during teacher and students' break time.

Data analysis

The researcher used semi-structured interviews to obtain the primary data and embark on a careful and multi-stage process of organizing, categorizing, synthesizing, analyzing, and interpreting the data. Berg (2009) introduced many types of qualitative analyses including content analysis and others. Of these, content analysis was applied in this study to identify themes and develop categories based on a careful coding of data. According to Berg (2009), content analysis is used to examine and code the patterns of the language used in the communication exchange. Transcriptions were imported to facilitate coding and analysis of the data sources.

Ethical consideration

This study was conducted by paying great attention to confidentiality and anonymity. However, the researcher selected the proper research site, sought an in-depth description of the research topic, and carefully collaborated with the participants (Creswell, 2017).

In addition, the researcher selected teachers and school leaders to be the samples and all of them volunteered to join in this study, and they were made aware that they had the right to stop or reject to join at any time, before or within the interview. The researcher explained to them very clearly whatever they answered they were safe (no threats, no failure of their examination because of their comments, nor would they lose any marks, and so on).

Moreover, before the researcher started interviewing and recording their voices, the researcher asked permission from them to record and explained to them that the recording would be deleted after the study was finished. Furthermore, in the interview's transcript sheets, the names that were used were invented

names instead of their real names (Teachers' name = T, School leaders' name = SL, Mentor = M). Finally, all the data that had been collected from this study had been kept confidential and would be destroyed once the study had been finally finished.

Findings

Building relationship. Among eight participants in the school-based mentoring, SL1, M1, and M2 stated that:

Building relationships is the prioritized need for mentors to start the journey of mentoring teachers. Each mentor emphasized the value of developing confidence in a mentoring relationship for both instructional support and teacher retention. Building a relationship with the new teacher increases the mentor's ability to work with, and positively support the new teachers. Moreover, mentors need a way to develop a professional relationship through which goals, visions, and clear parameters for mentees to engage in their work. In addition, building relationships in the pre-mentoring phase such as expectations, goals, roles, and communicative processes are formal relationships.

Some mentors and mentees have problems in relationships. But both mentee and mentor should appreciate that as the relationship evolves, and mentees progress along their career paths, their needs may change in a direction that leads them away from their mentors. It should be regarded positively as evidence of the success of the mentoring relationship. However, mentors and mentees have failed in a relationship that impacts their career progress and productivity.

Common grade level. SL2, M1, M2, T4 stated that:

Establishing mentoring processes, in similar fields (subjects of profession) at a common grade level is essential for mentors.

Having a similar grade level is critical for a good mentor-mentee relationship. Teachers may discuss common curriculum, data, and testing, which strengthens these bonds. When a standard grade level isn't accessible, new teachers must search for grade-level-specific assistance elsewhere. This may or may not be a problem, depending on the new teacher's personality. Outgoing new teachers would have no trouble finding solutions to any problems they encounter. Without someone in their grade level to help them in their first year of teaching, shy or withdrawn teachers may feel bewildered and frustrated.

Developmental components. SL1, SL2, M1, M2, T2, T3 indicated that:

The need for a mentor is a developmental component which means that they need to strengthen their professional development as a mentor.

The developmental needs may include both professional and personal goals. However, it is the functions and processes that the mentor and mentee employ within the relationship that will provide opportunities for the development of goals. As such the roles that the mentor and mentee undertake determine the opportunities that occur. Within a reciprocal mentoring relationship, the mentor and mentee would work together as a team to develop the needs of both the preservice teacher and the mentor. Thus, the roles of the mentor teacher include collaborator, facilitator, teacher, and role model, and the pre-service teacher in return actively participates and collaborates.

Education and training. Seven participants among eight indicated that:

Mentors as experienced and trained. In addition, mentor education and training appear to be important components of effective mentoring for beginning teachers. Mentors require knowledge, skills, and dispositions across several areas. (SL1, T1, T2, T3, T4, M1, M2)

I have started to have a reading habit; therefore, I like reading now. I can win my ego temperament and insecurity so that I start to love working with other people. (T2)

It is not enough to have expertise in teaching, they also need to be competent at mentoring. (SL1)

It would seem that mentors who do not receive adequate formal training find it more difficult to provide direct feedback and instigate changes in the mentee's beliefs and teaching practices. (SL2)

It would be good to have extra training or at least every other year to provide some because things change. (M1)

Establishing relationship. Eight participants indicated that:

Mentors first have to establish a positive relationship with their mentees. The relationship could help mentors to get to know their mentees as who they are, where they are from, what kind of people they are, what appreciation and ways to work they have, and who they are as mentees. This getting-to-know process provides mentors with such fundamental information that mentors could use as a bridge to get into the mentoring process. (All samples)

Establishing positive relationships makes mentees open their minds sharing what they have inside regarding their problems, challenges, and concerns with their mentor and looking for help, support, and encouragement. (M1)

As the first sign of a relationship, the mentor may need to organize a meeting with the mentee for small talk. During the process of this small talk, the mentor first needs to inform the mentee about the actual time and the purpose of the meeting. The mentor could then ask the mentees about their strengths on what they have done well in their teaching careers. By doing this, the mentees may feel comfortable and start to be closer to the mentors to share their potential strengths as they both (mentor and mentee) understand each other within relationship and trustworthiness. (M2)

Identifying mentees' needs. Five participants among eight mentioned that:

Mentoring new teachers requires identifying their needs and demands. As new teachers begin their teaching profession, they face challenges since everything seems to be new for them. In this case, they need the one (mentor) they trust to consult what they need to do to fulfill their profession. (SL2, T3, T4, M1, M2)

Identifying the mentees' needs could help the mentor to examine and contextualize the right demands of the mentees towards solution finding. The mentees' needs are recognized as the specific clues for the mentors to walk on the right track as a means to organize the mentoring cycles. That is why mentors need to have pre-observation conferences to identify classroom activities in which mentees prepare for the classroom operation and to continue with post-observation conferences to observe how mentees run and manage the class. Having been through these two observations, the basic demands of the mentees could emerge so that it would be applicable for mentors to provide such reflective practices of the mentees' teaching as well as proposing respectful treatment known as suitable solutions for the mentees to have further improvement. (M1)

Conducting meaningful mentoring. Six participants indicated that:

Conducting meaningful mentoring is recognized as the conventional procedure in which mentors apply to establish mentees' improvement. The meaningful mentoring cycle is categorized into three phases pre-observation, observation, and post-observation. During the pre-observation conference, the mentor needs to work with mentees discussing the classroom procedures and their preparations within relevant materials, sources, and engagement techniques in alignment with target points to be improved (specific points that the mentee is willing to improve). As an observation phase, the mentor needs to visit the classroom to observe how the mentee implements the techniques, classroom management, or how to engage as discussed in the pre-observation conference. At this phase, the mentor collects the information focusing on the target points to improve and prepares them as evidence to talk about after the observation phase. Collect the information, the mentor may need to use some essential tools to support the process of collecting the information such as observation field notes, students' setting maps, lesson plans, relevant materials during the class, and voice and video records. The last phase of the mentoring cycle is known as the post-observation conference which refers to the process of reflection and improvement. The mentor may not ask the mentee directly to change their procedures since some points to be improved occurred, but the mentor needs to use such prompt questions to ask the mentees to reflect on what they have practiced in the class and to ask the mentees to find

solutions of their own. At the phase of the post-observation conference, the mentor could also provide some convenient solutions within extra sources related to target points to be improved for the mentees to study more for continuous development. (SL1, T2, T3, T4, M1, M2)

Conducting mentoring involves three main components. First, the mentor needs to establish the relationship to produce such interpersonal understanding for a desirable improvement through encouragement, inclusion, collegiality, advocacy, and support. Second, operational development approaches through sharing information, reflective practices, conducting the assessment, providing feedback, and giving opportunities to learn and grow are implemented to develop functional and practice processes of meaningful mentoring. (SL1)

Providing meaningful support. Six participants among eight mentioned that:

Meaningful support is one among other techniques that provide mentees such trust and relationships. Supporting teachers is understood as the process of encouragement, help, protection, collaboration, assessment, reflection, and facilitation. During the mentoring processes, providing support could help mentees overcome such challenges and difficulties as they face them in their daily practices of teaching. (SL1, SL2, T3, T4, M1, M2)

One of the roles in meaningful support is to support teachers (mentees) in which the mentors need to cooperatively associate with their mentees by providing advice, suggestions, and recommendations. (M1)

Meaningful listening:

Meaningful listening is one of the mentoring strategies to develop the effectiveness of understanding the mentees' contextual practices as well as learning how they face problems, challenges, and successes to collect the information and contextualize problem-based situations toward convenient solutions. (M1, M2)

Guidance:

Guidance is information or advice given by an experienced mentor to help a mentee overcome a challenge or become better. The process of assisting the mentee in realizing and reaching their full teaching potential is referred to as guidance. (SL1)

Advice, feedback, and support to the mentees:

Feedback should be given in some ways for both mentor and mentee to assess their relationship at defined times. First is to be clear and use specific, non-judgmental, descriptive language. One more thing is to avoid using the passive voice. Moreover, the mentor should use the value of feedback respectfully and politely and then let the mentee know to expect it. (SL1)

Cultivate a teacher and pupil relationship:

Both the mentor and the mentee must have teaching experience. This means that a mentor should be able to provide advice effectively in addition to serving as a good role model. Similar to a mentor, a mentee should be eager to learn and teachable. It's important to listen to the mentor's advice rather than just dismissing it. The mentee must give the shared knowledge time to sink in before putting it to use. The mentor/mentee relationship succeeds because of these qualities or well-defined roles because it is all about giving and receiving. (SL1, SL2)

Accomplish goals:

A mentor's priority whether considering becoming one or seeking a mentor themselves is to support their mentees in achieving their objectives. Although mentors have a variety of duties, one of them is to assist their mentees in achieving their goals. Giving the mentee guidance, encouragement, criticism, and counsel is one of the responsibilities of a mentor. In addition to serving as their sponsor, advocate, ally, mentor, teacher, counselor, and adviser. Mentees will receive all the tools necessary to grow into better versions of themselves from their mentors. (SL1, M2)

Build trust through engagement:

A mentee should constantly be open to listening, and a mentor should lead by example. Engagement is the key to any successful mentor-mentee connection. A mentor's job is to foster their mentee's creative instinct since a mentee wants to learn not only how, but why. The mentee should be open to hearing and investigating fresh creative ideas at the same time. This increases the level of trust between the mentor and the mentee, and in the end, both parties benefit from the encounter. (SL1)

Benefits of the mentoring program at a secondary resource school. Mentors have the opportunity to gain knowledge and practical experience from a seasoned employee who has already achieved the level of expertise they aspire to achieve. Mentors have the opportunity to expand their professional knowledge and skills through their guidance and the support of others. The school has the opportunity to further develop and disseminate the wealth of talent, skills, and knowledge of its teachers. All participants mentioned that a mentoring program at a resource high school had three-way benefits.

Four participants (T1, T2, T3, T4) added that benefits for the mentee (Teachers):

- Receive guidance and support from a respected member of the school community.
- Career development opportunities.
- Increase confidence.
- Improved pedagogy knowledge and understanding of how the school works, and how things are done.
- Raise awareness of alternative methods of doing things. Build a network of peers and expand your knowledge of different areas of the organization.
- There is a secret soundboard for ideas and challenges.

SL1, T1, T2, T3, T4, and M2 added benefits for the mentors.

- Provide satisfaction by helping others and contributing to the development of the school.
- Expand your network of colleagues on campus and build community.
- Support the use and development of key skills that lead to growth.
- Encourage new ideas and perspectives on his leadership role.

The mentoring program has some benefits for the school facilitating the growth and development of high-potential leaders. It is also beneficial to demonstrate a clear commitment to teachers' development and continuous learning, transfer and maintain organizational knowledge, and foster an inclusive, diverse, and collaborative environment. (SL1, SL2)

Discussion

One part of the findings of the current study is in line with Sowell (2017) who argued that the needs and techniques of mentors regarding mentoring new teachers are the school-based mentoring program emphasizes the paramount importance of building relationships between mentors and mentees, prioritizing confidence and support in instructional practices for teacher retention. Alignment of mentors and mentees in similar grade levels enhances collaboration, curriculum discussions, and support networks. Moreover, developmental components underscore the need for ongoing mentor education to address both professional and personal goals. In addition, effective mentoring involves identifying and addressing mentees' needs, conducting meaningful mentoring cycles, and providing tailored support, meaningful listening, guidance, and constructive feedback. However, one part of the findings is different from Higdon (2008) who found that beginning teachers were not given prepared, fully-released mentors to assist them in learning how to lead higher-order classroom discussion.

Similarly, the findings of this study are in line with Taherian and Shekarchian (2008) who argued that roles of the mentor in school-based mentoring programs is the active listener within a power of information

receiving may need to pay a deep attention to what the mentee is speaking about. In this case, the mentors may take a deep thought about what is happening on the mentees as a means to get a complete understanding so as to find appropriate solutions for them. However, one part of the findings is different from Ambrosetti & Dekkers (2010) who found that the role of the mentor is an evaluator by engages in mutual evaluation with mentees.

The findings are crucial for the society as a whole, especially for mentoring services because the program offers extensive benefits including professional growth, confidence building, pedagogical enhancements, and community development for both mentors and mentees, while also contributing to school-wide leadership development and fostering an inclusive learning environment. Furthermore, this finding will offer importance the most to the relevant stakeholders like beginning teacher mentors, mentees, school principals, policymakers, and curriculum builders who are involved in school-based mentoring programs. Significantly, beginning teacher mentors will be able to seek further roles and responsibilities to improve the professional development in the school-based mentoring program. Subsequently, the mentees can determine the specific responsibilities and roles in which they are willing to accept the mentors in the school-based mentoring program. Next, school principals who participated in processing the mentoring program will be aware of the mentor's roles in school so that the teacher mentors will be able to produce more effective work in the mentoring process. Most importantly, this research will be a guide for school principals to recognize the mentor's workload in the mentoring practice. Finally, it is an opportunity for the policymakers and curriculum builders to examine their planning and seek a reforming mentoring process in the school-based mentoring program to be more practical and efficient.

Conclusion and recommendation

The school-based mentoring program is guided by the mentor and focused on teaching and learning that incorporate recommendations from best practice models for all high schools. However, questions remain about dosing, program outcomes, and other issues specific to school-based mentoring programs. These findings also suggest that evidence supporting the benefits of school-based mentoring programs has contributed to the school in the purpose of improving the quality of education and professional development. This study provides some findings to explore the needs and techniques of mentors regarding mentoring new teachers, to identify the role of the mentor in the mentoring program at a secondary resource school, and to find out the benefits of the mentoring program at a secondary resource school. The conclusion of this study is drawn based on the results of analyses of data obtained by interviews at Samdach Ouv High School.

As a result, mentorship programs are essential to creating a cooperative and encouraging learning environment. The advantages are shared by mentors, mentees, and the entire school community. Mentees experience professional growth, mentors find satisfaction in contributing to their colleagues' development, and schools establish a culture of continuous learning and collaboration. Embracing and expanding such programs ensures the holistic development of educators and contributes to the overall success and vitality of educational institutions.

The finding is drawn as follows: School-based mentoring programs that promote academic success and social behaviors in adolescents are of interest to school social workers. Because these programs are relatively new, there are some benefits for participants. The finding outcome evaluations of school-based mentoring programs to compare without mentoring programs, assessing whether best practices were incorporated into the program service structure. and best practices, determine assessment methods and evaluate participants' outcomes. However, the next generation of researchers should use more rigorous research methods to confirm these findings. Recommendations for school academic outcomes on program design and evaluation are also presented.

Limitations and future studies

In Cambodia, mentoring programs are conducted in some schools. However, this study focuses only on high schools (The SRS in Cambodia). The limitations of this sampling method included that the research results at this institute could not be generalized because the research was done at only a high school and the findings might not be the same with other schools. In addition, there was the potential for sampling bias because the researcher tried to find the participants who had a set of criteria for responding.

References

- Ambrosetti, A., & Dekkers, J. (2010). The interconnectedness of the roles of mentors and mentees in pre-service teacher education mentoring relationships. *Australian Journal of Teacher Education*, 35(6), 42-55. <https://doi.org/10.14221/ajte.2010v35n6.3>
- Ambrosetti, A., Knight, B. A., & Dekkers, J. (2014). Maximizing the potential of mentoring: A framework for pre-service teacher education. *Mentoring & Tutoring: Partnership in Learning*, 22(3), 224-239. <https://doi.org/10.1080/13611267.2014.926662>
- Angelina, A., Bruce, A. K., & John, D. (2014). Maximizing the potential of mentoring: A framework for pre-service teacher education. *Mentoring & Tutoring: Partnership in Learning*, 22(3), 224-239. <https://doi.org/10.1080/13611267.2014.926662>
- Barondess, J. A. (1995). A brief history of mentoring. *Transactions of the American Clinical and Climatological Association*, 6, 1-24. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2376519/>
- Barrera, A., Braley, R. T., & Slate, J. R. (2010). Beginning teacher success: An investigation into the feedback from mentors of formal mentoring programs. *Mentoring & tutoring: partnership in learning*, 18(1), 61-74. <https://doi.org/10.1080/13611260903448383>
- Bova, B. M., & Phillips, R. R. (1984). Mentoring as a learning experience for adults. *Journal of Teacher Education*, 35(3), 16-20. <https://doi.org/10.1177/002248718403500304>
- Berg, B. L. (2009). *Qualitative research methods: For the social sciences*. Boston: Pearson Education. [https://www.sfu.ca/~palys/Berg-2009 DramaturgicalViewOfInterviewing.pdf](https://www.sfu.ca/~palys/Berg-2009%20DramaturgicalViewOfInterviewing.pdf)
- Bromley, P. D. B. (1990). Academic contributions to psychological counselling. 1. A philosophy of science for the study of individual cases. *Counselling Psychology Quarterly*, 3(3), 299-307. <https://doi.org/10.1080/09515079008254261>
- Carolyn, B. H., Rogers, M. M., & Michael, J. (2010). Mentoring adjunct faculty using the cornerstones of effective communication and practice. *Mentoring & Tutoring: Partnership in Learning*, 18(1), 53-59. <https://doi.org/10.1080/13611260903448375>
- Certo, J. L. (2005). Support, challenge, and the two-way street: Perceptions of a beginning second grade teacher and her quality mentor. *Journal of Early Childhood Teacher Education*, 26(1), 3-21. <https://doi.org/10.1080/10901020590918960>
- Colley, H. (2002). A'rough guide'to the history of mentoring from a Marxist feminist perspective. *Journal of education for teaching*, 28(3), 257-273. <https://doi.org/10.1080/0260747022000021403>
- Colley, H. (2003). *Mentoring for social inclusion: A critical approach to nurturing mentor relationships*. New York, NY: Routledge. <https://doi.org/10.4324/9780203458310>
- Crasborn, F., Hennissen, P., Brouwer, N., Korthagen, F., & Bergen, T. (2011). Exploring a two-dimensional model of mentor teacher roles in mentoring dialogues. *Teaching and teacher education*, 27(2), 320-331. <https://doi:10.1016/j.tate.2010.08.014>
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications. <http://www.ceil-conicet.gov.ar/wp-content/uploads/2015/10/Creswell-Cap-10.pdf>

- Davis, B., & Higdon, K. (2008). The effects of mentoring/induction support in beginning teachers' practices in early elementary classrooms (K-3). *Journal of Research in Childhood Education*, 22(3), 261-274. <https://doi.org/10.1080/02568540809594626>
- Dziczkowski, J. (2013). Mentoring and leadership development. *The Educational Forum*, 77(3), 351-360. <https://doi.org/10.1080/00131725.2013.792896>
- Ellen, N. (1988). *Mentoring programs for new teachers*. United States: Educational Research and Improvement of the U.S.Department of Education. <https://eric.ed.gov/?id=ED375105>
- Houn, T., Em, S., Pang, S., & Nhor, R. (2022). Students' motivational factors behind acquiring shadow education and reasons for creating New Generation Schools in Cambodia. *Journal of General Education and Humanities*, 1(4), 201-212. <https://doi.org/10.58421/gehu.v1i4.51>
- Garvey, R., Strokes, P., & Megginson, D. (2010). Coaching and mentoring: Theory and practice. *NHRD Network Journal*, 3(2), 79-81. <https://doi.org/10.1177/0974173920100214>
- Hall, K. M., Draper, R. J., Smith, L. K., & Bullough, R. V. (2008). More than a place to teach: exploring the perceptions of the roles and responsibilities of mentor teachers. *Mentoring & Tutoring: Partnership in Learning*, 16(3), 328-345. <https://doi.org/10.1080/13611260802231708>
- Heewon, C., Karen, A. L., & Maria, A. F. (2014). Leadership development through mentoring in higher education: A collaborative autoethnography of leaders of color. *Mentoring & Tutoring: Partnership in Learning*, 1-19. <https://doi.org/10.1080/13611267.2014.945734>
- Hobson, A. J., Ashby, P., Malderez, A., & Tomlinson, P. D. (2009). Mentoring beginning teachers: What we know and what we don't. *Teaching and teacher education*, 25(1), 207-216. <https://doi.org/10.1016/j.tate.2008.09.001>
- Hudson, P. (2016). Forming the mentor-mentee relationship. *Mentoring & tutoring: partnership in learning*, 24(1), 30-43. doi: <https://doi.org/10.1080/13611267.2016.1163637>
- Hudson, P., & Hudson, S. (2018). Mentoring preservice teachers: identifying tensions and possible resolutions. *Teacher Development*, 22(1), 16-30. <https://doi.org/10.1080/13664530.2017.1298535>
- Jo-Ann, V. S., & Carol, L. E. (2009). A mentoring needs assessment: Validating mentorship in nursing education. *Professional Nursing*, 25(3), 145-150. <https://doi.org/10.1016/j.profnurs.2009.01.003>
- KAPE. (2019). *Kampuchea Action to Promote Education*.
- KAPE. (2020). *Annual Report 2019*. Retrieved from Phnom Penh, Cambodia:
- Kent, A. M., Green, A. M., & Feldman, P. (2012). Fostering the Success of New Teachers: Developing Lead Teachers in a Statewide Teacher Mentoring Program. *Current Issues in Education*, 15(3). Retrieved from <https://cie.asu.edu/ojs/index.php/cieatasu/article/view/988>
- Kim, E. V. (2005). Learning to play the game: Professional development and mentoring. *Research and Practice*, 29, 729-743. <https://doi.org/10.1080/10668920591006575>
- Manning, Nikki Lynn (2011). *Mentors and New Teachers: A Qualitative Study Examining an East Tennessee School Systems Mentoring Program*. Electronic Theses and Dissertations. Paper 1383. <https://dc.etsu.edu/etd/1383>
- Ministry of Education, Youth and Sport (MoEYS). (2019). *Education strategic plan 2019–2023*.
- Merriam, S. B. (1998). *Qualitative Research and Case Study Applications in Education. Revised and Expanded from Case Study Research in Education*. Jossey-Bass Publishers, 350 Sansome St, San Francisco, CA 94104. <https://eric.ed.gov/?id=ED415771>
- NGPRC. (2019). *New Generation Pedagogical Research Center*.
- Peter, H. (2013). Mentoring as professional development: 'growth for both' mentor and mentee. *International Professional Development Association*, 39(5), 771-783. <https://doi.org/10.1080/19415257.2012.749415>
- Rodgers, C., & Skelton, T. (2014). Professional development and mentoring in support of teacher retention. *School Educational Technology*, 9(3), 1-11. <https://eric.ed.gov/?id=EJ1097716>

- Sanfey, H., Hollands, C., & Gantt, N. L. (2013). Strategies for building an effective mentoring relationship. *The American Journal of Surgery*, 206(5), 714-718. <https://doi.org/10.1016/j.amjsurg.2013.08.001>
- Sarah, A. H., & Sharon, K. G. (2005). Mentoring and human resource development: Where we are and where we need to go. *Advances in Developing Human Resources*, 7(4), 446-469. <https://doi.org/10.1177/1523422305279667>
- Sowell, M. (2017). Effective practices for mentoring beginning middle school teachers: Mentor's perspectives. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 90(4), 129-134. <https://doi.org/10.1080/00098655.2017.1321905>
- Spooner-Lane, R. (2017). Mentoring beginning teachers in primary schools: Research review. *Professional Development in Education*, 43(2), 253-273. <https://doi.org/10.1080/19415257.2016.1148624>
- Stan, K. (1997). The role of teacher mentoring in educational reform. *Pacific Resources for Education and Learning*, 1-7. <http://www.prel.hawaii.edu>
- Stanulis, R. N., Little, S., & Wibbens, E. (2012). Intensive mentoring that contributes to change in beginning elementary teachers' learning to lead classroom discussions. *Teaching and teacher education*, 28(1), 32-43. <https://doi.org/10.1016/j.tate.2011.08.007>
- Straus, S. E., Chatur, F., & Taylor, M. (2009). Issues in the mentor-mentee relationship in academic medicine: A qualitative study. *Academic medicine*, 84(1), 135-139.
- Weimer, K. R. (2019). Maximizing mentoring relationships. *General Music Today*, 32(2), 12-17. <https://doi.org/10.1177/1048371318805226>
- Sanfey, H., Hollands, C., & Gantt, N. L. (2013). Strategies for building an effective mentoring relationship. *The American Journal of Surgery*, 206(5), 714-718. <https://doi.org/10.1016/j.amjsurg.2013.08.001>
- UNESCO 2021, *MoEYS Organizes Mentoring Consultative Workshops to Inform New Early Grade Mentoring Package*. <https://en.unesco.org/news/moeys-organizes-mentoring-consultative-workshops-inform-newearlygradementoringpackage?fbclid=IwAR0rUfsgzKLH5WSrwK2tlKFfs0hkr4l95fCvXTpKVazfHucYYzNSHKCNEf8>