

A Study of Andragogical or Pedagogical Teaching Methods used by Teacher Educators' of TEI's from the Perspective of Student Teachers

Tulika Gupta

Research scholar, University School of Education, Guru Gobind Singh Indraprastha University, Dwarka, New Delhi, India
Email: tulikabansal.gie@gmail.com

Prof. Dhananjay Joshi

Professor, University School of Education, Guru Gobind Singh Indraprastha University, Dwarka, New Delhi

Abstract: The present paper attempts to finding out the teaching methods used by teacher educators from the perspective of student teachers of in B.Ed. programme. A self-developed questionnaire was developed on the basis of Jarvis teaching methods and responses were sought on the Likert five-point scale. The findings of the study reveal that teacher educators uses more of pedagogic methods than the andragogic methods. The study highlights the necessity of periodical planning of in-service training programmes, workshops and Competency based assessment to ensure the use of andragogical oriented approach of instruction.

Key Terms: Teaching Methods; Andragogy; Pedagogy; Teacher Educator; Student Teacher; TEI (Teacher Education Institution).

I. INTRODUCTION

Teaching Methods refers to principles and methods of imparting instructions to the learners in the classroom. They can be classified in various forms but within the premise of this research they are classified as per the classification given by Peter Jarvis (1995) in his book "*Adult and Continuing Education: Theory and Practice*". Jarvis classify teaching methods into three categories namely teacher centered methods, student centered methods and individual student centered methods. He further says that the first method is for children and the remaining two are for adults. For the purpose of this research, we have divided them into pedagogical methods and andragogical methods for the purpose of this study.

II. RATIONALE OF THE STUDY

The research is based on the assumption that "*The way an adult learn 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 emphasis 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 teaching methods used by teacher educators of Teacher Education Institutes (TEI's) from the perception of student teachers of B.Ed. Programme.

IV. HYPOTHESES

There is no significant difference in andragogic and pedagogic teaching methods used by teacher educators'.

V. RESEARCH METHODOLOGY

The present study employs descriptive survey method. The study population under the study is 600 Student teachers from three universities of Delhi NCR 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.

A self-developed questionnaire was used for data collection from student teachers. The questionnaire has a list of total 29 teaching methods, divided in three categories, teacher centered method, learner centered method and individual centered method was prepared as per teaching methods given by Jarvis (1995) in his book "*Adult and Continuing Education: Theory and Practice*". The respondents were asked to record their responses against a continuum of always, sometimes, uncertain, rarely and never. With the instrument, a *teaching method description guide* explaining the meaning of all methods was also prepared which aimed to help the respondent in understanding the methods. The validity of the tool was established via content and face validity; and the reliability of the tool was found via calculating Cronbach alpha to be 0.907

VI.RESULTS & FINDINGS

For the objective of finding out the teaching methods used in B.Ed. programme, a survey from student teachers was obtained. The questionnaire had list of teaching methods broadly classified in two major categories, andragogy and pedagogy. This data helps the research in determining the extent to which the teacher educators’ orientation is andragogic or pedagogic.

Responses from majority of student teachers indicated that the teacher educators used both andragogic and pedagogic methods of teaching. However, the results highlighted the fact that pedagogical methods dominated the teacher educators’ teaching practice in B.Ed. programme.

From the table 6.1, it is visible that a significant majority i.e. above three quarter of student teachers responded that Guided Discussion (84%), Controlled Discussion (74.2%), Lecture Discussion (84%), Lecture (83%), Assignment (86.8) and computer assisted learning (79.5%) are the teaching methods that are always used by teacher educators. It should be noted that assignment and computer assisted learning are the andragogic methods and rest four are pedagogic methods.

The methods which are used by teacher educators’ according to large proportion (precisely two third and more) of student teachers’ are Mentoring (70.8%) and Project & Case Studies (67.2%).

Above half but less than two third of the student teachers’ responded that Demonstration (64.3); Mentoring (70.8); and tutorial (53.1%) are the pedagogic methods; whereas Debate (61); Group Discussion (73.8%); Listening and Observing (73.5%); Role play, simulation & Gaming (51.8%); Seminar (58%); Workshop (63.2%); Experiential Learning (59%); Personal Tutorial (52.9%) and Self Directed Learning (63.5%) are the andragogic methods most frequently used by the teacher educators.

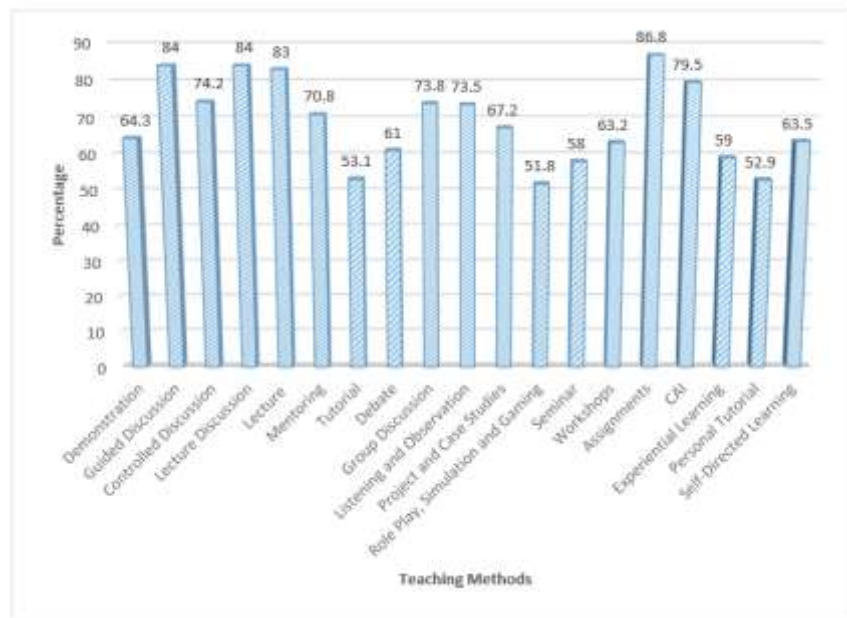


Figure 6.1: Majorly used Teaching Methods in B.Ed. Programme

Fish Bowl (78%) method is the only method which according to more than three fourth of student teachers’ is never or rarely used by teacher educators. Whereas, according to a large proportion of the student teachers, Snow Bowling (68.3%) and Therapy Groups (64.2%) are the teaching methods which are never or rarely used by the teacher educators’. According to more than half of the student teachers Brain Storming (51.7%) and Buzz Group; and according to almost half of the student teachers’ Interview (49.8%) and Visits, tours & field trips (48.5%) are the teaching methods that are never or rarely employed by the teacher educators’.

Table 6.1.: Distribution of Student Teachers’ Responses regarding their Teacher Educators’ Teaching Methods

S.No	Teaching Method	Always/ Sometimes		Uncertain		Rarely/ Never		Total		Mean	S.D.
		Count	%	Count	%	Count	%	Count	%		
Pedagogic Teaching Methods											
1.	Demonstration	386	64.3	14	2.3	200	33.4	600	100	2.76	1.01

2.	Guided discussion	504	84	16	2.6	116	19.4	600	100	3.01	0.94
3.	Controlled discussion	445	74.2	28	4.6	127	21.2	600	100	2.95	1.07
4.	Lecture discussion	504	84	19	3.1	77	12.9	600	100	3.29	0.95
5.	Lecture	498	83	10	1.7	92	15.3	600	100	3.34	0.97
6.	Mentoring	425	70.8	35	5.8	140	23.4	600	100	2.87	1.11
7.	The tutorial	319	53.1	15	2.5	266	44.4	600	100	2.56	1.02
Total of Pedagogic Teaching Methods										2.97	0.06
Andragogic Teaching Methods											
8.	Brain storming	221	43.5	29	4.8	310	51.7	600	100	2.32	1.12
9.	Buzz Groups	244	40.7	33	5.5	323	53.8	600	100	2.24	1.10
10.	Debate	366	61	10	1.7	224	37.3	600	100	2.78	1.01
11.	Fish bowl	80	13.3	52	8.7	468	78	600	100	1.46	0.94
12.	Group Discussion	443	73.8	18	3.0	139	23.2	600	100	3.06	1.01
13.	Interview	273	45.5	28	4.7	299	49.8	600	100	2.41	1.11

S.No	Teaching Method	Always/ Sometimes		Uncertain		Rarely/ Never		Total		Mean	S.D.
		Count	%	Count	%	Count	%	Count	%		
14.	Listening and Observing	441	73.5	23	3.8	136	22.7	600	100	3.02	1.08
15.	Panel	283	47.2	41	6.8	276	46	600	100	2.34	1.14
16.	Project and Case Studies	403	67.2	25	4.2	172	28.6	600	100	2.84	1.07
17.	Role play, simulation and gaming	311	51.8	39	6.5	250	41.7	600	100	2.48	1.17
18.	Seminar	348	58	19	3.2	233	38.8	600	100	2.64	1.01

19.	Snow bowling	140	23.4	50	8.3	410	68.3	600	100	1.79	1.06
20.	Therapy (T) groups	177	29.5	38	6.3	385	64.2	600	100	1.93	1.08
21.	Visits, tours, field trips	277	46.2	32	5.3	291	48.5	600	100	2.39	1.11
22.	Workshops	379	63.2	15	2.5	206	34.3	600	100	2.80	1.05
23.	Assignments	521	86.8	24	4	55	9.2	600	100	3.33	0.97
24.	Computer assisted learning	477	79.5	19	3.2	104	17.3	600	100	3.15	1.02
25.	Contract learning	265	44.2	33	5.5	302	50.3	600	100	2.25	1.12
26.	Experiential learning	354	59	29	4.8	217	36.2	600	100	2.62	1.09
27.	Personalised system of instruction (PSI)	296	49.3	30	5	274	45.7	600	100	2.43	1.17
28.	Personal tutorial	317	52.9	24	4	259	43.1	600	100	2.45	1.13
29.	Self-directed learning	381	63.5	30	5	189	31.5	600	100	2.75	1.14
Total of Andragogic Teaching Methods										2.52	0.06

From the table 6.2, it is clear that there is significant difference between andragogy and pedagogy ($t= 129.90$, $p< .05$, S.D.). Therefore, the null hypothesis is rejected and an alternate hypothesis is accepted. It means that teacher educators' uses more of pedagogic teaching methods ($M= 2.97$) than andragogic teaching methods ($M= 2.52$).

Table 6.2: Results of t-test with respect to Teaching Methods

Teaching Methods	N	Mean	S.D.	Df	t value	p value	Significance @ 0.05 & 0.01 levels
Andragogical Methods	600	2.52	0.06	1198	129.90	0.00	S.D.
Pedagogical Methods	600	2.97	0.06				

VII. DISCUSSION

From the perception of student teachers, it is found that Teacher educators were using more of pedagogic teaching methods than andragogic teaching methods. However, it should be noted that student teachers pursuing B.Ed. programme are adults and need andragogic approach of teaching and learning. Therefore, the study suggests that periodical planning of in-service training programmes. Teacher educators' joining TEI's should be introduced to the principle and use of andragogical approach of teaching and learning through workshops and short courses in first year of joining the college; as the majority of those who are recruited as teacher educators' have never been exposed to this approach. Also, Competency based assessment should be introduced as it would ensure the use of andragogical oriented approach of instruction to some extent. Further, to ensure that teacher educators' use andragogic methods, the quality assessment instrument should include some measures to monitor this. Curriculum of Teacher Educators' training programmes like M.Ed. (Master in Education), M.A. (Master of Arts) in Education etc. should include the andragogical principles. This will ensure training of teacher educators' in andragogical approach.

VIII. 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 B.Ed. 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 teacher educators is investigated from the perception of student teachers. Classroom observations should also be included to get comprehensive picture of educational orientations of teacher educators.

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