

Enneagram Personality Types Extension to Psychological Dimension of User Models for Adaptive Distance Education Systems

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Aim of the study

In this study, it was aimed to determine if there is any differentiation in **distance education attitudes** and **academic achievement** by **the main-type of** university students according to Enneagram and **the wing effect** in each of types.

Introduction

Adaptive systems - especially after ubiquitous systems - are an inevitable part of future.

The most important part of adaptable systems is the **user model architecture**.

(Cited from Brusilovsky & Millán, 2007; Martins, Faria, De Carvalho, & Carrapatoso, 2008)

Introduction

In the current studies, the most challenging area is experiencing the grouping of individual psychological characteristics and preferences of users.

Although the learning styles and cognitive styles of users can be determined as a specific psychological dimension to the education field, difficulties are encountered in terms of adaptive reflection.

(Cited from Brusilovsky & Millán, 2007; Martins, Faria, De Carvalho, & Carrapatoso, 2008; Wu, De Kort, & De Bra, 2001)

Introduction

Among the promising personality type models, Enneagram having its own discourse.

It has high capacity of translation into practical implementations.

In recent years, it has become widespread with the intense interest of researchers.

(Cited from Bartlett, 2008, 2008; Komasi, Soroush, Nazeie, Saeidi, & Zakiei, 2016; Na, Lee, Kim, Song, & Hur, 2012; Tippins & Brent, 2010; Wagner & Walker, 1983, Yilmaz et al., 2014)

Introduction

Enneagram investigates the “reason” for individual differences and the development of personality based on the ground of temperaments.

There are 9 different temperament structures in the Enneagram.

Wing effect is to be affected from the neighbors of main type and to carry some of its characteristics depending on the level of dominance.

- (Cited from Acarkan & Özdemir, 2014; Palmer, 2010)

Method

In this study, “Comparative General Survey Model” was used.

(Cited from Karasar, 1984)

In implementation, totally 256 students -registered to Marmara University in educational year of 2015-2016- were accessed.

They were asked to respond

- the “Enneagram Personality Type Test”,
- “Scale for Attitude towards Distance Education” and
- “Demographical Info Questionnaire” surveys.

Method

- Scale for **Attitude towards Distance Education** (SADE) was developed by Kışla in year 2005, and it is a scale consisting of 35 items and having reliability coefficient (Cronbach's Alpha) of .89.
- **The Enneagram Personality Type Test** used for determining the participants' temperament types according to the Enneagram Model has been developed by "Mizaç Harita Corporate and Personal Consultancy Co." (reliability and validity studies have also been made by the same company), it consists of 72 questions and its final reliability (Cronbach's Alpha) coefficient has been calculated to be .88.
- As an indicator of academic achievement, the participants were asked to note their GMAG (**General Mean Academic Grade**) on demographic survey.

(Cited from Kışla, 2005; Yıldırım, 2016)

Findings

Distance Education Attitude;

The results of attitude analysis indicate that there is no significant difference between the students' distance education attitude scores by the personality type and wing type ($\text{Attitude}_{\text{maintype}}$: $F(8, 221) = 1.79, p > .05$; $\text{Attitude}_{\text{wing}}$ $F(16, 212) = 1.64, p > .05$).

Findings

Academic Achievement;

Results of the academic achievement analyses indicate that there was no significant difference between the GMAGs of students by their personality type and wing type ($Achievement_{maintype}$: $F(8, 226) = 1.94, p > .05$; $Achievement_{wing}$: $F(17.217) = 1.59, p > .05$).

Discussion and Conclusion

The results obtained from the statistical analyses indicate that neither the academic achievement nor distance education attitudes of students varied depending on their personality types and wing types.

Discussion and Conclusion

When we compare our results with our Enneagram readings, we have seen that each type of element can have different attitudes and successes level according to its original development. This situation seems to be compatible with real life.

So we can not group students according attitudes and achievements using their enneagram type info and the students' enneagram type and wing information will not allow us to estimate distance education attitudes and academic achievement levels.

Discussion and Conclusion

However, this information can provide us with strong predictions of what arrangements we can take to influence these variables positively.

Because The Enneagram gives us each of the structures specific perception and orientation priorities, and assessment and definition styles, motivation, avoidance and requirements.

Discussion and Conclusion

At this point, in parallel with the aim of this study, it was attempted to determine the adaptation recommendations by using the Enneagram personality type data in “User Model” in distance education systems.

These suggestions were developed taking into consideration the Enneagram and distance education literature. It is thought that determining practice findings by the relevant researchers contributions will lead to great extend. The possible arrangements that may be performed depending on the types are discussed below.

Discussion and Conclusion

Distance Education & 1s;

It is seen that 1s' attitude rank is 4, and achievement rank of them is 2. The dominant characteristics of this personality type are high moral values, high principles, perfectionism and workaholism, regularity-productivity and suppression of the feelings. The characteristics of wing 2 and characteristics of 1 contradict to a certain extent. Wing 2 smooths the judgmental attitudes of 1, and increases the need for sociality. Increasing sociality and need for relationship may be the cause of decreasing distance education attitudes (**Attitude; X_{12} : 97.88, X_{19} : 109.40**).

(Cited from Riso, 2003; Riso & Hudson, 1999)

Discussion and Conclusion

Distance Education & 2s;

2s' attitude rank is 7 and achievement rank is 4. Since distance education systems being weak and insufficient in terms of direct relationships would not meet the most main needs and expectations of 2s, their attitudes will be inevitably low. This situation may be affected positively through the effective use of student-student and student-educator communication channels. Even though it is virtual if a classroom environment is established through the student-student interactions by helping others and being appreciated or allowing the private shares (such as personal photo) visible-to-others on their profile pages it would be increased the commitment of 2s to the system.

(Cited from Acarkan & Özdemir, 2014)

Discussion and Conclusion

Distance Education & 3s;

3s seem to be in rank 1 in terms of both of attitude and achievement. They can motivate themselves in the matter that they want to do and achieve. They feel valuable with their achievements. The students of this personality type are generally successful students as far as their intelligence and possibilities are concerned. Since, by ignoring or immediately solving any sort of negative factors including their own feelings, they aim to keep moving. They will focus on moving in their path despite the deficiencies and negativities rather than being stuck in the problems of system. they generally enjoy the positive and energetic atmosphere. This characteristic allows them to be well ahead in terms of attitude and achievement.

(Cited from Acarkan & Özdemir, 2014; Palmer, 2010)

Discussion and Conclusion

Distance Education & 4s;

Despite the fact that 4s are significantly far behind in terms of attitude (rank 8), it can be seen that they are in relatively better position in terms of achievement (rank 3). In the course of time, it can be thought that they might develop coping strategies based on wing effects against to these emotional fluctuations. Yet, 4s with wing 3 are seen to have more achievement and high attitude than 4s with wing 5 (Attitude; X_{43} : 93.46. X_{45} : 86.16 – Achievement; X_{43} : 2.79. X_{45} : 2.64).

(Cited from Acarkan & Özdemir, 2014)

Discussion and Conclusion

Distance Education & 4s;

For positively affecting their negative perceptions, preparing a profile page that is visible to their classmates and other persons and allowing them to post freely may be a solution. In order to hinder their feeling of c, insincerity, and being-ignored, direct communication with a consultant or educator and taking them into a follow-up system may allow them to feel better.

Discussion and Conclusion

Distance Education & 5s;

It can be seen that the attitude rank of 5s (rank 5) is better than their rank in achievement (rank 7). Unless they trust in the source of information, they wouldn't be eager to receive the information, and they may reach at the point of ignoring or underestimating the information environment that they do not trust and they consider invaluable. For this purpose, it may be useful to ensure the citation and reference sections that are very rich and consists of primary sources as long as possible.

(Cited from Riso, 2003)

Discussion and Conclusion

Distance Education & 6s;

It can be seen that 6s are at final ranks in terms of attitude (rank 9) and achievement (rank 8). This may originate from the 6s' mind structures creating fears and anxiety based on the search for trust. Despite the fact that 6s are studying their lesson and make effort for learning, they may fall into the circle of negative possibilities when they feel that they fall behind others. In such cases, they need the support and appreciation of competent and, by extension, reliable source. System shall meet the guidance and support needs of 6s via real persons. Otherwise, 6s cannot overcome their reliability anxieties, and cannot achieve positive outcomes.

(Cited from Acarkan & Özdemir, 2014; Palmer, 2010)

Discussion and Conclusion

Distance Education & 7s;

7s are seen to be in rank 3 in terms of attitude and rank 5 in terms of achievement. Since they are incapable of sustaining the monotone processes lasting longtime in same place, many classical classroom environments are boring and difficult for them. Timing, control of the allocated time, variety and interaction of contexts, and allowing them to freely determine how much attention they will assign to which would allow 7s to lean towards distance education.

(Cited from Acarkan & Özdemir, 2014)

Discussion and Conclusion

Distance Education & 7s;

7s' achievement in system may be improved by providing short contexts, a summary at the end of section and interactive contexts.

It is attention-grabbing that the wing effects on 7s are at high levels in terms of both of attitude and achievement (**Attitude; X_{76} : 120.33, X_{78} : 98.40**) (**Achievement; X_{76} : 3.13, X_{78} : 2.57**). It can be seen that 7s behaving in more controlled manner and carefully under the effect of wing 6 are a step ahead from 7s behaving in more uncontrolled manner under the effects of wing 8.

(Cited from Acarkan & Özdemir, 2014)

Discussion and Conclusion

Distance Education & 8s;

Despite their high level of attitudes (rank 2), it is interesting that 8s have lower academic achievement (rank 9). They are in exact vividness, but they also follow their instinctual urges without control that much. As the intrinsic energy increases, their attitude towards uncontrolled action also increases and they start to bear strong feelings towards anything they do. This personality of them and their high self-esteem may be the reason for their anormalistic high attitudes that do not affect their achievement. In order to contribute to 8s' academic achievement, they must be allowed to realize their impatient and result-oriented personality and to question their perspective approving this characteristic.

(Cited from Acarkan & Özdemir, 2014; Riso & Hudson, 1999)

Discussion and Conclusion

Distance Education & 9s;

It is seen that the attitude and achievement ranks of 9s are the same (rank 6). Having the basic search for “compliance and balance”, 9s would avoid from positive and negative peaks in their feelings, preferences, and responses. Considering this characteristic of them, their rank in terms of attitude meets the expected level. For 9s, who generally behave slowly and do not appreciate competitive and struggle environments, a virtual classroom environment may be more relaxing than a real classroom and it may be more suitable for their learning speed. In order to improve their achievement, providing a studying plan, which is assigned by an educator or the system and where they can make whichever change they want, would save 9s from the load of decision-making.

(Cited from Palmer, 2010; Riso & Hudson, 1999)

Questions

Thank You For Listening
Q&A?



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Thank You



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