

ASSURING QUALITY IN LEGAL EDUCATION THROUGH ACTION RESEARCH

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ABSTRACT

With the massive expansion of legal education and training, quality remains key to its sustainability. Quality is a corporate issue that determines the direction an institution takes. It is an outcome of many factors. Quality assurance has become a household vocabulary in management of legal education as it relates to practice with the liberalization of legal education. Quality of services is an issue of discussion with stakeholders shopping for the best institution in terms of offering quality legal education that can prepare the learners for the competitive labour market. It is therefore the responsibility of the legal education and training institutions to ensure they satisfy their clients by offering high quality services. Through action research, legal education practitioners are engaged in examining and reflecting on how situations can be improved. This paper looks at ways of assuring quality in higher learning institution in general and legal education and training institutions in particular through action research. Methodologies of action research and how these methodologies are applied in quality assurance are discussed.

Keywords: Action Research, Quality Assurance, reflective, collaboration, cyclic.

INTRODUCTION:

The global changing landscape in higher education has resulted in the expansion of higher education from elite to mass to universal systems, new trends in teaching and learning, growth of alternative systems of education, changes in the market place and new demands and needs of society. Quality education is a dream of any economy as its socio-economic, technological, political and cultural development highly depends on the type of skilled manpower available. Assuring quality is a continuous and cyclic process which is dependent on the changing needs of the society/economy. Quality assurance in totality has challenges which can be addressed through action research for the institutions to get solutions to these challenges. Action research process is collaborative where people work together in a democratic process to effect change in an organization. Being a cyclic process the issues can be solved through collaboration and reflection by key players and other stakeholders.

QUALITY ASSURANCE IN A NUT SHELL:

The concept of quality assurance has emerged as a primary instrument for evaluating performance and accountability in higher education as observes Kistan (1999). In any learning institution, quality is measured in terms of the input-process-output variables in teaching – learning, research, and creative work that foster as intellectual culture that bridge theory and practice producing holistic graduates for the demanding labor market. Kistan (1999) looks at quality assurance at policy level as power and control and measured in terms of accountability while at institutional level, as students' experiences and achievements.

Given the nature of higher learning institutions in terms of fragmentation and diversity in resource allocation, the standards may not be compared between the institutions. These calls for every institution to be open minded, look at their peculiar challenges from all perspectives understand them and undertake corrective measures without playing a blame game. South African Universities' Vice Chancellors Association initiated a quality assurance audit program with the following objectives; assist universities in establishing internal quality assurance systems by means of self-evaluation, undertake external quality audits for improvement and accountability purpose and prepare the system for future program assessment for accreditation purpose, Quality Promotion Unit (1997). This initiative has seen the quality of higher education in South Africa improve. Many institutions of higher learning have looked at quality assurance as a form of self-evaluation and peer review mainly through moderation of examinations by external examiners and periodical departmental reviews. However there is lack of a systematic quality assurance system. In India, Chile, the United Kingdom and Netherlands quality assurance has contributed to the transformation of higher education sector causing major paradigm shift from a protected system to an exposed system Kistan (1999).

Action research is used by education practitioners to crystalize the major objectives of quality assurance in higher education of acceptability by both the state and the stakeholders. In assuring quality in higher education, a number of challenges are faced which can be established through action research. The nature of the problem is determined and solutions to the problems established. Legal education institutions face myriad of problems in curriculum management, resource development and management, learners' satisfaction, staffing and research and development. There is high demand for legal education and training and the quest for quality education at the same time. With the rising challenges in offering legal education and training, there is need for a paradigm shift from the traditional ways of winning institutions. The needs of the society are changing every day from central governance to devolution at the County government, from agricultural economy to oil/mineral mining in Turkana, from local justice systems to international systems (The Hague) and from scientific emphasis to technological and innovative approaches like distance learning and use of IT in curriculum implementation and from analogue to digital. These therefore require legal education institutions to come up with mechanisms of not only ensuring that these needs are addressed but also the quality is not compromised.

ACTION RESEARCH IN QUALITY ASSURANCE:

Action research is the answer to assuring quality in legal education and training institutions as it will serve as a guideline to managing issues of quality in higher education. Action research is more focused; limited as it were on specific problems and therefore it is possible to utilize its results in the identified areas in assuring quality. The action research activities set priorities of areas to be handled. Kafu (2002) argue that action research in education is the best means of promoting development in Africa. The justification is that it deals with issues that face the continent today and account for the widespread underdevelopment. This may not be very different from the issues faced in legal education and training. The rising demand for legal education coupled with

changing societal needs call for action research into the issues that affect its provision. Quality assurance in legal education and training focuses on systems approach; on processes, their performance results and how institutions strive to enhance with process and results. Action research can be applied at every stage of focus so that defects can be identified and corrective measures sought.

Action research orientation reflects emancipation and empowerment. It deepens practical knowledge in pursuit of worthwhile program purpose. Key players are able to construct and use their knowledge to identify and solve a problem. Boog, (2003) looks at two important concepts in Action research; emancipation and empowerment. Emancipation includes freeing oneself from domination and transforming society. The primary task of action research is enlightenment and awakening of common people through the process of constructing and using their own knowledge to identify and solve problem, Fals- Borde and Rahman (1991). Self-awareness through self-inquiring and reflection is raised as observes Fals-Borde and Rahman (1991). The key elements involve formation of conscience and collective identity around a common experience.

Through action research, institutions are transformed as leadership is provided so that the desired changes are achieved. Furthermore, knowledge and actions produced are made useful to the institution through the actions taken to handle the problem. Tandon, (1989) associate learning by reflection and self-research in small direct democratic groups to three broad ways of knowing, thinking and feeling the action. Action research is open for dialogue. The researcher is not the sole owner of the research schedules and plans, not producer of knowledge but involves other key players. Green, Woods and Levin (1998) underscore the changing role of the research from destined outsider to involved participation and the potential of teamwork in knowledge creation which is a paradigm change from the traditional research methodologies. Key stakeholders have an opportunity to be involved in decision making of the institution through Action research, as they are involved in knowledge creation process.

O'Brien, (1998) looks at action research as "learning by doing," that has an aim to contribute both to the practical concern of people in an immediate problematic situation and to further the goals of social science simultaneously. There is a dual commitment in action research to study a system and concurrently to collaborate with members of the system in changing it in what is together regarded as a desirable direction. The research therefore stresses the importance of co-learning as a primary aspect of the research process through collaboration of the researcher and the client. The value of this research is in its emphasis on scientific study where problems are systematically studied and interventions informed by theoretical consideration.

JUSTIFICATION OF QUALITY ASSURANCE IN LEGAL EDUCATION:

There has been rapid expansion of legal education and training which is linked to improved access, readiness for more diverse providers, liberalization of education Boit and Kipkoech (2012) and globalization of the profession and new technology that enables communication with greater ease Lenn (2000). Due to high demand of higher education and rapid expansion of legal education passé, there is needed to regulate legal education (CLE, 2011). Further, there is need to harmonize legal programmes across the globe as a result of gloablisation of legal education through external evaluation and accreditation. This has to be done against set goals and objectives. Many countries including Kenya have put up mechanisms of assuring quality in legal education and training with emphasis on legal institutions to establish internal mechanisms to ensure they are in tandem with the global requirements. Expansion of legal education and training in the country and across the boarder calls for checks and balances that will assure quality and prepare them for external evaluation and accreditation so that they can compete favourably on the global markets.

There is need to promote transparency and accountability and allow stakeholders evaluate the programs against set goals and objectives. Concrete evidences are required to convince stakeholders the issues facing institutions and how these issues are being handled. The liberalization of legal education calls for training institutions to remain relevant by ensuring that quality services are offered. Acceptable quality and standards must be maintained and continuously improved in the implementation of its core functions of teaching, learning, research and provision of quality services to her clients and to the society at large. There is need to safeguard the integrity of the academic awards of legal education institutions and gain the public confidence in the programs and develop a culture of continuous improvement. This ensures that the outputs of the programmes are and remain relevant in the labour market.

Quality assurance creates greater public accountability in respect to stakeholder's scrutiny of education and training process and effectiveness of internal mechanisms improving output. Quality assurance audits institutional programs, ensures optimum/maximum output and review of the program based on empirical evidence.

ASSURING QUALITY THROUGH ACTION RESEARCH:

Education reforms require teachers with new knowledge and skills, teachers who are proactive and capable of generating their own professional dynamic (Wallace, 1996). Action research is a collaborative and reflective scientific enquiry which is used in real situations to solve real problems. A practitioner who wishes to improve his practice will find action research very useful. Mills (2003) reiterates that action research has a potential to be a powerful agent of educational change as it helps to develop teachers and administrators with professional attitudes that embrace action, progress, and reform rather than stability and mediocrity. Education practitioners can undertake action research on their own practice as it focuses on specific problems faced by practitioners. It helps them gain insights, develop reflective practices effecting positive change in the learning environment and improving educational outcomes.

Action research is focused on specific practices by specific practitioners and it is contextualized and specific. In reflective thinking the teachers think about both how they frame the problem at hand and at the same time how the problem can be solved. The teachers take control of teaching; select the best strategies that are appropriate to the needs of students and solve problems faced by students independently Zeichner & Liston (1996). Watts (1985) observes that action research is done with a view that it will inform future practice in education. John Dewey, the proponent of educational action research believed that professional educators can become involved in community problem solving through action research O'Brien (1998).

Teachers can become producers of knowledge about the teaching/ learning process and a source of professional empowerment as O'Connor et al (2006) observe. This brings transformational change as teachers are likely to move beyond mediocrity. Teacher education is dominated by reflective teaching as a paradigm, Richards and Ho (2007). Through reflection, a teacher observes classroom practices and behaviors and discusses these practices and behaviors with students and peers to come up with the best ways of solving the shortfalls in classroom through action research. Furthermore, action research takes place in a naturalistic setting and therefore can generate huge quantities of data which can be selected to provide evidence of improvement and also chart the limit of improvement as observes Cain (2008).

Action research is a systematic multi-staged cyclical process that seeks to improve practice through the implementation of informed and incremental change. The research is not done in isolation but seeks out opportunities for collaboration and participants of other agents, Arnold (2007). The proponents of action research, Lewin and Trist (1940s) emphasized direct professional-client collaboration and affirmed the role of group relations as basis for problem solving.

Ball (2009) observes that collaborative practitioners centered action research in itself can bring about the questioning of one's own practice, discussing feedback, practice of others, shines a light on the way that each of us work and we then ask questions ourselves and review how we might act differently. Collaborative research can be done by both the teachers and students by identifying an area of focus and implementing mechanisms that can best address these areas. Concrete data is collected on the results of the implementation of these strategies with aims of; linking theory to practice, transforming teaching strategies, and student learning outcomes, empowering teachers and raising their status and developing professionalism and creating lifelong learning Littlewood (2011). Action research helps teachers develop a reflective practice in their endeavors to improve their delivery and as future professionals. Any time a teacher implies a methodology that does not work, reflection is necessary as one is able to think of an alternative that can work best. Action research becomes hands on as solutions are sought from the same environment.

Action research makes a teacher self-critical and encourages them to think and reflect on their work without blaming anybody. Incidences occur in our ideal classrooms that require certain technologies to handle in a different way. What works in one teaching context may not work in another and therefore best practices have to be sought through reflection thinking. Furthermore different classrooms and different students have diverse needs and these have to be analyzed in details to come up with best strategies to handle them. A teacher improves instructional practices and reflects on pedagogical choices through action research where new strategies are tried eliciting change O'Connor et al (2006), which in most cases is positive changes. However, choices may not work in favor of the teacher; this should not kill their morale as there is room for experimentation until the best strategy is sought. Zeichner and Liston (1996) avers that reflective teaching does not necessarily result in good teaching, but instead teachers should be guided in that reflection by the values of equality and respect for individual differences e.g. slow learners, fast learners etc.

Kincheloe (2003) looks at teachers as researchers to improve their effectiveness and at the same time reflect on and challenge the reductionist and technicist methods that promote top down system of education. This makes them both producers and consumers of knowledge. The author argues that by teachers engaging in complex,

critical research will rediscovers their professional status, empower their practice in the classroom and improve the quality of education for their learners/students. Management of curriculum including the teaching /learning process and support materials production, students and lecturers' attendance and appraisal of the program by the students and lecturer can be improved through action research. Other areas include assessment and evaluation of the curriculum evaluation, moderation of examination, the institution management and support structures, admission requirements and procedures, student's progression, research and development, general ambience /set up of the institution, students support programs which includes guidance and counseling, medical services, games and sporting programs, career guidance and special needs programs. Since no one stakeholder possesses all the resources to achieve the best results, concerted efforts are required to achieve quality.

O'Brien, (1998) distinguishes action research from other types of research by looking at the primary focus of the research as turning the people involved in research into researchers as they are able to learn better by doing. The research more so takes place in real world situation with an aim of solving real problems. The researcher does not remain objective but openly acknowledge their basis to other participants.

Cain (2008) carried out an action research projects in schools, universities, conservatoires, extra-curricular and community space with a focus on curriculum, resources, assessment, behavior management and teaching approaches. The participants were teachers, parents and students. These are areas that are assessed during quality assurance with an aim of coming up with the best practice in these areas. Both qualitative and quantitative approaches are employed and the beauty of it is the participatory approach.

CHARACTERISTICS OF ACTION RESEARCH:

These are aspects of action research that make the discipline broad, inclusive, current, efficient and effective in addressing its intended goals/needs. Action research is a specialized, problem based investigation with an objective of finding a solution to the problem. It focuses on the emerging issues in society that needs urgent treatment and solution Kafu & Simwelo (2011). Action research in education in Africa is the best means of promoting development in the continent Kafu (2003), as it deals with relevant issues that face the continent and cause under-development.

Action research is focused on specific problems and therefore the results can be utilized in the identified area like curriculum implementation, supervision, assessment and monitoring and evaluation of educational programs. Priorities can be set by the research and the institutional programs and the implementation of these programs in the priority areas making action research cost effective. Action research is need oriented. Needs which are predictable or unpredictable are identified and the research plan drawn. Blends of both contemporary and modern practices are key to carrying out an effective action research. Action research has been and still is the main tool for setting the agenda of development in a society Kafu et al (2011).

Action research is in disciplinary. It takes into consideration all aspects of education and social dynamics. This means societal problems cannot be solved by one strategy. Interplay of several strategies effectively solves an identified problem. For example, an education issue has political, social, economic and cultural implication. Therefore a decisive political, economic and social support will be required to solve the problem and transform the education.

Action research is dynamic that is, it is influenced or triggered by the emerging needs of the society. This characteristic influences the design and administration of the research. A clear understanding of the philosophy of and practice of legal education is paramount if action research is to be implemented/ carried out and if it is to serve its intended purpose of improving the quality of legal education and training.

Action research is reflective Ferrance (2000). People reflect on issues and processes and make explicit the interpretation, biases, assumptions and concerns upon which judgment are made. Practical accounts give rise to theoretical consideration. Action research is Collaborative Watts (1985). Participants are co-researchers. Each persons' ideas are equally significant as potential resources for creating interpretive categories of analysis, negotiated among the participants. It helps avoid skewness of credibility steaming from poor status of an idea-holder. It helps note the contradictions between many view points and within a single viewpoint.

Theory, Practice and transformation. For action researchers, theory informs practice, practice refines theory in a continuous transformation. The researcher must make explicit the theoretical justification for the action and to question the bases of those justifications. The ensuring practical applications that follow are subjected to further analysis in a transformative cycle that continuously alternates emphasis between theory and practice. Action research has a potential for producing new knowledge, it is cyclical and deals with aspects of social transformation

STAGES OF ACTION RESEARCH IN EDUCATION:

Different authors have outlined different stages of action research. Kurt Lewin, the father of action research looked at action research as a comparative research on conditions and effects of various forms of social action and research leading to social action using a process of spiral of steps which composed of a circle of planning, action and fact finding about the results of the action, O'Brien (1998). Arnold (2007) gives the following stages of action research where throughout each stage the researcher's learning is articulated and reinvested into the process.

- Consideration of action (reflection and reconnaissance)
- Implementation of action for improvement to individual practice
- The use of data collection on the action
- A review of the action through consideration of data
- The identification of further opportunities for improving intervention

Stephen Kemmis action research model show the cyclical nature of the typical action research process with four stages, planning, acting, observing and reflecting. This model is not different from Cain, (2008) of planning, acting through data collection, evaluating by analyzing data and reflecting. The first step is for the practitioner to ask, "How do I improve my practice?" Whitehead (1989). Their own practice is investigated to get answers to this question, and then lay down a plan. Necessary interventions are carried out to improve the practice and then evaluate the intended and unintended consequences of the intervention, interrogating data in order to ground their evaluations evidence. They then reflect on each stage in order to generate new plans thus starting the cycle again. As Harris (2000) puts it, action research combines theory and practice in a powerful way. Kemmis (2009) notes that, in action research attempt is not to bring practitioners' practices into conformity with (external) theorists' theories, but to have practitioners be theorists and researchers – to give practitioners intellectual and moral control over their practice. Their action research, as a practice-changing practice, is a self-reflective process by which they remake their practice for themselves.

Susman, (1983) give a clearer and elaborate model of action research distinguishing five stages to be conducted within each research cycle. However his model is generic. The cyclic nature of action research can strengthen the research by explaining the stages that researchers make on the journey of discovery Cain (2008). Figure I show the stages in action research of a legal education and training programme.

APPLICATION OF ACTION RESEARCH IN CURRICULUM DEVELOPMENT:

In assuring quality in legal education and training, Council of legal education ensures that the curriculum meets the set standards as stipulated in the Council of Legal Education Act, 1995(now repealed) and the draft Legal Education(accreditation and Quality Assurance) Regulations 2015. Stakeholders are involved at all levels of curriculum development and implementation. At every stage, evaluation is done by either the institution (internal quality assurance) or the regulator (external quality audits) or both. Robinson and Meerkotter (2003) encourages a critical review of the changes in the education system, linked to a vision of social justice. They believe critical review and progressive vision-building is the responsibility of all those involved in education. Kemmis, McTaggart, and Nixon (2014) identified two features of action research. These are : firstly, the recognition of the capacity of people living and working in particular settings to participate actively in all aspects of the research process and secondly the research conducted by participants is oriented to making improvements in practices and their settings by the participants themselves. The three authors emphasize on participation and ownership of the research outcome. This in itself intrinsically motivate the participants because they are able to generate ideas and use the same ideas to improve their practice.

The first diagnostic stage is for institutions to carry out a feasibility study to establish whether there exist a need for the programme. This is validated by stakeholders where a niche is identified. Depending on the area of concern, the niche area will vary from one institution to another. This gives each institution's programme a unique nature. The action planning is drawing the curriculum with emphasis on the mandatory courses as set out in the Legal education Act, 2012, the institutional niche and other courses selected by the specific institution to enrich the learner with vast knowledge in legal education. Other aspects of programme planning like identification of resources in terms of the teaching/learning facilities, the infrastructure and the faculty is done at this stage. This is done in line with the general guidelines in developing a curriculum. The action taking stage encompasses submission of the curriculum to the Council of Legal Education for evaluation by the curriculum peer reviewers. The action taking at the institutional level may include validation of the curriculum and incorporation of the peer reviewer's comments. If the programme meets the minimum standards, then it is approved for implementation.

At the evaluation stage, the programme is implemented and evaluated both formatively and summative. Evaluation may be in form of examinations, continuous assessment tests, project works, and oral presentation among others. Evaluation may also take two facets in terms of external evaluation and moderation and internal evaluation. This will be determined by the programme and will also vary from one institution to the other. During this stage, minor reviews may be made in terms of ensuring the programme is adaptable and user friendly. The final stage is the lesson learnt stage where institutions identify gaps in the programme and plan for a review of the programme. This then brings it back to the starting point of carrying out a feasibility study and the cycle continues. It is a requirement that all legal education and training programmes be reviewed after every four years. The justification is that, first the needs of the society are dynamic and therefore the curriculum has to adapt to this dynamism. Secondly, shortfalls identified during implementation of the curriculum can be addressed. Lastly, the curriculum will have taken a full four year cycle and therefore the review process.

METHODOLOGY IN ACTION RESEARCH:

Action research method takes a problem that needs to be solved related to improving process of an item. Participants who wish to improve the process get to the root cause of the problem and collect data so that improvements can be continually made. Researchers need a good understanding of action research, a focused use of research literature and tools and a defensible position with regard to data analysis and the generation of trustworthy findings in order to undertake high-quality action research. The methodology of research depends on producing research outputs that are rigorous and contribute to knowledge generation by solving an immediate problem Antonella (2012). In conducting action research, inductive reasoning approaches are applied Ferrance (2000) where both qualitative and quantitative methods are used. Qualitative methods have a potential to provide the opportunity to speak about personnel experiences free from any preconceptions on the part of the research (Welton, Ochocka, Conliffe, and Lord, 1998). A semi-structured interview with checklists for participant's observations creates different insights as opposed to questionnaire surveys. Unstructured interviews and case studies and reflective journals are also good tools in action research.

Data can also be collected through focused group discussion, personnel interviews, departmental meetings, institutional events of various kinds, where issues can be identified, information synthesized and reflections made out on the progress of the programs (Selener, 1997). The methodology in action research provides an opportunity to seek out triangulation between observed events and social processes, the account each participant offers, the changes in these accounts and interpretation of events and cyclical data collection. O'Brien, (1998) avers that action research is more of a holistic approach to problem solving rather than a single method for collecting data thus several different research tools are used as the research is conducted.

Kemmis, (2000) reiterates that the application of methodology should create communicative space in which people can discuss and debate problems. Equal column between representatives of different frameworks should be sustained to a successful action research. Need for dialogue with peers is emphasized about the research findings and action. Active Interventions, observations of process of the exercise of critical judgment are important in mentoring trans- worthiness (Capriello, 2012). Peers help to identify gaps in order to reach consensus reality and observe processes for the purpose of finding a solution. Action research can have a powerful impact on your classroom practice because you don't have to scan through document after document to find solutions to your problems. Instead, you will develop solutions by analyzing the data you collect. As a legal education practitioner, challenges faced in line of duty or practice can inspire you to begin action research projects that will inform and improve your practice. Participative action research is a methodology at the scope for understanding reality by changing it. A reflective cycle generates actions by involving other actors research generates knowledge for use in problem solving and leads to action for change (Chambers 1994).

Somekh (2006) summarizes methodological principles of the process of action research as follows;

- (1) Integrates research and action in a series of flexible cycles
- (2) Is conducted by a collaborative partnership of participants and researchers
- (3) Involves the development of knowledge and understanding of change and development in a natural (as opposed to contrived) social situation
- (4) Starts from a vision of social transformation and aspirations of greater social justice for all
- (5) Involves a high level of reflexivity and sensitivity to the role of the self
- (6) Involves exploratory engagement with a wide range of existing knowledge
- (7) Engenders powerful learning for participants
- (8) Locates the enquiry in an understanding of broader historical, political and ideological contexts

Data analysis is done by describing situations using inductive methods where themes are derived from collected data Davidson, (2004) and deductively by relating data to pre- existing theories Miller (2004). Action research generates practitioners' knowledge which is central to the evolution of teaching to a true profession, Leglar & Collay, (2002). The report of action research can disseminate practitioners' knowledge which in turn affects practice.

Not only action research is a problem solving technique utilized by researchers, it is a technique used to improve the quality of a process. The emphasis on action research is to set forth into motion a research project, collect, analyze and review the data related to the research project so that improvements can be made.(<http://voices.yahoo.com/research methods.8468225.html>) (21/11/2013).

ETHICAL CONSIDERATION IN ACTION RESEARCH:

Action research is carried out in real work situation in solving education problem. It involves close and open communication among participants and therefore the research must pay close attention to ethical consideration in conducting the study, O'Brien (1998).

The following considerations are outlined by Richard Winter (1996).

- Consult the relevant persons, committees and authorities and let them script the principles guiding the work.
- All the participants must be allowed to influence the work and respect for those who wish not to participate upheld.
- The development of the work must remain visible and open to suggestion from others.
- Seek permission before making observation or examining documents produced for other purposes.
- Description of others work and point of view must be negotiated with those concerned before being published.
- The researcher must kept responsibility for maintaining confidentiality.
- Decisions are collectively made about the direction of the research and the probable outcomes.
- All participants should equally guess the information generated by the process of Action Research.
- Researchers are very clear about the nature of the research process although.
- All the participants must be involved and own the findings.

CONCLUSION:

The paper underscore the role played by action research in assuring quality in legal education and training. Action research combines action and research bringing change that is owned by the creators of change. The paper elucidate how action research is applied in legal education and training and in particular the development of legal education and training programmes. Participatory research provides a platform for key stakeholders to work together and find solutions to problems facing society in mutual agreement. Action research therefore helps educationalist improve practice, share experiences and contribute to social renovation. Since the research is participatory involving human beings, ethical consideration is mandatory and that all the participants have equal ownership of the outcome of the research.

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COMPETING INTERESTS:

We the author of this paper declare that we have not received any reimbursement fees, funding or salary from any organization or institution for the purpose of this work. We hold no stock or shares in any organization that may in any way gain or lose financially for the publication of this manuscript. We have further not applied for any patent relating to the content of the script and we have not received any money whatsoever from any organization, institution of individual.

We therefore declare that there are no financial or other competing interest in relation to this work.

AUTHERS' CONTRIBUTIONS:

All the authors made substantive contribution to this study.

FIGURES 1


