

## Review on Adult Learning Theory and Approach

Vimala Govindaraju

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### Article Info

#### Article History

Received:  
May 14, 2021

Accepted:  
December 17, 2021

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#### Keywords :

Adult, Learning Theory,  
Education, Andragogy,  
Pedagogy

#### DOI:

10.5281/zenodo.5701054

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### Abstract

*The theory of adult learning and teaching uses skill as a merging perception to relate gaining of knowledge, skills, and attitudes to improved performance. This theory encourages much adult learning as it is a part of constant learning theory that takes place for a lifetime. Adult learning is a lifetime practice whereby knowledge is designed through the transformation of adults' knowledge. The more adult are familiar with this knowledge base, the more effective their training can be, and the more approachable their practice can be to the needs of adult learners. This article presents the theoretical review on adult learning theory and approach in educational perspective.*

### Introduction

First and foremost, adult education is an integral portion of everyday life and is perceived as a process of changing life experience into knowledge and skills, so it looks like a simple phenomenon at first glance (Kim & Merriam, 2010; Illeris, 2010). Early studies defined adult education as a lifelong process in which knowledge is produced through the transformation of experience (Illeris, 2010; Kolb, 1984). However, because there are no definitions, models, or theories that explain how adults learn, why they learn, how best to assist the learning process, and why adults participate in the learning process. It is also described as a complex process (Merriam, 2010). Boeren, (2017). In addition, adult education in Meliam (2010) tends to be a very independent and independent process. Self-study is a difficult occurrence that involves a variety of activities, decision-making tactics, knowledge experiences, and a certain level of accountability to achieve education goals (Beach, 2017). The importance of adult education is particularly influenced by the opportunities digital technology has provided over the last few decades. Adults can cope with a variety of learning opportunities for professional and personal growth opportunities throughout their lives (Boeren, 2017).

Various definitions of adult education explain this term in a broader context, and Andragogy needs to arise from the unique personal experience that adults have with the desire to self-determine, learn and grow. It is added that it is based on the assumption that there is sex, made during their development, and the understanding of this definition is based on "the case as a kind of phenomenon that occurs in a limited context" (Yazan, 2015). Adult education is also defined as education for both male and female adults aimed at meeting different requirements and interests based on a person's level of competence and understanding (Coles, 1969). Theories include programs to improve knowledge, skills, and attitudes that are formal or casual at learning institutions through every day or professional experience. In adult education theory, continuous learning is defined as andragogy. Scientists can also define continuous learning as a procedure of continuous education and improvement in the context of an organization and consider it as a subset of the lifelong learning process (Jain & Martindale, 2012). Knowles (1980) found that continuous learning is associated not only with the educational process at school, but also with learning that takes place throughout life. In term, adult education refers to the arts and sciences that help adults learn. In addition, Knowles (1980) defined as the process by which individuals no longer attend school and in its place participate in casual learning activities to improve their knowledge, skills and abilities.

### Theories of Learning: Pedagogy and Andragogy.

In higher education, students are adult learners. Adults and children basically require the same learning conditions, and it is often said that the skills of a really good elementary school teacher can be transferred very well to working with adults. However, for adults, there are some additional things that can be useful. Malcolm Knowles' theory of adult learning is what he called "Andragogy" and adults learned it when they understood the relevance of adult education in their own circumstances (Knowles, 1984). Adult learners also learn more aggressively if they find the topic interesting. Pedagogy and Andragogy are two learning theories. In pedagogy, students need to rely on teachers for their knowledge, and what they experience can be of little value.