

## A Comparative study on Adult Learning: Andragogy

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### Abstract:

*Andragogy deals with the learning and teaching of an adult which is an emerging trend in the education system. The principles of adult learning depends on the underpinning theoretical framework for the adult learning. The present study deals with the comparative study of the self-directed learning for an adult involving the online learning as well as responsible conduct of research. This paper presents the principles of andragogy and also cover the recommendations for educators to reflect when planning research ethics education students. The main goal of the paper is to resonate the learning of adult and make it much more in use for the proper education guidance and most importantly the lifelong learning.*

**Keywords:** *Andragogy, Theoretical Framework, Self-directed learning, ethics*

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## Introduction

The teaching of an adults or we called as andragogy is one of the significant factor for both the social and economic reality. Malcolm Knowles in 1968 proposed a new technology of adult learning so as to distinguish from the pre-adult schooling. He basically coined the andragogy as the art and science of the helping adults learn and hence it became the supporting point for the one who those trying to define the field of adult education as different from the other type of education. Andragogy is defined as an art and science which help the adults to learn. It believe on the theory that an individual develops psychologically at the point of accomplish the self-respect of the necessary self-direction.

As per as the criticism of the andragogical theory right to support the theory assumptions lacks empirical evidence. It also failed as it also not insure the fundamental theory of the knowledge and the challenges that the adult learning exactly differs from child learning or not. The concept of andragogy is termed as the system of concepts as educational and theory which influence with the assumption that are evident (Chinnasamy, 2013)

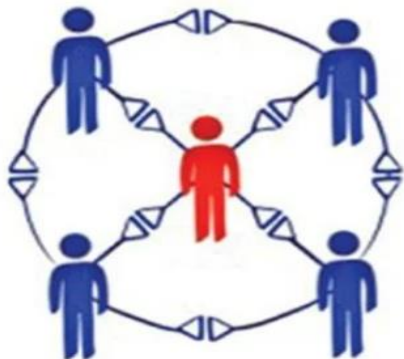


Figure 1. Representation of Andragogy

## Assumptions of Andragogy

- The self-concept that transfers from maintaining a dependent person to be a self-directed person.
- The Experience which help to grow into a resource for the additional learning.
- The increasing motivation so as to learn the process which became internalized.
- Also help to increased readiness to intertwined, learn and with the learner's social roles.

- An orientation to the learning as one of eth perceptive that grows and changes.
- Requirement to understand the need to know something for the knowledge.

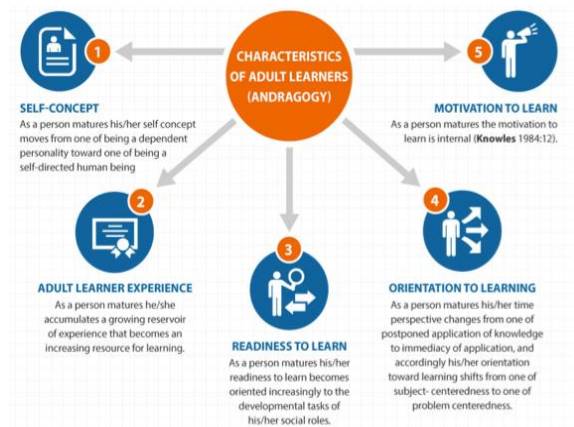


Figure 2. Assumptions of Andragogy

## Principles of Andragogy

- The adult needs to be involved in the evaluation and planning of their own instruction
- The experiences including mistakes is helpful for the learning activities.
- Adults are mostly interested towards leaning subjects that consider the instant relevance and impact to their professional and personal life.
- The learning of adult is problem centered rather than content-oriented.

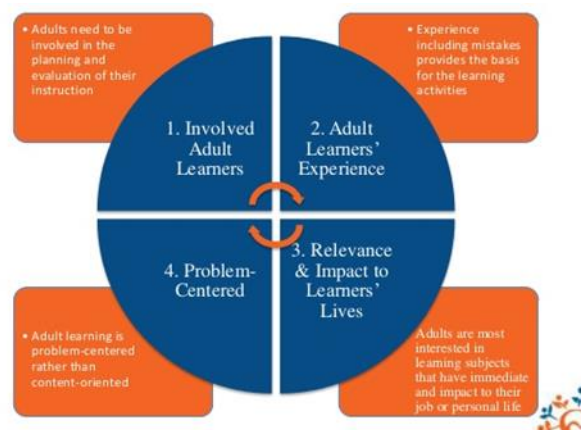


Figure 3. Principles of Andragogy

## Review of Literature

**Knight, Steinbach and Hop (2012)** covers the education as well as informing science research to develop a conceptual model which will help in assisting professors and students of university for the identification and overcoming barriers information. The conceptual scheme used for the information of main andragogical learning which is likely to be presented for the application in informing realms, internal and external education. Hence within this level it specify how the education research can be observed from an informing science perspective. The major goal of the paper was to convert both the education and informing science research so as to develop and formed a conceptual model.

**Noor, Harun and Aris (2012)** represent the investigation of the pedagogical and andragogical orientation which was preferred by the undergraduate student in Higher Institution in Malaysia. For the data collection, the questionnaire were distributed among the students and validate the data by qualitative data from interview which was gathered to be triangulated. The integration of both the learning orientation preferences should be used in the classroom learning as well as the development of an online learning application.

**Chinnasamy (2013)** stated about the adult learning and the self-directed learning system which became famous in the western countries like UK. This paper basically challenges towards the recommendations of the mentoring program which was very nicely started by the London Fire Brigade (LFB). Hence the paper focus on the mentoring of new operational staff which became the firefighter collectively plays an important role in the London Fire Brigade. Conclusively the paper deals with the application of andragogical theory so as to maintain and monitor the methodology for enhancing the process of learning and teaching. The research focused on the organizational needs as training the adults where include the effective learning process of a teacher with the knowledge of both technical and interpersonal skills.

**Motlhabane and Dichaba (2013)** stated about the practical work which became challenging for the teachers especially if it is going to be represented in the classroom. The paper develop and explore of teacher service act as a learner model practical work in school labs. The main role of experience in education of adult considered as the point contact between the adult learning and constructivism. The study covers the theory of andragogy and its application. The paper pens down after showing the role modelling which can helpful in supporting the development of professional teachers. The modeling practical session accordingly

the andragogy from the school learners and the practical exposure that can conclusively help in the teaching and learning strategy.

**Nebeker (2014)** discussed about the training which is delivered as responsible conduct of research (RCR) useful for the selection of trainees supported by federal funds. The instructor of RCR discourse the standards and accepted for the practicing for the planning conduct and the reporting of the academic research. The paper focus on the principles of the andragogy and provide the recommendations for the educators and to consider the designing research ethics for the education for the graduate students looking for the cross sector science career. The paper studies about the principles that help in resonating with that of the adult learning and the incorporating strategy that help in self-direction and learning for the lifetime. The techniques used to help the student in the collaborative solving of problem and the conversation of realistic and relevant ethical work dimension.

**Chametzky (2014)** pen down by highlighting the attention towards beliefs of online learning i.e. andragogy and learning engagement. The discussed foundational principles help them to evaluate the numerous techniques which help online learners gave the often stressful environment. This interaction and dialogue develop learners with the higher-order cognitive skills, grow as an individual and critical practice thinking.

**Blackley and Sheffield (2015)** discussed about the adult learning i.e. andragogy and improve a new concept which depend upon the analysis of the skills and disposition of the 21<sup>st</sup> century learners in starting teacher education with the lens of adult education i.e. digital andragogy. Here discuss the key components of digital andragogy which is enacted in the POC project later constitute the foundation of the next iteration. They enlist as chunking of tasks and content, master classes for the key content delivery as well as collaboration opportunities, workshops related with assessment task and technical support and finally the informative and personalized feedback to the students.

**Ekoto and Gaikwad (2015)** considered the andragogy i.e. adult learning as emerging trend for the learning framework because of the increase in their popularity in the past decades. They discussed about the research on the andragogy which is now more exploratory and according to Lynda Swanson Wilson tested and designed the Adult Learning Principles Design Elements Questionnaire (ALPDEQ) which covers the six principles of andragogy and almost eight processes of andragogy. This paper efforts to discover the applicability of andragogy by challenging or testing its principles involving self-developed Perception,

experiences, and Learning satisfaction of Knowledge Andragogical Theory Questionnaire (PELSKATQ) on the graduate students (91 students) with multiple disciplines and the program involved is Masters and Phd.

## Conclusion

The present study focus on the study on andragogy as a learning process which is helpful in empowering the student to take the responsibilities for the ongoing learning which is self-directed and lifelong. The

objective is to make it popular in an educational as well as training process so as to develop the working of student more efficient and interesting. The paper covers the numerous modelling that assist in the learning of an adult by the presenting lessons, strategies used for learning etc. Hence the conclusion is done on the basis of improving the teaching and learning strategies so as to empower the learning of adult in precise manner.

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