Research

A Meta-Analysis of Effective Supervision on Educational Institutions

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Abstract: Effective supervision is a fundamental part of administration conveyance in social help organizations. Research on the adequacy of school-based projects for anticipating or decreasing forceful conduct was combined with a meta-analysis. Changes in forceful conduct among pretest and posttest were broke down for formative examples and attributes related to differential impacts. This article gives a meta-analysis of 16 qualified research articles published between 2006 and 2018. The analysis along these lines incorporates a joined example of teachers, students, and school staff. Most prominently, higher threat youth demonstrated more prominent decreases in forceful conduct, ineffectively executed projects delivered littler impacts, and various sorts of projects were commonly comparable in their adequacy, different things equivalent. This article traces the components required to build up and continue an effective supervision course of action for schools and educators. A lot of functional techniques are proposed to help experts to build up progressing, effective supervision.

Keywords: Effective Supervision, Students, School, meta-analysis

Introduction

Supervision is totally in with assessing the laborers to understand their maximum capacity in their particular talents. It has a great deal to do with correspondence and leadership. Employees are prepped by their bosses through a non-aggressive link to do errands in accordance with the expert sets of accepted rules. At each degree of the administrators, there is a requirement for observation. At the point when efficiency is low, the chief is typically considered responsible by the supervisors. The primary explanation behind supervision is to utilize the human and non-HR to look after standard, quality and objective accomplishment. Supervision manages to direct,
exhorting, empowering, reviving, spurring and finding out that the expressed objectives of the association are accomplished. Hinkle, Cummings, and Scobee in 2012 stressed the significance of correspondence in the supervision of employees. Great supervision as indicated by Haenischil influences ordered outcomes and the general workplace. It likewise shrinks work environment stress. He additionally underlined the requirement for successful staffing. Enrollment ought to be founded on quality.

On the off chance that supervision has stayed up with general teaching, there ought to be less of this mindset of fear today. It isn't my expectation to pass on that cutting edge supervision has created supernatural occurrences, and that supervision of a couple of years back was without esteem. Chiefs of today have a lot to gain from the individuals who were pioneers in the field. It is valid, in any case that the supervision of the most recent couple of years has inclined toward collaboration with educators as opposed to transcription to them. The chief is the head teacher, instructional administrator, master training official, agent of the instructional program, instructor of educators and educational plan executive (Nakpodia 2011). I will end this early on audit with Beach&Reinhartz (2000) while accentuating that supervision to be coaches and companions seeing someone to help instructors and offer help in a casual air for giving a learning situation in the study hall.

Regardless of whether the supervisor’s motivation is to improve the supervisee’s abilities or to guarantee precision, real advocate customer cooperation must be analyzed (Hart, 1982). Supervision directed promptly following an advising meeting or postponed per day or two could utilize an audiotape or tape of the guiding meeting or use non-recorded perception through a single direction mirror or TV framework. Directors are informed to audit sound or tapes regarding a supervisee's advising meeting before the supervision meeting so as to design a methodology of intercession. The supervisee likewise should survey the tape to get ready inquiries and conversation points.

Training is additionally the bedrock of any countries’ financial, social, strict and political improvement (Ikegbusi and Iheanacho, 2016). This generally will incorporate accomplishment of a significant level of 'scholastic greatness' which involves the teaching of the correct sort of information, abilities, qualities, and perspectives to the student to empower him to work
productively and viably inside the general public, and guarantee cultural endurance (Oyedeji, 2012).

(Ikegbusi, 2014) uncovered that teachers are wonderfully prepared and great proficiency succeeded in the preparation part, this isolated from staff improvement will in like manner consolidate invigorating schools' effective supervision confirm the educator great efficiency effort obligation is certain or redesigned. (Ikegbusi, 2014) conducted that to guarantee that educators are exceptionally arranged and their high profitability accomplished in the direction zone, this segregated from staff progress will in like way join reinforcing schools' instructional supervision to guarantee that teacher high productivity and work commitment are ensured and upgraded. At the point when everything is said in done, as showed by Mecgley (2015), the huge limit of the executive is to help other people to get gainful and incredible in the introduction of the dispensed commitments. The supposition that outside supervision is progressively reasonable in propelling instructor instructional suitability in schools (Walker 2016 and Model 2008). speculate that inside supervision is dynamically well-known, it urges instructors devoted to their commitments and little help is incredible and natural educators developed for training (Eya and Leonard 2012).

Methodology

Supervision is an unpredictable action, happening in an assortment of settings, has different dentitions, capacities, and methods of conveyance. In particular, it is a relational trade. This multifaceted nature implies that research into supervisory practice presents methodological issues and a satisfactory research approach still can't seem to be built up. Many checked on articles had some exact perspectives; despite the fact that sometimes this angle was extremely powerless. This small research was to inspect, how far the methodology contained in past researches (2006-2018) on Effective supervision of understudies, teachers and schools were harmonious with the targets and results. The literature secured with the several sorts of studies around 60 kinds of research articles, booklets, books got too electronically or printed materials were gathered for understanding purposes. Of these, 16 researches articles were at long last chosen for meta-examination based on key successful supervision students’ exhibition and instructor. These combine 3 qualitative and 7 quantitative research studies. This study was completed in three stages. In the initial step, a writing
survey was gathered by means of access and hard structure accessible in Journals reports and manuals. For electronic access and search and propelled search on Google and online site, and various site pages were for the most part used. In the subsequent advance, 60 kinds of research articles distributed in journals between 2007-2018 and some different materials downloaded and printed for understanding reason. The total version of each article was perused ordinarily for an unmistakable comprehension with respect to the nature, technique, and consequences of the studies. In the third step, the idea of evaluation of students and which was all the more much of the time be likely to in the greater part of these researches about were related to the perspective on examining the past research based on key markers.

**Methodology Structure of Studies on Effective Supervision**

The article examines, in what way extreme the methodology accepted in earlier studies (2006-2018) on effective supervision of schools and teachers was consistent with the purposes and effects. Literature roofed with the effective supervision of studies around 60 scholars’ articles, summaries and guides resources were composed for analysis purpose. Sum of 16 articles were finally nominated for systematic review of effective supervision. These include 12 qualitative and 4 quantitative studies. In the three steps the study was conducted. In 1st step background study and literature review was composed from websites and accessible in articles. Internet access; I used the Google scholar and online website. In the second step, sixty articles available journals in period of 2006 to 2018. The comprehensive form of every article was recite for strong consideration in respect to the titles, methodology, findings of the articles. In the last step, the concept of effective supervision which were additionally often stated in greatest of the mention studies were recognized with the view of examining the earlier research on the effective supervision.
<table>
<thead>
<tr>
<th>No</th>
<th>Name of Article</th>
<th>Nature of Study</th>
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<th>Authors</th>
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<td>1</td>
<td>Determinants Of Effective And Ineffective Supervision In Schools: Teachers Perspectives</td>
<td>Quantitative</td>
<td>(2007)</td>
<td>Oghuvbu, E. P.</td>
<td>1150 teachers</td>
<td>forty-two items Questionnaire</td>
<td>Effective and Ineffective Supervision in Schools</td>
<td>Existence of neat and decent school environment, proper students’ management delegation of duties by school heads as determinants of effective supervision in schools. Gender does not significantly influence teachers mean perception score in the identified determinant of effective supervision in schools in Delta State.</td>
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<td>2</td>
<td>The Impact of Supervision of Instruction on Teacher Effectiveness in Secondary Schools in Nigeria</td>
<td>Quantitative</td>
<td>(2016)</td>
<td>Ikegbusi, N. G., Eziamaka, C. N., &amp; Nonye, C.</td>
<td>905 teachers</td>
<td>A researcher-developed Questionnaire</td>
<td>supervision</td>
<td>The both internal and external supervision of instruction have positive effect on teacher effectiveness in secondary schools.</td>
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<td>3</td>
<td>Perception of Curriculum Leaders and Teachers on Feedback and Conditions Essential for Effective Supervision in Senior High Schools</td>
<td>Quantitative</td>
<td>(2015)</td>
<td>Cobbold, C., Eshun, I., Bordoh, A., &amp; Kofie, S.</td>
<td>120 teachers</td>
<td>Questionnaire</td>
<td>effective supervision</td>
<td>The research revealed that effective curriculum supervision thrives on both supervisors and supervisees keeping records of all formal, as Well as informal supervision sessions and providing immediate feedback.</td>
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<td>No.</td>
<td>Title</td>
<td>Year</td>
<td>Authors</td>
<td>Sample Size/Details</td>
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<td>4</td>
<td>Effective Supervision of Nigerian University Workers – A Task For Modern Administrators</td>
<td>2013</td>
<td>Chika Josephine Ifedili (Phd) and Chijioke John Ifedili</td>
<td>100 academic staff and 100 non-academic staff, 600 academic staff (300 males and 300 females) and 600 non-academic staff (300 males and 300 females)</td>
<td>Quantitative</td>
<td>The major finding was that supervision was not effective. This was highly due to challenges of insecurity in the economy and time constraint</td>
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<td>5</td>
<td>Effective supervision as a challenge in technical and vocational education delivery: Ensuring quality teaching/learning environment and feedback mechanism</td>
<td>2012</td>
<td>A.O. Clark and H.A. Olumese</td>
<td>one hundred and twenty-five teachers and nineteen supervisors</td>
<td>Quantitative</td>
<td>The supervisors rarely had pre- or post-supervision conferences with teachers and were not visiting classroom for observations.</td>
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<td>6</td>
<td>Strategies for Effective Supervision of Instruction as a Correlate for Improved Teachers’ Productivity and Students’ Academic performance in Ebonyi State Secondary Schools</td>
<td>2018</td>
<td>Peter O. Nwafuwa and Bernadette N. Odey</td>
<td>223 public secondary schools</td>
<td>Quantitative</td>
<td>Retraining of instructional supervisors, adequate staffing for instructional supervision and establishment of instructional supervision unit in schools are all strategies for improved teachers’ productivity</td>
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<td>7</td>
<td>Skills Required For Effective Inspection, Supervision And Teaching In Post Primary Schools In Gombe State</td>
<td>2015</td>
<td>Langa, G. N1. &amp; Medugu, J. D.</td>
<td>96 teachers and 64 supervisors</td>
<td>Quantitative</td>
<td>The supervision and inspection skills needed by Supervisors/Inspectors for enhancing the supervision and inspection exercises.</td>
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<td>#</td>
<td>Title</td>
<td>Year</td>
<td>Authors</td>
<td>Methodology</td>
<td>Sample</td>
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<td>Research Objective</td>
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<td>8</td>
<td>Postgraduate Students’ Perception on Effective Supervision: A Case Study at one Public University in Malaysia</td>
<td>(2007)</td>
<td>Dr. Norhasni Zainal ABIDDIN</td>
<td>Qualitative</td>
<td>12 students</td>
<td>Interviewed</td>
<td>To enhance the quality of research through developing the knowledge in the field of study</td>
<td></td>
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<td>9</td>
<td>Improving The Quality of Education In Nigeria Through Effective Inspection Of Schools</td>
<td>(2009)</td>
<td>DR. (MRS.) V. O. OCHUBA</td>
<td>Qualitative</td>
<td>25 inspectors, 18 Inspectors</td>
<td>Interviews and Focus Group Discussion</td>
<td>Quality of education provision of adequate funds, development and regular review of inspectors' tools, employment of qualified and experienced inspectors, induction of new inspectors and capacity building for practicing inspectors and adequate legal provisions.</td>
<td></td>
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<td>10</td>
<td>Effective Supervision from Research Students' Perspective</td>
<td>(2012)</td>
<td>Tahir, I. M., Ghani, N. A., Atek, E. S. E., &amp; Manaf, Z. A.</td>
<td>Qualitative</td>
<td>132 students</td>
<td>Questionnaire</td>
<td>To identify the attributes of supervisors and examine elements of effective supervision from the graduate research students’ perspective</td>
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<td>11</td>
<td>THE SCHOOL PRINCIPALS’ ROLES IN TEACHING SUPERVISION IN SELECTED SCHOOLS IN PERAK, MALAYSIA</td>
<td>(2010)</td>
<td>Yunus, N. K. Y., Yunus, J. N., &amp; Ishak, S.</td>
<td>Quantitative</td>
<td>120 teachers</td>
<td>Questionnaire</td>
<td>The effectiveness of principals’ supervisions were correlated with curriculum implementation, teaching material preparation and the improvement of teachers’ professionalism.</td>
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<td>12</td>
<td>Students’ Perspective of Effective Supervision of Graduate Programs in Ghana</td>
<td>Quantitative</td>
<td>(2016)</td>
<td>Awuni, A. J.</td>
<td>One hundred and twenty five graduate students</td>
<td>Questionnaire</td>
<td>Six demographic factors</td>
<td>The three most important attributes of supervisors as perceived by graduate students were: supervisors should be friendly, approachable and flexible; knowledgeable and resourceful; There were no significant differences between attributes of supervisors and effective supervision based on program, faculty, course structure, gender and semester.</td>
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<td>13</td>
<td>Principals’ Performance in Supervision of Classroom Instruction in Ebonyi State Secondary Schools</td>
<td>Quantitative</td>
<td>(2015)</td>
<td>Egwu, S. O.</td>
<td>360 teachers</td>
<td>Questionnaire</td>
<td>12-item questionnaire</td>
<td>it was recommended among others; that principals as instructional leaders should give supervision of classroom instruction the place it deserves in their work.</td>
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<td>14</td>
<td>Correlates of Effective Instructional Supervision in Bayelsa State Secondary Schools</td>
<td>Quantitative</td>
<td>(2017)</td>
<td>Omemu, F.</td>
<td>Fifteen (15) secondary schools, comprising three hundred (300) teachers and sixty (60) supervisors (Principals)</td>
<td>Five (3) research questions and Z-test</td>
<td>Effective instructional supervision</td>
<td>The demography, status/personality and perceptions are not a major factor that influences supervision of instruction in schools, but quality and number of teachers, incentives and motivation, quality and number of supervisors, and school location are the correlates factors that influence supervision of instruction in schools.</td>
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<td>15</td>
<td>The Paradigm For Effective School Supervision in Secondary Schools in Nigeria</td>
<td>Quantitative</td>
<td>(2013)</td>
<td>Okoroma, N. S.</td>
<td>123 principals and 1511 teachers</td>
<td>Questionnaire (ISAQ)</td>
<td>factors that influence effective supervision</td>
<td>adequate funding is critical to the success of an effective school supervision. Among other findings the study also showed that adequate school facilities are necessary for effective school supervision.</td>
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<td>16</td>
<td>The impact of an alternative model of student teacher supervision: Views of the participants</td>
<td>Qualitative</td>
<td>(2006)</td>
<td>Wilson, E. K.</td>
<td>20 elementary and secondary student teachers, and 90 student</td>
<td>surveys, interviews, and anecdotal evidence</td>
<td>model of student teacher supervision</td>
<td>It more positively than the traditional triad. Recommendations for teacher education programs and the student teaching experience are made.</td>
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</table>
Analysis of Effective Supervision Studies

This review aimed to explore the effects of supervision on school, teachers and students. After reading sixty (n=60) publications from various online databases, ten (n=10) of them met the criteria of this review and included for further analysis of this study. A quantitative research using a close-ended questionnaire was conducted by Ikegbusi, Eziamaka, and Nonye (2016) on nine hundred and five (n=905) Nigerian high school teachers, to examine the Effect of Supervision of Instruction on their efficiency. They revealed that both inner and outer supervision of instruction had a positive impact on instructors’ effectiveness in secondary schools. Similarly, a study carried out on eleven hundred and fifty (n=1150) school teachers in Nigeria by Oghuvbu in 2007, aimed to investigate the effectiveness and ineffectiveness of suppression among teachers. The finding resulted that the presence of clear and vivid school environment, proper management of students, and authorized personnel assigned for particular activities by the head of school are the exact determination of effective supervision in schools in which gender avoid essential impacts of the unpleasantness level of instructors as identified in determinant effectiveness of supervision in school.

A qualitative study steered on twelve (n=12) postgraduate students at University Putra Malaysia by Dr Abbidin in 2007 using semi-structured interview. Students perception toward effective supervision are essential in building the autonomy of learners through their supervisor which they need plenty of upholds and motivation from their supervisors, department or school and the other individual around them for instance, their family members, friends, peers and their person who is in closed relationship with their professional background while a good interaction with their supervisor is granted important aspect as they will be guided toward plethora of advantages in their field of study. Likewise, another qualitative research directed by Cobbold, Eshun, Bordoh and Kofie (2015) on one hundred and twenty (n=120) school teacher and academic staff under the title of perception of leaders and teachers toward curriculum and feedbacks were the essential factors for effective supervision in senior high school in Ghana. The researcher discovered that effective curriculum supervision blooms and nourish on both supervisor and supervisees keeping record or data of all formal and informal session and to cater argent feedback and response when needed.
Furthermore, a quantitative study piloted on two hundred and twenty-three (n=223) public secondary school teachers to find out strategies for effective supervision of instruction as a correlate for improved teachers’ productivity and student academic performance of Ebonyi State Secondary Schools in Nigeria. It has been revealed that the role of supervision of instruction in gaining the objectives and aims of secondary education could not be observer as an overstressed situation. Supervision of guidance empowers educators to find themselves and expert exhortation structure administrators prepare them for progressively viable and proficient efficiency. Such methodologies, for example, preparing the supervisory workforce, staffing for instructional supervision and foundation of supervisory units in schools were all, as it were, measures to entrance supervision for instructors 'profitability in Ebonyi State Secondary Schools. In any case, it has been prescribed that administration is required to declare a highly sensitive situation in the supervision of guidance in optional schools in Ebonyi state and meat up endeavors to consistently prepare and re-train bosses on a yearly premise to enhance the condition; Government should utilize more chiefs as those accessible can't adequately play out their supervisory job because of an excessive amount of outstanding task at hand, and Government ought to as an issue of desperation set up supervisory units in every auxiliary school in Ebonyi state as most schools particularly those in the hinterland are far away from the focal supervisory unit (Langa, and Medugu 2015).

Another study revealed as a quantitative research on ninety-two (n=92) teachers and sixty-four (n=64) supervisors’ a total sum of one hundred and sixty (n=160) in Gombe state of Southern Nigeria, and in this survey, they find out the necessity of supervision and inspection skills for the effective teaching in schools for supervisors’ and stopped many factors that in which the supervision was recognized (Langa, Langa and Medugu 2015). In addition, another qualitative study in Nigeria highlighted in twenty-five (n=25) state inspectors, eighteen (n=18) chief inspectors of education, eighteen(n=18) local government areas and seven (n=7) inspectors from ministry of education; the delivery of possible moneys, improvements and fixed review of supervisors’, outfits, hiring the professional and multi skillful inspectors and charging of new supervisors (MRS, CHUBA 2009). Although, another qualitative study in Malaysia determined in one hundred and thirty-two (n=132) students od master and PhD used questionnaire to find out that to recognized the attributes supervisors and survey the features of effective supervision of the perceptions of graduate research students (Tahir, Ghani, Atek, & Manaf2012).
Furthermore, another quantitative study of Benin City, Edo State, Nigeria revealed that on one hundred and twenty-five (n=125) teachers and nineteen (n=19) supervisors find out that the supervisor not often before and after supervision meetings with teachers and also not go to see the classrooms for observation (Clark and Olumese 2012). Finally, a quantitative study of a Nigerian university revealed on one hundred only (n=100) academic staff, one hundred only (n=100) non-academic staff, three hundred only (n=300) female staff used questionnaire and revealed that the supervision is not effective and is highly with challenged of lack of confidence in economy and limitation. (Yunus, Yunus and Ishak 2010) examined in a qualitative study of Perak, Malaysia that on one hundred and twenty (n=120) schools’ teachers on the principal effectiveness of supervision which connected with implementation of curriculum and perception about material of teachers, and development of teachers’ professional skills. The six demographic factors revealed by (Awuni 2016) on quantitative study in Ghana on one hundred twenty-five (N=125) graduated student that explained the three best and significant qualities of supervisors as proposed by graduated student that supervisor be friendly, open-minded and flexible; well-educated and imaginative. There were no important changes within quality of supervisor and supervision founded in same package, faculty, gender, course structure and semester. (Egwu 2015) revealed in Ebonyi State of Nigeria on a quantitative study of 12-item questionnaire used on three hundred and sixty (n=360) teachers that highlighted the suggested between other that principals as informational leaders must provide and do supervision of classroom teaching and instructing that it merits in their works. Another scholar (Omemu 201) quantitative study of that Bayelsa State Secondary Schools in Nigeria on fifteen (n=15) secondary school, three hundred sixty (n=300) teachers and sixty (n=60) supervisors used questionnaire and Z-test to examine the demographic status and personality, and view are not a big matter effected on supervision of directions in school, and excellence number of teachers, motivation, excellence number of supervisors, and school positions are the main connect with factors that affect the supervision of teaching in school. In addition, (Okoroma 2013) conducted in a qualitative study in secondary school in Nigeria used questionnaire (ISAQ) on one hundred and twenty-two (n=123) school principals and one thousand five hundred and eleven (n=1511) teachers that examine passable funding is serious to the achievement of effective school supervision, and satisfactory school services are essential for effective school supervision. In the last figure of table another scholar (Wilson 2006) revealed a qualitative research in university in the southeastern United States.
used survey, interviews and subjective evidence on twenty (n=20) elementary and secondary school teacher and ninety (n=90) students explained that it is more positive than traditional tried, and for teacher learning programs, and made the students teaching experience.

Conclusion

Supervision analysts have reliably been urged by commentators to improve their procedures as the surviving examination on supervision is of variable quality. Be that as it may, by including just the more thorough and naturalistic examinations, the current survey got a progressively positive and obvious image of the premise on which supervision. I search and read more than sixty article about teacher and school effective supervision but unfortunately I did not find more than ten that’s why I review only ten articles. In this review I have fund effective and ineffective supervision of schools which is very important and of this activity the school become super and better and also students and teacher will be encouraging on supervision because some of them raised and get high ranks and reviving prizes. In addition, because of supervision it impacts on teacher and student academic performance and some review showed that the feedbacks of effective supervision, which directly related to leaders and teachers’ perceptions. Furthermore, the effective supervision effect on the workers, teacher and administration staff and improve the quality of teaching and learning. By the effective supervision, the improvement of teachers and students’ productivity and academic performance. Some review revealed the tasks and requirement for effective supervision. All in all, we believe that there is now some encouraging evidence upon which to base on systematic attempts to facilitate effective supervision and researcher need to research more about the effective supervision of students, teacher and school.

References


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Conflicts of Interest
There are no conflicts to declare.

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