

Implementing a school-based mentoring program at a secondary resource school in Takeo province, Cambodia

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Abstract

Mentors encourage mentees' personal and professional development by sharing their expertise and experience. Mentoring is sharing life and training experiences with teachers (mentees) to improve their classroom practices and teaching professions. The tasks require mentors to implant positive views in mentees effectively. The current study utilized a qualitative case study design to examine the existing mentorship program and its impact on a secondary resource school's teaching and learning processes. Interviews at Samdach Ouv, a high school, provided the data. The study presents findings that aim to investigate the requirements and methodologies employed by mentors in mentoring novice teachers, ascertain the responsibilities of mentors in the mentoring programs at a secondary resource school, and determine the advantages of such mentoring programs. The findings also suggested that school-based social colleagues are keenly interested in mentoring programs that foster academic achievement and positive social conduct among teenagers. As these programs are new, members may see specific benefits. As a result, the outcomes of mentorship programs play a vital role in establishing a nurturing and cooperative educational setting. The benefits extend to mentees, mentors, and the entire school community. Ultimately, the author suggests that the most effective processes thoroughly examine methodologies and evaluate the study's findings. Future studies should employ other designs and more participants at the same school or different schools.

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1. Introduction

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 et al., 2009, p. 207). As mentoring services become more popular, the role of the mentor is consistently increasing in terms of professional development. Mentoring is a critical component of teaching reform, including providing support for beginning teachers and a new professional responsibility for experienced teachers (Ambrosetti et al., 2014; Kent et al., 2012).

1.1. Background information

By sharing the knowledge and insights gained over the years, a mentor facilitates personal and professional growth in an individual. The desirable achievement of sharing life experiences is also referred to as mentoring, in which the mentor has a knack for making teachers (mentees) think positively about their classroom practices and their teaching profession (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 careers 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 financial support from the Global Partnership for Education (GPE), aim 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 in improving their teaching skills and practice, with a particular focus on early grade mathematics and Khmer literacy (UNESCO, 2020).

1.2. Research gap

In 2019, MoEYS, in collaboration with Kampuchea Action to Promote Education (KAPE), the largest local NGO in Cambodia's education sector, publicly established the mentoring problem in Cambodia in response to the growing global prevalence of mentoring services and their positive impact on educational development. The New Generation School Training Center (NGSTC), which trained experienced teachers to become mentors, celebrated the mentoring program and changed its name to the New Generation Pedagogical Research Center (NGPRC) (KAPE, 2020; NGPRC, 2019). After one year of training, the mentors work at a different location at a secondary resource school, where they face many problems. To solve the issues, 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 mentors in the educational sector shoulder the significant responsibility of fostering teachers' professional growth and advancing schools for students' education, they may raise questions about developing mentees and supporting school development (Kim, 2005). Additionally, assisting in the development of mentoring perceptions is crucial, leading to an examination of more specific practice-based experiences in educational mentoring to enhance the awareness of new mentors (Rodgers & Skelton, 2014; Stan, 1997).

Jo-Ann and Carol (2009) examined a mentoring needs assessment that validates mentorship in nursing education. Carolyn et al. (2010) investigated mentoring adjunct faculty using the cornerstones of effective communication and practice. Additionally, Peter (2013) conducted a study on mentoring to foster professional development that benefits both the mentor and the mentee. Similarly, Angelina et al. (2014) explored the potential of mentoring as a framework for pre-service teacher education, focusing on leadership development through mentoring in higher education. Heewon et al. (2014) conducted a collaborative auto-ethnography of leaders of color for mentors, while Rodgers and Skelton (2014) explored the role of professional development and mentoring in enhancing teacher retention—most research studies on

mentoring below need to focus on different research topics and explore various research sites. Thus, there needs to be an existing gap in the Cambodian content, especially in the provincial areas.

1.3. Research objectives

This study aims to understand how the current mentoring program affects the working culture at a secondary resource school. The study aims to achieve three specific research objectives.

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

1.4. Research questions

To achieve the objectives, three specific research questions are asked:

1. What are the needs and techniques of mentors concerning mentoring new teachers?
2. What are the roles of mentors in school-based mentoring programs to improve teachers' professional development at a secondary resource school?
3. What are the benefits of mentoring programs at a secondary resource school?

1.5. Significance of the study

Mentoring has helped the school improve the quality of its education and professional development. Mentors must exert more effort in working closely with their mentees, who are teachers, to understand their needs and make necessary improvements. However, since school-based mentoring is helpful for the educational sector in enhancing professional development, this study offers the most importance to the relevant stakeholders, like beginning teacher mentors, mentees, school principals, policymakers, and curriculum developers involved in school-based mentoring programs. Significantly, beginning teacher mentors will be able to seek further roles and responsibilities to improve the professional development of the school-based mentoring program. Subsequently, the mentees can determine the specific duties and roles for which they are willing to accept the mentors in the school-based mentoring programs. Next, school principals who participated in the mentoring programs will gain an understanding of the mentor's roles within the school, enabling the teacher mentors to perform more effectively during the mentoring process. Most importantly, this research guides school principals to recognize the mentors' workload in mentoring practices. Finally, it allows policymakers and curriculum developers to review their plans and seek reforms to make the mentoring processes in school-based mentoring programs more practical and efficient.

2. Literature review

2.1. The history of mentoring

To understand why mentoring is used extensively today, it can be helpful to know about its history. The story, which is widely known as the concept of mentoring, originated with the mentor character 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, his mentor nurtured and supported the boy, establishing 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). 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 demand for students increased, 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 support and encouragement to other teachers and educators through mentoring service programs to overcome their obstacles.

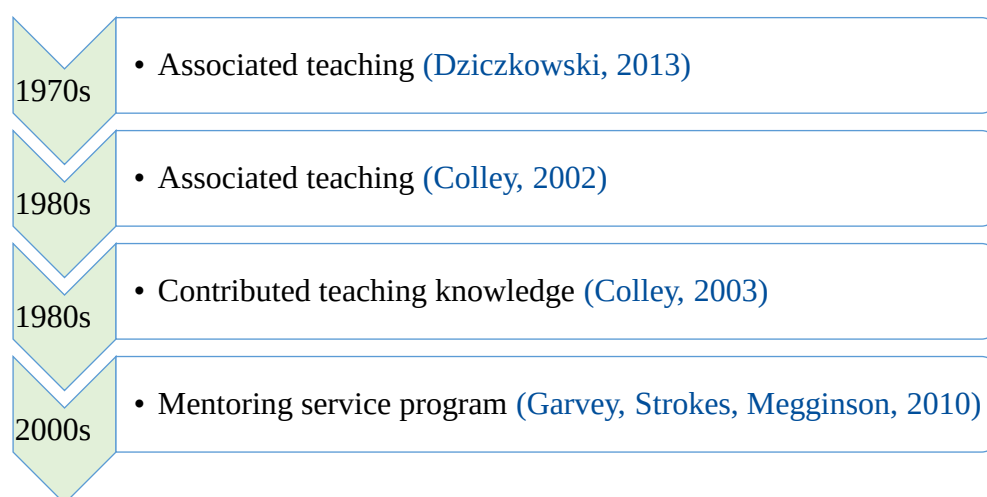


Figure 1. A brief history of mentoring

2.2. 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 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 in which 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 four 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 acquaint trainees with the nature of research and read the many articles 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 adequate mentoring support to other teachers.
- e. The purpose of mentoring is to tap into the existing knowledge, skills, and experience of senior or high-performing employees and transfer these skills to newer or less experienced employees to advance their careers.

2.3. Efficiency of mentors' roles in the 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 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 their professional skills in teaching and learning. Moreover, the support meant by the mentors was presented in two different types: emotional support and professional support. Mentors help the new teachers figure out their professional support by giving resources for files, ideas for planning and management, and modeling.

2.4. The needs and techniques of mentors regarding mentoring new teachers

2.4.1. The needs of mentors regarding mentoring new teachers

- 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 wrote 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 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.

4.4.2. The techniques of mentors regarding mentoring new teachers

- 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 mentees. 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 makes

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 examine and contextualize the right demands of the mentees toward finding solutions. 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.

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

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

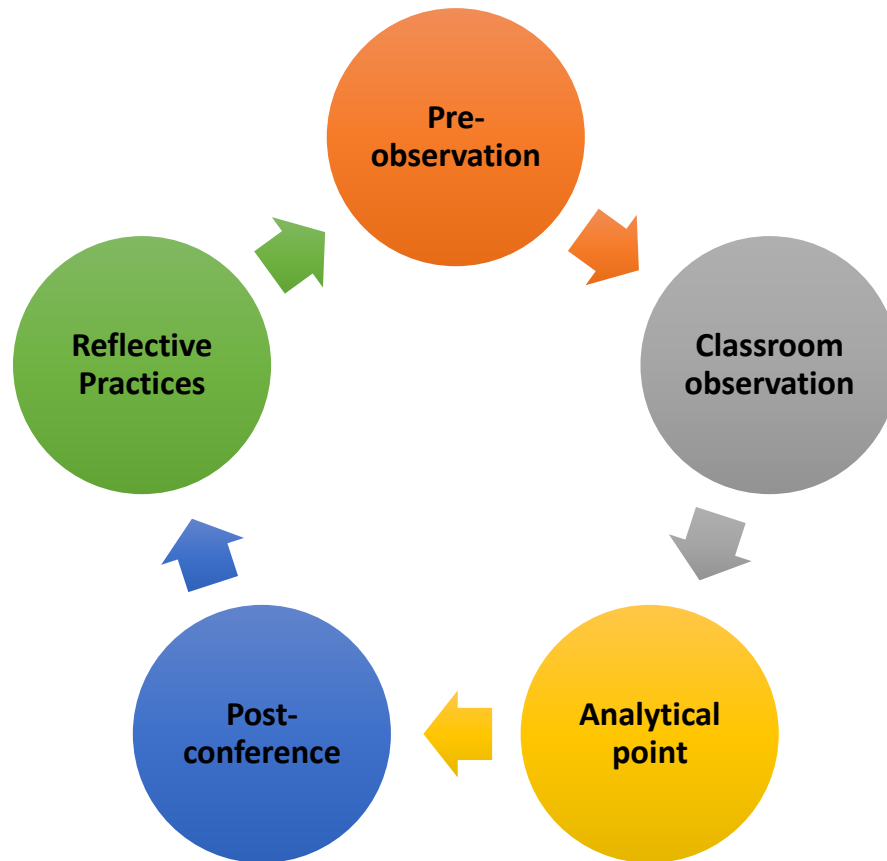


Figure 3. Coaching cycles of mentoring teachers

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). 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, meaning the mentors need to work with their mentees to identify needs, expectations, goals, and schedules for their mentor-mentee conference. At this phase, the prioritized point for further improvement is to be recognized 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](#)).

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

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

- 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), and 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).

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

- **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).

3. Methodology

3.1. 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) defined a case study as a systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest. Therefore, a case study was deemed relevant as the study sought to explore the school leaders' and teachers' perceptions of mentoring programs.

3.2. 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 related to particular research questions where the sample size depends on the resources and time available.

Table 2. Samples

Participant code	Gender	Education level	Position	Experience
SL1	F	Bachelor	Principal	Twenty five years
SL2	M	Bachelor	Deputy Principal	Feifteen years
T1	M	Master	Teacher of English	Seven years
T2	F	Bachelor	Teacher of English	Ten years
T3	M	Bachelor	Teacher of English	Five years

T4	M	Bachelor	Teacher of English	Two years
M1	M	Master	Mentor	Six years
M2	F	Master	Mentor	Seven years

As revealed in Table 2, various individuals participated in this study, each contributing distinct viewpoints and backgrounds to the discussion. The group consists of participants with diverse educational backgrounds and different positions in the education system, such as a principal, a vice principal, experienced teachers, and mentors. Significantly, the individuals have considerable combined knowledge, averaging years of experience in the education sector. The variety and extensive range of experiences offer valuable perspectives on the studied topic, guaranteeing a thorough and detailed comprehension of the research results.

3.3. Instruments

As this study employed a qualitative design, the semi-structured questionnaires were distributed to all respondents 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 more insights related to exploring the mentoring program and to find out some perceptions of 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.

3.4. 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.

3.5. 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. Content analysis was applied in this study to identify themes and develop categories based on the careful coding of data. According to Berg (2009), content analysis is used to examine and code the language patterns used in the communication exchange. Transcriptions were imported to facilitate coding and analysis of the data sources.

3.6. 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.

4. Findings

4.1. 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.

4.2. 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.

4.3. 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.

4.4. 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 I have started to love working with other people. (T2)

More is needed 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)

4.5. 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)

4.6. 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)

4.7. 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. In this phase, the mentor collects the information, focusing on the target points to improve and preparing 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)

4.8. 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)

4.9. 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)

4.10. Guidance

The guidance refers to advice or information provided by a mentor of experience, to solve a problem or improve the mentee. The guidance refers to the process of helping the mentee discover and develop their potential in a teaching career. (SL1)

4.11. 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)

4.12. 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)

4.13. 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. One of the duties of a mentor is to offer support, direction, feedback, and advice to the mentee. In addition to being their mentor, instructor, counselor, advisor, sponsor, advocate, and ally. Mentors will provide mentees with all the resources they need to develop into better versions of themselves. (SL1, M2)

4.14. 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 how and 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)

4.15. 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.

Five participants added that benefits for the mentee (Teachers). (T1, T2, T3, T4)

- 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)

5. 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 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 align with [Taherian and Shekarchian \(2008\)](#) who argued that the role of the mentor in school-based mentoring programs is 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. However, one part of the findings is different from [Ambrosetti and 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 society, especially for mentoring services because the program offers extensive benefits including professional growth, confidence building, pedagogical enhancements, and community development for 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 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.

6. Conclusion and recommendation

The mentors guide the school-based mentoring programs, focusing on teaching and learning that incorporates 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 to improve the quality of education and professional development. This study explored the needs and techniques of mentors in mentoring new teachers to identify the mentors' roles in the mentoring programs at a secondary resource school and to determine the benefits of the mentoring program at a secondary resource school. The article concluded the analysis of data collected through interviews at Samdach Ouv High School.

Therefore, mentoring programs are pivotal in shaping a supportive and collaborative educational landscape. The benefits extend to mentees, mentors, and the school community. Mentees experience professional growth, mentors find satisfaction in contributing to their colleagues' development, and schools establish a continuous learning and collaboration culture. Embracing and expanding such programs ensures educators' holistic development and contributes to educational institutions' overall success and vitality.

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 article compared findings and outcome evaluations of school-based mentoring programs with those without them, assessing whether the program service structure incorporated best practices. The article determined the best practices, established assessment methods, and evaluated the outcomes of the participants. However, the next generation of researchers should use more rigorous research methods to confirm these findings. The article also presents recommendations for school academic outcomes based on program design and evaluation.

7. Limitations and future studies

Some schools in Cambodia conduct mentoring programs. However, this study focuses only on a high school (the SRS in Cambodia). The study's limitations include the inability to generalize the research results as the survey was conducted solely in one school, and the findings might not be consistent across other schools. In addition, there was the potential for sampling bias because the researcher tried to find participants with a set of response criteria.

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