

ANDROGOGICAL PRACTICES ADOPTED BY THE POSTGRADUATE TEACHERS: PERCEPTION AMONG POST GRADUATE STUDENTS

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Abstract:

Andragogy generally focused on teaching-learning and evaluation process of adult students. Androgical principles are self directed, Readiness to learn, Internally Motivated, Study Habits, Abilities, Problem oriented. Adults learning is a part of being an effective instructor involves understanding how adults learn best. Adult learning is a relatively new area of study. The field of adult learning was introduced by Malcom Knowles. In the present study researchers had made an attempt to find out student perception and departmental at practices with reference to androgical practices conducted by the postgraduate students. A majority of student responded that exploring new topic, interaction and discussion in group, to learn through multidisciplinary approach, aware new technology to keep update by self, accept challenges in own life, set own goal and contribution for human welfare, relate new knowledge with previous knowledge, for learn quickly new skill, for comfortable doing work with friends, aware own ability and explore by own self. A majority of student responded internally motivated of androgical practices.

Key words: Andragogy, Andragogy Principles, Adult Learning,

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Introduction:

Andragogy is the term first coined by Malcom Knowles in 1980. Which means the learners practices of adults. Educators and teachers have become conscious to incorporate such techniques/styles to the teaching-learning process so as to get the best learning outcome in the form of students' achievement. Students should be understand current state of their knowledge and built on it, improve it, and make decisions in the face of uncertainty. The aim of education should be to reorient the minds of students and inflame their intellect. Adult have able to adapt new situation, to take decision by own, critical thinker, problem solver, should be innovative, creative. Able to work collaboratively in team & group, take responsibility for learning etc. Students focused on enrich knowledge, more participation in presentation skill, always ready for learn through multidisciplinary approach, keep update with technology by own. They should have abilities for problem solving in real life situation.

Adult learning is a relatively new area of study. The field of adult learning was introduce by Malcom Knowles are as follows - **Self-directed:** Student must get participants' perspectives about what topics to cover and let them work on projects that reflect their interests. Teacher should allow the participants to assume responsibility for presentations and group leadership. They have to be sure to act as facilitators, guiding participants to their own knowledge rather than supplying them with facts. **Ready to learn:** Adults have accumulated a foundation

of life experiences and knowledge that may include work-related activities, responsibilities, and previous education. They need to connect learning to this knowledge/experience base. **Internally motivated:** Adults are goal-oriented. Therefore, appreciate an educational program that is organized and has clearly defined elements. Instructors must show participants how this class will help them attain their goals. **Study habits:** Adults are relevancy-oriented. They must see a reason for learning something. Therefore, instructors must identify objectives for adult participants before the course begins. **Abilities:** Adults are practical, focusing on the aspects of a lesson most useful to them in their work. Instructors must tell participants explicitly how the lesson will be useful to them on the job. **Problem oriented:** As do all learners, adults need to be shown respect. Instructors must acknowledge the wealth of experiences that adult participants bring to the classroom. These adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely in class.

Review:

Andragogy as the preferred learning style of adults, andragogy vs. pedagogy, and cognitive learning develop relational significance to adult learners in higher education (Dr. El-Amin, A., 2021). Illustrates interactive teaching principles, methods, and skills such as creating a climate and providing structure for collaborative learning, dealing with obstacles to collaborative learning, and helping students to experience, operationalize, and build abstractions. (Gitterman, A., 2016). Knowles (1980) adult learning principles preferred by adult learners using collaborative tool in teaching and learning process, educators especially for those involved in adult education field as they need to consider adult learners preferences when planning teaching and learning activities with the usage of technology (Halili, S., Razak, R. & Zainuddin, Z., 2017). (Hutto, S., 2009) indicate that learning style balance is not significantly related to self-directed learning propensity. In terms of sociological, psychological and physiological manner have an insight into some of the distinguishing factors of the adult learning from that of children (Chakanika, W., Sichula, N. & Sumbwa, P., 2016). (Ngala, F., 2017) Majority of both young and middle-aged adults were likely to prefer independent learning in doing assignments. Important can be explained by age, which is a very small percentage. There was switching between the styles, and inferences were made that this depended on the learning situation for independence/dependent and the collaborative/competitive dimensions. Learning style and process of development of professional skills among students was positive perception towards Information System irrespective of their learning style of Students. (Chandra, S., 2017). (Noora, N., Harunb, J. & Arisa, B., 2012) Implications for educators involved in designing online learning applications and will be used to develop a prototype of individualized online learning environment based on the pedagogy and andragogy as its foundational model. (Anderson, J., 2007) Discover and analyze the association between traditional teaching styles and methods, and the learning styles and processes of undergraduate, non-traditional, mature adult learners in one group of students seeking teacher certification.

Objectives: Following were the objectives of study-

1. To study the perception about androgogical practices among post graduate students applied in the postgraduate programme.
2. To compare the perception of androgogical practices among postgraduate student.

Scope of the study:

The finding the study may be applicable to the similar social context to the postgraduate student, member of boards of studies of university, curriculum policy maker.

Delimitation of the study:

The present study is delimited about the perception of androgogical practices perceived by postgraduate students persuing postgraduate programme at the department in Shivaji University, Kolhapur campus.

Research Method

To achieve the objective of the study descriptive survey method was found more appropriate, hence the survey method was used.

Research Design:

Sample Design:

The Purposive incidental sampling method was adopted and the data from was collected from the 125 postgraduate students from the faculties namely social science, humanities, interdisciplinary and commerce affiliated in Shivaji University campus.

Tools & techniques for data collection:

A questionnaire based on androgogical principles was prepared for the postgraduate students to find out the practices implemented in their concern departments by their teaching faculty.

Statistical analysis:

The statistical analysis was done by calculating the responses about perception of androgogical practices conducted in their concern department based on androgogical principle.

Table No. 1

P.G. Students perceived responses about Androgogical practices based on Androgogical principle.

Androgogical principle	Percentage (%)
A. Self Directed-	74.97%
1. Professors in department assist me for self directed learning.	76.42
2. Before joining the programme i have gone thoroughly in curriculum master program.	72.81
3. I like to explore new topic innovation/discovery.	81.03
4. I discuss critically issues, challenges of our curriculum of subject with my teacher/friend.	65.13
5. I reflect and plan my own learning process.	79.49
B. Ready to Learn-	77.23%
1. I enjoy group interaction and discussion.	81.03
2. I am always ready to learn through multidisciplinary approach.	85.64
3. I am aware of my methodology and technology to keep update myself.	82.57

4. Professors in our department give consider our readiness to learn.	73.35
5. Our department involves us in the process of planning and evaluation of Learning.	63.59
C. Internally Motivated-	87.48%
1. I get motivated when i accept the challenge in my life.	91.78
2. I join the present programme was my passion.	75.88
3. After completing of this programme i feel like, I will contribute for the human welfare.	85.64
4. I have set my own goal.	95.39
5. I have joint the programme to accomplish my personal goals.	88.71
D. Study Habits-	87.40%
1. I am aware of my learning styles and hence accordingly i have formed my study habits.	89.25
2. I am able to relate new knowledge with previous one.	82.57
3. I am aware of my study habits.	94.86
4. I look forward to learn new skills and master them quickly.	85.64
5. I am comfortable doing practicum work with friends.	84.71
E. Abilities-	80%
1. I am aware of my abilities.	88.71
2. Seminar had help me to explore myself.	85.64
3. Group discussion in my department to help me enrich.	72.81
4. I am capable of solving my problem related to master programme.	76.42
5. I have groomed my abilities for problem solving.	76.42
F. Problem Oriented-	75.28%
1. I learn faster when there are projects.	75.88
2. I apply my subject knowledge in real life to resolve problems/ issues.	73.35
3. The programme i am learning is helping me to deal with real life situation.	79.49
4. I used my personal experiences to formulate and conclude the Project and Assignments	71.28
5. Problem oriented learning motivates me for doing my best.	76.42

Table No. 2

PG Student responses about perceived application of androgogical principles.

Sr. No.	Androgogical Principles	Yes (%)	Something (%)	No (%)
1	Self Directed	74.97%	21.41%	5.97%
2	Ready to Learn	77.23%	19.46%	3.74%
3	Internally Motivated	87.48%	11.61%	1.72%
4	Study Habits	87.40%	12.12%	1.36%
5	Abilities	80%	19.28%	2.04%
6	Problem Oriented	75.28%	23.48%	2.72%

Table No. 3

PG Students responses about perception among androgical practices (Faculty wise)

Sr. No.	Androgical Principles	Social Science	Humanity	Interdisciplinary	Commerce
1	Self Directed	83.33%	96%	68.09%	92%
2	Ready to Learn	86.66%	86%	76.19%	68%
3	Internally Motivated	88.33%	92%	88.09%	88%
4	Study Habits	93.33%	94%	85.23%	92%
5	Abilities	93.33%	84%	74.76%	72%
6	Problem Oriented	75%	72%	70.95%	92%

Observation and discussion:

From the above table it is observed that, the post graduate student respondents their department teacher motivates them for the self directed learning 74.97%, wherein few respondents sometime 21.41% & few respondents rarely 5.97%. Respondents are always ready to learn through multidisciplinary approach 77.23%, wherein few respondents sometime 19.46% & few respondents rarely 3.74%. Most of the respondents are set their own goal when they internally motivated 87.48%, wherein few respondents sometime 11.61% & few respondents rarely 1.72%. Respondents are known their learning habits 87.40%, wherein few respondents sometime 12.12% & few respondents rarely 1.36%. Some respondents knows their abilities 80%, wherein few respondents sometime 19.23% & few respondents rarely 2.04%. Less of the students know, how to solve their problems? Are in 75.28%, wherein few respondents sometime 23.48% & few respondents rarely 2.75%.

Findings of the Study:

The Post Graduate Students responded most to set their own goal clearly and teacher motivates them for self directed learning. A majority of student responded higher to explore new topic, interaction and discussion in group, to learn through multidisciplinary approach, aware new technology to keep update by self, accept challenge in own life, contribution for human welfare, internally motivated, relate new knowledge with previous knowledge, learn quickly new skill, comfortable doing work with friends, aware own ability and explore by own self.

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