

PEDODOLOGY AND ANDRAOLOGY IN EDUCATION

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Abstract :

How educators approach the issue of student motivation, be it intrinsic or extrinsic, is determined, in part, by the andragogical or pedagogical philosophical underpinnings of professors' teaching practices. Difficulty arises when pedagogical methods and practices are applied in whole or in part to situations that require andragogical dynamics. A misunderstanding or misapplication of these critical issues may result in situational, temporary, or unsustainable models of motivation that guide lifelong learners and perhaps undermine the entire process of student motivation. This discussion explores the root causes of the misapplication of pedagogical models and its impact on adult learners.

Motivation:-

“Motivation has been defined as the level of effort an individual is willing to expend toward the achievement of a certain goal”. In psychology, motivation refers to the initiation, direction, intensity, and persistence of behavior. The study of student motivation spans both philosophical and practical disciplines, and offers multiple findings and recommendations for a best practice. Theories of motivation include behavioral, cognitive, humanistic, and biological viewpoints.

Based on the work of B.F. Skinner's operant learning theories, behavioral theories describe the processes of increasing the desired behavior by using either positive consequences or avoidance of negative stimuli as extrinsic forms of motivation.

Basic Premises of Pedagogy

1. Learners only need to know what the instructor teaches. The basic purpose for learning the material is to pass the course. Learners do not need to understand how what they are learning will apply to their lives outside the classroom.
2. The instructor's perception of the learner is that of a dependent entity. Therefore, the learner begins to see himself as a dependent entity.

3. The learner’s previous knowledge is of little consequence as a resource for learning. The essential components of the learning process are the teacher, the textbook and supplemental educational materials.
4. Learners become ready to learn what the instructor tells them they must learn to succeed in the course.
5. Learners organize information according to subject matter. Instructors must organize material in a logical manner.
6. Learners are motivated by external factors (e.g., parental or instructor approval, good grades).

Basic Premises of Andragogy

1. Adults need to understand why they need to learn something. The information has to have meaning for their lives and be of some applicable benefit.
2. Adults are self-directed and have a deep psychological need to be acknowledged by others as capable of self-direction.
3. Adults arrive in learning scenarios with a wider variety of knowledge and experience than children. This previous knowledge can be of assistance in a new learning situation but can also be a hindrance if it results in the individual being less open to new concepts. In either case, adults expect their prior experience to be acknowledged.
4. Adults are task-centered learners. They become ready to learn subject matter based on the need for certain learning in order to cope with their lives.
5. Although adults respond to external motivators like promotions or higher salaries, they are more motivated by intrinsic factors like self-esteem, job satisfaction, and quality of life (Knowles, et al., 2005).

Reference:-

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