

B.ED. LEARNERS' PERCEPTION ON ANDRAGOGICAL SKILLS OF DISTANCE LEARNING TUTORS : A STUDY

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Abstract:

The present study is aimed at studying the B.Ed. learners reflections on Andragogical skills of distance education tutors. It is conducted on a sample of 100 learners of in-service teacher education program (B.Ed) of Yashwantrao Chavan Maharashtra Open University Nashik who were studied at S.P.S.College of Education Sangli. Questionnaire technique is used for data collection. For Conducting the present study survey method is used. The sample of the study is selected through convenient sampling technique. The obtained data are analyzed by using the statistical techniques like percentage.

Key words: *B.Ed. Learners, Perception, Andragogical Skills, Distance Learning,*

Tutors, Andragogy. Copyright © 2022 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial Use Provided the Original Author and Source Are Credited.

Introduction:

Distance education has become an established part of the educational world. It is also known as distance learning, which is the education of students who may not always physically present in the classrooms. Teacher and students are separated in both time and distance. The distance education learning is the place where learners learn new things, collaborate knowledge, retain self discipline. Distance education is comparatively more flexible, need based, child centered and skill oriented than formal education. An increasing number of Universities provides distance learning opportunities. Distance education traditionally has focused on nontraditional students, such as full-time workers, military personnel, and nonresidents or individuals in remote regions who are unable to attend classroom lectures. Inservice personnel's get opportunity to improve their professional skills through these courses. Distance learners have different characteristics rather than traditional learners. They seems to be unique with their diverse potential, intellectual capacities, mental abilities and experience of life. They have their own concept of and about learning. They play different roles in the society. Different researchers (Hussain, 2005; Merriam, 2001; and Rashid, 2000) assumed distance learners to be adults who are self-regulated, self directed and self-motivated to learning. Adults are assumed to be mature intellectually and socially having their own concept and experience of life and learning formally or informally. Therefore, they need to be treated as adults in instructional process. A distance education tutor must consider their traits and needs for developing a healthy professional and productive relationship with them. That's why it seems necessary for a tutor to be equipped with certain professional skills and competencies called Andragogical skills to help adults to learn.

Andragogy – Andragogy refers to a theory of adult learning. It is the science of understanding and supporting

lifelong education of adults. According to Malcolm Knowles, andragogy is the art and science of adult learning, thus andragogy refers to any form of adult learning.

Assumptions about Andragogy: Knowles (1980) made four assumptions about Andragogy :

1. Adults need to know why they need to learn something
2. Adults need to learn experientially
3. Adults approach learning as problem-solving, and
4. Adults learn best when the topic is of immediate value.

Principles of Andragogy: Knowles (1984) discussed four principles that educators should consider when teaching adults-

1. Adults need to be involved in the planning and evaluation of their instruction.
2. Experience (including mistakes) provides the basis for learning activities.
3. Adults are most interested in learning subjects that have immediate relevance to their job or personal life.
4. Adult learning is problem-centered rather than content centered.

Andragogical Skills –Andragogical skills may be regarded as professional competencies and ethics to help adults learning (Rachal,2002). In this research, researcher decided to study the following four skills of the open distance tutors.1.Academic and tutoring skills. 2.Assessment and evaluation skills 3.Technical skills 4. Social Skills. These skills are very important for the tutors. By using these skills tutors make learning environment for the open distance learners.

Statement of the problem: B.Ed. Learners' Perception on Andragogical Skills of Distance Learning Tutors: A Study

Objectives of the study:

1. To find out the learners' attitude towards academic and tutoring skills of B.Ed distance education tutors .
2. To find out distance learners' opinion about assessment and evaluation skills of their tutors.
3. To examine distance learners' reflection on social skills of their tutors.
4. To assess distance learners' opinion about technical skills of distance education tutors.

Assumptions:

1. Distance learning students for the B.Ed. course are adult learners.
2. Andragogical Skills are very useful for distance learning tutors.

Need and Importance of the study:

Researcher has been teaching to YCMOU B.Ed. students for last eight to ten years. However, tutors need feedback for improving and re-designing andragogical skills to address individual differences and intellectual diversity of learners. Being direct beneficiaries, the distance learners can provide right information about their tutors' andragogical skills. They can help in selecting appropriate tutoring experiences according to their diverse potential. The available studies appear limited in their nature and scope to address the phenomenon under study. Therefore, learners' thinking on tutors' andragogical skills seems appropriate to be studied.

Limitations of the study:

1. Research is restricted to only past B.Ed students who have studied in Smt. Putalaben Shah College of

Education Sangli.

2. Only Open distance mode B.Ed. learners of YCMOU Nashik are to be considered for this research.
3. Sample of the research is restricted to 100 B.Ed. students from last three batches i.e. Academic year 2018-2020,2019-2021,2020-2022.

Methodology:

Survey method was adopted to conduct the present investigation. Variables included in the research are Andragogical Skills, B.Ed. learners thinking. Sample: Present study was delimited to the B.Ed (Distance) course of Yashwantrao Chavan Maharashtra Open University Nashik .Therefore, the population of the study was comprised learners from above mentioned course. Sample was selected by convenient sampling technique. Sample of the study consisted of 100 learners who were studied in Smt.Putalaben Shah College of Education Sangli center. It was convenient to the research.

Tools Used and Data Collection:

Questionnaire was designed using a five point rating scale(i.e.Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) to collect quantitative data. This questionnaire was prepared by using Google Form. It consists of 36 questions related to the four andragogical skills of distance education tutors. After developing the questionnaire, the researcher sent it to all the B.Ed students through Whats App groups. Its response rate was 80 %. The data were collected by giving the questionnaire to them. Responses were evaluated carefully by using statistical treatment.

Data Analysis and Interpretation:

Keeping in view the objectives of the study data were analyzed and interpreted by statistical treatment. This was done by the logical organization of the data and use of relevant statistical technique. Percentage technique was used for analyzing the quantitative data. It is given in the following tables.

Table No.1 B.Ed. Learners thinking on academic and tutoring skills of tutors

Que No	Questions	Responses (Percentage)				
		SA	A	N	DA	SDA
1.	Tutors help learners to develop knowledge	54(67.5%)	25(31.3%)	1(1.2%)	-	-
2.	Tutors help learners to apply knowledge.	46(57.5%)	33(41.3%)	1(1.2%)	-	-
3.	Tutors have in-depth content knowledge.	42(52.5%)	35(43.8%)	-	2(2.5%)	1(1.2%)
4.	Tutors communicate in a effective manner.	41(51.2%)	39(48.8%)	-	-	-
5.	Tutors provide feedback in proper way.	35(43.8%)	43(53.8%)	2(2.5%)	-	-
6.	Tutors ensure available resources .	33(41.3%)	40(50%)	7(8.8%)	-	-

7.	Tutors know about B.Ed. curriculum.	52(65%)	24(30%)	2(2.5%)	2(2.5%)	-
8.	Tutors know about the admission process conducted by YCMOU Nashik.	44(55%)	33(41.3%)	2(2.5%)	-	1(1.2%)
9.	Tutors assist learners in self-directed learning.	37(46.3%)	40(50%)	2(2.5%)	1(1.2%)	-
10.	Tutors counsel with learners.	30(37.5%)	42(52.5%)	7(8.8%)	-	1(1.2%)
11.	Tutors assign group work and learning activities to their learners.	46(57.5%)	32(40%)	1(1.2%)	1(1.2%)	-
12.	Tutors promote supportive learning environment.	45(56.3%)	34(42.5%)	-	1(1.2%)	-
13.	Tutors encourage students reflection on learning.	41(51.2%)	37(46.3%)	2(2.5%)	-	-
14.	Tutors help learners to identify relevant resources.	34(42.5%)	44(55%)	2(2.5%)	-	-
15.	Tutors guide learners to use resources appropriately.	40(50%)	38(47.5%)	1(1.2%)	-	1(1.2%)
16.	Tutors discuss all points of the syllabus during contact sessions.	33(41.3%)	41(51.2%)	4(5%)	1(1.2%)	1(1.2%)
17.	Tutors give opportunity to ask the questions during contact sessions.	45(56.3%)	29(36.3%)	6(7.5%)	-	-

From the above table no.1 it is observed that majority of the B.Ed learners (98.8%) were of opinion that tutors helped them in developing the new knowledge through various activities and to apply knowledge in other situations.96.3% learners were agree with the sentence that tutors have in depth content knowledge but 3.7 % learners were disagree with this sentence. 100% learners were of opinion that tutors communicated in effective manner with them. Majority learners (Above 90%) were of the opinion that tutors provided feedback in a proper way, ensured available resources, knew about the B.Ed curriculum and YCMOU admission process . 96.3% learners were of opinion that tutors assisted learners in self directed learning but 1.2% learners were strongly disagree with the given statement.90%

learners thought that tutors counseled with learners but some learners (1.2%) were strongly disagree with this statement. Above 97% learners affirmed that tutors assigned group work and learning activities to their learners, encouraged students reflection on learning, helped learners to identify relevant resources, guided learners to use resources appropriately.92.5% learners were of opinion that tutors discussed all points of the syllabus during contact sessions but 2.5% students strongly disagree with this statement.92.6% learners were of opinion that tutors gave opportunity to ask the questions during contact sessions.

Table No.2 B.Ed. Learners opinion about assessment and evaluation skills of their tutors.

Que. No.	Questions	Responses (Percentage)				
		SA	A	N	DA	SDA
1.	Tutors mark all types of assignments and practical's and return within due time.	49(61.3%)	30(37.5%)	1(1.2%)	-	-
2.	Tutors give comments on assignments.	36(45%)	38(47.5%)	5(6.3%)	1(1.2%)	-
3.	Tutors indicate strong points in the assignment and practical.	40(50%)	36(45%)	3(3.7%)	1(1.2%)	-
4.	Tutors indicate weaker points in the the assignment and practical.	41(51.2%)	33(41.3%)	5(6.3%)	-	1(1.2%)
5.	Tutors adopt problem based assessment style.	33(41.3%)	42(52.5%)	4(5%)	1(1.2%)	-
6.	Tutors direct learners towards all types of learning activities.	37(46.3%)	40(50%)	2(2.5%)	1(1.2%)	-
7.	Tutors comments support learners to improve learning.	37(46.3%)	41(51.2%)	1(1.2%)	1(1.2%)	-

From the above table no.2 it is observed that majority of the B.Ed. learners (98.8%) were of opinion that tutors marked all types of assignments and practical's and return within due time. Near about 92.% learners thought that tutors gave comments on assignment, indicated strong points in the assignment and practical and weaker points in the the assignment and practical,93.8%learners thought that tutors adopted problem based assessment style, Near about 96% learners were of opinion that tutors directed learners towards all types of learning activities and commented support learners to improve learning.

Table No.3 B.Ed. Learners reflection on social skills of their tutors.

Que No	Questions	Responses (Percentage)				
		SA	A	N	DA	SDA
1.	Tutors develop rapport with the students.	45(56.3%)	29(36.3%)	4(5%)	1(1.2%)	1(1.2%)
2.	Tutors observe to promote courtesy among learners	43(53.8%)	32(40%)	3(3.7%)	2(2.5%)	-
3.	Tutors practice professional honesty.	49(61.3%)	28(35%)	3(3.7%)	-	-
4.	Tutors adopt accepted social norms.	43(53.8%)	33(41.3%)	4(5%)	-	-
5.	Tutors have respect for others.	48(60%)	27(33.8%)	4(5%)	1(1.2%)	-
6.	Tutors are positive towards others.	48(60%)	30(37.5%)	1(1.2%)	1(1.2%)	-



From the table no.3 it is observed that majority of the B.Ed. learners (92.6%) were of opinion that tutors developed rapport with the students but 2.4% learners were disagree with this statement.93.8% learners were observed that tutors observed to promote courtesy among learners but 2.5% learners were disagree with this statement. Above 95 % learners affirmed that tutors practiced professional honesty, adopted accepted social norms, had respect for others and were positive towards others.

Table No.4 B.Ed. Learners opinion about technical skills of distance education tutors.

Qu e.N o.	Questions	Responses (Percentage)				
		SA	A	N	DA	SDA
1.	Tutors use ppt. presentations during contact sessions.	40(55%)	32(40%)	4(5%)	-	-
2.	Tutors communicate through Whats App.	42(52.5%)	31(38.8%)	5(6.3%)	1(1.2%)	1(1.2%)
3.	Tutors use You Tube videos as a teaching aid during contact sessions.	32(40%)	43(53.7%)	4(5%)	1(1.2%)	-
4.	Tutors use web blogs to promote academic interactions.	22(27.5%)	42(52.5%)	12(15%)	4(5%)	-
5.	Tutors use composed hand outs.	14(17.5%)	43(53.7%)	16(20%)	6(7.5%)	1(1.2%)
6.	Tutors use online resources during the contact sessions.	36(45%)	38(47.5%)	4(5%)	2(2.5%)	-

From the above table no.4 it is observed that majority of the B.Ed. learners (above 90%) were of opinion that tutors used ppt. presentations, communicated through Whats App regularly and used You tube videos during contact sessions. 80 % learners thought that tutors used web blogs but 5% learners were disagree with this statement.71.2% learners thought that tutors used composed hand outs but 8.7% learners were of opinion that tutors were not used composed hand outs. 92.5% learners affirmed that tutors used online resources during the contact sessions but 2.5% learners were disagree with this statement.

Results and Conclusions of the Study:

1. Researcher found that B.Ed. learners reflected on academic and tutoring skills of their tutors in an elaborative and professional manner.
2. B.Ed. learners appeared to be satisfied with the content knowledge and communication skill of the tutor, available resources, feedback and counseling given by the tutors. Some learners thought that tutors were not familiar with the whole B.Ed. curriculum and admission process conducted by University.
3. B.Ed. learners appeared to be satisfied with the learning environment provided by the tutors during the contact sessions. Tutors provide all kinds of help to the learners in and out of the classroom regarding learning.
4. Researcher found that the B.Ed. learners expressed their thoughts on assessment and evaluation skills of their tutors in a positive manner.
5. B.Ed. learners appeared to be satisfied regarding assessment and evaluation skill of the tutors. Learners really appreciated for checking/marking assignments carefully and indicating weaker and strong points in the

practical by the tutors.

6. Researcher found that the B.Ed. learners expressed their thoughts on tutors social skills in a positive manner.
7. B.Ed. learners appeared to be satisfied regarding social skills of their tutors. Learners appreciated for adopting social norms by the tutors. Tutors develop rapport with the learners, respect for others and positive for others. But some learners were not satisfied regarding this area so tutors should create more rapport with the learners.
8. B.Ed. learners appeared to be satisfied regarding technical skills of tutors. Learners appreciated for communicating through WhatsApp by the tutors but less satisfied for using the composed handouts, web blogs by the tutors. Tutors needs to be improve the technical skills for teaching and learning distance learners. The study concludes that the overall thinking of B.Ed. learners on andragogical skills of their tutors was positive. Apparently they were satisfied with andragogical skills of their tutors. They were of opinion that their tutors had academic and tutoring skills, assessment & evaluation skills, technical, and social skills. However, tutors need training in developing some technical skills.

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Cite This Article:

* **Dr.Yuvaraj Yashwant Pawar, (2022).** *B.Ed. Learners' Perception on Andragogical Skills of Distance Learning Tutors: A Study, Educreator Research Journal, Volume-IX, Special Issue – I, Nov –Dec 2022, 71-77*