

## THE HIGHER EDUCATION SYSTEMS BASED ON BEHAVIOURAL PATTERNS AND ENHANCING THE ACTIVITY OF STUDENTS

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### ABSTRACT

*The pedagogy originated from the personality gives a human approach of teaching. In spite of the fact that there are no exactly defined types of personalities, the systematic way of thinking shows not only the right way to get to know the students more deeply, but also the conscious selection of the appropriate teacher behaviour, teaching and evaluation methods.*

*The academic requirements influence each student in a different way. They all have their own way to acquire the performance based knowledge. Thus teachers need to motivate each student in a different way and involve them in the study process. So tertiary education teachers need to be aware of the inner qualities and teaching methods that prove to be successful in the case of all students. In this way, unsuccess can be understood as well.*

*This paper shows an anthropocentric four dimension pedagogical system that helps teachers to create a more conscious study environment for the students.*

**Keywords:** higher education, competence assessment

### 1. INTRODUCTION

The pedagogy based on the personality gives the humanistic approach of teaching. That is why we have chosen the simple system based on our own experiments which we would like to introduce in the following study relying on some basic psychological theories.

We believe that in spite of the fact that there are no exactly defined personality types we had better think in a system so we can find our way to get to know our students more deeply and we can also define the appropriate teacher behaviour and choose the most suitable teaching and evaluation method.

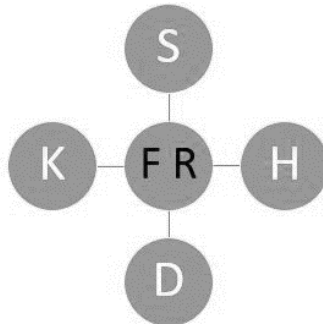
In the tertiary education it means that each student is affected by the study requirements and methods in a different way. They can acquire the performance-based knowledge in a different way. Therefore they should be motivated and involved in the learning process in a different way as well. It is certainly very hard to realize under the given circumstances. On the other hand, the workers of tertiary education should all become familiar with the characteristics and teaching methods that can be successful with the students. In this way, we can understand unsuccess more deeply.

The system based on behavioral patterns and enhancing student activity is the short summary of the research done in the past five years. Because of its simplicity and systematic approach it can be helpful for those who do not have a sustained pedagogical and psychological experience but would like to become successful in their job. We would also like the students to become motivated and successful as well.

## 2. THE RIEMANN - THOMANN MODEL – METHODOLOGY

The model created by Fritz Riemann (1975) and Christoph Thomann (1988) describes the four typical behaviours from the point of view of the individual. The satisfaction of the four basic needs creates the holistic state of human well-being. This is not a static, relaxed position, but the position of an active dynamic state. Thus well-being depends on the balance of opposite forces. We can pay attention to all our basic needs and we can cope with the fear of losing it, so we can keep on going. Moreover, we can keep the balance. During human life the perfect balance cannot be realized. There is always a gap in any of the fields which motivate us to work on them. It is characteristic of everyone that one or two of the four basic fears become more influential so the individual moves away from the state of perfect balance. It influences the main features, the communication and the relationship capability of the personality. It appears at the level of behaviour with recognizable and relevant features. It is influential in the learning process as well.

We can imagine the force field of this psychical area –which strains between four conflicting forces—as four possible directions in our life which can be demonstrated in a cross shaft according to the following figure. It can show the type of personality (the orientation of a person) in the most spectacular way. In an extreme case the above mentioned types indicate the ways where the uncured fears and inhibitions can lead to mental illnesses (depression, schizophrenia, obsessional neurosis, hysteria). The name of the type comes from here, where it is not yet considered to be an illness. Christoph Thomann shows the four personality types according to their dominant basic needs: distance, proximity, permanency and change types in this model.



*Figure 1. The position of the four personality types (source: own edition)*

## 3. THE DEFINITION AND THE OPERATION OF THE MODEL

This model summarizes the things mentioned above. It integrates the pedagogical system of the personality-based omni-directional possibilities. We can observe the importance and necessity of all of them. Let's not hesitate to experiment. The only thing that we must not do is to be restricted to one direction only. Thinking in systems can open new directions and can give new prospects to us.

### 3.1. Methodological recommendation

The parts of the whole system

- 1, FR test – graphical evaluation
- 2, Student environment, description of studying characteristics
- 3, The system of teacher methodological processes

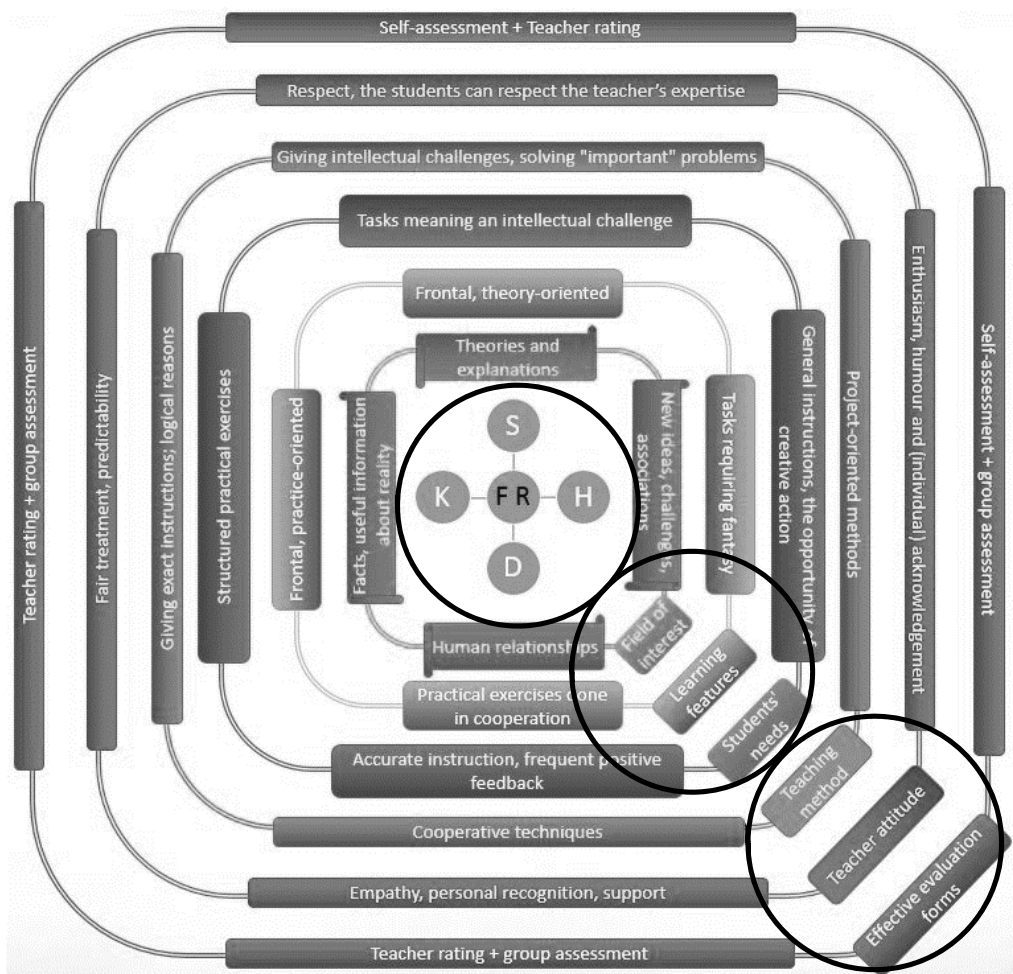


Figure 2. The system of tertiary education methodology enhancing student activity and based on behaviour – built on Fritz Riemann (FR) personality dimensions (source: own edition)

In our teaching job we consider the self-knowledge and knowledge of human nature to be essential. The new system suggests making effort to be balanced in our way of thinking and teaching as well. Most importantly, all the personality types should feel support and development requirements during the learning process. This helps involvement and active participation at a great extent. This can be realized by a consciously prepared subject requirement system and a very active personal participation. In the tension of the opposite wishes we can obtain an incredible creative impulsiveness which is very motivating for the teacher and participant at the same time. Experiencing it is a very artistic and creative process. This availability is a very serious personal presence and provision together with the preparation for it. The first step towards it is recognizing our own orientation. Then confessing the values and the reason of the existence of the other orientations. This is a very crucial step to preserve our open-mindedness and gives the opportunity to further integration and improvement. After that we need to consider our studying and teaching patterns. Finally, we need to find the picture

in our hearts which connects us to our teaching profession. Without these roots we cannot be good teachers.

Hopefully, this model which focuses on the recognition of the personality types, will be a very important hub of the teaching job. It also reinforces in us what we consider to be important and unimportant in the studying and teaching and in our own life. If we do not know our personal features and we do not enhance them, we cannot build upon them. We only create professional deformities in ourselves, so it is very important to take part in the teaching-learning process actively and prepare our students and the participants for it. Confessing that we can only do it imperfectly according to our present knowledge, maturity and skills, being on the way, similarly to our students. We are very equal from this point of view. We can only have one excuse, if we participate in the process whole-heartedly. Hopefully, it is enough to awaken the others.

**4. THE CHARACTERIZATION OF THE DIMENSIONS-PEDAGOGICAL RECOMMENDATIONS**

**4.1. TYPE D supportive and developing pedagogical environment**



*Figure 3. Type D supportive and developing pedagogical environment (source: own edition)*

The pedagogical system based on personality types categorises the fields of interests considering the personal features, the studying characteristics, the recommended teaching method, the basic human needs, the suitable teacher attitude and the effective evaluation forms. The main interest of the closeness-oriented person is the other individual and the relationship. He/she feels well in harmonious personal relationships. He/she makes decisions relying on his/her emotions. His/her preferred studying form can be derived from it-he/she likes studying in pairs or in a small group. His/her basic need is attention, acknowledgement, the positive feedback of his/her values and performance to be able to get punctual reflections. So the effective evaluation form for him/her is the professional evaluation of the experienced cooperation in the relationships as an individual and a team member. The recognition of his/her values gives him/her wings, appreciation builds a close relationship and enhances his/her inner force, bravery, enthusiasm and perseverance in the future. The lack of attention makes him/her feel insecure and it spoils his/her studying performance. Disesteem destroys his/her personality. He/she is the most undefended, vulnerable personality from the four types in the teacher-student relationship, because he/she has the biggest need for bonding. He/she is mostly at disposal and is the most open-minded in a relationship. He/she is very grateful and active if he/she receives enough attention. In this case the teacher has to be careful not to ruin the relationship by subordination and the compulsion to meet the requirements. He/she always gives the trust

and respect in advance. He/she has to be encouraged by regular feedbacks and evaluations to participate in tasks which he/she considers to be a challenge. In this way his/her personal autonomy and self-esteem can be enhanced.

Therefore those tasks are developing for him/her which are liked and required by the opposite type (the schizoid) of person. If the closeness-oriented person feels secure and appreciated in a relationship-which he/she considers to be prior-his/her performance is high, reliable and predictable. He/she tends to overfulfil the requirements. In a team he/she does everything for the other team members, he is willing to forget about him/herself. He/she has to learn to pay attention to him/herself, control the overflow of his/her own feelings and integrate the released power into actions. The sensitive mind is balanced by a discovered own effectiveness, where it is not the vulnerability defencelessness, withdrawal, but success and creativity that leads the way to the future.

#### 4.2. TYPE S – its supportive and developing pedagogical environment

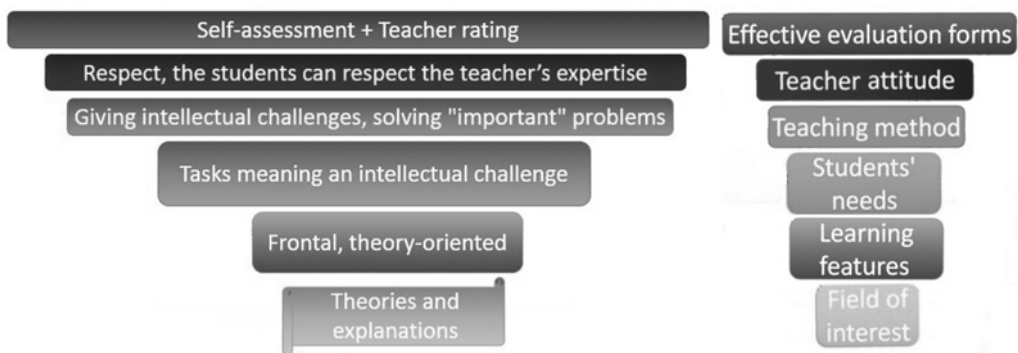


Figure 4. Type S and its developing and supporting pedagogical environment (source: own edition)

The most important field of interest for the distance-oriented person is the theoretical, intellectual, rational mind map. That is why he/she is most interested in the intellectually challenging tasks that contain something new and can be carried out on his/her own. He/she gives the highest performance in individual learning. He/she expects professionalism from the teacher, the highest theoretical knowledge of the curriculum. He/she can only acknowledge the teacher if he/she makes a great impression on him/her by a theoretical knowledge which he/she strives to understand. He/she likes thinking and understanding things. He/she makes his/her decisions according to rational consideration. It makes him/her happy and challenged to work on the thinking barrier. He/she can make it work in action in a shorter time than the closeness-oriented person. He/she cannot live his/her own feelings and realize them as a cognitive power. He/she needs to improve the work on the feeling barrier, his/her emotional intelligence and cooperation with other people. He/she finds it easy to cope with today's tertiary education. He/she does not have any problems with the impersonality of mass education. He/she does not mind the curriculum-based frontal lectures, if they convey appropriate professional knowledge. They are the first to ask questions during the theoretical lessons, because they are mostly interested in the theoretical background of practical problems. They can be motivated by competition, individual presentations and discussions.

They like fighting for acknowledgement. If they want, they can gain the attention of the teacher, they can stand out from the crowd. They are able to confront and like posing the teacher to

challenges. He/she fights for his/her freedom, likes evaluating him/herself but the evaluation of the teacher is also important for him/her. If he/she switches off his/her feelings, he/she can become intellectually arrogant. He/she can misuse his/her intellectual superiority, while he/she considers the participation of others to be very weak. It is developing for him/her to work in teams, cooperative learning and everything that makes him/her participate in interaction and cooperation. Thus the learning form which is enjoyed by the opposite personality type, the closeness-oriented one.

**4.3. TYPE K – supportive and developing pedagogical environment**



Figure 5. Type K – supportive and developing pedagogical environment (source: own edition)

The basic need of stability- oriented people is safety, structuring, planning and intelligibility in the studying environment as well. He/she likes to know the rules in advance, the requirements and meet the deadlines.

His/her essential characteristic is preciseness, punctuality and he/she expects the others to do so, he/she is the most reliable from all the types. The teacher gets the highest respect from him/her if he/she sets a clear system of requirements and he/she sticks to it. He/she gives the best performance if he/she can prepare for it and can be planned. He/she has difficulties handling unexpected things and thinks they are unfair. Unexpected situations are stressful for him/her and tends to put the blame on other people for it. He/she likes to pay attention to the details, is practice-oriented, does not mind monotony, can concentrate, and do well during routine tasks.

The tasks that are enjoyed by the opposite personality type (change-oriented) are developing for him/her. For example participation in complex projects which cannot be planned in advance in spite of the greatest thoughtfulness. The studying and work process where unexpected ideas, impulses need to be integrated, spontaneity and creativity is experienced, intuitive thinking is needed and the higher quality realization of the creating process is necessary. With the success of these things we help him/her to become more flexible and live his/her own creativity.

The working on the will barrier is the most important for him/her, he/she is paralysed by unexpected events. He/she has to learn to resolve the inner resistance on the will barrier and the rigidity with the help of his/her thoughts and feelings that make him/her go ahead. To be able to experience it, he/she needs the reliability of his/her teacher and fellow students so that the safety in the relationships and the realistic evaluation and appreciation gives him/her the suitable power and motivation to cope with professional challenges.

#### 4.4. TYPE H-its supportive and developing pedagogical environment



Figure 6. type H – its supportive and developing pedagogical environment (source: own edition)

The change-oriented person is interested in several things. His/her main feature is curiosity and searching for new things. In the learning process keeping up his/her interest is one of the biggest challenges to the teacher. It is only possible by involving them and being open to their active interest and giving them a lot of freedom.

They like discovering new things and become enthusiastic when they can get to know something new in an unknown field or can bring a new point of view to a field they already know. They are intuitive, spontaneous, creative, flexible and can make the best use of intuitive thinking which needs less effort but fast recognition of problems and spontaneous active presence.

They are more interested in coming out with new ideas than realizing them. So it is quite difficult for them to plan something in the learning process and take it over with persistency. They can give up easily and start new things. That is why they often seem to be unpredictable and they find it difficult to adjust to the system of rules made beforehand. They cannot stand monotony.

Working on the will barrier can result in unexpected actions getting over the given tasks –with a so called overdoing things, with exaggerated activity and emotional exaltation-they try to cool down their exaltation with their thoughts and vehemency and they learn to think things over and plan things before making decisions.

They have to learn and improve the convergent way of thinking which needs effort, thinking, concentration and stamina. Its logical chain and causality make him/her realize the consequences so make him/her take more responsibilities. The project-oriented teaching seems to be the most suitable for them.

They have the biggest need to integrate the uplifting force of artistic element and beauty into the learning process. The most difficult thing for them is to do routine tasks which need preciseness, punctuality and stamina. It is not easy for them to be absorbed in tasks and be devoted to them.

They feel that they are restricted. The system of rules that can be found at the other side of the axle and give safety to the stability-oriented people means a lot of stress and tension for them. It is developing for them to make them adjust and pay attention to the barriers, preciseness, absorption and carry out the whole process so that they can become successful.

## 5. CONCLUSION

In the article we searched for the answers to the question how we can think in a different way in tertiary education, how we can replace the focus from the conveyance of knowledge to the person itself whom we would like train to be a professional. How can we move out from our usual thinking and methodological track which have become void? How can we make it livelier? How can we renew our teaching habits? What gives us enough motivation to do this? Which is the right direction in the tertiary educational and cultural change in the future?

In the future there is a great need to think together in the teacher communities, to meet the students and talk about the experiences during the learning process, to solve the problems together via cooperation. Our professional knowledge is based on cooperation, as we tend to become narrow-minded. In tertiary education it is a great stress factor that teachers are not acknowledged and problems are not recognised either. This integrity which where teachers experience scientific-theoretical and teaching wholeness and gives success is owned by only few people.

We need to recognize that teaching in tertiary education is a separate profession. It is more than just knowing our scientific field and convey it to our students. At present the other professional and scientific requirements are the only quality indicators. So the development mentioned above –because of the lack of expectation- needs to be made because of our own inner impulse.

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