

# A Study of Andragogical and Pedagogical Orientations of Student Teachers of B.Ed. Programme

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**Abstract:** The present study investigated the educational orientations (i.e., andragogic or pedagogic) of student teachers' and teacher educators of Guru Gobind Singh Indraprastha University (Delhi), Maharshi Dayanand University (Rohtak, Haryana) and Chaudhary Charan Singh University (Uttar Pradesh). The study was delimited to the investigation of educational orientations of student teachers' and teacher educators of B.Ed. (Bachelors of Education) programme only. The study employs mixed methodology (both quantitative and qualitative) research design based on Sequential Explanatory design. Data was collected through questionnaire and interview schedules. The findings of the study showed that student teachers of B.Ed. programme have andragogic orientation,

**Key Terms:** Educational Orientation; Andragogy; Pedagogy; Teacher Education; Student Teacher.

## I. INTRODUCTION

*"I never teach my pupils. I only attempt to provide the conditions in which they can learn." - Albert Einstein*

These words of Sir Albert Einstein best describe the teacher who supports learner centered methods of teaching. But such methods are not suitable for every student and for all the ages. Some learners need to be directed whereas some are self-directed; some need external motivation to learn, whereas some are internally motivated to learn; some are made ready to learn whereas some are self-determined to learn. In short, some prefer pedagogical educational orientations whereas some prefer andragogical educational orientations. But the difficulty arises when pedagogical methods and practices are applied in part or in whole to situations that require andragogical dynamics.

The current research has been developed on the similar problem. The research is based on the strong opinion that learning among student teachers as adult learners is best achieved when learning is made relevant, when their opinions, views and experiences are considered; and when learning is geared towards meeting their physical, intellectual, psychological, social and emotional needs; and they are treated with respect. It is the objective of current research to investigate whether this premise guides teacher education practices in colleges of education. The research seeks to explore the educational orientations of student teachers in the colleges of education.

## II. RATIONALE OF THE STUDY

The research is based on the assumption that *"The way an adult learns is different from the way a child learns"*. Student in B.Ed. Programme of Teacher Education Institutes (TEIs) are usually adults who have passed their graduations or post graduations and are usually above 19 years of age. According to Indian Majority Act 1875, a person attains majority when he/she attains the age of 18 years. At this age, they bring with them various learning needs and their instructional process must emphasize helping the students to become more self-directed learners. The current research aims to find out the educational orientations preferred by the students at this age. And by doing so it will investigate how student teachers experience the learning and teaching process as carried out by the educators.

## III. OBJECTIVE

To find out the educational orientation of student teachers in the teacher education institutions.

## IV. HYPOTHESES

There is no significant difference between andragogic and pedagogic orientations of the student teachers in the teacher education institutions.

## V. RESEARCH METHODOLOGY

The present study employs mixed methodology (both quantitative and qualitative) research design based on Sequential Explanatory design.

### 5.1. Sample

The study population in this study are 600 Student teachers from three universities namely Guru Gobind Singh Indraprastha University (New Delhi); Maharshi Dayanand University (Rohtak, Haryana); and Chaudhary Charan Singh University (Uttar Pradesh). The sample has been drawn from three universities via multistage random sampling technique.

### 5.2. Data Collection tool

A questionnaire developed by Md. Noor & others from University of Technology; Malaysia was used for data collection. The permission to use it was sought from the author via email. The instrument consists of 48 items to investigate the andragogy or pedagogy orientation preferred by the student's teacher'. The items in the instrument are based on Knowles (1998) six learners' assumptions by i.e., Learners need to know, Learners Self Concept, Readiness to learn, Role of learners' experience, Learning Orientation and Motivation to learn. Out of 48 items in the instrument, 24 items are purely andragogic and 24 are purely pedagogic. The instrument seeks students' responses on a Likert five-point scale ranging from Totally Agree to Totally Disagree.

Also, a Semi-Structured Interview Schedule aimed to seek follow up information from the Student teachers' was developed by the researcher. There are five questions in the interview schedule that are based on Knowles (1998) six learners' assumptions.

### 5.3. Statistical Technique

For the purpose of this study, t-test (paired and unpaired) and ANOVA has been employed using SPSS (Version 22)

## VI. RESULTS

From the result table 6.1. given underneath, it is clear that the total mean score of Andragogy and Pedagogy were 94.74 and 88.64 respectively when total of all assumptions is obtained. When paired t-test was calculated and t value was found to be 15.52. The p value is less than .05 and .01, therefore null hypothesis was rejected and an alternate hypothesis was accepted. It can be concluded that there exists a statistically significant difference between andragogic and pedagogic orientations.

Hence, it can be concluded that higher mean score of andragogy indicates that student teachers have andragogic orientation rather than pedagogic orientation. They prefer to learn from an adult learner perspective; want to know why something is to be learned; have developed self-concept; want their experiences to be considered while learning; their learning readiness comes from their life events; and have life centred orientation to learning.

The interview of 50% of the sample i.e. 300 student teachers' (249 females and 51 males) were interviewed for the study. The analysis of the interviews is done in thematic manner and is done manually. The theme wise analysis of the interview is given in table 6.2.

Table 6.2. indicates that the student teachers' preferred andragogy over pedagogy in all assumptions except in the assumption of motivation where they were more pedagogic oriented. While analyzing the interviews, some significant responses were also noted and is reported in the analysis underneath in their respective themes.

#### i) Need to Know:

*"So far, I don't find B.Ed. programme of much use."*

*"I don't understand the importance of practical's in B.Ed."*

*"Subjects in B.Ed. is very useful for future life. Like psychology helps in understanding how to deal with the students in classroom."*

*"It is really good that with lesson planning I will be able to enter planned in classroom."*

#### ii) Self-Concept:

*"I study myself but teacher lecture is also important to me. Without her guidance, I can't do much."*

*"I first study from class notes then from books."*

*"Teacher guidelines are important for performing a task."*

*"I study from teacher class notes as well as from various books."*

*"Teacher lecture and class notes are just imitation of books so I prefer reading self from books and internet."*

*"Reading self is more enriching than lecture." "I learn on my own from various sources."*

#### iii) Role of Learner's Experience:

*"I hate when my teacher assign an assignment for which I have to look various sources."*

*"Assignment should be easy and could be find easily from books."*

*"It is exciting and enriching to do an assignment which is something practically related to my subjects."*

*"I like doing projects."*

*"I wish that we could have some fieldwork like M.Ed. students. It is exciting." "Assignments should be practical in nature rather than theoretical."*

#### iv) Readiness for learning:

*"I am pursuing B.Ed. because my friend also did it."*

*"My father wants me to be a teacher."*

*"My previous college teacher advised me to do it."*

*"I am doing B.Ed. because it will help me in my future career."*

*"It will help me in getting a good job and high pay."*

*"I no longer wish to be dependent on my family."*

*"It will increase pay scale in my current job."*

Table 6.1: Result from Questionnaire

S.No	Assumptions	Paired Orientation	Mean	S.D.	df	t-value	p-value	Significance @ 0.05 & 0.01 levels
1.	Need to Know	Andragogy	12.54	2.48	599	15.35	.00	S.D.
		Pedagogy	10.87	2.37				
2.	Self-Concept	Andragogy	17.88	2.91	599	20.45	.00	S.D.
		Pedagogy	14.82	3.20				
3.	Learner Experience	Andragogy	12.34	2.32	599	12.45	.00	S.D.
		Pedagogy	11.04	2.34				
4.	Readiness to Learn	Andragogy	15.98	2.64	599	4.07	.00	S.D.
		Pedagogy	15.15	4.87				
5.	Orientation to Learn	Andragogy	16.15	2.57	599	2.56	.01	S.D.*
		Pedagogy	15.86	2.78				
6.	Motivation	Andragogy	19.84	3.25	599	9.41	.00	S.D.
		Pedagogy	20.89	3.27				
7.	Overall Assumptions	Andragogy	94.72	12.03	599	15.52	.00	S.D.
		Pedagogy	88.64	11.73				

(S.D.= Significant Difference, N.S.= No Significant Difference) (\* indicates significant difference @.01

Table 6.2: Result from Interview Schedule

S.No.	Themes	Sub-themes	Count	Percentage
1.	Need to Know	Andragogy	186	62
		Pedagogy	114	38
2.	Self-Concept	Andragogy	174	58
		Pedagogy	126	42
3.	Role of Learners' Experience	Andragogy	201	67
		Pedagogy	99	33
4.	Readiness to Learn	Andragogy	171	57
		Pedagogy	129	43
5.	Orientation to Learn	Andragogy	162	54
		Pedagogy	138	46
6.	Motivation	Andragogy	93	31
		Pedagogy	207	69

v) **Orientation to learning**

*"She helps in in major extent. I learn from her lectures and her notes. Without her guidance it is not possible for me to learn."*

*"For learning a topic, I first attend teacher lectures and then read from books to get clarity."*

*"Though I attend lectures for attendance but they are not of much use. I learn on my own from various sources."*

*"Learning a topic completely depends upon me. I learn on my own."*

*"I prefer practical learning rather than theoretical. I don't bother scoring in exams, learning comes first to me."*

vi) **Motivation:**

*"I am pursuing B.Ed. so that I can get a job."*

*"B.Ed. is an essential requirement to enter in school teaching." "I am doing B.Ed. to increase my qualification."*

*"No doubt that teaching is a noble profession and I also wish to serve the society."*

*"I have an experience of teaching but pursuing B.Ed. will increase my confidence level."*

*"I would be able to give better quality of life to my kids."*

The results of the interview reports that the student teachers in the dimensions of Need to know, Self-Concept, Role of Learner's experience, Readiness to learn and orientation to learning are andragogic oriented, whereas a difference is seen in the assumption of motivation. They are externally motivated than internally motivated.

#### vii) FINDINGS

The results of the student teachers' survey and interview are similar to each other. The survey concludes that student teachers' are andragogic oriented except on the Knowles assumption of Motivation. The same is reported after student teachers' interview. Thereby, it can be concluded that while teaching student teachers' andragogy principles should be taken into consideration by teacher educators.

#### viii) EDUCATIONAL IMPLICATIONS

- The study has made an attempt to provide existing educational orientation of student teachers' and teacher educators' in TEI's that will help administrators responsible for the planning and formulation of policies of B.Ed. programme.
- The findings of this study will help in bringing fruitful changes in the field of Teacher Education by providing baseline data to in-depth studies.
- The study will help in revising B.Ed. programme so as to include andragogy aspect of teaching and learning.

#### ix) LIMITATIONS OF THE STUDY

- The present study includes sample from only Delhi and NCR region of India due to the constraint of data collection. The study can be replicated at different regions of India, and this would enable better generalisation of the findings.
- The sample of the study is 600 student teachers' which is a very small proportion of the entire population of the same. Therefore, studies with larger sample size are required for appropriate generalisation of the study findings.
- The educational orientations of student teachers' was measured through instrument developed by a researcher of other country. Although tool was pilot tested to fit into Indian teaching learning conditions but still, more such studies are required to accept this tool as a tool for finding out educational orientation of student teachers of B.Ed. programme.
- The study uses semi-structured interview schedule which may lead to incomplete responses.

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