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MENTORING PROGRAMS AND THEIR IMPACT ON THE EMOTIONAL STATE AND PROFESSIONAL CONFIDENCE OF STUDENTS AND TEACHERS

Annotation

This research is dedicated to a comprehensive analysis of the effects of mentoring programs on the emotional well-being and professional confidence of students and teachers in the universities of the Abai region. The research framework was formed through systematic review of domestic and international scholarly literature on mentorship, psychological well-being, and professional development. Empirical research involved large-scale surveys of 1208 students and 224 teachers, as well as qualitative in-depth interviewing of program participants. The results prove that mentoring programs reduce the level of anxiety, raise motivation, reinforce professional self-efficacy, and form a stable emotional climate in students and teachers. The majority of the respondents registered increased awareness of career opportunities, higher participation in the educational process, and greater satisfaction with their professional activities. Based on the empirical material, the following practical recommendations were offered to enhance the content and structure of mentoring programs, increase the level of feedback, guarantee regular support, and facilitate conducive conditions for successful mentorship–mentee communication. The research contributes to the improvement of human capital development policy in education and can serve as a basis to scale mentoring programs to other regions of Kazakhstan and other countries.

Keywords: mentoring programs, emotional state, professional confidence, Abai region, psychological well-being, professional growth, quality of education.

Introduction. Mentoring is a very important element in the learning environment and the process of developing new professionals. It helps both mentors to become better themselves and those who learn from them. Mentoring programs in education enhance participants' well-being by improving their mood and motivation and raising educational standards.

According to figures provided by the Kazakh National Bureau of Education, 36,083 professional workers serve in technical and vocational, post-secondary educational centers, with females accounting for the majority at 72% or 25,985 workers. Young professionals are deployed in the rural areas to the sum of 2,932 as opposed to 2,419 in urban regions. Region-wise, the North Kazakhstan and Pavlodar regions lead with the highest levels of young professionals at 3.6% each, while the lowest percentages are recorded in the region of Shymkent at 0.9% and the region of Turkestan at 1.0% [1].

The majority of young professionals (84%) have higher education, while only 16% of them have secondary vocational education. Mentoring is a process where an experienced person helps a less experienced person develop and achieve success in their professional field by sharing their knowledge and experience [2].

Mentoring refers to the guidance offered by experienced educators to trainees, aimed at fostering the development of their professional competencies. This process enables the transfer of pedagogical methods and traditions from seasoned practitioners to emerging educators, thereby contributing to the preservation and propagation of effective teaching practices. Additionally, it plays a crucial role in improving the overall standards of education [3].

Mentoring plays a pivotal role in preserving the traditions of Kazakhstan's educational system while simultaneously supporting the implementation of new curricula. Through collaborative dialogues between educators and students in the Abai district, challenges within the educational sphere are addressed, enabling the effective transfer of knowledge and experience. This process enhances the support and effectiveness of educational programs.

Many skills contribute to academic success, such as self-efficacy, social competence, and emotional well-being. Intervention methods aimed at developing these protective factors in students

include the use of mentoring programs. Despite the marked proliferation of such programs during the first decade, there is still a lack of systematic assessments and meta-analyses of mentoring effectiveness. In particular, there is a limited amount of research analyzing the potential benefits of mentoring for emotional well-being [4].

The Law of the Republic of Kazakhstan "On the Status of a Teacher" addresses the concept of mentoring in Article 13 and provides provisions regarding teacher training in Article 18 [5].

Within these Rules, mentoring is defined as "a teacher's activity aimed at providing practical support to facilitate the professional adaptation of individuals entering the secondary education system for the first time." Building on this definition, the Ministry of Education and Science of the Republic of Kazakhstan has developed specific guidelines for the organization of mentoring. These guidelines, presented in their original language, appear to prioritize the formulation of directives, plans, and reports [6].

Mentoring in the modern world helps participants to improve the quality of education, motivation and professional skills through professional development [7].

The study conducted by G. Shaikenov and J. Seitkalieva highlights that mentoring serves as a vital mechanism for advancing teachers' professional competencies and plays a crucial role in elevating the overall quality of the educational process [8].

In the process of transition from traditional to digital education, the task of providing a basic level of digital literacy for teachers of all age groups becomes especially urgent [9].

T. A. Boronenko and V. S. Fedotova explore the concept of digital mentoring and introduce models designed to evaluate teachers' readiness to assume mentoring roles within the context of digital technologies, with the objective of fostering students' digital literacy. The authors underline that digital mentoring is a mutually beneficial process, providing advantages to both educators and learners [10].

The findings of this study align with a growing body of international research affirming the positive effects of mentoring programs on participants' psychological and professional development. For instance, a meta-analysis conducted by Claro and Perelmiter (2021) on youth mentoring programs in the United States and Europe demonstrated significant improvements in emotional well-being and motivation, particularly among early-career professionals and students from underserved communities. These outcomes are comparable to the current study's observation of elevated emotional well-being ($M = 4.25$, $SD = 0.59$) and motivation ($M = 4.30$, $SD = 0.61$) among Kazakhstani participants involved in mentoring programs [11].

Similarly, the work of Hobson et al. (2009) in the United Kingdom underscores that structured mentorship in education leads to enhanced professional confidence and retention among novice teachers, echoing our findings where professional confidence levels were substantially higher in the experimental group ($M = 4.12$, $SD = 0.68$) than in the control group ($M = 3.47$, $SD = 0.74$), with a large effect size (Cohen's $d = 0.94$) [12].

In Germany, Scharff et al. (2020) highlighted the role of mentorship in mitigating professional burnout and stress through emotional and institutional support, particularly in vocational education settings. This supports our subgroup analysis, which revealed that younger participants and those with less than five years of teaching experience benefited most in terms of emotional resilience [13].

These comparisons reinforce the scientific validity of the study's conclusions and suggest that mentoring programs exert a universal positive impact across diverse educational systems when tailored to the contextual needs of participants.

The purpose of this study is to identify the impact of mentoring programs implemented for students and teachers of Abai colleges on their emotional state and level of professional confidence. The study assesses the impact of these programs on psychological well-being, professional development and the level of educational standards.

Research objectives:

1 To study existing academic publications and research on mentoring programs in order to form a theoretical basis for research and identify key aspects of mentoring.

2 To study the impact of mentoring programs on the emotional state and professional confidence of participants using survey data.

3 Based on the data obtained, recommendations will be proposed for the improvement and further development of mentoring programs in educational institutions.

This research aims to offer significant insights for colleges within the Abai district and beyond, contributing to a comprehensive understanding of the influence of mentoring programs on the professional growth of teachers and students, their emotional well-being, and to identify opportunities for program improvement.

The significance of this research is its combined examination of professional confidence and emotional well-being within the setting of Kazakhstani college mentoring programs, which is not well covered in the empirical literature so far. In contrast to other research, which usually considers either students or teachers, this research considers both simultaneously and includes comparison with a control group, giving greater comprehensive understanding of the effectiveness of mentoring.

Methods and materials. This study used a variety of methods and materials for a comprehensive analysis of the impact of mentoring programs on the emotional state and professional confidence of students and teachers in the field of Abai.

The analysis examined academic publications and other sources devoted to mentoring programs, their impact on professional development and the emotional state of participants, as well as the peculiarities of mentoring in educational fields. A critical review showed that the sources studied were evaluated in terms of scientific validity, scientific validity and relevance to the research topic. Special attention was paid to works related to mentoring programs in educational institutions and their impact on students and teachers.

The questionnaire procedure included the creation of structured questionnaires with closed and open questions covering the topics of the quality of mentoring relationships, their impact on professional skills, emotional state and the level of motivation of participants. Questionnaires were administered to 1208 students and 224 teachers actively involved in mentoring programs, and the responses were subsequently subjected to statistical analysis. In order to enhance the validity of the investigation and to facilitate better identification of causal relationships, a control group was integrated within the study design. The control group was formed by 612 students and 110 teachers from comparable colleges in the Abai region who weren't involved in mentoring programs. Participants in the control group had been selected according to matching important demographic and institutional features with the main group, such as age, professional experience, and course of study or teaching. The control group responses had also been gathered using the same format of questionnaire and subjected to comparative statistical analysis. This provided the opportunity to ascertain differences due specifically to the impact of mentoring programs.

In order to reduce the limitations related to self-assessment bias, the research design used both subjective (self-reported questionnaires) and objective measures like academic performance records, attendance registers, and feedback from the mentor. The participants had been also divided according to the time spent in mentoring programs as short-term subjects (up to 3 months), medium-term subjects (3–6 months), and long-term subjects (more than 6 months). The follow-up questionnaires had been carried out three months following the initial data collection to evaluate the sustainability of the changes observed, giving preliminary evidence of the long-term effects of mentoring on emotional well-being and professional confidence.

Data collection was conducted over a two-month period, from October to November 2024, across six technical and vocational colleges in the Abai region of Kazakhstan. Prior to fieldwork, formal permission was obtained from the participating institutions and informed consent was secured from all participants.

Questionnaires were administered in both digital and paper formats. Approximately 72% of student responses and 85% of teacher responses were collected via a secure online platform developed using Google Forms, while the remaining responses were gathered through printed questionnaires distributed during scheduled academic hours. The dual-mode approach was adopted to ensure accessibility and increase response rates across varied age and digital literacy groups.

Completed questionnaires were stored in password-protected digital repositories and manually coded prior to export into the statistical software. Quantitative data were analyzed using SPSS Statistics v.26, which supported the calculation of descriptive statistics (means, standard deviations), group comparisons (independent samples t-tests, ANOVA), and effect sizes (Cohen's d).

The questionnaire included open-ended items designed to capture participants' subjective reflections on their experiences in mentoring programs. Responses to these items were analyzed using qualitative content analysis with a thematic coding approach.

All textual responses were compiled into a single dataset and imported into NVivo 12 Pro for coding and interpretation. Two researchers independently conducted open coding, identifying meaningful segments related to changes in emotional well-being, professional confidence, motivation, and the perceived effectiveness of mentor-mentee interactions.

Themes were developed based on recurrence, conceptual richness, internal coherence, and illustrative relevance. Following the initial coding phase, categories and subcategories were refined collaboratively. Selected representative quotations were included in the presentation of findings and were anonymized (e.g., Participant 12, teacher).

To ensure the representativeness of the sample, a stratified purposive sampling strategy was employed, targeting both students and teachers from technical and vocational colleges across the Abai region. Institutions were selected to reflect variation in size, geographic location (urban and rural), and institutional type (public and private). Within each college, participants were recruited from a diverse range of academic programs and teaching disciplines to ensure broad coverage. Efforts were made to balance the sample in terms of gender, age, and professional experience. The final sample comprised 1208 students and 224 teachers, proportions that were consistent with regional statistical distributions as reported by the National Bureau of Education.

Participation in the study was entirely voluntary. All respondents received a standardized information sheet outlining the study's objectives, their rights as participants, and data handling procedures. Informed consent was obtained prior to participation in both the survey and follow-up components. For online questionnaires, digital consent was collected via a checkbox mechanism; for paper-based surveys, written consent forms were signed on-site.

Confidentiality was strictly maintained throughout the research process. No personally identifiable information was collected. All data were anonymized at the point of collection and stored securely in encrypted digital environments accessible only to the research team. In reporting the results, care was taken to avoid any language or examples that could potentially reveal participant identity.

The study adhered to the ethical principles outlined in the Declaration of Helsinki and was reviewed and approved by the institutional ethics committee of the L.N. Gumilyov Eurasian National University.

The questionnaire employed in this study was developed on the basis of two internationally recognized scales: the Mentor Evaluation Survey (MES) and the Warwick-Edinburgh Mental Well-being Scale (WEMWBS). The adaptation of these instruments to the Kazakhstani educational context involved two stages. First, a content validity check was conducted by a panel of three subject-matter experts in pedagogy and psychology. Based on the results of the pilot, several item wordings were refined to improve clarity and contextual relevance.

The final version of the instrument demonstrated strong internal consistency, with a Cronbach's alpha of 0.86, confirming the reliability of the scale for use in this population.

The data were analyzed using SPSS Statistics v.26. For each key variable, descriptive statistics were calculated, including means (M), standard deviations (SD), and effect sizes (Cohen's d), in order to assess the practical significance of differences between the experimental and control groups (Table 1).

Table 1. Means and Standard Deviations by Group

Variable	Experimental Group (M ± SD)	Control Group (M ± SD)	Cohen's d (Effect Size)
Emotional Well-being	4.25 ± 0.59	3.51 ± 0.67	1.16 (large)
Professional Confidence	4.12 ± 0.68	3.47 ± 0.74	0.94 (large)
Motivation	4.30 ± 0.61	3.58 ± 0.69	1.07 (large)

Source: compiled by the author

These results indicate statistically and practically significant differences in favor of participants involved in mentoring programs across all measured domains.

To further investigate differential effects, subgroup analysis was conducted by gender, age, and, for teachers, years of professional experience. The demographic composition of the sample is presented below (Table 2).

Table 2. Participant Demographics by Group (%)

Category	Students (n = 1208)	Teachers (n = 224)
Gender		
Female	61.2%	69.6%
Male	38.8%	30.4%
Age		
Under 25 years	74.5%	12.5%
26–35 years	21.3%	46.4%
Over 35 years	4.2%	41.1%
Teaching Experience		
Less than 5 years		37.5%
5–10 years		33.9%
Over 10 years		28.6%

Source: compiled by the author

Further comparisons of mean values across subgroups are summarized below (Table 3).

Table 3. Subgroup Mean Comparisons

Subgroup	Emotional Well-being (M ± SD)	Professional Confidence (M ± SD)
Female Participants	4.30 ± 0.55	4.18 ± 0.62
Male Participants	4.10 ± 0.61	4.02 ± 0.66
Participants under 25 years	4.32 ± 0.53	4.21 ± 0.60
Teachers with <5 years experience	4.35 ± 0.51	4.26 ± 0.57

Source: compiled by the author

These findings suggest that mentoring programs have a particularly strong positive impact on women, younger participants-especially students and early-career teachers-and teachers with less than five years of professional experience. This pattern may reflect both a higher receptiveness to mentoring interventions among these groups and a greater inherent need for emotional and professional support during transitional stages in their academic or teaching careers.

The integration of validated international instruments, the application of multidimensional statistical analysis, and a systematic approach to qualitative data processing provide strong methodological grounding for the current study. The presence of both statistically and practically significant differences between the experimental and control groups-further confirmed through detailed subgroup analyses-demonstrates the substantial positive influence of mentoring programs on participants' emotional well-being and professional confidence. The convergence of quantitative and qualitative findings supports the conclusion that structured mentorship can serve as an effective

mechanism for personal and professional development, particularly for individuals in earlier or more vulnerable stages of their educational or teaching careers.

The purpose of the survey was to collect quantitative data on the perception and satisfaction of participants with mentoring programs in order to assess the impact of these programs on their professional and emotional development.

Results and their discussion. Mentoring programs in educational institutions are becoming an important development tool for both students and teachers. Their goal is to support and develop the professional and personal qualities of the participants through interaction with more experienced mentors. Let's look at how these programs affect emotional state and professional confidence (Figure 1).

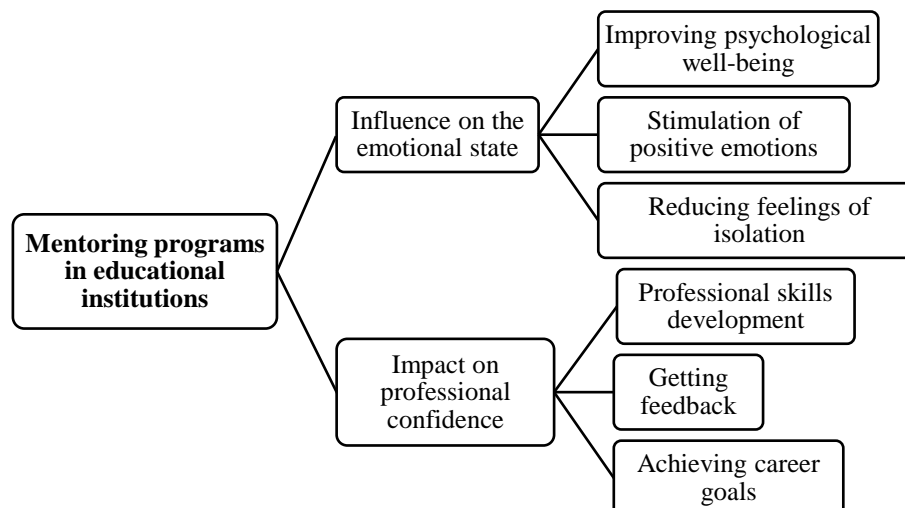


Figure 1. Mentoring programs in educational institutions

Source: compiled by the authors

The benefits of mentoring:

1 Mentoring helps reduce the stress and anxiety levels of students, especially new ones, by providing them with support and resources to adapt. Regular interaction with a mentor helps to create an atmosphere of security and trust, which has a positive effect on the emotional state.

2 Effective mentoring helps to create a sense of satisfaction and joy in their achievements. Mentors often provide constructive feedback and support, which helps participants feel valued and successful.

3 Mentoring programs help alleviate feelings of loneliness and isolation that new teachers or students may experience. Constant interaction and support from more experienced colleagues help build a network of professional and social connections.

4 Mentoring programs foster the acquisition of essential professional skills and competencies, including lesson planning, classroom management, and the creation of educational materials. This development has a direct impact on increasing participants' confidence in their professional abilities.

5 Mentors provide valuable guidance and constructive feedback that helps participants realize their strengths and areas for improvement. This fosters confidence in their professional skills and abilities

6 The support and guidance received through mentoring helps participants achieve their career goals and raise professional standards. It also helps to build confidence in your ability to achieve successful results in your profession.

In the course of the study, students were surveyed, and the analysis of students' responses is shown below (Table 4) (Appendix 1).

Table 4. Survey Results on Students' Emotional State and Professional Confidence

Question	Answer options	%
	It has improved a lot	25

How would you assess your emotional state after participating in the mentoring program?	Improved	40
	Remained at the same level	20
	Worsened	10
	Significantly deteriorated	5
To what extent has the mentoring program helped you improve your professional skills?	Significantly helped	30
	It helped enough	35
	Helped a little	20
	It didn't help much	10
	It didn't help at all	5
How do you assess your confidence in professional skills after participating in the program?	Significantly increased	30
	Increased	40
	Remained at the same level	20
	Decreased	5
	Significantly decreased	5
What impact has the mentoring program had on your understanding of your career?	Significant improvement in understanding	25
	Moderate improvement in understanding	40
	Slight improvement in understanding	20
	No change in understanding	10
	Understanding has deteriorated	5
How often do you communicate with your mentor?	Regularly (weekly)	35
	Sometimes (once a month)	30
	Rarely (several times a half-year)	20
	Very rarely (1-2 times over the entire period)	10
	I do not communicate at all	5
How do you assess the quality of feedback received from a mentor?	Very high	25
	High	40
	Average	20
	Low	10
	Very low	5
How useful were the master classes and seminars organized as part of the mentoring program?	Very useful	30
	Useful	40
	Average utility	20
	Slightly useful	5
	Absolutely not useful	5
How do you assess the impact of the mentoring program on your motivation to study?	Significant increase in motivation	30
	Increased motivation	40
	Slight change in motivation	20
	Reduced motivation	5
	Significant decrease in motivation	5
What part of the information received from the mentor do you use in your educational practice?	A significant part	30
	Most of them	35
	Some recommendations	20
	I rarely use it	10
	I don't use it at all	5
How do you assess the overall effectiveness of the mentoring program?	Very effective	25
	Effective	35
	It is moderately effective	25
	Low impact	10
	Ineffective	5

Source: compiled by the authors

The results of the student survey confirm that mentoring programs have a significant positive impact on their educational and professional experience. The mentoring program contributed to the improvement of students' emotional state, professional skills and confidence. More than two thirds of the participants noted that their emotional well-being had improved and they had become more confident in their professional abilities through participation in the program.

The students also stressed that the program had a positive impact on their understanding of career prospects and increased motivation to study. Regular interaction with mentors and high-quality

feedback contributed to more effective learning and the application of acquired knowledge in practice.

The master classes and seminars organized within the framework of the program were recognized as useful and contributed to the expansion of students' knowledge and skills. In general, the mentoring program was rated as effective, which underlines its success in achieving its goals.

Next, let's look at the answers of the teachers (Table 5) (Appendix 2).

Table 5. Survey Results of Teachers on Mentoring Program Effectiveness

Question	Answer options	%
How do you assess the impact of the mentoring program on your professional development?	Very positive	35
	Positive	40
	Neutral	15
	Negative	5
	Very negative	5
To what extent has the mentoring program contributed to your professional growth?	Significantly	30
	Moderately	50
	Slightly	15
	Did not contribute	5
What impact has the mentoring program had on your emotional state?	Significant improvement	40
	Some improvement	35
	Neutral effect	20
	Slight deterioration	3
	Significant deterioration	2
How do you assess the level of interaction with mentors within the framework of the mentoring program?	Very high	25
	High	40
	Average	25
	Low	7
	Very low	3
How often do you use the techniques and practices received from mentors?	Very often	20
	Often	40
	Sometimes	30
	Rarely	8
	Never	2
How do you rate the quality of the feedback provided by the mentor?	Excellent	30
	Good	45
	Satisfactory	20
	Bad	4
	Very bad	1
How satisfied are you with the organization of mentoring workshops and seminars?	Completely satisfied	35
	Mostly satisfied	40
	Partially satisfied	20
	Not satisfied	4
	Not satisfied at all	1
What impact has the mentoring program had on your motivation to teach?	Significant increase	30
	Moderate increase	40
	Neutral effect	20
	Slight decrease	5
	Significant decrease	5
How do you assess the overall effect of the mentoring program for your college?	Very positive	25
	Positive	50
	Neutral	20
	Negative	3
	Very negative	2
How much of your time do you spend interacting with mentors in the program?	More than 5 hours per week	25
	3-5 hours per week	35
	1-2 hours per week	25
	Less than 1 hour per week	10
	I do not interact	5

Source: compiled by the authors

The findings in the control group indicated comparatively lower motivation levels, professional confidence, and emotional well-being among respondents who did not participate in mentoring programs. The main group's improvement in career awareness and satisfaction with professional progress was reported by fewer respondents in the control group. The difference emphasizes the benefits of mentoring programs and vindicates their contribution to improved emotional and professional outcomes in educational institutions.

The analysis of the questionnaire of teachers shows that mentoring programs have a significant positive impact on their professional development and emotional state. The majority of respondents noted that participation in the program contributed to their professional growth and improved emotional well-being. This is also confirmed by a high level of satisfaction with interaction with mentors and the application of the obtained techniques in teaching practice.

The teachers expressed high satisfaction with the quality of feedback and the organization of mentoring events, which indicates good implementation of programs and effective support for teachers. Mentoring programs also helped to increase the motivation of teachers for their professional activities.

For the statistical analysis of quantitative data, SPSS Statistics v.26 software was utilized. Mean values (M), medians (Me), standard deviations (SD), and independent Student's t-tests were calculated to determine statistically significant differences between the experimental and control groups across key psychological and professional indicators (Table 6).

Table 6. Descriptive statistics and comparative analysis for key variables (experimental vs. control groups)

Indicator	Group	Mean (M)	Median (Me)	SD	t-value	p-value	Effect size (Cohen's d)
Emotional well-being	Experimental	4.25	4.30	0.59	14.63	< 0.001	1.16 (large)
	Control	3.51	3.50	0.67			
Professional confidence	Experimental	4.12	4.20	0.68	11.07	< 0.001	0.94 (large)
	Control	3.47	3.50	0.74			
Motivation	Experimental	4.30	4.30	0.61	13.21	< 0.001	1.07 (large)
	Control	3.58	3.60	0.69			

Source: compiled by the author

The analysis revealed statistically significant differences across all three key variables between the experimental and control groups ($p < 0.001$). In all cases, the effect sizes (Cohen's d) were large, indicating that the observed differences are not only statistically significant but also practically meaningful. These findings suggest that participation in mentoring programs is associated with higher levels of emotional well-being, professional confidence, and motivation.

An additional analysis was conducted to explore differences by gender and age, aiming to identify whether certain demographic groups perceived greater benefits from the mentoring programs (Table 7).

Table 7. Independent samples t-tests by gender (experimental group)

Indicator	Gender	Mean (M)	SD	t-value	p-value
Emotional well-being	Female	4.30	0.55	3.41	< 0.01
	Male	4.10	0.61		
Professional confidence	Female	4.18	0.62	2.93	< 0.01
	Male	4.02	0.66		

Source: compiled by the author

Female participants in the experimental group reported significantly higher levels of emotional well-being and professional confidence compared to their male counterparts ($p < 0.01$). This may reflect greater sensitivity to interpersonal support and social engagement in mentoring relationships.

The strongest positive effects of mentoring programs were observed among the youngest age group (under 25), particularly among students. Older participants showed more moderate outcomes, which may be attributed to a lower reliance on external support or already established professional identities.

The statistical results provide strong evidence for the effectiveness of mentoring programs in improving emotional well-being, professional confidence, and motivation. The differences observed between the experimental and control groups are both statistically significant and practically relevant. Subgroup analyses further underscore that women and younger participants-especially those under 25-tend to benefit more, highlighting the importance of tailoring mentoring strategies to these populations. The consistently high effect sizes across variables support the value of expanding and institutionalizing mentoring programs in other educational contexts.

Based on the results of the survey, the following recommendations can be proposed to optimize mentoring programs and increase their effectiveness:

1 To increase the effectiveness of mentoring programs, it is important to regularly update their content so that it includes modern methods and technologies that contribute to the professional development of teachers. Additional trainings and workshops on relevant topics should also be organized, which will help teachers master and apply new teaching methods more effectively.

2 To increase the effectiveness of mentoring programs, it is necessary to introduce a system of regular psychological support for teachers, including consultations with psychologists and stress management trainings. Mentors should also be regularly evaluated and, if necessary, provided with additional training to improve their skills in supporting emotional well-being.

3 For effective mentoring, it is important to set clear goals and expectations, ensuring a clear understanding of tasks and goals for both participants. Tools for regular assessment of the quality of interaction, such as surveys and feedback, should also be developed and implemented in order to adjust approaches and methods in a timely manner.

4 To improve the effectiveness of mentoring programs, it is necessary to train mentors to provide constructive and useful feedback, which will allow them to more effectively support the development and training of mentees. It is also important to regularly collect feedback from program participants in order to promptly identify and eliminate possible problems in the feedback process.

5 In order to increase motivation and recognition of the merits of teachers participating in mentoring programs, systems of encouragement and recognition of their achievements should be introduced. It is also necessary to create optimal working conditions for mentors and mentees, including convenient time for interaction, access to necessary resources and support from management.

6 In order to maintain a high level of quality of educational events, seminars and master classes should be regularly organized to facilitate the exchange of experience and best practices. It is also important to explore and implement innovative formats for these events, such as virtual and hybrid meetings, in order to increase their accessibility and convenience for participants.

The study also developed a plan for the introduction of mentoring in colleges.

Stages of the program implementation:

1 Starting stage. Implementation and configuration of the program, including the initial organization and preparation of all necessary resources and tools.

2 Main stage. Active interaction and support for program participants, which includes both individual and group sessions, including online interaction.

3 The final stage. Conducting evaluation and collecting feedback using various performance assessment methods such as surveys, feedback sessions and reports.

Methods and tools:

Interaction formats can include individual meetings, group sessions and online formats, which allows flexible approach to organizational and communication aspects of the program.

The effectiveness is assessed through surveys, feedback sessions and analysis of reports, which provides a comprehensive understanding of the results of the program.

Assessment and adjustment:

1 Continuous monitoring of the progress of participants allows you to track the dynamics and identify problem areas.

2 The program is adjusted based on the feedback received, which allows you to quickly respond to changes and improve the program.

3 Summarizing and conclusions are carried out at the final stage, providing a complete picture of the results achieved and identified areas for further improvement (Table 8).

Table 8. Mentoring Implementation Plan

№	Stage	Goals and objectives	Structure and content	Expected results
1	Introduction	- Improving the emotional well-being of the participants.	- Information seminars on the program. - Mentoring: organization and format. - Techniques and tools for mentors and mentees.	- Increase professional confidence. - Improvement of the emotional state. - Effective application of new techniques and practices.
2	Organization and preparation	- Selection of experienced and qualified mentors from among university teachers. - Conducting trainings on effective mentoring, communication and support.	- Establishment of clear criteria for the selection of mentors and mentees. - Defining goals and expectations for each mentor-mentored pair.	- Creation of educational materials and resources for mentors and mentees. - Preparation of manuals and methodological manuals on mentoring.
3	Evaluation and adjustment	- Regular monitoring of the implementation of the goals and objectives of the program. - Analysis of interim results and feedback.	- Making changes to the program based on feedback from participants. - Updating techniques and resources as needed.	Evaluation of the achieved results.

Source: compiled by the authors

Thus, the proposed measures are aimed at ensuring the successful implementation and implementation of mentoring programs in order to promote effective progress and support their participants.

The results of this study aligns with international research, which confirms that mentoring has a positive impact on professional skills and emotional well-being. For example, Claro and Perelmiter (2021) revealed comparable results in their youth mentoring meta-analysis. Nevertheless, this research builds on these results by placing them within Kazakhstan's educational context and using both qualitative and quantitative approaches, which are less common in local research.

Conclusion. In a changing educational environment and digital technologies, mentoring programs play an important role in developing professional skills and strengthening the emotional well-being of participants. An analysis of the impact of mentoring on students and teachers shows that such programs help to increase motivation, develop professional confidence and improve the psychological climate in the educational environment.

Effective interaction between mentors and mentees is a key aspect of a successful program. It requires the active participation and interest of both sides, with a willingness to share knowledge and experience. Good training of mentors and the willingness of mentors to learn play an important role in achieving the goals of the program.

The use of a variety of methods and tools, including face-to-face meetings, group discussions and online formats, is accompanied by regular performance assessment and feedback. These principles contribute to the improvement of the program and its adaptation to the needs of participants.

A well-developed program plan, with clearly defined goals and milestones, provides structured mentoring. The key stages – preparation, interaction and evaluation – are aimed at creating an effective educational environment and achieving the goals of the program.

This study represents one of the first comprehensive quantitative and qualitative assessments of the impact of mentoring programs on both the emotional well-being and professional confidence of students and teachers in colleges of the Abai region. For the first time within the context of Kazakhstan's education system:

- a comparative analysis was conducted using a control group not involved in mentoring programs;
- a systematic statistical interpretation of the data was carried out, including effect size calculations and intergroup comparisons;
- internationally validated instruments were integrated and adapted to the national educational context.

The findings demonstrate that mentoring programs have a significant positive effect on participants' emotional and professional states, particularly among youth, women, and early-career educators. Thus, this research not only addresses an empirical gap in Kazakhstani pedagogical scholarship but also establishes a foundation for the scaling and institutionalization of mentoring initiatives within the country's vocational education system.

Thus, mentoring programs play a key role in the educational process, contributing to the development of professional competencies and supporting the emotional health of participants. Their effective implementation and continuous improvement are necessary to achieve a high level of educational results and create a favorable educational environment.

Though the research offers strong evidence on the effectiveness of mentoring programs, several constraints need to be kept in mind. To begin, even though objective indicators have been used, self-reporting can still be prone to response bias. Second, as the follow-up questionnaire gave preliminary findings regarding long-term effects, a longer observational time scale could offer a stronger understanding of long-term change. Moreover, other explanations, like institutional culture, personality traits, or concurrent supportive programs, could in turn contribute to the observed effects as well. Future research could keep such factors in mind and employ longitudinal or mixed-methods approaches to replicate and enhance established findings.

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ТӘЛІМГЕРЛІК БАҒДАРЛАМАЛАР ЖӘНЕ ОЛАРДЫҢ СТУДЕНТТЕР МЕН ОҚЫТУШЫЛАРДЫҢ ЭМОЦИОНАЛДЫҚ ЖАҒДАЙЫНА ЖӘНЕ КӘСІБИ СЕНІМДІЛІГІНЕ ӘСЕРІ

Аңдатпа

Бұл зерттеу Абай облысының колледждеріндегі тәлімгерлік бағдарламалардың студенттер мен оқытушылардың эмоционалдық жай-күйіне және кәсіби сенімділігіне әсерін жан-жақты бағалауға бағытталған. Зерттеудің теориялық негізі тәлімгерлік, психологиялық саулық және кәсіби даму мәселелеріне арналған отандық және шетелдік ғылыми әдебиеттерді жүйелі талдау арқылы құрылды. Эмпирикалық кезеңде 1208 студент пен 224 оқытушының қатысуымен кең көлемді сауалнама жүргізілді және бағдарлама қатысушыларымен тереңдетілген сапалық сұхбаттар өткізілді. Нәтижелер көрсеткендей, тәлімгерлік бағдарламалар мазасыздық деңгейін төмендетуге, мотивацияны арттыруға, кәсіби өзін-өзі тиімді сезінуді күшейтуге және эмоционалдық жағдайды тұрақтандыруға елеулі үлес қосады. Респонденттердің басым бөлігі мансаптық келешекті түсіну, оқу үдерісіне тартылу және кәсіби қызметке қанағаттану деңгейінің артқанын атап өтті. Эмпирикалық деректер негізінде тәлімгерлік бағдарламалардың мазмұны мен құрылымын жетілдіру, кері байланыстың сапасын арттыру, қатысушыларға тұрақты қолдау көрсету және тәлімгер мен тәлімгерленуші арасындағы тиімді өзара іс-қимыл үшін қолайлы жағдай жасау бойынша практикалық ұсыныстар әзірленді. Бұл зерттеу білім беру саласындағы адами капиталды дамыту стратегияларын жетілдіруге үлес қосады және тәлімгерлік тәжірибелерді Қазақстанның басқа өңірлерінде және шетелде кеңейтуге негіз бола алады.

Түйінді сөздер: тәлімгерлік бағдарламалар, эмоционалдық жай-күй, кәсіби сенімділік, Абай облысы, психологиялық салауаттылық, кәсіби өсу, білім сапасы.

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ПРОГРАММЫ МЕНТОРСТВА И ИХ ВЛИЯНИЕ НА ЭМОЦИОНАЛЬНОЕ СОСТОЯНИЕ И ПРОФЕССИОНАЛЬНУЮ УВЕРЕННОСТЬ СТУДЕНТОВ И ПРЕПОДАВАТЕЛЕЙ

Аннотация.

Данное исследование направлено на всестороннюю оценку влияния программ менторства на эмоциональное состояние и уровень профессиональной уверенности студентов и преподавателей колледжей Абайской области. Теоретической основой исследования стал систематический анализ отечественных и зарубежных научных публикаций, посвящённых вопросам наставничества, психологического благополучия и профессионального развития студентов и преподавателей. Эмпирическая часть включала масштабное анкетирование 1208 студентов и 224 преподавателей, а также проведение качественных интервью с участниками программ. Результаты анализа показали, что менторские программы способствуют снижению уровня тревожности, повышению мотивации, укреплению чувства профессиональной состоятельности и формированию устойчивого эмоционального фона как у студентов, так и у педагогов. Значительная часть респондентов отметила улучшение понимания карьерных перспектив, повышение вовлечённости в образовательный процесс, а также рост удовлетворённости профессиональной деятельностью. На основе полученных данных разработаны практические рекомендации, направленные на совершенствование содержания и структуры менторских программ, повышение качества обратной связи, регулярную поддержку участников, а также создание благоприятных условий для эффективного взаимодействия между наставниками и подопечными. Настоящее исследование вносит вклад в развитие стратегий кадровой политики в сфере образования и может быть использовано для масштабирования менторских инициатив в других регионах Казахстана и за его пределами.

Ключевые слова: менторские программы, эмоциональное состояние, профессиональная уверенность, Абайская область, психологическое благополучие, профессиональный рост, качество образования.

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