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Understanding the Impact of Enneagram Personality Traits on Adolescent Well-Being: A Comprehensive Descriptive Study

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Abstract

In this study, the enneagram is a tool consisting of nine points that depict personality styles. Adults with varying profiles of self-directedness, cooperativeness, and self-transcendence character characteristics experience varying degrees of well-being. It is still unknown, nevertheless, how multifaceted character profiles affect the overall welfare of adolescents. The study employs a qualitative and descriptive research approach to achieve three objectives. First, in this, we explore the impact of Enneagram Personality Traits on adolescent well-being, and in this, we define all the nine traits of personality. Second, the author investigates the Relationship between Enneagram Personality Traits and the Daily life of Adolescents. The study is focused on the daily life of adolescents which is a vital component to understanding the personality of any person. Third, to Assess the Role of Enneagram Personality Traits in Social Relationships and Peer Dynamics to improve their social personality growth. The analysis of the nine enneagram types revealed that personalities are typically more self-deceiving and restrictive than liberating. People will gain fresh insights into who they are and how they relate to others when they review the enneagram's data. The research showed how parenting styles and the enneagram serve as learning mediators for achieving social and daily goals. Enneagram intensive training might be helpful in fostering personal development.

Keywords: Enneagram, Personality Traits, Adolescents, Personality types, Well-Being

Introduction

Based on the notion that every individual has a distinct and fundamental personality structure, or "essence," that determines the way they see the world and themselves, the Enneagram is a model of human psychology and personality theory. As a technique for addressing personality structure and personal growth in a variety of settings, such as businesses, government agencies, educational institutions, and human services industries, the Enneagram personality system is quickly increasing (Daniels., et al., 2018).

The Greek terms "ennea" (nine) and "grammos" (figure) refer to the nine personality types of human nature and how they relate to one another. The three centers, or triads, that make up the enneagram indicate a basic psychological orientation and the ways in which people interact with the outside world. The trios comprise an array of favorable and unfavorable characteristics linked to one's perception of oneself (the Feeling triad), cognitive processes (the Thinking triad), and innate tendencies (the Doing/Moving triad). Each person may represent all nine styles, one of which is expressed more naturally than the others, according to Enneagram theory. Everybody has a natural tendency to perceive and react to reality in one of the nine

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ways. The philosophy behind the Enneagram developed from old spiritual traditions that date back hundreds or even thousands of years. It might have originated in Afghanistan, affecting Islamic philosophy, and been transmitted orally. (Matise., 2007). The nine personality types classified by the enneagram are explained below (Fig: -1):
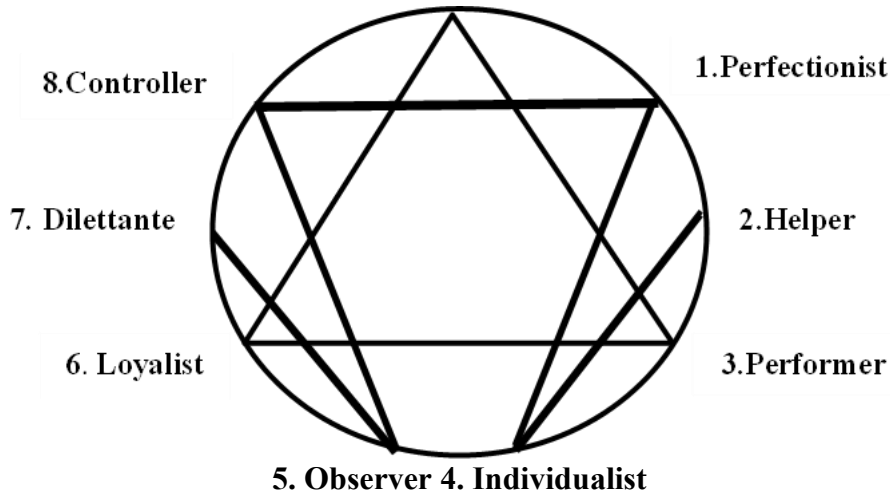
9. Peacemaker

Figure 1, Enneagram Personality

•Perfectionist style
People who exhibit the perfectionist approach (point one) aspire to be nice and correct, claim Riso and Hudson (1999). Their goal is to improve the state of the globe. Their main concern is acting immorally or badly. If they follow moral principles, they think they are decent people. The perfectionist-style client is obsessed with flaws in other people, themselves, and the environment. They are obsessed with control and order. Possible DSM associations include: (a) eating disorders; (b) depressed personality disorder; (c) obsessive-compulsive disorder; (d) self- destructive acts and guilt.

•Helper style
Clients who suit the enneagram's second point, the helper-style, are drawn to people who show affection and love. These consumers worry that they are unworthy of other people's love. Compared to the other enneagram styles, they are the ones that give of themselves more naturally. When they go too far, they can aid others to the point that it lowers their sense of value. When they are not required, they do not feel liked and welcomed by others. Overemphasizing the wants of other people is the type 2 trance or negative pattern. Their identity depends on their desire to be needed. Somatization, eating disorders, coercive sexual activities, and histrionic personality disorder are potential correlations for the extremely upset type twos.

•Performer style
Customers who identify as performer-style (point three) on the Enneagram want to be appreciated for their contributions. These customers appreciate efficiency and are industrious. When under pressure, individuals often transform into performers and concentrate on their achievements, highlighting their unique qualities to feel appreciated. Performer style people tend to have an obsessive fixation on activities and objectives. They frequently overachieve and think that one's value is determined by their actions.

•Individualist style

The client who identifies as an individualist (point four) aspires to authenticity and wants to stand out from the crowd. This client battles feelings of abandonment and a fear of losing their identity. Life may seem to the client who is an individualist in style an endless hunt for solutions response to the query, "Who am I?" This customer views life as a creative project, driven primarily by emotions. This client is in a trance where they are fixated on what they lack, which might show up as jealousy of what other people have. These individuals may get so consumed with their feelings and idealistic self-image that they over-identify with them to be important and meaningful. Individualist-style clients who are shy, sensitive, and self-aware, who could feel inadequate because of receiving insufficient approval and mirroring in their early years— may benefit from person-centered therapy. Person-centered therapy is nondirective and operates under the premise that the patient is capable of self-understanding. This will motivate the customer to look within and find resources within rather than searching outside for others (Riso, & Hudson, 1996).

•Observer style

Customers that identify with the fifth point, the observer-style, wish to be capable, sufficient, and adept. They seek to comprehend and learn about the meaning of life. They fear that they will be perceived as inadequate if they are discovered wanting and ignorant. The observer-style trance is a result of obsessing over detachment and eventually becoming stuck. They may become fixated on a certain subject or task because they perceive others as experts and feel that they are lagging. Potential pathologies include depression, dissociation, psychotic episodes, Psychotic episodes as well as schizotypal and avoidant personality disorders. Psychoanalytic therapy may be appropriate for the observer-style client because it offers notions related to the client's need for understanding, which is typically distant.

•Loyalist style

The sixth type of client is loyalist; they want security, consistency, and predictability. This client is fearful and inflexible, but he or she is also devoted and faithful, especially to authority figures. To achieve a sense of certainty, this individual might develop a strict belief system and polarized thinking to give the impression that life is secure. The six-style trance is preoccupied with unfavourable future outcomes. Because they dread feeling inadequate and insecure, they typically follow the rules and do what is required of them. Extreme cases of these people can lead to the following: (a) paranoia; (b) dissociative disorders; (c) behaviours that are passive-aggressive; d) borderline and dependent personality disorders; and e) anxiety episodes.

•Dilettante style

The style of dilettante (point 7) clientele wants to feel content and joyful. They are afraid of being ensnared in the existential suffering of everyday existence. They think that when their wants and needs are being addressed, their suffering will subside, and they will feel satisfied. The dilettante-style client's trance is an excessive emphasis on life's positive aspects, with little to no consideration given to the possibility of undesirable outcomes. This may result in a decline in escapism and an indulgence in enjoyable activities as a coping mechanism for suffering. From a Family Systems perspective, connections inside an operational unit are the focus. Working with a system, such as a family, can help clients become more aware of their impact on the system. They can avoid going overboard with this. These consumers become accountable and dependable for their impact on the system as a whole because of their increased understanding of how the system works (Goldberg, 1999).

•**Controller style**

Clients who identify as controller-style (point 8) are driven by a strong desire to defend themselves against external threats. Their manner is confrontational and dominating, and they exhibit authority and autonomy. They worry that they might be hurt or taken advantage of if they lose control. The controller-style trance is centered on gaining control at the expense of other people. These customers find intimacy difficult because they feel that they must appear strong to avoid appearing weak.

•**Peacemaker style**

The client that best describes the peacemaker style (point nine) has a great desire for harmony and peace. Because of their propensity to comply rather than act disruptively, they are frequently referred to as the mediator types. This can turn into a self-destructive attempt to accommodate other people's agendas. Clients in the peacemaker approach are in a trance where they ignore their own objectives and place too much emphasis on others'. Losing harmony and connection within themselves is what they dread. Clients that embody the peacemaker style are humble and open to considering the opinions of others to preserve harmony. Behavioral treatment caters to the self-loathing sin of the customer in the nine styles by emphasizing action orientation, cognition, and responsibility. It is suggested that these nine-style clients focus on acting in a proactive manner in response to their requests, refrain from using passive-aggressive tactics, and give up their own interests to keep others at peace to assist those who express this style in formulating goals that are clear and unambiguous (Riso, & Hudson, 1999).

Impact on Personality Traits on Adolescent Well-Being

For more than a century, the primary goal of family and consumer sciences educators has been the welfare of individuals and families. Individual Well-Being, which the authors describe as "a central tenet of family and consumer sciences," is one of the model's central ideas. Adults with varying profiles of self-directedness, cooperativeness, and self- transcendence character characteristics experience varying degrees of Well-Being. It is still unknown, nevertheless, how multifaceted character profiles affect the overall welfare of teenagers. A composite approach was used to assess Well-Being, considering affect, satisfaction with life, health-related quality of life, and satisfaction with social support. Both individual- and variable-centered analyses were carried out. Whatever the other two-character attributes, self-directedness was highly correlated with all aspects of affective and cognitive well-being. Positive affect and non-affective Well-Being were linked to cooperativeness, but only when cooperativeness was linked to an increase in self-directedness and self-transcendence. Adolescent Well-Being is positively correlated with several markers of developmental pathways, such as involvement in academic accomplishment at school, optimism, and coping mechanisms. It also acts as a buffer against unfavourable markers of health. High-functioning adolescents exhibit greater resilience (Gilman, & Huebner., 2006), exhibit less aggressive and delinquent conduct, fewer signs of depression and anxiety, and greater levels of self-efficacy, adaptability, and self-esteem (Godin, 2010).

Impact of Enneagram Personality Traits on the Daily life of Adolescent

The Enneagram, a personality framework that categorizes individuals into nine distinct types based on their core motivations and fears, can significantly influence the daily lives of adolescents. During this formative stage of development, Adolescent are grappling with identity, social relationships, and self-discovery. The Enneagram sheds light on their predominant personality traits, helping them understand their strengths, weaknesses, and

coping mechanisms. For instance, a Type 1 adolescent, driven by a desire for perfection, may excel in daily life but struggle with self-acceptance. Meanwhile, a Type 4, seeking uniqueness, might grapple with feelings of isolation. Awareness of these tendencies allows adolescents to navigate challenges more effectively, fostering personal growth and healthier interpersonal relationships. The Enneagram thus becomes a valuable tool for self-reflection and empathy, contributing to the holistic development of adolescents as they navigate the complexities of daily life (Wong, & Leung, 2014).Goal orientation is a fundamental concept in education, although parenting practices and personality types, such as the Enneagram, can also have an impact on students' learning. Researchers have only lately been prompted to recognize the educational value of social accomplishment goals due to their recent spike in mainstream acceptance. Education experts are curious about how people control their learning because, when examined, self-regulated learning has been associated with numerous aspects. Through social accomplishment motivation, students can learn in a way that is supported by their social network. Little comparable study information is available currently to substantiate this assertion. Furthermore, it is unexpected how little study has been done on the connection between personality and self-regulated learning. The investigation of personality, particularly in relation to the Enneagram, may be a significant and productive problem for comprehending self- regulated learning. The current study investigates the connections between learning methodologies, academic and social goal orientation, parenting style, and the Enneagram (Wong, & Leung, 2014).

Literature Review
Schewee, W. A., (2023) used the Enneagram personality typing system to look at the personality attributes of teachers at a small, private school in a big city. Finding out how instructors' personalities affect the work as educators was the aim of the study. The first question, which was the innermost circle, addresses how a teacher's personality influences the activities that take place inside the classroom's four walls. There was a wider circle that reflects the second question. It was a little more comprehensive and focuses on a teacher's work as a professional educator in all contexts, not only what occurs in the classroom. The largest of the three circles were represented by the third question. It discussed how the culture of a campus formed by instructors who are all familiar with the Enneagram is influenced. Nine teachers participated in the study, one for each of the nine Enneagram numbers, 1 through 9. The study revealed themes like improved relationships, more awareness, and more tactical division of labor. Information provided about the personalities by the participants themselves paralleled commonly held fundamental characteristics of the Enneagram type they represented.

Kam, C., & Bellehumeur, C. R., (2023) determined that personality preoccupation served a purpose in the past, it can eventually become detrimental to a person's overall psychological growth. Addressing and modifying the unconscious offers was a way to comprehend multidimensional maturity through the integration of psychoanalytic ideas with studies on adult ego development. Two frameworks that were combined to assist clients in experiencing transformation in unconscious self-limiting phenomena are the Enneagram and Gilbert Durand's Anthropological Structures of the Imaginary (ASI). Whereas the ASI can handle unconscious visuals, the Enneagram can handle unconscious feelings and thoughts. Combining these two models was given diverse personalities precisely customized assistance towards multidimensional wholeness, since different personality types were different fundamentally structured traits.

Firoozan, T., et al., (2022) studied early childhood schemas were thought to be the foundation of many personality disorders and played significant roles were the emergence and progression

of these illnesses. Many scientists were interested in personality and the processes that shape an individual's psychological and behavioral traits from the recent past. Since Enneagram personality typology was a novel concept, many studies ignored it even though it emphasizes both normal personality and personality pathology. The purpose of the study was the connection between early maladaptive schemas and personality Enneagram types in individuals with dependent personality disorder. It demonstrated the connection between dependent people's personality disorders and the Enneagram personality types. Furthermore, dependent personality disorder and early maladaptive schema have a strong correlation.

Hook, J. N., et al., (2021) analyzed that Enneagram typology is one, which many clients utilize to comprehend their personality and interpersonal tendencies. Therefore, the study was an extensive and practitioner-friendly analysis of the empirical study on the Enneagram. Upon examined separate samples, it discovered conflicting reliability and validity data. Strengths, some factor analytic study was demonstrated partial agreement with previous thinking, and subscales demonstrate correlations with other characteristics that are congruent with theory, such as the multiple studies that found the Enneagram was beneficial for spiritual and personal development. Nevertheless, factor was generally identified fewer than nine components, and no study was employed clustering methods to identify the nine categories.

Sutton, A., et al., (2013) studied the enneagram personality typology that was becoming more and more popular in the workplace. The study had two goals as a result. Initially, the Enneagram Personality Typology was compared to other established personality methods. Secondly, the relationship between Enneagram types and important workplace attitudes and cognitions was investigated. As a result, the study represented the applicability and validity of the Enneagram model as a typology for personality in the workplace. A distinct pattern of features, values, and implicit intentions was used to differentiate between Enneagram types, indicating that the typology offers a means of characterizing the "whole person."

Furthermore, the associations between the various kinds and the work variables varied. For example, the Enneagram model's predictive usefulness was comparable to that of implicit motived and personal values, and in one instance, it was even higher than that of the Big Five. Employee development and talent management may find great use for the Enneagram typology, which emphasizes self-improvement and the discovery of latent potential. A more realistic view of individual behavior at work is encouraged by the integrative approach to personality, as opposed to the reductionist one.

Rasta, M., et al., (2012) examined the enneagram training on Tehrani female students' anxiety and self-worth. One useful and practical tool for self-knowledge and self-discovery was the Enneagram, which was a precise and comprehensive approach to raising humanity's consciousness of individual distinctions. The study not only confirmed but were indicated that Enneagram training affects female junior high school students' anxiety levels. Throughout the duration of the study, these students' anxiety decreased were a result of the Enneagram training. Enneagram training was consistent effect on the third-year junior high school female pupils' self-esteem and this impact was observed during the research period.

Objective
•To Explore the Impact of Enneagram Personality Traits on Adolescent Well-Being.
•To Investigate the Relationship between Enneagram Personality Traits and Academic Performance.

•To Assess the Role of Enneagram Personality Traits in Social Relationships and Peer Dynamics.

Research Methodology
The precise steps or methods used to find, pick, process, and evaluate data on a subject are known as research methodology. The Enneagram's nine personality traits and data from case study archives were examined in this study. Primary and secondary sources form the basis of the process of compiling data. The primary sources of secondary data on personality traits in adolescents are relevant books, articles, and journals. Research questions and objectives must be established, a research project must be organized, a sample must be selected, data must be gathered and evaluated, and the findings must be presented in a research report. A research topic must also be identified, and its background must be grasped through a literature review in Fig: - 2:
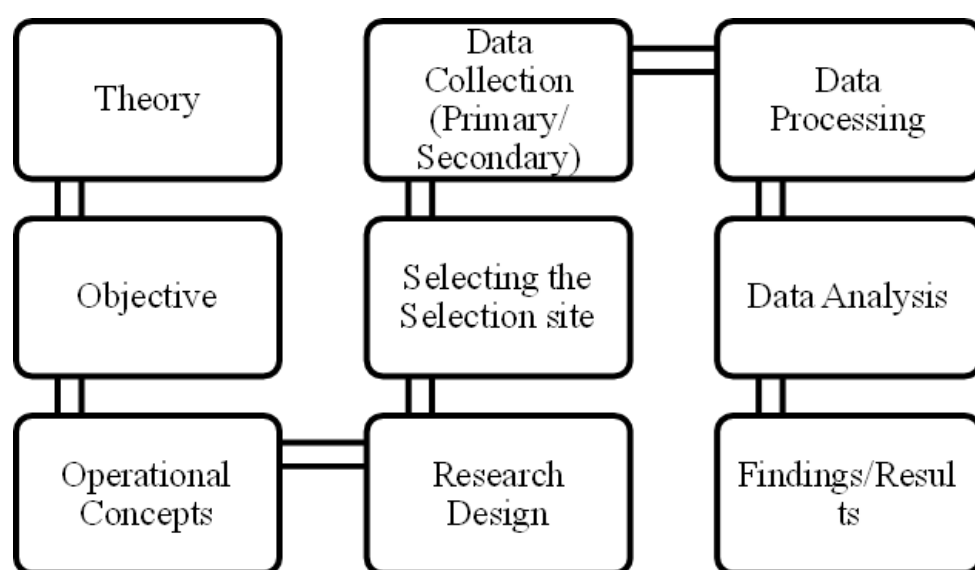
Figure 2, Research Process of the Study

Result and Discussion
The Enneagram is a psychological system that divides people into nine distinct types, each of which has its own traits, driving forces, and coping techniques. Although the Enneagram is frequently used to promote spiritual and personal development, its effects on teenage Well-Being might differ depending on several variables. It is noteworthy that the Enneagram has received less psychological investigation than other well-known personality frameworks.

To Explore the Impact of Enneagram Personality Traits on Adolescent Well- Being
Numerous studies have been conducted in the field of psychology on the intricate and multifaceted concept of the human personality. High extraversion and low neuroticism are the two main personality traits in the Big Five model that are most predictive of Well-Being, as has been consistently demonstrated. Adults with varying profiles of self-directedness, cooperativeness, and self-transcendence character traits have varying levels of Well- Being (Komasi, et al., 2016). It is still unknown, nevertheless, how multifaceted character profiles affect the overall welfare of teenagers. The transitional stage between childhood and adulthood known as adolescence is closely linked to changes in one's physical, biological, psychological, cognitive, emotional, and social development (Lee, et al., 2013). An accurate mental map of an individual can be obtained by applying the Enneagram personality model. This concept holds

that certain personality traits are metaphors for the psychological processes that are actively at work in an individual. The Enneagram is seen to be a good model for enhancing self-examination under stressful circumstances (L Birkley., & T Smith, 2011). Nine personality types are identified by the Enneagram system, and each person typically has a dominant personality type that best describes their traits. (Saeidi, et a., 2020).

Research on the effects of Enneagram personality traits on teenage Well-Being can be conducted by creating a study that examines the psychological, social, and emotional facets of Well-Being. The philosophy behind the Enneagram developed from old spiritual traditions that date back hundreds or even thousands of years. Although the Enneagram method has many uses, Self-awareness, the ability to grasp the core of the issue, and the expression of how to achieve the elevated status of humanity in accordance with each person's unique qualities in a full and comprehensive way are the most significant and valuable applications of the method.

To investigate the Relationship between Enneagram Personality Traits and Daily life of Adolescents

Adolescence, a critical juncture in psychological and emotional development, is characterized by the nuanced emergence of self-identity, intricate interpersonal dynamics, and evolving coping mechanisms. The Enneagram, identified as a dynamic and sophisticated personality system, serves as a distinctive lens to comprehensively examine how specific personality types intricately shape the day-to-day experiences of adolescents (Firoozan et al., 2022). Through a meticulous exploration of this relationship, the research aspires to contribute valuable insights, delving into the influential role these personality traits play in decision-making, relationship dynamics, and the overall well-being of adolescents during this pivotal developmental stage (Park & Lee, 2021). The relevance of understanding the interplay between Enneagram personality traits and daily life becomes evident considering the challenges adolescents encounter while navigating their dynamic social environments (Daniels et al., 2018). This research aims to uncover patterns and tendencies associated with each Enneagram type, revealing their implications for crucial aspects of daily life, including day-to-day performance, peer relationships, and emotional well being (Aktürk & Taştan, 2020). Beyond a theoretical exploration, this investigation provides a unique opportunity to deepen our understanding of the distinctive struggles and strengths inherent in different personality types during adolescence, offering practical insights crucial for educators, parents, and mental health professionals who play pivotal roles in supporting adolescent development (Boyd, 2021). In essence, the synthesis of these studies not only enriches our theoretical understanding but also underscores the practical applications for navigating the complexities of adolescent experiences through the lens of the Enneagram.

Creating a research study that the research aims to explore the potential benefits of integrating Enneagram insights into educational and therapeutic settings. By identifying correlations between Enneagram personality traits and specific challenges faced by adolescents, the study could inform targeted interventions and support mechanisms. This may contribute to the development of tailored strategies that leverage the strengths of each personality type while addressing their vulnerabilities. Ultimately, the research endeavors to bridge the gap between theoretical understanding and practical applications, offering tangible implications for those involved in the upbringing and education of adolescents.

In conclusion, investigating the Relationship between Enneagram Personality Traits and the daily lives of adolescents is a multifaceted endeavor that promises valuable insights. This exploration not only contributes to the Adolescent discourse on personality psychology but also

holds the potential to enhance our ability to nurture the well-being and growth of the upcoming generation. As we navigate this intersection of theory and reality, the intricate tapestry of adolescent experiences unfolds, inviting us to appreciate the richness of individual differences in shaping the fabric of daily life.

To Assess the Role of Enneagram Personality Traits in Social Relationships and Peer Dynamics

In the social arena, to better understand the motivational mechanisms involved in performance, study has created social achievement goals as analogues of academic ones. circumstances (Ryan., et al., 2004). The concept of social competency involves social skillfulness and abilities that facilitate the establishment of friendships and general acceptance by peers. It has been demonstrated that people's assessments of their own social competence differ from their assessments of their academic and physical ability (Anderman, 1999). Developing social competence is the main objective of social development. The emphasis is on development, progress, and learning new things. One would measure success based on how well they are enhancing their social abilities, strengthening their bonds with others, or generally expanding their social circle. The aim of a social demonstration method is to demonstrate social competence and to benefit from other people's positive perceptions of one's social desirability (Dweck, 1996). It looked at the connection between cooperative tendencies and peer connections among college students, as well as the moderating and mediating effects of social value orientation and interpersonal trust. The impact of social value orientation, peer relationships, and interpersonal trust on college students' cooperative tendencies (Cropanzano, & Mitchell, 2005).

Examining how individual differences affect how people relate to others, connect, and navigate social interactions is key to understanding the role of Enneagram personality traits in peer dynamics and social relationships. Peer relationships are those that are formed and grown through social interactions between peers or people who are psychologically like one other. It offers a special setting where kids can pick up a variety of important social and emotional abilities, like empathy, teamwork, and problem-solving techniques. Peer interactions can also be detrimental to the development of social and emotional skills due to peer exclusion, bullying, and abnormal peer behaviours.

Conclusion

People shape their lives through the decisions they make in life. As a person's personality develops, attention is diverted to help them deal with past, frequently horrific events, which makes it harder for them to react authentically. Transformational change requires attention and a shift in awareness. The Enneagram emphasizes the growth of the inner observer to become a dispassionate witness to an individual's experiences. To break free from a fixation (trance), one must use the enneagram tool to see patterns, understand the drawbacks of overusing a single style, and keep in mind that they can increase their awareness of potential responses to events. All nine approaches aim to help people progress from a state of self- forgetting to one of self-remembering. People can direct their focus and energy in self-remembering toward cultivating the advantageous aspects of each of the nine styles. When the nine enneagram types are examined, it becomes clear that personalities are more often restricting and self-deceiving than freeing. Seeing these patterns with the enneagram might empower clients to make changes. To the extent that people go over the enneagram's data, they will come to understand themselves and how they relate to others in new ways.

The study demonstrated how the Enneagram and parenting style function as learning mediators through social and academic achievement goals. It presents an analysis of how objectives are viewed at the interpersonal and individual levels and how they impact learning. Based on modeling, the findings of comparing two-achievement objectives indicated that the social achievement goal is a superior mediator between the variables. More precisely, studies showed that when it comes to parenting style and learning, academic achievement goals have a greater mediation influence than social accomplishment goals. It did not, however, demonstrate that any one enneagram characteristic or subread could simultaneously predict an academic accomplishment goal and a social achievement goal. Emotional intelligence and the state of the school both have a major impact on students' motivation to learn. Student participation in learning was strongly correlated with school Well-Being, and emotional intelligence was a major contributing factor. Emotional intelligence and overall health both made substantial and useful contributions to students' involvement in the learning process at the same time.

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