

ADULT INSTRUCTORS' PREFERENCE BETWEEN PEDAGOGICAL AND ANDRAGOGICAL TEACHING METHODOLOGIES IN SELECTED ADULT EDUCATION PROGRAMMES IN RIVERS STATE, NIGERIA

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ABSTRACT

The Study investigated instructors' preference between pedagogical and andragogical teaching methodologies in selected adult education programmes in Rivers State. Two hundred instructors drawn from four types of adult education programmes operating in Rivers State, Nigeria were required to rate on a five point scale the extent to which instructors prefer pedagogical and andragogical instruction using a twenty five item questionnaire tagged "Instructor Preference for Pedagogy and Andragogy Questionnaire (IPPQ)". The results of the study using the one-way analysis of variance showed that there was no significant difference in the preference for pedagogy across the four programmes but significant difference in the preference for andragogy. Consequently, instructional environment in all adult education programmes in Nigeria while being devoid of authoritarianism should embrace compromise teaching methodology that integrates some principles of andragogy into the principles of pedagogy

Keywords: *pedagogy, andragogy, preference, teaching methodology, instructional environment, authoritarian teacher*

INTRODUCTION

Andragogy, an emerging theory of adult teaching has been of conceptual, theoretical and practical importance in the field of adult education for more than 25 years (Strawbridge, 2004). Andragogy even though conceived as a new coherent and appropriate teaching methodology in adult education, its superiority or subordination over pedagogy has remained a subject of intense debate in education methodology. As expected since its emergence, andragogy has had its opponents and proponents always lurked along the pedagogy-andragogy dichotomy debate.

Andragogy perceived as an alternative teaching methodology to pedagogy in fact, emerged out of growing criticism and perceived inadequacies of the learning theories rooted in behaviourism and cognitivism upon which pedagogy had long been anchored. With this criticism, the transmittal nature of subject delivery characteristic of the pedagogical model gave way to a more human-centred approach to teaching and learning.

The evolving role of the teacher thus changes from the traditional authoritarian teacher to a facilitator of learning. In the words of Knowles (1980), the goals of adult education should be self-actualization; thus, the learning process should involve the whole emotional, psychological and intellectual being. He goes further to affirm that the mission of adult educators is to assist adults to develop their full potentialities and andragogy is the teaching methodology used to achieve this end. In Knowles' view, the teacher is a facilitator who aids adults to become self-directed learners (Darkenwald and Merriam, 1982).

Pedagogy and Andragogy are two contrasting Greek derivations used in education to characterize children or formal education and adult education respectively. Pedagogy, defined as the art and science of teaching adolescents has for ages connoted

the conventional teaching and learning methodology of the formal school system. Andragogy on the contrary, is defined as the art and science of helping adults to learn (Knowles 1980).

Knowles (1973, 1990) in an effort to distinguish between the pedagogical and andragogical approaches to adult education programme compared his andragogical model. According to him the pedagogical model is a content model concerned with the transmitting of information or skills. Characteristically, the pedagogical teacher decides in advance what knowledge or skill needed to be transmitted, arranges this body of content into logical units, selects the most efficient means for transmitting this content (lecture, reading, assignment and lab exercise) and then develops a plan for presenting these units in sequence.

The andragogical model in contrast, according to Knowles (1973, 1990) is a process model concerned with providing procedures and resources for helping learners acquire information and skills. The andragogical teacher characteristically described as a facilitator, change agent or consultant prepares a set of procedures for involving the learners in a process that includes; (a) establishing a climate conducive for learning, (b) creating a mechanism for mutual planning, (c) diagnosing the needs of learning, (d)formulating programmes objectives (content) that will satisfy these needs (e) designing a pattern of learning experiences (f) conducting these learning experiences with suitable techniques and materials, and (g) evaluating the learning outcomes and re-diagnosing learning needs. Notwithstanding the level of popularity that andragogy has enjoyed since its emergence, arguments about its superiority over pedagogy remains central in all pedagogy - andragogy dichotomy debate.

Opponents of this dichotomy had always hinged their arguments on the dangers of relying on andragogy without considering the fundamental role of pedagogy upon which all

teachings and learning whether for children or adults have since the age bee anchored. And so Houle (1972) rejecting the dichotomy between pedagogy and andragogy preferred to view education as a single fundamental human process. He argued that even though there were differences between adults and children, the learning activities of men and women were essentially the same as those of boys and girls.

Furthermore, Houle (1972) joined by London (1973) and Elias (1979) question andragogy's theoretical status, general utility, and how it was different from progressive education applied to adults. They rather preferred to stress the oneness or unity in education. The position canvassed by Houle (1972) London (1973) and Elias (1979) perhaps compelled Knowles (1980) to retreat somehow by stating:

I am at the point now of seeing that is simple another model of assumptions about learners to be used alongside the pedagogical model of assumption, thereby providing two alternative models for testing out the assumption as to their 'fit' with particular situations. Furthermore, the modes are probably most useful when seen not as dichotomous but rather as two ends of a spectrum, with a realistic assumption in a given situation falling in between the two ends.

Judging from the Knowles' question above and other related arguments about the genuineness of andragogy as a teaching methodology, it could be concluded that andragogy as a teaching methodology, has no special place in either adult or formal education. This assertion is supported by the works of Racheal (1994) and Richardson (1994) who found no significant difference in programme satisfaction and learner performance when pedagogical and andragogical teaching methodologies were comparatively employed in the teaching of adults.

Similarly, Strawbridge (1994) by means of pretest-post test control- group design found no statistically significant difference in effectiveness of construction measured by composite posttest (objective and easy tests) when pedagogical instruction was compared with andragogical teaching methodology. Not only that, Strawbridge (1994), also finds no significant difference between the attitudes of the students of the experimental and control groups having differentiated passed through the pedagogical and andragogical teaching approaches.

The result above basically suggest that both pedagogical and andragogical methods of teaching produced no differential effects on the satisfaction, performance and the attitudes of the learners. Hence, non on the teaching methodologies are preferred to the other since both of them produce the same effect.

Even though andragogy emerged as an alternative teaching methodology for adults, its credibility over and above pedagogy remains in doubt. Debate along the pedagogy - andragogy dichotomy has been ongoing and arguments about their superiority or subordination to one another remains an unresolved issue in adult education delivery. Although much has been said about andragogy (Houle, 1972; Nzeneri, 1966) and a lot of debate regarding its status (Cross, 1981) and role in adult education are documented in many research journals, periodical and several adult education texts, a dearth of empirical investigations still document the superiority or subordination of andragogy to pedagogy as a teaching methodology.

It is also observed that not much has been documented or done with respect to preference for andragogical or pedagogical instruction nor much done about the effectiveness of andragogy over pedagogy in adult education delivery. While the reported dearth of empirical investigations in this area of adult education delivery is limited to the western education environment, not much

if any can be said about pedagogy - andragogy research in Africa particularly in Nigeria. It is against this backdrop that the present researcher carried out this study to find out the adult instructors' preference for either andragogical or pedagogical teaching methodology in selected adult education programmes, in Rivers State. In an attempt to achieve this, the following research questions and related tentative answers were formulated.

RESEARCH QUESTIONS

1. Is there any difference in the instructors' preference for pedagogical teaching methodology in selected adult education programmes?
2. Is there any difference in the instructors' preference for andragogical teaching methodology in selected adult education programmes?

RESEARCH HYPOTHESES

HO₁: There is no significant difference in the adult instructors' preference for pedagogical teaching methodology in selected adult education programme

HO₂: There is no significant difference in the adult instructors' preference for andragogical teaching methodology in selected adult education programme

METHODOLOGY

The study adopted the survey research design which is suitable for use in a study involving the collection and description of data obtained from a sample population. Four types and categories of adult education programme which typify classroom instructional process operating during the 2006/2007 academic year in Rivers State, Nigeria were chosen for the study.

The population therefore comprises all the instructors

of such adult education programmes as adult basic education (literacy), vocation education, continuing/remedial education and human resources development and training programme. Two hundred instructors from two hundred classes was selected for the study such sampling procedures as stratified and systematic technique.

The research instrument used in the study was a twenty five item questionnaire titled "Instructors Preference for Pedagogy and Andragogy Questionnaire (IPPAQ)" which is of two parts. Part A of the questionnaire contained five items which sought information on the demographic characteristics of the respondents. Part B consisted of twenty items divided into two sections. Section A consisted of ten items on the pedagogical teaching methodology and section B consisted of ten items on the andragogical teaching methodology.

The instrument was subjected to face and content validation. To this, the researcher submitted the initial draft of the questionnaire to experts in adult education and educational research. The experts were asked to review the content, coverage and appropriateness of the language structure and expressions. As expected, the experts made useful observations, suggestion and corrections, which were reflected in the final modifications of the items of the questionnaire.

The reliability of the questionnaire was established by the use of text-retest method. The questionnaire was administered to twenty-five student/participants who were not part of the main study. The administration of the questionnaire was done twice within an interval of four weeks and the data collected on the two occasions were analysed using the Pearson Moment correlation Coefficient. A correlation coefficient of 00.76 was obtained which was good enough for the study. The research instrument has high reliability and good content validity.

Part B of the questionnaire (IPPQ) comprised twenty items divided into section A and B reflecting the pedagogical and andragogical variables respectively summarized as follows:

The Pedagogical Variables

- (a) Determining the curriculum content in advance, arranging content into logical units and deciding what is to be transmitted.
- (b) Developing plan for presenting these content units in sequence
- (c) Selecting the most appropriate means of transmitting contents.
- (d) Operating rigid instructional environment by defining roles and statuses for both teacher and learner.

The Andragogical Variables

- (a) Providing resources and procedures for learning.
- (b) Diagnosing needs for learners together with learners formulating programme objectives.
- (c) Respecting and treating learners as equal partners and allowing some degree of freedom
- (d) Designing a pattern of learning experiences

The questionnaire required instructors to rate on a five point scales the extent to which in the opinion of the instructors the various pedagogical and andragogical variables or roles differentially contribute to the instructors' effectiveness and satisfaction.

RESULTS AND DISCUSSION

Hypothesis 1: There is no significant difference in the instructors' preference for pedagogical teaching methodology in selected adult education programmes.

Table 1: One way analysis of variance of preference for pedagogical teaching methodology by instructors in the Four Types of Adult Education Programme.

Source of Variation	Sum of Squares	DF	Mean Square	F-ratio	Significant
Main Effect	3.905	3	1.302	0.903	0.99
Types of Programmes	3.905	3	1.302	0.903	0.99
Explained	3.905	3	1.302	0.903	0.999
Residual	282.445	196	1.441		
Total	286.350	199			

Not significant at $P > 0.001$ **Source:** Survey, 2007

The result on table 1, the result indicates that the preference for pedagogical teaching methodology by instructors across the adult basic education (literacy) programme, vocational education programmes, continuing/remedial education programme and human resources development programme was the same. In other words, the preference for pedagogical method of teaching by instructors in the four categories of adult education programme is not significantly different. Thus, the null hypothesis that there is no selected adult education programme was upheld. This was indicated by an F-ratio of 0.903 which was not significant at 0.001.

Hypothesis 2: There is no significant difference in the instructors' preference for andragogical teaching methodology in selected adult education programme.

The result of the one-way analysis of variance of preference for andragogical teaching methodology by instructors in the four types of programme under study are shown in table 2 and 3.

Table 2: One Way Analysis of variance of Preference for Andragogical Instruction

Source of Variation	Sum of Squares	DF	Mean Square	F-ratio	Significant
Main Effect	19.260	3	6.420	5.458	0.001
Types of Programmes	19.260	3	6.420	5.458	0.001
Explained	19.260	3	6.420	5.458	0.999
Residual	230.818	196	1.176		
Total	249.818	199	1.255		

Source: Survey, 2007 Significant at $P < 0.0001$

As revealed on table 2, the preference for andragogical teaching methodology by instructors across the four programmes is significant at 0.001 levels with an F-ratio of 5.458. In other words, the preference for andragogical instructors in the four programmes was not the same. There are significant differences in the preference which implies that not all the instructors preferred the andragogical teaching methodology.

Table 3: The extent of the disparity in the preference across the four programmes

Variable + Category	N	Unadjusted Deviation (eta)	Adjusted Independent Variable Deviation (Beta)	R	R ²
Type of adult Education Programme	-	-	-	-	-
Adult Basic Education	10	0.95	0.95		
Continuing/ Remedial	100	-0.06	0.06		
Vocational	60	-0.17	-0.17		
H.R. Dev.	30	0.22	0.22		
Eta and Beta	-	-		0.270	0.073

The result of the multiple classification analysis of the preference as recorded in the table indicates that the instructors in the human resources development and adult basic education programmes show positive preference for andragogical instruction with deviation means of 0.22 and 0.95 respectively. The adult basic education instructors however, preferred the andragogical instruction more than the human resources development instructors.

The result also shows that the remedial and vocational instructors showed negative preference for andragogical instruction with deviation means of -0.06 and -0.17 respectively. The result thus shows that the null hypothesis that there is no significant difference in the instructors' preference for andragogical instruction across the four types of programme accounted for about 7.3% of the variance in andragogical instruction.

Instructors of the four adult education programmes studied were of varying ages, educational levels, professional trainings and socio-cultural backgrounds. In addition, the instructors had different functions to perform in their respective centres in terms of programme content, objectives and goals. Therefore, taking cognizance of the peculiar nature of the adult education programmes with the unique psychophysical characteristics of the learners, it was hypothesized that the teaching methodology whether pedagogy or andragogy preferred by instructors in the four programmes would not be significantly different.

The study however, revealed that while there was no significant difference in the preference for pedagogical instruction across the four programmes, the preference for andragogical instruction on the other hand was significantly different. In other words, the preference for pedagogical instruction across the four programmes was the same.

The preference for pedagogical teaching methodology has its root in and in line with the educational orientation received by

the instructors in the formal school system. The situation can be explained from the perspective of our educational system patterned along the western type of education where the education relationship between the teacher and the learner is still characterized by authoritarian or hierarchical attitudes on the part of the all powerful teacher. The significant difference in the preference for the andragogical teaching methodology by instructors in the four programmes stems from the varying background characteristics of the instructors. While the instructors of the human resources development and adult basic education programmes showed positive preference for andragogical instruction, the instructors of continuing/remedial and vocational education programmes showed negative preference for andragogy.

This development can, however be explained from the age and professional training factors on the part of the instructors. Elderly and professionally trained instructors tend to breakaway from the traditional teacher image to help the learners who are in most cases as old and experienced as they are. Though the instructors generally have preference for pedagogical method of teaching, the positive preference for andragogical teaching methodology of instructors of human resources development and adult basic education programmes appears to be in consonance with the suggestion that pedagogy and andragogy can always be used interchangeably (Ibeh, 2007).

This position is further strengthened by another suggestion by Ibeh (2007) that the teachers of the school system and the instructors of adult education programmes should be dynamic enough to vary emphasis on the principles of pedagogy and andragogy as appropriate, necessary and applicable for effective teaching and learning. The results as discussed so far have far reaching implication for the on going pedagogy-andragogy dichotomy debate. Firstly, the results as revealed in this study appear

to have lain to rest arguments about the superiority of andragogy over pedagogy at least in this part of the world.

Secondly, the results of the study have affirmed the position of the opponents of the dichotomy such as Houle (1972), Cross (1981), Hartree (1984) and that the role of pedagogy in all educational practices is fundamental as it is that all teachings and learning's whether for children or adults have long been anchored. This position is further supported by Ibeh (2007) who avers that the dynamics of the teaching-learning process long associated with pedagogy which for ages has traditionally stood for education world wide cannot be easily divorced from the teaching and learning of adults.

CONCLUSION AND RECOMMENDATIONS

The results of this study point to the need for adult educators to recognize the import of both pedagogy and andragogy in the teaching and learning of adults although andragogy has been suggested to be the appropriate teaching methodology for adults. While advocating for the continued use of pedagogy in all teachings and learning's, integrating some of the principles of andragogy into adult instructions becomes imperative in view of the unique physical, psychological and sociological characteristics of the adult learners and; and the non-formal nature of the adult learning situation.

As adult learners do not engage nature of the adult learning activity by compulsion, classroom activities should be channeled to elicit their interest and sustain their continued participation. By and large, it should be realized that no matter the content of any adult education programme, the learners' needs and interests should be the immediate concern of the instructors. Hence, the instructional environment in adult education programmes in Nigeria should be devoid of authoritarianism, domination, indoctrination and

institutionalization that mostly characterize the traditional pedagogical practice. Rather, the instructional environment in all adult education programmes in Nigeria should embrace comprise teaching method that integrates some of the principles of andragogy into the principles of pedagogy. This suggestion is in line with the earlier suggestion (Ibeh 2007) that pedagogy and andragogy can always be used interchangeably with no particular method attached to any particular age bracket. This suggestion thus, implies that none of the two methods of teaching should have differential impact on the learning of children and the learning adults.

This assertion is also in line with studies by Recheal (1994), Richardson (1994) and Strawbridge (1994) who found no significant difference in programme satisfaction, learner performance and instructional effectiveness when pedagogical instruction was compared with andragogical instruction. To advance the compromise teaching methodology, the instructors employed to teach any category of adult education in Nigeria must be educationally and professionally qualified, experienced and versed in the handling of adult problems. Such level of instructors should be able to initiate experimentally based approach to teaching where the learner can assimilate information by being personally involved. Such involvement ensures lengthy self-directed participation, greater motivation to learn, increased self awareness, enlarged knowledge, improved critically, and a heightened sensitivity to things that matter.

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