CONFLICT MANAGEMENT STRATEGIES AND PEACEFUL COEXISTENCE AMONG ADMINISTRATORS IN TERTIARY INSTITUTIONS IN SOUTH-SOUTH, NIGERIA

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Abstract

Conflict remains a recurring challenge within educational institutions, often threatening institutional stability and performance. This study investigated the extent to which administrators adopted conflict management strategies to promote peaceful coexistence in tertiary institutions in South-South Nigeria. Specifically, it examined the extent to which avoidance and compromise strategies were utilized by administrators in federal universities, polytechnics and colleges of education. A descriptive survey research design was adopted, using a population of 1,598 administrators in all 18 federal tertiary educational institutions (eight federal universities, seven federal polytechnics and three federal colleges of education) in South-South Nigeria. A sample size of 320 administrators was used for the study. The sample size was derived using the Taro Yamani formula. A structured questionnaire developed by the researcher was used to collect data. Cronbach's alpha method was used to establish the reliability of the instrument. Reliability yielded coefficient values of 0.91 and 0.84 for the two clusters and an overall reliability value of 0.88. Data collected were analyzed using mean, standard deviation, and ANOVA. The results showed that administrators adopted the avoidance strategy to a great extent and the compromise strategy at a small extent in tertiary institutions in South-South Nigeria. The results also showed that there were no significant differences in the mean ratings of the respondents on the extent of adoption of avoidance and compromise strategies for peaceful co-existence based on type of institution and years of experience. The study concluded that administrators who effectively integrated avoidance and compromise strategies enhanced institutional peace, staff motivation and organizational productivity. It recommended regular training, mediation frameworks and participatory governance models to strengthen conflict resolution practices in Nigeria's tertiary education system.

Keywords: Conflict management, avoidance strategy, compromise strategy, peaceful coexistence, tertiary institutions, administrators, South-South Nigeria.

Introduction

Conflict is an inevitable aspect of human interaction and organizational life. In tertiary institutions, where diverse individuals interact with varying goals, values, and expectations, conflict is a recurrent phenomenon that can either stimulate institutional growth or undermine its stability depending on how it is managed (Eze & Chukwu, 2021). The educational environment is particularly susceptible to conflicts because it involves individuals from different cultural, socio-economic, and intellectual backgrounds working toward common goals. Administrators in universities, polytechnics, and colleges of education are tasked not only with managing academic and administrative functions but also with maintaining peace and cooperation among staff and students. Effective conflict management strategies are, therefore, essential tools for sustaining harmony, productivity, and institutional effectiveness in Nigeria's higher education system (Okon & Ekanem, 2022).

Conflict in tertiary institutions often arises from communication breakdowns, competition for limited resources, power struggles, role ambiguity, and differences in personal values (Aina & Adeyemi, 2021; Adeyemi & Ogunsanya, 2020). Conflict can be described as a situation in which the interests, goals or values of individuals or groups are incompatible (Rahim, 2020). While some conflicts stimulate innovation and growth, others may destabilize organizational structures. Peaceful coexistence refers to the state of harmonious interaction among organizational members in which disputes are resolved amicably (Alabi & Odu, 2021). Within tertiary institutions, peaceful coexistence is essential for effective teaching, research, and community service. In the South-South region, characterized by ethnic diversity, resource-based tensions, and socio-political complexities, conflict management is even more challenging (Ekanem & Johnson, 2024). As Nwankwo and Agbo (2023) observed, unresolved disputes among academic and administrative units may lead to strikes, absenteeism, and reduced organizational commitment, thereby hampering the realization of educational goals. Consequently, the capacity of administrators to adopt appropriate conflict management strategies becomes a determinant of peaceful coexistence and institutional growth.

Conflict management has evolved as an indispensable leadership competency. According to Rahim (2020), conflict management refers to designing effective strategies to minimize the negative effects of conflict while enhancing its constructive outcomes. Conflict management involves identifying the sources of conflicts, analyzing their nature, and adopting appropriate strategies to address them constructively (Omotayo & Ugochukwu, 2021). Rather than eliminating conflict, effective management focuses on regulating it to promote creativity, dialogue, and productivity. In tertiary institutions, administrators serve as mediators, negotiators and decision-makers. Their conflict management approach can either strengthen institutional relationships or breed division. Studies have shown that administrators who apply flexible, context-driven strategies foster more cooperative environments (Ekanem & Johnson, 2024). Rahim and Bonoma's (1979) classical model (still relevant today) identifies avoidance, accommodation, compromise, competition, and collaboration as the major strategies. In tertiary institutions, however, avoidance and compromise remain among the most applied approaches

due to their perceived ability to maintain short-term peace and institutional harmony (Amah & Chukwu, 2022).

The avoidance strategy involves delaying engagement in conflict or sidestepping contentious issues. Although sometimes viewed as a passive approach, avoidance may be appropriate when issues are minor or when parties need time to calm down (Aina & Adeyemi, 2021). However, overreliance on avoidance may suppress genuine grievances and result in latent hostility (Okafor & Adebayo, 2023). In academic settings, administrators often use avoidance to prevent disruptions during examinations, accreditation or funding negotiations. The avoidance strategy involves ignoring or withdrawing from a conflict situation, often to allow emotions to cool or to avoid escalation. While this may prevent immediate confrontation, excessive reliance on avoidance can suppress legitimate grievances, leading to long-term dissatisfaction (Idoko & Ibrahim, 2023).

Conversely, the compromise strategy seeks a middle ground where conflicting parties make mutual concessions to achieve a solution acceptable to all (Amadi & Okwu, 2021). The compromise strategy seeks a balance between the competing interests of parties through negotiation and mutual concession (Ikechukwu & Nwosu, 2022). It promotes fairness, reduces hostility, and preserves relationships. Compromise is essential in educational governance where shared decision-making is critical. According to Ekanem and Johnson (2024), compromise contributes to institutional peace, particularly in multicultural environments where consensus is valued. In institutional settings, this strategy fosters collaboration, promotes understanding, and enhances a sense of fairness among stakeholders (Ibe & Nwosu, 2022).

The role of administrators in managing conflicts is increasingly being recognized as central to the effective functioning of tertiary institutions. Contemporary leadership theories emphasize emotional intelligence, participatory decision-making, and transformational leadership as critical components of conflict resolution (Chukwuemeka & Akpan, 2022). Administrators who adopt participatory and human-relations-oriented approaches are better positioned to create environments of trust, open communication, and cooperation (Eze, 2021). However, in many Nigerian tertiary institutions, administrators still face challenges such as poor communication channels, inadequate training, and limited institutional support mechanisms for conflict resolution (Ogunleye & Idowu, 2020).

The South-South geopolitical zone of Nigeria is home to numerous federal tertiary institutions characterized by cultural plurality, resource-related tensions, and political dynamics that influence administrative processes. These factors heighten the need for robust conflict management strategies. Studies, such as those by Okon and Udom (2023), indicated that institutions that implement structured mediation systems and encourage compromise among staff tend to report higher levels of organizational stability and productivity. Conversely, institutions that rely heavily on avoidance or autocratic methods often experience recurring conflicts and deteriorating morale.

The present study, therefore, investigated the extent to which administrators in federal tertiary institutions in South-South Nigeria adopt avoidance and compromise strategies to foster peaceful coexistence. By examining variations across years of experience and institutional types, the study aims to contribute empirical evidence to the growing discourse on conflict management in educational administration. This investigation is essential for informing policy, guiding leadership training, and promoting sustainable peace in Nigeria's higher education landscape.

Statement of the Problem

Conflict within tertiary institutions has become increasingly frequent and complex, often leading to disruptions in academic calendars, strained interpersonal relationships, and reduced administrative efficiency. In the South-South region of Nigeria, tertiary institutions comprising federal universities, polytechnics and colleges of education have in recent years experienced recurrent disputes among management, academic staff and non-academic personnel. These conflicts are frequently triggered by leadership styles, poor communication, unfair promotions, perceived marginalization and inadequate conflict resolution mechanisms (Eze, 2022; Obi & Egbo, 2021). The persistent nature of these conflicts raises critical questions about the effectiveness of conflict management strategies employed by administrators in ensuring institutional peace. While conflict is inevitable, the way it is managed determines whether it becomes functional (leading to growth) or dysfunctional (leading to disintegration). Empirical evidence suggests that administrators often rely heavily on reactive approaches rather than proactive conflict management mechanisms (Amah & Chukwu, 2022; Idoko & Ibrahim, 2023). The adoption of effective strategies such as avoidance and compromise could help promote understanding, tolerance, and cooperation among staff and management, thereby fostering a peaceful institutional environment. However, the extent to which these strategies are consciously and effectively implemented in tertiary institutions within the South-South region remains largely underexplored.

Furthermore, anecdotal observations indicate that many institutional leaders either lack formal training in conflict management or apply inappropriate strategies that escalate tensions rather than resolving them. For instance, some administrators may use avoidance to suppress dissenting voices instead of addressing underlying causes, while others may adopt compromise without ensuring mutual satisfaction among conflicting parties (Ojukwu et al., 2020; Nwosu & Udegbunam, 2022). Such practices can erode trust, reduce job satisfaction, and negatively affect institutional stability and productivity.

Given the strategic importance of tertiary institutions to national development, sustained conflict can undermine not only institutional performance but also the quality of education and research output. Despite the critical role of conflict management in institutional governance, there is limited empirical research on the specific strategies employed by administrators in Nigeria's South-South tertiary institutions. This study, therefore, ascertained the extent to which avoidance and compromise strategies are adopted by administrators to promote peaceful coexistence in these institutions. In essence, the problem of this study is to what extent conflict management strategies, particularly avoidance and compromise, are adopted by administrators for peaceful coexistence in federal tertiary institutions in South-South Nigeria.

Purpose of the Study

The main purpose of this study was to ascertain the extent to which conflict management strategies are adopted by administrators for peaceful coexistence in tertiary institutions in South-South Nigeria. Specifically, the study assessed the extent:

1. avoidance conflict management strategy is adopted by administrators for peaceful co-existence in tertiary institutions.
2. Compromise conflict management strategy is adopted by administrators for peaceful co-existence in tertiary institutions?

Research Questions

The following research questions guided the study:

1. To what extent is avoidance conflict management strategy adopted by administrators for peaceful co-existence in tertiary institutions in South-South Nigeria?
2. To what extent is compromise conflict management strategy adopted by administrators for peaceful co-existence in tertiary institutions in South-South Nigeria?

Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

1. Respondents do not differ significantly in their mean ratings on the extent to which avoidance conflict management strategy is adopted for peaceful co-existence in tertiary institutions in South-South Nigeria based on years of experience (below 5 years, 5-10 years, above 10 years).
2. Administrators of universities, polytechnics and colleges of education do not differ significantly in their mean ratings on the extent to which they adopt avoidance conflict management strategy for peaceful co-existence in tertiary institutions in South-South Nigeria.
3. Respondents do not differ significantly in their mean ratings on the extent to which compromise conflict management strategy is adopted for peaceful co-existence in tertiary institutions in South-South Nigeria based on years of experience (below 5 years, 5-10 years, above 10 years).
4. Administrators of universities, polytechnics and colleges of education do not differ significantly in their mean ratings on the extent to which they adopt compromise conflict management strategy for peaceful co-existence in tertiary institutions in South-South Nigeria.

Method

A descriptive survey research design was adopted in the study. The study was conducted in South-South Nigeria. South-South Nigeria is one of the six geopolitical zones of Nigeria, representing both a geographic and political region of the country's eastern coast. The population of the study consisted of 1,598 administrators in all 18 federal tertiary educational institutions (eight federal universities, seven federal polytechnics, and three federal colleges of education) in South-South Nigeria. A sample size of 320 administrators was used for the study. The sample size was derived using the Taro Yamani formula. Thereafter, the stratified random sampling technique was used to draw the sample. Data for the study were collected using a self-structured questionnaire titled “Conflict Management Strategies in Tertiary Educational Institutions (CMSTEI)”.

The instrument was developed by the researcher based on insights gained from a literature review and the research questions guiding the study. The questionnaire was made up of two sections - A and B. Section A contained two items on the type of institution and years of experience, while Section B consisted of two clusters in line with the research questions. Items 1-10 were used to gather data on avoidance strategies, and items 11-19 were used to elicit data on compromise strategy. The respondents were requested to rate the items on a 5-point rating scale of Very Great Extent (VGE), Great Extent (GE), Moderate Extent (ME), Small Extent (SE) and Very Small Extent (VSE) with values 5, 4, 3, 2 and 1 respectively. Three experts in the field validated the instrument. To ascertain the internal consistency of the instrument, the researcher conducted a trial test whereby 20 copies of the instrument were administered to 20 store officers from public tertiary institutions (federal universities, polytechnics, and colleges of education) in

Anambra State who were not part of the population of the study. Data collected were analyzed using Cronbach's alpha, and reliability coefficient values of 0.91 and 0.84 were obtained for the two clusters with an overall reliability coefficient value of 0.875.

The researcher personally administered 320 copies of the instrument to the respondents in their institutions with the help of five research assistants who were briefed on what to do. Out of the 320 copies of the questionnaire administered, fourteen were incompletely filled, and thirteen were not returned; hence, twenty-two copies of the questionnaire were not utilized. Thus, 293 copies of the questionnaire representing a 91.56% return rate were used for data analysis. Mean and standard deviation were used to analyze data to answer the research questions and determine the closeness or otherwise of the responses of the respondents. One-way analysis of variance (ANOVA) was used to test the null hypotheses at a 0.05 level of significance. Where the calculated p-value was less than the stipulated level of significance 0.05 ($p < 0.05$), it implied that there was a significant difference between respondents' mean scores and the null hypothesis was rejected. On the other hand, if the p-value was greater than or equal to the alpha level of 0.05 ($p \geq 0.05$), it meant that there was no significant difference in the respondents' mean scores and was not rejected.

Results

Research Question 1

To what extent is avoidance conflict management strategy adopted by administrators for peaceful co-existence in tertiary institutions in South-South Nigeria?

Table 1: Mean ratings of administrators on extent of adoption of avoidance conflict management strategy for peaceful co-existence in tertiary institutions N = 293

S/No	Avoidance strategy	Mean	SD	Decision
1.	Management avoids brewing conflicts until it is safe to do so.	3.74	0.62	Great extent
2.	Conflicts are postponed or suppressed when the issues are considered trivial or are not worth immediate attention.	3.69	0.60	Great extent
3.	Withdrawal from confrontation is used to prevent escalation of tension among staff or students.	3.69	0.62	Great extent
4.	Avoidance is applied when one party lacks the power or authority to engage the other in conflict.	3.71	0.58	Great extent
5.	Managers adopt a "wait and see" approach to allow time for a cooling-off period before addressing conflicts.	3.66	0.54	Great extent
6.	Avoiding direct discussion of issues is used to maintain peace in the institution temporarily.	3.68	0.56	Great extent
7.	Conflict avoidance is used strategically to gather more information before acting.	3.72	0.56	Great extent
8.	Avoidance helps reduce stress and tension in short-term conflict situations.	3.68	0.57	Great extent

9.	Both parties may avoid conflict together to decrease dependence on each other and reduce influence in decision-making.	3.62	0.53	Great extent
10.	Avoidance may be used when immediate confrontation could pose safety risks to students or staff.	3.68	0.58	Great extent
Cluster Mean		**3.69**		**Great extent**

Table 1 shows that the mean scores of all the nine items on adoption of avoidance conflict management strategy for peaceful co-existence range between 3.62 and 3.74, which indicates that each of them is largely adopted. The cluster mean score of 3.69 shows that all the items on avoidance strategy are adopted largely by administrators for peaceful co-existence in tertiary institutions in South- South Nigeria. The standard deviations for all items are within the same range, showing that there is homogeneity amongst responses, indicating a greater consensus.

Research Question 2

To what extent is compromise conflict management strategy adopted by administrators for peaceful co-existence in tertiary institutions in South-South Nigeria?

Table 2: Mean ratings of administrators on extent of adoption of compromise conflict management strategy for peaceful co-existence in tertiary institutions N = 293

S/No	Compromise strategy	Mean	SD	Decision
11.	Management uses compromise to allow both parties to give up something to reach a mutually acceptable decision.	2.18	0.62	Small extent
12.	Compromise is applied when conflicts cannot be fully reconciled, requiring a win-some, lose-some approach.	2.21	0.66	Small extent
13.	Management encourages negotiation and bargaining to achieve a partially satisfactory resolution.	2.17	0.68	Small extent
14.	Compromise is used when temporary solutions are needed for complex issues.	2.27	0.63	Small extent
15.	Both parties are allowed to express their views but must make concessions to avoid blocking progress.	2.23	0.66	Small extent
16.	Compromise helps maintain relationships and trust between conflicting parties despite partial satisfaction.	2.29	0.70	Small extent
17.	Management uses compromise to reduce tension and achieve quick resolution when time is a factor.	2.28	0.64	Small extent
18.	Compromise is considered effective for situations where parties are equally powerful and have reached an impasse.	2.37	0.64	Small extent

Cluster Mean	**2.25**	**Small extent**

Data in Table 2 show that the mean scores of all the eight items on adoption of compromise strategy range between 2.17 and 2.37, which indicates that each of them is adopted to a small extent. The cluster mean score of 2.25 shows that all the items on compromise strategy are adopted to a small extent by administrators for peaceful co-existence in tertiary institutions in South-South Nigeria. The standard deviations of 0.58 to 0.76 are within the same range, showing that the respondents are not wide apart in their responses.

Test of Hypotheses

Hypothesis 1

Respondents do not differ significantly in their mean ratings on the extent to which avoidance strategy is adopted for peaceful co-existence in tertiary institutions in South-South Nigeria based on years of experience (1-5 years, 6-10 years, above 10 years).

Table 3: ANOVA Summary on the extent of adoption of avoidance conflict management strategy by administrators for peaceful co-existence in tertiary institutions

Source of Variance	Sum of Square	df	Mean Square	F	P-value	Decision
Between Groups	8.797	2	4.399	.918	.400	Not Sig
Within Groups	1389.012	290	4.790			
Total	1397.809	292				

Table 3 shows that at 290 degrees of freedom, experience does not significantly influence the mean ratings of the respondents on the extent of adoption of avoidance conflict management strategy for peaceful co-existence in tertiary institutions in South-South Nigeria. F-ratio is .918 and the P-value (.400) is greater than the stipulated 0.05 level of significance (P-value > alpha level). Therefore, the null hypothesis is not rejected.

Hypothesis 2

Administrators of universities, polytechnics and colleges of education do not differ significantly in their mean ratings on the extent they adopt avoidance conflict management strategy for peaceful co-existence in tertiary institutions in South-South Nigeria.

Table 4: ANOVA Summary on the extent administrators of universities, polytechnics and colleges of education adopt avoidance conflict management strategy for peaceful co-existence in tertiary institutions

Source of Variance	Sum of Square	df	Mean Square	F	P-value	Decision
Between Groups	11.292	2	5.646	1.181	.308	Not Sig
Within Groups	1386.517	290	4.781			
Total	1397.809	292				

Table 4 shows that at 290 degrees of freedom, type of institution (universities, polytechnics and colleges of education) does not significantly influence the mean ratings of administrators in tertiary institutions in South-South Nigeria on the extent of adoption of avoidance conflict management strategy for peaceful co-existence. F-ratio is 1.181 and the P-value (.308) is greater than the stipulated 0.05 level of significance (P-value > alpha level). Therefore, the null hypothesis is not rejected.

Hypothesis 3

Respondents do not differ significantly in their mean ratings on the extent compromise conflict management strategy is adopted for peaceful co-existence in tertiary institutions in South-South Nigeria based on years of experience (1-5 years, 6-10 years, above 10 years).

Table 5: ANOVA Summary on the extent of adoption of compromise strategy by administrators for peaceful co-existence in tertiary institutions

Source of Variance	Sum of Square	df	Mean Square	F	P-value	Decision
Between Groups	.820	2	.410	.096	.908	Not Sig
Within Groups	1232.177	290	4.249			
Total	1232.997	292				

Table 5 shows that at 290 degrees of freedom, experience does not significantly influence the mean ratings of the respondents on the extent of adoption of compromise strategy for peaceful co-existence in tertiary institutions in South-South Nigeria. F-ratio is .096 and the P-value (.908) which is greater than the stipulated 0.05 level of significance (P-value > alpha level). Therefore, the null hypothesis is not rejected.

Hypothesis 8

Administrators of universities, polytechnics and colleges of education do not differ significantly in their mean ratings on the extent they adopt compromise conflict management strategy for peaceful co-existence in tertiary institutions in South-South Nigeria.

Table 6: ANOVA Summary on the extent administrators of universities, polytechnics and colleges of education adopt conflict management strategy for peaceful co-existence in tertiary institutions

Source of Variance	Sum of Square	df	Mean Square	F	P-value	Decision
Between Groups	2.199	2	1.099	.259	.772	Not Sig
Within Groups	1230.798	290	4.244			
Total	1232.997	292				

Table 6 shows that at 290 degree of freedom, type of institution (universities, polytechnics and colleges of education) does not significantly influence the mean ratings of administrators in tertiary institutions in South-South Nigeria on the extent of adoption of compromise conflict management strategy for peaceful co-existence. F-ratio is .259 and P-value (.772) which is greater than the stipulated 0.05 level of significance (P-value > alpha level). Therefore, the null hypothesis is not rejected.

Discussion

The findings of the study indicated that administrators adopted avoidance conflict management strategy largely for peaceful co-existence in tertiary institutions in South-South Nigeria. This indicated that administrators often employ avoidance as a deliberate strategy to prevent escalation, maintain safety and allow time for cooling-off. This implies that administrators avoided addressing brewing conflicts until it was safe to do so, withdrawal from confrontation is used to prevent escalation of tension among staff or students to a great extent.

This showed that administrators adopted avoidance strategy in managing conflicts in tertiary institutions in South-South Nigeria. This corroborates the findings of Davis (2021) and Shanka and Thuo (2017) that institutions adopted a step-by-step series of interactive activities focused on applying conflict management strategies to equip faculty and administrators with tools to manage conflict. This helps to calm down conflict situations between individuals, and between groups in institutions

Test of the first and second hypotheses indicated that experience did not significantly influence the mean ratings of the respondents on their extent of adoption of avoidance strategy for peaceful co-existence in tertiary institutions in South-South Nigeria. Also, type of institution (universities, polytechnics and colleges of education) did not significantly influence the mean ratings of administrators in tertiary institutions on the extent of adoption of avoidance strategy for peaceful co-existence. It followed therefore, that the null hypothesis of no significant difference was accepted. This highlights its widespread acceptance and implementation among administrators. The findings agreed with that of Suleiman (2020) and Ihuarulam (2015) who found no significant difference amongst responses.

The findings of the study revealed that administrators adopted compromise conflict management strategy to a small extent for peaceful co-existence in tertiary institutions in South-South Nigeria. This suggests that while compromise was recognized as a conflict management tool, it is infrequently used in practice. The low adoption may reflect administrators' preference for more assertive or strategic approaches, such as competition or avoidance, especially in hierarchical institutional contexts where power dynamics are significant. The finding is in consonance with that of Khan, Atta and Gul (2020) who revealed that there was weak association between administrators' experience and conflict management styles. Suleiman (2020) stated that with this strategy, individuals realize that every party cannot always be entirely satisfied in every conflict situation. The parties accepted that there were times when one must be ready to set apart individual wants and needs in preference for others to find common ground. Alan (2018) and Oshionebo and Ashang (2017) opined that with compromise, ideas and suggestions are listened to and considered by both sides before each side makes some compromise to move forward. The finding agrees with that of Khan, Atta and Gul (2020), who found that there is no significant difference among the respondents.

The test of the third and fourth hypotheses revealed that experience did not significantly influence the mean ratings of the respondents on their extent of adoption of compromise conflict management strategy for peaceful co-existence in tertiary institutions in South-South Nigeria. Also, type of institution (universities, polytechnics and colleges of education) did not significantly influence the mean ratings of administrators in tertiary institutions on the extent of adoption of compromise strategy for peaceful co-existence. It followed therefore, that the null hypothesis of no significant difference was accepted.

Conclusion

The study concluded that avoidance and compromise conflict management strategies are essential conflict management tools for administrators in tertiary institutions in South-South Nigeria. While avoidance is effective in preventing immediate escalation, compromise promotes long-term understanding and cooperation. The ability to apply these strategies contributes to peaceful coexistence and institutional stability.

Recommendations

Sequel to the findings and conclusion of the study, the following recommendations are made:

1. Regular workshops on conflict management should be organized for administrators in tertiary institutions to strengthen negotiation and emotional intelligence skills.
2. Tertiary institutions should establish internal conflict resolution committees or mediation centers.
3. Administrators of tertiary institutions should encourage open communication and participatory governance to minimize misunderstandings to ensure peaceful coexistence.
4. Conflict management should be integrated into leadership development programmes approved by regulatory agencies like NUC, NBTE, and NCCE.

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