

INTRODUCTION

The educational maturity level of individuals doesn't stop at any point in their lifetime, suggesting that healthy-minded adults accomplish a higher level of continued learning throughout their lives. Note that the adult education movement began post-World War 1 (WWI), "At the end of WWI: institutional innovations; creation of an agricultural education system, 'in its conception, the distinguishment was made between adult education and other forms of education for adults'; training for industrial work; initiatives for social change; and methods to cope with the new urban, industrial, and immigrant society". Stubblefield, (1976).

This current article suggests how two government-funded educational programs are harmoniously linked through learning philosophies, designed for functionally illiterate persons who lack enrichment skills; the 'Vocational and Adult Education' in tandem with the 'Professional Development Education' programs support workforce-ready and empowerment compulsory education respectively.

How adults learn is exhibited in the field of andragogy; different from pedagogy, andragogy requires learning techniques such as readiness, learner motivation, and learner's self-concept, while pedagogy requires marks/grades, supported learning, and unilateral communication.

When transforming from naivety to cognitive prosperity adults are awakened from within, implying that something was lost over time and needs to be recaptured; they're driven to learn by encountering the evolutionary technological advancements that's changing the world around them. Adults' natural tendencies allow them to identify the need to gain wellful employment with the understanding that there are educational requirements to enter the job market. Ferreira & MacLean (2018) pointed out, "Raising learners' awareness of their needs strengthens community engagement and can be a source of solidarity, (Learner's Need to Know section, para. 2, bottom.

The US government understands the history behind adult education; therefore, they give

incentivizes to adult learners by providing subsidies - via programs like Vocational and Adult Education and Educational Professional Development

Statement of the Problem

Government funding has a riveting effect on how adults learn; Even though, the funding vary year-to-year, does this effect have a stable impact on education?

Purpose of the Study

With all intents and purposes, this study views andragogy and pedagogy as they theoretically are - different learning approaches. In this case, andragogy is regarded as Vocational and Adult education, and pedagogy is regarded as Educational Professional Development. This is where the mixed-method design merges. This convergent mixed method study merges two government-funded entities by presenting the learning methodologies that both traditionally adhere to.

Theoretical Framework

The practicalities surrounding andragogy and pedagogy give rise to social awareness. The three andragogical principles introduced in this study are motivation, readiness, and adult self-concept.

Knowles, M. (1980), proclaims, "The most potent motivators for adults are internal ones: for example, quality of life, satisfaction, and self-esteem, 'the learning that adults value the most will be that which has personal value to them' which is consistent with expectancy theory". This internal willpower to discover new ideas will enhance their purposes in life. Andragogically, "The sense of free will to choose content is an internal motivator that is responsible for ensuring quality in any given experience", Ferreira & MacLean (2018). Nonetheless, being motivated while learning helps in accomplishing personal security.

Readiness, for example, indicates that adult learners must master the knowledge and skills needed for career development. Through their daily grind, they accumulated the principles to move on toward workflow interests - produced by their actions and interactions.

Adult self-concept allows them to understand what is needed for their cognitive advancement. Stemming from past experiences they know what it takes to master educational concepts.

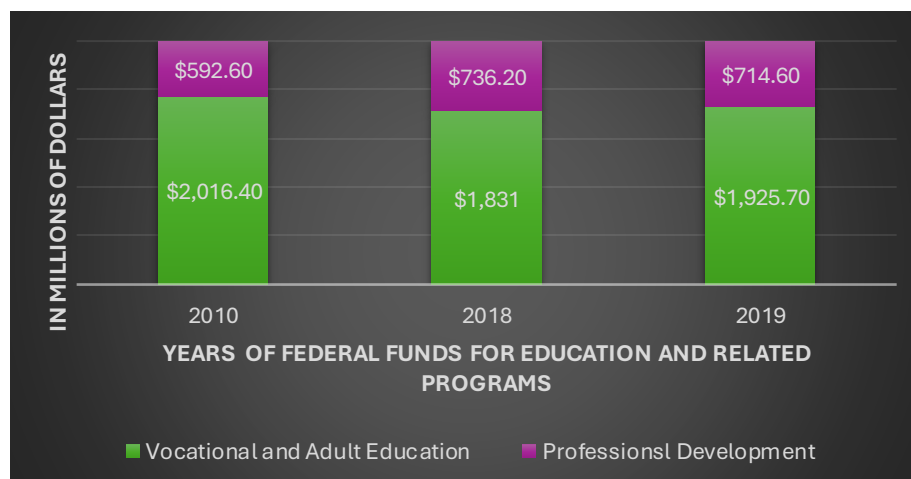
The Pedagogical principles in this study are marks and grades, support learning, and unilateral communication.

- Marks and grades are accumulated to judge learning outcomes. What the students learn depicts how they advance during their educational experiences.

- Support learning happens during a teacher-dominated learning environment where the student has minimal input on how they learn.

- Unilateral communication is from teacher to student. The teacher controls the day-to-day operations in the classroom. Classroom control is in the jurisdiction of the teacher who is bound by the rules and policies of the individual school district.

Equally important, Vocational and Adult Education and Professional Development are supported by Government subsidies. The chart below furnishes the amounts and years.



Null Hypothesis

The merging of Vocational and Adult Education with Educational Professional Development is inconsistent with the learning philosophies andragogy and pedagogy – due to government funding.

Research Hypothesis

Andragogy and Pedagogy are different learning philosophies, just as Vocational and Adult Education and Educational Professional Development are different educationally funded programs. Merging them by justifying how equally important they are symbolically prioritizing funding for educational programs. Which helps educate our adult population,

Qualitative Research Questions

Why is andragogy strictly suited to be incorporated into adult studies?

What makes pedagogy a learning philosophy that is the opposite of andragogy?

Is funding educational programs like Vocational and Adult Education and Educational Professional Development justifiable?

Research Design

This mixed method convergent design used database textual information and graphed statistical abstract data, getting the figures from US on-budget funds for years 2010, 2018, and 2019 in millions of dollars (2,016.7 represents 2,016,700.000).

Definition of Terms

Andragogy – “It is a normal aspect of the process of maturation for a person to move from dependency towards increasing self-directedness, but at different rates for different people and in different dimensions of life. Teachers have the responsibility to encourage and nurture this movement. Adults have a deep psychological need to be generally self-

directing, although they may be dependent in particular temporary situations”, Knowles (1980, pg. 43).

Pedagogy – The teacher has full control of the learning environment. Learning is conditional - by marks and grades. Learning emphasizes subject matters to produce educational outcomes.

Learner – Individuals enrolled in an educational program.

Adult Education – “Takes place in all sorts of buildings and even in no building at all, involves all sorts of people, has no set curriculum, and often isn’t even labeled ‘adult education’, but such things as ‘staff development’, ‘manpower development’, ‘developmental education’, ‘in-service education’, ‘continuing education’, ‘lifelong education’, and many others”, Knowles (1980, pg. 25).

Limitations

How does this study help lobby the federal government to understand the importance of this mixed-method convergence?

Delimitation

The variables that merge qualitative data with quantitative data in this study are the government educational programs, (charted from 2022 Federal Funds Data) and the principles of learning philosophies, (Andragogy and Pedagogy).

Assumptions

The government-funded program of Professional Education Development doesn’t articulate the connection to Pedagogy well enough to understand that it is the opposite of Vocational Adult Education's articulation of Andragogy.

Chapter Summary

The power of a nation goes on display when it invests in its citizens' education. This research article showed that the US invested millions into Vocational and Educational Education

and Professional Educational development programs. These educational programs and others are intended to help the nation advance employment opportunities to compete in the global market. With the advancement of technical services, education should be the number one priority to sustain and advance economic superiority.

Andragogy and pedagogy are two well-developed educational philosophies, given their uniquely structured they merge well into the supported education programs that the government is funding. These philosophies and education programs have been in existence since post-WW1. This research presents a merger that will help us understand how to continue educating our adult population.

Now is the time to exclusively identify the significance of the research topic, by choosing a particular vantage point in preparing the literature review. This is a critical point in the research process; the development of the core ideas of the study becomes crucial when incorporating them into the literature review.

References

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Knowles, M., (1980), The Modern Practice of Adult Education, Association Press, First Printing

Stubblefield, H. (1976), Adult Education for Civic Intelligence in the Post World War 1 Period, Vol. 26 iss. 4, <http://doi-org.drawed.njcu.edu/10.1177/074171367602600406>