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JOURNAL OF EDUCATIONAL THOUGHT**Editorial**

The sixth (6) Volume, Number One – Vol. 6(1), 2017 of the JET is a special edition of the Department of Lifelong and Continuing Education, University of Lagos, Akoka, Nigeria. The Edition is poised to report cutting edge research findings and discuss educational issues of interests.

The articles in the Journal are contemporary and challenging with the implications for national development, global emancipations, empowerment and awareness creation.

The Editorial Board of JET wishes to solicit through this avenue well researched studies and articles for future publications. We will like to thank the reviewers and assessors of the articles published here for their time and other resources well spent. To the contributors, the Board says well done and thank you and please continue to research and send qualitative papers to JET. We solemnly promise a continued improvement in the subsequent editions of JET.

Prof. C. O. Oladapo

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A JOURNAL OF THE DEPARTMENT OF LIFELONG AND CONTINUING EDUCATION, UNIVERSITY OF LAGOS

Mission

The mission of the Journal of Educational Thought (JET) is to sever society through promotion of excellence in educational research. JET is aimed at generating and disseminating new knowledge to service providers, practitioners and policy makers in the diverse fields of education and development studies.

The Journal provides a forum for publishing and disseminating a balanced mix of well-grounded research studies in education. The scope of JET covers empirical and theoretical research studies that contribute to knowledge and practice, research reviews, case studies, book reviews, field work reports as well as pedagogical and andragogical issues in all fields, levels, and forms of education and training. In addition, the Journal publishes articles that address education and training in relation to other disciplines and development studies.

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All manuscripts submitted for consideration in the Journal must conform to JET GUIDELINES. In preparing the articles, contributors should follow the American Psychological Association (5th or 6th Ed.) The manual provides instruments on referencing – including electronic media, tables, figures, metrification and non-sexist language.

All manuscripts will undergo a very stringent double-blind per-review process, where both the identities of authors and reviewers remain undisclosed in order to guarantee the highest quality of the journal. All manuscripts (except for Editorials, Commentaries and Book Reviews) will be sent out for review and at least two review reports per manuscript will be collected. All reviewers will be carefully selected by the Journal Editors for each submitted manuscript.

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- Authors should include the list of between four to six key words below the abstract.
- Articles should be written in English language with Times New Romans 12 font and not exceed 6000 words in length including references, tables and figures.
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RESOURCE UTILISATION AND ENTREPRENEURIAL SKILL DEVELOPMENT AMONG DISTANCE LEARNING STUDENTS OF UNIVERSITY OF LAGOS

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Abstract

University education has been noted as a key determinant in fostering entrepreneurship among young people and adults alike. Open and Distance Learning (ODL) programme has been projected as a veritable tool in propagating entrepreneurship to people of different background. In view of this, this study set out to assess the extents to which resource utilization in distance learning programmes influence entrepreneurial skills development among students in University of Lagos distance Learning Institute. A descriptive survey research method was used for the study. Using a multistage sampling procedure, 400 students in the programme were selected from 4 five departments in the institutions. Data were gathered through a researcher's constructed structured questionnaire titled "Resource Utilization and Entrepreneurship skill development Questionnaire Rating Scale. Four objective and hypotheses were raised, analyzed and tested for the study. The findings from the results revealed a significant relationship between resource utilization and entrepreneurial skill development of distance learning students. Based on the findings form study recommendations were made.

Keywords: Entrepreneurship, Distance Learning Education, Resource Utilization, Skills, Education

LEARNING FOR LONGER LIFE: IMPERATIVES FOR AGEING EDUCATION CURRICULUM

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Abstract

As one generation replaces another, stereotypes are passed down from one group to another. Intergenerational issues like aging should not continue in unfavourable directions. The trend of not getting children involved in issues of later life and older persons makes them see the period as one not directly connected to them. As the need for ageing education becomes more relevant, it must help the younger generation "become aware of the cultural stereotypes about older adults, provide them with correct information, and have an informed discussion of public policy issues that affect the ageing population". Ageing education is for the younger generation to appreciate today's older persons and prepare them as tomorrow's older persons for healthy productive lives. This paper reports the findings of a survey of 25 children (5-11 years) about their opinion of ageing, old age, and older persons. It also attempts to develop curriculum and learning materials on learning for longer years for 5-11 year olds (elementary school) in the Nigeria society, in particular, with the main purpose of promoting aging and lifespan education.

Key words: Ageing; Ageing Education; Learning for longer life; Curriculum/Content

Introduction

There is a demographic revolution today and the issue of population ageing is one of the forces shaping this century. Worldwide, the proportion of people aged 60 and above is growing faster than any other age group. According to the World Health Organization (WHO, 2002), between 1970 and 2025, a growth in older persons of some 694 million is expected. In 2025, there will be a total of about 1.2 billion people over 60. By 2050, there will be about 2 billion, with 80% of them living in developing countries among which is Nigeria.

The reality of an ageing population is becoming evident in Nigeria as in most parts of the globe. These demographic changes, increasing lifespan, improved health care and global trends are factors that have made aging an important issue in most discourses. Aging takes place within the context of friends, work associates, neighbours and family members. It applies to the different categories of individuals and population groups in society. This is why interdependence and intergenerational solidarity are important considerations in the aging process.

Observations show that values, prejudices and all types of discrimination are passed on from generation to generation through familial and cultural transmission. Such stereotypes, labels and prejudices about older persons becloud young people's perceptions of older persons' plight, circumstances and thus, limit the understanding and need for appropriate behaviour. Intergenerational issues are complex and are often determined by environment and context related factors. They sometimes have direct links with parents and offspring. This can be directly linked with the quoted word of Ruth Benedict (1934) ... "the history of the individual is first and foremost an accommodation of the patterns and standards traditionally handed down in his community. From the moment of his birth, the customs into which he is born shape his experience and behaviour. By the time he can talk, he is a little creature of his culture, by the time he is grown, able to take part in the activities, its habits are his habits, its beliefs are his beliefs, and its impossibilities are his impossibilities".

Röest, Dubas and Gerris (2009) is of the view that parent-child value transmission are higher in families with low adaptability (which can be labelled as more structured families) as there may be more consistency in parental value messages in these families. This reinforces the fact that young people imbibe what family and generations before pass down. Studies on attitudes towards older adults including traits and stereotypes suggest that older adults are viewed unfavourably. These include "perceptions of being incompetent, nagging, irritable, verbose, cognitively deficient" (Giles, Ryan and Anas; 2008). It then goes without saying that for changes to occur with regard to aging education, the family, school, government and the entire society must be involved in the transmission of sufficiently relevant education.

Ageing

In Obashoro (2010) ageing is described as a universal and inevitable phenomenon that occurs in all complex animals. Although, it comes with decrements, impaired functioning and decreased ability to function optimally in the environment, it carries the opportunity for intergenerational cohesion. Smith (2009) talks of the growing call for a different lexicon and dialogue to be used to describe ageing and older people. Growth in life expectancy and the numbers of older people should be celebrated as a societal achievement, rather than continuously sold as a challenge or problem.

The media has not helped matters and has contributed to the social misunderstanding of ageing. The old have been in casts as silly, stubborn and eccentric; they bear a disproportionate burden of negative characteristics (Pipher, 2010). These images contribute to prejudice, stereotyping and labelling. These negative stereotypes of ageing and older persons have serious implications for aging education.

No doubt, some aging individuals do not adapt to the aging process gracefully. Specific life circumstances of adult development, cumulative assaults on the body, and health disparities may hamper the quality of life and cause functional limitations (Resnick, Gwyther

and Roberto, 2011). It does not mean that the aging process bestows negative descriptions and a range of stereotypical attitudes. Many older people are in good health; are in comfortable situations and are still productive.

The issue here is not to dwell on the concept of ageing but to draw attention to the need for understanding all the aspects of gerontology including environmental gerontology; reframing the perception of older people in young people and challenging negative notions of aging and older people with a view to providing the required consciousness and targeted learning for longer life.

Ageing Education

According to an African proverb, when the rhythm of the drumbeat changes, the corresponding dance steps also change. The emergence of the term 'aging education' indicates that the rhythm of the drumbeat in the area of lifespan education is changing and Nigeria must be aware of this and move with the beats and dance steps.

Young people need to be properly schooled in the issues of aging, so that they can appreciate the ageing process. They need to imagine themselves in the position of the older person i.e. imagining themselves in the other's shoes through the process of role-taking. Ballantine and Roberts (2011) note that, this allows humans to view themselves from the standpoint of others. It is mentally stepping out of one's own experience to imagine how others experience and view the social world. The aim of ageing education is to help all young people gradually acquire the resources that are needed to make choices and adapt responsible behaviour concerning them and older persons around them.

Ageing education increases young people's knowledge base about older people and the ageing process; provides opportunities for positive interactions with older people outside the classroom and in the community; permits young people to express their attitudes and perceptions about ageing. In the thinking of Friedman (1997), the goals of ageing education include that students will be able to:

- understand that ageing is a natural, normal, lifelong process;
- understand the physical and psychosocial elements of ageing;
- empathize with older adults who are challenged by illness, frailty and difficult ageing;
- recognize the changing demographics of society and subsequent need for adjustments;
- identify the sources of ageism that can plague society;
- recognize the realities in the lives of older adults that will affect their living styles and behaviour; and
- become aware of the valuable historic perspectives that older adults offer.

It should enable young people to be effective citizens. We cannot but agree with this opinion that,

"Education about ageing doesn't just naturally happen. We must help our students become aware of the cultural stereotypes about older adults, provide them with correct information, and have an informed discussion of public policy issues that affect our ageing population" (Rick Theisen quoted in Couper and Pratt, 2001).

Ageing education should be intergenerational, interdisciplinary, culturally determined and age-specific. It should provide appropriate learning experiences in the classroom that will influence learners' affective behaviour (Langer, 1999). Ageing education in the school curriculum is expected to modify stereotypical attitudes, infuse knowledge and develop skills. It should give young people the tools to glimpse into their own eventual ageing.

The school is to help develop this capacity and provide the necessary platform for goals achievement. Ageing education is not only for professionals and should not be thought of as health education. It should not be conceived solely as an attempt to incorporate some ageing issues into existing school curricula. Aging education should be seen as part of daily living and the work of adults, who are

responsible for the education of the younger generation. It is in the interest of adults for young people to understand the aging process.

Principles of ageing education curriculum

These principles should form the basis for any aging education in communities. These are built on literature from various works in the field of community development, adult education and curriculum design. They include but not restricted to the following.

- Community assets should form the major part of any curriculum design and intervention.
- Developers should have a clear vision of whom and what would constitute the process and share the common vision with community members.
- Learning content should be flexible and be shaped by local conditions.
- Cultural values should form the content, methods and outcomes.
- Learning content should be multifaceted and multistage.
- Learning should be seen as a strategy for raising consciousness and increasing knowledge for functioning in contemporary times.
- Since society consists of groups and sub-groups, aging education should be seen a lifetime activity spanning the entire life cycle, no group is to be neglected.
- Learners should see the whole process as an integral part of their functioning in the society.

Learning to live longer Curriculum or Content

Literature reveals that the times we live in are exciting and rewarding, as well as challenging. Nigeria as a nation has come into the race. The increasing awareness that no society can afford to toy with its future and the lifelong challenge of her population is evident. This translates to the growing interest in the education of citizens for old age and longevity or living longer. The present situation calls for institutionalization of ageing education when we consider institutionalization as the creation of a stable pattern of roles, statuses, structures and groups that systematically meet the need for

new resources (material and financial) and new ways of understanding the natural and changing world (Ballantine and Roberts, 2011). It is the duty of society to equip young people with tools relevant for living longer healthy lives. They need to learn to value and appreciate the contributions of older people they interact with and thereby understand that growing old as a natural part of life. To keep pace with this trend, educators should be challenged to develop learning content to cater for the knowledge needs of the ageing process and older people. As a fall out, young people would understand how aging populations affect every aspect of life, including their own present and future lives. This should include content that debunk widespread misinformation and stereotypes about ageing. The content should provide practical and useful information about living longer, healthy lifestyles and habits and create public awareness about the whole issue of ageing (Couper and Pratt, 2001).

Content of curriculum should include understanding the concept of aging, the ageing process, old age, physiological changes, roles and status of age groups in society, life changes and place of age and experience; personal care (hair, eyes, mouth and teeth, skincare hands and nails feet and footwear), components of lifestyle - weight, fitness and exercise, nutrition/food and feeding patterns at different ages, positive effects of sleep and sleep disorders as we age, psychological changes and time perspectives; economic health; introductory mention of diseases associated with old age, forgetfulness; habits that influence lifespan and increase longevity, mind set and healthy minds, dying and death. All these should be in conjunction with their challenges and prospects.

Findings and Discussion

Recently, the author was involved in the development of Environmental Education curriculum for Primary 1 – 6 in Lagos State, Nigeria. After close interactions with the Lagos State primary school curriculum, I discovered that there were no elements in the curriculum that had remote or direct links with older persons or learning for longer life. Apart from this observation, a survey was

conducted to assess the perception of young people about ageing and old people. Discussions were held with 25 randomly selected elementary school pupils in the Akoka area of Lagos Metropolis who were aged 5 – 11 years. Responses obtained are presented as given by the children.

Table 1: Findings

| No | Questions | Answers |
|----|---|--|
| 1a | What is your feeling about getting old? | I fear it; I am afraid of getting old; it is scary. |
| 1b | What do you think about it? | Getting old is like suffering. |
| 2 | What do you like about ageing or old people? | Some said nothing and some said their grey hair |
| 3 | What do you hate about old people or getting old? | They cannot walk alone. They talk a lot. They are always sick. They cry all the time. |
| 4 | Do you have old people around you? | Yes, some said their father's/mother's mummy (<i>paternal or maternal grandmother</i>); some said their father's/mother's father (<i>paternal and maternal grandfather</i>). |
| 5 | Do you like them around you? | Some said Yes, because they pampered by grandparents while their parents discipline them. Some said No, because they are too troublesome; they always talk even when there are no people with them (<i>they talk to themselves</i>). |
| 6 | Are you taught about getting older in the school? | No, the teachers only talk about old people during story time. Aging is not taught in schools |
| 7 | Would you like to know about getting old? | Yes. We want to know more about our grandparents. |
| 8 | What would you like to know? | Why they always cry; sick; why they have grey hair and why they cannot walk without a stick or help. |

| | | |
|---|--|---|
| 9 | Why do you want to learn about old people? | To be able to help my grandparents; To know why old people like talking a lot |
| | Other issues and opinions | <p>The old woman on our street is always disturbing us with her visits.</p> <p>My Grandpa is 86 years old and still attends parties. I want to be like him.</p> <p>I will not take my parents to Old People's Home. I will look after them when they are old (<i>Response from an eleven year old who has been privileged to visit a Home in Cheshire, England</i>).</p> <p>My old people are not always willing to talk about things disturbing them For example: you get this kind of discussion.</p> <p>Me: Granma, what is wrong with your leg?</p> <p>Granma: Don't worry you will understand when you get to my age.</p> <p>Me: Daddy what do you think is wrong with Granma's leg?</p> <p>Daddy: She is an old woman; you will not understand it now.</p> <p>Later, you will.</p> <p>This kind of conversation leaves the young chap in the dark as to the real situation.</p> |

Another major issue is the statement in the National Policy on Education on the educational philosophy of the nation that is stated below

"... national education goals derived from the philosophy include the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society; training the mind and understanding the world around; the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of the society" (National Policy on Education, 2004)

To be able to live up to this claim and inculcate the right values, skills and knowledge required to meet the challenges of global ageing, Nigeria like many developing nations, need to calve out appropriate curriculum by learning from best practices.

Lesson from best practices

Drawing from lessons of cultures that have practiced lifespan education (United Kingdom and United States of America), a modified version of their experience is suggested as a guide for developing curriculum. Education for life involves three major areas of focus: attitudes, ageing processes and issues of an aging society.

Attitudes

Learning should help young people to:

- perceive long life as an opportunity for continuous growth and development, not simply as a late life process of decline;
- recognize the unique individuality of all people as they grow and mature;
- appreciate the roles that people can and play as humans resources in service to others;
- understand ageism and the harmful consequences of age prejudice and discrimination;
- recognize that the quality of life for people of all ages depends largely on choices made by the individual and the society.

Ageing process

Focus should be to encourage young people to:

- comprehend aging as a continuous life long process of growing and becoming older;
- recognize one's own potential for long life;
- understand the aging process as a complex interaction of genetic, lifestyle and environmental factors;
- recognize that personal choices about mental and physical health habits affect the quality and length of life;

- recognize that the way people age involves a complex interplay of physical, psychological and social factors;
- understand the relativity of the terms "young" and "old".

Ageing society

The objective here is to ensure that young people

- understand that advances in nutrition, medicine, and health care have made possible for most people to live longer lives;
- appreciate that growing longevity is increasing the number and percentage of older people in the population;
- recognize that an ageing population creates changing economic and social circumstances that demand intelligent and informal decisions by individuals and society;
- understand that growing longevity presents opportunities and challenges;
- appreciate that individuals and society can alter their behaviour and policies in ways that improve the quality of life for all generations;
- understand that positive relationships are necessary to meet the demands of multigenerational families and societies.

This is an adapted version of the aging curriculum and lifespan concepts recommended for the American society by the National Retired Teachers Association and the National Academy for Teaching and Learning about Aging in *Teaching about Aging: Enriching lives across the life span* (Couper and Pratt, 2001). In the same vein, it is suggested that classroom teachers can use these ideas to trigger other creative activities that best suit their existing curriculum objectives bearing in mind cultural and student's needs.

Language

- Help young students develop the concepts of young, younger, youngest; and old, older, oldest by asking them to apply these terms to pictures of familiar things and objects like people, cars, animal and, books.

- Ask students to make a list of activities they can or cannot do now. Have them examine the list for activities they can or cannot do when they grow older. Discuss growing older as a process of growth, development and change.
- Develop a list of basic vocabulary related to aging, growth and development. Have students make flashcards with their definitions and write sentences using the terms correctly.
- Invite older volunteers to visit class and read and discuss books that are not about growing old.
- Organize a social network programme between pupils and older community residents. After a period of time, invite the older adults to class to meet their friends
- Replace ageist children books with books that provide a balanced view of ageing and older people.

Mathematics

- Develop a timeline showing the ages of pupils and their siblings, parents or guardians, grandparents and great grandparents.
- Practice subtraction by asking students to subtract their age from the current year resulting in their birth year. Repeat the exercise with pupils using the birth years of familiar people.
- Practice multiplication by asking pupils to figure out how many seasons or months they and others have lived.

Physical and Health Education

- Invite older volunteers to classes to teach pupils physically active games that they played in their own childhood. Then have older persons demonstrate or explain what they do now for physical activity.

Social Studies

- Develop the concept of family, list those in a family and give their names.
- Describe the roles of family members including those of the extended family.

- Encourage learners to share family life experiences including the reality of older persons in the family.
- Explain individual responsibilities and why it is fundamental to perform family duties and responsibilities towards one another.
- Provide necessary information for supporting one another along generational and intergenerational lines.

Recommendations

The position of this paper is that the development of ageing education is in the hands of present day adults because in future, it may become necessary to establish the relevance or otherwise of the older persons. For potential positive relevance, it is required now that adults be healthy, unselfish, not interested in themselves alone; encourage communal wealth sharing; remain community-oriented and concerned about sustainable communities without wasting communal resources; not approve of segregated communities; aggressively pursue individual and community survival and intergenerational bonds, and encourage ageing education curriculum.

This paper calls for educational reforms that will recognise local and global challenges, incorporate ageing into the school syllabus and create environments for relevant and effective learning. These would be done through carefully planned and meaningful intergenerational interaction and jettisoning of negative attitudes about ageing and older persons. It would be deliberate actions to draw connections between young people and ageing.

This prescribed ageing education should be broad in scope, long term and provide general knowledge and skill development. It is indeed training on adult skills. The development of this curriculum will depend on adequate training and realistic and positive attitudes and perceptions of teachers and administrators.

An age-specific curriculum with appropriate text books with realistic ageing content is recommended. This curriculum should be implemented as an independent course and or incorporated appropriately into Language, Physical and health Education, Social

Studies, or Mathematics curricula. It is hoped that this will provide a solid foundation from which to create ageing initiatives and policies. Ageing education is about empowering the young individuals to be confident and prepared as they mature into adulthood and old age. As an essential life skill tool for fostering lifelong self-awareness and confidence and because of the urgency of the need, intergenerational meetings on ageing should be organised by concerned government departments, non-governmental and faith-based organisations, educational institutions and concerned bodies and individuals.

There should be advocacy for the inclusion of ageing education (to prepare young people early for the ageing society and devise positive lifelong lifestyles that add up to successful ageing) in the National Policy on Education. It should be a legislative concern. There is need to develop a comprehensive national educational policy that includes strategies for the development and implementation of an ageing curriculum.

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FRAMEWORK FOR IMPLEMENTING CORPORATE SOCIAL RESPONSIBILITY IN PRIVATE ORGANISATIONS IN NIGERIA

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Abstract

Business organisations are involved in activities they term "Corporate Social Responsibility", most of the time, these activities are presented with so much noise and at the end does not really benefit the business organizations nor the communities at the receiving end. With these "Corporate Social Responsibility" activities focusing most times on building the business organisations name, reputation and goodwill, it gives little or no real benefit to the community. The real issues are to develop an appropriate strategy which can benefit both business organizations and the community simultaneously. Thus this paper attempts to provide a realistic framework for both business organisations and the communities to assess the true opportunities and benefits of Corporate Social Responsibility.

Key Words: Corporate Social Responsibility (CSR), Economic Responsibility, Legal Responsibility, Ethical Responsibility, Philanthropic Responsibility.

Introduction

Business organisation is an entity formed for the purpose of carrying on commercial enterprise. Such an organisation is predicated on