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PREFACE FROM THE EDITOR

This maiden edition of the AUWA Multidisciplinary Journal is a landmark in the development of education in the University and the entire country. Research is at its rudimental stage in the country, as such faculty at our university have set the pace to venture into this laudable, important part of education. Researchers from all over Africa gathered in 2019 at the campus for the first time at AUWA. This ACADEMIC INTERACTION produced the several articles that were selected for publication based on a Primea facea criteria.

It is our desire that this will serve as motivation to other faculty and researchers around us and in the country to improve and increase in the research venture.

I hope our readers will be open minded and watch out for all our subsequent editions.

Sincerely,

Erhuvwukorotu S. Kollie, PhD
Editor

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BEST PRACTICE IN RELIGION

Biblical Principles that define Christian dress code to remedy shame and honor

Emmanuel F. Zayzay Jr. MIRM
zayzaye@auwa.edu.lr
&
Emmanuel GM Kollie, PhD
kollieegm@auwa.edu.lr

Adventist University of West Africa
Advent Hill, Robertsfield Highway,
Schiefflin Township, Margibi, County, Liberia

Abstract

The Bible is absolute and serves as the standard rule of life for all Christian doctrines to remedy shame and honor (2 Tim 3:16). In the context of Eph 4:5, the biblical standard for all Christians is to worship one Lord, to possess the one faith of Christ, and imitate the one form of baptism recommended by Christ Himself. The Bible projects doctrines for worship (Genesis 2:1-3; Exodus 20:8-11; Habakkuk 2:20), food (Genesis 2:9, 16; Leviticus 11), marriage (Genesis 2:18, 22-25), training of children (Proverbs 22:15, Ephesians 6:1-4), etc. Biblical standard also recommends one way to salvation through Christ alone (John 3:16). The implication is that there is a biblical provision and standard for everything. This article suggests that there is also biblical standard that defines the way Christians should dress to remedy shame and honor.

Keywords: Biblical principles, Christians dress code, Standards, Shame and honor.

Introduction

The choice of Adam and Eve in Gen 3 to sin against God resulted in the struggle to overcome shame and identify with honor. On one hand, honor is acquired by according respect to one's family name, to titles and positions one carries, to kinship and government. Honor is also credited through the value and cultural past of one's ancestral house.

On the other hand, shame is acquired by the negation of all of the above (http://wernermischke.org/wp-content/uploads/2013/01/reading-the-bible-honor-and-shame1.pdf). From the researchers' point of view, there is a biblical principle for dress code to remedy shame and restore honor which were distorted in Gen 3. According to White (1948) in Testimonies, vol. 4, p. 634, the purpose of Christians dress is "to protect the people of God from the corrupting influence of the world, as well as to promote physical and moral health". The Bible describes the use of dress in two ways: either to cover one's spiritual nakedness (Gen 2:25; 3:7; Rev 3:18; 16:15) or to cover one's physical nakedness (Gen 2:25; 3:11-12; Lev 18:17; 2 Sam 6:20-23). In the context of this paper, the focus is on the physical dress. The physical

dress code of the Christian may either identify the person as ascribing respect to the name, title and authority of God over one's life.

General Biblical Principles for Christian Dress Code

Principles in general according to the oxforddictionaries.com, "are fundamental truths or proposition that serves as the foundation for a system of belief or behavior or for a chain of reasoning" (https://en.oxforddictionaries.com/definition/principle). The researchers are of the opinion that biblical principles are also not laws or regulations, rather they are guidelines to help protect against the breaking of laws. In other words, biblical principles are prescriptive rather than descriptive in nature.

According to Stoll (1996) biblical principles are God's way of conveying to mankind how to live, and to Christians the path of progressive maturity in the faith. These principles are interwoven into the fabric of human beings and nature, so that as we relate to them we are able to understand God's way of life for us.Biblical standards deal with all aspects of our lives (Rodríguez, 2011). For instance, the Bible does not describe Christians' dress codes in term of length, height, size, and color. The Bible gave Christians some Biblical principles that can be applicable in every aspect of life. According to Vergara (1986), the Bible does not contain a formal dress code. Instead, God gave principles which are to be used to make judgments on what to wear. Listed below are some of the major principles:

- *Everything is God's (Ps. 50:50; 1 Chron. 29:10-12; Hag. 2:8):* These passages suggest that God is the Creator and Owner of everything in the universe. The researchers are of the opinion that dress code was created by God.
- *Seeking God first (Matt. 6:19-21; 6:33):* Based on these passages, the researchers are of the opinion that dressing right to cover shame and remedy honor falls in the bracket of seeking God first.
- *Doing all to the glory of God (1 Corinthians 10:31):* Every Christian is charged with the responsibility to do everything to the glory of God. The researchers are of the opinion that dress code cannot be an exception to the "everything".

Old and New Testaments Dress Code

Old Testament:

Dress code in the OT is a matter of shame and honor. As such, the Hebrew people in the OT regarded shabby or nudity as extremely shameful. In fact, the shame that resulted out of nudity was often mentioned as a disgrace suffered by captives in war (Isa 20:4; Amos 2:16). In the OT context, it was a shameful act for a person to expose body parts which were sexually sensitive. Outside of biblical Israel, it is also recorded that captives of war among the Egyptians and Assyrians were at times stripped of their clothing as a sign of victory over their enemies and plundered their clothing as reward for their conquerors (McKenzie, 1995:143). One of the most prominent passages on dress code in the OT is Deut 22:5.According to some scholars, Deut 22:5 is a warning to Israel not to belong to the practice of transvestitism among the surrounding Canaanites tribes. These tribes had constituted tribes fertility rites whereby activities were

directed at arousing sexual desire among the people. During these rites, the exchange of dress between men and women stirred up sexual interest among the people (Rodríguez**,** 1997). Accordingly, "ancient Canaanites would pair up with one another to have sex in the fields. They used to have sex in a cross-gendered manner whereby the women would dressed as men and men would dress as women" (Quay, 2015:117).

It is however essential to mention that Deut 22:5 does not just address a negative cultural concern that affected the Hebrew people. In other words, biblical principle of dress in the OT does not limit dressing to cultural. Rather, the text is a prohibition against wrong dress code and such presents to the believers the consequences or risk of transvestitism. The OT prohibits the manner of dressing and displaying of attitude in a style or way that are customarily connected with the opposite sex. (Rodríguez, 1997). Deut 22:5 mentions, "A woman must not wear men's clothing" (NIV). The Hebrew word translated men's "clothing" *kali* implies more than just a mere dress, but *articles of clothing.* That is, all the apparel which belong to men and distinguishes a man from a woman, a women should not wear (Rodríguez1997). This kind of act is considered as abomination before the Lord (Deut22:5, KJV). The text also mentions that "a man must not wear women's clothing." The Hebrew word woman's "clothing" *simlah* implies a "mantle " or "wrapper". In the context of the text, the *simlah* refers to a square piece of cloth worn as a covering or wrap. According to Rodríguez (1997), "This type of clothing was also worn by men, but the difference, according to the authorities, may have been the finer materials and the vivid colors of the woman's dress and its distinctive embroidery."

The biblical idea of man or woman not wearing the dress of the opposite sex is in the context of observing the divine standards, in order to give respect to God and maintain the created order as God prescribes it. Furthermore, the Hebrew word, *to'evah*, in Duet 22:5 implies "offense," "detest," "abomination, etc.," points to "pagan religious fertility rites, social behavior and practices that are detestable to the Lord and thus advise His followers not to practice such (Deut. 24:4; 25:16). Some of these cross-dressing referred in Deut 22:5 suggest homosexuality, fertility cult ritual, or some other forbidden practice (Bible Works Version 9).

It is vital to mention that the context of Deut 22 describes a lecture given to Israel as a chosen covenantal people in order to showcase the character of God to their surrounding nations. The teaching of the OT concerning dress code that distinguishes males and females is one of the counsels for redemptive people to remedy shame and honor. According to Rodríguez (1997), anything that modifies the distinction of dress among males and females is rejected among Christians and since God's plan for humanity has not changed, this principle applies certainly in the lives of Christians of the last days. There remains a distinction between sexes as well as the way dresses should appear.

New Testament:
The NT places more emphasis on the importance of a sanctified mind and holy living rather than an outward adornment. In other words, the NT recommends that whatever Christians put on must add relevance to the Christian experience in order to affirm a life of service to the Lord. The NT propounds that when more attention is given to external attractions, it would aggravate in the person a pride up look to live and self-reliance instead of an

expression of submission and dependence on the Lord. When contrasted with a "quiet spirit," the apostle Peter ascertains that outward beautifying does not add value to the Christian life, but it rather suppresses the true Christian character (1 Peter 3:3, 4).

With these general principles in mind, the researchers are aimed at bringing up biblical principles that define Christian dress code to remedy shame and restore honor from the Old and New Testaments.

Methodology

Knowing the fact that people are always expecting a clear Bible text to understand biblical teachings. For instance, for the topic under discussion, people might expect to fine biblical texts that say, "Men should not wear skirt or Women should not wear trouser". While this is the best recommendation to follow, but it may not always be available. According to Muelle (2012), in cases where there are no biblical verses/passages to provide a clear-cut answer to biblical or theological questions, biblical principles should be applied. The Researchers in this paper will apply this method by examining major verses/passages of the Bible that talk about dress code and suggest principles that in no doubt can be applied in any culture and age, and time to remedy shame and restore honor.

Old Testament Biblical Principles that Define Christian Dress Code to Remedy Shame and Honor:

a. *Principle One: Christian Dress code should be guarantee: Genesis 3:6-7; 10-11; 21*

It is somewhat biblically impossible to discuss biblical issues or principles without beginning from Genesis, the beginning of everything on planet Earth. The first two fundamental principles of dress code are found in Genesis.

In Gen 3 as a result of eating from the forbidden tree, Adam and his wife's eyes were opened and they recognized their nakedness. Though it was not mentioned in the first two chapters of Genesis that God did not fix cloths for Adam and Eve to wear, it is prudent to assume that they were covered with the glory of God in their state of sinlessness. It was after they sinned that they recognized that they were naked and sought to find covering in order to remedy shame and restore honor on their bodies. In seeking covering for their revealed nakedness, they sewed fig leaves together (Gen 3:7). God in His infinite love, knowing that fig leaves were not fit to be used as covering for His sinful children, provided skin for them (Gen 3:21). Looking at these instances of Adam and Eve on one hand finding covering for themselves, and on the other hand God finding covering to remedy their shame and restore their honor, the researchers suggest that anything worn by Christians should be guaranteed and strong enough to cover their nakedness just as skin is guaranteed and stronger than leaves.

b. ***Principle Two: Christian Dress code should cover the whole nakedness: Genesis 3:6-7; 10-11; 21***

Still in the context of Gen 3, we see that the fig leaves and skin provided by Adam and Eve on one hand, and God on the other hand were made in to wearing in order to cover their nakedness respectively. The fig leaves were made into Apron (Gen 3:7), while the skin was made into coats (Gen 3:21). The Hebrew "חֲגֹור" translated as Apron means belt for the waist (http://www.kingjamesbibledictionary.com/StrongsNo/ H2290/aprons). It carries the idea of a covering from the waist down. Again, the researchers are of the opinion that the fig leaves made into apron did not cover their entire nakedness; but the skin made into coats covered their entire nakedness. The Genesis 1-3 account reveals that before the fall, the man and his wife were clothed and rightly covered with the glory of God. If the Christian is aware that he or she is clothed with the glory of God, the best practice for the Christian selecting dress code will be for the purpose of presenting first, the creator of the universe. Self-gratification leads to self-righteousness, and accordingly, self-righteousness is the last idol that is rooted out of the heart (Whitefield, 2012). It is important to mention that rather than mere leaves to cover their nakedness, God covered them with the skins of a slain animal. However, Adam and Eve were hereby taught how their nakedness was to be covered with the righteousness of the lamb. God is also willing to cover the nakedness of Christians with the righteousness of the slain Lamb of God. In so doing, Christians should adhere to biblical principles that promote best practice in dress code. Based on this, the researchers suggest as the second principles, that anything cloth worn by Christians should be able to cover their entire nakedness and not a portion.

c. ***Principle Three: Christian Dress code should Glory and Beauty: Exodus 28; 1 Peter 2:9***

Exo 28 gives an elaborate description of the Priests' priestly office coats/garments. Verses 2 and 40 specifically say that they should be made for glory and beauty. The Apostle in 1 Peter 2:9 referred to Christians as royal priesthood suggesting that Christians as priests of God are to behave as such. Based on these passages, the researchers are of the opinion that every Christian should dress for glory and beauty.

d. ***Principle Four: Christian Dress code should differentiate Gender: Deuteronomy 22:5***

This is perhaps one of the verses used by many to describe Christian's dress code. Therefore, the researches intend to make two disclaimers or clarities that will be used as the basis for the principle. First, the authors knew the distinction between male and female dress code. By saying male should not wear female clothing or female should not wear male clothing suggest that there were defined dress code for males and females. Though the clothing worn in Biblical times was very different from what people wear today, there were still distinctions. According to Lockyer (1986) and Unger (1988), both men and women wore a loose, woolen, robe-like *cloak* or *mantle* as an outer garment. It was fastened at the waist with a belt or sash. A *tunic* or *coat*, a long piece of cloth, leather or haircloth with holes for arms and head, was worn under the cloak. Sandals were worn on the feet. The difference between men's and women's clothing was small but distinctive. In addition, men often wore a turban to confine their hair, and

women of some cultures wore a veil. Second, the authors were not describing dress code for Christians. By forbidding one gender from wearing the other gender's cloth, the authors were not describing dress code, but assuming that it already existed. Based on these clarities, the researchers are of the opinion that whatever a Christian wears should distinguish their gender from the opposite sex. In fact Rodríguez, (1997) believe that every Christian should dress in such a way as to preserve the distinction between the sexes. God warned His OT people about the danger of dressing or acting like the opposite sex, which suggested homosexual and lesbian practices, fertility cult rituals, or some other forbidden sexual practices (Bible Works Version 9). In the same way, God expects distinctions between genders in dress code in order to show a tangible biological differences between males and females. This principle is further backed up by the account of Genesis 1:27, the distinction between male and female was established at creation when the human race was defined as male and female (Rodríguez, 1998). Additionally, God gave them social distinction (Gen 3: 16-19) (Vergara, 1986). Anything that tries to alter this distinction should be denied.

New Testament Biblical Principles that Define Christian Dress Code to Remedy Shame and Honor:

a. *Principle Five: Christian Dress code should be God glorifying rather than man edifying (1 Peter 3:3.4)*

Peter is suggesting that there is a type of external adornment that is an expression of pride and self-reliance instead of an expression of submission and dependence on the Lord. When contrasted with a "quiet spirit," such adornment becomes an expression of a restless attitude, a symbol of a need, even a quest for inner peace that is unsatisfied, but that should be fully met through the gospel. Hence, this adornment is incompatible with the fruits of the Christian message (Rodríguez, 1998). Therefore, Christians are to dress to glorify God rather than exalt self in the way they dress.

b. *Principle Six: Christian Dress code should be modest and appropriate (1 Timothy 2:9-10)*

Modesty is another word for temperance. It means wearing what is appropriately appropriate and avoiding what is inappropriate. 1Timothy 2: 9-10 "in like manner also, that the women adorn themselves in modest apparel, with propriety and moderation, not with braided hair or gold or pearls or costly clothing, but, which is proper for women professing godliness, with good works". The emphasis of these verses is on modesty, avoidance of luxurious cloths, attachment of external hairs, and showing godliness. Christians should avoid gaudy display and profuse ornamentation. Clothing should be, when possible, of good quality, of becoming colors. It should be chosen for durability rather than display, and characterized by modesty, beauty, grace, and appropriateness of natural simplicity (White, *Messages to Young People, 2002:*351, 352). Christians dress code should always be found among the conservatives (White, *Evangelism, 2002:*273). The principle therefore from the researchers' point of view is that clothe worn by Christians should be modest, and appropriate for the occasion, not luxurious, and should show godliness.

c. **Principle Seven: Christian Dress Code should represent their calling in the Lord and represent their mission to the fall world (1 Peter 2:9-10)**

1 Peter 2:9-10 identifies Christians as special people who have been called by God from darkness to light to showcase God's value for the fallen world. By implication, Christians are to showcase these values in their dress code**.** It is asserted in the Seventh-day Adventist Church Manual that **"**Our habits of life must stem from principle and not from the example of the world about us. Customs and fashions may change with the years, but principles of right conduct are always the same" (SDA Church Manuel, 2010). Dress is an important factor in Christian character. And thus, White, E. G. (1948" 634), affirms that the purpose of Christian dress "is to protect the people of God from the corrupting influence of the world, as well as to promote physical and moral health." She also mentioned that as called out people, Christians should do everything possible to escape flashy exhibition and copious embellishment. She recommended that the Clothing of Christians should be, when possible, "of good quality, of pleasant colors, and suited for service. It should be chosen for durability rather than display." Our attire should be characterized by modesty, beauty, grace, and appropriateness of natural simplicity (Ellen. G. White, *Messages to Young People,* pp. 351, 352). In addition, White opted that the people of God should always be found among the conservatives in dress, and will not let the dress question fill the mind. They will not be the first to adopt the new styles of dress or the last to lay the old aside" (White, 2002).

Conclusion

Intentional care was taken by the researchers not to mention any type of wearing by implication, describing what Christian's dress code should be. This was meant to avoid confusion, because a particular wearing could fit in one or two principles and not fit in the others. Therefore, every dress code should fit in these principles in order to have the Christian dress code attribute. Another thing to note is that these principles are meant to be super-cultural and cross across genders. Regardless of the culture and occasion one is dressing for, when these principles are followed, they will yield good results for every Christian. With these principles, Christians can dress to remedy shame caused by Adam and Eve in Eden (Gen 3), and restore honor to humans.

Therefore, the next time you want to wear a particular cloth, ask yourself, "does this cloth fit in the above mentioned principles?" If your answer is "Yes" to all the principles, then proceed.

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A Description of the Faith Development of Pastors' Teenagers at a Faith Based Institution

Adventor M. Trye, Jr., PhD

Adventist University of West Africa
Email: tryejr@auwa.edu.lr

Abstract

The purpose of this study was to describe the faith development of pastors' teenagers (13-19) at a Faith Based Institution (FBI). The FBI is a high school located on the campus of one the Seventh-day Adventist Universities in Asia. Of the various dimensions associated with teenage growth, the study focused on the spiritual feature. Finding out what young people, especially pastors' teenagers think about their spiritual development was a reflective step toward exploring one of the major concerns of pastors' teenagers, educators, church members and parents. A qualitative research approach was adopted to better understand the spiritual development of pastors' teenagers residing in a multi-cultural, spiritual environment. From the findings of the study, five themes emerged and six recommendations are presented.

Keywords*:* Spirituality, Christian Spirituality, Faith Development, Pastors' teenagers, Qualitative Case Study

Introduction

Teenagers search for meanings and purpose in life concerning their spirituality and want to be listened to (Esquiver& Kim, 2011). The purpose of this study was to describe the faith development of pastors' teenagers (13-19) at the Faith Based Institution (FBI), Asia. For ethical reasons, the name FBI was chosen for the setting of this study. Of the various dimensions associated with teenage growth, this study focused on the spiritual feature. Finding out what young people, especially pastors' teenagers think about their spiritual development was a reflective step toward exploring one of the major concerns of pastors' teenagers, educators, church members, and parents.

The study was a research experience that was conducted during the author's doctoral studies, a requirement for a PhD dissertation. It was a qualitative, using the action research approach. A purposive sampling was used. Such sampling is "based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned (Merriam,1998 p.193). Hence, in order to discover, understand, and gain insight about pastors' teenagers' faith development, the author used four criteria to choose the participants for this study: (a) they were teenagers, between ages of 13-19, (b) the fathers of the teenagers were pastors, (c) the teenagers spoke English, and (d) they lived on the campus of FBI. Following is the literature review.

Literature Review

Spirituality is an elusive concept that everybody uses but no one knows what anyone means by it (Hunt, 2015). It means different things to different people (Oluikpe, 2013; &Vyhmeister, 2006). For instance, in the nineteenth and twentieth century, spirituality became the focus of attention to theologians, religious devotees, philosophers, psychologists and

students of religion (Howard, 2008). Also, in the 21ˢᵗ century, the practice of spirituality has become an intense hunger (Dybdahyl 2008).   Contemporary psychologists perceived spirituality as a phenomenon that is universal and an intrinsic aspect every human being (Esquiver & Kim, 2011).

Christian Spirituality

Christian spirituality has to do with sensitivity or commitment to religious values and sacred matters (Youngblood, 2014). Howard (2008) describes Christian spirituality using three levels: practice, dynamics, and academic. The first level is the level of practice. At the level of practice, Christian spirituality is a lived relationship with God (Howard, 2008). For instance, a Christian can say my spirituality has been nourished by worship music lately (Howard, 2008).

The second level is the level of dynamics. At the level of dynamics, Christian spirituality is the formation of a teaching. For example, a person may say my spirituality is like the spirituality of Luther (Howard 2008). It emphasizes a person's role of faith in God. The third level is the level of discipline. Christian Spirituality is a formal field of study (Howard 2008), which has to do with the daily experience of Christians (Holder, 2011; Oluikpe, 2013; Youlden, 1988; &Vyhmeister, 2006). Not only is Christian spirituality practical, it is academic as well. In the academic arena, Christian Spirituality has to do with research and courses related to spiritual formation. Elsewhere, Foster (1988) presented twelve spiritual disciplines. They are (a) meditation, (b) prayer,(c) fasting, (d) study, (e) simplicity, (f) solitude, (g) submission, (h) service, (i)confession,(j) worship, (k) guidance , and (l) celebration. These spiritual disciplines are being challenged by consumerism, competition, and media overload (Oluikpe. 2013). Another subset of spirituality is faith development.

Faith Development

Fowler (1981)came up with six stages of faith development: (a) Intuitive-Projective (Early Childhood); (b) Mythic☐Literal Faith (School Years); (c) Synthetic☐Conventional Faith (Adolescence); (d) Individualize☐Reflective Faith (Young Adulthood); (e) Conjunctive Faith (Mid-life and Beyond); and (f) Universalizing Faith.The concept of faith development is closely related to spirituality. It continues to be relevant to many aspects of practical theology, Christian education, pastoral counseling, public worship, family, as well as children (Astley & Francais, 1992; Habenchit & Burton 2004).

Pastor's Children

Researchers have attempted to examine the faith development of pastors' children by concentrating on the role of three vital institutions: (a) the home, (b) the school, and (c) the church (Arrais, 2011; Brousson, 1995; Ford,2009; Lee, 1992). For example, Arrais (2011) emphasized that pastors are to be both spiritual leaders at home and at church. Also, Lee (1992) assessed that much of what the children of pastors learn about faith and relationship to God. Lee (1992) believes that much of what they learn is not taught from the pulpit, rather they are caught in the relationship with their parents at home.

ForFord (2009), the pastor family is often "under the spotlight"(Ford, 2009, pp. 13, 85). She believes church members expect pastors' children to be perfect. However, Pastors' children did not choose to be part of their father's ministry; rather they were born into it (Ford, 2009). Thus, unlike the pastor who willingly decided to accept the call to ministry, pastors' children,

and pastors' wives are not appointed into this role.The literature examined in this sector served as a gateway to the researcher of this article qualitative inquiry on the faith development of pastors' teenagers at FBI.

Data Collection and Analysis

The data obtained for the study were from interviews, survey, and literature (Merriam, 1998). The researcher began collecting data by administering a survey via qualtrics to all 31 participants. After the survey, seven of the participants were selected to participate in a semi-structure interview. The researcher used a quota sampling method which is a representation of the participants of the survey in order to choose the seven participants for the interview. (Robinson, 2014) Therefore, the participants of the interviews were chosen based on their age, gender, and ability to understand and speak English fluently.

Following the interview, the researcher transcribed the oral interview for in depth analysis.An inductive method of analyzing the data was used(Joyce, Weil, & Calhoun, 2014; Green and Henriquez –Green, 2014; p.5.7).Thus, the data analysis covered both the survey and the interviews.

Analysis of the Survey

The survey contained four parts. They were (a)Faith in God's Word, (b) Faith Relationship with God, (c) Faith for Daily Living, and (d)Faith Relationship with other People.Responses to each of these four parts have been analyzed below.

Faith in God's Word. In this first part of the survey, the participants responded above the average of 25 to 4 out of 16   statements. For statement 2, ninety-three percent (28/30) said that the "Bible is the story of God's relationship with human beings during the past and in the future". Similarly, for statement 9, ninety-three percent (28/30) said that they "know that the Bible is God's communication to human beings to guide them in deepening their relationship with Him". For statement 10, ninety percent (27/30) said that they "believe the Bible is God's communication to human beings to guide them in deepening their relationship with Him". Also for statement 1, ninety percent of them admitted that they "know the Bible is the story of God's relationship with human beings during the past and in the future." (Vol 1, p.7).

However, in part 1, the students responded below the average of 25 to 12 out of 16 statements. For statement 12, forty four percent (13/29) said they did not "turn to the Bible for daily living." (Vol. 1, p. 7). For statement 11, forty six percent (14/30) said they did not "enjoy reading the Bible daily." (Vol 1, p. 7). For statement 5, forty three percent (13/30) responded negatively to this statement. They said, they do not "have deepening knowledge of Bible history." (Vol 1, p.7). Similarly for statement 6, forty percent (13/30) said they did not "have a deepening knowledge of Bible prophecy" (Vol 1.p.7). Also for statement 15, forty percent (13/30) said they have not "memorize many significant Bible passages." (Vol 1, p.7). For statement 7, forty percent (12/30) said they do not "know how the Bible was written". For statement 13 thirty-six percent (11/30) of the students said they did not "know the major doctrines of the Seventh-day Adventist Church" (Vol 1.p.7). For statement 16, thirty percent (9/30) indicated that they cannot "identify with some Bible characters." (Vol 1, p.7). Similarly for statement 3, thirty percent (9/30) said they do not have "deepening understanding of Bible history." (Vol 1, p.7). Also for statement 4, thirty percent (9/30) said they do not have

deepening understanding of Bible prophecy. For statement 8, twenty three percent (7/30) of the participants said they do not have "basic understanding of inspiration". For statement 14, twenty percent (6/30) said they do not accept the doctrine of the church as their personal beliefs.

Obviously the scores in the first part of the survey reveal that the pastors' teenagers at FBI are aware of the Bible. It appears that they are exposed to the teachings of the word of God at home, church, and school. It is also obvious because they live in pastoral homes and they are attending a faith-based school. However, the low scores in the areas of understanding Bible history, Bible prophecy, enjoy reading the Bible daily, and turning to the Bible for help in daily living, imply their need for spiritual growth as emphasized by Howrad (2008). Keen attention should be given to finding practical ways and means of teaching and encouraging teenagers at FBItoenjoy a practical, everyday experience with God. They need to be able to identify with the Bible characters, and experience the practicality of reading the Bible and understanding the church's belief. Teachers, parents, church programs need to make the Bible characters real to them.

Faith Relationship with God: The second part of the survey had ten statements. I found out that ten out of the ten statements were above the satisfactory average of 25/30 (83%). For instance, for statement 9, hundred percent (30/30) responded positively to the statement that they "feel that God is their heavenly Father". For statement 10, ninety-six percent (29/30) of the pastors' teenagers responses confirmed that they "feel Jesus is their older brother, forever friend, and confidant" (Vol. 1, p.8).

Hence, from the second part of the survey, I understood that the pastors' teenagers at FBI are experiencing a very high faith relationship with God. They acknowledged God as their heavenly Father and forever friend, and confidant. It implies that vertically, there is no problem with the pastors' teenagers' faith at FBI. A vertical faith relationship has to do with a person's direct relationship with God. They understand theoretically, and using Foster's twelve spiritual disciplines mentioned on p. 5, the students identify with the*Corporate Disciplines of*, worship, guidance and celebration.

Faith for daily Living. This third part of the survey had fourteen statements. I found out that three out of the fourteen statements were above the satisfactory average of 25/30 (83%). For statement 1, ninety-six percent (29/30) acknowledged that they "believe that God knows what is best for their life". For statement 9, eighty-six percent (26/30) said they are "learning to apply God's word to their own life". For statement 4, eighty-three percent (25/30) said "they are developing a positive self-esteem based on Christian values" (Vol. 1, p.9).

However, in part 3, the students responded below the average of 25 to 11 out of 14 statements. For statement 12, twenty-six percent (8/30) said they "did not show remorse for wrong doing" (Vol. 1, p.9). Also for statement 13, twenty-six percent (8/30) did not "show guilt for wrong doing". Similarly, for statement six, twenty-six percent (8/30) said they are not "developing the needed independence to follow through on moral decisions" (Vol. 1, p.9). For statement 7, twenty-three percent (7/30) said that they "usually do not do what they believe is the right thing to do" (Vol. 1, p.9). Also for each of the statements10, 11, and 14, twenty-three percent (7/30) said they are not learning to apply God's word to their actions; they are not developing principles to guide their behavior; and they do not attempt to make things right." For statement eight, twenty percent (6/30) said they do not have "some positive heroes" they want to

be like. Also for statement 2, twenty percent (6/30) said they are not developing a daily trusting relationship with Him to guide their trusting spiritual growth" (Vol. 1, p.9). Finally, for statement 3, twenty percent (6/30) said that they are not developing a daily trusting relationship with Him to guide their character growth (Vol.1, p. 9).Thus, the scores of the third part of the survey indicate that the pastors' teenagers at FBI believe that God knows what is best for their life, they are learning to apply God's word to their own life, and they are developing a daily trusting relationship with Him to guide the character growth.

Faith Relationship With Other People. The last part of the survey had twelve statements. I found out that three out of the twelve statements were above the satisfactory average of 25/30 (83%)).The highest in this part was the first statement with average of ninety six percent (29/30). The students said, they "identify themselves as Seventh-day Adventist" (Vol. 1, p.10). For statement 4, eighty-six percent (26/30) said "they are learning how to express God's love through actions." (Vol. 1, p.10). For statement 6, eighty-three percent (25/30) said they think of themselves as loving and caring persons.

However, in part 4 the students responded below the average of 25 to 7 out of 12 statements. For question 5, twenty-three percent (7/30) said that they did not see themselves as "a helping person."(Vol. 1, p.10). For question 7, and 8 Twenty-six percent (8/30) admitted they did not think of themselves as empathetic or a helping person in relationship with other people. This indicates students do not value helping other people very highly and yet the Bible emphasizes the importance of helping others. It would be important for the parents, the church, and the school to develop a program to help students understand the importance of this character trait. It may also mean that they are empathetic and helpful, but may not realize how many of their actions convey that message. Either way it would be important for students to learn more about these ideas.

Another area students indicated they needed help with is coping with peer pressure. This is nothing new and it is one of the most difficult challenges teenagers have to face (Bearden, Randall, & Teel, 1992). Thirty-three percent (10/30) responded they still needed help with learning how to face peer pressure. Perhaps this is why Twenty-three percent (7/30) responded that they did not feel they were responsible and could be counted on to fulfill obligations. It is possible that their perception of their lack of responsibility and the fact that forty percent (12/30) felt they did not share their friendship with Jesus naturally with other people led thirty-six percent (11/30) to say they were not ready for baptism. This again highlights the gap between their strong theoretical understanding and their practical or living theology.

Analysis of the Interview
Seven participants, two males and five females were interviewed. It was a semi-structured interview made up of five questions. Seven participants were interviewed. The interview time varied from 15 minutes to 30 minutes. The first question had three sub questions. Additional probing questions were asked during the interview, but they were dropped due to inconsistency.

Question 1(a)*Tell me about your spiritual journey. What has helped you to grow in your spiritual life?* Seven out of the seven participants interviewed, said their family and

environment has helped them to grow spiritually. For example the sixth participant said "My grandparents are pastors, my father, my brothers are also pastor. I like going for preaching appointments with my dad. I like to share my experiences" (PR. 6). Also, the third participant interviewed mentioned that, "the environment has helped me. I grew up in a mission house and when I came to FBU, I like here. It is better to be trained here at FBI." (PR3).

Five out of the seven participants' responses were related to modeling. For instance, the seventh participant said, he was the way he was because "my grandfather is a pastor. Three of my uncles are pastors. My family is a pastoral family. My mother is involved in the ministry of singing. I am always involved in family mission" (PR7). Four out of seven complained about expectations from others. One of them said, "As a pastor's child, you are expected to do right. But for me, my spiritual life is based on what I believe. If my parents say do something, it helps me." (PR4).

Three out of the seven participants mentioned that they were baptized at a younger age. The participants indicated that they were not baptized because of their parents. For instance, the fourth participant was baptized during a vacation at a youth camp meeting. She said, "The messages that were preached helped me." (PR4). Also, the seventh respondent said "I got baptized when I was eight years old. Since then, at school I have tried to be kind with teachers, friends, and I behave well at church when my dad is preaching." (PR7).

Two out of seven said the privilege of being pastors' teenagers makes them feel secure and protected. The fifth participant indicated, "As a pastor's child, you get a protection around. If you want to go astray, you are reminded that your dad is a pastor." (PR5). One out of the seven participants mentioned that "my parents always tell me to do my best in school, to behave well because people in the church pay for me to be in school." (PR7).

Question 1(b). InQuestion 1(b) I continued to ask them about their spiritual journey. I asked them to respond to the question, *"What has hindered your spiritual growth?"* Four out of seven mentioned high expectations from others. "Everybody expects me to be a perfect person, intelligent, and does (sic) everything in the church." (PR1). The other said, "When everyone has their eyes on you and everyone magnifies every single move you make. If you do something that everybody is doing. Sometimes, you live according to what people want you to live. Not who you are. People have this image about you. This should not be the case. People should not judge you." (PR5). The seventh participant said "the expectation is high at school and home." (PR7).

Influence, was mentioned by two of the respondents. For example, the third participant said "influence, generally…even in FBU, if I do not prioritize it will hinder my spirituality. At church, I want more involvement. I will always question God. Why my father travels a lot." (PR3). Another participant said, "At home, I can say getting peer pressure. Sometimes, if you want to get this friend, they [your parents] will say no to you. Then you ask yourself, why me? That hinders a lot." (PR4).

Question 1(c). Question 1(c) was *"Tell me about your spiritual life at school."* Three out of seven said their Bible class at school is helpful. Three of them said, they enjoyed the singing, prayer, worship, and the chapel services. For example, the third participant said "The worship

period during the youth class." (PR3). One out of the seven participants said, being a pastors teenagers gives her the opportunity to minister to others. Another participant mentioned that the opportunity of having class members who are pastor's children was essential to their spiritual life. For example the seventh participant said, "Half of my class members are pastor's children. It is easier to bond. There are many people from different parts of the world studying here who share my condition. It is comforting." (PR7).

Question 2. In Question 2 the teenagers responded to the query, What do you like most about being a Pastor's Child? Six out of the seven participants said they liked travelling and involvement in ministry. "It is nice to help around and visit people and to give to the needy. As a pastor's child, I love travelling. I like missionary work." (PR1).

Question 3. Question 3 was *What do you like least about being a pastor's child?* Seven out of seven participants said high expectation from others. "In a Christian environment, they think you are (a) good model. They think that every pastor's child is a good role model. I do not like that" (PR6). "Everybody expects you to do what is right, like never to be on the wrong. In school may be…everyone is making noise. They will say, Oh…Pastor's kid. They want you to be the humble child, the hardworking child, the good child." (PR4).

Question 4 In Question 4, I asked, *"what spiritual/religious activities have you been involved in at (a) home; (b) school, and (c) church? Which ones of them helped you most/least grow spiritually?"* Seven out of the seven participants said they are involved in the worship at home. Six out of seven said they are involved in worship, Sabbath school youth ministry, and singing at church. Three said, at school they have leadership roles in class and student association. Two out of seven said they are junior deacons; they help in the collection of offering. "At church, I teach in Sabbath school, sing, and collect offering sometimes. I help in church activities. In school, I help with religious activities, and at home, I take part in family worship" (PR4). Seven out of the seven participants said the worship at home and the youth ministry at church helped them most. For instance the third participant said, "personally, If I were to rate it, I would say, first the one at home and then at church" (PR3).

Question 5 For Question 5 I asked, *"Is there anything else you would like to add about your spiritual growth?"* Four out of the seven participants said, being a pastor child is a great opportunity. For example, the fourth participant said, "Being a pastor's child is one of the greatest opportunities one can ever have. Being there is not about what people say, it is about what God says. It is about how we help. We need to help people" (PR4). Similarly, the second participant said, "I enjoy the opportunity and take advantage of it. Not everyone has the opportunity to be a pastor's child" (PR2). The next section is the report of results.

Reporting Result

The three research questions identified in this study were (a) What is faith development? (b) What is faith development in pastors' teenagers (13-19 years) using the faith development instrument of Dr. Habenicht and Burton (2004) and (c) How do pastors' teenagers (13-19 years) describe their faith development journey? The literature review was used to answer the first research question. From the literature it was discovered that faith development means different things to different people. To Habenicht and Burton (2004), faith development is influenced by many things such as children's temperament and personality, their mental

ability, their social experiences, conscience fluctuating development, the parenting style in their family, the family's religion, the religious instruction they receive, the religious opportunities that come their way, their moral character development, all their life experiences, prayers on their behalf, and the gift of religious faith from God through the Holy Spirit.

The second research question was answered using the reworded faith development instrument of Habenicht and Burton (2004). It revealed that pastors' teenagers at FBI scored higher in their faith in God's word, and their faith relationship with God than they did in their relationship with other people and their faith for daily living. This means that they strongly believe in God's word but it is not as easy for them to put it into practice.

The third research question was answered during the semi-structure interviews.Four major themes involved from the interviews conducted with the seven-selected pastors' teenager. They were (a) High Expectations and Peer Pressure, (b)Family and Environment, (c) Participation in Worship and Missionary Services, and (d) Privileges of Being Pastors' Teenagers.

High Expectation and Peer Pressure. There were two views from participants concerning high expectations from others. One is the *people-pleaser response*, and the other is the *God-pleaser response.* Those belonging to the people- pleaser expressed that since much is expected from pastors' teenagers, pastors' teenagers should go beyond people's expectation by doing more than what people think of them. For example, the sixth respondent said, "If people expect more of you, it is better you do more than what they expect. If they expect you to be a good role model, teach them also how to be a good role model." (PR6). Also, the seventh participants said, "I will always have to behave good…that was the hard part. If not brothers in the church will say, the pastor is preaching and you are doing the opposite" (PR7).

The others belonging to the God-pleaser group expressed that they prefer to do what God and their parents want them to do, they are more concerned about what God and their parents think of them and, not what others think of them. For example, the fourth respondent said, "As a pastor's child, you are expected to do right! But for me, my spiritual life is based on what I believe. If my parents say do something, it helps me." (PR4). The fifth participants said, "I would say, it is not what people say about you. It is what God says about you. At the end, if you do what is right in the eyes of God, then you are set to go." (PR5).

Still relating to high expectations and peer pressure, the fourth participant said, "Everybody expects you to do what is right, like never to be wrong. At church, in school, everywhere…They want you to be the humble child, the hardworking child, and the good child." (PR4). Also, the seventh participants said, "The expectation is high at school and home "(PR7). The participants felt the pressure of high expectations from people all around them because they were perceived as teenagers from good homes. They were considered as people who are capable of doing right things. For example, one of the participants said she was often called to sing. She could not say no. Whenever she said no, she would be reminded that she was a pastor's daughter (PR 7). The third participant said one of the things that she disliked about being a pastor teenager was the expectation of being perfect. She said, "I guess everybody expects you to be perfect, and they want you to do a lot of things that you are not capable of…I cannot exactly describe it, but there are times, they want you… just because you are a pastor's

daughter, you are considered the best in the class room." (PR3). Another participant said, "Everybody expects me to be a perfect person, intelligent, and to do everything in the church…Perfect!" (PR1).

Some of the respondents mentioned that they were at times distracted from their priorities by their peers. However, most of the respondents said that they do not have much peer pressure in FBI because the majority of their classmates and friends come from pastor's family. These statements lead to participants talking about another theme, the family and environment.

Family and Environment.The respondents expressed that being part of a pastor's family was helpful to their spiritual growth. The parents minister to them at home. Added to that, they look up to their parents as role models. For instance, the seventh respondent said that, "My grandfather is a pastor. Three of my uncles are pastors…my family is a pastoral family (PR7).

Also, the respondents feel safe and protected in the environment of FBI. It is better for them to be trained in this environment because FBI has many spiritual leaders to whom they can look up to for advice. According to the third respondent, "The environment has helped. I grew up in a mission house and when I came here became to like FBI campus. It is better to be trained here. We have challenges but there are many adults, pastors, pastors' teenagers all around us that can help us grow spiritually." (PR3). Another idea they shared was a theme that emerged was the opportunity for participation in worship and missionary services.

Participation in worship and Missionary Services. The pastors' kids that were interviewed do appreciate worship at home, school and church. Some of them are involved in worship at church. For example, the seventh participant said "My mother is involved in the ministry of singing. I am always involved in family mission." (PR7).

Others want more participation in church services. The first participants said, "I am a junior deacon at church. I sing, and I am part of the youth."(PR1). The second participant said, "I have been involved in singing, worship, and prayer." (PR2). Also, other said, they were willing to learn more about the church doctrines. For example, the sixth participant said, "I am willing to learn more about the church heritage."(PR6). It will help me to tell others." (PR6). I found out that the participants like to be involved in the ministry of their fathers. They like travelling with their father and they like participating in missionary activities by rendering service to other people. They felt privileged.

Privileges of Being a Pastor's Teenager.Belonging to a pastor's family is a privilege because they learn about God from home. They learn from their parents. They are part of a big family. For example, the seventh participant said, "Being a pastor's child is a privilege. My parents always tell me to do my best in school, to behave well because people in the church paid for me to be in school. I got baptized when I was young at eight years. Since then, I have tried to be kind. There were times I misbehaved but my dad really helped. I think (I) have a chance that many do not have." (PR7). Also the fourth participant said, "Being a pastor's child is one of the greatest opportunities one can ever have. Being there is not about what people say, it is about what God says. If God was here in person, will He be happy with you." (PR4).

In a nutshell, what surprised the researcher were the various statements given by the participants. Some said that being a pastor child is a privilege. Not just a mere privilege, but "Pastors Kids are chosen with a special plan." (PR7). God has a special work for them to do. Although some dislike the high expectation from others, the pastor's teenagers at FBI appreciate their family and the environment. They consider the people around them as good models and they like to be involved in the various missionary ministries of their parents. Based on the themes above and the results of the survey, I have listed below some recommendations.

Conclusion and Recommendations

The findings from this research has shaped the author of this article mind towards involving young people in midweek prayer meetings, vespers, and other related church activities. It is the hope of the author that other Christian researchers, Christian educators, parents, and ministers will find the description of the faith development journey of pastors' teenagers at FBI useful in their professional and spiritual endeavors.

Hence, here are five recommendations. First, the employment of various teaching structures and strategies in all of teachings— at home, at school, and at church. For example, the following eight structures (a) Voting, (b) Ranking, (c) Continuum, (d) Either/Or (e) Listening, (f) Dilemma, (g) Interviewing, and (d) Goal Setting will be useful (Larson,1992, p.32.). Second, parents of Pastor's teenagers should continue encourage and involve their teenagers in their ministry. Third, the literature and interview confirmed that pastors' teenagers are stereotyped. To address this problem, church members, teachers, and others need to consider pastor teenagers as any normal teenagers in a transitional stage of life. Fourth, there are many Bible versions; preferable Bible version for their age and level should be bought for young people. Also, since we live in digital era, encouraging them to listen to Bible audio will help the teenagers. Fifth, the article suggests the use of the adapted instrument that was used in this study (Habenicht & Burton 2004). Also, in response to Dr. Vyhmeister's (2006) desire for an instrument to use to better understand the spiritual development of young people, her instrument could be useful to help teens understand their own spirituality, as well as in aggregate to help schools and churches understand the spiritual issues faced by the teenagers they serve" (Vyhmeister, 2006, p. 22),

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A Need for a Broader Biblical Foundation for Healthcare Ministry in the Seventh-day Adventist Church in Liberia

Emmanuel G M Kollie, P.hD, M.A., M.Ed
kollieegm@auwa.edu.lr

Erhuvwukorotu S. Kollie, PhD, MS.c, RN., RM.
kolliee@auwa.edu.lr

Adventist University of West Africa
Advent Hill, Robertsfield Highway,
Schiefflin Township, Margibi
County, Liberia

Abstract

One of the highly visible aspect of the Seventh-day Adventist Church in Liberia is health ministry (HM). Most local churches find it fulfilling to allocate 5 to 10 minutes for a health talk during the first segment of their worship service. While this effort showcases interest in HM, it seems obvious that a holistic biblical foundation for HM is still lacking. This study proposes that a biblical foundation for healthcare is necessary in order to enhance a more complete appreciation of the comprehensive package of the Gospel commission, which includes both the spiritual as well as physical well-being.

Introduction

A highly visible aspect of the Seventh-day Adventist Church in Liberia is healthcare ministry (HCM). Most local churches find it fulfilling to allocate 5 to 10 minutes for a health talk during the first segment of their worship service.[1] While this effort showcases interest in healthcare ministry, it seems obvious that a holistic biblical foundation for healthcare ministry is still lacking. The biblical foundation of healthcare is necessary in order to enhance a more complete appreciation of the comprehensive package of the gospel commission, which includes both the spiritual as well as physical well-being.

It is necessary to note that the desire for growth through evangelistic revival campaigns have become a huge window through which many are baptized into the Seventh-day Adventist Church in Liberia. However, some converts and regular church members, suffer many forms of physical, emotional, spiritual, and mental distress. The above realities, demonstrate that the 5 to 10 minutes promotion of HCM on Sabbath morning are insufficient and therefore calls for a better understanding of the biblical foundations of healthcare.[2]

The above reality is aggravated by the fact that continuous ministerial training program does not focus on HCM education in Liberian church fields. In addition, the training of health

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[1]

Territory of West Africa Union Mission of Seventh-day Adventist includes: Guinea, Liberia, Sierra Leone; comprising the South-West Liberia Conference; the Central Liberia, Sierra Leone, and South-East Liberia Missions; and the Guinea Mission Station. Liberia, Sierra Leone and The Guinea Republic.

[2]

.The above statement is validate by ten years of pastoral experience.

care professional in Non-Adventist training institutions seems not to encompass the biblical perspective of health care. Moreover, HCM is fundamental to church mission and growth. This article explores a broader biblical foundation for Healthcare Ministry in church fields in Liberia. Such a biblical based healthcare theology has the potential to develop and grow the work of the church in this region of the world.

Biblical-Theological Understanding of the Church

The biblical concept of the Church denotes an assembly of a physical reality of the people of God (Ex 12:6;Num 14:5; Jer 26:17; I Kgs 12:3). It is meant to be a visible community to showcase the character of God through lifestyle and worship. The church exclusively refers to a calling out of people for religious gatherings or the building in which they assembled for public worship (Matt 4:23; Acts 13: 43; Rev 2:9; 3:9).[3] Members of the church are called out as an assembly of people who belong to God. They are His flock (Acts 20:28; 1Tim 3:15; 1 Peter 2:9).[4] It is therefore appropriate to assert that the church is not merely a human entity, but a divinely organized people for fellowship, yet encounter on a daily basis, various physical and spiritual maladies that are the direct consequence of sin.

The church trusts in Christ as their only savior. As such the church is commissioned with various functions for effective service for its members. The essence of the church lies in its biblical functions, which are directed toward the physical, social, intellectual, and spiritual restoration of member to God, others and oneself.[5] The church exists for a loving fellowship with God, which is demonstrated through evangelism, edification, worship and social concerns for one another. In this regard, the HCM remains an integral part of the life of the church. In other words, the healthcare ministry is inseparable from the functions of the church. [6]

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[3]

Millard J. Erickson, *Christian Theology,* 2nd ed(Grand Rapids, Michigan: Baker Book, 1998), 1036.

[4]
.Ibid.

[5]
.Ibid.

[6]
.Evangelism is about being full of joy about Jesus Christ, with cognizance that believers need to be freed from physical ill-heath. Edification involves the imparting one another through various gifts based activities (Eph 4:12; Rom 12:3-8; 1 Cor 12), which includes sharing one another burden through pray for both physical and spiritual health. Worship involves an expression of thanksgiving. It conveys man's gratitude to God, which suggests the members are servants of God. Hence, without health members are unable to glorify God. Socially God expects His followers to be pure and faultless by caring for those in distress, at the same time keeping oneself saved from the polluted world. Social function deals with condemning unrighteousness, healing the sick and solving lots of human infirmities (Luke 3:19-20; James 1:27). Therefore, a biblical understanding of the concept of health would provide a validity of the mission thus enhancing laity understanding and their role in the healing ministry. Michael Green, *Evangelism Through the Local Church* (Nashville: Thomas Nelson Publishers, 1992), 9. See Also Wayne A. Detzler, *New Testament Words in Today's language* (Wheaton, Illinois: SP Publications, 1986) 406. Also Gaines S. Dobbins, *The Church and Worship* (Nashville: Broadman, 1962), 13.

Biblical-Theological Understanding of Health

Old Testament

In the Old Testament (OT), a good positive relationship with God is tied to the good health of people. As such, it is no surprise that the OT does not provide a precise or univocal definition to heath care. At the same time the OT does not ignore its validity either because it is the pleasure of God to keep His people in good health always. The OT describes God as the one who heals (Ex 15:26), and who thereby requests that this saving message is proclaimed among all people (Ps 67:2). In this regard, the OT relates health as a blessing while disease is considered as a curse (Lev 26; Duet 28). Health in the OT is acknowledged through a holistic quality of life of the people of God, which is expressed in the Semantic and Hebrew *shalom,* "peace," "well-being," "completeness," "soundness," "welfare," "be intact," among other related definitions.[7] It involves an elemental aspect of human life which refers totally to the soundness of the being whole[8] (2 Sam 17:3; Micah 5:4; Job 5:24). In order of words, the meaning of *shalom* extends beyond the prosperity of the person, and it reaches the entire community at large. This broader dynamics of health rests upon the fruitful cooperation of each individual as part of a larger community.[9] Accordingly, *shalom* means righteousness which denotes the idea of straightness or conformity to a norm or right standard. It affects every aspect of the life, including personal character and responsibility, ethical behavior and practices, social concerns and conduct, and righteous commitment and worship of God.[10] *Shalom* means obedience which brings freedom from disease (Ex 15:26; 23:20-26; Lev 26:14-16; Deut 5:32; 7:12-15; Prov 3:7-8). Additionally, freedom form disease requires obedience to personal and environmental hygiene, thereby ensuring provision of good food, pure water, clean air, adequate exercise, good sanitation, and sufficient shelter (Lev 11:1-47; Deut 14:3-21; Num 19:11-13).[11] *Shalom* means strength which is considered as a gift of God (Ps 29:11; Ex 15:2; 2 Sam 22:3; Ps 21:1; 28:7-8). In this regard it calls for the maintenance of the divine gift of strength as a human responsibility through healthy lifestyle. The bible equates weakness (the opposite of strength) to sickness and disease (Gen 48:1; 1 Sam19:14; 1 Kgs 14:1). Thus health is strength and weakness is sickness.[12] *Shalom* means fertility, not necessarily in the context of the ability to

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.Brown, Driver and Braggs, *Henrew and Englsih Lexicon* , Bibleworks Version 8. Also see Holladay, *Hebrew and Aramaic Lexicon of the Old,* Bibleworks Version 8, Idem, Harris, et als, *Theological Wordbook of the OT*, Bibleworks Version 8.

8

.Stendebach, "Peace," *Theological Dictionary of the Old Testament*(TDOT), ed. Johannes Botterweck, Helmer Ringgren and Heinz-Josef Fabry *(*Grand Rapids, MI: William B. Eerdmans Publishing Company,1987*),*XV:17.

9

.Daniel E. Fountain, *Health, the Bible, and the Church* (Wheaton, IL: Billy Graham Center, 1989), 56.

10

.Ibid, 48.

11

.Fountain, 15.

12

give birth, but in the context of blessings or curse in numerical growth (Gen 1:28; 9:1: 12:2; 17:16; Deut 1:10,11; 26:5; 30:9,10).In other words, biblical health is gained when healthy people dwell together. However, unfaithfulness to the heavenly principles of health may not deprive one merely of children, but may also prevent *shalom*. As such, a multitude of children without peaceful existence is tantamount to infertility, joyless living, as well as ill-health condition.[13]Altogether, *Shalom* means longevity (Gen 25:8). Thus, dying in a good old age is God's desire for his people (Gen 35:29; Judges 8:32; 1 Chron 29:28). Hence meaningful and purposeful life is promised to all who have *Shalom*.

New Testament (NT)

Interestingly, the NT also provides a comprehension, concept of health. Out of the many Greek words which unfold a broader definition of health condition, five key words are considered in this paper.

Hugies"whole" denotes the quality of the soundness of the whole being (Matt 12:13; Mark 3:5; Luke 5:31; 6:10 7:10; 15:27; John 5:4-15), especially for mental health and the faculty of rational, intelligent and pertinent thoughts and words.[14]In the Septuagint (LXX),[15] 9 instances are made of *hugiano* "wholeness" as the translation of *shalom*, and denotes humanity's well-being (Gen 29:6; 37:14; 43:27). It also presses a salutation of: "go in peace" (Ex 4:18); "remain in good condition" (Pro 13:13); and "become healthy" (Deut 28:35).[16] Wilkinson opts that *hugies* also extends to the fruitful cooperation of individual and community dwellers as they relate to one another in soundness of mind, both physically and spiritually.[17] Regard both spiritual and physically maladies disturb the restoration of the mind, which serve as the dwelling place of the Holy Spirit. Thus to be whole is to be sound in doctrinal true as well.[18]

Eirene means a state of peace or tranquility which goes beyond the absence of conflict. It is also opposed to one at war or disturbance. *Eirene*is also a most common NT equivalent of *shalom,* which in its fullness represented a vision of peace and spiritual well-being that was grounded in a personal and salvific relationship with God, reflected in all dimensions of life: economic, political, biological and religious. Biblically, *shalom* did involve spiritual goods as

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13 .Ibid, 15.

14 .John Wilkinson, *The Bible and Healing: A Medical and Theological Commentary (*Grand Rapid, Michigan: WM.B Eerdmans Publishing Co, 1998*),16*

15 .Bethel Ulrich Luke, *Hugies, Theological Dictionary of the New Testament (TDNT)*, ed. Kiel Gerhard Friedrich (Grand Rapids, MI: WM B. Eerdmans Publishing Company, 1972), 8:308.

16 .Greek translation of the Old Testament Text.

17 .TDNT, 310

18 .Wilkinson, *Health and Healing: Studies in New Testament Principle and Practice* (Edinburgh: R & R Clark Ltd, 1980), 10

.James Strong, "The New Strong's Exhaustive Concordance of the Bible" *Greek Dictionary of the New Testament* (Nashville: Thomas Nelson Publishers, 1995), 93.

well as material ones.[19] The NT morphological concept of *Eirene* is guided by OT version alludes to God's redemptive activity among the poor (Luke 4:18). It showcases the realization of the healing power of Christ in suffering. It also expresses a wholeness and well-being, especially through restoring relationship between God and human (Rom 5:1; Eph 2:14-18; Col 1:20), relationship with one another (mark 9:50; Rom 12:18; 14:19; 1 Cor 7:15; 2 Cor 13:11), and an internal relationship with oneself (John 14:27; 16:33; Rom 8:5; 15:13), In the general sense it expresses the idea of prosperity, quietness, rest, etc.[20]

A person's transient and fleeting existence is a kind of life either refer to as *bios* or *psuche*, that is lost to death (John 10:11,15,17;12:25,27;13:37-38; 15:13).[21] However *zoe* "life" is a NT characteristic of health which has eschatological essence. It provides a description of the hallmarks of the coming age.[22] Nonetheless, *zoe* is experienced as a reality now; a present possession of a life in eternity which is a continuation of the divine life found here on earth.(John 5:24;2 Cor 5:17) [23]Like the OT *hayyim, zoe* connotes not merely survival, but well-being and happiness on this earth in relationship to God.[24] This life is therefore in harmony with God's will, which Jesus offers as a gift to all who believes (John 3:16; 10:10; 17:3). *Zoe* gives believers peace with God, with fellow men and with oneself. It is a life which gives the assurance of a future beyond death.[25] Such understanding of *zoe* grant to the people of God a sense of *shalom* in their sojourn on earth.

Teleios commonly convey a sense of maturity, completion or reaching a goal, often in term of Christian moral principles.[26]This for reason each child of God is to reach the attainable goal for which he or she is created. In this regard, the believers have *teleios* when they fulfill the acceptable purpose of God in their lives. In other words, *teleios* is seen in several references where the sense of integrity, honor or truthfulness is evident. It is evidenced in those whose speech is without bitterness by virtue of their status as those redeemed by Christ. We are created

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19
.Willaim R. Millar, "Peace,"*Mercer Dictionary of the Bible* (MDB), ed. Watson E. Mills. (Macon, Georgia: Mercer University Press, 1990), 665.

20
.William M. Swartley, "Peace," *The New Interpreter's Dictionary of the Bible* (IDB), ed. Katharine Doob Sakenfeld(Nashville: Abington, 2009), 4:423. See also Wilkinson, *Health and Healing: Studies in New Testament Principle and Practice*, 10. See also James Strong, "The New Strong's Exhaustive Concordance of the Bible" *Greek Dictionary of the New Testament*(Nashville: Thomas Nelson Publishers, 1995), 27. Also Wayne A. Detzler, *New Testament Words In Today's language* (Wheaton, Illinois: SP Publications, 1986) 302.

21
.Craig R. Koester, *Zoe*, *IDB,* 3:659.

22
.Ibid.

23
.Ibid.

24
.R. Bultmann, *Zoe*, MDB, 513

25
.Wilkinson, *Heath and Healing*, 11.

26
.Jeffrey S. lamp, *Teleios*, *IDB,* 4:442

to be healthy and live a life which is blameless, upright and full of awe in Christ.[27] In this regard maturity is identified as the goal toward which believers are to strive.[28]

Soteria denotes the concept of "to keep" or "protect" from serious peril, deliverance from judicial condemnation, cure from an illness or stay in good health. In this regard the subject of the saving act may be God or can mean to save oneself. [29]Thus while the people of God may hope in God for their well-being, they have the responsibility for the well-being of each other. As they seek God's protection they must live as though they always needed a cure.

The Greek NT words *sozo* relates "to save", *soter* "savior", and *soteria* "salvation". All of these words find their root in *saos*, which meant "to make safe or to deliver from a threat."[30] This threat also denotes God's deliverance of His people from their enemies (Luke 1:77; 2:30; Acts 13:26,47; Rom 1:16;10:10). However, the essential content of salvation, is the attainment of a blissful life beyond death is the hope of all believers in Christ.[31] Hence to be in health is the realization that God is willing to deliver His people from all the perils of life now and eternally.

These NT attributes of health fit the quality of the "called out people of God," They are to experience the wholeness or wellbeing which transcends the temporal life (*bios, psuch*).

In this regard, the understanding of health in both the OT and NT bring to light a commitment on the part of believers to live in response to the guidelines or principles of priceless people. Notwithstanding, as believers we cannot distance ourselves completely from the woes of sin, while living in a sinful world. Hence believers in Christ are not immune diseases and sicknesses. Most times they also suffer from diseases and sicknesses as a result of our falling world to sin. God being the all-wise, all knowing creator, provided in scriptures full knowledge by which people are able to deal with the matter of physical ill-health.

God's Provision for Health Care

There are basically two recognizable patterns for the restoration of health: natural healing and supernatural healing. The former implies the use of nature in the physical healing process; the latter describes a process of healing beyond human comprehension. Hence three means of natural healing are identified:

  a. *Self-healing processes and properties*. In God's design for the creation of man, He provided a structure of system defense mechanisms against infections and diseases. A self-repair system, which comes into operation when tissues are damaged or

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27
         .Wilkinson, *Heath and Healing*, 24.

28
         .Jeffrey S. lamp, *Teleios*, *IDB,* 4:444

29
         .Foherer Foerster, "Salvation," TDNT, 7:965.

30
         .Wayne A. Detzler, 338.

31
         .Ibid, 967.

broken down in any way.[32] We must constantly acknowledge that we are fearfully and wonderfully made (Ps 139:13,14).

b. *Non-evidence based*. This method is used in personal, domestic or social situations by people who have no so called scientific training but have some knowledge and experience of how the natural use of herbs work in the process of healing works (folk-medicine or alternative medicine).[33]

c. *Evidence based practices.* This is described as the medical methods of treatment, practiced by professionally-trained people to provide treatment of sick people.

The latter, which is of a supernatural nature, is considered as healing freed from any means derived from the natural environment. It is caused by the intervention of a supernatural power which reverses the disease process and restores health. You may wish to call it faith healing, spiritual healing, divine healing, miraculous healing or charismatic healing, etc. Whichever way these terms are used, connote supernatural phenomena of restoring health. It is therefore important to assert that both the Old and New Testament provide the source of efficacy of both Natural and supernatural healing practices, which the laity must take into cognizance.

Old Testament and Healing

The Old Testament concept of healing was applied to God's covenant people, in order to keep them free from ill-health. And still, those who belong to God today would have to keep in mind that the same principle applies to them in order to remain in health. Thus for His people His names *Yehwah Rephucha* denotes a physician concept (Duet 5:7), provides an assurance of health as all times; "I am the LORD who heals you" (Ex 15:26). As such it is estimated that of the 613 biblical commends and prohibitions, no less than 213 are health rules imposed in the form of rigorously observed ceremonial rites.[34]In so doing, as long as the people kept the rules in perspective, they would be in health. If they clean their environment and get rid of human discharges and the remains of death carcasses far away, etc, it would be *shalom*.

In this regard, the leaders of Israel were given the responsibilities to serve as health officers (Lev 13). The priest and prophets especially were medically untrained, but were to investigate the cause of the sickness for possible solution, either by prayer, ceremonial cleansing or banishment from camp. We also fined an overlap of responsibility in the NT. The priest still investigated the cause and reality of the sickness for possible solution, which Jesus recognized (Like 17:14).In some other places prophets healed either by way of giving advice (Elisha and Naaman; Isaiah and Hezekiah) or by carrying out healing procedure, in cases where the prophet had special knowledge of poisonous plants and their antidotes.[35]The implication is that in the

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32
                    .Ibid.
33
                    .Ibid.,3.
34
                    .Morton T. Kelsey, *Healing and Christianity* (New York: Harper & Row, 1977), 56.
35
                    .Rendle Short, *The Bible and Modern Medicine* (Chicago: Moody press, 1955), 60.

time of the OT and even during the time of Christ, religious and health activities were inseparably connected. Obviously, most of the healing which occurred in Israel must have come about by means of the natural healing (folk medicine) or by means of inbuilt defensive mechanical processes of the body.[36]

New Testament and Healing

Christ is presented in scriptures as the foundation of the Church (Matt 16:17, 18), thus did not separate healthy lifestyle from his ministry. His approach to health and healing was on a top priority in his ministry. Like the OT times, Christ was much more interested in preventive health rather than curative health, reminding those healed by him not to repent the cause of their ill-health. Notwithstanding, He healed because of compassion for His creatures.

By this time, there was trained physicians whom Christ refer to. Nevertheless He did not abandon the other healing methods. In fact the writers of the synoptic and the Gospel of John placed much emphasis on the supernatural healing ministry of Jesus. Thus Matthew recorded 40% of Christ healing works, Mark 40%,Luke 35% and John 33%.[37]This is evident that the will of God is for man to be in health in order to do service. (John 6:38; Mat 4:23).This reveals that in the plan of Christ for his people, religion and medicine are inseparable (Luke 17:14).[38]

Furthermore, the apostles considered healing as signs and manifestations of the kingdom and power of God (1 Cor 15:25). Hence supernatural healing approach was part of the apostles' ministries (Acts 2:43; 5:12,15; 6:8; 8:13; 14:3; 15:12; 19:11; 28:9), it was part of the total function of the church.[39]In this regard, whichever the healing method, it must be understood that the authority is still in Christ and His will.

Whether by, natural or supernatural means of laying on of hands, and or the use of anointing oil, prayer must play a central role, knowing that healing is a gift of God for His people.[40]In this regard, the apostle James encourages believers to pray for each other. More so, Ellen G. White opts that "if more prayer were offered in our churches for the healing of the sick, the mighty power of the healer would be seen. Many more would be strengthened and bless, and many more acute sickness would be healed."[41]

36

       .Ibid, 58.

37

       .Wilkinson, *The Bible and Healing,* 65.

38

       .Martin H. Seharlemann, *Healing and Redemption* (St. Louis, Missouri, Concordia, 1965), 79.

39

       .Claude A. Frazier, *Healing and Religious Faith* (Philadelphia: A Pilgrim, 1974), 174.

40

       .Gary D. Strunk, "Why a Ministry of Healing*,"* in, *The Master Healing Touch,* ed. James W. Zackkrison (Hagerstown, MD: Review and Herald, 1997), 28-29.

41

       .Ellen G. white, *Selected Messages* Vol 3(Washington D. C.: Review and Herald Publishing Association, 1958), 295.

In addition to prayer, faith of the sick and those in prayer is essence. It is noteworthy to assert, that faith is the total trust of a surrendered will to a higher authority, through which one expects positive results. Such faith is not necessarily founded on evidence but one that dares to take risk is the greatest asset of success.[42] Thus praying on behalf of the sick much follow the desire of Christ. The one praying should evoke the compassion of Christ upon the sick, seeking the will of Christ in connection with the faith desire of the sick. Such prayer effectually move God to action. Nevertheless, we must note that it is a mere fallacy that if a man prays for a specific blessing, that God will by some mysterious sovereignty give the exact answer.[43] In this regard we must understand as a church that prayer is not informing God of something he does not already know, or pleading with him to change His mind, when it is for the best interest of His children.[44] The laity should acknowledge that prayer to God means, willingness that God should use his own discretion in the affairs of the universe, and just as really and fully in this world as in heaven. In other words, God is in control of the situation according to his own infinite wisdom and love in exercising his own direction for the good of His people.[45]

It is important to mention that the lying on of hands, may have other functions order than healing of the sick. However, the ministry of Christ and those of the apostles were marked by the laying on of hands to heal to sick (Mark 5:22-23; 6:5; 16:18; Luke 4:40; 13:12-13; Acts 6:6; 8:17; 9:17; 13:3; 28:8). Hence, if the need of lying hands is impressed by the sick, it should be based on Christ compassion – the mercies of Christ to the glory which belongs to God. Christ has given us the backings (powers) only as we feel for the sick the way He would if He was present physically.

Also, the use of oil for anointing the sick is important. In James 5: 7-20, there is a call for the use of the anointing oil. It is however important to mention briefly that during OT and NT periods, the anointing oil was specially prepared, mixed with the best spices in order to produce the sweetest fragrance to the honor and glory of God (Ex 30:25-30). It was not just any oil, but a consecrated oil, set aside for the purpose of anointing. Notwithstanding, for whichever

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42

.Samuel C. Storms, *Healing and Holiness* (Phillipsburg: New Jersey: Presbyterian and Reformed Press, 1990), 68-69.

43

.Charles G. Finney, *Prayer* (Ohio: E. J. Goodrich, 1792 - 1875), 51. A Collection of a Revival Lecture *Series* over the Years.

44

.Louis K. Dickson, *Key in the Hand* (Mountain View, California: Pacific Press Publishing Association, 1956), 11.

45

.Finney, *Prevailing Prayer* (Grand Rapids, Michigan: Kregel Publication, 1967),11.

purpose the oil was produced for, it is very essential to note that the efficacy of the effect does not lies in the physical oil.[46]

However, the oil was no doubt beneficial, because it has a religious significance. It serves as a physical action with symbolic significance of the presence of the Holy Spirit, thereby healing and consecrating the anointed person to God. No wonder the NT concept for the anointing oil denotes two functions, derived from two Greek works. *Sozo*, and *aiomia.* While *iaomai* describes the process of the saving conditions, *sozo* relates to the salvific healing, which comprise the complete restoration of the whole man.[47] *Iaomai* originated from the word *iatros*, which is the Greek name for physician, in the medical sense for curing or healing.

Thus in the context of James' message, anointing with oil produces three results: (1) the sick person will be saved (2) he will be raised up by the Lord and (3) he will be forgiven any sins he may have committed.[48] It is therefore important to understand that when faith and nature work together, the church would be a healing center for physical and spiritual wholeness.

Practical suggestions for broadening health ministry

Some suggestions of practical ways to broaden the health ministry activities in Liberia and beyond are anchored on the discourse above with examples demonstrated by Jesus Christ. Considering the identified biblical understanding of health and the church, avenues for making the HCM more visible through church organization, lifestyle and worship as earlier identified should be established. The health ministry directorate should be an active, paid, and visible office in the local conference or mission administrative building. The health ministry director should be a leading member of the church's health institutions Boards like the hospitals, clinics, restaurants, relief agencies, orphanages, nursing homes, rehabilitation centers, or life style centers, etc. In so doing there can be an integral and collaborative operation between the church and its health-related institutions. This could be a viable vehicle for assuring quality Christian health services through monitoring and evaluation activities by the health ministry directorate.

The healing processes identified from the OT and NT could be incorporated in the health messages which should be reformed to stress on *shalom* and *zoe:* the totality of wellbeing. These messages could be developed further to extend beyond 5 to 10 minutes. Slots could be allotted during divine service for messages to be preached as the sermon for the day. Health evangelistic efforts could be embarked upon where the series could majorly be health messages and special prayers (involving laying of hands and the use of consecrated anointing oil, if need be) for the sick done.

The discourse identified Jesus physically reaching out to people in their homes and communities. This demonstrates a ministry that was brought close to the people in their everyday activities; home, school, offices, and church. The health ministry could consider forming an association of seventh-day Adventist health care professionals. This association

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46

.Wilkinson, Health and Healing, 31.

47

.Ibid.

48

.Ibid,

already exist in many forms in other parts of the world and Africa. This plat- form will bring together seasoned and influential health professionals who would collaborate to proffer rewarding activities and programs that would reach out to our church owned schools, universities, communities, and if possible offices. Health ministry directors could also consider influencing the organization of church operated lifestyle restaurants, gymnasiums, sports clubs, rehabilitation centers for mentally, physically, and socially challenged persons, school health programs, occupational health programs, environmental health programs, travel health programs. The list could go on as ideas are born.

Conclusion

The need to broaden the scope of the HCM based on biblical foundation calls for the ministry to be further organized into a visible directorate working on healthy lifestyle and worship of the members of the church's fields in Liberia. The HCM should be moved closer to the people in their homes, schools, offices and should consist of evangelistic efforts, divine service messages, laying on of hands and prayers for healing. Health care professionals who are church members could organize themselves to develop more corporate forms of healthcare services and health programs.

BEST PRACTICE IN HEALTH
& ENVIRONMENTAL SCIENCE

Obedience to Nature Law: The Art and Science of Health

Anthony G. S. Moore, MPH

Adventist University of West Africa
gsmooremd@gmail.com

Abstract

The call for obedience is the greatest call the world has ever received. Obedience demands a law, purpose and its originator (s). Recognizing the huge burden of diseases, psychosocial, and socio-economic problems of the world today, the call for obedience is louder and from every angle. The question to whom and why remain as man race for wealth, power, and popularity. Sleeping less than seven hours on average is a global epidemic that threatens health and quality of life. According to the World Sleep Day (2018), about 45% of the world's population are not sleeping enough. Power struggle, war, corruption, poverty, hunger and diseases are the result of misguided popularization. The world's health is deteriorating, and worst if actions are not taken as mentioned by the United Nations Sustainable Development Goals. This review paper is a call for obedience to nature law, promoting health and healing. God is the author of nature law. Nature law keep the universe in order; jurisdiction over the smallest atom to the giant star. Books, articles, journals, and newspapers reviewed. The Causality theory motivated this research, and the Social Cognitive theory to help promote healthful living.

Key words: Nature, law, obedience, health.

Introduction

The world is lying in ruin, disappointments everywhere. War, hunger, poverty and diseases threaten human existence. Violence and hatred have robed every sector of society. Self-seeking and greed has become the order of the day. Misguided popularization and blind loyalty are on the increase as man run to and fro in search of solutions to these problems.

The world had tried in her quest for solutions to her unending problems. National and international treaties are often broken. Funds for development are funds directly for destruction. Resolutions, laws and international frameworks are proportionally increasing with the problems to be addressed. "We cannot solve our problems with the same thinking we used when we created them." Albert Einstein. Disobedience is the root cause of the world's problem, and the solution lies in obedience. A call for obedience is louder, and the call to obey nature-law is clearer. Obedience to nature law is the art and science of health, which is wealth for all.

Literature Review
Nature Law

> Man ... must necessarily be subject to the laws of his Creator… This will of his Maker is called the law of nature.... This law of nature...is of course superior to any other.... No human laws are of any validity, if contrary to this: and such of them as are valid derive all their force...from this original (Blackstone, W. 1765, para 5,6).

Nature law or law of nature as described by Hobbes in 1651 in his book Leviathan, refers to an inevitable guide in regulating life processes throughout the universe. It is the supreme law of the universe and from whence derived man made law (positive law or constitutional law). It is a moral standard from which even sovereign power is not immune (Zagorin, 2009). Laws are to instil order and discipline for the betterment of society. Laws are made for the good of the nation. Lien, H. A. (1964), mentioned that all present forms of society and their subdivisions depend on some form of discipline. And that discipline can be defined as obedience to formulated rules by the highest authority. It therefore becomes necessary to consider the nature of the highest authority. It can be a law of nature such as use of the necessary discipline to avoid being killed or injured by fire, flood or other natural danger.

Law, in its most general and comprehensive sense, signifies a rule of action; and is applied indiscriminately to all kinds of action, whether animate or inanimate, rational or irrational. Thus we say, the laws of motion, of gravitation, of optics, or mechanics, as well as the laws of nature and of nations. And it is that rule of action, which is prescribed by some superior, and which the inferior is bound to obey (Blackstone W. 1765). Albert Einstein, one of the greatest mind of the twentieth century, saw scientific research as the fruit of the "cosmic religion." In a biography of Einstein written by William Wise (1960) recorded Einstein conviction from nature that what he saw from his backyard garden was controlled by fixed and unchanging laws which a person could understand if he tried hard enough. Also in Jaeger, L. (2012), Jaeger placed more emphasis on science's propensity to use the concept of laws of nature, a concept also found in the Bible.

Nature law is selfless, and possesses the common good for all life. Srauss, L. (1968), mentioned that law of nature is objective and universal, it exists independently of human understanding. Albert Einstein observed that the universe and all life are sustained in their delicate balance by a regulatory system or a law. Nature law contain life itself. For longevity, peace, harmony, and health, the Holy Bible points to nature law. Nature law is an unchanging law that governs life in its entirety, functions and responsibilities, and the maintenance of human existence. It is the supreme law that governs the universe. It is not a man-made law. It is a life-engraved law.

God is the divine author of Nature law (National Center for Constitutional Studies, 2019). He is the creator of the universe and all that are in it. God is Love, and all His doing are

selfless and just, and righteous all together. God's laws are His Love to mankind. Nature law testifies of God's love and purpose for humanity. Nature law speaks to our share responsibility for life on earth. Nature law calls for obedience in perpetuating life. Nature law is for the maintenance and sustainability of humanity. It promotes coexistence, health, and a sense of beauty and purpose. Nature laws are God's laws, promoting and sustaining life. Nutrition are among the first laws of God to humanity.

Nutrition

Nutrition is life's essential. It is second to oxygen (fresh air) as the basis of human structure, function and existence. The Holy Bible holds many records of God's command regarding nutrition for life sustenance: "And God said, Behold, I have given you every herb bearing seed, which is upon the face of all the earth, and every tree, in the which is the fruit of a tree yielding seed; to you it shall be for meat" (Gen 1:29). "And to every beast of the earth, and to every fowl of the air, and to everything that creepeth upon the earth, wherein there is life, I have given every green herb for meat: and it was so" (Genesis 1:30). "And the LORD God commanded the man, saying, of every tree of the garden thou mayest freely eat: but of the tree of the knowledge of good and evil, thou shalt not eat of it: for in the day that thou eatest thereof thou shalt surely die (Genesis 2:16, 17). "And the LORD spake unto Moses and to Aaron, saying unto them, speak unto the children of Israel, saying, These are the beasts which ye shall eat among all the beasts that are on the earth" (Leviticus 11:1, 2). "He that hath an ear, let him hear what the Spirit saith unto the churches; to him that overcometh will I give to eat of the tree of life, which is in the midst of the paradise of God (Revelation 2:7).

Malnutrition is as a result of disobedience to the law of nutrition. Malnutrition and diet are the largest risk factors responsible for the global burden of disease (Forouzanfar et al. 2015). It affects people in every country both poor and rich. Globally, two billion people are recorded to have shortage of vitamins and minerals, 795 million obtain less calories as against normal proportion, and around 1.9 billion adults worldwide are overweight, while 462 million are underweight (GNR 2015, WHO 2018). An estimated 42 million children are overweight or obese, while chronic malnutrition affects 159 million children as stunted and 50 million as wasted (GNR 2015, WHO 2016). Adding to this burden are the 528 million or 29% of women of reproductive age around the world affected by anaemia (WHO 2016). According to Black et al. 2013, more than 8,000 children die every day from preventable undernutrition causes. This neglected issue is the single largest contributor to child mortality worldwide, underlying 45% or 3.1 million child deaths a year. On the other hand, about 2.8 million adults die each year as a result of being overweight or obese (WHO-GHO 2017). Proper nutrition as in obedience to the law of nutrition is the solution to the global problem of malnutrition. By 2030, the United Nations Sustainable Development Goals hopes to achieve 50% reduction of the world's burden caused by malnutrition.

Nutrition is both a maker and a marker of development. Improved nutrition is the platform for progress in health, education, employment, empowerment of women and the reduction of poverty and inequality, and can lay the foundation for peaceful, secure and stable societies (Ban Ki-moon, United Nations 8th Secretary General (2016), message for the SUN Movement Strategy and Roadmap (2016-2020).

Our bodies are built up from the food we eat… Each organ of the body requires its share of nutrition. The brain must be supplied with its portion; the bones, muscles, and nerves demand theirs… Those foods should be chosen that best supply the elements needed for building up the body. In this choice, appetite is not a safe guide…. In order to know what are the best foods, we must study God's original plan for man's diet. He who created man and who understands his needs appointed Adam his food. (Ministry of Healing 295.1-3).

Rest

"And on the seventh day God finished his work that he had done, and he rested on the seventh day from all his work that he had done." (Genesis 2:2 ESV). "Come to me, all who labor and are heavy laden, and I will give you rest." (Matthew 11:28 ESV). " So then, there remains a Sabbath rest for the people of God, for whoever has entered God's rest has also rested from his works as God did from his. Let us therefore strive to enter that rest, so that no one may fall by the same sort of disobedience." (Hebrews 4:9-11ESV).

There is a Rest, and must be. Rest in itself is a phenomenon relative to the participant's lived experience. An explorative study was conducted to understand the meaning of rest at Tel Aviv University in Israel, and results of the literature review showed that rest is differentiated from sleep; rest is equated with interrupting physical and mental activity resulting in a relaxed state (Nurit & Michal, 2003). At Tel Aviv University, seven individuals were interviewed regarding their definitions of rest. The results indicated that rest was defined as an activity that was personal, quiet and effortless, experienced alone or with friends, and helped in doing daily activities (Nurit & Michal, 2003). Mornhinweg and Voignier (1996) as referenced by (Asp M. 2015), nursing teachers perceived patients' rest as inactivity, relaxation, and sleep. But the nursing teachers themselves perceived rest as anything that gave them freedom from daily endeavor, leisure, and recovery to the entire human being: to body, soul, and spirit. The essence of rest is an experience of harmony concerning one's feelings, actions, and motivation. This implies that there is a capacity for actions, which is carried out in accordance with a sensation of pleasure. Rest appears when one's needs and longing correspond to the shape and character of the environment. Rest takes many different states from calm, demand free, and peaceful conditions to conditions where one is open and perceptive to pleasurable impressions. The essence of rest is characterized by a sense of confidence and trust in one's own inviolable human dignity and in being loved (Asp M. 2015).

I'm Howard Butt, Jr., of Laity Lodge. Music builds around silence. Sports call time-outs. Formal meals often have sorbets, to refresh the palate before the next course. Behind the Sabbath, our holidays, and our vacations from the job is the notion—all work includes rest. Rest is not escape, but essential to the high calling of our daily work. (Transcript of an audio from the High Calling program of Howard Butt, Jr. May 18, 2014).

"I must work the works of him that sent me, while it is day: the night cometh, when no man can work." (John 9:4-7 KJV). "And he said unto them, Come ye yourselves apart into a desert place, and rest a while: for there were many coming and going, and they had no leisure so much as to eat. And they departed into a desert place by ship privately." (Mark 6:31, 32). God's laws or commandments to mankind are His love. Our obedience to these laws are our love and appreciation of God's love toward us and maintenance of balance in the universe. Rest is essential to the full enjoyment of this life. Nightly and weekly rest instituted from the beginning of creation hold much health benefits: it boost the immune system, improve memory, restore and energized, stimulate creativity, stay mentally and emotionally fit, increase productivity, slow down the aging process, improve relationship, and the list goes on. God is calling us to come and rest in His love. A rest from whatever it is.

Love

"And thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind, and with all thy strength: this is the first commandment. And the second is like, namely this, thou shalt love thy neighbour as thyself. There is none other commandment greater than these. (Mark 12:30, 31 KJV). "Love is patient and kind; love does not envy or boast; it is not arrogant or rude. It does not insist on its own way; it is not irritable or resentful;it does not rejoice at wrongdoing, but rejoices with the truth. (1 Corinthians 13:4-6 ESV). "Beloved, let us love one another: for love is of God; and every one that loveth is born of God, and knoweth God. He that loveth not knoweth not God; for God is love (1John 4:7-8 KJV).

True love is not merely a sentiment or an emotion. It is a living principle, a principle that is manifest in action. True love, wherever it exists, will control the life. Thus it is with the love of God. "God is love;" and in all His works, in all His dealings with mankind, His character is revealed. {AUCR June 1, 1900, Art. A, par. 1}. "It is not earthly rank, nor birth, nor nationality, nor religious privilege, which proves that we are members of the family of God; it is love, a love that embraces all humanity."{Thoughts from the Mount of Blessing, 1896, pp. 75.2

Love holds all of God's creation together. Love is sharing, caring and a sense of responsibility to others. Love promotes social connections and provide pleasure that influence long term health. Social support has documented health benefits, and the absence of positive social interactions or social bonds is typically associated with both physical and mental illnesses (Esch & Stefano 2005). Love is a command and the greatest of all. It sustains relationships, increases self-esteem, and promotes longer and happier life.

Obedience

Obedience is an act of compliance with an order, request, or law or submission to another's authority. A call for obedience is demonstrated in every fabric of society. The call is louder and universal. It is a forward and backward reactive-call. A call to obey and to be obeyed. With this universal call for obedience as enshrined in universal declarations through the United Nations resolutions, and other international treaties, it seems that the world is full of disobedience or incompliance. But this is not the case as researches and evidences suggest that human has the tendency to obey authority.

Social psychologist Stanley Milgram experimented in 1963 the level of human obedience and the extent to which it can be sustained. In his study, it was reported that human has a high innate tendency of obedience. Studies similar to Milgram's findings as reported by Jhangiani & Tarry (2014), have since been conducted all over the world (Blass, 1999), with obedience rates ranging from a high of 90% in Spain and the Netherlands (Meeus & Raaijmakers, 1986) to a low of 16% among Australian women (Kilham & Mann, 1974). Burger 2009, as also reported by Jhangiani & Tarry (2014), Milgram's results were almost exactly replicated, using men and women from a wide variety of ethnic groups, in a study conducted by Jerry Burger at Santa Clara University. In this replication of the Milgram experiment, 65% of the men and 73% of the women agreed to administer increasingly painful electric shocks when they were ordered to by an authority figure.

Although it might be tempting to conclude that Milgram's experiments demonstrate that people are innately evil creatures who are ready to shock others to death, Milgram did not believe that this was the case. Rather, he felt that it was the social situation, and not the people themselves, that was responsible for the behavior. To demonstrate this, Milgram conducted research that explored a number of variations on his original procedure, each of which demonstrated that changes in the situation could dramatically influence the amount of obedience (Jhangiani & Tarry (2014).

One final note about Milgram's studies (Jhangiani & Tarry 2014), although Milgram explicitly focused on the situational factors that led to greater obedience, these have been found to interact with certain personality characteristics (yet another example of a person-situation interaction). Specifically, authoritarianism (a tendency to prefer things to be simple rather than complex and to hold traditional values), conscientiousness (a tendency to be responsible, orderly, and dependable), and agreeableness (a tendency to be good natured, cooperative, and trusting) are all related to higher levels of obedience whereas higher moral reasoning (the manner in which one makes ethical judgments) and social intelligence (an ability to develop a clear perception of the situation using situational cues) both predict resistance to the demands of the authority figure (Bègue et al., 2014; Blass, 1991).

Obedience is a part of the foundation of society. Without obedience, naught would exist but chaos and anarchy. Without stability, productivity and the well-being of the citizens become non-existent Leveillee, N. (2011). Obedience is a form of social influence that involves performing an action under the orders of an authority figure. It differs from compliance (which involves changing your behavior at the request of another person) and conformity (which involves altering your behavior in order to go along with the rest of the group). Instead, obedience involves altering your behavior because a figure of authority has told you to (Cherry 2018). Negativity in obedience are considered under the "blind obedience". Unthinking respect for authority," said the legendary theoretical physicist, "is the greatest enemy of truth (Highfield & Carter 1993). Such obedience are recorded in history of the worst genocides in the world. The unthinking obedience that led to the genocide in Germany, Rwanda, Burundi and other parts of the world. Law is for the purpose of order and peaceful co-existence, and obedience should promote such and not chaos.

Obedience involves a hierarchy of power / status. Therefore, the person giving the order has a higher status than the person receiving the order (McLeod, S. A. (2007). Obedience is a demonstration of love. It is a power that lies in one's choice or value. Health lies in the obedience to God's law. God's laws are selfless and promote peaceful co-existence.

The Art of Health

The art of health is the day to day culture or activity of a person in achieving daily goal. It is a daily lifestyle. It can also be define as a daily act or practice a person is involved with. Health is a continuum; at any time of a person's life he/she maybe going towards optimum health or towards death (Travis, 1975). Health encompasses the entirety of a person's life. An individual daily living involve health. Daily action maybe improving health or destroying it.

Sleeping regularly is an art that promote health. Also regularity in eating and types of food or food choices influence health. Exercise, fresh air, water, temperance, and social and religious cohesion are among the list of arts that promote health. Evidence of the effectiveness of regular physical activity in the primary and secondary prevention of several chronic diseases (e.g., cardiovascular disease, diabetes, cancer, hypertension, obesity, depression and osteoporosis) and premature death is irrefutable (Warburton, D. E. et. al (2006). The World Health Organization (WHO) records that insufficient physical activity is one of the leading risk factors for death worldwide, and that physical activity has significant health benefits and contributes to prevent non-communicable diseases. One third of deaths from stroke, lung cancer and heart disease are due to air pollution says WHO. Pure and fresh air boost the immune system, makes you happier, more energy and a sharper mind. These arts are similar to the cultures of the Blue zone areas.

The Blue zones or centenarians are people who live 100 or more healthy years. The study of the Blue zones by Dan Buettner in 2005 discovered five places in the world where people live healthier and longer. These areas are: Okinawa (Japan); Sardinia (Italy); Nicoya (Costa Rica); Icaria (Greece) and among the Seventh-

day Adventists in Loma Linda, California. People of the Blue zone have the following characteristics in common: Moderate-regular physical activity, Life purpose, Stress reduction, Moderate caloric intake, Plant-based diet, Moderate alcohol intake especially wine, Engagement in spirituality or religion, Engagement in family life, and Engagement in social life.

The arts that enhances health and promote longevity in these places are part of their daily activities. Daily activities or culture speak volume of an individual health, be it forward or backward. The health determinants by Lalonde, M. (1974), holds 50-60% lifestyle as health determinant, 20-25% for environmental factors, 10-15% human biology, and 10-15% for health care organization. According to the United Nations global burden of disease report in 2017, Non-communicable Diseases (NCD) that are mainly due to lifestyle accounted for 73% of global deaths. The remaining are infectious diseases (GBD 2017). Among the Non-communicable Diseases, heart diseases remain number one, followed by cancer. While lower respiratory disease leads the infectious, with AIDS and malaria still high for Africa.

The World Health Organization predicts that if current condition remain, the world will see more deaths in 2030 alone due to NCD. Diseases due to lifestyle are on the increase. Lifestyle that are risk factors include: insufficient sleep, fast food consumption, highly processed food, alcohol, drugs, cigarette smoking, less family time, sedentary lifestyle, etc. Infectious diseases: multiple sex partners, poor hygienic practices, unsafe drinking water, open defecation, etc. Lifestyle is the key determinant factor of a person's health. The art of health is paramount to complete wellbeing.

The Science of Health

Science is of reality, facts, or evidence based look at living and non-living matter. It is a study generally that investigate living and non-living thing. Living and non-living are interdependent for the continuity of life and humanity. Human actions greatly affect the earth, and the feedback reaction leads to disease, disaster, and death. The science of health is the daily consideration of one's health in all undertaken.

The science of health is the daily efforts towards improving humanity and combating diseases. To keep the body in a healthy condition, in order that all parts of the living machinery act harmoniously, should be a study of life (Council on Diet and Foods 18.1). Health is holistic encompassing all spheres of life. Health is determined by many factors outside the health system which include socioeconomic conditions, patterns of consumption associated with food and communication, demographic patterns, learning environments, family patterns, the cultural and social fabric of societies; sociopolitical and economic changes (Kumar & Preetha 2012). Health is a global priority, and it is interwoven as the main goal of the United Nations Sustainable Development Goals. Health is a treasure; of all temporal possessions it is the most precious (Council on Diet and Foods 20.1). The study of health should be our primary study in all of our courses or daily endeavours. The study of health is life's paramount goal. Without

health nothing is achievable, and achievements are void. Inventions, discoveries, and researches are for the betterment and prosperity of humanity.

Method

This is a review work. Literatures from articles, journals, books, newspaper, and other national and international reports and resolutions were checked. Key words: Health, Obedience, Nature, and Law were searched using EBSCO host, Google scholar, and private library.

Discussion

Though it be usually said, that we have the Knowledge of this Law from Nature itself, yet this is not so to be taken, as if there were implanted in the Minds of Men just new born, plain and distinct Notions concerning what is to be done or avoided. But Nature is said thus to teach us, partly because the Knowledge of this Law may be attained by the help of the Light of Reason; and partly because the general and most useful Points thereof are so plain and clear, that they at first sight force the Assent, and get such root in the minds of Men, that nothing can eradicate them afterwards; let wicked Men take never so much pains to blunt the edge and stupifie themselves against the Stings of their Consciences. And in this Sense we find in Holy Scripture, that this Law is said to be written in the hearts of Men. So that having from our Child-hood had a Sense hereof instilled into us, together with other Learning in the usual Methods of Education, and yet not being able to remember the punctual time when first they took hold of our Understanding and possessed our Minds; we can have no other opinion of our knowledge of this Law; but that it was connate to our Beings, or born together and at the same time with ourselves. The Case being the same with every Man in learning his Mother Tongue (Pufendorf, S. 1673, pp. 47-48).

The Whole Duty of Man, According to the Law of Nature by Pufendorf in 1673 recognized man duty to God, and to his fellow men. In the Holy Bible, the whole duty of man is to fear God and keep his commandments (Ecclesiastes 12:13). Sir William Blackstone nature law refer to the law of the creator of the universe. The United Nations General Assembly in 2009 adopted a resolution entitled "Harmony with Nature". This resolution calls on all countries, organizations and people to promote life in harmony with nature. Albert Einstein recognized nature law as fixed and unchanging (Wise, W. 1960). Nature laws are identified as supreme and superior. The call for obedience is louder and from everywhere as in keeping balance and sustaining life.

Conclusion

Health is the most precious treasure a person can ever boast of. Health entails daily living and continuous search for it full obtainment. Health cannot be bought but obtain. From literatures reviewed, obedience is cardinal factor to societal development and healthy life. Blind

obedience is detrimental from all sides. In the midst of the many calls for obedience, the call to obey God's law is clearer and it is life itself.

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Antibiogram of *Enterococcus species* isolated from well water in the West Point Area of Monrovia, Liberia

Mr. Danny Sendolo[1] Dr G.I Baysah[2],
[1,2.] Department of Biology, Adventist University of West Africa
Margibi County Liberia

Email/ Phone #:[1] sendolodanny@gmail.com; +231775996791
[2]baysahg@auwa.edu.lr/ iglobi@yahoo.com; +231880960805/+231777971755

Abstract

Antibiogram of Enterococcus species isolated from well water in the West Point Area of Monrovia, The bacteriological analysis was done using selective medium. The antibiotics susceptibility was done using disc diffusion method. The mean total bacterial counts range were found to be higher with $(27.5x10^5-17.3x10^6)$ cfu/ml; for Fantee Town water sample; Kru Beach sample contained $(5x10^5-3x10^{6)})$ cfu/l; Grandcess Yard sample $(14.8x10^5-8.5x10^6$ cfu power plain sample $(18.8x10^5-11.5x10^6)$ cfu/ml and Armond tree Yard sample with least value $(5.5x10^5-3.8x10^6)$cfu/ml . All the fifty (50) isolates were resistant to eight antibiotics in the following way: Ampicillin (98.8%), chloramphenicol (98%) cloxacillin (96%) Erythromycin (98%), gentamycin (28%), streptomyein (76%), and tertracycline (94%) and organism were completely resistant to penincillin(100%). The physicochemical parameters results show that, all the samples were colorless, odorless and very clear. While temperature, total hardness, dissolved oxygen and PH were within normal ranges .The turbidity absorbance reading taken at 540nm wavelength of the waster ranges from 0.001-0.37. The minerals analysis show results in the following values: sulphate (0.10-2.70)mg/l, with FATO water samples having the highest value; nitrate (0.36-0.62)mg/l; phosphate (0.35-3.30)mg/l, with GRYA water sample haveing the highest ;magnesium (0.18-0.63)mg/l and calcium (0.11-0.95)mg/l. The physicochemical value and mineral contents shows the absence of certain toxic chemicals that are harmful to humans. However, the bacteriological analysis results recommend treatment before use for domestic purpose to avoid infection.

Keywords: Spectrophotometer, physicochemical, Antibiogram, Enterococcus, Well water

Introduction

Enterococci are Gram-positive bacteria that live as a part of the natural flora in the intestinal tract of animals and humans. Soil, surface and sewage water, surface of plants and vegetables may also contain Enterococcus species. The isolation of Enterococcus sp. has often been used to indicate faecal contamination of water, and could indicate the presence of enteropathogenic bacteria, such as species of Staphylococcus and Listeria. Enterococci are considered as low pathogenic species. In immune compromised individuals, they may cause severe diseases such as urinary tract infections, endocarditis or meningitis. Provision of drinking

water is a major concern in the developing countries and fecal pollution is also on the increase around the world, this is a major problem especially as a source of drinking water for community dwellers. The incidence of Enterococci in water is generally considered to be due to feacal contamination and these bacteria are monitored during microbiological quality testing of water. Even though the Intestinal enterococci species can also be isolated from other sources like soil, insects and water samples. There are enterococci species that are of feacal origins such as: E. faecium, E.hirae, E. feacalis. And E durans. Species of enterococci isolated from ground water express higher levels of resistance to antibiotics and this are antibiotics that are commonly administer to human.These organisms are considered one of the primary causes of nosocomial and environmental infections due to their ability to survive in the environment and to their intrinsic resistance to antimicrobials. It is against this back ground that this research is done to investigate not only the presence of Enterococcus spp in well water and to understand the antibiogram in case of infection since most of these wells under investigation are used for drinking and other domestic purpose.

Materials and methods
Collection of water samples

A total of twenty (20) Raw water samples were collected from twenty wells; four wells from each quarter (Fantee Town, Kru Beach, Grandcess Yard, power plain, and Armond tree Yard). in west point Liberia. Sterile 250ml sterile sized – bottles were dipped into the well using twine and immediately covered. The samples were taken to the laboratory for analysis within 3 hours of collection.

Isolation and characterization of Enterococcus species

Isolation of Enterococcus species was carried out on Bile Esculin agar. The bacteria isolates were identified as described by Cowan and steel (1985; cheesbrough, 2004). Pure isolates were kept on nutrients agar slants at 12 degree Celsius until used.

Antibiotic susceptibility test

The antibiotics susceptibility of the isolates was determine by the disk diffusion method of CLSI(2005) on Mueller-Hilton agar. The antibiotic Muelti-discs containing ampicillin (10ug), chloramphenicol (30ug), cloxacilling (5ug) , erythromycin (5ug), streptomycin (10ug), and tertracycline (10ug) were used. The Inocunum was standardized by adjusting its density to equal the turbidity of a barium sulphate (BasO4) at 0.5 Mcfarland turbidity standards, and incubated at 35 degree Celsius for 18 hours . The diameter of the zone of clearance (including the diameter of the disk) was measured to the nearest whole millimeter and interpreted on the basis of CLSI guideline (CLSI,2005).

Physicochemical Analysis

The water sample temperate was taken at the site of collection using the mercury based thermometer calibrated at 0C, electrical conductivity was measured with a CDM 83

conductivity meter (Radio Meter A.S. Copenhagen. Denmark).   Turbidity and pH were determined at site using water proof scan 3+ Double junction by wagtech intentional UK and HI 98311-HI98313 (Hanna)water proof EC/TDS and Temperature Meters by wagtech international. The water samples were then store in the deep freezer until analyzed. Other physicochemical characteristics determined were hardness done by titrimetry, total dissolved solid and total suspended solid were determined by gravimetric method. Acidity, alkalinity and sulphate were determined by titrimetry; both nitrate and phosphate were determined colorimetrically by spectronic 20.

Result

Table .1 Bacteria count from well water sample in west point.

Water sample	Bacteria count (cfu/ml)	
	10^3	10^6
FATO-I	27.0	17.0
FATO-II	5.0	5.0
FATO-III	16.0	7.0
FATO – IV	12.0	5.0
Mean Value	14.8	8.5
KRBE- I	15.0	9.0
KRBE – II	10.0	2.0
KRBE- III	13.0	3.0
KRBE – IV	6.0	15.0
Mean Value	11.0	7.3
GRYA- I	45.0	39.0
GRYA- II	31.0	10.0
GRYA – III	15.0	11.0
GRYA – IV	19.0	9.0
Mean Value	27.1	17.3
POLP- I	28.0	23.0
POLP-II	15.0	12.0
POLP- III	18.0	5.0
POLP- IV	14.0	6.0
Mean Value	18.8	11.5
ARYA- I	5.0	3.0
ARYA- II	7.0	4.0
ARYA- III	6.0	3.0
ARYA- IV	4.0	5.0
Mean Value	5.5	3.8

KEY: FATO-Fantee Town, KRBE- Kru Beach, GRYA- Grandcess Yard, POLP- power plain, ARYA-Armond tree Yard.

Table .2 Antibiotic sensitivity profile of Enterococcus spp isolates from well water in sample in west -point.

	AMP	CHL	CXC	ERY	GEN	PEN	STR	TET
No of isolates	50	50	50	50	50	50	50	50
No Sensitive	1	10	-	-	27	-	8	-
% Sensitive	2	26	0	0	54	0	16	0
No Resistant	49	36	48	49	14	50	38	48
% Resistant	98	72	96	98	28	100	76	96
No Intermediate	-	4	2	1	9	-	4	2
Resistant	0	8	4	2	18	0	8	4

KEYS: AMP: AMPICILLIN; CHL Chloramphenicol; CXC: Cloxacillin; ERY: Erythromycin; GEN: Gentamycin; PEN: Penicillin; STR: Streptomycin; TET: Tetracycline

Table 3. Physicochemical analysis of well water sample in west- point.

Parameters	Water Samples				
	FATO	KRBE	GRYA	POPL	ARYA
General Parameter	Clear Liquid	Clear Liquid	Clear Liquid	Clear Liquid	Clear Liquid
Odor	Odorless	Odorless	Odorless	Odorless	Odorless
Colour	Colorless	Colorless	Colorless	Colorless	Colorless
Conductivity X 100	2.8	3.8	3.5	2.2	3.0
Turbidity (NTU)	0.37	0.002	0.120	0.001	0.02
pH value at 28^0 C	7.2	6.6	8.2	7.4	6.4
Alkalinity (mg/l)	350	160	220	260	180
Hardness (mg/l)	68	56	155	166	80
Dissolved oxygen (mg/l)	2.1	1.5	3.4	3.0	3.3
Total Dissovle solid (mg/ml)	0.017	0.416	0.412	4.660	3.66
Total Suspended Solid (mg/ml)	0.61	0.058	0.052	0.218	0.009
Acidity (mol)	0.0063	0.0028	0.0018	0.0021	0.0026
Temperature ^{0} C	28	28	28	29	29

Table .4: mineral content of the well water samples in west- point.

Mineral Parameter (mg/l)		KRBE	GRYA	POPL	ARYA
Sulphate	0.80	0.10	0.20	2.70	0.35
Nitrate	0.62	0.45	0.37	0.55	0.36
Phosphate	0.35	0.40	0.47	0.77	3.30
Magnesium	0.52	0.26	0.18	0.63	0.50
Calcium	0.75	0.11	0.23	0.95	0.23

Discussion/Conclusion

Fifty enterococci were isolated from water samples in west-point. The mean total bacterial counts range were found to be higher with (27.5x105-17.3x106) cfu/ml; for Fantee Town. water simple; Kru Beach sample contained (5x105-3x106)) cfu/l; Grandcess Yard sample (14.8x105-8.5x106 cfu power plain sample (11x105-7.3x106) cfu/ml and Armond tree Yard sample with least value (6.5x105-3.8 x 106) cfu/ml (Table1.) Anjaerobic fixers, proteins decomposers, ammonifiers, nitrifiers, denutrifiers, cellulose decomposers, sulphate reducers, sulphur oxidixers and starch decomposers.

Enterococcus may be present in waters as contaminants from feacal origin. This is in agreement with Mathuret at., (2003) and Oluyege et al .,(2006), who reported that treated water may have a wide range of organism which include indigenous species , saprophytic species as well as human pathogen such as Enterococcus feacalis, E.avium and and other species of Enterococcus. All the fifty isolates were resistant of to the antibiotics in the following way: Ampicillin (98.8%), chloramphenicol (98%) cloxacillin (96%) Erythromycin (98%), gentamycin (28%), streptomyein (76%), and tertracycline (94%) and organism were completely resistant to penincillin(100%). This result showed high resistance to several commonly used antibiotics, especially those of the first generation with Only gentamycin haveing 54% success which is still below the WHO 90% success thus, calls for the trial of other drugs especially the new generation antibiotics such as ciprofloxacin and quinolones.

The physicochemical parameters results show that, all the samples were colorless, odorless and very clear. While temperature, total hardness, dissolved oxygen and PH were within normal ranges. The turbidity absorbance reading taken at 540nm wavelength of the waster ranges from 0.001-0.37 which falls within the recommended limit and although most all of the samples met physicochemical requirements, they failed to meet the minimum bacteriological standards; therefore we were still not good for human consumption. The minerals analysis show results in the following values: sulphate (0.10-2.70) mg/l, with FATO water samples having the highest value; nitrate (0.36-0.62) mg/l; phosphate (0.35-3.30) mg/l, with GRYA water sample haveing the highest; magnesium (0.18-0.63) mg/l and calcium (0.11-0.95) mg/l .

The contamination or pollution of ground water is attributed to several sources including surface water, ground and underground water disposal. The constituents of the contaminants of ground surface water consist largely of soluble particles, microorganism and chemicals observed in this work and this agrees with (Aderiye et al., 1992). However, microbes contamination of well water especially by Enterococcus is seen with serious concern because of the potential health risk that that is involve. This is because the populaces do not treat the well water properly before use. In conclusion, the result obtained from this study show that well water from west -point is contaminated with Enterococcus specie and any consumption or use of the well water by people post a potential health risk on them. It is therefore recommended that bore hole should be constructed in place of the shallow wells, and also the well water should be treated before use especially when the water is used for drinking.

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Perceived Stress, Coping Strategies, and Health Status of Nursing Students on First-time Clinical Rotation

Erhuvwukorotu S. Kollie, PhD (Nursing), RN, RM; Lendeh E. Seboe Msc. (Nursing), MPH, RN
Columbia Union Conference College of Health and Sciences, Adventist University of West Africa

kolliee@auwa.edu.lr; seboel@auwa.du.lr

Abstract

Nursing students on clinical rotation for the first time can find the experience stressful and may have a negative effect on their health status. Students on clinical rotation for the first time have gone through a few basic nursing courses prior to their initial clinical practice rotation. These students lack sufficient knowledge and skills to perform clinical duties and provide adequate care for patients. Therefore, their initial clinical practice rotation may be a stressful period in their nursing education. This study aims to identify the relationship between coping strategies, perceived stress, and health status of nursing students on clinical rotation for the first time. This study answers the following questions; what the relationship between perceived stress is, coping behaviors, and physio-psycho-social health status of nursing students who are on clinical rotation for the first time. A descriptive cross-sectional survey utilizing the perceived stress scale, coping behavior inventory, Physio-psycho-social response scale was conducted among 48 sophomore nursing students on clinical rotation for the first time, of a selected university in Liberia. Multi-regression analysis showed that high perceived stress level of the nursing students resulted in decreased health status of the students (Unstandardized B = -.361, p<0.05) and coping strategies did not significantly predict the health status of the nursing students possibly due to the kind utilized. Nurse educators and clinical instructors can develop strategies to help students use problem-focused coping strategies so as to achieve better health outcomes and possible better academic performance and increased desire for the continuation of their studies.

Keywords: Clinical rotation; Coping behaviors; Perceived stress; Nursing students

Introduction

Students are prone to stress that emanate from several sources. They face pressures that are varied and sometimes unpredictable. Academic activities such as study time, workload of assignments, classroom participation, fear of failing on quizzes or tests, fear of messing up during practical sessions, and so on could pose stress on students. Nursing students in particular could experience stress from academic activities and clinical rotation activities.

Several studies have examined stressors that affect nursing students to range from academic, environmental, emotional, physical, or personal sources (Hayes, Douglas, & Bonner, 2015). These stressors produce high, moderate, or low-level degree of stress to nursing students

who end up with Physio-psycho-social health symptoms (Shdaifat, Jamama, & Al-Amer, 2018). Stress could be defined as the dynamic relationship that exists between an individual and the environment whereby, work demands, limitations, opportunities, and threats are perceived as opposition to the individual's competence and efficacy (Edward, et al., 2015). According to Afzal, Waqas, Hussain, & Sehar, (2016), stress has the potential to induce health problems, such as physical or psychological reactions which in turn may affect the student's academic performance. Nursing students face stress from all the sources already mentioned and from clinical rotation as well (Sheu, Lin, Hwang, 2002; Yucha, Kowalski, & Cross, 2009). The stressors that affect nursing students may arise from classroom activities, encountering new medical and nursing terminologies, handling delicate painful procedures, manipulating sophisticated medical equipment and technologies, and fear of making mistakes (Jimenez-Jimenez, Sanchez-Laguna, & Jimenez-Linde, 2013; Rajesh, 2011).

Stress does not always produce negative effects. Eustress could boost students' productivity, creativity, and academic achievements. The negative effect of stress on the health status or academic performance of students may be influenced by the appropriateness of coping strategies employed to avert negative outcomes. Failure to avert the negative outcomes of stress could result in undesirable health outcomes (Sheu et al., 2002). An empirical study identified a significant negative correlation between perceived stress and clinical performance of nursing students in Pakistan. The stressors identified in this study include stress from the care of patients, stress from teachers and nursing staff, lack of professional knowledge and skills (Akhu-Zaheya, Shaban, & Khater, 2015).

Some authors identified coping strategies that could be helpful to nursing students in averting stress to include problem-focused coping strategies and emotion-focused coping strategies. They also identified that problem-focused coping was more employed more by the first year and third year students they studied in Spain while the second-year students used more of the emotion-focused coping. The problem-focused coping produced better health outcomes while emotion-focused coping caused negative health outcomes among the Spanish students' participants of this study (Jimenez-Jimenez et al., 2013). Al-Zayyat & Al-Gamal (2014) identified in their study among Jordanian nursing students on clinical rotation that the highest reported types of stress were taking care of patients, stress related to teachers and nursing staff, and stress from workloads and assignments. Similar studies among students in Kathmandu showed students utilized more of emotion-focused coping, they may have experienced health issues as a result (Bista, Bhattrai, & Khadlla, 2017). The relationship between perceived stress and coping strategies is such that when applied appropriately, could produce desired outcomes in health status of the students. Sheu et al. (2002) allude to the fact that the initial experiences of nursing students during clinical rotation is stressful and when stress is unresolved by effective coping strategies, students may experience decrease in the desire for continuation of their studies especially in clinical situations.

This study aims to identify the relationship between coping strategies, perceived stress, and health status of nursing students on clinical rotation for the first time in a private university in Liberia. This study provides evidence for nurse educators and clinical instructors to help their students to cope with stress during clinical practice rotation for the first time.

Methods

A descriptive cross-sectional survey utilizing standardized instruments such as, the perceived stress scale, coping behavior inventory, Physio-psycho-social response scale was conducted. The perceived stress scale (PSS) [Cronbach's alpha = 0.89; r = 0.60; p< 0.01] was used to measure the perceived stress of the nursing students. The coping behavior inventory (CBI) [Cronbach's alpha = 0.76; r = 0.59; p< 0.001] was used to measure the coping behaviors of the nursing students, while the physio-psycho-social response scale (PPSRS) [Cronbach's alpha = 0.90; r = 0.72; p< 0.001] was used to measure the health status of the nursing students (Sheu et al., 2002). Data analysis was done with SPSS package utilizing Multi-regression to establish the relationship between the perceived stress, coping strategies, and health status of the nursing students on clinical rotation for the first time.

Participants

Forty-eight nursing students in the sophomore level who just started their clinical rotation were recruited in the study. Each had to fill out the PSS, CBI, and PPSRS after discussions were made to inform them of the objectives of the study, assuring them of anonymity and signing consent forms. The median age was 24 years (Range = 20-49) and median cumulative grade point average was 2.86 (Range= 2.50-3.62) on a 4.00 grading scale. The females accounted for 94%, while 96% of the students are Christians, 8% were married. The private university selected is a faith-based that runs other undergraduate programs in Education, Humanities, Business and Public administration.

Results

The data was explored, and all assumptions required for multi-regression analysis was met. The F-ratio shows that perceived stress and coping strategies are statistically significant predictors of the nursing students' health status $F_{(2, 45)} = 3.940$, $p < .05$. Perceived stress statistically significantly predicted the health status of the nursing students. The higher the perceived stress level of the nursing students results in decreased health status of the students (Unstandardized B = -.361, p<0.05). The coping strategies did not statistically significantly predict the health status of the nursing students. The coping behaviors of the nursing students did not produce any statistically significant effect on their health status (Unstandardized B = -.154, p > .05). The model quality exhibited weak predictions of the health status of the nursing students, Perceived stress and coping strategies explained 15% of the variability of the dependent variable: health status (R = .386; R Square = .149; Adjusted R Square= .111). The weak predictability of the independent variables from the statistical analysis comes from the effect of the nursing students' poor coping behaviors factored into the model.

Discussion

      Afzal, Waqas, Hussain, & Sehar, (2016), study resonates with the findings of this study such that stress is identified to have the potential to induce health problems, such as physical or psychological reactions which in turn may affect the student's academic performance. Nursing students face stress from several sources including clinical rotation (Sheu, Lin, Hwang, 2002; Yucha, Kowalski, & Cross, 2009). The weak predictive relationship between the coping behaviors of the sophomore nursing students in this study could have been accounted for by the kind of coping strategies used by the nursing students. These students might have utilized more of the emotion-focused coping strategies. This finding agrees with the Jimenez-Jimenez et al., (2013) study which identified that second year Spanish students used more of the emotion-focused coping strategies. The problem-focused coping produced better health outcomes while emotion-focused coping caused negative health outcomes among the Spanish students' participants of the study. The strength of this study is that the relationship between perceived stress, coping strategies, and physio-psycho-social health status of nursing students in the sophomore level on their clinical rotation for the first time in Liberia was determined. The limitations of this study are that the more information could have been identified from the data such as the kind of coping strategy utilized by the nursing students through a factorial analysis of the tools. Other students who had been on clinical rotation for a while could have been studied to determine the differences between first time clinical rotation students and students who have been on clinical rotation. The implications of the findings of this study is that nurse educators and nurse administrators could develop and implement teaching and instructional strategies to enhance the utilization of problem-focused coping strategies of nursing students on clinical rotation for the first time so as to avert the negative effects of perceived stress and improve their overall health outcomes during first time clinical rotation. Nurse researchers, furthermore, could further the study to determine the kind of coping strategies used by the students and include other nursing students in other levels so that the differences between the kind of coping strategies used could be established.

      In conclusion perceived stress has an inverse predictive relationship with the physio-psycho-social health status of the sophomore nursing students in this study. The coping strategies of the nursing students showed weak predictive association with the physio-psycho-social health status of the sophomore nursing students in this study. This is due to possible emotion-focused coping strategies utilized. Emotion-focused coping strategies have been identified to produce poor health outcomes in nursing students. Nurse educators and clinical instructors are to develop strategies to help students use problem-focused coping strategies so as to achieve better health outcomes and possible better academic performance and increased desire for the continuation of their studies.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.386[a]	.149	.111	1.15153

a. Predictors: (Constant), Copingbhv, Stress1

b. Dependent Variable: Health

Figure 1 Model fitness of the regression analysis

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	Collinearity Statistics VIF
1	(Constant)	3.182	.174		18.329	.000		
	Stress1	−2.182	.833	−.361	−2.621	.012	.998	1.002
	Copingbhv	−.932	.833	−.154	−1.119	.269	.998	1.002

a. Dependent Variable: Health

Figure 2. Regression coefficients of independent variables perceived stress(stress1) and Coping behaviors (copingbhv), dependent variable physio-psycho-social status (health)

$p < 0.05$

Table 1. Description of the research participants n=48

Descriptor	Percentage %	Median	Range
Age		24	20-49
CGPA		2.86	2.50-3.62
Sex Male	6.3		
Female	93.8		
Religion Christian	95.8		
Muslim	4.2		
Marital Status Single	91.7		
Married	8.3		

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Evaluation of Urinary Tract Infection among Pregnant Women attending Antenatal at the JFK Memorial Hospital in Monrovia Liberia

Dr G.I Baysah

Department of Biology, Adventist University of West Africa
Margibi County Liberia

email: baysahg@auwa.edu.lr/ iglobi@yahoo.com; +231880960805/+231777971755

Abstract

The evaluation of urinary tract infections (UTIs) among pregnant women was carried out. urinary tract infections (UTIs) are a key reason we are often asked or told to wipe from front to back after using the bathroom with pregnant women mostly at a very high risk, even though many experts has rank lifetime risk of getting UTI as high as 1 in 2 with many women having repeated infections. A total of 250 pregnant women attending antenatal clinics were screened for UTIs. The urine specimens of pregnant women were collected in sterile universal containers and cultured according to standard bacteriological techniques. Urine samples of 110 (44%) pregnant women showed growth of *Escherichia coli, Proteus mirabilis or Klebsiella pneumonia* indicating urinary tract infections. Distribution of the 110 pregnant women with UTIs reviewed 19(38%), 52(54.2%) and 39(37.5%) for 50, 96 and 104 of $1 - 3$, $4 - 6$ and $7 - 9$ months of pregnancies respectively. Significant (<0.05) differences were observed between women with UTIs in 4 - 6 months of pregnancy and those either in $1 - 3$ or $7 - 9$ months of pregnancy. The results obtained showed that *Escherichia coli* was the most common isolates in urine cultures.

Keywords: Pregnant women, urinary tract infections.

Introduction

The John F. Kennedy (JFK) Medical Center was built at the request of Liberian President William V. S. Tubman, whose 1961 visit with U.S. President John F. Kennedy laid the groundwork for United States Agency for International Development (USAID) funding for a national medical center in Liberia. The project was sponsored with a $6.8 million loan and $9.2 million in grants from USAID and a $1 million input from the Liberian Government. Construction began in 1965 and the facility opened on July 27, 1971.

The facility sustained heavy damage over the 23-year period of civil unrest that began with the 1980 coup led by Samuel Doe and lasted until 2003. The main hospital, which at five stories is one of the tallest structures in the vicinity, was at one point occupied by rebel forces and used as a machine gun outpost overlooking Tubman Boulevard, a major road linking the Sinkor neighborhood with downtown Monrovia. The hospital was also used at one time by the Red Cross and Medecins San Frontiers as a field hospital for the war wounded. Presented the JFK hospital is a referral hospital owned by the government of Liberia and the maternity services is very affordable for most pregnant women and free for adolescent girls $(13 - 17)$ who gets pregnant, antenatal days are mostly on Monday, Wednesday and Friday. Urinary tract infections

(UTIs) is associated with pregnancy. Urinary tract infection is a bacterial infection of the urinary tract system which consists of the kidneys, ureters, bladders and urethra. urinary tract infections (UTIs) are a key reason we are often asked or told to wipe from front to back after using the bathroom with pregnant women mostly at a very high risk, even though many experts has rank lifetime risk of getting UTI as high as 1 in 2 with many women having repeated infections. There is a high tendency for a woman to keep on experiencing infection over and over again. The tube that transport urine from the bladder to the outside of the body is located close to the anus. the Bacteria from the large intestine such as *E.coli* are in perfect position to escape the anus to the urethra, travelling from the bladder is easy and if the infection is not treated, then it continuous to the kidneys, women are prone to UTIs because they have shorter urethra and this allow bacteria quick access to the urinary tract.

In women however, the incidence of UTI is more frequent in pregnant women as compared to non-pregnant ones due to the pregnancy- associated physiological changes, extended abdomen and difficulty of personal hygiene (Awareness et al, 2000). Clinically, UTI have two principle presentations, symptomatic and asymptomatic bacteriuria (MacLean, 2001; Warren. 1996).

Symptomatic UTI could be accompanied with a variety of clinical signs including dysuria, pyuria, strong urge to urinate frequently, even immediately after the bladder is emptied, painful burning sensation, dis-comfortable pressure and bloody urine, which may have a strong smell (ferry et al., 1888; Ryan 2004). In asymptomatic bacteriuria, urine culture reveals significant growth of pathogen (greater than 10^5 bacteriuria could be found in pregnant and non-pregnant women but pregnancy enhances the progression from asymptomatic to symptomatic from which could lead to pylonephritis and adverse obstruction (Connolly and Thorp, 1999).

The diagnosis of UTI may be made on the basis of clinical signs and symptoms in combination with urinalysis results. Urine culture remains an important test in the diagnosis of UTI, because it helps in the documentation of the infection, by determining the identity of infection bacteria and its antimicrobial susceptibility (Stamm and Hooton, 1993; Wing *et al*., 2000).

Urinary tract infections are most often caused by a single bacterial pathogen, frequently originating in the patient's commensally enteric or skin flora. Escherichia coli, which is part of the normal gut flora accounts for approximately 85% of hospital acquired UTIs. Other common organisms include *Enterococcus saprophyticus.* (Hooton *et al,*.1996).

Pregnant women are at risk for UTIs. In pregnant women the incidence of UTIs is high (Patterson and Andriole, 1987; Mikhail and Anyaegbunam, 1995). The spectrum of organisms causing UTI varies. Escherichia coli accounts for 75% to 90% of isolates, *Staphylococcus saprophyticus* accounts for 5% to 15% of isolates and *Klebsiella, Proteus, Enterococcus* species and other organisms account for 5% to 10% of isolates (Hooton *et al.* 2000).

The objectives of this study are therefore to evaluate the organisms responsible for urinary tract infections in pregnant women.

Materials and methods

The study area and sample collection

      The study was carried out in the Microbiology Laboratory of the EARBETH medical center 20th street, using urine specimens from pregnant women. The pregnant women were those attending antenatal clinic at John F. Kennedy Memorial Hospital in Monrovia Liberia. The hospital is located at 24th Street Sinkor Monrovia, Montesserado. The study was conducted for a period of three months. The consent of the target subjects was obtained before collecting the urine specimen with the cooperation from the midwives.

Sampling

      Urine specimens were collected in sterile plastic containers and analyzed within 2 hours. Specimens were processed within 2 hours of collection according to standard bacteriological methods.

Bacterial isolation from urine specimens

The media used for the culture and isolation of bacteria were MacConkey (CLED) (cystine-lactose-electrolyte-deficient) agar and blood agar (Oxoid), the media were appropriately prepared and inoculated with various specimens separately. The inoculated agar plates were incubated aerobically at 37°C for 24 to 48 hours. Pure isolates of observed microbial colonies were subcultured to obtain pure isolates. These isolates were characterized as described by Cheesbrough (2003) using cultural morphology, microscopic observations and biochemical tests results.

Result

The results of this study were attained from 250 pregnant women in their different stages of pregnancy (1st trimester, 2nd trimester and 3rd trimester). The number of women within the 1st trimester (1-3 months) was 50 and those within the 2nd trimester (4-6 months were 96 while that within the 3rd trimester (7-9 months) was 104. Figure 1 shows that among the 50 participants 19 were positive to UTI because they were harboring the causative organisms while 31 were not, out of the 96 persons within the 2nd trimester of pregnancy figure 2 indicated that 52 persons tested positive while 44 persons tested negative, figure 3 shows that 39 out of the 104 were found with the infection while 65 were not infected. The result showed that urinary tract infections (isolation of *Escherichai coli, Klebsiella pneumonia or Protues mirabilis*) occurred higher (54.2) % in women within 4-6 months of pregnancy (Table 1). Statistical analysis (chi-square, $p<0.05$) reviewed a significant difference between women with UTIs in 4-6 months of pregnancy and those in either 1-3 or 7-9 months of pregnancy. Figure 4, 5, 6 shows that *Escherichai coli* had the highest occurrence of 81.74%, *Klebsiella pneumonia* 6.96% *or Protues mirabilis* 6.96% *Staphylococcus saprophytic* 4.35%. Table 2 shows the bacterial isolates from urine sample and their level of occurrence with *Escherichia coli* being the most (81.74)% isolated organism.
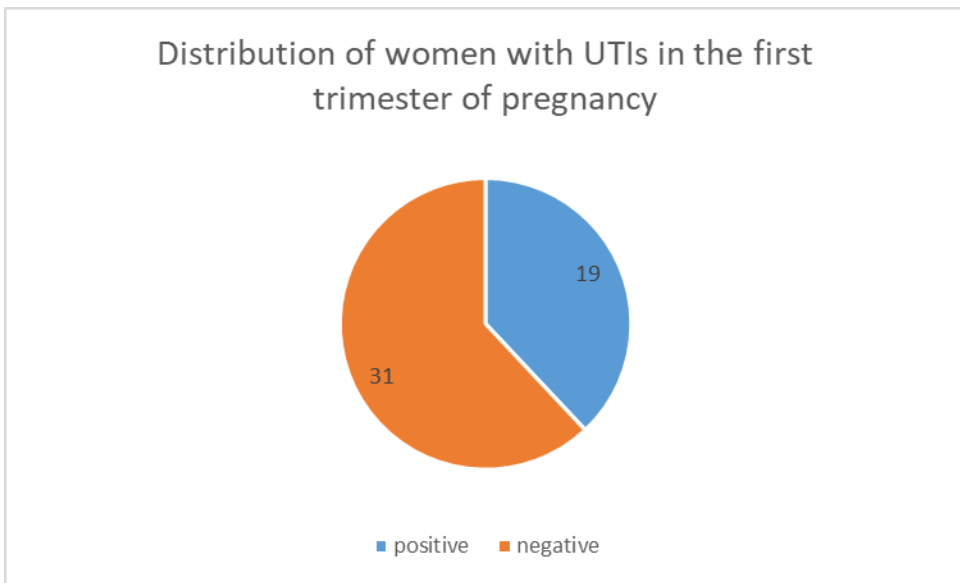
Figure 1: Distribution of women with UTIs in the first semester of pregnancy
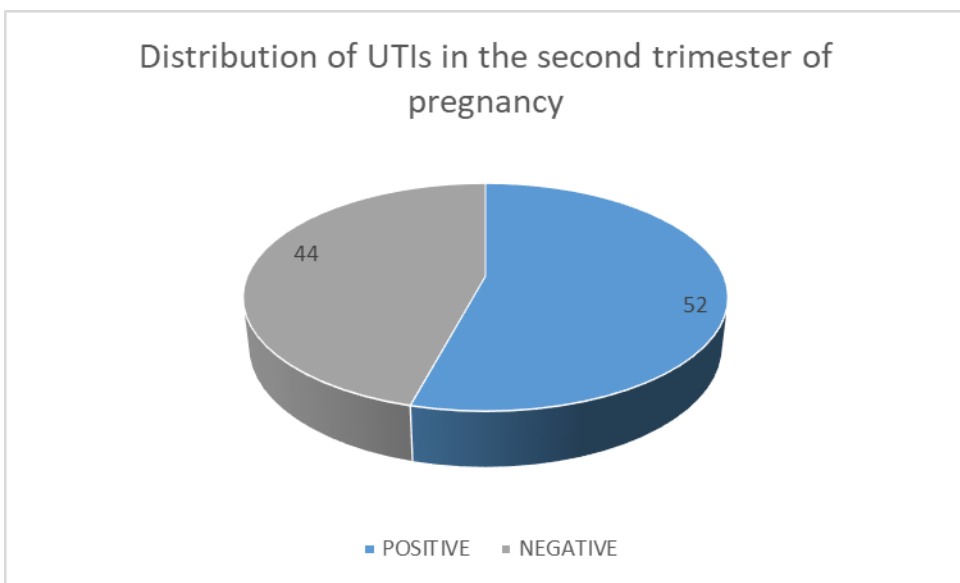
Figure 2: Distribution of women with UTIs in the second trimester of pregnancy
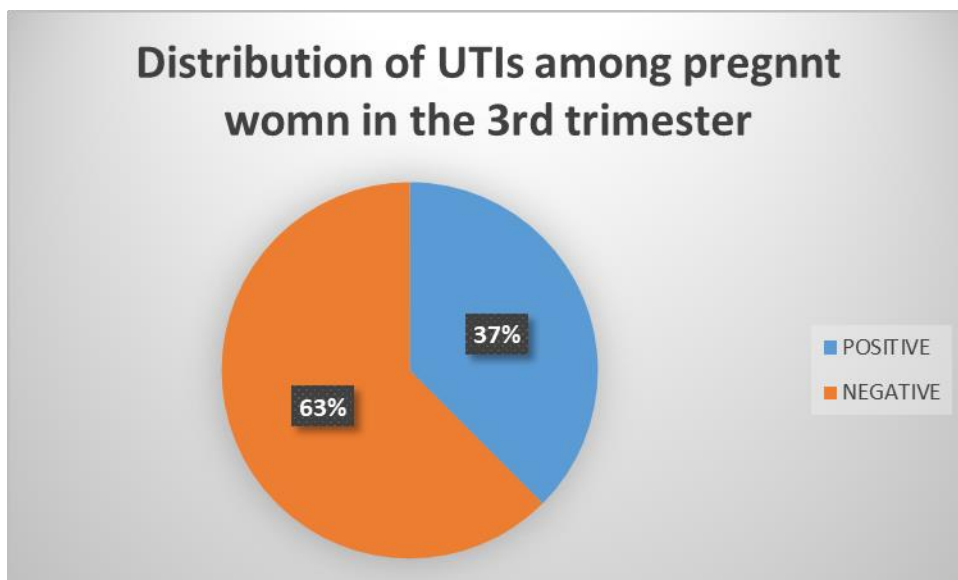
Figure 3: Distribution of women with UTIs in the third trimester of pregnancy

Table 1
Distribution of urinary tract infections (UTIs) among pregnant women.

Months of pregnancy	no of women	no (%) positive for UTIs	No (%) Negative for UTIs
1-3	50	19(38%)	31(62%)
4-6	96	52(54.2%)	44(45.8%)
7-9	104	39(37.5%)	65(62.5%)
Total	250	110(44%)	140(56%)
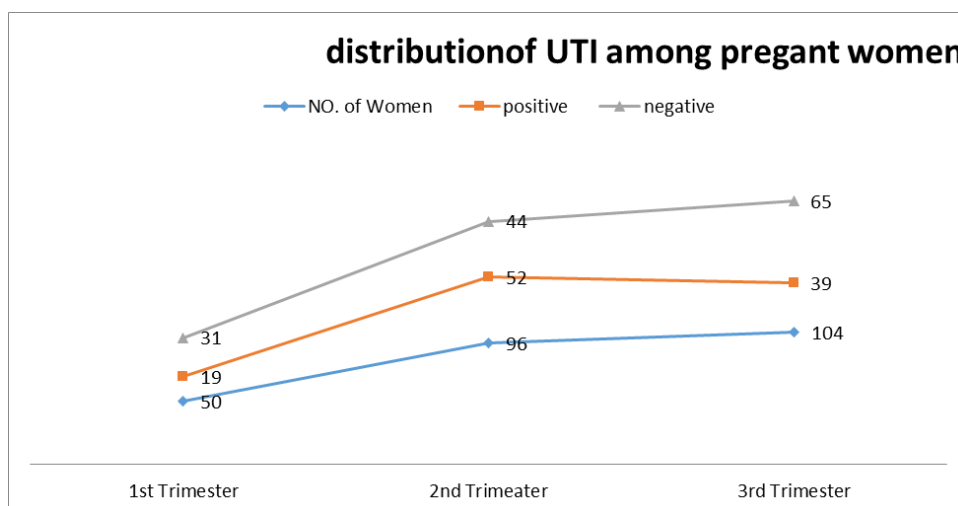
Figure

Figure 4: Prevalence of Organism in the first trimester
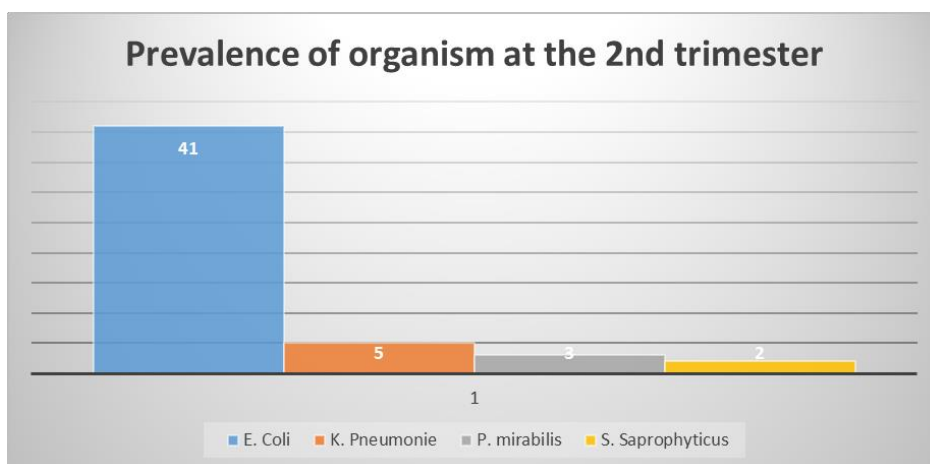
Figure 5: Prevalence of Organism in the second trimester
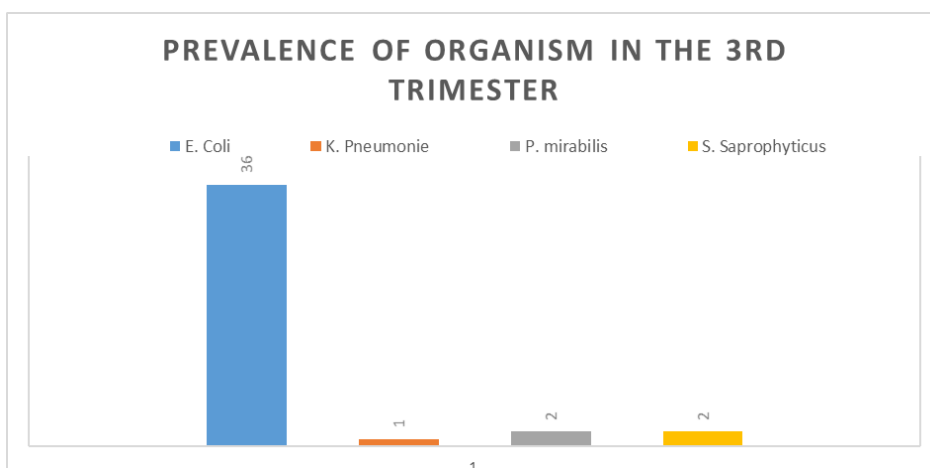
Figure 6: Prevalence of Organism in the third trimester

Table 2 occurrence of Bacterial Isolates in urine samples of pregnant women.

Month of pregnancy	*Escherichia coli*	*Klebsiella pneumonia*	*Proteus Mirabilis*	*Staphylococcus Saprophyticus*
1-3	17	2	3	1
4-6	41	5	3	2
7-9	36	1	2	2
Total	94(81.74%)	8(6.96%)	8(6.96%)	5(4.35%)

Occurence of organisms from sample

— 1st Trimester — 2nd Trimeater — 3rd Trimester

	E. Coli	K. Pneumonie	P. mirabilis	S. Saprophyticus
3rd Trimester	36	1	2	2
2nd Trimeater	41	5	3	2
1st Trimester	17	2	3	1
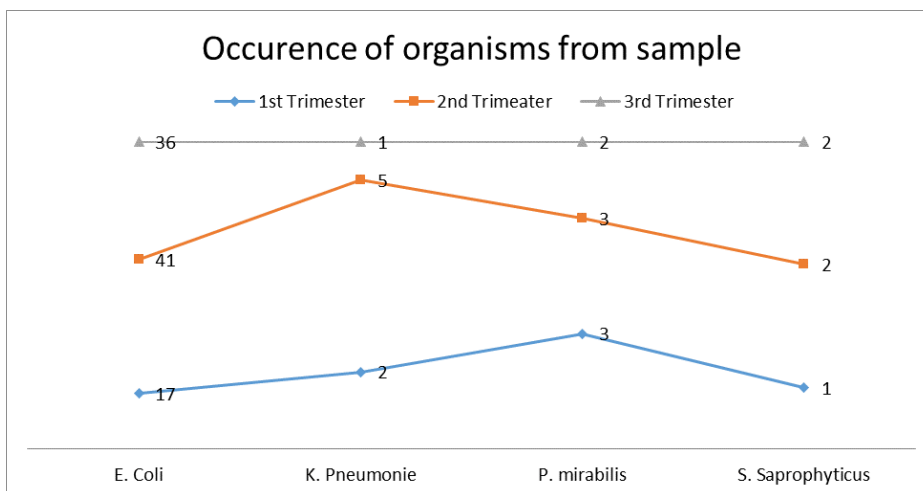
Discussion

The evaluation of urinary tract infections (UTIs) among pregnant women was investigated. The present study indicated that pregnant women suffer from urinary tract infections possible due to some predisposing factors (Patterson and Andriole, 1987). Urinary tract infections were determined by the isolation of *Escherichia coli, Proteus mirabilis, Klebsiella* or *Staphylococcus species* from urine specimens. Isolation of bacteria of UTIs occurred higher in urine specimens of women in their 4-6 months of pregnancy than others. According to Delzell and Lefevre (2006) pregnant women are at increased risk for UTIs starting in week 6 through week 24. The reason could be that at the 1st trimester, residual antibiotics taken earlier are still in the body and by the 3rd trimester women take drugs because no more fears of abortion. At 2nd trimester, not much drugs are taken to expelled and so no more defense to the body. However the reason for the higher occurrence of UTIs among the pregnant women is surprising. The possible explanation could be the short urethra (which makes it easier for bacteria to travel up to the kidney), enlarged belly, closeness of the anus to vagina which may result in fecal contamination of the urinary tracts during pregnancy (Diokno et al 1986; Cunningham 1993; Longhlin 1994). In view of this finding, there should be periodic culture and antibiotic susceptibility testing of urine samples during pregnancy. In general, pregnancy leads to immune compromised condition due to physiological changes associated with it which increases the chances of healthy pregnant women contacting urinary tract infections (Patterson and Andriole, 1987, schieve et al., 1994).

The result shows that *E. coli* has the highest frequency of occurrence of 81.74%. This finding agrees with Delzell and lefevre (2006) who reported that *Escherichia coli* accounts for 70 to 90 percent of urinary tract infections in pregnancy. *E. coli* is therefore the common causative agents of UTIs. Other organisms such as *Proteus mirabilis, Klebsiella pneumonia*, and *Staphylococcus saprophytcus* were also isolated from urine samples but at very low levels.

This study revealed that urinary tract infections occurred among pregnant women, hence there is need for effective control of these infections to avoid health complications. Drinking plenty of water at least 8 glasses per day to promote urination and kidney health is of maximum importance, Pregnant women should also avoid from holding urine for a long period, wiping from front to back to avoid transfer of fecal bacteria from anus to the vaginal is essential too. All pregnant women should be screened for bacterium and subsequently treated with appropriate antibiotic. A regular health education concerning these infections is desirable.

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BEST PRACTICE IN EDUCATION

Counseling Teenagers in Education and its Impact on the Learning process

John Osward Baysah, PhD,

Adjunct Lecturer, Department of Theology - College of Humanities,
Adventist University of West Africa.

jay_o_bee72@yahoo.com

Abstract

This paper addresses the challenging role of a Professional Counsellor in the academic learning environment. Given the innumerable concerns students, parents, and teachers deal with on a daily basis coupled with the strain that the lack of resources has created for dealing with the concern. Professional counsellors especially those assigned in academic institutions, must take advantage of avenues and methods of excellently delivering their counseling services. This papers addresses the nature of counseling and offer a prospective on counseling skills and techniques, particularly as it is offered to teenagers in education. It also provides an opinion that counseling deliver a solution to the problems that a lack of resources produces. The literature review focuses on the definition of counseling as well as describing teenagers in the context of this paper, reason why counseling is important in education especially for teenagers, the ideal methods of counseling for teenagers in education, and how teenagers learning process can be impacted by counseling.

Key words: Counseling, Teenagers, Learning, Education, Impact

Introduction

Counseling according to Kolo is described as a rational procedure in which people help others by facilitating growth and positive change through self-understanding (Kolo 2001). Akinade defines guidance and counseling as process of helping an individual become fully aware of himself and the ways in which he is responding to the influences of his environment (Akinada 2012). Accordingly counseling can be regarded as a process which occurs in a one to one relationship between an individual troubled by problems with which he cannot cope with and a professional worker whose training and experiences have qualified him to help others reach solution to personal needs (Corey 1988). Also in his view Okoye sees it as an interactional relationship designed to facilitate the personal development of information leading to effective decision making and awareness of the self (Okoye 2010).

It can therefore be summarized as a learning process in which a counselor aids an individual or individuals in learning, understanding themselves and their environment and be in a position in choosing, growing, progressing, ascending maturing and stepping up, academically, morally, physically, socially as well as personally. (Egbo, 2008).

Teaching has been described as a set of undertakers that are intended to bring about changes in the behavior of learners (Abolade 2000). The learning process involves teaching and teaching is explaining, demonstrating, guiding and counseling by teacher in order to effect a change in the learner. The main aim of learning is to help someone inquire or some skills, attitude, knowledge, idea or appreciation. In other words, it is to bring about some desirable changes in the learners. It is said to be effective only when the learners have been able to achieve the set behavioral objectives (Bamgbaiye 2005).

Learning is seen as the intellectual activity by which knowledge, skills, habits, attitudes, virtues and ideas are leant, remembered and employed ensuing the adoption and adjustment of comportment and performance. Consequently, learning includes attainment of knowledge of skills and cultures. Learning definitely will lead to change in one's thought, patterns and feeling (Okoye 2010).

Objectives of Counseling in Schools

The objectives of counseling in educational institution is not dissimilar form the general objectives of counseling. The justification behind counseling is that it is understood that individuals who appreciate themselves and their world become convert, transformed productive, dynamic, and happier as human beings. According to Poi Kee 2009 there are several objectives of counseling in schools, he mentioned the following:

a. Developing in students an awareness of opportunities in the society through relevant and useful information
b. Assisting students develop the skills of self-help, analysis and –understanding
c. Assisting students in the process of developing and acquiring skills in problem solving and decision making.
d. Supporting to build up/or shape the child's perception of reality, development of a sense of autonomy and to whip up the motivation for reality and productivity:
e. Working with others and helping them to understand the needs and problems of the student with the purpose of creation, arousing and sustaining their interest and their understanding of student's needs
f. Helping students in making satisfactory personal and educational choices
g. Helping student develop positive attitudes to self, to others to work and to learning
h. Helping students acquires the skills of collecting and using information
i. Helping students who are underachieving use their potentials to the maximum.
j. Helping children relate behavior meaningfully to cognitive achievement and the chances of success in life.
k. Helping student acquire as early as possible in their lives a positive image through self-understanding and self-direction.
l. Helping direct the nation's human resources into appropriate useful beneficial channels thus preventing unnecessary economic bottlenecks.
m. Identifying and nurturing human potentialities in various fields of study endeavors, thus ensuring adequate manpower in the various nation's economy.

n. Helping the student to learn to appreciate the Liberian cultural values.

Challenges in Counseling in Educational Institution

Internal Challenges

The role of a school counsellor can be specifically defined in some schools while remain ambiguous and open in other school. The roles of the counselor differ as the education systems and individuals schools differ from one another. According to Tatar, role clarity is often a much highlighted internal challenge in many studies. These include admission processes and referral to other schools or institutions following student's graduation (Tatar 1995). Bunce and Willower reported in their study of counselor's subculture in American schools that counselor have to manage role ambiguity (Bunce and Willower, 2001).

Emphasis had been placed on school counselors' equivocal role definition and functions. The relationship between the two issues of role clarity and increasing workload may need further investigation. Describing what and how a counsellor contributes to the overall function of the school is essential. Student's perceptions shape their expectations of the school counseling service in many ways (Paisley and McMahon). According to an author, counselors who were seen in more administrative roles and managing school affairs were considered less approachable by students (Murgatryd, 1997). Consequently, students who perceived guidance staff as more approachable increasing their tendency to seek help when in need (Siann et., 1982).

It has been found out that familiarity with the school counselor is encouraging student to use counseling service. It is essential for counselors to effectively manage students' perceptions in order to encourage them to use counseling services. This is one of the key internal challenges for counselors practicing in schools (Fox and Butler). Another important stakeholder in the school counseling process are the teachers. Their perceptions of school counseling and school counselors are of considerable importance. School counselors often gain access to clients through referrals made by teachers, so their attitudes toward counseling in schools should not be underestimated.

Local educational authorities differed in qualification requirements for school counselors they employed as well as the service evaluation methods used in the schools. Accordingly, there are contradictory perceptions of counseling among the education professionals concerned (Polat and Jenkins, 2005). Another author found out that teachers who are involved in guidance work took a more humanistic view as compared to those not involved. The study also noted that teachers believed that healthy personality of the counselors was a major factor in delivering good quality counseling (Chan, 2005).

Apart from the role distinctiveness issue and perceptions of teachers and students, there is another internal challenge, which is the need to provide counselling for special people. These may involves students with special needs, including the psychologically and physically disadvantaged, and students from foreign cultures. School counselors can play key roles in tailoring programs, to help 'disturbed' children. These roles include assessment and recommendations for children to special programs, and provision of consultation to teachers and special units (Hamblin 1975).

Also identified are other different roles played by the counsellor to those of other nationalities in school, which involved helping them integrate into society, the school and the local culture. As indicated school counselors need to adapt, develop programs, and play specific roles relevant to the different needs of groups in schools. Internal challenges are present across cultures and countries; however, their intensity varies in relation to education systems, cultures and stages of development of school-based counseling services.

External Challenges

Like other organizations, schools have to acclimatize to the changes happening around them. In other to remain significant, schools need to respond to changing needs of society and the communities they are situated in. This is especially true for those in urbanized areas. Schools are faced with the need to respond to global changes, such as intensification of human movement across borders, the move towards borderless learning and developments in information technology.

According to Paisley and McMahon diverse student population in individual schools is one of the challenges facing school counselors especially in developed countries. They encouraged better cross-cultural preparation to help school counselors in meeting the needs of the students in their schools. With more people moving within and between countries, school counselors need to be more culturally sensitive and be skilled in managing cross cultural barriers in counseling context (Paisley and McMahon 2001). Language barriers as well as cultural differences may pose challenges for good counselors.

School counselors are part of a larger professional community of mental health Practitioners that includes psychologists and community workers. While working with other mental health workers beyond the schools, counselors may face issues pertaining to other mental professional roles and managing professional boundaries. According to (Maguire 1975), other mental health professional expressed concerns about counselors providing therapeutic help to disturbed children. It was reasoned that lack of proper training reduced the confidence that other professionals had of school counsellors to provide therapeutic service for this group of children. Although the training of school counsellors has improved markedly over past decades, this negative perception may still affect some countries where school counseling services are early stages of operation. Counselling practice operating within schools has to be responsive to

not only in the schools themselves, but also in society at large and communities and regions in which they operate. These changes influence that nature of presenting problems, clients (students and parents), as well as support networks, thus posing significant challenges to school counselors.

Systems Challenges

Working in schools, counsellors are involved in a number of systems. These include the education system, professional counseling bodies, community and social services, political system, religious system and even the legal system. As systems are often interrelated, changes in one system easily affect another. School counselors need to develop dynamic working styles that are adaptive to the many systems they interact with as well the challenges brought about that are implemented from time to time.

In a study researchers opine that external networks of peers and other allied professionals are key systems that school counselors naturally approach and rely on for support. These systems also pose challenges, such as adhering to professional ethics, ongoing professional development, and other professional requirements. The time needed to manage links with counseling networks and professional bodies is also a major challenge. (Bunce and Willows, 2001), and (McMahon and Patton, 2001).

The community and society are another set of systems that school counselors often have to work with. Referral procedures for social often differ from one agency or locality to another. Programs and schemes such as financial subsidies and hardship scholarship may not be under the counsellors' control, so school counselors may encounter particular difficulties in helping clients and families in accessing those services and resources. From time to time, school counselors may be required to interact with the legal and healthcare systems. This is especially so when students or clients are involved in crime or at risk behaviors or require mental health assistance.

Personal Challenges

Personal challenges may be separated into two broad categories. These are professional issues, such as professional supervision, development and support, and individual issues, which includes values, attitudes and self-awareness. According to McMahon and Patton there is a lack of suitable supervision for school counselors in parts of the world. According to their study, School counsellors may have access to informal support networks provision peers supervision and support, but the need for adequate formalized supervision largely remains unmet (McMahon and Patton 2001). As school counselors are often working independently in a school, physical distance posed a considerable challenge to having regular counselors may be let poor supported and isolated from their peers or a supervisor.

In addition, (Bunce and Willower, 2001) revealed that school counsellors often have to face challenges in receiving proper supervision, support, and ongoing education and training

while practicing in schools. Professional counsellors typically adopt theoretical approaches they are most comfortable with and skilled in for their practice. Hence, school counsellors face challenges in balancing their own preference and the needs of students as they practice in schools. Counsellors' perceptions of the clientele groups that they are working with in schools are also influential to their practice (Platts and Williamson, 2000).

According to an author, school counselors seems to describe five key types of teenagers; drive-oriented, intellectual-oriented, group-oriented, community-oriented, and isolated. These perceptions of the adolescents they work with affect their expectations and the focus of their work with them. School counsellors face challenges of adapting to the changing needs of the young as well as their own changing perceptions of them as individuals. As discussed, students and teachers may have established perceptions and expectations of the counsellor and the counselling service (Tatar, 2001). These expectations of their practice, behaviors, conduct and performance may contribute to stressors for school counsellors. Issues relating to personal well-being and professional development of school counsellors are important matters of concern for practitioners as well as other stakeholders. These issues may lead to a loss of professional identity in which case, the quality of counselling services and the well-being of students may also be impacted.

Major Counseling Services in Schools

According to (Egbo, 2008), the validation for guidance and counseling in schools is grounded on the acceptance that avoidance is always healthier than remedy in every aspect of life. Accordingly, she noted that counseling no doubt has the key for the prevention of almost all the problems associated with learning, therefore, the need to understand the services provided under the school guidance program towards attainment of effective teaching and learning. She goes on to list eight of such counseling services:

1. **Orientation service:** This is designed to assist students adjust adaptively when found in new school environment for effective learning. The teachers should also be given orientation on how to handle the learners from time to time.
2. **Information service:** This service is designed to provide students with data about educational, social and vocational opportunities. It involves collection of data for students.
3. **Appraisal service:** Appraisal involves the collection, administration, interpretation and clinical usage of variety of test devices in order to provide effective counselling services to students.
4. **Placement service:** the goal of this service is to ensure that students achieve placement whether on program of the study, a career, work study, or even a medical treatment program.

5. **Follow-up, research or evaluation service:** The goal of this service is to provide feedback on the effectiveness of school guidance through research into the concrete outcomes of the school guidance.
6. **Referral service:** This is sending a client to another person or agency for assistance where the counsellor is unable to solve the problem the counsellor does not claim to know everything and so the need for referral to other needs of the student.
7. **Counselling service:** Counselling service is the interaction between a client and counsellor that aims at solving or understanding the client's problems the more. He also stated that this interaction enhances effective teaching and learning.
8. **Teacher's forum:** The Teacher's Forum is meant to gather all the teachers in the school to discuss teacher/students problems (Teaching and Learning). The counsellor uses this program to introduce himself to the teachers and what he stands to do in the school. The counsellor invites some resource persons who will talk to teachers on some students need areas that affect teaching and learning, like harmony in the place of work, cordial relationship between teachers and students, handling students without stress, different methods of teaching, learner's individual differences and so on.

Problems Facing Counseling in Schools

The main aim of counseling in school is to assist the student to develop physically, mentally, emotionally, morally, and educationally to cope with the learning situations within and outside the school environment (Odu, 2004). Some of these services provided by counsellors are hindered because of the following problems:

1. **Lack of trained counsellors:** Despite the fact that there are many holders of higher degrees in guidance and counseling, not many are qualified to be real counsellors because they lack the skills necessary for the practice
2. **Doubt about the efficacy of guidance and counseling:** Some people such as uninitiated colleagues, teachers, principals or administrators doubt the efficacy of counseling. They are skeptical about reliance on its use (Akinade, 2002).
3. **Lack of Commitment of Government Officers:** More committed action will help the growth of the profession.
4. **Lack of or inadequate funding:** counseling is not well funded. Enough funds are not allocated to each school to run its various services. Where funds are available, very little is earmarked for counseling purposes. It seems the various levels of government and private institutions do not want to stretch their budgets with extra demands from emerging units such as guidance and counseling, yet it is known that effective counseling demands adequate funding to purchase items such as psychological tests, journals, and various publications, play gadgets, cardboards and various felt pens as well as money to organize activities such Orientation, Excursions, Career Clubs and Career Day/Week and furnishing counsellors' offices.
5. **Confidentiality:** Clients expect that their secrets or privileged information be kept secret or confidential and not exposed to others. However, referral agents such as

teachers, peers, parents, principals, etc. expect counsellors to divulge such information to them. Failure of the counsellor or reveal the "secret" may raise the degree of suspicion of his activities. Revealing the secrets lead to loss of faith in counseling and counsellors on one part will lose clients. Yet all these are happening (Akinade, 2012).

6. **Counsellors created problems:** Counsellors also crate major problems to counseling delivery. Some are not fully committed to the counseling profession. Instead of being serious minded in their counseling duties, some join in the staff room discussions.

7. **Feeling of suspicion of the role/or integrity of counsellors:** Some school personnel still see the counsellor as having a "hidden agenda" or something to hide when a client goes into the counseling room (where this is available); some give counsellors negative or derogatory labels. This is more so where the other workers doubt the moral integrity of counsellors who give individual counseling to most especially the students.

Benefits of Having Counselors in Schools

School counsellors must obtain a degree in counseling and a license to practice because they are an integral element of the entire educational system. In addition to students, school counseling program have a positive impact on several groups of people in the education system. Understanding the benefits that school counselors afford to students, parents, teachers, administrators and student services, personnel could help you make the decision to pursue this career.

Student Support

The biggest benefit of school counselors is that they prepare students for academic, career and social challenges by relating educational agendas to their success in the future. They make students motivated learners and facilitate their exploration of careers. Counselors also encourage students to talk to their parents or guardians about the things that they are worried about. When students do not feel comfortable talking about emotional or social problems at home, school counsellors may have individual counseling sessions with them. If there is a problem occurring with a group of students, a group counseling session might be warranted. Sometimes counselors include the parents in these sessions for larger issues to determine whether outside counseling or support is necessary.

Parent/Guardian Support

The support that school counsellors provide for parents and guardians is just as important as the support that they give to students. They may facilitate individual, parent-teacher or parent-parent consultation and discussions to ensure that everyone is on the same page when it comes to issues regarding the students, whether it involves disciplinary decisions, specific educational material or social provocations. School counsellors might even provide education to parents and act as a resource for parents who have questions about child-related problems. They also ensure that parents understand the se5rvices that other staff such as nurses, psychologists, resource teacher and social workers can provide for students who have special

needs or abilities. When the parents need extra support, the counselors help them find it, whether it is within the school system or the community.

Teacher Support

School counsellors provide a lot of support to teachers by completing a team that can effectively address the educational goals and needs of students, leading to an increase in student achievements. They can help plan classroom and group activities that meet the students' needs. Counsellors gather and share resources with teachers to help the staff develop their skills in classroom management and teaching effectiveness. They also observe students in the classroom or playground and provide teachers assistance with their roles as guides, school counsellors review student records as well to ensure that teachers understand their implications and to facilitate parent-teacher conferences.

Administrative Support

School administrators are responsible for running all school operations, from educational materials to everyday school activities. School counsellors are an integral part of these responsibilities. They ensure that the school counselling program and academic mission are in line and promote student success. Counsellors also develop a system to manage the program and help the administration use counsellors effectively to augment student development and learning. By evaluating the program, they can monitor data to make improvements to it and streamline its goals with their responsibilities. Additionally, they provide useful data from the program for funding and grant application purposes.

Student Services Personnel Support

Student services personnel include nurses, psychologists, resource teachers, social workers and other professional staff who provide special assistance to students. School counsellors work in collaboration with these staff members and cultivate a positive team approach to their relationships with students to ensure that each student has the means to achieve success. They may increase collaboration between one or more student services members to utilize resources within the school and community. By sharing data from the school counseling program, the team can work together to maximize the educational and social benefits for student growth. Counsellors can also bring their observations of students to a staff member's attention to address specific concerns.

Being a school counsellor requires compassion and patience as well as interpersonal, listening and speaking skills. Degree programs for aspiring school counsellors can help them develop these skills and teach them how to foster academic development; work with parents, teachers and other school staff, and use data to develop, evaluate and implement comprehensive school programs.

Conclusion

Counseling is a professional relationship that empower diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Our world is increasingly becoming more interconnected. This globalization highlights the need for highly trained mental health professionals to address trauma, addiction, depression, academic and career concerns in clinics, hospitals, prison camps, barracks, and most especially high schools, and universities. With the adequate personnel and programs for counselling there is great hope for positive impact in the lives of the young generation. Counsellors are highly-trained professionals assisting people to live more joyful, productive lives. No one would seriously doubt that life is challenging and, at times, heart-breaking, we need only to look around. The counselling profession is growing exponentially.

Anyone interested in becoming a counsellor must be healthy themselves. Counselling is challenging work and maintaining one's own physical and mental health is critical for success in the profession. Counselors must also be open-minded, non-judgmental, tolerate ambiguity, and be lifelong learners.

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Gender imbalance in teaching profession and learning outcome in mathematics in primary schools in Esan West Local Government Area of Edo State, Nigeria

Dr Olusi Felix Ilori
Institute of Education
Ambrose Alli University, Expoma

Ikakumo.fio@gmail.com

Abstract

The study assessed the imbalances in teaching profession in both public and private Nursery and Primary Schools, Public Secondary schools in Esan West Local Government Area of Edo State to determine the percentage/ ratio of imbalance and its relationship to learning outcome in mathematics at the primary school level. The study employed the descriptive survey research design. The population of the study comprised of all the seventy public and private Nursery and Primary Schools and thirty two public Secondary Schools with six hundred and sixty teachers in Esan West Local Government Area of Edo State. The data generated were analysed using the chi-square statistics. The findings from the study revealed that there was significant gender imbalance in teaching profession in Esan West Local Government Area of Edo State. The worst hit is the public nursery and primary school with an imbalance percentage of 78.87% and 21.13% in favour of female teachers while the private schools have a percentage imbalance of 76.02% and 23.98% in favour of female teachers. The female pupils' performance in mathematics was better than that of the male pupils. The study revealed that at the secondary school the imbalance was significant at the junior secondary school level and milled at the senior secondary. The study recommended the immediate reversal of the trend of imbalance by employing more male teachers into the public and private nursery and primary schools. This will improve the academic achievement of male pupils in mathematics, hence achieving the best practice in Nigeria education.

Keywords; Gender imbalance and Academic Output in Mathematics

Introduction

In an exercise of this nature so many approaches to determine trends and best practices in education as bedrock for national development in Africa would have been postulated. Some may look at this from the view points of an idealist, whose concern is the training of the mind and liken it to a drum that need to be filled to the bream and then learning is said to have taken place and support subjects like the art and social sciences. Or the Realist who look at the learner as a complete being that needed to be guided to discover the world himself, anything he can see makes sense and can be learnt, the unseen to him does not exist. Or the pragmatist who believes in the evolving man that need to change subject to situations at hand. To the pragmatist, man is like a machine a machine when functional is made use of, and if not it is replaced. Or the existentialists who take concern on recognising the worth of one's existence before his relevance; giving respect to man as the creation of God before subjecting him to shame or

disgrace of irrelevant. Still to White in her book Education, whatsoever approaches to education without faith in God is incomplete in achieving best practice. To Blooms in her taxonomy, teachers' efforts should be gears towards teaching and assessing learners in the three areas namely cognitive, affective and psychomotor in balancing and achieving the best trends in education. This paper tends to look at other areas that potent serious implication to achieving best practices if not addressed as gender imbalances in teaching profession.

Gender imbalance simply means the presence of more number of a particular sex of humans, be it male or female in a particular environment. In many public and private schools all over the local government area of Edo State Nigeria, shows that the number of female workforce has outnumbered the male. This development is occurring in both urban and rural areas of the state, and across both private and public owned schools. In very few schools you find one or two male teachers, while majority are all female teachers. Evidence abounds to show that there is more number of female workforces in developed nations of the world. It is a well known fact that today the United Kingdom, (UK) has more female than male teachers and this gender imbalance is currently getting worse and not better (Stanley, 2016). The Department for education school workforce statistic in 2015 showed that the number of male teachers working in UK had fallen for the fifth consecutive year in 2010. One in four (1:4) teachers was a man while in 2015 one in five (1:5). This development has been associated with educational system that have achieved or nearly achieved the Universal Basic Education Goals (UBEG), which has been a long standing phenomenon that characterized the education system of many countries in the west, see Table 1

Table 1: Female Teachers Percentage at the Regional level Global view

s/n	Region	Teaching Staff Percentage Females				
			Primary Education	Secondary Education		
			1999	2007	1999	2007
1	Arab States		52	59	49	51
2	Central and Eastern Europe		82	80	72	74
3	Central Asia		84	86	65	69
4	East Asia and the Pacific		55	60	46	48
5	Pacific		71	75	57	56
6	Latin America and the Caribbean		76	78	64	60
7	North America and West Europe		81	85	56	61
8	South West Asia		35	45	35	36
9	Sub Sahara Africa		43	44	31	30

Source; (UNESCO, 2011)

From table 1 above, only in South west Asia, Sub Sahara Africa and the Arab State in 1999 and 2007 both at primary and secondary schools that recorded gender imbalance in favour of female. Less than 50%. Learning outcomes revealed in the academic achievement of students

differ cross sex and location several studies that of Dee, (2006) had noted that boys do better in the classes taught by men, while girls are more likely to thrive in classes taught by women. However, this result corroborates with that of Tarig & Ali-Almad (2012) whose study revealed that female students achieved better result in mathematics than male.

Statement of the Problem

The increase in number of female teachers in our primary schools has come to stay. The academic and moral implications of these imbalances can only be revealed over time. This development has been associated with countries achieving universal basic education goals of the west. According to the study of Mohammed, Khair, and Khairani (2012) level of students achievements in mathematics at the elementary education in Yemen, used a sample of 200 male and female students chosen from eight government schools; a mathematics test which composed of seventy five items that covered geometrical arithmetic operations as well as the equation and inequalities were administered. The result showed that the females tend to achieve better result in mathematics than the males, with percentage Z value difference for male and female as 20.50 and 43.5 with Z value of 4.79 at $p < 0.050$

In Elsheiky (2010) Trend in International Mathematics and Science Study (TIMSS) result of mathematics achievement of Saudi Arabia grade 8 students the result of data analysed showed that achievement in mathematic was strongly associated with gender difference and it revealed that female achievement was significantly upper than that of the male. Similarly, Laucelot &Gibb (2010) study investigated gender differences in performance on the mathematics components on the standard 3 national assessment in Trinidad and Tobago to determine whether there was a relationship between attitudinal differences regarding mathematics and students belief in their mathematical abilities, and students' gender classification. Results indicated that girls performed better than boys on all categories and all skill areas.

Similarly, Wo & Lewis (2007) investigation of 5-14 years old students progress in mathematics attainment in England indicated that in the early years of schooling, individual differences in mathematics attainment are difficult to establish. In extending the discuss, Neville & Croizet (2007) in a study of 7-8 years old conducted in France, found that when gender identity is salient girls perform better than boys on easy problems. On the other hand, boys' performance on mathematics was not affected by gender identity they were not subject to stereotype threat that made negative assumption about their mathematics ability and so they performed better on the more difficult problems. The probe of this study therefore is to determine the percentage gender imbalance in teaching profession in public and private nursery primary and secondary schools in Esan west local government area, to assess the implication of this imbalance on the academic achievement of pupils in mathematics in public and private nursery primary schools in Esan west local government area of Edo State.

Purpose of the Study

The study among other things determined the percentage level of imbalance in teaching profession in public and private nursery primary and secondary schools in Esan west local government area of Edo State Nigeria, verify the implication of this imbalance on the academic achievement of pupils in mathematics in public and private nursery and primary schools in the study area.

Research Questions

a. What is the percentage difference of gender imbalance in teaching profession in public and private nursery primary and secondary schools in Esan West Local Government Area of Edo State?

b. What is the difference between the percentage level of gender imbalance of teacher in urban and rural school in the study area?

c. Does any difference exist between gender imbalance of teachers in public and private nursery, primary and secondary schools in the study area?

d. Does gender imbalance of teacher affects the academic achievement of students in mathematics in the study area?

e. Does any difference exist between gender imbalances of teachers in public secondary schools in the study area?

Research Hypotheses

1. The percentage differences of gender imbalance in teaching profession in Esan west Local government area of Edo State is not significant.

2. There is no significant difference between the level of gender imbalance of teachers in urban and rural nursery, primary and secondary schools.

3. There is no significant difference between gender imbalance of teachers in public and private nursery , primary and secondary schools in the study area

4. The differences in gender imbalance in teaching profession in Esan west Council of Edo State does not significantly affect the academic achievement of students in mathematics in the study area.

5. There is no significant difference between gender imbalances of teachers in public secondary schools in the study area.

Significance of the study

The findings of this study will be of benefit to the government who is the employer of labour for schools and school owners who also employ workers at the private schools. Parents and students will also benefit from the findings as the implications of the imbalance on the academic achievement in mathematics in nursery primary and secondary schools in Esan west

local government affect their male children in schools with high gender imbalances. Male pupils in gender imbalance school will have to overcome stereotype that negate their achievement in mathematics.

Method of study

The study employed the descriptive survey research design. A sample of seventy schools made up of forty five public and twenty five private nursery and primary schools and sixteen public Secondary Schools (JSS &SSS) were used. The instrument for data collections were records of staff and academic achievement of pupils and students their various examinations in mathematics. The data generated were analysed using percentage and chi-square to determine the statistic significance differences.

Results and Discussion

Ho1. The percentage differences of gender imbalance in teaching profession in Nursery and primary schools in Esan West Local government Area of Edo State is not significance

Table 2 Percentage of imbalance in teaching profession in Esan west nursery and primary schools

Teachers		Total	$\dot{x}$	P. Value	Remarks
Male	**Female**				
145 (22.87%)	**489 (77.13%)**	**634**	**186**	**3.87**	**significant**

Source; field study

From Table 2 above, out of a total of 634 teachers in the public primary schools in Esan West Local Government Area of Edo State, 145 representing 22.875 are males while 489 representing 77.13% are females. The chi-square calculated comparing the differences between these results, showed a value of 186.65 as against the p value of 3.87. This result shows that there was significant gender imbalance in teaching profession. This result is supported by various research studies that of UNESCO (2011) and Stanley (2016).

Table 3 Percentage Gender imbalance of Teachers in Urban and Rural Areas.

Sex	Urban schools	D	Rural schools	D	X	P	Remark
Male	82 (17.83%)	64.39%	63 (35.80%)	28.40%)	13.93	3.87	significant
Female	378 (82.17%)		111 (64.20)				

Source; field study

From Table 3 above the number of male teachers in urban primary schools were 82 representing 17.83%. The difference between the male and female teachers at the urban schools is 64.39%. The number of male teachers in the rural schools was 63 representing 35.80% while the female teachers at the rural schools are 111 representing 64.20%. The difference between the

urban and rural was 28.20%. The chi-square calculated to determine the statistical differences showed a value of 13.93 as against the p value 3.87. The result showed that female teachers are more in both urban and rural schools though the percentage of female teachers is more in urban schools than the rural schools.

Table 4 Percentage gender imbalance between public and private school

Sex	Public schools	D	Private Schools	D	X	P	Remark
Male	145 (22.80)		96 (33.54%)				
Female	491 (77.20)	54.40%	190 (66.43%)	32.86%	4.93	3.87	significant

Source; field study

From table 4 above the study revealed that the male teachers in public schools were 145 representing 22.80% while the female in public school were 491 representing 77.20% the male teachers in private primary and nursery schools in were 96 representing 33.57% while female teachers were 190 representing 66.43% the differences revealed a percentage of 32.86. When the imbalance between the private and public schools were compared statistically a chi-square value of 4.93 was obtained as against p value of 3.87. This result is confirmed that there was significant gender imbalance between private and public schools, the public schools having the highest imbalance

Table 5 Percentage differences in Gender imbalance and Academic Achievement in Mathematics at the public primary schools

Variable	Sex		X	P value	Remarks
	Male	**Female**			
Teachers	145 (22.87%)	489 (77.13%)	5.00	3.87	Significant
Students sample	1905	2361			
Number of students who scored above 50% in Maths	901 (47%)	1684 (71.32)			

Source; field study

From table 5 above the percentage differences in gender imbalance between male and female teachers and the academic achievement of pupils in public and private primary schools was determined the differences in teacher imbalance of 77.13% and academic achievement of pupils in mathematics . out of 1905 male pupils 901 representing 47% Pupils Scored 50% and above while out of 2361 female 1684 representing 71.32% scored 50% and above. The differences showed a chi-square value of 5 against p value of 3.87. This result confirms that gender imbalance significantly influences achievement in mathematics in favour of the female

pupils. It also confirms the position of Laucelot & Gibbs (2010) Wo and Lewis (2007) and (Newville and Croizet, 2007).

The study of Ajai and Imoko (2015) also noted that female students outperformed their male counterpart (both post-test and retention) though the difference is not statically significant. The result is also consistent with Hydea and Mertzb (2009) which said that girls have reached parity with boys in mathematics achievement they noted that this is an indication that girls can do better than boys in task that require complex problem, such as PBL. This position also agrees with narrow achievement reported in the united state of America by Perie, Morgan & Luktus (2005) and Australia by Forgasz, Leeler & Vale (2006) however which was in variance with Ogunkunle (2007) in Nigeria where part of the finding established significant difference in favour of males and another in favour of females. But the word of Dee (2006) which noted that girls have better educational outcomes when taught by women and boys are better off when taught by men cannot be overlooked.

Table 6 Percentage Gender imbalance in Teaching Profession in Public Secondary Schools

Nos. of schools	Level	Sex		X^2sex	X^2 level	P value	Remark
		Male	Female				
16	JSS	33 (35.10)	61 (64.89%)	8.34	12.956	3.87	Significant
16	SSS	68 (60.18)	45 (39.82)	4.68			

Source Field study

Table 6 above on the gender imbalance of teachers in teaching in public secondary schools, the result showed that male teachers in Junior Secondary Schools (JSS) were 33 representing 35.10% while the female were 61 representing 64.89%. the differences in imbalances is 8.34 in favour of female while at the Senior Secondary School (SSS) the imbalances showed that the male teachers were 68 representing 60.18% and females 45 representing 39.82%. The differences at Senior Secondary Level was also significant but in favour of the male teachers. The difference between JSS and SSS was carried out and revealed a chi-square of 12.956 as against 3.87.p value. This result confirms that the gender imbalance was significantly higher at the JSS in favour of female teachers.

Summary

This study revealed that there was significant gender imbalance in teaching profession in public and private urban and rural schools in Esan West local government area of Edo State. This imbalance was also seen to be responsible for better achievement in mathematics in favour of the female pupils. At the Secondary School Level the Junior Secondary showed significant gender imbalance while the Senior Secondary Schools showed an imbalance in favour of male teachers. The study confirm that at the Primary School Level the female teachers are dominant

Conclusion

The training of pupils at the Primary School Level which form the foundation of education is left in the hands of the female teacher. The implication can be inferred from the challenges of single parenting. Certificates are supposed to be issued to pupils worthy in character and learning it's obvious that the lopsidedness of teachers in favour of female can potent serious danger.

Recommendations

1. The study recommend the improvement of conditions of service and remuneration to encourage more male into the teaching at the lower level which is the foundation

2. To carry over the challenge of single parenting in schools, more male should be employed into teaching profession.

3. To reduce gender imbalance disparity in urban and rural areas, government should encourage improve conditions in schools in rural areas to attract urban rural drift.

4. Gender imbalance is evolving and it has eaten up the primary school level and junior secondary schools level. Government /proprietors of schools should employ more male teachers.

5. Mathematics, the language of numbers, is the mother of sciences. All science courses required a credit grade in it before admission and if the male students are falling out in performance there is a serious danger for the future men driven careers. Effort should be concerted by government to motivate the male teachers to remain in schools.

6. The influence of stereotypes on achievement is taking its toll on the male students. The female teacher will need to encourage male students to overcome it for better achievements.

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Higher Education Classroom Observations at Three Selected Adventist Institutions

Adventor M. Trye, Jr.,PhD
Adventist University of West Africa

tryejr@auwa.edu.lr

Abstract

One of the best practices employed by educators is classroom observation. The practice informs educators on whether or not they are implementing their explicit curricula. Curricula concentrate on the entire institution—the intentional, structural, curricular, pedagogical, and the evaluative dimensions. Since effective classroom observers are cognizant of the juxtaposition of other dimensions of schooling, the focus of this study was on three Adventist higher educational institutions in Asia. This article is a condensed version of the sixth chapter found in the author's dissertation titled, An Appreciative Inquiry of the Integration of Faith and Learning Practices in Adventist Higher Educational Institutions in Southeast Asia. By making use of a qualitative research design, the author of this article observed 15 classrooms from the three institutions. The data collection tool used for the study was, the Higher Education Classroom Observations Instrument. The instrument was designed by Professor William H. Green, a veteran educator of over 35 years of experience. The classroom observation instrument encompasses all the five categories of things that are needed to be observed in the context of a classroom observation at Adventist higher education institutions. A comparative analysis of the classroom observations from the three institutions resulted to best practices for facilitating the integration of faith and learning. Hence, this article recommends the use of the Higher Education Classroom Observation tool for researchers and educators who are conversant with Adventist philosophy of education.

Keywords: *Adventist Education, Best Practices, Classroom Observation, Higher Education, and Instrument*

Introduction

It is a common practice for qualitative researchers to employ different kinds of data sources in a case study (Braun & Clarke, 2013; Merriam, 2009; Miles & Huberman, 2002; Yin, 2011). For instance, if the researcher was unable to capture particular information during the interviews and the observations, the researcher might discover other significant information in those documents gathered from the research field (Yin, 2011). Since making use of many types of data sources is one of the distinctive characteristics of qualitative researchers (Eisner, 1998; Merriam, 2009; Miles & Huberman, 2002; Yin, 2011), in this article, concentration is on the classroom observations from three Adventist Higher Education Institutions (AHEIs) located in South-east Asia. For ethical reasons, the letter A was assigned to the first institution, the letter B was assigned to the second institution, and the letter C was assigned to the third institution.

The Higher Education Classroom Observations instrument used to study the three AHEIs is worth sharing with other educators. This is because, one of the reasons for the writing a dissertation on the Integration of Faith and Learning (IFL) was to share the findings through various means such as research article, conference presentations, workshops, colloquia (Trye,Jr., 2017).This article is a summary of the sixth chapter from author's dissertation and it is divided into six sections. They are (a) Literature On Classroom Observations, (b) Description of the Instrument(c) Institutional Context, (d) Classroom Observation, (e) Generalization of the Observations, and (f) Summary, Conclusion, and Recommendations.

Literature on Classroom Observations

Classroom observation is synonymous with assessment, evaluation, teacher observations, and walkthroughs (https://www.edglossary.org;Protheroe, 2009). Of all the various assessment methods—charts, rating scales, checklists, narrative description, video recordings—classroom observation is considered as one of the most widely systematic methods used by educators (Sheal,1989; Smith,, Jones, Gilbert, and Wieman,.2013;. Zaare, 2012).Effective classroom observationcan be done either formally or informally by teachers, administrators, and instructional specialists (Howes, James, and Ritchie,2003; Sheal,1989;Smith,, Jones, Gilbert, and Wieman,.2013; Zaare, 2012).

According to Marzano, R. J., Marzano, J. S., and Pickering (2003) "effective teaching cannot take place in poor managed classrooms"(p.1).At times classroom management can be fearful for both novice and veteran teachers because the practice of classroom management contains all of the teaching techniques, procedures, and strategies that are employed during the instructional period(Marzano, R. J., Marzano, J. S., and Pickering, 2003; Wong and Wong, 1991).

Not only does effective classroom observation benefit instructors, students' academic achievement is also tied to classroom observation (Berkley, 2001; Douglas, 2009;Grossman, Ronfeldt, and Brown, 2014; Kohn, 1996; Sawada,2002; Zaare,2012). The practice of classroom observation may go along with other useful practices like"conducting daily reviews, presenting new material, conducting guided practice, providing feedback, and correctives, conducting independence practice, and conducting weekly and monthly reviews"(Possell et al., 1999;Rubie-Davies, 2007; Zaare,2012). These practices are essential because students have different learning styles. For instance, an effective teacher to one student may be considered as an ineffective to another student.(Connor et al., 2009, Gordon et al, 1995). Thus classroom observations tools do help teachers, students, and other educational stakeholders to know what went well or what needs improvement in the classrooms.

What to look for in classroom observation matters(Kohn,1996). For Zaare (2012), classroom observations are meant to be focused and developmental; not judgmental. In other words, the process should help teachers to grow and it should not be meant for pulling teachers

down. Also, the duration of classroom observation may varies from few minutes of the class time to the full class time, however, the major purpose of classroom observation is for improvement on the work.Thus, the process should provide meaningful tasks and offer opportunity for teachers to reflect and talk on the result of what was observed during the observation (Zaare, 2012).

Besides, there are debates in the literature about effective classroom observations(Cohen and Goldhaber, 2016).Critics of classroom observations adhere that the criteria used for measurement might not be authentic in a sense that the principals may not use consistent evidence-based evaluation criteria (https://www.edglossary.org). Observers may be lack of training or expertise in classroom observation. Be as it may, from the literature, it was discovered that when classroom observation is done properly, its results provide educators with effective feedback(Siddiqui et al., 2007; Lam, 2001; Marzano, R. J., Marzano, J. S., and Pickering, 2003; Sheal,1989; Zaare, 2012). Next is the description of the classroom observation instrument that was designed by Green (2016).

Description of the Instrument

The Higher Education Classroom Observations Instrument was designed byDr William H. Green in 2016. It was used for the author's dissertation. (Trye,Jr., 2017). The instrument has two main parts, the institutional context, and the classroom observation.

The Institutional Context

The three institutions of the study were Seventh-day Adventist tertiary institution located in Southeast Asia.From a general perspective, the institutional context has to do with the entire institution. Hence,five dimensions were used to the observe the institutional context of the three institutions. They were (a) intentional, (b) structural, (c) curricular, (d) evaluative, and (e) pedagogical dimensions.

Intentional Dimension of the Institutions

The intentional dimension has to do with the institution's emblems. The institution's emblems include the philosophy, vision, mission, goals, core values, and outcomes of the university (Trye,Jr., 2017). The intentional dimension of schooling is essential for observation because at times, at the institutional or the classroom level, there may be dissimilarity between "intended aims and operationalized aims" (Eisner, 1998, p. 73). In the institutions, the researcher observed their mission, and vision was placed on the walls of the classrooms and offices. Apart from being placed on the walls, the researcher saw the institution's emblems in the course syllabi.

For instance, the keywords that were found in the philosophy of Institution B were (a) *believes in Jesus Christ* and (b) *true model of excellence* (Trye,Jr., 2017). What this intentional dimension of the institutions suggests is IFL practices are visible in the intentional dimension of

the three schools. Jesus Christ is considered to be part of the teaching and learning process in the schools. The philosophy of the schools points to Jesus Christ as the representation of excellence in education. The findings from the intentional dimension are in alignment with what is written in Deuteronomy 6:9, "And thou shall write them upon the posts of thy house, and on thy gates." Besides the intentional dimension, I wanted to find out if the way the school was organized, the structural dimension, reflected the IFL.

Structural Dimension

This dimension of schooling is about the daily routines; how the entire institution is organized (Eisner,1998). According to Eisner (1998), "Understanding the influence of an organizational structure in schools provides a basis for considering its utilities and liabilities, its benefits and costs" (p. 75). This structural dimension allows people to consider other ways of doing things (Eisner, 1998). From the author's inquiry about the way the schools were organized, it was discovered both institutions have a 3-semester system: The first semester starts in August and ends in December, the second semester is from January to May, and the summer semester is from June to July.

The office hours in the institutions were from 7:30 AM to 5:00 PM, from Mondays to Thursdays. On Fridays, the office hours were from 7:30 AM to 12:00 PM. On Saturdays, the offices were closed because of worship. It wasobserved after every hour and thirty minutes, Institution B played an instrumental hymn as a signal for transitioning to another class. The sound was loud enough for it to be heard on the entire campus. On a daily basis, worship started at 5:00 AM in the dormitories. At 7:00 AM, the siren sounded for a universal prayer time known as the 777 prayers. The 777 prayer means Seventh-day Adventists praying at seven in the morning, and at seven in the evening seven days a week. Then at 5:00 PM, there was a long siren for a one minute pause, those on campus were expected to thank God for deliverance because in 1985 Institution B was miraculously saved from the attacks of rebels (Trye, Jr., 2017).

Taking into account what was noticed about the sound of music and the sirens as a signal for prayer or transition from one class to another was a practice that resonated with what was mentioned in the discovery phase of the AI interviews when the participants said IFL was audible (Trye, Jr., 2017). It reminded the author of what the Holy Scripture says about the second coming of Jesus Christ. It will be accompanied by the sound of the trumpets. (1 Thessalonians 4:16).The daily routines in both institutions emphasized the IFL. From the structural dimension, when a person enters an Adventist institution, the person will not only be able to see IFL components written in the institution's emblems placed on the walls, they will also be able to hear the sound of IFL at the institutional level. The researcher wondered if a person would also be able to hear IFL in the curricular dimension.

Curricular Dimension

The curricular dimension is the third dimension of schooling. It includes the plans for the delivery of teaching and learning. The author noticed in the curricular documents two sets of requirements: one from the government, and the other from the institution. From the institutional level, the promotion of IFL in the curricular dimension was visible. The administrators required the teachers to include IFL in their course syllabi while trying to meet the higher educational standards provided by the government (Trye, Jr., 2017). The importance of curriculum issues to schooling led me to make an inquiry about curriculum practices at the institutional level in the two schools because of curricular issues, in general, are also related to IFL practices.

For instance, one of the curricular questions mentioned by Eisner (1998) was, did the activities engage students? When the researcher visited the schools, the researcher observed the students were not only engaged in academic activities, but they were also engaged in other activities such as missionary activities and sports. The author witnessed the dedication program of students from various departments in Institution B who signed up to be missionaries while studying (Trye, Jr., 2017). In Institution C, the author witnessed an entire week of sports activities where students engaged with peers, faculty members, and even other institutions from the community. During the sport week, there were no classes. The students and the teachers were engaged in curricular and extra-curricular activities. This dimension suggests the practice of implementing an integrated curriculum which includes both curricular and extracurricular activities. The teaching and learning process was not only an intellectual aspect of learning but also the promotion of a holistic lifestyle which prepares students for life. It required the collective effort of everyone in the institution. Since the teachers were also mandated and encouraged by their administrators to evaluate the performance of the students the researcher observed how the evaluation was carried out at the classroom level.

Evaluative Dimension

The evaluative dimension of schooling is not only limited to the testing of students, it is about what and how assessment is practiced in the institution (Eisner, 1998; Trye, 2017). According to Eisner, "Evaluation occurs everywhere: when the teachers listen to the children read, when children hand in what they have written when students respond to teachers' questions" (Eisner, 1998, p. 81). Also, "More than what educators say, more than what they write in curriculum guides, evaluation practices tell both students and teachers what counts. How these practices are employed . . . speak forcefully to students about what adults believe is important" (Eisner, 1998, p. 81).

The evaluative dimension was difficult to fully observe at the institutional level but the researcher was able to identify the institutions' evaluative method in terms of awarding students. For example, in one of the chapel services observed, the vice president for academics and

academic administration in Institution B awarded students who were on the deans' list with no grade less than B-. Also students who had achieved grade point average (GPA) of 3.65 in the last semester were awarded as scholars. The administrators also acknowledged the employees who completed their graduate and postgraduate degrees. Also in Institution C, the researcher saw the pictures of professors and students who had passed board or national exams placed on posters at the entrances of the Institutions.

Appreciating the deeds of both employees and students can help to motivate students and employees to aspire for academic excellence. Likewise, celebrating top ranking students who passed the national board exams suggests the achievement of academic excellence mentioned in the school's emblems is valued. Not only the students, but also the celebration of teachers who completed further studies suggests the importance of the practice of academic excellence. Apart from the evaluative dimension, I was interested in the pedagogical dimension.

Pedagogical Dimension

The last dimension of schooling has to do with the beliefs about the art and science of teaching or the methodology (Trye, Jr., 2017). According to Eisner (1998), different teachers can teach the same curriculum in different ways. This dissertation is about exploring the various ways in which Adventist administrators and educators are implementing IFL practices in AHEI.

At the institutional level, the administrators were aware of the pedagogical practices going on in the classrooms because two out of the four administrators that were interviewed, taught in the classroom and at the same time performing their administrative duties at the institutional level. The finding from the institutional context was confirmed in the Students' Focus Group interviews when one of the students admitted their administrators were teaching in the classrooms (Trye, Jr., 2017). The teachers had their activities recorded in curricular documents such as in course outlines and lesson plans. Further discussions on the pedagogical practices of the three institutions are mentioned in the next section on classroom observation.

Classroom Observation of Institutions

On the classroom level, four major areas of instructions were observed in Institutions A, B, andC. They were (a) variety of forms of representation employed, (b) quality of teaching(c) quality and forms of student engagement, and (d) kinds of feedback employed.

Variety and Forms of Representation Employed in the Classrooms

This area of the classroom observations has to do with the use of the multiple intelligences in the classroom. The researcher observed the use of the following eight multiple intelligences in the institutions: (a) bodily/kinesthetic, (b) intrapersonal, (c) interpersonal, (d) logical/mathematical, (e) musical/rhythmic, (f) naturalistic, (g) spiritual. (h) verbal/linguistic, and (i) visual/spatial. Since the use of multiple intelligences has to do with how a teacher can

relate to the different intelligences in the classroom, the researcher was interested to see the practices in the classrooms.

For example, one of the ten classes observed, the teacher read from Daniel Chapter 12. He explained to students, the students asked him questions. He also drew out practical lessons from the text and applied them to daily living (Trye,Jr., 2017).

Whether intentional or not, the implication is the teachers applied multiple intelligences while at the same time trying to implement the integration of faith and learning practices. It suggests at times that teachers go beyond what is written in their course syllabi implementing IFL. Another implication was IFL practices came out naturally in the classes that were observed in both institutions. The teachers were using a variety of ways to reach the needs of the students. Besides observing the quality of teaching and specifically, the use of the multiple intelligencesduring the second phase of the classroom observations the author focused on the quality and forms of student engagement in the classrooms.

Quality and Forms of Student Engagement

This second phase of the classroom observation has two options. First, the observer can choose to make use of the interactions fostered. For example, a variety of structures and strategies designed to get students to interact with the teacher, students with other students, and teachers with students.Second, the observer can choose to focus on the levels of thinking promoted by the teacher (adapted from Bloom's revised taxonomy of cognition). They are (a) *remember* or recall, (b) *understand* or restate in their own words, (c) *apply* for use in a different manner or environment, (d) *analyze* component parts or categories of an idea, concept, principles, or values, (e) *evaluate* or making logical judgments understood by knowledgeable others, and (f) c*reate* or compose something new (Trye, Jr., 2017). The author chose to make use of Bloom's Taxonomy in the classrooms observations because it promotes the higher order of thinking. The use of Bloom's taxonomy by the professors was not stipulated in the course syllabi but from observations, the author was able to identify the various levels of Bloom's taxonomy when he visited IP17 and IP21.

For example, at Institution C, the researcher observed IP17 used five out of the six levels of Bloom's Taxonomy in the class and in the course outline (Trye, Jr., 2017). The topic of the day was Government Framework in the Peace Process. The professor used powerpoint presentations while giving a lecture and group activities on the peace process (Trye, Jr., 2017). The researcher was able to observe the following levels of thinking, *remember, understand, apply, analyze,* and *evaluate*. They were from the questions the teacher asked the students and also from what the professor wrote in the course syllabi. For example, the aim of the teacher for that day emphasized the analysis level of thinking "Analyze the government's framework for the peace process"(Trye, Jr., 2017). Also during the devotion, the students were asked to elaborate on the passage, Matthew 5:9:"Blessed are the peacemakers." They were also able to

explore in groups and provide illustrations and principles on the peace process in Matthew 5:9 (Trye, Jr., 2017).Besides the use of the Bloom's taxonomy, the researcher was also interested in the use of feedback by the IFL practitioners in Institutions B and C.

Kinds of Feedback Employed by Practitioners in Institutions

Feedback is essential in the teaching and learning process (Green & Henriquez-Green, 2008; 2014; 2016). In this third part of the classroom observations, my concentration was on (a) the forms of feedback provided by the teacher (b) student to student feedback—what was provided and how often (c) student to teacher feedback—what was provided and how often, and (d) variety of assessments or tests used—forms of assessment and timing of the feedback. Since feedback is an important aspect of any learning process including the practice of IFL, the researcher chose to observe the kinds of feedback because he wanted to learn more about the teacher-student relationship which was mentioned by participants in Institution A. (Trye, Jr., 2017).

For example, when the author observed the class of IP18, the teacher was making revisions and preparing the students for the exam. For the assessment section of the course syllabi, the teacher had quizzes, assignments, class discussion, oral performance, journaling, projects, and final exams (Trye, Jr., 2017).Like the use of multiple intelligences and the use of Bloom's taxonomy, the teachers made use of various types of assessments in their practices of IFL. This is in alignment with what Eisner (1998) said about evaluation being part of the teaching andlearning process in the implementation of the curriculum. Also, it is a good model of a variety of assessments used by the teachers as identified in the curricular documents and explained in the appreciative interviews and the pilot study (Trye, Jr., 2017). This leads to the last part of my observation where specifically I focused on how the teachers used the integrated strategies.

Integrated Strategies

The integrated strategies are divided into four categories: (a) The contextual strategies—tactical, ornamental, environmental; (b) the illustrative strategies—analogous, narrative, exemplary); (c) the conceptual strategies—textual, thematic, valuative; and (d) the experiential strategies which include the personal, interrelational, and declarative dimensions of IFL practice (Taylor, 2005).All of the 15teachers that were observed in the three institutions implemented the integrated strategies in the classes in unique ways. For example, when the researcher visited Institution B, IP10 showed me how the integrated strategies were implemented in the curriculum. Also, at Institution C, IP18 gave me the schedule for the integration of faith and learning themes for the first semester of the academic year 2016-2017 developed by the teachers in the education department (Trye, Jr., 2017). The author found these practices interesting because elsewhere, Henriquez-Green and Green (2013) published a book addressing such IFL practices coming up with themes for a week.

Also, the IFL practitioners' indication of the integrated strategies in their syllabi indicates the importance they placed in the IFL. Not only did the practitioners talk about it, but also they were walking the talk. Besides, each of the teachers had their unique ways of employing IFL which confirmed the appreciative interviews about IFL being personal (Trye, Jr., 2017). The integrated strategies were not only implemented at the classroom level but were collectively implemented at the institutional level in the two institutions. This leads the author to the generalization of IFL practices at both the classroom and institutional level.

Generalization of the Observations

From the observations of IFL practices in the three institutions, I would like to suggest five metaphors for IFL practices. First, as a classroom is to a teacher, so also is the entire institution to the administrators (Trye, Jr., 2017). I believe the administrators need to cater to the institution in the same way teachers cater to a class.

Another metaphor has to do with horizontal and vertical relationships. It is possible to follow the five dimension of schooling to implement IFL at the institutional level. Likewise, IFL can be successfully practiced at the classroom level following the four aspects of classroom observations. Despite the different levels of hierarchy existing in an institution, it takes a shared commitment to have IFL implemented.Third, IFL looks like a seamless life. It is difficult to describe IFL practices in totality because IFL is interwoven. When IFL is practiced well there is a fusion between faith and learning (Nwosu, 1999). IFL is seen in all the five dimension of schooling. This confirms what was mentioned in the appreciative interviews about IFL being inseparable. They are one. Trying to separate any part of IFL would be considered disintegration instead of integration (Trye, Jr., 2017). Fourth, IFL practices can be seen, felt, and experienced. IFL practices were seen, felt, and experienced in the five dimensions of schooling and the four areas of classroom observations in Institutions A, B, and C. I saw IFL in the curricular documents, I heard IFL practices in the worships in and outsides the classrooms, and like the students (Trye, Jr., 2017). I felt IFL practices in the kindness of the teachers and administrators. They were open, accepting, and ready to share, and even asked me to preach for divine service in the two institutions.

Fifth, unlike an island, which is surrounded by waters, IFL looks like the entire world, which includes everything created in Genesis 1 and 2. This is because while observing the ten classes in Institutions A, B, and C, I was able to see the teachers use other instructional strategies in their implementation of IFL in Institutions A, B, and C. This suggests effective IFL practices are inclusive of other pedagogical practices such as multiple intelligence, Bloom's taxonomy, and feedback. Teachers take seriously the responsibility to use everything available to prepare 21st century learners.

Summary, Conclusion, and Recommendations

From the systematic classroom observations at the three institutions, IFL practices were linked to five metaphors. They were (a) as a classroom is to a teacher; so is the entire institution

to the administrators, (b) like horizontal and vertical relationships, (c) like a seamless life, (d) like being seen, heard, and felt by all, and (e) unlike an island, IFL practices are inclusive. The findings of the study are in alignment with the results of the appreciative interviews as well as the discussion in previous studies (Nwosu, 1999, Rasi, 1999; Rasi, 2000; Taylor 2005). It was observed that IFL was being overtly practiced in the institutions. This was only possible because of a shared commitment by all the IFL practitioners to intentionally and deliberately implement IFL practices.

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The Impact of positive Peer pressure among Adventist University of West Africa Students

Frank O. Bannor
bannorf@auwa.edu.lr
Adventist University of West Africa (AUWA)
Republic of Liberia

Abstract

This paper focused on the impact of positive peer pressure among students of Adventist University of West Africa. Peer pressure has always been painted negatively. Meanwhile, the definition of peer pressure is not only static to the negative view perceived by others. If peer pressure is influenced by one's peer group, then peer pressure might also be positive. At the Adventist University of West Africa, there are so many ethical values and good manners that are taught by the faculty to students. Some of them include proper dress code, diet, godly live style, worship, good courtesy etc. The students who have adopted this godly lifestyle and good manners can influence their peers. This article is a proposal of impacting positive peer pressure among Adventist University of West Africa students. The following questions will be answered in the paper: (a.) what is positive peer pressure (b.) What are the biblical examples of positive peer Pressure? (c.) How can Positive peer pressure transform those who have moral fall? (d.) How can students in Adventist University of West Africa be impacted by positive peer pressure?

Key Words: Impact, peer Pressure, positive, Adventist University

Introduction

Adventist University of West Africa is a Christian base institution that is impacting godly knowledge to the societies and communities in the Republic of Liberia, West Africa, Africa and the world at large. Peer pressure has always been defined by not omitting the word "influence" or the phrase influence one peer groups (Watts, 1993).

"Peer pressure, is an inspiration, or inspiring one peer group to follow suit either positive or negative directions" Bannor 2017. "Peer pressure is not always negative sometimes it inculcates new hobbies, habits, attitudes, health, conscience or a strong urge to succeed amongst people and where this happens, it is positive" Oluwamayowa, 2012

Do not ever give in to peer pressure. It is a terrible thing. Whether it is for friends, drugs or sex, peer pressure is bad and can be difficult to resist. However, I say to you: Do not do anything you would be afraid to admit to your parents. Motloung, 2016

Peer Pressure cannot be always negative, where people in the same age group influence or inspire their peers to act the same way they do, such as drunkenness, bad dress code, smoking, stealing etc. The positive side of peer pressure can be attained by putting good measures that governs one's life in place. Watson,2001

The core values, mission, vision statement of AUWA, can be used as a measure to promote positive peer pressure through her students who have already been impacted through her holistic ethical values, and core values of the University. The institution endorses the "development of the

spiritual, intellectual, physical and social capacities of its students for peaceful co-existence, knowledge advancement, exemplary leadership, harmonious relationship, and service to God and humanity" as a mission statement. The Institution inspiring core values such as excellence, integrity, accountability, selfless service, and Unity in diversity can be impacted to those whose lives have been tainted by negative peer pressure (AUWA Students Hand book 2015).

Statement of the Problem

Peer Pressure has become a weapon that destroy students and youth and peers in a contemporary Society. During the 1500s William Turner published The Rescuynge of the Romishe Fox, he stated "Birds of same feather flock together" Vladimir Lenin also said "Show me your friends and I'll tell you who you are", in academics' arena, choices, values, friends and new life styles are made, new behavior can also be introduced where parents and guidance never have ideas about their sponsored students in terms of what they practice. Parents and guidance send their students to schools and universities to learn and become better citizens in the society. But sometimes the purpose in which one sends a student can be diverted in a negative direction through friends. In academic grounds one tries to become a professional in every aspect of life, either good or bad, sometimes to be a smoker, gangster, prostitute and other bad habits to the first degree. Friends who have such behavior can pressurize a student to follow the same habit, further more; friends who have a good courtesy or good manners can also inspire peers to follow suit. Therefore, this study focuses on the impact of Positive peer pressure among AUWA students, through the institution's holistic core values, ethical values, mission, and vision statements.

Research Objectives

1. To identify positive peer pressure among Adventist university of West Africa Students
2. To identify positive peer pressure as means of transforming AUWA students who have moral fall
3. To use the Biblical characters whose life were transformed through positive peer Pressure as example for AUWA students.
4. To impact the principles of positive peer pressure among AUWA Students through Biblical perspective

Literature review

Biblical Examples

"Peer influences are normal and necessary in our lives," says Liisa Hawes, marriage and family counselor with the Calgary Community Learning Association.

We can find a great definition of positive peer pressure in Hebrews 10:24: "And let us consider how we may spur one another on toward love and good deeds." The Greek word that translates to "spur" in this verse is paroxusmos, meaning "incitement. ." Incite means "to provoke to action." In addition, paroxusmos provides the basis for a great but seldom-used English word "paroxysm," which means "a sudden attack or outburst." The word "consider" in Hebrews 10:24 means to give serious, deliberate thought about a specific topic.

So the meaning of the entire verse becomes clearer with the understanding of these words. God commands us to consciously plan ways to incite one another to outbursts of goodness.

This is positive peer pressure at its best! It's like a riot of positivity! An investigation of the gospels exposes the incredible fact that if it weren't for positive peer pressure, Peter might not have followed Jesus.

Daniel and Peer Pressure

*"But Daniel purposed in his heart that he would not defile himself with the portion of the king's meat, nor with the wine which he drank" (Daniel 1:8)*The Book of Daniel provides us with a case study in handling peer pressure. We note in our text verse that Daniel began his career in the worldly city of Babylon by making an internalPeter's brother, Andrew, w

The 'pressure involves expectations or demands one to behave in a definite way". Pressure can be of two types the one to perform and also to confirm. And the power of pressure is such that it can make a person violate his/her personal standards in order to be liked and accepted by other members of the group. (Weiten & Lloyd, 2004).This is something that cannot be denied. According to Elliot (2001), peer pressure is defined as the influence exerted by a peer group in encouraging a person to change his or her attitude, values, behavior in order to conform the group norms. Ryan (2000) defined peer pressure as when people of your own age encourage or insist on doing something or to keep from doing something else, no matter if you personally want to do it or not. The more subtle form of peer pressure is known as peer influence, and it involves changing one's behavior to meet the perceived expectations of others (Burns & Darling, 2002). Peer more or less has a role to play in a person life all throughout but it becomes more integral part of the adolescents' life and even plays more influencing role than familial influences. Living in a society people feels obligated to conform to the norms and perceived expectations of the groups to which they belong(Baumeister,1990) and it is more evident among adolescents (Berndt,1996).

Research design

This study employed a descriptive survey design, which is a type of research undertaken with the aim of describing characteristics of variables in a situation. According to Best and Khan (2009), descriptive survey design is concerned with conditions or relationships that exists, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. (Kerlinger, 1969).

The descriptive survey design enabled collection of data without manipulating the research variables. The descriptive survey design optimized on the strengths of quantitative research methodology. The survey method allowed collection of data from a large sample population and generated findings that were a representation of the whole population at a lower cost (Saunders, 2007).

Target Population

The target population of the study was from first year students of AUWA, Second year students, third year students, and fourth year students both male and female. The target population was 1000 students.

Sampling technique

Sample size a sample is a smaller group of subjects obtained from the accessible population (Mugenda and Mugenda 2003). The study employed Mugenda and Mugenda (2003) recommended sample size of 10% of the target population. Using the above formula to determine the sample size for the 1000 respondents; Sample size was 25 respondents from each level making a total of 100 students.

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected Mugenda and Mugenda, (1999). The study employed random sampling technique to select the sample size from individual levels. A sampling frame was developed levels that listed all the units in the population. The levels were picked randomly until the desired sample size was attained. This enabled every member of the accessible population to have equal chance of participating in the study.

Instrumentation

One single, simplified instrument of structured questionnaire was used to determine the impact of positive peer pressure among AUWA students. This instrument consists of (a) Demographic information (b) Evaluation of the student's familiarity of positive peer pressure, (c) Been pressurized by friends to behave positively, (d) Students have been influenced by the core values of AUWA positively (e) Students have been experienced personality change through friends etc. The demographic information section of the instrument was used to collect personal information of the respondents such as Gender, Age, level of education, Departments, Specialization about their opinion on the Impact of Positive Peer Pressure. This allowed the analysis of the data collected to be categorized according to the various demographic variables. The sections on evaluation of The Impact of the Positive Peer Pressure provides the theoretical frame work of the study.

Data collection procedure

Data for this study were collected from Adventist University of West Africa students and their respective levels, department, college and specialization between January 15, and Feburay26 2019. A total of 100 questionnaires were distributed among the students in order to reach the desired population. The reason for this is to get the exact information needed for the research and for easy collection of the questionnaires distributed. All the questionnaires were turned out by the Students in their respective order, which constituted the exact percentage (100%).

Data presentation and analysis

The presentation and analysis of data was carried out using the following: The percentage Analysis, tabulation of data and the Regression Analysis. Percentage Analysis: This involves the conversion of collected data into simple percentages. This presentation method is specifically adapted for descriptive analysis of identified variables. Tabulation of data: Tabulation deals with the presentation of classified data in tabular form. A table is an array of data in rows and Columns.Data collected from the survey were analyzed using the Tables.

Demographic Information

Table 1. Gender

Gender	Frequency	Percent
Male	40	40.0
Female	60	60.0
Total	100	100

From the Frequency table above, it was discovered that 40 (40%) respondents were Males and female respondents made up the remaining 60 (60%), Thus ,this shows that there were more females respondent than male

Table 2. Ages

Ages	Frequency	Percent
19years below	23	23.0
20-30years	37	37.0
31-40years	25	25.0
41- 50 years	10	10.0
51 years Above	5	5.0
	Total	100%
Total:	100	100

Table 2 Represents the categories of ages that participated in the questionnaire Below 19years 23 responded 20-30years 37 responded, 31-40years 25 responded, above 41-50years 10 responded, 51 years above 5 responded. The percentages are as follow respectively 23.0% 37.0% 25.0% 10.0%,5.0%.

Table 3: Colleges

Colleges	Frequency	Percent
Columbia Union Health and Sciences	50	50.00
College of Education Humanities	25	25.00
Dave Wrigley Business Finance	25	25.00
	Total=100	100%

Table 3 shows that Columbia Union of Health and Sciences responded were 50% College of Education and Humanities 25% Dave Wrigley Business and Finance 25%

Table 4:Departments

Departments/ Specialization	Frequency	Percent
Nursing	23	23.0

Public Health	12	12.0
Public Administration	10	10.0
Business Administration	8	8.0
Accounting	3	3.0
Criminal Justice	4	4.0
Theology	1 5	15.0
Education	10	10.0
Biology	15	15.0
Total :	100	100%

Table 4 gives the departments or Specialization result, according to the study Nursing students who responded 23%, Public Health 12%, Public Administration10% Business Administration 8%, Accounting 3%, Criminal Justice 4% Theology 15% Education 10% Biology 15%

Table 5: I am aware of positive Peer Pressure

Responds	Frequency	Percent
Strongly Agree	55	55.0
Agree	30	30.0
Disagree	10	10.0
Strongly Disagree	5	5.0
Total	100	100%

Table 5, indicates that 85 % of AUWA students aware of positive peer pressure, strongly agree 55% and agree 30% there is no doubt of the awareness of positive peer pressure.

Table 6: I have been pressurized by friends to do right

Responds	**Frequency**	**Percent**
Strongly Agree	**35**	**35.0**
Agree	**23**	**23.0**
Disagree	**26**	**26.0**
Strongly Disagree	**16**	**16.0**
Total	**100**	**100%**

Table 6 shows that out of 100 respondents 35, respond strongly agree, 30 agree, disagree appeared 26 and strongly disagree 16, the percentages are as follow respectively 35.0% 23.0% 26.0% 16.0%.

Table 7: Habits have been influenced by AUWA Core Values

Responds	**Frequency**	**Percent**
Strongly Agree	**65**	**65.0**

Agree	23	23.0
Disagree	8	8.0
Strongly Disagree	4	4.0
Total	**100**	**100%**

Table 7: The respondents of this table proved that the AUWA core values has transformed about 88% percent of the 100 students who were evaluated. As you see the percentage indication above, strongly agree 65% Agree 23% and Disagree 8% strongly Disagree 4%

Table 8:I am aware of biblical Characters who practice Positive Peer Pressure

Responds	**Frequency**	**Percent**
Strongly Agree	24	24.0
Agree	13	13.0
Disagree	36	36.0
Strongly Disagree	27	27.0
Total	**100**	**100%**

Table 8: Indicates that 63% of the students who were evaluated are not aware of the biblical characters who exhibited positive peer pressure only 37% aware.

Summary

The main objective of the study was to investigate the impact of Positive Peer Pressure among Adventist University of West Africa Students. A structured questionnaire was used to determine the Impact of Positive Peer Pressure; section A was personal data B questions concerning Impact of Positive Peer Pressure. The major objectives of the study were to identify positive peer Pressure among AUWA students and those who have been transform positively through influence of friends and core values, ethics, vision and mission statement of the institution. The study will help students of AUWA and readers who will come across this paper. The study was actually delimited to AUWA students. The method used to carry out this study was quantitative study which means structure questionnaire were given out and all target population was 100 out of 1000 students, all the questionnaires were faithfully answered and were received, frequency tables were used to analyze the result. The summary of findings include:

1. The finding of the study reviewed that about 85% of AUWA Students aware of Positive Peer pressure
2. The finding also review that the core values of AUWA can be used as measure to improve Positive Peer pressure.
3. Most students testify that indeed their personality have changed from negative to positive through the influence of friends.
4. According to the study about 67% of the students are not aware of Biblical Characters who exhibit positive peer pressure.

5.The study again shows that the institution mission, and vision, statement has influenced students positively.

Conclusion

Peer pressure indeed has been negative in the minds of societies at large, students in particularly have been affected by negative peer pressure, every parent send his or her child to school in other to become important in the society but some time it does not happen in the way that parents expected, some can be turn to drug addict, smokers, prostitutes through the influence of their peers. This study highlights the impact of positive peer pressure among Adventist University of West Africa students. Positive peer Pressure is to inspire or incite one to follow principles that transforms behavior or character by encouraging one to follow certain principles that is approved by God. In AUWA there some measures that have been set to govern the students such as the core values, ethical values, proper dress core if these are intentionally enforced it will bring great transformation among AUWA students and the society will be a better place as the institution determine to shine the brightest. Some recommendations based on the findings of this study include:

1. The institution should promote the core values of AUWA by posting it in every class room, halls, etc.
2. Constant evaluation of students' behavior need to be conducted every semester
3. Assessments need to be taken every semester to know how many students are transforming morally.
4. Every student should own at least a Bible
5. The institution should teach the students the reason and importance of adding Proper dress code to the ethical values of AUWA.

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Regionalization of Higher Education Institutions in Liberia: Improving Educational Quality and Learning Outcomes

Goteh, Samuel

Department of Sociology, United Methodist University, & Center for Research and Sustainable Development (CRSD)Liberia

Corresponding email: sgoteh029@yahoo.com

Sivili, Faith,

Dave Wesley College of Business & Public Administration, Adventist University of West Africa, Liberia

Abstract

In recent past decade, efforts to regionalize and internationalize higher education institutions on the continent have been fast growing in other countries, however the situation remains complex and fragile in Liberia with little progress towards improving and regionalizing higher education institutions and services. In 2007, the African Union Commission (AUC) adopted the 'harmonization of higher education in Africa' policy document to promote common higher education space and intra-regional cooperation on the continent to internationalize and improve higher education outcomes. This paper explores the trends of regionalization and globalization of higher education in Liberia in its post-conflict recovery and reconstruction contexts. Using a deeper and boarder social and political context to analyze higher education development in Liberia, we employed institutional ethnography method and conducted semi-structured interviews with Deans, Heads of Department and students of three universities in Liberia. We found that in addition to funding challenges, outdated curriculum and low faculty capacity, poor infrastructures, weak policy and regulatory framework, including lack of independent and transparent quality assurance bodies and external accreditations examination mechanisms continue to undermine quality higher education provisions and services in the country. This situation is further compounded by a weak national education system, lack of national higher education law and policies towards regionalizing or internationalizing its tertiary institutions that will also focus on research and knowledge as well in-bound mobility.

Introduction

Internationalization and regionalization of higher education services are believed to have commenced during the colonialization and decolonialization of African states (Musoke, et al, 2013). Musoke, et al (2013) however, argued that although the educational system was considered as national system, formal educational system was modelled on the educational system of the colonizing country. They propounded further that the education systems of countries in Sub-Saharan African were engrained with deep-rooted social and racial discrimination intended to

oppress indigenous and maintain political power. Despite global calls for the internationalization of higher education system, most Sub-Saharan African countries consider such initiative as an attempt to opening-up and relinquishing their powers to outsiders. However, the first coordinated and uniformed attempts to harmonize and internationalize higher education system on the continent were undertaken by the African Union Commission in 2007 (Knight, 2013; Goujon, et al, 2018).

According to Knight (2013), the conceptualization of higher education harmonization on the continent stemmed from the Bologna higher education regionalization project in Europe that invested the knowledge economy with the assumption that no country/continent can experience sustainable economic growth and development without investing in quality higher education system that provides high level of skills and innovations. In post-colonial period, African countries adopted national education systems which follow the educational model of the countries that colonialized them with different contexts and forms. Although educational systems in African countries remain largely national-based, there has been sustained effort to internationalize and improve higher education quality with more emphasis on regional level integration and collaboration with significant focus on students-and-faculties mobility ('brain mobility'), including academic credits transfer system, convergence of curriculum and quality assurance system (Knight, 2013). The harmonization of higher education system in Africa accordingly is one of the surest ways of closing Africa's knowledge gaps and promoting sustainable economic growth and development. Olusola (2009) further proposed that African countries should invest in the knowledge economy as to narrow the income and development gaps between the continent and developed economies with a focus on research and development (R&D). In this endeavor, higher education institutions remain key players in assisting governments with evidence-based progressive solutions to drive not only internationalization of African higher education system, but also sustainable economic growth and development.

On one hand, Goujon, et al (2015) contended that in the current rapid wave of globalization and internationalization, there are been no developed and developing economies have successfully developed without knowledge-based economy such as high level of skills and education, innovation and technologies. For instance, the Organization for Economic Cooperation and Development (OECD, 2012) stated that the 'single-most important engine of growth' in OECD countries in the has been human capital. High skills and education are important soft power characteristics or tools in the global competition for best brains. In addition, Olusola (2009) propounded that political discourse and knowledge-based economy should be consolidated to build resiliency in the accelerating globalization process. This is because knowledge-based economy does not only bring higher education to the center stage as a policy domain by underscoring the importance of human capital, but also by ensuring cross-border movement of skills in the labor market (Goujon, et al, 2015; Yepes, 2006). Despite these growing trends of globalization of higher education system, post-conflict countries on the continent remain challenged damaged infrastructure of higher learning, lack of qualified teachers and improved system. Particularly in the West African sub-region, there has been increased intra-regional political and socio-economic

integration interventions, but little has been done to regionalize and strongly integrate higher education institutions. Meanwhile, Knight (2013) argued that following the adoption of "harmonization of higher education in Africa" policy by the African Union Commission in 2007, more emphasis has been made on 'pan-African intra-regional' higher education reform and collaboration. Knight (2013) espoused that internationalization and regionalization of higher education in the Economic Communities of West Africa (ECOWAS) will not only build closer links and networks among institutions in the region, but also to improve national systems and ensure quality through building a regional quality assurance and accreditation board.

Internationalization and harmonization of higher education in Africa

Historically, internationalization of higher education on the African continent has unfolded been for decades, particularly in post-colonialization era. However, the first consolidated and coordinated efforts harmonize higher education provision on the continent took place in 2007 when the African Union Commission launched the '*harmonization of higher education in Africa'*. This policy framework calls for continental efforts for intra-regional higher education integration and cooperation in Africa, but also between the continent and the developed world as to progress socio-economically and compete in the global brains markets that promote industrialization on the continent (Woldegiyorgis, 2018; Knight, 2013; Goujon, et al, 2015). Adopted from the European Bologna process of regional higher education cooperation, the African Union Commission in 2007, adopted the "harmonization policy' as to promote intra-continental and regional cooperation in higher education provisions, including the harmonization of curriculum, intra-regional credits transfer systems, accreditation examinations and mobility of students and faculty. However, the harmonization of higher education system on the continent remain challenged by weak institutional mechanisms and political will to rollout the process across the continent. Adamu (2012) outlines some of the major problems affecting the internationalization of higher education in African countries such as lack of supportive mechanisms and environment to facilitate various internationalization and globalization activities. He further proposed that continental credits and intra-regional accreditations and credits transfer system should be put in place to enhance the mobility of brains and talents and facilitate upgrading of the curriculum for collaboration among higher education institutions. In addition, Woldegiorgis (2012) argue that integration in higher education should not be viewed as an independent process; rather situated within the broader political and economic initiatives and development frameworks on the continent and its sub-regions.

Development and Expansion of Higher Education in Liberia

The development of higher education institution in Liberia apparently started in 1862 when the Americo-Liberian led government recognized the crucial role that higher education plays in nation building and established a state-owned college, now called the University of Liberia. The University of Liberia played and continue to play significant role by training emerging leaders to assume national leadership to support national growth and development. Decades later, two additional universities including Cuttington University and Tubman University opened their doors

to the general public (Gbollie, et al, 2014). On another hand, the pre-war higher education context was marred with huge social, political and economic inequalities, social exclusion, marginalization and discrimination between the natives and Americo-Liberians which largely was one of the root causes of the civil conflict. Furthermore, Moran (2006) mentioned that inaccessibility, denial and inequality of higher education services to indigenous Liberians by the Americo-Liberians/free slaves triggered in large part the civil turbulent (UNESCO, 2011). For example, the children of indigenous people could not easily be enrolled into the University of Liberia, except they change their names to a so-called 'congau name' or replace their native names with a civilized and/or English name. However, after the 'class-conflict' that brought an end to the Americo-Liberians rule in 1979, the administration of former president Samuel K. Doe made efforts to decentralize and expand higher education services in the hinterland. To achieve such vision, the National Commission on Higher Education (NCHE) was established in late 1980s to regulate and supervise the accreditation and expansion processes of higher education institutions in the country. The decentralization of higher education program has increased the number of higher education institutions in the country significantly, from pre-war number of three universities to 30 universities and community colleges in post-conflict recovery era (NCHE, 2012). The expansion and decentralization of tertiary education services was mainly accelerated by the Sirleaf's administration through the 'community college project' that established community colleges in the 15 counties. Although quality learning remains a challenge at these universities and colleges, this expansion process moved tertiary education institutions closer to rural population than ever before. According to the World Bank (2017), tertiary education sector is highly vulnerable to shocks as a result of low budget support and declining fiscal space. In addition, corruption and bribery also remain endemic in the educational sector. In addition, corruption perceptions remain high across public institutions, particularly educational sector and these perceptions and practices continue to deteriorate quality teaching and learning.

On one hand, the civil unrest significantly damaged physical infrastructure, dilapidated school buildings and destroyed laboratories (UNESCO, 2011 & World Bank, 2017). The civil conflict importantly led to massive brain flight, thereby causing brain drain with repercussions on higher education provision in post-conflict Liberia. Recently, the National Commission on Higher Education reported that only 40 out of the 428 full-time academic faculty members in Liberia's undergraduate and master's granting institutions held a PhD, while 124 full-time faculty members had only a bachelor's degree (NCHE 2012a). In addition to limited budgetary support to the sector, the inability of universities to promote standards and ethics continue to undermine quality teaching and learning outcomes in the country (Gbollie, et al, 2014). The low capacity level of faculty members, especially in the areas of research, innovations and knowledge generation continue affect teaching and learning outcomes, thereby reducing the credibility/ranking status of Liberian universities (Gberie, et al, 2016). This has direct effects on productivities and economic growth and development of Liberia. This provides clear signals for huge investment in human capitals development and quality higher education provisions to ensure sustainable growth and development.

Higher Education Reforms and Governance

The conflict significantly affected quality higher education provision in Liberia by destroying basic infrastructure and resources that led to the penetration of unqualified teachers into the classrooms (Getting to Best Education Sector Plan 2017-2021). In effort to revamp the sector, the National Commission on Higher Education (NCHE) however has developed policies to regulate and improve tertiary education to ensure that universities update/revise their curricula (NCHE, 2012). The NCHE to reinvigorate the sector was able to close down 28 out of 51 colleges and universities that did not meet up with the minimum criteria (Gbollie, et al, 2014). The quality of higher education provision is the least in the sub-region and universities still follow rudimentary model. While other universities in the sub-region are striving to 'internationalize' their classrooms, tertiary institutions in Liberia lack digital classrooms and state-of-the art laboratories. In addition, Gbollie, et al (2014), stated that the curriculum is highly de-synchronized, and a common national credit transfer system does not exist.

Research Methodology

In this study, we employed an institutional ethnographic method (Hammersley & Atkinson, 2011; Willis & Trondman, 2000) and conducted semi-structured interviews with heads of departments and faculty members at three universities in Liberia as well as key informant interviews at the National commission on Higher Education. Dorothy Smith's (2005) institutional ethnography (IE) method of inquiry describes institutional situations in detail and analyzes how people's actions and interpretations make these situations recognizable within different institutional contexts. This method is important because it explores how everyday experiences are socially and politically constructed within institutional contexts, particularly the provision of tertiary education services. The universities, and relevant national education regulatory bodies operate within the socio-political and economic environment that are shaped by the politics of higher education. We further applied effectively critical qualitative technique to explore the institutional trends and challenges of regionalizing and internationalizing higher education services and assessed the lived experiences of faculties and students in different academic disciplines at the Adventist University of West Africa (AUWA), United Methodist University in Monrovia.

Findings and Results/Discussions

The concept of regionalization of higher education is highly under-studied in Liberia. In this study, we found that despite efforts in the sub-region and beyond to internationalize tertiary education system, Liberia's higher education system lags far behind and tertiary education services remain the lowest in West Africa. Additionally, the higher education sector continues to be exposed to significant shocks and financial fragilities, poor infrastructures, lack of qualified faculty members and poor-quality assurance monitoring mechanism. The situation extend to limited and lack of laboratories, low funding, and absent of independent and transparent quality assurance institutions to ensure quality assurance.

Higher Education Legislation and Regulatory Framework

Based on the available data and semi-structured interviews conducted, we found that the higher education sector remains exposed to shocks and fragility significantly. For instance, we found out that besides the 1989 Act of the National Legislature which established the National Commission on Higher Education and the National Policy on Higher Education (2015), there is no legislative act on higher education provision in Liberia (NCHE, 2015; WB, 2017). The National Commission on Higher Education (NCHE) was established to regulate and supervise the expansion and accreditation processes of higher education in the country with a focus on ensuring quality service delivery. However, the NCHE lacks the required institutional and technical capacities to effectively monitor universities and ensure quality assurance. As a result of low budget support, the commission only carries out merely the processes of accreditation and licensing of existing and emerging universities, and infrequently monitor the services provided by tertiary institutions as to ensure quality service delivery. Furthermore, it was discovered that there is no independent quality assurance bodies to ensure transparent quality assurance examinations, credits synchronization system and harmonization of curriculum that meet international standards and improve teaching and learning outcomes.

Educational Fragility and Investment Climate

Liberia is one of the least educational spenders in the world, thereby making the educational sector to be highly fragile and exposed to shocks. The share of the national budget to educational sector, at least to mention higher education, is below the educational fragility assessment standards – that mandates nation states to allocate at least 20% of their national budget to education sector (EU, 2009, World Bank, 2017; MOE, 2014). In the 2018/2019 fiscal year budget for instance, only 12% of the Government's annual budget that was allotted to the educational sector, a 4% increment from the previous year (MFDP, 2018 & National Budget 2018/2019). Out of the 12%, an insignificant amount or percent goes towards higher education sector development. The 14 years of civil turbulent damaged 54 percent of school infrastructures, textbooks and other relevant assets (UNESCO, 2009 & World Bank, 2017). However, the country has experienced nearly two decades of unhindered peace, stability and economic progress, but there is yet significant improvements to be achieved in the higher education sector. As confirmed by a fragility study conducted by the European Union and the Liberia's Ministry of Education in 2009, the delivery of quality education at all levels, remained acutely challenged by (a) low state financing; (b) chronic capacity issues and poor governance in service management and services delivery; (c) shortage of qualified teachers or faculties; (d) bribery or corruption in schools; (e) neglect of secondary and tertiary education; (f) discrimination, exclusion and gender inequality in schools; (g) lack of basic foundational support to the youth population. These situations are further compounded by the lack of higher education law or legal framework that mandatorily obligates the government to appropriate enough funding to educational development and internationalization with a focus on improving teaching and learning quality, modernizing laboratories, updating the curriculum to meet international standards and investment in infrastructure development.

Effective Accreditations and Quality Assurance Mechanisms

The capacity and reach of the National Commission on Higher Education (NCHE) is extremely weak and inefficient to effectively monitor and supervise the accreditation and quality assurance processes of higher education institutions. The Commission currently only carries outs the issuing of licenses and accreditation certificates to existing and emerging universities, but heavily lacks the institutional and technical capacities to independently and transparently monitor teaching and learning qualities at various universities across the country. According to Madden (2012), quality assurance (QA) is the regulation, development, and enhancement of quality mechanisms that demonstrates to the stakeholder (e.g., policy makers, higher education administrators, industry leaders, parents, students, etc.) that the inputs, process, output, and outcomes meet internal expectations and includes internal and external evaluations of higher education services (Brennan & Shah, 2000; Harvey, 2009). Furthermore, the President of the Adventist University of West Africa in an interview pointed out that the institutional weaknesses at the National Commission on Higher Education and Ministry of Education affect quality assurance and learning outcome, because tertiary institutions are adequately monitored and supported to implement stringent institutional policies. He articulated below the following about the quality of higher education provision as follows:

"NCHE needs to do more to improve because its accreditations and monitoring strengthen is low and weak and there should be an independent monitoring and evaluation board. In addition, there are whole of works that the MOE has to do including vetting of teachers and their credentials/qualifications to ensure they meet set standards. This will enable universities and students to attach value to education by improving our methods of teaching and learning. Investing in faculty development and ensuring they follow strict standards of academic integrity and teaching will improve results" (Dr. Kollie, 2019).

As argued by Gbollie and David (2014), the expansion of higher education institutions should not be achieved at the expense of quality. As practiced in other countries, a harmonized/synchronized curriculum and common accreditations mechanism will significantly improve quality assurance and educational outcomes. The NCHE and MOE along with universities should formulate and execute policies and regulations that would ensure quality higher education service delivery and ensure that faculty members and lecturers at institutions of higher education are actively engaged in academic research and publications that promote knowledge generation and consumption. Moreover, enhancing research capacity has the potential to improve the profile and ranking of the universities in Liberia. According to the Eurobarometer (2009), the choices of students to enroll at a university are based on the quality of teaching and learning environment.

Establishment of an Independent Quality Assurance Board – a robust quality assurance mechanism is among key problems that are greatly higher education service delivery on the continent. This situation remains largely ignored and unaddressed in Liberia. According to Olusola (2013); and Huisman, et al (2009), internationalization has the potential to improve the quality of

curriculum, students, programmes, staff and facilities in higher education systems. Despite the fact that the MoE and NCHE have set up ambitious strategies to achieve quality teaching and learning for all students by June 2021 (MOE's Getting to Best Education Sector Plan 2017-2021), there is however no independent and transparent as well as external quality assurance agencies to rigorously assess and regulate the quality of services provided by tertiary institutions in the country.

Faculty development and Exchange Programme – the found out that one of the major factors affecting higher education service delivery in Liberia is limited human resource capacity and low credential faculty members. For example, the National Higher Education Commission report confirmed that most faculty members at various universities in Liberia have only bachelor's degrees which affect perform and undermine the quality of teaching and learning. In addition, the Commission reported in 2012 that only 40 out of the 428 full-time academic faculty members in Liberia's undergraduate and master's granting institutions held a PhD, while 124 full-time faculty members had only a bachelor's degree (NCHE 2012a). In this regard, a comprehensive faculty development and exchange programs will enhance faculty capacity development.

Promoting Academic Research, Networks & Innovations

Capacity of research and knowledge in Liberia remains the lowest in the sub-region (Gberie, et al, 2016). Research and development (R&D) are key to national growth and development and can potential propel in the global competition of knowledge production and innovations. Although, few universities have established research centers including University of Liberia, Cuttington University and Adventist University of West Africa, these centers have been largely inactive since their establishment due low technical capacity in academic and policy research and lack of research grants. As such, major public policy research projects are largely carried out by key government institutions such as Governance Commission, Land Authority and others civil society organizations (Gberie & Mosley, 2016). In addition, universities do not have research grants Programme to support research and knowledge generation projects that will involve faculty members. Hence, it is important for universities to establish the programmes that will strengthen capacity of faculty members and build strong regional academic networks across the region. As stated by Knight (2012), research and knowledge brokering can play important role in improving the quality of learning and ranking a university.

Additionally, the government has made little to no effort to invest into this area and to promote empirical research activities that can influence public policy development and improve the performance of higher education institutions. As argued by Lassnig, et al (2017), the 'knowledge triangle' concept is the interactions between knowledge, research and innovation and further states that evidence-based practice at higher education institutions can significantly contribute toward societal improvements and promote sustainable growth and development. The enactment of a national higher education legislation will empower the NCHE and MOE to set up stringent academic criteria with institutional support mechanisms that would enable faculty members and

students to be fully engaged into empirical/scientific research and knowledge generation activities at tertiary institutions. This will further enhance research capacity and endogenous knowledge production and improve ranking of universities in the country. The NCHE's policies and regulations should be expanded to encompass recruitment and retainment procedures for professors, faculties and school administrators with clear qualification requirements. For instance, an interviewee at the Adventist University of West Africa (AUWA) states that 'a policy should be devised for obtaining tenure position at a university. For instance, universities should criteria that allow a lecturer to obtain a tenured or professorial position through an academic publication.

Curriculum Harmonization and Intra-regional Accreditation Networks- since 2007, following the launch of the African Union's strategy for higher education harmonization in Africa, there have been increased calls for and emphasis on creating a common education space on the continent by synchronizing and regionalizing curriculum and credits transfer mechanism for increased students and scholars mobility and building of strong intra-regional collaboration in the region. However, there has been slow progress in harmonizing and synchronizing the curriculum of higher education institutions. In addition, most tertiary institutions do not have outdated or modern curriculum that meets international standards and prepares students for competition in the jobs market.

Conclusions and Recommendations

The Liberian education system is highly susceptible shocks and fragility due to lack of strong legal and policy frameworks, including poor infrastructure and limited human resource capacity and financing. In this light, efforts to transform higher education institutions and services must be holistic, starting from elementary, secondary and post-secondary levels by updating, harmonizing and synchronizing the national curriculum to meet regional and international standards. The higher education sector has weak governance and quality assurance structures to implement robust policies for reform and accreditation. In its strategic plan (2017-2021), the Ministry of Education has made an equivocal plan to achieve quality teaching and learning outcomes in 2021, however we observed that progress towards such goal remains slow. It was also established that the educational system of Liberia is the lowest in the sub-region. This is due to poor infrastructure, limited qualified faculty members and basic facilities, outdated curriculum, poor quality assurance system. The conceptualization of higher education harmonization in Africa heralded by the African Union Commission in 2007 calls for intra-region and continental collaboration in strengthening national education system across the continent (Knight, 2013). Meanwhile, there is slow progress in regionalizing and internationalizing higher education services in Liberia couple with enormous institutional weaknesses and capacity deficits.

Recommendations

Advancing strong governance, legislative and regulatory framework - the governance structure of the higher education sector needs to be strengthened by enacting a national higher

education legislation that will not only ensure allocations in the national budget to finance basic infrastructure development and operations, but to establish an independent and transparent national and external quality assurance mechanisms and agencies to ensure quality teaching and learning and promote academic integrity across the higher education sector in the country.

International accreditation and examinations mechanism – an important step towards internationalization or regionalization of higher education institutions is external accreditation mechanisms that assess the curriculum, faculty qualifications and credentials, facilities including laboratories, research centers and publications as well as scholars exchange programmes. Moreover, accession into international or regional accreditation associations is an important step to improving quality higher education services. With the growing emphasis on a common higher education space in Africa for students and scholar mobility, credits transfer system, and intra-regional collaboration, it is important for tertiary institutions in Liberia to advance strong regional inter-university collaboration and join accreditations association networks and exchanges as to improve their ranking and learning outcomes. The NCHE and MOE should drive the process through a policy and regulatory reform to ensure that all tertiary institutions meet the set criteria, including by carrying out rigorous and robust process of external and internal credits accreditation examination and harmonization processes that would enable them meet regional and international ranking and standards.

Faculty development and exchange mechanisms – low capacity and deficiencies are another major factor affecting quality service delivery in the higher education sector. In nearly all the universities in Liberia, the number of bachelor and master's degrees holders serving as faculty and lecturers quadrable the number of Ph.D. holders (Gbollie, et al, 2014; NCHE, 2012; Gberie, et al, 2016). In order adequately address the issue of quality teaching and learning, the government, relevant stakeholders in collaboration with the individual universities must invest more into faculty capacity development through exchange programmes and higher-level training. Efforts to modernize and regional curriculum cannot be done in isolation to faculty capacity development based on the changing nature of the different disciplines with emerging insights and innovations.

Strengthening research capacity and knowledge generation – faculty members' capacity in research and knowledge production is very low in Liberia (Gberie, et al, 2016). According to studies, the capacity of research and knowledge production is extremely low in higher education institutions in Liberia. Lack of funding and high-level skills are major factors affecting research capacity in the higher education sector. To increase research and knowledge production capacity for improved higher education quality and outputs, universities should put in mechanism to support research and training of faculty members in different academic disciplines.

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BEST PRACTICE IN ICT & EDUCATION

ICT, E-learning, and M-learning:
Innovations for higher education in Liberia in a Cyber Age

Author: Erhuvwukorotu S. Kollie, PhD, Adventist University of West Africa, Margibi, Liberia

kolliee@auwa.edu.lr

Abstract

The move towards sustainable development by African leaders and world leaders as well, has redirected the world towards innovations that characterizes the cyber-age. Education is core to sustainable development therefore, we realize that we have a call for innovation in higher education enterprise to meet the need for students and learners. Trends in higher education have also evolved tremendously from the traditional teacher-centered classroom experience to that which is student-centered. Information communication technology (ICT) is the vehicle for the Cyber age. This calls for broadening the scope of higher education in Liberia. The expanded scope include innovation such as the development of e-learning and m-learning which has less need for physical infrastructure, transportation cost, hard copy learning materials and affordable cost for education. The objective of this paper is to highlight strategies for innovative implementation of best practices of ICT, e-learning, and m-learning in higher education in Liberia. The paper describes the concepts of ICT, e-learning, and m-learning. The paper also examines the trends and constraints in applying these concepts. Deliberations on suggestions of strategies for best practices in Liberia are included in the discourse.
Keywords: e-learning, m-learning, higher education, innovations

Introduction

As the world makes strides towards achieving the sustainable development goals (SDGs), it is important for the educational system to do its part to contribute to the agenda. The move towards sustainable development by African leaders and world leaders as well, has redirected the world towards innovations that characterize the cyber-age. The SDG number 9 agenda describes the goal to enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries (United Nations, n.d). Education is core to sustainable development therefore, we realize that we have a call for innovation in the higher education enterprise to meet the need for students and learners. The use of technology including information and communication technology (ICT) in higher education will foster the attainment of this goal. ICT have changed the manner in which all fields of life do things including education, health care, entertainment industries, agriculture, tourism. The utilization of ICT in education will continue to experience impediment due to lack of funding to acquire technology and lack of trained, skilled ICT professionals to support the process (Oliver, 2002). This does not deter the growing use of ICT as an integral tool dominating all aspects of life and work. Trends in higher education have also evolved tremendously from the traditional teacher-centered classroom experience to that which is student-centered. ICT is the vehicle for the Cyber age. Graduates of educational institutions need to be equipped with ICT skills so as to carry out basic activities linked to their carrier. The teaching-

learning enterprise therefore is impacted by the growing use of ICT in teaching strategies, learning methods and so on. The objective of this paper is to highlight strategies for innovative implementation of best practices of ICT, e-learning, and m-learning in higher education in Liberia. Suggestions of strategies for best practices in Liberia is discussed in this article.

Impact of ICT, e-learning, and m-learning on higher education

ICT continues to shape how students in higher education settings learn and where learning activities can be carried out. The traditional classroom setting has been expanded to include distance or online classroom, digital classrooms, and so on. ICT provides the avenue so that teachers from several locations can co-teach, conduct research, and network from several locations. ICT also creates the avenue for students of all ages, work experience, employment status, and location to partake in learning activities especially in higher education institutions (Oliver, 2002).

The avenues for learning created by ICT are attributes of e-learning and m-learning. E-learning is otherwise referred to as online learning and includes all learning activities conducted in formal or non-formal settings, that uses information network or the internet, an intranet, or extranet for course delivery, interaction, and facilitation (Tino, n.d). M-learning on the other hand is the natural extension of e-learning. M-learning simply means mobile learning, that is the use of mobile technology for learning. It further expands where, how, and when learning takes place. It makes learning activities to be available anywhere and any time (Brown, 2005).

ICT improves the quality of education by providing motivation and engagement for learners. Learners are motivated and engaged when videos, television, and multimedia software that combine sound, text, and colorful images are used in the teaching and learning experiences (Tino, n.d). ICT enhances the combination of active learning skills and collaborative learning to improve the teaching-learning experience. During active learning situations, the learner through the use of ICT is able to learn as they work on real life problems, take examinations, calculate and analyze information in real time . These the learners do these with technological tools that keep them engaged for longer time. Learning outcomes are also improved upon (Tino, n.d). ICT enhances collaborative learning. This entails learners being supported as they interact and foster cooperation among students and teachers, irrespective of where they are and time of the day. In addition, ICT promotes creative learning where learners can manipulate information and create products rather than regurgitate information received from teachers (Tino, n.d).

Learning with ICT involves the use of information technology in conducting presentations, lectures, demonstrations, access electronic databases for journal articles, books, and resources for research reviews, and manipulate data with software tools for research. It also includes the use of educational games, drills, simulation, tutorials, virtual laboratories, graphic representation of abstract concepts, and putting encyclopedias, books, journals, maps, and images on CD-ROM (Tino, n.d).

M-learning means mobile learning is an emerging concept from the rapidly growing mobile technology. It is related to information and communication technology, and e-learning. It can be a means of transmitting learning modules, research articles, research data, and also a means of voice, SMS, MMS, photo, communication between teachers and students on-the-go. Mobile

technology has the ability to impact learning as it is more widely available and accessible than we've had in the existing e-learning environment. It brings the internet, intranet, and worldwide web to our on-the-go teaching -learning environment (Brown, 2005). The world is connected by mobile technologies such as mobile phones, iPad, tablets, and kindle, which are also devices that function as internet wireless devices. According to Brown (2005) the adoption of mobile technology in Africa is recorded as the highest globally. Brown (2005) also forecasted that an estimate of almost 100 million mobile users in Africa existed in 2005. Most likely more users exist today. With more students and teachers in higher education institutions in Africa, including Liberia, having access to mobile technology. It is now possible to provide learning opportunities to students and teachers that are either without infrastructure for access to ICT, for example those living in the rural or remote areas and those who continually find themselves on-the-go, for example the students or teachers that are also business professionals. M-learning further provide for students and teachers on-demand access to information, research studies, and electronic databases, tools, statistical analytic tools, learning feedback, advice, support, and other learning materials (Brown, 2005).

Enhancing the effectiveness of ICT, e-learning, and m-learning for higher education

In order to enhance the effectiveness of ICT to work for most people, access should be reinforced, by providing ICT gadgets or devices like computers, smartphones, iPads, tablets, televisions, radio, internet connection in quantities that are adequate for higher education institutions. Bhuasiri, Xaynmoungkhoun, Zo, Rho, & Ciganek (2012) in a study show that for educational institutions to assure the success of e-learning in developing countries, several factors need to be considered and they could be categorized into seven dimensions. These dimensions are learners' characteristics, instructors' characteristics, e-learning environment, institution and service quality, infrastructure and system quality, course and information quality, and motivation. Learners need to have a good perception of the benefits of e-learning. Learners need to possess computer self-efficacy, internet self-efficacy, and computer experience to successfully opt for e-learning. Instructors and teachers should appreciate the importance and advantages of e-learning especially as it meets the learning needs of our current non-traditional student demographics. The institutions should have favorable learning environment with the right facilities to promote e-learning (Bhuasiri et al., 2012).

The combination of ICT, e-learning, and m-learning offers students of higher education the opportunity to learn at anytime, anywhere, and at their own pace. There is room for co-operative learning which involves student-student and student-teacher interaction and support throughout learning sessions. The teachers, students, and higher education institution workers will need to become confident and competent users of technology, acquire e-learning skills and become literate in information and communication technology (Clarke, Luger, Clark, Faulkner & Mass, n.d).

Trends and constraints in Liberia

Liberia's higher education enterprise is fast growing, the demand for higher education seem to be on the increase. The universities, colleges, and higher education institutions have

increased since 2010 because of the growing stability and peace experienced in the country. More so the student demographics in the institutions of higher education have experienced change from an average age range of 18-65 years in 2011 to that of 16-35 years as I have experienced as a teacher in one of the universities in Liberia. More younger students are now in demand for higher education in recent times. These students are either part-time, employed and full-time students or full-time employed and part-time students. Many are dependent on their job as the means of raising their school fees which is a sharp contrast from what occurred in the past very immediate post-war years (when many students depended on their family and friends abroad to send money for their fees because of lack of jobs and government funds to pay salaries). Many of these students would now request for three days in a week only to be on the school campuses for classes. The outcome is that the other two days outside the classrooms will need to be accounted for by the need for the students and the teachers to keep up with assignments, term papers, and research projects. These days outside the traditional classrooms will be ideal for the virtual interaction via the ICT, e-learning, and m-learning environment. There seem to be however, under-utilization and under-development of ICT in learning activities among the teachers and students in Liberia. It is also difficult due to lack of evidence to ascertain that any institution of higher education has fully developed an adequate, efficient ICT, e-learning, or m-learning related experience in the country. Some of the factors that may be influencing these situations may need to be researched into. Gleaning from the opinion of Summaworo (2015), we could logically infer that the constraints in utilizing to full potential ICT, e-learning, and m-learning in higher education in Liberia could be due to inadequate financial resources, lack of government's educational, and leadership policies and regulatory standards, low computer and internet device self-efficacy and competence among teachers and students in higher education institutions, inadequate access to mobile smartphone, and other mobile wireless devices by the students and some teachers, to mention a few.

Strategies for best practices

In this cyber age Liberia will have to measure up to standards of the learning environment around the world. Some strategies that could be adopted by higher education institutions in Liberia for innovative implementation of best-practices of ICT, e-learning, and m-learning include the following:

1. Redirect higher education teaching-learning strategies to become student-centered.
2. Develop curricula to accommodate off-campus or distance-learning activities and outcomes to meet some of the learning needs of the working students.
3. Utilize online classroom features where student and teachers interact, share notes, journals, submit assignments, take quizzes and tests.
4. Improve internet and wireless bandwidth to accommodate the use of internet apps like youtube for display of skills videos and course contents in the traditional classrooms.
5. Encourage teachers to take up computer, web, training so that they acquire self-efficacy and competence to teach and conduct examinations and tests with ICT devices, mobile phones, and wireless devices.
6. Create clinical and laboratory simulations with ICT and wireless devices.

7. Create and buy special learning apps customized for the institution for students and teachers to download and use on their ICT devices.
8. Encourage and operationalize social media sites for teaching-learning activities for the higher education institutions.
9. Acquire high definition bandwidth internet services from credible providers.

Conclusion

As the world makes strides towards achieving the sustainable development goals (SDGs) innovations that characterizes the cyber-age is important for the educational system to adopt. Education is core to sustainable development therefore, we realize that we have a call for innovation in higher education enterprise to meet the need for students and learners. The use of technology including information and communication technology (ICT) in higher education will foster the attainment of this goal. In this cyber age Liberia will have to measure up to standards of the learning environment around the world. Some strategies that could be adopted by higher education institutions in Liberia for innovative implementation of best-practices of ICT, e-learning, and m-learning include to develop curricula to accommodate off-campus or distance-learning activities and outcomes to meet some of the learning needs of the working students, utilize online classroom features where student and teachers interact, share notes, journals, submit assignments, take quizzes and tests, improve internet and wireless bandwidth to accommodate the use of internet apps like youtube for display of skills videos and course contents in the traditional classrooms, create clinical and laboratory simulations with ICT and wireless devices among several other strategies that could be adopted.

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Electronic information use as a determinant of Effective Teaching

Emmanuel F. Zayzay Jr. MIRM

zayzaye@auwa.edu.lr

Adventist University of West Africa
Advent Hill, Robertsfield Highway,
Schiefflin Township, Margibi, County, Liberia

Abstract

Effective Teaching (ET) is the pursuit of every institution, and lecturer. When wisely used, Electronic Information (EI) helps improve lecturers' teaching effectiveness. Research has indicated that the use of EI by lecturers for ET generally depend on their ability to locate them. This study investigated the relationship between EI use and ET among lecturers at AUWA. The survey research method was adopted in this study using questionnaire. Total enumeration for lecturers and 288 students were used as sample. Collected data were analyzed using mean, percentage to determine frequency, and Linear Regression to determine the influence of EI use on ET. The result shows that some (46.5%) lecturers use EI for effective teaching, but EI use was not a predictor of lecturers' teaching effectiveness (β= -.017, p>.05). The analysis of coefficient of determination further revealed that Electronic information use contributed nothing [0.00%] to the variation in lecturers' teaching effectiveness (R^2 =.000, P>.05).

Keywords: Electronic information (EI), EI retrieval skills, Use of Electronic Information, Effective Teaching, Adventist University of West Africa (AUWA)

Introduction

In today's increasingly diverse teaching and learning environment, there have been countless discussions and debates on the effectiveness of teaching in higher institutions of learning. Even with decades of research, the issue of effective teaching is yet to be resolved (Chuan&Heng (n.d). Effective Teaching in institutions of higher learning is the means by which lecturers inculcate knowledge in their students. Effective Teaching according to Popoola and Haliso (2009), is the ability of a lecturer to instill knowledge in students, and additionally change their behavior for the better. According to Wong (2009), students' academic achievements depend largely on the teaching effectiveness of the lecturers. Lecturers become effective when they have knowledge and access to the myriad of information resources. According to Togia, and Tsigilis, (2009), electronic information are good for study, research, and learning. Electronic Information which are produced, and accessed through Information Communication Technologies (ICTs), have several benefits compared to the conventional print-based resources because they have up-to-date information that are accessible regardless of location, and time (Olasore, & Adekunmisi, 2015).

Despite the coming of the information age with the Internet and other technologies through which electronic information can be assessed, many universities lecturers still do not have the skills needed to explore and utilize the available information (Akinnagbe & Baiyeri, 2011). Hence, retrieval skills of electronic information are needed to retrieve information in this age of technology were majority of the needed information for research and teaching are retrieved from electronic gadgets and platforms (Ekenna, & Iyabo 2013). The utilization of electronic information by universities lecturers depend generally on the skills of every user to find distinct information components (Okiki, 2012). Speaking on effective teaching in an interview with Reuters on August 17, 2013, the former President of Liberia, Madam Ellen Johnson Sirleaf referred to the Liberia's education system as "a mess" (Toweh, Felix, & Roche, 2013). This statement was attributed to the low level in teaching effectiveness of teachers and lecturers in schools and universities. This statement from the former President indicates that lecturers at the universities are reportedly not effective in their teaching, which is reflected in the performances of students. Therefore, in order for lecturers to be effective in their teaching, they need to have access to right information. This paper therefore investigates Adventist University of West Africa lecturers' teaching effectiveness in relation to the use of electronic information.

Electronic Information

Prior to the invention of computers, information resources were accessed through numerous media such as papyrus, clays, scrolls, and parchments. With the information age, most information resources are presently processed and accessed through electronic means. These information are known as Electronic Information (EI). According to Olasore, and Adekunmisi, (2015), EI are products of ICTs which relevant for teaching. They are devices for learning, study, and research (Omosekejimi, Eghworo, Obukowho, and Ogo, (2015). Listed below are some of the electronic information:

1. CD ROM: is a pre-squeezed optical conservative plate which contains information,
2. Electronic Electronic version of the printed books; also known as E-Books,
3. Electronic Journals: also known as E-Journals; they are databases of electronic journals which are the electronic version of the hardcopy journals.
4. Online Database: Is an electronic documenting framework intended to store information. For example: AGORA (Access to Global Online Research in Agriculture): UR - http://www.aginternetwork.org/en/;to name but a few (Aina, 2011);
5. Online Sources: Online sources are materials that are accessible on the web. They can be an online daily paper, magazine or TV site, and websites. Peer-reviewed journals, blogs, and forums are also online sources (Omosekejimi, Eghworo, Obukowho, &Ogo, 2015) and Ekenna, and Iyabo, (2013).

Electronic Information and Retrieval Skills

Without the application of electronic information retrieval skills, it becomes impossible to retrieve electronic information for usage. According to Chatama (2014), learned skills are needed to use any new technology. Ekenna and Iyabo, (2013), and Omosekejimi, Eghworo, Obukowho, and Ogo,

(2015) believed that without electronic information retrieval skills to navigate the present technology, users are unable to use electronic information. The use of electronic information, especially by lecturers to a greater extent depends on their ability to search out distinctive information (Okiki, 2012). Ekenna, &Iyabo (2013) listed the following as skills needed to retrieve electronic information:

a. The ability to operate the computer by learning the fundamental skills such as use of Keyboard, Mouse,
b. The ability to know and use the standard software (word processing, PowerPoint Access, etc.); and
c. The ability to operate on network applications

Effective Teaching

Effective Teaching can be seen from various angles. Teaching Effectiveness (TE), which is measured by standards set by the institutions or from students' point of view, in the narrowest sense refers to a teacher's ability to improve student learning as measured by students' gain on standardized test (Little, Goe, & Bell, 2009). In a study done by Inko-Tariah (2013) to establish the mindset of lecturers in universities in Nigerian towards students' assessment of their teaching effectiveness showed that majority of the lecturers have positive attitude towards students' assessment of their teaching effectiveness. This means measuring lecturers' teaching effectiveness from students' perspective is appreciated by lecturers. A research by Goe, Bell, and Little (2008), introduced a five-point definition of teaching effectiveness. The five-point definition of teacher effectiveness consists of the following:

1. Effective teachers anticipate good for all their students and help them learn, as measured by value-based instrument;
2. Effective teachers add to the attitudinal, positive academic and social results of their students such as regular attendance, on-time graduation, self-viability, and helpful conduct;
3. Effective teachers utilize different resources to arrange and structure learning opportunities, monitor students' advancement and evaluate students' learnings by utilizing various sources of evidence;
4. Effective teachers add to the advancement of classrooms and school; and
5. Effective teachers work together with others educators, guardians, and other experts to guarantee students' achievement, especially the success of students with incapacities, having uncommon necessities and who are at risk for failure.

The concentration of these five-point definitions on effective teachers is on students' proficiency. In this way, teachers' effectiveness is measured on students' advancement. It is about doing the correct things in the teaching method so that at the end of teaching, the objectives and goals of the teachers can be accomplished (Awotua-Efebo, 2004) referred to in (Faleye, and Awopeju 2012). Additionally, Berk (2005) gave 12 principles on which teaching effectiveness ought to be measured. These are students' appraisals, peer appraisals, self-assessment, videos recordings, students' interviews, graduating class evaluations, administrator appraisals, employer

evaluation, teaching grants, learning result measures, and teaching portfolio. Inclusion, Goe, Bell, and Little (2008), and Berk (2005) gave principles by which lecturers' teaching effectiveness can be measured upon which are mostly seen from the students' perspective.

Electronic Information Use and Effective Teaching

The quality of teaching of educators in any institution relies on information sources and services. Information accessibility, availability, and utilization are basic to teaching (Popoola and Haliso, 2009 in Adeoye, and Popoola, 2011). Carlson and Gadio (2000) referred to in Akpan, (2014) assumed that lecturers who win with respect to making use of ICTs in their work forms, don't just add to enhanced learning results in their understudies, which is a noteworthy objective of successful instructing, additionally advantage by and by from improved work efficiency.

Numerous researches on utilization of EI have been done by under graduates, researchers, and instructors of different institutions throughout the world (Okiki, 2012). These studies prove that the use of EI improve teaching effectiveness. The concept of the use of printed and electronic information comes along with the issues of availability, and accessibility. In other words, in order for EI to be used, they need to be available and accessible. As indicated by Amjad, Ahmed, and Naeem, (2013) the arrival of electronic information has brought a great deal of advancement in this age and is exceedingly influencing the scholarly and educational community.

Methodology

The survey research design was adopted for this research. Data were collected using partly self-structured, adapted, adopted questionnaire and analyzed using descriptive and inferential statistics. The findings are presented in tables, charts, percentages, frequencies, and figures with analyzed information about the categorical variables in the study. Data were analyzed with the aid of a Statistical Spreadsheet developed by the Researcher and Statistical Package for the Social Sciences (SPSS). Regressions statistics was used to determine the relationship and effect between variables. The study has two populations; namely, lecturers and students. Total enumeration was used for lectures and proportionate stratified sampling was used for 1140 students spreading from freshman to senior. 288 was the sample based on the Survey Monkey sample calculation.

Results and discussion of findings

Table 1: Population of the studies

Level	*Population*	*Sample*
Freshmen	325	82
Sophomore	361	91
Junior	236	60
Senior	218	55
Total	**1140**	**288**

Table 2: Electronic Information Available to Lecturers

Electronic information available to lecturers	Highly Available	%	Available	%	Slightly Available	%	Not Available	%
CD-ROM	7	25.9	7	25.9	*5*	18.5	8	29.6
Electronic Journals	3	11.1	10	37.0	3	11.1	11	40.7
Electronic Books	1	3.7	10	37.0	5	18.5	11	40.7
Electronic databases	1	3.7	15	55.6	5	18.5	6	22.2
Online Library Materials	3	11.1	9	33.3	7	25.9	8	29.6
Microsoft Office Documents	7	25.9	7	25.9	7	25.9	6	22.2
References Database	4	14.8	9	33.3	7	25.9	7	25.9
Electronic Magazines	5	18.5	8	29.6	11	40.7	3	11.1
Electronic Newspaper	2	7.4	8	29.6	8	29.6	9	33.3
Electronic Thesis/Dissertation/Project	1	3.7	12	44.4	8	29.6	6	22.2
Electronic image collection	1	3.7	3	11.1	14	51.9	9	33.3
MEAN	3.2	11.8	8.9	33.0	7.3	26.9	7.6	28.3
		12.1	44.8			14.9	55.2	
		Highly Available & Available Combined			*Slightly Available & Not Available Combined*			

This result shows that electronic information is not available to over 50% [55.2%] of the lecturers at AUWA. The result also shows that CD-ROM, Microsoft Office Documents, and electronic database were available to at least 50% to the lecturers among others.

Table 3: Electronic Information use by Lecturers Teaching

Electronic Information Used by Lecturers for Teaching	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%
CD-ROM	1	3.7	10	37.0	*3*	11.1	13	48.1

Electronic Journals	4	14.8	11	40.7	3	11.1	9	33.3
Electronic Books	3	11.1	11	40.7	3	11.1	10	37.0
Electronic databases	5	18.5	8	29.6	7	25.9	7	25.9
Online Library Materials	4	14.8	6	22.2	6	22.2	11	40.7
Microsoft Office Documents	7	25.9	10	37.0	6	22.2	4	14.8
References Database	2	7.4	10	37.0	6	22.2	9	33.3
Electronic Magazines		0.0	9	33.3	10	37.0	8	29.6
Electronic Newspaper		0.0	13	48.1	12	44.4	2	7.4
Electronic Thesis/Dissertation/Project	4	14.8	8	29.6	10	37.0	5	18.5
Electronic image collection	1	3.7	11	40.7	10	37.0	5	18.5
MEAN	3.4	10.4	9.7	36.0	6.9	25.6	7.5	27.9
		13.2	46.5			14.5	53.5	
		Strongly Agree & Agree Combined				*Disagree & Strongly Disagree Combined*		

This result shows that electronic information are not used by over 50% [53.5%] of the lecturers at AUWA. The result shows that Microsoft Office Documents, Electronic Journals, and electronic books are used by at least 50% to the lecturers among others. Microsoft Office Documents is high in both availability and use among other electronic information

Table 4: ICT Tools available to lecturers

ICT Tools available to lecturers	Highly Available	%	Available	%	Slightly Available	%	Not Available	%
Computer/Laptop	21	77.8	4	14.8	1	3.7	1	3.7
Printer	20	74.1	3	11.1	2	7.4	2	7.4
Smart Phone with Internet	22	81.5	4	14.8		0.0	1	3.7
Internet Facility	8	29.6	7	25.9	1	3.7	11	40.7
Projector	8	29.6	1	3.7	4	14.8	14	51.9
Online Databases	8	29.6	10	37.0	3	11.1	6	22.2
Indexing and Abstracting Databases	4	14.8	13	48.1		0.0	10	37.0
Full Text Database	2	7.4	4	14.8	4	14.8	17	63.0
Flash Drive	5	18.5	3	11.1	4	14.8	15	55.6
MEAN	10.9	40.3	5.4	20.2	2.7	7.8		1.7
		16.3	60.5			2.7	39.5	
		Highly Available & Available Combined				*Slightly Available & Not Available Combined*		

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The result shows that ICT Tools are available to over 50% [60.5%] of the lecturers at AUWA especially computer/laptop, printer, and smart phone with internet.

Table 5: Lecturers' Attitude Towards Electronic Information Use

Lecturers' Attitude Towards Electronic Information Use	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagrees	%
I prefer to use Electronic Information over printed materials	19	70.4	5	18.5	2	7.4	1	3.7
I use Electronic Information over printed materials	5	18.5	21	77.8		0.0	1	3.7
Electronic Information helps me to be more effective in teaching	3	11.1	22	81.5	1	3.7	1	3.7
I use Electronic Information to be more effective in teaching	25	92.6		0.0	1	3.7	1	3.7
MEAN	13.0	48.1	16.0	44.4	1.3	3.7		3.7
		29.0	92.6			1.3	7.4	
	Strongly Agree & Agree Combined		**Disagree & Strongly Disagree Combined**					

The result shows that 92.6% of the lecturers have good attitude toward the use of Electronic Information

Table 6: Lecturers' Electronic Information Retrieval Skills

Lecturers' Electronic Information Retrieval Skills	Highly Skilled	%	Skilled	%	Slightly Skilled	%	Not Skilled	%
I can use mouse and keyboard	25	92.6		0.0	1	3.7	1	3.7
I can work with Microsoft (MS) Office Applications (MS Word, MS. Excel, MS PowerPoint, etc.)	22	81.5	2	7.4	2	7.4	1	3.7
I can Print information out of the computer/laptop	24	88.9	1	3.7	1	3.7	1	3.7
I can copy information into storage devices such as flash drive, external drive, CD, etc.	24	88.9	1	3.7	1	3.7	1	3.7
I can retrieve information from flash drive, external drive, CD, and other storage devices	22	81.5	2	7.4	1	3.7	2	7.4
I can scan images or documents	19	70.4	3	11.1	3	11.1	2	7.4
I can access on-line databases	21	77.8	1	3.7	3	11.1	2	7.4
I can download files from online databases	21	77.8	1	3.7	3	11.1	2	7.4

I can use Boolean operators (OR, AND, NOT)	22	81.5		0.0	4	14.8	1	3.7
I can use search engines such as Yahoo, Google, Wikipedia,	22	81.5	3	11.1	1	3.7	1	3.7
and Google scholar etc. to get information	22	81.5	2	7.4	2	7.4	1	3.7
I can Locate information in electronic resources	22	81.5	2	7.4	2	7.4	1	3.7
I can select online articles and books with ease	20	74.1	1	3.7	4	14.8	2	7.4
I understand terminologies used in databases	17	63.0	7	25.9	1	3.7	2	7.4
I can use reference sources to increase familiarity of topics	19	70.4	4	14.8	3	11.1	1	3.7
I can use truncation	17	63.0	4	14.8	3	11.1	3	11.1
I can search from CD-ROM database, and electronic mail	4	14.8	19	70.4	3	11.1	1	3.7
I can filter for relevant information	1	3.7	22	81.5	2	7.4	2	7.4
I can search the internet to find needed information resources	5	18.5	6	22.2		0.0	16	59.3
I can search from online database	3	11.1	9	33.3		0.0	15	55.6
I can search on Online Public Access Catalogues (OPAC)	17	63.0	7	25.9	1	3.7	2	7.4
MEAN	17.6	65.1	5.1	17.1	2.2	7.2		10.6
		22.7	82.2			2.2	17.8	
		Highly Skilled & Skilled Combined			*Slightly Skilled & Not Skilled Combined*			

The result shows that all of the lecturers agreed that they are skilled in the retrieval of electronic information. High on the list are, the use of mouse and keyboard, working with Microsoft Office documents, copying/retrieving of information to/from storage devices, and printing from computer/laptop.

Table 7: Students' Perception on Lecturers' Teaching Effectiveness

Students' Perception on Lecturers' Teaching Effectiveness	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%
Lecturers gave course outline at the beginning of the class stating background, objectives, weekly topics, activities and assignments, grading systems, books and reading materials	180	62.5	56	19.4	*17*	5.9	35	12.2
Lecturers Organized course well	135	46.9	99	34.4	37	12.8	17	5.9
Lecturers Used examples, illustrations, and other methods to promote understanding	106	36.8	97	33.7	57	19.8	28	9.7
Lecturers Used learning activities, readings, and assignments that facilitated understanding of content	134	46.5	113	39.2	33	11.5	8	2.8
Lecturers Presented different view and perspectives as appropriate	149	51.7	83	28.8	28	9.7	28	9.7
Overall the Lecturers demonstrated good know knowledge of the courses contents and mastery of each subject matter	113	39.2	91	31.6	51	17.7	33	11.5
Lecturers integrated Christian concepts (Faith and Learning) throughout the class	115	39.9	91	31.6	66	22.9	16	5.6
Lecturers were enthusiastic about contents and teaching	142	49.3	92	31.9	33	11.5	21	7.3
Lecturers stimulated students interest in subject	132	45.8	79	27.4	64	22.2	13	4.5
Lecturers motivated students to do best work	165	57.3	86	29.9	24	8.3	13	4.5
Lecturers had realistic appreciation of time and effort for students to complete assignments and course work	116	40.3	92	31.9	48	16.7	32	11.1
Lecturers encouraged students participation and discussion	140	48.6	97	33.7	39	13.5	12	4.2
Lecturers showed respect for students' views and opinions	77	26.7	124	43.1	83	28.8	4	1.4
Lecturers demonstrated integrity in moral conduct, speech and approach	130	45.1	71	24.7	64	22.2	23	8.0
Lecturers were readily available to students after class eg. Direct contact and tutorial on campus only; by email, etc	95	33.0	137	47.6	37	12.8	19	6.6

Lecturers explained courses assignments, assessment methods and grading procedures	117	40.6	88	30.6	46	16.0	37	12.8
Lecturers were fair in assessment and grading	99	34.4	85	29.5	47	16.3	57	19.8
Lecturers gave answers to assignments and test and return grades and test materials promptly	80	27.8	50	17.4	71	24.7	87	30.2
MEAN	123.6	42.9	90.6	31.5	46.9	16.3		9.3
		214.2	74.4			46.9	25.6	
		Strongly Agree & Agree Combined				*Disagree & Strongly Disagree Combined*		

The result shows that majority [74.4%] of the students agreed that their lecturers are effective lecturers

Hypothesis

Electronic Information use does not significantly enhances lecturers' teaching effectiveness. This was tested using linear regression analysis and the result is displayed on Table 8

Table 8: A Summary of Linear Regression Analysis Showing the Influence of Electronic information (EI) use on lecturers' teaching effectiveness

Predictor	B	T	R	R^2	F	Sig	Remark
Electronic information Use	-.017	-.084	.017	.000	.007	.922	Not Significant

The result indicated that Electronic information use was not a predictor of lecturers' teaching effectiveness (β= -.017, p>.05). The analysis of coefficient of determination further revealed that Electronic information use contributed nothing 0.00% to the variation in lecturers' teaching effectiveness (R^2 =.000, P>.05). Therefore, the hypothesis that Electronic Information use does not significantly enhances lecturers' teaching effectiveness was supported.

Discussion of Findings

The result shows that there were more 70% of the lecturers between the ages of 30-45; which are good age range for lecturers. Ratio of male to female was 48.1 to 51.9 which are in line with gender equality. Most of the lecturers had masters and Ph.D degrees. This result shows that electronic information are not available to over 50% [55.2%] of the lecturers, and electronic information are not used by over 50% [53.5%] of the lecturers at AUWA for teaching. This is in line with what Adeoye, and Popoola, (2011) propounded-that information accessibility, availability, and utilization are basic to teaching (Popoola and Haliso, 2009 in Adeoye, and Popoola, 2011). The result shows that ICT Tools are available to over 50% [60.5%] of the lecturers at AUWA especially computer/laptop, printer, and smart phone with internet. The result shows that all of the lecturers agreed that they are skilled in the retrieval of electronic information. High on the list are the use of mouse and keyboard, working with Microsoft Office documents, copying/retrieving of information to/from storage devices, and printing from computer/laptop. This proves that they are mainly skilled in the use of offline computer works such as the printing, saving file on drive and the use of Microsoft Office documents. Majority [74.4%] of the students agreed that their lecturers are effective lecturers. Though some lecturers use some Electronic Information to teach, but the result

shows that Electronic Information use is not a determinant of effective teaching because the regression analysis indicates that Electronic information use was a predictor of lecturers' teaching effectiveness (β= -.017, p>.05), and the analysis of coefficient of determination further revealed that Electronic information use contributed nothing 0.00% to the variation in lecturers' teaching effectiveness (R^2=.000, P>.05).

Conclusion

Studies have shown that the use of electronic information enhance lecturers' teaching effectiveness. However, students in this study indicated that their lecturers are effective lecturers in the absence of electronic information use. Therefore, though electronic information use is a determinant of effective teaching that is not the case of lecturers at AUWA as perceived by students.

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BEST PRACTICE IN POLITICS & GOVERNANCE

Constitutional Reform and Boundary Harmonization as Best Practices for Decentralizing Liberia.

Isaac P. Podah

Adventist University of West Africa (AUWA), Advent hill, Schiefflin Township Robertsfield Highway, Margibi County-Republic of Liberia.
isaacpodah@yahoo.com

Friday Idika Okoro

Adventist University of West Africa (AUWA), Advent hill, Schiefflin Township Robertsfield Highway, Margibi County-Republic of Liberia.
fridayliver@gmail.com

Abstract

The concept of decentralization has been widely considered as a tool for efficiency and effectiveness in the delivery of basic services. As such, it has been recommended by many international organizations like World Bank as what should be adopted by both developed and developing countries. In Liberia, the full application of decentralization is a new phenomenon in the political and administrative perimeters. It is being hoped on to reverse the poor form of governance (centralization) which Liberians inherited from the American Colonization Society(ACS). However, it has attracted debate amid citizens. Some are concerned about the constitutional backing for its implementation, while others are concerned about its ability to contribute to the maintenance of peace and unity within the country. Using the secondary source of data gathering (discourse analysis), the authors did not only argue that adherence to the prescribed stages of constitutional reform and boundary harmonization are some of the best practices that can aid the successful realization of decentralization program, but recognized them as elements that have the propensity to reawaken conflict if not handled with care.

Key Words: Constitutional Reform, Boundary Harmonization and Decentralization

Introduction

The concept of decentralization has been widely considered both in the academic and policy arenas as a tool for efficiency and effectiveness in the delivery of basic services (Kurmanov, 2018). It is a multifaceted phenomenon encompassing many geographic entities, (international, national, sub national, and local), societal actors (government, the private sector and civil society) and social sectors (all development themes - political, social, cultural and environmental). Additionally, it is a mixture of political, fiscal, and administrative functions and relationships that need to be considered in its designing process (UNDP, 1998).   International organizations like World Bank (WB) have recommended that both developed and developing countries should adopt this form of governance (Devas, 2005). For the international donor community, decentralization is an instrument that is applied in order to push its global development agenda (Hyden, 2017; Devas, 2005).

The full application of decentralization is new in the political and administrative perimeters of Liberia. In Liberia, majority are of the notion that the backwardness of effective and

efficient service delivery and the lack of inclusive development owed more to centralization, a form of governance inherited from the colonial master, American Colonial Society (ACS). To reverse this poor form of governance (centralization), decentralization has been alternatively looked to.

However, with the existence of the national policy on decentralization and local government, there still remain an argument on several issues. Notable among these are constitutional reform and boundary harmonization (Nyei, 2014). With these issues unattended in the ongoing decentralization discourse, the future of Liberia remains blurred.

Therefore, in an attempt to meaningfully contribute to the ongoing debate, the authors argued that constitutional reform and boundary harmonization are among the best practices that should be adopted by a post conflict nation like Liberia. As they are very germane to the successful realization of the decentralization program in Liberia.

This paper is sectioned into four: part one presents the introductory background and methodology, part two contains the discussion of constitutional reform, part three presents boundary harmonization, while part four presents the conclusion and recommendations.

Methodology

This study employed qualitative research approach particularly textual/document analysis to generate data. Textual analysis, which is also a form of secondary source of data collection, is important because "texts are source of evidence. They are valuable when you want to prove something, forward an argument regarding social structures, relations and processes or citing a basis to prove your point" (Kovala, 2002 as cited in Portus, Barrios, Conaco & Go, 2018 p. 121). Therefore, to prove or establish that constitutional reform and boundary harmonization are best practices for the realization of the goal of decentralization in Liberia, this method (textual/document analysis) was appropriate.

Of the types of textual analysis (media criticism, rhetorical criticism and discourse analysis), the researchers employed discourse analysis which basically refers to "spoken or written language or communication" (Fairclough, 1995, p. 54 cited in Portus, Barrios, Conaco & Go, 2018 p. 123). In discourse analysis, the writer thinks on what can or cannot be discussed about the topic. Therefore, based on the objective (to present best practices for the successful realization of the goal of decentralization program in Liberia) of this paper, the authors selected and analyzed the contents of some scholarly documents (articles, and books) on decentralization program, constitutional reform, and boundary harmonization particularly the scholarly work of Nyei, Knight, Siakor, & Kaba, as well as online documents from the department of Urban Affairs, Ministry of Internal Affairs, Republic of Liberia to support their argument.

Constitutional Reform

Like many countries in Europe, Asia and Africa, Liberia, a post-war country is on the path to experience change in her emerging democracy by looking up to decentralization. To have this dream realized, there should be a provision in the constitution. As such, the exercise of constitutional reform has become an issue in the ongoing decentralization discourse not only in Liberia, but in other parts of the world. For instance, (Fombad,2011) noted that for the past four

decades, Africa has faced dictatorial, corrupt and incompetent rule, but starting from the 1990s, many African countries began to slowly and painfully move towards a new era of democratic and constitutionalism. One of the main reasons for this great move has been reforms designed to introduce constitutions that promote good governance.

The practice of constitutional reform is a must, if the existing constitution does not accommodate the kind of governance reform that is proposed. In Liberia, the desire for effective and efficient delivery of basic services and the need for practical and equal participation not only in the formulation and implementation of public policies, but in the equitable distribution of the wealth of the nation has necessitated the call for constitutional reform. In support of the above argument, (Fombad, 2015) conveniently revealed that for countries in Africa to be successful in reducing diseases, hunger and poverty, and to be economically sustainable and socially stable, certain changes or improvement must be made in their current constitutions.

True to Fombad's revelation, the current constitution of Liberia is not strong enough to create the conducive environment for the reduction of diseases, hunger and poverty, and to be economically sustainable and socially stable. Because, the power needed to decide on what and how to get what they(Liberians) want for their own development is highly centralized.

Constitutions are considered as documents that lay down the foundation of the relationship between the state and individual citizen as well as the structure and function of government. Therefore, each citizen should be able to understand his or her relationship with the government. He or she must know what to expect from the government and what can also be expected from him/her. This is one of the purposes for constitutional reform (Dakolias, 2006).

Constitutional reform is an all-inclusive process. This process requires the reconstruction of the constitution and the laws it governs through consultation and negotiation with the general public. Further, constitutional reform is also considered as a very significant instrument for the stimulation of good governance through the change of rules for the encouragement of more accountability, participation, transparency, and predictability (Dressel,2005).

Now with the realization of the failure of past constitutions to meet up with current day realities, the concepts of constitutional reform have not only been fully welcomed and embraced but have been translated into practical realities in our contemporary democracy. For instance, scholar Bjorn Dressel clearly mentioned in his scholarly article titled "*Strengthening Governance Through Constitutional Reform*" some of the countries that have gone through constitutional reform as well as the number of constitutions adopted. The table below show the number of constitutions adopted from 1990-2004 by some continents.

Constitutions Adopted by Region, 1990-2004	
Asia	38
Asia Development Bank (ADB Member countries)	20
Africa	54
Europe	17
Americas	13
Total	**122**

(Dressel ,2005).

Linking constitutional reform to decentralization, it is important to note that in the United Kingdom, what is consider as the most sustained program of constitutional reform is devolution of administration (Dakolias, 2006). In the UK, many countries have considered devolution of administration to be equally important for the sustainability of their constitutional reform programs. That been said, a study also revealed that eight countries (Ghana, Kenya, Malawi, Zimbabwe, Bolivia, Indonesia, Iraq and South Africa) have equally gone through a constitutional reform. The study further established that all of them share a number of generic characteristic and challenges in a specific way. However, all of them exacted efforts at awareness-raising, consensus-building, adoption and implementation stages (Vliet, Wahiu, & Magolowondo,2011).

Additionally, the study pointed out four principal phases with their characteristics upon which constitutional reform is implemented. For instance, the preparations phase. This first stage (preparation phase) requires that there should be goal setting, principles, roadmap, timeline, budget, institutions, commitment, issues and analysis. The second phase has to do with awareness and consultations. Included in this second phase are: information, education, participation, monitoring and compiling. The third phase is characterized by reform and deliberation. With this, the key characteristics include: inclusivity, decision making, transparency, autonomy, coherence, feedback and monitoring. Finally, the fourth principal phase of constitutional reform is adaptation and implementation. This phase includes modifications, popularization, education, referendum, subsidiary law and monitoring (Vliet, Wahiu, & Magolowondo, 2011).

Aside from the four principles stages upon which constitutional reform is conducted, it is worth noting some of the interesting questions that are asked when a country decides to go through constitutional reform. These questions are more concern about the process through which the reforms are conducted. The following questions according to (Dressel,2005) are: should the existing constitution be amended or entirely rewriting? Who will do the draft? By what means will they be selected? How much public participation is appropriate? Who will decide whether to accept the final draft?

The answers to these questions are intended to put the process of constitutional reform on the right footing for the successful attainment of the goal of the reform. Hence, every country that is thinking of reforming their constitution must seriously take note and find a comprehensive answer to these questions.

Considering Ghana and Kenya out of the eight cases in this study, Ghana presented the following lesson from the constitutional reform process: a productive inter-party dialogue before and after the reform process; a well-defined democratic principle that guides the reforms in advance; legal framework that enables executive manipulation; civic education and popular consultations, political context and popular involvement (Vliet, Wahiu, &. Magolowondo,2012).

In the case of Kenya, there were inter-party negotiation and consensus building on problematic issues; sound decision making mechanisms that enabled the adoption of progressive reforms; maintaining the impact of partisan interests throughout the process; non-governmental organizations positively lobbying and scrutinizing the process and the monitoring of the implementation of the new constitution by an independent body (Vliet, Wahiu, &. Magolowondo, 2012).

Similarly, Liberia has embarked on such a constitutional reform with the hope to successfully be a decentralized nation. The constitution of Liberia has been problematic since independent. It is recorded that since independent, Liberia has gone through constitutional suspension in 1980 and in 2003-2005. In 1980, it was the 1847 constitution that was suspended. In 1984, a commission was set up to draft a new constitution. This brought in the 1986 constitution (Guanue,2010), but it lacks the foundation of true participatory and representative democracy. This 1986 constitution was also suspended after the civil was in 2003-2005. It was a transitional period, a period of factionalized government of inclusion. This connotes that there is a problem with the 1986 constitution. In support of this argument, (Nyei, 2013) noted that what Liberians have not learned is that the suspension of constitution clearly shows how problematic is that constitution. He further stated that the solution to the governance and developmental challenges of Liberia lies in the provision of a new constitution that sets and sustains a foundation for democratic governance and provide for a balance distribution of power.

After the civil war, a constitutional review committee was appointed by the former president, Ellen Johnson Sirleaf to review the 1986 constitution and draft proposition for amendment. This set the foundation for 2011 referendum. A referendum that protected only the interests of few government officials. For instance, simple majority election for members of the legislature, retirement age for Chief Justice, adjustment in the times for presidential and general election (Nyei, 2013).

Additionally, the desire for constitutional reform in Liberia has been influenced by several factors: no provision for the distribution of power (election of superintendents, district commissioners, city mayors) among local authorities (Local Government Act,2018) which could eventually reduce the power of the president, no provision for strong institutional building, reduction in the tenure of elected officials, emerging issues such as dual citizenship, granting citizenship to non negro, decentralization, property rights, national identity, national symbols, the application of customary justice and women's representation and political participation (Nyei, 2013, 2014; 2015).

Unfortunately, the hope for smooth and peaceful transition to decentralization have been threatened by the lack of popular consensus among Liberians. Scholar Ibrahim al-bakri Nyei, a promising writer on decentralization and local government in Liberia placed emphasis on the legitimacy of the constitutional review process. He further cited that the outcome of the constitutional review process was not based on popular consensus, as such, the nation stands at risk of facing constitutional crises (Nyei, 2015).

Boundary Harmonization

Boundary harmonization is a sensitive issue in the decentralization discourse especially for a country that is transitioning from a centralized to a decentralized form of governance. Disputes emanating as a result of land demarcation require serious harmonization for the successful realization of the goal of decentralization. The concepts of decentralization from the perspectives of the rural dwellers also need to be considered. Looking at decentralization and boundary setting in Mali, particularly in the district of Kita, the concept of the rural people on decentralization is

division of the country into various municipalities. With this word "division" many have developed the concept that decentralization is equated to boundary setting (Idelman, 2009).

However, linking decentralization to democracy at the local level and to land tenure, scholar Soumare revealed that "if democracy and decentralization are magic options, they should be applied to land tenure" (Soumare 1998 as cited in Idelman, 2009 P 19). With this noted, and considering the fact that land tenure is highly problematic in Mali, and that boundary setting is conflict provoking between communities, the people of Mali initially set aside their ambitions for territorial demarcation and focused on establishing municipalities or functioning local governments across the entire country in less than a decade (Idelman, 2009).

In the case of Liberia, boundary harmonization is a critical issue (Nyei, 2014) that needs to be handled with care, as it is an antidote to land dispute. In Liberia, there have been several cases of boundary disputes both inter-county (between two or more counties), and intra-county (boundary conflict with in counties-between certain localities) conflict (Knight, Siakor & Kaba, 2013). These boundary disputes are the result of creating counties or districts to satisfy the desires of the so called political leaders without involving technocrat to properly handle the issue of county or district demarcation.

To have these cases resolved, the department of Urban Affairs, a technical arm of the Ministry of Internal Affairs (MIA) which was legislated in 1972, reactivated the Special Joint Stakeholders Consultative Committee (SJSCC) in 2012 to interfere in the harmonization of conflict areas in Liberia. Eleven (11) hot zones were identified to be land boundary conflict areas after four Round-Table Discussion (RTD) by the SJSCC. Additionally, the Department of Urban Affairs (DUA) went into a Memorandum of Understanding (MOU) with the Carter Center on boundary harmonization program implementation. Further, the DUA hosted a chief's forum captioned: *What is meant by governance decentralization and what is expected of the chief and traditional elders of the country*? Resolution one hundred and sixty-five (165) was developed by over one hundred and fifty (150) traditional leaders, elders, senior mothers, and governors as a result of the forum. A committee comprising of fifteen (15) chiefs was also established to buttress efforts in settling boundary problems across the country (www.mia.gov.lr).

Further, the government in recent time have made provision for harmonizing boundaries. The minister in-charge of local government shall be advised and technically assisted by the head of the national agency responsible for land on how boundaries between counties, districts, chiefdoms, clans, general towns, as well as cities and township should be done.

Capacity building and devolved functions and services are also inclusive in this provision. The head for the national agency for land matters and the minister for local government shall collectively work to build the capacities of local government officials to execute the following devolved services: survey services, land registration services, and updating and storing land records (Local Government Act, 2018).

In an effort to ensure that there is a successful boundary harmonization and how to secure community land rights, a two years' study was conducted. The finding showed that: boundary harmonization efforts are conflict resolution exercises and should be treated with care, Map-making is not a middle-of-the-road process. Because it disclosures all bad faith appropriation of

community lands and detects all natural resources and their locations. Hence, it has the potential to initiate intra-community conflict, that acquiring of community land documentation created a strong motivation for communities to amicably resolve long-running boundary conflicts, communities that were ready to resolve their boundary conflicts advanced more rapidly through the land documentation process, that harmonizing boundaries resolved lots of conflicts than it created, and aided communities to embrace new conflict resolution strategies, that the documentation of every boundary agreement should not only be tree planting but with the signing of Memorandum of Understanding (MOU), that some communities land certification process created conflicts of power, authority, and jurisdiction, Some communities hurriedly agreed to their boundaries in order to successfully complete the project within the given time period which is not necessary in conflict resolution, Once community land documentation processes is initiated, it should be successfully completed, and there should be a need for state support for enforcement of agreed boundaries over time (Knight, Siakor & Kaba, 2013).

In view of the above, it is clear that Liberia has gone a long way with boundary harmonization process which is a good footing for the decentralization process.

Conclusion

Decentralization should not be regarded as the only panacea to Liberia's problems, because every form of governance has its own pitfalls. But considering our conditions and the kind of unguarded political and bureaucratic insults that are emanating from the centralized system which the grass rooters or the locals continue to receive, it is important to consider decentralization as the best option for Liberia at this moment. By the same token, constitutional reform and boundary harmonization are not the only best practices, but they are very cardinal to the realization of the goal of decentralization in Liberia and should not be given left handed approach (overlooked).

Recommendations

In view of the above mentioned, and considering the fact that decentralization is at the initial stage (de-concentration stage) and on a gradual footing, the researchers deemed it necessary to advance the following recommendations for the successful realization of its (decentralization) goals in Liberia:

1. That constitutional reform should satisfy all of the prescribed processes mentioned above, and should meet the consensual of all Liberians.

2. That boundary setting or harmonization should not be done hurriedly all in the name of completing the process to acquire land documents.

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Ethnicity: A New Paradigm for Voters' Choice

Adama A. Gross

grossa@auwa.edu.lr/grossdboss35@gmail.com

Adventist University of West Africa

Abstract

The study investigated ethnicity as a factor that influenced voting behavior in Liberia with an eye on the 2011 Presidential and Legislative Elections. The rise of ethnic politics has been a prominent feature of Liberia's recent history. The researcher adopted the survey research design with the research population considering two Electoral Districts in Nimba County. The simple random sampling technique was implored to distribute the sample of 138 respondents from the two Districts. The data collected was analyzed using the Statistical Package for the Social Sciences Version 20. As found out, voters in Liberia do not elect candidates based on competence but rather influence. There were equally divided positions that candidates are elected solely on ethnic line. However, candidates are not voted based on ideas and policies. Respondents generally agreed that tribal politics is a key determinant of ethnic voting in Liberia; however, respondents disagreed that Political Parties in Liberia are basically formed on ethnic lines. Additionally, low literacy rate of voters enhanced ethnic voting. Discrimination against other ethnic groups was identified as a factor that promotes ethnic voting in Liberia. Additionally, group identity and interest are factors that promoted ethnic voting.

Key Words: Ethnic, Ethnic Voting, Voting Behavior, Candidates, Political Patronage

Introduction

The rise of ethnic politics has been a prominent feature of Liberia's recent history. Since the return to democracy in the early 2000's. Prominent politicians and parties have increasingly used ethnicity to frame important aspects of their political projects and identities; they have embraced indigenous demands, employed indigenous symbols and sentiments in their campaigns, and emphasized the non-Americo-Liberian heritage they share with much of the population

Background of the Study

It has been posited in several studies that Africa's ethnic diversity can account for region's poor economic performance as this correlates with bad economic policies. An explanation to this has been political, where it is believed that ethnic diversity leads to diverse ethnic groups competing for public goods. These arguments furthered that groups that are dominant politically use their position to provide economic benefits to their members (Franck and Rainer, 2012). The rise of ethnic politics has been a prominent feature of Liberia's recent history. Since the 1980s powerful indigenous movements have emerged to challenge government policy and demand social, economic, and political reform, propelling indigenous actors and issues into the national political arena. Prominent political actors and their political alignments have increasingly used ethnicity to

frame important aspects of their political projects and identities; they have embraced indigenous demands and employed indigenous symbols in their campaigns (García & Lucero 2008).

Statement of the Problem

It is asserted that ethnic and regional politics had been nursed since colonial era with new trends and proportions taking place in the contemporary era. Political parties and candidates are easily seen as representatives of a particular ethnic group and voting pattern in Liberia largely mirrors the various cleavages in the country. The dominant role of ethnicity in Liberia couple with partisan politics and the struggle for political power has been reflected through the results of previous elections from the post-war Republic to the recently concluded 2017 general elections. Thus, ethno-regional cleavages seem to remain a major determinant of electoral outcome and related political issues with attendant implications for democratization and nation building in Liberia. From this premise, the researcher firmly sought to examine the role ethnicity played in elections outcomes.

The main objective of the study was to examine the role ethnicity play in the outcomes of election with a specific reference to the 2011 General Elections in Liberia. The specific objectives were to:

1. Investigate voting pattern in Liberian election

2. Examine the major determinants of ethnic voting

3. Probe factors that enhanced ethnic voting in Liberia

Literature Review

Conceptualization of Key Variables

Ethnicity

"Ethnicity" defies a single definition. Consequently, there are as many definitions and conceptualizations of the term as there are writers on the subject. From Horowitz (1985) ethnicity as a concept means a genuine or plausible shared ancestry, irrespective of any unique cultural attributes. In one of the most inclusive treatments of defining ethnicity, Chandra and Wilkerson (2008) advanced the concept as an umbrella term under which scholars included identity categories associated with one or more of the following types: religion, sect, language, dialect, tribe, clan, race, physical differences, nationalities and caste.

Voting Behavior

Voting behavior is defined as a set of personal electoral activities, including participation in electoral campaigns, turnout at the polls, and choosing for whom to vote (Bratton, 2013). Voting behavior is seemingly influenced by a array of factors; it is not simply the impact of one cleavage on vote choices – e.g., the strength of ethnic voting, or class or whichever is the strongest of them – but rather the collective impact of all importunate divisions in the electorate that can be expected to influenced the pattern of voting (Olayode, 2015).

Ethnicity and Attraction to Political Power

Nnoli (1995) asserts that ethnicity holds individuals together, gives them internal organization, encourages them to provide natural security for each other and enhanced their sense of identity and direction. In terms of political power, the group exercising control in society takes decisions that affect all members and also controls the distribution of resources. Thus ethnic groups compete for political power in order to have control not only over the people but also the resources and their distribution (Weber 1978). Osaghae (2000) opines that since its colonial beginnings the African state has centralized the production and allocation of resources, benefaction and privileges, and this has made it the object of political competition. He also makes a case for economic deregulation as a recipe for managing the ethnic problem.

Ethnic Politics and Voting Behavior

Erdman (2007:5) notes that, "voting behavior in Africa is principally explained by factors such as ethnicity, personal linkages and clientelism" where ethnicity as a social cleavage has gained a important place in understanding politics in Africa". In his book, Ethnic Groups in Conflict, Donald Horowitz notes that the main features of an ethnic party system can be summarily outlined as the following: stable parties, unstable politics (Horowitz, 1975). While some scholars have identified ethnic parties with political instability, more recent empirical research has identified the benefits and stabilizing influence of ethnic political participation in developing countries and maturing democracies (Kaul, 2013). In her book, Why Ethnic Parties Succeed, Kanchan Chandra theorizes that ethnic parties in a developing country succeed in obtaining the support of members of their targeted ethnic group because patronage-democracy is characterized by strict information constraints, voters are disposed to favor co-ethnics at the polls by supporting the party with the greatest number of co-ethnics (Chandra, 2004).

Political Competition in Liberia

The significant characteristic of political competition during the First Republic in Liberia was the exclusionary nature of political decision-making carried out at the detriment of the local indigenous population. Through the True Whig Party that was founded in 1878, the settler population of Americo-Liberians rallied behind a single-party state and systematically organized to deny voting rights to the larger indigenous populations (Batty, 2010). So, from 1848 to 1980, the descendants of Americo-Liberians alternated the transfer of political power within their group largely keeping the indigenous population out. The limited political competition was restricted within the membership of the True Whig Party and the settler community (Liebenow 1987).

On the night of April 12, 1980, Samuel K. Doe stormed the executive mansion of the president of Liberia with other junior officers and assassinated President William Tolbert. In the days following their storming of the executive mansion, the coup plotters, comprised of young, uneducated and, most importantly, indigenous junior officers of the Liberian military brutally executed all former senior members of the Tolbert administration, including cabinet ministers. Through measures that were very similar to what the True Whig hegemony had used to consolidate their hold on power several decades earlier, Doe appointed members of his Krahn ethnic group to

key positions around the country and continued to eliminate members of other ethnic groups that were in senior positions of government **(Batty, 2010).** Doe consolidated his hold on power by concentrating authority within his Krahn ethnic group while isolating members of other ethnic groups from key positions in his government.

The 2011 General Election

The 2011 presidential and legislative elections were an important test for Liberia's transition from civil war to democratic, constitutional government. Despite the opposition's decision to boycott the presidential runoff and the tragic but isolated outbreak of violence on Nov. 7, the elections demonstrated the government's commitment to organizing genuine elections and the commitment of the vast majority of Liberians to peaceful participation in the democratic process (Carter Center, 2011). Voter turnout nationwide was 1,288,716, or 71.6 percent of all registered voters. In the presidential election, incumbent President Ellen Johnson Sirleaf of the Unity Party received 530,020 total votes, or 43.9 percent. Winston Tubman of the CDC received 394,370 total votes, or 32.7 percent, while the third place candidate, Prince Johnson of the NUDP, received 139,786 total votes, or 11.6 percent. President Sirleaf won in all but five counties — Grand Gedeh, Maryland, and Montserrado — where Tubman secured the most votes; Grand Bassa, won by Charles W. Brumskine a candidate of Bassa origin; and Nimba, won by Prince Y. Johnson, a son of Nimba County (National Elections Commission, 2011).

Methodology

Research Design

The research design adopted for the study was survey design. This permitted the use of questionnaire posed to several individual respondents, who responses are reliable and independent due to its first hand or primary data.

Population

The population of the study considered the total number of registered voters in two Electoral Districts in Nimba which supposedly reported the highest number for the native aspirant of the county. The two Electoral Districts are Districts two and three with a combined voters' population of 63,380.

Sample size and Sampling Techniques

The sample size of 138 which was derived from the automatic sample size calculator from surveymonkey.com with confidence level 95% and margin of error 5% was distributed using the simple random sampling method. This afforded every element of the target population equal opportunity of been selected.

Data Analysis and Discussion of Findings

In Liberia, voters elect candidates based on competence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	28	20.3	20.3	20.3
	Agree	12	8.7	8.7	29.0
	Strongly Disagree	62	44.9	44.9	73.9
	Disagree	36	26.1	26.1	100.0
	Total	138	100.0	100.0	

Table 4.2.1 gauged respondents views on candidates in Liberian elections being voted based on competence. From the responses gathered, 40 (29%) cumulative agreed with the assertion while 98(71%) disagreed. This indicates that candidates' election to political office in Liberia is not based on competence, but other factors.

Candidates in Liberia are voted in Liberia based on influence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	58	42.0	42.0	42.0
	Agree	48	34.8	34.8	76.8
	Strongly Disagree	14	10.1	10.1	87.0
	Disagree	16	11.6	11.6	98.6
	Undecided	2	1.4	1.4	100.0
	Total	138	100.0	100.0	

From the Table above 106 (77%) respondents agreed that candidates are voted based on influence while 30 (22%) disagreed. The remaining 2(1%) respondents are undecided as far as the table suggest. This implies that in Liberian elections political candidates who bare influential scoop more votes.

Candidates in Liberia are elected because of the ethnic group (tribe) they belong to

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	22	15.5	14.5	14.5
	Agree	42	32.4	30.4	44.9
	Strongly Disagree	30	23.2	23.2	68.1
	Disagree	34	24.6	24.6	92.8
	Undecided	10	4.2	7.2	100.0
	Total	138	100.0	100.0	

The Table above asserts that candidates are voted based on ethnic lines. To this, respondents who disagreed are 64 (48%) while those who cumulatively agreed are 64 (48%). The remaining 10(4%) remain undecided. There is no foregone conclusion to validate or counter the assertion.

Liberians vote for candidates base on ideas and policies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	28	20.3	20.3	20.3
	Agree	26	18.8	18.8	39.1
	Strongly Disagree	38	27.5	27.5	66.7
	Disagree	44	31.9	31.9	98.6
	Undecided	2	1.4	1.4	100.0
	Total	138	100.0	100.0	

Candidates are voted based on their manifestos asserts the above Table. To this, 82(60%) respondents disagreed while 54(39%) agreed. There is a case that candidates are not particularly voted based on any manifesto.

Tribal politics is a key determinant of ethnic voting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	34	24.6	24.6	24.6
	Agree	56	40.6	40.6	65.2
	Strongly Disagree	24	17.4	17.4	82.6
	Disagree	20	14.5	14.5	97.1
	Undecided	4	2.9	2.9	100.0
	Total	138	100.0	100.0	

From the Table above, tribal politics is a key determinant of ethnic voting in Liberia. This is according to 90(65%) of respondents. However, 44 respondents representing 32% are in disagreement. The remaining 3% are those who decided not to decide. This is indicative that tribal politics has informed the level of ethnic voting in Liberia.

Political parties in Liberia are formed on ethnic lines

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	10	7.2	7.2	7.2
	Agree	18	13.0	13.0	20.3
	Strongly Disagree	46	33.3	33.3	53.6
	Disagree	54	39.1	39.1	92.8
	Undecided	10	7.2	7.2	100.0
	Total	138	100.0	100.0	

Respondents disagreed according to the Table above that Political Parties in Liberia are basically formed on ethnic lines. This disagreement is voiced by 100(73%) of respondents. Those who counter the argument are 28(20%). Five respondents were undecided accounting for the remaining 7%. the indication is parties are not basically formed on ethnic lines.

Fear of one ethnic group to dominate other ethnic groups determines ethnic voting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	32	23.2	23.2	23.2
	Agree	32	23.2	23.2	46.4
	Strongly Disagree	22	15.9	15.9	62.3
	Disagree	36	26.1	26.1	88.4
	Undecided	16	11.6	11.6	100.0
	Total	138	100.0	100.0	

The Table above asserts that fear of one ethnic group dominating other groups determines ethnic vote. As it seems from respondents, there is an agreement although not overwhelmingly. 64 respondents representing 46% agree while 58 (42%) disagree. A total of eight (12%) respondents are undecided.

Low literacy rate enhance ethnic voting in Liberia

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	72	52.2	52.2	52.2
	Agree	52	37.7	37.7	89.9
	Strongly Disagree	4	2.9	2.9	92.8
	Disagree	6	4.3	4.3	97.1
	Undecided	4	2.9	2.9	100.0
	Total	138	100.0	100.0	

Low literacy rate enhance ethnic voting in Liberia according to 124 (90%) respondents. However, there were respondents who disagreed and were undecided constituting 7% and 3% respectively. This implies that low literacy rate is negatively affecting voting pattern in Liberia.

Discrimination against other ethnic groups promote ethnic voting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	16	11.6	11.6	11.6
	Agree	58	42.0	42.0	53.6
	Strongly Disagree	34	24.6	24.6	78.3
	Disagree	26	18.8	18.8	97.1
	Undecided	4	2.9	2.9	100.0
	Total	138	100.0	100.0	

The Table above examined discrimination against other ethnic groups as a factor that promotes ethnic voting in Liberia. There are 74 (54%) who support the statement while 60 (43%) do not agree with the assertion. Two (3%) respondents as indicated in the Table are undecided. There is a strong case to support the assertion.

Group identity and interest are factors that promote ethnic voting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	30	21.7	21.7	21.7
	Agree	66	47.8	47.8	69.6
	Strongly Disagree	10	7.2	7.2	76.8
	Disagree	30	21.7	21.7	98.6
	Undecided	2	1.4	1.4	100.0
	Total	138	100.0	100.0	

Group identity and interest are factors that promote ethnic voting assert the Table above. Respondents who agreed with the assertion are 96(70%). Those who have opposing view are 40(29%) while those who decided to remain undecided constitute 1%. This implies that group interest and identity are factors that promote ethnic voting.

Discussion of Research Findings

The first objective investigated voting pattern in Liberian election. Respondents generally disagreed that voters in Liberia elect candidates based on competence. Also, respondents generally agreed that candidates are elected based on influence. This is a problem in African elections where social cleavage and influence rather than competence informs candidates' election as observed by Horowitz (1985). Respondents however slightly disagreed that candidates are elected solely on ethnic line even though ethnicity plays some significant role. Respondents disagreed that Liberians vote for candidates are base on ideas and policies with the aforementioned statement.

Respondents generally agreed that tribal politics is a key determinant of ethnic voting in Liberia. This has been the main feature of Liberian politics as expressed by Batty, (2010) who indicated that measures that were very similar to what the True Whig hegemony had used to consolidate their hold on power several decades earlier was used by Doe appointed members of his Krahn ethnic group to key positions around the country and continued to eliminate members of other ethnic groups that were in senior positions of government. However, respondents disagreed that Political Parties in Liberia are basically formed on ethnic lines. It was generallyagreed that low literacy rate enhance ethnic voting in Liberia.

Discrimination against other ethnic groups was identified as a factor that promoted ethnic voting in Liberia. Additionally, group identity and interest are factors that enhanced ethnic voting. Franck and Rainer (2009) opined that heterogeneous societies are seen to fashion government policies in ways that exclude minority groups and favor the majority. Ethnicity thus "serves as an exclusion tool" when the "winning groups" redistribute resources.

Conclusion

Ethnic voting is prevalent in African politics, where policies that form the basis of provision of public goods are not all-inclusive but rather disintegrate along ethnic lines. Patronage

politics have impeded development for a majority of African countries with Liberia at the apex, as those who have access to political power are seen to favor their co-ethnics and political affiliates, thereby alienating other ethnic groups and different political ideologies.

The study concluded that to an extent, ethnic politics, political patronage and group identities have strongly influence elections in Liberia and has had negative consequences some of which are division and underdevelopment.

Recommendations

There is a problem in African elections where social cleavage and influence rather than competence informs candidates' election. The researcher recommends that voters be orientated on the relevance of elections in the short term. Additionally civics should be taught from primary through senior secondary school. This will inform student on their rights and responsibilities to their country which include election of competent individuals.

Low literacy rate and tribal politics are seen as factors that enhance ethnic voting. To this end, the researcher recommends that education policies geared toward making Liberia a literate society be enacted or if already existing be enforced to ensure that the population get formal education. When the education is addressed, tribal politics will be done with as educated people will vote on political ideologies and not ethnic orientation.

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Independence of the Judiciary and its effect on Democratic Governance in post-war Liberia.

Friday Idika Okoro[1], Isaac P. Podah[1]

[1]Adventist University of West Africa, Advent Hill, Schiefflin Township Lower Margibi County, Liberia

fridayliver@gmail.com & isaacpodah@gmail.com

Abstract

Judicial independence is acknowledged worldwide as one of the most important features of an active democratic government. The role of the Judiciary, as defined in the Liberian Constitution, and other governing Acts and laws are very central to the survival of democracy and the attainment of its purpose in Liberia. Thus, the judiciary must be a temple of justice, a beacon of credibility, and a repository of integrity. On the contrary, it is established through the qualitative method (secondary source of data collection) that the 14 years' civil unrest, the constant political influences from other branches of government, the rendering justices outside the rule of law, the lack of fiscal autonomy and the constant corruption have posed a threat to the full realization of the potential of the judiciary in its constitutional role towards democratic governance or process in post-war Liberia. The author, therefore, argue that judicial independence is a best practice that can positively affect the delivery of justice to all. Therefore, restoring it will attract and sustain the realization of active democratic government in a post-conflict country such as Liberia.

Keywords: Judiciary; Liberia; Post-war; Democratic-governance; Independence.

Introduction

The 14 years' civil unrest decimated the entire fabric of the Liberian society and structures of government inclusive of the judiciary. Additionally, the constant political influences from other branches of government, the rendering justices outside the rule of law, the lack of fiscal autonomy and the constant corruption stood as a threat to the full realization of the potential of the judiciary in its constitutional role towards democratic governance or process in Liberia. So, restoring the elements of government particularly the judicial arm becomes vital for post-conflict governance initiatives. The judicial branch of government which is considered one of the three branches of government is charged with the function of interpreting the law and adjudicating cases and is also considered the final arbiter of justice.

The Supreme Court is the highest judicial body in Liberia. It consists of the Chief Justice who is also the top Judiciary official. Article III of the Constitution of Liberia stipulates judiciary as one of the three branches of government that ought to be equal and coordinated based on the principle of checks and balances (Kaydor, 2014).

No Liberian, not even policy maker in the world including those of the Liberian government can categorically disagree that the best way to a peaceful, stable post-war Liberia is to

first build an independent, strong and robust judiciary. But many Liberians have agreed that the Supreme Court of Liberia, a country smarting from a decade-long war and a deadly epidemic that decimated its population and ruined its economy; an independent judiciary is a backbone for democracy, peace, smooth recovery, and reconciliation. Hence, a revitalized and proactive independent judiciary is imperative for post-conflict Liberia.

This article is organized into the following sections: section one defines the troubles of the judiciary and the need for democratic governance with more emphasis on adherence to the rule of law and accountability as cardinal to the realization of democratic governance in Liberia, section two consists of the concepts and dimensions for judicial independent, section three presents the conclusion and recommendations.

Judicial Trouble and the Need for Democratic Governance
The Troubles of the Liberian Judiciary

Historically, the judicial system in Liberia has been highly centralized and problematic. It has also been manipulated by powerful elites who use the structure with impunity to maintain and legitimize their powers. This has made the citizens, particularly the poor to see justice as the privilege of the wealthy (Maina & Sherif, 2013). With this noted, the authors argued that this unguided judicial insults which the majority of the Liberians have been faced with, coupled with other social, political factors provided the way for the civil war in Liberia. Unfortunately, the situation remains the same even with the presence of democratic government.

Currently, the autonomous status of the judiciary branch of Liberia is highly problematic as it has been subjected to the political influences of other branches of the Liberian government, fiscally squashed, corrupt and accused of rendering justice outside of the rule of law (Webmaster Admin, 2016).
Separation of Power is the most ancient and enduring element of constitutionalism. The doctrine of separation of power according to Mangu (2001), assumes that power corrupts and separation of power is essential to liberty and democratic governance. The African Union constitutional Act of which Liberia is a founding member as reported by Mangu (2001), has fervently emphasized the separation of power, independence of the judiciary and good governance as prominent objectives and principles of the Union. In most democratic countries, the judiciary has been reported to be the weakest among the three arms of government, an observation in consonance with the habeas corpus which implies that the judiciary is powerless against both legislature and executive (Burrowe, 2004). The constitution of Liberia provides for an independent judiciary, but according to the US 2015 Human Rights Report, judges and magistrates were subject to influence and corruption. Uneven application of the law and unequal distribution of personnel and resources remain a problem throughout the judicial system (US HR report, 2015).

Various international instruments further stress the importance of judicial independence, including the Universal Declaration of Human Rights and the International Covenant on Civil and Political Rights. Particularly, the United Nations Basic Principles on the Independence of the Judiciary affirms that the judicial independence shall be assured by the government and preserved

or retained in the organic law of the country, and all institutions (both public and private) shall be under the obligation to respect the independence of the judiciary (U.N basic principles, 1985). Interferences, corruption and the lack of financial autonomy in the judiciary system of Liberia are factors that are troubling judicial independent in Liberia. This has necessitated the need for democratic governance in Liberia.

The Need for Democratic Governance in Liberia

Democratic governance indicates the way an administration affords the platform of citizens' participation and capacity to influence, in the decision-making in public affairs; sustaining a responsive judicial system which dispenses justice on merits in a fair, unbiased and meaningful manner; and maintaining accountability and honesty in each wing or functionary of the government (Sabharwal n.d). Additionally, Suri (n.d.) observed that democratic governance is a condition in which the promise of justice, liberty and equality is realized in a democratic political framework, where the government is sensitive to the people's identities, aspirations and needs and where people feel secure and contented.

According to Murati (n.d), the independence of the judiciary is an important aspect of democracy, intending to guide the judicial process from external influences and to make a provision of full legal protection to all individuals going to court for whatever reason, void of interference that usually comes from the executive and legislative officials, political parties, the military, paramilitary and intelligence forces, criminal groups and the judicial hierarchy itself. The authors also argued that democratic governance also calls for adherence to the rule of law and accountability.

The Rule of law

Democracy cannot exist without the rule of law. A constitution is useless without judicial supports. It is recognized that the rule of law, upheld by an independent and incorruptible Judiciary, is an essential bulwark of democracy (Haberson, 2012). The rule of law makes constitutional rights a reality and adopting measures to create it is, therefore, one of the biggest steps towards democratic consolidation (Ungar, 2002). In order for the State to be able to apply the law of the land effectively, it is necessary to have an autonomous judicial body to enforce the law.

In many African and other developing countries, there has not always been respect for the rule of law and independence of the judiciary. Judges have been intimidated into giving rulings favorable to the government, forced to resign their positions, and in the worst cases, they have been killed. For instance, the first Ugandan Chief Justice was murdered for not cooperating with a regime's illegal actions (Monica Twesiime-Kirya, 2005). In 2005, the Ugandan government sent armed personnel to surround the High Court. In a statement, Chief Justice Odoki said that the judges considered the siege of the High Court as an apparent attempt to intimidate the judiciary. Military personnel were deployed within the precincts of the court to re-arrest suspects that the High Court had lawfully released on bail. The Chief Justice said that the judges considered the November 16 siege of the High Court as threatening to undermine the independence of the

judiciary and the rule of law (Odoki, 2005). Justice Ogola opined that the dreadful attack on the judiciary violated both the doctrines of the rule of law and the independence of the judiciary (Mutaizibwa, 2005). In 2001, the Chief Justice and a number of senior judges from Zimbabwe were harassed and forced to resign for attempting to sustain the rule of law and citizens' rights with respect to the seizure of the white farms by the Mugabe regime (Bean, 2002). A report by Amnesty International, Zimbabwe (2005) indicates that the harassment of the judiciary continues, where Zimbabwe's crisis over the rule of law, triggered by the repeated flouting of court orders, judicial harassment and politicization remains unresolved.

The fact that the rule of law and an independent judiciary encourage stability in a nation is now well recognized. When citizens know that the courts can resolve their disputes impartially and fairly, and that the state will enforce court decisions, they are more disposed to obey the law. As the Asian Development Bank (2001) pointed out, the cornerstone of successful reform is the effective independence of the judiciary. That is a prerequisite for a judicial system, that is impartial, efficient and reliable. Without judicial independence, there can be no rule of law and the conditions for the efficient operation of an open economy will not be in place without the rule of law to ensure legal security and foreseeability.

Accountability

One of the most controversial features of judicial independence is the delicate balance between independence and accountability. The tradeoff between independence and accountability has been the topic of heated debates among both legal scholars and political scientists. No institution can function without being accountable to society; this implies accountability from the judiciary. Unless the Judiciary is accountable, judicial independence cannot be retained (Cappelletti, 1985; Fiss, 1993). Although there is no direct link between the common citizen and the judiciary, as judges are not elected but appointed, there are several legal mechanisms for enforcing judicial accountability.

According to Toharia (1999), the exaggerated emphasis on judicial independence has been distorted to such an extent that it is no longer conceived that the judiciary needs to be controlled and where it is not compatible to have a simultaneously independent but responsible judiciary. The concept, however, that independence and accountability are two analytically distinct ideas is incorrect. In fact, accountability poses little or no threat to judicial independence when properly conceived and executed (Griffen, 1998; Lubet, 1998). Burbank (1999) argues that independence and accountability are not contrary, but two sides of the same coin. If independence is conceived as the possibility of a judge to rule according to the norms of the state without influence from a third party, and accountability is the obligation of this judge to adhere to his functions, with the possibility of a penalty for failing to do so, there should be no room for incompatibility. As Hammergren claims, the two developments are not contradictory; more independence seems to require more accountability, and accountability in some instances can be seen as enhancing independence (Hammergren, 2001).

Accountability as a concept can be defined by two attributes (Schedler, 1999). First, answerability, or the obligation of public officials to inform the public about their activities and

decisions and to provide explanations that justify those decisions in a responsible manner. The second attribute is enforcement, which consists of the possibility of sanctions for those who ignore the law or choose not to abide by it. Accountability is a concept that is democratic in its origin. Democracy demands that the exercise of power by the state be mandated by the people and can be traced back to it (Rollon, et al 2003). This means that there is no title or position in which the exercise of power can be released from the demand for democratic legitimacy.

Concepts and Dimensions of Judicial Independence
Concepts of Judicial Independence

According to Tamanaha (2012), the concept of rule of law which is one of the tenets of democratic governance is a powerful political ideal in contemporary global discourse. The concept of judicial independence and those attributes of democratic governance which include but not limited to rule of law, fundamental human rights, separation of powers, accountability and transparency continue to be contested among political and legal scholars. Rugege (n.d) asserted that judicial independence is valued because it serves important societal goals, which is the maintenance of public confidence in the impartiality of the judiciary and is essential to the effectiveness of the court system.

Popular wisdom and belief in the international community suggest that an independent judiciary is the cornerstone of democratic governance (Shumate, 2016). Judicial independence has been deemed a slippery concept (Figueroa, 2006) and there have been concerted efforts to provide a clear definition of judicial independence. However, it has remained a difficult concept to measure in reality and has often resulted in a country's judiciary being evaluated according to its legal status and establishment in a country's constitution. While there is no consensus when it comes to formulating a definition of judicial independence or operationalization of the concept, there is a consensus on a few requirements of which the ever-growing literature on the subject should abide.

First, a theory of judicial independence must have analytical clarity about the kind of phenomenon being referred to (Russell, 2001). A second requirement is to have a clear idea of the purpose of judicial independence. Judicial independence is not an end in itself, but a means to an end (Brashear, 2006; Burbank and Friedman 2002; Rubin, 2002; Yamanashi, 2002). The third major task for definitions of judicial independence is to identify the components, elements, and factors that influence independence. Becker (1987) defined judicial independence as the extent in which judges trust and make their decision understanding the values and conception of the roles performed by the judiciary, against what other political or judicial power holders may think. While Becker's definition does contain several of its core components, it only begins to scratch the surface, Larkins (1996) argues that an important element to be considered when attempting to define judicial independence is the scope of the judiciary's authority as an institution, in other words, its relationship to other parts of the political system and society and its legitimacy as an entity entitled to determine what is legal and what is not.
Brinks and Blass (2013) noted that traditionally, judicial independence is a notion that has led to an interminable argument and endless variations on its definition.

A definition of judicial independence that is more generally accepted therefore is the ability of judges to decide cases autonomously in harmony with the law and without illegal interference from other parties or entities (Peerenboom, 2010).

According to the International Journal of Business (2013), the following are the characteristics of an Independent Judiciary:

- Judges are free to make impartial decisions without outside political interferences.
- A judiciary acts as a check upon the executive and the legislature and
- Judges are not arbitrarily removed or threatened. Promoting the independence of the judiciary and highlighting any improper pressure on judges, prosecutors, and courts.
- Advising on processes for the appointment and selection of judges, judicial tenure and judicial discipline.

Dimensions of Judicial Independence
External Independence

When it comes to the independence of individual judges, the categorization is a bit more complex. Rios-Figueroa calls external independence to the relationship between Supreme Court judges and the other branches of government. External independence covers the rules for establishing judges' salaries, terms of appointment, methods for removal and punishment, etc. Simon Shetreet (1985) takes this classification a step further. He claims that there are at least two essential elements to the independence of individual judges. He recognized the first as substantive independence; this implies that where judicial choices are taken and other formal responsibilities are exercised, individual judges are not subject to any other authority other than the law. Substantive independence is to individual judges what autonomy is for the judiciary in general. It should be observed, however, that substantive independence does not give unlimited rights and protections to individual judges. Judicial independence is intended to protect judges from unlawful or inappropriate influence.

The second element is personal independence; which means that the judicial terms of office and tenure must be adequately secured. Personal independence is ensured through clear terms of judicial appointment and by the safeguarding of judicial salary. Executive control on appointment, tenure, wages, and sanctions must be avoided in other to guarantee personal independence. If the executive is solely responsible for appointing Supreme Court Justices, even the appearance of independence will be lost.

Internal Independence

However, there is another aspect of judicial independence that has not attracted much attention. While the majority of scholars focus their studies of judicial independence in the relationship between the high courts, their members, and the executive and legislative bodies, few remember to look the interactions between lower court judges and their superiors. In an independent judiciary, it is key that lower court judges be independent of directives or pressures

from their fellow judges regarding their adjudicative functions. This final element is known as internal independence.

Judicial adjudication has three main components, administrative, procedural and substantive. The first means that judges have an administrative responsibility for managing their case load, setting dates for hearings and expediting resolutions. Judges also have procedural functions that allow them to conduct the resolution of trials according to the rules of evidence and procedure. Finally, judges have to resolve the case, which involves the determination of the findings and the application of the appropriate legal norms dictated by the facts and the evidence. Internal independence exists when lower court judges are able to exercise these functions without fear of interference or influence from colleagues in higher courts.

Conclusion

Considering the analysis made on the judiciary independence and its effect on democratic governance in post-war Liberia, the authors argued that an independent judiciary is crucial for good governance because it develops the courage to fight corruption without fear of intimidation from other branches of government. Effective justice will, in turn, lead to confidence in the system and encourage democratic governance. The complete independence of the judiciary *de jure* and *de facto* is the only and unmistakable title deed of genuine good governance and thus a cornerstone of any viable democracy and therefore is regarded as the hallmark of good governance. Independence of judiciary is a logical consequence of the separation of powers. This will be meaningful only when the judiciary is truly independent especially from the executive and the legislative. Basically, the main idea enshrined here by the authors is a clear separation of powers which can allow the judiciary to act independently without arbitrary interference.

Recommendations

The progress towards sustaining judiciary independence and democratic governance in post-war Liberia is very well recognized and applauded. Nevertheless, this article revealed that there are some challenges faced enroute to the full realization of the potentials of an Independent Judiciary and good governance. To this effect, the authors advance the following recommendations:

- The properties that belong to the Judiciary should be clearly marked and have time for usage. Moreover, properties belonging to the judiciary should be used only for official judicial purposes. To the contrary, anyone misusing the property belonging to the Judiciary should be cautioned at first with fines and if the person persists, he/she should be prosecuted.
- To curb the level of interferences in the Judiciary, there should be agencies that are authorized to oversee, control and even sanction illegal actions of other arms of government. These agencies of control and oversight must be autonomous enough to act swiftly and without interferences. There should be good institutional design, such as proper and routine training, especially to Court judges, and to adequately monitor the

administrative procedures of the courts. These will help reduce the wanton misinterpretation of the law and interferences.

- Corruption has the propensity to destroy the fabric and structure of any political system. To ensure that corruption is minimized or eradicated, there should be special fast-strike courts to speedily adjudicate and prosecute corrupt officials in the judiciary. Once convicted, corrupt individuals in the judiciary should be immediately dismissed; properties acquired from such corrupt act should be confiscated and appropriated prison sentence be levied against such individuals. When this is done, corruption will be minimized or even eradicated.

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BEST PRACTICE IN ADMINISTRATION & LEADERSHIP

Relationship between Standard Structure in Remuneration, Performance Rating, and Job Satisfaction among Staff and Faculty of the Adventist University of West Africa

Faith Oseremen Sivili
sivili@auwa.edu.lr

Dave Weigley College of Business & Public Administration
Adventist University of West Africa

Abstract

Salary satisfaction affect job involvement, work inspiration, employee performance and motivation. The purpose of this research is to explore the relationship that exist between standard structure in remuneration, performance rating and its impact on job satisfaction and examine whether staff are treated equally as it relates to salary and benefits and explore among staff and faculty of the Adventist University of West Africa (AUWA). The study employed a descriptive survey research design. Random sampling was used to select a sample size of 60 staff and faculties drawn from the target population of about 104. Substructure questionnaire was used to collect data from employees in AUWA. Linear regression was used to analyze data collected from the staff of Adventist University of West Africa. While regression analysis was used to measure its relationship with job satisfaction among university staff. The study established that poor remuneration of employees can actually lead to employee job dissatisfaction and that majority of the employees are actually motivated by good leadership. The study recommends that the institution should have a clear remuneration policy that is in accordance with labor law of Liberia. It is hoped that the findings from this study could assist the administration of the Adventist University of West Africa, other organization in Liberia and the world at large in formulating a cleared remuneration policy that would help employees to achieve job satisfaction.

Keywords: remuneration standard, performance rating, job satisfaction, institution, higher education

Introduction

In an organization, employees are the key resources through which all the other objectives are achieved. Teachers are the employees of the educational organizations, and their job satisfaction promotes teaching and learning. Employees will demonstrate pleasurable positive attitude when they are satisfied with their job (Millan, J.M.et al, 2011). Thus, high job satisfaction will increase the productivity of an organization, in turn increasing the organizational overall performance.

Salary or pay is a form of episodic compensation from a firm to its worker, which is completely stated in an employment contract. It is weighed with piece wages, where each job, period of job (timing) or other unit is paid distinctly, rather than on a periodic basis. Pay is perhaps striking good to most individuals because it offer them a corresponding level of purchasing power.

Salary or pay is considered a significant reward to motivate the workers and their behavior towards the goals of employer (Oshagbemi, 2000). All other social factors are important for employees are significant but satisfaction from pay is must. Pay gratification is an abundant narrower construct than job satisfaction. The pleasure from pay satisfaction is also an important thing that is linked to some administrative outcomes and success. For example, dissatisfaction with pay can lead employee to decreased job satisfaction, decreased interest of working, and decreased the learning of employees, motivation and performance, increased absenteeism and turnover, and more pay-related grievances. It is also extensively studied that pay satisfaction positively influence overall job contentment, motivation and enactment and turnover behaviors using a worldwide measure which blows the extent to which contributors like their job and organization. Carraher, Carraher, and Whitely (2003) exemplary proposed that job satisfaction highly influence pay satisfaction comprising actual salary satisfaction level and job satisfaction significantly augmented modification for each measurement of pay satisfaction.

The Concept of Standard Structure in Remuneration and Performance Rating

Remuneration is also known in other terms, such as salary, wage, reward and/or pay system. These terms are used interchangeably in various kinds of organizations, but their meanings still refer to the same thing (Forth, Bryson & Stokes 2016; Newman, Gerhart & Milkovich 2017; Rozila & Scott 2015). In organizational context, it is normally interpreted as an important human resource management function where human resource managers design and administer various types of remuneration systems to reward employees based on their employment relationship (Drury 2016; Prince et al. 2016; Wickramasinghe & Wickramasinghe 2016). From the employment relationship perspective, domestic organizations will typically develop remuneration packages according to internal equity variables such as seniority, length of service and classification of work (Martocchio 2016; Newman et al. 2017). These variables are used as important bases to determine the type, level and/or amount of remuneration based on the nature of the job structure. For example, a job structure based remuneration is often implemented to distribute remunerations according to employees' tenures, length of services, seniorities and/or memberships (Azman & Mohd Ridwan 2016; Newman et al. 2017; Rahim et al. 2016). Although these remuneration types may help organizations to achieve their objectives, many management scholars criticized that they are most appropriately be implemented in organizations that operate in domestic, stable, predictable and/or less competitive marketplace (Martocchio 2016; Newman et al. 2017; Rahim et al. 2016). The increase in the worldwide exchange and distribution of views, ideas, values and culture as well as diplomatic ties between north and south countries during the fourth industrial revolution have stimulated successful domestic organizations to become international and multinational organizations in the era of global economy (Forsgren 2017; Sparrow, Brewster & Chung 2016). This situation has encouraged employers to strengthen the transformational process by switching their remuneration management paradigm from job-based remuneration to performance-based remuneration as a means to maintain their survival and competitiveness. Performance-based remuneration consists of two major types: remuneration for group performance (team-based pay and gain-sharing) and remuneration for individual performance (e.g., merit pay,

lump sum bonus, promotion based incentives and variable pay) (Martocchio 2016; Newman et al. 2017). These remuneration systems uphold performance contingent remuneration where the type, level, and/or amount of remuneration are provided based on the level of performance, skills, knowledge, competency and/or productivity exhibited by employees, but not on the nature of their job structures (Martocchio 2016; Newman et al. 2017).

Also, according to Gary Dessler (2002), says there are essentially two ways to base direct financial payments to employees: (1) on increment of time and on Performance. Most employees are still paid mostly based on the time they put in on the job. For example, blue-collar workers are usually paid hourly or daily wages; this is often called day work. Some employees –managerial, professional, and usually secretarial and clerical are salaried. They are remunerated on the basis of a longer period of time (like a week, month, or year), rather than hourly or daily.

The second option is to pay for performance. Piecework is an example: it ties remuneration directly to the amount of production (or number of "pieces" the worker produces, and is popular as an incentive pay plan. For instance, a worker's hourly wage is divided by the standard number of units he or she is expected to produce in one hour. Then for each unit produced over and above this standard, the worker is paid an incentive. Salespeople's commissions are another example of remuneration tied to production.

Component of Remuneration

Basically, employee remuneration is made up of the following components: based/primary remuneration, incentive remuneration, fringe benefit/supplementary remuneration and non-financial benefit. (Mahajan, J.P 2011)

1. Based/primary compensation: refers to the basic pay in the form of wages, salaries and allowances. The wage represent hourly, rate of pay, while salary refers to monthly rate of pay. Wages/ salaries differ from employee to employee and depend upon the nature of job, types of industry, seniority, and merit.

2. Incentives compensation: refers to monetary compensation paid to employees for performance of the group as whole. It is paid in addition to wages and salaries and depend upon productivity; sales, profits or cost-reduction efforts.

3. Fringe/ benefits/ supplementary: these refers to those benefit and services that are extended to employee in the form of medical care, subsidized food and transportation, paid holidays, group insurance, retirement benefits.

4. Non-financial benefits: refers to the benefits which provides psychologically and emotional satisfaction to the employee and relate to the content and context of job. (Mahajan, J.P 2011)

Job Satisfaction

Armstrong (2006), defined job satisfaction as the attitudes and feelings people have about their work. Positive and favorable attitudes towards the job indicates job satisfaction. Negative and

unfavorable attitudes towards the job indicate job dissatisfaction. (Mary Makena Muguongo, Andrew T. Muguna, Dennis K. Muriithi, 2015)

The Relationship between Remuneration and Job Satisfaction

Remuneration plays a significant role in influencing job satisfaction. This is because of two reasons. First, money is an important instruction in fulfilled ones needs; and two; employees often see pay as a reflection of managements' concern for them. Consequently, employees want a pay system which is simple, fair and in line with their expectations. When pay is seen as fair, based on job demands, individual skill level, and community pay standards, satisfaction is likely to result. According to Bozeman & Gaughan (2011), the perception of being paid what one is worth predicts job satisfaction. In today's globalized world, organizations are facing changes generated by increased competition, mergers and acquisitions, shifting the many tools employers use to increase loyalty, productivity and job satisfaction to employees. Thus, this study aimed at ascertaining these findings.

Management and Personnel Policy

According to Bartel (1998) understanding the strategic potential of human resource management in organizations is a relatively recent phenomenon, one that has evolved through three main stages. From early in this century until the mid-1960s. HRM activities were in the file management stage with emphasis on processing personnel-related paper work and planning organizations social functions (such as picnic). The second stage, government accountability, began when the mid-1960s ushered in an era of accelerated governmental regulations of employment issues, which continues to a large degree today in the form of policy. The third stage, which began in the late 1970s and early 1980s, is the competitive advantage stage. In this stage, human resource management is increasingly viewed as an important means to build internal capabilities that constitutes a competitive advantage.

A policy is a statement of intent expressing the position of an organization in specific issues to guide it for making administrative discussions. It establishes a consistent way of doing business and how to direct actions in specific areas of management. It serves as an internal administrative law governing executive actions within the organization. It may be stated orally or in writing. Ubeku (1975) views personnel policy as an official directory which guides the establishment of life goals and which deals its employee and relation to the laid down decision.

The policy should aim at enhancing growth of the organization and job satisfaction of its employees; it is either an order nor a directive, or a command. Thus the aims of a good personnel policy are to provide a pattern within which the administrative decisions and effect actions, anticipate future conditions and situations and resolve how they will be dealt with, foster a favorable management climate, produce feelings of confidence in making administrative decision; expedite decisions, encourage executive self-reliance, growth and development and the improvement of executive performance, clarify management views points and philosophies within designated areas of operation and guide managers and ensure uniformity of actions in dealing with workers problems, thus maintain a consistent and integrated approach.

It is evident from the historical review of Adventist University of West Africa which started since 2011 to date has Metamorphosized from a system of organized operation that was limited in scope and basically on church policy to a broader form of organizational structure. Before the transfer of administrative power last year, there seems to be no clear policy on remuneration. Employees were been paid based on favoritism and not on merit, in an academic environment staff never knew their rank, and we experience a lot of disrespect among departmental staff.

This study is significant because Adventist University of West Africa is transiting from a system of operation that was limited in scope of organizational structure and functions to a broader scope involving larger responsibilities and a wider range of stakeholders who expect optimum performance. Hence, there is need to ensure that the organizational structure meets with expected standards required.

Methodology for Data Collection and Analysis
Theoretical Framework

The theoretical framework used in this study is based on the Expectancy theory which focuses on link between rewards and behavior. In this study the reward is remuneration while behavior is job satisfaction. According to the theory, Motivation is the product of valence, instrumentality and expectancy. Remuneration system differ according to their impact on these motivational components and pay. Employee reports of their satisfaction with their jobs, are directly related to the extent to which their jobs provide them with such rewarding outcomes, as pay, variety in stimulation, consideration from their supervisor, a high probability of promotion, close interaction with co-workers, an opportunity to influence decisions and control over their pace of work (Gupta,2003). Expectancy theory concentrates on the expectations which employees brings with them to work situation, and the context and manner in which these expectations are satisfied. The underlying hypothesis is that "appropriate levels of effort, and hence productivity, will only be extended if employees expectations are fulfilled". It does not assume a static range of expectations common to all employees but rather points to the possibility of different set of expectations. Rewards are seen as fulfilling or not fulfilling expectations. Expectancy theory challenges management to demonstrate to employees that extra effort will reap a commensurate reward. The between effort and reward needs to encompass both the pay packet and a variety of other extrinsic or intrinsic rewards. Reward schemes must therefore create a positive link between the size of the pay packet and the effort expended for employees are primarily motivated by money.

This study was descriptive in nature to find out the relationship between remuneration, performance rating and job satisfaction among regular and contract staff of Adventist University of West Africa. According to Orodho (2003), descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. The design assisted the researcher to obtain important information concerning the status of phenomena and where possible drew general conclusions from the facts discovered.

The instrument used was questionnaire and it was developed based on information from the literature review.

Results and Findings

The result shows that of the 60 workers who received questionnaire 41 respondents returned their questionnaires constituting 68%. In this study, 29% of the respondents were between the ages of 20-30years, 39% were between the ages of 31-40 years, 17% were between the ages of 41-50 years, 12% were between the ages of 51-60 years, and 3% were between the ages of 60 years and above. The study showed that 20 (49%) males and 21 (51%) females participated. This study also showed that 20 (49%) of the respondent are singles. The frequency distribution of occupation/positions showed that the Lecturers 21 (51%) and support staff 17 (44%) constituted the largest proportion of respondents, The distribution of their educational attainment in table 1 shows that workers with Bachelor degree constituted 18 (44%) of respondents. While the frequency of the distribution of academic qualification showed that the non-teaching staff 20 (49%) and teaching staff 18 (44%) constituted the largest respondents. And the frequency distribution of working experience by respondents showed that workers with work experiences between 2-5years which is 18 (44%) constituted the largest respondents.

Table 1: Demography variables of respondents from Adventist University of West Africa

Demographic Variables	Frequency (%)	Demographic Variables	Frequency (%)
Age		**Educational level**	
20-30	12 (29%)	BA/BSc/BBA	18 (44%)
31-40	16 (39%)	Masters	12 (29%)
41-50	7 (17%)	PHD	3 (7%)
51-60	5 (12%)	Other	8 (20%)
61-above	1 (3%)		
Sex		**Academic qualification**	
Male	20 (49%)	Administration	3 (7%)
Female	21 (51%)	Teaching staff	18 (44%)
		Non-Teaching staff	20 (49%)
Marital status		**Working Experience**	
Single	20 (49%)	Below 1	10 (24%)
Married	18 (44%)	2-5years	18 (44%)
Divorced	3 (7%)	6-10years	8 (20%)
Occupation/position		Over 10years	5 (12%)
Lecturers	21 (51%)		
Accountant	3 (7%)		
Support staff	17 (42%)		

Remuneration, Performance Rating and Job Satisfaction

This study intend to know the relationship that exist between pay and the way employees respond to this through their performance at their job and the satisfaction they derive as a result of that.

Table 2: The Opinion of Respondents on the Word Remuneration

Description	Frequency	Percentage (%)
Monetary reward	10	25
Pay for performance	21	51
Motivational force	5	12
Anything that is intended to attract employee attention to work	5	12

The result presented showed that majority of the respondents opinion on the word remuneration as pay for performance, others perceived it as monetary reward, motivational force to some respondent and anything that can attract employee attention to work.

Table 3: The Awareness of Remuneration Policy and it's important to the Institution.

Description	Frequency	Percentage (%)
`Yes	29	71
No	12	29
To encourage competition	15	36
Reward main performance	7	17
Ensure internal equity	15	37
Recruit and retain high performance	4	10

The result presented in table 3, showed that most of the respondent are aware of the existing remuneration policy in AUWA and 29% of the respondents are not aware. On the important of the policy to the institution 37% of the respondents are of the opinion that the remuneration policy is there to ensure internal equity and 36% of the respondents said is to encourage competition among staff.

Table 4: If remuneration policy is in line with the Labor law of Liberia and if there exist a clear guidelines

Description	Frequency	Percentage (%)
Yes	24	59
No	17	41
Yes	26	63
No	15	37
Understood	11	27
Not understood	30	73

The result showed here in table 4 indicate that majority of the respondents are of the opinion that the policy is in line with the Liberia labor law. As it relate to existing clear guidelines for remuneration/ compensation 63% of the respondents said it exist and whether this guide line is well understood by all employees 73% of the respondents said it is not clear.

Table 5: Respondent's opinion on equal treatment in remuneration of employees

Description	Frequency	Percentage (%)
Yes	16	39
No	25	61
1 strongly disagree	11	27
I disagree	4	10
Neutral	6	15
Agree	8	19
Strongly agree	12	29

The result presented in table 5 here reviews that majority of the respondent (61%) are of the opinion that remuneration cannot be equal because it is done based on qualification, level or rank and years of experience. On response to the statement in table 5, 29% of the respondents strongly agrees that poor remuneration of employees reduces their work performance and 27% strongly disagrees.

Table 6: Respondent's opinion on the effects of remuneration on job performance/job satisfaction.

Description	Frequency	Percentage (%)
Yes	35	85
No	6	15
Pay/reward	10	24
On job training	9	22
Good leadership	20	49
Promotion	2	5

Furthermore, the result obtained from this study indicated that 85% of the respondents perceived that remuneration have a positive effects on employee's job performance/ job satisfaction. From the data obtained on the most motivating factor to an employee of AUWA, a significant proportion (49%) of the respondents perceived that good leadership is a great motivating factor to them. However, (24%) of the respondents indicated that pay/reward are the most motivating factor to them.

Discussion and Conclusion

Remuneration/compensation is one of the drives that motivate workers. From this study it can be argued that if employees are paid well, they will be encouraged, assured and will have positive feelings towards their job and this would result to job satisfaction. This is also shared by (Bennel, 2007). The findings imply that poor remuneration is a major cause of employees' job dissatisfaction.

This study is relevant because it was intended to provide data on the relationship between standard structure in remuneration, performance rating and job satisfaction in a system where dissatisfaction once existed among staff, where there were no clear guidelines for remuneration, a

system where no opportunity for employees to grow by ranking and a system that did not encourage competition.

From the findings the study concludes that employees are aware that remuneration stimulate job performance and with remuneration policy it help to ensure internal equity and even encourage competition.

Majority of employees are of the opinion that the policy should be clearly explain to the employees by the administration. Employees are of the opinion that there should be equal treatment despite the different rank, and qualification.

The study further concludes that poor remuneration of employees can actually lead to employee job dissatisfaction and that majority of the employees are actually motivated by good leadership.

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