

Institute for Christian Teaching  
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**THE INTEGRATION OF SELECTED ADVENTIST BELIEFS AND  
VALUES IN THE ADMINISTRATION OF AN ADVENTIST  
SECONDARY SCHOOL**

by

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## INTRODUCTION

One of the methods for achieving the Seventh-day Adventist (SDA) Church Mission Statement is through teaching. The Church acknowledges that the development of mind and character is essential to God's redemptive plan, so they promote the growth of a mature understanding of and relationship to God, His Word, and the created universe in her schools (Policy, 2008). The church's schools act as avenues to educate her youths not only to have academic knowledge, but, to have a balanced development of their faculties and potentials. This is done so that by the time the students leave school, they have developed a solid Christian character to realize their individual worth as God's children, embrace Christian values, and learn to make principled choices (Rasi, 2009).

It is as one of the ways to achieve the above mission and be able to provide the type of education the church wishes in a secondary school particularly and in all schools generally, that the need for this paper arose.

The purpose of this paper therefore, is to look into the integration of some Adventist beliefs and values in the administration of an Adventist secondary school, and other schools generally, with a view to raising issues that will be helpful to the administrators of these schools in running the type of education that will meet the expectations of Adventist Education.

To carry out this task, this paper has been divided into seven sections thus:

Section One dealt with the introduction of the topic with some emphasis on the background for the study.

Section Two will look into the meaning of administration generally, and school administration particularly, with some emphasis on the expectations from an Adventist administrator in relation to the integration of Adventist beliefs and values in Adventist schools.

Section Three will address the integration of Adventists' belief on Stewardship in the administration of a school.

Section Four: will consider the integration of Adventists' belief on Christian Behaviour in the administration of a school

Section five will discuss the integration of Adventist beliefs and values in the administration of instructional programmes of a school.

Section Six will explain the integration of Adventist beliefs and values in school's staff personnel administration.

Section Seven will show how the integration of Adventist beliefs and values could be used in student personnel administration.

Then, there will be conclusions and some recommendations that may be of help to school administrators and others involved in the running of secondary schools.

## **THE MEANING OF ADMINISTRATION AND THE EXPECTATIONS FOR ADVENTIST ADMINISTRATORS.**

ADMINISTRATION is a term that is so widely talked about and so variously defined that it has become difficult to point to one particular definition that completely explains it in total exclusion of all others. As a pointer, I wish to refer to two definitions: Nwankwo (1987) explains that administration is the careful and systematic arrangements and use of resources (human and material), situations and opportunities for the achievement of the specific objectives of a given organization. Another author, Peretomode (1999) defined administration as being concerned with the performance of executive duties, the carrying out of policies or decisions to fulfil a purpose, and the controlling of the day-to-day running of an organization.

For the achievement of the objectives of this paper, administration can be said to be any activity which involves a systematic pulling together of all available human, physical, financial and informational resources in an organization to implement the set policies, plans and programs needed to achieve that organization's mission and vision, in a manner that recognizes the worth of the individual as God's creation, to achieve the set objectives of the organization.

In this paper, an administrator may sometimes be referred to as a leader without changing the thought of the word. The administrator in focus is primarily, the secondary school Principal and then other administrators.

The Adventist beliefs to be integrated are mainly stewardship and Christian behaviour, while the values that are to be integrated will include: love, humility, service, punctuality, goodness, honesty, contentment, patience, diligence, kindness, faithfulness, gentleness, harmony, self-control, obedience, unity, organization, hard work, dignity of labour and others. In most cases, many will be integrated at a time while in some few cases the actual value to be integrated will be listed out.

From scriptural records, God places administrators (leaders) in their positions, to work in them to will and to act, to influence behaviour toward a desired end (see Philippians 2:13). God worked in Paul, according to him (1 Corinthians 15:10), to enable him play his active part in his ministry. Nehemiah was used by God to successfully achieve the goal of rebuilding the Jerusalem city walls that had lain in ruins for many years (See the book of Nehemiah). God chose him and he relied on God, so, God granted him the wisdom to have a clear objective, a sound technique and a good recruitment and mobilization program that enabled him to galvanize all the human and material resources of his people in carrying out their objective successfully.

David is another administrator who excelled as a good leader because: he recognized the Lord God in all his blessings (2 Samuel 5:11, 12). He was never ashamed to be involved in spiritual exercises; in fact, he led his people in praising the Lord without regarding his position as king. The Bible states in, 2 Samuel

6:14, 15, that he laid aside his royal purple robe and put on the simple garb of those who were not priests in praise to God. David loved the Lord so much that he did not bother about what people felt or said about him as long as it was the Lord's business (Engstrom, 1976).

These men left examples for administrators. Adventist administrators therefore, must be willing to submit themselves to God in service, nurture their personal relationship with Him through regular devotions, a good prayer life and unceasing meditation (codethic.rev, 1997). To be good guides to the activities of others, they must seek the guidance of God to be exemplary performers of the tasks they expect others to perform. They should see themselves as servants of God who have been placed in their positions of authority by God to be masters in doing what is expected to be done instead of being passive instructors on things to do. They should get involved, lead out as people who have been sent by God and be examples like Jesus in taking the initiative to wash the disciples' feet (John 13:14,15) and like David, in leading his people in praising the Lord.

Adventist administrators should see it as their responsibility to live what they preach or teach so that the people they lead will see in them virtues that is worthy of their calling as leaders. They should do well to heed the counsel of White (1913), that the great aim of the school administrators should be the perfecting of Christian character in themselves and in their students. This is even more so for secondary school administrators because a secondary school administrator deals with young minds that look up to him to pattern their lives and their future.

All secondary school administrators and other administrators generally should always keep this counsel from White (1902:249) in mind as a summary of the qualities demanded of an administrator for our time. According to her, Adventist administrators should be:

men and women who will make patient, thorough investigation of the needs of the work in various fields; those who have a large capacity for work; those who possess warm, kind hearts, cool heads, sound sense, and unbiased judgment; those who are sanctified by the Spirit of God and can fearlessly say, No, or Yea and Amen, to propositions; those who have strong convictions, clear understanding, and pure, sympathetic hearts; those who practice the words, "All ye are brethren;" those who strive to uplift and restore fallen humanity.

## **THE INTEGRATION OF ADVENTISTS' BELIEFS AND VALUES IN STEWARDSHIP IN THE ADMINISTRATION OF A SCHOOL**

According to Adventists Believe (2006:301),

We are God's stewards, entrusted by Him with time and opportunities, abilities and possessions, and the blessings of the earth and its resources. We are responsible to Him for their proper use. We acknowledge God's ownership by faithful service to

Him and our fellowmen...Stewardship is a privilege given to us by God for nurture in love and the victory over selfishness and covetousness. The steward rejoices in the blessings that come to others as a result of his faithfulness.

Macmillan English Dictionary for Advanced Learners (2007:1467) defines stewardship as, "the way in which someone organises and looks after something". In *Adventists Believe* (2006:302), Stewardship is defined as "man's responsibility for, and use of, everything entrusted to him by God – life, physical being, time, talents and abilities, material possessions, opportunities to be of service to others, and his knowledge of the truth." Consequently, men are expected to serve as stewards (managers/caretakers/overseers) over God's possessions, which is everything there is (See Psalms 24:1), and view life as a divine opportunity to learn to be faithful over the things entrusted to their care.

In the administration of our schools, the administrators and staff should principally see themselves first and foremost as stewards in the vineyard of God. They should see themselves as people who have been entrusted with a responsibility to look after the things, human, physical, financial and informational resources, owned by God. It is also expected of them that: since God graciously entrusted the duties and responsibilities that administrators carry, they are expected to diligently commit themselves to the achievement of the most outstanding result that they possibly can by God's grace (See Luke 10:27). They must also realise that since God owns everything and He is the source of all personal talents and all the moments of life so, they must submit to Him as the head (Psalms 24:1; Romans 4:2).

It is most important for administrators to know that they cannot take credit for anything they have, but God has entrusted everything to them, to be used cheerfully and generously in His service. This means that: while the administrator may be seen as the person in charge, and may enjoy so much independence and responsibility, he must be an accounting officer to his employers and ultimately to God, and use every opportunity he has to serve the interest of the organization. Just as the stewards who received the five and two talents (Matt. 25.14-18); administrators must never hesitate to put their best to work in the Masters vineyard according to the best of their ability once appointed.

School administrators should ask for wisdom from God to set out their plans, organizational strategies, lines of duty, supervision and coordinating processes that will enable them to achieve the Mission and Vision of the organizations entrusted to them. To be able to administer as Adventist administrators, they should always see themselves as servants of God, who have been placed in a position where they are to represent God and their organization. They need to act and see themselves as people who have been placed in charge of God's precious jewels that look up to them as examples as well as leaders. They should always bear in mind that as stewards they will one day be expected to give account of their stewardship not only of the physical, financial and

informational resources but also of the human resources entrusted in their care to keep and to lead.

Therefore, by words and practice, the administrator should be an example of service in every reasonable ramification and application. He should take his work very seriously by attending to all issues that fall within his office as a duty he has to carry out. An Adventist administrator generally and school administrators particularly, need to keep a clear schedule of activities for each day and make it a habit to follow the schedule. The schedule should include a balance between sitting in the office to do office work and taking time to go round to supervise and coordinate the assigned duties of his subordinates. In doing this, he is expected to know that his duty is that of an overseer of every department and section of the work. Therefore, he should include all areas of the work in his visitation and supervision schedule (Ejiogu, 1990; Ogunu, 2000).

An Adventist school administrator should teach and practice prudence in the management of the school treasury and be transparently honest in his dealings with staff, students and every one doing school business with him. He should make merit the yardstick for all actions. In admission matters, purchases and supplies, academic and other activities in his capacity as the chief accounting officer of his institution, the school administrator should stick to principles and well articulated and decided criteria in taking his actions no matter who or what is involved. He should not allow wastes to exist in the system, rather, he should make sure that money allotted for any project or program is judiciously used for that purpose. The administrator should take the lead in rendering account of expenditure of school funds that he is involved in so that the others will not raise eyebrows when they are called upon to render account. As a steward, he should make sure that the approved school budget is implemented to the letter and that a proper account of all income and how expenditure is made is maintained by the staff in charge (Policy, 2008).

Adventist school administrators are expected to be content with what they are paid and be proud of what they are doing and show it in everything they do. An administrator should always remember that, all the eyes of the people he is leading are on him and every act of error or commission by him will always go a long way to make or mar the impression people have about him, about the work he does, and especially about the ultimate owner of every thing. He is the representative of the organization as well as the church, therefore, the picture he paints will go a long way to either attract people to the kingdom of God or drive people away. When the administrator is proud of his work, he spreads it and gives staff and students reasons to be proud and content with what they are doing and what they have. In a particular Adventist secondary school in Eastern Nigeria, they have as some of their principal slogans: *"Be proud of who you are and what you are doing"*. *"Show contentment with what you have; what you do not have, feel that you do not need it till the Lord provides it for you"*. Such slogans go a long way to instil proper Adventist values in staff and students when

they see that the school administrator not only says it but believes it and practices it. The impression an administrator makes should always be of major concern to him not for self-glorification but, for the glory of the name of the church and of Christ who is the owner of all.

An administrator should know and help others to realise that we belong to God, He created us and when we fell into the hands of Satan, He bought us at the price of the shed blood of His only begotten Son, Jesus Christ. We should realise this and "...glorify God in our body and in our spirit, which are God's" (1 Cor. 6.19, 20). In the work of administration, the administrator must honour God always in the way he lives his life and in the things he does. He is to love God with all his heart and show it in the unconditional way he will show love to his staff and students, not because they are related to him but because they are children of God like himself.

An Adventist school administrator must honour God in how he respects the sanctity of his life and the life of the people he leads. He should cultivate and help the people he leads to cultivate and keep helpful, holy and good habits of life and work. In his work, it should not be: work, work and work always; he must work and take time to take care of himself. The school administrators must take the lead in making out time out of his schedules, no matter how tight, in participating in physical exercise, gainful rest and needed medical checks. This will practically help the people he leads to see the respect and regard the administrator has for life and the need to be encouraged to keep the body healthy and useful to the service of God. When an administrator does this, it will help him in his work and productivity, and will also help the people he leads to see and value the worth of the life God has given them.

An Adventist school administrator and other administrators, in carrying out their administrative responsibilities, they should always put in focus the fact that they are created by God and God has allowed them to occupy the position they occupy at the point in time when they occupy it. Therefore, they are expected to use all the time available to them very wisely to do the work they have been called to do, to the best of their ability. A school administrator should show faithfulness in the use of time. He should show example in making it a habit to come to school early on a daily basis and ensure that every minute assigned for work is used to do that work and help all the staff and students do the same. There should be no idling away of useful time: by chatting or sleeping or whiling away useful time when there is work waiting to be done. The time for work should be used for work and there must be a time for break or recreation, and such time must be used for that purpose.

The school schedule of activities must be well articulated and meticulously planned to reasonably provide time for every school program: curricular and co-curricular. There should be no compromise in the implementation of the school calendar, the time for holidays, reopening and closing of school, visitation and all school schedules should be observed. He is expected to ensure that these

schedules are followed by all concerned members of the school community by an exemplary leadership in time-consciousness in all appointments.

The school administrator should see it as a responsibility to make every effort to explain the rationale for the school schedules so that it will be properly understood and the need for strict compliance assimilated by staff, students and parents. When these are done, no matter how much people may complain about the strictness at first, with time, they will value what the administrator is doing and respect what the administration and the church stands for.

God created all things, including man, and gave every creature abilities to work and produce results. Some people are good in public relations matters, others have the ability to organize, some have manual skills, some others have the gift of speech and conviction, some have musical talents, there are also those who are talented in arts and craft as well as many other abilities and talents. Whatever ability an administrator, teacher, staff or student has, this should be discovered and put to use. An Adventist School administrator should ask God for a discerning mind to enable him know what abilities and talents people in his organization possess and make haste to co-opt them and put all the abilities to good use in the interest of the one who possess it, the organization and to the glory of God. There should be no favouritism or nepotism at any time. As much as possible, the administrator needs to assign duties and responsibilities based purely on competences, experience and training. He should help those working with him to know that all gifts from God carry with it responsibilities for its use. As a stewardship administrator, he is expected to use his abilities to do the work that has been assigned to him and help those who are working under him to do the same. In the administration of a school, it is very important for an administrator to be good at discovering what people can do well and be ever ready to assign the right job to the right person who is objectively most competently qualified to do it (Ukeje, Akabuogu and Ndu, 1992; Ogunu, 2000).

When these aspects of stewardship practice are effectively integrated in this way in the administration of an Adventist school, it will go a long way to express the uniqueness of Adventist Educational administration and the integration of Adventist beliefs and values in the administration of such a school will then be a matter of action rather than words.

## **THE INTEGRATION OF ADVENTISTS' BELIEFS AND VALUES IN CHRISTIAN BEHAVIOUR IN THE ADMINISTRATION OF A SCHOOL**

According to Adventists Believe (2006:311):

We are called to be a godly people who think, feel, and act in harmony with the principles of heaven. For the Spirit to recreate in us the character of our Lord we involve ourselves only in those things which will produce Christ-like purity, health, and joy in our lives. This means that our amusement and entertainment should meet



the highest standards of Christian taste and beauty.... While recognizing cultural differences, our dress is to be simple, modest, and neat, befitting those whose true beauty does not consist of outward adornment but in the imperishable ornament of a gentle and quiet spirit. It also means that because our bodies are the temples of the Holy Spirit, we are to care for them intelligently. Along with adequate exercise and rest, we are to adopt the most healthful diet possible and abstain from the unclean foods identified in the scriptures. Since alcoholic beverages, tobacco, and the irresponsible use of drugs and narcotics are harmful to our bodies, we are to abstain from them as well. Instead, we are to engage in whatever brings our thoughts and bodies into the discipline of Christ, who desires our wholesomeness, joy, and goodness.

Christian behaviour arises as a grateful response to God's magnificent salvation through Christ and it involves a call to mental, physical, social and spiritual holiness to enable us to enjoy life at its best (Adventists Believe, 2006). This is because the Lord created man perfect and provided every opportunity for him to make life worth living in eternal enjoyment but man sinned and fell from God's ideal. In love, God sent Jesus Christ to pay the price for man's sin so that man can be restored to his original state. So, Christian behaviour is man's way of living a life the way God wants us to live in appreciation of what the Lord has done in creating and redeeming us.

In a world where young men and women take more delight in doing what pleases them and their peers more than what God expects His children to do, there is a lot of work that faces a school administrator. Herculean as they may sound, they can be achieved when the school administrator devotes his mind to ask help from the Lord and ensure that he practices what he preaches.

The administrators of Adventist schools should teach by personal examples that Adventists are a special people called by God to 'think, feel, and act in harmony with the principles of heaven' (Adventists Believe, 2006:311). They should keep regularly in focus, Paul's counsel in 1 Corinthians 6:19, which says, "do you not know that your body is the temple of the Holy Spirit who is in you, whom you have from God, and you are not your own?". It is also important for Adventist administrators to remember that the Lord expects His people at all times to present their bodies as a living sacrifice, holy and acceptable to God and be transformed by the renewing of their mind as prescribed in Paul's admonition in Romans 12:1,2.

The work of administrators involves directing and helping the young ones and other members of the school community to live a life in grateful response to what the Lord has done. Therefore, Adventist school administrators are expected to ensure that, in practice, the young minds are directed to those forms of amusement and entertainment that will ennoble their thoughts and help them to live healthier and holier lives. This can be done by providing those school recreational facilities and opportunities for community-based plays and Christian practices like Bible games, choir practices, singing in groups and providing

general Christian music to play in the compound and hostels on weekends. It may also involve regulating the Television channels that play in the school compound to ensure that only the Christian programs and other programs that will help to boost morality and healthful living among others are aired.

In addition, there is need for school administrators to ensure that profanity in word and action is discouraged among members of the school community. This can be done by making sure that people do not make immoral gestures of any kind. Making decided efforts to ensure that there is no calling of nicknames that do not ennoble the minds, and discourage any form of play that can ignite in-fighting and unhealthy competition. The school can organise sports entertainments instead of sports competitions where participation will be rewarded instead of setting prizes to be won by individuals or groups. The school can also set standards to ensure that the school community is not a place where either staff or students can engage in unnecessary rascality and unhealthy relationships, rather, they should engage in those things that produces Christ-like purity in the way they talk, play, behave and how they relate with and to one another and with their God. Studies have shown that human beings learn more from what they see than they learn from what they hear. Therefore, the best way for school administrators to integrate Christian behaviours in the administration of their schools is through their lifestyle. This view is supported in the Minister's Handbook (1997:21) thus: "If your church is to be revived, you must be revived. Unless something happens in you, not much will happen through you. Revival is unlikely to begin in your church until it has begun in you ... Real power in ministry springs from spirituality that comes from a personal encounter with Christ". This is as relevant in the school as it is in the church. Any school administrator who desires to do his work well must bear this in mind.

Dressing is another very relevant area of Christian behaviour that is very important in our schools. In this era of radicalism and adoration of nudity and sensuousness in dress, the Adventist school administrator has a lot of responsibility to ensure that our youths and members of the Adventist school community maintain modesty, simplicity and moderation in matters of dress. There is need for Adventist school administrators to help members of the school community to appreciate the facts in the assertion enumerated in Haynes (1941:7), where Susannah Wesley, mother of the founder of Methodism, is quoted to have said, "whatever weakens your reason, impairs the tenderness of your conscience, obscures your sense of God, decreases the strength and authority of your mind over your body – that thing is wrong, however innocent it may be in itself." This assertion is ever so much more relevant in consideration of what we wear or do as children of God. Adventist school administrators should pay adequate attention to their dressing and the dressing of every member of the school community. They need to ensure at all times that their dressing must be characterised by good taste, neatness and cleanliness. Administrators and teachers in Adventist schools should dress modestly and decently in the

Adventist sense at all times and use every available opportunity to explain their dress sense and the dignity and joy that is derived when we appreciate the inner beauty that the creator displayed in each of us (Adventists Believe, 2006).

It is important to do this so that the students and non-Adventist workers and colleagues may see that what makes a person decent is not what the world offers in terms of fashion and fad but the 'imperishable ornament of a gentle and quiet spirit'. It is also very important that stewards in the vineyard of God should ensure that there should never be any attempt to follow the fads and senseless fashions and useless ornamentations that debases the mind and arouses the animalistic tendencies in man in the dressing of staff and students. While avoiding any attempt at going to extremes, school administrators should ensure that, while cultural differences are to be respected, staff and students must always avoid all forms of 'make-up' in dressing and appearance. The school community need to be constantly reminded that as human beings, we are created perfectly by a perfect God who evaluated His creative acts in Genesis 1:31 thus: "God saw all that He had made, and it was very good". If our almighty and all-knowing perfect God, created us and declared us very good, where will man get the knowledge to make-up what God had done in creating each of us. It should always be made clear that God expects us to take proper care of our body and tend it, not to make it up with paints, ornaments and unnecessary nudity and display.

School administrators and staff should by their words and actions, help students to see good reasons to avoid the irresponsible use of drugs and alcohol in all its forms and see the need to glorify God in our dressing and the way we care for our body as the temple of the Holy Spirit of God. There should be no compromise with the world in the amusement and entertainment provided. Every attempt must be made to regulate the diet and drinks served at all times to reflect the Adventist principles of Christian behaviour and diet. The mode of life and carriage of both administrators and teachers must reflect the humility of their Master. Adventist school administrators and teachers must live a life that will make them reachable in Christ-like fashion by all the staff and students who need to reach them.

## **INTEGRATION OF ADVENTISTS BELIEFS AND VALUES IN THE ADMINISTRATION OF INSTRUCTIONAL PROGRAMMES**

In a Seventh-day Adventist secondary school, the instructional programme should be planned in a way that it will include the integration of the beliefs and values of the church in classroom activities and in all school activities. It is true that the curriculum is usually geared towards meeting the requirements of the various examination bodies, or as set by the State Board of Education, but, it is

also necessary to work out instructional programmes to meet the requirements of the examination bodies as well as meet the ultimate goals of true education.

To do this, the school administrator should in addition to the academic classes in the various disciplines, plan spiritual programs that must include a daily devotional chapel service; weekly spiritual activities like the Mid Week Prayer, Friday Sundown worships, Sabbath School and Divine Worship services, Sabbath afternoon and evening services; termly or yearly week of spiritual emphasis programmes; periods set aside for on-campus or off-campus spiritual outreaches and a variety of other spiritually oriented programmes (Rasi, 2009).

Every effort should be made to ensure that the chapel devotional services are not left in the hand of students and few teachers who adopt it as a mere school routine. The Chapel services should be well planned the same way the main academic programs are planned. This is because the chapel services are the most regular ways through which very important beliefs and values that we cherish as a church can be presented and assimilated consciously or unconsciously by staff and students.

Therefore, school administrators should consciously integrate chapel attendance into the school curriculum and make it a part of school activities for every member of the school community to always attend. He should meticulously plan the speaking program in each of these services to be spirit-filled and brief to time. If possible, all the speakers in all these services should be given an orientation and different topics on Adventist values should be assigned. No effort should be spared to ensure that these programs are always well organized and compulsorily attended by all.

The instructional program planning should also include social and cultural programs like non-competitive sports and games for the development of physical skills and for recreation; musical activities like singing in the choir and singing groups; speaking activities like non-competitive academic debates, impromptu speeches and symposia. Other social activities that need to be included in the instructional programme include club activities like those of Science or JETS (Junior Engineers, Technicians and Scientists) clubs, Cultural clubs, Press Clubs, Literary and debating societies, Pathfinder Clubs and other clubs whose activities must be properly supervised to ensure that the Adventist beliefs and values are adequately emphasized.

The instructional program must have time allocated for farming or manual labour in which every student must participate in one or the other. When the land space is available, it is good to allocate at least space for one ridge to every student. Here, the student is provided an opportunity to learn farming activities and how to care for nature as well as exercise his physical skills. This is important to help teach diligence, hard work, the dignity of labour and fairness among other values.

In all these programs, the Adventist school administrator is supposed to work out a well coordinated schedule to ensure that all these activities are well

integrated within the total program of the school. In addition, the educational administrator is expected to have the competence to professionally supervise instructional activities in a manner that will preserve the dignity and integrity of the teacher while not compromising the curriculum requirements and church values.

The administrator should collegially work with the teacher to help the latter discharge his instructional responsibilities and provide leadership aids in form of assistance and support to teachers to enable them provide instruction in accordance with the existing school curriculum and educational mission and vision of the school.

In doing his administrative duties, the Adventist administrator should avoid any appearance of bossiness or judgementalism. He should, in Christ-like humility and love, work with the teachers, providing assistance where needed to ensure that the educational objectives, and needed instructional changes that will improve the output level of the school within the community context for education are implemented. From time to time, he should review and readjust the administrative techniques, as the need arises, towards the human and material inputs of the school to motivate the staff to improve their level of productivity and sense of devotion and commitment to duty. He should always remember that there are many other schools, and the Adventist secondary school he is administering must be a school that offers what the other schools can not offer (Rasi, 2009; Mgbeodile, 1997; Ukeje, Ocho & Okeke, 1992).

## **INTEGRATION OF ADVENTIST BELIEFS AND VALUES IN STAFF PERSONNEL ADMINISTRATION**

This is another very important responsibility of a school administrator in achieving the goals and objectives of a school. Staffs in a secondary school include the teachers and the non-teaching staff which comprises the Bursar or Treasurer, Accountants, office Secretaries, Clerks, Sick-bay or School Clinic staff, laboratory and groceries Attendants, Watchmen (Guards), Cooks, Gardeners, Engine or Light Operators, Artisans like Electricians, Plumbers, Carpenters etc . Of all these, the teachers are the most potent workers because they are the people that make the most impact on the students, the school programmes and educational objectives. Therefore, a lot of care and great attention should be given to the recruitment of teachers, their orientation, supervision and performance assessment.

The process of finding the right people, helping them to develop, seeing that they are properly and well compensated, appraised, informed and motivated are some of the major concerns of the administrator in staff personnel administration. Before staffs are employed, the administrator should objectively look at each person's resume to ensure that the quality of the staff to be employed will be such that will help the system to achieve the mission of the

organization. The Adventist administrator should place his priority on the employment of good Adventists who will share the vision and the mission of the Church and be willing to integrate faith and learning in his curricular and co-curricular activities in the school (Ejiogu, 1990; Ukeje, Akabogu and Ndu, 1992; Ogunu, 2000).

When staff (teaching and non-teaching) are employed, there is need to organize an orientation program for them. Such orientation must include a comprehensive explanation of the Adventist belief and values and their place in school activities. It will also be an opportunity to help them understand the major demands of their job, the guiding principles of operation of the school, the goals to be attained and the way to attain them, the mission and the vision of the school. The teachers need to be assigned teaching classes and other roles where they fit and will be able to offer maximum service. The same applies to the other staff.

The school administration is expected to put in place leadership techniques and procedures for staff retention and improvement to maximize each person's role performance (Ejiogu, 1990). One way of achieving this is by establishing a harmonious family relationship with the staff from the word 'go' and show them by your actions that the talk about integrating Adventist belief and values is not a joke.

He should be humble, caring and of service to help the new staff. For teachers, include classroom visitation to observe them do their work, take notes from the visitation and observation and organize conferencing assistance meeting with them to discuss your notes during the visitation. Such conferencing gives the teacher and the administrator an opportunity to consider the notes in a one-on-one collegial atmosphere. During the conference, the administrator should help the teacher to understand that he is a fellow servant who has passed through what he is passing through and just want to share some of his experiences that could be of help to him. There is no need for the administrator to sound bossy; he should be collegial. Another way is by appointing older teachers to act as mentors for the new ones (Anukam, 1999). As a faithful and honest servant leader, the administrator should always encourage and appreciate the efforts made so far before offering advice or words of caution when necessary. Point out how well he has done and offer suggestions for improvement and the need for him to always feel free to share his difficulties and challenges any time (Ejiogu, 1990; Mgbodile, 1997).

Another important aspect of staff personnel administration is the regular staff performance evaluation to assess the extent to which school objectives as judged by the teacher and student performances have been met. In staff personnel administration, the administrator is expected to continually place a high value on the worth of the individual, staff personal development and needs without compromising the need for efficient and excellent performance of needed functions. There should be no room for compromise, instead, the administrator

should be forthright, lead by example and be willing to call evil by its right name at all times, but, in doing so, he should always be tactful and considerate, so that he can redeem instead of destroying (Mgbodile, 1997).

For maximum effectiveness and achievement, school administrations should organize regular staff improvement programmes which may include organizing workshops, seminars and other in-service refresher or training programmes to keep staff up-to-date. There is the need to always keep an eye on the Adventist uniqueness in education.

An Adventist school administrator is expected to create a family relationship with the staff so that every one will come to understand what the school stands for and the need to uphold school's standard. For more effectiveness, the administrator should treat the staff and students as human beings created by God and lead them to see the administrator as some one they can always count on. This can be done by being one with them in their sorrow (show concern for what is happening or has happened to them) and their joy, but, be firm on principles and uncompromising in dealing with evil (Ikonne, 2008).

Administrators should assign responsibilities honestly and competently and assess the duties performed honestly and competently, point out what is done well and give honest suggestions on how to improve on what was not well done. It pays better than always having an eye for what has not been done well all the time. The administrator should accept every staff openly, no matter the level or the type of work done, into the family, while not neglecting the work done in any area, he should always spread warmth as he moves around to supervise or inspect (Mgbeodile, 1997).

## **INTEGRATION OF ADVENTIST BELIEFS AND VALUES IN STUDENT PERSONNEL ADMINISTRATION**

The students are the reason for a school, so, student personnel administration should be taken very seriously by every school administrator. White (1945) says that we should ever look upon the youth as the purchase of the blood of Christ. As such they have demands upon our love, our patience and our sympathy. Every school administrator and all the staff have a responsibility to appreciate, understand and accept the idiosyncratic ways of today's students and give them the attention and care they demand. This requires getting closer to the students and being able to see things the way they see them so as to appreciate what they mean by some of the things they do and be in a better position to guide them aright from where they are to where you want them to be. The traditional distance between the administrator and staff on the one hand and the students on the other hand need to be bridged if not out-rightly removed. The students should be taken into confidence in the formulation of certain role programmes and policies that affect them (Mgbodile, 1997).

For example, in Adventist Secondary Technical College, Owerri, Nigeria, the school administration put in place a monthly 'ASTECH FORUM', and yearly 'ASTECH IN RETROSPECT' and the use of suggestion and complaint boxes at strategic positions in the school compound. In each of these ways, all school programs and activities are brought into close scrutiny and focus. Students are given the opportunity to criticise the activities and actions of the administration from their point of view and make suggestions and inputs which are sometimes used by the administration according to their relevance. Even when some of the comments and suggestions are not feasible, the administration always makes effort to make sure that the issues raised are openly addressed without disclosing the name of the persons. In this way the administration gets the views of students on such issues as evaluation and improvement of the instructional programmes, planning and implementation of co-curricular programmes like games and sports and a lot of hidden curriculum issues. This is very good in student personnel administration.

The attention of the student should be called to God's love in asking the first pair not to eat of any fruit of the tree of knowledge of good and evil, knowing that the knowledge will not be in their good interest (Genesis 3). In the same way, students should be made to know that all the seeming restrictions in the school rules and regulations are aimed at protecting them against the harm that disobedience may cause. The school administrator should always create time for the students. He should be able to have time to explain school policies and rules appropriately, help students to understand that the seeming restrictions that school rules place on them is done knowing the consequences inherent in a student's unrestricted freedom. There is need to emphasize that the rules and regulations are made to give the student the opportunity to grow up in the right way so that the student can have a better tomorrow just as God intended for Adam and Eve. This should be done from time to time while it should be practiced by the administrators and staff always and in all situations, because children learn more from what we do than they learn from what we say to them (Mgbodile, 1997).

In line with the professional ethics and the stipulated official rules and regulations applicable, the school head should keep abreast with the policy on the administration of corporal punishment, suspensions and expulsions and put in place effective means to control indiscipline in every form in the school to give the students a better future. In all these, the love principle behind every discipline must always be emphasized. Students in Adventist schools should be given redemptive discipline and not punitive discipline. School administrators in Adventist schools should discipline students to redeem them and not to ruin or maim or kill their future (Adesina, 1980; Mgbodile, 1997).

One of the expectations of Adventist Education is for her secondary schools to run as full boarding schools, therefore, school administrators should ensure that students are admitted each year according to the available spaces in



the dormitories, to avoid overcrowding. Provide dormitory facilities that will show that the school administration regards the students as human beings who deserve to be well treated. Arrange a proper orientation program for all new students every year to acquaint the students with the basic rules and regulations of the school, tell them in plain language what the school stands for. Present school schedules, class time table, school facilities and infrastructure and the need to have respect for personal and school property. It should be pointed out during student orientation that punctuality and regularity to all school programs and activities can never be compromised. The school administrator and staff must lead by example in this. The staff should be properly introduced to the students indicating what they do and where they stay in the school. The administrator should also explain the school's methods and criteria for evaluation and progress reporting.

## **CONCLUSION**

The integration of Adventist values in the administration of secondary schools and other schools generally is one of the most unique ways to distinguish Adventist schools from other schools. There are so many other schools, each offering academic-oriented education and struggling to churn out high-scoring students in external examinations without paying adequate attention to all the other aspects of education. The Adventist philosophy of providing an all-round development of the mental, spiritual, physical and social faculties of the learner remains its unique feature. Therefore, all Adventist schools' administrators should be well-versed in the system of Integration of Faith and Learning in all aspects of school life. They should ensure that the schools are made the avenue to prepare our students well for the joys of a better tomorrow and the wider joy of service to God and humanity.

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