

A STUDY OF ANDRAGOGICAL SKILLS AMONG THE STUDENT TEACHERS

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Introduction:

Malcolm Knowles (1980) popularized the concept of andragogy. It is an Art & Science of helping Adults learn. He stated a set of assumptions about adult learners namely, that the adult learner:

Andragogy is premised on four assumptions regarding the characteristics of adult learners that are different from the assumptions related to characteristics of child learners. As the individuals grow, their self-concept undergoes a transformation from that of being a dependent personality towards one of being a self-directed human being. The individuals accumulate a growing reservoir of experience that becomes an increasing source of learning.

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- Adults are ready to Learn
- Self -Directed
- Apply new Learning immediately
- Reservoirs of life experiences

Malcom Knowles has identified following characteristics of adult learners. Adults are autonomous and self-directed. Therefore, the adult trainers must actively involve adult participants in the learning process and serve as facilitators for them. Adults have accumulated a foundation of life experiences and knowledge that must be recognized. Adults are goal-oriented. Therefore, they appreciate an educational programme that is organized and has clearly defined elements. Adults are relevancy-oriented. They see a reason for learning something. Therefore, learning has to be applicable to their work and other responsibilities. Adults are practical and focus on the aspects of a lesson which is most useful to them and their work. Adults must be shown respect.

Statement of the Problem:

A study of Andragogical Skills among the Student Teachers

Objectives of the Study

1. To find out Andragogical Skills among the B.Ed. M.Ed. and M.Ed. Students

Assumptions

1. Adult learners required specific Andragogical skills.

Operational Definitions:

Andragogical Skills:

For the purpose of this study Andragogical Skills among the student teachers were measured by rating scale prepared by the researcher. There are 30 skills involved in the rating skill.

Student Teachers:

Student teachers studying in M.Ed. and B.Ed. M.Ed. Course at Department of Education, Shivaji University, Kolhapur

Research Methodology:

Research Method:

Researcher attempt is to find out the present situation of Andragogical Skills among the B.Ed. M.Ed. and M.Ed. Students. Hence, researcher selects survey method from descriptive study.

Sampling Procedure:

Researcher have selected 45 Teacher Educators from the Department of Education were selected as a sample for the study through incidental method.

Tool for Data Collection:

Three Point Rating Scale was developed to measure the Andragogical Skills among the B.Ed. M.Ed. and M.Ed. Students

Research Procedure:

According to objectives of present study First step involves Preparation of Scale by (Detail Procedure is given in the Tools for Data Collection) Second step belongs to selection of the sample from the population. Step third deals with actual administration of Scale on Teacher Educators to find out the Andragogical Skills among the B.Ed. M.Ed. and M.Ed. Students

Data Analysis, Interpretation and Results:

By using Scale researcher assigns a scale value to each of the five responses which gives a total Score for each respondent. Details regarding Procedure of analysis is a follows:

Table No.1 Nature of Responses of Student Teachers

Sr. No.	Nature of Responses	Always	Mostly	Rarely
1	I am self-directed	14 (43%)	17(51%)	02(6%)
2	I am Internally Motivated	21(64%)	12(36%)	00(0%)
3	I am Problem Solving oriented	16 (48%)	17(51%)	01(1%)
4	I am able to make Group Discussion and Group Work	21(64%)	12(36%)	01(1%)
5	I am able to do Project (Individual/Group)work	17(51%)	13(39%)	03 (10%)
6	I am able to do the Hands on Activities	19(58%)	12(36%)	02(6%)
7	I am able to make assumptions	11(33%)	16(48%)	06 (19%)
8	I am able to make practical implications of knowledge	20(61%)	10(30%)	02(6%)
9	I am able to understand the consequences	20(61%)	13(39%)	00(0%)
10	I am able to make positive relationship with teacher	20(61%)	09(27%)	04(12%)
11	I am able to plan of study	18(55%)	13(39%)	02(6%)
12	I am able to use learning resources appropriately	11(33%)	19(58%)	04(12%)
13	I am able to make divergent thinking	12(36%)	15(45%)	08(19%)
14	I am able to make critical thinking	17(51%)	13(39%)	03(10%)
15	I am able to make creative thinking	17(51%)	11(33%)	05(16%)
16	I am able to make generalizations	12(36%)	16(48%)	05(16%)
17	I am able to take responsibility of own learning	20(61%)	10(30%)	03(10%)
18	I am able to organize academic resources of own learning	20(61%)	10(30%)	03(10%)
19	I am able to accept social norms and values	19(58%)	12(36%)	02(6%)
20	I am able to apply knowledge in new situation	16(48%)	11(33%)	06(19%)
21	I am able to develop and explore learning activities in different points of view	14 (43%)	15(45%)	04(12%)
22	I am able to take decision and making choices	15(45%)	15(45%)	03(10%)
23	I am able to relate learning activities with learning experiences	18(55%)	12(36%)	03(10%)
24	I am able to relate new knowledge with previous one	20(61%)	13(39%)	00 (00%)
25	I am able to handle the technological tools for the learning process	15(45%)	15(45%)	03(10%)
26	I am able to involved in the Learning process	17(51%)	14 (43%)	02(6%)
27	I am able to evaluate the evidences	11(33%)	14 (43%)	08(19%)
28	I am aware about my Learning Style & Learning habits	20(61%)	09(27%)	04(12%)
29	I am able to find out the various job opportunities	17(51%)	10(30%)	08(19%)
30	I am able to recognize the my professional responsibilities	19(58%)	13(39%)	01(1%)

Observations & Interpretations:

From the above table it is observed that:

1. More than half of the students are mostly self- directed
2. More than half of the students are always internally motivated
3. More than half of the students are mostly Problem Solving oriented

4. More than half of the students are always able to make Group Discussion and Group Work
5. More than half of the students are always able to do Project (Individual/Group)work
6. More than half of the students are always able to do the Hands on Activities
7. More than half of the students are mostly able to make assumptions
8. More than half of the students are always able to make practical implications of knowledge
9. More than half of the students are always able to understand the consequences
10. More than half of the students are always able to make positive relationship with teacher
11. More than half of the students are always able to plan of study
12. More than half of the students are mostly able to use learning resources appropriately
13. Less than half of the students are mostly able to make divergent thinking
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21. Less than half of the students are mostly able to develop and explore learning activities in different points of view
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23. More than half of the students are always able to relate learning activities with learning experiences
24. More than half of the students are always able to relate new knowledge with previous one
25. More than half of the students are always able to involved in the Learning process
26. Less than half of the students are mostly able to evaluate the evidences
27. More than half of the students are always aware about their Learning Style & Learning habits
28. More than half of the students are always able to find out the various job opportunities
29. More than half of the students are always able to recognize the professional responsibilities

Table No.2 Overall Response of the Student Teachers

Range Value of Rating Scale	No. of Respondents (%)
Value between 10-50	00 (00%)
Value between 50-70	14 (41%)
Value between 70-90	20 (59%)

Observation and Interpretation:

From above table it is observed and interpreted that,

More than half of the student teachers always perform Andragogical Skills.

Objectivise Conclusions are stated as below:

Mostly student teachers are self -directed, internally motivated, Problem solving oriented, able to make divergent thinking, creative thinking, Problem Solving oriented, are able to make convergent thinking, Divergent Thinking and creative thinking, able to take responsibilities of own learning, able to relate learning activities with learning experiences, able to organize academic resources of own learning .

The study concludes that the overall reflection of student teachers on andragogical skills was positive. Apparently they were always able to use the andragogical skills. With refrence to the Andragogical skills student teachers are internally motivated, self -directed, Problem Solving Oriented, able to make Hands on activities, able to organize their own learning Resources and able to make positive relationship with the teachers.

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More than half of the students are mostly able to make assumptions

More than half of the students are always able to make practical implications of knowledge

More than half of the students are always able to understand the consequences

More than half of the students are always able to make positive relationship with teacher

More than half of the students are always able to plan of study

More than half of the students are mostly able to use learning resources appropriately

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More than half of the students are always able to involved in the Learning process
Less than half of the students are mostly able to evaluate the evidences
More than half of the students are always aware about their Learning Style & Learning habits
More than half of the students are always able to find out the various job opportunities
More than half of the students are always able to recognize the professional responsibilities

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