

GABAY: Andragogical Primer for BTLED and BTVTED Students

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ABSTRACT

Andragogy is a concept in education as it emphasizes how adults learn through experience, meaningful engagement, and self-directed learning, while guiding teachers in designing instruction for lifelong learners. Andragogy is an essential concept in education and a significant gap to explore with the use of the adult-learning theory teaching patterns and the implementation processes of andragogy in education settings to optimize the process of enhancing the ability of students. This study aimed to describe the implementation processes of andragogy in the Bachelor of Technical Vocational Teacher Education (BTVTED) and Bachelor of Technology and Livelihood Education (BTLED) programs at ISPSC-Cervantes Campus. Specifically, it sought to identify the mechanisms employed by teachers, the challenges they encounter, and the coping strategies they utilize in implementing andragogy. Through cool and warm analyses of extended texts, the findings revealed instructors' perspectives on adult learning, particularly in relation to their instructional practices, encountered challenges, and adaptive strategies. The findings further showed instructors practiced flexibility and guided the learners through hands-on, collaborative, experiential, flexible, and engaging learning experiences. It is designed to address challenges such as family responsibilities, technological distractions, and attendance issues in their class. Overall, the GABAY Primer reflects an andragogical framework derived from participants' experiences, promoting responsive and learner-centered instruction.

Keywords: adult learning, andragogical mechanism, collaborative learning, experiential learning, hands-on learning

INTRODUCTION

An adult learner is a socially accepted person who is involved in any learning process, and focuses on how adults learn differently from children. A person towards maturity acquiring a significant number of experiences gaining meaning through the process of learning. In doing so, the term andragogy emerges in the context of teaching and learning process.

Andragogy is a term that was coined in 1833 by the German educator Alexander Kapp, and he used the term to support lifelong learning adults, emphasizing that adult education focuses on vocational training, personal growth, and character development through experience and self-reflection (Pappas, 2025). The word 'andragogy' is derived from the Greek word *aner* meaning 'man' and is a term given to a methodology for teaching adults (Knowles, 1990). Andragogy is a learning theory focused on how adults learn best – through autonomy, experience, and real-world relevance. Furthermore, andragogy also suggests that adult learners become increasingly self-directed as they mature and has the initiative to identify their own needs in learning (Knowles, 1973). Pedagogy can be a highly effective approach to teaching and learning for children and young learners. Key principles of pedagogy, such as scaffolding, teacher-directed learning, and active learning, are well-suited to the developmental needs and interests of young learners. Andragogy, in another point of view, the learner has the autonomy for their own learning, setting their own objectives, and choosing their own learning activities (Soultati, 2023).

In addition, andragogy shares similar characteristics with experiential learning wherein learners are involved in the learning process actively. New knowledge is constructed and meaning is discovered through constructivism of the related world through the interaction of learners with their peers and study materials

(Kolb, 1984). Some characteristics of the andragogy approach include: being subject-centered, the learners are not dependent persons, yet a mature individual psychologically, the teacher and learner relationship is a reciprocal helping relationship, the approach is problem-centered, thus, students/learners are included in identifying their learning needs, participants are involved in their learning planning process (Raharjo, 2023).

The adult learning process is differentiated. This uniqueness is a characteristic of adult learning (Efgivia, 2020). Characteristics of adult learning, among others: Adults have different experiences, poor adults have a tendency to feel that they cannot determine their own lives, prefer to receive suggestions than to be tutored, adults pay more attention to the things that interest him and become his needs, prefer to be rewarded than punished or blamed, adults who have experienced dropping out of school, have a tendency to lower their learning abilities, shows the stage of understanding, intentionally repeat the same thing, adults like to be treated in good faith, fair and responsible, have learned from childhood about how to organize their lives, like practical things, and adults take longer to get to know each other and form close relationships with friends.

Notably, andragogy can be a highly effective approach in the teaching and learning process for adult learners. The key principles of andragogy, such as self-direction, practical application of skills, and importance, are what makes the needs and interests of adult learners well-suited (Soultati, 2023). Andragogy is an essential concept in education because it emphasizes how adults learn through experience, meaningful and self-directed learning, and it supports the teachers to design instructions for lifelong learners. Notably, studies confirm the acceptability of andragogical styles of their trainer (Knowles, 2005; Wilson, 2004; Birzer, 2003). Furthermore, there are recommendations revealing a significant gap to explore with the use of the adult-learning theory teaching patterns and the implementation processes of andragogy in education settings to optimize the process of enhancing the ability of students (Herzog, 2024; Prado & Freitas, 2021; Janchai, *et al.*, 2019; Conroy, 2018). To do these investigations, qualitative method approach should be used since most studies use quantitative method (e.g., surveys, cross-sectional designs, and document analysis). Thus, this study is being proposed.

Finally, the principle of andragogy can help learners and teachers create a learning environment that is relevant, experience-based, motivational, transformative and has the degree of autonomy and control in the learning process of a learner.

FRAMEWORK OF THE STUDY

In understanding the context of the study, various theories and concepts have been reviewed. As such, the succeeding discussions highlight these theories and concepts that guided the researcher in conceptualizing this study.

Theories related to the Implementation Processes of Andragogy. The andragogy emphasizes its teaching strategy as learning should be learner-centered, relevant, practical, and problem-based, allowing autonomy and participation in relation to Malcolm Knowles' concept. Theories related to andragogy include adult learning theory, self-directed learning theory, and experiential learning theory.

Adult Learning Theory is conceptualized by Malcolm Knowles, also known as andragogy which he defined as the art and science of adult learning in contrast to pedagogy as the art and science of teaching children (Knowles 1980, p. 43).

Andragogy has its principles, namely: Adults need to know why they need to learn something. Adults need to learn experientially. Adults approach learning as problem-solving. Adults learn best when the topic is of immediate value. An andragogical approach is recommended as a way of enabling more meaningful outcomes for individuals (Knowles, 1990). In this approach, learners freely choose their learning goals and make independent decisions about what, how and when they want to learn.

Adult learners who clearly understand the purpose of instruction will demonstrate higher engagement and completion rates than those who do not. Instructional designs that incorporate learners' prior experiences

will significantly improve problem-solving performance and knowledge retention. Learning activities structured around real-life problems with immediate application will positively predict learner satisfaction and skill transfer. Focused on its goal to explain how autonomy, experience, and relevance systematically enhance learning effectiveness among adults.

Self-directed Learning (SDL) is the process where individuals take initiative, with or without help from others, to diagnose their learning needs, set goals, identify resources, choose and implement strategies, and evaluate outcomes (Knowles, 1980). This involves individuals taking charge and being accountable for their own educational journey. They have the freedom to establish objectives and determine what knowledge is valuable to them. This type of learning can occur both within formal educational settings and beyond. When educators are involved, their role should be to facilitate learning rather than simply impart information (Loeng, 2020).

Self-directed learning is an undeniably complex notion that should be examined from various angles. One of Knowles's beliefs regarding adult learners is that their self-perception transitions from being reliant on others to becoming self-directed individuals (Knowles, 1980; Knowles 1970).

This theory operates through a systematic process namely, recognition of learning needs, formulation of specific objectives, strategic planning and implementation, and self-evaluation, aligning personal goals with meaningful knowledge acquisition, ensuring that learning remains purposeful and relevant to the learner's context. The clear aim of this theoretical model is to explain how autonomy, facilitation, and motivation interact to enhance learner accountability and lifelong learning outcomes.

Experiential Learning Theory defines learning as a four-stages, continuous cycle where knowledge is created through the transformation of experience (Kolb, 1984). This theory provides a holistic model of the learning process and a multilinear model of adult development, both of which are consistent with what we know about how people learn, grow and develop. This theory emphasizes the central role that experience plays in the learning process, furthermore, defines learning as "the process where knowledge is created through the transformation of experience (Kolb, 1984).

The theory is structured around four key components: concrete experience, reflective observation, abstract conceptualization, and active experimentation. These components form a continuous learning cycle, emphasizing that effective learning requires the integration of feeling, reflecting, thinking, and acting. This structured dynamic process illustrates how knowledge evolves through transformation rather than passive reception. It also suggests that adult development does not follow a single fixed path, but rather, learners may enter the cycle at different points depending on context, prior knowledge, and personal learning preferences, yet all stages must be integrated for deep and meaningful learning.

From this, learners who engage in the four stages of experiential learning cycle will demonstrate higher levels of knowledge retention and skill transfer compared to those who engage in fewer stages. Structured reflective activities will significantly predict improvements in abstract conceptualization and critical thinking skills, and opportunities for active experimentation in authentic contexts will positively correlate with improved performance outcomes and learner confidence. The objective of this theory is to explain how the systematic transformation of experience leads to knowledge creation and adult developmental growth.

Implementation Processes of Andragogy. A **mechanism in teaching** is defined as the specific, systemic, and actionable processes through which knowledge, skills, and attitudes are transferred from educators to learners (Munna & Kalam, 2021). The andragogy implementation processes may refer to the systematic application of adult learning principles in teaching and training contexts, particularly in skill-based and professional programs such as in BTLED and BTVTED. Shifting role from being primary source of knowledge for teachers to becoming facilitators of learning.

The implementation of andragogy in the BTLED and BTVTED courses is anchored on the integration of Adult Learning Theory, Self-Directed Learning Theory, and Experiential Learning Theory wherein these theories guide the design and implementation of learner-centered, experience-based, self-directed

instructional processes that develop practical skills, problem-solving abilities, and lifelong learning competencies aligned with real-world and industry demands.

In the context of BTLED and BTVTED courses, hands-on laboratory activities, industry simulations, instructional demonstrations, and field experiences provide tangible learning opportunities; guided reflection enhances critical thinking skills; conceptualization deepens theoretical comprehension; and experimentation aids in transferring skills to practical applications. The implementation of andragogy emphasizes a learner-centered and problem-based teaching methods based is likely to predict increased student engagement and mastery of competencies in BTLED and BTVTED courses.

Developing independent, thoughtful, and industry-responsive educators who can oversee instructional systems, maintain lifelong learning, and spearhead innovation in the technology and livelihood education and technical-vocational teacher education courses. Collectively, these ideas empower adult learners to actively take charge of planning, managing, and assessing their own learning in relation to professional and industry standards.

Bachelor of Technology and Livelihood Education and Bachelor of Technical Vocational Teacher Education. BTLED and BTVTED are key Philippine programs focusing on technical-vocational skills, governed by CHED Memorandum Orders NO. 78 (BTLED) and 79 (BTVTED), series of 2017. The theories are relevant to the Technology and Livelihood Education and Technical Vocational Teacher Education courses as they provide the foundational assumptions that learners are self-directed, experience practicality, and self-directed learning to adult education emphasizing autonomy in planning, implementing, and evaluating their learning processes. Furthermore, operationalizes these assumptions by positioning experience as the central mechanism through which knowledge is constructed and applied.

Student involvement in curriculum development and competency evaluation in andragogical application will greatly boost student engagement and instructional efficacy. Leadership performance in laboratory management and practicum supervision will be positively correlated with BTLED and BTVTED students' increased readiness for self-directed learning. Furthermore, graduate employability, technical skill mastery, and innovation capability will all be greatly enhanced by organized experiential learning cycles combined with industry-based evaluation standards.

The enhancement of teaching methods and approaches creates a lifelong learning opportunity and career ready individuals. Learners exhibiting higher readiness for self-directed learning are expected to excel in industry-based evaluations and practicum tasks. Through these specific, systematic, and actionable teaching practices, andragogy ensures that learning is meaningful, applicable, and aligned with the demands of real-world and industry environments.

Andragogy Assumptions and the Bachelor of Technology and Livelihood Education and Bachelor of Technical Vocational Teacher Education Contextualization. Knowles identified the following six assumptions about adult learners are frequently used to summarize andragogy, namely: self-concept, experience, readiness to learn, orientation to learning, motivation, and need to know (Bouchrika, 2026). These assumptions are helpful design guidelines for courses, degree programs, workplace training, and professional development, but they should not be regarded as strict laws. Knowles listed six assumptions which demonstrate that andragogy and technology and technical-vocational education has connection, particularly evident because technical-vocational learning requires students to move beyond passive reception of information toward independent decision-making, application of prior experience, authentic performance, problem solving, and purposeful skill development.

Adult learners in self-concept gradually develop an identity as independent and responsible learners who can make decisions about their learning. Technology and technical vocational education provide opportunities for students to select tools, procedures, materials, technologies, and solutions rather than merely follow teacher demonstrations.

Additionally, adult learners bring prior knowledge, skills, work exposure, family relationship, and community practices as their experiences into the classroom. Technical vocational education can build on these experiences through hands-on, experiential, and problem-based activities.

Adult learners show readiness to learn when the knowledge or skill is immediately relevant to their current academic, occupational, or life demands as they perform a specific technical task.

Adult learners tend to be problem-centered rather than subject-centered in terms of their orientation to learning. Technical vocational education strongly reflects this assumption because learning is frequently organized around authentic tasks, projects, and production activities.

Furthermore, adult learners can be strongly influenced by internal motivations such as professional competence, self-improvement, entrepreneurship, career development, confidence, and the desire to become effective teachers or practitioners.

Finally, adult learners most of the time want to understand why they need to learn something before investing effort in it. In technology and technical vocational education, teachers can establish relevance by explaining how a particular competency contributes to workplace performance, safety, productivity, entrepreneurship, or teaching effectiveness.

STATEMENT OF THE PROBLEM

This study aimed to describe the implementation processes of andragogy in BTVTED and BTLED programs of ISPSC – Cervantes Campus. Specifically, this study aimed to answer the following research questions: 1. What mechanisms do teachers employ in implementing andragogy? 2. What are the challenges of teachers in implementing the andragogy? 3. What are the coping strategies of teachers in dealing with their challenges in implementing the andragogy? 4. What andragogy primer can be developed?

METHODOLOGY

Research Design

This research was focused with the use of case study as its research design. A case study, is a qualitative research method that provides an in-depth examination of a single entity (e.g., an organization, program, event, or individual) within its real-world context (Creswell, 2014). A case study is commonly used in social, educational, clinical, and business research, and it is appropriate in this study for the reason that it explores the challenges and coping strategies of teachers (McCombes, 2019). Therefore, the design is appropriate because the study also seeks to investigate the teachers' mechanism, challenges, and coping strategies in the implementation processes of andragogy.

Selection and Study Site

This study was conducted at Ilocos Polytechnic State College – Cervantes Campus, for SY 2025-2026. Purposive sampling was utilized wherein 5 respondents have participated, they are instructors in the programs of BTLED (Bachelor of Technology and Livelihood Education) and BTVTED (Bachelor of Technical Vocational Teacher Education). The participants are teaching in the BTLED and BTVTED Programs for at least two years. They also participated willingly in the study. The data saturation phase in qualitative data analysis occurs when the researcher continues in sampling and analyzing data until no new data appear, and all theoretical concepts are thoroughly developed...and their connections to other concepts are described (Morse, 2004), leading to informational redundancy (Francis, *et al.*, 2010; Sandelowski, 2008; Guest, *et al.*, 2006). Saturation is widely regarded as a key indicator of qualitative rigor, as noted by the authors (Morse, J.M. 2015). This study was clearly focused not on the number of participants but rather on achieving data saturation. Ultimately, it was assumed that once no new similarities or differences could be found, there was no need to continue collecting data (Aldiabat, & Le Navenec, 2018).

Research Instrument

In data gathering for this study, an interview was conducted using an interview guide containing concepts, definitions, and priori codes and this method was used in collecting the information in one-on-one interview. Questions were developed using an interview guide that includes concepts, definitions, and a priori codes. The questions that were formulated from the interview guide were transferred to the aide-mémoire, which served as the guide during the interview. These guide questions were validated ensuring that they adequately capture the topics and problems of the study. The consent of the participants in the study were sought using an interview consent form.

Data Collection Procedure

Before the conduct of the study, the researcher asked for the approval. The interview guide and aide-mémoire were constructed.

The *aide-mémoire* created by the researcher and the instrument used were approved by the panel and followed necessary modifications. A consent form was required in getting the participants' consent to participate. After that, a scheduled individual face-to-face interview for less than 10 minutes for each participant took place. Furthermore, in securing the participants' sharing, the researcher audio recorded the interview. It was then transcribed, then, spot-checking procedure was done to avoid transcriptionist effect. After which, the extended texts were returned to the participants employing member checking procedures. Members checking procedures through follow up interviews, checking of the interview transcripts by the participants, and presentation of results to the participants (Azarias *et al.*, 2020). The participants validated and confirmed their sharing.

Finally, thematic analysis was applied to the transcripts of the interviews. Gathered data were treated with utmost confidentiality, in accordance with the participants' requests and as stated in the consent form.

Mode of Analysis

The participants' sharing and interview sessions were transcribed into extended texts and subjected to cool and warm analyses. Extended texts refer to the transcribed audio or video recordings. The cool analysis will be focused on identifying patterns and significant statements from the extended texts to prepare for the subsequent warm analysis. In the warm analysis, these statements will be carefully reviewed and interpreted to generate data categories and themes. To ensure the validity, trustworthiness, and rigor of the emerging findings, member checking, follow-up interviews, transcript validation by participants, and dissemination of results to the participants will be undertaken (Azarias *et al.*, 2020).

Ethical Consideration

Participation in this study will be entirely voluntary. Without coercion, fear of harassment or intimidation from the researcher, participants in the study are free to share their opinions without fear of being upset or uncomfortable. A clear statement will be provided explaining the study's purpose, time commitment, and right to withdraw at any time without penalty. An informed consent form will be provided to all potential participants. Only those who signed the informed consent form will be included in the study. Only the researcher will have the access to the data. Data will be anonymized before any publication or presentation of the research findings. The interview questions will focus on opinions and perceptions and will not ask for sensitive information that could cause emotional distress. A summary of findings will be made available to participants upon requests. Any publications will ensure participant anonymity and confidentiality.

FINDINGS AND DISCUSSION

Findings in this study described the sharing of the teachers, who were coded as P for anonymity. The richness and depth of the extended texts enabled the researcher to discern the essence of the participants' lived experiences in teaching adult learners. Although, these experiences occurred in varied contexts,

common patterns in teaching adult learners were identified through the application of cool and warm analyses.

In addressing the research problems, participants' responses to questions pertaining to their lived experiences were systematically subjected to both cool and warm analyses. Through these processes, the extended texts were carefully examined and interpreted to derive meaningful insights.

Mechanisms in Implementing Andragogy

As instructors of adult learners, the participants shared their mechanisms in the implementation processes of andragogy in the Bachelor of Technology and Livelihood Education and Bachelor of Technical Vocational Teacher Education. The cool and warm analyses of the extended texts as the results of the sharing of the participants produced three themes which were dubbed as **GAB**. In the mechanisms, the teachers employ three: **G**uiding Hands-on Learning, **A**ctivating Collaborative Engagement, and **B**asing-on-Experience Learning.

Guiding Hands-on Learning. Participants described hands-on approach/activities as a learning method where learners actively participate in practical applications rather than just listening to lectures. It involves adults in learning by doing, allowing individuals to apply skills directly, use their prior experiences, and engage in activities that are immediately useful and relevant to their personal goals. To support these claims, the statements below are cited:

(...my process is a shift from theoretical lecturing to a competency-based hands-on approach that respects their existing field of experience. Because I believe that adults learn based by doing.) (P1)

(...practical applications and leveraging prior experience. So, because it is immediately useful, engaging and directly linked to learner's personal goals... It is more on hands-on activities. Since, my subject is more on laboratory activities like for example, the cakes, the bartending.) (P4)

Hands-on learning activities contribute to deeper understanding and positive learner attitudes by allowing direct interaction with learning materials. It also bridges theory and practice, making learning meaningful and applicable for adult learners. Hands-on experiences significantly improve learners' knowledge and perspectives. It aligns strongly with andragogical principles, emphasizing experience-based, learner-centered, practical instruction.

In the study of Park et al., (2026), have examined the effects of assistive technology instruction on student's perspectives, including attitudes, perceptions, and misconceptions about the implementation and effectiveness of assistive technology devices, wherein, interactive, hands-on experiences significantly improve learners' knowledge and perspectives.

The effectiveness of hands-on learning is further strengthened when grounded in authentic, collaborative, and reflective practices (Radović *et al.*, 2021). In the study of Laid and Adlaon, (2025), hands-on learning enhances student engagement, problem-solving abilities, and practical skill acquisition.

Activating Collaborative Engagement. Collaborative learning/activity is a teaching approach where learners work together, such as in focus group discussions to share ideas and experiences, and participate in the learning process. This approach activates brainstorming towards meaningful learning and developing critical thinking through sharing and constructing prior knowledge. To support these claims, the statements below are cited:

(Uhh I usually uhh use the collaborative activity wherein I let them have a focus group discussion.) (P2)

“...we must know our own strategy in teaching these adult learners, katulad ng pwede nating i-employ ng collaborative learning, experiential learning, uhh discussion method wherein they can participate or they can share also their experiences and also the demonstration method...” (...we must know our own strategy in teaching these adult learners, like we can employ collaborative learning, experiential learning, discussion method wherein they can participate or they can also share their experiences, and also the demonstration method...) (P5)

Collaborative learning promotes deeper understanding by allowing learners exchange ideas, reflect, and co-construct knowledge. It also enhance both cognitive and social aspects of learning, making them suitable for adult learners, its effectivity is also depends on guided facilitation and well-designed group tasks.

The collaborative learning environment appeared to offer students a chance to enhance not only their cognitive skills but also their social abilities (Haryono *et al.*, 2025). Collaborative learning, a method that focuses on teamwork, peer engagement, and group problem-solving, has become acknowledged as an effective teaching strategy for boosting critical thinking. Through participation in collaborative learning, students are motivated to exchange ideas, discuss differing opinions, and work together to find solutions, promoting a more profound comprehension of the material while sharpening their capacity to critically evaluate diverse viewpoints (Chen *et al.*, 2019). Collaborative learning actively engages students in their educational journey, fostering their ability to think both critically and independently (Vasodavan *et al.*, 2021). Students who were evaluated using conventional, individualized learning methods demonstrated their capacity to analyze, assess, and integrate information, all of which are fundamental aspects of critical thinking.

Haryono *et al.*, (2025) suggested that students possessed a moderate level of critical thinking skills but struggled particularly with conducting deeper analyses and considering different viewpoints. Nevertheless, after participating in a range of collaborative learning experiences, a significant enhancement in their critical thinking abilities was observed. These experiences involved group discussions, peer assessments, and collaborative problem-solving exercises, which enabled students to interact with a variety of viewpoints and exchange ideas within a team-focused setting.

Basing-on-Experience Learning. Experiential learning is an approach where learners connect, participate, and share their real-life situations and personal experiences. Sharing experiences with other learners is essential as it develops educational outcomes and enhance learners’ competence. It improves learning for the reason that it uses the learning-by-doing. To support these claims, the statements below are cited:

(...I also using real life situations and of course the examples to connect into their experiences.) (P4)

“...we must know our own strategy in teaching these adult learners, katulad ng pwede nating i-employ ng collaborative learning, experiential learning, uhh discussion method wherein they can participate or they can share also their experiences and also the demonstration method...” (...we must know our own strategy in teaching these adult learners, like we can employ collaborative learning, experiential learning, discussion method wherein they can participate or they can also share their experiences, and also the demonstration method.) (P5)

Experiential learning improves engagement and learning outcomes, enhances skills, competencies, and employability, improves academic achievement, promotes autonomy and deeper learning, especially when integrated with reflective and well-structured activities.

The advantages of experiential learning are well-established, and these advantages encompass enhanced technical expertise and a deeper understanding of course material, greater student satisfaction, and increased

likelihood of employment upon graduation (Gittings, L. *et al.*, 2020). In the study of Da Liang (2021) which aims to explore the effects of experiential education teaching modules on teaching effectiveness and the moderating influence of teaching styles were examined. Students participated in various experiential teaching modules, including theoretical classes, tour-planning competitions, and community field tours, which were used to assess teaching effectiveness and the development of social responsibility. The findings indicated that the experiential teaching module led to improved educational outcomes for students. Teaching styles played a moderating role in the effects of the experiential teaching modules, sometimes even reversing the impacts of passive experiential lessons, where the quality of instruction was found to be superior to that of active experiential lessons.

Experiential learning has been shown to foster professional competencies and real-world skills essential in technical and vocational education, reinforcing the notion that professional competencies are crucial in converting experiential learning into innovation-oriented skills (Yang, R. *et al.*, 2026). Experiential teaching modules significantly improve learning outcomes and teaching effectiveness.

Challenges in the Implementation of Andragogy

The findings of the study revealed that in the implementation of andragogy, the factors were identified as challenges. Participants shared that family responsibilities, distraction with the use of AI and cellphones, and late in class are collectively affecting students' active participation, motivation, and overall effectiveness of the teaching and learning process in the andragogical settings.

Family-Related Challenges. Family-related challenges refer to the personal reasons that adult learners have toward their families which can affect their exhaustion, absence or arrive late, and participation in school. To support these claims, the statements below are cited:

"...some of my students came to school na exhausted due to some personal reasons, or diba yung mga students na college is they are already have their families. So, yun po yung nagiging reason or parang nale-late sila when in terms to coming to class." (...some of my students came to school exhausted due to some personal reasons, my students college is they are already have their families. So, that is the reason or like they are being late when in terms of coming to class) (P2)

"...mahirap nang i-maintain ang kanilang attendance during class hours kasi nga, may mga adult learners na meron nang ahh may sariling pamilya, so may mga time na mag-absent sila or late nang nagpupunta sa school."(...it is difficult to maintain their attendance during class hours because there are adult learners who already have their own families, so there are times that they will be absent or arrive late at school.) (P5)

Adult learners who have their families as student-parent face competing demands of parenting and schooling, struggling to balance education, and childcare, often sacrificing health and academic focus. These findings suggest that effective instructional strategies for adult learners must accommodate their family responsibilities through adaptable learning structures, supportive environments, and practical applications of knowledge.

Being a young adult student-parent is quite challenging. Issues such as managing numerous responsibilities, maintaining focus, and socializing with classmates pose significant obstacles (Cabulay, *et al.*, 2023). Moreover, in the Philippines, young adult student-parents face difficulties in balancing their dual roles, which include being bullied, struggling with limited time, and facing financial challenges (Sicam *et al.*, 2021). These issues can adversely affect their academic performance.

Additionally, a study found that 84% of parent-students in Cebu Province experienced various challenges, such as concerns for their families, financial management, and securing childcare, as not all of them had a support system (Roldan *et al.*, 2020). Another research from Agusan del Sur indicates that student parents

struggle with time management due to frequent clashes between their academic obligations and parental duties (Bustillo *et al.*, 2024)

Technology Distraction. The participants shared that they loss focus and have divided attention caused by exposure to AI and cellphones and overdependence on AI. These prevent learners in participating effectively in class. To support these claims, the statements below are cited:

“Always disturbed... na pag papasok na sa classroom magi-start ka na, hindi pa sila nakakafocus kasi tinitignan pa is yung cellphone...masyado silang na-exposed sa AI kaya pag uhh mayron nang question, di na sila nakakasagot pag hindi sila mag AI.” (Always disturbed. When you are about to enter the classroom, they are not yet able to focus because they are still looking at their cellphones...they are too exposed to AI. So, when there is a question, they are not able to answer it, if they did not use AI.) (P3)

“Here is the use-cellphone use of the students, kasi, ang paggamit nila ng kanilang ahh cellphone ay... nagca-cause sa kanila ng distraction, loss of focus, and at the same time divided attention, kasi... uhh nawawala na ang concentration nila during the class hours, and at the same time, nao-overdependence ng mga estudyante ngayon sa paggamit ng AI.” (Here is the cellphone use of the students, because their use of their cellphone causes distraction, loss of focus, and at the same time divided attention, because, they loss they concentration during class hours, and at the same time there is overdependence of students now on the use of AI.) (P5)

Digital devices and AI tools are recognized as helpful resources for accessing information and supporting academic activities, the use of these during class often leads to divided attention, reduced concentration, and decreased participation in discussions and learning tasks. Distraction caused by mobile devices such as cellphones lead to decreased focus and ineffective classroom learning, requiring structured instructional controls to fully experience the learner-centered approach in andragogical education.

Previous research indicates that digital devices, including smartphones, tablets, and laptops, create considerable distractions for learners. There have been several reviews of studies concerning digital distractions (Kuncoro *et al.*, 2023; Roffarello & De Russis, 2023; Biedermann *et al.*, 2021; Dontre, 2021), which have examined topics like media multitasking issues, how technology distracts students, the impact of digital distractions in math classes, and the use of digital self-control tools. In recent years, the emergence of artificial intelligence (AI) tools has introduced new dynamics to the educational environment. AI chatbots, such as Chat Generative Pre-trained Transformer (ChatGPT), provide remarkable assistance for writing, summarizing content, and responding to intricate academic inquiries.

Although these AI tools have the potential to improve personalized learning (Wu & Yu, 2024; Birenbaum, 2023; Huang *et al.*, 2022), they blur the lines between enhancing educational experiences and acting as distractions. Researchers have also expressed worries about the progression from simple digital distractions to more profound forms of cognitive offloading and disengagement induced by AI (Yin *et al.*, 2024).

Tardiness in class. Late attendance in class refers to the situation where learners arrive late or absent due to family responsibilities which affect their ability to be present and on time during class hours. To support these claims, the statements below are cited:

“...mga students na college is they are already have their families. So, yun po yung nagiging reason or parang nale-late sila when in terms to coming to class.” (...my students in college is they are already have their families. So, that is the reason or like they are being late when in terms of coming to class.) (P2)

“...mahirap nang i-maintain ang kanilang attendance during class hours kasi nga, may mga adult learners na meron nang ahh may sariling pamilya, so may mga time na mag-absent sila or late nang nagpupunta sa school.” (...it is difficult to maintain their attendance during class hours because there are adult learners who already have their own families, so there are times that they will be absent or arrive late at school.) (P5)

Attendance is a critical determinant of learning success, and attendance problems cannot be addressed solely through classroom policies but require adaptive teaching strategies. Family demands directly interfere with attendance patterns, especially among students with caregiving roles.

In the study of Hansen *et al.*, (2025) and has cited various researchers which shows school attendance problems such as anxiety, parents-and school-based school withdrawal, various individual, school and family factors such as childcare significantly affect students' ability to attend school regularly.

Monitoring (recording, reporting, and using) in the study of Sälzer *et al.*, (2024) shows that absenteeism is influenced by contextual life factors beyond school control, requiring systematic interventions.

Coping in the Implementation of Andragogy

The findings revealed the shared coping strategies of the participants in the implementation processes of andragogy. The cool and warm analyses of the extended texts as the results of the sharing of the participants produced two themes which were dubbed as **AY**. In the coping strategies, the teachers shared two themes: **Adapting Flexible Instruction**, and **Yielding Learner Engagement**.

Adapting Flexible Instruction. Flexible instruction is an approach where the instructor adapts methods, schedules, and requirements to accommodate learners' needs. It includes promoting self-directed learning, giving considerations such as back-reading PowerPoint presentations so learners can manage their studies with work-life balance. To support these claims, the statements below are cited:

(It is by ahh promoting self-directed and flexible learning for them to learn on their own terms and manage their work-life balance.) (P4)

(I need to be always be flexible and give more patience and understanding to the adult learners.) (P5)

“I give them considerations and also, I let them backread kung ano man yung mga presentations or yung mga powerpoint na napresent, so, hinahayaan ko silang i-backread yung mga yun kapag na-miss nila.”(I give them considerations, and also, I let them backread on any of the presentations or the PowerPoints that were presented, so I let them backread on what they have missed.) (P2)

Flexible teaching aligns strongly with andragogical principles by promoting autonomy, relevance, and responsiveness to learners' real-life contexts. Flexible learning enabled students to adjust schedules, manage responsibilities, and remain engaged, though support systems are needed. Adult learners often juggle family, work, and education, making rigid systems ineffective, that is why adopting flexible teaching modalities is necessary to ensure continuity despite constraints like access, time, and environment.

Flexible teaching is a critical strategy in addressing the complex challenges faced by adult learners in higher education. Flexibility in instructional design has been shown to humanize learning, increase engagement, and accommodate diverse student needs, including family responsibilities and work obligations (Galad *et al.*, 2024). In the study of Dayagbil *et al.*, (2021), flexible learning modalities enabled students to manage their schedules, responsibilities, and academic tasks more effectively, despite challenges in implementation.

Furthermore, flexible teaching supports students dealing with attendance issues by allowing self-paced and accessible learning environments, thereby improving participation (Radovan 2024).

Yielding Learner Engagement. Engagement is the valid technique for learners in the learning process through guidance and encourage them to be patient and keep their active participation for the whole period class. To support these claims, the statements below are cited:

“I will use ahh valid engaging techniques instead of lectures for the whole period since sometimes I have a subject that is two hours. So, mas maganda na mas engaging yung subject namin.” (I will use ahh valid a engaging techniques instead of lectures for the whole period since sometimes I have a subject that is two hours. So, it is better if our subject is more engaging.) (P4)

(I always give guidance and tell to my students to be patient and encourage them for their active participation and engagement in the school...) (P5)

Engagement is essential in promoting self-directed learning, relevance, and experiential learning. It increases when instruction adapts to learners’ context, including time constraints and personal responsibilities. Active participation strategies enhance engagement and reduce passive learning.

Engagement which includes cognitive, emotional, and behavioral dimensions, has been shown to improve when teaching strategies are flexible and responsive to learners’ needs (Kuluşaklı, 2025). Research further indicates that engagement increases when students feel supported and understood, particularly when instructional approaches recognize their real-life responsibilities and contexts (Galad *et al.*, 2024).

In addition, in the study of Cachero-Paderog (2023) underscores the positive impact of flexible learning, encompassing synchronous and asynchronous platforms, that flexible and student-centered teaching strategies have been found to enhance student attentiveness, responsibility, and participation.

Andragogical Primer

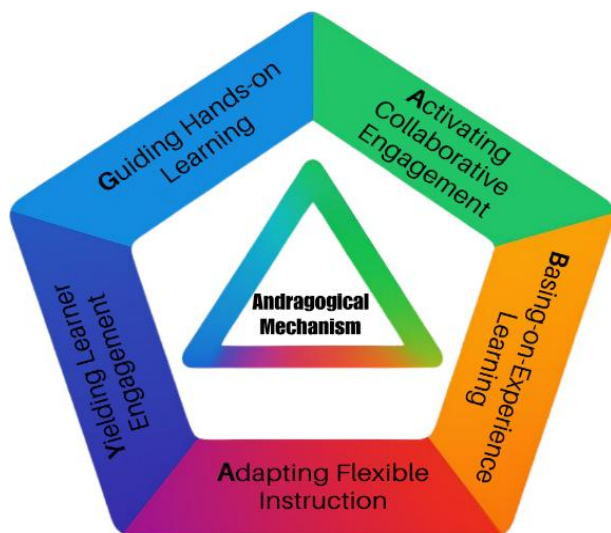


Figure 1. GABAY: Andragogical mechanism in teaching BTLED and BTVTED students

In the implementation processes of andragogy, participants identified mechanisms and coping strategies while sharing their experiences as instructors of adult learners across three aspects. The valuable insights shared by the participants contributed to the development of a teaching model for the implementation of andragogy at Ilocos Sur Polytechnic State College – Cervantes Campus in Cervantes, Ilocos Sur, which has been named the GABAY Primer. GABAY is a Filipino word that means guide/guidance, which is highly appropriate for andragogical teaching strategy primer designed to support adult learners facing academic and personal challenges. Based on the findings, the researcher developed the GABAY Teaching Strategy Primer,

which stands for **G**uiding Hands-on Learning, **A**ctivating Collaborative Engagement, and **B**asing-on-Experience Learning. In the coping strategies, they shared two themes: **A**dapting Flexible Instruction, and **Y**ielding Learner Engagement.

Rationale. GABAY which stands for Guiding Hands-on Learning, Activating Collaborative Learning, Basing-on Experience, Adapting Flexible Instruction, and Yielding Learner Engagement. This primer serves as an andragogical coping mechanism that addresses adult learners' challenges such as family responsibilities, distractions on cellphones and AI, attendance difficulties by promoting flexible, experiential, and engaging instruction.

Objectives. 1. To enhance the implementation of andragogical teaching strategies by integrating hands-on, collaborative, experiential, flexible, and engaging learning approaches in instruction. 2. To address the challenges encountered by adult learners such as family responsibilities, technological distractions, and attendance issues through adaptive and learner-centered teaching approaches. 3. To promote active participation and self-directed learning among adult learners by creating meaningful, relevant, and experience-based learning environments.

Primer. GABAY in Filipino means guide. This can represent the teacher's role in andragogy in guiding adult learners, supporting them through challenges, and facilitating flexible and meaningful learning.

G-Guiding Hands-on Learning provides structured activities through practical or hands-on that keep the learners engaged and reduce passive dependence on AI/cellphones.

A-Activating Collaborative Learning promotes interaction and shared responsibility of the learners, helping them stay connected despite family responsibilities.

B-Basing-on Experience connects lessons to real-life experiences, making learning meaningful for adult learners balancing multiple roles.

A-Adapting Flexible Instruction allows flexibility in learning, participation, and requirements to accommodate attendance issues and family responsibilities.

Y-Yielding Learner Engagement strategies uses motivating and participating methods that sustain attention and improve learner involvement.

CONCLUSION

Ilocos Sur Polytechnic State College is one of the State Universities and Colleges in the Philippines, which is a public tertiary institution overseen by the Commission on Higher Education that teaches adult learners.

The cool and warm analyses the extended texts highlighted the perspectives of instructors regarding the education of adult learners, as they discussed their mechanisms, challenges, and coping strategies in the implementation of andragogy. The participants recognized the difficulties associated with teaching adult learners. Nevertheless, the instructors exhibited a positive attitude towards adult educational instruction despite these challenges. Clearly, their responses, shaped by their lived experiences, help them navigate the obstacles they encounter. It is evident that they demonstrate flexibility and a commitment to supporting their students through practical learning, cooperative teaching methods and experiential learning.

Furthermore, their mechanisms in the implementation processes of andragogy led to the development of the GABAY Primer. This model serves as a coping mechanism that guides adult learners through hands-on, collaborative, experiential, flexible and engaging learning experiences. It is specifically designed to address challenges related to family responsibilities, technological distractions, and attendance issues among college students in the BTLED and BTVTED programs.

Finally, the GABAY Primer which is developed from the verbalizations of the participants serve as an andragogical coping mechanism that addresses adult learners' challenges such as family responsibilities,

technological distractions, and attendance difficulties by promoting flexible, experiential, and engaging instruction.

RECOMMENDATIONS

Higher education institutions may develop and implement training programs aimed at strengthening the identified instructional mechanisms and coping strategies in teaching adult learners. These initiatives should provide educators with enhanced knowledge and skills in adult learning principles, enabling them to effectively address challenges encountered in andragogical instruction. The identified challenges in the implementation processes of andragogy may be furthermore studied to provide relevant intervention and mitigation programs. The proposed GABAY Primer for the implementation of andragogy may be pilot-tested and further refined to improve its effectiveness and applicability in diverse instructional contexts.

The GABAY Primer could also be used to understand other fields of specialization to see if the mechanism transpires.

Future studies are encouraged to evaluate the effectiveness of the developed model in enhancing teaching practices and learning outcomes among adult learners.

LIMITATION OF THE STUDY

This study is limited only to identifying the mechanisms, the challenges and the coping strategies of instructors teaching adult learners. Future studies should be conducted to determine the level of seriousness of the challenges in implementing andragogy. Finally, the evaluation on the effectiveness of the GABAY Primer and its utilization in the teaching and learning process is still encouraged for future studies.

AI Disclaimer: Artificial Intelligence (AI) specifically the Chat Generative Pre-trained Transformer was used in the study in assisting with related literatures and helped elaborate and synthesize the relevant researches which supported the results of the study.

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