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RESEARCH PAPER

Andragogy: A Shift in Teaching and Learning in University Classes

[1]Dr. Gambhir Bahadur Chand and [2] Dr. Rajendra Prasad Bhatt

1. Assistant Professor, Central Department of Education, Far Western University, Mahendranagar, Nepal.
2. Professor, Central Department of Humanities and Social Sciences, Far Western University, Mahendranagar, Nepal

Corresponding Author srpbhatt@gmail.com

ABSTRACT

This review paper describes andragogy as a teaching methodology. Historically, formal education was seen as freedom-fighting and as a teaching-and-learning process. Pedagogy, a teacher-centered approach, was widely used because it was originally designed for young, dependent minds. However, this structure is not ideal for older learners. This paper aims to inform teachers about the basic principles of andragogy and methods for teaching adult students. To prepare this paper, we used a document analysis study design. We collected existing sources and critically reviewed them to derive themes. We used a thematic and descriptive approach to analyze the collected information. The major themes are a shift from pedagogy to andragogy; pedagogy and andragogy as teaching methods; adult learners and learning in the context of Nepal; and learners' expectations. The major findings are that most university teachers use traditional teaching methods; adult learners expect more from teachers than simply being told knowledge; they expect freedom, problem-solving methods, practical use of what they learn, and the use of their rich experiences in learning and teaching. From these findings, it is suggested that andragogy should be used to teach university-level students; teachers must be aware of adult learners' expectations to make teaching more effective. Similarly, it is suggested that adult learners have a rich reservoir of experience, so teachers should make appropriate use of their experiences.

Keywords: Andragogy, Pedagogy, Adult Learning, Lifelong Education, Learner-centered, Instructional Design

Introduction

The term pedagogy has traditionally been derived from the Greek 'pedou' (meaning 'child') and 'agogos' (meaning 'to lead'). Pedagogy is derived from the Greek words 'agogos' (meaning 'to lead') and 'pedou ' (meaning 'child'), and it has been used for centuries. Because agogos translates to 'leader', it has been used universally to describe the art and science of teaching. As the educational landscape has changed and mature learning has become more sophisticated, however, we have realized that traditional approaches to teaching and learning that work well with children are not always effective with adult learners. This awareness led to a shift toward andragogy, a term that offers a new perspective on adult learning. It emerged in the 19th century and was adopted by American educator Malcolm Knowles in the second half of the 20th century. Knowles argued that adults are not passive recipients of information; instead, teachers must adopt a different approach that considers the adult's maturity, autonomy, and life experiences. In developing countries such as Nepal, educational approaches to teaching children and adults, especially at the undergraduate level, are more traditional. Many pedagogical methods and strategies are designed primarily for children, but they are still appropriate for use with adults, even though adult learners' learning characteristics differ. Hence, understanding adults comprehensively is essential to designing effective teaching strategies. Generally, an adult

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is defined as someone who is socially, mentally, and biologically mature. An adult is typically defined as a socially, mentally, and biologically mature individual who has surpassed a specific age threshold, which varies from nation to nation, e.g., 18 years in Nepal, 14 years in the USA, 15 years in Iran, 16 years in Cuba and Scotland, and 20 years in Japan, South Korea, Thailand, and Taiwan (Kapur, 2015). Moreover, Knowles (1973) posits that an adult is an individual who has developed a self-concept of responsibility for their actions, is self-directing, and demonstrates maturity in decision-making. Therefore, an adult learner seeks to acquire new knowledge, skills, and attitudes after reaching intellectual, social, and psychological maturity (Kapur, 2015). Moreover, Knowles (1973). Assumes responsibility for himself/herself. Is proactive, independent, and mature in making decisions. Therefore, an adult learner wants to gain new knowledge, skills, and attitudes after completing intellectual, social, and emotional development; they desire to learn and achieve psychological maturity. Adult learners are defined by their independence, employment, and desire for self-regulated learning/self-directed learning. Studies have shown that adult learners are more creative, responsible, self-motivated, and goal-oriented in their learning experiences than child learners. Thus, special attention should be given to adult learners in learning. Therefore, teaching adult learners is difficult. All adult learners have life contexts related to work, to recreation, to family life, and to community involvement: they want to adjust appropriately to all these contexts (Lindeman, 1984). In response, teachers must recognize adult learners' diverse experiences and backgrounds.

Literature Review

This section contains the basic theoretical foundation of adult learners and learning, which are discussed below.

Understanding Adult Learning

In Nepal, a predominant teaching approach remains traditional, specifically the grammar-translation method, even in university-level classes. The traditional grammar-translation method remains prevalent in university courses in Nepal. This approach has been unsuccessful, as students' final examination results remain unsatisfactory. This situation highlights the absence of consideration for students' learning styles and preferences, which means that students' needs are not considered. This study focuses on these issues and investigates the teaching methods teachers use, as well as students' attitudes toward them. It assumes that an understanding of the ways in which adult learners learn and of what they expect from their teacher is vital for the successful delivery of a course.

Adult learners' physiological, cultural, and personality differences vary widely and shape their learning activities and styles (Brookfield, 1986; Chalmers & Fuller, 2012). Adult learners' learning patterns differ from children's because of differences in personality, environment, attitude, and other factors. Given this diversity, educators should be aware of adults' different characteristics and adjust their teaching style accordingly. Effective learning and teaching can be achieved when there is an alignment between teachers' instructional styles and students' learning styles. According to Simpson (1980), two important features of adult learning are self-direction in learning and the use of personal experiences as learning resources. This autonomy has proved significant in creating opportunities for learners to share their opinions and ideas, which builds learners' sense of responsibility and supports their learning. Also, past life experience significantly influences learning in the present, making knowledge easier to absorb depending on the content's relevance.

Brundage and Mackeracher (1980 cited in Brookfield, 1986) stress that the experiences of adult learners should be recognized and used in the here and now of the

learning situation. They also believe that teachers should create a positive and non-threatening tone in the classroom, and foster positive attitudes towards students and learning. A positive attitude to the topic helps to learn quickly, and no fear or anxiety is essential. To support further learning, give progress feedback regularly and positively reinforce learning. As individual learners have their own idiosyncratic learning styles, it is unwise to prescribe a uniform approach for all adult learners (Knowles, 1973). Special learning strategies and teaching methods should be recommended by teachers to meet these differences. The participants' self-concept is developed by collaborative teaching and learning, which results in effective learning outcomes.

Smith's (1982, as cited in Brookfield, 1986) exploration of adult learning principles reveals six key attributes: lifelong learning, personalization, change, dependence on human development, reliance on experience, and intuition. These principles are underpinned by four characteristics of adult learners: multiple roles and responsibilities, a wealth of life experiences, progression through various developmental stages, and potential anxiety and ambivalence that can impede learning. In summary, adult learners thrive when they perceive a need to learn or feel responsible, leveraging their experiences to enhance current learning. Course content must be pertinent and applicable to their present problem-solving endeavors

Darkenwald and Merriam's (1982) research identifies eight adult learning principles, including readiness for learning based on prior knowledge, the efficacy of intrinsic motivation, the effectiveness of positive reinforcement, the necessity of organized presentation of materials, the benefits of repetition, the comprehension and retention enhancement of meaningful tasks and materials, the improvement of retention through active participation, and the influence of the learning environment. These findings suggest that learning becomes enduring when teachers encourage learners to share their life experiences and provide positive reinforcement in a conducive environment. Course content should be relevant to learners' current challenges, fostering interest by demonstrating its utility.

An important principle is that the teacher is the most important in adult education. Several scholars, such as Brookfield (1986), Darkenwald and Merriam (1982) and Knowles (1973) suggest a facilitative rather than authoritarian approach. Educators have a responsibility to help adult learners reach their educational goals and aspirations. Facilitators do not lead but guide adult learners toward self-actualization and self-directed learning, as Brookfield (1986) states. Learners ask for help (e.g., resources) instead of a blueprint on how to teach content. Adult learners enjoy sharing their ideas regarding the content of the course and being involved in critical and creative discussions in the classroom. Pupils should be encouraged to participate in group discussions and take responsibility for their learning; teachers should ensure independent learning. In addition, teachers need to make students aware that knowledge is culturally and situationally shaped and unique learning styles should be emphasized.

In summary, Darkenwald & Merriam, Smith, and the other principles of adult education outlined above represent an approach to school that promotes a democratic learning environment, rather than an autocratic one. Teachers need to shift from instructor to facilitator, empowering learners to meet learning goals. In adult education, teachers need to be knowledgeable of adult learners' expectations and adjust their teaching style to meet learners' learning styles and preferences. This will help to create a more effective and productive learning environment.

Characteristics of Adult Learners

I wanted more discipline among my students in class and enjoyed giving speeches; I wanted to keep students under my control. While teaching, I used to give students more

instructions to study hard. One day, one of my eighth-semester students met me outside of class and shared the students' feelings about my attitude while teaching. He said, "Sir, we are mature enough, and we know what to do and what not to do, so you need not worry much about our studies." Since then, I have changed my attitude towards my undergraduate-level students. They might be more serious than I am because they understand their lives better. Therefore, I don't need to control them; instead, I facilitate them. So, we need to be more familiar with adult learners' characteristics when teaching them.

There have been many studies on child learning from ancient times, but very few research studies have been done on adult learners. Malcolm Knowles (1913-1997) is the most popular name in adult learning. He became quite famous due to his adult learning theory, which he named "Andragogy" in 1968 in his article (Knowles, 1973). Scholars define adult learners differently, but most definitions focus on learners' maturity level; each adult learner is self-oriented, goal-focused, and responsible for his/her actions. To understand adult learners, we need to understand their characteristics. The following characteristics are described based on Kapur's (2015) study:

The Goal-Oriented Learner. Adult learners are focused on their target to achieve a particular objective. They are always worried about completing a particular task to fulfill their desire. The goal may be social, professional, or economic, but they always become serious about getting that target. The teacher must clearly articulate how the courses are designed to help learners achieve the targeted goals. Therefore, adult learners may achieve their goals easily if the teacher just facilitates them

Activity-oriented learners. Adult learners try to find ways to accomplish the target. They participate in activities like discussion, debate, and critical thinking because they find ways to learn there. They might be involved in social or group work to enhance their learning style. They try to change their strategies to cope with various course contents

Learning Oriented. Every adult learner seeks knowledge for its own sake and remains engaged in learning for as long as they can remember. They emphasize continuity of learning through increased participation in activity-based tasks, which helps make their learning long-lasting. They utilize their experience to make their learning more effective and innovative using various learning strategies

Autonomous. Independent, and Self-Directed. Adult learners are self-governing, self-dependent, and self-directing. Teachers must be aware of these features and use experiential methods of teaching and learning. Since adult learners are autonomous and independent, all learning activities should be collaborative, participatory, and democratic to make teaching and learning more effective

A Wealth of Experience and Knowledge. As time passes, individuals accumulate plenty of experiences in various fields of life. They use these experiences to enhance their learning and knowledge. They become active and creative in the learning program when they realize the relevance of their experience and learning. In this case, the teacher should respect students' classroom experience in their discussions and arguments.

Established Opinions, Values, and Beliefs. Adult learners have already developed opinions and beliefs on a particular matter. Still, in traditional teaching, teachers pick up somebody's opinion and make arguments about the content, so the teacher should provide the opportunity to express these opinions or beliefs on the subject matter

***Motivated Learners*.** An adult learner is voluntarily motivated and does not like imposed teaching from the teacher. They understand the importance of education and set their learning strategy to maximize their learning

***Self-Esteem and Self-Image*.** Adult learners have their own image and self-esteem. They want teachers or friends to respect them in the classroom. Lawrence (2000) points out the association between respect, image, and educational attainment. He further states that the learners' low self-esteem and negative self-image lead to poor learning and educational attainment. As a result, adult learners expect respect and a positive image in the classroom. Teacher imposition and domination in the classroom create negative self-image and low self-esteem in learners.

***Multiple Responsibilities*.** Adult learners have many responsibilities, social, professional, political, and personal, so educational institutions should offer opportunities that boost their confidence and image. Imposing them to bookish activities may demotivate them from learning, in such cases, university courses, teachers, and administrators should liberate them from doing social, political, and personal activities

Adults are more Practical-Oriented. Adult learners want to see everything through the lens of pragmatic, practical benefits. The knowledge they get from the book or course materials should have relevance, usefulness, and benefits in their life. If the course content and teachers motivate them by showing how the learning will help them manage their desires or aspirations in the future, they will be more positive about their learning. The teaching-learning activities conducted in the classroom should be associated with their current needs and problems in their life situation. They love to resolve their current problems by themselves to show themselves more capable and confident than others. Therefore, teaching-learning in the classroom should be oriented towards solutions to potential problems that learners might encounter in their life situations

In my opinion, it can be said that adult learners have special kinds of characteristics, and they need to be treated differently from children. Teachers need to adapt teaching methodologies to make teaching and learning effective. For teaching adult learners, teachers need to follow the principles of andragogy. Teachers should know about the characteristics of adult learners and should understand what they expect from teachers and how they learn effectively

Underlying Principles of Andragogy

As mentioned in previous sections, a series of incidents and personal experiences have compelled me to adapt my teaching methods and attitudes toward graduate and undergraduate students. Traditionally, college-level educators follow pedagogical principles for instructing students at these levels, but this approach has often yielded unsatisfactory results, with students struggling to earn good grades. Teaching methods are a crucial factor influencing learning outcomes. In light of this, I would like to explore the applicability of andragogy as an instructional approach for adult learners.

Andragogy is a theoretical framework for evaluating adult education more broadly, focusing on learning and teaching methods for adult learners (Kapur, 2015). According to Knowles et al. (2005), the ultimate objective of adult education should be self-actualization, which implies that learning activities should engage the full spectrum of emotional, psychological, social, individual, and intellectual dimensions. The instructor's primary role is to facilitate adult learners' inherent learning potential through specialized andragogical teaching methodologies (Wilson, 1994).

The andragogical model of education focuses on providing strategies and resources to help learners acquire knowledge and skills. In this model, the teacher assumes the roles of a facilitator, a catalyst for change, and a consultant, creating an environment conducive to self-directed learning based on the unique needs of adult learners (Brousseau, 2015). Knowles (1973) outlined the andragogical model's foundations, built upon six key principles

Learners Need to Know. This principle mainly focuses on the self-consciousness of the learners. According to Knowles, learners need to know why they are learning. What are they learning? And how are they learning? It means that learners need to be actively involved in every kind of educational activity or teaching and learning to make learning long-lasting (Lambert, 2008). If learners understand why they are learning and the utility of the course in their lives, then they can be internally motivated to learn that content. Therefore, the andragogical assumption advocates learners' active involvement in every educational activity, such as course design, selection of teaching methodology, assessment of their tasks, and others.

Self-Concept of the Learner. According to this principle, adults do not prefer to learn from someone or rely completely on someone for their learning. Their concept of learning keeps moving towards independent learning. Regarding Knowles's assumption of self-directed learning, McGrath (2009) opines that learning is for the development of individual learners, where learners' needs are addressed. This means learners need to be self-directed and choose the strategies that fit them. Adult learners want to be autonomous and make decisions about their learning. Therefore, in adult learning, teachers should not impose their views on learners, but should create a conducive learning environment.

Prior Experience of the Learner. This principle states that adult learners are rich in experience; they learn easily when they can relate the information to their experiences. Experience plays a vital role in formal and other modes of learning, and learners can use it as a rich resource. McGrath (2009) writes that Knowles's assumption about adult learning is about the significance of experience that university students have collected during their school-level learning, which firmly aids their learning and helps them decide which way to go to continue learning to achieve success in their course. Adult learners can decide what to learn and how to learn according to their previous experience.

Readiness to Learn. The third assumption states that adult learners' readiness to learn is influenced by their awareness of the specific learning needs generated by real-life events like marriage, family problems, taking a new job, losing a job, failing in the same subject many times, etc. Their readiness to learn at different points in time is affected by such events and the social roles and developmental tasks they need to perform in their lives. Brookfield (1986) argues that Knowles's assumption of readiness to learn and the influence of developmental tasks and social roles upon their readiness is a narrow concept of learning since it may encourage adults to perform better in some specified areas, only leaving others behind. Although it is recognized that not everyone can learn everything equally well, this assumption suggests that adult learners may drop out of learning if it does not relate to their social roles or the roles they are involved in.

Orientation to Learning. The fourth assumption is an adult's orientation to learning. This assumption holds that adults prefer problem-based rather than content-based learning. Hence, they prefer to learn the practical skills they can implement to fulfill their immediate needs. I blended this assumption with the assumption of awareness of learning, which aligns with Knowles's view that adults need to know why they are learning. He further asserts that adult learners prefer to learn things that connect with their everyday living; moreover, they are more interested in learning the things that help them solve or reduce their immediate problems

Motivation for Learning. The next principle Knowles added later to the list is motivation toward learning. Adult learners learn the knowledge and skills they find worth learning. It is believed that when learners are informed about the positive effect of learning, they are actively involved in learning (Mariam, Caffarella, et al., 2007). Likewise, McGrath (2009) asserts that adults are motivated to learn when they know that there are multiple, complex, and highly personal gains from learning

From the above discussion, when teaching adult learners, learners first need to be informed about the purpose of their learning and where they can use this knowledge in their lives to become more conscious of their learning. Similarly, adult learners do not like to be imposed on; rather, they love to be self-directed. Therefore, teachers need to encourage them to be self-directed. Adult learners' experience and readiness to learn are also very important in adult classes; teachers should not teach them unless they are ready to learn. Finally, motivation works as a key tool for adult learners, so the teacher should motivate them by showing the future utility of the learning in their life. When discussing the andragogical teaching method, it is necessary to discuss the classroom model of andragogy so the concept of andragogy is clear.

Materials and Methods

This paper is a review paper which reviewed existing resources on the issue. This study adopts a qualitative research design based on a literature review and document analysis. This paper mainly relied on secondary sources, including peer-reviewed journal articles, academic books, research reports, policy documents, and other relevant published documents. The document analysis design is used to explore and critically evaluate existing knowledge, theoretical grounds, and empirical findings related to the topic. For writing this paper, relevant literature was reviewed and analyzed to explore themes and concepts related to andragogy, or mainly the strategies used in higher education in the context of Nepal. The collected information was systematically organized and interpreted using thematic and descriptive analysis to develop the basic concept of andragogy. We chose this approach because it synthesizes existing scholarly knowledge and provides evidence-based conclusions without involving primary data collection.

Results and Discussions

As this is a review-based paper, we collected various academic documents related to andragogy and teaching-learning strategies used in higher education. From the reviewed and analyzed data, the following themes were derived from the literature.

The shift from Pedagogy to andragogy: A paradigm shift

To truly understand adult education, one must first examine pedagogy's historical dominance and why it ultimately proved insufficient for mature audiences. However, as society moved into the industrial and digital eras, more adults returned to higher education and corporate training, exposing a critical flaw: adults do not learn like children. Treating adult students as blank slates, passive vessels to be filled with information, creates psychological friction and leads to disengagement and resistance. The shift to andragogy, championed by Malcolm Knowles, represents a profound philosophical move from a teacher-centered universe to a learner-centered universe. Traditional teaching positions the teacher as the Sage, with students as passive listeners. The focus of the teaching was subject-centered, and mostly external motivation was used. Given these pedagogical basics, which are not suitable for adult learners, the movement from pedagogy into the field of teaching emerged. This shift can be discussed in the following terms.

From dependency to autonomy (self-concept)

In a traditional pedagogical environment, the learner occupies a dependent role. The teacher assumes full responsibility for determining what is learned, when it is learned, and how it is assessed. The shift to andragogy acknowledges that as individuals mature, their self-concept shifts from total dependency to self-direction. Adults define themselves by their ability to make their own decisions and manage their own lives. When placed in an

instructional environment where they are treated with the passive expectations of a child, they experience a conflict between their mature self-concept and the student role. Andragogy removes this friction by reframing the educator not as an omniscient lecturer, but as a facilitator or learning partner who assists adults in mapping out their own educational journey

From Blank slates to Living Libraries (The Role of experience)

Assuming a pedagogical instructor as the starting point, the teacher provides the primary background context for a student's lack of experience. Andragogy, conversely, views the adult learner as a vast reservoir of lived experience. Adults enter a classroom or training seminar with decades of professional, personal, and social history. In the shift to andragogy, this experience is treated as an invaluable educational textbook. Learning transforms from a unidirectional transmission of data into a highly collaborative, conversational process. Similarly, techniques like group discussions, case studies, role-playing, and peer-to-peer mentoring become the standard, allowing adults to anchor new concepts to their existing mental frameworks.

From Prescribed Curriculum to Situational Need (Readiness to Learn)

Children typically learn what society dictates they should know, following a standardized developmental timeline. Adults, however, experience a readiness to learn that is triggered by real-world demands. Their motivation to study is tied directly to the developmental tasks of their evolving social and professional roles-such as taking a managerial position, navigating a career pivot, or mastering a new technology to remain competitive. The andragogical shift requires instructional design to be flexible and highly contextualized, meeting

From subject-centered to problem-centered (Orientation to learning)

Pedagogical learning is inherently subject-centered, focusing on the accumulation of content that may only be useful in some distant, ambiguous future (eg, study this because it will be on the final exam next semester). Adults possess a fundamentally different orientation, favoring a problem-oriented or performance -centered approach because their time is constrained by competing professional and personal responsibilities; adults want to know the immediate utility of what they are studying. The paradigm shift demands that evaluation pivot away from abstract theory and towards immediate application. Instead of learning "about" a topic, adults learn to "solve" a problem, ensuring that the insights gained in an evening seminar can be deployed at work the very next morning

Pedagogy and Andragogy as Teaching Methods

The term pedagogy is well known in education, while andragogy is less known. To teach adult learners effectively, educators need to understand andragogy. I argue that every university teacher should have a broad knowledge of andragogical principles to better equip them to improve their andragogical skills when teaching adults. This discussion will clarify the basic premises of pedagogy and andragogy, discuss how pedagogy should adapt for adult learners, and explain the differences between the two.

“Pedagogy” and “andragogy” both have to do with principles of teaching, the former to children and the latter to adult learners. Many scholars have identified differences between teaching young and adult learners (Holmes & Cooper, 2000; Kapur, 2015; Knowles et al., 2005). Pedagogy comes from European monastic schools from the 7th to 12th centuries (Holmes & Cooper, 2000), and is based on the Greek words "Ped" = "child" and "agogos" = "leader of. Thus, pedagogy pertains to the art and science of instructing young children (Knowles et al., 2005). On the other hand, in 1833 German teacher

Alexander Kapp coined the term "andragogy", which became popular in the U.S. in the 1960s when used by Knowles as a term for adult learning and teaching. The term "andragogy" is also Greek – "andra" means "man" or "adult" and "agogus" means "to lead. Therefore, andragogy is the art and science of teaching adult learners (Davenport, 1987). These two terms represent two different instructional paradigms with different assumptions about teaching and learning.

The pedagogical approach is more educational, with the teacher as the source of knowledge and information transfer and taking a leading role in educating children (Davenport, 1987). Pedagogical teaching models involve total accountability for all teaching and learning decisions about a child (Knowles et al., 2005). Teachers decide how children are taught, which subjects they are exposed to, and when, without asking for input from children. In this paradigm, students are treated as objects of the teacher's teaching and passively accept instruction and knowledge from the teacher (Kapur, 2015). Pedagogical assumptions are based on the idea that education's main goal is to share knowledge and skills with younger learners who are more receptive to learning (Holmes & Cooper, 2000). Pedagogy focuses on teaching and is more teacher-centered, whereas andragogy places a different role on the teacher.

At first, adult education followed pedagogical assumptions, using the same approach for adult learners. But this was not satisfactory for adults, and andragogy emerged in 1967 (Holmes & Cooper, 2000) as introduced by Knowles. Knowles et al. (2005) indicated that learners' age and teaching methods significantly affect knowledge acquisition. They argue that the pedagogical method that works best for children doesn't work for adult students because different issues can arise that undermine effective teaching and learning in these two groups. For this reason, scholars in adult education shifted their attention to other teaching principles and developed andragogical principles specific to adult learners' needs.

Table 1
Distinction between Pedagogy and Andragogy

Field	Pedagogical assumptions	Andragogical assumptions
The learner/ teacher	The learner is dependent upon the teacher for learning The teacher is solely responsible for what is taught and how it is learned. The teacher evaluates the learning of the learner	The learner is self-directed and independent. The learner is responsible for his/her learning. Self-evaluation is the main feature of this approach.
Role of experience	The teacher's experience is more influential. Learners' experience does not count teaching-learning activities.	Learners' experience has a pivotal role in shaping teaching-learning activities. Adult learners are rich resources for their learning. Their own experience becomes the source of self-identity.
Readiness to learn	Students are directed on what they have to learn to advance to the next level of mastery.	The need to know to perform more effectively in some aspect of one's life is more important. Ability to assess the gap between the present condition of the learner and the potential level he/she assumes to be is needed.
Orientation to learning	Learning is a process of acquiring prescribed course content.	Learners like to perform tasks, solve problems, and live more satisfyingly.

	Contents are arranged according to the logic of the subject matter.	Learning must have relevance to real-life situations. Learning is organized around life/work situations.
Motivation	Learners are highly motivated by external factors such as grades, fear of failure, praise from the teachers and parents, etc.	Learners are motivated by internal factors such as self-esteem, self-image, better lifestyle, self–confidence, and self-actualization.

In the tables above, Knowles et al. (2005) and Kapur (2015) discuss the distinction between andragogy and pedagogy. Both focus on incorporating adult learners' experience to increase their understanding of the content. Knowles et al. (2005) have differentiated pedagogy and andragogy based on five major criteria, which mainly focus on the overall characteristics of adult and child learners, whereas Kapur (2015) has discussed these terms and classroom perspectives in general, along with how a teacher should present him/herself in the classroom of children and adults, along with the nature of child and adult learners. In this regard, pedagogy is a teacher- and teaching-centered process in which the teacher controls what is taught and how it is learned. On the other hand, andragogy is a learner- and learning-centered process where the teacher's role is that of a facilitator and creates a favorable environment for learning, and learners take complete responsibility for what is learned and how it is learned.

Adult Learners and Learning in the Context of Nepal

In developing countries like Nepal, teaching methods for children and adults, particularly undergraduate-level students, often follow traditional approaches (Chand,2024). While many pedagogical methods and strategies are designed primarily for children, they are not always suitable for adult learners because their learning characteristics differ. Hence, understanding adult learners comprehensively is imperative before devising effective teaching strategies. An adult is typically defined as a socially, mentally, and biologically mature individual who has surpassed a specific age threshold, which varies from nation to nation, eg, 18 years in Nepal, 14 years in the USA, 15 years in Iran, 16 years in Cuba and Scotland, and 20 years in Japan, South Korea, Thailand, and Taiwan (Kapur, 2015). Moreover, Knowles (1973) posits that an adult is an individual who has developed a self-concept of responsibility for their actions, is self-directing, and demonstrates maturity in decision-making. Therefore, an adult learner seeks to acquire new knowledge, skills, and attitudes after reaching intellectual, social, and psychological maturity

Adult learners are characterized by their independence, employment status, and the desire for self-regulated and self-directed learning. Research shows that adult learners tend to be more creative, responsible, self-motivated, and goal-oriented in their educational pursuits than child learners. Consequently, teaching adult learners presents unique challenges. Lindeman (1984) emphasizes that every adult learner faces specific life situations related to work, recreation, family life, and community involvement, and aims to adapt responsibly to each context. Teachers must become acquainted with adult learners' diverse experiences and backgrounds to address these challenges

This study defines adult learners as students recently enrolled in bachelor's degree programs at Nepalese universities. In this context, undergraduate-level students typically range in age from 18 to 25 years and study in various faculties at the university. Knowles (1973) introduced the term "Andragogy" in 1968 in his article 'Adult Leadership' to describe adult learning theory. However, it is worth noting that the term "Andragogy" was originally coined by Alexander Kapp in 1833, a German high school teacher who discussed the importance of lifelong learning in his book "Platon's Erziehun (Knowles et al., 2005).

The concept of adult learning was also discussed at the Academy of Labor in Frankfurt in 1921. Eugen Rosenstock emphasized the need for specialized teaching methods and a unique educational philosophy for adult education (Knowles et al., 2005)

In adult education, learners' experiences are valuable resources for shaping course goals and content. Adult education curricula are often designed around students' needs and experiences. In this context, Lindeman (1984) suggested that an adult-class teacher should shift from instructor to facilitator and co-participant in the learning process. This implies that teachers should exchange knowledge with learners in adult education settings, emphasizing a collaborative, experiential approach to learning.

Expectations of Adult Learners

Adult Learners are self-directed, mature, and goal-oriented (McGrath, 2009). They possess unique qualities and actions that set them apart from kids and therefore have different expectations. Teachers in higher education face several problems, including discipline issues, mismatches between teachers' pedagogical methods and students' learning styles, substandard performance on university final exams, and evaluation difficulties. Adult learners generally want to learn in a critical way and not be taught to just take in information (Brookfield, 2005). Thus, university educators should understand the behavioral patterns and expectations of adult learners. Gaining insight into their genuine expectations enables instructors to enhance the effectiveness and productivity of their teaching. The purpose of this discussion is to reflect and examine basic expectations that adult learners have about their instructors and classroom atmosphere in a learning environment.

Freedom. Knowles et al. (2005) in the field of adult education have stated that adult learners are more self-regulating and self-motivating. As a result, they are striving to foster an emancipated learning environment. An extensive search of relevant literature shows a common pattern of teacher educators trying to prescribe study methods to adult learners and getting varied responses. By contrast, adult learners seem to have a strong preference for taking charge of their learning, without being influenced by external sources of motivation. Thus, the teacher's responsibility is to cultivate inner motivation so adult learners can achieve their self-determined learning goals. An important expectation to set with adult learners is the creation of an environment of academic freedom in class and regarding assigned tasks. As for as the adult facilitators' approach to teaching the assignments, it is suggested that they make a point of offering the students a variety of ways to do them so that they will feel free to use their own learning strategies. As a result, the key concern of adult centers is the freedom and flexibility to pursue their studies.

Facilitation. In university classes, for instance, in the context of Nepal, we mostly do lectures to complete the syllabus, as we teach children, using a particular or fixed approach, but adults do not like to be taught or directed by the teacher! Many researchers have found that adult learners prefer knowledge that is facilitated rather than imposed (Knowles, 1973; McGrath, 2009). They have recommended that teachers facilitate them in using available resources for their study. Teachers should make the resources available and have students read through them, but most teachers interpret the resources for them. Adult learners like to be facilitated by their teachers. They would want to use their skills and knowledge in front of the class to demonstrate their knowledge, so they need to be introduced in the classroom. They are in the classroom because of facilitation and active participation from the learner. According to Kapur (2015), adult learners bring experience; therefore, they are keen to share it in the classroom.

Respect and Self-Image: Adult learners are more mature and image-conscious. They like to be respected in the class, and their opinions and experiences should be respected. They do not enjoy any imposition and dominating behavior in the classroom.

When the teacher insults a student, they may show disruptive behavior because they are more conscious of their image. Lawrence (2000) has pointed out the association of respect and image with educational attainment. He further states that the learners' low self-esteem and negative self-image are associated with poor learning and educational attainment. Hence, adult learners expect respect and a positive image in the classroom to support autonomy in determining their learning approaches, free from external influences as sources of motivation. Therefore, educators must foster intrinsic motivation among adult learners to help them achieve their self-defined educational objectives. One salient expectation among adult learners is an environment characterized by academic freedom, both in the classroom and in assigned tasks. In this context, it is proposed that adult facilitators adopt an approach that emphasizes providing diverse options for completing assignments and affords learners the latitude to employ their preferred learning strategies. Consequently, the paramount desire of adult learners centers around the autonomy and flexibility afforded to them in their academic pursuits

***Facilitation*.** In university classes in Nepal, we primarily lecture to cover course content, similar to teaching children, using a specific or prescribed teaching method, but adult learners do not enjoy being taught or directed by the teacher. Many researchers have found that adult learners love to get knowledge that is facilitated rather than imposed (Knowles, 1973; McGrath, 2009). They have recommended that teachers facilitate them in using available resources for their study. The teacher should provide the resources and ask them to go through them, but most teachers interpret the contents found in the resources. Adult learners like to be facilitated by their teachers. They want to apply their skills and knowledge in front of the class to show their presence; therefore, they need to be exposed in class. They expect to be present in the classroom, which is possible only through facilitation and active learner participation. Kapur (2015) stated that adult learners are the sources of experience, so they enjoy sharing their experiences in the classroom

Respect and Self Image. Adult learners are much more mature and image-conscious. They like to be respected in the class, and their opinions and experiences should be respected. They do not enjoy any imposition and dominating behavior in the classroom. When the teacher insults a student, they may show disruptive behavior because they are more conscious of their image. Lawrence (2000) has pointed out the association of respect and image with educational attainment. He further states that the learners' low self-esteem and negative self-image lead to poor learning and educational attainment. Henceforth, adult learners expect respect and a positive image in the classroom

Responsibility. Adult learners are activity-oriented and try to solve the problems they encounter themselves. As they are socially, mentally, culturally, politically, and educationally grown-up human beings (Knowles, 1973), they have different roles in society. They want to demonstrate their maturity in society. So, educational institutions should offer them various opportunities and responsibilities to engage in academic activities. We should hold them accountable for their studies, as their teachers expect. They expect their teachers to ask them to do activities and to read or show their assignments in class. When they are asked to solve academic and other kinds of problems in class, they enjoy doing these activities. They expect their teachers to teach the content practically rather than theoretically. Therefore, adult learners like to take on different responsibilities in the classroom and at university, which helps them build confidence (Darkenwald & Merriam, 1982). Educational institutions should help them to boost their confidence by taking on various roles in the classroom

Self-Evaluation. Adult learners show a strong desire for self-evaluation. They believe they can assess their assignments and tasks, so they seek active involvement in the evaluation process. I often observe this, with many students expressing a keen interest in assessing their peers' work to demonstrate their knowledge and skills. When they engage in self-evaluation, they feel more satisfied, which motivates them to improve their learning

rather than rely solely on one-sided teacher evaluation (Knowles et al., 2005). Consequently, educators must involve adult learners in the evaluation of their tasks, supporting the development of their assessment skills.

Adult learners have distinct expectations for their educational experience, and teachers must understand these expectations and adapt their approaches accordingly. To become effective classroom educators, teachers should also understand the fundamental principles of andragogy and distinguish them from pedagogy. Andragogy, a theory formulated by Knowles and widely endorsed by adult educators, is the cornerstone of teaching adult learners. Consequently, understanding andragogy's foundational assumptions and how it differs from pedagogy is essential.

Conclusion

Exploring adult education highlights a fundamental truth: teaching adults requires a different approach than teaching children. The historic paradigm shift from pedagogy to andragogy represents more than just a change in terminology; it is a profound revolution in educational philosophy. By moving away from the traditional teacher-centered model and embracing a learner-centered universe, educators and institutions can finally unlock the true potential of mature minds. Understanding adult learners' unique characteristics, learning styles, and expectations is essential to creating effective educational environments. As this article has shown, adults are not passive recipients of information. They are autonomous, self-directed individuals who enter the classroom as "living libraries" rich with lived experiences that serve as the very foundation of new knowledge. Their orientation to education is deeply practical and problem-centered; they expect learning to be immediately applicable to their evolving personal and professional lives. Ultimately, evaluating pedagogy and andragogy as teaching methods shows they are not necessarily mutually exclusive, but points on a developmental spectrum. However, for mature students, the underlying principles of andragogy- autonomy, the integration of experience, readiness based on real-world needs, and intrinsic motivation- must remain the gold standard. In an era defined by rapid technological innovation and shifting economic demands, lifelong learning is no longer optional; it is a necessity. By aligning educational strategies with the core tenets of andragogy, modern institutions, universities, and corporate training programs can foster highly adaptable, independent learners who are fully equipped to navigate, shape, and lead the future.

Recommendations

Based on the discussion above, the study offers the following recommendations.

1. There should be a change in teaching strategies used by the university faculty members because they have been practicing traditional methods of teaching.

2. Faculties need to be well equipped with andragogical principles, as we could see some faculty members were not aware of andragogical principles.

3. Understanding the psychology of adult learners is the main task of a teacher; therefore, university teachers should be trained on understanding the psychology of adult learners.

4. The teaching and evaluation system of the university needs to be modified according to andragogical principles.

5. Adult learners are full of life experiences, so teachers need to use experience as the source of their interest and ability.

Declaration

We hereby declare that this study is our own work and has been prepared solely for academic purposes. During the preparation of this paper, we consulted various scholarly sources, which are appropriately acknowledged in the paper. We further declare that this paper has not been published previously and is not currently under consideration for publication anywhere.

Authors' Contribution

The main authorship is held by **Dr. Gambhir Bahadur Chand**, who has reviewed the scholarly papers and books and prepared this paper. **Prof. Dr. Rajendra Prashad Bhatt** reviewed and finalized this paper for publication. Prof. Bhatt is also the corresponding author.

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