

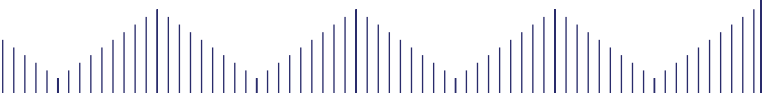


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INNOVATION IN POSTGRADUATE TEACHING: ANDRAGOGY THEORY CONSIDERATION FOR MBA EXECUTIVE CLASS

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Abstract

The personal development and direction of postgraduate's education is becoming increasingly important, composite, and confusing. The higher education has an effect on the society through policy- making, funding, and planning. Adult learning and teaching is part of the universities' efforts to fulfill their primary functions, namely, the teaching and learning process, research and scholarly activities, and service to society. Center for postgraduate studies have to manage and implementing adult learning theories intensively and innovatively in university operation in order to attract more postgraduate admission. The purpose of this paper is to clarify the important element of student participation, community involvement in upgrading postgraduate student and motivation. Findings show that by complying with the andragogy theory and community involvement can grab more collaboration partners and increase the number of admission especially for postgraduate program in branch campus. Final recommendation and conclusion are presented at the end of paper.

Keywords: *Postgraduate, Teaching Innovation, Motivation, Community, Involvement, Andragogy.*

INTRODUCTION

Motivation Theory

According to Maslow, there are many factors might contribute to human intention on doing something burden in their life. However, the human has to do something in order to fulfill their requirement. There are two categories of choice, needs and wants. The limit of resources will enforce the human to react on fulfilling their needs first rather fulfilling their wants. Maslow have stress on five level of needs required by human which is basic needs, safety needs, social needs, love and belonging, esteem and self-actualization. Adult learners are looking for the forth and fifth level of needs if compare to fresh after school students or group. They are the workers of any organization and they have a family to support. Roughly, MBA students under executive modes are almost looking for self-satisfaction and society group acceptance rather than fulfilling basic needs and safety for their future. Therefore, by considering this motivation theory, the executive student is more openness to new idea especially more open to career enhancement through upgrading their qualification campaign by universities around them.



Figure 1. Maslow's hierarchy of needs

Andragogy Theory

In the traditional sense of the word, pedagogy is authority-focused, “top-down,” in that a teacher as complete or nearly complete control over a child’s learning experience. The teaching methods employed in pedagogy

are very much about transferring foundational knowledge, not about critical discourse. It is a formal process, and usually grades are involved as a means of documenting children's progress. Normally the students are assessed from a formal exam at the end of learning duration per semester or per year. Meanwhile, andragogy is focused on the learning experience of adults and which methods work best in adult education. It is much more self-directed, in that adults must often set their own schedules for learning and be motivated to commit to study or practice. The aims of andragogy are more on motivation to learn rather than achieving a good exam result in the formal exam. Adult education is also often cooperative, in that adults tend to work together and review each other's work and understanding of a subject. It is clear that the method of judging their ability is for the group basis rather than individual orientation. Thus, those adults are often motivated to learn by a sincere desire to solve immediate problems in their lives, have an increasing need to be self-directing, and in many ways the pedagogical model does not account for such developmental changes on the part of adults, and thus produces tension, resentment, and resistance (Henschke, 2008).

Hugo (2003) put forward the perspective that andragogy is loosely defined as adult learning. However, more specifically andragogy is the formal term used to describe the process of educating and leading adults to fulfill their role as parent, educator, citizen or worker. Likewise, Picavey (2003) says that learning family history in an andragogical way and much more important than just knitting names together. The concept is about culture, human behaviour, social relations, sociology, biology, psychology, philosophy, geography, economics, law, philology, learning, education, and so forth. In dealing with adult learners, demographical factors such as age, ethnic group, culture and social norm should be considered. On the other hand, family will contribute more toward the success of adult students in terms of moral support, financing, time and life routines.

Bron (2001) gives the rationale of how andragogy became a term interchangeable with adult education in European circles. It shows only one stage of development in asserting its connection with research, because the term andragogy at another stage meant the practice of the education and learning of adults. However, now andragogy and adult education are used synonymously in Europe. Methodologically, Reischmann (2005)

makes a clear distinction in his definition between andragogy and adult education. He defined andragogy as the science of the lifelong and lifewide education/learning of adults. Adult education is focused on the practice of the education/learning of adults. He suggested that the reality of andragogy has sound university programs, professors, research, disciplinarian knowledge, and students. Yet the term andragogy would be needed for clarification of the reality. Another definition is that of Zmeyov (1998) who aptly defined andragogy differently from others. He said that andragogy is “the theory of adult learning that sets out the fundamentals of the activities of learners and teachers in planning, realizing, evaluating and correcting adult learning” (p. 106).

Kenyon and Hase (2001) suggest there is a need to move from andragogy towards truly self-determined learning, which is called heutagogy. In their estimation, andragogy apparently fails to deliver on this aspect of learning. They agree that knowledge through andragogy provided many useful approaches for improving educational methodology, but still has connotations of a teacher-learner relationship. Although it is the relationship that teaches, they argue that the rapid rate of change in society, and the so-called information explosion, suggest that we should now be looking at an educational approach where it is the learner him/herself who determines the way how learning should take place. They suggest that heutagogy is appropriate to the needs of learners in the workplace in the twenty-first century. Despite its merit, this is an opinion that may still need to be questioned and questioned.

Van Gent (1996) asserts that andragogy has been used to designate the education of adults, an approach to teaching adults, social work, management, and community organization. Its future lies only as a generic term for adult education and as a complement to pedagogy, which has been used mainly to focus on the art and science of teaching children.

OBJECTIVES

In many adult education courses — for example, a cooking or art class — learning is somewhat informal, and grades may not be important or may be absent altogether. As been mentioned by Henschke, the old concept of andragogy more applicable for skill-based learning not much of them relate and discuss andragogy concept towards management skill base such as practice manager, accountant, officer at the higher ranking post and executives. This paper will explore the effectiveness of andragogy theory in this type of managerial skills that involve Masters of Business Administration students (MBA) at UiTM Pulau Pinang branches,

METHODOLOGY

This research involves 6's MBA students who's are in the final semester stage. The duration of study is 7 weeks in the third module of semester started on September 2018 to January 2019. The participants are full time executives at various organization in federal government and state government of Penang.

Qualitative method and interview are the nature of this study, observation tools are considered in concluding the learning process (Merriam, 2009). The narrative analysis are used to capture the ideas and determining the fact and ideas from the participants. The result of formal exam also been summarizing as one of the outcome for this andragogy learning concept as a backup in discussing the research result.

Outside Classroom Activities

Outside Classroom Activities			
Week	Activities	Location	Observation
1	Participating Seminar in Entrepreneurship Discussing with Rector about MBA program and strategic plan for MBA survival in Penang Campus	School Expo Small Entrepreneurs Sekolah Kebangsaan Seri Bayu, Teluk Kumbang Pulau Pinang	Students were very happy interviewing the hawkers at the booth. They must submit the assignment that covers chapter 1 to 3 from the syllabus. In this slot they also have the opportunity to meet Rector who was invited to be a keynote speaker in the entrepreneurial seminar which is part of the school exhibition expo.
	 <p><i>The students session with Rektor Prof Madya Ts Dr Mohd Hsbary Mohd Hashim at School Centre – Informal Session</i></p>		
2	Island Development Plan: Balancing social and physical development	Pulau Aman, Sungai Bakap Penang	Students have arranged the appointment with YB Sungai Bakap, Penang. They have to prepare the strategic development plan for Pulau Aman by considering the welfare of local community and keeping the bio environment of the island. This activities will covers chapter 4 to 7, it is about the planning, organizing, economic stability and survival element in strategic management.
	 <p><i>The picture shows students with YB of Sungai Bakap</i></p>		
3	Overseas Trip	Ho Chi Minh City, Vietnam.	There is a speech by MATRADE officer titled the challenge of international market and globalization. The idea of this sharing is equivalent to chapter 8 to 10 of the syllabus.
	 <p><i>Picture shows the arrival of the students at Ho Chi Minh Airport</i></p>		
4	International Conference Presentation – Lampung Indonesia	Lampung Indonesia International Conference of Syariah, Law and Compliant	Students are sponsored and exposed to oral presentation in the conference
	 <p><i>Three students successfully presented in the International Conference at Lampung, Indonesia.</i></p>		

FINDINGS

The interview result as shown below;

<i>Participants</i>	<i>Comments and Answer Summary</i>	<i>Fact and finding/ Value Creation</i>
Participant 1	“ I enjoyed my trip to Pulau Aman, this is my first time arrive here, I can see the island and start thinking the development plan from the real visit to the location..” In a group we draft the development plan without interrupting the local community...”	Actual and real problem solving exposure, relating the decision making in a real situation
Participant 2	“ I enjoyed our trip to Ho Chi Min, the people here is hardworking and most product are from the farm...” This is a good experience that we can share to our society in Malaysia...”	Learning from observation and relate this situation to the syllabus on market penetration in global marketing
Participant 3	“ from this presentation in the International Conference conducted by Postgraduate Unit UiTM Penang we gained very good experience in writing an article and presenting in front of professors worldwide.” I shared my good idea in my article on strategic planning...” One Professor from USM has asking me about my methodology, I am happy he can accepted my justification. This make me more confident in giving new idea arguing my idea...”	Touch up with theoretical enrichment as a basis for research framework. Life justification on critical issues can increase confident and individual leadership capability.
Participant 4	“...this is my first experience meeting with Rectors and shared our ideas on how to attract more student to study MBA in UiTM Pulau Pinang. Rector;s are very humble and support us in part time study since 2017..”	This session really a value added to their expectation...
Participant 5	“...In our 2 hours slot in Maidin Mall Jalan Baru Perai Penang we really learned how to convince people to trust our MBA program. We realize that there are many benefits of experiencing campaign job for post graduate program toward society.”	Developing a sense of loyalty towards the choices that we make along the duration of our studies.
Participant 6	“...I can bring my kids to this expo, we also have a time to meet entrepreneurs and interviewed them on their business vision, mission and survival strategies, they gives an honest answer trust on us”	Field learning are more efficient than classroom. As adult learners, this group of students are responsible and matured enough in planning their reading time at home.

CONCLUSION

It can be concluded that by having a combination of variety method of teaching among MBA executive student, the weekend classes are more meaningful and create values. From the event they involved, their knowledge and experiences were shared among them in their class, which is the new experience they are gaining from the field can established a new knowledge to be practices in their worflife. This will provide a good phenomenon of enjoy learning in the happiness and motivate them along the study duration. As a result, the students are satisfied and their experiences latter on, will spread to other friends either in the workplaces or social group that they belong to. This positive story about MBA program will convince others to join this program which is one of the efficient communication tools in marketing and known as word of mouth. Involvement in the activities will allow them to gather a good knowledge through hands on process.

RECOMMENDATION

It is recommended that all academics center in universities especially those involved in executive program for long distance learning to practice andragogy theory rather than pedagogy concept in student assessment and classroom activities. Since the numbers of intake are reducing in most of executive program, this article highlights the idea of contemplation on improvement in teaching methodology.

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