

## **ASSESSMENT OF INFLUENCE OF QUALITY ASSURANCE INDICES ON SECONDARY SCHOOLS TEACHERS' JOB PERFORMANCE**

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**Abstract.** This study assessed the influence of quality assurance indices on Secondary Schools teachers' job performance in Remo Division of Ogun State, Nigeria. Specifically, the study assessed the influence of school climate, principals' leadership role, instructional supervision, and availability and utilization of instructional resources on teachers' job performance in secondary schools. The ex-post facto type of design was used. Four hundred and eighteen (418) participants were selected through the multi-stage technique. Two questionnaires; i.e "Quality Assurance in Education" and "Teachers' Job Performance" were used to collect data, which were analyzed. The results revealed a significant combined effect of school climate, principals' leadership style, instructional resources and supervision on the performance of teachers. It was recommended among others that the Ministry of Education, as well as the school principals should pay special focus on work environment of secondary schools to make it more conducive, for teachers to have continuous improvement on their job performance.

*Keywords:* quality assurance, secondary schools, teachers, job performance

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## **Introduction**

### *Background to the study*

In a school system, the teacher performs a wide range of roles which relate to teaching and administration. Teachers are the largest professional body in a school, they have the most contact with students for most of the school hours and influence the environment of the school greatly. The teacher is also the most important personage in the school who can help in modifying the children's personalities and help in the development of individual pupil's talent. Sharma (2009) found out that the emotionally stable teachers exercise a beneficial effect upon their pupils, thus the teacher is the most powerful source of stimulation for the child. Olayiwola (2011) also agreed to this when he mentioned that teachers are the very vital group of professionals for our nation's future. The teachers' work, to a very great extent determines the degree of success or otherwise in achieving institution's goal. The teacher is noted for the means through which the subject matter is presented to the students.

Performance can be regarded as any behaviour directed toward the task or goal accomplishment. In the opinion of Okunola (1990), performance is an act of accomplishing specific task. It could also be explained as the capability to combine skillfully the right behaviour towards the attainment of organizational goals and objectives (Olaniyan, 1999). Job performance refers to the extent to which each personnel executes the expected roles with reference to identified standards set by the organization (Nayyar, 1994). In the same light, Adeyemi (2008) also opined that job performance is ascertained by the worker's level of contribution in the day to day administration of the organization. Akinyemi (1993) and Okeniyi (1995) describe teacher's job performance as the ability of teaching personnel to combine appropriate inputs for the improvement of teaching and learning processes.

The school heads have the power to influence teachers' morale in their schools by actions or daily practices they exhibit (Filak & Sheldon (2003). Often teachers felt they are not treated as professionals, not appreciated or overworked

(large classes to teach and administrative work) thus causing low teacher morale and low job performance.

Teachers low emolument (when compared to other public workers), irregular promotion, public impression of the teaching job, principal leadership strategies, insufficient teaching-learning facilities and supervision, lack of infrastructure, among others, depressed the morale of teachers. Therefore, lack of motivation of teachers, the level of job satisfaction and commitment may become low, the parental care expected of teachers to discharge on the students is no longer discharged and the goals and objectives of the school may not be accomplished (Fadipe, 2003).<sup>1)</sup>

Quality assurance in education is an issue that has received considerable attention as indicated in the works of scholars such as Bogler (2001), Cohen (2006), and Cooper (2003). Quality is a means of determining what is needed to change in order to make sure that the needs of the service users are adequately met. The need to improve performance, productivity and minimize wastage eventually has led to a modern but broader organization-wide approach to quality, quite different from the old view of quality control to quality assurance. Quality assurance is a set of procedures that every organization should undertake to guarantee that standards are defined and attained consistently for a particular product or service. It is a concept covering a host of academic activities, such as school's instructional supervision, discipline, availability and utilization of instructional materials, infrastructure, and finance which are meant to improve the quality of resource input, process and output of the school system. For example, the quality of outputs can be determined by how well the graduates are being processed to serve the public and for meeting the emerging challenges facing the world of work. It has been noted by education stakeholders in Nigeria that the education industry from primary to tertiary levels is riddled with myriad of problems, these include poor academic achievement of students, examination malpractices and poor attitude of teaching personnel to work.

This study intends to assess the influence of four of these activities namely principal leadership style, instruction supervision, instructional materials and school climate on the job performance of teachers in secondary schools. Educational facilities are the indispensable resources which must be available so that the goals of school can be achieved. That is, the availability of these resources determines the quality of classroom instruction and job performance of both teachers and school pupils. Olagboye (1998) refers to school physical facilities as school plant which includes buildings, equipment, machinery, vehicles, electrical and water supply. Fadipe (1998) also agrees “that school plant are the non- consumable materials in the school for the promotion of teaching-learning activities”. From the definitions given, it is very clear that school facilities cover all infrastructural facilities required for the survival of the school system and which ultimately results in successful teaching-learning outcomes.

Sadly, these facilities are neither quantitatively nor evenly distributed among secondary schools in developing countries like Nigeria and this has led to variations in the academic performance of students in examinations. Olagboye (1998) revealed that many secondary schools in the country (Nigeria) were yet to install their introductory technology equipments and machines almost a decade after they were supplied by the Federal Government due to lack of electricity supply.

Edem (1982) while commenting on the importance of facilities like school libraries, emphasized that the contribution of a school library to effective teaching and learning is an inseparable part of instruction; it serves as a reading centre as well as a repository of information for both teachers and students. He further states that “inadequacy in the provision of these facilities may constitute a source of frustration and disillusionment among teachers which may result in poor teaching, poor learning and poor achievement in school”. A well- planned school plant will not only enhance good teaching practices but will also facilitate effective learning, while badly planned physical plant will hinder good teaching

practices. Mgbodile (1986) also remarks that these facilities are of great functional value in teaching.

Studies have shown that school climate that is safe, supportive, engaging and helpfully challenging schools are connected with desirable youth development, more effective risk prevention/health promotion efforts, increased academic achievement, fewer disciplinary incidents, lower dropout rates, enhances teachers' retention and subsequently increases teachers job performance. (LFA, 2001; Cohen et al., 2009; Fessy, 2002; Cohen, 2006). If a school climate is conducive, people are likely to feel socially, emotionally and physically safe; students, educators and the public work together to contribute to the operations of the school system. If school climate is otherwise, i.e., unhealthy and unsafe, there is likelihood of increase in indiscipline incidences of violence, high dropout rate, low academic achievement, low teacher morale and high teacher attrition rate and many more negative effects on the school.

Educational supervision according to Ogunjide (2002) is a process of assisting and over-seeing the educational system for the improvement of teaching-learning processes. It is also a way of advising, guiding, encouraging and improving people with the aim of getting their cooperation towards successful learning outcomes. For anything to be regarded as qualitative in schools so that standard of education in secondary schools is improved, school or instructional supervision must be given high priority. Through supervision classroom instruction is improved because teachers are made more competent and efficient, the students are motivated to work harder, the required standard is achieved and the goal of education is achieved (Tuoyo, 2000).

#### *Statement of the problem*

Over the years, little progress has been made in improving teaching-learning condition. The non-availability or shortage of instructional materials, lack of relevant curriculum to the need of the society and inappropriate management of education industry in Nigeria have led to poor academic standard.

Supervisors from ministries and commissions tour schools to supervise and assess the performance of the administrative heads and staff of schools while their reports are used in grading and ranking schools. Despite these efforts, the end products (students) of the school system are not as impressive as expected due to their inability to perform up to expectation, particularly in the external examinations such as the West African Examinations Council (WAEC), National Examination Council (NECO), and Unified Tertiary Matriculation Examination (UTME). The poor quality of secondary school products reflects the continuing crisis in that level of education and suggests that something is wrong with what goes on in the school system. This study therefore intends to assess the impact of some indices of quality assurance which include school climate, principals' leadership role, instructional supervision, availability and utilization of instructional resources on teachers' job performance in secondary schools.

#### *Research hypotheses*

The research hypotheses are: (1) there is no significant combined effect of school climate, principal leadership style, instructional supervision, and instructional resources on teachers' job performance; (2) there is no relative contribution of school climate, principal leadership style, instructional supervision and instructional resources on teachers' job performance; (3) there is no significant relationship among school climate, principal leadership style, instructional supervision, instructional resources and teachers' job performance.

### **Methodology**

#### *Design*

This study adopted the *ex-post facto* survey design method.

### *Participants*

The population consisted of all principals and teachers of all public secondary schools in all the three Local Government Areas (Ikenne, Sagamu and Remo North) in Remo zone of Ogun State. Thirty – eight (38) schools (Junior and Senior) from the three Local Government Areas were randomly selected. Proportional sampling technique of fifty percent (50%) was then used in each of the two (2) strata (Junior and Senior Secondary Schools) which were randomly selected. Ten (10) teachers were selected from each of the selected 38 schools while purposive sampling technique was used to select all the available thirty-eight (38) principal. The selected schools and teachers from each of the three (3) Local Governments Areas are represented as follows: Ikenne, Junior schools -6 (60 teachers) Senior schools-6 (60 teachers); Sagamu, Junior schools -9 (90 teachers) Senior schools-9 (90 teachers); Remo North, Junior schools- 4 (40 teachers) Senior schools - 4 (40 teachers). In all the 38 schools, 380 teachers and 38 principals were used for the study.

### *Instruments*

Two questionnaires tagged “Quality Assurance in Education Questionnaire” (QAEQ) and “Teachers’ Job Performance Questionnaire” (TJPQ) were used. The QAEQ is a self-developed which consists of two sections. Section A draws out demographic data which include gender, name of school, teaching experience, principal or teacher, local government area while section B was used for obtaining information concerning the independent variables which are school climate, principal leadership style, instructional supervision and instructional resources. The items on section B were rated on a four-point Likert scale of strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1).

The TJPQ was in two parts A and B. Part A elicited demographic information about each school, such as the name of the schools and its location, the rank of the teachers and years of teaching experience. Part B consisted of 6 sections of performance standard.

The instruments were then subjected to criticism and moderation from colleagues and experts in tests and measurement. The criticism and moderation or adjustments made helped in eliminating inadequate and invalid items thereby establishing content validity of the instrument.

The reliability of the TJPQ instrument was determined through the test-retest reliability technique. The instrument was administered to fifty (50) heads of department in five (5) Senior Secondary School outside the sample study area. The data collected on the two tests were analyzed using the Pearson Product Moment Correlation. A correlation coefficient of 0.81 was obtained indicating that the instrument was reliable for the study. For the QAEQ instrument, the same procedure was carried out in administering the instrument to 50 teachers in 5 senior secondary schools outside the study area, the test re-test technique was also used and a correlation coefficient of 0.79 was obtained which showed that the instrument was also suitable for the study.

Data collected were subjected to statistical analysis of simple percentage and regression analysis, significant at 5% error margin (0.05 alpha level).

## **Results**

*Hypothesis 1:* There is no significant combined effect of School Climate, Principal Leadership Style, Instructional Supervision and Instructional Resources on Teachers' Job Performance.

Table 1 showed the combined effect of school climate, principal leadership style, instructional supervision and instructional resources on teachers' job performance. The total variance accounted for by the predictor variables on teachers' job performance is 77% ( $R^2 = 0.7704$ ). Analysis of variance shows that this value is significant ( $F=46.084$ ,  $P<0.05$ ). Therefore, 77%, of the total variability in the teachers' job performance is accounted for by school climate, principal leadership style, instructional supervision and instructional resources.

**Table 1.** Regression analysis on the combined effect of the predictor variables on teachers' job performance

Regression Analysis		Analysis of Variance				
Source	SS	MS	DF	Beta	F.	
Regression	4068.644	1356.215	3			
Residual	12065.760	29.429	410	0.301	46.084	
Total	13197.833		413			

*Hypothesis 2:* There is no significant relative contribution of school climate, principal leadership style, instructional supervision and instructional resources on teachers' job performance.

**Table 2.** Beta coefficients and t ratio for relative contribution of school climate, principal leadership style, instructional supervision and instructional resources to the prediction of teachers' job performance

	Unstandardized Coefficients B	Standardized coefficients Beta	t-ratio	Sig	
Constant	2.700	.318	-	8.495	.000
School Climate	.057	.011	.307	8.113	.000
Leadership Style	.022	.007	.221	5.033	.002
Instructional Supervision	.014	.005	.168	2.397	.031
Instructional Resources	.005	.003	.109	1.789	.049

Table 2 revealed that all the predictor variables were good predictors of teachers' job performance. School climate was the most potent out of the predictor variables ( $\beta=.057$ ;  $t=8.113$ ;  $P<.05$ ) Principal leadership style was next to school climate in predicting teachers job performance ( $\beta= .022$ ;  $t= 5.033$ ;  $P<.05$ ). Instructional supervision was the next predictor of teachers' job performance ( $\beta=.014$ ;  $t=2.397$ ;  $P<.05$ ) and lastly the instructional resources ( $\beta= 0.005$ ;  $t= 1.789$ ;  $P < .05$ ).

*Hypothesis 3:* There is no significant interrelationship among school climate, principal leadership style, instructional supervision instructional resources and teachers' job performance.

**Table 3.** Correlation matrix of the dependent and independent variables

Variables	Mean	SD	1	2	3	4	5
1. School Climate	31.307	9.697	-	.498	.505	.446	.515
2. Principal Leadership	23.504	8.889		-	.429	.351	.399
3. Instructional Supervision	27.876	7.471			-	.419	
4. Instructional Resources	21.741	8.916				-	.407
5. Job Performance	29.974	9.107					-

Correlation is sig. @ the 0.05 level (2 tailed)

Table 3 indicates a significant positive relationship between school climate and principal leadership (.498); school climate and instructional supervision (.505); school climate and instructional resources (.446); school climate and job performance (.515), principal leadership and instructional supervision (.429); principal leadership and instructional supervision (.351); and principal relationship between instructional supervision and instructional resources (.419); instructional supervision and job performance (.503); instructional resources and job performance (.407). This outcome revealed a significant interrelationship among the variables of the study.

### **Discussion**

The findings of the first hypothesis revealed a combined effect of school climate, principal leadership style, instructional supervision, and instructional resources on teacher's job performance. The total variance accounted for by the predictor variables on secondary school teachers' job performance is 77% ( $R^2 = 0.7704$ ). Analysis of variance shows that this value is significant ( $F = 46.084$ ,  $P > 0.05$ ). It could then be deduced that 69.3% of the total variability in the teachers' job performance in secondary schools is accounted for by school climate,

principal leadership style, instructional supervision, and instructional resources. This result is supported by Rivkin et al. (2005) study that school climate is a reflection of the physical and psychological aspects of the school that are more susceptible to change, which provide the fundamentals necessary for teaching and learning to be effective.

The second hypothesis states that 'there is no significant relative contribution of school climate, principal leadership style, instructional supervision and instructional resources on teachers' job performance cannot be sustained. The result shows a significant relative contribution of school climate, principal leadership style, instructional supervision and instructional resources on teacher' job performance. School climate was the most potent out of the predictor variables ( $\beta=0.057$ ;  $t=8.113$ ;  $P<.05$ ). Principal leadership style was next to school climate in predicting teachers' job performance ( $\beta= 0.022$ ;  $t=5.033$ ;  $P<.05$ ). Instructional supervision was the next predictor of teachers' job performance ( $\beta =.014$ ;  $t=2.397$ ;  $P> .05$ ) and lastly by instructional resources ( $\beta= .005$ ;  $t= 1.789$ ;  $P>.05$ ). This study corroborates the findings of Babalola (2004) that quality assurance in education is all about the proactive means of ensuring quality of resource inputs, teaching-learning process, pupils' academic achievement and school climate. Also corroborates the findings of Rivkin et al. (2005) that school climate reflects the physical and psychological aspects of the school that provide the preconditions necessary for teaching and learning to be enhanced.

The outcome of the second predictive factor (principal leadership style) agreed with by the findings of Ozaralli (2003) that transformational school leadership creates a participative environment in which there is high sense of self efficacy among teachers that conveys messages of motivation, commitment and achievement. Also, Adeyemi (2008), and Norhouse (2004) in their different studies reported that leaders that have a clear vision of the future pave way for effective transformation of the organization in which they operate.

Instructional supervision and resources were the last two predictors of teachers' job performance considered for this study. These findings lend support to some previous findings of Burkhauser & Metz (2009) who confirmed that the common goal of staff supervision is to increase the knowledge and skills of the staff in order to facilitate the improvement in their performance, which can also be enhanced through instructional resources.

The third hypothesis states that “there is no significant relationship among school climate, principal leadership style, instructional supervision, instructional resources and teachers' job performance”. The outcome of this hypothesis revealed a significant interrelationship among school climate, principal leadership style, instructional supervision, instructional resources and teachers' job performance. The outcome of this hypothesis implies that teachers' job performance to a large extent depends on factors like school climate, principal leadership style, instructional supervision, and instructional resources. This finding confirms previous findings of Odigbo (2005) and Maduewesi (2004), which reported that factors like school climate, principal leadership style, instructional supervision, and instructional resources contribute to low quality of education in Nigeria.

### **Conclusion**

Assessing teacher performance in an educational institution is as vital as assessing learning in pupils/students. Teachers are key stakeholders in education industry and therefore accountable in the educational process. The assessment serve as one way to monitor and regulate accountability-that is, through assessment, the performance and effectiveness of a teacher can be determined. On the basis of findings of this study, it can be concluded that teachers' job performance to a very great extent depends on some variables like school climate, principal leadership style, instructional supervision, and instructional resources.

In specific words, this study has empirically established the influence of selected quality assurance indices on teachers' job performance secondary

schools in Remo Educational Block of Ogun State, Nigeria. These indices are school climate, principal leadership style, instructional supervision, and instructional resources. The study also revealed significant influence of these indices in achieving quality assurance in secondary education in Nigeria.

### **Recommendations**

Teachers are the cornerstone or the hub of educational industry. The National Policy on Education states: “no education system can rise above the quality of its teachers” (FGN,2013). The following recommendations were made in line with the findings: (1) The Ministry of Education, as well as the school principals should pay more attention to work environment of secondary schools in order to make it more conducive while the teachers should seek means to improve on their job performance. The school environment is a function of job performance of teachers, government should therefore encourage the support of parents, students, philanthropists, and corporate institutions in enhancing secondary schools’ climate by providing physical facilities, information services, authority-staff relationship, and staff development should be taken into consideration in order to promote job performance of the teachers; (2) The issue of staff training and development should be viewed more seriously by the Ministry of Education and the State Secondary Education Board. A well-planned growth oriented of professional through staff training exposure to latest research in science and technology, arts and social science, the art and science of administration as well as pedagogy of teaching should be organized for teachers, preferably during long-vacation, on a yearly basis as this will help update their knowledge and enhance effectiveness in instructional delivery; (3) Teaching profession should be given desirable attention. This will redeem to some extent teachers’ low morale/esteem and their attitude to work; (4) The government should endeavour to provide adequately the instructional facilities and other infrastructures like classrooms, furniture, textbooks for effectiveness and efficiency in teaching and learning.

## NOTES

1. Ogbuagu, V.E.: A keynote address delivered at the National Conference of the Nigeria Primary and Teacher Education Association held at the Federal College of Education (Technical), Asaba, October 20-22, 2004.

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