

Exploring the Impact of Fishbowling Technique on Conflict Resolution in State-Owned Colleges of Education in North-West Nigeria

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Abstract

The study investigated exploring the Impact of Fish Bowling Technique on Conflict Resolution in State-owned Colleges of Education in North-west Nigeria. Descriptive survey research design of correlation type was used, a total population of 2,963 participants was used for the study. Research Advisors, (2006) table was used to arrive at 333 sample sizes. Application of Fish bowling technique Rating Scale (ADMRS) and Effectiveness of Conflicts Resolution Rating Scale (ECRRS). The team of experts validated the instruments after thorough corrections and observations were made. The reliability of the instruments was tested using a test-retest method. So, reliability indices of 0.83 and 0.811 were obtained, this indicates that the instruments are reliable. The study found that Fish bowling technique was applied to a limited extent of decision making in State-owned colleges of education North west Nigeria. Conflict resolution was moderately effective There is significant relationship between application of Fishbowl Technique and effectiveness of conflict resolution in State owned Colleges of education North West Nigeria. The study recommended that the application of the Fishbowl technique of decision making should be encouraged because the extent of its application in terms of conflict resolution is low.

Keywords: Fishbowling Techniques, Decision -making, Conflict, Resolution, Education.

Introduction

Decision-making is important in educational institutions and other related organizations. Decision-making helps educational institutions as well as to redefine the visions and achieve goals in the educational settings it helps to solve problems whenever they arise. Decision-making techniques help the educational institutions to save time, boost productivity, make better use of limited resources and to achieve achievable goals. One of the techniques of decision-making techniques is Fishbowl is a strategy for organizing medium- to large-group discussions. There are two groups in fishbowl technique, inner group, and outer group. The inner group is a fishbowl group, and the outer group is an observer. Teacher gives the inner group some topic to be discussed

then the outer group is observed by them. (Silberman 2002). The fishbowl process engages participants in active listening, active communicating, and increased understanding of a variety of viewpoints. It's a method for respectful and equal communication.

Fish bowling is used in conflict resolution. Conflict is when two or more values, and opinions are contradictory in nature and strongly to each other. Conflicts occur when values and perspectives are threatened and frustrated from fulfillment. Many people view conflict as an activity that is almost totally negative and has no redeeming qualities. Some consider it as dysfunctional, destructive, and at the same time as a catalyst for change, creativity and production (Posigha & Oghuvwu, 2009). State owned colleges of education are any other organization and not immune from conflict. This is because conflict is anticipated, it is always inevitable.

State owned colleges of education comprise a variety of communities based on the wide range of academic disciplines and functions. The combinations of external and internal pressures within the state colleges makes their administration very complex, and therefore conflict is inevitable. Conflicts have given rise to distrust and hostility among employees thus contributing to some extent in hampering smooth, effective and efficient administration in the educational institutions. It also appears that despite this situation education seems to develop nonchalant attitude towards conflicts. If this role of conflict management is not well checked, it can be destructive and negative as people involved will often see one another as enemies. This is unwholesome for the state-owned colleges of education North West Nigerian community and Nigerian educational system. (Ndum & Okey, 2013).

Theoretical Framework

This paper hinges on Kuntz's Contingency Theory in Manga (2015). The Contingency theory emphasizes an administrator's ability to use a combination of approaches to meet particular circumstances and constraints an organisation may encounter. The administrator responds to peculiar circumstances within a situation before taking a step in tackling issues. Under this theory there is no one best approach to any issue. The circumstance of a specific situation determines the best approach or decision. Applying a Contingency approach requires that the administrator diagnoses a given situation and applies appropriate measures to address the present condition. This theory is related to the current study in a manner that it gives the educational managers the choice of which type of decision-making techniques or strategy to use in resolving conflicts in the State-Owned Colleges of Education North West Nigeria and fills the gap of the non-applicability of decision-making techniques like the Fish Bowling techniques to be put into considerations by the educational managers of the State-owned Colleges of education North West Nigeria for smooth running of the Colleges.

Review of Related Empirical Studies

Dominicus, (2013) conducted research on 'Fishbowl technique: An effective way to improve students' speaking ability. Speaking is one of the essential language skills in communication. Fishbowl technique can provide an opportunity in each student to practice speaking in the classroom. In the Fishbowl, each student can take a turn to deliver the ideas, and everyone has the equal chance to speak. This research focused on the implementation of Fishbowl strategy to improve speaking ability of 30 students from first grade Xaverius High school Ambon.

The research methodology was classroom action research. At the end of Fishbowl implementation, the researcher administered a questionnaire to assess students' perceptions of the Fishbowl strategy. Based on the research findings, there were a reasonably significant number of students who were successful. After conducting fishbowl, almost all students in the classroom had

improvement in their speaking skill because each of them had more chances to speak up something related to the topic given. The study reviewed is related to the current study whereby Fishbowl technique is used as one of the tools in decision making that is explored as a strategy that involves taking turns in delivering ideas as one being in the middle of 5-6 chairs. However, the study differs from the present one as this study focuses on an entire State-owned College of Education In Northwest Nigeria with 2963 population and specifically hammers on decision making techniques while the reviewed geographical location in Ambon with only 30 students as population of the study.

Bankole, (2010) conducted research on the nature of conflicts between academic and non-academic staff of tertiary institutions in Borno State, Nigeria. The study used descriptive research design, the population of the study consisted of 10,108 academic and non-academic staff of the four tertiary institutions in Borno state. Using a multi stage sampling technique, 50% of the population were selected as sample for the study which gave a total sample of 5,054 participants. The instrument for data collection was a researcher developed questionnaire that was validated by experts in the field of educational administration and planning and tested for reliability using Cronbach alpha method of reliability estimate. Data for the study were analysed using descriptive statistics such as percentages, table and frequency counts to answered research questions, while hypotheses were tested using T-test. Based on the analysis, it was found that the nature of conflicts between academic and non-academic staff of tertiary institutions was found to be interpersonal, intra-personal conflict, interdepartmental conflicts as well as individual and labour conflicts. The study concluded that the intra personal conflict, overlapping of authority, interpersonal conflict and scarce resources were the nature of conflict between academic and non-academic staff of tertiary institutions in Borno state. The study recommended that appropriate conflict management strategies need to be adopted such as collective bargaining, mediation and dialogue among others to settle grievances between academic and non-academic staff. The disparity between the study reviewed and the present study was that the study reviewed was conducted in Borno state in the North West and the present study concentrated on state owned colleges of education in North West Nigeria.

Statement of Problem

There are numerous problems in the State-owned Colleges of Education in North West Nigeria that are currently destabilizing the survival of a peaceful educational atmosphere, especially the issue of lacking the technical know-how on the application of decision-making techniques. The Failure to implement decision-making techniques is a critical problem in many organisations including State owned Colleges of Education North West Nigeria like the Fishbowl technique of Decision-making seem to be unfamiliar by some of these educational administrators and is also hardly done. Decision-making which tries to borrow different aspects but, in the State owned colleges this is not applied because some of the managers are not trained in educational management and are not even aware of these techniques or known by many therefore, are hardly used in the State-owned Colleges of Education North West Nigeria as a result, it Pose a great threat to the effectiveness of decision making in the State-owned Colleges of Education in the North-West Nigeria.

Objective of the Study

The objectives of the study are to:

1. To examine the extent of application of Fishbowl technique is applied in State-owned colleges of Education in North-West Nigeria.
2. To assess the effectiveness of conflict resolution in State-owned colleges of Education in North-West Nigeria.
3. To find out the relationship between the application of Fish Bowling technique and effectiveness of conflict resolution in State owned colleges of Education in the North west Nigeria.

Research Questions

The study seeks to provide answers to the following research questions:

1. What is the extent of the application of fish bowling technique in State owned colleges of Education in the North west Nigeria.
2. What is the level of effectiveness of conflict resolution in State owned colleges of Education in the North west Nigeria.

Null Hypothesis

Based on the objectives of this study, one null hypothesis was formulated:

H₀₁ There is no significant relationship between the application of fish bowling technique and level of effectiveness of conflict resolutions in State owned colleges of Education in the North west Nigeria.

Methodology

This study adopted a descriptive survey design of correlational type and the study population consisted of all the lecturers and management staff of the State-owned Colleges of education North-West Nigeria, totaling 2963 individuals (2621 academic staff and 342 management staff). Table 1 indicated the population of the study in state-owned colleges of education in North-West Nigeria.

Table 1: Population of the study

S/N	Institutions	Management Staff	Lecturers	Total
1	Adamu Augie College of Education Argungu	39	228	267
2	College of Education, Maru	26	210	236
3	Kaduna state Coll. of Education, Gidan Waya	44	263	307
	Isah Kaita College of Education, Dustin-ma	66	410	476
	Jigawa State College of Education, Gumel	43	365	408
6	Kano State College of Education, Kano	71	634	705
7	Shehu Shagari College of Education, Sokoto	53	511	564
	total	342	2621	2963

Source: Office of the registrars of State-owned Colleges of Education in North-West Nigeria. (2024)

Table 1 indicated the population of the study which included lecturers and management staff from the state-owned Colleges of Education North-West, Nigeria. The school management staff consisted of Provosts who is the Chairman, Deputy-Provosts (administration), Deputy-Provosts (academic), Deans of Schools, Deputy Deans, Heads of Departments, Directors of Institutes, Establishment officer, as well as Lecturers ranging from Assistant Lecturers to Chief Lecturers in state owned colleges of education that cut across the seven states that made up the areas of study in North western Nigeria. The states include Jigawa, Kano, Sokoto, Kebbi, Kaduna, Katsina and Zamfara States. Therefore, the study population consisted of 2963 participants.

Sample size of 333 was drawn from the population of 2963 using Research Advisor (2006). The researcher used purposive sampling to select all state-owned colleges of education North West-Nigeria as they constitute the target population. The study applied proportionate sampling technique to determine the number of participants that were drawn from each school to ensure equitable representation of the population from each institution. Random sampling was used to select participants from within each institution. random sampling ensured equal opportunity to all subjects to be selected which facilitates the generalization of the findings without bias.

Table 2 indicated the number of the state-owned colleges of education selected, number of school management staff as well as number of lecturers selected in this study using sampling techniques.

Table 2: Sampling Size Table

S/N	Institution	Management	Staff	Lecturers	Total
1	Adamu Augie College of Education, Argungu	4		26	30
2	College of Education, Maru	3		24	27
3	Kaduna State Coll. of Education, Gidan Waya	5		30	35
4	Isah Kaita College of Education Dutsin-Ma	7		46	53
5	Jigawa State College of Education Gumel	5		41	46
6	Sa'adatu Rimi College of Education Kano	8		71	79
7	Shehu Shagari College of Education, Sokoto	6		57	63
Total		38		295	333

Source: field survey, 2024

Table 2 indicated sample size and sampling techniques used in this study. The study used Research Advisor, (2006) to arrive at 38 management staff and 295 lecturers of the State-owned Colleges of Education understudy. The study used proportionate and simple random sampling techniques. The study used proportionate sampling techniques to determine the required sample size for each state-owned college of education. Proportionate sampling technique was used to ensure equitable distribution of research instruments. The study used simple random sampling techniques to ensure every member in each state-owned college of education has equal opportunity of being selected. This is because of the closeness of those selected states to one another and easy movement of researchers to the selected state-owned colleges of education in North-West Nigeria for collection of data.

The study utilized two structured questionnaires as the instrument for collecting data. The first instrument is titled: “Application of Fish Bowling technique rating scale” which served as the instrument for collecting data on Fishbowl technique in State owned colleges of education North West Nigeria. The Fishbowl technique rating scale was adapted from Manga (2023) which had an initial reliability index of 0.72 with 10 items. the researcher modified it to 14 items, achieving a reliability index of 0.83 to suit the peculiarity of the study structured on a 5–point Likert’s scale model ranging from 1.0 = Very Low Extent (VLE); 2.0 = Low Extent (LE); 3.0 = Moderate Extent (ME); 4.0= High Extent (HE); and 5.0= Very High Extent (VHE). The mean score of 3.0 was used as cut-off for satisfactory extent of Fish Bowling techniques, while below 3.00 mean is unsatisfactory extent of Fish Bowling techniques in state owned colleges of education North West Nigeria.

The effectiveness of conflict resolution rating scale (ECRRS) was adapted from Manga (2017) which was used to collect data on effectiveness of conflict resolutions in state owned colleges of education North West Nigeria. The ECRRS had an initial reliability index of 0.72 with 7 item statements but modified by the researcher to 10 item statements and a reliability index of 0.811 to suit the peculiarity of the study. The instrument was structured on a 5–point Likert’s scale model ranging from 1.0 = Very Low Level (VLL); 2.0 = Low Level (LL); 3.0 = Moderate Level (ML); 4.0= High Level (HL); and 5.0= Very High Level (VHL). The mean score is also of 3.00 points and above was used as cut-off for satisfactory Extent of effective conflict resolution while below 3.00 points is unsatisfactory extent of effective conflict resolution.

The content validity of Fishbowl Technique Rating Scale (FBTRS) was confirmed by revalidating the adapted instrument with three supervisors, two of whom are experts in educational management and the third supervisor is an expert in law from Faculty of law Usmanu Danfodiyo University, Sokoto. The content validity of effectiveness of conflict resolution rating scale (ECRRS) was determined by revalidating the adapted instrument by the three supervisors. Thus, the validity of the two instruments were ensured. Descriptive and inferential statistics were employed for data analysis in this study. The study analysed the data using frequency, percentage and mean scores to answer the descriptive research questions (1 and 2), employing the statistical Package for the Social Sciences (SPSS) software. The hypothesis was tested using Pearson Product Moment Correlation (PPMC) at 0.05 level of significance.

Results.

Two questions were answered and one Hypothesis was tested and presented in table one to three.

Research Question One:

RQ1: What is the extent of the application of Fish Bowling technique in state owned colleges of education North West Nigeria. The research question was answered and presented in table 3

The responses on the application of Fish Bowling technique in state owned colleges of education North West Nigeria is presented in the table 3.

Table 3: What is the Extent of the Application of Fishbowling technique in State owned colleges of education North West Nigeria.

S/N	Item Statement	Rating	SD.	Decision
1	Lecturers and members of management team are familiar with fish bowling technique of decision making	2.92	1.22	LE
2	Fish bowling technique is frequently used in decision making in your college	2.00	.524	LE
3	The correct procedure for use of fish bowling technique is applied for effective decision making	2.31	.767	LE
4	Lecturers involved in fish bowling are usually seated in a circle	2.32	.488	LE
5	A chair is usually placed at the centre of the circle for the attention of the group to be forcibly directed to the centre	2.16	1.21	LE
6	The person at the centre seat presents his views and propose solution to the problem unopposed without interruption	2.01	.857	LE
7	The chairs are to form the circle are not be more than five, while the sixth chair is placed at the centre	1.43	.653	VLE
8	Each of the five speakers is given a time frame to present his views in the scope of the persons solution and advantages	1.92	.556	VLE
9	The speakers consist of highly experienced experts relevant to the problem to be divided upon	2.23	.865	LE
10	Each speaker is chosen to represent a group or Department	2.50	.870	LE
11	A secretary is appointed to compile the comments and recommendation of each speaker	2.93	1.28	LE
12	The chairman reads out the recommendation provided by each speaker and the larger audience votes in support or opposition to the recommendation	2.39	1.65	LE
13	The recommendation with the highest number of positive votes is adapted as the decision to be taken on the matter in question	2.71	.896	LE
14	The management document the decision and circulate it for the attention of the Tertiary community and the general public	2.63	.810	LE
Weighted Mean $(\bar{x})$		2.32	0.33	LE

Source: Field Work (2024)

N=333, Cut off Mean=3.00

KEY

5.0 =VHE = Very High Extent

4.0 =HE = High Extent

3.0=ME = Moderate Extent

2.0=LE = Low Extent

1.0=VLE = Very Low Extent

A look at table 3 indicates the extent of the application of Fish Bowling techniques in state owned colleges of education North West Nigeria. A look at the item indicates that lecturers and members of management team are familiar with fish bowling technique of decision making (Mean = 2.92), fish bowling technique is frequently used in decision making in your college (Mean = 2.00), the correct procedure for use of fish bowling technique is applied for effective decision making (Mean = 2.31), lecturers involved in fish bowling are usually seated in a circle (Mean = 2.32), a chair is usually placed at the centre of the circle for the attention of the group to be forcibly directed to the centre (Mean = 2.16), the person at the centre seat presents his views and propose solution to the problem unopposed without interruption (Mean = 2.01), the chairs is to form the circle should not be more than five, while the sixth chair is placed at the centre (Mean = 1.43), each of the five speakers is given a time frame to present his views in the scope of the persons solution and advantages (Mean = 1.92), the speakers consist of highly experienced experts relevant to the problem to be divided upon (Mean = 2.23), each speaker is chosen to represent a group or department (Mean = 2.50), a secretary is appointed to compile the comments and recommendation of each speaker (Mean = 2.93), the chairman reads out the recommendation provided by each speaker and the larger audience votes in support or opposition to the recommendation (Mean = 2.39), the recommendation with the highest number of positive votes is adapted as the decision to be taken on the matter in question (Mean = 2.71), and the management document the decision and circulate it for the attention of the college community and the general public (Mean = 2.63).

Thus, the items are not accepted as effective in the extent of application of fish bowling technique in the area of study because of an overall low Mean of 2.32 and Standard Deviation of 0.33 which did not meet the established threshold. It is thus concluded that fish bowling technique has a low extent in state-owned colleges of education in North-West Nigeria.

Research Question 2:

RQ2: What is the level of effectiveness of conflict resolution in state owned colleges of education North West Nigeria? This research question was answered and presented in table 4

The responses on the level of effectiveness of conflict resolutions in state owned colleges of education North West Nigeria is presented in table 4.

Table 4: What is the level of effectiveness of conflict resolutions in State owned colleges of education North West Nigeria.

S/N	Item Statement	Rating	SD.	Level
1	The college management invites two conflicting groups for formal discussion in order to end disagreement	3.23	.936	ML
2	In using Dialogue each group is given the freedom of expression to the understanding of the other group	4.03	1.29	HL
3	In using Negotiation, Management ensures that each conflicting group is ready for give and take in this spirit of fairness	3.94	.523	ML
4	In the process of Mediation, Management tries to find things that everyone in both sides of conflicting can see as a middle ground to be agreed by all	4.23	.891	HL
5	In the application of conciliation, the Management tries to make angry people calm so that they can discuss or solve the problems successfully without violence	3.80	.871	ML
6	During Conciliation, Management tries to make angry people to be friendlier especially by being kind or giving something, they are fighting for.	3.37	.644	ML
7	The Management uses Arbitration by officially appointing somebody who is not involved to settle dispute when both sides agree to use a neutral person	3.89	.354	ML
8	The Management uses persuasion to settle disputes through convincing groups to agree to something by giving them good reasons for doing it.	3.53	.790	ML
9	The management sometimes uses command to instruct or give specific orders to conflicting groups to carry out some actions or desist from some actions as a way to resolve a conflict	4.30	.868	HL
10	Management permits conflicting groups to go to National Industrial court when it is unable to resolve matters to the satisfaction of the conflicting parties.	3.78	.642	ML
Weighted Mean $(\bar{x})$		3.81	0.26	ML

Source: Field Work (2024)

N=333, Rating Mean=3.00

KEY

5.0 =VHL = Very High Level

4.0 =HL = High Level

3.0=ML = Moderate Level

2.0=LL= Low Level

1.0=VLL = Very Low Level

A look at table 4 indicates Level of Effectiveness of Conflict Resolutions in State owned Colleges of Education. A look at items on College Management invites two conflicting groups for formal discussion in order to end disagreement (Mean = 3.23), using Dialogue each group is given the freedom of expression to the understanding of the other group (Mean = 4.03), using Negotiation, Management ensures that each conflicting group is ready for give and take in this spirit of fairness (Mean = 3.94), the process of Mediation, Management tries to find things that everyone in both sides of conflicting can see as a middle ground to be agreed by all (Mean = 4.23), application of conciliation, the Management tries to make angry people calm so that they can discuss or solve the problems successfully without violence (Mean = 3.80), During Conciliation, Management tries to make angry people to be friendlier especially by being kind or giving something, they are fighting for (Mean = 3.37), Management uses Arbitration by officially appointing somebody who is not involved to settle dispute when both sides agree to use a neutral person (Mean = 3.89), Management uses persuasion to settle disputes through convincing groups to agree to something by giving them good reasons for doing it (Mean = 3.53), management sometimes uses command to instruct or give specific orders to conflicting groups to carry out some actions or desist from some actions as a way to resolve a conflict (Mean = 4.30), Management permits conflicting groups to go to National Industrial court when it is unable to resolve matters to the satisfaction of the conflicting parties (Mean = 3.78) satisfied the threshold and thereby were considered as effective in the level of conflict resolution. Furthermore, the items are accepted as effective in the level of conflict resolution in the area of study because of an overall Mean of 3.81 and Standard Deviation of 0.26 which meet the cut-off mark. It is thus concluded that the level of the application of Conflict Resolution is moderate in State owned Colleges of Education in North West Nigeria.

Hypothesis Testing

One Hypothesis was tested in table 5.

H₀₁: There is no significant relationship between the application of fish bowling technique and effectiveness of conflict resolutions in state-owned colleges of education in North West Nigeria.

This hypothesis was tested and presented in Table 5.

Table 5: Relationship between Fish Bowling Technique and Effectiveness of Conflict Resolutions in State owned colleges of education North West Nigeria.

Variables	N	Mean	SD	Df	r-Cal	p-Value	Decision
Fish Bowling Technique	333	32.45	7.301	331	-.634	.000	H ₀ Rejected
Conflict Resolution	333	38.01	3.403				

Source: Field Work, (2024)

From the result of table 5, fish bowling technique and conflict resolution, though negatively related, were significant, $r(331) = -.634, p < .05$. This indicates a significant relationship between fish bowling technique and conflict resolutions because the p -value is less than the 0.05 level of significance. Therefore, H_{O1} which states that there is no significant relationship between fish bowling technique and effectiveness of conflict resolutions in state-owned colleges of education in North-West Nigeria was rejected.

Discussion of Findings

This section discusses the findings of this study in relation to the findings of previous studies one after the other as follows:

The first finding showed that There is a low extent of application of Fish Bowling Technique in State owned colleges of education North West Nigeria. This finding is in line with Dominicus (2013) who canvases that each an individual should be given the turn to deliver the ideas and everyone has equal chance to speak out and base on the findings under review there were 26.6% successful students at the pretest and after conducting fishbowl strategy 100% were recorded to have improved because each of them has a chance to speak up.

The second findings show also that there is moderate level of effectiveness of conflict resolutions in the State-owned colleges of education North West Nigeria as this finding is in line with by Bankole, (2010) who found that the nature of conflicts between academic and non-academic staff of tertiary institutions was found to be interpersonal, intra-personal conflict, intra-departmental conflicts as well as individual and labour conflicts. it was found that the nature of conflicts between academic and non-academic staff of tertiary institutions was found to be interpersonal, intra-personal conflict, intra-departmental conflicts as well as individual and labour conflicts.

The third finding of the study indicates there is significant relationship between Fish Bowling Technique and effectiveness of conflict resolution in State owned colleges of education North West Nigeria as this is also in line with the findings of Dominicus (2013) finds out that there is high relation of Fishbowl techniques and effectiveness of conflict resolutions as one of the tools in decision making that is rightly explored as a strategy involving taking turns in delivering ideas as one is in the middle of 5-6 chairs in solving disputes as the chairman reads out the recommendation provided by each speaker and the larger audience votes in support or opposition to the recommendation.

Conclusion.

This study investigated the application Fish Bowling techniques and Effectiveness Conflict Resolutions in State owned Colleges of education North West, Nigeria. The findings of this study have finally shown that application of Fish Bowling techniques is related to conflict resolution. Therefore, the application of Fish Bowling techniques in State owned colleges of education North West Nigeria needs to be improved to some high extent in order for the management to be more effective in resolving conflict to enable the carrying out of its administrative activities without having a disruptive environment.

Recommendations

1. The application of Fish Bowling Technique of Decision making should be encouraged due to the low extent of application of Fish Bowling Technique in State owned colleges of education North West Nigeria.
2. Management because of the moderate level of effectiveness of conflict resolutions in the State-owned colleges of education North West Nigeria should give lecturers the freedom to express themselves by voicing out their concerns on issues affecting them without interference.
3. The management should ensure that justice prevails in treating disciplinary cases by the use of suitable techniques like the Fish Bowling which is directly related to conflict resolution in terms of settling disputes.

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