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Educational needs of young pedagogues in the light of transactional educational hungers and in relation to their professional personality types

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Abstract

This paper presents the results of research relating to the educational needs of young pedagogues in relation to their professional personality types. The research was conducted using the Questionnaire of Educational Needs (KPE) and the Holland Occupational Personality Test. Students of pedagogy at the Humanitas Academy in Sosnowiec and students of pedagogy, psycho-prevention and psychological support at the Jan Długosz University in Częstochowa were involved in this research. The KPE study showed a high level of student indications of hunger for recognition and stimulation. When analysing the students' research with the Holland Occupational Personality Test, results were obtained that clearly indicated a dominant social personality. A statistically significant relationship was observed between realistic style and hunger for stimulation, where the stronger the realistic style, the more stimulation it needs; artistic style and hunger for stimulation, where the stronger the artistic style, the more stimulation it needs; conventional style and hunger for structure, where the stronger the conventional style, the more structure it needs. Research into the individual differences of prospective pedagogue within their personality traits, coupled with an examination of their educational needs, can provide solutions to many educational problems, as well as pointing the way to better pedagogue education.

Keywords: transactional educational hungers, pedagogue, educational needs, professional personality.

Introduction

Catering for children's needs enhancing their educational success has become the priority of modern education. Undoubtedly, it is valuable to draw the readers' attention to satisfying the needs of students of pedagogical faculties who shall become a leading force in educating future generations. Paying attention to the needs of prospective pedagogues staff, we have an impact on shaping the quality of this education. Satisfying needs that are called educational hungers in Transactional Analysis terminology may become a key to ideal preparation of prospective pedagogues who are about to teach children.

The impact of a given teacher's personality on the student's functioning in the classroom is certainly interesting. In their research on students' functioning in the classroom assessed by teachers of various personalities, J. Miecznik-Warda and I. Kovalčíková (2022) concluded that teachers' personality types undoubtedly influence the process of education and how students of different disposition are perceived. W. J. Kenney and B. F. Lyons (1979, after: Jagieła, 2017) also analysed teachers' behaviours, trying to determine if their functioning is of a personal nature or if it is rather stable, or maybe it depends on a situation. The conducted research encourages to take a closer look at this phenomenon.

Taking into account the cognitive educational paradigm based on the modern approach to students' individual development, it can be assumed that "there is no physical feature, behavioural pattern or mental trait that would not introduce differences among people" (Andrukowicz, 1998). Thus, the research concerning individual differences of prospective pedagogues within their personality traits linked with analysing their educational needs may constitute a solution to many educational issues, and show the way to educating prospective educators staff in a better way.

The concept of educational hungers according to E. Berne

The Dictionary of Transactional Analysis reads as follows, "Needs are described in Transactional Analysis as hungers. At early development stages, hungers function at the biological level, surfacing at the psychological level later on. Hungers are most frequently divided into:

- hunger for stimulation – need to experience feelings and stimuli;
- hunger for recognition – need for support and others' acceptance;
- hunger for time structure – need to order experiences in time" (Jagieła, 2012, pp.76).

If the aforesaid needs are not satisfied, it may lead to a certain discomfort in functioning in the educational process. E. Berne stated that "most people feel

very anxious when they face lack of structure” (1991, pp. 41 after: Widawska & Pierzchała 2020). The author claims that satisfying hungers allows for appropriate and effective realization of the educational process.

— hunger for stimulation

Hunger for stimulation refers to a great extent to an individual’s feelings and stimuli or rather lack of them. In the educational process, hunger covers lack of stimuli in the area of an individual’s mental and physical needs during organized didactic situations (Steiner, 1982; Cornell, Graaf de, Newton, Thunnissen, 2016).

— hunger for recognition

Hunger for recognition is tightly linked with human reactions as it is satisfied by contact with another human being. Berne determined a unit of recognition calling it a stroke, referring to physical cuddling that a child receives in their early childhood (Berne, 1966). A stroke is defined as “A unit of interpersonal recognition and support being in its nature each act of recognizing one’s presence and being noticed by other people” (Jagieta, 2012, pp.75). When it comes to the educational process, we deal with satisfying hunger for recognition by a student contacting a teacher or a student contacting another student.

— hunger for time structure

Hunger for time structure or order is an individual’s need to function against the background of clear and transparent rules. In case of the educational process, these needs will be linked with access to information on what we shall study, what the rules are, time limits and expected results or the results that we expect (Newell & Jeffery, 2002; Widawska & Pierzchała, 2020).

Types of professional personality according to Holland

Holland’s theory presents the structure of professional preferences and the relations between an individual and the environment that offer an opportunity of choice and professional development. Professional preferences are depicted here in the form of six professional personality types that vary in the way of perceiving information about professions, its accumulation or understanding. Their choice is simultaneously a diagnosis of an individual’s professional personality. There are six types to be distinguished: realistic, investigative, artistic, social, enterprising and conventional (Holland 1992, pp. 25). Holland also depicted preferences of various professional environments, which are characterised by certain personality types, appropriate behavioural patterns or problem solving approaches and characteristic paths of professional development. Thus, in certain environments, like in case of personality types, a characteristic preference profile dominates (Bajcar et al., 2006).

Holland drew attention not only to an individual's right choice of their professional environment, but also to the demands of this professional environment towards a candidate for a given profession. The unanimity of an individual's and the professional environment's preferences can be called a match. In this case, an indicator of matching should be an extent to which both an individual and the environment recognize the aforementioned demands (Syroka, 2003).

Therefore, there is a regularity in which a given professional environment with uniform preferences is matched with appropriate types of professional personality, also with similar preferences.

Holland distinguished the following types of professional personality:

- investigative type – depicts a type of people whose main activity is investigating, researching, observing and analysing. They choose jobs that consist in problem solving with the help of strict scientific methods. These persons are analytical, inquisitive, accurate, logical, rational.
- artistic type – it is a type of professional personality with artistic preferences, characterized with clarity of emotions, sentimentalism, expressiveness. These persons are creative, innovative, sensitive and extraordinary. They choose creative activities, where they are encouraged to think outside the box, develop their talents in artistic fields: arts, music, literature, etc.
- social type – it is a type of person who likes working among people. People with such personality traits like reading, educating, raising, helping, training. They prefer working for the benefit of others, they love to spread good. They are tactful, empathetic, sympathizing. They are also generous, sociable, cooperating and understanding.
- enterprising type – it describes a type of person who knows how to manage others, has general managerial skills, knows how to lead and give advice. These people are energetic, extrovert, striving to achieve their goal, knowing how to influence others, delegate tasks, control. They are geared towards career and profit. They can publicly present themselves and their actions.
- conventional type – it is a type of person who prefers working with data, i.e. statistics, analyses, calculations, bills. These people work methodically, are accurate, systematic, practical. They like clear instructions, recipes, rules and directives. In the eyes of others, they pass as cautious, conformist, enjoying material goods.
- realistic type – these people are good at sport, designing things, manually talented. They are perceived as logical, matter-of-fact, practical, frank and straightforward. In their job they prefer contact with nature or machines. They like designing, building, DIY activities. At the same time, they aim at achieving substantial material profits in these areas.

Moreover, Holland also distinguished working environments most optimal for a given personality type. These are the following environments: investigative, artistic, social, enterprising, conventional and realistic. He evaluated the compatibility of a given personality type and environment with the help of the Hexagon Model he created himself (Dworzańska, 1998).

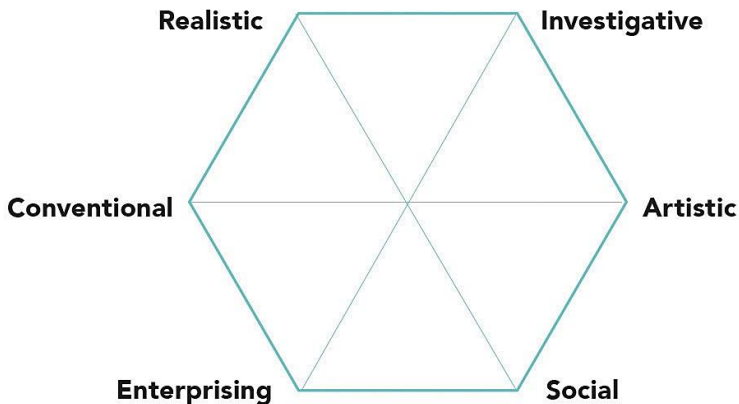


Figure 1

Holland's Hexagon Model: RIASEC

Source: E. Papanis (2017).

The author states that the compatibility in the hexagonal model above reflects the distances between particular angles of this figure. It is an indicator of compatibility of one's professional personality and their working environment. Thus, neighbouring personality types and environment types corresponding to them are compatible to the largest extent.

Research methodology

A point of departure for the research in question was the main research problem included in the following question:

- What are educational needs of young pedagogues in relation to their professional personality types?

Detailed subject matters encompassed the following questions:

- What are educational needs of pedagogy students?
- What type of professional personality characterises pedagogy students?

The research was conducted on the premises of two Silesian higher education institutions hosting the faculty of pedagogy: the Humanitas Academy in Sosnowiec and Jan Długosz University in Częstochowa. The main criterion for choosing the above was their willingness to cooperate in the field of carrying the research out. From a selection typology point of view, it was an accessible and partially intended choice.

The study covered 101 female and male persons studying pedagogy, specialising in the fields of pre-school and early-school education, from the Humanitas Academy in Sosnowiec, and those specialising in pedagogy, psychoprophylaxis and psychological counselling from Jan Długosz University in Częstochowa. The study was conducted in May and June 2024.

Tools and procedures

The Questionnaire of Educational Needs (KPE) and the Holland Occupational Personality Test were used in the research.

Questionnaire of Educational Needs

The Questionnaire of Educational Needs (KPE) serves to measure the intensity of educational needs according to previously discussed E. Berne's concept of hungers. The questionnaire involves 75 questions regarding activities that help the charges in their learning and teaching process, divided into 25 questions referring to each type of hunger: structure, stimulation and recognition. All the questions are closed questions. The respondents refer to the statements with the help of 5-level Likert scale, where "no" means "it does not help me at all", "rather not" – "it rather does not help me", "I do not know" – "it neither helps me nor does not help me", "rather yes" – "it rather helps me", and "yes" – "it helps me very much" (Widawska & Pierzchała, 2020).

Holland Occupational Personality Test

The Holland Occupational Personality Test serves to determine the respondent's personality type in relation to six professional personality types described above. It consists of 90 closed questions. The respondents choose the answer "yes" or "no". The interpretation of results is conducted on the basis of the table of answers to particular questions, matched with personality types. The highest sum of positive indications in a given range points to a given professional personality type. The remaining high results are accepted, which corresponds to the mixed type. The test is regarded as the most popular one in the field of professional counselling.

Data analysis and results

A. The assessment of students' educational needs with the use of the Questionnaire of Educational Needs (KPE)

The results of the studies in question were subject to analysis based on normalization with the use of stens and intensity degrees. The sten scale was used here, consisting of 10 items, covering three standard deviations from the mean. The indications corresponding to particular hungers range from 10 to 50. They were given the following intensity degrees: high, medium and low (Widawska & Pierzchała, 2020, p. 22). Table 1 presents the data obtained from the analysis of research results with the help of the Questionnaire of Educational Needs (KPE).

Table 1

Structure of choices made by the students analysed by the Questionnaire of Educational Needs (KPE) (N=101)

Hunger types	Intensity degree (number of indications)		
	High (sten 7-10)	Medium (sten 5-6)	Low (sten 1-4)
hunger for structure	28	46	27
hunger for recognition	54	29	18
hunger for stimulation	45	34	22

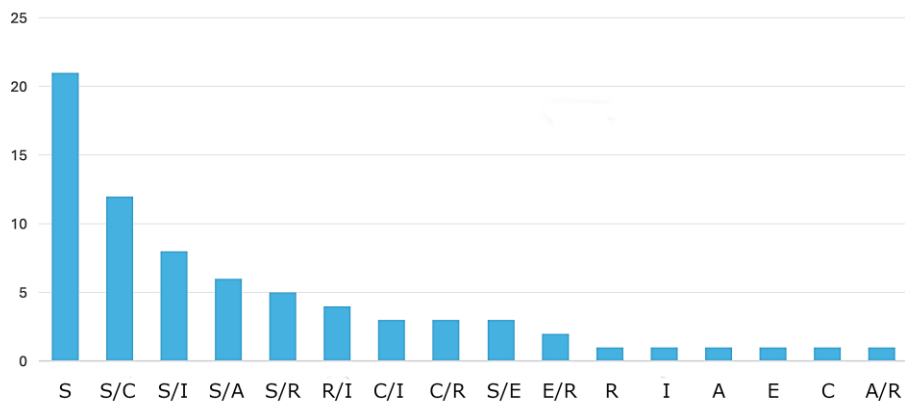
Source: own research

The results of the research conducted with the help of the Questionnaire of Educational Needs (KPE) clearly demonstrate a high level of hunger for recognition (N=54) indicated by the students. Analysing further choices of the students according to their number and level of intensity, hunger for stimulation with the result of 45 indications (N=45) draws our attention. There was a medium intensity degree of hunger for structure indicated by the students.

B. Analysis of Holland's professional personality types

The distribution of dominant personality types of the students taking part in the research is presented in Graph no 1.

Analysing the students' results with the help of the Holland Occupational Personality Test, the dominance of the social personality type is clearly noticeable. This personality type was shown in a significant number of the charges (N=21). What is more, it is the most frequent personality type among the mixed ones, i.e. socio-conventional (N=12), socio-investigative (N=8), and socio-artistic (N=6).



Graph no 1.

Numerical graph of Holland's personality types dominant among the respondents.

Legend: Holland's personality types: R – realistic, I- investigative, A – artistic, S – social, E- enterprising, C – conventional; / - mixed types

Source: own research

C. Analysing professional personality types with regard to the students' educational needs

The relations between professional personality types and educational needs of pedagogy students were measured with the help of Pearson correlation coefficient.

The conducted research shows the correspondence between:

- realistic style and hunger for stimulation, where the stronger the realistic style, the more stimulation it needs (Pearson's 'r' correlation $r=0,2$, $p<0,05$),
- artistic style and hunger for stimulation, where the stronger the artistic style, the more stimulation it needs (Pearson's 'r' correlation $r=0,3$, $p<0,05$),
- conventional style and hunger for structure, where the stronger the conventional style, the more structure it needs (Pearson's 'r' correlation $r=0,2$, $p<0,05$).

Discussion

The results of the conducted research show that the social type is the dominant occupational personality type. The social type scored the highest both as the choice of high- level intensity and in the structure of mixed types. Therefore, future educators are characterised by empathy, they are caring and willing to

cooperate. They like learning, teaching, helping others. These are ideal features of future pedagogues. The dominant occupational personality style in the research results corresponds to the research results of other researchers (Jones & Youngs 2012; Jones & Jones, 2012). It was assumed that the social environment together with the social personality type is characteristic for people studying at faculties of pedagogy. And faculties of pedagogy should be destined for people whose personality type has a high level of social competencies.

The results of the research concerning educational needs point to the dominant tendency of the occurrence of hunger for recognition in people studying pedagogy. Therefore, there is a strong educational need in this environment of contact with another human being, of developing relations between students and teachers, students and students. Another strong educational need, i.e. hunger for stimulation deserves our attention. In their educational process, the students of pedagogy need various types of stimuli having an impact on their mental and physical needs. Hunger for time structure manifested in their need for clear and transparent rules operating in the educational process was at a medium level of intensity.

Studying the relationality of Holland's occupational personality types and the students' educational needs, certain correlations were noticed. Realistic and artistic personality types manifest hunger for stimulation. What is more, the stronger these personality traits are, the stronger hunger for stimulation is. The conventional personality type manifests hunger for time structure, order in the area of educational needs. The social personality type dominating among the charges does not have clearly defined educational needs in the area of a particular hunger.

Summarising the results of the aforesaid research, it can be attempted to outline recommendations for universities educating future educators. Clearly defined needs of the charges related to hunger for recognition should shape the university's actions supporting the development of interpersonal relations by various integrating activities, group work or mentoring. Using varied forms of classwork, including the use of interactive tools would correspond to the need of stimulation signalled in the research. Thus, while organising the didactic process, we should take into account varied expectations and needs of pedagogy students, deriving from their personality types, ensuring flexibility and clearly defined rules at the same time.

The presented research results confirm that future educators possess personality features and educational needs facilitating their development in the area of pedagogy. Universities should keep supporting these features and adjust their didactic and organisational activities to their identified needs.

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Potrzeby edukacyjne młodych pedagogów w ujęciu transakcyjnych głodów edukacyjnych i w odniesieniu do typów osobowości zawodowej

Streszczenie

W artykule przedstawiono wyniki badań odnoszące się do potrzeb edukacyjnych młodych pedagogów w odniesieniu do ich typów osobowości zawodowej. Badania przeprowadzono Kwestionariuszem Potrzeb Edukacyjnych (KPE) oraz Testem Osobowości Zawodowej Hollanda. Objęto nimi studentów pedagogiki Akademii Humanitas w Sosnowcu oraz studentów pedagogiki, psychoprofilaktyki i pomocy psychologicznej Uniwersytetu Jana Długosza w Częstochowie. Badania KPE wykazały wysoki poziom wskazań studentów w zakresie głodu rozpoznania oraz stymulacji. Poddając analizie badania studentów Testem Osobowości Zawodowej Hollanda otrzymano wyniki jednoznacznie wskazujące na dominantę osobowości społecznej. Zauważono istotny statystycznie związek pomiędzy stylem realistycznym a głodem stymulacji, gdzie im mocniejszy styl realistyczny, tym potrzebuje więcej stymulacji; stylem artystycznym a głodem stymulacji, gdzie im mocniejszy styl artystyczny, tym potrzebuje więcej stymulacji; stylem konwencjonalnym a głodem struktury, gdzie im mocniejszy styl konwencjonalny, tym potrzebuje więcej struktury. Badania dotyczące różnic indywidualnych przyszłych pedagogów w obrębie ich cech osobowościowych w powiązaniu ze zbadaniem ich potrzeb edukacyjnych mogą stanowić rozwiązanie wielu problemów edukacyjnych, a także wskazać drogę do lepszego kształcenia kadr.

Słowa kluczowe: transakcyjne głody edukacyjne, pedagog, potrzeby edukacyjne, osobowość zawodowa.