



KWARA STATE UNIVERSITY, MALETE, NIGERIA
SCHOOL OF POSTGRADUATE STUDIES (SPGS)

**STRATEGIES, OPPORTUNITIES AND CHALLENGES OF
INTEGRATING VERBATIM REPORTING INTO BUSINESS
EDUCATION CURRICULUM**

Ibrahim Folahanmi JIMOH
17/27/PBE006

MAY, 2021



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**DEPARTMENT OF BUSINESS AND ENTREPRENEURSHIP
EDUCATION, FACULTY OF EDUCATION, KWARA STATE
UNIVERSITY, MALETE**

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INTEGRATING VERBATIM REPORTING INTO BUSINESS
EDUCATION CURRICULUM**

A Ph.D. THESIS SUBMITTED

BY

**Ibrahim Folahanmi JIMOH
*MATRIC NO.: 17/27/PBE006***

**In Partial Fulfilment of the requirements for the award of Doctor of
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DEPARTMENT OF BUSINESS AND ENTREPRENEURSHIP EDUCATION,
FACULTY OF EDUCATION,
KWARA STATE UNIVERSITY, MALETE
NIGERIA**

MAY, 2020

DECLARATION PAGE

I hereby declare that this thesis titled Strategies, Opportunities and Challenges of Integrating Verbatim reporting into Business Education Curriculum is a record of my research. It has neither been presented nor accepted in any previous application for higher degree.

Ibrahim Folahanmi JIMOH

Signature / Date

APPROVAL PAGE

APPROVAL PAGE

This is to certify that this thesis by Ibrahim Folahanmi JIMOH has been read and approved as meeting the requirements of the Department of Business and Entrepreneurship Education for the award of the degree of Doctor of Philosophy (Ph.D.) in Business Education.

Prof. Titus A. UMORU
Main Supervisor

Signature / Date

Dr. Lawrence F. ADEMILUYI
Co-Supervisor

Signature / Date

Dr. Ngozi B. NWABUFO
Head of Department

Signature / Date

Dr. Stephen O. AFOLABI
Internal Examiner

Signature / Date

Prof. (Mrs.) Nneka S. EZEANI
External Examiner

Signature / Date

Prof. Hamzat I. ABDULRAHEEM
Dean, School of Postgraduate Studies (SPGS)

Signature / Date

DEDICATION

This Thesis is dedicated to the memory of my beloved late mother **SARATU IKUYABESIN AJILE**, the architect of what I am academically today. May Aljana Firdaus remain her permanent abode (Amen).

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Abstract

The study investigated into the strategies, opportunities and challenges of integrating verbatim reporting into business education curriculum in North-central, Nigeria. The study had four specific purposes, research questions and hypotheses. The study adopted explanatory mixed method. Specifically, the study used QUAN + qual design. Population of the study was 75 comprising 23 business educators, 34 verbatim reporters and 18 Directors of Personnel. It was a census study for the quantitative data as the whole population was used. A 59 item questionnaire tagged “Strategies, Opportunities and Challenges of Integrating Verbatim reporting into Business Education Curriculum” (SOCIVRIBEC) with modified 4-point rating scale was the instrument used for quantitative data collection. A semi-structured interview was conducted to gather the qualitative data. The instruments went through face and content validation by three experts in Business and Entrepreneurship department. The reliability of the instrument was ensured using the Cronbach Alpha Coefficient and the result yielded a reliability coefficient of 0.92. In order to ensure the validity of the data from the interview, the information were triangulated with the information from other sources. Mean and standard deviation were used to analyze the data collected to answer the research questions. The hypotheses were tested using independent sample t-test at 0.05 level of significance. The findings on all the four hypotheses tested revealed that there were significant differences in the mean ratings of business educators and verbatim reporters regarding the desirability, strategies, opportunities and challenges of integrating verbatim reporting into business education curriculum. Sequel to the findings of the study, it was concluded that the integration is highly desirable as this will not only help to curb the dearth of verbatim reporters, it will also widen the horizon of business education graduates to employment opportunities and enrich business education degree certificate thereby promoting the profession. It was recommended among others that since there will be enrichment of business education degree certificate through integration, all government educational agencies should take necessary actions to ensure the realization of the integration so as to promote and curb the dearth of the profession.

CHAPTER ONE

INTRODUCTION

Background to the Study

Verbatim reporting is a dying discipline in the Nigerian educational system, yet the profession remains highly in demand in Nigerian courts and parliaments at the national, state, and local levels. Indeed, it has been argued that parliamentary reporters are indispensable if the Nigerian's current democratic dispensation is to be sustained and strengthened. This situation demands the identification of methods to sustain the profession which is grossly associated with secretaryship.

In Nigeria, secretaryship is regarded as a business education course. Business education could be seen as an aggregate of courses concerned with the acquisition, development, and inculcation of the proper values for the endurance of the people and the society (FRN, 2015). Business education is an education for and about business. It blends both theoretical and pragmatic knowledge. In the same vein, it reveals the recipient to the economic system of his country and equips him with lifelong skills that would enable him to form a reasonable judgment as a producer (entrepreneur), employee, or consumer of commodities and services. Aliyu (2013) stated that business education stresses the need for specialized teaching to train students for a business career; fundamental instruction to help students take their economic functions as consumers, workers, and citizens, and background education to aid pupils in educating for professional careers requiring advanced study.

Ijaiya (2014) opined that the worth of any educational system as an investment lies in its capacity to continuously serve its customers (students, parents, employers or labour, the society) better and remain relevant. It is on this basis that the quality of education will be assessed. Today, more than ever before in human history, the wealth or poverty of nations

depend on the quality of their citizen's education. Those with a big repertory of accomplishments and greater learning capacity can count forward to a lifetime of unprecedented economic fulfillment. Nigeria faces many educational challenges in seeking solutions to accelerate the country's social and economic prosperity. However, the country may find it very difficult in solving the problem of the high rate of youth unemployment without embarking on sustainable reforms to the vocational education system. Given the nature of demand by organizations and the labour market, the nation needs to expand access to technical and business education to help Nigeria redress its youth empowerment goal. The country also needs to continue to review its curriculum offerings.

According to Wartkins and Kristonis (2011), the curriculum is the content of the academic activities carried out in a school setting or a particular class or course of study. Depending on the way educators describe or use the term, curriculum typically involves the knowledge and abilities learners are required to learn and acquire. These include the learning standards or learning objectives they are required to attain; the breakdown of the lessons that lecturers teach; the assignments and projects are given to learners; the books, materials, videos, presentations, in a course; and the tests, and other strategies used to assess student learning. An individual teacher's curriculum, for instance, would be the specific learning standards, examples, assignments, and materials used to coordinate and teach a special class. Verbatim reporting curriculum is the lesson and content of academic activities taught for the award of a certificate in Verbatim Reporting at Federal Training Centers in Nigeria (Hansard Styles Manual, 1979).

Verbatim reporting is an important tool for parliamentary reporters in Nigeria. Parliamentary reporters write word-for-word, that which is being debated on the floor of the

house. Verbatim Reporters write their notes in shorthand before transcribing. The notes are then collected and put out as the formal reports of the proceeding of the legislature, popularly called Hansard. The verbatim reporter records verbatim the proceedings in the House and sits in turns in the Chamber for 10 minutes. The official reporters also write minutes of meetings of the various committees of the house. Ayodele (2013) made it known that at the inception of the democratic dispensation, when Parliament was about to sit, very good and efficient confidential secretaries were drafted to the then parliament to undertake the duties of official reporting till the Session ends after which, they would go back to their duties in the Ministries/Departments.

All reporters in the legislative houses across the country were trained Confidential Secretaries, and are therefore products of business education (Office Technology and Management). The Federal Training Centers (FTC), in the main, has been the training institution. The recourse to drawing trainee reporters from the pool of secretaries has a historical antecedent dating back to 1959 when there was no organized training of official reporters, neither was a cadre of staff assembled for that purpose (Ayodele, 2014). It is from the pool of skilled secretaries that trainee reporters have largely been drawn over the years to undergo two sessions in reportorial skills. After two sessions a trainee Reporter is expected to write at least 140/160 words per minute shorthand speed and obtain 70 words per minute typewriting speed, with other core courses like Legislative Duties, Law, communication skill, among others. For a Confidential Secretary Grade-II (C.S.II) certificate holder trained to emerge as a reporter, he would have spent six years post-secondary training, if the training runs consecutively.

Umoru (2012) maintained that specialized workers will continuously be needed to perform various tasks required to keep organizations working smoothly and providing the products and services required by customers. He maintained that in this age of skill competition, workers must continue to obtain training in handling various types of activities. As technology advances, new ways of doing things become inevitable. Education is said to be of quality if it can meet the present and future needs of the learners and the community, given the particular circumstances and prospects. The quality aspect involves the improvement of every member's potential in every new generation (Ijaiya, 2014). Therefore, for Legislative organizations to work smoothly, Verbatim Reporters need quality training in line with the technological age.

The twentieth-century office has witnessed tremendous changes in the way information is being processed. The era has already been termed the information communication and technology age. There is no indication that this rapid degree of transformation will slow down. It may even be accelerating as the years progress in the twenty-first century. Amoor (2010) opined that business education performs a substantial part in the economic advancement by inculcating knowledge to the learners which will help them to be able to impart the knowledge acquired to others and to be able to handle advanced technologies in the modern office.

Akarahu (2012) asserted that Office Technology and Management is used as a comprehensive term referring to the aspect of the educational process involving in addition to universal education, the study of related technologies and related sciences, and the attainment of practical skills, attitudes, appreciative and knowledge concerning to careers in numerous segments of the financial and social life. Onojetah (2014) believes that tremendous

improvements in new technologies have certainly affected the training sector in all companies.

Looking through the business education (Office Technology and Management) syllabus, one will see that except for subjects like parliamentary procedure and sub-editing that are not part of those subjects in Office Technology and Management syllabus in the University for the Award of the first degree, business education syllabus is very much comprehensive and suitable enough for the verbatim reporters' profession. The demand for 140/160 and 70 wpm in shorthand and typewriting respectively hitherto required of a verbatim reporter had been overtaken by the advances in information technology. This is in support of Ademiluyi (2012) who suggested that in the next round of curriculum review, shorthand should be expunged to give way to modern automated equipment.

One should not lose sight of the fact that majority if not all the early reporters are products of business education that is, confidential secretaries (Stenographers) that have a vast knowledge of shorthand and typewriting, but their process and procedure of legislative reporting transcend ordinary shorthand and typewriting skills. Perhaps because of the long period of rigorous training, the Federal Ministry of Establishment rates the Reportorial Certificate higher than the HND. In its letter reference no. SD.1457/Vol. VII/822 dated 31st March 1993; titled EVALUATION OF CERTIFICATE the Ministry says Official Reporter's Certificate can be rated slightly higher than the Higher National Diploma Certificate (HND) awarded by the Polytechnics. What differentiates a university business education graduate and the HND holder (Office Technology) is the high speed of 140/160 and 70 wpm in Shorthand and Typewriting respectively; but with the advent of information technology, shorthand which is among the key subjects is increasingly becoming irrelevant in the sense that voice recognition devices are now available that can process spoken sound directly into typed letter

on the computer. Though the use of a typewriter in any modern office has become an aberration, effective keyboarding skill is required for computer operation at a fast speed.

Akinyemi (2012) pointed out that the effect of information technologies is great and include greater efficiency, high-quality products, increased productivity and convenience of operation as well as better service delivery. The world has been brought closer through the advent of information and communication technology and has been the hub in the concept of globalization. The educational sector, according to Babalola and Tihami (2012), has been one of the recipients, and Information and Communication Technology is a major tool for teaching. Hornby (2010) talked about information as the method and machine used to save labour. According to Amiaya (2014), technologies possess the capacity to improve teaching and learning in the school classroom. It also improves clerical efficiency in the offices. Information and communication technology has gone a long way to improve the ability of both the management and staff of the assembly to come up with target output within a specific number of hours so that a reporter would understand that he is mandated to perform a definite mission within a definite period.

The introduction of information and communication technology has helped reporters to open windows of opportunity to global information that will keep them abreast of the modern way of covering legislative activities. The emergence of information and communication technology has compelled the National and State Houses of Assembly to open training programmes for practicing reporters to facilitate their proficiency on the job. It equally motivates the reporter to be thirsty for acquiring more knowledge and skill that makes them more productive. Keyboarding skills remain an essential requirement for students of the Business Education department in tertiary institutions in Nigeria. The standard is assumed to

hold with this new curriculum in absence of clear guidelines in the new curriculum as employers presently insist that secretaries have a minimum of 35 words a minute, while those with Higher National Diploma/First Degree status are required to obtain a speed of not less than 50 words a minute.

Keyboarding skills, principally the attainment of speed and accuracy, using touch rather than ‘hunt and peck’ is extremely essential. Oborah (2011) opined that keyboarding is the advancement of the skills to enter data with the use of alphabetic and numeric keys on a computer keyboard. The touch technique involves striking the correct key with the correct fingers without eyeing at the keyboard as compared with the idea of ‘hunt and peck’. Hunt and peck encompass the use of a few fingers to reach the key by watching at the keyboard and this is usually the practice of the unprofessional users of the keyboard. The touch technique adopts the home row keys as the base for the operations on keys which include keys on the keyboard fingers of the left hand placed on ‘a s d f’ and fingers on the right hand on ‘j k l;’ and from these home keys other keys on the upper and the bottom rows are reached. The thumb (either left or right) is used for the ‘spacebar’. According to Oborah (2011), proficiency in touch typewriting is an advantage of a greater degree of speed and accuracy of data input by the computer operators.

Proponents of integration debated that assisting students integrate and understand the big picture connections between the different courses they take should be a more consistent feature of higher education because it is likely to make learning easier, more relevant, and more engaging. The natural sciences have already recognized the power of seeking answers to large questions through the integration of multiple disciplines (Labov, Reid, & Yamamoto, 2010). Principles of learning could hypothetically be used to develop all students’ appreciative

of complex problems through more cautious integration of the arts, humanities, and business education.

Statement of the Problem

In Nigeria, the reportorial profession which is a subset of the secretarial branch of business education is in imminent danger of extinction. While international journals on Legislative activities report that the reportorial profession is alive and healthy, the same cannot be said of the situation in Nigeria. Observation has shown that the modern developments in technological development and the use of modern office equipment in all offices, the reportorial profession has not attained that level of indispensability in Nigeria as claimed by these foreign textbooks. The country does not have enough qualified verbatim reporters needed in the labour market (Ayodele, 2013).

Despite rigorous training of verbatim reporters, they are not respected as much in Nigeria because the reportorial certificate is not appreciated like the B.Sc. degree certificate. Intellectual attainment in Nigeria is denoted by degree qualifications, irrespective of whether upon qualification, the degree holder has the valued capability that should normally flow from such qualifications.

Satisfaction in the job could either be an attitudinal or emotional response to one's job which describes how contented an individual is with their job. Several factors may affect an individual satisfaction level in the job. These factors are regarded as motivational factors that enhance job satisfaction. Some of these elements comprise the level of salary and benefits, the perceived fairness of the advancement system within an establishment, the interest and challenges the business generates, working conditions, and leadership among others.

Motivation can enhance the input of workers; in return workers' motivation accelerate organizational development as effective motivation causes an increase in output. Motivation is a basic psychological process that explains the interaction of behavior with cognitive processes. Experience has shown that the publication department which is a core department in the Legislative Houses is in a very short supply of requisite manpower. The certificates in verbatim reporting awarded by the federal training centres are not as valuable as a degree certificates. That is why verbatim reporting certificate holders have their terminal point as grade level 14 in the Civil Service salary structure as against a degree holder who can reach level 17. This is the main reason confidential secretaries are no more willing to go for a reportorial course in federal training centres any longer. If an immediate and effective solution is not provided, within the next few years, this vital cadre will become extinct.

It, therefore, becomes worrisome that in the computer age, a critical profession, Verbatim Reporting, which is a subset of Business Education is facing severe manpower adequacy challenges even though Business Education programmes are run in various universities in the country (Jimoh, 2016). This in conjunction with the researcher's long-standing experience and interest in the profession forms the basis to identify the strategies, opportunities, and challenges for integrating verbatim reporting into the business education curriculum in North-central Nigerian Universities.

Purpose of the Study

The main purpose of this study was to identify the strategies, opportunities, and challenges of integrating verbatim reporting into the business education curriculum in North-Central Nigerian Universities. Specifically, the study aimed to:

- i. determine the extent of the desirability of integrating verbatim reporting into Business

Education curriculum in universities in North-central, Nigeria.

- ii. identify strategies for integrating verbatim reporting into Business Education curriculum in universities in North-central, Nigeria.
 - iii. identify opportunities for integrating verbatim reporting into Business Education curriculum in universities in North-central, Nigeria.
- identify the challenges of integrating verbatim reporting into Business Education curriculum in universities in North-central, Nigeria.

Research Questions

The following research questions were raised and answered in the course of the study:

- i. What is the extent of the desirability of integrating verbatim reporting into the business education curriculum?
- ii. What are the strategies for integrating verbatim reporting into the business education curriculum?
- iii. What are the opportunities for integrating verbatim reporting into the business education curriculum?
- iv. What are the challenges of integrating verbatim reporting into the business education curriculum?

Research Hypotheses

The following research hypotheses were formulated and tested at a 0.05 level of significance:

- H₀₁:** There is no significant difference between the mean responses of business educators and verbatim reporters regarding the extent of the desirability of integrating verbatim reporting into the business education curriculum.

H₀₂: There is no significant difference between the mean responses of business educators and verbatim reporters as to the strategies for integrating verbatim reporting into the business education curriculum.

H₀₃: There is no significant difference between the mean responses of business educators and verbatim reporters regarding the opportunities for integrating verbatim reporting into the business education curriculum.

H₀₄: There is no significant difference between the mean responses of business educators and verbatim reporters as to the challenges of integrating verbatim reporting into the business education curriculum.

Significance of the Study

The findings of this study, when published in a reputable journal, are expected to be of benefit to the three arms of government vis-a-vis the legislature, executive, and the judiciary. The outcome of this study will also be of immense benefit to the verbatim reporters, business educators, and the society at large.

The Legislative arm of government would benefit because the services of verbatim reporters are demanded in the legislature for covering the deliberations on the floor of the House. The publication department which houses the verbatim reporters is a core department in any Legislature.

Also, the executive arm of government would benefit because the services of verbatim reporters are required for the coverage of the sittings of panels of inquiry.

The Judicial arm of government would benefit because the services of verbatim reporters (Court reporters) are needed for the coverage of court proceedings and the sittings of Tribunals and Special Judicial panels of Enquiry. The result of the study would serve as a

morale booster to the serving verbatim reporters in the sense that a university degree will enable them to get to the apex of their chosen career.

Business educators will also benefit because it will create more employment opportunities for them in the sense that the more departments established in the universities, the more employment opportunities. Also, it will enable business educators to be more conversant with the verbatim reporting profession which is a branch of the Secretarial profession. Integrating verbatim reporting into the business education curriculum will create more employment opportunities for business education graduates because currently, the country is in dire need of verbatim reporters in all the three arms of government. Integrating verbatim reporting into the business education curriculum will promote the profession which is not yet popular in the country.

Delimitation of the Study

The study concentrated on the strategies, opportunities, and challenges of integrating verbatim reporting into the Business Education Curriculum. The study was delimited to all the universities offering business education, verbatim reporters in State Houses of Assembly and Directors of Personnel in the headquarters of all the arms of government in all the States in North-Central Nigeria. The reasons for the choice of universities and Houses of Assembly in the North-central geo-political zone was because the integration is to take place in the universities offering business education programme in Nigeria and the respondents are the Business educators in the universities and verbatim reporters in the State Houses of Assembly.

Operational Definition of Terms

The following terms were operationally defined to give a good understanding of their meaning and usage to the readers:

Strategies: Technique to be put in place to make integration of verbatim reporting into business education programme possible.

Opportunities: Situations that make it possible to integrate verbatim reporting into the business education programme.

Challenges: Problems that are likely to be encountered in the course of integrating verbatim reporting into the business education programme.

Verbatim Reporting: This is the act of taking down the proceeding on the Floor of the Houses of Assembly word for word without missing out on anything and the end product is known as Hansard.

Houses of Assembly: This is an arm of government that is, Legislature at the State level where Parliamentary duties are carried out.

Business Education Curriculum: The curriculum designed and approved by the National University Commission for the award of First Degree in Business Education in Nigerian Universities.

Integration: Creation and advanced achievement across special and specialized studies demonstrated through the application of knowledge, skills, and responsibilities to new scenes and complex problems

Verbatim Reporting Curriculum: The curriculum designed and ratified by the Federal Office of Establishment and Manpower Training for the award of Professional Certificate in Verbatim Reporting in Federal Training Centre in Nigeria.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This Chapter reviewed the related literature on strategies, opportunities, and challenges of integrating verbatim reporting into the business education curriculum in North-Central Nigerian universities. Hence, the related literature was reviewed under the following sub-headings: Theoretical Framework

System theory by Bertalanffy (1969)

Progressive and experiential learning theory by Beane's (1997)

Conceptual Framework

Concept of Curriculum Integration

Business Education/Office Technology and Management Curriculum

Verbatim Reporting Profession

Importance of Curriculum Evaluation in Integration

The desirability of Integrating Verbatim Reporting into the Business Education Curriculum

Strategies for Integrating Verbatim Reporting into the Business Education Curriculum

Opportunities for Integrating Verbatim Reporting into the Business Education Curriculum

Challenges of Integrating Verbatim Reporting into the Business Education Curriculum

Empirical Studies on Curriculum Integration

Appraisal of Literature Review

Theoretical Frameworks on Curriculum Integration

System and Progressive, Experiential Learning Theories were embraced for this Study.

System Theory by Bertalanffy (1969)

System theory was propounded by Bertalanffy in the year 1960. He focused on the

system as an organized or complex whole, a combination of things or parts forming a complex or unitary whole. This concept of a system can be traced back to Aristotle (384-322BC) who suggested that the whole is more than the summation of its parts. A major operating characteristic of a system is that what moves the mapping of one component can potentially involve other components as well as an integral organization.

The system theory rests on the assumption that all systems have different parts performing different functions in such a way that each part interacts with and is interdependent on the other elements or parts and the other systems (environment) around it. However, what affects one part affects the other parts of the system and its environment. From the above definition and the description of the system, it can be noticed that all aspects of human life are a system. The bodies, homes, the child, a plant, education, and so on are systems and each has within it several subsystems.

A system can be either close or open. Closed systems are not influenced by or do not interact with their environment. They are self-supporting. Open systems dynamically interact with their environment on which they both depend on their inputs and for the discharge of their outputs. The open system theory is relevant to this study because the educational setting or a single school unit is a system and the concept of interaction and independence of the parts with the other and the wider system (society) is applicable. The system objectives and the various system inputs are the stimuli that energize the educational system and provide it with the content of its operation. There must be a continuous supply of inputs from the environment to ensure continuity in the system. These inputs are the integration of verbatim reporting into business education programme for a university degree certificate.

Component of System Theory

A system has some components which include input, transformation process, and output. These components are aptly described as follows:

Inputs

These are the raw materials that come into the system from the environment for processing. Other inputs that assist during transformation are the teachers and supporting staff, curriculum (Verbatim reporting curriculum as obtained in Federal Training Centres) among others. Tertiary institutions among which university is a production system for Verbatim Reporters for the Houses of Assembly as it uses human capital with other resource inputs to produce refined business education graduates who are versatile in the modern way of reporting.

Transformation Process

This is the treatment or change of the input by the internal mechanism of the system i.e. the incorporation of verbatim reporting into the business education curriculum in universities. In educational institutions, students' are transformed into output through the internal mechanisms of the school system. The various inputs are processed (converted, transformed) in agreement with the objectives of the system. The conversion consists of the methods used in the teaching-learning process, administration, and coordination, as well as evaluation and accreditation.

Output

This is the product or finished material from the system emerging after the input has been processed. The type of output will largely depend on the nature of inputs, the kind of processing, the kind of supportive material, and the expected use to which the output would

be put in all the arms of government. Outputs are educated individuals as evidenced by the knowledge gained, the skills acquired and the attitudinal change wishes eventually lead to certification. Inside the setting of educational planning, measurable outputs are the educated persons who complete given educational cycles and are quick to go into the actual creation of work.

System theory is relevant to this study in the sense that verbatim reporting subjects like parliamentary procedures, sub-editing among others (input) are to be integrated with the business education programme (process) to produce business education graduates who have been well trained in the science of verbatim reporting (output). It is a general belief that for an organization to achieve its aims and objectives, all the departments and units must function effectively. A problem with a sub-system can cause the break-down of the whole system. Not only is Verbatim Reporting Department – a core department in the Legislature facing an acute shortage of manpower, the executive and judicial arms of government are also in dire need of these professionals who are not readily available in the labour market despite the high rate of unemployment in the country.

Curriculum Integration Model by Beane's (1997)

The theoretical framework of progressive and experiential learning was propounded by Dewey in the year 1959 and recently from Beane in the year 1997. Beane argued in his book, *The school and society, the child and the curriculum*, that the true centre of correlation of the school is within the child's social actions, rather than the subject disciplines. This view aligns with the philosophy of curriculum integration, particularly the trans-disciplinary model, which situates all learning around issues of interest to its students.

Individual teachers and schools embracing curriculum integration do so to make learning more meaningful and engaging, as noted previously, with less emphasis on the learning areas as a result. In this manner, learners participate actively in their learning, rather than passive recipients of disciplinary knowledge. Dewey (1916) believed that scholarship and knowledge were constructed through action and experience and that no learning takes place without action.

These ideals are the foundation of an incorporated curriculum, with students experiencing learning that is personalised and relevant. While context is flexible within curriculum integration, the process of progressing through the inquiry of choice is structured, teaching students valuable, non-discipline specific skills, such as thinking, questioning, and reflection (Beane, 1997). This mirrors Dewey's belief that education must be viewed as a continual reconstruction of experience, and that the process of education is tantamount.

Dewey's (1949) progressive model of thinking incorporates three steps, which Beane (1997) have linked into his model of integration, as illustrated in Table below:

Steps	Dewey's model of thinking	Beane's model of curriculum integration
1.	A student encounters a problem in action. about themselves and their world.	Curriculum integration is often initiated through questions that students have
2.	The problem is interpreted drawing on prior experience and knowledge.	Students are encouraged to establish themes within their questions drawing from their current knowledge and understanding.
3.	A solution to the problem is experimented with.	Students attempt to answer their questions through the activities they have constructed with each other and their teacher.

Table 1: Dewey's model of thinking and Beane's model of curriculum integration

Schools are shared spaces in which students and teachers gather to create new

opportunities and shape new futures. Curriculum integration arguably offers a greater opportunity, than traditional methods, to collaborate and learn in a communal setting, to add to students' prior understandings of various concepts, nurturing their social skills and therefore their understanding of others' viewpoints.

Advocates of curriculum integration argue that it is responsive to the way students learn because the brain seeks patterns between new details, and learning happens more readily when presented in a meaningful context. Kaskey-Roush (2008) explained that the theme and subsequent activities used in an incorporated curriculum come from the students' thoughts and concerns. He illustrated the parallels between curriculum integration and constructivism in this regard, maintaining that "the more numerous and varied the consciously shared interests within a constructivist interpretive community, the more development and growth we may expect". Curriculum integration is evolutionary, as learning changes according to the prior experience, interests, and diversity of its learners. Educators are continuously constructing knowledge with students as their needs are interpreted, providing them with assistance to construct solutions to problems for which they cannot produce their solutions.

The co-construction of learning, which is a central feature of trans-disciplinary integration, is an example of communicative action, a critical theory developed by Habermas (Prasad, 2005). This theory supports consensus through agreement, and understanding via communication (as opposed to manipulation, and intimidation). Throughout this study, the researcher used the concept of curriculum integration as a system of critical pedagogy to discern the level of student-centered integration at each school. Critical pedagogy considers a student's place in the world, rather than removing them from their context. Habermas stated that "societies are created and maintained by the coordinated activities of its members". This

concept is termed an ideal speech community and is reflected in curriculum integration through the contribution that students make to the planning of their learning.

Hidden agendas and the preclusion of authentic interaction leads to what Habermas terms systematically distorted communication, which can be the case via more traditional, transmissive methods. Such systematic distortion, where old ideas are reproduced, as opposed to the production of a new discourse, could be viewed as concurrent with the reproduction of knowledge contained in the curriculum. These theoretical frameworks have therefore shaped the method of curriculum integration in this research. James (2013) described pragmatism as a philosophical tradition that was centered on the coupling of theory and practice. He viewed pragmatism as a process that extracted theory from practice, followed by reapplication of the resultant theory back to practice. Teachers are often viewed as pragmatists.

Conceptual Framework

The conceptual framework designed for this study describes the integration of verbatim reporting into the business education curriculum toward a B.Sc. degree in North-central universities, Nigeria. According to Rennie, Venville, and Wallace, [2012], a conceptual framework is a tool used to analyse numerous deviations and situations applicable in various classes of work where a complete image is required. It is useful for conceptual peculiarities and consolidates notions.

All arms of government in Nigeria especially the Legislature relied on Federal Training Centres for the training of its Verbatim Reporters. Not only are reporters trained in these centres inadequate to cope with the manpower need of the Hansard Department, but also secretaries were no more interested in pursuing the reportorial course at FTC because the certificate will not yield additional financial benefit to them at the end. This is because to be promoted beyond level 14 as a Verbatim Reporter, one must have a university degree in line with the circular letter

HCSF/EPO/EIR/CND/S.100/25 issued by the Federal Ministry of Establishment (Appendix “A” p.142).

Education progresses through the involvement and interaction of the soul in the real universe. This process starts right from birth, continuously influencing his perception, his consciousness, and forming his attitude and demeanor. This procedure passes on by improving his ideas and making him a clear expectation in life. In other words, through these dealings with his surroundings, an individual is socialized in his society.

Integrating Verbatim Reporting into Business Education Curriculum

The model in figure 1 indicates the concept of Curriculum integration. The academic goal achievement will be a B.Sc. degree in business education (with knowledge of verbatim reporting) which will be influenced by curriculum integration in business education for a University degree. For the reportorial profession to achieve the educational and organizational goal, curriculum integration is very necessary as this will promote the profession in North-Central universities, Nigeria.

According to Finlay (2015), transformation through effective and efficient lecturers is not reacting but rather a grinding obsession with analysis and preparation. Experienced lecturers must be able to demonstrate the intellectual ability of how students learn, the responsive groundwork to impart on many students whose diverse desires are not always obvious; content knowledge from which to draw out different ways to render a concept, and, lastly, the aptitude to make instruction judgments speedily and doing them. The inputs in the conceptual framework are the independent variables that are the desirability, strategies, opportunities, and the challenges of integrating verbatim reporting to be processed in the university in a business education programme, with the resulting output on an enriched business education degree certificate with verbatim reporting subjects integrated.

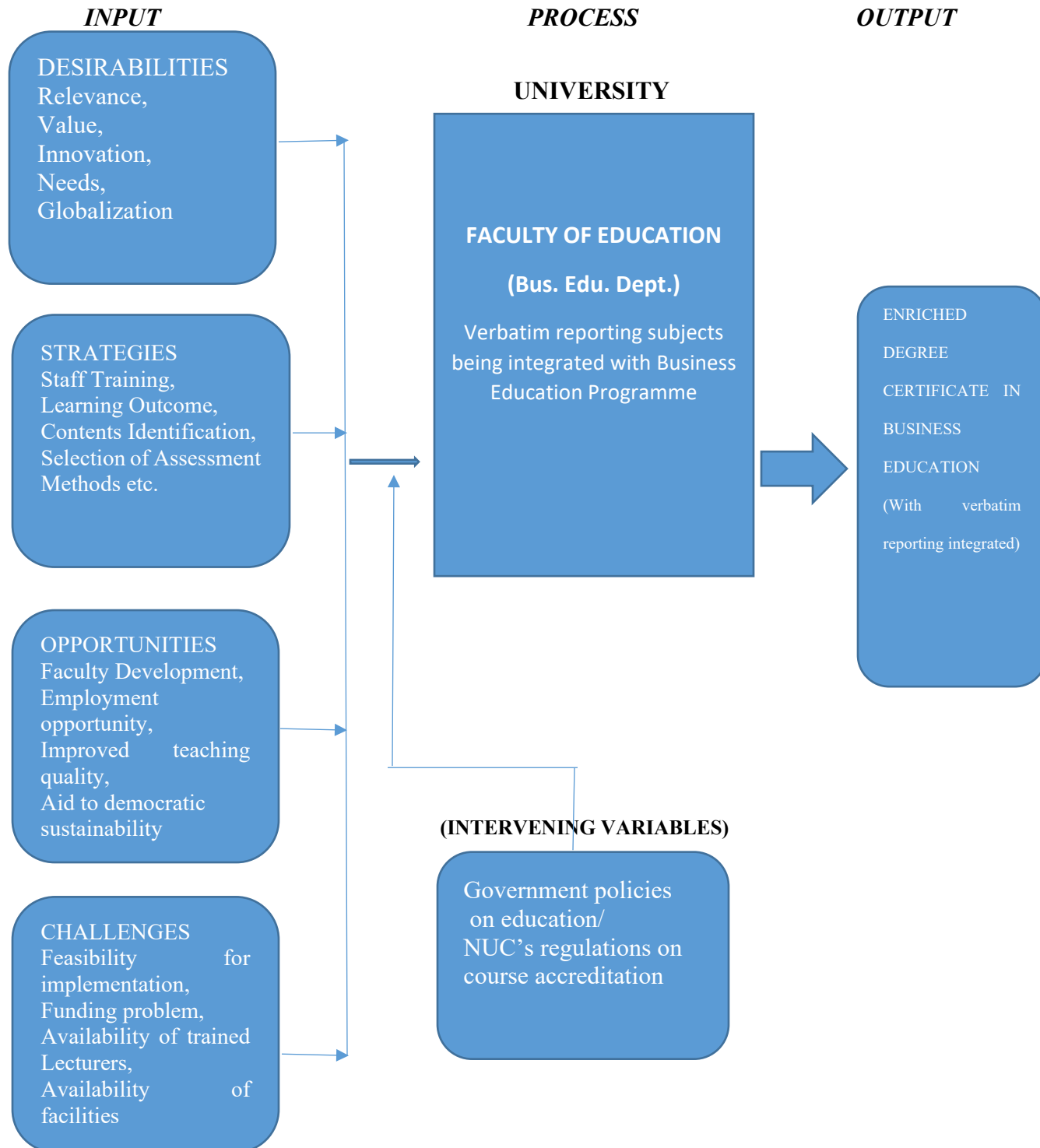
INDEPENDENT VARIABLES**DEPENDENT VARIABLE**

Fig. 1: Conceptual Model on Curriculum Integration

Adapted from Ubulom (2012) Programme Integration Models

Programme Integration Models

Integration of Verbatim Reporting into Business Education Curriculum for University degree has a noteworthy influence on the attainment of desired institutional outcomes i.e. supply of Verbatim Reporters to all the arms of government especially, the Houses of Assembly in North-Central zone, Nigeria. This outcome, form the basis of academic goal accomplishment for this study.

Concept of Curriculum Integration

According to Nwagu (2011), the aim of education in Nigeria is to provide the necessary knowledge, skills, attitude, and values to the citizens, so that they can become useful to the society. Besides, education will enable them to contribute to the growth of their communities. Specifically, these targets can be broadly presented as the assimilation of national awareness and internal integrity; acclimatization of the good values and attitudes for the survival of an individual and the Nigerian society; and equipping citizens with the awareness of the world in general. Education serves many purposes in human societies. None of these purposes compares with promoting integration and national unity, especially in heterogeneous developing societies.

However, two major issues must be addressed for education to serve this purpose especially, in line with modern challenges. First, curriculum content must be designed in the direction of these serious challenges. Second, the plan should be in such a way that citizens who are exposed to behavioral modification under the curriculum would become patriotic and committed citizens (Odukoya, 2016). According to Ibiwumi (2011), the curriculum is fundamental to teaching. It serves as an instrument for guided instruction. No wonder, Aharu, and Unwuchola (2015) described curriculum reform as a modification or review of what has

existed for a purpose, adding or subtracting some elements or modules because of observable need or societal demand for improvement. However, there are various definitions for curriculum integration apart from the one given by Beane and has been found to have several understandings and enactments. Curriculum integration, therefore, is a greatly disputed impression, and one of the central challenges to research in this area has been attempting to pin down this inexplicit and confusing idea (Dowden, 2012; Drake & Reid, 2010; Kinsiz, 2010; Shriner, Schlee, & Libler, 2010). Malik and Malik (2011) defined integration as the organization of teaching matter to bring subjects together that are usually taught separately.

Campbell and Henning (2010) opined that education organized around difficulties and problems of the students is an integrated curriculum. Shriner, Schlee, and Libler (2010) contended that an integrated curriculum applies skills and vocabulary from more than one subject area to test a vital theme. Beane (1997) argued that an integrated curriculum is concerned with raising the potentials for personal and social integration through the establishment of curriculum around major problems and topics, collaboratively acknowledged by teachers and young people, with disregard for theme-area businesses. According to Mustafa (2011), an integrated curriculum prepares children for lifelong learning.

Students can link up their experiences in the classroom to the real world and gain a sense of the experiences of their lives. The significance of curricula in stimulating national integration and unity is crucial in developing countries like Nigeria. Agreed that there is a task of designing and executing practical yet effective curricula that recognize the numerous challenges these countries face, including the need for encouraging integration and integrity among their citizenry. Again, there is always a concern that curriculum design in these countries no matter how noble the motive ends up blocked with poor execution apparatus. In

the end, the intention which it is proposed to serve at commencement becomes whitewashed.

Whatever the case may be, one sure thing is that the curriculum forms the basis of the modern educational system. Besides, it is assumed that education is critical to the sustainable improvement and progress of modern nation-states. The word 'curriculum' derives from the Latin word *currere*, originally meaning the circuit of a race. Concerning education, the word may be taken to mean the 'path' or 'track' of a course of study. Etymologically, therefore, curriculum means a "prescribed content" of study; not a syllabus or a statement of aims but an outline of the subject matter. Alade (2011) admitted that the curriculum serves as an instrument for guided instruction. The curriculum involves planned and anticipated interfaces, which involve teachers, students, and instructional resources in the school or other appropriate educational settings. Therefore, the curriculum is an avenue through which societal values are interpreted by the educational institutions into real and memorable attestation. Curriculum depicts and conveys to the students what the people consider valuable. Every society has its peculiar notion of how its curriculum should be planned and the objectives it should aim at.

The curriculum combines objectives, subject matter, learning activities, and assessment procedures as apparatuses that together serve as contributors to educational importance. It functions as a scout for schools to inculcate in the learners the desired knowledge, skills, attitudes, and habits accepted by society. According to Malin (2014), the importance of rigorous and relevant curricula for achieving desired learning outcomes cannot be overstated. Curricula, instruction, and assessments are inextricably related and altogether define students' learning opportunities and experiences; the curriculum is primary, setting the stage for these other important aspects. Matters of curriculum therefore germane to education:

What do we want students to learn? In what order? How do we present a concept in a manner that is relevant and interesting to students? It follows that something so important should be evaluated, both informally and formally. There should be a regular review of the curriculum to reflect changing dashes of realism of the new world. Curriculum integration is not a new method of organizing for instruction.

Murdoch (2015) opined that an integrated curriculum is more about the organization of learning experiences to ensure a valid connection between disciplines. Through curriculum integration, teachers can plan for the maturation of key skills and understandings that transcend individual strands and themes. Choosing meaningful connections among subject areas helps students build on their diverse prior knowledge and experiences, supports their holistic view of the globe, and ensures more meaningful learning. Curriculum integration allows learners to get a unified perspective of the curriculum to widen the context of their learning beyond single subject areas. When a curriculum is devised holistically, it better reflects the real world and the way children learn at home and in the community. Brain research confirms the theory that younger students acquire in many things and processes and devise them at a single time.

Young student's brain process information better and faster when ideas are being taught holistically rather than in fragment pieces. Through this process they were able to identify both the distinctive roles and related elements of subject areas. This makes them more involved in their learning because the context is more understandable and meaningful to them. To march and apply their knowledge, skills, and attitudes in a kind of learning settings, form connections more easily between the content they learn in school and their out-of-school experiences and focus more clearly on conceptual understanding because the content is

aligned close to key ideas. Curriculum integration is more than a clustering of related learning outcomes.

According to Ibiwunmi, (2011), the selection of learning experiences should be grounded on the extent to which they promote the progress or broaden and support agreement. There is no single best style to integrate the curriculum; however, the following key requirements should be satisfied for successful consolidation. Possessing a strong understanding of the various curricula and intentionally linking curriculum outcomes by a central organizing concept, for instance, a topic, theme, subject, project, or problem, will ascertain the veracity of the content is kept.

The intent of the philosophy, rationale, and outcomes of individual subject areas is sustained and connections between subject areas are made clearer. The contacts made as part of the integrative method must make sense and be substantial. Topics need to be challenged to profound generalizations and a deeper consideration of fundamental ideas can be developed through different content and contexts. Alade (2011) believed that the only best way to plan for instruction is for the teachers to use their specialized understanding and abilities to better meet the needs of their learners. Teachers should use integration as an educational tool and their expert judgment to decide when it is best to integrate the curriculum.

Curriculum integration has gained popularity in the early 21st century and has been viewed by many educators as a solution towards addressing several of the issues faced in education today. These events include the disengagement and underachievement of particular groups of students, and the deficiency of the current education system's outdated model to train young people for life in the 21st century (Mutch, 2010). Two key propositions situate curriculum integration as a significant 21st-century pedagogy. These are the changing nature

of knowledge and the world in the 21st century and a requirement for schools to evolve to meet these changing times.

Concept of Business Education and Office Technology and Management

The term Business education has been viewed differently by scholars. A generally accepted definition has been difficult to arrive at because research and theoretical formulations have continued to grapple with the problem, providing as many definitions as there are experts. Some schools of thought believe that business education is a programme of study to produce teachers for secondary and post-secondary schools (Obi, 2012). Business education allows its recipients access to lucrative occupation and viable living (Ugwuogo, 2013). It is mostly considered as education for and about business. Business education for business is that aspect of vocational education which provides instruction and preparation for positions in office occupations such as secretary, data processor, word processor, computer analyst, and accountant.

On the other hand, education about business allows for an understanding of the financial, economic, marketing, accounting, management system, and other branches of business endeavours. Education about business equips learners to be able to perform logically as consumers and citizens in a business economy. The post-World War II developments have brought out the importance of business education, besides the other professional education areas like technology, medicine among others. Accordingly, Cook in Umoru (2015) summed up the aims of teaching general business in schools in one of his books as follows:

1. It presents occupational opportunities in the entire areas of business;
2. It develops in the students' knowledge of those business activities that affect everyone regardless of economic status.

3. It develops in the student the ability to improve his competency as a consumer of business products.
4. It develops in the student the ability to improve his economic concepts under which the Nigerian free enterprise system works.
5. It develops in the student certain attitude and appreciation concerning the nation free enterprise economy.

It is believed that for countries to thrive in all sectors of their economy they must embrace training as their basic principle. It is, therefore, not far-fetched to understand that a nation is as good as the kind of education system it operates. For the quality of education to be guaranteed, emphasis should be placed on the value of teaching and learning to ensure impressiveness, efficiency, and productivity of education. Aliyu (2013) stated that business education is education for the advancement of skills/competencies, attitude, and attributes which are necessary for the efficiency of the economic system. The term Business Education has been viewed differently by scholars. A generally accepted definition has been difficult to arrive at because research and theoretical formulations have continued to grapple with the problem, providing as many definitions as there are experts. Some schools of thought believe that business education is a programme of study to produce teachers for secondary and post-secondary schools (Obi, 2012). Hence, Business Education as education is perceived as a specialized professional branch of vocational education needed by business educators to be able to equip business education students with the necessary skills and proficiencies.

Another school of thought views the notion of Business Education as education for business. Supporting this view, Utoware and Edionwe (2012) maintained that business education equips youths with certain economic and business concepts as a vehicle for

understanding and analyzing the world in which they live. Onyesom & Okoloch (2014) pronounced that business education is the instruction given in tertiary institutions to prepare students for a job in business, teaching, industries, administration, and entrepreneurship. It is education needed to teach people business, education needed to handle personal affairs, and education needed about business to be good citizens of society. Udoh (2010) however described business education as a means by which an individual develops understanding and skills which enables him to enter into the world of business and be self-reliant. Business Education is a fusion of pedagogical and entrepreneurial preparation.

Business Education is training in technologies and related sciences for the acquirement of practical skills, attitudes, understanding, and knowledge related to the profession in various sectors of the economy and social life. Business Education provides awareness and talents to the students thereby facilitating them to effectively impart knowledge on to others, and handle sophisticated modern office equipment. According to Ugwoke (2011), business education is the component of a vocational/technical education course that equips the learner for a business career and to be an intelligent consumer of economic goods and services.

Business education is education for and about business. This is because it prepares students for a profession in business occupations and as well enables learners with business knowledge to make them intelligent and wise consumers. According to Okiridu, Ikpo, and Onwuchekwa (2012), business education offers training in communication technology, general education, Computer, Classroom activities, entrepreneurship, and general business. The advent of vocational education worldwide is necessitated by the need to offer humanity with a form of education that encourages lifetime education, necessitates the community, invention, employability, and self-reliance.

Business education is imbedded in Vocational education with the specific obligation of providing skills, attitude, and knowledge needed for gainful employment or a successful business venture. Thus emphasizing that business education is the sum aggregate of the knowledge, skills, and attitude that are essential for promoting and administering a successful business outfit. Oyedele and Oladeji (2016) buttressed this claim when they defined business education as a systematic and organized programme of instruction aimed at transmitting knowledge, skills, ideas, attitude, and technical know-how to recipients that are required for usage in business offices and for teaching others. Business education is crucial, especially in this age of globalization and information and communication technology (ICT) in which work in organizations is gradually flexible, multi-tasking, and performance-base.

Education is required for its ability to provide salable skills that will assist learners to participate in a meaningful profession. Business Education remained relevant in the world of work for its ability to provide marketable skills to learners. The Spate of technological advancements being witnessed is one of the many factors influencing the effort to make business education relevant today. To buttress this, Amiaya (2016) maintained that considering the relevance of new technologies, in the teaching and learning process, Nigeria has promised to provide facilities and necessary infrastructure for the promotion of new technologies applications at all levels of the education system, business education in universities inclusive. Technology has become the mode of operation in the business world.

Consequently, business education is affected in terms of training and delivery and in the skills and proficiencies needed to acclimatize to these developing technologies used for running the office. No wonder Ido and Asuquo (2014) confirmed that Nigerian universities do not give adequate priority and attention to the acquisition and utilization of new

instructional technological devices in business education despite their enormous benefits to the teaching and learning process. New technology in business education create total educational environments that both encourage and require new behaviours in the business educators and the students.

Norman (2016) reported that proper technology integration also guides students towards a greater understanding of all concepts of incorporating technology in education. However, Azih and Nwosu (2012) attributed the low extent of utilization of new technology in business education to lack of access to the internet, lack of access to new technology hardware and software facilities like computers, multimedia projectors, laptops, video and satellite, and other common problems. But Nwosu and Mbeazue (2016) concluded that most of the teachers of OTM were not effectively taught with new technologies. Therefore, they had to be trained in the proper best way of using modern technologies in instructional delivery. Office Technology and Management (OTM) is a fundamental component of Vocational Education as well as Nigeria's general education. New technologies occupy a central place without which the desired objectives cannot be achieved. In recognition of this, the National Policy on Education in general (FRN, 2015), and the Curricula for Technical Colleges and Polytechnics (FRN, 2015) in particular, make provision for the utilization of modern technologies and all that it stands for.

The significance of ICT in Nigeria strongly manifests itself from an economic point of view. Graduates of OTM are expected to play their roles as members of those involved in producing/providing these products and services hence they must be versed in the use of new technologies. Akasi and Adebayo (2014) described Office Technology education as a course of study designed to develop skills, abilities, understanding, attitudes, work habits, and

appreciation of encompassing knowledge and information needed by individuals to enter and progress in their jobs on a useful and productive basis. Business Education equips one to be a job creator rather than a job seeker and for sustainable development.

Obi and Otamiri (2010) summarized the actual and operative goals of Business Education as enunciated in the departmental handbooks of various departments of Business Education to include:

- a. To produce efficient and effective management, secretarial, accounting, and marketing managers.
- b. To produce lecturers who will handle business and related courses in our universities and colleges.
- c. To propagate the improvement of the business thought and philosophy in business and management.
- d. To equip students with the necessary knowledge and skills for self-employment in the absence of a white collar job.
- e. To impact on the learners through business education courses to the unlimited prospect of the world of work and equip them for roles as professional administrators and managers in the of work world
- f. To develop in the student's requisite skills and expertise in the management of both private and public enterprise and arm those with the analytical, ability needed to meet the growing challenges of the present and future Nigerian and international environment.
- g. To prepare those who pass through the programme with the necessary skills to be able to establish and run their business ventures successfully in society.

Verbatim Reporting Profession

Verbatim reporting is the act of reporting in detail, the proceeding on the floor of the legislative houses. According to Jimoh (2016), a verbatim report is a detailed report of the business in the plenary sitting of a parliament after thorough editing. A completed or processed daily “Takes” by Verbatim Reporters is known as Hansard. Indeed, Hansard production follows special processes, which among others include recording legislative debates or proceedings in shorthand or cassette tapes and producing it in printed form, grammatically, and procedurally.

Processing Hansard grammatically seems to be a major task of a Reporter in the Nigerian legislatures, where the English language, though a second language, is constitutionally recognized as a medium of transaction. According to Ayodele (2013), it is tempting to say that these terms of reference, as drawn up by a Select Committee in 1907, suit the British legislature and perhaps other legislatures where the English language is the first language more than African legislatures where the English language is a second language.

Therefore legislators in the former are likely to understand the intricacies of grammar more than legislators in the latter where the English language is a second language, irrespective of its place of eminence in the scheme of things. There are some, perhaps a few brilliant speeches which require very little attention. What this might mean is that though the English language is a natural language to legislators in the British Parliament, only a few speeches require very little attention.

In other words, there are many more speeches that must be attended to by the Reporter so that ideas that such speeches seek to propound will be concisely and meaningfully conveyed. The Official Report (Hansard) was defined in 1907 by a Select Committee of the

House of Commons as one which though not exactly words for word is considerably the exact rendition, after removing the repetitions and redundancies and with noticeable mistakes corrected but which, leaves out nothing that adds to the meaning of the speech or elucidates the argument. Bernard (1988), opined that the first thing a Verbatim Reporter must bear in mind is that he is not a robot. He is to put down the spoken languages of members in shorthand and omit unnecessary repetitions and redundancies, care being taken to distinguish between absent-minded or habitual repetitiveness and deliberate repetitions employed by speakers for emphasis. It is not the responsibility of a Verbatim Reporter to alter a speech, no matter how prosaic, to deliver a more learned discourse. Hansard is the official report of what is said during a particular parliamentary debate. The official records of decisions and votes in the legislative assembly is found in the Minutes of Proceedings.

The history of Verbatim Reporting is an interesting one, and it will be of interest to the Nigerian Verbatim Reporting practitioners and users alike to know, in some details, the pioneering efforts that culminated in what is now popularly called Official Report. According to Ayodele (2013), the origin of today's Verbatim Reporting can be traced back to the British Parliament in the late 1700s. The British Parliament did not always look favourably upon the reporting of its proceeding to the public. Publication of the debates was declared to be a high breach of privilege. Early publishers were summoned to the bar of the House of Commons because then publication of the debates was declared to be a high breach of privilege.

Due to public opinion, formal preparations for reporting the proceedings of the parliament began in 1803. An autonomous shorthand writer working for Thomas Hansard was engaged to record only the debates not covered by the Newspapers in 1878. In 1888 a combined committee of both Houses of the British Parliament resolved to let a public contract

for the reporting of debates. Later developments saw the establishment of an official report printed under the control of His Majesty Stationery office. In 1943, the name “Hansard” was restored in recognition of the Hansard families reporting of Parliamentary debates.

Surely, the history, development, and growth of Hansard followed a complex, tortuous, and series of events of a financial, political, and even criminal nature. Against all odds, it survived to become a legal and indispensable record of the legislature in all democracies. There are scanty records to show when Verbatim Reporting (Official Reporting duties) started in Nigeria. However, the editorial opinion of the Nigerian Daily Times of 24th April 1931 showed that Hansard duties were carried out in Nigeria even in the Parliamentary Council of the Pre-Second World War period.

The editorial stated ‘We acknowledge with thanks the acceptance of the Legislative Council Debates of the last session, which took place on January 28 to 2nd February 1931, sent to us by the kind courtesy of the Chief Secretary to the Government.....’ Following the introduction of the 1951 Littleton Constitution, two Nigerian Hansard Reporters started working alongside their white counterparts. It is important to state that whenever the life of a legislature was eclipsed by the Military, especially from 1983, the Hansard personnel were either deployed to service tribunals and commission of inquiries or posted out rightly to other ministries as secretaries or personnel officers. Some were even posted to staff development colleges as instructors as was expedient.

In other words, Hansard personnel remained active, while the legislative dormancy lasted, though legislative contents in their work were largely absent. It is on this optimistic note that the researcher thinks that Hansard should begin to receive attention so that professional and intellectual ideas can begin to accumulate to form a solid base for the

Nigerian legislative Hansard of the future. Ayodele (2013) submitted that the word-for-word report of the proceedings of the parliament is not a mere narration of questions, adjournment motion, bills, and resolutions it is a rich source of contemporary history.

It provides detailed information on all matters affecting the lives of citizens. It brings to light the political, economic, and social conditions of an event in the remotest parts of the country and equally serves as a mirror of the hopes and aspirations, concern, and apprehensions of the Nation as voiced by its chosen representatives. Reporting in the parliament is a highly specialized knowledge-intensive job carried out under great pressure to be completed within a fixed time frame and continued for long hours without a break.

Ayodele (2013) emphasized that the twin task of reporting, namely writing shorthand at high speed and transcription of shorthand notes, demands the utmost concentration and intellectual efforts. Needless to say, physical stamina, mental alertness, and quick reflexes are the essential attributes of a reporter's job, without which he cannot deal with situations like the one that usually prevails in the House immediately after the end of the question hour as the entire proceedings of the day's sitting comprising a couple of hundred pages have to be edited, compiled and made available by the next morning.

This remarkable feat is accomplished to perfection by a combination of professional skill of the highest order and excellent teamwork which can only be accomplished by trained reporters. The reportorial profession has grown so tremendously that there is hardly any organization like the National, State Houses of Assembly, Supreme Court of Nigeria, Court of Appeal, and High Court of justice that can perform without the use of reporters. This is attested to by Kawu (2015) when he remarked that among the factors that contribute to the slow pace of adjudication in Courts was taking of notes in longhand by judges.

The profession has grown to embrace and accept more added responsibilities due to technical effects on the development. This was supported by Ayodele (2013) who described that a bad desk reporter could not be a good editor because if one was not good at the elementary level of any calling, one definitely cannot be otherwise at a high level of responsibility. A good reporter must help the organization to handle reports effectively in keeping an up to date 'Takes' and produce it at the appointed time prescribed to him for onward transmission.

The reporter keeps all fact during deliberations in the business of the day for denial from any lawmaker. From the above, it could be seen that an increasing number in the legislative houses expects that the reportorial profession function as administrative assistant and partners in the business of the advancement of the country. The verbatim reporter has always been a vital link between the lawmakers and the management level and those who react to and implement the decisions because the reporter is not only a link between management and the lawmakers but also a supportive adjunct to the executive.

The current global outreach of business and the resultant pressure affecting managers have caused them to review reportorial function and to delegate more responsibility and implementable authority to their reporters and editors and chief editors while the qualifications set by employers for various jobs vary with the nature of the particular job and with the requirements for each executive. Another aspect of the changing role of the reporter is the effect of rapid and continual technological development especially in the office equipment system rather than eliminating the reporters from office.

Ayodele (2013) emphasized that technical development has freed the reporters from many time consuming routine tasks so that he or she may be better employed in the more

specialized areas of office work. In most legislatures in the advanced democracies, two core departments – the clerk department and the Hansard department – always stand out. This is probably because these two departments are directly involved in the legislative activities of the legislature. While the former produces the votes and proceedings of the plenary and the minutes of committee meetings, among other important responsibilities, it is the responsibility of the latter to produce the Hansard – detailed records – of the plenary and committees’ public sittings. Verbatim Reporters play a substantial role in legislative reporting; as can be seen from the explanation given so far, the Reporter’s work goes beyond mere locating of a redundant or repetitive word in speeches.

Even then, the art of doing that is a function of grammatical astuteness. The reporter is a custodian of member’s ideas, as expressed in words (speech) on the floor of the house (Bernard, 1988). There are two things he contends with: the idea and the words that are used to convey it. While a reporter cannot change a member’s idea, he can record or complete his speech as a rule. For instance, senate rule 106 (2013) at page 106 states that: An official report of all speeches made in the senate [plenary] committee of the whole and the committees of the senate, which shall be as nearly as possible verbatim, shall be prepared...” This presupposes that speeches made by Members may not always be perfect; they could be less qualitative grammatically when committed to paper. For the reporter to prepare or process a speech in fit form, he may indeed doctor or concoct a Member’s speech.

The word doctor or concoct on face value has sinister quality but looking closely at its various meanings, it is discovered that to doctor or concoct is part of the grammatical tools the reporter employs in the production of Hansard to obtain an end-product that is concise, clear and intelligible. Ayodele (2014) believed that when a member speaks in adversarial,

which is the norm in the legislature, his preoccupation is to generate as many ideas as he possibly can because of time constraints. If he wants to dwell on grammatical finesse within the time frame available to him to make his contribution to a debate, he may not be able to put through all the ideas he probably has jotted down.

At times a member has only three minutes to contribute to important national issues, like the budget. The member should be confident that experts are recording him who would prepare his speech appropriately and deliver it to him the following morning. So, while he is conscious of the people's expectation of him to speak grammatically well, members do not have to allow grammatical fastidiousness to fetter a free-flow of their ideas. Bernard (1998) explained that one thing the Reporter should usually notice in a legislature is that when a member gets up to make a speech which members find too technical or too scholastic, they should just keep mute and allow the member to ramble away in his field of specialization, hoping that they will read all he is saying in the Official Report. In other words, the legislature relies on the reporter to repair or sift the chaff from the grains and present the substance in the Hansard grammatically.

In that process, the rambling will become a presentable discourse in the Hansard. Since it would be difficult to put down speeches in their spoken form verbatim, the reporter will necessarily doctor (repair) or concoct (put into shape) grammatically, the speeches made off-the-cuffs on the Floor of the House or at committee level by the legislator, to produce Hansard that satisfies legislative norms and standards of reporting. The responsibility of the reporter in a legislature is not an easy one too. He has to deal with speeches confidently made by this caliber of people, and the tendency at times is for him to want to conclude that everything said by them is just as well. The fact remains, however, that even in British Parliament whose

members are usually from the middle and upper strata of the society where the Queen's English is consciously cultivated, Ayodele (2013) said there are a few, brilliant speeches which require very little attention. Also to be borne in mind is that a legislature may be eminently' composed but oratory prowess is not usually an intrinsic quality of many.

That may account for why only a few legislators can hold impeccable discourse grammatically for a reasonable length of time without one flaw or the other. The flaw could be interference, with a tendency to substitute one consonant for the other, e.g. p for f; b for v; ch for sh, etc., resulting in the wrong phoneticisation. The fact is that speaking a language is different from training in that language. So, the Reporter has to contend with the problem of pronunciations from time to time. It is imperative to stress here that the Reporter in going about this, is not expected to 'noble' the speech of any members, lest he starts to put to paper his own opinion.

He has to be very careful too not to be carried away, lest he starts to, for example, emphasize a point or extending idea – literally getting his mind to work for the member. What all this boils down to is professional integrity and expertise that take years of training and consistent practice and orientation to achieve. The importance of Hansard to the parliament is enormous. According to Ayodele (2013), as a daily proceeding, the Standing Rule of the House of Representatives 2013, Section 212 (3) at page 155 and the Standing Rule of Kwara State House of Assembly, Section 73 (3) at page 93 states that a member may, on any day following that on which the official report containing a speech by him was issued, notify the editor of any purely verbal corrections in that speech for inclusion in the bound volume of such report.

Daily Hansard, as plenary Hansard called in House of Commons, enables a member to quickly relive the previous day's proceedings, appraise his contributions, and agree or disagree with what has been credited to him. If he disagrees, he notes such disagreement and informs the Hansard Department at the appropriate time. In the House of Commons, Members are permitted to read the transcripts of their speeches (and) suggest corrections within two and half hours of having finished speaking. This is to enable those who need it to access it.

To the practitioner, Daily Hansard is like lifeblood especially when those for whom it is produced eagerly await its delivery on their tea-table every morning. Commendation that usually comes the way of Hansard practitioners flows from their ability to deliver promptly every morning. For instance, a senior Treasury Minister in Britain called Hansard a "daily miracle" while the editorial opinion in the Nigerian Daily Times of April 1931 appreciated Hansard this way: The care and promptitude with which the Hansard is issued are not only commendable but deserves more than passing notice on the part of the public. The British practice parliamentary system of Government, meaning that ministers are also members of the legislature.

They have seats in the legislature just like other legislators who hold no ministerial portfolio of any kind. The legislative process gives room for question time so that the ministers-cum-legislators can answer the question as to their performance and "the Hansard is the instrument by which Ministers can be held to account by the House of Commons. While Nigeria practices the Presidential System of Government and the bulk of the legislative work is done at the committee level. A proceeding at this level is called committee Hansard – a record of the public hearing on all matters is handled at that level. In Nigeria, ministers defend their budgets every year before the National Assembly, just as the commissioners in the states

defend theirs in their respective legislatures, at the committee level. According to Ayodele (2013), an opportunity is given to them to justify their proposed estimates and show cause why some proposals should not be reduced or canceled altogether.

Some ministries, when facts and figures justify an increase in the National and States Assembly, even though based on facts, were constant sources of friction between the National/States Assembly and the Executive in the last Assembly. A distinguished Senator once frustratingly pointed out, during a plenary budget debate, that every year the Senate sat to debate the pros and cons of budget's principles and objectives thereby making their inputs; but in the end, the Senate would be accused of going beyond its bounds.

Hansard is a legal and authentic record of transactions in the legislature, and since those transactions are made on behalf of the electorate it must be made available to them so that they can keep abreast of legislative developments, especially those who need it for research, and so on (Ayodele, 2013). Therefore, anybody who has an interest in any piece of legislation or any matter before the legislature, whether at the plenary or committee level, can go to the appropriate authorities in the legislature to demand Hansard relevant to his interest. Hansard's production is obligatory in the legislatures. For instance, Senate legislative Rule 106, page 108, underlines the obligation of the Senate to the electorate and to the legislative institution itself by mandating the Hansard Department to produce an official report of all speeches made in the Senate, Committee of the Whole, and the Committees of the Senate. Hansard also serves as Legislative image-maker; as Financial Resource Complement and as Legislative Footprint.

Importance of Curriculum Evaluation in Integration

Evaluation is an integral component of all systems of education at all processes. According to Joseph (2010), evaluation enables educators, teachers, administrators, policymakers, and the community to have an idea of what is missing and what is available. An evaluation may be defined as the methodical technique of gathering and examining facts for decision making. Therefore, evaluation is not the making of value judgment that is subjective, rather it is the application of formal inquiry techniques for data collection to conceptualize, refine and determine the effectiveness or worth of a programme for assisting decision making as to whether to carry on, adjust or dismiss the programme. It is both qualitative and quantitative; and the process of making objective judgment is based on the quality and quantitative information obtained from measurement. For evaluation to achieve its purpose of quality control, it must start early enough and must span from the planning stage to the implementation stage of the programme.

Two types of evaluations are commonly used in the evaluation of business education, namely formative and summative.

Formative Evaluation

This type of evaluation is conducted during the programme designing and planning. The main purpose of evaluation at the designing stage is to provide some form of assurance that the activities in the programme will lead to the accomplishment of anticipated objectives. Evaluation at this stage includes an assessment of needs, programme objectives, teaching methods, staff, instructional materials and resources, scope, and sequence of the content of instructions. It provides immediate feedback for modification and improvement of the programme (Joseph, 2010). This type of evaluation is on-going and helps to determine the

strengths and weaknesses of the programme. For instance, findings of a formative evaluation process can provide useful feedback on matters such as the planning and design of courses, as well as aspects of the content and the teaching methods employed.

Summative Evaluation

This is concerned with the evaluation of an already completed programme. The role of evaluation at this stage is to ensure a systematic approach to gathering necessary data and informing those involved in decision making. It helps programme leaders to determine whether the programme is worth continuing. Both formative and summative evaluations are important since decisions are needed in the early and final stages of a programme. The early decisions are needed for improvement of the programme, while the final decisions help to examine its worth. Shackman (2012) defined programme evaluation as a systematic set of data collection and analysis of activities, undertaken to determine the value of a programme to aid management, programme planning, staff development, public accountability, and promotion.

They determine the programme's worth and offer a prospect to explore promotion and other alternative approaches or strategies to achieve specific objectives. It is, therefore, important to evaluate programmes since this offers a chance for continued improvement of the programme and the effectiveness of any programme can be sustained through continuous evaluation. Whatever that is being evaluated, some elements are common to all programmes. These include the focus of the programme, the medium of instruction, organization of materials, teaching strategies, and the role of teachers.

Olowolara, (2013) discoursed that business education curriculum content should be made sound and practical to individual students in particular and to the society in general to

make the beneficiaries of the programme useful to themselves and to the society in which they live. The programme is practical if the beneficiaries can apply the acquired skill in solving problems in a real-life business situation. According to him a course in bookkeeping should enable the learner to keep simple account books of his daily transactions while it also prepares him for a bookkeeping position.

The effectiveness of any curriculum can be evaluated based on its suitability, relevance, and adequacy (SRA). A programme is suitable if it meets the needs of an individual student. It is relevant if that programme provides the student with the knowledge and skill which he perceives to be realistic according to his personal goals and objectives. It is adequate when the understanding and expertise acquired are such that the recipient can pass them to someone else or eventually makes use of such knowledge to enter an occupation.

The significance of curriculum evaluation in the integration of verbatim reporting into the business education curriculum cannot be overemphasized. According to Malin (2014), the importance of rigorous and relevant curricula for achieving desired learning outcomes cannot be overstated. Curricula, instruction, and assessments are inextricably related and altogether define students' learning opportunities and experiences; the curriculum is primary, setting the stage for these other important aspects.

Matters of curriculum therefore are core to education: What do we want students to learn? In what order? How do we present a concept in a manner that is relevant and interesting to students? It follows that something so important should be evaluated, both informally and formally. According to the Syllabus issued by the Federal Ministry of Establishment for Courses in its Federal Training Centres; for one to graduate with a Professional Diploma in Verbatim Reporting Certificate (PDVR) one must pass the following Core subjects: Advance

shorthand 140/160 wpm, Advance Keyboarding skill, Advance Communication-in-English, Legislative Reporting procedure, and sub-editing while the elective subjects include: Element of Law, Government, Principles of Management, Nigerian Constitution, Research Methodology.

Depending upon the focus of a given evaluation, choices may be made about any of the followings: which curricular goal(s) are of most current importance and worthiness of focus; which of various alternative curricular, instructional, or assessment approaches may be most optimal; which modifications to an existing curriculum or programme may be needed to maintain or improve its progress toward the chosen goal(s); and or whether or not its outcomes for students (and/or its costs) justify its continuation. To promote the verbatim reporting profession, systematic evaluation of Office Technology curricula is particularly important. The verbatim reporting professionals want an enhancement of the profession for future success as a topmost goal.

Moreover, policymakers and some educators often point to the centrality of these programs for society as a whole. The Country is in dire need of more Verbatim Reporters who are equipped to compete for a variety of reportorial jobs, and institutions of higher learning especially the universities need to adjust their programming (and their curricula) accordingly.

The Desirability for Integrating Verbatim Reporting into Business Education Curriculum

Desirability is the interest to get something done or the worthiness of an action. Jimoh (2017) described verbatim reporters as glorified secretaries because of additional qualifications they acquired (Knowledge of parliamentary reporting and sub-editing) in

addition to the secretarial subjects. This being the case, graduates of business education should desire to acquire this additional knowledge to broaden their employment opportunities in the already saturated labour market. This is why the study is advocating the integration of verbatim reporting into the business education programme.

As earlier explained, the Publications Department (Verbatim Reporting Department) is a core department in any legislative house, meaning that it must be headed by a Director (Director of Publications) who should be on Grade level 17. Regrettably, the verbatim reporting certificate can only promote verbatim reporters to grade level 14. For any reporter wishing to get to directorate cadre (Levels 15 – 17), he or she is expected to hold a degree certificate in any field besides, the verbatim reporting certificate.

It may be desirable that verbatim reporting is integrated into the business education curriculum since secretaryship is a business education programme. An integrated curriculum involves compelling life concerns, engages an extensive range of knowledge, poses opportunities for in-depth work, and presents potentials for personal and social action (Virtue, Wilson, & Ingram, 2011). Proponents of integration suggest multiple rationales for the value of an integrative method in higher education. Some maintain that integration in higher education is needed to solve the unprecedented universal challenges and opportunities of our time.

Some opined that an integrative method will better prepare graduates for employment or engaged citizenry. Others simply observe that an integrative method makes learning more interesting, engaging, and relevant to students. These different approaches are strongly connected and in no way mutually exclusive. Those who see integration as necessary for solving the challenges of our time argue that the transformative changes of the past and the

overall challenges of the present cut across multiple dimensions of human life—material, economic, environmental, social, cultural, technical, political, business, medical, aesthetic, and moral.

They argue that to solve the challenges and seize the opportunities of our time will demand an education that draws upon all forms of human knowledge creation - the artistic, humanistic, scientific, business, technological, and medical - and the intersections and connections among them. According to Watkins and Kritsonis (2011), there is a human need for meaning in life which is met with an integrated curriculum. Students are well equipped with the needed knowledge, skills, and competencies to handle the multifarious challenges of the world through an integrative approach to education.

Students' engagement is improved, and their attention is focused on the relevance of the content (Mustafa, 2011). Evidence emerging from both quantitative and qualitative research has endorsed curriculum integration as an important educational intervention. For example, studies have found that curriculum integration results in, increased relevance, preparation for 21st-century life (Godinho & Imms, 2011) development of social skills, relationships, and greater collaboration (Beane, 1997, advanced problem solving and critical-thinking skills (MacMath, Roberts, Wallace, & Chi, 2010) heightened engagement and improved achievement.

Among the essential goals of integrating verbatim reporting into the business education curriculum is to produce verbatim reporters that will provide value to all the arms of government. It is widely acknowledged that integrating verbatim reporting into the business education curriculum is among the key factors in determining the success of democratic dispensation in Nigeria just as a firm's collaboration with customers is a key factor in

determining the success of product development (Un, Cuervo-Cazurra & Asakawa, 2010). According to Lakemond et al. (2016), any discussion of curriculum change must first of all weigh.

Serious thought must be given to the reasons for change, including the advantages and disadvantages for the department, individual faculty members, students, and, in many cases, the profession for which the students are being prepared. However, it has been confirmed that if a proper foundation is laid for their execution, the goals and values built-in in an integrated curriculum is worthy and something that most educators would support. Curriculum goals have to do with educational aims and philosophy. They are programmatic and normally do not represent the exact courses or definite items of content.

Typically they refer to the accomplishment of groups rather than the achievement of individual learners. Ibiwumi (2013) averred that the curriculum is fundamental to education. It serves as an instrument for guided instruction. They are comprehensive enough to lead to specific curriculum goals. An integrated curriculum is described as one that unites different areas of study by cutting across subject-matter lines and highlighting unifying ideas. Also, Tell (2011) argued in the context of knowledge integration in innovation in general, that there is a lack of insight into not only the mechanisms but also the dynamics of knowledge integration and the use of the related mechanisms. However, while most authors agree on the equal importance of tacit and explicit knowledge, there is presently no consensus on what constitutes knowledge integration. In this respect, several definitions have emerged, most of them about a specific context (Berggren et al., 2011). Integration aims at associating students so that they can engage in pertinent meaningful accomplishments that can be linked to real life. Understanding the advantages and how to successfully integrate curriculum can assist learners and lecturers become more effective in the classroom.

While the aims of integrating verbatim reporting into the business education curriculum are to enable all students (verbatim reporters) to know what they need to achieve to succeed in life, staff and students have high expectations and strive for excellence. Also, learning and teaching take place in a safe and purposeful environment, students (verbatim reporters) are encouraged to have enquiring minds and seek opportunities to become global citizens, and staff is challenged and support students' paths to success.

On the other hand, integrating curriculum objectives of verbatim reporting with business education make for creative and flexible approaches to learning and teaching of verbatim reporters; offering an innovative curriculum developed with the aspirations and interests of the student (verbatim reporters) at the centre; making effective use of ICT and new technologies to motivate and inspire students (verbatim reporters); nurturing close partnerships with local and international organisations, giving students (verbatim reporters) a wide range of opportunities to experience the world of work and providing opportunities for students (verbatim reporters) to extend their learning outside of the formal curriculum, including an entitlement to four hours per week of enrichment activities.

The importance of integrating verbatim reporting into the business education curriculum towards a degree in business education in the North-central universities Nigeria cannot be overemphasized. According to Malin (2014), the importance of rigorous and relevant curricula for achieving desired learning outcomes cannot be overstated. Curricula, instruction, and assessments are inextricably related and altogether define students' learning opportunities and experiences; the curriculum is primary, setting the stage for these other important aspects. Matters of curriculum therefore are at the heart of education: What do we want students to learn? In what order? How do we present a concept in a manner that is

relevant and interesting to students? Studies have indicated that knowledge sharing can be crucial in gaining access to external knowledge bases (Wu and Lin, 2013; Yen and Huang, 2013).

In contrast to knowledge transfer, knowledge sharing indicates revealing related knowledge without transmitting it in its entirety. It is important to note that, while both knowledge transfer and knowledge sharing are important for knowledge integration, these processes do not extend to combining different knowledge bases and generating new knowledge (Berggren et al., 2011). Adopting this more comprehensive view to collaboration with customers (Legislative houses) in integrating verbatim reporting into the business education curriculum implies that external knowledge bases need to be accessed, shared, and combined to create new knowledge.

Strategies for Integrating Verbatim Reporting into Business Education Curriculum

Strategies are ways or processes of getting things done. The core subjects that qualify one to become a verbatim reporter that is not presently offered under business education programmes are parliamentary proceedings, sub-editing, and shorthand at a high speed of 140/160 words per minute. From the experience of the researcher, the high speed of 140/160 wpm in shorthand has been overtaken by the introduction of modern technology devices (speed to test devices) which can transcribe faster without the rigour of taking shorthand before transcribing into longhand. With the introduction of this advanced transcribing device, the subjects left to be integrated into the present business education curriculum for a degree in business education with the required knowledge of verbatim reporting are parliamentary reporting and sub-editing.

Integrating verbatim reporting into a business education programme requires several strategies to make the integration possible. Among these strategies are training the staff member or recruitment of additional staff members who have in-depth knowledge in these areas. decide on the scope of integration, choose the level of integration, the establishment of working groups and elucidate their responsibilities, determining learning outcomes, identifying the contents, creating themes, preparation of a comprehensive timeline, selection of evaluation methods, and interacting with students and staff.

According to Malik and Malik (2011), there are 12 stages to take to develop an integrated curriculum. Malik and Malik's suggestions were purposefully directed toward lecturers in higher education; however, these suggestions also are applicable to teachers in elementary and secondary schools. The twelve steps are as follows: (1) train the staff member/recruitment of specialist in the subject area, (2) decide on the scope of integration, (3) choose the level of integration, (4) plan for both vertical and horizontal integration, (5) establish working classes and clarify their duties, (6) determine learning outcomes, (7) identify the contents, (8) create themes, (9) prepare a comprehensive timeline, (10) select assessment methods, (11) communicate with students and staff, and (12) commit to reassessment and revision. A successfully integrated curriculum for all parties involved can be achieved through these suggestions.

For integration to take place, one of the strategies that will almost certainly be needed is some form of staff development and recruitment of additional staff especially in the courses like parliamentary reporting and sub-editing that needed to be integrated into the business education programme. The purpose should be to (1) familiarize the staff with the requirements of an integrated curriculum and allow them to survey its benefits, (2) find the local hurdles to

amplified integration as a preliminary phase and solve them successfully and (3) explain to the staff members how the integrated teaching/learning curriculum will be conveyed and their roles and tasks in it. This also includes clarifying the role of the study guides and logbooks, the range of learning situations, and the method to the assessment process. It may be perfect to change to a whole new integrated curriculum, but that may be too demanding for some of the academics and the existing infrastructure and facilities may not be appropriate for a speedy change.

Baron (2018) postulated that teacher preparation programmes are efforts geared towards making novice teachers in the classroom be the best educator. According to Jones (2018), teacher preparation refers to the policies, procedures, and provisions designed to equip prospective teachers with the knowledge, attitude, behaviours, and skills they required to perform their tasks effectively in the classroom. Bordbar (2010) reaffirmed that teacher's competence is a major predictor of integrating verbatim reporting into the business education curriculum. Well-informed staff members and students ensure the successful implementation of the curriculum.

Harrell (2010) expressed that the scope of integration may consist of several modules. This will aid to adapt to a change gradually, less stressful, and will provide a chance to learn from the knowledge. In these 'parallel' or 'concurrent' teaching programmes, the schedule is adjusted so that the associated topics within the disciplines are programmed concurrently. The execution of a temporally coordinated programme introduces some of the benefits of integrated teaching and is a good starting point for a more integrated curriculum. The integration of the curriculum involves a lot of time and work in respect of planning, organization, and execution. The lecturers have to be deeply involved, enthusiastic, and

cooperative, especially over departmental borders, which will produce positive spin-off effects in teaching and research but may also cause conflicts that must be resolved. Integration is symbolized as a range with full integration at one end; discipline-based teaching at the other and transitional steps among the two ends. He described these transitional points and offered a hierarchy with 11 steps in the level of integration from isolation to trans-disciplinary level.

Various reasons, such as the aims of the programme, the managerial structure, staff and resources, and assessment procedures must be put into consideration before concluding on the level of integration. It may not be possible to have a uniform level of integration throughout the curriculum even after taking account of all these factors. The level of integration may vary within a module or even from module to module. Many educationists feel that there is a necessity for both subject-based and integrated experiences in the curriculum. It may not be advisable to have a completely integrated curriculum where the disciplines completely lose their identity.

Harrell (2010) presented four modes of integrating the curriculum. Fusion takes along two unconnected disciplines. Incorporation supplements one curriculum component to another. The correlation makes connections between two different subjects. Harmonization takes diverse components of the curriculum that can work together and unites them. There are also three models of curriculum integration: (1) interdisciplinary, (2) problem-based, and (3) theme-based (Mustafa, 2011). Subjects are assembled in time blocks, and learners are allocated to a group of lecturers in the interdisciplinary model. Difficulties in diverse subject areas are addressed in the problem-based model. In theme-based education, a theme is selected and deliberated upon. Learners are then able to connect purposes and aim from different subject areas. Integration can also take place within and across and within learners and disciplines.

Integration may be described as horizontal integration or vertical integration or both. The horizontal integration is integration between comparable disciplines, such as Business education, Economics or Accounting traditionally taught at the same level of the curriculum. The vertical integration is integration between disciplines traditionally taught in diverse stages of the curriculum. It can occur throughout the curriculum with the compulsory business courses beginning together in the early years of the curriculum and continuing until the later years. More prominence may be placed on the elective courses in the earlier years and on selective in the later years. To gain the maximum benefit, one needs to integrate the curriculum both horizontally and vertically. It is all-important that lecturers refer to the contents of other teaching sessions and link and build on what was taught in the other disciplines. Consequently, the subjects of all teaching sessions must be known to all teachers who should make a sensible effort to make links while organizing their lesson plans.

According to Malik and Malik (2011), it is vital to set up different working classes and define their duties. Each module should have its own Integration Committee (MIC) which may be led by the module coordinator (MC). The Faculty Integration Committee (FIC) should be guided by a senior academician preferably by one who also holds a key post such as deputy dean academics. The membership of the working group would depend upon the module to be integrated. For a Business education module, the larger part of the members would be Business educators with relevant basic experiences. Each group should choose their secretary and scribe and specify their duties. FIC should comprise the senior faculty members. The representatives from different applicable disciplines may be summoned as and when required. The MCs would present their integrated modules to the FIC where each module should be scrutinized properly and critically, mainly emphasizing on learning outcomes; contents; the

relationship of contents to the learning outcomes and themes; sequencing of topics; teaching/learning approaches for each topic; fillings of each topic and their relation to the learning outcomes and assessment methods.

Learning outcomes are the statements that define notable and crucial learning that learners would have attained and could reliably display after the course (Spady, 2014). The result of learning should be little reports that are easy to communicate and usually originates with an action verb. They must be well developed as they not only specify what is to be realized after a module but also guide in the recognition of the curriculum content, the teaching/learning methodologies, and examination methods. The learning outcomes of the module should be pinpointed by the MIC and approved by FIC. The learning outcomes of each module may be general which are broad statements and specific which accurately and specifically identify the awareness, abilities, and assertiveness to be attained in a given module.

Kinsiz, (2010) stated that teaching strategies, for all practical purposes, mean the same thing. Regardless of what we call such procedures, they are first and foremost descriptions of the leaning objective-oriented pursuits and flow of information between teachers and students. In the same vein, Matangi-Hulls (2010) suggested that regular embarking on an excursion, use of apprenticeship system, Students' work experience scheme (SIWES) programme and skills acquisition programme, use of model and computer simulations and cooperative training programmed are relevant to the teaching of practical skills vocational education in Nigeria. Each discipline needs to map their curriculum content, that is, list down the topics to be covered (for instance, sub-editing, keyboarding, and shorthand), skills to be learned (e.g. speed and accuracy), and attitudes to be developed (appreciate the need to stay late in the

office if the need arises). The contents of each teaching/learning session (or topic) need to be distinctly written. For improvement of the integration between the compulsory and elective subjects, the content should be created with the involvement of relevant business educators. Too many contents may submerge the students and too few may not satisfy their curiosity. The order in which they should be learned would be decided by the theme of the week. The mapped curriculum should solve all the learning outcomes – some topics may be dropped, others added depending upon the learning outcomes.

According to Malik and Malik (2011), focusing on ‘themes’ qualifies teachers to relevantly link diverse disciplines so that learners will see the ‘big’ picture and acknowledge the relevance of learning to their future practice. Nature and scope can vary in theme; nevertheless, they should be inspiring to learners and applicable to the modules. In a modular, case-based, or traditional approach, a theme can be identified for each week. Choose the themes wisely as they will also regulate the sequence of teaching/learning sessions. The theme for the first week should reflect the topics that are essential to be taught in the early part of the module. The flow of the topics should be logical and each fresh topic should develop on the previous knowledge. The PBL tutorial for the week should also keep to the theme. For each knowledge and skill, choose the most suitable teaching/learning technique, such as the lecture method, small group learning, or self-study. Some of the topics are mostly taught in joint sessions or symposia not only to avoid overlap and duplication but also for integration. The teaching/learning methods also need to be compatible with the learning outcomes. If after the completion of the module the student is expected to perform a certain course of action, then he/she should be given the chance to practice those procedures.

In their study, Malik and Malik (2011) implored that the contents covered in small team sessions or self-study should not be replicated in the lecture method. Appropriate time needs to be allotted for each teaching/learning session. A teacher should not be given more than 1 h including generous time for question/answer session. The student-centered teaching/learning sessions should be given generous time to avail the students enough time to thoroughly go through the topic. 20–30% of the scheduled time is recommended to be given to self-study so that students have enough time for the literature search and study their learning needs arising from PBL tutorials. Develop a timetable that makes available all the relevant information completely – the theme of the week, the sequence of topics, teaching/learning methods, and duration of each session.

The success of an integrated curriculum is determined by the execution of an integrated assessment. What is examined and which approaches are used will play a significant part in what is learned and how it is learned. Having a mismatch between teaching/learning strategies and assessment methodologies is an effective recipe for failure of implementation of any curriculum. Plan the assessment concurrently while preparing the integrated modules. The assessment tools must adequately test the success of the anticipated results. Use examination tools that assess the higher levels of cognition, such as understanding, comprehension, interpretation, analysis, and decision-making skills instead of simple recall of knowledge. Integrate assessment to reflect an integrated curriculum. A group of lecturers representing different contributing disciplines should be responsible for the construction of examination questions. Modified essay questions (MEQs), problem-based questions (PBQs), best answer questions (BAQs), objective structured clinical examination (OSCE), and objective structured practical examination (OSPE) are the preferred tools of assessment in an integrated curriculum.

According to Harrell (2010), any change to each integrated module should be submitted to faculty meetings for the Curriculum Committee members to comment on and approve before being sent to the Senate for final approval. At the beginning of each module, give a briefing to the students about the structure and learning outcomes of the module. Also, share-out study guide-books containing all the necessary information and expectations. This information helps students to identify their roles and what is expected of them during the module and in the examination. Information can also be disseminated through other means such as websites or newsletters. Regular communications between faculty and students are useful to dispel fears and to stop incorrect rumours circulating (Malik and Malik, 2011).

Harrell (2010) reiterated that irrespective of the type of model of integration designated, numerous mutual factors tend to emerge. First, lecturers must change their belief system from one that is primarily didactic to one that has a foundation in constructivism. Rather than asking students to follow the steps of course of action, memorize facts, or ascertain given principles or laws, students work together to find out knowledge, applying their knowledge as they solve real-world problems. Second, an extensive amount of professional enhancement is needed for lecturers. This includes a significant involvement of two or three weeks of knowledge development in curriculum areas other than the one they are qualified to teach. Also, this professional development must include extensive practice in the use of constructivist-oriented pedagogy.

Third, the lecturers need to be part of members of learning communities. At one level this means working with one's peers to improve education. At another level, lecturers work with their students in solving problems that have varied answers. Fourth, lecturers need to become skilled in facilitating small group learning. Through research, it can be understood

that knowledge is a social process and that learners learn a lot by relating to one another. Fifth, teachers need to manage experiential-oriented instruction. This includes inventorying and storing materials; the safe operation of instrumentation, machines, and equipment; and leading students in the direction of logical progression. Sixth, teachers need to learn to use authentic examination strategies such as portfolios, performance exams, and rubrics to document student progress.

Seventh, administrators and school authorities need to be oriented so that the necessary resources and ongoing support can be provided to the lecturers. Eighth, public information strategies need to be executed to tell the community and parents that a new paradigm of education is being used. The expectation is for education to be provided as it has always been, and unless the public is kept abreast of changes to be made, there is likely to be resistance. And finally, changing to an integrated curriculum demands systemic reform. This includes the way teachers are prepared, certified, and assessed.

Willingness to accept the shortcomings in the curriculum or its implementation and to make the appropriate changes should be an ongoing process. Draw a plan for a re-evaluation of the curriculum and design a mechanism to institute changes if required. The re-evaluation may be based on learners' and lecturers' feedback at periodically, external examiner comments, and students' performance in assessment exercises. It is essential to have a standard operative procedure of making any modification in the curriculum. The modifications should not be made on an ad hoc basis and must be approved by the Curriculum Committee before implementation.

The change and its basis should be recorded for future reference. Although the move towards embracing an integrated curriculum is gaining momentum globally, several schools

are still ignorant of this movement or finding it hard to make the change. Interpretation of ‘integration’ differs in various institutions and between individuals; however, knowledge about the different levels of integration and steps for developing an integrated curriculum will make it simpler to make the change. The process of change will be relatively difficult in institutions with recognized curricula mainly because it needs to change the mindset of the faculty. The training of faculty through discussions and workshops should be the first phase in this situation.

Ideo.org (2015) opined that Human-centered designers are doers, tinkerers, crafters, and builders. We use anything within our reach, from cardboard and scissors to sophisticated modern technologies. We develop our ideas so that we can test them and because making something reveals the advantages and complexities that we had never have guessed were there. This explanation of human-centered design has significance and for arts and business education more widely, not just for physical making, but for mental, conceptual, and virtual practices as well.

Stolk and Martello (2015) argued that learners are provided with the knowledge, skills, and competencies to deal with the multiplex, multidimensional challenges of the world outside of campus through an integrative approach to education and also applies to the world of work. Significantly, some of the most outspoken calls for reform in higher education have come from industry, especially from the technology, engineering, and business sectors. Global trends in education have shown that students of various programmes including business education students leave school without acquiring the prerequisite skills that encourage individual, community, or national development. The interpretation of ‘integration’ differs in different institutions and between individuals however, integration of curriculum is intended

to make the teaching/learning activities meaningful. Integration is the organization of teaching matter to interrelate or unify subjects repeatedly taught in separate academic courses or departments Utoware and Edionwe (2012). Integrated curriculum is an interdisciplinary teaching, thematic teaching, and synergistic teaching.

The aim of integrating verbatim reporting subjects with a business education programme is to engender positive attitudes to learning by fostering a climate of inquiry where ideas are respected and can be freely shared. Within this environment, students are taught in mixed ability classes and in sets where it is deemed appropriate. Klein, (2010) opined that historians of higher education and integrative learning observed that the disciplines have their strengths, but they were always meant to be engines of human invention and discovery rather than cubicles to constrain academic endeavors. Through the delivery of the subjects, not only will students gain knowledge, skills, and understanding progressively and at a good pace; they will also be able to realize principles equivalent with their potential, be proficient, and progressively independent learners and can focus, co-operate and work productively with others. For these to be possible, the teachers are expected to ensure that their lessons and/or activities have clear aims and purposes which are shared with the students, cater appropriately for the learning of students of differing abilities, interests, and learning styles, have resources and learning tasks that are suitably differentiated to match individual learning needs, create and sustain students' interest and motivation and ensure the full participation of all class members.

An extensive variety of courses, programs, and other experiences can embrace an integrative approach, including first-year seminars, dual majors, minors, interdisciplinary courses and curricula, living-learning communities, and capstone projects. Riley, (2015)

argued that integration can be superficial and artificial when a single discipline is present for the learning delivery. For learning to take place in a calm, ordered, and stimulating environment, where all students feel happy, confident, and valued, various variety of approaches and teaching strategies are adopted, drawing on each teacher's strengths and demonstrating a clear awareness of pupil needs.

Lecturers are encouraged to experiment with teaching techniques designed to enhance learning. Lesson planning includes clear learning objectives; success criteria; differentiated activities where appropriate and a planned plenary session to discuss the lesson content, explore future possibilities and provide time for reflection. The delivery of the curriculum is the immediate responsibility of the individual teacher. A platform for experiential learning experiences can often be found in campus-based centers for innovation, creativity, and/or entrepreneurship. In nonprofit and public-sector projects, social innovation can be as relevant as innovative commercial ventures (Gulbrandsen & Aanstad, 2015).

Finally, contextual knowing describes a phase where knowledge is uncertain and context-bound, constructed by integrating expert insight, others' views, and one's perspective. There were no discernable or distinct patterns of knowing among contextual knowers.

Opportunities of Integrating Verbatim Reporting into Business Education Curriculum

An integrated curriculum possess several advantages such as, abridged replication of skills and ideas in diverse subject areas; escalate relevance for the learner, given a real-life context; allow for the learner to see the big picture, rather than just the disjointed parts; allow for teaching interdisciplinary life skills for the 21st century; and concentrate on skills that can be moved to other disciplines and life (Paraman, et al, 2016).

Integrating the curriculum actively engages students in lessons and spread out their intelligent skills. An integrated curriculum also permits learners to make contacts between varied subject areas and to their own lives. When learners make these connections and appreciate why they need to know certain skills or pieces of knowledge, the learning process becomes positive for the students. A deeper level of meaning is associated with the content and skills that the students learn while engaged in the integrated curriculum. Integrating the curriculum is an incredibly significant issue in education. As mentioned by Campbell and Henning (2010), knowledge today is becoming interdisciplinary and integrated, which requires more interdisciplinary and integrated learning in public schools. Lecturers are repeatedly looking for ways to engage their students and broaden their understanding of the content. Integrating the curriculum is one way to achieve that goal. Integrating verbatim reporting into a business education programme for a university degree will accord the business education graduates more employment opportunities.

According to Bolak, Bialach, and Dunphy (2015), students are more likely to triumph when they get the advantage to come across new knowledge and apply that knowledge. Attainment gaps can also decrease with the use of an integrated curriculum, especially gaps between a university degree holder and that of holders of verbatim reporting certificate from FTC. Becker and Park, (2011) reiterated that with the No Child Left Behind initiative, schools should look for operational approaches to close the accomplishment gap. When scholars have the chance to make acquaintances between their personal life experiences and the content in the classroom, their knowledge will enlarge and be much more important to them. Through the integration of verbatim reporting into the business education programme, business education students will be capable of making significant influences between different disciplines.

Integrating the curriculum permits learners numerous advantages to appreciate why they need to acquire certain skills or pieces of knowledge. Business education students can master the content of verbatim reporting and understand it at a higher level (Watkins & Krisonis, 2011). Students need to be pushed to higher levels of thinking with important content through education. Critical thinking is seriously stressed in an integrated programme because it motivates learners and lecturers simultaneously. Report from writers suggests that students that take part in an integrated curriculum perform better on standardized tests than students in schools that do not (Shriner et al., 2010; Campbell & Henning, 2010). Harrell (2010) reported that integrating curriculum promotes student learning.

Several advantages abound for the Business education department to generate funds for sustaining the integration of verbatim reporting into a business education programme. According to Blumenstyk and Goldie (2012), Business school administrators chase both traditional and innovative methods for making revenue to withstand finance budgets. Other approaches employed by business schools to generate income may include evolving innovative programs such as distance education programs; offering graduate and undergraduate earned-income programs; charging tuition differentials for high demand courses; running certificate programs and executive training; offering blended and electronic online courses and programs; increased emphasis on applying for state and federal grants; and soliciting private donations from business and alumni.

Athavale, Davis, & Myring, (2016) proclaimed that the benefits to integrated curriculum design, whether interdisciplinary or based in the core of a specific discipline, have been well-documented. From the side of the students and the Business education department, integrated approaches often lead to improved teaching quality. These integrated teaching

approaches are not just due to the challenges but rewards of teaching in it, the better instructors tend to form the core of the teaching team. Teaching teams attract better teachers as they thrive on the challenges and the opportunity to become better teachers through weekly reviews of the previous week and constructive support offered by teammates. The research focused on student outcomes has found that the more holistic approach allows for growth in the business education students' ability to ask meaningful questions about complex problems, locate multiple sources of knowledge, and to compare and contrast knowledge, information, and perspectives.

The reportorial profession has grown so tremendously that there is hardly any organization like the National, State Houses of Assembly, Supreme Court of Nigeria, Court of Appeal, and High Court of justice that can perform without the use of reporters. This is attested to by Kawu, (2015) when he remarked that one among the factors that contribute to the slow pace of adjudication in Courts is taking notes in longhand by judges. The profession has grown to embrace and accept more added responsibilities due to technical effects on the development. This was supported by Ayodele (2013) when he said that it has been proven that a bad desk reporter cannot be a good editor, if one is not good at the elementary level of any calling, one definitely cannot be otherwise at a high level of responsibility. A good reporter must help the organization to handle reports effectively in keeping an up to date 'Takes' and produce it at the appointed time prescribed to him for onward transmission. The reporter keeps all fact during deliberations in the business of the day for purpose of denial from any lawmaker. Legislative Houses expect that the reportorial profession function as administrative assistant and partners in the business of the growth of the country. The verbatim reporter has always been a vital link between the lawmakers and the management level and those who react to and implement the decisions.

The globalization of an institution offers significant advantages for business schools, both locally and internationally. Jacobs, Peter, and BusinessInsider (2013) opined that since most business consumers throughout the world are international residents, all business education students should view business using an international perspective. The demand for business education has been and will continue to be increasing worldwide. With a global population of over 100 million international college-level students, business schools will participate globally for faculty, students, and resources. Global expansion creates advantages for faculty and students for exchange programs, co-university programs, and for satellite campus environments. The global scheme can be taken as a means to an end for business schools. Direct benefits resulting from global programs include; tuition revenue; faculty development; culture enhancement; International name recognition and Assistance to improve diversity experience.

Integrating verbatim reporting into a business education curriculum will enable business education students to reap career development benefits when their academic education includes the development of a global view. Most academicians and businesses would agree responsible citizenship implies a global business perspective. Besides, the student is better prepared to compete in the new international environment. Study abroad schemes can provide life-changing global experiences for students that broaden their business perspectives and enhance their resumes. Knowledge of verbatim reporting by business education graduates is an important feature on a resume since global experiential learning is highly valued by both domestic and international employers. While only a fraction of undergraduate students partakes in a study abroad program, the world's population and economic growth will continue to widen in the coming decades and require more globally aware employees.

International experiential learning is becoming increasingly relevant to both undergraduate and graduate students and will influence their hiring potential (Jacobs, Peter & BusinessInsider 2013). Ile, Udegbumam, and Odimmune (2015) asserted that since the introduction of ICT, there has been growing concern for the use of modern technologies in the educational scheme to improve the quality of teaching and learning process. With all the technological advances that have occurred during the past several decades, integrating verbatim reporting into the business education curriculum will be made easier because the strong emphasis laid on the ability to write shorthand at a fast rate has now become a thing of the past. There is no doubt we are living in extremely dynamic technological times. There has been significant growth in the use of technology at home when relaxing and every day and long term work environment.

There has been an exponential growth in the daily use of emails, text, search engines, all that electric commerce entails, and social media through the application of handheld smart devices such as smartphones. The degree of change will continue to speed up as organizations realize the advantages of technology and how it can positively affect how they work, study, and interact with each other. Social media is becoming a major tool for learning in higher education and as a major marketing tool for businesses (Kiley, 2013). For many business schools, there has been a rapid increase in the application of distance learning programs.

With the development of technology, the lines are confusing between distance learning and traditional face-to-face classroom instruction. Blended programs, that require a mix of face-to-face class and online class learning, are helping business schools internationalize, diversify, enlarge, and improve education. Many schools are depending more heavily on distance education as a principal revenue source. Continuous investment in technology helps

create a vibrant and relevant campus that attracts both students and faculty. Technology is transforming the way business students learn, communicate, collaborate, and study on and off-campus. It is also ameliorating interactions among faculty, staff, students, businesses, hiring firms, and prospective donors. Kiley (2013) emphasized that technology has and will continue to play an increasingly important role in higher education. Technology will lead to dramatic changes in both the delivery and content of business education. Business schools will continue to generate technology-based cultures, and subcultures, to meet better workplace demands.

Where technology is used in creative ways, and integrate modern technology as it enters the mainstream from its maturation laboratory setting schools, will continue to increase the number of online courses they offer, greatly increase the number of blended courses offered, develop newer, more innovative, programs like verbatim reporting. More faculty will post class material and video recordings of lectures online. Networking tools (blogs, wikis, and websites) will ease collaborative learning. According to Kiley (2013), experiential education will take on added importance in the business school curriculum in the future. It is becoming the cornerstone of education in many business schools. There is an increase in practitioner faculty at many business schools. The emphasis is on the ability to apply business education and this will result in more practical applied courses (like verbatim reporting) being offered to business students as opposed to theoretically based course work. The ultimate goal is to produce 'workforce ready" graduates that have learned from programs that have emphasized experiential, practical-based, learning for instance Business education graduate with knowledge of verbatim reporting.

Employers want better-trained graduates who have had "close to" or real hands-on, real-life experience, and training, to join the companies. Constructions of teaching, learning, and the university within the media and favoured culture can exert a significant influence on public understanding of higher education, which can in turn influence expectations (Garcia, 2015). Integrating verbatim reporting into the business education curriculum will take the business education department and their graduates to a higher level. This view is supported by Brown, Dehoney, and Millichap (2015) that we needed a new learning environment, albeit one that might seek to integrate components of our existing provision into a 'confederation' of systems to produce the Integrated Learning Environment. Integrative learning, where students actively work to construct knowledge together, is an essential part of the learning process (Laurillard, 2012). Higher education in general, and business schools in particular, are experiencing dramatic changes in all aspects of the academic profession.

With the rising popularity of online learning, higher education is becoming more accessible and convenient for students. The organization of business schools is becoming more streamlined with technology advancements, while funding sources are shifting from traditional sources of state appropriation, and tuition to more self-reliant, self-sustaining revenue sources. Faculty make-up is moving away from the traditional academically qualified instructors to the more pragmatic, professionally qualified classroom instructors. Student-body make-up has been slowly shifting from the traditional male, Caucasian, young college-age student, to more female, nontraditional, minority students.

Kiley (2013) reiterated that these trends are expected to increase during the next few decades until it becomes the "new norm." Business school administrators must recognize the opportunities available to business higher education, so they will be better prepared to deal

with the new business higher education environment of the future. The business higher education structure of tomorrow will be vastly different from the academic business school structure of today. Business schools that recognize and adjust to the dynamic environment that they are currently experiencing and adjust to its influences will thrive, those that do not will experience major problems.

Challenges of Integrating Verbatim Reporting into the Business Education Curriculum

It is one thing for a project to be desirable or interesting while it is another thing to get it done. In the course of integrating verbatim reporting into the business education curriculum, many hurdles will have to be crossed. Some of these hurdles are funding, teachers' unfamiliarity with curriculum integration models, issue of globalization, technological advancement, high priority on crucial employee skills, accreditation challenges, energy, availability of necessary facilities, and feasibility for implementation among others. MacMath et al. (2010) remarked that while the education of students is the primary end goal of a school, the challenges that have a direct impact on those end goals of business education schools for integration verbatim reporting into business education curriculum include funding advantages, business accreditation, globalization efforts, entrepreneurship schemes, energy and sustainability initiatives, executive education offerings, and enrollment management efforts, changes in technology, demographic shifts, and curriculum efforts.

One of the major challenges that could be faced in integrating verbatim reporting into the business education programme is in the area of funding. According to Blumenstyk (2012), funding business education programmes is among the challenging obligations proprietors face in operating a flourishing business education school. Maintaining and enhancing revenue sources will continue to linger as business education address unparalleled budgetary

challenges. This will build-up the demand for business schools to be as self-sufficient and self-reliant as possible as state appropriations and college endowments continue to decrease. Business school administrators must follow both traditional and innovative tactics for generating revenue to sustain finance budgets. Each academic institution is made up of a unique set of qualities for which the preceding may or may not yield concrete advancements in finances. Every opportunity should be fully examined to determine their possibility of revenue advancement at individual schools.

Another enduring challenge in the course of integrating verbatim reporting into the business education curriculum is the ambiguous nature of how business education teachers have interpreted and enacted curriculum integration. Beane (1997) states that the definition of curriculum integration has become eroded and less grounded in theory over time, to the point where it can be “used to describe arrangements that amount to little more than rearranging existing lesson plans”, a view endorsed by several others, such as, Dowden (2012). Recognizing the major problems business education departments face in universities is one thing, providing meaningful solutions to the challenges requires an entirely different process.

Teachers’ unfamiliarity with curriculum integration models and an appreciative of the theory in which it is grounded is often absent when integration programmes are established, implemented, and maintained (Beane, 1997; Shriner et al., 2010). Many teachers desire a handbook of how to ‘do it’, which is at odds with the individualized and evolving nature of curriculum integration, and it is argued that this can lead to ineffective facilitation. The theories that underpin curriculum integration remain contested and the method through which teachers enact curriculum integration continues to vary. This draws attention to the need to examine business education teachers’ perceptions of integration of verbatim reporting into the

business education curriculum concerning their current practice with a specific focus on curriculum integration theory.

Another challenge that may hinder the integration of verbatim reporting into the business education curriculum is the issue of globalization. The globalization of an institution provides great challenges for business schools, both domestically and internationally. It is becoming increasingly laborious to be considered a relevant business school without sufficient global emphasis throughout a school's business programs. Jacobs, Peter & BusinessInsider (2013) opined that since most business consumers throughout the world are international residents, all students should view business using an international perspective.

Furthermore, technologically advanced business students are demanding more and better technology on campus. They expect business schools to have the technologies that allow them to successfully compete for jobs in industries. According to Blumenstyk (2012), funding business education programmes compete for jobs in the industry. For the integration of verbatim reporting into business education be made possible, business education departments must integrate the technologies in the curriculum to enrich further the college learning experience. A balanced curriculum of specialized business courses like verbatim reporting within business schools will take on greater importance soon, for instance, business curricula will require more advanced professional courses. Business schools must afford students the skills and experiences necessary to compete in global markets. A balanced education will help develop the skill set needed to compete for jobs of the future, due to the increasingly global reach of business, and the increased complexity that accompanies these major business changes.

Another problem is the way employers deal with the changes occurring in business as they place a high priority on crucial employee skills including communication, knowledge, leadership, problem-solving, and critical thinking. The business education department must consider all of these requirements when developing their long term strategies in integrating verbatim reporting into the business education programme. While some corporate training is expected, employers, increasingly, want graduates who have already acquired the skills (Business education graduates with verbatim reporting skills) from their universities that are necessary to succeed in the workplace. Interpersonal skills are another tool growing in its importance and are, quickly become, one of the skills needed to succeed in business today.

Accreditation is a crucial challenge to be faced in integrating verbatim reporting into a business education programme. According to Umoru (2019), accreditation by the National University Commission (NUC) which is meant to ensure standard has become an albatross to a healthy business education offering in Nigerian Universities. Sometimes, the ad-hoc team deployed to oversee an accreditation process is compromised as non-business educators are employed by the NUC and in some instances head of the team. You can only give what you have. For a non-business educator to head accreditation team what does he knows about the relationship between verbatim reporting and business education programme for the approval to be given for its integration?

Energy and availability of necessary facilities are other challenges that can hinder the integration of verbatim reporting into a business education programme. As has been explained earlier, funding business education is not easy presently not even to talk of integrating another curriculum into the already existing one. According to Blumenstyk (2012), funding business education operations is one of the most challenging duties proprietors face in operating a

successful business education school. One of the departments in the universities that require information technology to run its programme effectively is the business education department, of course, these IT devices need a regular and constant power supply to function, if not from the national grid, it should be by the stand-by powerful generator. Without the necessary infrastructures put in place (regular source of power supply, IT equipment, competent lecturers, and other facilities) as prescribed by the National University Commission, the integration of verbatim reporting into the business education curriculum can never be accredited.

Another challenge likely to be faced in the integration is about the feasibility of the activities for implementation. Activities must be feasible for implementation within the constraints under which the lecturers must work. Certain activities are not practicable because they are too costly, require space or equipment that is unavailable, involve unacceptably noisy construction work, or pose risks to the physical safety or emotional security of the students. Failure to be realistic about restrictions led to the rejection of an integration activity proposed. Many Business schools find it difficult to change their current curriculum or come about a new integrated curriculum mainly because of a lack of will, infrastructure, and understanding of the process of change.

The following guiding principles will help determine if a curriculum is appropriate for integration into a business education programme:

- i. Each integration activity must be a useful means of accomplishing a worthwhile business education goal.
- ii. The activity must represent business education content appropriately and not distort the integrity of the subject matter.

- iii. The activity's benefits to business education must justify its costs (for both lecturer and students) in time and trouble.
- iv. The activity must be geared to the appropriate level of difficulty.
- v. The activity must be feasible for implementation within the constraints under which the lecturer must work (e.g., space and equipment, time, and types of students).

The most basic of the principles is goal relevance: each activity should have at least one primary goal that, if achieved, will represent progress toward one of the major business education goals that underlie and justify the business education curriculum. This principle applies just as much to activities that integrate across subjects as to activities that focus exclusively on business education.

Lecturers who value business education and want to enact a coherent business education curriculum will need to bear this in mind and make sure that the thrust of that curriculum is not blunted by significant time spent in activities with only marginal business education value. Given the kinds of problems, the department needs to stop thinking about curricular integration as necessarily a good thing and begin to think about it as something feasible and desirable in some situations but not in others. The department will have to learn to assess activities not just for whether their students are likely to enjoy the activities and will complete them successfully, but also for whether the activities offer sufficient educational value merit inclusion in the curriculum. According to Brophy and Alleman (2012), the following set of principles and guidelines can assist in making decisions for integration.

- (a) Does the activity have a significant business education goal as its primary focus?
- (b) Would this be a desirable activity for the business education unit even if it did not feature across-subjects integration?

- (c) Would an outsider recognize the activity as a business education?
- (d) Does the activity allow students to develop meaningfully or apply authentically important business education content?
- (e) Does it involve an authentic application of skills from other disciplines?
- (f) If the activity is structured properly, will students understand and explain its business education purposes?
- (g) If students engage in the activity with those purposes in mind, will they be likely to accomplish the purposes as a result?

While the values and goals inherent in integrated curricula are likely appealing to many faculty, the process of implementation is not an easy one. However, if done correctly, the outcomes are well worth the growing pains. Numerous educators and researchers have identified that several steps must be taken for an integrated curriculum to come to fruition. First, faculty must shift from a belief system that has traditionally been didactic to one based more on constructivism. Many instructors have been taught that as the purveyors of the knowledge it is their duty to share this knowledge with learners in a way that is, quite frankly, a one-way street and single-minded. Integrated curricula are not one-way streets and most faculty know that the “old” ways of doing things have become less than effective with 21st Century learners. Teachers in an integrated curriculum need to be those who are excited to work with faculty from other backgrounds and areas of expertise to figure out how to teach students to learn in a way that connects concepts and builds solutions and new approaches through the lens of a wide variety of approaches.

A second challenge is that this type of curriculum will likely demand an extensive amount of professional development for faculty. Faculty would need to learn not only new

approaches to teaching but also to learn about other disciplines—not necessarily to become experts but to have enough of working knowledge that they can appreciate and recognize the importance of those disciplines to the big picture. Also, faculty would need to become members of a learning community along with their students. From the perspective of their role in the classroom, faculty would need to be skilled in facilitating small group learning, managing experiential-oriented instruction, and utilizing authentic assessment strategies (for instance, portfolios, performance exams, rubrics). Beyond the faculty, this is also a curriculum that demands administrators who are willing to support this type of curriculum change and thus if it is successful, advances the way we approach education from a much larger point of view than simply the individual instructor changing. Integrated curriculum delivery is exciting but represents systematic reform—the pieces of the systems that need to be reformed are numerous (Sharp, Thomson, Chatterjee, Hannan 2015, and Fraser & Dean, 2010).

According to Dowden (2012) and Inman (2011), there is a significant divide amongst educationalists regarding the retention of specialized subjects and their boundaries. This debate is often at the heart of critiques surrounding curriculum integration. Kinsiz (2010) argues that “educational theory and practice must recognise the value and pressing existence of (the) multi-disciplinary and inter-disciplinary nature of life in today’s world”. Several other authors agree that the focus of students’ learning should not be defined by particular disciplines (Beane, 1997) which aligns with Young and Muller's (2010). Conversely, others align with the traditional, transmissive view of education, where knowledge as a known body of ideas, skills, and information is to be transferred by an expert from one generation to the next (Rennie, 2011). Boundary-less continuum, suggesting that we should make the

disciplines so explicit that students may understand and use the perspective of each one, valuing the different approaches each brings to our social world. She believes that once the disciplines have been grasped, we can confidently integrate them.

Wood and Sheehan (2012) remark on how the Curriculum has shifted from being content to process-driven, with the five key competencies having replaced the previous curriculum's eight essential skills. They also note the encouragement of integration between learning areas, the promotion of individual and flexible pathways, and the emphasis on lifelong learning throughout the curriculum document. Wood and Sheehan are, however, concerned that the moderation of knowledge in the Curriculum could have stark repercussions for underprivileged and marginalized learners "by failing to provide them with the conditions by which they can acquire the foundations for powerful, intellectual work".

Despite the new front end of the Curriculum, which refers to the vision, values, principles, effective pedagogy, and teaching as inquiry, there is still a large weighting towards the learning areas and their subject-specific achievement objectives. This leads to confusion as to whether the curriculum is advocating integration or still promoting separate subject learning, and is very much up to individual schools to interpret. This also signals a tension among new and old approaches, which could confuse the Curriculum's intentions.

According to Ayodele (2013), Hansard production ought not to be a matter of convenience or if it is the wish of the legislature, as some legislators in the States asserted. Hansard is a tradition; it is a convention; it has life by the rules of the legislature. The rules governing its production should be rigorously invoked by legislators and enforced to ensure that Hansard is produced daily and its bound volumes produced periodically. For this to be made possible, a sufficient number of trained verbatim reporters must be recruited into the parliaments as the situation demanded.

The absence of legislature for many years, due to military interregnum, has no doubt, created a vacuum in the development of Hansard, especially in the area of intellectual work. This, perhaps, is because practitioners are moved to other ministries whenever the legislature was suspended and so had no reason to spare a thought for the Hansard. Now that there is hope that democracy would be sustained in this country, and by implication the legislature, it is vital that Hansard, described as the edited debates of the legislature, gets the attention it deserves in terms of manpower and material development; hence the need for integrating verbatim reporting into a business education programme to curb the dearth of the profession and to motivate the professionals to reach the apex of their career as against level 14 which is now the terminal point of the verbatim reporting certificate issued by Federal Training Centres.

For now, those connected with Hansard – the legislators, the public, and even the practitioners – are still somewhat in a state of inertia concerning its important place in the legislature. And that, perhaps, explains why Hansard suffered serious neglect in the last national and state legislatures. In this present phase of legislative and democratic experiments, there is a need to decidedly appraise the Hansard holistically to highlighting its worth to the legislature, its usefulness to the legislator, and its relevance to the electorate, who are entitled to read the legislative proceedings, which translate into laws by which they are governed.

Review of Empirical Studies

This section gives insight into some of the empirical studies that have been carried out on the current study. Curriculum integration can be defined as an approach to teaching and learning that is based on both philosophy and practicality. It can be described as a curriculum tactic that decisively brings together knowledge, skills, attitudes, and values from within or

across subject areas to develop a more powerful understanding of key ideas. Curriculum integration takes place when constituents of the curriculum are linked and related in meaningful ways by both the learners and lecturers.

Onojeta and Utoware (2019) carried out a study on the challenges and strategies for new technologies application in teaching and learning business education in the e-world in Universities in South-East Nigeria. The study adopted a descriptive survey design. Two research questions were answered while two hypotheses were tested. The study has a population of 75 business education lecturers in the eight public universities offering business education in southeast Nigeria. The whole population was used for the study because of its manageable size, hence there was no need for sampling. Data were collected using a structured questionnaire on a 5-point Likert scale of Strongly Agree, Agree, and Undecided, Disagree and strongly disagree with a corresponding value of 5, 4, 3, 2, and 1 respectively. Three experts in the business education department validated the questionnaire and the Cronbach Alpha reliability of the questionnaire yielded a reliability coefficient of 0.75. Copies of the questionnaire were distributed to the respondents. However, 73 copies representing (97%) out of the 75 copies of the questionnaire were retrieved and found usable. Data collected were analyzed using mean and standard deviation for the research questions, while the hypotheses were tested using a t-test. The findings of the research identified 10 challenges and 10 strategies for improving new technologies application in the teaching and learning of business education in Universities in South-East Nigeria.

The similarity between this study and the present study could be viewed in the area of challenges and strategies that is common to the two studies; business education teachers in universities as respondents to questionnaire; using the entire population; the use of mean and

standard deviation for the research question and t-test statistics for the hypotheses. The difference comes in the area of the research topic and the locality of the research- while South-West was for this study, the present study is North Central universities.

Nwaiwu and Nwokorie (2019) investigated on strategies for effective implementation of the 2009 NBTE/UNESCO National Diploma Curriculum OTM Programme. The need study was undertaken to confirm accomplishment in the execution of the 2009NBTE/UNESCO curriculum for the ND Programme of OTM. The research took place in Akanu Ibiam Federal Polytechnic, Unwana, Afikpo, Ebonyi State, which was guided by three research questions and one hypothesis was tested. The design was a descriptive survey. The population of the study was 79. A purposeful sampling method was adopted and the whole population was studied. A five-point rating structured questionnaire validated by three experts in OT M was used to collect data for the study. Mean statistics and standard deviations were used to analyze the data collected to answer the research questions and to determine the cohesion or otherwise of the respondents' ratings. Z-test was used to test the hypothesis at the 0.05 significance level. The findings show that the 2009 NBTE/UNESCO curriculum is embedded with ICT and communication skills-oriented courses and as such is quite relevant in today's world of business.

The strategy is common to both studies. The two studies adopted a descriptive survey design and made use of the entire population of the study. Again, the use of mean and standard deviation to answer the research questions is common to the two studies. However, this study took place in Ebonyi State while the present study was in North Central Nigeria. While this study adopted the z-test, the present study has used a t-test statistic for the test of hypotheses.

Ekon-Nweke and Anthonia (2019) carried out an empirical investigation into the challenges of NCE business education teacher preparation in the e-world in southeast Nigeria. Two research questions and two hypotheses were raised and formulated respectively for the study. A survey research design was used for the study. 145 business educators in colleges of education in southeast Nigeria formed the population of the study. The whole population was used for the study. A structured questionnaire captioned “Challenges of Business Education Teacher Preparation in E-World Questionnaire” (CBETPE-WD) was used to collect data for the study. The data was analyzed by using mean and standard deviation while the hypotheses were tested using a z-test at a 0.05 significance level. One of the outcomes revealed that lack of access to resources, inadequate ICT resources, lack of connectivity, lack of teamwork, unconducive learning environment, absence of time, work overload, inadequate instructional facilities, among others.

This study is related to the present study in the sense that they both have challenges as one of their variables. This study made use of the entire population which the present study too made use of the entire population. Also, this study and the present study used a structured questionnaire to elicit a response. The use of mean and standard deviation is also common to the two studies. However, while this study adopted a survey research design, the present study used a descriptive research design. While this study made use of a z-test for the test of hypotheses, the present study used a t-test. The area of coverage of the two studies also differs, while southeast was for the former, North-central is for the present.

Nwokike and Chukwuma (2019) embarked on a study on the integration of new technologies in teaching business education programmes in Universities in the electronic world. The study took place in Enugu State universities to ascertain the rankings of business

education lecturers on the factors constraining the integration of new technologies in teaching business education courses in the electronic world. A survey research design was utilized. 20 business educators in the two universities offering business education programmes in Enugu State form the population of the study. Two research questions were asked and two null hypotheses were tested at a 0.05 level of significance. The structured questionnaire developed by the researchers was the instrument used for data collection. The instrument was validated by experts from the Faculty of Education, Enugu State University of Science and Technology. The mean and the standard deviation were used to answer the research questions while the t-test statistic was used to test the hypotheses. The result obtained from the study revealed that the non-availability of new technology tools and lack of competencies by business educators constrain the integration of new technologies in teaching business education to a higher extent.

This study and the present study both have challenges of integration as one of their variables. The two studies adopted a structured questionnaire and both used mean and standard deviation to answer the research questions and t-test statistics for the test of hypotheses. While this study took place in Enugu State University and adopted a survey research design, the present study was in universities in North-Central Nigeria and adopted a descriptive research design.

Iheukwumere, Uteh, and Nkoro (2018) researched strategies for the effective utilization of new technologies in teaching and learning OTM application areas in Polytechnics in Abia State.

The study looks at the strategies for utilizing new technologies in teaching and learning OTM application areas in polytechnics in Abia State, Nigeria. Three research questions guided the study. The population of the study consisted of 16 OTM educators from the

polytechnics. A survey research design was adopted in conducting the study; the questionnaire was the major instrument used for data collection. Frequency and mean scores were used to analyze the data collected. The finding of the study revealed that some strategies could be used to enhance the office utilization and application of new technologies in teaching and learning OTM application areas to enhance the quality of graduates of OTM in the competitive technology era.

This study and the present study both have a strategy as one of their variables and they both made use of a questionnaire to elicit a response. However, the difference between the two studies is that while this study adopted a survey research design, the present study adopted a descriptive research design. This study took place in Abia State while the present study was in North Central Nigeria.

Udgbunam et al (2018) focused their study on the challenges of improving business education programmes through the effective school-industry collaboration for nation-building in a tertiary institution in Anambra State. Three research questions and three null hypotheses were tested. Descriptive survey research was adopted. The study has a population of 93 business educators in tertiary institutions offering business education programme in Anambra State. No sample was taken, as the population was manageable. A 32-item structured questionnaire validated by three experts was used for the study. The reliability of the instrument was ascertained using Cronbach Alpha which showed that the clusters achieved co-efficient values of 0.88, 0.89, and 0.76 respectively for the clusters B1, B2, and B3 with an overall reliability coefficient value of 0.83. Mean and the standard deviation was used to analyze data relating to the research questions while the null hypothesis was tested using a t-test at 0.05 significance level. The findings from the study showed that there were no serious

collaborations between the business education and industries, except for the Student's Industrial Work Experience Scheme (SIWES). The study revealed that business educators in universities do not significantly differ from business educators in colleges of education on the available programmes, challenges, and ways for improving business education through the effective school-industry collaboration for nation-building of tertiary institutions in Anambra State.

This study and the present study have many things in common. This ranges from the challenge that is common to the two studies, the use of descriptive survey designs, No sampling, and the use of Cronbach Alpha, mean and standard deviation and t-test statistics for the test of hypotheses. This notwithstanding, while this study had its focus on challenges of improving business education programmes through the effective school-industry collaboration for nation-building in a tertiary institution in Anambra State, the present study was on strategies, opportunities, and challenges of integrating verbatim reporting into business education curriculum in North Central Nigeria.

Kaur and Mathur (2018) carried out a study on innovation in surgical curriculum teaching methodology: vertical integration revisited. The study intends to design and implement a vertically integrated module for teaching thyroid surgery in a modified way to the MBBS students at Shri Guru Ram Rai Institute of Health and Medical Sciences, Dehradun. The study took place in the Department of Surgery. A total number of 200 students (50 each from four batches of MBBS at SGRRIH and MS, Dehradun), were registered to the same teaching modalities, materials, and assessment tools. After the teaching lectures, a feedback questionnaire was filled by the students. Thirty MCQs were given both in pre and post-session and results compared. Feedback from students was motivating. In the MCQ assessment pre-

session, only 40% secured marks in the pass range, whereas in the post-session questionnaire, 89% passed and 11% failed only marginally.

Vertical integration needs additional effort, time, and teamwork from faculty members of different departments. It is useful to have smaller topics of clinical significance covered in one session rather than attempting to cover a broad area, as this often results in a loss of interest. Preparation of curriculum together by basic, preclinical, and clinical teachers can lead to more relevant teaching.

The similarity between this study and the present study is that they both deal with integration. More importantly, the discoveries from this study served as eye-openers to the researcher in conducting his study. However, while this study was in the Medical field, the present study was in the Business education field.

Atibuni et al (2017) embarked on a qualitative study on challenges and strategies of research engagement among Master of Education students in Uganda. The qualitative exploration was done to discover the tasks and strategies of research engagement among students of Master of Education in Uganda. Two focus class discussions ($n = 12$) and seven key informant interviews ($n = 7$) were conducted among purposively selected students and university staff respectively. Among the participants in the focus groups were Master of Education students of 2011/2012, 2012/2013, 2013/2014, and 2014/2015 who were still on or had completed their studies by January 2016. Heads of departments, deans of faculties, and directors of institutes and directorates were the major informant interview participants. The results of the study reveal that challenges faced by the students were mainly work-life balance related: work interference with personal life, personal life interference with work, and workplace support challenges. These challenges created further challenges in the students'

research engagement in the aspects of active and collaborative learning, student effort, student-faculty interaction, and institutional support. This study is related to the present study because of the focus on challenges and strategies. The difference however comes in the area of the nature of the study, while this study conducted qualitative research, the present study employed both quantitative and qualitative research.

Gikundi, (2016) carried out a study on factors influencing the integration of information and communication technology in learning and teaching in Public Secondary Schools. The research was carried out to examine factors influencing ICT integration in teaching and learning in public Secondary Schools in Tigania West Sub County. The variables of the study were the availability of ICT infrastructure, technical support, and teacher competence in ICT. A descriptive survey research design was adopted for the study since the researcher was interested in finding out the characteristics of the population as it was. All public secondary schools in Tigania West Sub County, Meru County with a population of 14,444 which included 44 headteachers, 400 teachers, and 14000 students make up the target population. Ten percent was used as the basis for the sample size. In that case, the sample size was four head teachers, 40 teachers, and 100 out of the 1,400 students were sample size thus making the whole sample to be 144 (4 headteachers, 40 teachers, and 100 students). Questionnaires were used for data collection for teachers and students. The interview guide was also used with principals. The observation was also used to check the physical presence of ICT facilities. The computer programme, SPSS version 17 was used to enhance efficiency in the quantitative data analysis.

The results of this data analysis were presented using frequency distribution tables. Qualitative data were analyzed qualitatively using content analysis of meanings and

implications emanating from respondents' information. The results were then reported in descriptive narratives. Regression analysis was done to determine the influence of the dependent variables on the independent variable Availability of ICT infrastructure, teacher competence, and technical assistance the three variables were found to significantly influence the integration of ICT in teaching and learning in the sampled schools. The study concluded that effective integration of technology into classroom practices poses a challenge to teachers.

Teacher competencies in ICT, institutional factors related to ICT infrastructure, and technological factors were some of the factors that influenced the integration of ICT. Teachers' training, knowledge, and ICT skills affect their use of ICT in teaching and learning. Concerning ICT infrastructure, the absence of ICT infrastructure, old or poorly maintained hardware, lack of suitable educational software; limited access to ICT, lack of or unreliable internet connectivity were found to be obstructing the integration of ICT. Regarding technical support, this study revealed that most schools had no computer technicians. This study and the present study have many things in common. Not only is that the two studies were on integration, but both studies also adopted a mixed-method descriptive research design. The results from this study went a long way in assisting the researcher in his study. However, while this study adopted a sampling procedure, the present study made use of the entire population.

Amuko and Ndeuthi, (2015) carried out a study on opportunities and challenges influencing the integration of ICT in teaching and learning Mathematics in secondary schools in Nairobi County. The study used descriptive survey design. Three instrument questionnaires, a structured interview schedule, and an observation checklist were used to collect data. The study took place in twelve public secondary schools in Nairobi County. Data

were analysed using descriptive statistics. Findings from the study revealed that developing their technological skills and knowledge as well as self-training in the use of ICTs in their teaching is one of the challenges faced by teachers. The study found that lack of capacity-building support contributed to the inability of the teacher to integrate technology in their teaching despite the enthusiasm. It was recommended in the study that both teachers and students be made accessible to the new leading edge on technology integration for education to intensify accessibility to information and also an increase in capacity building for teachers and awareness be built among pre-service teachers' trainees integrating ICT in teaching and learning Mathematics.

The similarity between this study and the present study is that while the former deals with the opportunities and challenges influencing integration of ICT in teaching and learning Mathematics in secondary schools in Nairobi County, the latter was on the integration of verbatim reporting subjects with the business education programme.

Becker and Park (2011) based on previous research that concluded that integrated approaches increased students' interest and learning in the STEM subjects, carried out research on the effects of an integrative approach among science, technology, engineering, and mathematics (STEM). All four STEM subjects were integrated. Learners displayed an increase in scientific knowledge and perfection in higher-level thinking skills on open-ended questions. Students in the integrated science programme did extraordinarily fine on a statistics unit in their math class. Learners in the integrated algebra course upgraded their critical thinking skills and had more positive attitudes toward the subject of math. The similarity between Becker and Park's study and the present study is that while the former deals with the integration of science technology with engineering and mathematics, the latter was on the integration of verbatim reporting subjects into business education curriculum.

Campbell and Henning (2010) researched the benefits of the integrated curriculum at the college level by comparing a traditional course with an integrated course for designing an interdisciplinary curriculum. Fifty-nine undergraduate students (33 integrated and 26 non-integrated) completed the study. All students received grades on the integrated units and reflections they submitted. Students registered in the integrated course scored more than their colleagues. The findings suggested that education in the present day is becoming more interdisciplinary and integrated, which calls for more interdisciplinary and integrated learning in public schools. Lecturers are persistently looking for techniques to involve their students and intensify their understanding of the content. Integrating the curriculum is one way to accomplish that target. While Campbell and Henning's study was solely on the benefit of an integrated curriculum, the present study was on the strategies, opportunities, and challenges of integrating verbatim reporting into the business education curriculum in universities.

In a three-day workshop, Shriner, Schlee, and Libler (2010) surveyed concerning the integrated curriculum. Thirty-six lecturers completed the survey with six Likert-type questions and four open-ended questions regarding integrating multiple standards in each subject area. The results revealed that some lecturers integrated subjects because it saved time and was student-centered. Students were able to obtain more knowledge and connect that knowledge to real-life practices. Teaching and learning were more pleasurable and gratifying for the students and the lecturers. The study was concluded with three reasons to integrate the curriculum: (1) relationships were better developed between teachers and students, (2) education was made more pleasurable and pertinent to the students' lives, and (3) the bridge linked traditional academic areas to learners and the society.

This study is similar to the present one because they both deal with the same subject matter – curriculum integration. Also, the study has to do with integrating multiple standards in each subject area with the results that integrated subjects save time and was student-centered. Students were able to gain more knowledge and connect that knowledge to real-life experiences but it was not on verbatim reporting subjects. The findings from this study gave the researcher an inkling of what is likely to be the outcome of the present study.

Appraisal of Related Literature

This section is concerned with the appraisal of the reviewed related literature. The literature review shows that especially in this era of globalization and information and communication technology (ICT) in which work processes and organizations are getting progressively flexible, multi-tasking, and performance-based the need for business education as a form of education is crucial. Technology has gained ground in the economy. Consequently, in terms of instruction and delivery and in the skills and competencies required to adapt to these evolving technologies used for operation in offices, business education is negatively affected.

The review shows that the history, development, and growth of Hansard followed a complex, tortuous, and series of events of a financial, political, and even criminal nature. Against all odds, it survived to become a legal and indispensable record of the legislature in all democracies as a verbatim report of the debates of the parliament is not a mere narration of questions, adjournment motion, bills, and resolutions it is a rich source of contemporary history. The reportorial profession has grown so tremendously that there is hardly any organization like the National, State Houses of Assembly, Supreme Court of Nigeria, Court of Appeal, and High Court of justice that can perform effectively without the use of reporters.

Furthermore, the review shows that an integrated curriculum involves compelling life concerns, engages series of knowledge, poses opportunities for in-depth work, and presents opportunities for personal and social action and as such integrating verbatim reporting into business education curriculum require several strategies to make the integration possible. Among these strategies are training the staff member, deciding on the scope of integration, choosing the level of integration, the establishment of working groups and elucidate their responsibilities, determining learning outcomes, identifying the contents, creating themes, preparation of a comprehensive timeline, selection of assessment methods and communicating with students and staff. The accomplishment of the integrated curriculum rest on the implementation of integrated assessment. What is examined and which approaches are employed will play a vital role in what and how it is learned. Willingness to accept the deficiencies in the curriculum or its execution and to make the required changes should be an ongoing process. The aim of integrating verbatim reporting subjects with a business education curriculum is to engender positive attitudes to learning by fostering a climate of inquiry where ideas are respected and can be freely shared.

The review shows that an integrated curriculum possesses numerous benefits such as, condensed replication of expertise and thoughts in different subject areas; increased applicability for the learner, given a real-life context; allowing the learner to see the big picture, rather than just the fragmented parts; allow for teaching interdisciplinary life skills for the 21st century; and focusing on skills that can be transferred to other disciplines and life. Through the integration of verbatim reporting into the business education programmes, business education students will have the ability to create important relations between different disciplines. The globalization of an institution provides significant advantages for business schools, both locally and internationally.

It can also be understood from the review that in the course of integrating verbatim reporting into the business education curriculum, many hurdles will have to be crossed. Some of these hurdles are funding, teachers' unfamiliarity with curriculum integration models, issue of globalization, technological advancement, employee skills limitation, accreditation challenges, energy, availability of necessary facilities, and feasibility for implementation among others.

This study is an attempt to contribute to knowledge in the area under study and to fill the gap that previous researchers have created. The gap is that researchers have carried out studies on strategies, challenges, and opportunities of integration, but none of these studies was on the integration of verbatim reporting into the business education curriculum in universities in North Central Nigeria.

CHAPTER THREE

RESEARCH METHODOLOGY

Method and techniques used in carrying out this study is discuss in this chapter. This chapter is organised under research design, population of the study, sample and sampling technique, research instruments, validity of the instruments, pilot testing, reliability of the instrument, procedure for data collection, and method of data analysis.

Research Design

The study used a mixed-methods research design. Explanatory/Confirmatory mixed method was adopted. Specifically, the study adopts QUAN + qual mixed design (Quantitative driven simultaneous design). While the core component is quantitative, the supplemental component is qualitative. The descriptive survey research design was adopted for the quantitative aspect of the study. This method was considered appropriate because it allowed the researcher to make a careful record of what was observed which the researcher used to analyze the information obtained from the population to describe situations as they exist concerning integrating verbatim reporting into business education curriculum in North-Central universities in Nigeria.

Population of the Study

The target population for the study for the quantitative data comprised all business educators in federal and state universities, and Verbatim Reporters in the Houses of Assembly in North-Central, Nigeria. There were 23 Business educators in the Universities offering Business Education in North-Central, Nigeria (Kwara State University, Malete, University of Ilorin, Al-Hikmah University, Ilorin, and Federal University, Keffi) and 34 verbatim reporters State Houses of Assembly in North-Central, Nigeria. For the qualitative data, all the Directors

of Personnel in the headquarters of all the arms of government in all the States in North-Central Nigeria, 18 in number making the total population of study 75. The researcher believed that the Business educators and verbatim reporters were in the best position to supply relevant answers to the theme of the study which is strategies, opportunities, and challenges of integrating verbatim reporting into the Business Education Curriculum in North-Central Universities, Nigeria.

Table 1: Population of the study

S/N	State	Universities	No. of Business Educators	No. of Verbatim Reporters	No. of Director of Personnel
1.	Kwara	KWASU	10	11	3
		UNILORIN	05		
		ALHIKMAH	04		
2.	Kogi	-	-	08	3
3.	Niger	-	-	04	3
4.	Benue	-	-	04	3
5.	Nasarawa	FED. UNIVERSITY			
		KEFFI	04	03	3
6.	Plateau	-	-	04	3
	TOTAL		23	34	18

Source: Office of the Director of Publications and Directors of Personnel in all the North Central states Houses of Assembly and Head of Service respectively. (2020)

Sample and Sampling Technique

For the quantitative data, no sampling was conducted because the population of the study was manageable for the researcher to handle. Therefore, the study was a census study; all the business educators in the universities and verbatim reporters in the Houses of Assembly in North Central Nigeria participated in the study. However, for the qualitative aspect of the study, a purposeful sampling technique was adopted in selecting a total of 9 out of 18 (50%) Directors of Personnel from the three states in North-Central, Nigeria; three directors from each arm of government.

Research Instruments

A structured 59-item questionnaire tagged “Strategies, Opportunities, and Challenges of integrating verbatim reporting into business education programme Questionnaire” (SOCIVRBEP) designed by the researcher was used to gather the quantitative data for the study. The questionnaire items were developed based on an extensive review of related literature. The questionnaire comprised two parts. Part I sought demographic information about respondents while Part II contained items that were used to elicit responses from the respondents on the strategies, opportunities, and challenges of integrating verbatim reporting with the business education programme. The questionnaire was answered by Business Educators and Verbatim Reporters. Part II comprised four sub-sections. Sub-Section “A” consisted of 14 items that sought information on the Desirability of integrating verbatim reporting with a business education programme. Section “B” which consists of 20 items sought information about strategies for integrating verbatim reporting with a business education programme. Section “C” with 13 items sought information on opportunities for integrating verbatim reporting with business education programme; while Section “D” with 12 items sought information on challenges of integrating verbatim reporting with the business education programme.

The items of the first research question were placed on a modified four-point Likert scale of Very High extent (VHE), High Extent (HE), Low Extent (LE), and No Extent (NE) while the items of the remaining research questions were placed on modified four-point Likert scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). The scales were scored with 4 points, 3 points, 2 points, and 1 point respectively. The quantitative driven simultaneous design was adopted for the study. The core component is quantitative,

while the supplemental component is qualitative. The essence of the qualitative design was to consolidate the result from the quantitative analysis as the interview was carried out simultaneously with the administration of the questionnaire. This would give the interviewees the opportunity of suggesting points that might not have been included in the questionnaire items.

Three Directors of Personnel from each arm of government in three States in North Central, Nigeria were interviewed. A semi-structured interview was conducted to gather qualitative data. The interview guide was designed by the researcher and made up of nine questions. The open-ended questions were meant to probe into the usefulness of verbatim reporters to these arms of government vis-a-vis the desirability of integrating verbatim reporting with the business education programme. The interviews were conducted face-to-face and through technological means (What SAPP). The English Language was the medium of communication for the interview because all participants were fluent in the English language. Ethical considerations such as informed consent, voluntary participation, and confidentiality were duly observed. The data collected were analyzed using content analysis to identify the themes.

Validation of the Instrument

To ensure both face and content validity of the instrument, the questionnaire designed by the researcher was faced and content-validated by three experts made up of two senior lecturers and a Professor from the Department of Business and Entrepreneurship Education, Faculty of Education, Kwara State University, Malete. This was to ensure that the questionnaire items measure accurately and consistently what they were supposed to measure. Their suggestions and corrections were taken into consideration in preparing the final version of the instrument.

Pilot Study

The questionnaire was pilot tested in Ekiti State University, Ado-Ekiti, and Ekiti State House of Assembly which were not in the study area but had similar characteristics. Ten Business Educators and Ten Verbatim Reporters in each of the two organizations were used for the pilot test because the Ekiti State House of Assembly has 10 reporters while the available 10 out of 11 Business educators in Ekiti State University were used. The results from the two organizations were correlated to find the coefficient result in determining the reliability of the instrument.

Reliability of the Instruments

The reliability of the instrument was determined by the statistical analysis of the data collected from the pilot study. Cronbach's alpha method was used in determining the reliability of the instrument and the reliability coefficient of 0.92 was obtained. Since the reliability coefficient was positive and very high, the instrument was adjudged reliable and stable based on Nworgu's (2015) recommendation that a reliability estimate of 0.80 and above is very high and the instrument for which it is calculated is reliable and stable. To ensure the validity of the data from the interview, the information was triangulated with the information from other sources.

Procedure for Data Collection

The researcher collected a letter of introduction from the Head of Department, Department of Business and Entrepreneurship Education, Kwara State University, Malete. This letter was presented to the Heads of Business Education Departments of Universities that offer Business Education in North Central universities and to three Directors of Personnel purposefully selected from each arm of government in three out of the six states in North

Central Nigeria. Fifty-seven copies of the questionnaire were administered by the researcher and four well-trained research assistants, out of which 56 was returned. The respondents were all the business educators in the universities and verbatim reporters in State Houses of Assembly in the North-central zone. Copies of the questionnaire were collected by the researcher and the research assistants from the respondents after supplying the necessary information. The data collection exercise was done in two weeks. The researcher conducted the oral interview personally because of the technicality of the study.

Method of Data Analysis

The data gathered for the demographic variables of the respondents were analyzed using percentages. Mean and standard deviation were used to analyze data collected to answer the research questions and an independent sample t-test statistic was employed to test the hypotheses formulated at the 0.05 significance level. The qualitative data gathered from the respondents were analyzed using percentages.

Decision Rule

The following boundary limits were used for the decision on the items of the research questions: Very High Extent (VHE) 3.50 – 4.00; High Extent (HE) 2.50 – 3.49; Low Extent (LE) 1.50 – 2.49; No Extent (NE) 0.00 – 1.49. For research question Section “A” and Strongly Agreed (SA) 3.50 – 4.00; Agreed (A) 2.50 – 3.49; Disagreed (D) 1.50 – 2.49; and Strongly Disagreed (SD) 0.0 – 1.49 for other sections. For the hypotheses, if the observed P-value was less than or equal to the fixed P-value, the null hypothesis was rejected, if otherwise the hypothesis was retained.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the presentation and analysis of data and discussion of findings. The chapter is organized under the following sub-headings: Analysis of demographic data, Analyses of data to answer the Research Questions, Test of hypotheses, analysis of qualitative data, summary of findings, and discussion of findings.

Analysis of Demographic Data

The demographic variables for the study are presented in Table 2 as follows:

Table 2: Percentage Distribution of Respondents by Profession

Profession	Frequency	Percentage (%)
Verbatim Reporters	34	60.7
Business Educators	22	39.3
Total	56	100.0

Source: Field survey, 2020

Data in Table 2 shows the percentage distribution of respondents based on their profession. The Table reveals that 34 respondents representing 60.7% were verbatim reporters and 22 respondents representing 39.3% were business educators. This implies that verbatim reporters were more in number than business educators among the respondents.

Analyses of Data to Answer the Research Questions

Data to answer the research questions were presented in Table 3 to 6 as follows:

Research Question 1: What is the extent of the desirability of integrating verbatim reporting into the business education curriculum?

Table 3: Mean and standard deviation of responses on the extent of the desirability of integrating verbatim reporting into the business education curriculum

S/N	Indicate the extent of the desirability of integrating verbatim reporting into business education curriculum for the following:	\bar{X}	SD	Remark
1.	Address the unprecedented technological challenges and opportunities of our time.	3.48	0.71	High Extent
2.	Widen the scope of graduates' employment opportunities.	3.54	0.60	Very High Extent
3.	Make learning more fun, engaging, and relevant to students.	3.25	0.61	High Extent
4.	Produce a range of possible solutions that are similarly constrained in the business education curriculum.	3.29	0.65	High Extent
5.	Equip learners with the understanding, abilities, and capabilities to deal with the multifarious, multidimensional challenges of the world.	3.55	0.60	Very High Extent
6.	Identify creative and flexible approaches to learning and teaching of business education students	3.07	0.85	High Extent
7.	As one of the key factors for the success of democratic dispensation in Nigeria.	3.21	0.73	High Extent
8.	Because the objectives and standards in-built in an integrated curriculum are commendable that most educationalists would support if the proper groundwork is set for their execution.	3.20	0.80	High Extent
9.	Because external knowledge needs to be accessed, shared, and combined to create new knowledge.	3.32	0.69	High Extent
10.	Because through this, business education students are encouraged to have enquiring minds and seek opportunities to become global citizens.	3.36	0.70	High Extent
11.	Because each integration activity is a useful means of accomplishing a worthwhile business education goal.	3.20	0.75	High Extent
12.	As the activity of verbatim reporting content is appropriate and will not distort the integrity of business education.	3.34	0.75	High Extent
13.	Because the activity of integrating verbatim reporting into business education programme is feasible for implementation within the constraints under which the lecturer must work.	3.46	0.60	High Extent
14.	Because the activity's benefits to business education will justify its costs (for both lecturers and students).	3.34	0.69	High Extent
Weighted average		3.33	0.70	High Extent

Source: Field Survey, 2020

Data in Table 3 shows the mean responses of the extent of desirability of integrating verbatim reporting into the business education curriculum. The Table reveals that respondents indicated that integrating verbatim reporting into business education curriculum is desirable to a high extent to address the unprecedented technological challenges and opportunities of our time (mean = 3.48), in the same way, it is desirable to a high extent to widen the scope of graduates' employment opportunities, make learning more fun, engaging, and relevant to students and produce a range of possible solutions that are similarly constrained in business education curriculum (mean = 3.54, 3.25 and 3.29 respectively). Besides, the respondents indicated that integrating verbatim reporting into business education programme is also desirable to a high extent to equip learners with the understanding, abilities, and capabilities to deal with the multifarious, multidimensional challenges of the world and for creative (mean = 3.55) and flexible approaches to learning and teaching of business education students (mean = 3.07). The respondents also indicated it is desirable to a high extent because it is one of the key factors for the success of democratic dispensation in Nigeria (mean = 3.21) and also because the objectives and standards in-built in an integrated curriculum are commendable that most educationalists would support if the proper groundwork is set for their execution (mean = 3.20).

In the same way, the respondents indicate that integrating verbatim reporting into business education curriculum is desirable to a high extent because external knowledge needs to be accessed, shared, and combined to create new knowledge, and through this, business education students are encouraged to have enquiring minds and seek opportunities to become global citizens and because each integration activity is a useful means of accomplishing a worthwhile business education goal (mean = 3.32, 3.36 and 3.20 respectively). Also, the

respondents indicated that integrating verbatim reporting into business education curriculum is desirable to a high extent because the activity of verbatim reporting content is appropriate and will not distort the veracity of the business education, and it is feasible for implementation within the constraints under which the lecturer must work, also because the activity's benefits to business education will justify its costs (for both lecturers and students) to a high extent (mean = 3.34, 3.46 and 3.34). All the 14 items have a standard deviation ranging from 0.60 to 0.85. This means that the respondents are not widespread as they are close to their means. The weighted mean is 3.33, which falls within the range of Highly Desirable.

Research Question 2: What are the strategies for integrating verbatim reporting into the business education curriculum?

Table 4: Mean and standard deviation of responses on strategies for integrating

verbatim reporting into the business education curriculum				
S/N	<i>Strategies for integrating verbatim reporting into the business education curriculum</i>	\bar{X}	SD	Remark
1.	Professionals in verbatim reporting need to be recruited in the department.	3.77	0.43	Strongly Agreed
2.	Introducing part-time programmes for the reporter on duty to upgrade their certificate.	3.63	0.65	Strongly Agreed
3.	Upgrading of instructional facilities in the Business education department	3.38	0.79	Agreed
4.	Unification between Business Education and verbatim reporting curriculum	3.38	0.65	Agreed
5.	An extensive professional development for lecturers	3.13	0.90	Agreed
6.	Students and lecturers' positive attitudes	3.57	0.50	Strongly Agreed
7.	Introduction of special verbatim reporting subjects from 300 level	3.39	0.73	Agreed
8.	Drawing a strategy for re-evaluation of Business Education curriculum	3.39	0.62	Agreed
9.	Implementation of integrated assessment	3.39	0.56	Agreed
10.	A six-month practical parliamentary reporting during SIWES for Business education students	3.55	0.60	Strongly Agreed
11.	Setting up different working groups with defined responsibilities.	3.27	0.70	Agreed
12.	Student-centered teaching/learning sessions should be given sufficient time so that students can have enough time to thoroughly go through the topic..	3.45	0.54	Agreed
13.	ICT utilization for instruction	3.54	0.60	Strongly Agreed
14.	The assessment tools must adequately test the accomplishment of anticipated results.	3.48	0.60	Agreed
15.	The examination questions should be raised by a group of teachers on behalf of diverse contributing disciplines.	3.23	0.79	Agreed
16.	Changing to an integrated curriculum requires systemic reform, which includes the way lecturers are prepared, certified, and assessed.	3.21	0.71	Agreed
17.	Public information strategies need to be implemented to inform the community and parents that a new paradigm of education is being used.	3.30	0.66	Agreed
18.	Willingness to accept the shortcomings in the curriculum	3.34	0.67	Agreed
19.	Administrators to pursue an innovative approach for raising revenue to sustain finance budgets.	3.25	0.74	Agreed
20.	Regular communications between faculty and students to stop inaccurate rumours circulating.	3.21	0.80	Agreed
Weighted average		3.39	0.66	Agreed

Source: Field Survey, 2020

Data in Table 4 shows mean responses to the strategies for integrating verbatim reporting into the business education curriculum. The Table shows that the respondents agreed that professionals in verbatim reporting need to be recruited in the department and introducing part-time programmes for reporters on duty to upgrade their certificates are welcome strategies for integrating verbatim reporting into the business education curriculum (mean = 3.77, 3.63). In the same way, the respondents agreed that upgrading of instructional facilities in the Business education department, unification between Business Education and verbatim reporting curriculum as well as extensive professional development for lecturers are strategies needed for integrating verbatim reporting into the business education curriculum (mean = 3.38, 3.38 and 3.13 respectively). The respondents also agreed that students and lecturers' positive attitude is a positive strategy, introduction of special verbatim reporting subjects from 300 level is considered a necessary strategy, and drawing a plan for a re-evaluation of the Business Education curriculum is also one of the strategies to be adopted in integrating verbatim reporting into business education curriculum (mean = 3.57, 3.39 and 3.39 respectively). Besides, the respondents indicated agreed that implementation of integrated assessment, a six-month practical parliamentary reporting during SIWES for Business education students, setting up different working groups with defined responsibilities, and student-centered teaching/learning sessions should be given sufficient time so that students can have enough time to thoroughly go through the topic are good strategies of integrating verbatim reporting into business education programme (mean = 3.39, 3.55, 3.27 and 3.45 respectively).

Again, the table revealed that respondents agreed that ICT utilization for instruction, assessment tools must adequately test the accomplishment of anticipated outcomes,

examination questions should also be raised by a set of teachers on behalf of diverse contributing disciplines and systemic reform, which includes the way lecturers are prepared, certified, and assessed are major strategies for successful integration of verbatim reporting into business education curriculum (mean = 3.54, 3.48, 3.23 and 3.21). Also, the respondents agreed that public information strategies need to be implemented to inform the community and parents that a new paradigm of education is being used (mean = 3.30), also, willingness to accept the shortcomings in the curriculum, administrators should pursue an innovative approach for raising revenue to sustain finance budgets and regular communications between faculty and students to stop inaccurate rumors circulating are all strategies that need to be considered before integrating verbatim reporting into business education programme (mean = 3.34, 3.25 and 3.21). All the 20 items have a standard deviation ranging from 0.43 to 0.90. This means that the respondents in terms of their responses are not widespread as they are close to the mean. Table 4 reveals that all the items in the Table are strategies for integrating verbatim reporting into the business education programme as agreed by the respondents (weighted Mean = 3.39, SD = 0.66).

Research Question 3: What are the opportunities for integrating verbatim reporting into the business education curriculum?

Table 5: Mean and standard deviation of responses on opportunities for integrating verbatim reporting into the business education curriculum

S/N	<i>Opportunities for integrating verbatim reporting into the business education curriculum</i>	\bar{X}	SD	Remark
1.	Enables all business education students to know more about what they need to achieve to succeed in life.	3.36	0.67	Agreed
2.	Staff and students will strive for excellence.	3.41	0.65	Agreed
3.	Will engender positive attitudes to learning.	3.30	0.66	Agreed
4.	Will encourage a varied multiplicity of courses, programs, and other experiences to be adopted.	3.54	0.60	Strongly Agreed
5.	Students will get the opportunity to discover and apply new knowledge.	3.48	0.63	Agreed
6.	Critical thinking is highly emphasized in an integrated curriculum as it will motivate students and teachers simultaneously.	3.54	0.60	Strongly Agreed
7.	May lead to improved teaching quality.	3.43	0.57	Agreed
8.	Students can compare and contrast knowledge, information, and perspectives.	3.52	0.63	Strongly Agreed
9.	Business education graduates will be enabled to work in any of the arms of government as a verbatim reporter.	3.54	0.54	Strongly Agreed
10.	Will enable students to reap career development benefits.	3.45	0.60	Agreed
11.	Enrichment of a business education degree certificate can be guaranteed.	3.45	0.71	Agreed
12.	The integration of ICT into verbatim reporting will be made possible.	3.38	0.52	Agreed
13.	Will produce graduates that have learned from programs that have practical-based, learning.	3.27	0.73	Agreed
Weighted average		3.44	0.62	Agreed

Source: Field Survey, 2020

Data in Table 5 shows mean responses to the opportunities for integrating verbatim reporting into the business education curriculum. The Table reveals that the respondents agreed that integrating verbatim reporting into the business education curriculum will enable all business education students to know more about what they need to achieve to succeed in

life and also make staff and students strive for excellence (mean = 3.36 and 3.41), the same way integrating verbatim reporting subjects into business education curriculum will engender positive attitudes to learning and will encourage a wide diversity of courses, programs, and other experiences to be adopted (mean = 3.30 and 3.54). Besides, the respondents agreed that through integrating verbatim reporting into the business education curriculum, students will get the opportunity to discover and apply new knowledge, also, critical thinking is highly emphasized in an integrated curriculum as it will motivate students and teachers simultaneously as well as may lead to improved teaching quality (mean = 3.48, 3.54 and 3.43). Also, the respondents agreed that through the integration of verbatim reporting into the business education curriculum, students can compare and contrast knowledge, information, and perspectives (mean = 3.52). Also, the respondents agreed that with knowledge of verbatim reporting, business education graduates will be able to work in any of the arms of government as a verbatim reporter (mean = 3.54) and will enable students to reap career development benefits (mean = 3.45). In the same way, the respondents agreed that enrichment of business education degree certificate can be guaranteed through integrating verbatim reporting into the business education programme, integration of ICT into verbatim reporting will be made possible and produce graduates that have learned from programs with practical-based, learning (mean = 3.45, 3.38 and 3.27). All the 13 items have a standard deviation ranging from 0.52 to 0.73. This means that the responses of the respondents are not widespread as they are close to the mean. Table 5 reveals that all the constructs are opportunities for integrating verbatim reporting into the business education curriculum (weighted mean = 3.44).

Research Question 4: What are the challenges of integrating verbatim reporting into the business education curriculum?

Table 6: Mean and standard deviation of responses on challenges of integrating verbatim reporting into the business education curriculum

S/N	<i>Challenges of integrating verbatim reporting into the business education curriculum</i>	\bar{X}	SD	Remark
1.	Funding is one of the most challenging responsibilities administrators are likely to face.	3.43	0.66	Agreed
2.	Maintaining revenue sources will continue to be an ongoing concern.	3.32	0.69	Agreed
3.	Communication barriers are a major threat.	3.14	0.80	Agreed
4.	Lack of available technologies that allow for the effective completion of jobs in the industry.	3.16	0.71	Agreed
5.	Deficiency in critical thinking skills is a major threat.	3.36	0.75	Agreed
6.	NUC regulation on course accreditation can be a major setback	3.39	0.68	Agreed
7.	The process of implementing an integrated curriculum is not an easy one	3.30	0.69	Agreed
8.	For an integrated curriculum to be implemented, the Lecturers should be experts in that field.	3.34	0.64	Agreed
9.	Faculty would need to learn not only new approaches to teaching but also to learn about other disciplines.	3.39	0.53	Agreed
10	The integrated curriculum demands administrators who are willing to support this type of curriculum change.	3.34	0.72	Agreed
11	The absence of legislature for many years, as a result of military take-over, has no doubt created a vacuum in the development of Verbatim reporters, especially in the area of intellectual work.	3.27	0.75	Agreed
12	Lecturer's competence is a major determinant in integrating verbatim reporting into the business education curriculum.	3.48	0.63	Agreed
Weighted average		3.33	.69	Agreed

Source: Field Survey, 2020

Data in Table 6 shows mean responses to the challenges of integrating verbatim reporting into the business education curriculum. The Table reveals that the respondents agreed that funding is one of the greatest challenging tasks administrators are likely to face in Integrating verbatim reporting into business education curriculum and maintaining revenue sources will continue to be a constant apprehension in integrating verbatim reporting with business education programme (mean = 3.43 and 3.32), the same way respondents agreed that communication barriers and lack of available technologies that allow for the effective completion of jobs in the industry may pose a major challenge to integrating verbatim reporting into business education curriculum (mean = 3.14 and 3.16). Besides, the respondents agreed that deficiency in critical thinking skills is a major threat to integrating verbatim reporting with business education curriculum and NUC regulation on course accreditation can also be a major setback for integrating verbatim reporting with business education programme (mean = 3.36 and 3.39). Also, the respondents agreed that the process of executing an integrated curriculum is not an easy one and for an integrated curriculum to be executed, the lecturers should be experts in that field (mean = 3.30 and 3.34). The table also revealed that the respondents agreed that faculty would need to learn not only new approaches to teaching but also learn about other disciplines for integrating verbatim reporting into business education curriculum and integrated curriculum demands administrators who are willing to support this type of curriculum change which are major challenges (mean = 3.39 and 3.34). The same way the respondents agreed that the absence of legislature for many years, as a result of military take-over, has no doubt created a vacuum in the development of verbatim reporters, especially in the area of intellectual work and lecturer's competence is a major determinant in integrating verbatim reporting into business education curriculum (mean

= 3.27 and 3.48). All the 12 items have a standard deviation ranging from 0.53 to 0.80. This means that the responses are not widespread as they are close to the mean.

Table 5 reveals that all the constructs are challenges for integrating verbatim reporting into the business education curriculum because the respondents agreed to all of them with a weighted mean of 3.33, SD = 0.69.

Test of Hypotheses

The four hypotheses of the study were tested using independent sample t-test. The hypotheses were tested at a 0.05 significance level. The summary of the test of hypotheses are presented in Tables 7 to 10 as follows:

H₀₁: There is no significant difference between the mean responses of business educators and verbatim reporters regarding the extent of the desirability of integrating verbatim reporting into the business education curriculum.

Table 7: Summary of t-test of difference between the mean responses of business educators and verbatim reporters regarding the extent of the desirability of integrating verbatim reporting into the business education curriculum

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Verbatim reporter	34	3.74	0.34	9.623	54	0.000	H ₀₁ Rejected
Business educator	22	2.70	0.47				
Source:	Field survey, 2020					P<0.05	

Data in Table 7 reveals that there are 34 verbatim reporters and 22 business educators. The verbatim reporters and business educators' responses show that there is a high extent of the desirability of integrating verbatim reporting into the business education programme (\bar{x} = 3.74; SD = 0.34) and (\bar{x} = 2.70; SD = 0.47). Their responses are close to the mean as the standard deviations are very low. The test reveals that there is a significant difference in the

responses of business educators and verbatim reporters regarding the extent of the desirability of integrating verbatim reporting into the business education curriculum ($t_{54} = 9.623$, $P < 0.05$). Therefore, the null hypothesis is rejected. This implies that verbatim reporters and business educators differ in their responses regarding the extent of the desirability of integrating verbatim reporting into the business education curriculum. Their responses show that verbatim reporters rated the extent of the desirability of integrating verbatim reporting into a business education programme higher than the business educators did (mean difference = 1.04).

H₀₂: There is no significant difference between the mean responses of business educators and verbatim reporters regarding the strategies for integrating verbatim reporting into the business education curriculum.

Table 8: Summary of t-test of difference between the mean responses of business educators and verbatim reporters regarding the strategies for integrating verbatim reporting into the business education curriculum

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Verbatim reporter	34	3.78	0.32				
				11.007	54	0.000	H ₀₂ Rejected
Business educator	22	2.74	0.38				

Source: Field survey, 2020 P < 0.05

Data in Table 8 reveal that there are 34 verbatim reporters and 22 business educators. The verbatim reporters and business educators' responses show that they agreed to the strategies for integrating verbatim reporting into the business education curriculum (= 3.78; SD = 0.32) and (= 2.74; SD = 0.38). Their responses are close to the mean as the standard deviations are very low. The test reveals that there is a significant difference in the mean responses of business educators and verbatim reporters regarding the strategies for integrating

verbatim reporting into the business education curriculum ($t_{54} = 11.007$, $P < 0.05$). Therefore, the hypothesis is rejected. This implies that verbatim reporters and business educators differ in their responses on the strategies for integrating verbatim reporting into the business education curriculum. Their responses show that verbatim reporters rated the strategies for integrating verbatim reporting into a business education programme higher than business educators did (mean difference = 1.04).

H₀₃: There is no significant difference between the mean responses of business educators and verbatim reporters regarding the opportunities for integrating verbatim reporting into the business education curriculum.

Table 9: Summary of t-test of difference between the mean responses of business educators and verbatim reporters regarding the opportunities for integrating verbatim reporting into the business education curriculum

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Verbatim reporter	34	3.82	0.30	11.245	54	0.000	H ₀₃ Rejected
Business educator	22	2.84	0.34				
Source:	Field survey, 2020					P<0.05	

Data in Table 9 reveal that there are 34 verbatim reporters and 22 business educators. The verbatim reporters and business educators' responses show that they agreed to the opportunities for integrating verbatim reporting into the business education curriculum (= 3.82; SD = 0.30) and (= 2.84; SD = 0.34). Their responses are close to the mean as the standard deviations are very low. The test reveals that there is a significant difference in the mean responses of business educators and verbatim reporters regarding the opportunities for integrating verbatim reporting into the business education programme ($t_{54} = 11.245$, $P < 0.05$). Therefore, the null hypothesis is rejected. This implies that verbatim reporters and business

educators differ in their responses on the opportunities for integrating verbatim reporting into the business education curriculum. Their responses show that verbatim reporters rated the opportunities for integrating verbatim reporting into a business education programme higher than business educators did (mean difference = 0.88).

H₀₄: There is no significant difference between the mean responses of business educators and verbatim reporters regarding the challenges of integrating verbatim reporting into the business education curriculum.

Table 10: Summary of t-test of difference between the mean responses of business educators and verbatim reporters regarding the challenges of integrating verbatim reporting into the business education curriculum

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Verbatim reporter	34	3.67	0.34	8.429	54	0.000	H ₀₄ Rejected
Business educator	22	2.80	0.43				
Source:	Field survey, 2020					P<0.05	

Data in Table 10 reveals that there are 34 verbatim reporters and 22 business educators. The verbatim reporters and business educators' responses show that they agreed to the challenges of integrating verbatim reporting into the business education curriculum (= 3.67; SD = 0.34) and (= 2.80; SD = 0.43). Their responses are close to the mean as the standard deviations are very low. The test reveals that there is a significant difference in the mean responses of business educators and verbatim reporters regarding the challenges of integrating verbatim reporting into the business education curriculum ($t_{54} = 8.429$, $P < 0.05$). Therefore, the null hypothesis is rejected. This implies that verbatim reporters and business educators differ in their responses to the challenges of integrating verbatim reporting into the business education curriculum. Their responses show that verbatim reporters rated the challenges of

integrating verbatim reporting into the business education curriculum higher than business educators did (mean difference = 0.87).

Analysis of Qualitative Data

The qualitative data were analyzed using content analysis and the identified themes are related to the purposes of the study since the interview was semi-structured. The themes are desirability, strategies, opportunities, and challenges of integrating verbatim reporting into the business education curriculum. The data are analyzed according to the themes as follows:

Desirability

The qualitative data collected on the desirability of integrating verbatim reporting into the business education curriculum reveal that all the nine participants' representing 100% said that the exercise is desirable because none of the organizations in the three arms of government have enough qualified reporters to fill the establishments' position. In other words, this will help to curb the dearth of verbatim reporters which is a major challenge. Four participants said that the idea of this integration is a welcome one. One out of the three participants from the legislative arm said there are not enough qualified verbatim reporters for recruitment while all the three participants from the judicial arm said they have none. All the three participants from the executive arm said whenever they are in dire need of verbatim reporters, especially when a panel of inquiry is being set-up, what they do is that they go to the Legislative arm of government to hire professionals (verbatim reporters) and in some instances, they were denied because of a shortage of verbatim reporters even in the legislative houses.

Participants from the judicial arm of government said that the integration of verbatim reporting is desirable because it will significantly save judges a lot of time in taking proceedings in longhand which will lead to the quick dispensation of justice in the courts

across the nation. Verbatim reporters are supposed to cover the sittings of judicial panels of inquiries and Special Tribunals, especially after General elections. Seven participants lamented that it takes Judges a long time to take down the proceedings in the court. If these verbatim reporters are available the story would have been different. Three participants from the legislative arm of government made it known that the verbatim reporters perform various functions but the principal function they perform is the covering of the proceedings on the floor of the house in shorthand and transcribing the same into longhand with the computer. They went further to say that the reporters are highly desirable because they edit the proceedings on the floor of the house by removing all the repetitions and redundancies to make the work meaningful. Two participants said verbatim reporters are a necessity because they are also responsible for the production of Hansard from where the legislators can read whatever they have contributed on the floor of the house. Two participants went further to say that verbatim reporters also serve as committee secretaries. All the participants from the legislative arm remarked that verbatim reporters are one of the backbones to the success of any legislative house.

Strategies

On the strategies of integrating verbatim reporting into the business education curriculum, the qualitative data collected reveals that six out of the nine participants representing 66% suggested that introduction of an innovative approach for training enough verbatim reporters and upgrading the instructional facilities in the department as good strategies. Five participants specifically mentioned the use of ICT as a strategy for effective integration. This information is the same as one of the quantitative items (ICT utilization for instruction is a major strategy for successful integration of verbatim reporting into business

education programme) which the respondents strongly agreed with. Seven out of the nine participants representing 78% believed that the motivation of secretaries so that they will be willing to go for the reportorial course will be a good strategy for successful integration. Again, four participants representing 44% said that experts in verbatim should be recruited for successful integration. Nine participants said experts are needed to map out the necessary ways for the effective integration of the programme.

Three of the participants representing 33% suggested that introduction of a part-time programme for reporters on duty to upgrade their certificate will be a good strategy. On this, three participants said that this strategy will work by assisting the working reporters to achieve their dream. Six participants suggested that a sufficient period of practical parliamentary reporting in form of SIWES be incorporated into the programme for the students while on the programme. This information is validated by strongly agreed quantitative items which state that a six-month practical parliamentary reporting during SIWES for Business education students is a good strategy of integrating verbatim reporting into the business education curriculum. Furthermore, five of the nine participants representing 56% believed that Public information strategies need to be implemented to inform the community and parents about the introduction of the new programme so that their wards would be encouraged to pursue the course. Two of the nine participants representing 22% were of the view that the use of shorthand by verbatim reporters should be discouraged. Three participants said that technology has overtaken shorthand and as such, it should be discontinued if the integration is to follow the current trend.

Opportunities

On the opportunities for integrating verbatim reporting into the business education curriculum, the data collected reveal that seven out of the nine participants representing 78% believed that the integration of verbatim reporting into the business education curriculum will widen the horizon of business education graduates to employment opportunities. This information is in tandem with one of the quantitative items (With knowledge of verbatim reporting, business education graduates will be able to work in any of the arms of government as a verbatim reporter) that is, enable the business education graduates to wider employment opportunities through the discovery of new knowledge and that it is going to assist whosoever graduate as a business educator to be employed as a verbatim reporter since he/she has acquired the training and skills needed to function as a verbatim reporter in any arms of government.

Six out of the nine participants representing 67% thought that the integration of verbatim reporting into the business education curriculum will enrich business education degree certificate thereby making it more marketable and will enable the serving reporters to grow to directorate level in their choosing career. Furthermore, all the three respondents from the judicial arm 33% were of the view that one of the causes of delay in the adjudication of justice in most of the courts in the country is because of non-availability of verbatim reporters (court reporters) that will assist the judges to take down the proceedings in the courts; except the Supreme Court and the Federal Customary Courts of Appeal judges, Abuja, all other judges in Nigeria are taking down their proceedings manually by themselves.

Five of the nine participants representing 56% remarked that the integration of verbatim reporting into the business education curriculum will enhance students' professional

productivity which in no small way widens the scope of Business education because presently, business education has three branches i.e. Accounting, Marketing, and OTM. If this integration is made possible to include verbatim reporting, it will significantly solve the problem of shortage of verbatim reporters in the Country. The integration will make available more verbatim reporters to be recruited to the service. Again, six out of the nine participants representing 67% said the integration will meaningfully promote the profession because the verbatim reporters will rise to the directorate level in line with the circular mentioned earlier. Integration of verbatim reporting into the business education curriculum will enable young graduates to be recruited into the service as verbatim reporters with many years of service instead of the present system whereby senior secretaries who have very few years to retire go for the training at Federal Training Centres.

In short, it will in no small measure solve the problem of labour turnover (as a result of retirement) in the reportorial profession thereby reducing the manpower shortage of verbatim reporters. Four of the participants representing 44% believed that integrating verbatim reporting into the business education curriculum will enable all business education students to know more about what they need to achieve to succeed in life, that through integrating verbatim reporting into business education curriculum, students will get the opportunity to discover and apply new knowledge and after graduation, they will be adequately equipped to work in any of the arms of government as a verbatim reporter. This information conforms with that of response to quantitative data that through the integration of verbatim reporting into business education curriculum staff and students will strive for excellence. In summary, from the views of the participants, it is believed that enrichment of a business education degree certificate can be guaranteed through the integration of verbatim

reporting into the business education curriculum to produce graduates that have learned from programs that have practical-based, learning.

Challenges

Of the nine participants interviewed, six representing 67% responded that funding is among the greatest challenge that is likely to be faced in integrating verbatim reporting into the business education curriculum. According to them, presently, educational institutions are under-funded by the government. This information is in line with one of the quantitative items (Funding is one of the most challenging responsibilities administrators are likely to face in integrating verbatim reporting into business education curriculum) which the respondents strongly agreed with. In the same manner, six representing 67% of the nine participants believed that public awareness could be a major challenge to the success of the integration of verbatim reporting into the business education curriculum. According to them, the word “verbatim reporting” is not known to many people and the government is not encouraging people to go into that particular line because the verbatim reporting certificate from FTC does not take the professionals beyond level 14. The respondents thought that, without adequate publicity about the programme, student enrollment for the programme may not be encouraging. This information is in line with one of the quantitative items (Communication barriers is a major threat to the integration of verbatim reporting into business education curriculum) which the respondents strongly agreed with.

Furthermore, five of the nine participants representing 56% averred that lack of modern technologies for effective teaching and learning could pose a challenge to the implementation of the integration programme. This is in line with one of the quantitative items (Lack of available technologies that allow for the effective completion of jobs in the industry

may pose a major challenge to integrating verbatim reporting into business education curriculum) which was strongly agreed to. Three of the respondents representing 33% remarked that the recruitment of capable lecturers for the success of the integrated programme could pose a threat. This information is almost the same thing with one of the quantitative items (Lecturer's competence is a major determinant in integrating verbatim reporting into business education curriculum) which was strongly agreed with. Three out of the nine participants representing 33% were of the fear that the necessary authority in charge of course accreditation in the Nigerian universities may pose a stumbling block to the success of the programme. This fear was also taken into consideration in the quantitative data (NUC regulation on course accreditation can be a major set-back for integrating verbatim reporting with business education curriculum) which was also strongly agreed to.

Summary of Findings

The following are the summary of findings of the study:

1. From the quantitative and qualitative analyses of the data collected, the integration of verbatim reporting into business education curriculum is highly desirable by business educators and verbatim reporters in North-central Nigeria and the mean ratings of business educators and verbatim reporters on the extent of the desirability of integrating verbatim reporting into business education curriculum do differ significantly.
2. The quantitative analyses of the data collected, revealed that all the strategies for integrating verbatim reporting into business education curriculum were agreed to by business educators and verbatim reporters in North Central Nigeria and the mean ratings of business educators and verbatim reporters on strategies for integrating verbatim reporting into business education curriculum do differ significantly. The majority of the Directors of Personnel in all

the three arms of government averred that systematic reformation through the upgrading of instructional facilities, improving teacher's competence, and exposing the business education graduates to practical parliamentary experience among others were good strategies for integrating verbatim reporting into the business education curriculum.

3. Opportunities for integrating verbatim reporting into business education curriculum are agreed to by business educators, verbatim reporters, and director of personnel interviewed in North Central Nigeria and the mean ratings of business educators and verbatim reporters on opportunities of integrating verbatim reporting into business education curriculum do differ significantly. Both the quantitative and qualitative analyses of the data collected are in support of most of the items under opportunities for integrating verbatim reporting into the business education curriculum.

4. From the quantitative and qualitative analysis of the data collected, the challenges for the integrating verbatim reporting into business education curriculum are agreed to by business educators, verbatim reporters, and directors of personnel interviewed in North Central Nigeria and the mean ratings of business educators and verbatim reporters on challenges of integrating verbatim reporting into business education curriculum do differ significantly.

Discussion of Findings

The study was on the strategies, opportunities, and challenges of integrating verbatim reporting into the business education curriculum in North Central universities, Nigeria. This discussion is based on four research questions and four hypotheses presented in chapter One and statistically analyzed in this chapter. The findings concerning research purpose, question, and hypothesis one revealed that business educators and verbatim reporters in North-central

Nigeria rated the extent of the desirability of integrating verbatim reporting into the business education curriculum to be highly desirable. The findings also revealed that there was a significant difference between the mean ratings of business educators and verbatim reporters regarding the extent of the desirability of integrating verbatim reporting into business education curriculum which shows that business educators demonstrated a high level of desirability of the integration than the verbatim reporters based on their academic experience. Therefore, the null hypothesis that states that there is no significant difference in the mean ratings of business educators and verbatim reporters regarding the desirability of integrating verbatim reporting into the business education curriculum was rejected.

This implies that integration of verbatim reporting into the business education curriculum will engender rigorous and relevant curricula for achieving desired learning outcomes which will assist in curbing the dearth of verbatim reporters in all the arms of government. These findings corroborate that of Malin (2014) who stated that the importance of rigorous and relevant curricula for achieving desired learning outcomes cannot be overstated. Curricula, instruction, and assessments are inextricably related and altogether define students' learning opportunities and experiences; the curriculum is primary, setting the stage for these other important aspects. Matters of curriculum therefore are at germane to education. This is also corroborated by the studies carried out by Wu and Lin (2013); Yen and Huang (2013) that in contrast to knowledge transfer, knowledge sharing indicates revealing related knowledge without transmitting it in its entirety.

The next finding of research purpose, question, and hypothesis two revealed that business educators and verbatim reporters in North Central Nigeria agreed to the strategies for

integrating verbatim reporting into the business education curriculum to be good strategies. The findings also exposed that there was a substantial difference between the mean ratings of business educators and verbatim reporters regarding the strategies of integrating verbatim reporting into business education curriculum which also shows that verbatim reporters demonstrated a high level of support for the strategies of integrating verbatim reporting into business education curriculum than the business educators. Therefore, the null hypothesis that states that there is no significant difference in the mean ratings of business educators and verbatim reporters regarding the strategies of integrating verbatim reporting into the business education curriculum was rejected. This implies that adopting most of these strategies will bring about the successful integration of verbatim reporting into the business education curriculum thereby resulting in systematic reformation through the upgrading of instructional facilities, improving teacher's competence, the establishment of different working groups, and exposing the business education graduates to practical parliamentary experience.

These findings corroborate that of Bordbar (2018) who affirmed that teacher's competence is a major factor in integrating verbatim reporting into the business education curriculum. The establishment of working groups with their responsibilities is another good strategy for a successful integration; Malik and Malik (2011) corroborated this when they remarked that it is vital to set up different working groups and define their responsibilities with each module having its own Integrated Committee (IC). Effective communication between the teachers and the students is another identifiable strategy. This corroborates the view of Kinsiz (2010) who stated that teaching strategies, for all practical purposes, mean the same thing. Regardless of what we call such procedures, they are primarily descriptions of the leaning objective-oriented activities and flow of communication between lecturers and

students. Practical parliamentary reporting during SIWES for business education students is another good strategy for successful integration of verbatim reporting into a business education programme. This is in line with the suggestion of Matangi-Hulls (2010) that regular embarking on the excursion, use of apprenticeship system, Students' work experience scheme (SIWES) programme, and skills acquisition programme, use of model and computer simulations and cooperative training programmed are relevant to the teaching of practical skills vocational education in Nigeria.

Systematic reform through the upgrading of instructional facilities and ICT utilization are good strategies for integration to be successful. According to Harrell (2010), several common factors tend to emerge irrespective of which model of integration is adopted. First, lecturers must shift their belief system from one that is primarily moralistic to one that has a foundation in constructivism.

The next finding concerning research purpose, question, and hypothesis three revealed that business educators and verbatim reporters in North Central Nigeria agreed to the opportunities of integrating verbatim reporting into the business education curriculum. The findings also revealed that there was a substantial variance between the mean ratings of business educators and verbatim reporters regarding the opportunities for integrating verbatim reporting into the business education curriculum. Therefore, the null hypothesis that states that there is no significant difference in the mean ratings of business educators and verbatim reporters regarding the opportunities of integrating verbatim reporting into the business education curriculum were rejected. This shows that verbatim reporters demonstrated a high level of support for the opportunities of integrating verbatim reporting into the business education curriculum than the business educators because, without a degree certificate, the verbatim reporters could not be promoted beyond level 14.

Among these opportunities is that integrating the curriculum will actively engage students in training and extends their thinking skills which are in line with the claim of Campbell and Henning (2010) that knowledge today is becoming more interdisciplinary and integrated, which calls for extra interdisciplinary and integrated learning in public schools. Integrating verbatim reporting with a business education programme for a university degree will accord the business education graduates more employment opportunities. According to Bolak, Bialach, and Dunphy (2015), when students have the advantage to discover new knowledge and demonstrate that knowledge, they are likely to triumph. The use of an integrated curriculum, especially gaps between a university degree holder and that of holders of verbatim reporting certificate from FTC can reduce achievement gaps. Becker and Park (2011) opined that schools need to find an effective process to close the achievement gap even now with the No Child Left Behind initiative

It is believed that integrating verbatim reporting into the business education curriculum will significantly solve this problem of the slow pace of adjudication of justice in the courts. This is attested to by Kawu, (2015) when he remarked that among the factors that are contributing to the slow pace of adjudication in courts are the taking of notes in longhand by judges. Knowledge of verbatim reporting by business education graduates is an important feature on a resume since global experiential learning is highly valued by both domestic and international employers. While only a few undergraduate students partake in a study abroad program, the world's population and economic growth will continue to enlarge in the coming decades and require more globally aware employees.

The result of the last finding which is on the challenges of integrating verbatim reporting into the business education curriculum reveals that several likely challenges have

been identified. Strongly among these are funding problems, globalization, and lack of available technologies, communication barriers, and NUC regulation on accreditation of courses. The findings also revealed that there was a significant difference between the mean ratings of business educators and verbatim reporters regarding the challenges of integrating verbatim reporting into the business education curriculum. Therefore, the null hypothesis that states that there is no significant difference in the mean ratings of business educators and verbatim reporters regarding the challenges of integrating verbatim reporting into the business education curriculum was rejected. This also shows that business educators demonstrated a high level of response to the challenges of the integration of verbatim reporting into the business education curriculum than the verbatim reporters based on their academic experience.

One of the major challenges identified in integrating verbatim reporting into the business education curriculum is funding the programme. This is corroborated by Blumenstyk (2012), that funding business education operations are one of the most challenging responsibilities administrators face in operating a thriving business education school. Managing and enhancing revenue sources will continue to be unending distress as business education addresses unprecedented budgetary challenges. This will strengthen the awareness for business schools to be as self-sufficient and self-reliant as possible as state appropriations and college endowments continue to dwindle.

Another enduring challenge in the course of integrating verbatim reporting into the business education curriculum is the teachers' unfamiliarity with curriculum integration models and an understanding of the theory in which it is grounded. Shriner et al., (2010) maintained that many teachers desire a handbook of how to 'do it', which is at odds with the

individualized and evolving nature of curriculum integration, and it is argued that this can lead to ineffective facilitation. Another challenge that may hinder the integration of verbatim reporting into the business education curriculum is the issue of globalization. The globalization of an institution provides great challenges for business schools, both locally and globally. Without having adequate global emphasis throughout a school's business programs, it will be almost impossible to be considered a relevant business school. Jacobs, Peter, and BusinessInsider (2013) opined that since most business consumers throughout the world are international residents, all students should view business using an international perspective.

More and better technology on campus is needed by technologically advanced business students. They expect business schools to have the technologies available that allow them to effectively and efficiently compete for jobs in the industry. For the integration of verbatim reporting into business education be made possible, business education departments must integrate the technologies in the curriculum to further enhance the college learning experience. Accreditation is a crucial challenge to be faced in integrating verbatim reporting into the business education programme. According to Umoru (2019), accreditation by the National University Commission (NUC) which is meant to ensure standard has become an albatross to a healthy business education offering in Nigerian Universities.

Energy and availability of necessary facilities are other challenges that can hinder the integration of verbatim reporting into the business education programme. According to Blumenstyk (2012), one of the departments in the universities that require information technology to run its programme effectively is the business education department. Of course, these IT devices need a regular and constant power supply to function, if not from the national grid, it should be by a stand-by powerful generator. Without the necessary infrastructures put

in place (regular source of power supply, IT equipment, competent lecturers, and other facilities) as prescribed by the National University Commission, the integration of verbatim reporting into business education programmes can never be accredited.

Education serves many purposes in human societies. None of these purposes compare with promoting integration and national unity, especially in heterogeneous developing societies. Aharu and Unwuchola (2015) described curriculum reform as a modification or review of what has existed for a purpose, adding or subtracting some elements or modules as a result of an observable need or societal demand for improvement. The observable need or societal demand in this study is the supply of enough verbatim reporters needed in all the of government which could only be addressed through the integration of verbatim reporting into business education curriculum to give room for young business education graduates function successfully as a verbatim reporters in the public service. This corroborates Campbell and Henning (2010) that learning organized around problems and issues of the students is an integrated curriculum.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, conclusion, recommendations, and suggestions for further studies.

Summary

The study examined the strategies, opportunities, and challenges of integrating verbatim reporting into the business education curriculum in North Central universities, Nigeria. The purpose of this study was to determine the extent of desirability, strategies, opportunities, and challenges of integrating verbatim reporting into the business education curriculum. Four research questions and four hypotheses were formulated and tested respectively in line with the purposes of the study.

The study adopted a mixed-methods research design. While the core component is quantitative, the supplemental component is qualitative. The descriptive survey research design was adopted for the quantitative aspect of the study. A semi-structured interview was conducted with nine Directors of Personnel to gather qualitative data. Related literature was reviewed on the study and Descriptive Survey was adopted to collect relevant data with the aid of a self-designed Questionnaire “(SOCIVRBEC)”. The study used 34 (60.7%) and 22 (39.3%) verbatim reporters and business educators respectively which was the total population of the study. A modified Four-point Likert rating scale was employed in the questionnaire to show the extent of agreement and disagreement of the respondents to the items provided. Four research questions and four operational hypotheses guided the study. To answer the research questions, the data gathered were statistically analyzed using mean and standard deviation. An Independent sample t-test statistic was used to test the hypotheses formulated at the 0.05 significance level.

Conclusion

The conclusions are derived based on the analysis of findings in previous chapters which reveals that globalization is a key driver of change in business education and resultant impacts have redefined the employability context. Business education must not be unfit in the face of the global economy rather the skills, values, and competencies embedded in business education should adequately include workplace enhancement skills to meet new labour market expectations. Upgrading the operational curriculum by integrating verbatim reporting into the business education curriculum is what is needed to make business education in Nigeria more relevant to employability and self-reliance.

Based on the findings from the qualitative and quantitative analyses, it is evident that the integration of verbatim reporting into business education curriculum is highly desirable as this will assist to curb the dearth of verbatim reporters. Integration of verbatim reporting into the business education curriculum will not only widen the horizon of business education graduates to employment opportunities through the discovery of new knowledge, it will enrich business education degree certificate thereby making it more marketable for promoting the profession.

The study implies that if verbatim reporting is not integrated into the business education curriculum so that business education graduates can as well function as verbatim reporters, the reportorial profession will soon become an endangered species and this will not go well especially for legislative houses in the country where the services of the professionals are indispensable.

Recommendations

The following recommendations were advanced to channel the way forward thus:

1. Policymakers, Business Educators, and the ABEN body should work to integrate verbatim reporting into the business education curriculum because of its high desirability.
2. The university council and all other concerned government educational agencies should embark on extensive professional development for lecturers, upgrading of instructional facilities; the use of ICT; allocate sufficient period of practical parliamentary reporting in form of SIWES, massive public enlightenment, and regular communications between faculty and students as strategies for integrating verbatim reporting into the business education curriculum.
3. Since the integration of verbatim reporting into the business education curriculum has the benefit of enriching business education degree certificate thereby making it more marketable and will as well promote the profession, students and all stakeholders should embrace the integration of verbatim reporting into the business education curriculum.
4. It is believed that with adequate funding from the federal, state governments, spirited philanthropists, foreign aid, and internally generated revenue from the university authority, all other challenges like public awareness, lack of modern technologies for effective teaching and learning, recruitment of capable lecturers for the success of the integrated programme could be adequately addressed.

Suggestion for Further Studies

This research work was carried out on strategies, opportunities, and challenges of integrating verbatim reporting into the business education curriculum, but the subject-by-subject and resource integration have not been delve into in this study; other researchers are thereby encouraged to go into this to bridge the gap created.

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Appendix A

**Circular on Elongation of Official Reporter Cadre from Grade
level 08 – 17 and creation of Assistant Official Reporter cadre
Grade level 07 – 14 in the Public Service.**

Appendix B

Letter of introduction

Appendix C

Reliability Test for Pilot Study

SAVE OUTFILE='C:\Users\ISRAEL SEGUN\Documents\reliab. result\2019\DR JIMOH CODING.sav' /COMPRESSED.

RELIABILITY

/VARIABLES=Q1 Q2 Q3 Q4 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20 Q21 Q22 Q23 Q24 Q25 Q26 Q27 Q28 Q29 Q30 Q31 Q32 Q33

Q34 Q35 Q36 Q37 Q38 Q39 Q40 Q41 Q42 Q43 Q44 Q45 Q46 Q47 Q48 Q49 Q50 Q51 Q52 Q53 Q54 Q55 Q56 Q57 Q58 Q59 Q5

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA

/STATISTICS=DESCRIPTIVE SCALE.

Reliability

[DataSet1] C:\Users\ISRAEL SEGUN\Documents\reliab. result\2019\DR JIMOH CODING.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.923	59

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

Appendix D

Request for Validation

Appendix E

Validation Confirmations

Appendix F

QUESTIONNAIRE ON INTEGRATION OF VERBATIM REPORTING INTO BUSINESS EDUCATION CURRICULUM

PART I

DEMOGRAPHIC DATA

1. Name of the Institution/Organization:
2. Profession: Business Educator () Verbatim reporter ()

PART II

RESEARCH STUDY QUESTIONNAIRE

(Please tick one box for each of the questions)

Rate the Extent to which you agree with the following statements on a scale of 1-4 where in Section "A" 4= Very High Extent, 3 = High Extent, 2= Low Extent, 1= No Extent and for Sections "B" to "D" 4= Strongly Agreed, 3 = Agreed, 2= Disagreed and 1= Strongly disagreed

A: Desirability for integrating verbatim reporting into business education programme

S/N	Indicate the extent of desirability of integrating verbatim reporting into business education curriculum for the following:	VHE	HE	LE	NE
1.	Address the unprecedented technological challenges and opportunities of our time.				
2.	Widen the scope of graduates' employment opportunities.				
3.	Make learning more fun, engaging, and relevant to students.				
4.	Produce a range of possible solutions that are similarly constrained in business education curriculum.				
5.	Equip learners with the understanding, abilities, and capabilities to deal with the multifarious, multidimensional challenges of the world.				
6.	Identify creative and flexible approaches to learning and teaching of business education students				

7.	As one of the key factors for the success of democratic dispensation in Nigeria.				
8.	Because the objectives and standards in-built in an integrated curriculum are commendable that most educationalists would support if the proper groundwork is set for their execution.				
9.	Because external knowledge needs to be accessed, shared, and combined to create new knowledge.				
10.	Because through this, business education students are encouraged to have enquiring minds and seek opportunities to become global citizens.				
11.	Because each integration activity is a useful means of accomplishing a worthwhile business education goal.				
12.	As the activity of verbatim reporting content is appropriate and will not distort the integrity of business education.				
13.	Because the activity of integrating verbatim reporting into business education programme is feasible for implementation within the constraints under which the lecturer must work.				
14.	Because the activity's benefits to business education will justify its costs (for both lecturers and students).				

B. Strategies of integrating verbatim reporting with business education Curriculum

S/NO	<i>Strategies for integrating verbatim reporting into business education curriculum</i>	SA	A	D	SD
1.	Professionals in verbatim reporting need to be recruited in the department.				
2.	Introducing part-time programmes for reporter on duty to upgrade their certificate.				
3.	Upgrading of instructional facilities in the Business education department				
4.	Unification between Business Education and verbatim reporting curriculum				
5.	An extensive professional development for lecturers				
6.	Students and lecturers' positive attitudes				
7.	Introduction of special verbatim reporting subjects from 300 level				
8.	Drawing a strategy for re-evaluation of Business Education curriculum				

9.	Implementation of integrated assessment				
10.	A six-month practical parliamentary reporting during SIWES for Business education students				
11.	Setting up different working groups with defined responsibilities.				
12.	Student-centered teaching/learning sessions should be given sufficient time so that students can have enough time to thoroughly go through the topic.				
13.	ICT utilization for instruction				
14.	The assessment tools must adequately test the accomplishment of anticipated results.				
15.	The examination questions should be raised by a group of teachers on behalf of diverse contributing disciplines.				
16.	Changing to an integrated curriculum requires systemic reform, which includes the way lecturers are prepared, certified, and assessed.				
17.	Public information strategies need to be implemented in order to inform the community and parents that a new paradigm of education is being used.				
18.	Willingness to accept the shortcomings in the curriculum				
19.	Administrators to pursue innovative approach for raising revenue to sustain finance budgets.				
20.	Regular communications between faculty and students to stop inaccurate rumours circulating.				

C: Opportunities of integrating verbatim reporting into business education curriculum

S/N	STATEMENT	SA	A	D	SD
1.	Integrating verbatim reporting into business education curriculum will enable all business education students know more about what they need to achieve to succeed in life.				
2.	Through integration of verbatim reporting into business education curriculum staff and students will strive for excellence.				

3.	Integrating verbatim reporting subjects into business education curriculum will engender positive attitudes to learning.				
4.	Will encourage a varied multiplicity of courses, programs, and other experiences to be adopted.				
5.	Through integrating verbatim reporting into business education curriculum, students will get the opportunity to discover and apply new knowledge.				
6.	Critical thinking is highly emphasized in an integrated curriculum as it will motivate students and teachers simultaneously.				
7.	Integrating verbatim reporting into business education curriculum may lead to improved teaching quality.				
8.	Through integration of verbatim reporting into business education curriculum, students are able to compare and contrast knowledge, information and perspectives.				
9.	Business education graduates will be enabled to work in any of the arms of government as verbatim reporter				
10.	Integrating verbatim reporting into business education curriculum will enable students reap career development benefits.				
11.	Enrichment of business education degree certificate can be guaranteed through Integrating verbatim reporting into business education curriculum				
12.	Integration of ICT into verbatim reporting will be made possible through integrating verbatim reporting with business education curriculum				
13.	Integrating verbatim reporting into business education curriculum will produce graduates that have learned from programs that have practical-based, learning.				

D. Challenges of integrating verbatim reporting into business education Curriculum

S/N	Challenges of integrating verbatim reporting into business education curriculum	SA	A	D	SD
1.	Funding is one of the most challenging responsibilities administrators are likely to face.				
2.	Maintaining revenue sources will continue to be an ongoing concern.				
3.	Communication barriers is a major threat.				
4.	Lack of available technologies that allow for effective completion of jobs in industry.				

5.	Deficiency in critical thinking skills are major threat.				
6.	NUC regulation on course accreditation can be a major set-back				
7.	The process of implementing an integrated curriculum is not an easy one				
8.	For an integrated curriculum to be implemented, the Lecturers should be experts in that field.				
9.	Faculty would need to learn not only new approaches to teaching but also to learn about other disciplines.				
10.	Integrated curriculum demands administrators who are willing to support this type of curriculum change.				
11.	Absence of legislature for many years, as a result of military take-over, has no doubt created a vacuum in the development of Verbatim reporters, especially in the area of intellectual work.				
12.	Lecturer's competence is a major determinant in integrating verbatim reporting into business education curriculum.				

Appendix G

Interview Guide for Directors in the Three Arms of Government

The researcher is conducting a study on strategies, opportunities and challenges of integrating verbatim reporting into business education curriculum in universities.

You are among the Directors selected to assist with information on strategies, opportunities and challenges of integrating verbatim reporting into business education curriculum in universities.

Your correct responses are very important as it helped to solve the underlying problems. The information provided will be treated with utmost confidentiality and the researcher will use your responses only for educational purposes.

QUESTIONS

1. As a Director in this organization, do you know of a profession called verbatim reporting?
2. If the answer is in the affirmative, what function (s) does reporters perform in your organization?
3. How often do you require the services of verbatim reporters in your organization?
4. As per the established position, how many verbatim reporters are you supposed to have in your organization and how many do you have at present? (If there is short supply, the next question follows)
5. What will you say is responsible for the short supply of verbatim reporters?
6. What strategies do you think can be adopted to address this problem?
7. If verbatim reporting is integrated into business education programme so that business education degree holder can as well function as a verbatim reporter, what opportunities do you think this innovation will have on the profession?
8. As a senior civil servant, what are the likely challenges that can be encountered in the process of the integration?
9. Considering the opportunities and challenges of integrating verbatim reporting into business education programme, in your opinion, is the integration desirable or not?

Appendix H

Verbatim Reporters at Work in the Parliament

← **Verbatim Reporters
At Work in the
Parliament**

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