THE ROLE OF THE FACULTY IN NURTURING AND MENTORING STUDENTS IN AN ADVENTIST SECONDARY SCHOOL

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1. Introduction

Most parents of Seventh-day Adventist students believe that Adventist institutions are an expansion of the school of the prophets founded by the prophet Samuel. They believe that these schools are commissioned, and fully follow after the mind and will of God. That is why some parents send their children to Adventist schools from various backgrounds, including those from dysfunctional backgrounds, with a hope their children will change and have a Christ-like attitude someday.

Adventist education is unique because of its commitment to educating the whole person. We foster not only cognitive and physical development, but also spiritual growth which is regarded as part of a well-rounded education. Adventist education is prepared as a prophet's school and is a means of restoring human beings to their original relationship with God. Adventist education cooperates with divine agencies in preparing learners for responsible citizenship in this world and in the world to come (White, 1903; p.13). Institutions of Adventist education are united by this common philosophy. Every class, school program and activity should reflect this foundational perspective.

As E. G. White states, Seventh-day Adventist education exists for a holy purpose, that is to restore God's image within each student. As Christ-centered educational institution, Adventist schools at all levels must seek ways to introduce Christ to their students. To implement this holy purpose, Adventist schools should influence teachers to implement the Integration of Faith and Learning (IFL) into their lessons, because IFL principles are the most effective methods of communicating the faith.

The purpose of this paper is to present the role of Adventist secondary teachers in nurturing and mentoring students to gain the goal as stated in our philosophy and mission statements, including mentoring self-discipline, spiritual formation, social skills, vocational, work education, and service learning. It is hoped that this information will give administrators, principal, teachers, staff, and students biblical principles and

Christian perspectives to serve as a guide in their efforts to improve the educational experience of all children and youth.

2. Needs of Secondary Students in Southeast Asia Adventist Secondary School

Secondary school in Southeast Asia refers to high school. It is a six-year program (three years for junior high school and three years for senior high school), or a four-year program in Philippines (two years for junior high school and two years for senior high school). The school is led by a principal, and helped by a vice president of academics, a vice president of business, and a vice president of student affairs. The school is supervised by a conference or union mission. There are some challenges that may affect the school's programs as a whole and special attention is required to reduce the negative effects produced by these problems.

Discipline Problems

Most of the students in Adventist secondary school are 12 to 19 years old. Various strong cognitive and physical changes occur in adolescence. During this time, their friends and peer group are more important and influential than their parents or guardians. They are easily influenced by their peers to indulge in activities not deemed as socially acceptable. And some of them are even uninterested in the academic curriculum, skip school excessively, or they fail to develop desired academic skills.

Not all students in Adventist secondary schools come from good family backgrounds. They come from various backgrounds. Some of them come from broken homes with a lack of parental control, or they come from dysfunctional backgrounds. A teenage student that has a challenged family life background is likely to develop into progressively worse behavior and low achievement in class, especially during the teenage years (Anastasi and Urbina, 1997; p.255).

With the combination of the two conditions above, it is no wonder that discipline problems are present on almost all campuses. And these problems take a lot of time and energy as well as emotional stress on the educators and administrators. Some forms of discipline may be adopted, such as punishment, suspension from classes, or being sent home because of infractions of the rules and regulations. If an attempt is not made to

maintain standards, then inappropriate modes of emotional expression may develop among teachers and then students may get discouraged and transfer their study to a public school.

To prevent this, the administrators may have to propose a special concept to overcome the negative impact from the situation. More attention and care to the students are needed to reduce the impact. If the situation mentioned above cannot be handled properly, it may lead to other difficulties. Lastly, the worse situation may lead them into rebellion and resentment. That is why the role of teachers, staff as well as administrators is important to cope with the problems.

Solomon in Proverbs 22:6 said that "Train up a child in the way he should go, and when he is old, he will not depart from it." Paul in Colossians 3:20 − 21 also advised "Children, be obedient to your parents in all things, for this is well-pleasing to the Lord. Fathers, do not exasperate your children, that they may not lose heart." Ellen White (1943, p.111) states "Before the child is old enough to reason, he must be taught to obey. By gentle, persistent effort the habit should be established....Help them by loving words and kindly deeds to overcome their defects character." Further, she added in her writing, "Love begets love. Do not scold.....Talk kindly with the children. Pray with them, and teach them how to pray for themselves.....The blessing of God will rest upon such instruction, leading the hearts of the children to Christ (White, 1912)"

With these biblical concepts in mind, there is a need for those involved in the training of children to study the subject of nurturing and mentoring in order to have a clear understanding of the nature of students' behavior problems. Through nurturing and mentoring, we may become a model and have more impact on students than all the lectures we could give. Mentoring and nurturing can be used to train students in the way they should go. By giving a little more sympathy, understanding, and love, we can lead the hearts of our students to Christ. If we are not careful in this situation, it may worsen and lead to secularity and damage our philosophy and mission.

3. Mentoring in the Christian School

Mentoring and nurturing are the activities done by one person to help other persons to gain progress in their career and to do his/her job effectively in a special

capacity. Some methods of mentoring and nurturing are coaching, training, discussion, counseling, etc.. In mentoring, mentors rely upon having had similar experiences to gain empathy with the mentee and an understanding of their issues. That is why, beside being more experienced, a mentor is usually older and more knowledgeable than the mentee. It is a helpful to develop a relationship based upon mutual trust and respect.

Relationships are key in mentoring and nurturing. One techniques used is to give some questions to the mentee to build his/her confidence and believe in her/himself. Questions and comparisons are important in mentoring, because it will challenge the mentee to explore new ideas and give them more responsibility.

Mentoring and nurturing are important in a Christian school. Especially in the institution whose teachers and students are going through some sort of problems such as financial problems, teaching quality problems, human resources problems, discipline, student achievement, Spiritual life, and problems of facility. Schools which have fewer problems also need mentoring.

The Bible is familiar with mentoring and nurturing. Examples include the relationship between Jesus and his disciples, Elijah and Elisha, Elisha and the widow, Paul and Timothy, Abraham and his servant, and many others demonstrate the concept of mentoring. In the Bible, some mentors trained only one or several at once. The group was small enough to listen to, and deal with each trainee. Sometimes Jesus mentored twelve, sometimes three like when He brought Peter, James, and John to a hill; and on rare occasions only one, like when He met the Samaritan woman near the well.

Biblical mentoring and nurturing result in chains with several generations of mentors, who apprentice, mentor others, and so on. For example, Jesus mentored the twelve apostles who established the first Christian churches. Then the twelve mentored hundreds of other leaders, including Paul. Paul mentored Titus, Timothy and many others. And Timothy mentored faithful men such as Epaphras. Epaphras and the other faithful men mentored others also which let to a chain reaction that resulted in dozens of new churches in Asia. Another example is Jethro when he mentored Moses about the leaders, and Moses mentored Joshua and the elders of Israel, and at last Joshua mentored other army leaders.

a. Modeling and Teaching Discipline

As we mentioned before that most of the students in secondary school are at the age of 13 to 19 years old and are characterized by some cognitive and physical changes. For them, friends or peer group are more important and influential than their parents. And in many occasions, peer pressure may influence them to do activities not deemed socially acceptable. A teenager that has a bad family life background, may develop progressively worse during the teenage years.

Flores (2007) said that teenagers regularly deal with environments that include anger, violence, substance abuse, and sexual abuse. Together with commercials on TV, uncensored shows on the internet and computer video games, have also influenced, to a certain degree, the behaviors of many teenagers. As a result, some teenagers display hyperactivity, inattention, disinterest, and other behavioral patterns that may lead them to skip class, fight with friends and teachers, steal, fail to adhere to rules, become be uninterested in the academic curriculum, and fail to develop desired academic skills.

Adventist secondary schools also encounter many discipline problems and misbehavior from teenagers. It takes more than creativity, determination, and patience, to deal with and approach teenagers, to get the results that we want.

There are several ways to mentor and nurture young people or teenagers in order to guide.

1. Invite the guidance counselor, other teachers, and related staff such as student affairs dean or dean of dormitory to work together. Mentoring cannot be done alone; it needs several teachers or staff to do it (Sukardi, 2008; p.92). We have to delegate and explain to them why they are needed in this program. Involve them in developing a mentoring program to handle misbehavior among students. Tell them how to mentor misbehaving students as well as those who demonstrate positive behaviors. Assign them into groups to handle 10 to 20 students. If the number of guidance counselors, teachers, and staff are not enough, just focus to the misbehaving ones. Even senior students who have a good attitude can be involved. Usually peer influences are more effective and acceptable than teachers or staff (Khine et al, 2008;p.150).

2. Ask teachers, guidance counselor, staff, and even senior students to build relationships of openness, sharing, trust and accountability with students and to impart wisdom, advice, knowledge and skills at an appropriate time, or even during the class hour (Price and Nelson, 2007;p.89). Try to understand every student as a distinct individual. Try to understand what they say, and try to see the world through their eyes. Make a special relationship with them. Try to realize their needs behind their deeds and the reasons for their behavior (Tumangday, 2005). Of course, we do not expect dramatic and positive results immediately after meeting our disciplinary measures to misbehaving youth, it takes time. White (1923;p.269) said that the greatest teachers are those who are most patient and most kind. By their simplicity and their willingness to learn, they encourage their students to climb higher and still higher.

   Chaleabo (2007) says that if teachers would gather the students close to them, show that they love them, manifest an interest in their efforts, and even in their sports, and sometimes even being a child among children, that might make the children very happy and would gain their love and win their confidence. Children would sooner respect and love the authority of their parents and teachers.

3. Be good models. Salandanan (2007;p.149) said that teenagers tend to idolize and follow those who are friendly, courteous, tactful, patient, sympathetic, kind, loving, forgiving, understanding, tolerant of their mistakes and failures, fair, and one who lives what he teachers. Teenagers imitate their teachers; that's why we should give them correct models. Teachers and staff who are kind and polite, firm and decided will be fully appreciated and imitated by the students (Dulan, 2009). Ellen White (CG, 212) mentions that "children imitate their parents; hence, great care should be taken to give them correct models. Parents, who are kind and polite at home, while at the same time they are firm and decided, will see the same traits manifested in their children. If they are upright, honest, and honorable, their children will be quite likely to resemble them in these particulars. If they reverence and worship God, their children, trained in the same way, will not forget to serve Him also. The power of imitation is strong; and in childhood

and youth, when this faculty is most active, a perfect pattern should be set before the young."

Many teenagers often perceive their teachers as heroes. They might forget the lessons we give, but they will not forget our attitude. When we understand them and give models, they will imitate us. They are more likely to do as we do than what we say.

4. Take time to pray individually with students who misbehaving, and use the Bible to back up discussion. Teachers need to pray and have a time of meditation together with their students especially for students who are going through a particular emotional struggle or spiritual battle. One of the functions of prayer is to change the nature of the one who prays. Praying together with students will give strength and faith to lay their cares, concerns, burdens, and struggles at the feet of Jesus. Prayer will draw the students closer and closer, falling more and more deeply in love with God. Prayer will help students to step out in faith, have a close relationship with Him, own their faith, and put their faith into action (Pirija, 2007).

Ellen White (1943, p. 172) says that the work of teachers is an important one. They should make the word of God their meditation. God will communicate by His own Spirit with the soul. Pray as you study, "Open Thou mine eyes, that I may behold wondrous things out of Thy law" (Psalm 119: 18). When the teacher relies upon God in prayer, the Spirit of Christ will come upon him, and God will work through him by the Holy Spirit upon the mind of the student. Praying and having meditation with our students is an effective method in preventing the occurrence of discipline problems among the students.

b. Mentoring Spiritual Formation

Adventist education not only teach cognitive and physical development, but also the spiritual growth which is regarded as part of a well-rounded education. The purpose of mentoring in spiritual formation is to train students who are equipped both to understand and participate in the process of spiritual growth, with the end that students are better equipped to help others in the church or community (Smith, 2009). Spiritual

growth focuses on one's spiritual and interior life, interactions with others in ordinary life, and the spiritual practices such as prayer, Bible study, fasting, simplicity, solitude, confession, worship, outreach, etc.

Bible Study

Bible study can be done in a formal Bible study in the classroom or non-formal study such as in retreat, camping, or independent study. Wherever it is, it should be presented in an interesting way by using simple meaningful language, that is applicable to their daily lives (Douglas, 2008). Every teacher and staff should be involved in this program. Bible study is not just presented in religion classes, but also presented in any class or subject the teachers teach. Bible study is important to the students especially to conduct good behavior as well as their intellectual ability.

The main purpose of Bible study in the classroom is to obtain knowledge of God, about creation, redemption, temperance, good conduct, preparation for the judgment, etc. In our training-schools the Bible is to be made the basis of all education (White,1923;p. 490). The Bible is the only rule of faith and doctrine. There is nothing more calculated to energize the mind, and strengthen the intellect, than the study of the word of God. No other book is so potent to elevate the thoughts, to give vigor to the faculty, as the broad, ennobling truths of the Bible (White, 1923, 126).

Church Involvement

Every student should be involved in various church activities and programs, such as Sabbath school, Adventist Youth, week of prayer, outreach programs, mid-week meetings, crusades, vespers, and so on. Teachers and staff should mentor the students how to conduct true worship, how to prepare a sermon, what songs to be sung during the service program, what to do for the Adventist Youth program, how to organize a crusade or week of prayer, confession, fasting, simplicity, how to pray, and so on (John, 1990). Encourage them to do their best. Make a list of participants in every activity and assign one teacher to guide the program. Teachers and staff should sit together during worship hours with the students. During Sabbath school discussion, teachers should allow students to lead the discussion and the teacher or staff guide the discussion.

There are some advantages when students are involved in church programs. First, we teach them responsibility. By giving them a certain task during worship, it will train them to have a sense of responsibility. The second one is respect. By involving them in the church programs, we teach them to respect God in the right way and how to show our gratitude through offerings, dress, and temperance. The third one is preparation for service (White, p.499). Lee (2007, 480) mentioned that students should be given opportunities to participate in service activities. By participating in these initiatives, students will grow spiritually and broaden their vision for world mission.

The fourth aspect we can teach are what songs and music can be sung or played during worship hours. Regarding music and song, Ellen White gave her councels: The art of sacred melody was diligently cultivated. No frivolous waltz was neither heard, nor flippant song that should extol man and divert the attention from God; but sacred, solemn psalms of praise to the Creator, exalting His name and recounting His wondrous works. Thus music was made to serve a holy purpose, to lift the thoughts to that which was pure, noble and elevating, and to awaken in the soul devotion and gratitude to God (White,1923;p. 98).

c. Mentoring Social Skills

Social skills are the way how students interact appropriately with their friends in and outside of the class. Social skills may be in the forms of taking turns, praising, sharing materials, asking for help, participating equally, saying kind things, using names, and accepting differences. Social skills are often mentioned as goals of formal education (Gagne et al, 2005;p.95). School is a place where students learn to get along with other people and develop social skills. Although students don't get grades on social tests from their teachers, their peers are constantly giving them grades on social tests every day. If a person does well on these tests, he is apt to be well liked and happy. He will enjoy school and look forward to coming to school. When they fail these tests, they are apt to feel disconnected and left out.

Social skill is important for emotional health and well-being. A student will feel lonely with no friends around him and school becomes a very unhappy place. That's why the role of the teacher is important to help students improve their social skills. Teachers

act as facilitators in helping students gain social competency. Parents play a major role in teaching their children social skills, but teachers cannot rely on parents or professionals to handle these problems. Students need assistance to develop their social skills in order to function appropriately in various life settings. By mentoring, teachers gives students opportunity to communicate with their classmates and teachers regarding a variety of social skills and school-related topics. It is important for teachers to establish programs that promote social skills training.

There are several strategies, such as modeling, role-playing, rehearsal and practice that teachers can use to teach social skills to students. Candy Lawson (2009) suggests several aspects we can use to mentor students social skills.

1. Greetings. Teach our students to give greetings to others. Teach them to say "hi", "hello", "good morning" , "how are you" with facial expressions, tone or voice and gestures such as a nod or a wave. Teachers may initiate the model by greeting their students.

2. Teaching kind conversation. Teachers should teach their students how to communicate kindly respectfully to their friends. Teach them not to be a good listener or good communicator only, but to demonstrate turn-taking and reciprocity. We have to teach them to know when to talk and when to listen. We have to teach them how to show interest in what the other person has to say. The teacher may become a model to teach kind conversation to students (Tulio,2005;p.77).

3. Using proper language. Teachers should teach their students to use proper and appropriate language in conversation or greeting. In class, teachers may start using proper words when speaking or talking to students. Show respect when we talk to them. Our choice of words will have to reflect that we respect them (Khine et al, 2004;p.40).

4. Empathizing. To show empathy means we are able to feel what the other person feels. Empathy allows students to connect with other people. Teachers should show empathy to their students. For example, when a student gets 50% in his exam, we can ask him ehether he didn't study last night with facial expression and

give him another chance. Don't use words such as stupid, dunce, or be sarcasm, it will upset him and make him feel bad just because he didn't do well.

5. Previewing. Previewing is a way to teach student to think about what effect their words or action may have on listener before saying or doing it to them. Teach them if the words would impact them negatively; ask them to adjust accordingly before saying or doing it.

6. Problem-solving. Teachers should teach students how to react conflicts. Conflicts among students may come from disagreement, anger to what friends say, insults, or aggressive behaviors. Those without good social problem solvers have trouble settling conflicts and disagreements. They might get mad easily and not speak to someone because they are mad at them. They always want to win no matter what the cost, even if it means losing a friend.

   The role of teachers is necessary here to clear the air, turning a conflict from a win-lose situation to a win-win situation. Teachers should teach students skills of negotiation and compromise, give and take, that results in a situation that all parties can live with and helps maintain friendship.

7. Apologizing. Teach students that everyone may make social mistakes at one time or another. Students with good social skills can easily make a sincere apology for their mistakes. But students with weak social skills may have difficulties saying "sorry" because they are afraid to lose face or that someone may say they are weak. They think that it is stupid or foolish to ask apologize.

   The teacher will have no difficulties to face students with good social skills, but needs special attention is needed to approach students with poor social skills. Teachers may give example to students with poor social skills how to apologize to friends who hurt them. For example, when the teacher makes a mistake, he should be the first to say "I am sorry" to students. Don't hide it, because they tend to imitate and copy your way (Krehbiel, 2009).

d. Vocational Mentoring

Students in secondary schools face some challenges during normal psychological and neurological development. These years are critical for students, because they may be involved in criminal or unworthy deeds. Delinquent students need positive role models, pro-social activity engagement, and exposure to vocational opportunities. By giving them vocational mentoring, students are led to a better achievability of life for the better. That is why students should be trained in a special skill. Through vocational mentoring activities, students learn how to produce various handicrafts or technology products. Because job growth, it is predicted in certain areas a demand for higher skills and vocational mentoring to students will benefit and prepare them to what they will face in the future (Mulyaningsih and Hadiyanto, 2007: p77).

There are several principles to take into consideration when we emphasize vocational mentoring in the Adventist secondary school:

1. All vocational activities should represent Bible like character
2. The programs planned should not be offensive to the standards of the Adventist understanding
3. Avoid any types of vocation which encourages competition, selfishness, theatrical display, vanity, and dangerous activity
4. Not take too much time.

As Paul wrote on Philippians 4:8 : "Finally, brethren, whatever things are true, whatever things are noble, whatever things are just, whatever things are pure, whatever things are lovely, whatever things are of good report, if there is any virtue and if there is anything praiseworthy, meditate on these things."

e. Mentoring Work Education

Work education helps to underscore the faith-life and the Christian response to the world of work. By mentoring work education, students will learn and appreciate the value of labor which prepares them to participate readily in community service programs. Work education also increases students' understanding of the dynamic nature of work. The content of work education should be balanced between the needs of the students on

one hand and on the facilities available in the school on the other. Planning, analysis and detailed preparation should be included at every stage.

In mentoring work education, the mentor may adopt a problem-solving approach. The mentor should teach them how to use the materials, tools and techniques for performing work and service and by undertaking appropriate work. Students should be made aware of the problems related to their needs and the work that should be undertaken to satisfy their needs.

John (1990) points out how work education helps a student integrate faith and learning:

1. Reality learning. This points out to the understanding of God and world. It brings an understanding of the human nature, self-awareness, and God's orderliness

2. Values development. This help students see the different attitudes and practices. They will learn to appreciate characteristics such as humility, craftsmanship, integrity, honesty, godlikeness, etc. At the same time, negative characteristics like deceit, pride, arrogance, and corruption become unattractive.

3. Recreative aspects. Work education should be selected in order to stimulate and goad thinking as well as imagination.

4. Work education may a safeguard against temptation. As Ellen White (1943, p 274) wrote, even though attended with anxiety, weariness, and pain, labor is still a source of happiness and development, and a safeguard against temptation. Its discipline places a check on self-indulgence and promotes industry, purity, and firmness. Thus it becomes a part of God's great plan for our recovery from the fall.

f. Mentoring Service Learning and Community Service

Service learning is an activity in which service opportunities are integrated into an academic curriculum. The purpose of service learning is to train young people to learn and develop through active participation in thoughtfully organized service experiences to meet actual community needs. Teachers, staff, and even administrators must be involved mentoring young people in service community. Hopkins et al (2009) points out several benefits of service learning.

1. To provide structured time for students to think, talk, and write about what they will they do and see during the service activity

2. To provide young people with opportunities to use newly acquired academic skills and knowledge in real-life situations in their local communities and beyond

3. To enhance what is taught in school by extending student learning beyond the classroom

4. To help foster in students a lifelong commitment to helping others.

5. To reduce and delay initiation of high-risk behaviors, such as pre-marital sexual intercourse, abuse the use of alcohol, drugs and cigarettes.

Ellen White wrote that true education will prepare students for the joy of service in this world and the higher world to come (Ed, p.13). Ellen G. White Estate (2008) as quoted by Hopkins et al (2009) wrote a theological basis of service learning "When we accept Him as our Savior, we will do the things He did, such as caring for the needy and homeless and being compassionate to those who are poor. Jesus says that in the end He will separate the sheep from the goats (the saved from the unsaved) based on what they did for others."

The activity of service learning for secondary schools could be performed in community services (Hopkins et al, 2009), such as:

1. Distributing food, clothing, medicine, and household products to the needy during a certain case, such as during flood, calamity, fire, and even to the care old person house and orphanage

2. Improving the community's health by conducting a public awareness campaign on the importance of child immunization

3. Organizing a community health fair, for example, free blood-pressure checks, updates on health issues facing the community, effect and danger of alcohol and smoking. They also may conduct a "stop smoking program."

4. Practical Suggestions for Implementation

Identification of mentoring and nurturing program is only the beginning. Once an effective program has been planned and identified, all practitioners will be faced with the challenge of implementing them properly. A well-prepared program may not produce the

desired outcomes if it is implemented poorly. According to Mihalic et al (2004), three considerations must be taken into account before a program is implemented effectively. They are (1) administrative support, (2) mentoring staff and teachers, and (3) monitoring and evaluation. But before those three considerations are debated at the administrators level; principals should prepare the feasibility study of the program.

Administrative Support

Decisions to support a program are made at the administrative level, and decisions about implementing a program are made at lower organizational levels, or by teachers. Administrators may need to rearrange the program depending on their abilities to lead and motivate teachers and to integrate the philosophy and mission statement into the program. Administrators may also allocate resources and make organizational changes that can facilitate the success of a program.

The role of administrators is important. First, they must become active participants in the program. They have to explain the project to the teachers and gain their support. They have to attend teacher's training workshops, provide mentoring, observe lessons, stay informed of implementation and progress, and, in some cases, co-teach classes. Administrators also should listen and respond to problems or conflicts during implementation, and meet with staff regularly. And if possible, meet with students to ask if they satisfy to the program. Administrators also need to secure the funds and resources of the program.

Mentoring Staff and Teachers

Another factor that enhances the quality of implementation is having staff and teachers with the requisite skills, experience, and credentials for the job. The support, motivation, and buy-in of implementing staff are crucial to program survival. Program success is fostered by teachers who carry out an initiative with high shared morale, good communication, and a sense of ownership. Unless teachers and staff are convinced of the usefulness of the program, they may be unwilling to devote the time and energy necessary to implement the program fully. That's why teachers have to get a clear

understanding about the program's goals and objective (Zulueta and Maglaya, 2007;p.3340).

Coaching teachers is critical for successful and sustained implementation. There are many creative ways to provide training: after-school mini-sessions, full-day in-service, summer training, and "just-in-time" training. Give teachers plenty of training opportunities at frequent intervals. An hour before or after school several times a year will probably do more than a day-long in-servicing once or twice a year (Paulson, 1999). Also encourage teachers who are familiar with program being implemented to train their fellow teachers and share knowledge at staff meeting.

Monitoring and Evaluation of the Program

Monitoring and evaluation enable us to assess the quality and impact of the program, against the action plan and the strategic plan. Monitoring is about collecting information that will help us answer questions about the project. Reports from monitoring is used to help evaluate the program. The information gathered during monitoring might be about activities for implementation, or about factors affecting the organization or project (Calderon and Gonzales, 2006; p.11). The information may be collected daily, monthly or quarterly.

Evaluations are important for internal purposes. They enable us to determine how effective our project is and how it can be improved. It is also about using the information to make changes and improvements. The most important questions to think about are how the programs work and what changes or benefits the project brings about. If there are problems that come up immediately during implementation, administrators should address and fix them.

Evaluation to our mentoring program has at least two main purposes:

1. Monitoring and evaluating our projects will help us assess how well we are doing in order to help us do it better. It is about using evaluation to learn more about the programs, and then using what has been learnt (Lunenburg and Irby, 2006; p.207).

2. Accountability will help us show that we are effective. It is about demonstrating achievements, amount of money spent, and the continuation of the project.

5. Conclusion

Seventh-day Adventist secondary schools are the schools established as training centers for youth and provide the opportunity for translating their faith into action. This school prepares students to face the challenge of this world and for citizenship of God's coming kingdom. Another role of the Adventist secondary school is to develop a Christ-like character, the imbibing of Christian virtues, and a genuine and empathetic concern for fellow humans.

Adventist secondary schools face some challenges, but discipline problems are probably the most common. Even it takes a lot of time and energy and brings emotional stress among educators and administrators, some attempts should be made to reduce the impact. There are several ways for handling the challenges that occur at the secondary school level. Mentoring and nurturing of students are an alternative to support and encourage students to manage their own learning in order to maximize their ability, develop skills, improve performance and become the person they want to be. Some programs can be proposed for mentoring and nurturing self-discipline, spiritual formation, social skills, vocational skills, work education, and service learning. These mentoring programs are hoped to properly train students so that they will become mature and responsible individuals, develop self-control and display appropriate Christ-like behavior in any given situation.

Implementation may include administrative support, mentoring staff and teachers, and monitoring and evaluation. Administrative support is needed to approve the program, rearrange and give resource as well as funding to the program. The primary goal of mentoring staff and teachers is to prepare them to help support the program. Because the mentoring program cannot be handled alone, teachers and other staff must be involved.

Monitoring and evaluation enable us to assess the quality and impact of the program against the action plan and the strategic plan. Monitoring is about collecting information that will help answer questions about success of the project. Evaluations determine how effective the project is and how it can be improved. The most important questions which will help us think about what we want to focus on are how the programs work and what changes or benefits the project brings about. Evaluation of the mentoring

program helps assess how well we are doing in order to help us do it better, and to demonstrate accountability – to show that we are effective.

And at last, but not the least, it is the great commission from Jesus to every educators to "feed the lambs." It is the duty of teachers to teach their students not to walk in the counsel of the ungodly, nor stands in the path of sinners, nor sits in the seat of the scornful; but his delight is in the law of the Lord, and in His law he meditates day and night (Psalm 1: 1,2). And it is the duty for Adventist educators to train up a child in the way he should go, and when he is old he will not depart from it (Proverb 22:6).

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