Instructional Strategies and Teaching of Business Education in Higher Institutions in Rivers State

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Abstract
*The reason for this study was to investigate instructional strategies and teaching of Business Education in higher institutions in Rivers State. A descriptive survey design was used. A sample of 89 lecturers and 300 students were drawn from the institutions. A random sampling technique was adopted. Two research questions and two hypotheses were posed and formulated to guide the researchers in the study. A self-designed instrument of measurement entitled: **INSATBUS** was used to gather data from the respondents, using a four-point rating scale. Data obtained were analyzed using mean and Z-test to test the hypothesis. Responses with mean score of 4.00 were seen to be Very High Degree of Effect, 3.00 as High Degree of Effect, 2.00 as Low Degree of Effect and 1.00 Very Low Degree of Effect. Any mean score with 2.5 and above is accepted. The result of the findings revealed that there were very high degree of effect of instructional strategies on teaching of Business Education in providing theoretical/practical understanding with a Grand mean of 3.1 in the areas of shaping learning environment in a professional way, creating interaction among learners, creating interdependent learning process through a combination of strategies like direct instruction, indirect instruction, interaction instruction etc. Among other things it was recommended that lecturers (teachers) should get themselves acquainted with the various instructional strategies for maximum combination and performance to achieve teaching and learning objectives of Business Education higher institutions in Rivers State.*

Keywords: Instructional Strategies, Teaching, Business Education (Entrepreneurship)

Introduction

Since the inception of formal classroom-based instruction, a fundamental aspect of teaching has been the way teachers arrange the classroom environment so that students can interact and learn, Education state university.Com, (2016). The instructional strategies teachers (lecturers) use them to shape learning environment and represent professional conceptions of teaching, learning and the learners. The impact of instructional strategies on teaching

Business Education (entrepreneurship) as an educational program offered in higher institutions which prepares students for careers in business of both private and public sections through "inculcating in them practical skills, knowledge about or usefulness in the business world cannot be overstressed.

Some strategies consider students empty vessels to be filled (teacher-centered or lecture method), under the firm direction of the teacher, other strategies regard them as active participants learning through inquiry and problem-solving skills (students-centered), and others said learners are social organisms, it should be learning through dialogue and in interaction with others(social learning method). Instructional strategies include: Direct Instruction, Indirect Instruction, Experiential Learning, Independent Study and Interactive Instruction as well as methods, skills and selection of instructional technologies both old and new to create environment suitable for the lesson so as to enable the learners participates, understand and perform the specific objectives expected during entrepreneurial classes.

These methods include; lecture method, brain-storming method, demonstration method, problem–solving or discovery method, play-role or acting method, discussion method, project method, web quest method etc. Some of the skills are; explanation skill, questioning skill, note-taking skill, assignment skill, question construction skills, class control skill, question answering skill etc. The decision-making concerning instructional strategies on teaching Business Education (entrepreneurships) that serves as vehicle of information that empowers graduates with the desired skills, knowledge and values to become self-reliant required the teachers (lecturers) with focus on the curriculum content, the primary experience, knowledge of the students, learners' interest, students learning style, and the developmental level of the learners. Such decision-making relies on the ongoing (continuing) student's assessment that linked to the learning objectives in the process of teaching and learning to achieve success.

It will be absolutely impossible for effective classroom management to be achieved without adopting and applying appropriate instructional strategies in teaching Business Education in higher institutions in Rivers State. It will also be impossible for the students to acquire the needed entrepreneurships skills without the application of appropriate instructional strategies by the teacher.

History of Instructional Strategies
The instructional strategies used in the early twenty-first century began in antiquity (ancient *times)*. In ancient Greece, Socrates illustrated a questioning strategy intended to facilitate the learner's independent discovery of important truth (Independent/Discovery Instructional Methods)*,* Stateuniversity.Com (2016). As education extended beyond society`s elites, educators became interested in instructional strategies that would accommodation large number of students in efficient ways. One example of instructional strategies was the Lancaster method, popular in the early nineteenth century, consisted of gathering as many as a hundred students in one large room, sorting them into groups of similar abilities and having mentors (teacher aids) to guide people in recitations from scripted lesson plan(Similar Abilities Grouping Learning Method).

The nineteenth century instructional strategies were teacher-centered, intended mainly to transmit basic information to the learner clearly. In the early twentieth century, this emphasis shifted. John Dewey and his disciples of Progressive Education left legacy of the *student-*centered instructional methods aimed at helping students, acquire higher-level thinking and problem-solving skills (Problem-solving Method). One of them was the project method that provides the intellectual heritage for such contemporary methods as cooperative learning, problem-based instruction and other approaches emphasizing on active student learning and

group interaction. These works of the progressive were fueled by new theories of eminent European Psychologist like Lev Vygotsky, Jean Piaget, and American Jerome S. Bruner and Albert Band extended the instructional strategies in post-sputnik reforms of 1950. The Cognitive Psychologist and Constructivist Perspective produced (Discovery Learning and Inquiry Method), with cooperative learning and problem-based strategies as widely known today. In 1960s, Bruce Joyce began describing the various approaches to teaching according to its theoretical basis.

The learning outcome was designed to accomplish, and the teacher and student behavior required to making the approach work. Joyce called it model instead of teaching strategies. Over the centuries, with the evolution of classroom management, teachers and students alike have depended on orthodox instructional technologies and techniques such as Beads making, wooden roller for measurement, stick-counting for calculation, striking on the wall with charcoal for calculation, using cane for demonstration/negative reinforcement and instructional techniques (methods). Like "calk and talk" "talk and write" "write and explain," "listen and take note" etc., which were grossly inadequate, inefficient and ineffective when using alone, Ukata, (2015). Therefore, there is need for holistic approach towards the use of instructional strategies for teaching and learning of entrepreneurship Education in higher institutions in Rivers State.

The Concept of Instructional Strategy and Strategies
Instructional strategy is a method you would use in your teaching (in the classroom, online, or in some other medium), to help activate students` curiosity about a class topic, to engage students in learning, to probe critical thinking skills, to keep them on task, to engender sustained and useful classroom interaction, and in general, to enable and enhance the learning course content, University of Regina, (2016). The reason is to motivate learners, to engage them in the learning, to assist them to be focus and achieved the spelt out objectives.

Instructional Strategies
Instructional strategies are the techniques or methods that a teacher adopt to meet various learning objectives. These instructional strategies help students to walk on the path of independent learning and become strategic learners. They equip teachers to make learning fun and help students to awaken their desire to learn. Instructional strategies focus on not only the educational content but also on the methods and environment of the teaching and learning process. Students` development level, interests and experience are considered while choosing a particular teaching (instructional) strategy so that they can self-accomplish their goals, Richa, (2014). Instructional strategies enable students to focus their attention, organize their learning material for better understanding and help teachers to provide a suitable platform for strategic learning.

Features of Instructional Strategies
i. Its includes step-by-step learning process with a number of innovative approaches
ii. Its support students with guided and independent practice, modeling and handling real-life situation.
iii. Its gives platform to students to display their skills, ideas and their existing language on a particular
iv. Its encourages students to self-monitor and assess their learning
v. It should create interdependent teaching and learning environment for teachers and learners
vi. It should take the learning objectives, age of the learner, experience etc. into consideration.

Learning Environment and Instructional Strategies

Classrooms are places where teachers and students interact within a highly interdependent environment. At a particular time, some types of learning environments have been deemed more appropriate than others.

For instance, prior to the mid-twentieth century in the United States, environments that kept students quiet in their seats were preferred environment compared to later times when more open and active environments were in Vogue (trend). Both formal and informal learning emanates from the particular environments that the teacher creates and these are highly influenced by the strategies used. Take for granted, Lecturing method creates a highly structures learning environment where the students are expected to listen, observe and take notes, State University com (2016). On the other hand, if the teacher divides the students into cooperative learning groups (project method), an environment is created where students are actively engaged and in charge of their own interactions. Every learning environment and instructional strategies depends on what the teacher wants to achieve with focus on the specific objectives, learners abilities and the duration.

The Concept of Teaching/Planning For Teaching

Teaching is an attempt to assist people acquires some entrepreneurship skills, attitudes, knowledge, ideas or appreciation.

Teaching is also an interaction between teachers and students under the auspices and responsibilities of the teacher in order to bring about the expected change in the students behavior. Teaching profession is an act of relating information to the learner or assisting in the learning of how to do something, Ukata, (2016).
It is a process of assisting the learner to gain useful skills, attitudes, knowledge, ideas, values in a designed and undersigned environment that will help the learner become an acceptable person to the society as well as be independent in life. Teaching leads to learning. Teaching is an exchange of ideas between a teacher and a student(s) on how to learn. Planning for teaching means having a mental picture or framework of the nature of classroom interaction between the teacher and students, students and objectives, students and students during instruction or teaching and learning session. These include the kind of instruction or teaching to be given to the learners, instructional media to be used, activities to carryout and level of interaction in the classroom environment.

Instructional Strategies and Learning Outcomes

Learning is a process where experience (instruction) cause change in an individual knowledge or behavior. The behavioral learning theories viewed the outcome of learning as a "change in the behavior" and emphasize the "effects of the external environment". The cognitivist and constructivist view learning as "change in cognitions" and focus mainly on "internal mental activity". The instructional strategies used by the teacher stem from particular learning theories and in turn produce certain outcome. A lot of scholars have argued which instructional strategies is the best with focus on "lecture method versus discussion", "direct instruction versus discovery" and" phonics versus whole language". These debates had not yielded any effective instructional strategies because; learning objectives, learning environment, teachers and learners differ. Effective teacher only select various instructional strategies suitable to accomplish the viewed learners' outcomes that are both "behavioral and cognitive" at a particular time. Both instructional models, strategies, methods (techniques) and instructional skills are interrelated and cannot be used successfully in isolation to achieve a good or better result.

How to Identify Appropriate Instructional Strategies/Methods and Suitable Objectives
After selecting the topic, learning objectives, evaluation and assessment of the course, there is need for the instructional activities that will be used to engage the students with materials to enable them perform the expected tasks to be selected. Necessarily, the instructional strategies and other components have to be tailored for alignment to have smooth lesson delivery.

A lot of instructional strategies/methods are flexible and can be used in servicing several learning objectives, although some better suited for a particular planned objective, Eberly Center, (2016). However, in most cases, a combination of instructional strategies is the best. See the below for some strategies, methods and suitable objectives.

Instructional Strategy/Method	Suitable Objectives
Lecture	Transmit information that will enhance reading, promote understanding through explanations. Responds to students' misconceptions or conflicts, difficulties, engage them in new areas and motivate them with related assignments.
Discussions	Practice good thinking and communication skills in the subject. Evaluate their arguments, identify problems, inconsistencies, conflicts, difficulties, defend positions and get feedback from and about the students' expertise.
Case studies	Apply analysis method of learning, discipline, problem-solving, high level of cognitive skills e.g application, analysis, synthesis, evaluation etc. critical thinking, blending of cognitive and affective in case of ethical controversy. Develop collaborative skills by relating knowledge to real world through formulation of arguments and counterarguments.
Writing	Develop systematic relationship among ideas, application, analysis, synthesis and evaluation in writing with conventional practice e.g APA style, paragraph style and heading styles.
Lab/Studios	Develop disciplinary measure and process skills required among students. Create awareness about the affective and psychomotor in equipment handling with immediate evaluation of the works, products and compares to real life situation.
Group Projects	Compare and contrast perceptions, practice high level of cognitive skills e.g application, analysis, synthesis, evaluation,, skills in leadership, communication, conflict resolution and how to tackle complex problems
Recitations	Practice problem-solving, review materials, check students understanding, identify and correct misconceptions, individualize instructions with questions and answer sessions.
Service Learning	Call for community-based instruction, service learning places with experience and outcome.
Independent/ Student Project	Explore areas of interest with in-depth, coercive plan; execute research with creative project work. Give room for independent work and opinion and seek mentorship from experts.

Taxonomies for Categorizing Instructional Method
A lot of taxonomies have been developed that categorized instructional strategies and the type of learning outcomes resulting from using the strategy. Joyce and Well, (1986),

presented four broad model of instruction as stated and explain below

Information Processing
This model emphasizes on the getting the information mastering and processing the information or data by the learner.

Personal
This is concern with the development of the individual's self-concept of the learner. That is how the learner uses the development process to build and organizes his or her self. It is about how the learners build a strong, realistic self-concept to have a productive relationship with others in the environment.
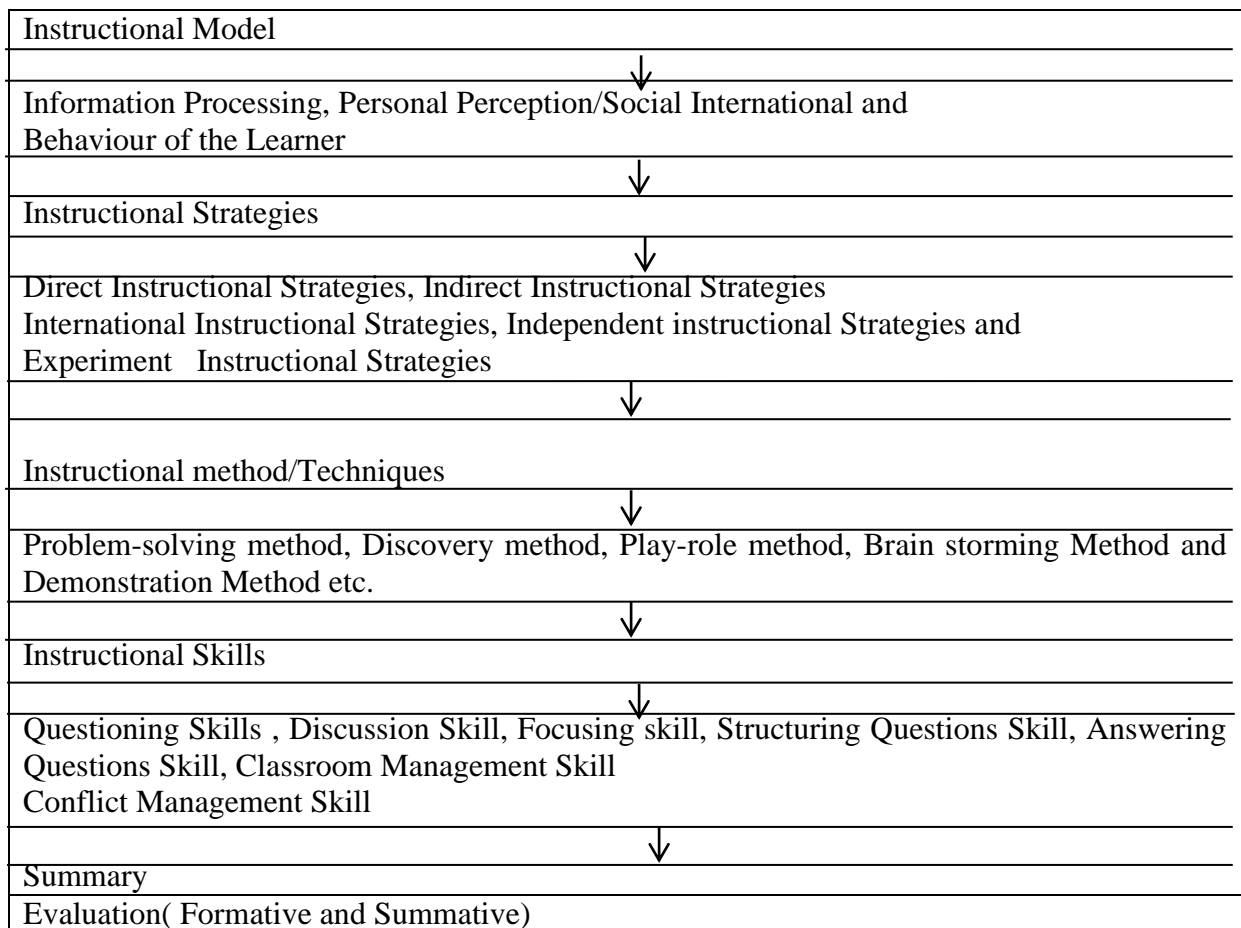
Social interaction
This is how the learner personally relates with the people in the society. This is about improving on the learners' ability to relate with others, engage in the democratic processes and work productively in the society.

Behavioral
This is about changing the visible behavior of the leaner to be consistent with his/her self-concept. This should base on the broken down tasks given to the leaner to perform. The visible behavior of the learner should reflect the things taught by the teacher and learnt by the students

Effective instructional flow chart for curriculum implementation
Below is an instructional flow chart for curriculum implementation from instructional model to evaluation level of effective classroom management that could be adopted by a classroom manager. This flow chart is flexible in terms of semantics and application (Ukata, 2017)

Instructional Model
↓
Information Processing, Personal Perception/Social International and Behaviour of the Learner
↓
Instructional Strategies
↓
Direct Instructional Strategies, Indirect Instructional Strategies International Instructional Strategies, Independent instructional Strategies and Experiment   Instructional Strategies
↓
Instructional method/Techniques
↓
Problem-solving method, Discovery method, Play-role method, Brain storming Method and Demonstration Method etc.
↓
Instructional Skills
↓
Questioning Skills , Discussion Skill, Focusing skill, Structuring Questions Skill, Answering Questions Skill, Classroom Management Skill Conflict Management Skill
↓
Summary
Evaluation(Formative and Summative)

Instructional Methods (Techniques)

This is used to create a specific learning environment in which the teacher and learner will be involved during lesson. Some instructional methods can be seen in instructional strategies because they are interrelated. There are play-role instructional method (Acting), problem-solving, discovering method, brain-storming method, demonstration method etc.

These segmentation and nomenclature depends on the preferred one by the user.

Types of Instructional (Teaching) Strategies/ Their Influence (Advantages)
Direct Instruction

This instructional strategy is highly "teacher-centered". It is one of the most used instructional strategies where information mostly comes from the teacher e.g. lecture instruction, explicit teaching, didactic questioning, demonstration practice, driving instruction etc. The direct instruction strategies are always effective because, the instruction provides information and develop it step-by-step for the learner's level.

Direct method is also good for introducing other teaching methods like problem-solving, that students will be engaged in learning e.g., dancing steps. Direct instruction is always deductive, illustrating with examples from general to specifics. It is one of the most commonly used and effective instruction strategies in secondary schools and higher institutions. This instructional method requires the learners' developmental abilities, processing, and attitudes of critical thinking for interpersonal and group learning to achieve learning outcomes.

Influences/Advantages
i. It makes learning objectives/targets to be clear and specific

ii. It makes students to be aware of content`s importance
iii. It is used for effective teaching of basic skills and facts
iv. It is helpful in knowledge construction
v. It is the most commonly used and accepted method of teaching
vi. It can also be used to introduce other

Indirect Instruction

This is student-centered instruction strategy. Sometimes it is called problem-solving instruction method, decision-making, inquiring, and discovering. Examples of indirect instruction are: Flesh-back discussion, fact-finding, problem-solving, guided inquiry etc.

Indirect instructions create room for high degree of students (learners) environment in observing, investigating, drawing manipulating, forming hypotheses, analyzing, probing etc. Indirect instruction strategy usually awakes the learner's interest, curiosity and eagerness to learn more ways of solving problem because, they are engaged. Sometimes it reveals hidden things to the instructor or teacher in the process of watching the learner performing some task because, the learners themselves are peculiar in problem-solving.

It reveals also to the teacher the pace learners can solve problems as well as expose the categories of intelligence in the class. It is a flexible strategy, reduces fear, probing and boast their confidence. It leads to creativity and bring the best from the learner with better understanding by the students.

It also shows the pace at which the students can achieve a specific objective. Indirect instruction sometimes shifts the duty of the teacher from lecture to supporter or facilitator, better still guidance.

Influences/Advantages

i. It awakes student`s interest and curiosity
ii. It encourages them to solve problem by themselves
iii. It develops analytic and logical skills
iv. It encourages student involvement and greater exploration of solution
v. It allows students to apply their newly acquired knowledge and skills

Experiential Learning

This is where the learner is mostly expected to observed the process or proceedings not the result, for instance, asking the learner to observe a meeting procedure of annual general meeting of a company presided by a chairman when teaching laws, principles and practice of meeting. The experience the student will gain from that first/only one will be limited to acting as chairman of such a great meeting. It is used to create a mental picture, symbolism of a real situation on the minds of the learners, increase their understanding, retention about the lesson. It also motivates the learners to actively participate in the teaching/learning process.

Influences/Advantages

i. It presents the problem situation in a creative ways to generate interest
ii. It improves team build, skills, group interaction and coordination
iii. It encourage self-investigation, acceptance of others` point of view and exploring solutions
iv. It creates problems platform for students to practice skills, face challenges etc.
v. It quickly grabs attention and keeps the students focused

Independent Study

It is an instructional method that focuses on the development of the learner initiative by the

teacher and carried out by the student base on the specific objectives required if given by the teacher. The students are always under the guidance of the teacher as the supervisor. E.g. project writing. Independent study also involves learning in group, partnership with small group. It is necessary to know that, one of the primary educational goals is to help the students become self-reliant, self-sufficient and responsible citizens by enhancing their individual potentials. Schools can assist students to grow as independent learners.

Influences/Advantages
i. It makes students find solutions to problems independently; the skills and knowledge acquired are retained easily
ii. It enhance their rate of learning, adaptability and self-reliance
iii. It gives opportunity for disciplined approach to problem solving and improves their confidence

Interactive Instruction
This instruction method depends heavily on discussion and sharing of ideas among learners. It give the learners the opportunities to react to ideas, experience, give an insight of the knowledge of various scholars including their peers and generate alternative thinking, feelings and ways of solving problems.
The interactive strategy allows students to teach/learn from peers, teachers, school of thoughts and develop good social skills, abilities to solve problems. This could be classroom interaction, seminar, project presentation etc.

Influences/Advantages
i. It encourages equal participation by students, creative and logical thinking
ii. It improves concepts of responsibility and team cooperation
iii. Activities lead to a stimulating and enriching experience for the students
iv. It makes students learn to be patient, compassionate with others and understand different opinions
v. It creates a platform for sharing of knowledge and experience which leads to enhance learning

Team-Based Method
This method is fairly a new approach to teaching in which students rely on each other for their own learning and are held accountable for coming to class prepared.
Study has shown that students are more responsible and engaged when they are in team-based learning. The difference between the team-based-learning and normal group activities is that, the groups are not permanent, they go their individual way as soon as the assignment they have is accomplished but, the team-based is permanent and most class time is devoted to the team meeting.

Field Trip Method
This method is also called excursion method. This enables the teacher to use the community resources (instructional materials) to make teaching more meaningful and allow practical with illustration skills acquired in the classroom. Students usually observe, classify, collect data, study the relationship and manipulate the objects to achieve goals.

Variables (Issues) to be taken into Consideration before Choosing Instructional Strategies to Motivate Learners
i. The learning objectives and learners experience including the developmental state/stage.

ii. The learning sequence (order) that is most appropriate e.g. deductive or inductive.
iii. The degree (level) of change expected to occur and the duration in view.
iv. The available instruction technologies and appropriate usage to aid (facilitate) the teaching and learning process.
v. Teachers attitude to work, environment, and the students in general if good is a motivational strategy. Does the teacher see the students as follow human being or nonentity?
vi. We all need attention. Students need personal attention with respect. There is need for effective communication. Listen to the students with respect and care.
The truth is that, instructional choice/decision-making be it techniques or technologies with consideration to other variables like developmental stages/age, social environment, experience, duration expected etc., is not an easy choice to make. Sometimes the models, strategies, methods and skills are there but, there may be no technology to facilitate the process. In another occasion, the both said above may be there but the students may lack the experience, making the presentation of the lesson difficult. However, the teacher must know the specific objectives to be achieved, state them clearly with consideration to the learners abilities of age, experience, environment, assimilation and direction expected. It is also vital in some critical cases that a democratic decision making process be adopted where learners will be involved on what, how, when they should be taught to create room for maximum contribution and participation.

The Concept of Business Education (Entrepreneurship)/Objectives
Akpomi (2001) viewed Business Education as "the sum total of information, skills and attitude that are required for effective stimulating and running business enterprises. She further stressed that, business education mean education for and about business. While the former involve in all educative process which relate to business and for which career consideration is one field or the other is the main focus the latter involves the offering of business related courses to all students irrespective of their career consideration. Business education content is an all-encompassing programme in which course content is derived from business management, business administration, secretarial administration (information and communication technology or information management system, secretarial education, purchase/supply education, accountancy education, communication skills, English language, distributive education, management/marketing, education Psychology, philosophy and sociology of education, business law etc. It is an education that theoretically and practically prepared the learner with the required skills needed at the global workplaces. But, how can the above mentioned courses areas (content) for acquiring entrepreneurial skills and a lot not stated be achieved without the use of new technologies?

Jegbefume, Utebor and Kifordu (2014), postulated that, it is that form of education that exposes its recipients to practical skills in trade, information technology, office occupation and business world at large. The commercial learning signifies an extensive variety and different discipline that is involved in all kinds of education and delivery system of elementary, secondary and post-secondary schools. They further stressed that Business Education is training for workplace management and commercial thoughtful. The benefits of occupational instruction are quantum and endless but, the use of new technologies for content delivery of the said all important courses may be challenged by factors. These skills areas of business education content are offered in the five Rivers State higher institutions under investigation.

Business education is education that provides knowledge and skills to the learners by enabling them to adequately impact the knowledge and skills to others on how to handle

sophisticated office technologies, software's and information management. According to Auwal, (2015) Business education is a training system that encourages the beneficiary to acquire skills that fit into the world place of work. Business education encourages attitudes, knowledge and skills needed by all citizens to effectively manage personal and public business in a volatile economic system. The under stated are some of the major objectives of business education.

i. To develop a mature understanding of the general nature of business environment.

ii. To provide a specialized training on phase of business activities.

iii. To provide training on business leadership

iv. To provide training on successful financial management of business.

v. To lay cultural and ethical foundation for the development of the form stated above including others.

Concept of New Technologies and Teaching of Business Education

The word "new technology according to Jegbefume et al (2014), originated from earlier terms such as information technology (IT) and information and communication technology (ICT), which deal with gain access to, collecting, operating and making available or interactive facts.

The above named authorities further said that technologies can be found in a host of devices, software applications, computers and connectivity, as in accessing the internet, local networking, teleconferencing among others.

Unwin (2004), postulated that, new learning technologies are information and communication technologies employed in teaching and learning to enhance the professional development and advancement of teachers and students alike. New technologies are those contemporary instructional materials that are capable of processing, storing, printing, retrieve, communicate, connect, transmit, transform, access, disseminate information in an accurate and faster manner to both the teachers, students and the larger society. Today, the positive role and position influence of ICT in education domain including business education content delivery has brought innovation and creativity in teaching and learning techniques in nursery, primary, secondary and tertiary institutions. Inije (2012) submitted that, information and communication technologies (devices) are dives set of technological devices and resources used for communication to create, disseminate, store and management information.

These technological resources that are accessible for training and book learning of commercial instruction content include; e-mail, cellphone, internet, intranet, extranet, computer, radio, YouTube, interactive CDs, satellite TV, video phone system, PowerPoint, video conferencing and teleconferencing. Igberaharha (2014) added that, equipment that thrive in universities have a tendency to define learners' objectives, advance arrangements to leader learners and provide sophisticated measures of learning outcome. Technologies for learning maximize the active participation of the learner. In fact, such technologies are developed so that they can work for any learner, regardless of the motivation or ability of the particular learner. Technologies for learning are essentially teaching technologies structured to be a reliable device and measure learning outcomes regardless of the context or situation of the learner. Technologies for learner put the learner in control of the instructional process to allow for student-centered. Jegbefume et al (2014) added that, new technologies components have played vital role in educational process, especially as it is related to teaching and learning business education content.

The application of programmed instructions such as (Mavis Beacon Teaches Typing) in the

teaching of business education content (secretarial education in computer instruction is a remarkable reference of new technologies and computer relevance to business education process. Other new technologies areas are; (1) Course management system, (2) instant message (IM), (3) Podcast, (4) blogs, (5) E-portfolio (6) Zotero (collect and manage research), (7) Collaborative Authorizing, (8) Social Network tools and (9) Book-marking tools etc. New technologies motivate and encourage students to be independent learners. Below are some of the areas business educations content students can use new technologies to their benefits (Ukata and Kalagbor 2015):

(1) Word processing, (2) Spreadsheet, (3) Data base management, (4) Calendar schedules, (5)Presentation (power point), (6) Publishing and webpage maintenance, (7) Keyboarding (typewriting), (8) Automated accounting, (9) interpersonal and written communication skills, (10) Employability job search techniques, (11) Speed and accuracy writing, (12) Human resources management, (13) Business management skills and (14) Office procedure including records management etc. For there to be a successful teaching and learning process of the aforementioned statements as concern some of Business Education major objectives, the influence of instructional strategies cannot be overstressed.

Statement of the Problem
Classroom is place where teachers and students interact with a highly interdependent environment for teaching and learning to take place so as gain entrepreneurships skills. At a particular time, some types of environments have been deemed more appropriate than the other (Richa, 2014). Both formal and informal learning environment emanate from the particular environment created by the teacher and these are highly influenced by the best instructional strategies used in order to achieve the teaching and learning objectives. Take for a granted, lecture method creates a highly structured learning environment where students are expected to listen, observe and take note (teacher-centered). On the other hand, if the teacher divides the students into cooperative learning group (project method or cooperative group), an environment is created where students are actively engaged and are in charge of their own learning interactions (students-centered).

To achieve better or best objectives of teaching and learning, all depends on the kind of teaching and learning environment created by the teacher through instructional strategies in accordance with the expected learning objectives.
Regardless of the different names and types of instructional strategies, the main objectives of all strategies or methods are to provide an "objectives based-learning" to the students. Choosing the right methodology depends on the age, developmental level of the students, subject content, context, experience, available instructional resources and situation at hand, (Richa, 2014). As a teacher, it is absolutely necessary to evaluate the above criteria before adopting certain instructional strategy that suits your teaching as well as the requirement of the students, including the technologies that will aid the teaching and learning process for the objectives to be achieved.

Purpose of the Study
The under stated are the purpose of this study
1.To examine the degree of effect of interdependent learning environment created by instructional strategies and the passing of specific objectives of Business Education to the learners in higher institutions in Rivers State.
2. To investigate the degree of difference in the scores of students taught   Business Education with discovery method and the students taught with team-based method in higher institutions in Rivers State.

Research Questions

To guide this study, the following research questions were posed

1. What is the degree of effect of interdependent learning environment created by instructional strategies and passing of specific objectives of Business Education to learners in higher institutions in Rivers State?

2. What is the degree of difference in the assessment scores of students taught Business Education with discovery method and students taught with team-based method in higher institutions in Rivers State?

Hypotheses

The under stated null hypotheses were formulated.

HO_1: Significant difference does not exists in the mean assessment scores of students who learnt Business Education in interdependent environment and the ones who learnt in independent environment created by instructional strategies used in higher institutions in Rivers state.

HO_2: There is no significance difference in the scores of students taught Business Education with discovery method and the ones taught with team-based method in higher institutions in Rivers State.

Method

A survey research design was employed to investigate instructional strategies and Business Education in higher institutions in Rivers State. The study covered three (3) higher institutions running Business Education programme. The population of the study was 89 lecturers and 300 students from Rivers State University, Ignatius Ajuru University of Education and Federal Technical College, Omoku. A random sampling technique was adopted. An instrument entitled: **INSATBUS** was designed and used to gather data from the respondents and was validated by three lecturers with a reliability test retest that yielded 0.89. Mean and Z-Test were used as statistical tools to analyze the data gathered through questionnaire and test the hypothesis. Mean responses of 4.00 were seen to be Very High Degree of Effect, 3.00 as High Degree of Effect, 2.00 Low Degree of Effect and 1.00 as Very Low Degree of Effect. Any mean with 2.5 and above is accepted

Presentation of Results, Data Analyses and Test of Hypotheses
Table1.
RQ1: What is the performance difference in the mean assessment scores of students who learnt in an interdependent classroom and the ones who learnt in an independent classroom?

S/No	Areas of effects of interdependent and independent classroom created by instructional strategies for students	Number of responses for (VHDE 4 points)	Number of responses for (HDE 3 points)	Number of responses for(LDE 2 points)	Number of responses of (VLDE 1 point)	Mean X	Total	Remark
1	Interdependent learning classroom leads to sharing of ideas among lecturers and students	45(180)	25(75)	10(20)	9(9)	3.2	89	Accepted
2	Interdependent creates room for students to teach and learn from peers.	50(200)	20(60)	14(28)	5(5)	3.3	89	Accepted
3	Interdependent learning classroom creates systematic relationship among teachers and students in ideas interface.	50(200)	10(30)	10(20)	19(19)	3.0	89	Accepted
4	Interdependent learning classroom encourages almost equal participation of students with creative and logical thinking to solve problems.	45(180)	20(60)	10(20)	14(14)	3.2	8 9	Accepted
5	Independent learning classroom makes students to find solutions to problems in with retention of skills and knowledge gained from the process	50(200)	10(30)	19(38)	10(10)	3.1	89	Accepted
6	Independent classroom enhances students` own rate of learning confidence and pace of learning.	44(176)	20(60)	15(30)	10(10)	2.9	89	Accepted

| 7 | Interdependent learning gives room for a disciplined approach to problem solving as well as improves on students confidence during difficulties | 50(200) | 15(45) | 10(20) | 14(14) | 3.1 | 89 | Accepted |

Total Mean = 21.8, Grand Mean = 3.1

RQ2. What is the degree of difference in the assessment scores of students taught Business Education with discovery method and students taught with team-based method in higher institutions in Rivers State?

Table 2

Summary of the table values of assessment test of students taught Business Education with discovery method and the students taught with team-based method

Group of Methods used for teaching students	Mean	SD	N	Df	SE	Z-cal.	Z-tab.
Project method	9.64	7.35	45		2.71		
				88		0.02	1.96
Team-based method	9.53	5.35	45		1.97		

Decision

The calculated Z-test was 0.02; the table value was 1.96 at 0.05 significant levels.

Since the table value Z-test of 1.96 is greater than the calculated value of 0.02, the null hypothesis (HO_2) is accepted. This means that there is no significance difference in the assessment test of students taught Business Education with discovery method and the students taught with team-based method in higher institutions in Rivers state

Discussions

From the study, it was clear that there was high degree of effect of instructional strategies on the teaching of Business Education in higher institutions in Rivers State in the areas of creating interaction, shaping learning environment professionally, making students to become problem-solver, creating social interaction, interdependent and focusing on the learning objectives through the combination of instructional strategies, methods and skills.

This investigation also revealed that the combination of instructional strategies helps lecturers and students to meet various objectives, become interdependent and strategic learners. It also enables the lecturers sometimes to make learning fun with excitement, bringing step-by-step and innovative in learning. It create platform for students to display their skills, ideas, create interdependent environment of learning with focus on the learners` interests, experience and objectives.

This study further revealed that interdependent learning environment makes the lecturers and students to share ideas, participate in creative and logical thinking, improve on their cooperation ability, rely on their peers, and create communication skills and systematic relationship among themselves. See tables 1 and 2 of this study.

Conclusions

Base on this finding, with descriptive survey design, it is succinct that, the positive influence of instructional strategies on teaching Business Education in higher institutions in Rivers

State is obvious (clear). This is because, to achieve the various objectives of Business Education as an entrepreneurship education for economic growth as stated above, lecturers (teachers) must be acquainted with the available kinds of instructional strategies; apply them appropriately when needed for effective teaching and learning to take place during Business Education lessons.

Recommendations
The following are the recommendations
1. Lecturers (teachers) should familiar themselves with the various instructional strategies and use them appropriately.
2. There should be regular training/retraining of lecturers by government and other concerned agencies (teachers) on instructional strategies/technologies for successful Business Education objectives delivery.
3. Government should also make available the needed instructional technologies and infrastructures that will compliment instructional strategies, methods and skills for the teaching of Business Education.

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