Roles of Direct and Indirect Instructional Strategies in Teaching and Learning Courses in Rivers State Universities: The Conflict and Resolution

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Abstract
This study adopted a Correlation Research Design on Roles of Direct and Indirect Instructional Strategies in Teaching and Learning Courses in Rivers State Tertiary Institutions. The study covered Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE). The population of the study was numbered 2033 of Business Education and Business Studies lecturers and students with a sample size of 330. The sample technique used was Krejcie and Morgan (1970) table of determining the sample size from a known population. The instrument adopted was called "Roles of Direct and Indirect Instructional Strategies in Teaching and Learning Courses" (RODISITALCAR). To ascertain the reliability and consistency of measurement, a two (2) week test retest of internal consistency were done on 10 lecturers and 31 students of Business Education from University of Uyo of levels 2, 3 and 4 using Scale Score Reliability Estimates of Test-Retest which yielded 0.85 reliability coefficients. Copies of the questionnaire were face-to-face administered to the respondents with a total of 175 copies administered and successfully retrieved. The findings of the study showed that both direct and indirect instructional strategies play high roles in teaching and learning courses in Rivers state universities, and that no method is the best but depend on the teacher, learners, objectives, environment etc. Among other things, the study recommends that teachers should always choose the appropriate strategies during teaching and learning of courses.

Keywords: *Lecturers/teachers, instructional strategies, methods, techniques, teaching, learning, learning objectives, learning environment, teaching technologies, universities, conflict and resolution.*

Introduction

Since the inception of formal classrooms and non-formal classrooms-based instructions, the elemental aspect of teaching and learning has been the way teachers organize the classroom environment so that students can interact and learn effectively. The instructional strategies teachers/lecturers use them to form learning environment and symbolize professional formations of teaching and learning so that the learners can acquire knowledge, experiences,

and skills (Education State University.com, 2016). This includes teachers teaching and the learners learning of any course of study. Ndinechi and Obidile (2013) positioned that in teaching and learning situations, instructional strategies are the same as instructional methods, therefore, in this study, instructional delivery strategies, instructional strategies, instructional techniques, instructional methods and teaching methods mean the same thing, and may be used interchangeably, it just a matter of choice and usage.

Ukata (2017) postulated that 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 behaviour. Teaching profession is an act of relating information to the learner or assisting in the learning of how to do something. 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 and teaching is an exchange of ideas between a teacher and a student(s) on how to learn (Eberly Center, 2016). The teacher have to plan to teach the learners and 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 delivery strategies, instructional media to be used, activities to carryout and level of interaction in the classroom environment for the learners to learn.

Ndinechi and Obidile (2013), and Ukata (2017) argued that learning is a process where experience (instruction) cause change in an individual knowledge or behaviour. The behavioral learning theories viewed the outcome of learning as a "change in the behaviour" and emphasise the "effects of the external environment". The cognitivist and constructivist view learning as "change in cognitions**"** and focus mainly on "internal mental activity". The changes may not be possible without the application of appropriate instructional delivery strategies during teaching and learning in any course of study (Fortin &Legault,2010).

Instructional delivery strategy is actually the path to facilitating competence in students to enable them build capability in their area of specialty through acquiring knowledge, applying knowledge, and gaining insightful skills for global workplace (Abeysekera, 2015).

The Instructional delivery strategy (instructional strategies) used by the teacher stem from particular learning theories and in turn produce certain teaching and learning outcome.

A lot of scholars have argued which instructional delivery strategy (instructional methods) is the best " the conflict" in terms of teaching and learning with focus on "lecture method versus discussion", "direct instruction versus discovery", direct instruction versus indirect instruction "and" phonics versus whole language". These debates had not yielded any effective result since no an agreed globally adopted instructional delivery strategy because; learning objectives, learning environment, teachers, and learners differ "the resolution" (Ukata, Wechie, &Nmehielle, 2017). Effective teacher only select various instructional strategies suitable to accomplish the viewed learners' outcomes that are both "behavioural and cognitive" at a particular time. Both instructional delivery, instructional models, strategies, methods, techniques, and instructional skills are interrelated and play a major role in teaching and learning for a good or better teaching and learning outcomes achievement.

Review of Related Literature

The Concept of Instructional Delivery Strategies, Teaching and Learning

Instructional delivery strategy or instructional strategy is a method the teacher would use in teaching (in the offline classroom, online**,** or in some other medium), to help activate students` curiosity about a class topic, to engage students in learning, to probe critical their 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 strategies or methods is to motivate learners, to engage them in the learning process, to assist them to be focused and achieved the spelt out objectives. Instructional delivery strategies are the techniques or methods that a teacher adopt to meet various learning objectives. Some of 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` developmental level, interests and experiences are adequately considered while choosing a particular teaching 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

1. Its includes step-by-step learning process with a number of innovative approaches
2. Its support students with guided and independent practice, modelling and handling real-life situation.
3. Its gives platform to students to display their skills, ideas and their existing language on a particular
4. Its encourages students to self-monitor and assess their learning
5. It should create interdependent teaching and learning environment for teachers and learners
6. It should take the learning objectives, age of the learner, experience etc. into consideration.

The Right Instructional Delivery Strategies to Be Applied When Teaching Students

There are a lot of instructional delivery strategies**.** 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 strategies (students-centered), and others said learners are social organisms, it should be learning through dialogue and in interaction with others(social learning method) (Richa, 2014).Instructional delivery strategies include: Direct Instruction, Indirect Instruction, Experiential Learning, Independent Study, Team-Based Strategies, Group Strategies and Interactive Instruction as well as methods, skills and the 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 accounting education classes. The instructional delivery methods also 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., (Education State University, 2016).

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 the best instructional delivery strategies on teaching that serves as vehicle of information that empowers graduates with the desired skills, knowledge and values to become self-reliant required the teachers (lecturers) should 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 (Ukata, Wechie & Nmehielle, 2017). It will be absolutely impossible for effective classroom management to be achieved without adopting and applying appropriate instructional delivery strategies in teaching and learning in universities in Rivers State. It will also be impossible for the students to acquire the needed accounting skills without the application of appropriate instructional delivery strategies by the teacher.

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 delivery strategies and other components have to be tailored for alignment to have smooth lesson delivery. A lot of instructional delivery 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 delivery 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 kills 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.

Figure 1: Instructional Strategies/Methods and Suitable Objectives

Effective Instructional Flow Chart for Teaching and Learning

Below is an instructional flow chart for curriculum implementation from instructional model to evaluation level of effective classroom management that could be adopted by classroom managers of different subjects and courses.

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.

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Instructional Skills

Questioning Skills , Discussion Skill, Focusing skill, Structuring Questions Skill, AnsweringQuestions Skill, Classroom Management Skill and Conflict Management Skill

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Summary

Evaluation(Formative Process and Summative)

Figure 2: Effective Instructional Flow Chart for Teaching and Learning

Types of Instructional Delivery (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.

Richa (2014) posited that 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

- ✓ It makes students to be aware of content's importance
- ✓ It is used for effective teaching of basic skills and facts
- ✓ It is helpful in knowledge construction
- ✓ It is the most commonly used and accepted method of teaching
- ✓ It can also be used to introduce other

Indirect Instruction

This is interactive learning techniques are heavily used in accounting education. In the transfer between the students who are in the receiver position and the instructor who is in the transmitter positions, the students are in active status, and the instructor is in passive status. It is mostly referred in the workings that implementation of intensive teaching techniques that are required about increasing the efficiency in accounting education (Rabia, Mehmet, İbrahim, & Yusuf, 2015). In the base of these learning techniques there is the thought of converting the students from the passive status to the active status. The students are also an important factor in respect of efficiency in accounting education beside instructor factor. The students' learning characteristics, expectations and perceptions of the accounting profession affect the outcomes obtained from accounting education. Analyzing the students and so configuring the teaching techniques are included in the studies concerning the instructor factor for aggregating the quality of the outcomes obtained from the accounting education.

Ukata, Wechie and Nmehielle, (2017) postulated that student-centered instruction strategy is sometimes 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. the authors argued that indirect instructions create room for high degree of students (learners) dominating learning environment by observing, investigating, drawing, manipulating, forming hypotheses, analyzing, probing etc. Ukata, Wechie and Nmehielle, (2017) further argued that 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 learners 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

- It awakes student's interest and curiosity
- It encourages them to solve problem by themselves
- It develops analytic and logical skills
- It encourages student involvement and greater exploration of solution
- 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 (Eberly Center, 2016). It also motivates the learners to actively participate in the teaching/learning process.

Influences/Advantages

- ❖ It presents the problem situation in a creative ways to generate interest
- ❖ It improves team build, skills, group interaction and coordination
- ❖ It encourage self-investigation, acceptance of others` point of view and exploring solutions
- ❖ It creates problems platform for students to practice skills, face challenges etc.
- ❖ 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

- ➢ It makes students find solutions to problems independently; the skills and knowledge acquired are retained easily
- ➢ It enhance their rate of learning, adaptability and self-reliance
- ➢ 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. Interactive instruction

encourages learner-centred, relatively unstructured learning environment, having a broad spectrum of content, lecturer are facilitators while learners are active inquirers, self -study to a very reasonable degree is allowed (Okaro, Okafor, & Ofoegbu, 2018).

Influences/Advantages

- It encourages equal participation by students, creative and logical thinking
- It improves concepts of responsibility and team cooperation
- Activities lead to a stimulating and enriching experience for the students
- It makes students learn to be patient, compassionate with others and understand different opinions
- 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.

Other Instructional Delivery for Teaching Accounting Education

The following teaching methodologies have been identified and may be adopted in accounting education (Okaro, Okafor, & Ofoegbu, 2018):

- Self-paced modular method where learners work at their own pace
- Experience based methods – learning from experiences using case studies
- Competency/Outcome based methods whereby learners work towards mastering certain goals or outcomes.
- Cooperative learning methods in which learners collaborate helping each other and learning from each other
- Interactive learning in which learners interact with other learners with the subject content
- Methods using various teaching aids

Variables (Issues) To Be Taken Into Consideration before Choosing Instructional Delivery Strategies To Motivate Learners

- The learning objectives and learners experience including the developmental state/stage.
- The learning sequence (order) that is most appropriate e.g. deductive or inductive.
- The degree (level) of change expected to occur and the duration in view.
- The available instruction technologies and appropriate usage to aid (facilitate) the teaching and learning process.
- 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?

- We all need attention. Students need personal attention with respect. There is need for effective communication. Listen to the students with respect and care.

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 the needed skills. Both formal and informal learning environment emanate from the particular environment created by the teacher and these are highly influenced by the best instructional delivery 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 and sometimes ask questions (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) with little or no supervision from the teacher.

To achieve better or best objectives of teaching and learning objectives of accounting education, all depends on the kind of teaching and learning environment created by the teacher through instructional delivery strategies in accordance with the expected learning objectives. Regardless of the different names and types of instructional delivery strategies, their roles cannot be emphasised in the "objectives based-learning" to the students. Choosing the right instructional delivery strategies 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 delivery 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 purpose of this study is to

1. Find out the roles of direct instructional strategies in teaching of courses in Rivers State universities
2. Find out the roles of indirect instructional strategies in teaching of courses in Rivers State universities
3. Find out the roles of direct instructional strategies in learning of courses in Rivers State universities
4. Find out the roles of indirect instructional strategies learning of courses in Rivers State universities

Research Questions

1. What are the roles of direct instructional strategies in teaching of courses in Rivers State universities?
2. What are the roles of indirect instructional strategies in teaching of courses in Rivers State universities?
3. What are the roles of direct instructional strategies in learning of courses in Rivers state universities?
4. What are the roles of indirect instructional strategies learning of courses in Rivers State universities?

Hypotheses

1. There is no significant relationship between the roles of direct instructional strategies and teaching of courses in Rivers state universities
2. There is no significant relationship between the roles of indirect instructional strategies and teaching of courses in Rivers state universities
3. There is no significant relationship between the roles of direct instructional strategies and learning of courses in Rivers state universities
4. There is no significant relationship between the roles of indirect instructional strategies learning of courses in Rivers state universities

Method

This study adopted a Correlational Research Design on Roles of Direct and Indirect Instructional Strategies in Teaching and Learning Courses, The Conflict and Resolution: A Case of Rivers State Tertiary Institutions. The study covered Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE) Business Education and Business Studies Courses. The population of the study was numbered 2033, 77 lecturers and 1,956 of years 2, 3 and 4. Rivers state university had 21 lecturers representing 1% and Ignatius Ajuru University of Education (IAUE) had 56 representing 3% of the entire population. Rivers state university had 956 students representing 47% and Ignatius Ajuru University of Education, Port-Harcourt had 1000 representing 49% of the population. The breakdown is as stated below using Exploded Pie Chart in 3-D for the presentation of the population.

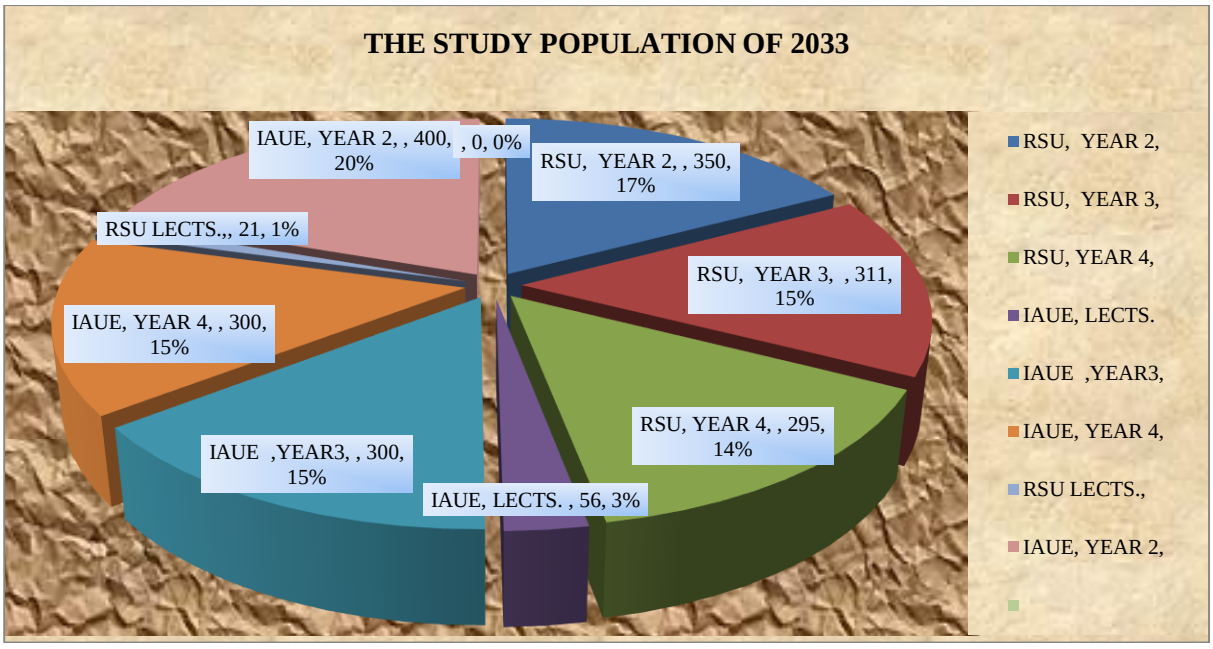

Figure 3: Exploded Pie Chart in 3-D. Presentation of the Population

The sample size adopted for this study was 330 Business Education and Business Studies lecturers and students. The sample technique used was Krejcie and Morgan (1970) table of determining the sample size from a known population of lecturers and students of Rivers State University and Ignatius Ajuru University of Education of years 2, 3 and 4 of both males and females students (Google.com, 2018). The Sample Size is as presented including their percentages in Exploded Pie Chart in 3-D below:

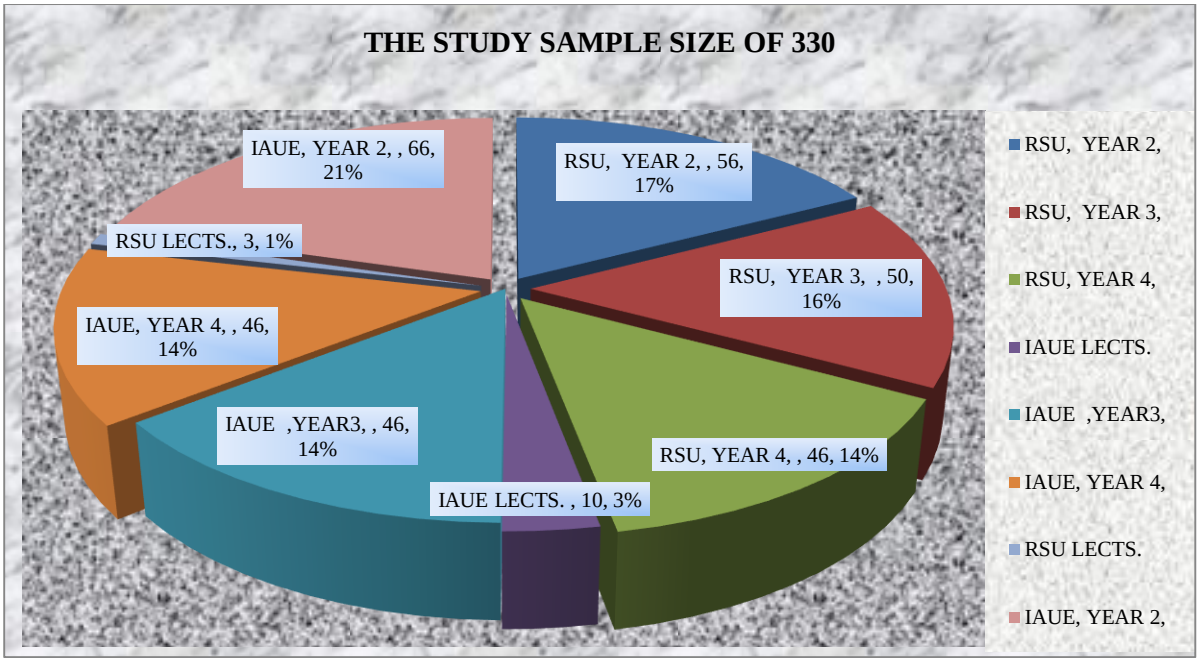

Figure 4: Exploded Pie Chart in 3-D. Presentation of the Sample

The justification for excluding year 1 students was because they may not be able to give a fair assessment to the topic under investigation since they were new in Business Education and Business Studies programmes courses. The sampling technique adopted was a random sampling technique. The confidence level was 95%; Margin of Error was 5% with a population of 2,033. The instrument adopted was called "Roles OfDirect And Indirect Instructional Strategies In Teaching And Learning Courses, The Conflict And Resolution" (RODISITALCAR). The instrument was subjected to face and content validation by three experts from Department of Business Education in Rivers State University, Port-Harcourt. To ascertain the reliability and consistency of measurement, a two (2) week test retest of internal consistency were done on 10 lecturers and thirty one (31) students of Business Education from University of Uyo of levels 2, 3 and 4 using Scale Score Reliability Estimates of Test-Retest Sample which yielded 0.85 reliability coefficients. Copies of the questionnaire were face-to-face administered to the respondents by the researcher and four research assistants. A total of 175 copies were administered and successfully retrieved. 15 copies for the lecturers and 160 copies for the students. The breakdowns are as tabulated below:

Table 1: 15 Copies of Questionnaire Distributed to and Retrieved from the Lecturers

SN	University	No. Distributed	No. Retrieved	Total - %
1	RSU	5	5	**5**
2	IAUE	10	10	**10**
	Total			**15 - 100%**

Source (Field Study, 2020)

Table 2: 160 Copies of Questionnaire Distributed to and Retrieved from the Students

SN	University	Yrs. Sampled	No. Distributed	No. Retrieved	%	Total No. -%
1	RSU	Yr. 2	29	29	18	**79 -- 49%**
		Yr. 3	24	24	15	
		Yr. 4	26	26	16	
2	IAUE	Yr. 2	33	33	21	**81 -- 51%**
		Yr. 3	24	24	15	
		Yr. 4	24	24	15	
	Total					**160 - 100%**

Source (Field Study, 2020)

Mean statistics was used to analyse the research questions and Standard Deviation used to find out the extent in which scores in the distribution clustered around the means. Pearson Product Moment Correlation Coefficient (r) was adopted as statistical tool for testing the hypothesis to determine the extent of significant relationship between the variables under investigation. Mean scores from 4.50 to 5.00 was seen as Very High Role of Direction and Indirect Instruction in Teaching Courses (5 points), 3.50 to 4.49 High Role Direction and Indirect Instruction in Teaching Courses (4 points), 2.50 to 3.49 Moderate Role Direction and Indirect Instruction in Teaching Courses (3 points),1.50 to 2.49 Low Role Direction and Indirect Instruction in Teaching Business Courses (2 points) and 0.50 to Very Low Role Direction Instruction in Teaching Courses (1 point).

Also, Mean scores from 4.50 to 5.00 was seen as Very High Role of Direction and Indirect Instruction in Learning Courses (5 points), 3.50 to 4.49 High Role Direction and Indirect Instruction in Learning Courses (4 points), 2.50 to 3.49 Moderate Role Direction and Indirect Instruction in Learning Courses (3 points), 1.50 to 2.49 Low Role Direction and Indirect Instruction in Learning Courses (2 points) and 0.50 to Very Low Role Direction Instruction in Learning Courses (1 point). The decision point was that, any calculated grand mean from 3.0 and above will be accepted and any grand mean below will be rejected. Also, any calculated value of (r) Pearson Product Moment Correlation Coefficient that is greater than > the critical table value of 0.113 at 0.05 significant levels such null hypothesis (H_O) will be rejected, but if the critical table value is greater than > the computed value such null hypothesis will be accepted.

Table 3: Computed Mean, Standard Deviation, And Standard Error On The Roles Of Direct Instructional Strategies In Teaching Of Courses In Rivers State Universities

SN	NO. = 15, Total Number of Responses Items statements	$\bar{x}$	SD	SE	REMARK
1	Responds to students' misconceptions or conflicts	4.2	0.84	0.38	HRDITC
2	Room to demonstrate for learners to see	4.5	0.90	0.40	HRDITC
3	Assist to engage and motivate learners	4.2	0.84	0.38	HRDITC
4	Teaching and test on critical thinking skills	4.5	0.90	0.40	HRDITC
5	Teaching good values for global workplace	4.2	0.84	0.38	HRDITC
6	Demonstrate competence in subject area	4.5	0.90	0.40	HRDITC
7	Promote understanding through explanations	4.2	0.84	0.38	HRDITC
8	Specification on activities to carryout and level	4.5	0.90	0.40	HRDITC
9	Transferring entrepreneurial skills to learners	4.2	0.84	0.38	HRDITC
10	Teach attitudes, knowledge, and good ideas	4.5	0.90	0.40	HRDITC
	GRAND TOTAL FOR MEAN, SD AND SE	**4.4**	**0.79**	**0.39**	**HRDITC**

Source (Field Study, 2020)

In analysingresearch question 1, based on the questionnaire items numbered 1 to 10 on table 3, the Grand Mean showed 4.4, representing High Roles of Direct Instruction in Teaching Business Courses in the universities under investigation. The Grand Standard Deviation was 0.79 represents closeness in the views of the respondents on High Roles of Direct Instruction in Teaching Courses in the universities under investigation, the grand standard error 0.39 shows that the sample size used for the study was adequate.

Table 4: Computed Mean, Standard Deviation, And Standard Error On The Roles Of Indirect Instructional Strategies In Teaching Of Courses In Rivers State Universities

SN	NO. = 15, Total Number of Responses Items statements	$\bar{x}$	SD	SE	REMARK
1	Room to probe critical thinking skills of learners	4.6	0.92	0.41	HRIISTC
2	Room for teachers to learn from learners	5.3	1.00	0.45	VHRIISTC
3	Observe how learners collaborate during group learning	4.6	0.92	0.41	HRIISTC
4	Development of relationship among learners and ideas	3.3	0.66	0.30	MRIISTC
5	Discover disciplinary skills required among students	4.8	0.96	0.43	HRIISTC
6	Observe how independent learners can work	4.6	0.92	0.41	HRIISTC
7	Room to bring out future leaders	4.8	0.96	0.43	HRIISTC
8	Give learners room on decision-making	4.6	0.92	0.41	HRIISTC
9	Giver learners room to learn at their pace	3.3	0.66	0.30	HRIISTC
	GRAND TOTAL FOR MEAN, SD AND SE	**4.4**	**0.88**	**0.39**	**HRIISTC**

Source (Field Study, 2020)

In analysing research question 2, based on the questionnaire items numbered 1 to 9 on table 4, the Grand Mean showed 4.4, representing High Roles of Indirect Instruction in Teaching Courses in the universities under study. The Grand Standard Deviation was 0.88 represents closeness in the views of the respondents on High Roles of Indirect Instruction in Teaching Courses in the universities under investigation, the grand standard error 0.39 shows that the sample size used for the study was adequate.

Table 5: Computed Mean, Standard Deviation, and Standard Error on the Roles of Direct Instructional Strategies in Learning of Courses in Rivers State Universities

SN	NO. = 15, Total Number of Responses Items statements	$\bar{x}$	SD	SE	REMARK
1	Makes students to be aware of content's importance	4.2	0.84	0.38	HRDILC
2	Helps learners gain effective basic skills and facts	4.5	0.90	0.40	HRDILC
3	Helpful students in knowledge construction	4.2	0.84	0.38	HRDILC
4	Give direction on the needs of the specific objective	4.5	0.90	0.40	HRDILC
5	Provides step-by-step information for the learner's level	4.8	0.96	0.43	HRDILC
6	Make students benefit from acceptable method	4.6	0.92	0.41	HRDILC

7	Gives students room to observe and practice it	4.8	0.96	0.43	HRDILC
8	It stimulate students interest in learning	4.6	0.92	0.41	HRDILC
9	Gives learners room to assess the teacher's subject areas	3.3	0.66	0.30	MRDILC
10	Gives room to ask questions on problem areas	4.2	0.84	0.38	HRDILC
	GRAND MEAN, SD, AND SE	**4.3**	**0.87**	**0.39**	**HRDILC**

Source (Field Study, 2020)

In analysing research question 3, based on the questionnaire items numbered 1 to 10 on table 5, the Grand Mean showed 4.3, representing High Roles of Direct Instruction in Learning Courses in the universities under study. The Grand Standard Deviation was 0.87 represents closeness in the views of the respondents on High Roles of Direct Instruction in Learning Courses in the universities under investigation, the grand standard error 0.39 shows that the sample size used for the study was adequate.

Table 6: Computed Mean, Standard Deviation, And Standard Error Roles Of Indirect Instructional Strategies Learning Of Courses In Rivers State Universities

SN	NO. = 15, Total Number of Responses Items statements	$\bar{x}$	SD	SE	REMARK
1	Make students to discover new ideas	4.2	0.84	0.38	HRIILC
2	Practice good thinking and communication skills	4.5	0.90	0.40	HRIILC
3	Identify and develop solve problems skills	4.8	0.96	0.43	HRIILC
4	Defend positions and get feedback	4.6	0.92	0.41	HRIILC
5	Acquire how applying knowledge	4.8	0.96	0.43	HRIILC
6	Gaining insightful skills for fact-finding	4.6	0.92	0.41	HRDILC
7	Make students to become teachers	3.3	0.66	0.30	MRIILC
8	Apply analysis skills method of learning	4.2	0.84	0.38	HRIILC
9	Develop high level of cognitive skills	4.8	0.96	0.43	HRIILC
10	Develop collaborative skills	4.6	0.92	0.41	HRIILC
11	Discovering new ways of learning	4.8	0.96	0.43	HRDILC
12	Awakes student's interest and curiosity	4.6	0.92	0.41	HRIILC
13	Makes earners to solve problem by themselves	3.3	0.66	0.30	MRIILC
	GRAND MEAN, SD AND SE	**4.3**	**0.87**	**0.39**	HRIILC

Source (Field Study, 2020)

In analysing research question 4, based on the questionnaire items numbered 1 to 13 on table 5, the Grand Mean showed 4.3, representing High Roles of Indirect Instruction in Learning Courses in the universities under study.

The Grand Standard Deviation was 0.87 represents closeness in the views of the respondents on High Roles of Direct Instruction in Learning Courses in the universities under investigation, the grand standard error 0.39 also shows that the sample size used for the study was adequate.

TABLE 7: Summary of Calculated (R) of the Roles of Direct Instructional Strategies and Teaching of Courses

SN	Variables	N	$\bar{x}$	SD	SE	Df	Alpha Level	R-cal.	R-tab.	Decision	Remark
1	The Roles of Direct Instruction	15	4.3	0.79	0.38						
2	Teaching of Courses	15	4.4	0.78	0.39						
						13	**0.05**	**0.516**	**0.113**	**Rejected**	**PSR**

Source (Field Study, 2020)

The calculated Pearson Product Moment Correlation Coefficient (r) 0.516 is greater than (>) the critical table value of 0.113 at 0.05 significant levels. Since the calculated value of (r) 0.517 is greater than (>) the critical table value of 0.113, the null hypothesis which stated that there is no significant relationship between the roles of direct instructional strategies and teaching of courses in Rivers state universities is rejected.

The computed value of (r) 0.516 signifies a positive significant correlation between the direct instructional strategies and teaching of courses in Rivers state universities. This means that direct instructional strategies play high roles in when teachers are teaching learners courses in Rivers state universities

TABLE 8: Summary of Calculated (R) Of the Roles of Indirect Instructional Strategies and Teaching of Courses

SN	Variables	N	$\bar{x}$	SD	SE	Df	Alpha Level	R-cal.	R-tab.	Decision	Remark
1	The Roles of Indirect Instruction	15	4.4	0.88	0.37						
2	Teaching of Courses	15	4.3	0.87	0.39						
						13	**0.05**	**0.616**	**0.113**	**Rejected**	**PSR**

Source (Field Study, 2020)

The calculated Pearson Product Moment Correlation Coefficient (r) 0.616 is greater than (>) the critical table value of 0.113 at 0.05 significant levels. Since the calculated value of (r) 0.517 is greater than (>) the critical table value of 0.113, the null hypothesis which stated that there is no significant relationship between the roles of indirect instructional strategies and teaching of courses in Rivers state universities is rejected.

The computed value of (r) 0.616 signifies a positive significant correlation between the indirect instructional strategies and teaching of courses in Rivers state universities. This means thatindirect instructional strategies play high roles in when teachers are teaching students courses in Rivers state universities

TABLE 9: Summary Of Calculated (R) Of The Roles Of Direct Instructional Strategies And Teaching Of Courses

SN	Variables	N	$\bar{x}$	SD	SE	Df	Alpha Level	R-cal.	R-tab.	Decision	Remark
1	The Roles of Direct Instruction	160	4.3	0.87	0.39						
2	Learning of Courses	160	4.3	0.88	0.39						
						158	**0.05**	**0.618**	**0.113**	**Rejected**	**PSR**

Source (Field Study, 2020)

The calculated Pearson Product Moment Correlation Coefficient (r) 0.618 is greater than (>) the critical table value of 0.113 at 0.05 significant levels. Since the calculated value of (r) 0.618 is greater than (>) the critical table value of 0.113, the null hypothesis which stated that there is no significant relationship between the roles of direct instructional strategies and learning of courses in Rivers state universities is rejected. The computed value of (r) 0.618 signifies a positive significant correlation between the direct instructional strategies and learning of courses in Rivers state universities. This means that direct instructional strategies play high roles in when students are learning courses in Rivers state universities

TABLE 9: Summary of Calculated (R) Of the Roles of Direct Instructional Strategies and Teaching of Courses

SN	Variables	N	$\bar{x}$	SD	SE	Df	Alpha Level	R-cal.	R-tab.	Decision	Remark
1	The Roles of Direct Instruction	160	4.3	0.87	0.39						
2	Learning of Courses	160	4.4	0.88	0.38						
						158	**0.05**	**0.718**	**0.113**	**Rejected**	**PSR**

Source (Field Study, 2020)

The calculated Pearson Product Moment Correlation Coefficient (r) 0.718 is greater than (>) the critical table value of 0.113 at 0.05 significant levels. Since the calculated value of (r) 0.718 is greater than (>) the critical table value of 0.113, the null hypothesis which stated that there is no significant relationship between the roles of indirect instructional strategies and learning of courses in Rivers state universities is rejected. The computed value of (r) 0.718 signifies a positive significant correlation between the indirect instructional strategies and learning of

courses in Rivers state universities. This means thatindirect instructional strategies play high roles in when students are learning courses in Rivers state universities

Discussion of Findings

From the findings of this study it was obvious that both direct and indirect instructional strategies play a very high and great roles among lecturers and students when teaching and learning courses in Rivers state universities. These findings are not contrary to the opinions of Education State University.com, (2016), Ndinechi and Obidile (2013), Ukata (2017), Eberly Center, (2016), Ukata, Wechie, and Nmehielle, (2017) and Regina, (2016) that direct and indirect instructional strategies make lecturers to responds to students' misconceptions or conflicts, give room to demonstrate for learners to see, assist to engage and motivate learners and demonstrate competence in subject area. They make it easy observe how learners collaborate during group learning, development of relationship among learners and ideas, discover disciplinary skills required among students and observe how independent learners can work. They are also helpful to students in knowledge construction, give direction on the needs of the specific objective, provide step-by-step information for the learner's level and make students to discover new ideas. These instructional strategies assist learners to practice good thinking and communication skills, identify and develop problems solving skills as well as defend positions and get feedback.

Conclusion

From the findings and discussion with views of different scholars, it is concluded that students both direct and indirect instructional strategies play major roles in teaching and learning courses by lecturers and students in Rivers state universities. The conflict that either direct or indirect instructional strategy is the best has not been substantiated because, learners, learning objectives, instructional technologies, teaching and learning environment differ, meaning lecturers and students should collaborate base on their current situation and choose the appropriate method is the resolution.

Recommendations

1. Teachers and lecturers should apply both direct and indirect instructional strategies when managing classrooms
2. Factors like age, developmental stage, environment, availability of instructional technologies should be taken into consideration before adopting any instructional method in teaching and learning
3. There is need for regular training and retraining of teachers on the various and invoke instructional strategies for teaching and learning

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