

“Nursing students’ preference in their learning process between Pedagogy and Andragogy.”

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Abstract

To learn is to acquire the knowledge or skill. Learning also may involve a change in attitude or behavior. Children learn to identify objects at an early age; teenagers may learn to improve study habits; and adults can learn to solve complex problems. The ability to learn is one of the most outstanding human characteristics. Learning occurs continuously throughout person's lifetime. To define learning, it is necessary to analyze, what happens to the individual. Pedagogy is used to describe the 'traditional' methodology of the child education. Pedagogic model of learning, the teacher decides what is learned, how it is learned and when learning takes place. Therefore, an exploratory approach was used to assess the best method of learning used by nursing students in their learning process between Pedagogy and Andragogy.” 80+20 sample was selected by random sampling method. The major findings of this study revealed that under the learners assumptions I(Learners need to know) 45.1% of the B.Sc &17% of the M.Sc preferred pedagogy. (Learner’s motivational factors) 35% of B.Sc students &15% of M.Sc students choose pedagogy as their learning process and 70% of B.Sc & 80% of M.Sc preferred andragogy.

Key words: Nursing students’ preference, Pedagogy, Andragogy, Learners assumptions and nursing students.

Introduction

Student-pointed teaching is often given in the philosophies of nurse education. Nursing Professional Regulatory Bodies and Higher Education Institutes generally can be shown to advocate such approaches to the delivery of educational programmes.¹ Learning is individual process; the instructor cannot do it for student. To make learning more interesting, the student can learn only from personal experiences; therefore, learning and knowledge cannot exist apart from person.² A person's knowledge is result of experience, and no two people have had identical experiences. Each student sees a learning situation from a different viewpoint and react as on. Each student is unique individual whose past experiences affect readiness to learn and understanding of the requirements involved. Pedagogy is used to describe the 'traditional' methodology of child education which is very important in one's life. In the pedagogic model of learning, the teacher decides what is learned, how it is learned and when learning takes place. Pedagogy (pèd-e-go´jê) literally means the art and science of the educating children and often is used as a synonym for teaching. Moreover, 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. Teachers direct learning. Whether or not this is the best model for child education, it is clearly inadequate for adult learning, particularly when it comes to work or career-related learning. Andragogy is conditions that adults require for learning.³

Andragogy, it initially defined as "the art and science of helping adults learn," has taken on broader meaning since Knowles' first edition. The term currently defines alternative to pedagogy and refers to learner-focused education for people of all ages.⁴

The andragogic model asserts that the five issues be considered and addressed in the formal learning. They include letting learners know why something is more important to learn, showing learners how to direct themselves with the information, and relating the topic to the learners' experiences. In addition, people will not learn until they are ready and motivated to learn. Often this requires helping them to overcome inhibitions, behaviors, and beliefs about learning.⁵

Need of the Study

"Pedagogy" literally means the "leading *children*." Andragogy is a word that is often attributed to the art and science of helping adults learn (**Knowles 1970⁵**). Knowles proposed a model to

describe the characteristics of adult learners. This may be summarised by a move away from highly structured teaching methods (pedagogic teaching) to more explorative and less formal ones (andragogic teaching). This paper explores whether this progression occurs across an undergraduate nursing programme. Twelve questions based upon Knowles' model were incorporated into a Likert scale questionnaire. There is no evidence that students gain more of the characteristics of andragogy as they progress through their studies. Instead, there is some evidence that students become less willing to take responsibility for their learning. This should be of concern to those involved in health education.

On the basis of this the researcher planned to evaluate the learning process among nursing students in her institute.

Objectives

- To assess the best method of learning among nursing students.
- To associate learners factors with selected socio demographic variable

Methodology

In present study, an exploratory research design was adopted, selected population were all nursing students which were selected by a Random sampling (lottery method) technique was used to select the samples. Finally samples were total 80 B.Sc & 20 M.Sc nursing students.

Tool: tool for collection of data for this study consisted of two sections.

Section A: Socio Demographic Data

Section B: Self Structured Questionnaire

A total of 80 (40 B.Sc I Yr, 40 B.Sc IV yr) & 20 M.Sc nursing students were selected. A structured questionnaire was developed for data collection. The questions were equally divided based on the assumptions of learning process among pedagogy and andragogy. There are six assumptions of learning process. Students were explained to mark their own opinions from the list of assumption.

Assumptions of Learning Process

<i>Assumption of learning</i>	<i>Pedagogical</i>	<i>Andragogical</i>
<i>Learners need to know</i>	<i>Pedagogy</i> Need to know only that which is taught	<i>Andragogy</i> Learn things in connection to

	to in order to pass the tests.	life situations.
Learners self concept	Pedagogy Dependent personality	Andragogy Increasingly self directed
Learner's role in learning experience	Pedagogy To be built on more than used as a resource	Andragogy A rich source for learning by self and others.
Learner's readiness to learn	Pedagogy Uniform by age level and curriculum	Andragogy Develops from life task and problems
Learners orientation to learning	Pedagogy Subject centered	Andragogy Task or problem centered
Learner's motivational factors	Pedagogy By external rewards and punishments	Andragogy By internal incentives and curiosity

Findings:

Socio Demographic Variables

Study revealed that most of the B.Sc nursing 81.4% were of the age 18-20 years, whereas M.Sc Nursing 60% were of age 24-26 yrs & 20 % were more than and equal to 27 years. Majority (90%) were females and 10% were Males.

Assessment of learners learning process

N= 100

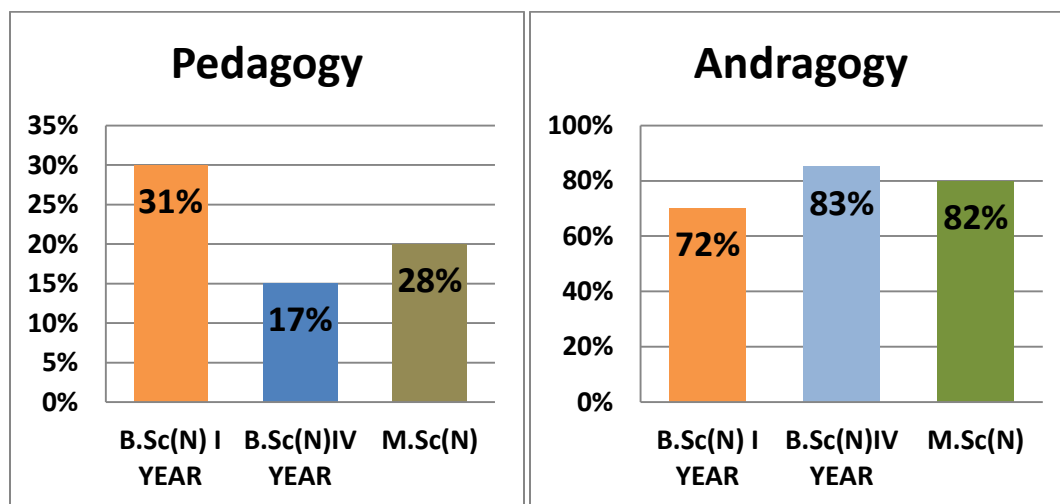
	PEDAGOGY			ANDRAGOGY		
	B.SC (N) IYEAR (n =40)	B.SC (N) IV YEAR (n =40)	M.SC (N) (n = 20)	B.SC (N) I YEAR (n =40)	B.SC (N) IV YEAR	M.SC (N) (n = 20)

	(n =40)											
<i>Learners need to know</i>	45.10 %	16. 4	40%	14	15 %	3	52.8 %	18. 48	60 %	21	85 %	17
<i>Learners self concept</i>	87%	30. 4	88%	30. 8	25 %	5	12.8 %	4.4	12 %	4.2	75 %	15
<i>learner's role in learning experience</i>	18.6 %	6.5	75%	26. 6	51 %	10	24%	8	25 %	8.4	50 %	10
<i>learner's readiness to learn</i>	77%	26 9	56%	19. 6	40 %	8	81.4 %	28. 4	44 %	15. 4	60 %	12
<i>learners orientation to learning</i>	50%	17. 5	53.6 %	18. 7	10 %	2	50%	17. 5	46. 4%	16. 2	80 %	16
<i>learner's motivational factors</i>	30%	10. 5	15%	5.2	20 %	4	70%	24. 5	85 %	29. 7	80 %	18

The major findings of this study revealed that under the learners assumptions I (Learners need to know) 45.1% of the B.Sc I year, 40% IV year & 15% of the M.Sc preferred pedagogy whereas 52.8% of B.Sc I year students 60% of B.Sc IV year and 85% of the M.Sc students favoured andragogy as their learning process. In the assumption II (Learners self concept) majority 88% of B.Sc IV year, 87% of the B.Sc I year & 25% of M.Sc preferred pedagogy which outnumbered the preference of andragogy which was 12.8% of B.Sc I year students, 12% B.Sc IV year and 75% of the M.Sc students. In the III assumption (learner's role in learning experience) 77% of the B.Sc I year, 76% of B.Sc IV year & 50% of the M.Sc choose pedagogy and only a few 23% of B.Sc I year, 24% of B.Sc IV year and 50% of M.Sc opted Andragogy as their learning process. In the IV assumption (learner's readiness to learn) very less number i.e., 18.6% of B.Sc I year, 56% B.Sc IV year & 40% of M.Sc selected pedagogy which was out ranked by 81.4% of B.Sc I year and 60% of M.Sc students whereas, there was a slight reduction of 44% by B.Sc IV year who favoured andragogy as their process of learning. In the V assumption (learners orientation to learning)

50% of the B.Sc & 10% of M.Sc went for pedagogy and 50% of B.sc and 90% of M.Sc choose andragogy in their learning process. In the last assumption VI (learner's motivational factors) 30% of B.Sc I year students & 20% of M.Sc students picked pedagogy and 70% of B.Sc I year & 80% of M.Sc preferred internal motivators: self-esteem, recognition, better quality of life, self-confidence, self-actualization i.e., andragogy.

Figure No. 1 deficits Learners motivational factors



Discussion

Study findings revealed that under graduates were more towards pedagogical approach whereas post graduates preferred andragogical approach in their learning process.

Christian⁵ presented similar results which revealed that the subjects were more of andragogically oriented. However, the wide range in scores suggested that they were not rigid in their orientations and tended to hold the pedagogical tendency towards learning too.

Similar study was done by Knowles 1970⁶ and found that there was no evidence that students gain more of the characteristics of andragogy as they progress through their studies. Instead, there is some evidence that students become less willing to take responsibility for their learning. This should be of concern to those involved in health education.

Conclusion

Nursing students in their initial period prefer having pedagogy as their learning process but gradually as they learn / develop more practical skills they like to go for self directed study and relate their experiences in planning and organizing their learning process.

Ethical approval

Since the study involved human subjects, a formal ethical approval received from institutional ethical committee.

Conflict of interest

The authors declare no conflict of interest.

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