Differences between Pedagogical and Andragogical Methods of Teaching and the Preference of Andragogy for the Teaching of Adults

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Abstract
This paper is aimed at highlighting the differences between pedagogy and andragogy as methods of teaching and justifying why andragogy is most suitable in teaching adults. Although pedagogy and andragogy has become popular both within and outside adult education circles, this paper has brought about different opinions of scholars on the topic of discourse and made a position to justify the suitability of andragogy in teaching adults and pedagogy for youth and children. The arguments were based on the characteristic differences that exist between children, youth and adults in their approaches to learning and readiness.
Keywords: Pedagogy and Andragogy

Introduction

Many of the findings from the early researches have been integrated into an adult learning model known as ''Andragogy''. Although the word andragogy was in use as early as 1833, Malcolm Knowles is generally credited with popularizing concept in the United States in the 1970s. Knowles defined andragogy as "the art and science of helping adults learn," which he contrasted with the use of "pedagogy," which he said was originally concerned with helping children learn (as testified to by the etymology of the world). Over time, the use of the word pedagogy became so entwined with instructional design in general that the two have become virtually synonymous. In fact, today most people mean instructional design as a whole when they use the word "pedagogy." According to Knowles, andragogy rests on four crucial assumptions about adult learners and how they differ from child learners. Andragogy assumes that, as people mature their self-concept moves from dependence to self-direction; their growing reservoir of experience begins to serve as a resource for learning; their readiness to learn becomes oriented increasingly toward the developmental tasks of their social roles, and they begin to want to apply what they have learned right away to life's real challenges. Accordingly, their orientation toward learning shifts from one of subject centred to one of problem centred. Many educationists especially those mainly concerned with the teaching of children and youth placed greater emphasis on knowledge of subject matter and learning environment. Their assumption is that once teachers know the subject matter very well and the learning environment is conductive, academic work can take place effectively. To these educationists therefore, method of teaching is a secondary issue, as far as learning is concerned. Learners can be taught using any type of teaching method the teachers so wish to adopt.

Choice of the method of teaching is the discretion of teachers, they choose whatever methods of teaching they so desire, provided it is one of the standardised methods that could be possible with youth and even adolescent learners, but it is possible with adult learners. Adult learners are fundamentally different from youth learners and as such require different methods and approach. In contrast therefore, the choice of methodology in teaching adults is such an important affair that it was not left to the discretion of the facilitators. From the very beginning, facilitators should be made to understand that they should not contemplate the use of pedagogical methods such as play way method, or else whom will they ask to play or sing? They should not dare attempt that. They should teach adult learners using methods and techniques that will confer on them their earned and valuable dignities. They should treat their adult participants with every respect and honour. Techniques such as seminar, workshop, symposium, group discussions, forum demonstration etc. can enable adults learn effectively without any attack or damage on their personality. For the sake of charity it is pertinent to discuss the two different methods of teaching separately, that is, pedagogy and andragogy.

Conceptual Clarification:

The Concept Pedagogy

The histories of pedagogy and andragogy are both interesting and complex. Pedagogy evolved in the monastic schools of Europe between the 7th and 12th centuries. The term is derived from the Greek words ''paid'' meaning "child" and agogus meaning "leader of." Thus pedagogy literally means leader of a child. In this sense therefore, it can be seen as the art and science of teaching children (Knowles, 1973). Turn of the 20th century, they limited their research mostly to the reactions of children and animals to systematic instruction. This reinforced the

pedagogical model (Knowles, 1980). In the early 1920s when adult education began to be organized systematically, the teachers of adults found some problems with the pedagogical model. One was that pedagogy was based on the premise that the purpose of education was the transmittal of knowledge and skills. Adult learners seemed to feel this was insufficient and frequently resisted teaching strategies that pedagogy prescribed, such as lectures, assigned readings, drills, quizzes, note memorizing and examinations. Dropout rates were high among adults because they see these as impediments to their learning. Teachers also noted that many of the assumptions about the characteristics of learners in the pedagogic model did not fit their adult students (Knowles, 1980).

The term andragogy was coined in 1833 by the German Pedagogical assumptions made about learning and learners were based on observations by the monks in teaching simple skills to children. These assumptions were further adopted and reinforced with the spread of elementary schools throughout Europe and North America in the 18th and 19th centuries. When educational psychologists started scientifically studying learning around refers to all teaching methods designed and adopted for teaching youth and adolescents (Oduaran, 1996). It is the type of method that consider a learner as student and facilitator and that it is the teachers who determine what the learner should learn, this methodology uses several methods, to impart knowledge such as deductive method, inductive method, activity, method, project method, individual method, group method, etc.

The collection of methods is what psychologists called pedagogy. They are pedagogical in the sense that they aimed at teaching children and youth and are designed to suit youth learners, having taken into consideration and their psychological disposition (Biao, 1994).

Pedagogy (pèd-e-go´jê) literally means the art and science of educating children and often is used as a synonym for teaching. More accurately, pedagogy embodies teacher-focused education. In the pedagogic model, teachers assume responsibility for making decisions about what will be learned, how it will be learned, and when it will be learned.

The great teachers of ancient times, from Confucius to Plato, didn't pursue such authoritarian techniques. Major differences exist between what we know of the great teachers' styles, yet they all saw learning as a process of active inquiry, not passive reception. Considering this, it is surprising that teacher-focused learning later came to dominate formal education.

One explanation for the teacher-focused approach goes back to the Calvinists who believed wisdom was evil. They espoused that adults direct, control, and ultimately limit children's learning to keep them innocent. Another theory maintains that seventh century schools, organized to prepare young boys for the priesthood, found indoctrination an effective approach to instil beliefs, faith, and ritual. Many centuries later, organized schools adopted a similar approach although the outcome was supposed to be neither innocence nor a cloistered life. John Dewey believed formal schooling was falling short of its potential. Dewey emphasized learning through various activities rather than traditional teacher-focused curriculum. He believed children learned more from guided experience than authoritarian instruction. He ascribed to a learner-focused education philosophy. He held that learning is life not just preparation for life.

Concept of Andragogy

Andragogy is a fairly new science. The term andragogy was coined in 1833 by the German teacher Alexander Kapp, who used it to describe the educational theory of Plato (Nottingham Andragogy Group, 1983). A fellow German, John Frederick Herbert, disapproved of the term, and the term subsequently dis-appeared from use for almost a century. By 1921, the term had reappeared in Europe, and during the 1960s it was used extensively in France, Holland, and Yugoslavia (Davenport, 1987). Andragogy was first introduced to the United States in 1927 by Martha Anderson and Eduard Linderman, but they did not attempt to develop the concept (Davenport & Davenport, 1985). Lindeman did, however, emphasize a commitment to a self-directed, experiential, problem-solving approach to adult education (Davenport, 1987).Knowles (1980) was exposed to the term andragogy from a Yugoslavian adult educator in the mid-1960s. His definition of andragogy was developed as a parallel to pedagogy. Andragogy is based on the Greek word ''aner'' with the stem and ''ra'' meaning "man'' not boy" or adult, and agogus meaning "leader of." This literally translates as ''leader of the adult''. Knowles defined the term as "the art and science of helping adults learn" in an effort to emphasize the differences between the education of adults and children (Davenport, 1987).

According to Knowles (1980), the goal of adult education should be self-actualization; thus, the learning process should involve the whole emotional, psychological, and intellectual being. The mission of adult educators is to assist adults to develop their full potential. He therefore initially defined as "the art and science of helping adults learn," has taken on a broader meaning. Since Knowles' first edition the term is currently defined an alternative to pedagogy and refers to learner-focused education for people of all ages. The andragogic model asserts that five issues be considered and addressed in formal learning. These include letting learners know why something is important to learn; showing learners how to direct themselves through information; relating the topic to the learners' experiences; people will not learn until they are ready and motivated to learn. Often this (5)

requires helping them overcome inhibitions, behaviours, and beliefs about learning.

Unfortunately, andragogy usually is cited in education texts as the way adults learn. Knowles himself concedes that four of andragogy's five key assumptions apply equally to adults and children. The sole difference is that children have fewer experiences and pre-established beliefs than adults and thus have less to relate.

In the information age that we now live, the implications of a move from teacher-centred to learner-centred education are staggering. Postponing or suppressing this move will slow our ability to learn new technology and gain competitive advantage.   Although it has a very long and rich history it began in the 19th century is looked upon as the period of it most fruitful and most intensive development in which andragogy became a relatively independent scientific discipline. Malcolm Knowles first began labelling his work in adult education as andragogy in the late 1960s (Knowles, 1980) Knowles discovered through his work with adults that Instructors in adult learning needed to take care about the actual interest of the learners instead of focusing on what instructors believed were learners interest (Carlson 1989)in Knowles opinion that the best educational experiences were cooperative, guided interaction between the teacher and the learner with many available resources .During these experiences, the teacher helps guide the learner to develop his or her own potential.

Based on his own observations, Knowles developed a set of five assumptions that enveloped his concept of andragogy. That the adults are self-directed learners, adult learners bring a wealth of experience to the educational setting, adult enter educational settings ready to learn, adult are problem centred in their learning and adult are best motivated by the internal factors.(Knowles 1980) Andragogy, is an intricate approach to adult education, is a science and art of teaching the adults   how to learn which recognize and correlates the notion of self-concept with an adult learners approach to learning with maturity comes a person inclination to become a more independent and self-directed human being in a realm of learning in andragogy adults respond to a modified type of teaching which shows or entails that adults learners take responsibility for their learning process, Hence teachers must structure their methods to foster a learning environment in which adult learners can set goals and evaluate their progress. Also in andragogy adult learners link new knowledge to their wide range of experience, past experience serve as a valuable resource in the class room, the learners in andragogy exhibit eagerness to learn and to further develop in all respects with innate motivation. Andragogy is a method adopted for teaching adults, it differs from pedagogy. According to Stephenson et al (1973) andragogy is based on the understanding that the greatest need of adults is to be treated as adults with marked respect. This method of teaching recognises the fact that whereas the youths come to school usually to learn what the school is teaching, the adult leaner brings into the learning situation views which may differ from those of the facilitator.

The question one may ask is what is the reason for the adoption of this method for teaching adults? The reasons are not difficult to find, it is mainly due to the characteristic differences between the youth and the adult learners.

Characteristic Differences between Youth and Adult Learners

According to Oduaran (1996) Children differ from adults especially with regards to learning. It is important for adult facilitators to study some of the areas in which the two categories of learners differ with a view to finding some hints in the effort to assist adult learners learn better. Most of these differences according to Oduaran (1996) as follows, for example.

(a) Whereas the members in a class of youths are about the same age, with perhaps differences of two or three years among them, the case is different in adult class. There used to be age variation of about five to ten years or even more, depending on the nature of the programme.

(b) In a class of youths, it is to be expected that most of them have no previous schooling experience, coming almost from the same neighbourhood and therefore with very much similar environmental background. The case if different with adult class. A typical adult class may comprise of those who have not go any previous education and those who have.

(c) The most members of the youth class children living with either their parents or guidance, either all of the time or during school holidays. The adult class on the other hand comprises of self-directing and dependent members whose priority may not be going to learning centres. The adult learner occupies so many roles; economic and social.

Oduaran (1996) opined that the above mentioned characteristic differences of adult and youth learners have far-reaching   implications to learning and should therefore be of concern to the adult facilitators. This is because they affect learning in many ways, especially in the areas of attendance, learner-teacher-relation, and application of learning and even programme development.

The attendance of youth learners is somehow compulsory and regular, that of the adult learners is not. Their attendance tends to fluctuate very often. This fluctuation is a challenge to the adult facilitator, Oduaran, (1996). It may not be possible for him to stop it completely but is can be reduced to the barest minimum lessons should be made very interesting and exciting so that learners will be willing to keep on with the programme till its conclusion. To shape or understanding of the differences better let us take the points one by one in order of

their importance as follows:

a. Learner Teacher Relation

In a class of youths, the teacher is usually older than his students. He is more experienced and holds a place of respect in the society. In an adult class, the learners may also hold position of responsibility as great as that of some of the facilitators.

The position of the facilitator in an adult class differs from that of his counterpart in the youth class. While the youth teacher carries final authority in his class, in terms of knowledge, the adult facilitator is only a member of the learning group. He learns and teaches. His relationship with his clients is only that of mutual respect, instead of being respected by the clients.

b. Application of Learning

The youth may not insist to get immediate results from learning; the case is different with adults, Oduaran (1996). The adults want to see some immediate results from what they learn. For example, you teach a farmer how to apply some modern techniques of farming he will want to try them almost immediately. On the other hand, the youth learners feel that most of the subjects they learn are to be applied sometime in the future may be after the end of the programme.

c. Programme Development

In education for youth, the syllabus is usually set by government and the teacher is expected to follow it with little or no modification. The final assessment is mostly based on the syllabus. And learning is generally directed at passing examinations. The case is different in an adult class. Although the facilitator may have his own syllabus it must be in line with what learners want to learn and learning is not directed towards passing examinations, Oduaran, (1996).

Conclusion

Although andragogy has become popular both within and outside adult education circles and andragogical approaches are commonly employed in adult education, nursing, social work, business, religion, agriculture, and even law. It has had its opponents as well as its proponents. Much of the controversy stems from a difference in philosophy, classification, and the underlying values attached to the term adult education (Davenport & Davenport, 1985). Houle (1972) preferred to view education as a single fundamental human process and felt that even though there were differences between children and adults, the learning activities of men and women were essentially the same as those of boys and girls. He rejected andragogy as an organizing principle in adult education and perceived it as a technique. He was joined by London (1973) and Elias (1979) in questioning andragogy's theoretical status, general utility, and how it was different from progressive education applied to adults. They preferred to stress the oneness or unity in education .What is paramount in teaching is not only knowledge of the subject matter and the learning environment, but also the methodology used in teaching the subject matter, this is particularly true with adult education. If adult facilitators do not use suitable methods for teaching their clients, all efforts and resources invested in adult education programmes may be a waste.

Without the use of proper method of teaching adult learners may be reluctant to keep on with adult education programmes. Any attempt to teach them through the use of pedagogy creates resentment and may cause mass withdrawal from learning centres. That is why adult facilitators are advised to make use of andragogy while working with adult learners. The advice based on the fact that adult learners are characteristically different from youth learners.

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