The Synthesis of a Mentorship System in the Schools of the Sisters of St. Paul de Chartres in Thailand: A Pathway to Sustainable Administrator Competency Development

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This research explores and synthesizes the administrator competency development process in schools of the Sisters of St. Paul de Chartres through a mentorship system. The study involved nine individuals' sample selected based on specific inclusion and exclusion criteria. The instruments comprised six developmental steps.
The findings indicate that setting shared goals, consulting planning, defining roles, responsibilities and effective communication, practicing the 8 core skills, having unity's sense and fair evaluation criteria are steps to increase efficient management and the organization's good relationships.

Keywords: administrator, administrator competency development, mentorship, mentorship system, Sisters of St. Paul de Chartres schools

INTRODUCTION

The 21st century has seen rapid changes and competition in various domains, resulting in a knowledge-based economy and increased global interconnectedness across economic, social, political, and cultural aspects (Rockett, 2012). This transformation underscores the importance of continuous learning from diverse experiences, leveraging knowledge and skills for effective job performance (Huang et al., 2022; Smuts & Van der Merwe, 2022). In response to these changes, Thailand is undergoing economic, political, and educational reforms to enhance human capital development, aligning with the national education reform policy and the 12th National Economic and Social Development Plan, which serves as the primary framework for sustainable national development under the Thailand 4.0 vision (Thailand's Education System and Skills Imbalances: Assessment and Policy Recommendations, 2020).

Educational institutions are pivotal in ensuring quality education, guided by external quality assurance frameworks. School administrators must possess the knowledge, skills, and competencies required for effective leadership and stakeholder collaboration (Aebsapap et al., 2022). Effective administrators exhibit

behaviors derived from trained knowledge, refined skills, and personal attributes that contribute to high performance (Don, 2018). Competent educational leaders must manage effectively and guide their organizations ethically, demonstrating strong moral principles and professional integrity (Bright, 2025; Seemiller & Rosch, 2024). Thus, administrator competency development is essential for achieving educational goals, necessitating a continuous and sustainable development process that adapts to social and educational transformations (Riyaphan & Piatanom, 2023; Tepayakul, 2021).

The Sisters of St. Paul de Chartres have been operating Catholic educational institutions in Thailand for over 120 years under the motto "Faithfulness, Simplicity, and Work." The congregation manages 24 affiliated schools and 11 diocesan schools, totaling 35 institutions, making it the largest group of schools managed by a religious congregation in Thailand (Sisters of St. Paul de Chartres, s.d.). The administration emphasizes discipline and compassion, ensuring students receive holistic education. The governance model employs decentralization, allowing teachers to participate in decision-making through various leadership roles, such as assistant directors, department heads, and section coordinators (Punnachet & Supavai, 2007). However, challenges arise due to some personnel lacking experience, knowledge, and skills, leading to reduced confidence in their new roles.

The mentorship system is a knowledge management process that plays a vital role in educational institutions and organizations by enhancing personnel potential and effectiveness. Experienced mentors provide guidance, share knowledge, and assist in problem-solving, aligning with the experiential learning theory (Nurunnabi et al., 2022). Mentorship fosters knowledge transfer, organizational adaptation, and skill enhancement (Arono & Arsyad, 2019; Kurti, 2023). Although some schools under the Sisters of St. Paul de Chartres implement mentorship programs for new teachers, there is no standardized approach for developing administrator competencies across all schools.

This research aims to synthesize a mentorship-based administrator competency development process to enhance school administrators' knowledge, skills, attitudes, and values, ensuring effective leadership in educational institutions and broader society.

RESEARCH OBJECTIVE

To synthesize the administrator competency development process using a mentorship system in the schools of the Sisters of St. Paul de Chartres.

LITERATURE REVIEW

Mentorship plays a crucial role in leadership development and skill enhancement within organizations. Prummer et al. (2024) report that mentorship fosters confidence and motivation among mentees by allowing them to learn from experienced professionals. This knowledge transfer enriches leadership skills and provides mentees with valuable insights that can be applied in real-world situations. Moreover, mentorship cultivates a collaborative organizational culture through knowledge-sharing and mutual support. The key takeaway is that mentorship builds self-confidence and work motivation, which are essential elements of effective leadership. A trusted mentor can significantly enhance the mentee's professional and personal growth.

Zachary (2011) describes the mentoring system as a structured relationship where experienced employees (mentors) provide guidance, advice, and support to less experienced employees (mentees) to develop their professional capabilities. Research highlights several benefits of mentorship, including:

1. Knowledge Transfer: Mentorship prevents knowledge loss by ensuring that valuable experience and expertise are passed from senior employees to junior employees.
2. Personnel Development: Mentorship helps new or less experienced employees integrate into the organization and perform effectively.
3. Positive Work Environment: A structured mentoring system fosters inclusivity, reduces isolation, and enhances confidence in the workplace.

This research suggests that mentorship can be adapted to various roles based on performance outcomes. Coaching is effective for mentees who meet standard expectations, whereas counseling is beneficial for those whose performance falls below the expected level.

Mavuso (2007) identifies several factors contributing to the success of a mentorship system:

1. Organizational Support: Senior management must recognize the value of mentorship and actively support it.
2. Appropriate Mentor Selection: Mentors should possess suitable qualifications and relevant experience.
3. Effective Mentor-Mentee Pairing: Matching mentors and mentees based on shared interests and experiences improves success.
4. Mentor Training: Training ensures that mentors can effectively guide and support mentees.
5. Effective Communication: Clear communication prevents misunderstandings and enhances knowledge exchange.
6. Cultural and Diversity Awareness: Mentors should understand and respect the diverse backgrounds of mentees.
7. Monitoring and Evaluation: Continuous assessment ensures the mentorship program meets its objectives.

Prummer et al. (2024) further explore the impact of emotional intelligence and communication skills in leadership. Their study emphasizes the importance of self-awareness, emotional regulation, empathy, and adaptability in modern leadership. Findings highlight:

1. Mentoring Framework: A structured framework that includes individual mentoring, group mentoring, and performance evaluation.
2. Emotional Intelligence Development: Peer group mentoring is particularly effective in enhancing emotional intelligence.
3. Organizational Influence: Emotional intelligence is linked to job roles, organizational structures, and professional sectors.
4. Gender Differences: Male leaders tend to be more associated with trust and empathy.

This research underscores the importance of mentorship in developing emotional intelligence and overall well-being, benefiting both individuals and organizations.

Arono et al. (2019) examine mentorship as a tool to improve academic writing skills among university faculty members in Indonesia. Their study, which follows a genre-based approach, shows that mentorship significantly enhances researchers' ability to publish in international journals. The findings highlight improvements in rhetorical structure, manuscript acceptance rates, and citation frequency.

Buatip et al. (2019) conducted a mixed-methods study on blended-mentoring supervision in science education. Over four months, pre-service science teachers at a university in Pattani, Thailand, were mentored by experienced educators. The study finds that mentorship enhances teaching competencies, particularly in classroom management, scientific understanding, and assessment techniques. Interviews and observations reveal that key mentorship elements include:

1. Pre-lesson consultations
2. Classroom observations
3. Reflective discussions
4. Integration of technology in mentoring

These studies illustrate how mentorship improves professional competencies across various fields, reinforcing the effectiveness of structured mentoring programs.

RESEARCH METHODOLOGY

This study employs a research and development (R&D) approach to synthesize the administrator competency development process using a mentorship system in the Sisters of St. Paul de Chartres schools in Thailand.

Sample Group

The study sample comprises nine experts in educational administration, competency development, and mentorship systems, selected through purposive sampling based on the following inclusion criteria:

1. Experts in Educational Administration: At least seven years of experience in school administration. Holds a doctoral degree in educational administration. Serves in a leadership position in Catholic education institutions.
2. Experts in Administrator Competency Development: At least seven years of experience in developing administrator competencies. Holds a doctoral degree in human resource development or educational administration. Conducts training or serves as a consultant in administrator development programs.
3. Experts in Mentorship Systems: At least ten years of experience as a mentor or in mentorship program design.

Exclusion criteria: Participants unable to allocate sufficient time due to professional obligations, health issues, language proficiency limitations, conflicts of interest, or legal constraints were excluded.

Research Instruments

The study uses structured interviews designed based on six mentorship skills:

1. Setting Shared Goals
2. Planning Consultations
3. Defining Roles and Responsibilities
4. Practicing Essential Skills
5. Knowledge Sharing
6. Evaluation and Assessment

To ensure validity, the study applies the Item-Objective Congruence (IOC) index, with five experts assessing the questionnaire's alignment with research objectives. The IOC calculation follows:

$$\text{IOC} = \frac{\sum R}{N}$$

where: **IOC** = Index of congruence
ΣX = Sum of expert ratings
N = Number of experts

A score between 0.50 and 1.00 is considered valid. The study's IOC value is 0.92, indicating high reliability.

Data Collection

1. Collaboration with Institutions: A formal request for data collection was submitted to the Faculty of Industrial Education and Technology, King Mongkut's Institute of Technology Ladkrabang, to distribute materials to key informants.
2. School Administrator Meetings: Research objectives and survey materials were presented during administrative meetings with school leaders from the Sisters of St. Paul de Chartres network.
3. Interviews and Field Visits: In-depth interviews and focus group discussions were conducted at participating schools based on a predetermined schedule.

Data Analysis

The study employs Miles and Huberman's (1994) content analysis framework, consisting of

1. Data Reduction: Filtering and organizing raw data for analysis.
   Data Display: Structuring data in tables and matrices to identify patterns.

2. Conclusion Drawing and Verification: Synthesizing findings and confirming results through cross-referencing.
3. This methodological approach ensures that research findings are systematically derived and validated.

RESEARCH RESULTS

Joint Goal Setting

The findings indicate that joint goal setting in the mentoring system is crucial for developing school administrators' competencies. This process fosters collaboration between senior and junior administrators, allowing them to express their perspectives and participate in decision-making. This involvement creates a sense of ownership and accountability for the established goals. Applying the SMART principle (Specific, Measurable, Achievable, Relevant, and Time-bound) ensures clarity, measurability, and alignment with organizational contexts. Emphasizing achievable and relevant goals increases the likelihood of successful implementation. Furthermore, a well-defined timeframe facilitates progress tracking and evaluation.

However, challenges may arise due to differences in perspectives and experiences between senior and junior administrators, potentially affecting negotiation and decision-making processes. Addressing these issues requires fostering an open atmosphere, encouraging transparent communication, and employing constructive mediation strategies.

TABLE 1
SYNTHESIZED RESULTS OF JOINT GOAL SETTING

Key Topics	Description
Encouraging Opinions from Senior and Junior Administrators	- Senior administrators should actively listen and value input from junior administrators without diminishing the significance of experience. - Providing opportunities for open discussions fosters mutual confidence and acceptance.
Establishing a Shared Understanding	- Clear communication about issues and areas requiring development, such as school administration challenges and resource management, should be ensured. - Clearly defining objectives using factual and relevant data allows all stakeholders to visualize the shared vision.
Collaborative Planning	- Both senior and junior administrators should collaborate to develop an aligned plan. Senior administrators provide experienced guidance, while junior administrators contribute fresh perspectives and innovative ideas. - Participation in decision-making helps create a balanced and widely accepted plan.
Applying the SMART Principle	- Goals should be clearly defined and measurable, such as specifying objectives (Specific) and ensuring they can be quantitatively assessed (Measurable). For example, setting a target to develop new administrators into skilled leaders within a defined timeframe (Time-bound). - Goals should be realistic (Achievable) and aligned with the overall development objectives (Relevant).

Consultative Meetings	- Meetings should allow all parties to exchange ideas and insights from different levels of expertise and experience. - Meetings should be well-structured with a clear agenda to ensure effective discussions.
Implementation and Progress Monitoring	- Once a plan is established, continuous monitoring should be conducted. Both senior and junior administrators should work together to track the progress of implementation. - A structured tracking system should be in place, with room for necessary adjustments, such as progress reports or scheduled performance review meetings.
Promoting Collaboration Across Administrative Levels	- Encourage a culture of collaboration and support leadership development at different levels through training and coaching from experienced administrators. - Support the formation of strong and diverse teams with varied experiences and perspectives.

Ultimately, joint goal setting enhances mutual understanding and cooperation, making competency development more effective and sustainable.

Consultation Planning

The research highlights the significance of establishing trust and strong relationships between senior and junior administrators in mentoring. Effective methods such as prayer, spiritual reflection, and confidentiality agreements create an open and secure environment for discussion. Understanding individual characteristics and needs ensures that consultation plans align with each mentee's specific context, leading to effective and sustainable development. A structured consultation plan that includes formal and informal guidance helps systematically address challenges.

TABLE 2
SYNTHESIZED RESULTS OF CONSULTATION PLANNING

Key Topics	Description
Building Relationships and Trust	This is a crucial initial step. Senior administrators should establish trust and build relationships with junior administrators to foster openness and effective collaboration.
Prayer and Listening to the Holy Spirit	As religious leaders, beginning the consultation planning process with prayer and seeking guidance from the Holy Spirit provides a strong foundation.
Agreement and Confidentiality	Establishing confidentiality agreements is essential to ensure trust in sharing information and opinions during consultations.
Understanding Personality and Perspectives	Senior administrators should familiarize themselves with the personality traits and perspectives of junior administrators to adapt and tailor consultation plans effectively.
Consultation Planning	Both formal and informal consultation plans should be developed. These should define objectives, consultation topics, and collaborative problem-solving approaches.

Role Definition

Findings suggest that clearly defining the roles and responsibilities of junior administrators through detailed Job Descriptions is essential. This clarity aids administrators in understanding their duties and expectations. Transparent communication and trust-building reinforce confidence in performing assigned tasks. Training programs, key performance indicators (KPIs), and well-structured action plans contribute to a systematic development process and facilitate performance evaluation. Therefore, clear role definition combined with adequate support mechanisms significantly enhances junior administrators' competencies and aligns with organizational goals.

Skill Development through Mentorship

The research identifies eight key competencies that administrators should develop through mentorship:

FIGURE 1
SYNTHESIZED EIGHT COMPETENCIES REQUIRED FOR ADMINISTRATOR SKILL DEVELOPMENT PRACTICE

TABLE 3
ADMINISTRATOR COMPETENCY DEVELOPMENT USING THE MENTORING SYSTEM (COMPRISING EIGHT CORE COMPETENCIES)

Core Competency	Sub-Competency	Summary
1. **Catholic Spiritual Leadership**	– Ability to lead and develop one's life following Jesus' example of love and service to others. – Ability to comply with policies and regulations of the Catholic Church. – Ability to motivate school personnel to work willingly towards achieving goals.	Developing administrator competency through the mentoring system in Catholic spiritual leadership is crucial. This focuses on enabling administrators to follow Jesus' example in loving and serving others. Senior administrators share their knowledge, skills, and experiences with junior administrators through: - Leading by example with Catholic spiritual leadership. - Managing Catholic schools based on love, service, and motivation to uphold moral values. - Continuous training and development, including spiritual and leadership training. - Encouraging participation and motivation among staff to work collectively for the common good. - Sharing experiences in leadership and spiritual development through study visits and seminars. - Implementing policies in line with Church regulations.

Core Competency	Sub-Competency	Summary
2. **Strategic Management**	– Ability to analyze strengths, weaknesses, opportunities, and threats (SWOT) of the school. – Ability to define the school's direction and strategy in response to change. – Ability to align management strategies with school environmental analysis.	Strategic competency development through the mentoring system enhances school management sustainability. Senior administrators share knowledge and experience with junior administrators in: – SWOT analysis training through expert-led seminars. – Studying national education development plans and global social trends. – Engaging in brainstorming sessions and receiving feedback from all stakeholders. – Studying Church and state education policies for strategic planning. – Identifying school challenges, such as declining birth rates and an aging society. – Evaluating past performance and defining future strategies. – Using SWOT Analysis for school environmental assessment and strategy formulation.
3. **Building a Catholic Learning Community**	– Ability to exchange knowledge and foster collaboration based on goodwill and Catholic educational identity. – Ability to foster a unified learning community. – Ability to strengthen staff capacity in designing curricula integrating Gospel values.	Administrator competency development in building Catholic learning communities includes: – Knowledge and experience sharing from senior to junior administrators. – Creating learning communities through collaborative training and seminars. – Integrating Gospel values into school curricula and monitoring implementation. – Senior administrators leading by example in Catholic identity-driven school management. – Enhancing personnel capacity in curriculum integration and leadership.
4. **Decision-Making and Problem-Solving**	– Ability to analyze information and decision-making processes to resolve complex issues. – Ability to resolve issues effectively to achieve school goals. – Ability to engage staff in problem resolution and	Developing decision-making and problem-solving competencies through mentoring includes: – Knowledge and experience sharing from senior administrators. – Attending decision-making meetings and analyzing discussions. – Leading brainstorming sessions with a focus on compassion and mutual respect.

Core Competency	Sub-Competency	Summary
	systematic decision-making.	– Assigning junior administrators practical tasks to observe and learn from senior leaders. – Encouraging systematic and structured problem analysis and involving staff in decision-making.
5. **Organizational and Human Resource Development**	– Ability to provide welfare to enhance staff quality of life. – Ability to develop a school improvement plan aligned with global changes. – Ability to efficiently allocate budgets, resources, and equipment.	Mentoring-based competency development in organizational and human resource management focuses on: – Senior administrators sharing experience in quality-of-life improvements and budgeting. – Training junior administrators in welfare management and budgeting. – Clearly defining staff roles and ensuring fair workload distribution. – Conducting training in recruitment, staff development, and performance evaluation. – Studying economic and social trends to inform budget planning. – Practicing budget planning, resource allocation, and expenditure efficiency.
6. **Unified Leadership**	– Ability to instill values of selfless dedication in staff, following Jesus' example. – Ability to strengthen relationships among diverse staff members for unity and harmony.	Unified leadership development through mentoring includes: – Promoting acceptance and respect for diversity in the workplace. – Fostering teamwork and a friendly work environment. – Encouraging open and honest communication among all levels of personnel. – Supporting collaborative learning through workshops and training sessions. – Creating a feedback culture to enhance individual and team growth. – Managing organizational conflicts constructively through mediation and cooperation.
7. **Communication and Networking**	– Ability to establish effective parent and community networks. – Ability to mobilize resources from parents and	Mentoring in communication and networking focuses on: – Senior administrators sharing expertise in building school-community relationships. – Encouraging cooperation between schools, parents, and local communities.

Core Competency	Sub-Competency	Summary
	communities to enhance education. – Ability to establish collaborative networks for school quality improvement.	– Organizing activities that enhance school-parent-community collaboration. – Fostering open dialogue and involvement from all stakeholders in school development.
8. **Quality Management through Research and Information Systems**	– Ability to use diverse research methods to gather accurate data for effective school management. – Ability to implement plans effectively and efficiently. – Ability to gain acceptance and satisfaction from colleagues, students, and parents. – Ability to develop innovations, data systems, and technology-driven management.	Competency development in research-based management includes: – Assigning junior administrators to study and present various research models. – Training in systematic research design and presentation of findings. – Implementing PDCA (Plan-Do-Check-Act) for systematic school improvement. – Encouraging fair, transparent, and empathetic leadership among administrators. – Supporting innovative and technology-driven education management. – Providing workshops and site visits to study best practices in innovation.

Each competency is supported by structured mentorship activities, ensuring junior administrators receive theoretical knowledge and practical exposure.

Knowledge Exchange

Open dialogue, structured meetings, and collaborative learning sessions facilitate effective knowledge transfer between senior and junior administrators. Mentorship fosters a positive organizational culture by promoting knowledge sharing, mutual encouragement, and constructive feedback. Establishing regular meetings at least twice a month ensures that knowledge is continuously refined and adapted to practical applications.

Performance Evaluation

A well-structured evaluation system is crucial for assessing junior administrators' progress. Key elements include:

- **Jointly Defined Evaluation Criteria** - Ensuring fairness and transparency in performance assessments.
- **Contextual Considerations** - Recognizing specific challenges unique to each institution.
- **360-Degree Evaluation** - Incorporating feedback from multiple stakeholders, including colleagues, teachers, and community members.
- **Commitment and Outcomes-Based Assessment** - Measuring both effort and tangible results.
- **Continuous Monitoring and Feedback** - Providing constructive guidance to facilitate professional growth.

The research underscores that an equitable and transparent evaluation framework strengthens professional development and enhances institutional effectiveness.

In summary, synthesizing school administrators' competency development through a structured mentoring system demonstrates the importance of integrating these six dimensions effectively. The research findings suggest that fostering a well-rounded mentorship approach, combining goal setting, consultation, role clarity, skill development, knowledge exchange, and performance evaluation, is essential for creating competent and effective school leaders.

SUMMARY AND DISCUSSION

Joint Goal Setting

The research findings indicate that joint goal setting in the mentoring system is crucial for developing school administrators' competencies. This process fosters collaboration between senior and junior administrators, allowing them to express their perspectives and participate in decision-making. This involvement creates a sense of ownership and accountability for the established goals. Applying the SMART principle (Specific, Measurable, Achievable, Relevant, and Time-bound) ensures clarity, measurability, and alignment with organizational contexts. Emphasizing achievable and relevant goals increases the likelihood of successful implementation. Furthermore, a well-defined timeframe facilitates progress tracking and evaluation.

However, challenges may arise due to differences in perspectives and experiences between senior and junior administrators, potentially affecting negotiation and decision-making processes. Addressing these issues requires fostering an open atmosphere, encouraging transparent communication, and employing constructive mediation strategies. Ultimately, joint goal setting enhances mutual understanding and cooperation, making competency development more effective and sustainable.

Consultation Planning

The research highlights the significance of establishing trust and strong relationships between senior and junior administrators in mentoring. Effective methods such as prayer, spiritual reflection, and confidentiality agreements create an open and secure environment for discussion. Understanding individual characteristics and needs ensures that consultation plans align with each mentee's specific context, leading to effective and sustainable development. A structured consultation plan that includes formal and informal guidance helps systematically address challenges.

Role Definition

Findings suggest that clearly defining the roles and responsibilities of junior administrators through detailed job descriptions is essential. This clarity aids administrators in understanding their duties and expectations. Transparent communication and trust-building reinforce confidence in performing assigned tasks. Training programs, key performance indicators (KPIs), and well-structured action plans contribute to a systematic development process and facilitate performance evaluation. Therefore, clear role definition and adequate support mechanisms significantly enhance junior administrators' competencies and align with organizational goals.

Skill Development through Mentorship

The research identifies eight key competencies that administrators should develop through mentorship:
1. **Catholic Spiritual Leadership** - Demonstrating leadership aligned with Catholic values, fostering a service-oriented mindset.
2. **Strategic Management** - Analyzing strengths, weaknesses, opportunities, and threats (SWOT) to guide decision-making.
3. **Building a Catholic Learning Community** - Encouraging collaboration based on shared values and educational identity.
4. **Decision-Making and Problem-Solving** - Enhancing analytical skills to address complex challenges effectively.

5. **Organizational and Human Resource Development** - Implementing strategies to improve personnel welfare and institutional growth.
6. **Unified Leadership** - Cultivating teamwork and cohesion within the organization.
7. **Communication and Networking** - Strengthening relationships with parents and the community.
8. **Quality Management through Research and Information Systems** - Utilizing research methodologies to inform decision-making and administrative success.

Each competency is supported by structured mentorship activities, ensuring junior administrators receive theoretical knowledge and practical exposure.

Knowledge Exchange

Open dialogue, structured meetings, and collaborative learning sessions facilitate effective knowledge transfer between senior and junior administrators. Mentorship fosters a positive organizational culture by promoting knowledge sharing, mutual encouragement, and constructive feedback. Establishing regular meetings at least twice a month ensures that knowledge is continuously refined and adapted to practical applications.

Performance Evaluation

A well-structured evaluation system is crucial for assessing junior administrators' progress. Key elements include:

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The research underscores that an equitable and transparent evaluation framework strengthens professional development and enhances institutional effectiveness.

In summary, synthesizing school administrators' competency development through a structured mentoring system demonstrates the importance of integrating these six dimensions effectively. The research findings suggest that fostering a well-rounded mentorship approach, combining goal setting, consultation, role clarity, skill development, knowledge exchange, and performance evaluation, is essential for creating competent and effective school leaders.

RESEARCH RECOMMENDATIONS

1. **Joint Goal Setting**: Regular meetings should be organized between senior and junior administrators to collaboratively establish clear goals and continuously monitor progress.
2. **Consultation Planning**: Senior administrators should receive training on trust-building techniques, consultation methods, and the use of spiritual approaches such as prayer to create an environment conducive to learning.
3. **Role Definition**: Job descriptions tailored to each position should be developed, along with forums for discussion to ensure junior administrators fully understand their roles and responsibilities.
4. **Skill Development**: Practical training programs should be designed to enhance all eight core competencies. These programs should incorporate case studies and real-life experiences from seasoned administrators to provide practical applications.

5. **Promoting Organizational Unity**: Internal communication should be strengthened through group activities such as creative team meetings, feedback exchanges, and conflict management training.
6. **Performance Evaluation**: A systematic **360-degree evaluation** should be implemented, with assessment tools tailored to the school's context. Comprehensive reports should be generated to provide recommendations for professional development.

SUGGESTIONS FOR FUTURE RESEARCH

Based on the research process, it is recommended that the mentoring model be expanded to other affiliated organizations to enhance the competencies of administrators at all levels. Future studies should explore potential challenges or obstacles within the mentoring process to refine and develop a more suitable model for broader implementation.

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