Research article

Bolstering conflict management strategies and sustainable commitment of academic staff in selected public universities

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ABSTRACT

Events and periods of strikes are inextricably linked to the history of higher education in Nigeria. Strikes of various types and for various reasons have become a common occurrence as the government and academia's policymaking relationship has become increasingly inconsiderate. This study was necessitated by the apparent non-recognition and reluctance to plunge into interpersonal conflict in universities. Hence, this study investigated the influence of avoidance, dominating, compromise, obliging and integrating conflict management strategy on the commitment of faculty in selected public universities in Southwest Nigeria. Smart PLS 3.0 was used to analyse only 416 copies of the questionnaire, representing an 83% response rate. The findings demonstrate that conflict management methods such as avoidance, dominating, compromise, obliging, and integrating substantially impact academic faculty affective, normative, and continuance commitment. The study finds that academic staff at various universities should encourage compromising, integrating, and obliging conflict management tactics to be more involved in the settlement of the conflict. As a sequel to the findings, it was recommended that when settling conflicts, academic staff and management should always consider the feelings of other parties involved, as this will go a long way in satisfying all affected parties. Furthermore, parties in disagreement should be open-minded and willing to listen to each other to make the best and most sensible conclusion when resolving conflict. Universities administration should teach the different techniques of handling conflict so employees will be able to choose the appropriate approach when faced with conflict situations, especially when faced with interpersonal conflict.

1. Introduction

Rapid advancements in Nigerian Higher Education (NHE) have demonstrated that the sector is crucial in transforming Nigeria into a high-income country by 2030 as academic staff in Nigeria's public and private higher education institutions are primarily involved in teaching and research (Choong, Keh, Tan & Tan, 2018). Academic staffs, being the backbone of any success achieved in higher education institutions, play a crucial role in maintaining the quality of education. Unfortunately, the NHE sector has recently experienced an increase in academic staff turnover, and this is one of the most serious challenges facing Nigeria's public and private institutions. According to Choong et al. (2013), a rising turnover rate among university academic staff will result in higher recruiting costs, lower service quality, wasted management efforts, and demoralization of other employees [1]. discovered that one of the causes affecting

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academic staff members departing Nigerian public institutions is a lack of affective connection to the organisation. When academic staff members feel, they are no longer devoted to the organisation, they tend to depart. As a result, it's difficult to overlook the issue of academic staff turnover in public universities.

High turnover among academic staff in Nigerian public institutions has become a serious concern to the organisations, as it affects their performance and goals. Salau et al. (2018) argued that one of the major causes influencing high turnover is a lack of affective commitment among employees, which is a result of procedural and distributive fairness. Employees' attitudes, conduct, and performance can be strongly influenced by their perceptions of distributive and procedural fairness in any firm, including the academic sector. [8]; on the other hand, discovered that conflict management approaches have an impact on affective commitment.

People from many walks of life, with varying perspectives on life, expectations, and mindsets, make up organisations like public universities. These individuals have been brought together to guarantee that the institution's purpose of creating excellent graduates capable of contributing positively to the national and even global economy is achieved. Therefore, academic personnel must collaborate in many roles to facilitate greater sustainable commitment among academic staff (Oseremen & Osemeke, 2015). Depending on how these types and causes of conflict are handled, they might have severe consequences for any institution.

Organisational commitment studies among academic personnel in Nigeria are uncommon because only a few researchers have looked at the topic in the country's higher education sector. The severity of Nigeria's higher education sector's high turnover rate is getting worse each year, and this problem has been related to a lack of emotional commitment among academic personnel. Statistics reveal that the average turnover rate among academic employees is increasing year after year. In 2015, the turnover rate in the NHE sector was at 40%, up around 7% from 2014.

According to a study done by Zayas-Ortiz, Rosario, Marquez, and Gruneiro (2015), significant turnover occurs mostly among academic employees who believe they are treated unfairly by their institutions in terms of compensation and workload. As a result, there is a pressing need to investigate the effects of conflict management methods on sustainable commitment as a means of reducing or preventing the rising turnover rate.

The importance of conflict management cannot be overstated, it plays a critical role in ensuring that conflict outcomes are favourable (Okoli, Okeke & Nuel-Okoli, 2017). It is critical therefore to consider the possibilities of conflict management strategies to resolve the issue of sustainable commitment. There are various strategies adopted when managing conflict. Conflict management strategies refer to the tactics an individual employs during the conflict to see to its management [22]. This study seeks to examine the effect of conflict management strategies on the sustainable commitment of academic staff in public universities.

2. Review of relevant literature

2.1. Conflict management

Conflict management refers to the process of restraining destructive features of conflicts while aggregating their progressive features (Onyejiaku, Ghasi and Okwor, 2018). Conflict management is not the end of a dispute but rather it is a continuous consideration of the approaches needed in minimizing the negative effect of conflict and enhancing its constructive effect (Leffel, Hallam, and Darling, 2012). Conflict implies a divergence of opinions, clash of interests and goals between individuals or parties (Okoli et al., 2017). Wanyonyi, Kimani, and Amuhaya, (2015) posit conflict as an elaborate thing that occurs regularly having an unavoidable presence which permeates human and organisational existence.

Conflict cannot be identified as good or bad until the way the parties involved revolves it is considered [15]. When conflict occurs in an organisation, there is a need to resolve them appropriately to prevent it from escalating as this could be detrimental to the organisation and the parties involved (Onyejiaku, Ghasi and Okwor, 2018). When conflict is not well handled, it could lead to an adverse effect on the organisation such as labour turnovers and many more (Onyejiaku, Ghasi and Okwor, 2018).

Conflict management strategies are therefore the methods used to manage conflict in order to enhance productivity within an organisation (Igbinoba, Odunayo, Falola, Olokundun, and Ogueyungbo, 2019). According to Ref. [24]; the different strategies for managing conflict are subdivided into two elements: concern for self and concern for others. The level at which individual endeavours to please himself or herself is called regard for self. While the second elements clarify the level (high or low) at which individual endeavours to please the concern of others. The five strategies for handling interpersonal conflict are a blend of the two concerns as
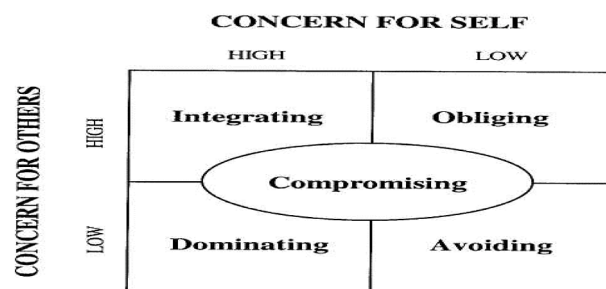

Fig. 1. Rahim and Bonoma's conflict management model.

represented in Fig. 1.

i. Avoidance conflict management style: Avoidance style involves having a low concern for others and self. It is when an individual or party draws back and escapes the resolution of conflict [23].

ii. Obliging conflict management style: Also known as accommodating style is related with having high concern for others and having low concern for self while trying to make little of the differences and focusing on harmony in the relationships [28].

iii. Compromise conflict management style: This style moderates between concern for self and others and typically involves bargaining "give and take" where both parties involved relinquish some aspect of their beliefs or rights to obtain a unit solution [27].

iv. Integrating conflict management style: Also known as collaborative style of conflict management, it is associated with problem solving and it requires sincerity, sharing information, searching for alternatives and examination of differences to reach an effective solution acceptable to both parties [6].

v. Dominating conflict management style: Also known as competitive style, is when there is a high regard for self and low regard for others, which means an influencing factor for accepting one's situation (winner and loser) without any reason or argument (Schermerhorn, Hunt and Osborn, 2000).

2.2. Sustainable employee commitment

Employee commitment is the level of dedication, emotional attachment, and level of allegiance that employees have towards their organisations [2]; Okoli, Okeke & Nuel-Okoli, 2017). Zheng (2010) sees sustainable work commitment or commitment to work as an employee's level of excitement for the responsibilities assigned to him or her at work. It is thus, a person's sense of responsibility for the aims, mission, and vision of the organisation with which he or she is affiliated. According to Ref. [13]; organisations appreciate their employees' devotion to work as it is believed that this decreases counterproductive behaviours such as employee theft and lateness to work. Dedicated workers who are greatly inspired commit their time to the fulfilment of the organisation's objectives and are known to be great assets to the organisation (Hunjra, 2010).

Meyer and Allen (1991) identified three models of commitment which are: (a) Affective Commitment; (b) Continuance Commitment; and (c) Normative Commitment. Affective Commitment signifies an employee's devotion and attachment to an organisation (Anthony Andrew, 2017). Continuance Commitment refers to an employee's devotion to remain in an organisation irrespective of the risk he/she might confront because of the thinking that a new employer might not be able to pay whatever he/she earns in her previous place of work [5]. Continuance commitment can, therefore, be said to be the perception of the financial expenses by the employee if he or she decides to leave the organisation (Anthony Andrew, 2017). Normative Commitment is an employee's devotion to remain with the company because he/she feels obligated to the employer to stay with the organisation [5]. This in other words becomes a sense of duty on the part of the employee.

In view of this, conflict can be seen as one of the determinants of an employee's commitment, according to Zheng (2010) a conflict that is not well handled could negatively affect an employee's commitment. With regards to the organisation's improvements, employee commitment can unmistakably help raise execution and participation levels, while at the same time bringing about lower staff turnover (Armstrong, 2016); [25].

2.3. Theoretical clarification

Rahim and Bonoma's conflict management theory describes an individual's or parties' preference of conflict management strategies and this pave way for a shift of attention from a common tendency to a strategic choice uttered by the opposing parties or individual perception of the occasions. This theory debates that the choices a party makes are a result of their regard for the well-being of self and for others. This theory posits that the combination of the degree of assertiveness and cooperativeness is a function of conflict management, meaning a blend in the degree of regard (low or high) for self with the regard (low or high) for others correspondingly. Rahim and Bonomi's conflict management theory is grounded on the managerial styles grid by Blake and Mouton (1964), whose applicability is present in resolving and managing conflicts in the workplace [14]. acknowledge affirmation, by pointing out that it is essential for employers and employees to be aware and knowledgeable of these five approaches to conflict management, which will be applicable to diverse conflictual situations.

2.4. Empirical review and hypothesis development

Past studies have shown that there is a substantial relationship between integrating style and employee commitment and that the style adopted in handling conflict determines how fast the conflict will be managed [17]. A survey of writing uncovers that employees felt their loyalty was being questioned when avoidance and dominating approaches were used while integrating, compromising, and accommodating styles boost loyalty, involving the approaches for managing conflict in the organisations' policies and employment contracts enhances employees' commitment [5].

Other related investigations such as Saranya (2016) concentrated on conflict management styles such as emotional expression, conflict approach and self-disclosure on employee commitment. Empirical research discoveries by Refs. [9,12]; Ndulue & Ekechukwu (2016) and Saranya (2016) recommended that organisations should improve their techniques for managing conflict because these techniques will likely increase workers productivity. Improved conflict management practices will lead to more loyalty and improved

job performance from the employee. Academic staff are thus admonished to contribute valid opinions that will assist the academic management in finding fixed answers to the occurrence of conflicts.

However, no specific literature has researched the effect of avoidance, dominating, compromise, obliging and integrating conflict management strategies on employees' normative, affective and continuance commitment. Hence, this study gives extant (present) research and thoughts on the effect of Avoidance, Dominating, Compromise, Obliging and Integrating Conflict Management Strategies on employees' normative, affective and continuance commitment. These hypotheses would be tested during this study and have been designed to guide this study:

$H0_1$.   : Conflict management strategies significantly influence on academic staff normative commitment.

$H0_2$.   : Conflict management strategies significantly influence on academic staff continuance commitment.

$H0_3$.   : Conflict management strategies significantly influence on academic staff affective commitment.

3. Materials and methods

3.1. Research design

The study used a cross-sectional survey approach to collect data on conflict management strategies and academic staff dedication in several Nigerian public universities. The academic staff's constant strike was the deciding factor in selecting the public universities. Furthermore, the National Universities Commission (a government organisation charged with governing Nigerian institutions) issues licenses to all public universities in the country, allowing them to function and strengthen academic commitment. On the other hand, events and strike periods are intrinsically related to the history of Nigeria's public universities. Strikes of various forms and causes have grown to reduce academic staff commitment. Avoidance, dominating, compromise, obliging, and integrating conflict management methods were measured using carefully selected constructs from the literature. Three variables were used to assess faculty commitment: cognitive, affective, and normative commitment.

3.2. Study population

The study population comprised all public universities in Southwest Nigeria, which accounted for 34 public universities out of 91 approved public (i.e. state and federal) universities in Nigeria. Meanwhile, out of the 91 public universities in Nigeria, there are 43 federal universities and 48 state universities. This study only paid attention to the Federal universities in the southwest. There are six federal universities in Southwest, and they all constituted the sample size of the population. This implies that only six (6) federal universities, representing 14%, were purposively selected. The choice of the selected public universities was based on appreciable academic staff and students' strengths and several incessant strikes. The selected universities have about 3300 faculty members across all levels, excluding graduate assistants. The sample size was determined and distributed using a Proportional Affixation Criterion (PAC) as depicted in Table 1. This accounted for 499 and approximated 500 respondents at a margin error of 0.05. The Proportional Affixation Criterion (PAC) was used to distribute the copies of the questionnaire across the selected public university as depicted in Table 1.

3.3. Sample size and sampling technique

The methods adopted in this investigation were purposeful, stratified, and practical. Because only academic members from the selected public universities, excluding graduate assistants, took part in the survey, purposive sampling was used. Because the population consists of distinct strata of academic members from various departments, colleges, and cadres, stratified sampling was also used. As a result, based on their availability and willingness to participate in the study, all faculty members in each stratum had an equal chance of being chosen. The data from the respondents was gathered by converting the structured questionnaire into a 5-point Likert scale format. Two research assistants assisted in the distribution of questionnaire copies. It's also worth noting that graduate assistants, visiting lecturers, and adjunct lecturers from other universities were all excluded.

Table 1
Breakdown of selected public (federal) universities.

Name of the Universities	The Population of the Categorised Faculty	Sample Size	The Return Rate of the Administered Questionnaire
University A	1363	89	70
University B	1402	91	74
University C	1334	87	73
University D	1173	77	66
University E	1204	79	67
University F	1184	77	66
TOTAL	**7660**	**500**	**416**

3.4. Reliability and validity

A pilot study was administered to assess the research instrument's validity and reliability. The authors suggested a pilot study sample size of at least 10% of the study population. Because there were 500 people in the study's sample population, 10% accounted for 50 people. As a result, 50 questionnaires were distributed to a state institution in the southwest. Table 2 demonstrates the properties of the scale measurement. The scale measurements (factor loadings, compose reliability, AVE estimation, and Cronbach's alpha) were greater than the recommended levels showing internal consistency. All the variables of composite dependability are higher than the 0.60 benchmarks. The Cronbach's alpha coefficients and composite reliability scores are both considerably above the 0.70 standards, demonstrating internal consistency. To establish construct validity, the researchers demonstrated the properties of the final measurement model in Table 2.

3.5. Data analysis

The data was coded using the Statistical Package for Social Sciences (SPSS) software version 26. The influence of workplace conflict management strategies on academic staff commitment in selected universities, on the other hand, the hypotheses were tested using Smart Partial Least Square (Smart PLS 3.0). Smart PLS displays the algorithm and bootstrapping models. The algorithm model shows weighted regressions, and it comprises the path coefficient, r-square values, and significant values. Similarly, bootstrapping makes a significant coefficient determination and t-value testing easier. It's worth noting that Smart PLS's default bootstrapping is 500 sub-samples, which can assist increase meaningful results. The bootstrapping parameter was increased to 5000, as proposed by Fornell and Larcker (1991) and to improve the significant results.

Table 3 was also established to determine the goodness fits. All of the model fit indices were found to be within acceptable limits. The standardised residual average between the observed matrix and the hypothesised covariance matrices is indicated by SRMR. The SRMR is a model fit estimation metric. According to Hu and Bentler (1998), the SRMR is trustworthy when its value is less than 0.08. It also reveals that the SRMR for this study model was 0.067, indicating that the study was well-fit. With a chi-square value of 101.72, the

Table 2
Properties of the final measurement model.

	Loading	VIF	Compose Reliability	AVE	Cronbach's Alpha
Variables & Constructs	≥0.6	<3.0	≥0.8	≥0.5	>0.7
Avoidance Conflict Management (ACM)			0.888	0.714	0.813
ACM1	0.736	1.264			
ACM2	0.798	1.198			
ACM3	0.820	1.437			
ACM4	0.826	2.193			
Dominating Conflict Management (DCM)			0.842	0.682	0.791
DCM1	0.793	2.037			
DCM2	0.890	1.993			
DCM3	0.700	2.436			
DCM4	0.789	2.110			
Compromising Conflict Management (CCM)			0.810	0.700	0.774
CCM1	0.772	2.672			
CCM2	0.811	2.068			
CCM3	0.902	2.937			
CCM4	0.792	2.193			
Obliging Conflict Management (OCM)			0.819	0.708	0.718
OCM1	0.804	2.119			
OCM2	0.793	2.004			
OCM3	0.699	2.183			
OCM4	0.714	2.007			
Integrating (ICM)			0.710	0.619	0.716
ICM1	0.664	2.174			
ICM2	0.783	2.200			
ICM3	0.831	2.217			
ICM4	0.673	1.983			
Normative Commitment (NC)			0.791	0.755	0.880
NC1	0.774	1.923			
NC2	0.823	1.882			
NC3	0.728	2.087			
Cognitive Commitment (CC)			0.808	0.760	0.763
CC1	0.764	1.962			
CC2	0.755	1.378			
CC3	0.773	1.506			
Affective Commitment (AC)			0.716	0.684	0.822
AC1	0.720	2.073			
AC2	0.700	2.270			
AC3	0.783	1.920			

Table 3
Goodness fit-model.

	Estimated
SRMR	0.066
Cmin/df	2.372
d_G	0.2119
Chi-Square	261.029
NFI	0.910

NFI estimate for this study is 0.911, which is higher than the benchmark of 0.90.

3.6. Common method bias

To check for common method bias, the variance inflation factor (VIF) was used. All factor-level VIFs from a complete collinearity test must be equal to or less than 3.0 (Isreal, 2013). All the VIF values for each item and the proxies of the variables are less than 3.0. This suggests that there was no common procedure bias and the goodness fit model is acceptable (see Table 3).

3.7. Ethical standards

Ethical considerations in the research were considered, and all respondents were given the choice of remaining anonymous. Similarly, the responders were told that all the information they gave would be kept completely confidential. Meanwhile, the respondents gave their assent orally because this type of study does not require formal consent; instead, implicit consent is allowed and regarded as sufficient. At the same time, all the respondents were healthy adults who freely agreed to fill out the copies of the questionnaire that were given to them without coercion or duress.

4. Results and discussion

Workplace conflict management strategies were measured with five constructs, Avoidance, dominating, compromise, obliging, and integrating conflict management methods, while faculty commitment was measured with cognitive, affective, and normative commitment. The outcome of the analysis is depicted in Fig. 2. The PLS bootstrapping model of conflict management strategies that
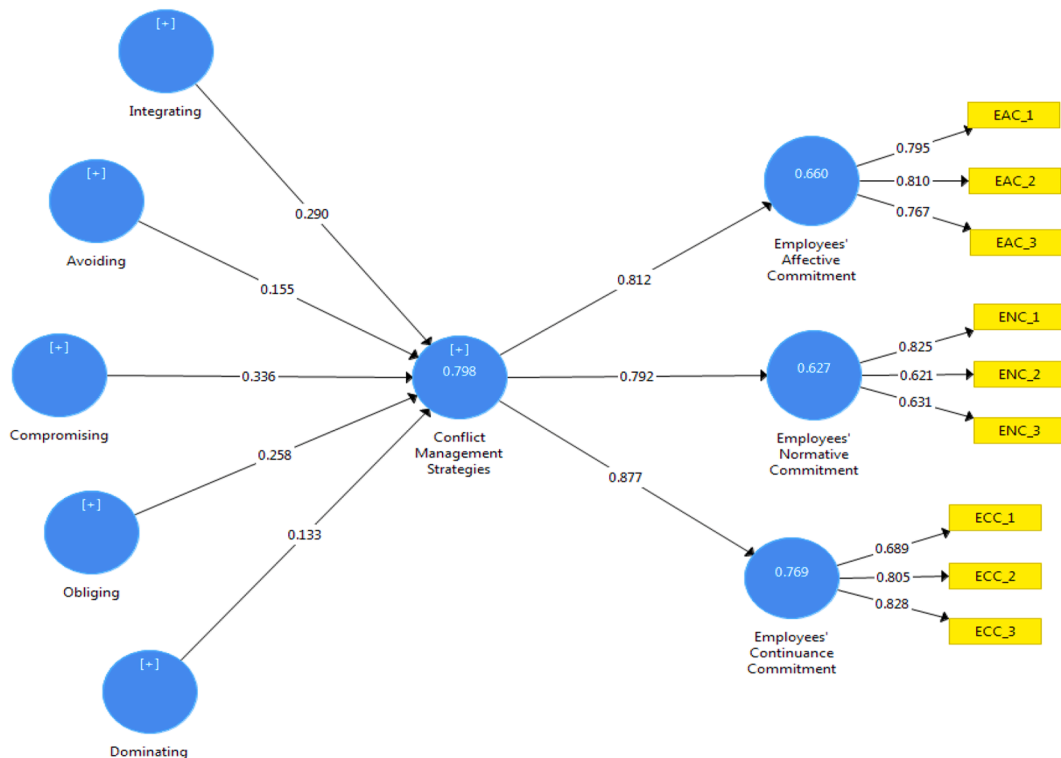

Fig. 2. Path analysis for conflict management strategies and commitment outcomes.

can be used to improve faculty commitment is depicted in Fig. 4. The relationship between the independent variable (conflict management strategies) and the dependent variable is depicted by the path (academic staff commitment). The researchers resampled the bootstrapping setting to 5000. As demonstrated in Fig. 3, bootstrapping aids in the calculation of path coefficients, outer loading, outer weights, indirect effect, and overall effect. Table 4 shows that all the t-values are greater than 1.96, whereas Fig. 3 shows that the p-values are significant at 0.05 and the inner model result is presented in Table 4.

Further to the empirical findings presented in Table 4, it was found that the path coefficient of the measures of conflict management strategies dimensions has a significant effect on the faculty normative commitment at 0.05. The findings revealed that conflict management strategies in the selected public universities have a significant influence on the normative commitment of the academic staff of universities ($\beta = 0.792$, T-statistic $= 45.511 < 1.96$, p-value $= 0.000 < 0.05$). The path coefficient of 0.792 suggests a considerable degree of relationship between conflict management strategies and the normative commitment of the academic staff of universities, which is significant at 0.000. The r-squared value of 627 suggests that a 62.7% variance in the normative commitment of academic staff can be explained by conflict management strategies.

The findings also revealed that conflict management strategies dimensions significantly influence affective commitment endeavours of the academic staff of universities at 0.05. The findings showed that conflict management strategies have a significant influence on affective commitment of the academic staff of universities ($\beta = 0.812$, $R2 = 0.660$, T-statistic $= 33.371 < 1.96$, p-value $= 0.000 < 0.05$). The path coefficient of 0.812 implies a strong degree of relationship between conflict management strategies and the affective commitment of the academic staff of universities, which is significant at 0.000. The r-squared value of 0.660 suggests that the 66% variance in affective commitment of the academic staff of universities can be explained by conflict management strategies.

In addition, the study also discovered that conflict management strategies dimensions significantly influence the continuance commitment of universities' academic staff, at 0.05. The findings indicated that conflict management strategies have a significant influence on the continuance commitment of the academic staff of universities ($\beta = 0.877$, $R2 = 0.769$, T-statistic $= 108.116 > 1.96$, p-value $= 0.000 < 0.05$). The path coefficient of 0.877 implies a strong degree of relationship between conflict management strategies and the continuance commitment of the academic staff of universities, which is significant at 0.000. The r-squared value of 0.769 suggests that a 76.9% variance in the continuance commitment of the academic staff of universities can be explained by conflict management strategies.

This shows that conflict management strategies have a major impact on faculty normative, continuance and affective commitment. The -value, which reflects the predicted variance in faculty commitment for a unit variation in conflict management strategies, was
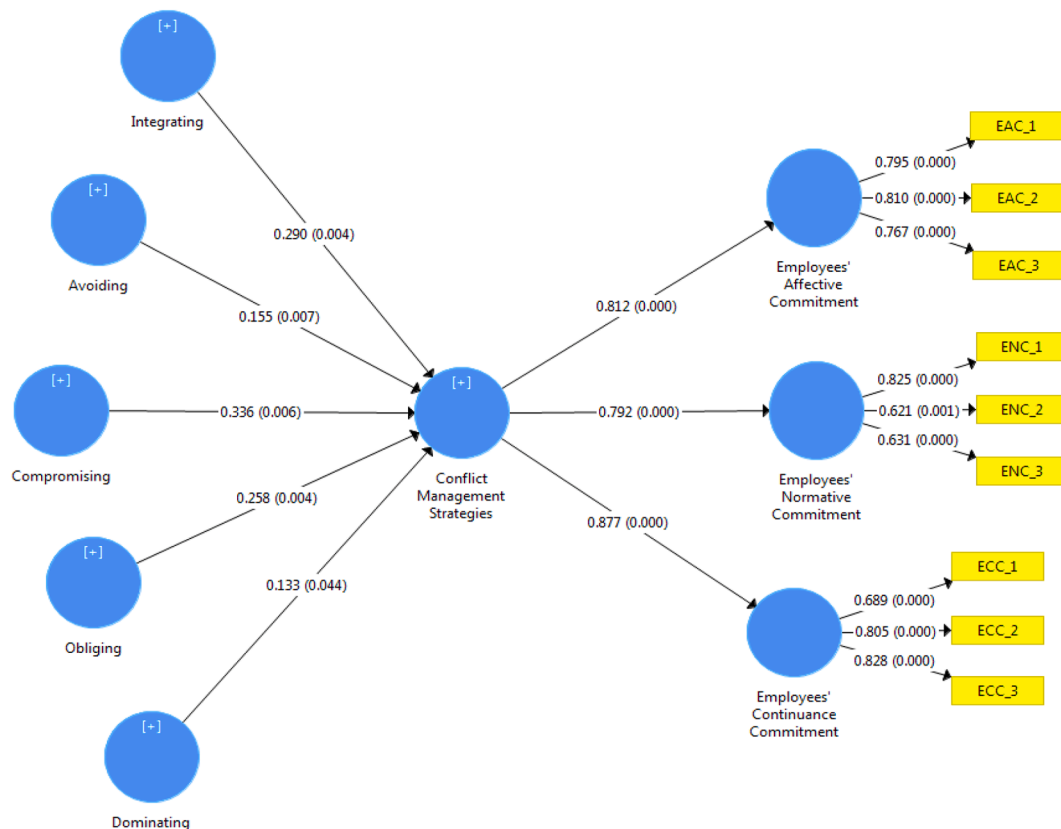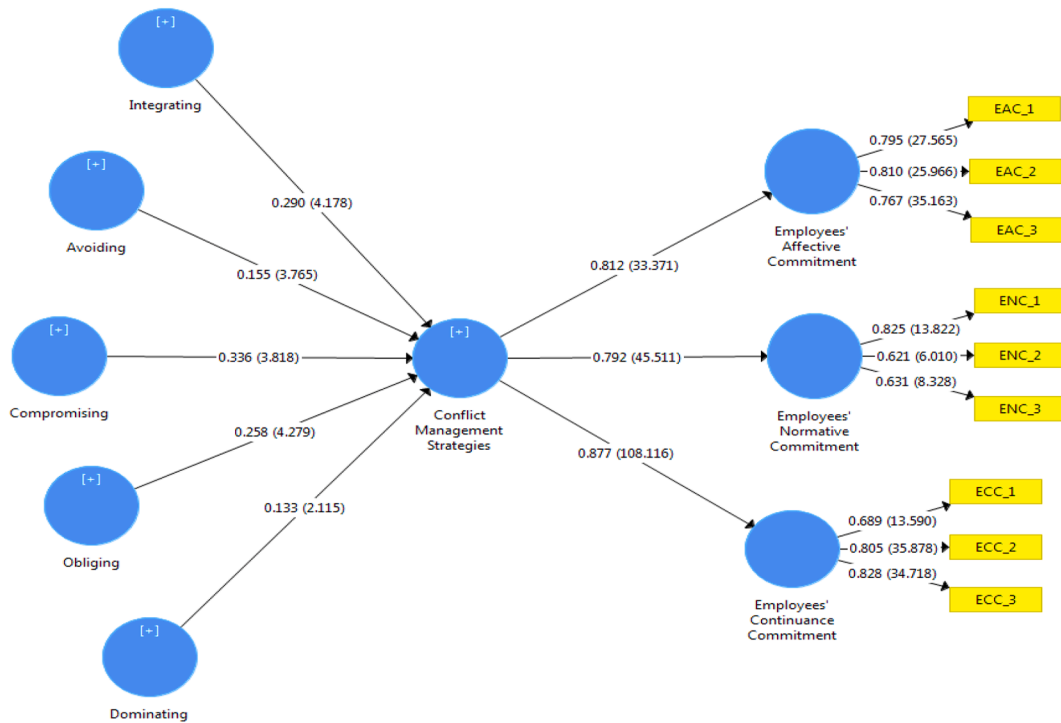

Fig. 3. Path Analysis and P values.

Fig. 4. Path analysis and T-values.

Table 4
Inner model results.

Variables	Path Coefficient	R Square	Standard Deviation	T-Statistics	p-Values
Workplace Conflict Management Strategy → Normative Commitment	0.792	0.627	0.058	45.511	0.000
Workplace Conflict Management Strategy → Affective Commitment	0.812	0.660	0.067	33.371	0.000
Workplace Conflict Management Strategy → Continuance Commitment	0.877	0.769	0.039	108.116	0.000

utilized to examine the significant influence of the presented hypotheses. This means that the higher the -value, the larger the impact on conflict management strategies. The T-statistical test was used to confirm that conflict management strategies have a significant influence on faculty commitment. Table 4 shows the inner model findings (path coefficient, standard deviation, T-statistics, and p-values).

The analysis shows that integrating conflict management strategy is the most significant predictor of faculty commitment, followed by compromising style while avoidance had the least value. The findings imply that integrating style, a sort of conflict management method, has a substantial positive association with employee commitment. That is if workers in disagreement use a conflict management style that seeks a win-win scenario; a situation in which both sides are concerned about themselves and the other person or individuals, this will have a beneficial impact on employee commitment to the firm. This finding is consistent with that of Mba (2013), who found a substantial link between conflict management tactics (integrating style) and employee performance.

5. Conclusion and recommendation

By studying the findings and the conclusions stated above, it is rightly asserted that the objectives of the research have been obtained and the following recommendations which can be applied to the educational sector, as well as other sectors, include: The organisation should endeavour to create a feedback section in which there is an interactive forum between the employer and employees, where the employee can freely express themselves. It makes the employees feel wanted and valued thereby making them more loyal to the organisation. The organisation should involve the employees in its decision-making process, thereby creating a middle ground where both parties can accommodate each other. This would reduce labour turnover in the organisation and make employees more committed to the organisation.

Management of universities should be abreast of the different strategies for managing conflict so that they will know the best approach to use when faced with a conflict situation. Organisations should emphasize team building and create a setting that

encourages respect and fairness among employees. This would motivate the employees to be more committed and diligent, which in turn helps to build organisational culture. Employees should be educated that conflict is not a bad occurrence but rather an opportunity to learn and improve on their skills and, they should be enlightened on the five strategies of managing conflict and the strengths and weaknesses associated with each strategy.

In conclusion, the study finds that academic staff at various universities should encourage compromising, integrating, and obliging conflict management tactics in managing conflict. As a sequel to the findings, it was recommended that when settling conflicts, academic staff and management should consider the feelings of all parties involved, as this will go a long way toward making all parties satisfied. However, people in disagreement should be open-minded and willing to listen to others to make the best and most sensible conclusion feasible when resolving the issue. Above all, university administration should teach several techniques for handling conflict so that those engaged will choose the appropriate approach when faced with a conflict situation, especially interpersonal conflict.

6. Limitation and direction for further studies

Only 6 out of 48 public universities in Southwest Nigeria participated in the survey. This implies that though the study achieved the set objective it is limited in scope considering the number of other private and public universities in Nigeria. To this end, future studies may wish to broaden the scope of the study to include public (federal) universities in the other five geopolitical zones in Nigeria. The focus of this study is quantitative. However, future studies can also use a mixed (quantitative and qualitative) method. The qualitative aspect will provide more information that may shed deeper insight into the influence of conflict management strategies on academic staff commitment.

Author contribution statement

E. Igbinoba: Wrote the paper.
O. Salau: Conceived and designed the experiments; Analyzed and interpreted the data.
T. Atolagbe: Performed the experiments.
O. Joel; Contributed reagents, materials, analysis tools or data.

Declaration of competing interest

The authors declare no conflict of interest.

Institutional review board statement

The principal investigator submitted the research instrument to the Covenant University Business Management Research Ethics Committee for ethical approval.

Informed consent statement

Informed consent was obtained from every participant.

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