



ANDRAGOGY AND TEACHER EDUCATION PROGRAMME

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A good nation depends on good teachers and good students. As it is known that good teachers can be prepared through a well designed teacher education programme, the teacher education programme should be well planned. The students in the teacher education programmes are basically adult learners. Thus, the programme needs to take care of the theory of adult learning (Andragogy). This paper deals with andragogy and suggestion to modify the transaction process of teacher education programme.

The notion of andragogy has been found around for nearly two centuries. It became particularly popular in North America and Britain as a way of describing adult learning through the work of Malcolm Knowles. The term **andragogy** can be supposedly equivalent to the term pedagogy. Andragogy in Greek means man-leading in comparison to pedagogy, which in Greek means child-leading. However, it should be noted that the term pedagogy has been used since the Ancient Greek times, while Alexander Kapp, a German educator, first used the term **andragogy** in 1833. When adult education first became popular in the early 1900s, it was assumed that the same methods and techniques used to teach children could also be applied to adults.

Pillars of adult learning:

Adult learning is mainly based on five pillars. These are

- A maturing self Concept
- Large range of experience
- Readiness to learn
- Practical orientation of learning
- Intrinsic motivation to learn

Andragogical Principles:

In 1984, Knowles suggested **4 principles** which could be expanded and applied to adult learning:

- Adults need to be involved in the planning and evaluation of their instruction.
- Adults bring life experiences and knowledge to learning experiences, experience (including mistakes) provides the basis for the learning activities.
- Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.
- Adult learning is problem-centered rather than content-oriented.
- Adults are internally motivated and self-directed
- Adults are goal oriented
- Adults are relevancy oriented
- Adults are practical
- Adult learners like to be respected. (Kearsley, 2010)

From this it is clear that Adult learners are self directed, internally motivated, vocation oriented and having multiple responsibilities.

Reviews on teacher education programme and andragogy:

Kinta Mohammed¹, Aliyu Mohammed¹, John Along Yahaya¹, Abubakar Mohammed Layi¹, Aliyu Tanko¹, Samaila B. Mohammed¹, Ukaegbu Jacqueline Brown¹, Bulus Gloria Boma¹, Arowolo Jacob Gbemiga and Andrew Ibrahim, (2018), **Andragogy and Effective Teacher Education in Colleges of Education in North Central Nigeria: An Overview**

The general goal of this study was to explore andragogy and the effectiveness of teacher education for adequate teaching and learning in the North Central zone of Nigeria. Knowles' assumptions on characteristics and principles applicable to adult learners were explored. Three research questions and one hypothesis were each answered and tested respectively. The study adopted a survey design and targeted lecturers and students at colleges of education in the North Central zone of Nigeria, with 160 and 240 respondents from federal and state institutions respectively. Two instruments were validated ($ALQ = .635$; $LQ = .573$) and used to generate data. The data generated were analysed. Results showed that colleges of education in the North Central zone of Nigeria harnessed the characteristics of adult learners at an equal level; both lecturers and students subscribed adequately to teaching and learning in colleges of education, irrespective of their sex, and lecturers complied with the principles of andragogy. It was concluded that to raise students' achievement, classrooms

in colleges of education would require skilled staff who could adopt an andragogical approach. It was thus recommended that: learners in colleges of education are given a brochure at registration; instructors at colleges should adopt andragogy as their medium of instruction and college management should coordinate the sensitisation of lecturers and students on andragogical requirements concomitantly

James A. Gregson Patricia A. Sturko, (2007), **Teachers as Adult Learners:**

Re-conceptualizing Professional Development,

This case study examined a professional development experience that was facilitated for career and technical education teachers to help foster the integration of academics and career and technical education. Unlike most professional development experiences that treat teachers as passive learners, this professional development experience was designed to reflect principles of adult learning. The findings of this study suggest that when principles of adult learning inform and shape professional development experiences for teachers, teachers are able to reflect on their practice, construct professional knowledge with their peers, and develop more collaborative relationships with their fellow teachers. The examined professional development experience was deemed as highly effective by the participants and the participants recommended that principles of adult learning be foundational to all future professional development efforts.

Sang Chan, (2010),

Journal of Adult Education Volume 39, Number 2, 2010 Applications of Andragogy in Multi-Disciplined Teaching and Learning,

Arguments regarding the distinction between child and adult learning have existed for decades. Pedagogy has a long tradition of providing educational guidance in which there is little differentiation between child and adult education. The two groups of learners are assumed to learn under the same philosophy. Conversely, andragogy, advanced by Malcolm Knowles in the 1970s, is a well-known approach to address the distinct needs of adult learners. Knowles' concept of andragogy has been widely adopted by educators from various disciplines around the world. Andragogy is based upon six assumptions: (a) self-directedness, (b) need to know, (c) use of experience in learning, (d) readiness to learn, (e) orientation to learning, and (f) internal motivation. This paper presented a synthesis of research that discussed the applications of Knowles' andragogy in different settings and found a positive result.

Thus, it is found that the principle of adult learning can be applied in making a teacher education programme effective.

Transaction of teacher education programme:

To make teacher education programme more effective and successful few points should be implemented in the programme as it is known that they are adult learners.

- They should be involved in planning and designing curriculum transaction
- Mostly learner centered methods such as project method, experiential learning method, cooperative learning method, discussion method etc should be adopted while transacting the syllabus.
- There should be two-way communication, i.e. teacher should not be always at teaching mode and giving end.
- More scope for individual as well as collaborative learning should be there.
- There should be active involvement in learning, passive listening should be avoided as it is proved that where students and instructors interact and dialogue, where students try out new ideas in the workplace, where exercises and experiences are used to bolster facts and theory, adults grow more.
- The learning should be self-directed.
- More of the learning should be skill oriented and job specific.
- Less of theory should be there.
- The learning environment should be very conducive and friendly.
- More of practical sessions should be included.
- They should be accepted and respected as where faculty treats adult students as peers-accepted and respected as intelligent experienced adults, the learning is more successful.
- Intellectual freedom, experimentation and creativity should be encouraged.
- Individual pace should be respected keeping in view the group pace as both the extremes are harmful.
- Regular feedback mechanism to improve the teaching-learning situation is necessary.

If these few suggestions could be implemented, definitely the students would be actively involved in teaching learning process and the aim of getting good teachers would be achieved.

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