
University Teachers Perception about Androgogy

Dr.Umar Khitab

Subject Specialist in Chemistry. Education Department ,KPK. Pakistan

Email: umarkhitab.dr@gmail.com

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ABTSTRACT

At University level learning is normally considered as separate domain. Where adults believe on their experiences to get knowledge but still they have special needs as learner. One of their greater needs is a university teacher who keep them on the right track. Therefore, the aim of this qualitative study was to find out the perception of university teachers who had more than 10 years experience and well understanding in androgogical theories and pratices. 20 universirty teachers from four universities ie, University of Malakand, Abaseen University, Qurtaba University and AbdulWali khan University, were selected. Structured Interview procole comprising nine questions were emailed to them. The asked question were based on Role play method, Connections field experiences, Self directed in their learning, Willing to learning, Environment, Risking of mutual learning, Critically thinking, Share learning and New ideas. Results showed that university teachers shared their own androgogical experiences, perception and principals. Many themes have been merged and these mergers have led to new androgogical instructional methods. Moreover, on the basis of these conceptions androgogical model was developed. This study not only assists the newly appointed university teachers to excel posively change but also the college teachers to keep their students on the right track on teaching and learning process.

INTRODUCTION

In all subjects taught in universities , professors and students place a strong emphasis on the adult education. At this level the genuineness of andragogy boosts the involvement of learners at this stage. As it mentioned by Robinson (2002), explains, the informality of andragogy inspires any adult learner's involvement in their learning experiences. This not only encompasses the adult learner's involvement but also clarifies the dimentions of experiences. Hence the artistic side of andragogy can appropriation all the thoughts and ideas of a silent knower, as well as a deer talking in the wood" (p. 7).

To escalate the learning capability, confidency and competency of the adult learners, the faculty members requisite the needs and exceptional characteristics of the students and it will be the ultimate responsibility of learning institutions to provide all the resources and other facilities to

adult learners.. and this will surely increase the learning capacity of the adult learners.

No one denies the fact that majority of the adults seek higher education. They have crossed many stages to reach this level. They have reached here after going through many experiences.

They will find more opportunities to make futher improvements in their learning using their prior experiences Therefore, the position of the university teachers become more important and vital to keep their students on the right track to enhance their higher education in smart way. Depending on the subjects, college and universities teachers use different androgogical instructional methods and teaching learning process. As described ealier by Palis and Quiros (2014), andragogical methods that were originated to delivery lectures were convenient, beneficial, and reinforces more adult learning experiences. Adults

learner's already existing experiences in classroom setting offer them more unique experiences and provide opportunities to make and manipulate their program effectively.

LITERATURE REVIEW

Androgogy is a complex construct and that is the reason that it does not have specific or universal definition can be found. But still many researchers have come up with strong definitions that have cleared the picture of Androgogy. Savicevic (1999) conceptualizes Androgogy, which is considered as a scientific discipline that deals with all the problems relating to teaching learning process in all of its strategies, philosophies and terminologies. Andragogy is considered to be the arts and science that supports the learning of adults in contrast to pedagogy that is specific for teaching learning process of children. Similarly, Johnson (2000) contemplates androgogy as an approach that prominence generally on the essentials of the adult learners in every aspect of their life. Largely Androgogy is an approach used in adult education that leads to self-actualization as well as gaining experience, and problem-solving.

Many researchers have described the objectives of andragogy as Suprijanto (2007), mentioned the objectives of androgogy as ;

- (1) to nurture self- confidence and hopefulness;
- (2) to provide skill and competence
- (3) to provide the ability to accept or disapprove something based on their ethics, values and allocation.

Many researchers have limited andragogy to definition and conceptualize it as potential function that influences the authenticity. Such as Henschke (2003) and Reischmann (2003) do not believe on mere definition of androgogy but also includes the approaching and the hidden processes that affect the resulting reality.:

- to challenge outside (demand for a respected discipline),
- To challenge inside (challenging the colleagues to keep their functions and understanding clean and clear.)
- To stand up to a self-confident academic identity.

APPROCHES / MODELS OF ANDROGOGY

A strong discipline and a potential source of attractiveness is not the end point and the ultimate task to itself. Many androgogical instructional methods and models have been employed. The best model and approach in this regard were introduced by Knowles in the 1970s. and it is no secret that the Knowles approach is still prevalent and is used widely by educators. For these approaches are needed. Sang (2010), has mentioned the work of Knowles, (1970). He is of the opinion that Knowles (1970) accepted method addresses the ultimate requirements for the adult learners education. Andragogy is based upon six assumptions: (a) readiness to learn (b) self-directedness, (c) practice of experience in learning, (d) need to know, (e) orientation to learning, and (f) internal motivation. Other researchers such as Forrest and Peterson (2006), Merriam, Caffarella, and Baumgartner (2007) and Malik (2016), have cited Knowles' six major assumptions on andragogy.

1. Self-Concept: Adult learners are self-directed, independent, and self-regulating.
2. Role of Experience: The adults gain new knowledge from first hand and daily life experiences.
3. Readiness to Learn: The adults need to acquire the knowledge that is necessary for them. They make themselves available to acquire. And always keep themselves prepared for the needed knowledge
4. Orientation to Learning: Adults acquire

knowldge for immediate applications rather than for future uses. Hence learning orientation is life –focus and problem centere learning .

5. Internal Motivation: Internal motivation is very important for any knoeledge. For Adults learning internal motivation is more than external. Therefore, adult learning is abundant

6. Need to Know: Adults have the quality of acquiring knowledge that is why they require to acquire knowledge.

Suprijanto (2007) mentioned the following things about Andragogy :

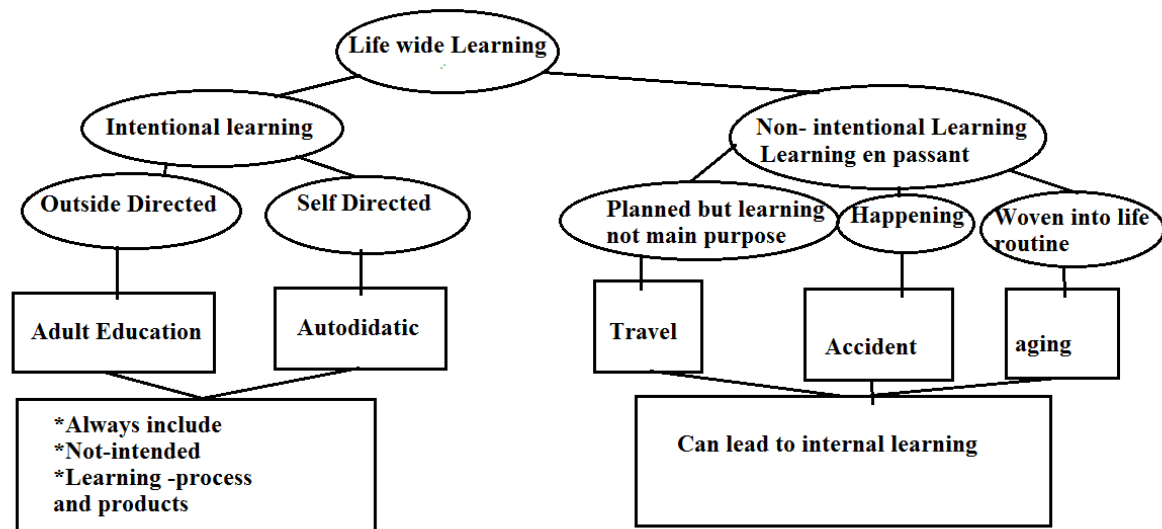
- (1) Andragogy learning approach: This approach is non-threatening and is flexible and provides security. Adult learning mostly focuses on formulating standard behavior through which he finds discoveries and at the same time find the meaning of standard behavior. Therefore,

the learning technique should be related to the day to day life problems.

- (2) The extent of adult learning: In the real sence of life, Anragogy refers to exploring new things . Therefore, to focus on real life in adult learning , it is important to provide a good work environment for it. This learning will be useful only when it is linked to the needs of the learner;s real life.

- (3) The objectives of adult learning: in general, The ultimate objective of adult learning is that the understands his responsibility and role in society.

Other authers such as (Savicevic, 1999, p. 97). Reischmann (2003) presented the model of Andragogy in the true sense opens up new field of larger education and also defines its autodidactic learning



Brookfield, (1986) has his concept about andragogy. The researcher presented important key for the success for the adult learners.

- * All activities should be tailored to the learner;s interests and needs
- * The learning management should be connected to the true and real life situations of the

learners.

- * Learning method is experience analysis
- * Individual differences among learners,

Literature review shows that much work has been done on Andragogy as a decipline. But still there is a huge gap present. Futher work is needed to develop a model that is usefull in adult learning for

their academic performance.. Therefore , the present study the researcher has tried his best to find out the university teacher perception about androgogy and then on the basis of their perception an Androgogical model was developed.

OBJECTIVES

- 1) To find out the perceptions of the university students about Androgogy
- 2) To develop the Androgogical model conducive for adult learning

SIGNIFICANCE

The results of this research contributes improvement of adult learning in higher education particularly at university level. The results may provide some freedom for students to creatively design their authentic active learning, confidence and be accountable for their own learning. This androgogical approach / model will be helpful for the new appointed university teachers for their smooth and effective adult learning.

METHOLOGY

This was a qualitative study and data was drawn from university teachers who had more than 10 years experience and well understanding in androgogical theories and practices. 20 university teachers from four universities ie, University of Malakand, Abaseen University, Qurtaba University and AbdulWali khan University, were selected. Structured Interview procole comprising nine questions were emailed to them. The description of the participants and their perceptions about androgogy provided insight into them. A number of themes were peppered in for the use and value of the androgogical model.

FINDING AND DISCUSSION

Tabulated all the information obtained from the university teachers and then interviews were

analyzed . All the information obtained through interviews were recorded and fully transcribed, raw qualitative data was used for further analysis. Subjected all the transcripts to content analysis , in which content was coded, matched, graded, and then analyzed the themes for emerging. .Thematic analysis of the qualitative data is given as ;

Theme 1: Role Play Method

learning is a process that involves acquiring of knowledge. This knowledge is gained by social and peer-to-peer i.e. student-student interaction (Hurst et al., 2013). For example, the 'VARK' model of four modes of learning (visual, auditory, reading and kinaesthetic) details how students learn in classrooms (Hawk and Shah, 2007). Students to participate actively in the classroom is role play (Chan, 2012), a learning technique allowing students to act out adopted roles in simulations of real-life situations. In this study several participants discussed Role play as a powerful method for turning knowledge into action. Mr. Itbar said, as a university teacher I will ask my students to perform what they have learned in the class and then ask their experiences. Mr. Asfandiyar said, I will discuss and reflect particular roles in the terms of their own experiences.

Theme 2: Connections with field experiences.

Suprijanto (2007) proposed that the learning technique should match with the real life problems and focus on them.. this makes it clear that the tutor's experience on the content of book is very critical.. Mr. Khan said, I relate the lesson to their real life or send for field experience. Similarly, Mr. Fida said, I will relate the taught topic to real life according to the students' experiences.

Theme 3: Self direction in adult learning

Adult learners are self-directed, autonomous, and independent (Knowel-1980). Andragogy is important for self directing learning in today's era. (Merriam .2002). A university teacher Mr. Mazahar

mentioned, I will support scholars to be self directed in their learning by assigning work, asking for reading, giving task and then help. Mr. fida mentined three point ie, to solve problem, to develop presentation and to write an assignments.

Theme 4: Willing to learning/ Readiness to learning

Readiness is the fundamental element for adult learnin as it id stated by(Knowel-1980) that university students must be ready for learning what they believe and need to identify. In the present study that what kind of assignment helps students to make them willing to learning, Mr. shah and some teachers mentioned, It depends upon the content/learning objectives while others emphasized on Reflection , Motivation to Read.and critical thinking. Assignments help teachers to measure whether our students are ready learn and what teachers want them to learn.DR. Ramim and Dr. Fozia said. What do your students already know, and what can they do when they enter your class? Prof. Ajmal said.

Theme 5: Environment fur the students' performance in the class

Dr. Itbar mentioned, Cooperative learning environment where the students can interact, second, when the class meets the basic requirements for the specific learning. All thes make to improve the performance of students and help them in solving the problems. Mr. Kashif an others are of the opinion that friendly and interactive environment is required. They mentioned some characteristics of environment conducive to learning.(1) Flexibility (2) Facilities under one roof (3) Facilities must be according to the developed curriculum (4) Openness (5) Access to resorces

Theme 6: Inquiry of risking of mutual learning

Majority of the university teacher underlined to ask students for their opinions, personal experience

and let them discover while Dr. Ramim and Dr. Fida and others stressed on group activities focusing on the discovery to formulate standeerd behaviors. This support the statement of Suprijanto (2007), Adult learning focuses more on discovery and exploring its meaning to formulate standard behaviour. Therefore, the learning technique should focus on making the learning in harmony with real-life problems. In this case androgogical instructional method is more important, specially for university teachers

Theme 7: Generalition of knowledge and to think critically

Critical thinking is more important adult learners. Because in critical thinking learners give and listen to others arguments and the decided what are wrong and what are correct, Professor Sani mentioned, students must be asked for practical use, whie Dr. Ramim stressed on asked for group activities asking question. Dr. Wajeeh mentioned, the critical thinking of the students can be indreased by practice. And investigating evidences. The students are not allowed only to solve the problem but let them with innovation and groundbreaking ideas to do so. Critical thinking allows us to analyze these ideas and adjust them accordingly. This supports the statement of Emir (2009), students must be taught how and what to learn. should show the way to students about what and how to learn. Studnts must evaluate what they have learned in their learning, how they have enhanced their they critical abilities.

Theme 8: Sharing of learning in the class

.All respondents reckoned that Presentation, assignments, discussions are conducieve to encourage the students to share learning in the class knowledge in the class.

Theme 9: Provide new ideas to students

To provid new ideas to the student, most of the university teachers use old technique of brain

storming. According to them this technique generate new ideas. This techniques develop framework of new work and original thoughts. Professors should adopt brain sketching method for the adult learning to solve the specific problems. According to Bani (2006), brainstorming helps to generate big ideas and thought therefore, those ideas must be nurtured and there must be selectin that is most suitable and important in the term of originality

ANDROGOGICAL APPROAH AND MODEL

On the bases of review literature and the present teachers perceptions based on their experience in teaching to adult learners new approach along with model was developed. This model,on the learning implementation, was proven effectively the adult learning with the justification by asking the teachers to answer those questions which they had observed and implemented for 10 years or more in their respective departments



Androgogical Wagon wheel Model

Brief Discussion on Androgogical Model

- **Role Play Method;**- putting knowledge into action, perform what students have learned in the class , asking and reckinig students experiences, reflect particular roles,

- **Connections with field experiences;**- relates the lesson to the students real life,
- **Self direction in adult learning;**- help students to be self taught by assigning work, asking for reading, giving task to solve problem,

and to develop presentation

- **Willing to learning;-** Reflection , Motivation to Read, Critical thinking, Phonological Awareness and Assignments that help teachers to measure whether our students are ready to learn and what teachers want them to learn
- **Environment fur the students' performance in the class;-** students interaction, basic requirements for the specific learning. Flexibility, Facilities under one roof, developed curriculum , Openness and Acess to resources
- **Inquiry of risking of mutual learning;-** ask students for their opinions, personal experience and let them discover, group activities focusing on the discovery to formulate standeerd behaviors.
- **Generalition of knowledge and to think critically;-** critical thinking learners, group activities, investigating evidences, production of innovation and groundbreaking ideas
- **Sharing of learning in the class;-** Presentation, assignments and group discussion.
- **Provide new ideas to students[;** brain storming technique. to generate new ideas, develop framework of new work and original thoughts

CONCLUSION

From the responses of the university teachers the maim theme of Androgogical approache was developed .This approach will certainly support the andragogical instructional method specially at university level. It will be beneficial and cherished if learners are given more times and more opportunities.. The findings of this study justifies that adult learners must not be passive to gain to construct their own knowledge having the sense of learning and teachers must not be passive to transfer knowledge. Moreover, qualitative analysis authenticates that the developed andragogy model could increase the learning inspiration of the adult learners according to the environment and

resouces provided to them. This model , on the learning implementation, is expected to increase the learning motivation on the part of oth teachers and adult learners effectively.

INTERVIEW QUESTIONS

1. Role play is a powerful method for turning knowledge into action. How would you use learner previos experience to explore their emotional state and response.
2. How do you help students to catch the acquaintances with field experiences ?
3. How do you help students become self directed in their learning?
4. What kind of assignment helps students to make them willing to learning?
5. What type of environment makes learning environment in the class to solve problems with full cocentartation?.
6. How do you encourage your students to be devoted and committed to inquiry of mutual learning?
7. How do you help students to generalize knowledge and to think critically?
8. How would you encourage the students to share learning in your class ?
9. How do you provide new ideas to your students?

LIMITAIONS OF THIS STUDY

This study was confined to the universities teachers while at colleges level there is also self-directed learning. Secondly. Teachers of medical and engineering universities were not included in this study, therefore the reseacher considers that this sudy could not covered the whole population

Reccomendations

- Androgogy is the teaching strategies for adults where certain commonds, funtions and operations are used .therefore, universities teachers must use this

developed androgical model to keep their students on right track .

- Since adults are self-directed but instructional methods are very important for proffessors , therefore , it is recommended that the stack holders must arrange the refreshers courses for

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