



Teaching and Management of Entrepreneurial Skills in Junior Secondary Schools in South-South Nigeria: In Theory or Practice

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Abstract: This study investigated teaching of entrepreneurial skills in junior secondary schools in south-south Nigeria. Two research questions and two corresponding hypotheses guided the study. The descriptive survey design was used. The population of the study consisted of 6000 teachers from South/South Nigeria. From where samples of 600 teachers were drawn using stratified random sampling technique. The instrument for the study was a self-structured questionnaire titled "Teaching of Entrepreneurial Skill Questionnaire" (TESQ) was validated and found reliable at 0.78. Mean and standard deviation were used to answer the research questions while z-test was used to test the hypotheses at 0.05 level of significance. The finding revealed that risk-taking skill and managerial skill were not taught in junior secondary schools in South/South Nigeria. It was therefore recommended that Government should include risk-taking skill in the junior secondary school curriculum and also make them compulsory subjects.

Keywords: Teaching, Management, Entrepreneurial, Skills, Theory, Junior, Secondary, School

1. INTRODUCTION

Teaching is an old long profession; its standing cannot be misjudged. It is certain that the existence of mankind should have been a throwaway or vague without instruction (teaching). The entire human activity is solely dependent on teaching for continuity. Without teaching, knowledge will go into extinction. The term 'TEACHING' has been given varied definitions by different authors in respects to their perception. Teaching is the course of attending to people's needs, skills and emotional state, as well as the creation of an explicit involvement to support them acquire a certain knowledge (Smith, 2018). Teaching is an educational tool which functions to communicate knowledge and skills. The process of teaching is chiefly to make learning real and resourceful. The learning procedure will be incomplete in the absence of teaching as it involves instructing the other for the purpose of impacting knowledge. Teaching is an intimate contact amongst the more experienced and less experienced person. It involves a one-on-one interface between the teacher and the learner and can also be handled virtually, so as to effect a change in the learner. It could also be referred to as an interpersonal stimulus targeted at inducing a change in the learner's behaviour (Morrison, Jackson&Gage, 2021).

Teaching as described by Robert (2021) is the profession of those that give instruction particularly in schools. He asserted that, teaching is the largest profession of the world and that, in the 21st century the estimation of teachers was about 80 million in the entire world with varied functions depending on the country. According to Morrison, et al (2021), Teaching could be viewed under three different dimensions.

1.) Laissez Faire Teaching: Teaching in this level is seen as:

- ❖ Reflective
- ❖ Thoughtful
- ❖ Insightful
- ❖ Participatory

2.) Authoritarian Teaching: Here teaching involves:

- ❖ The activity of the memory
- ❖ It is thoughtless
- ❖ It is teacher centred

3.) Democratic Teaching: Teaching in this viewpoint requires:

- ❖ Understanding
- ❖ Interaction
- ❖ Questioning and criticism

2. FEATURES AND NATURE OF TEACHING

Teaching is considered to be a societal and educational process with planed system that enhances the acquisition of knowledge. In respect to that, Morrison, et al (2018) described the features and nature of teaching as follows:

- Learning and developmental Process
- Process of change
- It is a one-on -one encounter
- A science and an art
- It is conscious and unconscious
- It involves training and conditioning
- It facilitates learning
- Teaching is measurable and observable

Considering the recent development in the economy as regards the high rate of unemployment, there is need to call for the review of the junior secondary school curriculum so as to include some entrepreneurial skills that will enable the students become self-reliant and earn a living, as already stated in the National Policy on Education (NPE, 2004) should they not be able to further their education at the end of the junior secondary education. Some of the skills include:

- Risk-taking skill
- Communication skill
- Accounting skill
- Managerial skill
- Computer skill

For the purpose of his study, the researcher will emphases more on risk-taking and managerial skills. However, if the life we live in itself is a risk, it is then dicier not to take risk. Be that as it may, risk-taking could be considered to be as important as life in as much as it will yield a positive result at the long run but unfortunately, some risks are catastrophic. The relevance of risk-taking is quite enormous in all human endeavours. Its inclusion in the junior secondary school curriculum will promote the spirit of self-reliance, independence, self-confidence and innovation in the young ones and possibly eliminate the fear of failure. It is pertinent to understand that not all risk pays off rather, every expectant risk-taker will definitely see disappointment as an avenue to learn (Kerry, 2020). Risk is described as the act of insuring oneself against probable loss and it is characterised by: high prospects, continual learning, transformation and trust predispositions. It could also be defined as the likelihood of loss or failure as well as other stringent consequences in pursuit of some activity or endeavour (Rudiger, 2021). A risk-taker is one who risks everything in anticipation of realizing or accepting better latent for loss in decision and accepts imprecision (Lombardo, 2021).

Nevertheless, risk-taking entails that the possible negative outcomes are considered severely and not only focusing on the positives (Jens, 2021). Tolloch and Lopton as cited in Jens, (2021) viewed Risk-taking as a voluntary action in which a person engages deliberately in anticipation of a positive or negative result because it is driven by a specific purpose. could be defined as the likelihood of forfeiture or failure as well as other hostile consequences in following-up some adventures or activities (Sinha, 2021). Risk taking and entrepreneurship are joined at the hip. There is hardly any entrepreneur that can succeed and ever hope to remain afloat in business without undertaking some level of risks. It is a clear fact that certain percent of tenderfoot businesses flop in the space of two years of start-ups. Such entrepreneurs will not resign to fate but would rather swich to a different business or relocate to a new environment, this is to showcase the place of risk-taking in business (Genever, 2021). In the same vein, Merriam-webster Dictionary, (2021) viewed risk-taking as the act of engaging in an activity that is risk oriented for the purpose of achieving a goal. Collins, (2021) regarded risk-taking as an action that may have hostile or objectionable outcomes. It involves the consideration of negative and positive consequences in decision making (Zinn, 2021).

3. IMPORTANCE OF RISK-TAKING

The following are some of the importance of risk-taking as highlighted by Nelson, (2021) and Carrane, (2018).

Risk-taking is an Avenue for Learning: It is obvious that risk-taking is not a win-win game but a determined risk-taker will always discover an opportunity in every moment of loss and failure. Michael Stelzner as cited in Nelson, (2021) averred that “Nothing ventured, nothing gained.”

Risk-taking is the Springboard for Innovation: Innovation means doing something new from the norms. It comprises altering the trend of doing things and practicing new concepts. Innovation can not occur without risk-taking even with the consciousness of the somewhat embedded and impending uncertainty.

Risk-taking Serve as a Window for Opportunity: Risk-taking opens a wider horizon for an entrepreneur. The level of an entrepreneur’s risk-taking determines his growth and avails him the prospect to see beyond the box.

Risk-taking Improves Self-esteem: Whenever you lunch out on a new task or activity outside your comfort precinct, your self-esteem will grow. Since risk-taking involves trying out on something new, it can be averred that it is a medium for boasting self-esteem.

It Creates More Contacts: When you venture into new adventure, there is likelihood of meeting new people and friends that will definitely widen your circle and boast your status socially, politically and economically.

Risk-taking Gives Room for Choice Making: Avoiding risk withdraws you to your cocoon and makes you a nominal personality. But when you take risk, you become positive instead of being passive and then you can command the power to pursue your dreams and be in charge of your life and happiness without waiting for life to happen to you.

Risk-taking is a Trail to Success: Success may ensue eventually in the end when risk is taking. So many notable individuals who are recorded among the elites today were there because they undertook some forms of risk that lead to a feat achievement.

However, risk-taking has been noted to be an indispensable and vital tool to beneficial investment. There may not be any returns in the absence of risk-taking (Carosa, 2021). The success of many entrepreneurs is knotted to the level of risk they undertake at one point in time or the other. Risk-taking illuminates the business path and paves way for better prospects and progress. Risk-taking encourages innovation that may be a crucial service and product discriminator. Failure in risk-taking does not project negativity in all the time but, can serve as a purposeful lesson (Wharton school, 2021).

Being saddled with the responsibility of managing people is an enormous task due to the dynamic nature of man. Considering all factors of production, humans are the most demanding to manage. So many are uncomfortable managing people that is why it is necessary to acquire the essential managerial skill in order to efficiently cope with the needed obligation. Managerial skill is a key factor to the success of any organisation. It necessitates the achievement of set goals.

A manager who exhibits good managerial skill stands the chance of enhancing the organisation's vision and mission with less exertion. Managerial skill entails having the ability to manage a business and the general performance of the company. It is the ability to communicate effectively with the employees, deliver result and making sure the objectives of the company are met. It also means delegating duties and overseeing the overall performance with the sole aim of achieving the organisational goals (Abourizk, 2021). Managerial skill is the assemblage of capacities that encompasses traits such as communication, planning, problem solving, time management and delegation (Corporate Finance Institute, 2021). Managerial skills are the capability and knowledge an individual has in order to carry out the responsibilities expected of him (Dragan, 2021). These skills could be inborn or learnt. Robert Katz as cited in Corporate Finance Institute, (2021) outlined three types of managerial skills.

Interpersonal Skill: This is the skill that enables the manager to have a good relationship with worker's or employees in an organisation efficiently.

Conceptual skill: This skill avails the manager the ability to think entrepreneurially, use initiative in evaluating and solving problems for the maximisation of productivity.

Technical Skill: Includes using variety of techniques and strategies in achieving set goals in an organisation.

However, Considering the indispensability of these Risk-taking and Managerial skills, there is need for them to be taught in the junior secondary schools based on the objectives of the National Policy on Education. Including these skills in the curriculum will enable those students who cannot further their education but would rather be self-employed to be equipped with the necessary tools required of them to pilot their businesses to higher level through entrepreneurial risk-taking and proper management acumen.

4. STATEMENT OF THE PROBLEM

Indeed, the teaching of entrepreneurial skills in the junior secondary schools is a necessity based on the fact that, one of the goals of the Nigerian philosophy of education as stated in the National Policy on Education as cited in James (2007), is the acquisition of entrepreneurial skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live and contribute to the development of the society. It was expected that, at the end of the junior secondary education, those students for any reason who could not afford to further their education should have acquired a skill that will earn them a living. It was discovered that, risk-taking skill and managerial skill are some of the entrepreneurial skills needed in this 21st century to flourish in the business world. It is likely that they are not taught in the junior secondary schools. The time has passed when subjects of great value should be handled with subjectivity or complete negligence. This is the era of practicability (operation practice what you know or show your skill) as was highly demanded during Covid-19 era. Considering the level of unemployment and the proclamation of self-reliance, it is eminent for those in authority to call for the review of the curriculum of the junior secondary schools in order to eliminate subjects that are irrelevant and complement them with the most valuables in regard to the trend of the day.

Disheartening, is the fact that teachings of some vocational subjects are more of theory than practical. Students copy more of notes to practicalizing what has been taught. Eventually, the objectives of the National Policy on Education today seem to be a mirage since after the junior secondary level, the child who cannot further his/her education to the and wishes to be self-reliant, will have to enrol somewhere to acquire the required skill. The question is, why are these objectives not achieved? Whom should the blame be apportioned to? Is it the teacher, students, government or the curriculum? Why are the objectives of the national policy on education seemingly not attainable as proposed?

However, if the entrepreneurial subjects/skills are brought to play and the needful done, it then means the objectives will no longer be fruitless. To maximise these objectives, a collaborative effort is required. Every sector involved must have to play their roles entrepreneurially. In respect of the above, the study aims at investigating the teaching of entrepreneurial skills in the junior secondary schools in South/South Nigeria in theory or practical?

5. AIM AND OBJECTIVES OF THE STUDY

This study aimed at evaluating teaching of entrepreneurial skills in junior secondary schools in South/South Nigeria. Specifically, it tends to:

- 1.) assess the teaching of risk-taking skills in junior secondary schools in South/South Nigeria.
- 2.) assess the teaching of managerial skills in junior secondary schools in South/South Nigeria.

6. RESEARCH QUESTIONS

- 1.) What extent is the teaching of risk-taking skills in junior secondary schools in South/South Nigeria?
- 2.) What extent is the teaching of managerial skills in junior secondary schools in South/South Nigeria?

Hypothesis

- 1.) There is no significant difference between the mean values of male and female teachers on the teaching of risk-taking skills in junior secondary schools in South/South Nigeria.

7. METHODOLOGY

This study adopted a descriptive survey design. The population was made up of 6000 teachers out of these male teachers are 3600 while female teachers are 2400. From this a sample size of 600 (380 males and 220 females) representing 10% of the entire population was drawn using stratified random sampling technique. The instrument for the study was a self- structured questionnaire titled “Teaching of Entrepreneurial Skill Questionnaire” (TESQ) which was patterned after the modified 4-point Likert’s rating scale, Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The data was analysed using descriptive statistics mean and standard deviation. The criterion means of 2.50 was used as a yardstick for decision making on each item. Any score up to 2.50 and above was accepted and any below 2.50 was rejected. Mean and standard deviation were used to answer the research questions while z-test was used to test the hypotheses at 0.05 level of significance.

Research Question 1. What extent is the teaching of risk-taking skills in junior secondary schools in South/South Nigeria?

Table1. Analysis of mean ratings of male and female teachers on the teaching of risk-taking skills in junior secondary schools in South/South Nigeria

S/N		Male	Female	\bar{x}	\bar{x}	Decision			
		\bar{x}	SD	Decision	\bar{x}	SD	Decision		
1.	Risk-taking is a subject in junior secondary schools	2.29	1.13	LE	2.37	1.12	LE	2.33	Low Extent
2.	It is part of the curriculum	2.23	1.15	LE	2.18	1.16	LE	2.21	Low Extent
3.	It is a compulsory subject	2.49	1.11	LE	1.96	1.24	VLE	2.23	Low Extent
4.	There are capable teachers to handle it	2.37	1.12	LE	2.32	1.13	LE	2.35	Low Extent
5.	Students with risk-taking skill can earn a living	3.09	1.26	VHE	3.19	1.31	VHE	3.14	Very Low Extent
	Aggregate mean	2.49		LE	2.40			2.45	

The data in table 1 characterises the views of respondents in respect to the teaching of risk-taking skill in junior secondary schools in South/South Nigeria. The data showed the mean scores of risk-taking skills. For male teachers in junior secondary schools, items 1,2,3 and 4 with their mean scores of 2.29,2.23,2.49 and 2.37 are below the criterion mean of 2.50. While items 5 with mean scores of 3.09 is above the criterion mean. Likewise, for female teachers, items 1,2,3 and 4 with mean scores of 2.37, 2.18, 1.96 and 2.32 respectively are below the criterion mean. While item 1 with a mean score of 3.19 is above the criterion mean.

The aggregate mean of 2.49 for male and 2.40 for female teachers are both below the criterion mean. The weighted mean, 2.45 showed that there is a low level of teaching of risk-taking skills are not taught in junior secondary schools in South/south Nigeria.

Research Question 2. What extent is the teaching of managerial skills in junior secondary schools in South/South Nigeria?

Table2. Analysis of mean ratings of male and female teachers on the teaching of managerial skills in junior secondary schools in South/South Nigeria

S/N		Male			Female			\bar{x}	Decision
		\bar{x}	SD	Decision	\bar{x}	SD	Decision		
6.	Managerial skills is a subject in junior secondary schools	2.24	0.52	LE	2.17	1.08	Disagreed	2.21	Low Extent
7.	It is part of the curriculum	3.21	1.53	VHE	3.16	1.18	VHE	3.19	Very High Extent
8.	It is a compulsory subject	3.14	1.30	VHE	3.11	1.09	VHE	3.13	Very High Extent
9.	There are capable teachers to handle it	3.07	1.10	VHE	3.13	1.21	VHE	3.10	Very High Extent
10.	Students with managerial skills can earn a living	3.09	1.26	VHE	3.19	1.25	VHE	3.14	Very High Extent
	Aggregate mean	3.01		VHE	2.95		HE	2.95	

The data in table 2 characterises the views of respondents in respect to the teaching of managerial skills in junior secondary schools in South/South Nigeria. The data showed the mean scores of managerial skills. For male teachers in junior secondary schools, item 6 with the mean score of 2.24 is below the criterion mean of 2.50. While items 7,8,9 and 10 with mean scores of 3.21,3.14,3.07 and 3.09 are above the criterion mean. Likewise, for female teachers, item 6 with mean scores of 2.17 respectively is below the criterion mean. While items 7,8,9 and 10 with mean scores of 3.16,3.11,3.13 and 3.19 are above the criterion mean.

The aggregate mean of 3.01 for male and 2.95 for female teachers are both above the criterion mean of 2.50. The weighted mean, 2.95, showed that there is a high extent of teaching of managerial skills in junior secondary schools in South/south Nigeria.

Hypothesis 1: There is no significant difference between the mean value of male and female teachers on the teaching of risk-taking skills in South/South Nigeria.

Table1. z-test analysis on the difference between the mean value of male and female teachers on the teaching of risk-taking skills in South/South Nigeria

Variables, Male & Female teachers	N	\bar{x}	SD	Df	z-cal	P-value	Decision
Male teachers	380	13.66	2.55	598	0.688	0.05	Ho ₁ is Accepted
Female teachers	220	13.63	2.46				

The data in table 3 showed that the z-calculated value of 0.688 is greater than the p value of 0.05 level of significance for 598 degrees of freedom. Since z-calculated value is greater than the p-value, the null hypothesis is accepted. Therefore, there is no significant difference between the mean value of male and female teachers in the teaching of risk-taking skills in South/South Nigeria.

8. DISCUSSION OF FINDINGS

What extent is the teaching of risk-taking skills in junior secondary schools in South/South Nigeria?

The result of the analysis in table 3 showed that risk-taking skill is to a low extent taught in the junior secondary schools in South/South Nigeria. This is in connection with the findings of Ikemba (2016) who studied, total enactment of entrepreneurial education in Nigeria secondary schools and realized a number of challenges. Metley (2008) who carried out a study on the long impact of entrepreneurial education on the self-employment status of 64 graduates from 8 universities in the United Kingdom. The result of the study showed that most of the students became business owners after 10 years of graduation due to unemployment by the government. Di-Masi (2010) also noted that risk-taking ability is an important component of an entrepreneur who wants to excel in business. Considering the level of unemployment and the crave for self-reliance, the relevance of risk-taking in the life of entrepreneurship is quite indispensable. However, there is need for the teaching of some entrepreneurial skills like risk-taking skill in the junior secondary schools in order to equip the students with the necessary tools required for them to fit into the world of entrepreneurship since enterprising is all about risk-taking. Similarly, being poised enough to take risk will be very beneficial to the young graduates as it will enable them to discover their potential and be bold to accept the inevitable at any cost.

What extent is the teaching of managerial skills in junior secondary schools in South/South Nigeria. The result of the analysis in table 4 also showed a high extent managerial skill is not taught in the junior secondary schools in South/South Nigeria. The study is in consonance with the observations of Ibezim (2016) who stated that the implementation of entrepreneurial skills at the secondary school level will aid students to attain the basic prerequisites and opportunities to become entrepreneurs after school. Okwukwe (2016) perceived that secondary education grant students the prospect for the attainment of entrepreneurial skills for self-reliance.

9. CONCLUSION

The study showed that risk-taking skill and managerial skill are not adequately taught in the junior secondary schools in South/South Nigeria. This means that these skills are not among the subject offered in the junior secondary schools. The findings of the study revealed that risk-taking skill and managerial skill are not included in the curriculum and there are no trained teachers to handle the subjects. However, the inclusion of risk-taking skills and managerial skills in the junior secondary school curriculum will acquaint students with the capability to become self-reliant and staunch entrepreneurs.

10. RECOMMENDATIONS

Based on the results of the findings, the following recommendations were made:

1. Government should include risk-taking skill in the junior secondary school curriculum.
2. Government should make managerial skill a compulsory subject in the junior secondary schools.

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