



## EMPOWERING IN-SERVICE HIGHER EDUCATION TEACHERS IN CONTENT KNOWLEDGE AND TEACHING SKILLS THROUGH INTERACTIVE ANDRAGOGICAL AND PEDAGOGICAL APPROACHES

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### Abstract

The article describes the application of interactive teaching for the enhancement of content knowledge and pedagogical skills of one hundred thirteen newly inducted college teachers of various disciplines engaged during twelve days of induction training by focusing on modules such as learner's psychology, curriculum and student assessment, college governance, effective teaching strategies, life, communication and presentations skills, computer (technology) skills, micro-teaching, service rules, and budgeting. The trainees were divided into three sections, and the uniformity of the trainers was observed. A pre-test was conducted before starting the training on the proposed modules. After twelve days' training, it was imparted through interactive discussions, demonstrations, question-answer sessions, mini-projects, simulations, interactive technology, and micro-teaching sessions followed by a post-test. The pre and post-tests results were compared; the achievements/test scores reflect that after receiving training, the content knowledge and teaching skills of the newly inducted college teachers were enhanced to a great extent. The study suggests that induction training should be made mandatory for all the teachers before engaging them at the tertiary level, i.e., college and university, because it provides the required knowledge and skills through hands-on training. They lack actual classroom experience in higher education. The training ultimately brings a marked change in their professional attitude; hence, the ultimately goal, academic growth of students of colleges and universities, can be achieved by training them.

**Keywords:** *Interactive teaching, higher education, college teachers, andragogical and pedagogical skills, induction training*

## Introduction

Visibly there has been enormous growth in the Higher Education Sector in Punjab, which has raised many challenges and complexities for the policymakers; training teachers is one of them. The debate on the mode of training is the multiplex.

By keeping in view one of the essential components of the higher education system, the study aims to determine the extent of capacity building of the newly inducted public sector college teachers to become "Effective Teacher" equipped with the knowledge to utilize the capabilities of youth. Hence, by focusing on the modules such as learner's psychology, curriculum and student assessment, college governance, effective teaching strategies, life, communication and presentations skills, computer (technology) skills, micro-teaching, service rules, and budgeting, twelve days of training was arranged by an apex academic organization. Pre and post tryouts designed by experts were conducted to know whether the imparted training ensures enhancement of content knowledge and application of the trainees' pedagogical skills.

There has always been a debate on andragogical or pedagogical applications in the classroom at the tertiary level. Knowles proposed a new label and a new technology of learning at the advanced level to mark it differently from pre-adult schooling. This discussion's primary focus has always been on the need to know the learners' self-concept, the role of the learners' experiences, readiness to learn, learning perspective, and drive (Kurt, S., 2020). Countering pedagogy that aims at the student is needy upon the educator for all learning. The instructor/teacher accepts full accountability for what is educated and how it is found out, and the educator/educator assesses learning. The study is based on the advantages of both andragogy and pedagogical skills, which may affect the academia engaged in teaching at the tertiary level if practiced in the classroom.

As per Hake (1998), interactive engagement techniques are those planned at any rate to a limited extent to advance theoretical comprehension through intuitive commitment of understudies in minds on (consistently) and hands-on (generally) exercises which yield prompt criticism through conversation with peers and additionally teachers. McDowell (1998) contends, notwithstanding, that generally unpracticed students are not prone to turn out to be effectively associated with their learning cycle if the principle training approach is that of conventional addressing. The issue with addresses is that unpracticed students can wind up secured in a transmission model of learning. It is accepted that the reason for addresses is to communicate realities that essentially should be recorded and learned. On the other hand, if instructional exertion expressly supports learning procedures, understudies are found to grow further developed learning techniques.

Furthermore, (W. J. McKeachie et al., 1990) contrasted the studies which utilized dynamic learning with those which utilized active learning. The revealed that dynamic learning strategies by and large result in more prominent maintenance of material toward the finish of a class, general critical thinking aptitudes, more inspirational mentalities and higher inspiration for future learning. Dynamic learning may profit understudies by giving more noteworthy and more extravagant pleasure in class gatherings. As per Shenker et al. (1996), understudies like homerooms that include dynamic learning and instructors find such classes more fun and less exhausting.

## Research objective

The study's main objective is to determine whether or not the blend of andragogical and pedagogical approaches work simultaneously while training the public sector college teachers by engaging them in the induction training program before they start teaching in the classroom.

### Research questions

1. Do the college teachers have andragogical and pedagogical knowledge and skills before teaching after their selection as a public sector lecturer?
2. Can the blend of both andragogical and pedagogical approaches be applied while training/teaching newly inducted college teachers?
3. Does a blend of andragogical and pedagogical approaches benefit newly recruited teachers of public sector colleges?
4. Can there be an improvement in the content knowledge and practical application of the newly inducted college teachers' teaching strategies after receiving two weeks induction training program determined by the post-test held at the end of the training?

### Methodological procedure

The quantitatively qualitative study is focused on a group of approximately one hundred and thirteen newly inducted public sector college teachers engaged in two weeks induction training program focused on *learner's psychology, curriculum and student assessment, college governance, effective teaching strategies, life, communication, and presentations skills, computer (technology) skills, micro-teaching, service rules, and budgeting*. The large group was divided randomly into three sections by observing the uniformity of the trainers skilled in their respective areas. Experts made pre and post-tests were conducted before and after twelve days' training to determine the improvement. The trainees' micro-teaching lessons were conducted for evaluation by experts at the end of the training program to determine the trainees' achievements after training imparted with a blend of andragogical and pedagogical approaches.

### Literature Review

Employee training and growth are to learn new expertise, talents, and skills. Their role is to foster the organization's domestic creativity and competitiveness and enable workers to shift attitudes and familiarise them with essential business options and engage in decision-making. More firms are starting to provide time-spent preparation and perfect their supply list incentives to better identify workforce preferences and recruit trained labor. Besides, studying the phenomenon of workforce preparation and growth involves understanding all the improvements arising from learning. As a generator of new knowledge, employees' training and development occupy an essential place in each organization's plans that want to secure its business's long-term stability. If the company wants to keep its position and improve its competitive advantages, it must create new knowledge instead of relying on existing ones. (Dragomiroiua, Hurloiu, & Mihai, 2014).

A competency-based approach in the higher system is proposed to expand regard for expert capabilities' successful and mechanical development. Proficient ability we comprehend as individual instruction that decides the efficiency of expert undertakings and incorporates information, aptitudes and expertly critical individual characteristics, encounters and worth directions Nadezhda O. Yakovleva, Evgeny V. Yakovlev (2015). They further express that

training is an instructing strategy that targets creating aptitudes and information in any field by performing successive assignments, exercises, or games. This strategy allows the educator to give the members missing data and allows understudies to shape expert and fitting conduct abilities in the presentation of expert assignments. The benefit of preparing is that it guarantees all understudies' dynamic association during the time spent preparing.

Conventional strategies for addressing do not adequately fulfill the scattering of information in homerooms in the present situation, where Outcome-Based Education and Student-Centered Teaching are the thing to get done. The rise of excess of ICT devices and their utilization in Teaching-Learning measure have been rethinking the part of an instructor from a simple supplier of data to a facilitator (practitioners) of learning simultaneously to current patterns. Notwithstanding getting experienced in instructing, the instructors cannot contribute fundamentally to the scholastics. Examination has demonstrated that customary talks prevail in college study halls (A. Saroyan and L. S. Snell, 1997., & C. C. Bonwell and J. A. Eison, 1991).

Human interaction is necessary (Stiefelhagen, Chen, and Yang, 2005). The nature of connection and correspondence among educators and understudies has reliably been viewed as a significant part of learning (Karakaya, Ainscough, and Chopoorian, 2001). Two extra difficulties personnel face are keeping the understudies' consideration and acquiring helpful input on the understudies' response to the class material (Terrerri and Simons, 2005). One innovative apparatus for educators to upgrade correspondence to improve consideration, input, and collaboration with understudies when introducing material is Interactive Technology (additionally called crowd reaction frameworks (Terrerri and Simons, 2005).

A few scholars, most eminently the late Paulo Friere (1970), have censured the "banking" idea of educating. The instructor is the merchant of information, and the youngster is the unquestioning beneficiary of information. Rather than dealing with the psyches of youthful understudies like storage facilities to be loaded up with data, a methodology Friere portrays as dehumanizing, Friere instead approached the dialogical. The dialogical, to Friere, is intelligent, issue presenting instruction that abstains from regarding the understudy as separated, distanced, and theoretical creatures having little cooperation with understudies or the instructor in the homeroom, with all educator communication being of a definitive nature.

This thought of involvement and association creating information is identified with John Dewey's philosophical chips away at constructivist instruction during the mid-twentieth century. Dewey was the harbinger of calling upon experience as a significant instructing device to support suspecting on a conscious, representative level (Vanderstraeten 2002). Interactive instruction is valuable for the understudy, as higher-request suspecting aptitudes, such as deliberation or basic reasoning, are regularly introduced through expanded collaboration. These types of skills are necessary within most college classrooms or skill-oriented occupations. This sort of communication likewise arranges tutoring in a more applicable setting to understudies' lives, giving them inspiration to succeed, causing institutions to feel less "pointless" and making a less unremarkable climate for the student.

In a human capital sense, the intuitive instructional method additionally permits the understudy to disguise the idea of learning. This instructing style also gets ready understudies for social

functions by underscoring social and scholarly duty by being more dynamic in educational program development (Waxman and Padron, 1989). He further sets up that for the educator, an intuitive teaching method likewise holds benefits. In addition to the fact that this helps forestall instructor burnout, a more intelligent, student-focused methodology likewise permits the educator to comprehend their understudies' social and social environment, making possible exchange between the student and instructor (Waxman and Padron, 1989). Moreover, the interactive model appreciates the contact between pupils and their facilitator by enforcing sublime standards and devoted search in both student and teacher (Lee 2003; Gutstein 2003).

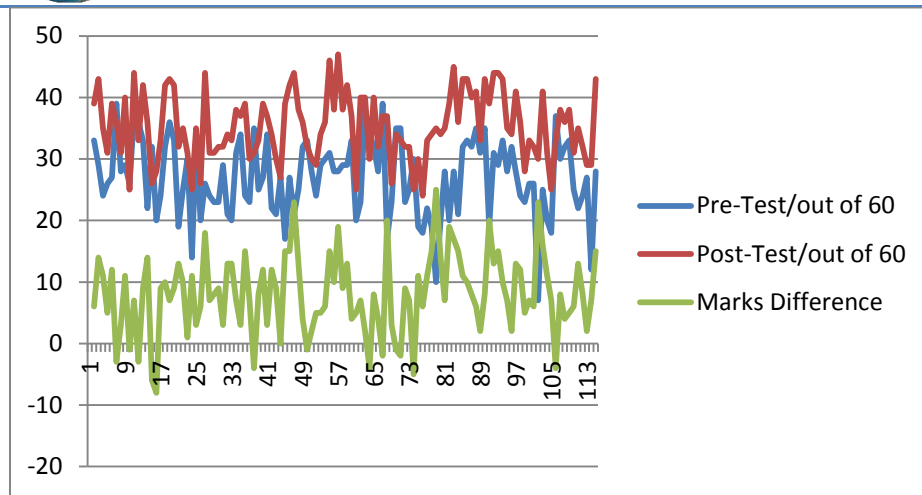
### **Discussion and findings**

The study was primarily based on the induction training program arranged for the newly inducted public sector college teachers recruited based on their terminal degrees and were supposed to teach at different Government colleges in the Punjab province. The key of both modules is to focus on learning what an effective teacher is, how one becomes an excellent educator, some of the instructional practices used by good teachers, how one can learn to be an excellent educator, and who is a pragmatic and inefficient teacher? To realize this, all modules were given appropriate time to ensure theoretical and practical aspects of the content, which was to be determined during the program's micro-teaching component. Each trainee was to demonstrate before other trainees, followed by their feedback and assessment of the evaluator.

It was noticed empirically that the almost twenty-four trainers attended a day-long get-together session to finalize the aspects of content andragogical/pedagogical approaches to be applied during the training program in all three sections of academic uniformity. It further enables the researchers to know that teacher training is undoubtedly very significant and needs a systematic approach. Therefore, before training the newly selected teachers, the trainers should ensure that their content and application are uniform. As without attaining uniformity, the desired results become hard to realize, affecting the academic and social lives of ultimate beneficiaries.

Similarly, the trainees' compulsory micro-teaching proved catalyst as in the orientation session, and the trainees were briefed about the entire mechanism to be followed. Hence, they attended classes regularly, participated in all academic activities to the maximum, and remained reflective, interactive, and collaborative. The post-test results reflect a marked improvement in the understating and presentation of the trainees' content knowledge and teaching skills. The experts' made tests were conducted before and after the training, and their results were matched for findings.

### **Comparison of pre & post results:**



(Figure. A):

## Findings

- 1) The blend of andragogical and pedagogical skills could be the appropriate teaching approach according to the need for teaching content at the tertiary level.
- 2) Interactive format paved to the trainees to be more communicative by improving their confidence level.
- 3) Appropriate content for teachers' training should be selected, as mentioned in the study, instead of focusing on the bulk of modules for college teachers' training.
- 4) Academic uniformity of the teachers' trainers appears to be a determinant in the light of the results.
- 5) The mandatory practical pedagogical and technological part improved the teaching and ICT skills of the trainees.
- 6) Pre and post-tests generate a sense of competition, which is healthy for the professional life of teachers.
- 7) The andragogical and pedagogical knowledge and skill of the trainees were enhanced after the induction training program, as reflected in the results.
- 8) The blend of both andragogical and pedagogical approaches can be applied to train the higher education sector teachers.
- 9) In the light of the post-test results, we find that content knowledge and practical application of the newly inducted college teachers' teaching strategies after receiving two weeks induction training program were improved.
- 10) Trainers' academic uniformity proved to be one of the positive aspects of the training program.

## Recommendations

1. No teacher should teach at the tertiary level without receiving at least two weeks' induction training.



2. There should be a time slot at the college level for faculty to discuss and arrange micro-teaching lessons to enhance learned techniques regularly.
3. Follow-up studies may be encouraged to ensure the professional development of the teachers of Government colleges.
4. After a couple of years, the same teachers, received induction training should be engaged in refresher teachers' training courses.
5. A pool of expert teachers' trainers should be formed so that their services may be hired when requested by the Government.



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