A Survey on the Effectiveness of Nine-type Personality Training (Enneagram) on the Mental Health (Anxiety and Self-esteem) of School Girls

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ABSTRACT

The Enneagram is one of the applied and valuable methods in the field of self-knowledge and self-discovery, and presents the way of achieving high position of humanity with regard to peoples' individual differences, exactly and completely. This is a relatively new method for American researchers and psychologists, but its origin is philosophical point of views and the human cognitive mode within various mythic cultures. The aim of the present study is to examine the effectiveness of Enneagram training on anxiety and self-esteem of female students in Tehran. The studied population consists of all guidance school students studying in Tehran in the academic year 1390-1391, which among them using multi-stage sampling, 60 individuals were selected from the sixth district of Tehran and divided into two equal groups, one (30 persons) as an experimental group, and the other (30 persons) as a control group. Cattel anxiety and Cooper self-esteem questionnaires were used for data collection. Descriptive and inferential statistics (partial T-test and analysis of variance between groups) were employed for data analysis. The result of survey, in addition to confirming hypotheses, showed that Enneagram training influences the anxiety level of female students in third year of junior high school. The effect of Enneagram training on anxiety of these students was stable during the time of research. Enneagram training also influences the self-esteem of female students in third year of junior high school, and the effect of Enneagram training on self-esteem of these students was stable during the time of research.

KEYWORDS: Enneagram Training, Anxiety, Self-esteem.

1. INTRODUCTION

The Enneagram method has a variety of applications, but the most important and valuable of them is self-knowledge, and access to the core essence of the "self" and expressing how to reach the high position of humanity of human beings in accordance with the unique characteristics of individuals in a detailed and comprehensive manner.

The Enneagram is a very new phenomenon that has been studied and experienced by researchers and psychologists from Northern and Southern America, but its origin goes back to the myths and wise anthropology in the mythical cultures of various nationalities. The aim of the present study is to examine the effectiveness of Enneagram training on anxiety and self-esteem of female students in Tehran. This structure has been developed and performed by Ivanovich Gorgiov, a Georgian researcher as the result of his extensive research on culture, religions, and mythical and mystical philosophies. (Daghighian, 2010).

Emergence and acceptance of psychology among thinkers, a subsection called personality psychology emerged, which has been introduced as "Charactology" and was highly considered among scholars.

Although there are various definitions of personality, i.e. the main subject of this science, among scientists who are interested in this branch, the considered issues are common and in parallel with each other. . Each person and every event is unique in its kind. However, there are too many similarities between people and events of their lives for common points to be considered, and these patterns of behavior are things that psychologists look for. . Personality Psychology pays special attention to the people, in general, and their individual differences.

Although personality psychologists agree with of the presence of some similarities between individuals, however their attention is more focused on the differences of individuals. Why are some people successful and others a failure? Why is the individual understanding of similar things different? Where is the source of diversity of talents? Why do some people suffer from mental illness? Why do some people change and some people are resistant to change?

Personality theorists focus on human being, in general. Thus, they investigate the complex relationships between different aspects of human action including learning, perception, and motivation. Research of

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personality is not the study of human consciousness, but the study of differences of individuals in perception and the way of their relationship with the overall interaction of human beings. Gorgiov, one of the theorists in this field believes that people cannot see reality through their surrounding phenomena, because they are not aware of them, rather they live in sleep mode "hypnosis".

On the other hand, anxiety has been considered in all theories and psychological approaches, and is considered the cause of many disorders, behavioral, and personality problems. It is noteworthy that every personality type in the Enneagram typology has a different level of mental health. The relationships between individual behavior, personality, mental health, and factors that are influencing anxiety and self-esteem, have been proven in many studies. Despite all definitions and explanations about anxiety, there is no effective method to eliminate anxiety. It is clear that the effects of anxiety are expansive and variable. Clinically, determining the role of anxieties caused by life tensions is necessary for effective treatment of anxiety. (Ganji, 2009)

High self-esteem in fact may be taken as defense against anxieties that are created in various situations of life. Special skills and abilities are required to face different kinds of problems. Before possessing coping skills, it is necessary to learn cognitive skills to accept crisis wisely and control it well. Retention of inner abilities to meet inevitable anxieties of life, help people to achieve necessary calmness in applying cognitive skills. (Shahandeh, 2008)

Teenage and adulthood are the beginning of physiological and psychological changes of a person, and particular problems can follow for the young person standing on the starting point of life choices. In this study, we believe that with the simple concept of Gorgiov, i.e. his 9-type typology structure that is easy to understand and a way of reaching ultimate awakening and inner awareness, we can reduce many adverse effects resulting from inconsistency and family malfunctions and destruction of "self". This can remind them that despite all their faults and mistakes and all discord against their parent's expectations, they can overcome life's stressful problems by realizing themselves and paying more attention to their inner values and through high self-esteem.

As mentioned previously, the aim of this study is to evaluate the effectiveness of Enneagram training on the anxiety and self-esteem of female students in Tehran. Thus, the fundamental question is whether Enneagram training influences anxiety and self-esteem of female students.

Research Hypothesis

Enneagram training affects the level of anxiety and self-esteem of female students in third year of junior high school; and the effect of Enneagram training on the anxiety of these students was stable during the time of research.

Research Method, Population and Sampling

This is a quasi-experimental study of the pre-test and post-test control group, and the follow-up phase. The study population consists of all students studying in academic year 2011-2012. Among them, a group of 60 people has been selected from the sixth district of Tehran through multi-stage sampling. The pre-test was conducted by running the Cattel anxiety test and Cooper Smith self-esteem test. In addition, Rizo Hudson's test was taken to determine the personality type, and the Enneagram typology training was carried out in 1-hour classes and in 7 sessions only for the control group. After the training period, tests of anxiety and self-esteem were administered in both groups and, one month later; these types of tests were repeated for the test group.

Research Tools and Implementation Method

Cattel anxiety and Cooper Smith self-esteem questionnaires were used for data collection.

Reliability and Validity of Measurement Tools

Cattel anxiety questionnaire: the correlation coefficient of the test was 20 to 30 percent. The validity of this test, which was obtained through re-execution and was carried out several times, was always greater than 70 percent. The reliability of this test, by testing the differences between neurotic and normal groups shows that this test can distinguish people with anxiety from normal highly confident people (Ganji, 2009).

Cooper Smith self-esteem Questionnaire: The validity of this questionnaire, through Cronbach Alpha valuation was 80 percent. Pour Shafei quoting from Rafiee (2005) and using a checklist, studied the relationship between self-esteem and scholastic achievement using split-half method to obtain the final test score. The final score of self-esteem test was 83 percent, which indicates the high stability and reliability of this method.

Data Analysis

Research findings were analyzed based on the hypothesis. Regarding the nature of the assumptions, analysis of covariance between groups and correlated T-test were used for analyzing the research hypothesis. At first, it is necessary to report Levin's test results of the variances equality presumption.

Table 1: Results of Levine test of variances equality presumption

Index Variable	Coefficient OF F	Coefficient of P
Anxiety	.228	.635
Self-esteem	.063	.803

Results of table 1 show that the value of "f" is not significant at the 0.05 level in the research variables, thus the equality assumption of variances is confirmed. Meanwhile, according to observance of other assumptions (linearity and homogeneous slopes), covariance analysis can be used for data analysis.

The First Hypothesis

Enneagram training affects the anxiety level of third grade female students.

Table 2: Results of covariance analysis of Enneagram training on students' anxiety

Variable	SS Sum of squares	df degrees of freedom	MS Mean square	F Score	Significance Level	Eta-squared	Statistical power
Anxiety	1366.515	1	1366.515	47.407	.000	.454	1.000
Error	1643.051	57	28.825				
Total	115780.000	60					

According to table 2 and covariance analysis results, the effect of Enneagram training on students' anxiety after controlling the participant variables is as follows:

Enneagram training was significant in students' anxiety (F=47.407, P=0.001). The rate of this difference, i.e. the square of eta is equal .454 and the statistical power equals to one. Therefore, the results indicate that Enneagram training is effective to diminish students' anxiety, and is statistically significant (P<0.05). Based on the above evidences, the research hypothesis was validated.

The Second Hypothesis

The effect of Enneagram training on anxiety of female students in third year of junior high school was stable during the time of research.by using the advantages of t-test correlation, resultant changes in the anxiety level of the experimental group from the follow-up stage to the post-test stage was considered to measure the results stability over time.

Table 3: Results of t-tests to compare mean changes in anxiety of students in the experimental group at post-test and follow-up stages

Test Group	Test Group post-test		Test Group Follow-up		Correlated T-test		
Variable	$\overline{X}$	SD	$\overline{X}$	SD	T proportion	Degree of freedom	Significance level
Anxiety	36.90	10.91	37.07	10.69	-.251	29	.803

According to the results presented in table 3, based on T-test statistics, the rate of t in anxiety (-.251) is less than the t value of critical table (2.04) with 29 degrees of freedom, and thus differences between mean anxiety of test group people at follow-up stage compared to the post-test stage is not significant. Therefore, it can be concluded that Enneagram training effect on students' anxiety has proper stability during the time of research.

Considering the third hypothesis of the study

Enneagram training has effect on self-esteem level of third grade female students.

Table 4: Results of covariance analysis of Enneagram training effects on students' self-esteem

Variable	SS Sum of squares	df degree of freedom	MS Mean squares	F Score	Significance Level	Eta square	Statistical Power
Self-esteem	1535.893	1	1535.893	81.241	.000	.588	1.000
Error	1077.602	57	18.905				
Total	71621.000	60					

According to the results presented in table 4, based on covariance analysis results, the effect of Enneagram training on students' self-esteem after controlling the participant variables was as follows:

Enneagram training was significant on students' self-esteem (F=81.241 and P= 0.001). The rate of this difference, i.e. the square of eta is equal to 0.588 and the statistical power equals to one. Therefore, the results indicate that Enneagram training is effective on students' self-esteem and is statistically significant (P<0.05). Based on the above evidences, the research hypothesis was validated.

Considering the fourth hypothesis of the study

The effect of Enneagram training on third grade female students' self-esteem enjoys a suitable stability during the time.

Through utilizing the advantages of correlated t-test,resultant changes in self-esteem level of the experimental group in follow-up stage to the posttest stage was considered to measure the results stability over time.

Table 5: Results of t tests comparing mean changes in self-esteem of students in the experimental group at post-test and follow-up

Test Group	Test Group Post-test		Test Group Follow-up		Correlated T test		
Variable	$\overline{X}$	SD	$\overline{X}$	SD	Proportion t	Degree of freedom	Significance level
Self-esteem	39.57	6.53	41.27	6.10	-.679	29	.212

According to the results presented in table 5, based on T test statistic, the rate of t in self-esteem (0.679) is less than the t-value of critical table (2.04) with 29 degrees of freedom, thus differences between the mean self-esteem of test group people at follow-up stage up to the post-test stage was not significant. Therefore, it can be concluded that Enneagram training effect on students' self-esteem has proper stability during the time of research.

DISCUSSION AND CONCLUSION

In addition to confirming research hypotheses, research results showed that Enneagram training influences anxiety level of female students in third year of junior high school .The effect of Enneagram training on anxiety of these students has proper stability during the time of research. Enneagram training also influences self-esteem of female students in third year of junior high school, and the effect of Enneagram training on self-esteem of these students had proper stability during the time of research.

Few researches have been performed in Iran on a comparative study on the effectiveness of Enneagram training on individuals' anxiety and self-esteem, and stability of this training. Researchers found that people's familiarization with the Enneagram nine-type typology and understanding the characteristics, beliefs, advantages, disadvantages, worries, propensities, behavioral tendencies, and other performances and characteristics of personality type, have significant effects on marital satisfaction and the quality of relationships. Parisa Azimipour's (2009) study results show that self-perception after training Enneagram 9-type personality improved significantly. In addition, Enneagram training could significantly increase the levels of self-respect and self-acceptance (two scales of self-perception) with a confidence coefficient of $P \geq 0.01$(. The results of Ghazaleh Kashi's research have reported the effectiveness of Enneagram training to extend homemaker's marital satisfaction and self-esteem. This research is also aligned with the findings and considerations of Kaitlin Horly (1999), Helen Palmer (2001), Don Richard Rizo, and Ross Hudson (2003), Renet Baron (2008) in Enneagram institution, Chris Write (2009), Dona Fisher-Jackson (2009). Their Studies show that Enneagram has a wide range of applications in treatment and consultation of married couples. Moreover, they found that typology in general has a significant effect on marital satisfaction, relationship satisfaction, length of marriage, and its duration. The marginal results also showed that extrovert, receptive and sociable types who act successfully in creating intimate relationships enjoy a higher marital satisfaction and their common lives are more durable.

Thus, it seems that Enneagram creates us new perspectives and deep understanding of new concepts and deep self-knowledge and self-acceptance, understanding the value of individual differences, and on the other hand, it can develop conformity, similarity and relative equality with others, and accessing this valuable knowledge without effort is impossible.

Different applications of Enneagram are based on the number of people who use it and naturally, its various applications are useful for people in order to applying Enneagram in different fields such as self-realization, human relations, psychotherapy, or commercial activities. (Daghighian, 2010)

Research suggestions
1. The results of this study clearly revealed that Enneagram training affects the individual's anxiety and self-esteem. As a result, it is recommended that researchers in the field of psychology and behavior use this training in an extended level in order to eliminate individuals' conduct and mental disorders.
2. Paying more attention to the reasons and causes of enhancing self-esteem and removing anxiety among female adolescents and allocating necessary budgets in the field of mental health improvement are recommended to educational attendants.
3. It is necessary to submit the results of this study to the provincial education officials and managers and girl schools principals, so they can exploit the achievements of this research.

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