A Study on Opinion of Education for Adults in Greater Noida Knowledge Park

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ABSTRACT

Adult education is the practice of involving adults in well-organized activities that promote comprehension and learning. Individuals are constantly challenged to improve their knowledge, skills, abilities, and aptitudes throughout their lives. As a result, the primary goal of adult education is to help individuals develop an understanding of various concepts. When adults need to meet a need or achieve a desired goal, they develop motivation and interest in learning. The main purpose of this study is to examine the different attributes connected with the teaching and learning of adult learners.

Keywords- Adult Education, literacy, continuing education, adult learning.

I. INTRODUCTION

Adult Education aims at extending educational options to those adults, who have lost the opportunity and have crossed the age of formal education, but now feel a need for learning of any type, including literacy, basic education equivalency, skill development (Vocational Education), and Continuing Education. (MOE, 2023) "by using chronological age and additional factors such as delayed post-secondary enrollment, part-time attendance, full-time work while enrolled, financial independence, single parenthood, military service, and lack of a standard high school diploma" (Schreyer Institute for Teaching Excellence, 2022). The adult learning is often related to many varying factors which have a profound influence on their nature of study done at a late age of life. The present study analyzed some of these attributes that influence adult learning and teaching.

II. LITERATURE REVIEW

Shin (2020) conducted research to emphasize the significance of adult education and the factors that have a direct positive impact on it. The author also discusses its historical development and where and how the concept of adult education came about. Finally, the author emphasized the importance of adult social pedagogy.

Daswani, C J., and S.Y. Shah (2000) compiled a large number of scientific papers that had previously been published in various research journals into a book. The articles cover macro and micro perspectives on adult education in India and historical, philosophical, and sociological aspects. The book is divided into five sections, each with a different emphasis. Part I includes contributions on philosophical and historical perspectives on adult education development in India. Contributions to adult education policy are included in Part II. "Contributions in Part III focus on the implementation and impact of general literacy

campaigns in various Indian states. Articles in Part IV cover post-literacy strategies and continuing education. Part V contains articles that examine his two main concerns: gender and development.

Mandal (2019) describes the dynamic between the increasing importance of Lifelong Learning (LLL) and the concurrent decline in the value of adult learning in Indian national education policies, plans, and programmes. We conducted a survey to learn more about the relationship between Adult education is central to India's efforts to achieve global economic competitiveness by adapting to a new paradigm of lifelong learning based largely on market-centered neoliberal principles. It is claimed that we have lost touch with the traditional learning ecology.

(1) Education Reform: Shifting from Welfare to Market Principles.

(2) Accepting and misinterpreting the LLL as an educational discourse rather than a political discourse.

(3) In recent decades, India has seen piecemeal reforms in reshaping adult education.

Ahmed Hamdan and Jasmine Mohmmad's (2021) paper link adult learning and lifelong literature. A rationale for adult learning, rooted in informal learning, is offered to bridge the gap between the two concepts. In short, it offers some of the benefits of learning from an adult education perspective, establish. This paper aims to classify the direct consequences of learning, understand how learning affects outcomes, and provide real-world examples from empirical evidence. Finally, the article highlights a broader understanding of learning from an adult education perspective.

Shahabadi, M & Uplane, M (2014) conducted a study to find and propose applicable strategies based on synchronous and asynchronous online learning for adult education. However, the need for adult education is not limited to a specific country or era but is a global issue. The rapid development of the ICT gap and the need for quality development in many sectors of society have become apparent.

This study focuses on adult education in developing countries, current programs, their considerations, status, and challenges. Researchers have explored synchronous and asynchronous online learning and its components and proposed applicable strategies based on these unique modes that may impact adult continuing education.

III.   OBJECTIVE

➢   To analyze different attributes that influence adult learners' teaching and learning

IV.   METHODOLOGY

The methodology used for the study is mixed methodology involving both qualitative and quantitative

aspects. The research on adult education qualitative research questions aimed to better understand opinions generated by the target group of people. The sample involved was 45 adult learners in the Greater Noida Knowledge Park. The sampling technique used was random sampling. The attributes involved in the qualitative part were Analytical Objective, Type Of Questions, Form of Data, and Degree of flexibility, which was respectively research focused on individual responses, Open-Ended questions, Descriptive data, and Participant responses affect how and which questions researchers will ask next whereas the quantitative analysis involved quantification of the obtained response and generating results based on data.

V.   METHOD OF DATA COLLECTION

For the research study "A study on Opinion of Education for Adults in Greater Noida, Knowledge Park." Google Forms were used to create circulated questions, and responses were collected from respondents in Greater Noida, Knowledge Park. The data were analyzed, and the data were interpreted. All Questions were assembled and administered in a Google form questionnaire, which was shared through Google form links transferred to individuals through WhatsApp on mobile phones.

VI.   DATA ANALYSIS AND INTERPRETATION

The obtained data were analyzed based on percentages to reach conclusions as part of this study. The followings are the generated responses and the percentages.

Q1. The most intellectually fertile period of human being is_____?
45 responses
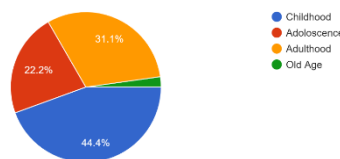
According to the above responses, 44.4% have responded Childhood, 31.1% have responded Adolescence, and 22.2% have marked Adolescence.
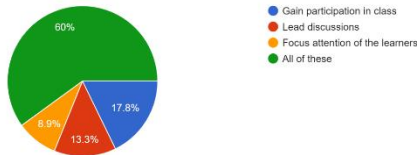
Q2. Adults are characterized by maturity, self-confidence, solid-decision making ?
45 responses
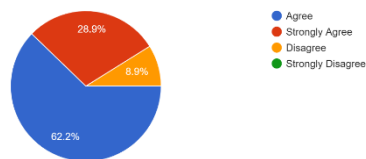
62.2% agree that adults are characterized by maturity, self-confidence, and solid-decision-making,

while 28.9% strongly agree to this, and 8.9% have disagreed. The fundamental characteristics of adult learners have been enumerated, where maturity is the marked trait.

Q3. An adult educator should ask the questions to ?
45 responses

- Gain participation in class
- Lead discussions
- Focus attention of the learners
- All of these

The options above show many have agreed with all these, i.e., only 13.3% believed that an adult educator must have discussions, 17.8% said it would gain participation in class, 8.9% people said focus & attention of the learner is required, and therefore 60% f the people agree with all of these as essential criteria for imparting learning to adults

Q4. Teaching for adults is organized around life/ situation rather than subject matter units ?
45 responses

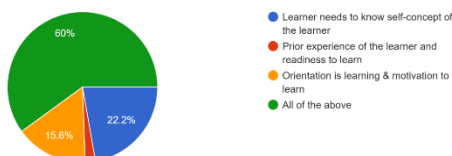- Agree
- Strongly Agree
- Disagree
- Strongly Disagree
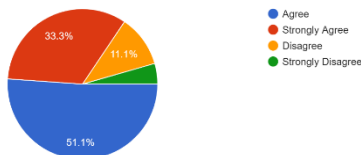
51.1% agree that teaching for adults must be organized around life/situation rather than subject matter, whereas 33.3% strongly agree, and 11.1% disagree. This means that 84.4% view life situations as a potential descriptor for teaching adults.

Q5. Learning needs of adults are same in general for both urban & rural area ?
45 responses

- Agree
- Strongly Agree
- Disagree
- Strongly Disagree
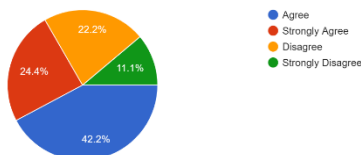
42.2% of respondents that the learning needs of adults are the same in general for both urban & rural areas, 24.4% strongly agree, 22.2% people strongly disagree and 11.1% disagree. The analysis reveals a difference in opinion with regard to the learning needs of adults

Q6. What are the core adult learning principles ?
45 responses

- Learner needs to know self-concept of the learner
- Prior experience of the learner and readiness to learn
- Orientation is learning & motivation to learn
- All of the above

60% of people have mentioned all of the above, whereas 15.6% have mentioned that orientation is learning & motivation to learn, and 22.2% of people said

that a learner needs to know self-concept of the learner. All these attributes are hence of prime priority in teaching adult learners.

Q7. Which of the following is the best way to approach to adult learner ?
45 responses

- As a facilitator
- As a teacher
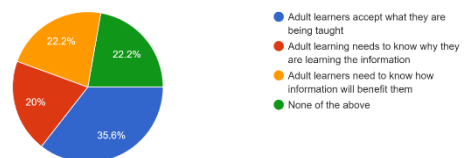- As a lecturer
- As a superior
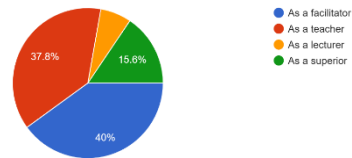
According to the responses of people, 40% said that the best way to approach an adult learner is as a facilitator, 37.8% mentioned as a teacher, whereas 15.6% said as a superior. The analysis reveals facilitator is the best approach to making adults learn better and with awareness.

Q8. Just because an adult is self-directed does not always means they are autonomous ?
45 responses
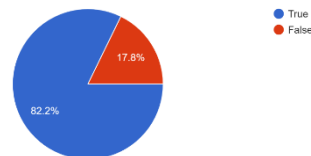
- True
- False

82.2% believed that it is true that just because an adult is self-directed does not always mean they are autonomous, and 17.8% said that it is not true. Most of the adults opined self-regulated learning is important at the adult level.

Q9. Which of the following is not a characteristic of adult learner ?
45 responses

- Adult learners accept what they are being taught
- Adult learning needs to know why they are learning the information
- Adult learners need to know how information will benefit them
- None of the above

According to the chart above, 35.6% mentioned that adult learners accept what they are being taught, 20% believed that adult learners need to know why they are learning the information, 22.2% agreed that adult learners need to know how the information will benefit them whereas 22.2% are not agreed with any of the above options.

Q10. One can opt for___if there is need for learning of any type of education including basic education, skill development & equivalency ?
45 responses

- Virtual Education
- Online Education
- Informal Education
- Adult & Continuing Education
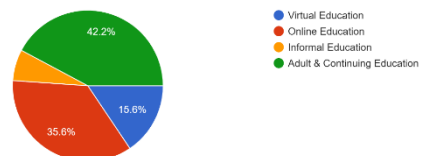
Adult & Continuing Education is the best option said to 42.2% of people which one can opt for if there is a need for learning of any type of education,

including basic education, skill development & equivalency, whereas 35.5% agree with online education, and 15.5% have mentioned Virtual education.

Q11. In adult learners, learning is self-initiated and tends to take a long time ?
45 responses
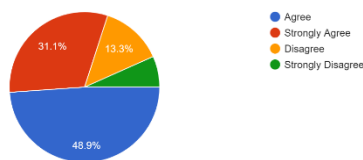
48.9% of people believed that learning is self-initiated in adult learners and tends to take a long time whereas 31.1% strongly agree with this and 13.3% disagree.

Q12. Which of the following learners need their teachers's attention ?
45 responses
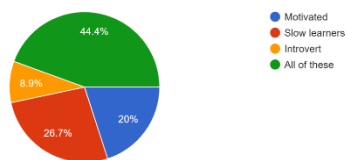
Learners require the teacher's attention; let us see from the above chart the percentage that has been given, i.e., 20% said motivated students, 26.7% believed slow learners, 8.9% said those who are introverts, and 44.4% believed that all the above learners need teacher's attention.

Q15. Fundamental Education, out of school education, lifelong education are the following stages which varies in adult education ?
45 responses
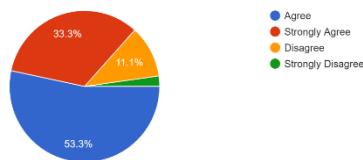
It is believed that 53.3% agree that fundamental education, out-of-school education, and lifelong education are the following stages that vary in adult education, whereas 33.3% strongly agree, whereas 11.1% disagree.

Q16. 'The concept of adult education not just changed in India but globally'. What's your answer ?
45 responses
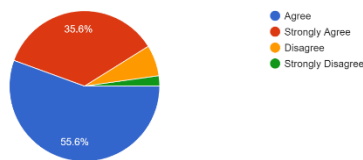
55.6% of people agreed that the concept of adult education has not just changed in India but globally, and 35.6% of people strongly agree with this because of this, there is an awareness in the society and change in people's thoughts.

VII. CONCLUSION

Adult education needs to be skill-based and with trained teachers. Adult education based on the three R's must be emphasized. Adult self-learning and teaching as a self-regulated activity is often tough (Tough, 1967). Adult education should be given to all members of society through the utilization of digital technology also. The imparting of legal, basic, and technological literacy is needed for adults to be in a prime position in society.

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