

ANDROGOGICAL THINKING PROCESS OF POST GRADUATE STUDENTS WITH REFERENCE TO LEARNING EXPERIENCES

Dr. Nagina S. Mali, **Dr. Supriya K. Patil, *Prof.(Dr.) Pratibha S. Patankar, ****Dr. Vidyanand S. Khandagale*

Abstract:

Adults learn effectively when they have strong inner motivation to develop a skill or get a particular type of knowledge. They are practical in their approach to learn and wish to learn how it would serve their current and future needs. Adult Learning enhances a dynamic and collaborative interface of knowledge and knowledge captured in multifarious ways. 1.To find out Androgogical Thinking Process of the B.Ed. M.Ed. (Integrated) and M.Ed. student teacher with reference to Learning Experiences. 2.To find the opinions of B.Ed. M.Ed. (Integrated) and M.Ed. student teachers with reference to pedagogical methods used by the facilitator. For the fulfilment of the objectives all student teachers were selected from Department of Education, Shivaji University, Kolhapur by using convenient research sampling. The researcher used opinionnaire including 19 statements to collect data. Collected data was analyzed by using suitable data analysis tool and conclusions are drawn as per the objectives.

Key Words: *Androgogical Thinking Process, Post Graduate Students, Learning Experiences etc.*

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:

Andragogy is an approach to learning that is focused on adult learners. The term was first coined by educator Alexander Kapp in 1833, and it has since been used to describe a variety of educational philosophies and methods (Loeng,2017).(<https://research.com/education/the-andragogy-approach>)

Adults learn effectively when they have strong inner motivation to develop a skills or get a particular type of knowledge. They are practical in their approach to learn and wish to learn how it would serve their current and future needs. Adult Learning enhances a dynamic and collaborative interface of knowledge and knowledge captured in multifarious ways.

The educational techniques are the activities which help the teacher educator to achieve a goal of the program's by engaging the student teachers (trainees) by covering their educational needs. Referring to the characteristics of constructive adult training, it is important that in order for the educator to meet up with his role's demands, he must use a variety of methods and techniques that will permit him to help the trainees have learning experience but also to empower their interaction. For fulfilment of the aims of the education there is need the curriculum must be properly formed so it clarifies the learning goals, to encourage application and insight to the meanings of the teaching structure, to offer elements that will allow the trainees to interact with the subject and colloques with whom they are studying and with examples that will help them to do learning activities. If the Supervisory

Tools are used correctly, they will be able to stimulate thinking and discussion, they can help them concentrate and memorize the information, to broaden and make more precise the educator's messages. According to Merriam, Caffarella, and Baumgartner (2007) and Forrest and Peterson (2006), Knowles' perspective on andragogy is based on six main assumptions: 1. Self-Concept: Adult learners are self-directed, autonomous, and independent. 2. Role of Experience: Repository of an adult's experience is a rich resource for learning. Adults tend to learn by drawing from their previous experiences. 3. Readiness to Learn: Adults tend to be ready to learn what they believe they need to know. 4. Orientation to Learning: Adults learn for immediate applications rather than for future uses. Their learning orientation is problem centered, task-oriented, and life-focused. 5. Internal Motivation: Adults are more internally motivated than externally. 6. Need to Know: Adults need to know the value of learning and why they need to learn. (<https://files.eric.ed.gov/fulltext/EJ930244.pdf>)

In brief we can conclude that as educators it is expected that teachers should be experts on the best most effective and efficient methods of getting large groups of children to understand, learn, and use information responsibly to create more information. Educator must be aware with the selecting activities and planning of sessions to better attend to the needs of all of their trainee.

Learning Experiences:

Learning experience refers to any interaction, course, program, or other experience in which learning takes place, whether it occurs in traditional academic settings (schools, classrooms) or nontraditional settings (outside-of-school locations, outdoor environments), or whether it includes traditional educational interactions (students learning from teachers and professors) or nontraditional interactions (students learning through games and interactive software applications).

Review of Research and Literature:

Following reviews were taken from Indian and Abroad context-

Merizow (2007) the adult educators must support and broaden the rules, the social practices, the institutions and systems that empower a fuller and more open participation in intellectual discussion, transformative learning, considerate action and a bigger stimulation of the participants. They are obliged to give and empower opportunities with rules that support a more free and more complete participation in a discussion, and in a social and political democratic life. It is also necessary for them to work towards making a positive change. This can be achieved from the moment they distinguish their goals and expectations from those of the educators and to promote discussion and the trainees' participation in it, avoiding dogmatism.

Forrest and Peterson (2006) claim that the andragogical approach is essential in management education to help prepare students for their working environment.

Bedi (2004) provides insights regarding the role of andragogy in education. Bedi claims that andragogy helps educators understand a learner's behavior and identify causes of the learner's anxiety and encourages learners to search for options to a problem and to become self-directed learners.

Monts (2000) studied the suitability of andragogy or pedagogy as instructional methodology for training police recruits in the US context. The study concluded that for adult learners like police officers, an andragogical

instructional methodology is a more effective process of instruction than a traditional, pedagogical methodology.

Robinson (2002) the informality of andragogy encourages the involvement of learners in their learning experiences and sets the parameters of those experiences. Therefore, “The artistic side of andragogy can capture all the thoughts of a shaman, a silent knower, as well as a deer talking in the wood”

Zmeyov (1998) states that the rapid development of adult education changed its status within the realm of education. Adults had to improve their competencies to harmonize with their own anthroposphere. Therefore, there is a necessity for an educational approach that considers adult learning needs. The andragogical approach, developed extensively by Malcolm Knowles, is a well-lauded response to these needs.

Kirkman, Coghlin, and Kromrey organized a study comparing two sections totaling 39 out of 43 adult graduate learners of traditional with blended classrooms taught by the same instructor. The findings suggested that experience and Internet usage impacted learning satisfaction in web-enhanced classrooms more than in traditional classrooms; and that learning satisfaction was higher among students involved with a web-enhanced course format than for students in a traditional face-to-face course format.

Statement of the Problem: Androgical Thinking Process of Post Graduate Students with Reference to Learning Experiences.

Assumptions: Adult learner requires specific Androgical Thinking Process with reference to Learning Experiences.

Objectives of the Research Paper:

1. To find out Androgical Thinking Process of the B.Ed. M.Ed. (Integrated) and M.Ed. student teachers with reference to Learning Experiences.
2. To find the opinions of B.Ed. M.Ed. (Integrated) and M.Ed. student teachers with reference to pedagogical methods used by the facilitator.

Operational Definition:

Androgical Thinking Process:

In this research study androgical thinking process is considered thinking relevant to teaching-learning activities, learning skills, demonstration and classroom management conducted by the teacher educator in the class of B.Ed.-M.Ed. (Integrated) and M.Ed. programme.

Post Graduate Student:

In this research study post graduate students are considered B.Ed.-M.Ed.(Integrated) and M.Ed. student teachers.

Learning Experiences:

In this research study learning experiences are considered teaching-learning activities done by the teacher educators in the class of B.Ed. M.Ed. (Int.) and M.Ed.

Research Methodology:

Research Method:

Researcher selected survey method from descriptive study.

Sampling Procedure: Researcher have selected all student teachers from the Department of Education, Shivaji University, Kolhapur.

Tool for Data Collection: Opinionnaire was developed to measure the Androgogical Thinking Process of B.Ed. M.Ed. (Int.) and M.Ed. students teachers with reference to pedagogical methods.

Data Analysis and Interpretation: Responses in the form of optionaire (Annexture-A) of B.Ed. M.Ed. (Int.) and M.Ed. student teachers are given below-

1. In the question number 1, out of 28 student teachers, 15(53.57%) were **Strongly Agreed** while 13 (46.42%) were **Agreed to** they are clear needed of participate in learning experience.
2. In the question number 2, out of 28 student teachers, 20(71.42%) were **Strongly Agreed**, 6(21.42%) were **Agreed while** 2(7.14%) were **Neutral to** learning experience would be beneficial to them.
3. In the question number 3, out of 28 student teachers, 10(35.71%) were **Strongly Agreed**, 15(53.57%) were **Agreed while** 3(46.42%) were **Neutral to** learning experience tapped into their inner drive to learn.
4. In the question number 4, out of 28 student teachers, 15(53.57%) were **Strongly Agreed**, 6(21.42%) were **Agreed while** 7(25%) were **Neutral to** the knowledge gained in the learning experience can be immediately applied to their life/work.
5. In the question number 5, out of 28 student teachers, 7(25%) were **Strongly Agreed**, 17(60.71%) were **Agreed while** 4(14.28%) were **Neutral to** feeling control over their learning in learning experience.
6. In the question number 6, out of 28 student teachers, 21(75%) were **Strongly Agreed**, 5(17.85%) were **Agreed while** 2(7.14%) were **Neutral to** clear about why they needed to collaborate with friends during learning experience.
7. In the question number 7, out of 28 student teachers, 15(53.57%) were **Strongly Agreed**, 10(35.71%) were **Agreed while** 3(10.71%) were **Neutral to** feeling the learning experience motivated them.
8. In the question number 8, out of 28 student teachers, 8(50%) were **Strongly Agreed**, 19(67.85%) were **Agreed while** 1(3.57%) were **Disagree to** understand how new learning is related to the prior life and work experiences.
9. In the question number 9, out of 28 student teachers, 14(50%) were **Strongly Agreed**, 13(46.42%) were **Agreed while** 1(3.57%) were **Neutral to** feel more capable of dealing with life/work problems because of learning experience.
10. In the question number 10, out of 28 student teachers, 10(35.71%) were **Strongly Agreed**, 15(53.57%) were **Agreed while** 1(3.57%) were **Neutral to** felt energized by being involved in learning experience.
11. In the question number 11, out of 28 student teachers, 18(64.28%) were **Strongly Agreed** while 10(35.71%) were **Agreed to** felt responsible for their own learning in learning experience.
12. In the question number 12, out of 28 student teachers, 11(39.28%) were **Strongly Agreed**, 14(50%) were **Agreed while** 3(10.71%) were **Neutral to** feel that this material will assist them in resolving a life/work problem.
13. In the question number 13, out of 28 student teachers, 18(64.28%) were **Strongly Agreed**, 7(25%) were

Agreed while 3(10.71%) were **Neutral to** feel their life and work experiences were a regular part of the Learning experience.

14. In the question number 14, out of 28 student teachers, 20(71.42%) were **Strongly Agreed**, while 8(28.57%) were **Agreed to** felt learning experience motivated them to think more.
15. In the question number 15, out of 28 student teachers, 12(42.85%) were **Strongly Agreed**, while 14(50%) were **Agreed to** felt the purpose of this learning experience was made clear to them.
16. In the question number 16, out of 28 student teachers, 9(32.14%) were **Strongly Agreed**, 15(53.57%) were **Agreed**, 1(3.57%) were **Neutral while** 3(10.71%) were **Disagree to** the facilitator/instructor did all of the planning for their learning.
17. In the question number 17, out of 28 student teachers, 9(32.14%) were **Strongly Agreed**, 14(50%) were **Agreed while** 5(17.85%) were **Neutral to** felt facilitator used pedagogical method was suitable for their learning style.
18. In the question number 18, out of 28 student teachers, 13(46.42%) were **Strongly Agreed**, 12(42.85%) were **Agreed while** 3(10.71%) were **Neutral to** I feel this material will motivated them to learn more.
19. In the question number 19, out of 28 student teachers, 10(35.71%) were **Strongly Agreed**, 15(53.57%) were **Agreed while** 3(10.71%) were **Neutral to** understand why the learning methods were right for them.

Interpretation: On the basis of observation it is interpreted that Out of 28 student teachers, 21(75%) student teachers are Strongly Agree to clear about why they need to collaborate with friends during learning experience.(statement number-6), out of 28 student teachers, only 1(3.57%) student teachers are disagree about understanding how their new learning is related to their prior life and work experiences including that out of 28 student teachers, 3(10.71%) student teachers are disagree about the facilitator/instructor did all of the planning for their learning.

Conclusion: It is concluded that androgogical thinking process with reference to learning experience is satisfactory but student teachers are not satisfactory about the learning plans, relating prior knowledge to new knowledge and control over learning experiences given by teacher educator.

References:

- Bedi, A. (2004). An andragogical approach to teaching styles. *Education for Primary Care*, 15, 93-108.
- Birzer, M. L. (2004). Andragogy: Student centered classrooms in criminal justice programs. *Journal of Criminal Justice Education*, 15(2), 393-411.
- Bolton, F. C. (2006). Rubrics and adult learners: Andragogy and assessment. *Assessment Update*, 18(3), 5-6.
- Kokkos A. (2005). *Methodology of Adult training: Theoretical Framework and Learning Conditions*, volume A. Patra: Greek Open University.
- Mezirow J. (2007). *The Transformative Learning*. Athens: Metechmio.
- Taylor. K., Marienau. C, & Fiddler. M(2000) - *Developing adult learners: Strategies for teachers and trainers*. San Francisco: Jossey-Bass Inc., Publishers

Annexture-A: Optionaire

Sr. No.	Optionaire Statement
1	It was clear to me why I needed to participate in learning experience
2	I knew why this learning experience would be beneficial to me
3	I knew this learning experience tapped into my inner drive to learn
4	I knew the knowledge gained in this learning experience can be immediately applied to my life/work
5	I felt that I had control over my learning in learning experience
6	It was clear to me why I needed to collaborate with friends during learning experience
7	I felt this learning experience motivated me
8	I understood how my new learning related to my prior life and work experiences
9	I feel more capable of dealing with life/work problems because of learning experience
10	I felt energized by being involved in learning experience
11	I felt responsible for my own learning in learning experience
12	I feel this material will assist me in resolving a life/work problem
13	I feel My life and work experiences were a regular part of the learning experience
14	I felt learning experience motivated me to think more
15	I felt the purpose of this learning experience was made clear to me
16	The facilitator/instructor did all of the planning for my learning
17	I felt facilitator used pedagogical method was suitable for my learning style
18	I feel this material will motivate me to learn more
19	I understood why the learning methods were right for me

Cite This Article:

****Dr. Nagina S. Mali, **Dr. Supriya K. Patil, ***Prof.(Dr.) Pratibha S. Patankar, ****Dr. Vidyanand S. Khandagale (2022). Androgogical Thinking Process of Post Graduate Students with Reference to Learning Experiences, Educreator Research Journal, Volume-IX, Special Issue - I, Nov -Dec 2022, 126-131.***